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# WITH

## D2.1. WITH PATHWAY GUIDELINES

<b>Project title</b>	WITH: Boosting Women Entrepreneurship Education In Tourism and Hospitality in Sub-Saharan Africa
<b>Work Package</b>	2: WITH Training Pathway Design
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## 1. INTRODUCTION

The WITH Project seeks to reinforce the personal and social competences and the entrepreneurial mindset of young women that will contribute to create a new generation of climate and sustainability conscious women intrapreneurs, entrepreneurs and business owners operating in sustainable tourism and hospitality in Sub-Saharan African countries (South Africa, Uganda and Malawi).

The activity T2.4. Design of the Training Pathway Structure and the current deliverable D2.1. WITH Pathway Guidelines is led by the Seville Chamber of Commerce in collaboration with the rest of the Consortium members: INCOMA, CESIE, AWIEF, GWLF and EQUIP.

The identification of different case studies in the activity T2.1 Operative Framework and Tools was necessary as a previous phase to obtain valuable information that contributed to build the WITH Training. The selection criteria to identify the inspiring stories and examples of good EU practices were based on the relevance results for WITH target groups, messages promoted in line with the project and that can easily be tailored and implemented.

Five case studies from initiatives implemented at EU level were collected by CCSEV, INCOMA and CESIE as good practices to promote intra and entrepreneurial skills and sustainable development in tourism and hospitality. The partners developed a template (see in the annexes section) to identify the European case studies in compliance with the main WITH principles.

Representatives of all Consortium organisations participated in the WITH Knowledge-Sharing Workshop in the framework of the activity T2.2 where three case studies were presented by the European partners to the rest of the partners. Also, the workshop was an in-person activity that was celebrated in Seville and included an international session to share experiences and brainstorm about entrepreneurial skills in the context of tourism and hospitality and specific needs of young women. The event achieved 16 attendees in total, 13 in person and 3 participants were online.

On the other hand, the consultations carried out to public and private institutions active in VET, women entrepreneurs and business owners in the field of tourism and hospitality were crucial to identify the soft skills which are necessary for young women to succeed as intrapreneurs, entrepreneurs and business owners in the Sub-Saharan Africa countries. The feedback was collected by the African partners thanks to the designed templates (see in the annexes section) provided so that they could implement the consultations following common guidelines to draw the overall conclusions.

Through the insight and feedback collected from the identified EU case studies, the main conclusions from the WITH Knowledge-Sharing Workshop and the consultations implemented in the



three African countries (South Africa, Uganda and Malawi) it has designed the WITH Training Pathway Structure.

During the development of the templates and the implementation of the above-mentioned activities it has been paid special attention to accomplish an equal representation under the terms of the type and profile of stakeholders, gender and underrepresented groups in addition to compliance with the WITH Diversity & Inclusion principle and Gender Equality principles.

The purpose of this entire contextualization process is to collect among all the Consortium partners all possible and valuable information for the best design of the WITH Training.

In the following section of the current document, the modules with their specific duration, learning outcomes, pedagogical approach and practical activities will be presented. The Design of the Training Pathway Structure is the result of a research process which is focused on the needs of entrepreneurial skills for women in Sub-Saharan Africa in the context of tourism and hospitality.

The Consortium will also collaborate on the development of a set of Open Educational Resources and a wide range of training materials to deliver the Training Pathway among the young women in Sub-Saharan African countries. It will include the WITH Training Manual, which will be a handbook for learners, and will be part of the WITH Training Toolkit that will be complemented by the WITH handbook for trainers (WP3).

Furthermore, a digital library will be built. The WITH Knowledge Virtual Centre will compile in an online manner all the resources and training materials for boosting entrepreneurship education and entrepreneurial mindset of young African women in the tourism and hospitality industry. The Virtual Centre will be a dedicated section inside the WITH website where WITH deliverables, training materials and additional resources related to the target sectors will be available for free and open access. Moreover, a forum will be created to encourage the interaction between the final beneficiaries and trainers in view of the implementation of the Capacity Building Programme (WP3) and the delivery of Local Pilot (WP4).



## 2. WITH TRAINING PATHWAY STRUCTURE

A visual representation of the WITH Training Pathway will be presented in this section. It includes the modules' names, units composing each module, learning outcomes, duration (working hours) for each unit and the type of unit (delivery methodology).

The selected title for the WITH Training will be Empowering Young Women in Sustainable Tourism and Hospitality in Sub-Saharan Africa. The training will last 75 hours approximately including theoretical and practical activities and it will be composed of 10 modules in total.

As follows, it is presented the main WITH Training structure:

Module 1: Personal Growth and Motivation	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Build self-confidence and self-esteem</li> <li>• Develop motivation and perseverance</li> </ul>
<b>Pedagogical Approach:</b>	Self-reflection, coaching, goal-setting
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>• Set personal development goals</li> <li>• Explore motivation techniques</li> </ul>
<b>Duration:</b>	7 hours

Table 1. Module 1: Personal Growth and Motivation

Module 2: Foundations of Sustainable Tourism and Hospitality	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand the principles of sustainable tourism and ethical thinking</li> </ul>
<b>Pedagogical Approach:</b>	Lectures, case studies, group discussions
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>• Analyse case studies of sustainable tourism practices</li> <li>• Discuss ethical dilemmas in the hospitality industry</li> </ul>
<b>Duration:</b>	5 hours

Table 2. Module 2: Foundations of Sustainable Tourism and Hospitality



<b>Module 3: Initiative and Project Planning</b>	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Develop initiative and proactive thinking</li> <li>• Learn effective project planning and management</li> <li>• Describe the strategic objectives to achieve and define the activities to be undertaken</li> <li>• Have knowledge of management tools used in strategic planning such as the business plan</li> <li>• Manage the daily activities to ensure the sustainability of the company</li> </ul>
<b>Pedagogical Approach:</b>	Interactive workshops, group planning exercises
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>• Create a project plan for a sustainable tourism initiative</li> <li>• Create a list of links to relevant authorities in terms of registration, policies, licensing, taxes, etc.</li> <li>• Develop and present project timelines and milestones</li> </ul>
<b>Duration:</b>	7 hours

Table 3. Module 3: Initiative and Project Planning

<b>Module 4: Online Marketing for Sustainable Tourism</b>	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand the concept of online marketing and its importance nowadays, tools and strategies</li> <li>• Learn how to promote sustainable tourism initiatives online</li> </ul>
<b>Pedagogical Approach:</b>	Interactive workshops, case studies
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>• Develop an online marketing plan for a sustainable tourism project</li> <li>• Create and manage online marketing campaigns</li> </ul>
<b>Duration:</b>	7 hours

Table 4. Module 4: Online Marketing for Sustainable Tourism



<b>Module 5: Financial Management for Sustainable Tourism and Hospitality</b>	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand the financial aspects of sustainable tourism and hospitality</li> <li>• Develop the skills needed for resource mobilisation, financial literacy, costing, pricing, accounting, taxation, and profit and loss computation</li> </ul>
<b>Pedagogical Approach:</b>	Interactive lectures, practical exercises, case studies
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>• Create a detailed budget for a sustainable tourism project</li> <li>• Explore various fundraising and resource mobilisation strategies</li> <li>• Develop pricing strategies for sustainable tourism products and services</li> <li>• Understand accounting principles, including income statements and balance sheets</li> <li>• Learn about taxation in the context of tourism and hospitality</li> <li>• Calculate and analyse profit and loss statements for tourism businesses</li> </ul>
<b>Duration:</b>	12 hours

Table 5. Module 5: Financial Management for Sustainable Tourism and Hospitality

<b>Module 6: Dealing with Uncertainty and Risk Management</b>	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Learn strategies for dealing with uncertainty</li> <li>• Develop basic risk management skills</li> </ul>
<b>Pedagogical Approach:</b>	Scenario analysis, risk assessment exercises
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>• Analyse a real case study of risk management</li> <li>• Develop risk mitigation plans</li> </ul>
<b>Duration:</b>	6 hours

Table 6. Module 6: Dealing with Uncertainty and Risk Management



Module 7: Effective Collaboration and Communication	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Enhance teamwork and collaboration skills</li> <li>• Improve assertiveness and negotiation abilities</li> <li>• Promote a leadership attitude</li> </ul>
<b>Pedagogical Approach:</b>	Role-playing, communication workshops
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>• Role-play negotiation scenarios</li> <li>• Conflict resolution examples</li> <li>• Team-building exercises</li> </ul>
<b>Duration:</b>	7 hours

Table 7. Module 7: Effective Collaboration and Communication

Module 8: Digital Skills and Online Collaboration	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Collaborate effectively through digital technologies</li> <li>• Understand netiquette (online etiquette)</li> </ul>
<b>Pedagogical Approach:</b>	Virtual collaboration tools, online discussions
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>• Collaborate on a digital sustainability project</li> <li>• Practice netiquette in online forums</li> </ul>
<b>Duration:</b>	6 hours

Table 8. Module 8: Digital Skills and Online Collaboration



Module 9: Wellbeing and Self-Care	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Promote personal well-being</li> <li>Recognise the importance of work-life balance</li> </ul>
<b>Pedagogical Approach:</b>	Mindfulness sessions, self-care workshops
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>Create a self-care plan</li> <li>Reflect on work-life balance</li> </ul>
<b>Duration:</b>	4 hours

Table 9. Module 9: Wellbeing and Self-Care

Module 10: Critical Thinking and Sustainability Values	
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Develop critical thinking skills</li> <li>Deepen understanding of sustainability values</li> </ul>
<b>Pedagogical Approach:</b>	Critical analysis of case studies, debates
<b>Practical Activities:</b>	<ul style="list-style-type: none"> <li>Analyse complex sustainability issues</li> <li>Participate in debates on ethical and environmental topics</li> </ul>
<b>Duration:</b>	6 hours

Table 10. Module 10: Critical Thinking and Sustainability Values

Joint Activities:
<ul style="list-style-type: none"> <li>Guest lectures by industry experts (3 hours)</li> <li>Field trip or tour. Visit to a related (running by a women if possible) enterprise (4 hours)</li> <li>Group project presentation (5 hours)</li> <li>Peer mentoring and support networks (facilitated by women if possible) (8 hours)</li> </ul>

Table 11. Joint activities of WITH Training Pathway

In the following tables, it is presented the units composing each module and also, its duration.

This table is a simplified version from a more detailed template created and shared among all Consortium partners to compile the modules of the Training, the learning outcomes, practical activities, pedagogical approach, duration, activities composing the module, suggestions or comments, state of the module (on progress, finished, revised) and the responsible partner to develop it and the European partner who leads the module and supports the development in collaboration with the responsible partner.

Below, it is presented an overall content from the original table to present the main units composing each module of the WITH Training and the working hours. Also, it is shown the responsible partner in charge of the development of the activities and the European lead partner who will supervise the work and support during the creation of the module.

MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
<b>Module 1: Personal Growth and Motivation</b>	7 hours	1,5 hr	From Self-Esteem to Business Success: African Women in Hospitality	INCOMA	INCOMA
		2h	Personal Empowerment Workshop	INCOMA	
		1,5 hr	Inspirational Mentorship Session	INCOMA	
		2h	Goal Visualisation Workshop	INCOMA	

Table 12. Activities included in Module 1: Personal Growth and Motivation

MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
<b>Module 2: Foundation of Sustainable Tourism and Hospitality</b>	5 hours	40 min	Introduction to Sustainable Tourism and Key Principles of Sustainable Tourism	CCSEV	CCSEV
		1 hr	Examples of Sustainable Tourism Initiatives	CCSEV	
		1 hr	Real-life Examples of Ethical Dilemmas in Tourism	CCSEV	
		80 min	Group Work - Analysing Scenarios	CCSEV	
		1 hr	Presentation of the Analysis, Recap of the Module and Q&A	CCSEV	

Table 13. Activities included in Module 2: Foundation of Sustainable Tourism and Hospitality

MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
<b>Module 3: Initiative and Project Planning</b>	7 hours	30 min	Short lecture: Importance of initiative and being proactive in the tourism and hospitality industry	EQUIP	CESIE
		1 hr	Case study analysis: Facilitator shares two case studies and analyses them to show initiative, problem solving and proactivity in the tourism and hospitality industry	EQUIP	
		30 min	Problem solving: Each individual participant picks an issue or problem they have observed in the tourism sector in their home country. Propose an initiative they can undertake as a solution to the problem.	EQUIP	
		1 hr	Interactive lecture: Project planning and management. Project Life Cycle illustration	EQUIP	
		45 min	Group Work: Participants work in groups of two, pick an initiative from the previous exercise and break it down into strategic objectives and project activities.	EQUIP	
		1 hr	Project management tools: Business Plan, Budget, Work Plan, Stakeholder analysis	EQUIP	
		2 hr	Individual work: Create a brief business plan with a budget and a work plan (the work plan should include proposals for stakeholder engagement) for the initiative proposed in the problem solving assignment	EQUIP	
		15 min	Conclusion	EQUIP	

Table 14. Activities included in Module 3: Initiative and Project Planning

MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
<b>Module 4: Online Marketing for Sustainable Tourism</b>	7 hours	1 hr	Introduction to Online Marketing for Sustainable Tourism	CCSEV	CCSEV
		2 hr	Interactive Workshop - Online Marketing Strategies	CCSEV	
		1 hr	Case Studies - Successful Online Marketing Campaigns	CCSEV	
		2 hr	Practical Activity - Developing an Online Marketing Plan	CCSEV	
		1 hr	Creating and Managing Online Marketing Campaigns	CCSEV	

Table 15. Activities included in Module 4: Online Marketing for Sustainable Tourism



MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
<b>Module 5: Financial Management for Sustainable Tourism and Hospitality</b>	12 hours	1 hr	Participative Lecture: Introduction to Basic Accounting	GWLF	CCSEV
		2 hr	Interactive Session: Budgeting for Sound Management and Investment	GWLF	
		1 hr	Participative lecture: Marketing and Advertising for Core and Side Business	GWLF	
		3 hr	Group work: Business Plan Basics - Profit and Loss, Cash Flow Projection, Risk and Uncertainty	GWLF	
		2 hr	Group work: Costing, Pricing, Taxation Methods	GWLF	
		3 hr	Case study: Managing Events	GWLF	

Table 16. Activities included in Module 5: Financial Management for Sustainable Tourism and Hospitality



MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
<b>Module 6: Dealing with Uncertainty and Risk Management</b>	6 hours	1 hr	Introduction to Risk and Uncertainty in Tourism and Hospitality	CESIE	CESIE
		1 hr	Basics of Risk Management: Understanding the Context	CESIE	
		1 hr	Group Work: Identify the Risk	CESIE	
		1,5 hr	Workshop: Analyse and Evaluate Risk	CESIE	
		1 hr	Assignment: develop a risk implementation plan	CESIE	
		30 min	Conclusion and reflection	CESIE	

Table 17. Activities included in Module 6: Dealing with Uncertainty and Risk Management



MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
<b>Module 7: Effective Collaboration and Communication</b>	7 hours	1 hr	Presentation/ Introduction to Communication, Key principles Video lesson: Two short clips showing excellent and poor verbal and non-verbal communication in a business setting	EQUIP	CESIE
		1 hr	Group discussion: assign scenarios to groups related to communication challenges for them to discuss how effective communication can sort those challenges, then share their findings	EQUIP	
		30 min	Short Lecture on Business Communication	EQUIP	
		1,5 hr	Business Pitch: in Groups, Prepare Short Speeches Appropriate for Negotiation Scenarios with Clients and Investors in the Tourism Sector	EQUIP	
		2 hr	Case studies and simulation: interactive presentation of key conflict resolution concepts, analysis of real-life scenarios and simulation of conflict resolution in a business setting.	EQUIP	
		1 hr	Team building: Collaborative problem solving where groups come up with a creative solution to a business problem they are presented with. This to be followed by an open discussion on the importance of teamwork.	EQUIP	

Table 18. Activities included in Module 7: Effective Collaboration and Communication



MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
<b>Module 8: Digital Skills and Online Collaboration</b>	6 hours	1 hr	Masterclass: Introduction to Netiquette and key principles. Short case studies on good and poor netiquette	AWIEF	INCOMA
		1,5 hr	Group workshop: Practice good netiquette in different online forums	AWIEF	
		1 hr	Presentation/ participatory lecture on digital sustainability	AWIEF	
		1 hr	Group workshop (1-2-4 All method): Sharing & building ideas on sustainability project design concept	AWIEF	
		1,5 hr	Group project: Choose one digital technology/ tool and design a sustainability strategy	AWIEF	

Table 19. Activities included in Module 8: Digital Skills and Online Collaboration

MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
Module 9: Wellbeing and Self-Care	4 hours	1 hr	Resilience Building for Women Entrepreneurs	INCOMA	INCOMA
		2 hr	Cultural Wellness Practices for Women Leaders	INCOMA	
		1 hr	Sustainable Leadership: Balancing Business and Wellbeing	INCOMA	

Table 20. Activities included in Module 9: Wellbeing and Self-Care

MODULE	Duration (hours)	Hr	Activities	Responsible partner	Leading
Module 10: Critical Thinking and Sustainability Values	6 hours	30 min	Introduction to Critical Thinking and Sustainability Values	CESIE	CESIE
		1 hr	Cultivating Critical Thinking	CESIE	
		1 hr	Ethical Dilemmas pt.1	CESIE	
		1,5 hr	Critical Thinking through Case Studies: Tourism in Botswana	CESIE	
		1,5 hr	Ethical Dilemmas pt.2	CESIE	
		30 min	Conclusion and Reflection	CESIE	

Table 21. Activities included in Module 10: Critical Thinking and Sustainability Values



### 3. ANNEXES

#### 3.1. Template to identify the European Case Studies

<b>Name of the initiative/ practice/ organisation</b>	
<b>Summary</b>	
<b>Description</b>	
<b>Level of implementation</b>	<input type="checkbox"/> <i>European</i> <input type="checkbox"/> <i>National</i> <input type="checkbox"/> <i>Local</i>
<b>Context</b>	<i>In which context does good practice operate? To which needs/challenges do the good practice respond?</i>
<b>Target group</b>	<i>Description of the main stakeholders</i> <input type="checkbox"/> <i>Young woman (from 20 to 45 years old approx.)</i> <input type="checkbox"/> <i>Intra or Entrepreneur</i> <input type="checkbox"/> <i>Business woman</i> <input type="checkbox"/> <i>Founder of a company (or a woman who has actively participated in it or that she runs it now).</i> <input type="checkbox"/> <i>European</i> <input type="checkbox"/> <i>African who is living in Europe</i> <input type="checkbox"/> <i>Is she currently offering work to other women or working for</i>



	<p><i>the welfare of other women?</i></p> <p><input type="checkbox"/> <i>Has she often been overcoming and facing day a day troubles?</i></p>
<b>Sectors</b>	<p><input type="checkbox"/> <i>Hospitality</i></p> <p><input type="checkbox"/> <i>Tourism</i></p> <p><input type="checkbox"/> <i>Both</i></p> <p><input type="checkbox"/> <i>Any of its subsectors. Specify.</i></p>
<b>Quality Indicators</b>	
<b>Effectiveness and success</b>	<p><i>How does the practice meet the identified needs?</i></p> <p><i>What are the main outcomes/results of the good practice?</i></p>
<b>Technical feasibility</b>	<p><i>Which kind of resources and competences were needed to start a sustainable business?</i></p> <p><i>How does good practice sustain itself economically?</i></p>
<b>Replicability and transferability</b>	<p><i>Does the practice show potential for replication in Sub-Saharan countries (South Africa, Uganda and Malawi) and towards the target groups? If yes, what are the key elements (resources, skills, etc...) for its replication?</i></p>
<b>Gender equality</b>	<p><i>Which activities/initiatives are implemented by good practice to achieve gender equality? Give an example</i></p> <p><i>Is there any policy in place to ensure gender equality? Give an example</i></p>



<p><b>Diversity and Inclusion</b></p>	<p><i>Which activities are implemented by good practice to achieve and accomplish the diversity and inclusion principles?</i></p> <p><i>Give an example</i></p>
<p><b>Environmental and social sustainability</b></p>	<p><i>In which way is this good practice sustainable? What is the impact on the community and the planet?</i></p> <p><i>Give an example</i></p>
<p><b>Type of skills.</b></p> <p><b>Cross the identified skills in each case study</b></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Creativity</i></li> <li><input type="checkbox"/> <i>Ethical and sustainable thinking</i></li> <li><input type="checkbox"/> <i>Self-confidence</i></li> <li><input type="checkbox"/> <i>Motivation and perseverance</i></li> <li><input type="checkbox"/> <i>Mobilising resources</i></li> <li><input type="checkbox"/> <i>Financial literacy</i></li> <li><input type="checkbox"/> <i>Initiative</i></li> <li><input type="checkbox"/> <i>Planning and management</i></li> <li><input type="checkbox"/> <i>Dealing with uncertainty and ambiguity</i></li> <li><input type="checkbox"/> <i>Managing risks</i></li> <li><input type="checkbox"/> <i>Working with others</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Assertiveness and negotiation</i></li> <li><input type="checkbox"/> <i>Collaborating through digital technologies</i></li> <li><input type="checkbox"/> <i>Netiquette</i></li> <li><input type="checkbox"/> <i>Digital safety</i></li> <li><input type="checkbox"/> <i>Self-regulation</i></li> <li><input type="checkbox"/> <i>Flexibility</i></li> <li><input type="checkbox"/> <i>Wellbeing</i></li> <li><input type="checkbox"/> <i>Communication</i></li> <li><input type="checkbox"/> <i>Critical thinking</i></li> <li><input type="checkbox"/> <i>Adaptability</i></li> <li><input type="checkbox"/> <i>Sustainability values</i></li> </ul>



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## D2.1. WITH Pathway Guidelines

### References

Website of the initiative/ organisation

www.



3.2. Template to identify the stakeholders in the African countries involved in the Project (South Africa, Uganda and Malawi)

### Stakeholders' Map

LIST OF INSTITUTIONS PARTNER COUNTRY								
PRIVATE INSTITUTION	Name	Status & region covered	Target group(s)	Area(s) covered	Degrees offered	Contact details	Other information	Address
	Name of the institution	Where is it based? Does it have an impact on the national level?	Target group	Which areas of WITH does it cover?	Learning or degrees offered	Email and website	In case of needed	Address of the main base institution

LIST OF INSTITUTIONS PARTNER COUNTRY								
PUBLIC INSTITUTION	Name	Status & region covered	Target group(s)	Area(s) covered	Degrees offered	Contact details	Other information	Address



LIST OF INSTITUTIONS PARTNER COUNTRY								
WOMEN ENTREPRENEURS	Name of the owner and of the business	Status & region covered	Target group(s) of the business	Area(s) covered	Main activity	Contact details	Other information	Address

LIST OF INSTITUTIONS PARTNER COUNTRY								
BUSINESS IN TOURISM (LEAD BY A WOMAN)	Name of the owner and of the business	Status & region covered	Target group(s) of the business	Area(s) covered	Main activity	Contact details	Other information	Address

LIST OF INSTITUTIONS PARTNER COUNTRY								
BUSINESS IN HOSPITALITY (LEAD BY A WOMAN)	Name of the owner and of the business	Status & region covered	Target group(s) of the business	Area(s) covered	Main activity	Contact details	Other information	Address



### 3.3. Templates to carry out the consultations in the three African Countries (South Africa, Uganda and Malawi)

The templates and documentation designed specifically to implement the consultations in the Sub-Saharan countries included:

- An introduction to the WITH Project, the main objectives, the description of the task T2.3 Co-design of the WITH Competence Framework and the consultations' aims.
- The designed methodology to carry out the consultations including all necessary information to drive the consultations regarding the type of stakeholders, the sequence of each action/ stage and the deadline to finish the interviews.
- Annexe 1: Template for minimum skills<sup>1</sup> proposed to choose those considered the most relevant for the young women's success in Sub-Saharan African countries in the field of tourism and hospitality.
- Annexe 2: Set of open questions focus on the VET institutions (public and private)
- Annexe 2: Set of open questions focus on the women entrepreneurs and business owners
- Annexe 3: Template for systematisation of the feedback collected "passport skills" to propose the most relevant topics among those provided previously and identify the learning outcomes and knowledge.

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<sup>1</sup> Even the full description of the proposed skills is not included in this document, a list of skills and their respective definition was also provided to the African partners to facilitate their task and give adequate instructions considering all given information linked to the tourism and hospitality sector.



## **CONSULTATIONS' TEMPLATES**

### **Introduction**

#### **Project Information**

Project Title: **Boosting Women Entrepreneurship Education In Tourism and Hospitality in Sub-Saharan Africa (WITH)**

In this context, WITH will pursue the following specific **objectives**:

1. To empower young women on the soft skills and personal and social competences to succeed as intrapreneurs, entrepreneurs and business owners in the tourism and hospitality industry.
2. To support VET trainers and educators in updating their knowledge and practices aligned with labour market needs and international practices on sustainable development and sustainable tourism and hospitality, and in acquiring new pedagogical methods to deliver experiential learning VET opportunities.
3. To introduce, promote and raise awareness on the concept of sustainable tourism and hospitality as part of VET programmes, non-formal and lifelong learning initiatives, thus helping to skill future professionals, intrapreneurs, entrepreneurs and business owners to be agents for sustainable development in SSA countries.
4. To boost the definition of demand-oriented and competence-based VET pathways and increase experiential learning opportunities through reinforced links between public and private institutions active in the field of VET and stakeholders active in the labour market.

### **WP2: WITH Training Pathway Design**

#### **Task 2.3. Co-design of the WITH Competence Framework**

- Carry out consultations to SSA public and private institutions active in VET and in the labour market, as well as women entrepreneurs and business owners in the field of tourism and hospitality.
- African partners (AWIEF, GWLF and EQUIP) will be responsible for the consultations in their respective countries.
- Indicators 5 stakeholders at least consulted in each country.
- AWIEF, GWLF and EQUIP will collect feedback and organise inputs according to the provided templates.

#### **Main consultations' aims and objectives**

- Consultations and summary of feedback collected from partners of the related industry to find needs of knowledge, skills, competences, values and attitudes (which will range from socio-emotional skills to a sustainability-oriented mindset, without overlooking the use of digital technologies) applied to the context of tourism and hospitality in order to empower young women in SSA countries to succeed as intrapreneurs, entrepreneurs and business owners in these sectors.

## Methodology

- 1. To do:** Carry out consultations ( $\geq 5$  stakeholders consulted in each country) to Sub-Saharan Africa public and private institutions active in VET and in the labour market, as well as women entrepreneurs and business owners in the field of tourism and hospitality industry.

During the consultations\*, a set of open questions will be raised by the facilitator and the participants will discuss the different topics.

### **Suggested stakeholders groups for consultations**

- Public Institution active in VET (Vocational Education and Training and Adult Learning)
- Private Institution active in VET (Vocational Education and Training and Adult Learning)
- Women entrepreneurs
- Business owners in the field of hospitality and tourism sector
- Ministry of Tourism and Tourism Council

- 2. Introduction:** Presentation of the project and aims of the consultation

- 3. Facilitators present the minimum skills proposed** (template provided in ANNEXE 1)

- 4. Skills adaptation:**

- a. Participants explore the relevance of the skills proposed and the identification of new ones if necessary.
- b. Participants prioritise the more relevant skills.
- c. Set of open questions (template provided in ANNEXE 2)
- d. Facilitators and participants discuss and elaborate a complete list: "Skills Passport". (template provided in ANNEXE 3)

- 5. Qualification profile and learning outcomes**

**Participants identify learning outcomes/knowledges for the skills proposed and define a qualification profile (template provided in ANNEXE 3)**

- 6. Deadline: September 20th, 2023**

*\* Recommendation. All target groups must be represented. It should be interviewed at least 1 VET institution teaching tourism, an entrepreneur in the accommodation industry, another one in the restaurant industry, travel agencies, etc. African partners will collaborate to achieve a good representation of each group of interest.*



**ANNEXE 1: TEMPLATE FOR MINIMUM SKILLS PROPOSED**

- Name:
- Designation/Job position:
- Company name:
- Company field:
- Identification of stakeholder group for WITH:

Cross the relevance of each proposed skill according to your experience.

A description of proposed skills is provided in order to clarify its meaning according to the tourism and hospitality sector.

N°	TOPIC Soft skills for entrepreneurship	Nothing Relevant	Little Relevant	Relevant	Very Relevant	Quite Relevant
		1	2	3	4	5
1	Adaptability					
2	Assertiveness					
3	Collaborating through digital technologies					
4	Communication					
5	Creativity					
6	Critical thinking					
7	Dealing with uncertainty and ambiguity					
8	Digital safety					

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9	Ethical and sustainable thinking					
10	Financial literacy					
11	Flexibility					
12	Initiative					
13	Leadership					
14	Managing risks					
15	Mobilising resources					
16	Motivation and perseverance					
17	Negotiation					
18	Netiquette					
19	Networking					
20	Planning and management					
21	Self-confidence					
22	Self-regulation					
23	Sustainability values					

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24	Wellbeing					
25	Working with others					

With respect to the identified topics, do you consider the proposed list exhaustive?  
*Please provide any relevant topics that have not emerged and may be integrated with the WITH training offer.*

N°	TOPIC Soft skills for entrepreneurship	Brief description (adapted to the tourism and hospitality sector)
1	<i>Topic 1</i>	
2	<i>Topic 2</i>	
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## ANNEXE 2: SET OF OPEN QUESTIONS

### TEMPLATE FOR POSSIBLE QUESTIONS (Interview)

• **VET institutions (public and private)**

1. What is the current status of VET in the field of hospitality and tourism in your country?
2. What do you think is missing or should be improved in the present VET offer in the field of hospitality and tourism? What are the specific subject areas where extra training is needed?
3. What are the main needs of VET trainers in the hospitality and tourism sector?
4. What are the most relevant entrepreneurship skills in relation to hospitality and tourism in your local/national context? What skills should be included in a VET course aimed at women aspiring to do business in the hospitality and tourism sector?
5. What are the main needs of women who aspire to do business in the hospitality and tourism sector?
6. Is there something preventing women from participating/completing professional training? What factors affect their ability to participate in VET?
7. How well do you believe that the existing VET training/courses address proposed skills previously?
8. How prominent is climate consciousness and sustainability currently featured in VET training courses?
9. What would you suggest should be done to build the capacity of women to increase their chances of accessing finance for their business in hospitality and tourism?
10. Do you know what networking events and mentorship programs exist currently at a local and/or national level?
11. Thinking about your experience, what would you suggest to a VET institution planning to organise an online course on entrepreneurship in the hospitality and tourism sector?

## ANNEXE 2: SET OF OPEN QUESTIONS

### TEMPLATE FOR POSSIBLE QUESTIONS (Interview)

· **Women entrepreneurs and business owners (tourism and hospitality sector)**

1. What skills are most relevant for your work/ in getting your business started/in operating your business?
2. What skills/ training did you wish you had at the outset?
3. What skills do you envision will be more needed in the close future that are currently absent in traditional VET?
4. Do you consider climate consciousness and sustainability when you make business daily decisions? Do you consider these key elements for your business strategy?
5. In your opinion, what discourages women from doing business in the tourism and hospitality sector?
6. What support do they need in order to enter this sector?
7. What would you suggest should be done to build the capacity of women to increase their chances of accessing finance for their business in hospitality and tourism?
8. How well do you believe that the existing VET training/courses address proposed skills previously?
9. Thinking about your experience, what would you suggest to a VET institution planning to organise an online course on entrepreneurship in the hospitality and tourism sector for young women?



**ANNEXE 3: TEMPLATE FOR SYSTEMATISATION OF FEEDBACK COLLECTED**

**“PASSPORT SKILLS”**

**Step 1. Choose the most relevant topics/ skills among those proposed previously.**

From your point of view, what do you think are the skills and topics more relevant for young women to be successful in their businesses in the field of tourism and hospitality?

**Step 2. Identify learning outcomes/ knowledge for the proposed skills chosen.**

N°	TOPIC Soft skills for entrepreneurship	Learning outcomes/ knowledges to be developed
1	<i>Topic 1. Example Creativity</i>	<ul style="list-style-type: none"> <li>- Trends and Insights</li> <li>- Guest Preferences</li> <li>- Local and Cultural Heritage</li> <li>- Innovative Technologies</li> <li>- Food and Beverage Trends</li> <li>- Art and Entertainment</li> <li>- Sustainability and Eco-Friendly Practices</li> <li>- Experiential Marketing</li> </ul>
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