



CPD CLIMATE AWARENESS AND ACTION TOOLKIT FOR VET

EDUCATORS

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INTRODUCTION

The CPD Climate Awareness & Action Toolkit for VET Educators has been developed as part of the FOOTPRINT project to support the transition of the tourism sector towards more sustainable and climate-resilient business models. Recognising the critical role of vocational education and training in shaping future tourism practices, this programme equips VET educators with the knowledge, tools, and pedagogical approaches required to embed sustainability, climate awareness, and responsible tourism principles into their teaching and training activities. The programme responds to growing environmental pressures on tourism destinations, including climate change, resource depletion, biodiversity loss, and social inequalities. It is designed to support educators working with tourism learners, SMEs, and local stakeholders, enabling them to translate sustainability principles into practical, context-specific actions.

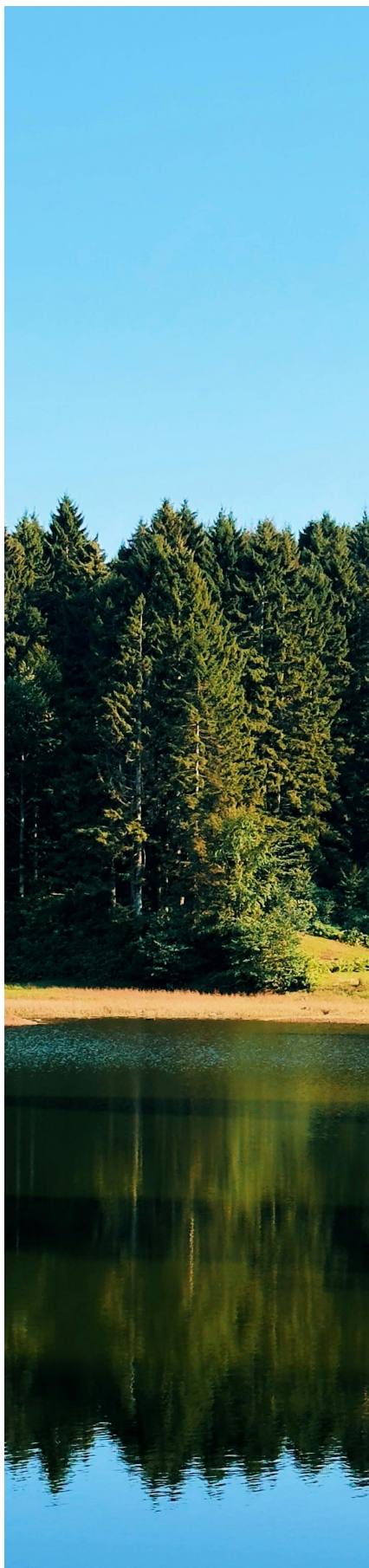
PURPOSE AND SCOPE

The purpose of this CPD programme is to strengthen the capacity of VET educators to act as key facilitators of change within the tourism sector. The toolkit supports educators in understanding the environmental, social, and economic impacts of tourism, while also providing practical strategies to promote sustainable and regenerative practices at local and regional levels.

The scope of the programme includes:

- climate awareness and sustainability fundamentals in tourism,
- environmental stewardship and resource management,
- cultural preservation and community engagement,
- sustainable business models and certification frameworks,
- monitoring, evaluation, and continuous improvement of sustainable practices.

Through a modular structure, the programme allows educators to engage with content progressively, moving from foundational concepts to applied strategies that can be directly integrated into VET curricula and training programmes.



PEDAGOGICAL APPROACH

The CPD Climate Awareness & Action Toolkit is primarily designed for VET educators, trainers, and facilitators working in the fields of tourism, hospitality, sustainability, and related sectors. It is also relevant to professionals who support tourism SMEs, destination managers, and local authorities involved in tourism planning and development. Participants are expected to have experience in vocational education or professional training, but no prior specialist knowledge of sustainability or climate policy is required. The programme is suitable for both experienced educators seeking to update their practice and those newly engaging with sustainability-focused tourism education.

The programme is grounded in adult learning principles and adopts a learner-centred, practice-oriented pedagogical approach. Rather than focusing solely on theoretical knowledge, the toolkit emphasises reflection, discussion, and application to real-world tourism contexts.

Learning activities are designed to:

- build on participants' professional experience,
- encourage critical thinking and problem-solving,
- promote collaboration and peer learning,
- support the translation of sustainability concepts into practical educational and business contexts.

Case studies, group discussions, action planning tasks, and Self-Directed Learning Activities are used throughout the programme to ensure relevance and engagement.

MODULE 1: PRINCIPLES OF SUSTAINABLE TOURISM

LESSON PLAN

Module Title

Principles of Sustainable Tourism

Target group

VET educators focused on green tourism, sustainability, and climate action are key stakeholders, as they support SMEs and tourism businesses in adopting more sustainable practices

Introduction

In this module, VET educators will learn about sustainable tourism and the ten principles that underpin it. They will engage in brainstorming sessions to identify and analyse best practices within their community. By the end of the lesson, educators will have the opportunity to apply their new knowledge and skills by creating a sustainable tourism action plan. They will also have the opportunity to analyse further resources through self-directed learning.



Learning outcomes

By the end of this module, VET educators will be able to:

- Explain the concept of sustainable tourism and its importance within local and global contexts.
- Identify and describe the ten key principles that support sustainable tourism.
- Analyse existing tourism practices in their own communities through group brainstorming and collaborative discussion.
- Evaluate examples of sustainable tourism initiatives and recognise characteristics of best practices.
- Apply the ten principles of sustainable tourism to real-world scenarios within their teaching or local environments.
- Design a context-specific sustainable tourism action plan that incorporates best practices and aligns with the identified principles.
- Reflect on how their role as educators can influence and promote sustainability in the tourism sector.

Duration

5 hours

Preparation

The facilitator:

Reviews the module structure, objectives, and activities.

Ensures required materials:

a projector for showing the presentation

speakers and access for the video

flip charts if using for brainstorming and action plans

prints out activity sheets.

Lesson Plan (2 hours)

Presentation:

<https://docs.google.com/presentation/d/1-TFdJIYGuJDg9ZA6J9pVk95IHjGetzb1/edit?slide=id.p1#slide=id.p1>

Short Video

YouTube video "What is sustainable tourism? Why sustainable tourism management is so important"

<https://www.youtube.com/watch?v=kgAHZHkMTQU>

Module development

Step 1. Welcome and Icebreaker (5 minutes)

Quick introduction round

Ask: "What comes to mind when you hear 'sustainable tourism'?" (Responses noted on flip chart)

Step 2. Brainstorming Activity: What is Sustainable Tourism? (20 minutes)

Participants will identify sustainable practices already present in their community and brainstorm how a local tourism provider could adopt sustainable principles, analysing the potential community impact.

Individually or in pairs, reflect on the sustainability principles covered in the module.

Part 1: Think about your community: Identify 1-2 examples of best practices that promote sustainability (eco-friendly transport, local food sourcing, waste management, community-led tourism)

Write down:

The practice

Why it's sustainable

Which sustainability principles does it represent (environmental stewardship, community participation, economic viability)

Part 2: Now think of a local tourism provider (hotel, tour guide, cultural site) that could be more sustainable.

Answer the following:

What changes or actions could they take to be more sustainable?

Which principles of sustainability would these changes support?

What impact would these changes have on the community (job creation, environmental benefits, cultural preservation)?

Encourage using real examples and being creative, but realistic, ideas (switching to solar energy, hiring local guides, reducing plastic use).

Ask volunteers or each group to share 1 idea from Part 1 and 1 from Part 2.

Note these on the board to find common themes or especially innovative ideas.

Questions for further discussion:

What challenges might tourism providers face in becoming more sustainable?

How can communities support these transitions?

Step 3. PowerPoint Presentation: Principles of Sustainable Tourism (60minutes)

Content to Cover

Definition of sustainable tourism

UNWTO's 3 pillars (Environmental, Economic, Social)

Video Viewing and Discussion (Discussion Prompts:

What messages stood out to you?

How can these ideas be adapted in local tourism education or business contexts?

Key principles (Facilitator Tip: Encourage questions after each principle is explained. (reflection questions included on the slides)

Step 4. Group Discussion: Local Applications

Task: In pairs or groups (10 minutes)

Identify a local tourism issue or opportunity where sustainability could be improved.

Share examples of how training or education could support that improvement.

The facilitator circulates and supports reflection.

Step 5. Wrap-up and Evaluation (25 minutes)

Quick recap of key takeaways

Share any final insights

Discuss the questions included in the activity section.

Guide participants to the material for self-directed learning (SDL) and explain the activity that follows the SDL



Activity (20 min)

Let's test your knowledge!

1. What are the three main pillars of sustainable tourism according to the UNWTO?
2. List three common negative impacts of tourism if not managed sustainably.
3. Define sustainable tourism in your own words using at least two of the key principles.
4. A local tour company is overusing single-use plastics and rarely partners with local vendors. What changes could they make to align with sustainable tourism principles?
5. How does involving local communities in tourism planning benefit both the visitors and the host community?
6. Identify one way responsible marketing can contribute to sustainability in tourism.

Reflection Questions

7. When your students hear the term "sustainable tourism," what misconceptions or gaps in understanding do you anticipate, and how can you address them in an engaging way?
8. Can you think of an example from your local area that embodies multiple sustainability principles (environmental, economic, social)? How could this example be used as a teaching case in your training sessions?
9. How can you connect the UNWTO's three pillars to your students' personal or local experiences to make these global concepts more relatable?
10. In your experience, what are the main barriers that tourism providers in your region face in implementing sustainable practices, and how can VET programs help overcome these?

SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcast, and other resources

- [Ten Principles for Sustainable Destinations: Charting a new path forward for travel and Tourism](#). A report by the World Economic Forum– 10 alternative principles for sustainable destinations to guide policymakers, businesses and destination management companies to enable positive planning and behaviour change to restore destinations and optimise their offerings for a sustainable future.
- An award-winning video about sustainable tourism – [A Sustainable Journey](#) has been produced by EUROPARC Federation in the framework of the CEETO project in order to inspire and inform travellers and local communities on the concept of Sustainable Tourism. ([In French](#), [in Spanish](#), for other languages, the auto-translate subtitles are available.)
- [Case study](#) of the current status of Sustainable Tourism in Ireland by Failte Ireland
- [UNESCO World Heritage Sustainable Tourism Toolkit](#) – it includes 10 guides that aim to make implementing the ideas of sustainable tourism easier to understand and put into practice for all parties involved.

Activity

Action Planning Activity

Sustainable Tourism Action Plan

You are tasked with writing a clear and structured action plan that outlines how sustainable tourism can be developed or improved in your local community. Your action plan should show your understanding of the sustainability principles from the module (environmental integrity, economic viability, cultural respect, community involvement).

Your action plan should include the following sections:

1. Introduction: Community overview

Briefly describe one or two businesses (accommodation provider, festival organiser, tour guide) that could become more sustainable in your community or local area.

Mention current tourism providers and existing challenges or gaps in sustainability.

2. Goals and vision

What is your vision on how the mentioned tourism provider could become more sustainable?

What are the main goals you hope to achieve? (reduce environmental impact, increase local employment, protect cultural heritage)

3. Key sustainable tourism actions

List 3–5 specific actions or initiatives that could be implemented by the tourism businesses (eco-certification programs for lodges, local artisan markets, guided nature tours led by locals).

For each action, describe:

What the action involves

Which sustainability principle(s) does it support

Who would be responsible (stakeholders)

What resources or support might be needed

4. Community impact and benefits

Describe the expected short- and long-term impacts of your plan on the business owner as well as on the wider community.

Consider environmental, social, and economic benefits.

Mention how it promotes equity and inclusivity.

5. Challenges and solutions

Identify potential obstacles (funding, resistance to change, lack of training).

Suggest practical strategies to overcome them (awareness campaigns, grant funding, partnerships).

If another group session follows this activity, participants can present their action plans, leading to a discussion that evaluates their feasibility and potential impact within the local community.

Sustainable Tourism Action Plan

1. Community Overview

Briefly describe your community and name one or two existing tourism providers. Identify any current challenges related to these providers being more sustainable:

2. Goals and Vision

What is your vision of how the above-mentioned tourism provider(s) could become more sustainable? What goals do you want to achieve?

3. Key Sustainable Tourism Actions

List 3–5 specific actions for tourism businesses to promote sustainable tourism.

Action/Initiative	Sustainability Principle(s)	Responsible Party	Resources Needed

¹ | Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 2024-1-ES01-KA220-VET-000255089]

4. Community Impact and Benefits

What positive effects would your plan have on the business itself as well as on the environment, local economy, and community well-being?

5. Challenges and Solutions

What obstacles might you face when implementing this plan, and how could you address them?

² | Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 2024-1-ES01-KA220-VET-000255089]

MODULE 2: SUSTAINABLE DEVELOPMENT & SUSTAINABILITY

LESSON PLAN

Module Title

Sustainable development & sustainability

Target group

VET educators

Introduction

The main relevance and scope of this topic is to:

- Understand the exponential growth of tourism over the past decades and the diverse impacts it has generated across different sectors.
- Analyse the negative effects of tourism on the social, economic, and environmental dimensions.
- Explore sustainable tourism approaches and identify potential solutions that can minimise these impacts and promote responsible development within the industry.



Learning outcomes

- Learn about the negative impacts of tourism.
- Identify the key social, economic, and environmental impacts of tourism.
- Analyse the negative consequences of tourism in each sustainability dimension.
- Evaluate sustainable tourism strategies aimed at mitigating these negative impacts.
- Propose practical solutions for more sustainable and responsible tourism practices.

Duration

5 hours

Preparation

The facilitator:

- Reviews the module structure, objectives, and activities.
- Ensures required materials: a projector, posters, flip charts, handouts, and access to videos.

Lesson Plan

Presentation:

https://docs.google.com/presentation/d/1WOQQp_Gp7WzrAptILPqH5oozBbLtOzLil/edit?usp=drive_link&ouid=114794451458000266089&rtpof=true&sd=true

Short Video

<https://www.youtube.com/watch?v=Vyt1HdR4uLw>

Module Development

Introduction to the module [slides 2-3] (5 min)

Present the content on the slide and then ask participants:

- “What comes to mind when you hear the term Sustainable Tourism?”

(Collect and display responses using post-its or an online whiteboard).

After gathering ideas, explain that:

The main objective of this module is to understand the concept of sustainable tourism and its role as a response to the negative impacts of mass tourism.

The module introduces key concepts and definitions related to sustainability, drawing on frameworks from UNWTO, UNEP, UNESCO, and the Global Sustainable Tourism Council.

It addresses the three main pillars of sustainable tourism (environmental, social, and economic) and explores how these dimensions interact within the tourism industry.

Finally, it examines the emerging concept of regenerative tourism, supported by theoretical frameworks and case studies that highlight tourism's contribution to sustainable development.

Module Development [slides 4 to 19] (1h20 min)

B. Introduction to Sustainable Development in Tourism [slides 4-7]

This section provides the theoretical foundation of the module by introducing one of the most essential topics in sustainable tourism. It aims to give educators the conceptual background necessary to guide learners in understanding the transition from mass to sustainable and regenerative tourism models.

1.1 Sustainable Tourism: Concept and Evolution – This part explores the origins and evolution of sustainable tourism as a response to the negative impacts of mass tourism. It presents key international definitions and frameworks from the Brundtland Report, UNWTO, UNEP, UNESCO, and the Global Sustainable Tourism Council, emphasising the balance between environmental, social, and economic sustainability.

1.2 Impact of Mass Tourism – This section examines the main consequences of mass tourism, such as environmental degradation, social inequality, and economic imbalance. It also introduces the evolution toward sustainable and regenerative approaches that seek to minimise harm, restore ecosystems, and promote community well-being.

C. The Three Dimensions of Sustainable Tourism [slides 8-13]

This section deepens the theoretical understanding of sustainable tourism by examining its three fundamental and interconnected pillars: environmental, social, and economic sustainability. It provides educators with the conceptual tools to help learners analyse how these dimensions interact and support the broader goals of sustainable development.

Environmental Sustainability – Focuses on responsible interaction with natural resources and ecosystems. It highlights key environmental challenges such as resource overuse, waste generation, and carbon emissions, as well as strategies for improvement through renewable energy, eco-certifications, and visitor management.

Social Sustainability – Addresses the importance of ensuring that tourism benefits host communities while safeguarding cultural heritage and promoting social inclusion. It emphasises community participation, decent work opportunities, and the protection of human rights.

Economic Sustainability – Examines how tourism can foster long-term economic stability by supporting local businesses, reducing dependency on external markets, and preventing economic leakage through fair and inclusive growth.

Interconnection of the Three Dimensions – Explores how the environmental, social, and economic pillars are interdependent. It underscores sustainability as a continuous process of dialogue, adaptation, and evaluation, supported by monitoring tools such as sustainability indicators and impact assessments.

D. Public Policies and Good Practices [slides 14-19]

Theoretical Focus

This section examines the institutional and governance dimensions of sustainable tourism, highlighting the crucial role of public authorities in shaping responsible and resilient tourism systems. It provides educators with a framework to help learners understand how policy, planning, and governance mechanisms support sustainable development in the tourism sector.



Activity (20 min)

- What are the three main pillars of sustainable tourism, and why is it important to address all of them together?
- How did mass tourism contribute to environmental and social challenges in the second half of the 20th century?
- What distinguishes a responsible tourist in a sustainable model from one in a regenerative model?

Give one example of how public policy can support sustainable tourism development.

- What is one real-world example of a regenerative tourism initiative, and what makes it regenerative?
- Choose one of the following prompts and write a short paragraph (4–5 sentences).
- Think of a place you've visited or know well. Would you describe the tourism model there as mass, sustainable, or regenerative? Why?
- In your opinion, what is the biggest barrier to shifting from mass tourism to regenerative tourism? How could it be overcome?

SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcast, and other resources

1. #TheSustainableDiner: Cebu City <https://www.youtube.com/watch?v=ufEedGDIHGw>
2. Exceptional Stories of Sustainable Tourism: Magical Kenya <https://www.youtube.com/watch?v=8b1GTXkjuxU>
3. Destination 2030: Global Cities' Readiness For Sustainable Tourism Growth https://tourismanalytics.com/uploads/1/2/0/4/120443739/destination_2030_jll_wttc_report.pdf
4. Unpacking the economic impact of tourism: A multidimensional approach to sustainable development. <https://www.sciencedirect.com/science/article/pii/S0959652624033961>

Activity

To identify and analyse five current examples of sustainable tourism practices from around the world, with a focus on recognizing how they reflect at least one of the three pillars of sustainable tourism: economic, social, or environmental.

For each example, write down:

Name/Location

Brief Description (1–2 sentences)

Which sustainability pillar it reflects (economic, social, environmental)

Why you chose it (1 sentence of reasoning)

Create a simple table or list with this information. You will briefly share one of your examples with the class in the final 5 minutes.

MODULE 3: ENVIRONMENTAL STEWARDSHIP

LESSON PLAN

Target group

VET educators

Introduction

Environmental stewardship refers to the responsible use and protection of the natural environment through active participation, ethics, and sustainable practices. The term “stewardship” originates from the Old English “steward,” meaning house guardian, which has evolved to imply a duty of care for resources held in trust for future generations.

Learning outcomes

Learn about the principles of environmental stewardship and their importance for sustainable development.

Identify global environmental challenges and understand their implications for tourism.

Analyse the role of stewardship in addressing key environmental crises.

Evaluate the effectiveness of environmental stewardship strategies at local and global levels.

Propose practical tools and strategies for implementing environmental stewardship in the tourism sector.



Duration

5 hours

Preparation

The facilitator:

Reviews the module structure, objectives, and activities.

Ensures required materials: a projector, posters, flip charts, handouts, and access to videos.

Lesson Plan

Presentation:

https://docs.google.com/presentation/d/1WOQQp_Gp7WzrAptILPqH5oozBbLtOzLil/edit?usp=drive_link&oid=114794451458000266089&rtpof=true&sd=true

Short Video

Explore strategies such as eco-tourism, community involvement, and sustainable practices adopted by countries like Costa Rica, Bhutan, and New Zealand. This video explains how destinations can balance tourism's economic benefits with long-term sustainability to preserve their natural and cultural heritage.

https://www.youtube.com/watch?v=7bTbfQ_Aijo

Module development

Introduction to the module (5 min) [slides 2-3]

The main objective of this module is to understand the concept of environmental stewardship and its importance in promoting sustainable interaction with the natural environment.

This module will develop key concepts and principles, such as responsibility, sustainability, and care and ethics, which form the foundation of environmental stewardship.

It will explore the roles of different actors—individuals, communities, businesses, and governments—in promoting responsible environmental practices through participation, regulation, and innovation.

Finally, the module will highlight how environmental stewardship contributes to resilience, resource security, and social equity within the broader context of sustainable development.

Module Development (1h20 min)

B. Introduction to Environmental Stewardship [slides 4-8]

Slide 5 – Concept and Significance of Environmental Stewardship

Present the definition and main idea of environmental stewardship as the responsible management and protection of natural resources.

Explain its ethical dimension and highlight its significance in promoting a balanced relationship between human activities and nature.

Emphasise the transition from exploitation to active care and the importance of ensuring sustainability for future generations.

Slides 6–7 – Global Environmental Challenges

Present the major global environmental challenges affecting sustainability today:

- **Climate Change:** driven by fossil fuel emissions, agriculture, and deforestation.
- **Biodiversity Loss:** threatens ecosystems and essential services.
- **Water Scarcity and Pollution:** affecting global health and livelihoods.
- **Waste Generation and Pollution:** increasing pressures on ecosystems.
- **Environmental Justice:** addressing unequal environmental impacts.
- **Intergenerational Equity:** ensuring fairness between present and future generations.

Summarise how these challenges are interconnected and why collective action is necessary.

Slide 8 – Environmental Stewardship in Sustainable Tourism

Explain how environmental stewardship applies within tourism. Highlight low-impact and conservation-oriented practices such as resource efficiency, biodiversity protection, and pollution reduction. Discuss how stewardship helps achieve a balance between economic development, environmental conservation, and community well-being. Conclude by reinforcing that integrating environmental stewardship into tourism practices ensures long-term sustainability and ecosystem regeneration.

C. Foundations of Environmental Stewardship

Slide 10 – Ecological Worldview and Systems Thinking

Present the concept of the ecological worldview, emphasising that humans are an integral part of nature rather than separate from it. Explain how this perspective forms the foundation of environmental stewardship by promoting respect, balance, and interdependence between people and the environment. Introduce the idea of systems thinking as a tool to understand the complexity of environmental issues. Highlight how systems thinking encourages the analysis of interconnections, feedback loops, and long-term consequences of human actions. Conclude by stressing that adopting an ecological worldview and systems thinking helps guide more informed and sustainable decisions that support both ecosystems and communities.

D. Stakeholders and Mechanisms

Slide 12 – Government Policies and International Agreements

Present the role of governments in promoting environmental stewardship through legislation, regulation, and international cooperation.

Highlight key frameworks, such as the Paris Agreement (2015), Aichi Biodiversity Targets, and the European Green Deal, explaining how they guide national and local action plans and ensure accountability.

Emphasise that public policies provide the foundation for systemic and long-term environmental protection.



Slide 13 – NGOs, Grassroots Movements, and Community-Based Management

Introduce the contribution of NGOs (e.g., WWF, Friends of the Earth) and grassroots movements (e.g., Fridays for Future) in advocacy, research, and community engagement.

Explain the importance of local communities, who often participate in co-management of protected areas, sustainable agriculture, and water resources.

Stress how community involvement makes environmental stewardship context-sensitive, adaptive, and more effective.

Slide 14 – Business and Education

Present the private sector's role in environmental stewardship through CSR and ESG practices, including energy efficiency, waste reduction, and ethical sourcing.

Discuss the role of environmental education and media in raising awareness, influencing behaviours, and encouraging sustainable action via schools, campaigns, and journalism.

Conclude by emphasising that effective environmental stewardship depends on collaboration among governments, communities, NGOs, businesses, and educational institutions, and that understanding stakeholder roles is key to implementing sustainable strategies.

E. Tools and Strategies for Stewardship

Slide 16 – Environmental Assessments and Green Infrastructure

Present practical tools that translate environmental stewardship principles into action. Explain the purpose of **Environmental Impact Assessments (EIA)** in evaluating project risks and involving stakeholders in decision-making.

Introduce **green infrastructure** (e.g., green roofs, urban forests, permeable pavements) and explain how it improves air quality, mitigates heat, and enhances biodiversity.

Briefly discuss the circular economy as a framework to promote reuse, repair, and recycling, reducing waste and supporting sustainability.

Slide 17 – Renewable Energy, Resource Efficiency, and Certification

Discuss the importance of transitioning to renewable energy sources, such as solar, wind, and hydro, to reduce environmental impact.

Highlight **resource-efficient technologies**, including energy-efficient appliances and water-saving systems, that help minimise dependency on finite resources.

Explain the role of **certification systems** (e.g., LEED, ISO 14001, FSC) in validating responsible practices, ensuring accountability, and providing benchmarks for continuous improvement.

Slide 18 – Digital Technologies and Community Engagement

Present how digital technologies (GIS, smart meters, citizen science apps) enable monitoring and data-driven environmental management.

Emphasise community participation through workshops, campaigns, and educational programs, showing how local engagement strengthens the effectiveness and sustainability of stewardship efforts.

Conclude by highlighting that combining these tools (technical, regulatory, and participatory) creates a comprehensive approach to environmental management and protection.

F. Environmental Stewardship in Tourism

Slide 20 – Introduction to Environmental Stewardship in Tourism

Present the concept of environmental stewardship within the tourism sector. Explain that tourism is a major economic driver and cultural connector, but it also has a significant ecological footprint, consuming large amounts of energy and water, generating waste, and impacting ecosystems and local communities.

Emphasise that integrating stewardship is essential for achieving truly sustainable development in tourism.

Slide 21 – Environmental Footprint of Tourism

Discuss the main environmental impacts of tourism, including carbon emissions from air travel and cruise ships, deforestation, freshwater depletion, marine and coastal degradation, wildlife disturbance, and waste accumulation.



Use examples of destinations such as Bali, Venice, and Machu Picchu to illustrate the consequences of mass tourism and the need for better management and visitor limits.

Slide 22 – Ecotourism and Regenerative Tourism

Explain ecotourism as low-impact travel to natural areas that promotes conservation and benefits local communities. Introduce regenerative tourism, which goes beyond conservation by actively restoring ecosystems and supporting community resilience.

Highlight that regenerative tourism aims to leave destinations in a better state than before tourism activities occurred.

Slides 23–24 – Best Practices in Tourism Stewardship

Present concrete strategies to minimise environmental harm:

- Eco-friendly transport options (electric shuttles, bicycles)
- Energy efficiency improvements in accommodations
- Water-saving technologies and reuse systems
- Waste reduction through recycling, composting, and plastic-free initiatives
- Supporting local food systems and ethical supply chains

Emphasise that these practices contribute directly to sustainability and community well-being.

Slide 25 – The Role of the Hospitality Sector

Explain the critical role of hotels and resorts in stewardship:

- Renewable energy installations (solar panels, geothermal systems)
- Carbon offsetting and environmental audits

Green certifications (Green Key, Earth Check)

- Educating guests on responsible behaviour

Highlight how hospitality providers can set an example and influence visitor practices.

Slide 26 – Destination Management and Certification

Present the importance of coordinated destination-wide planning for sustainable tourism:

- Carrying capacity assessments to limit visitor numbers
- Zoning and area management to conserve biodiversity
- Community participation in decision-making

Certification systems (GSTC, Travelife, Blue Flag) to incentivise sustainability and enhance transparency for travellers

Conclude by reinforcing that tourism can evolve into a sector that not only sustains but regenerates the destinations it touches, benefiting both the environment and local communities.

G. Conclusions (5 min)

Present the conclusions [slide 28]

Activity (20 min)

Explore how sustainable tourism practices can minimise environmental impact and contribute to the regeneration of ecosystems and local communities. Analyse tourism's effects on the environment and discuss strategies for more responsible travel.

SELF-DIRECTED LEARNING ACTIVITIES

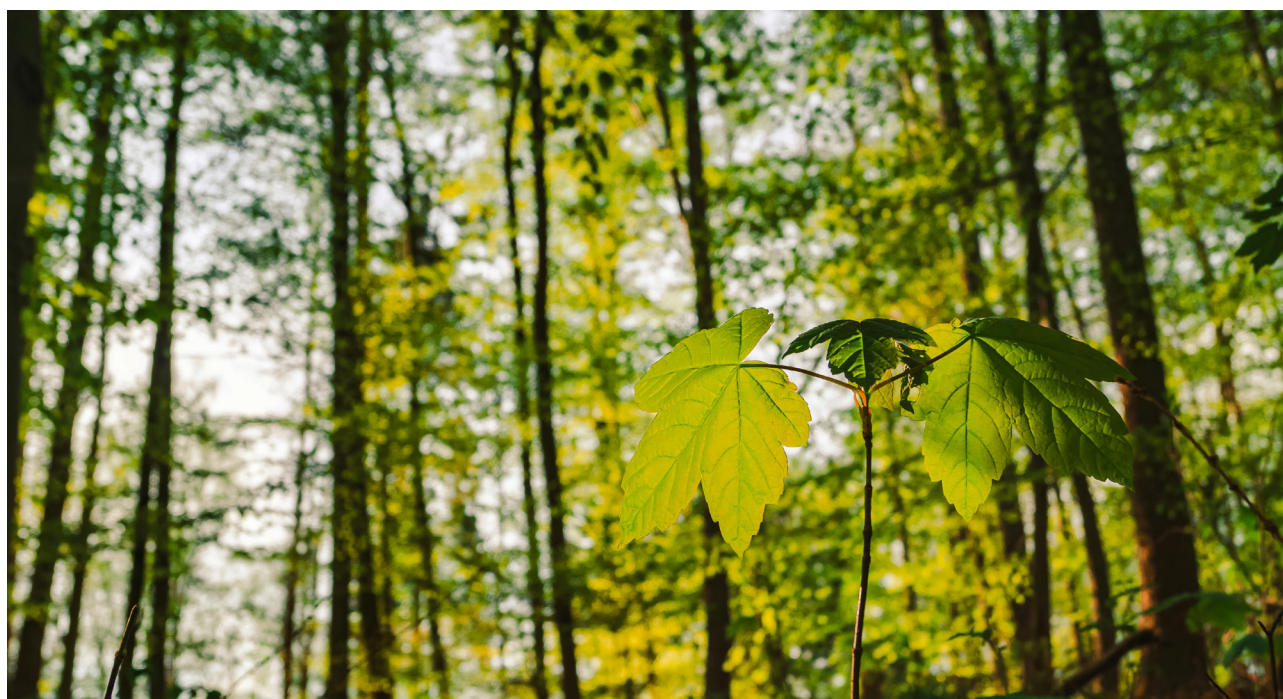
Readings, videos, podcast, and other resources

- Ideas to Action – Destination Stewardship: Best Practices to Reframe the Purpose of Tourism: <https://www.youtube.com/watch?v=nxnLRIY8-Xs&t=2278s>
- Tourism in times of climate change | DW Documentary: https://www.youtube.com/watch?v=SjS_vFvRmsQ
- How the tourism industry can be responsible for its environmental footprint | Sean Nino | TEDxUbud: <https://www.youtube.com/watch?v=AMIG-c1hXEE>
- Environmental Stewardship: A Conceptual Review and Analytical Framework: <https://link.springer.com/article/10.1007/s00267-017-0993-2>

Activity

Designing a Stewardship Plan for a Tourism Destination

- Choose a real or hypothetical destination.
- Identify its key environmental challenges.
- Propose stewardship strategies and stakeholder roles.
- Include monitoring tools and desired outcomes.



MODULE 4: CULTURAL PRESERVATION & HERITAGE

LESSON PLAN

Module Title

Cultural preservation & heritage

Target group

VET educators and trainers focused on tourism and sustainability, and related fields (including professionals and consultants supporting tourism SMEs and destinations).

Introduction

Culture is the soul of a community. It tells the story of where we come from, shapes how we live today, and inspires how we move forward. In an era defined by rapid globalisation, digital transformation, and profound social change, the role of cultural preservation has become more essential than ever. Understanding and safeguarding our cultural heritage is a commitment to sustaining the identity, creativity, and resilience of communities for the future

Learning outcomes

By the end of this training session, VET educators will be able to:

- Understand the key principles of cultural preservation and heritage
- Recognise the significance of tangible and intangible cultural assets as foundations of community identity and continuity.
- Identify the main challenges and opportunities related to safeguarding cultural heritage in a rapidly changing world.
- Apply environmentally responsible business practices
- Explore strategies for integrating sustainability into vocational and tourism-related activities.
- Understand how environmentally conscious approaches support long-term cultural preservation and community well-being.
- Recognise the value of cultural preservation and heritage for tourism



Duration

5 hours

Preparation

The facilitator:

- Reviews the module structure, objectives, and activities.
- Ensures required materials: a projector, posters, flip charts, handouts, and access to videos.
- Prints out activity sheets.

Lesson Plan (2 hours)

Presentation:

https://docs.google.com/presentation/d/193WK-fkgSGUIvFzpaJtNktx1v7egRoHkd/edit?usp=drive_link&ouid=102546790490102281592&rt=pof=true&sd=true

Short Video

Preserve Cultural Heritage with Sustainable Tech

https://www.youtube.com/watch?v=7Z_aAuCKV3o

AI for Cultural Heritage Preservation

<https://www.youtube.com/watch?v=1HWYG9UbiC8>

Module development

Step 1. Welcome and Icebreaker (5 minutes)

Objective:

To create a welcoming atmosphere and encourage participants to connect through their shared cultural backgrounds.

Facilitator Instructions:

Welcome participants and introduce the session topic.

Briefly explain that the session will explore how cultural heritage connects communities and enriches education and tourism.

Icebreaker Activity:

Ask participants to share:

“One cultural tradition, food, or local place that represents your community.”

This simple sharing exercise helps participants immediately connect the topic to their own lived experiences.

Key Message:

Cultural heritage is not just history—it's a living part of who we are and how we build the future.

Step 2. Brainstorming Activity (20 minutes)

Objective:

To explore participants' prior knowledge and personal connections to cultural heritage.

Instructions:

Divide participants into small groups (4–5 people).

Provide flipcharts or online whiteboards.

Ask each group to brainstorm and list examples of:

Tangible heritage (e.g., monuments, buildings, artifacts)

Intangible heritage (e.g., languages, rituals, crafts, oral traditions)

Guiding Questions:

What forms of heritage are most visible in your region?

Which traditions or skills are at risk of disappearing?

How can VET institutions help preserve them?

Debrief:

Groups share one or two examples. The facilitator summarises the diversity of heritage forms, emphasising that both tangible and intangible heritage shape identity and community resilience.

Step 3. PowerPoint Presentation (60 minutes)

Objective:

To deepen understanding of cultural preservation principles, global frameworks, and the role of VET in heritage protection.

Presentation Content Overview:

1. What is Cultural Heritage?

Definition and types (tangible and intangible).

Examples: monuments, traditional crafts, oral histories, and languages.

Heritage as a living and evolving expression of identity.

2. Preserving Cultural Heritage in a Globalized World

Importance of safeguarding identity amid modernization.

Benefits: sustainable tourism, education, community cohesion.

Risks: homogenization, commercialization, loss of traditions.

Discussion prompt: "How can globalization both threaten and support cultural heritage?"

3. Public Policies & Good Practices

UNESCO's Living Heritage in Education initiative.

HERITAGE-PRO program – interdisciplinary training in heritage management.

ICOMOS conservation frameworks.

UNWTO's guidelines for sustainable cultural tourism.

Connection to the 2030 Agenda for Sustainable Development.

4. Case Studies

Show excerpts from:

A Sustainable Journey (Italy, Austria, Slovenia – EUROPARC Network)

World Heritage Journeys – Ancient Europe (UNESCO × National Geographic)

A Call for Sustainable Change: Galápagos Islands

Best Tourism Villages by UN Tourism 2024

Discussion Prompt:

"What lessons can we draw from these examples for integrating heritage into education and tourism?"

5. Integrating Heritage into VET

Embed heritage topics into curricula.

Use local case studies and storytelling.

Collaborate with museums, artisans, and communities.

Promote green and authentic marketing in tourism training.

Step 4. Group Discussion (10 minutes)

Objective:

To reflect on how VET educators can support cultural preservation in their institutions and communities.

Discussion Questions:

How can VET programs encourage students to value local heritage?

What partnerships could strengthen heritage education (e.g., with cultural institutions or local artisans)?

How can green practices and sustainable tourism link to heritage preservation?

Facilitator Tip:

Encourage participants to think of **practical applications**—curriculum activities, projects, or local collaborations they could implement after the training.

Step 5. Wrap-Up and Evaluation (25 minutes)

Objective:

To consolidate learning, gather feedback, and inspire ongoing engagement with cultural heritage.



Activities:

Reflection Exercise (10 min)

Participants individually answer:

What is one new insight you gained today?

How will you apply it in your teaching practice?

What cultural heritage in your community deserves more attention?

Evaluation (10 min)

Distribute a brief feedback form or conduct a group poll (in-person or online).

Ask for feedback on session relevance, delivery, and future training needs.

Closing Remarks (5 min)

Summarise key messages:

Cultural heritage links the past to the future.

Educators play a vital role in preservation through awareness, teaching, and action.

Collaboration and sustainability are essential to keeping culture alive.

Thank participants and share follow-up resources (handouts, video links, reading list).

Activity (30 min)

Heritage Mapping

Step 1. Let's Test Your Knowledge

Introduce the concept of Heritage Mapping. A participatory tool used to document and visualise the tangible and intangible cultural assets that define a community's identity.

Briefly review examples:

Tangible heritage: monuments, historic buildings, artifacts, sites.

Intangible heritage: languages, songs, rituals, crafts, festivals, culinary traditions.

Step 2. Activity Instructions

1. **Form small groups** (3–5 people).

2. **Choose a specific locality or community** — this can be participants' hometowns, regions, or places they teach.

3. **Identify cultural assets** (tangible and intangible): monuments, sites, festivals, crafts, oral traditions, etc.

4. **Sketch a simple "Heritage Map" on paper or digitally**, marking the cultural assets on it.

5. Highlight assets at risk and note their preservation needs.

Encourage participants to use colour codes or symbols to distinguish between heritage types and risks.

Step 3. Group Discussion

After completing the maps, groups discuss the following prompts to deepen understanding and connect ideas to real-life contexts:

- What assets are most significant to the local identity?
- Which are at risk of being lost or forgotten? Why?
- What are the main challenges to preserving these assets?
- What opportunities exist for education, tourism, or community engagement?
- How can your role as educators or professionals support preservation efforts?

Each group presents one key finding or insight from their discussion.

Step 4. Reflection and Quick Quiz

Reflection Questions:

What surprised you about your local heritage?

How can education and training help safeguard these assets?

What partnerships or initiatives could strengthen preservation efforts?

Quick Quiz:

- What are the two main types of cultural heritage?
- Give one example of intangible heritage.
- Why is mapping useful for cultural preservation?
- Who shares responsibility for protecting heritage?

SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcast, and other resources

All My Relations

Hosts: Matika Wilbur, Adrienne Keene, and Desi Small-Rodriguez

Focus: Indigenous identity, culture, and the complex relationships within Native communities.

<https://www.allmyrelationspodcast.com>

Toasted Sister Podcast

Host: Andi Murphy

Focus: Indigenous food, culinary traditions, and food sovereignty—highlighting the preservation of Native foodways.

<https://toastedsisterpodcast.com>

PreserveCast

Produced by: Preservation Maryland

Focus: Where historic preservation meets technology, public history, and community storytelling.

<https://www.preservecast.org>

Living Tradition: Soundscapes of Poland

Produced by: Culture.pl

Focus: Polish music, cultural history, and the preservation of traditional sounds.

<https://culture.pl/en/article/living-tradition-soundscapes-of-poland-podcast>

Tangible Remnants

Host: Nakita Reed

Focus: Intersection of historic preservation, architecture, equity, and sustainability.

<https://www.tangibleremnants.com>

99% Invisible

Host: Roman Mars

Focus: The hidden design and history of everyday things—including urban planning, cultural landmarks, and architectural heritage.

<https://99percentinvisible.org>

The Memory Palace

Host: Nate DiMeo

Focus: Story-driven episodes uncovering forgotten or lesser-known historical events and cultural narratives.

<https://thememorypalace.us>

Lore

Host: Aaron Mahnke

Focus: Exploring the roots of folklore and superstitions with strong historical and cultural context.

<https://www.lorepodcast.com>

Cultural Frontline

Produced by: BBC World Service

Focus: Global artists and cultural figures exploring creativity, identity, and heritage in contemporary society.

<https://www.bbc.co.uk/programmes/p02nrwpk>

Heritage Voices

Host: Jessica Yaquinto

Focus: Indigenous archaeology, collaborative preservation, and tribal community perspectives.

<https://www.archaeologypodcastnetwork.com/heritagevoices>

Top Articles on Cultural Preservation & Heritage

Technologies for the Preservation of Cultural Heritage—A Systematic Review

Summary: This comprehensive review examines technological tools—such as 3D scanning, augmented/virtual reality, and IoT platforms—used globally between 2018 and 2022 to preserve cultural heritage. It highlights the growing role of digital innovation in conservation efforts.

Link: Read the [articleresearchgate.net](https://www.articleresearchgate.net)

Cultural Heritage: 7 Successes of UNESCO's Preservation Work

Summary: UNESCO outlines seven landmark preservation efforts, including the safeguarding of sites like Angkor and Timbuktu, and initiatives supporting intangible heritage and creative economies.

Link: [Explore the successesunesco.org](https://www.exploresuccessesunesco.org)

Cultural Heritage Engraved in Blood: A Human Right Beyond Time

Summary: Published by the Harvard International Law Journal, this article argues for recognizing cultural heritage preservation as a fundamental human right, emphasizing its role in identity and societal cohesion.

Link: [Read the articlejournals.law.harvard.edu](https://www.readthearticlejournals.law.harvard.edu)

Preserving the Past: Literature Insights on Cultural Heritage Protection

Summary: A literature analysis from 2020 to 2024, this study reviews current methods and challenges in cultural heritage preservation, focusing on preventive conservation and sustainability.

Link: Access the study [manuscriptology.org](https://www.manuscriptology.org)

How Communities Are Working to Preserve Cultural Heritage

Summary: This article highlights community-centred preservation efforts, showcasing how local involvement ensures authenticity and continuity in cultural heritage conservation.

Link: Discover community effort [sartsandculture.google.com](https://www.sartsandculture.google.com)

Why Cultural Heritage Preservation Matters More Than Ever

Summary: Amid global challenges, this piece underscores the importance of cultural heritage preservation for identity, knowledge, and economic resources, advocating for sustainable and inclusive strategies.

Link: Read the article [theword360.com](https://www.theword360.com)

Preserving Tangible and Intangible Cultural Heritage: The Cases of Volterra and Atari

Summary: This study compares the preservation of ancient architecture in Volterra, Italy, with the digital conservation of Atari video games, discussing strategies for safeguarding diverse cultural artifacts.

Link: [Explore the casesarxiv.org](https://explore.casesarxiv.org)

On the Preservation of Africa's Cultural Heritage in the Age of Artificial Intelligence

Summary: This paper delves into the impact of AI on cultural heritage preservation in Africa, emphasizing the need for diverse datasets and digital literacy to protect cultural identities.

Link: [Read the paperarxiv.org](https://read.thepaperarxiv.org)

Grand Challenges in Immersive Technologies for Cultural Heritage

Summary: A systematic review analysing the use of immersive technologies in cultural heritage, discussing current applications, challenges, and future research directions.

Link: [Access the review](https://access.thereview)



Top 5 Cultural Preservation & Heritage Videos of 2025

The India They Saw: Marco Polo and Niccolò De' Conti's Forgotten Journeys

Overview: This Indo-Italian documentary retraces the 13th–14th-century travels of Venetian explorers Marco Polo and Niccolò de' Conti through South India, highlighting sites like Hampi and Mylapore. Utilizing CGI, the film brings to life the grandeur of the Vijayanagara Empire and aims to rekindle interest in Karnataka's rich heritage.

Availability: Set to be available on OTT platforms and in-flight entertainment systems. timesofindia.indiatimes.com

Dahomey by Mati Diop

Overview: Winner of the 2024 Berlinale Golden Bear, this documentary delves into the repatriation of 26 royal artifacts from France to Benin. Through a blend of documentary and dramatization, it explores themes of colonialism, restitution, and cultural identity.

Availability: Released theatrically in France and selected for international film festivals. en.wikipedia.org

AI for Cultural Heritage Preservation by ReelMind

Overview: This video demonstrates how AI technologies are revolutionizing cultural heritage conservation, enabling the protection and restoration of historical treasures. It showcases applications like 3D reconstructions, damage-aware restoration, and adaptive storytelling.

Watch: [AI for Cultural Heritage Preservationreelmind.ai+1youtube.com+1](https://reelmind.ai+1youtube.com+1)

The Teaching of the Hands

Overview: An experimental documentary narrated by Esto'k Gna tribal chair Juan Mancias, focusing on Native American heritage and the threats of cultural erasure. The film was featured at the River Pierce Foundation event, emphasizing the importance of preserving sacred sites like Garcia's Pasture.

Availability: Screened at cultural events and discussions on indigenous heritage. lmtonline.com

Preserve Cultural Heritage with Sustainable Tech

Overview: This video explores how sustainable technologies, including virtual reality and AI-powered conservation, can aid in preserving cultural heritage for future generations. It highlights digital tools that make heritage sites more accessible and engaging.

Watch: [Preserve Cultural Heritage with Sustainable Techyoutube.com](https://PreserveCulturalHeritagewithSustainableTechyoutube.com)

Top Books on Cultural Preservation & Heritage

Heritage: Critical Approaches

Author: Rodney Harrison

Published: 2013

Overview:

This foundational text redefines how we understand cultural heritage, blending critical theory with case studies. It challenges dominant Western heritage narratives and explores postcolonial, Indigenous, and community-based perspectives.

Why Read: A must-read for understanding the politics and power dynamics behind what is preserved, why, and by whom.

Safeguarding Intangible Cultural Heritage

Editors: Janet Blake & Lucas Lixinski

Published: 2020

Overview:

This volume provides legal, theoretical, and practical perspectives on the protection of intangible cultural heritage (ICH), aligned with the UNESCO 2003 Convention.

Why Read: It's a comprehensive guide for policymakers, lawyers, and practitioners working to preserve living traditions.

Cultural Heritage and Human Rights

Editors: Helaine Silverman & D. Fairchild Ruggles

Published: 2007

Overview:

Explores the intersection between cultural heritage and human rights, emphasizing the preservation of culture as a basic right, especially in conflict zones or among marginalized communities.

Why Read: Essential for understanding heritage as a human rights issue and the ethical implications of preservation.

The Past Is a Foreign Country – Revisited

Author: David Lowenthal

Published: 2015 (original 1985)

Overview:

A classic text exploring how and why societies preserve, reinterpret, and romanticize the past. It provides philosophical insights into nostalgia, memory, and historical interpretation.

Why Read: For a reflective and expansive view on how heritage shapes identity and worldview.

Activity

Heritage mapping is the process of visually documenting and analysing cultural assets, both visible landmarks and invisible practices, that represent a community's cultural identity and traditions.

Assets may include:

- Historic sites and monuments
- Cultural spaces (markets, gathering places)
- Traditional festivals and events
- Local crafts and practices
- Oral histories and storytelling
- Languages and expressions
- Culinary traditions

The map serves not only as a geographic tool but also as a cultural inventory to support education, conservation, and sustainable development

Group Exercise: Analyse a local preservation effort using HERITAGE-PRO's interdisciplinary lens.

Lesson Design: Draft a school lesson using the UNESCO toolkit, based on an intangible heritage practice in your region.

Field Visit: Organise a guided tour or dialogue with local cultural custodians, followed by student reflection.

MODULE 5: COMMUNITY ENGAGEMENT AND INCLUSIVITY

LESSON PLAN

Target group

VET educators and trainers focused on tourism and sustainability, and related fields (including professionals and consultants supporting tourism SMEs and destinations).

Introduction

This module aims to equip VET educators with the knowledge and tools necessary to incorporate community engagement and inclusivity into their teaching practices effectively. By engaging with both instructor-led sessions and Self-Directed Learning Activities, educators can foster a deeper appreciation and understanding of community engagement and inclusivity among their students.

Learning outcomes

Main learning outcomes:

- Understand key principles of community engagement and inclusivity
- Apply environmentally responsible business practices
- Recognise the value of community engagement and inclusivity for tourism
- Enhance branding through authentic community engagement
- Discover how meaningful partnerships and social responsibility can strengthen brand identity and public trust.
- Learn communication strategies that highlight inclusivity, ethical behaviour, and genuine community involvement.
- Develop approaches to position your institution or enterprise as a model of inclusive and sustainable engagement.

Duration

5 hours

Preparation

The facilitator:

- Reviews the module structure, objectives, and activities.
- Ensures required materials: a projector, posters, flip charts, handouts, and access to videos.
- Prints out activity sheets

Lesson Plan (2 hours)

Presentation:

https://docs.google.com/presentation/d/1N6w4k8bGg3-tQjPvWa8Zm9W2Ue5d75qe/edit?usp=drive_link&oid=102546790490102281592&rtpof=true&sd=true

Short Video

These videos show top community engagement and inclusivity:

Sitaare Zameen Par (India) – Aamir Khan's latest film, Sitaare Zameen Par, features a neurodivergent cast and delves into themes of diversity, equity, and inclusion. The film was notably screened at the Rashtrapati Bhavan Cultural Centre, attended by President Droupadi Murmu.

Watch:

<https://youtu.be/q7MpzJQjR8?si=Hbnepx65fMWr2BKF>

Houston Zoo's Pride Month Campaign – as part of its "Zoo for All" initiative during Pride Month, the Houston Zoo launched a series of educational videos and social media posts highlighting diversity in nature. One notable video featured two female rattlesnakes bonding, emphasising that diversity is both natural and essential.

Watch:

<https://www.tiktok.com/@houstonzoo/video/7521823755530784031>



Module development

Step 1. Welcome and Icebreaker (5 minutes)

Objective:

To introduce the theme of community engagement and inclusivity and connect it to participants' teaching and professional contexts.

Facilitator Instructions:

Welcome participants and provide a brief overview of the module's objectives.

Highlight that this session builds on heritage-centered sustainability by focusing on how communities and inclusivity shape tourism and learning.

Use a quick icebreaker:

"Think of a destination or project where local people played an active role. What made their involvement meaningful?"

Invite a few participants to share short responses.

Step 2. Brainstorming Activity (20 minutes)

Topic: Understanding Community Engagement and Inclusivity in Environmental Tourism

Objective:

To activate prior knowledge and visualize how community engagement looks in practice.

Activity:

Divide participants into small groups (3–5 people).

Provide flipcharts or online whiteboards.

Ask groups to answer and discuss:

What does community engagement mean in your teaching or tourism context?

Why are local communities important for sustainable tourism?

Who tends to be excluded or underrepresented in tourism projects?

Facilitator Notes:

Encourage discussion on local examples: Indigenous groups, youth, migrant workers, artisans, or small enterprises.

Guide groups to think of inclusivity beyond participation—who benefits, who decides, and who is visible.

Output:

Each group summarizes their findings in a quick community "map" or mind diagram illustrating connections between **people, power, and participation**.

Step 3. PowerPoint Presentation (60 minutes)

Objective:

To deepen understanding of the key frameworks, tools, and examples that enable community engagement and inclusivity in environmental tourism and vocational education.

Part 1. The Role of Communities in Environmental Tourism (15 min)

Define *community engagement* and explore why it is essential for authentic and ethical tourism.

Discuss key principles:

Principle	Explanation
Ownership & Empowerment	Locals share decision-making and economic benefits.
Cultural Preservation	Community participation sustains traditions and values.
Environmental Stewardship	Engaged residents protect and manage natural resources.
Long-term Sustainability	Initiatives with local buy-in are adaptable and enduring.

Part 2. Inclusivity in Practice: Tools & Strategies (20 min)

Discussion Points:

Why inclusivity matters: ensuring every individual—regardless of background, ability, or identity—can participate in and benefit from tourism.

Tools and examples:

Universal Design for Learning (UDL): multiple modes of engagement (audio guides, tactile maps, sign-language tours).

Participatory Planning: NGOs, local artisans, and marginalised groups co-design tourism routes and cultural programs.

Communication Accessibility: Use of local languages, indigenous names, and visual symbols.

Representation: Showcasing diverse role models and voices in tourism promotion.

Feedback Systems: Multiple channels (written, oral, visual) to ensure everyone is heard.

Element	Description	Tourism Relevance
Accessibility	Physical, digital, sensory, and economic access	Design inclusive infrastructure and services
Representation	Diverse identities and narratives	Promote authentic community voices
Cultural Sensitivity	Respect for local customs and beliefs	Avoid exploitation and stereotyping

Part 3. Public Policies & Good Practices (15 min)

UNESCO: World Heritage Sustainable Tourism Standards—stakeholder dialogue, listening to diverse voices, transparent monitoring.

UNWTO & UNEP: Inclusive Development Frameworks—co-creation with women, youth, Indigenous communities.

GSTC Criteria: Operationalising engagement through transparent governance, participatory policy, and accountability.

Key Examples:

Resident sentiment surveys.

Consultative planning forums.

Universal Design principles in tourism products.

Takeaway:

“Policy frameworks are only effective when lived out through inclusion, respect, and shared leadership.”



Part 4. Case studies exploration

Case 1: Chandrak Village, Nepal

Case 2: The Campesino Committee of the Highlands (CCDA), Guatemala

Case 3: West Coast National Park, South Africa

Short discussion: Based on these examples, what do you think are the key ingredients of meaningful community engagement in tourism?

Part 5. Integrating Community Engagement into VET (10 min)

Practical strategies:

Community Projects: Partner with local groups for student-led initiatives.

Service-Learning: Combine training with real community impact.

Field-Based Assignments: Encourage learner reflection through site visits.

Guest Speakers & Co-Teaching: Involve community representatives directly in learning.

Simulation Exercises: Develop empathy and problem-solving through role-play and case studies.

Competence-Based Assessment Ideas:

Student portfolios reflecting on inclusivity.

Community feedback forms as part of grading.

Group presentations proposing community-inclusive tourism models.

Step 4. Group Discussion (10 minutes)

Objective:

To connect theory to participants' teaching practice and local realities.

Discussion Prompts:

- How can we ensure community voices are genuinely heard in tourism and education?
- What barriers to inclusivity do you see in your current teaching or regional context?
- Which strategies from today's session could you apply immediately in your classroom or training setting?

Facilitator Tip:

Encourage sharing of practical ideas and regional examples. Record insights for later group reflection or inclusion in the wrap-up.

Step 5. Wrap-Up and Evaluation (25 minutes)

Objective:

To consolidate learning, gather feedback, and inspire next steps for inclusive education and tourism practice.

Activities:

Reflection (10 min):

Ask participants to complete sentences:

- "I learned that community engagement means..."
- "I will apply inclusivity in my teaching by..."
- "A community I want to collaborate with is..."

Evaluation (10 min):

Distribute a short feedback form or use digital polling.

Ask participants to rate their confidence in applying inclusive teaching strategies.

Closing Remarks (5 min):

Reinforce that inclusivity begins with awareness and grows through action.

Conclusions (5 min)

- Summary of key takeaways
- Participant feedback & evaluation
- Resources & follow-up

Activity (20 min)

Draw a basic map of the community (not geographical, but stakeholder-based)

Identify key actors, such as:

- Local government
- Tourism businesses
- Schools and training centres
- Indigenous or cultural groups
- Farmers, fishers, forest users
- Youth, elders, people with disabilities, women's groups

Mark underrepresented groups (e.g. people with disabilities, migrants, ethnic minorities, informal workers)

Brainstorm ways to involve them, such as:

- Co-designing tourism services
- Community meetings
- Inclusive training programs
- Representation in decision-making

SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcast, and other resources

Top Podcasts on Community Engagement and Inclusivity:

- Hosted by Bethaney Wilkinson, this podcast examines the gap between good intentions and real outcomes in diversity efforts. It features candid interviews with leaders striving to build more equitable organizations: https://umbrex.com/resources/recommended-podcasts/best-diversity-inclusion-podcasts/?utm_source=chatgpt.com
- An oral history podcast that brings to life the voices of LGBTQ+ pioneers. Host Eric Marcus shares archival interviews, illuminating the struggles and triumphs of the LGBTQ+ rights movement: <https://thediversitymovement.com>
- Emily Yates discusses a toolkit developed to enhance accessibility and inclusivity in travel and tourism: transition-pathways.europa.eu
- This episode delves into increasing representation of women in travel leadership roles and the importance of allyship: podcasts.apple.com
- Focuses on diverse perspectives in travel media, advocating for inclusivity and representation: blog.goodtravel.de+5cntraveler.com+5cntraveler.com+5



Top Articles on Community Engagement and Inclusivity:

- A comprehensive guide for cities aiming to embed equity into climate action and urban planning. It includes tools of varying complexity and global case studies to support inclusive engagement across different capacities: c40knowledgehub.org
- This PDF outlines actionable steps for local governments and organizations to foster inclusive engagement. It emphasizes early involvement, overcoming barriers, and integrating public participation into decision-making processes:
- cwi.ie+4govocal.com+4maptionnaire.com+4board.danecounty.gov
- A step-by-step workbook designed to help communities build more inclusive engagement processes. It covers reviewing best practices, defining goals, discovering new audiences, and exploring new strategies: mainstreet.org
- This article discusses the importance of moving beyond informing to consulting, collaborating, and empowering communities. It highlights facilitation as a tool for inclusivity, emphasising active listening and shared decision-making: icma.org

Activity

To identify and analyse current examples of community engagement and inclusivity practices from around the world, with a focus on recognising how they reflect at least one of the three pillars of sustainable tourism: economic, social, or environmental.

For each example, write down:

1. Name/Location
2. Brief Description (1–2 sentences)
3. Which sustainability pillar it reflects (economic, social, environmental)
4. Why you chose it (1 sentence of reasoning)

Create a simple table or list with this information. You will briefly share one of your examples with the class in the final 5 minutes.

MODULE 6: CLIMATE CHANGE RESILIENCE

LESSON PLAN

Module Title

Climate Change Resilience

Target group

VET Educators

Introduction

The main relevance and scope of this module is to:

- Understand the fundamental concepts of the impact of climate change and the opportunities for adaptation and mitigation in the tourism and hospitality sector.
- Identify resilient practices and action strategies that can be implemented by companies to address environmental challenges.
- To enable trainers to transmit these concepts and guide businesses in the transition to more sustainable and adaptive models.



Learning outcomes

The main learning outcomes are:

- To understand the core concepts, recognise the specific challenges that climate change imposes on business and tourism contexts.
- Identify climate risks relevant to different types of tourism.
- Integrate climate resilience strategies into tourism operations.
- Analyse case studies and identify good resilience practices applicable to the sector.

Duration

5 hours

Preparation

The facilitator:

Reviews the module structure, objectives, and activities.

Ensures required materials: a projector for showing the presentation, post-its, pens, access to videos and prints out activity sheets.

Lesson Plan

Presentation:

https://docs.google.com/presentation/d/1azyL-MfdyCPbImTineud92v0BE7A07IT/edit?usp=drive_link&ouid=112861106743095868790&rtpof=true&sd=true

Short Video

"Coastal and Marine Tourism Sector | Pressures on the ocean and possible solutions"

<https://www.youtube.com/watch?v=StRc5hHZYzo>

Module development

Introduction [slide 2] – 5 minutes

The main objective of this module is to understand what climate change is and how it affects tourism.

This module will develop key concepts and definitions, such as climate change, resilience, vulnerability and adaptive capacity.

This module will comprise a range of subjects, such as Climate Risks in the tourism sector, adaptation and mitigation strategies and an overview of a case study in various locations.

A. Climate Change [slide 3] – 30 minutes

Ask the Quick introduction round, asking: "What comes to mind when you hear about climate change?" (Responses noted on sticky notes)

Present contents on slide 4, 5 and 6, then proceed to do the activity on slide 7 [Climate change – causes]:

True or false questions:

"The term 'climate change' refers only to the natural variations in climate over decades." (False)

"The burning of fossil fuels is one of the main causes of current climate change." (True)

Present contents on slide 8-12, then proceed to do the activity on slide 13 [Climate change – activity]:

Ask the participants:

What are the three main sources of greenhouse gas emissions mentioned in the text?

Ask each business owner to identify an activity in their company that contributes to CO emissions.

Present contents about the Climate change – fundamental concepts [slide 14-15].

B. Climate risks in the tourism sector [slide 16] – 25 minutes

Ask: "What do you think are the main risks in the tourism sector?" (Responses noted on sticky notes)

Present contents about the Climate risks in tourism [slide 17-19], then proceed to do the activity on slide 20:

Identify at least three ways in which the tourism sector is affected by climate change

Match each impact to the right category (natural, social, economic):

- Sea level rise;
- Reduction of labour productivity;
- Damage to hotel infrastructure.

Present contents about the Types of tourism affected [slide 21-22].

Then show the YouTube video on slide 23 "Coastal and Marine Tourism Sector | Pressures on the ocean and possible solutions":

What messages stood out to you?

On slide 24, do the activities:

- Divide participants into teams to map the five impacts they consider most critical for their specific market and present short-term solutions to mitigate those risks.
- Trainees choose a type of tourism relevant to their business and prepare a short report on three physical risks and two adaptation opportunities.

C. Adaptation and mitigation strategies [slide 25] – 30 minutes

On slide 26, start by saying: "Businesses within the tourism sector are encouraged to adopt a Climate Action Strategy that adjusts their services to ongoing climate impacts while also aiming to reduce greenhouse gas emissions linked to their operations. As such, an adaptation strategy has the following main objectives:" Then proceed to explain the content on the slide from 26 to 29.

On slide 30, proceed to do the activities:

- List these steps in a logical sequence (switch order in PowerPoint):

Understand how climate change is impacting the business

Measure your emissions

Offset your carbon emissions

Set emission reduction targets

Each entrepreneur drafts two adaptation measures and two mitigation measures applicable to his company, including necessary resources and implementation deadline.



D. Case Study [slide 31-34] – 25 minutes

Explain the 3 cases studies on the PowerPoint slides and proceed to the activity slide [slide 34]:

The participants divide into groups and choose one of the case studies. Indicate two additional adaptation measures and two mitigation measures that the chosen case study could add to its strategy.

In small groups, participants design a tourist destination model that integrates:

Low environmental impact.

Nature- and culture-based attractions.

Sustainable technological solutions.

Using the Spessart cases as a starting point.

Each group presents the destination they have created in a pitch-style format, emphasizing feasibility and climate impact.

E. Conclusion [slide 35 and 36] – 5 minutes

Present the conclusions on the slide.

Activity (20 min)

Let's test your knowledge!

- What distinguishes adaptation from mitigation?
- How does resilience differ from vulnerability in the business context?

Reflection Questions

- If you had to invest in just one adaptation action, which would you choose and why?
- How can sustainability decisions also generate competitive advantages?
- What behavioural changes can we adopt as tourism professionals to reduce the sector's carbon footprint?
- After this module, what do you consider the biggest challenge to making tourism truly resilient?

SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcast, and other resources

- Podcast "Can tourism ever be good for the climate?", by The Climate Question (BBC) (<https://open.spotify.com/episode/2UF3HkUbNkxXbVNaN0uKWQ?si=Xm-ZOPJYSjqbz54pR9BmEq&nd=1&dlsi=109739c5882d4ea9>)
- Podcast "How the climate crisis will radically change tourism" (<https://www.youtube.com/watch?v=VvKf1A-Mpb0>)
- Tourism in times of climate change | DW Documentary (https://www.youtube.com/watch?v=SjS_vFvRmsQ);
- Tourism Climate Action - Glasgow Declaration: Offers comprehensive resources including the Glasgow Declaration on Climate Action in Tourism, policy guidance, and emissions measurement tools. <https://www.unwto.org/sustainable-development/climate-action>
- Sustainability Good Practices Guide for Tourism Entertainment https://business.turismodeportugal.pt/pt/Gerir/Boas_Praticas/Paginas/boas-praticas-sustentabilidade-animacao-turistica.aspx
- Guidelines for the Management of Beaches with Surfing Activities https://business.turismodeportugal.pt/pt/Gerir/Boas_Praticas/Paginas/boas-praticas-sustentabilidade-gestao-praias-surfing.aspx
- Sustainability Good Practices Guide for Nautical Tourism Support Infrastructures on the Coast, Rivers and Reservoirs https://business.turismodeportugal.pt/pt/Gerir/Boas_Praticas/Paginas/boas-praticas-sustentabilidade-infraestruturas-apoio-turismo-nautico-litoral-rios-albufeiras.aspx
- Guide to Good Sustainability Practices in Thermal Spas (EN) https://business.turismodeportugal.pt/pt/Gerir/Boas_Praticas/Paginas/boas-praticas-sustentabilidade-termas.aspx

Activity

Learners will assume the role of a sustainability consultant hired by a mid-size coastal resort. They must produce a 1,500-word policy brief that:

- Diagnoses the resort's three most critical climate risks
- Proposes a combined adaptation + mitigation strategy
- Includes an implementation timeline, budget estimate, and stakeholder engagement plan
- This capstone task evaluates whether participants can integrate module concepts into a coherent, actionable plan.

Recommended index: Context & Risk Assessment (400 words), Adaptation Strategy (500 words), Mitigation Strategy (400 words), Implementation Plan (200 words + tables/figures).

Sustainable Tourism Policy Brief

Climate-Proofing a Coastal Resort: Integrated Strategies for Adaptation, Mitigation, and Stakeholder Action

You are tasked with writing a policy brief that assumes the role of a sustainability consultant hired by a mid-size coastal resort:

1. Diagnoses the resort's three most critical climate risks
2. Proposes a combined adaptation + mitigation strategy
3. Includes an implementation timeline, budget estimate, and stakeholder engagement plan

1. Context & Risk Assessment

Briefly describe the resort (size, location, main activities). Identify its top three climate risks (e.g., sea-level rise, heatwaves, water scarcity), justifying each with data or references. ≈400 words

2. Adaptation Strategy

Propose at least three adaptation measures (e.g., rainwater harvesting, vegetated buffers, schedule shifts).

For each measure, specify objectives, required resources, and how it reduces vulnerability. ≈500 words

3. Mitigation Strategy

Recommend at least two mitigation actions (e.g., solar PV, energy-efficient lighting, EV shuttle).

Quantify expected emission reductions where possible. ≈400 words

4. Implementation Plan

Develop a six-month to two-year timeline chart.

Provide a high-level budget estimate (table format).

Outline a stakeholder engagement calendar (staff workshops, local authority consultations). ≈ 200 words + tables/figures

MODULE 7: GREEN CERTIFICATION AND STANDARDS

LESSON PLAN

Module Title

Green Certification and Standards

Target group

VET educators and trainers focused on tourism and sustainability, and related fields (including professionals and consultants supporting tourism SMEs and destinations).



Introduction

This module introduces participants to the purpose and functioning of green certifications and Environmental Management Systems (EMSs) in the tourism sector. Through interactive discussions, a theoretical session, and practical activities, learners will identify the benefits and challenges of implementing such systems. By the end of the lesson, participants will be able to distinguish between different types of certifications and EMSs and understand how these tools contribute to more sustainable tourism operations.

Learning outcomes

By the end of this module, VET educators will be able to:

- Explain how certification works and why transparency and ongoing compliance matter.
- Differentiate between ecolabels (EU Ecolabel, Green Key, Biosphere, Travelife) and management systems (ISO 14001, EMAS, GSTC as benchmark).
- Select suitable schemes for SMEs using simple checklists.
- Anticipate benefits and challenges of certification implementation.
- Guide learners through a case study to apply green certification criteria.

Duration

5 hours

Preparation

The facilitator:

Reviews the module structure, objectives, and activities.

Ensures required materials: Prepares the PowerPoint presentation and activity sheets.

Ensures access to the video resource and printed materials.

Sets up the projector, flip chart, markers, and handouts for participants

Lesson Plan

Presentation:

https://docs.google.com/presentation/d/1Nsp95hFtzHYcGRURrauRVLkZ_Ketjj8V/edit?usp=sharing&ouid=117183975357447154552&rtpof=true&sd=true

Short Video

What do sustainable accommodation certifications mean for European travel?

<https://www.youtube.com/watch?v=NUMqnESs4do&t=1s>

Module development

Step 1. Brainstorming Activity (20 min)

To introduce the topic, ask participants to discuss these two questions:

Do you know any green certifications used in the tourism sector?

What benefits do you think a business gets from having a green certification?

Record responses on a flip chart.

Wrap-up Key Points:

- Difference between ecolabels and EMS.
- Importance of transparency and third-party verification.
- Certifications as drivers of improvement and credibility.

Step 2. Video and reaction (10 min)

Watch: 'What Do Sustainable Accommodation Certifications Mean for European Travel?'

Ask participants:

- Which certifications were mentioned?
- What benefits and challenges appeared?

Step 3. PowerPoint Presentation: Green certification and Standards (60min)

Content:

1. Introduction: What Are Green Certifications?
2. Overview of Key Certification Systems.
3. Environmental and Sustainability Management Systems.
4. Ecolabels vs Management Systems.
5. Benefits and Challenges.
6. Conclusion.

Link concepts to SMEs and tourism destinations.

Step 4: Quiz and review - Let's test your knowledge ! (10min)

Part A: Quiz (Individual first; then discuss in small groups)

Which of the following statements is true? (Select all that apply)

- a) Certification is mandatory for all tourism businesses.
- b) A certification ensures compliance with specific standards or guidelines.
- c) All certification schemes focus on environmental performance.
- d) Some certification schemes can certify an entire destination.

2. Which system is built around the Plan-Do-Check-Act (PDCA) continuous improvement cycle? (Select all that apply)

- a) ISO 14001
- b) EMAS

3. Which certification provides an entry-level self-assessment tool for SMEs before full certification?

- a) Green Key
- b) Earth Check
- c) Travelife
- d) GSTC



4. In your own words, explain the difference between eco-certification and an environmental management system.

5. Can you identify some challenges that come with implementing a certification or EMS?

After discussion, facilitator leads plenary correction.

Add a quick recap:

- Ecolabels = performance criteria verified externally.
- EMS = process-based continuous improvement (Plan-Do-Check-Act).

Step 5: Wrap-up and evaluation (20min)

Facilitator summarises takeaways and connects to real-world practice:

- Key challenges: Green certifications and standards are more than just logos—they are powerful instruments for environmental accountability, operational improvement, and market credibility in the tourism sector. Whether through widely recognized ecolabels such as the EU Ecolabel or Green Key, or through robust management systems like ISO 14001 or EMAS, certification enables tourism actors to align with global sustainability goals and consumer expectations. The module has shown that while ecolabels offer visibility and accessibility—especially for SMEs—management systems provide deeper integration into business operations, supporting long-term environmental performance and legal compliance. Case studies illustrate that adopting such schemes can lead to cost savings, improved reputation, and increased customer loyalty. In a post-pandemic world, where sustainability is not just an option but a necessity, the insights, tools, and references provided here aim to equip tourism professionals to lead the way toward a greener, fairer, and more resilient industry.
- Main insights from group discussions.
- Stress continuous improvement.

Activity (20 min)

Activity Scenario Reflection

Mini Case: "La Posada del Mar" (a coastal guesthouse)

12 rooms, family-run, using solar panels, no formal sustainability system

Food waste and excessive water in summer season

No on-site employee training on environmental issues

In your group, decide:

Which certification or system (e.g. EU Ecolabel, Biosphere, ISO 14001, EMAS, Earth Check Evaluate) would be the most suitable initial step for La Posada to enhance credibility and sustainability?

Identify one benefit and one challenge La Posada might face.

Each group selects a spokesperson to share their recommendation in 1 minute.

SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcast, and other resources

These resources and exercises are designed for VET learners to deepen their practical understanding of how green certifications work in tourism, with a focus on ecolabels (like Green Key and EU Ecolabel) and management systems (ISO 14001, EMAS, Biosphere).

Videos:

- EU Ecolabel for Tourist Accommodations - Learn the application process, criteria & benefits
- <https://youtu.be/CWko72k3QH4>
- Introduction to Green Key 2023 — Overview of its audit process, categories & sustainability focus [Introduction to Green Key 2023](#)
- Biosphere Responsible Tourism in Catalonia (Bages region) — How local SMEs and destinations apply Biosphere certification
- [Biosphere Responsible Tourism, an option for the future](#)
- <https://youtu.be/-t8zl6WYnOc?si=jpBPOzVqBAtfEdOL>
- Introduction to Travelife certification <https://youtu.be/M1ne4KSeCLO>

Readings:

- **EMAS for Sustainable Tourism factsheet** — Green Forum (EU). Understand how EMAS supports tourism transparency and legal compliance.
- green-forum.ec.europa.eu/green-business/emas-sustainable-tourism_en
- **EU Ecolabel Tourist Accommodation User Manual** - Get familiar with requirements and application steps [environment.ec.europa.eu-publications/tourist-accommodation-user-manual](https://environment.ec.europa.eu/publications/tourist-accommodation-user-manual) | [What documents SMEs must prepare to apply](#)
- **GSTC Industry Criteria** ([GSTC Standards](#) | [GSTC](#)) - Focus on the 4 pillars: management, socio-economic, cultural, environmental.
- **Biosphere Responsible Tourism site** - Learn how the scheme works for SMEs and aligns with SDGs (biospheretourism.com)
- **Earth Check Certifications** – Get familiar with requirements and application steps for both certifications (tourism businesses and destinations) <https://earthcheck.org/what-we-do/certification/earthcheck-certified/> and <https://earthcheck.org/what-we-do/certification/sustainable-destinations/>
- **Green Globe** – Learn more about the certification and programme <https://www.greenglobe.com/>

Activity

Guided reflection:

After watching and reading, answer these questions individually (or in small groups):
What is the key difference between (a) ecolabels like Green Key and EU Ecolabel and (b) process-based management systems like EMAS or ISO 14001?

Which scheme seems easiest to adapt and more accessible for early-stage SMEs, and why? (Consider cost, documentation, support)

Real-world insight: Cite one specific practice you learned from any video or reading (e.g., mandatory employee participation, SDG-aligned action plan) and explain how it helps prevent greenwashing.



Activities to explore further

Answer the questions using the resources provided (website links and videos).
Make sure you have access to them.

1. Watch the EU Ecolabel video in full, noting at least 3 specific criteria it tests (e.g. water, waste, guest information).

2. Skim the introductions to Green Key and Travelife and compare what each verifies on-site.

Green Key	Travelife

1 | Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 2024-1-ES01-KA220-VET-000255069]

3. Watch Biosphere videos and note how it connects to local ecosystems and cultural heritage projects.

4. What is the key difference between (a) ecolabels like Green Key and EU Ecolabel and (b) process-based management systems like EMAS or ISO 14001?

5. Which scheme seems easiest to adapt and more accessible for early-stage SMEs, and why? (Consider cost, documentation, support)

2 | Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 2024-1-ES01-KA220-VET-000255069]

6. Real-world insight: Cite one specific practice you learned from any video or reading (e.g., mandatory employee participation, SDG-aligned action plan), and explain how it helps prevent greenwashing.

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MODULE 8: SUSTAINABLE BUSINESS MODELS

LESSON PLAN

Module Title

Sustainable Business Models

Target group

Vocational Education & Training (VET) educators who teach or mentor learners in tourism, hospitality, travel services, or small-business management programs.

Introduction

Small and medium-sized enterprises (SMEs) in the tourism sector increasingly recognise that long-term competitiveness is inseparable from environmental stewardship, social responsibility and economic resilience. This 5-hour Continuing Professional Development (CPD) module equips Vocational Education and Training (VET) educators with the knowledge, tools and learning resources needed to help tourism businesses redesign or enhance their business models for sustainability.

The module blends a 2-hour facilitated lesson with 3 hours of self-directed learning, providing a flexible package that trainers can readily integrate into existing courses, workshops or mentoring programs across partner countries.



Learning outcomes

By the end of this module, VET educators will be able to demonstrate the following competences:

- Explain the concept and relevance of sustainable and regenerative business models in tourism, including frameworks such as the Triple Bottom Line, circular economy, Sustainable Business Model Canvas and Triple-Layered Business Model Canvas.
- Identify and describe the environmental, economic and social impacts associated with common tourism business approaches.
- Recognize contemporary certification schemes, policy drivers and market trends (e.g., the growing preference for sustainable travel) that shape SME strategy.

Duration

5 hours

Preparation

The facilitator:

- Reviews the module structure, objectives, and activities.
- Ensures required materials:
 - a projector for showing the presentation.
 - speakers and access for the video.
 - prints out “triple layered business model canvas (TLBMC)” PDF (A3 or as big as possible). It can be drawn on a board.
 - Timer, flipchart/whiteboard or shared online board.
 - Sticky notes/markers (or virtual equivalents).
 - Quick feedback form (paper or online).

Lesson Plan

Presentation:

<https://docs.google.com/presentation/d/1CA4UTSGbHADtimYmndm9379GFMZDc8Tf/edit?usp=sharing&oid=115821114111732276849&rtpof=true&sd=true>

Short Video

YouTube Video: "LaSurera Espacio de encuentros rurales. Proyecto cooperativo."

<https://www.youtube.com/watch?v=2S3SnZOeTT0&t>

A good practice of a sustainable business model.

Module development

A. Introduction to the module

This module is designed for vocational education and training (VET) educators who teach or mentor learners in tourism, hospitality, travel services, or small business management programmes. The content provides comprehensive coverage of sustainable business models in the tourism sector, incorporating contemporary vet pedagogical approaches and competency-based learning frameworks. The module addresses the critical need for sustainability education in tourism, as 75% of travellers in 2024 plan to travel more sustainably, with 84% considering sustainable travel important to them.

By completion of this module, educators will be able to:

- Analyse various sustainable business models applicable to the tourism sector
- Evaluate the environmental, economic, and social impacts of different tourism business approaches
- Design competency-based learning experiences that integrate sustainability principles
- Apply vet pedagogical methods appropriate for teaching sustainable tourism concepts
- Assess learner competency in sustainable business model development using industry-relevant frameworks

B. Module development (2 hours)

Step 1 Welcome and icebreaker (5 minutes)

- Quick introduction round: name, organisation, role).
- Ask: "When you hear 'sustainable business model' in tourism, what comes to mind?" (Responses noted on flipchart/whiteboard)
- Note 4–5 keywords (e.g., circularity, fair work, local sourcing, carbon footprint, cooperatives).



Step 2 Brainstorming activity: What is a sustainable business model in tourism? (15 minutes)

Slide 4

- Activate prior knowledge and link to local realities.
- Individually or in pairs, ask to consider one tourism business in the area (e.g., guesthouse, restaurant, tour operator, DMO-run experience).

Part A – Spot the strengths (10 min)

Write 1–2 current practices that already align with a sustainable business model (SBM) (e.g., renewable energy, community partnerships, inclusive hiring, waste prevention).

For each item, note:

- Why it is sustainable (environmental / social / economic value).
- Which stakeholder(s) benefit (guests, staff, suppliers, community, nature).

Part B – Close the gaps (5 min)

Identify 2 improvements that would strengthen the SBM (e.g., switch to service-based offerings, food-waste analytics, local supplier development, cooperative governance). For each, note:

- Intended result (e.g., 20% water reduction; 30% local spend).
- Simple indicator (KPI) to track it.

Invite 3–4 volunteers to share one strength and one improvement. Cluster ideas under People / Planet / Profit.

Step 3. PowerPoint presentation: Sustainable Business Models in Tourism (30 minutes)

Slide 5-26

Content to cover (with short pauses for questions):

1. Introduction: the imperative of sustainable tourism.
2. Understanding sustainable business models.

2.1. Key characteristics of a sustainable business model.

- Commercial profitability
- Long-term viability and resilience
- Sustainable resource management
- Value creation for all stakeholders
- Integration of environmental, social, and governance (ESG) factors

2.2. Why sustainable business models are imperative for tourism.

- Environmental preservation
- Social responsibility
- Economic resilience
- Regulatory compliance and risk mitigation
- Consumer demand

2.3. Beyond sustainability: the rise of regenerative tourism.

- Active restoration
- Holistic approach
- Flourishing outcomes
- Systemic change

3. Frameworks and archetypes of sustainable business models.

3.1. The eight-step sustainable business model by Szekely and Dossa.

3.2. The eight sustainable business model archetypes by Bocken, Short and Evans.

3.3. The triple layered business model canvas (TLBMC) by Joyce and Paquin.

Step 4: Activity: The Triple Layered Business Model Canvas (TLBMC) (30 minutes)

Slides 20–27

As a whole class, generate one sustainable tourism business idea (workers cooperative).

Then in three groups complete one layer each of the Triple-Layered Business Model Canvas (TLBMC): Economic, Environmental, Social.

1) Frame the task

2) Whole-class ideation to pick one concept

- Silent brainstorm: Learners jot 1–2 SME-scale ideas (e.g., community-run eco-guesthouse; low-impact rural experiences; cooperative e-bike tours).
- Quick harvest: Capture 4–5 ideas on the board.
- Dot-vote: One vote per person.
- Select the top concept.

3) Form three groups & allocate layers

- Group A – Economic layer
- Group B – Environmental layer
- Group C – Social layer

Hand each group its layer sheet/board, markers and sticky notes. Each group chooses a spokesperson.

4) Group tasks

All groups: Work only with the chosen concept. Use short, specific bullets. Aim for one KPI and one risk per layer.

A. Economic layer (Group A):

- Fill the 9 blocks: Customer Segments, Value Proposition, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, Cost Structure.
- Add 1 KPI (e.g., % local suppliers; revenue per guest-night).
- Note 1 key risk (e.g., seasonality) + a brief mitigation.

B. Environmental layer (Group B):

- Use a lifecycle lens: Functional Value, Materials, Production, Supplies & Outsourcing, Distribution, Use Phase, End-of-Life, Environmental Impacts, Environmental Benefits.
- Quantify top 2 impacts (e.g., kWh/guest-night; kg CO₂e/trip).
- Propose 1 reduction target (e.g., –25% kWh in 12 months).



C. Social layer (Group C):

- Stakeholder view: Social Value, Employees, Governance, Communities, Societal Culture, Scale of Outreach, End-Users, Social Impacts, Social Benefits.
- Identify 2 social benefits (e.g., decent jobs, heritage preservation).
- Propose 1 inclusion/equity measure (e.g., co-operative governance; living-wage policy).

Educator's role while circulating: Ask probing questions:

- Which customer pain does your value proposition solve? (Economic)
- Where is the biggest environmental hotspot —materials, energy, mobility? (Environmental)
- Who benefits materially and who decides? Is cooperative governance suitable? (Social)

5) Rapid integration – Gallery walk & stitch the layers

- Post the three sheets.
- 2-minute pitch per group (Economic → Environmental → Social): read highlights, KPI, risk/mitigation.

6) Quality checklist (read out)

- Specificity: clear, concrete statements (no vague "go greener").
- Quantification: at least one number per layer.
- Feasibility: SME-realistic within 6–12 months.
- Stakeholder fit: evident community/ employee benefits; governance considered.

Step 5: Group discussion: Practical strategies for sustainable businesses (15 minutes)

Slides 28–30

In pairs or groups

- Turn the canvas insights into 1–2 simple actions an SME could start soon.
- Keep the same groups.
- Show a board with three columns: **Now** | **Next** | **Later**.
- Show the slides on the PowerPoint presentation, with practical strategies for sustainable businesses.
- Each group chooses one opportunity from their canvas.
- **Design the action:** Write 5 quick points:

Action: what will change

Owner: who is responsible

When: deadline (within 3–6 months)

KPI: one measure (e.g., –20% food waste; +25% local spend)

Risk + fix: one likely risk and a simple mitigation

- Put your action under **Now** / **Next** / **Later** and give a 20-second headline to the class.

Step 6: Group discussion: Examples of sustainable tourism practices in Europe (15 minutes)

Slides 31–39

- Show these slides to introduce some examples.
- On a board/slide, draw three columns: for example, eco, cultural/heritage, adventure/outdoor, ...
- Tell the class to think of one local tourism business that does something sustainable.
- Each person writes one example: name + the sustainable practice (one idea per sticky).
- If no stickies, call on people to say their example; you write it.
- Invite people to place their note under the best column.
- Quickly group similar practices (e.g., local sourcing, waste reduction, low-impact mobility).
- Discuss about:
 - What do they do well?
 - Why does it work? (People / Planet / Profit)

Step 7: Wrap-up and evaluation (10 minutes)

Show slides 39 and 40 as a summary.

In slides 41 there are some questions:

- How has your understanding of sustainable business models evolved after completing this module?
- What are the most significant challenges and opportunities for implementing sustainable business models in the tourism sector in your region?
- How can social enterprises or cooperatives contribute to building sustainable tourism businesses?
- How can you apply the knowledge gained from this module to your current role or future aspirations in the tourism industry?
- What further resources or information do you need to deepen your understanding of sustainable business models?

Ask the group their thoughts and opinions about each question.

Capture 5–6 brief points on the board.



Activity (20 min)

Let's test your knowledge!

- In your own words, what is a sustainable business model in tourism, and how does it differ from a traditional model?
- Why is the shift from "sustainable" to "regenerative" approaches relevant for tourism today? Give one simple example.
- How do the three dimensions—People, Planet, Profit—interact when designing a business model for a tourism SME?
- What value do structured frameworks (e.g., canvases or step models) add when helping SMEs become more sustainable?
- Where do you expect the main environmental "hotspots" to arise in a typical tourism offer, and how might a business respond?
- Which governance or stakeholder practices help an SME sustain its social impact over time, and why?

Reflection questions

- What one practical change could you implement with a local tourism SME in the next 6–12 weeks, and which single KPI would you use to evidence progress?
- After using the TLBMC, where do you see the greatest opportunity for improvement—Economic, Environmental or Social—and why? Provide a brief rationale.
- In your context, how could a cooperative strengthen stakeholder value (e.g., employees, community, end-users)? Give one concrete mechanism.
- Identify one likely barrier to adopting an SBM in your territory and one enabler (policy, partnership, tool) that could help overcome it.

SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcasts, and other resources

- Watch these videos on "Sustainable Business Models". It is an open access, online teaching program developed jointly by CBS, ESADE and NHH. <https://www.nhh.no/en/sustbus>.
- Watch this video in YouTube "Building a Business for Profit and Purpose: Sustainable Model Canvas Explained": <https://www.youtube.com/watch?v=Nc9N7waS2m4>
- Watch "Sustainable Tourism as a Force for Good", Akshay Singh, TEDxNadi: <https://www.youtube.com/watch?v=we6VG3kdkOA>.
- Watch "Green Travel and Sustainable Travel Practices": <https://www.youtube.com/watch?v=DGOZ4fdFZoQ>.
- Watch "Top 10 Sustainable Practices in Hospitality and Tourism": <https://www.youtube.com/watch?v=7yqM5LBp04k>.
- Watch "TOPEcotourism BUSINESS Ideas 2025. Build A Sustainable & Profitable ECO Venture": https://www.youtube.com/watch?v=pcXYiL_OaTM.
- Read this post: "The 7 Best Practices of Sustainable Tourism Destinations", by Angela Nagy: <https://destinationsinternational.org/blog/7-best-practices-sustainable-tourism-destinations>.
- Read this "mini-guide to sustainable best practices in the tourist accommodation sector": https://wirtschaft-entwicklung.de/fileadmin/user_upload/3_Netzwerk_auch_Logos/Brancheninitiativen-und-Buendnisse/EN_Mini_Guide_to_Sustainable_Best_Practices.pdf.
- Read this publication "Leading examples of sustainable tourism practices in Europe from the 2024 European Green Pioneer of Smart Tourism competition": https://smart-tourism-capital.ec.europa.eu/system/files/2024-02/GreenPioneer_BestPractices_2024.pdf.
- Read "A guide to sustainable practice for tourism businesses": <https://www.thetravelfoundation.org.uk/wp-content/uploads/2020/03/Sustainable-Practice-Guide.pdf>.
- Visit the Polish Tourism Organization: <https://www.poland.travel/en/>.
- Visit Tourism Ireland: <https://www.tourismireland.com/>
- Visit the Spain's Sustainable Tourism Strategy 2030: <https://turismo.gob.es/es-es/estrategia-turismo-sostenible/paginas/index.aspx>
- Visit Sustainable Tourism in Spain: <https://sustainability.spain.info/es/>

- Visit Travel BI by Turismo de Portugal: <https://travelbi.turismodeportugal.pt/en/sustainability/sustainability/>.
- Visit <https://www.atout-france.fr/en>.
- Visit World Tourism Organization (UNWTO): <https://www.unwto.org/>. The leading international organisation in the field of tourism, offering extensive resources on sustainable tourism development, statistics, and policies.
- Visit Global Sustainable Tourism Council (GSTC): <https://www.gstc.org/>. Manages global standards for sustainable travel and tourism, known as the GSTC Criteria, and provides resources for businesses and destinations seeking to become more sustainable.

Sustainable Business Models

Part A. Case selection (max. 5 lines)

Select one tourism SME or co-operative (accommodation, guiding, cultural or adventure offer) in your territory. Prefer an enterprise with some public sustainability information.

Why did you choose this enterprise and what does it offer?

Part B. Evidence snapshot

Sources used and key facts (offer, customers, operations, sustainability info, certifications, reviews):

- ---
- ---
- ---

Part C. Triple-Layered Business Model Canvas

C1. Economic layer (9 blocks)

Customer segments:

Value propositions:

Channels:

Customer relationships:

Revenue streams:

Key resources:

Key activities:

Key partnerships:

Cost structure:

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C2. Environmental layer (life-cycle)

Functional value: _____

Materials: _____

Production: _____

Supplies & outsourcing: _____

Distribution (incl. guest travel): _____

Use phase (on-site impacts): _____

End-of-life (waste, reuse, recycling): _____

Environmental impacts (top 2): _____

Environmental benefits (top 2): _____

(Optional numbers: kWh/guest-night, litres/guest-night, kg waste/cover, % recycled, etc.)

C3. Social layer (stakeholders)

Social value (mission/benefits): _____

Employees (jobs, skills, pay, inclusion): _____

Governance (e.g., co-operative, transparency): _____

Communities (local links, sourcing, projects): _____

Societal culture (heritage, identity): _____

Scale of outreach (local/regional/international): _____

End-users (accessibility, safety, satisfaction): _____

Social impacts (costs/risks): _____

Social benefits (tangible gains): _____

Part D. Opportunities & risks

From your three layers, list three improvement opportunities and two key risks.

Three opportunities (from any layer):

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Two key risks (and why they matter):

Part E. Two 3–6 month actions (SMART)

Action 1 (title): _____

What changes: _____

Owner (role): _____

Deadline: _____

KPI + baseline (if known): _____

Risk + mitigation: _____

Co-benefits (People/Planet/Profit): _____

Action 2 (title): _____

What changes: _____

Owner (role): _____

Deadline: _____

KPI + baseline (if known): _____

Risk + mitigation: _____

Co-benefits (People/Planet/Profit): _____

Part F. Reflection (4 prompts – 2–3 lines each)

What surprised you in this analysis? _____

Biggest data gap and how you might fill it: _____

Who needs to be involved to enable your actions? _____

First step you will take next week: _____

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MODULE 9: SUSTAINABLE TRANSPORT

LESSON PLAN

Module Title

Sustainable transport

Target group

VET educators and trainers focused on tourism, mobility, and sustainability, and related fields (including professionals and consultants supporting tourism SMEs and destinations).

Introduction

Transport accounts for over 70% of tourism-related greenhouse gas emissions, with air and road travel as the most significant sources. Yet mobility also plays a vital role in ensuring accessibility and inclusion for all visitors, making sustainable transport a cornerstone of responsible tourism. The session combines data-driven insights with practical activities, enabling VET educators to integrate sustainable transport topics into their training and to guide learners in designing context-based mobility strategies for tourism.



Learning outcomes

By the end of this module, VET educators will be able to:

- Explain the environmental and social impacts of tourism transport.
- Identify and compare low-carbon and inclusive transport options.
- Analyse challenges and opportunities for shifting towards sustainable mobility.
- Apply the Avoid–Shift–Improve framework to local tourism contexts.
- Develop a small-scale sustainable mobility action plan for a tourism destination.

Duration

5 hours

Preparation

The facilitator:

- Reviews the module structure, objectives, and activities.
- Ensures required materials: Prepares the PowerPoint presentation and activity sheets.
- Ensures access to the video resource and printed materials.
- Sets up projector, flip chart, markers, and handouts for participants.

Lesson Plan

Presentation:

<https://docs.google.com/presentation/d/1NmPlyxSEkKofLslaVZZSQuiXn9OuuGzv/edit?usp=sharing&oid=117183975357447154552&rtpof=true&sd=true>

Short Video

"How the EU is promoting safe and sustainable transport"

<https://youtu.be/ZubwaJJ6zlc>

Module development

Step 1. Welcome and Icebreaker (5 minutes)

Quick introduction round.

Ask: "What means of transport do tourists most often use to reach your region? Which are the most sustainable?"

Record answers on a flip chart and briefly discuss participants' perceptions of sustainable transport.

Step 2. Brainstorming: Tourism & Transport Impacts (20 minutes)

In small groups, list 2–3 positive and negative impacts of transport in tourism (environmental, social, economic).

Share results in plenary and identify which aspects could be improved locally.

Prompts for discussion:

- How does transport affect visitor experience and community wellbeing?
- What transport-related issues are most visible in your local area?

Step 3. Presentation: Sustainable Mobility & Accessibility (40 minutes)

Content:

Definition of sustainable transport and its link to sustainable tourism.

Global tourism emission data (UNWTO & ITF).

The Avoid–Shift–Improve framework:

- . Avoid unnecessary trips (e.g. local sourcing, slow tourism).
- . Shift to sustainable modes (rail, coach, cycling, walking).
- . Improve efficiency (low-emission vehicles, digital integration).

Principles of inclusive mobility (SDG 11.2).

Case examples from Europe: rail integration, shared mobility, cycling infrastructure.

After each section, invite participants to reflect:

"Which of these solutions could be applied in your local area? What barriers might exist?"

Step 4. Group Activity: Designing a Mobility Plan (35 minutes)

Participants work in small groups to create a Sustainable Tourism Mobility Plan for a destination (real or imagined) using the ASI framework.



Each group defines:

- 2 actions under Avoid
- 2 actions under Shift
- 1 action under Improve
- Stakeholders responsible (local authority, SMEs, community groups)
- Expected benefits (environmental, economic, social)

Each group shares one key idea with the class. The facilitator lists common themes on a flip chart.

Step 5. Wrap-up and Evaluation (20 minutes)

Facilitator summarises:

Key challenges in shifting towards sustainable transport: Sustainable mobility is central to reducing tourism's climate impact while enhancing accessibility and local benefits. Effective interventions combine policy instruments, infrastructure investments, and behavioural strategies to encourage low-carbon travel choices. European best practices—from electrified public transport and active mobility networks to smart digital tools and intermodal solutions—illustrate that transforming tourism mobility is feasible and beneficial. By integrating these approaches, destinations can minimize emissions, improve visitor experiences, strengthen community engagement, and contribute to broader climate and sustainability goals. The module underscores that meaningful change requires coordinated efforts across sectors, levels of governance, and traveller habits.

Main insights from group discussions.

Opportunities for VET educators to integrate mobility concepts into their teaching.

Guide participants to the Self-Directed Learning (SDL) section for further exploration.

Activity (20 min)

Let's test your knowledge!

By the end of this activity, learners will be able to:

Distinguish between different modes of sustainable transport in tourism.

Recall key benefits and challenges of implementing sustainable transport solutions.

Explain the impact of transport choices on environmental performance, costs, and visitor experience.

QUIZ

Part A: Quiz (Individual first; then discuss in small groups)

Multiple Choice (Choose 1 correct answer, unless otherwise noted)

Which of the following transport modes has the highest average CO₂ emissions per passenger-km?

- a) Rail
- b) Coach/bus
- c) Aviation (short-haul flights)
- d) Cycling

The Avoid–Shift–Improve framework in sustainable mobility focuses on:

- a) Banning air travel for all tourism purposes
- b) Reducing unnecessary travel, shifting to low-carbon modes, and improving vehicle efficiency
- c) Subsidising private cars to reduce congestion
- d) Promoting only electric cars

Which of the following is an example of “Shift” in tourism mobility?

- a) Implementing fuel-efficient aircraft engines
- b) Replacing long-haul flights with high-speed rail connections
- c) Using eco-driving techniques for rental cars
- d) Installing solar panels at airports

What is one of the main barriers to low-carbon mobility adoption among tourists?

- a) Lack of awareness of alternative options
- b) Excessive availability of rail and bus services
- c) Too much regulation supporting walking and cycling
- d) Universal preference for public transport

Which of the following is a key challenge in decarbonising tourism mobility? (Select all that apply)

- a) Behavioural resistance (preference for flying or driving)
- b) Infrastructure gaps in rail and public transport
- c) Need for coordinated international investment
- d) Over-supply of low-carbon mobility solutions

What does a main benefit of shifting tourist travel from private cars to shared or public transport?

- a) Reduced carbon emissions
- b) Lower traffic congestion
- c) Improved visitor experience
- d) All of the above

Which factor can most influence tourists' willingness to use sustainable transport?

- a) Convenience and accessibility
- b) Cost savings
- c) Clear information and guidance
- d) All of the above

True / False

Shifting tourists from private cars to public transport always increases operational costs for SMEs. (F)

Sustainable transport initiatives can help destinations meet climate and mobility goals. (T)

Collecting and sharing information about transport options can be challenging for small tourism businesses. (T)

Promoting walking and cycling tours can enhance visitor satisfaction and engagement. (T)

"Greenwashing" refers to claiming sustainability benefits without taking real action. (T)

Part B: Review & Discussion

After small groups review answers. Discuss each question, encouraging examples from learners' experiences with destinations or tourism businesses.

Part C: Scenario Reflection

Imagine you are designing a sustainable tourism mobility plan for a coastal destination that currently depends heavily on private cars and charter flights. What measures would you propose under Avoid, Shift, and Improve? How would you address behavioural drivers and encourage tourists to adopt the new solutions? Each group selects a spokesperson to share their recommendation in 1 minute.



SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcast, and other resources

These resources and exercises are designed for VET learners to deepen their practical understanding of how transport choices shape the sustainability of tourism. Activities combine videos, readings, and reflection tasks to connect theory with real-world practices around mobility, carbon emissions, and traveller behaviour.

Videos:

- "Sustainable and Smart Mobility in Europe" – European Commissions
- [Sustainable and smart mobility in Europe](#)
- How Does Transportation Relate to Sustainable Tourism?
- [How Does Transportation Relate To Sustainable Tourism? – Earth Science Answers – YouTube](#)
- Environment-Friendly Transportation in Sustainable Tourism"
- [What Role Does Environment-Friendly Transportation Play in Sustainable Tourism? – YouTube](#)

Readings:

- How to Travel Better: A Beginner's Guide to Sustainable Travel" – National Geographic.
- [How to travel better: a beginner's guide to sustainable travel | National Geographic](#)
- Carbon Footprint of Tourism" – Sustainable Travel International
- [Carbon Footprint of Tourism – Sustainable Travel International](#)
- Smart and Sustainable Mobility Strategy" – European Commission
- [Mobility Strategy – European Commission](#)

Activity

Guided reflection:

After watching and reading, answer these questions individually (or in small groups):

1. Identify one concrete strategy from the videos that could be applied to a real destination. Why is it effective?
2. From the readings, what is the main obstacle to sustainable transport (economic, cultural, or infrastructural)?
3. How can daily mobility habits (e.g. cycling, using public transport) influence travel behaviour while on holiday?
4. Suggest one practical action a tourism SME could take to promote sustainable mobility without reducing customer satisfaction.

Activity Sheet



Activities to explore further

Make sure you have access to the resources provided (website links and videos).
After watching and reading, answer these questions individually (or in small groups).

1. Identify one concrete strategy from the videos that could be applied to a real destination. Why is it effective?

2. From the readings, what is the main obstacle to sustainable transport (economic, cultural or infrastructural)?

3. How can daily mobility habits (e.g. cycling, using public transport) influence travel behaviour while on holiday?

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4. Suggest one practical action a tourism SME could take to promote sustainable mobility without reducing customer satisfaction.

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MODULE 10: MONITORING AND EVALUATION OF SUSTAINABLE PRACTICES

LESSON PLAN

Module Title

Monitoring and Evaluation of Sustainable Practices

Target group

VET Educators

Introduction

This module aims to present the relevance of monitoring in the context of sustainability in tourism. The main objectives of the module are: To empower trainers to understand and teach the importance of monitoring and evaluation processes in the implementation of sustainable practices.

Explore methods and indicators (KPIs, benchmarks) that allow measuring the effectiveness of sustainable actions in tourism and hospitality contexts.

Provide practical tools and methodologies for the creation of follow-up and continuous feedback systems.



Learning outcomes

The main learning outcomes are:

- Understand the core concepts, such as sustainability indicators applicable to tourism, and to know environmental and social assessment methodologies (e.g. ecological footprint, life cycle analysis).
- Apply knowledge in practical scenarios, such as implementing simple monitoring systems in small tourism businesses, selecting and applying key performance indicators appropriate for the business and developing a basic evaluation framework to monitor the progress of sustainable strategies in tourism businesses.
- Analyse case studies effectively, regarding the comparison of monitoring practices in different types of accommodation and tourist services.

Duration

5 hours

Preparation

The facilitator:

Reviews the module structure, objectives, and activities.

Ensures required materials: a projector for showing the presentation, post-its, pens, access to videos and prints out activity sheets.

Lesson Plan

Presentation:

https://docs.google.com/presentation/d/1iOmN2coLB2j8hpo6NG_v2PWnQaar-YS5/edit?usp=sharing&ouid=112861106743095868790&rtpof=true&sd=true

Short Video

"How the tourism industry can be responsible for its environmental footprint | Sean Nino | TEDxUbud" <https://www.youtube.com/watch?v=AMlG-c1hXEE>

Module development

Introduction [slide 2] – 5 minutes

Present the content in the slide and then question the participants: "What comes to mind when you hear Monitoring and Evaluation?" (Responses noted on post-its).

Monitoring and evaluation [slide 3] – 30 minutes

Present the content of slide 4, 5 and 6. In the 7th slide, do the activities:

Questions:

- Describe in your own words the difference between monitoring and evaluation in a tourism context.
- How would regular monitoring help you identify early warning signs in your operations?
- True or false?
- Monitoring is a onetime analysis of data to evaluate effectiveness [False].
- Evaluation explains not only what changed but why it changed [True].
- Accountability, efficiency, and transparency are outcomes of good monitoring [True].
- Present contents on slide 8-10, then proceed to do the activity on slide 11 [Monitoring and Evaluation (M&E) – reflections]:
- Think of a recent change in your business (e.g., new recycling bins).
- How would you structure a simple monitoring plan?
- What potential challenges might you face, and how could you adapt?

Sustainability indicators [slide 12] – 30 minutes

Present the contents in slide 13 and 14. In slide 15, do the activity:

Match the indicator type with its example:

- A. Quantitative; B. Qualitative; C. Mixed; D. Binary.
- 1. Business has an environmental action plan; 2. Total water saved per guest-night; 3. Number of sustainable practices meeting certification criteria; 4. Percentage of tourists who feel the destination is clean.
- Solution: A2, B4, C3, D1.

Present the Sustainability indicators – dimensions [slide 16-22]

In the 23rd slide, present the following exercise:

For each of the four dimensions below, propose two indicators tailored to your tourism business and fill out the table below:

Environmental, Social, Economic, Governance

Table filled with Indicator, Unit of measure, Data Source, Frequency, Target and Responsibility

Which dimension do you foresee as hardest to measure accurately? Why?

Monitoring tools [slide 24-26] – 25 minutes

After the presentation of monitoring tools, ask these:

1. Which of these software options best suits your business
2. Given limited technical capacity, which two tools would you prioritise implementing first and why?

Case Study [slide 27-31] – 25 minutes

Proceed to present the case study on slide 28 and 29 and show the YouTube video in slide 30.

In slide 31, present the next questions:

What indicators would you use in these hotel resorts?

Please classify 6 indicators using the dimensions and composition.

Table filled with dimension, Indicator, Unit of measure, Data Source, Frequency, Target and Responsibility

What competitive advantages could you gain by adopting a similar framework in your own tourism business?

Conclusions [slide 32] – 5 minutes

Present the slides 33 and 34.

Activity (20 min)

Let's test your knowledge!

- *In short, what is the main difference between monitoring and evaluation?*
- *What types of indicators (quantitative, qualitative, mixed, binary) are easiest to apply in tourism? Why?*
- *What would be a consequence of not conducting monitoring and evaluation in a tourism business?*
- *Imagine a rural guesthouse wants to increase local community involvement. What social indicators could measure this impact?*
- *What challenges could arise in data collection?*

Reflection Questions

- How can *Monitoring & Evaluation* transform sustainability from a theoretical concept into real practice in tourism?
- What role should stakeholders (communities, government, tourists) play in defining sustainability indicators?

SELF-DIRECTED LEARNING ACTIVITIES

Readings, videos, podcast, and other resources

- [OECD Tourism Papers](#) – This series address issues such as trends and policies, innovation, sustainability, skills and statistics, for various EU countries.
- Interreg Mediterranean. (2019). [Ensuring an effective monitoring of Tourism Sustainability in the Mediterranean Region](#). Interreg Mediterranean – Sustainable Tourism.
- UNESCO World Heritage Sustainable Tourism Online Toolkit [Guide 10 – Monitoring success with sustainable tourism](#)
- [Resilient Tourism Podcast Series - Accelerating the Digital and Data Driven Transformation](#) Podcast
- EU Smart Tourism Podcast - Episode [Data driven storytelling](#)
- UNWTO. (2004). [Indicators of Sustainable Development for Tourism Destinations – A Guidebook](#). Madrid, Spain: World Tourism Organization.
- European Commission. (2016). [The European Tourism Indicator System: ETIS toolkit for sustainable destination management](#). Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs, European Commission. Publications Office.

Activity

In this activity, you will demonstrate your mastery of monitoring and evaluation (M&E) concepts, tools, and techniques covered in Module 10. You will assume the role of a consultant hired by a rural hotel aiming to implement a robust sustainability M&E framework. Your deliverable will take the form of a written report (2,000–2,500 words).

Contents:

- Business Profile & Objectives (350 words)
- Indicator Selection & Framework Design (700 words)
- Monitoring Tools & Data Collection Plan (500 words)
- Evaluation & Improvement Cycle (400 words)
- Reflection & Insights (250 words)

Monitoring & Evaluation (M&E) framework

Designing a Sustainability Monitoring and Evaluation Framework for a Rural Hotel: From Indicators to Impact

You will assume the role of a consultant hired by a rural hotel aiming to implement a robust sustainability M&E framework, in the form of a written report (2,000–2,500 words):

1. Business Profile & Objectives

Briefly describe the hypothetical hotel (size, location, key services); Define three clear, measurable sustainability objectives aligned with environmental, social, and governance dimensions. ≈350 words

2. Indicator Selection & Framework Design

Propose at least two indicators for each sustainability dimension. For each indicator, specify: Unit of measure, Data source(s), Frequency of collection, Baseline, benchmark, and target values and Responsible stakeholder. ≈700 words

3. Monitoring Tools & Data Collection Plan

Recommend a combination of at least three practical monitoring tools (e.g., surveys, sensors, dashboards). Outline how you will integrate these tools into daily operations. Address potential challenges and propose mitigation strategies. ≈500 words

4. Evaluation & Improvement Cycle

Describe your plan for periodic evaluation (quarterly or biannual). Explain how evaluation insights will feed back into strategy refinement. Suggest two methods for communicating results with internal and external stakeholders. ≈400 words

5. Reflection & Insights

Reflect on how designing this framework deepened your understanding of M&E in tourism sustainability. Identify one real-world case (other than Six Senses) that inspired your approach and explain why. ≈250 words

FACILITATOR TIPS

The CPD Climate Awareness & Action Toolkit is designed to be flexible and adaptable across diverse VET and tourism contexts. Facilitators are encouraged to view the programme as a guided learning process rather than a fixed script, using their professional judgement to adapt examples, pacing, and activities while maintaining the core learning outcomes.

To support effective delivery, facilitators are encouraged to:

Ground learning in local reality
Draw on participants' experience of tourism businesses, destinations, and regional challenges, using concrete and familiar examples where possible.
Promote realistic and incremental change
Emphasise achievable actions rather than idealised sustainability models.
Create safe and participatory learning environments
Encourage participants to feel comfortable discussing constraints, uncertainties and challenges related to sustainability and climate action.
Use group activities strategically
Encourage peer-learning, collaboration, and the exchange of practical solutions across different tourism and education contexts.
Support reflection and application
Ensure that reflection questions and action-planning tasks are integral parts of the learning process rather than optional activities.
Adapt delivery methods
Create opportunities for face-to-face, online, or blended learning formats, ensuring clear instructions, structured timelines, and opportunities for interaction.

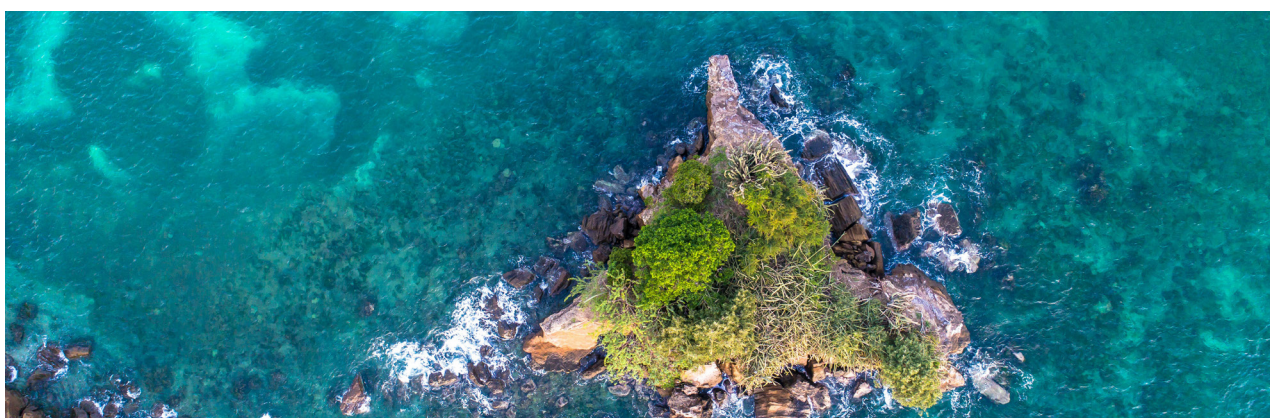
This approach supports meaningful engagement and helps to ensure that learning translations into practical action within vocational education and tourism practice.

CONCLUSION

The CPD Climate Awareness & Action Toolkit for VET Educators has been developed to support educators in addressing one of the most significant challenges currently facing the tourism sector: the need to move towards more sustainable, climate-resilient, and socially responsible models of tourism.

Structured as a modular learning pathway, the programme brings together key theoretical concepts with practical tools and applied learning activities. It supports VET educators in deepening their own understanding of sustainability issues, while also enabling them to work more effectively with learners, tourism businesses, and local stakeholders in translating these concepts into everyday practice.

The toolkit is designed to function both as a structured CPD programme and as a flexible reference resource. Facilitators and institutions are encouraged to adapt the modules to their local tourism contexts, integrate them into existing curricula or training offers, and continue using the materials beyond the lifetime of the FOOTPRINT project. By strengthening the capacity of VET educators to act as informed and reflective agents of change, the CPD programme contributes to the wider objectives of the FOOTPRINT project. In doing so, it supports the tourism sector in reducing its environmental footprint, strengthening community engagement, preserving cultural heritage, and building long-term resilience in response to climate change.



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Footprint



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