



Co-funded by  
the European Union



# WITH

## D3.2. HANDBOOK FOR TRAINERS

<b>Project title</b>	WITH: Boosting Women Entrepreneurship Education In Tourism and Hospitality in Sub-Saharan Africa
<b>Work Package</b>	3: WITH Capacity-Building Programme for Trainers
<b>Delivery date</b>	September 2024
<b>Author</b>	CESIE ETS





# INDEX

- 1. INTRODUCTION..... 3**
- 2. LEARNING UNITS..... 3**
- 3. ACTIVITIES ..... 6**
  - 3.1. Module 1: Personal Growth and Motivation..... 6**
  - 3.2. Module 2: Foundation of Sustainable Tourism and Hospitality..... 16**
  - 3.3. Module 3: Initiative and Project Planning ..... 28**
  - 3.4. Module 4: Online Marketing for Sustainable Tourism ..... 36**
  - 3.5. Module 5: Financial Management for Sustainable Tourism and Hospitality ..... 42**
  - 3.6. Module 6: Dealing with Uncertainty and Risk Management ..... 58**
  - 3.7. Module 7: Effective Collaboration and Communication ..... 63**
  - 3.8. Module 8: Digital Skills and Online Collaboration ..... 69**
  - 3.9. Module 9: Wellbeing and Self-Care ..... 76**
  - 3.10. Module 10: Critical Thinking and Sustainability Values..... 81**



## 1. INTRODUCTION

The present Handbook is aimed at supporting trainers and educators in updating their knowledge and practices and in acquiring new pedagogical methods to deliver experiential learning opportunities to support and empower young women to become intrapreneurs, entrepreneurs and business owners in the tourism and hospitality sector. The Handbook for Trainers will reinforce the practices of trainers and VET providers from Sub-Saharan countries so that they can better support women to improve their entrepreneurial skills. Following a train-the-trainer methodology, trainers will first be upskilled and can then replicate the programme in the future. The document is organised into 10 modules, covering the learning units designed in WP2, and containing 49 learning activities. The Handbook provides a wide array of materials with the relative instructions, tips and consideration for trainers involved in delivering the WITH Training Pathway.

## 2. LEARNING UNITS

Module	Practical activities	Pedagogical approach
<b>Module 1: Personal Growth and Motivation</b>	<ul style="list-style-type: none"> <li>• Set personal development goals</li> <li>• Explore motivation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection, coaching, goal-setting</li> </ul>
<b>Module 2: Foundation of Sustainable Tourism and Hospitality</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>	<ul style="list-style-type: none"> <li>• Lectures, case studies, group discussions</li> </ul>
<b>Module 3: Initiative and Project Planning</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</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive workshops, group planning exercises</li> </ul>



	<p>registration, policies, licensing, taxes, etc.</p> <ul style="list-style-type: none"> <li>• Develop and present project timelines and milestones</li> </ul>	
<p><b>Module 4: Online Marketing for Sustainable Tourism</b></p>	<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>	<ul style="list-style-type: none"> <li>• Interactive workshops, case studies</li> </ul>
<p><b>Module 5: Financial Management for Sustainable Tourism and Hospitality</b></p>	<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>	<ul style="list-style-type: none"> <li>• Interactive lectures, practical exercises, case studies.</li> </ul>



<p><b>Module 6: Dealing with Uncertainty and Risk Management</b></p>	<ul style="list-style-type: none"> <li>Analyse a real case study of risk management</li> <li>Develop risk mitigation plans</li> </ul>	<ul style="list-style-type: none"> <li>Scenario analysis, risk assessment exercises</li> </ul>
<p><b>Module 7: Effective Collaboration and Communication</b></p>	<ul style="list-style-type: none"> <li>Role-play negotiation scenarios</li> <li>Conflict resolution examples</li> <li>Team-building exercises</li> </ul>	<ul style="list-style-type: none"> <li>Role-playing, communication workshops</li> </ul>
<p><b>Module 8: Digital Skills and Online Collaboration</b></p>	<ul style="list-style-type: none"> <li>Collaborate on a digital sustainability project</li> <li>Practice netiquette in online forums</li> </ul>	<ul style="list-style-type: none"> <li>Virtual collaboration tools, online discussions</li> </ul>
<p><b>Module 9: Wellbeing and Self-Care</b></p>	<ul style="list-style-type: none"> <li>Create a self-care plan</li> <li>Reflect on work-life balance</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness sessions, self-care workshops</li> </ul>
<p><b>Module 10: Critical Thinking and Sustainability Values</b></p>	<ul style="list-style-type: none"> <li>Analyse complex sustainability issues</li> <li>Participate in debates on ethical and environmental topics</li> </ul>	<ul style="list-style-type: none"> <li>Critical analysis of case studies, debates</li> </ul>



## 3. ACTIVITIES

### 3.1. Module 1: Personal Growth and Motivation

Activity	No. 1
Module	1. Personal Growth and Motivation
Workshop title	From Self-Esteem to Business Success: African Women in Hospitality
Developed by	INCOMA
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Adaptation of previous material:	<u>MentoraSTEAM Project</u>
Type of activity	Workshop
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Worksheets with guided questions</li> <li>• Coloured cards and markers (optional)</li> <li>• Projector (optional)</li> </ul>
Duration	1,5 hours
Learning Objectives	<ul style="list-style-type: none"> <li>• <b>Self-awareness:</b> Participants will gain a deeper understanding of their own strengths, skills, and areas for growth in the context of entrepreneurship.</li> <li>• <b>Self-esteem and confidence:</b> Participants will develop a stronger sense of self-worth and confidence in their ability to succeed as entrepreneurs in the hospitality industry.</li> <li>• <b>Empowerment:</b> Participants will be empowered to take ownership of their entrepreneurial journey and believe in their potential to create and run successful hospitality businesses.</li> <li>• <b>Problem-solving skills:</b> Participants will learn to identify and address challenges commonly faced by entrepreneurs in the hospitality sector.</li> <li>• <b>Inspiration and motivation:</b> Participants will be inspired by success stories of African women in the hospitality industry, encouraging them to pursue their own ventures with determination and perseverance.</li> <li>• <b>Networking and support:</b> Participants will have the opportunity to connect with other aspiring entrepreneurs, fostering a sense of community and providing a support system for their future endeavours.</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>Visualisation and goal setting:</b> Participants will practice visualising their success in the hospitality business, setting clear and achievable goals for their entrepreneurial ventures.</li> <li>● <b>Cultural empowerment:</b> Participants will explore and celebrate their African heritage and how it can be leveraged as an asset in the hospitality industry.</li> </ul>
<b>Description</b>	<p><b>Introduction (10 minutes)</b> Welcome and introduction to the workshop. Brief introduction to the importance of self-esteem in entrepreneurship. Main ideas were described at the beginning of the handbook for learners (self-esteem, self-efficacy, resilience...)</p> <p><b>Personal Reflection Exercise (15 minutes)</b> Distribute worksheets with guided questions about self-esteem and entrepreneurship in the hospitality sector (please find the questions suggested at last section)  Participants will respond to them individually.</p> <p><b>Sharing Experiences (20 minutes)</b> In small groups, participants share their responses and reflections. Encourage discussion and mutual support. Building an Empowerment Mural (15 minutes) Each participant receives a coloured card and a marker. On a large whiteboard or paper, participants write a positive affirmation about themselves or their entrepreneurial abilities. The mural becomes a collective representation of empowerment.</p> <p><b>Inspiring Stories (25 minutes)</b> Brief presentations of success stories of African women in the hospitality business (case studies identified in the Project or given by the facilitator). Highlight challenges overcome and achievements attained.</p> <p><b>Visualisation Exercise (15 minutes)</b> Guided visualisation to imagine success in the hospitality business. Emphasis on the importance of believing in oneself and in entrepreneurial potential.</p> <p><b>Closure and Final Reflection (5 minutes)</b> Summary of what was learned, and the goals achieved in the workshop. Space for final questions and comments.</p>



<p><b>Additional remarks</b></p>	<ul style="list-style-type: none"> <li>● <b>Encourage Collaboration:</b> Emphasise the potential for collaboration and partnerships among participants, as this can lead to mutual support and opportunities for joint ventures in the future.</li> <li>● <b>Celebration of Achievements:</b> Recognise and celebrate the achievements, no matter how small, of the participants during and after the workshop to boost their confidence and motivation.</li> <li>● <b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.</li> </ul>
<p><b>Suggested questions for the Personal Reflexion exercise</b></p>	<ul style="list-style-type: none"> <li>● <b>Self-assessment:</b> How do you perceive yourself in terms of confidence and self-esteem regarding your abilities and potential to venture into the hospitality and tourism industry?</li> <li>● <b>Identifying skills:</b> What personal skills and strengths do you believe are crucial to succeed in this field? Which of these skills do you possess, and which ones would you like to further develop?</li> <li>● <b>Overcoming challenges:</b> What might be the challenges or barriers you would face when venturing into the hospitality and tourism industry? How could you overcome them and strengthen your self-esteem in the process?</li> <li>● <b>Inspiration and role models:</b> Are there any female entrepreneurs in hospitality and tourism who inspire you? What qualities or actions of these figures motivate you to move forward with your own projects?</li> <li>● <b>Planning and vision:</b> What would you like your own venture in the hospitality and tourism industry to look like? What goals would you like to achieve, and how do you think this could contribute to your self-esteem and confidence?</li> <li>● <b>Support and resources:</b> What kind of support or resources do you think you need to strengthen your self-esteem as an entrepreneur in this field? Where could you seek help or guidance?</li> </ul> <p>These questions could serve as a starting point to explore the connection between self-esteem and entrepreneurship in hospitality and tourism, allowing young African women to reflect on their own capabilities and aspirations in this field.</p>



Activity	No. 2
Module	1. Personal Growth and Motivation
Workshop title	Personal Empowerment Workshop
Developed by	INCOMA
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Adaptation of previous material:	Own elaboration
Type of activity	Workshop
Resources needed	<ul style="list-style-type: none"> <li>● Paper and pens for participants</li> <li>● Worksheets with guided questions</li> <li>● Coloured cards and markers (optional)</li> <li>● Projector (optional)</li> </ul>
Duration	2 hours
Learning Objectives	<ul style="list-style-type: none"> <li>● Self-awareness: Participants will gain a deeper understanding of their own strengths, skills, and areas for growth in the context of entrepreneurship.</li> <li>● Self-esteem and confidence: Participants will develop a stronger sense of self-worth and confidence in their ability to succeed as entrepreneurs in the hospitality industry.</li> <li>● Mindfulness and personal development: participants will learn and develop a mindfulness kit and develop personal skills linked to entrepreneurship.</li> <li>● Empowerment: Participants will be empowered to take ownership of their entrepreneurial journey and believe in their potential to create and run successful hospitality businesses.</li> <li>● Visualisation and goal setting: Participants will practice visualising their success in the hospitality business, setting clear and achievable goals for their entrepreneurial ventures.</li> <li>● Cultural empowerment: Participants will explore and celebrate their African heritage and how it can be leveraged as an asset in the hospitality industry.</li> </ul>
Description	<p><b>Introduction (10 minutes)</b></p> <p>Welcome and introduction to the workshop and the facilitator.</p> <p>Brief introduction to the importance of personal empowerment and self-esteem in entrepreneurship.</p>



**Visualisation and Goal Setting Session (20 minutes)**

Commence with a guided visualisation session. Ask them to close their eyes and envision themselves succeeding in their tourism businesses. Then, have them share these visions in small groups.

**Self-Assessment and Personal Strengths Session (20 minutes)**

Distribute questionnaires or exercises to help them identify their own personal strengths and skills useful for entrepreneurship in hospitality and tourism. Encourage reflection on how they can leverage these strengths. Please find the questions below.

**Personal Development and Entrepreneurship (30 minutes)**

Rotating mini workshops (10 minutes each) focused on:

- **Mini Workshop 1: Mindfulness and Stress Management**

- Introduction to Mindfulness: Explanation of mindfulness techniques, including breathing exercises and simple meditation practices.
- Stress Identification: Identifying common stressors in entrepreneurship and discussing how mindfulness can help manage stress.
- Practical Exercise: Guided mindfulness practice, focusing on the breath or body scan, to experience stress reduction first-hand.
- Integration into Daily Life: Tips on integrating mindfulness techniques into daily routines to support well-being and decision-making.

- **Mini Workshop 2: Building Self-confidence and Overcoming Self-criticism**

- Understanding Self-Confidence: Discussion on the importance of self-confidence in entrepreneurship and its impact on decision-making.
- Recognising Self-Criticism: Identifying self-critical thoughts and their effects on confidence levels.
- Positive Affirmations and Reframing: Engaging in exercises involving positive self-talk, affirmations, and reframing negative thoughts.
- Role-playing and Feedback: Practicing assertive communication and receiving constructive feedback to enhance self-assurance.

- **Mini Workshop 3: Setting Personal and Professional Goals Aligned with Entrepreneurship**

- Goal Setting Principles: Introduction to SMART concept (Specific, Measurable, Achievable, Relevant, Time-bound)



	<ul style="list-style-type: none"> <li>- Personal Reflection: Individual reflection on personal and professional aspirations, aligning them with entrepreneurship.</li> <li>- Goal-Setting Exercise: Guided exercise to create specific and achievable short-term and long-term goals related to entrepreneurial ventures.</li> <li>- Action Planning: Developing action plans, outlining steps to achieve these goals, and identifying resources required for success.</li> </ul> <p><b>Resilience and Work-Life Balance (20 minutes)</b> Resilience exercise: how to handle adversity and develop resilience in the business context. Brief presentation on the importance of balance between personal life and work in business success.</p> <p><b>Empowerment and Conclusion (10 minutes)</b> Self-empowerment activity: personal goal statement and written commitments to move forward with their dreams and goals.</p> <p><b>Conclusion (10 minutes)</b> Recap of key points from the workshop.</p>
<p><b>Additional remarks</b></p>	<ul style="list-style-type: none"> <li>● <b>Emphasise the practical application</b> of these skills beyond the workshop.</li> <li>● <b>Encourage Collaboration:</b> Emphasise the potential for collaboration and partnerships among participants, as this can lead to mutual support and opportunities for joint ventures in the future.</li> <li>● <b>Celebration of Achievements:</b> Recognise and celebrate the achievements, no matter how small, of the participants during and after the workshop to boost their confidence and motivation.</li> <li>● <b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.</li> </ul>

**Template of “Soft skills assessment”**

*Instruction: evaluate your skills being 1- poor, 5- excellent. Add as many rows as necessary.*

Soft skill	1	2	3	4	5
Adaptability					
Communication					
Confidence					
Creativity					



Critical thinking					
Curiosity					
Decision-making					
Emotional intelligence					
Leadership					
Negotiating skills					
Networking					
Problem-solving					
Resilience					
Self-awareness					
Self-efficacy					
Strategic thinking					
Teamwork					
Time management					
Other:					
Other:					

**Think about these questions and then, continue with activity 3 of the Module 1.**

- How did you learn this skill?
- How do you see it as a strength?
- In what situations do you use this skill?

<b>Activity</b>	<b>No. 3</b>
<b>Module</b>	<b>1. Personal Growth and Motivation</b>
<b>Workshop title</b>	Inspirational Mentorship Session
<b>Developed by</b>	INCOMA
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Workshop



<b>Resources needed</b>	Not needed
<b>Duration</b>	1,5 hours
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Self-awareness</li> <li>● Exposure to compelling and inspirational stories of successful females</li> <li>● Insightful Mentoring Interaction</li> <li>● Empowerment through shared experience</li> <li>● Skills development</li> <li>● Application of learnings</li> <li>● Motivation and confidence building</li> <li>● Networking and relational building</li> </ul>
<b>Description</b>	<p><b>Introduction (10 minutes)</b> Welcome and introduction to the workshop and the facilitator/ successful female entrepreneur. Brief introduction to the importance of personal empowerment and self-esteem in entrepreneurship.</p> <p><b>Inspiring Stories (25 minutes)</b> Presentation of compelling stories from successful female entrepreneurs in Africa or with similar experiences. Highlighting challenges overcome and achievements made to motivate and empower participants.</p> <p><b>Interactive Mentoring Session (25 minutes)</b> Interactive session with invited mentors or successful business leaders. Open Q&amp;A: Opportunity for participants to ask questions and receive practical advice from the mentors.</p> <p><b>Skills Development Workshops (20 minutes)</b> Rotating mini workshops (10 minutes each): <b>Problem-solving:</b> Problem-solving exercises related to common business challenges. The female participants in this subgroup will be asked about the challenges they have encountered, and together we will explore possible solutions. We will engage in a role-playing exercise to simulate various response options. For instance, “imagine a scenario where a customer has not paid. The customer insists they have paid and wants to leave, but as the business manager, you believe they haven't paid. How would you resolve this situation?” <b>Effective Communication:</b> Techniques to improve communication and presentation skills.</p>



	<p><b>Networking:</b> Strategies for building and maintaining a strong network in the business world.</p> <p><b>Inspiring Closure (10 minutes)</b> Final reflection on shared stories and received advice. Motivational and empowering closing remarks.</p>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>● <b>Emphasise the practical application</b> of these skills beyond the workshop.</li> <li>● <b>Encourage Collaboration:</b> Emphasise the potential for collaboration and partnerships among participants, as this can lead to mutual support and opportunities for joint ventures in the future.</li> <li>● <b>Celebration of Achievements:</b> Recognise and celebrate the achievements, no matter how small, of the participants during and after the workshop to boost their confidence and motivation.</li> <li>● <b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.</li> </ul>

<b>Activity</b>	<b>No. 4</b>
<b>Module</b>	<b>1. Personal Growth and Motivation</b>
<b>Workshop title</b>	Goal Visualisation Workshop
<b>Developed by</b>	INCOMA
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Workshop
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● Paper and pens for participants</li> <li>● Coloured cards and markers (optional)</li> <li>● Projector (optional)</li> </ul>
<b>Duration</b>	2 hours
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understanding Goal Visualisation</li> <li>● Application of Visualisation Techniques</li> <li>● Creating Visualisation</li> <li>● Reflection and Expression</li> <li>● Action Planning and Commitment</li> </ul>



	<ul style="list-style-type: none"> <li>● Empowerment through Visual Representation</li> <li>● Enhance Motivation and Empowerment</li> </ul>
<b>Description</b>	<p><b>Introduction (10 minutes)</b> Welcome and introduction to the workshop and the facilitator. Brief introduction to the significance of goal visualisation in personal growth and entrepreneurship.</p> <p><b>Fundamentals of Goal Visualisation (15 minutes)</b> Understanding goal visualisation and its impact on achieving objectives. Examples and success stories related to goal visualisation in the business context.</p> <p><b>Guided Visualisation on Exercise (20 minutes)</b> Guided visualisation session: participants instructed to close their eyes and visualise their goals and objectives related to entrepreneurship in hospitality and tourism. Time for reflection on the emotions and perceptions experienced during visualisation.</p> <p><b>Creation of Vision Boards (30 minutes)</b> Practical activity: constructing vision boards or visual panels representing participants' business goals and aspirations. Assistance and guidance for selecting images, keywords, and representative elements.</p> <p><b>Reflection and Sharing (20 minutes)</b> Sharing session: opportunity for participants to share their vision boards and explain how they represent their goals. Brief reflection on the experience and meaning behind the chosen images.</p> <p><b>Action Planning and Commitment (15 minutes)</b> Guided development of an action plan based on the visual goals created. Written commitment: each participant will write a personal commitment to progress towards their business objectives.</p> <p><b>Closure and Empowerment Words (10 minutes)</b> Recap of key points and learnings from the workshop. Final words of empowerment and motivation to continue working towards their goals.</p>



Additional remarks	<ul style="list-style-type: none"> <li>● <b>Encourage Collaboration:</b> Emphasise the potential for collaboration and partnerships among participants, as this can lead to mutual support and opportunities for joint ventures in the future.</li> <li>● <b>Celebration of Achievements:</b> Recognise and celebrate the achievements, no matter how small, of the participants during and after the workshop to boost their confidence and motivation.</li> <li>● <b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.</li> </ul>
--------------------	---

### 3.2. Module 2: Foundation of Sustainable Tourism and Hospitality

The theoretical activities of this module can be found on the Handbook for Learners in the D2.2 WITH Training Toolkit.

These activities are:

- Introduction to Sustainable Tourism and Key Principles of Sustainable Tourism (40 min)
- Presentation of the analysis, recap of the module and Q&A (1 hour)

Below, you will find the activities related to the practical parts of the module. Also, note that for the activities “Examples of Sustainable Tourism Initiatives” (no. 5 and 6) and “Real-life Examples of Ethical Dilemmas in Tourism” (no. 7 and 8) there are two activity options so you can choose between them or deliver both in case you have time.

Activity	No. 5
Module	2. Foundation of Sustainable Tourism and Hospitality
Case Study Analysis	Exploring Sustainable Tourism Initiatives, I
Developed by	CCSEV
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Group Work and Discussion
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Printed case studies</li> </ul>
Duration	1 hour



<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand real-world applications of sustainable tourism.</li> <li>• Develop analytical and critical thinking skills.</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Participants are divided into small groups and given a case study of a successful sustainable tourism initiative in Sub-Saharan Africa.</li> <li>• Each group analyses their case study, focusing on the key principles of sustainable tourism, the challenges faced, and the outcomes achieved.</li> <li>• Groups then share their findings and thoughts with the class, fostering a discussion.</li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>• Ensure the case studies are diverse, covering different countries and types of initiatives (community-based tourism, eco-lodges, wildlife conservation, etc.).</li> <li>• Encourage participants to critically think about how these initiatives could be applied in their own communities.</li> </ul>
<b>Useful references/ resources for the instructor</b>	<p><b>Books and articles:</b></p> <ul style="list-style-type: none"> <li>• Honey, M., &amp; Gilpin, R. (2009). <i>Tourism in the Developing World: Promoting Tourism in the Developing World</i>. Washington, DC: Island Press. This book provides comprehensive case studies on tourism in developing countries, which can be used as examples for the activity: <a href="https://www.usip.org/publications/2009/10/tourism-developing-world">https://www.usip.org/publications/2009/10/tourism-developing-world</a></li> <li>• Spenceley, A. (Ed.). (2008). <i>Responsible Tourism: Critical Issues for Conservation and Development</i>. Earthscan: <a href="https://www.taylorfrancis.com/books/edit/10.4324/9781849772396/responsible-tourism-anna-spenceley">https://www.taylorfrancis.com/books/edit/10.4324/9781849772396/responsible-tourism-anna-spenceley</a></li> </ul> <p><b>Sustainable Tourism Case Studies:</b></p> <ul style="list-style-type: none"> <li>• Websites such as Sustaining Tourism provide a variety of case studies on sustainable tourism initiatives around the world: <a href="https://sustainabletourism.net/destinationcasestudies/">https://sustainabletourism.net/destinationcasestudies/</a></li> <li>• Community-Based Tourism Case Studies from Africa:             <ol style="list-style-type: none"> <li>1. The International Institute for Environment and Development (IIED) has a collection of case studies focusing on community-based tourism in Africa: <a href="https://www.iied.org">https://www.iied.org</a></li> <li>2. The Grootberg Lodge in Namibia is owned by the local #Khoadi//Hoas community. The lodge employs local people, and the profits are reinvested into the community to fund education, healthcare, and other essential services. Visitors have the opportunity to learn about and engage with the local culture, contributing to a mutually beneficial experience: <a href="https://grootberg.com/en/about-us/lodge">https://grootberg.com/en/about-us/lodge</a></li> </ol> </li> </ul>



Activity	No. 6
Module	2. Foundation of Sustainable Tourism and Hospitality
Role-Playing Sustainable Practices	Exploring Sustainable Tourism Initiatives II
Developed by	CCSEV
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Role Play
Resources needed	<ul style="list-style-type: none"> <li>• Scenario Cards</li> <li>• Timer</li> </ul>
Duration	1 hour
Learning Objectives	<ul style="list-style-type: none"> <li>• Practice applying sustainable tourism principles in real-life situations.</li> <li>• Develop communication and problem-solving skills.</li> </ul>
Description	<ul style="list-style-type: none"> <li>• Participants are given different roles (tour operator, local community member, tourist, conservationist) and a scenario where a sustainable tourism decision needs to be made.</li> <li>• They discuss and negotiate to reach a sustainable and ethical solution.</li> <li>• After the role play, the groups reflect on the experience and discuss what they learned.</li> </ul>
Additional remarks	<ul style="list-style-type: none"> <li>• Make sure the scenarios are relevant and challenging, requiring participants to think critically and collaborate.</li> </ul>
Useful references/resources for the instructor	<p><b>Books and articles:</b></p> <ul style="list-style-type: none"> <li>• Snyman, S. (2014). The impact of ecotourism employment on rural household incomes and social welfare in six southern African countries: <a href="https://www.researchgate.net/publication/270214411_The_impact_of_ecotourism_employment_on_rural_household_incomes_and_social_welfare_in_six_southern_African_countries">https://www.researchgate.net/publication/270214411_The_impact_of_ecotourism_employment_on_rural_household_incomes_and_social_welfare_in_six_southern_African_countries</a></li> </ul> <p>This paper provides insights into the impacts of ecotourism in Southern Africa and could be used to develop realistic role-playing scenarios.</p> <p><b>African Conservation Experience:</b></p> <p>This organisation offers conservation placements in Southern Africa, and their website contains information and case studies that could be adapted for role-playing scenarios: <a href="https://www.conservationafrica.net">https://www.conservationafrica.net</a></p>



Activity	No. 7
Module	2. Foundation of Sustainable Tourism and Hospitality
Case Study Analysis	Ethical dilemmas in tourism I
Developed by	CCSEV
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Case Study Analysis
Resources needed	<ul style="list-style-type: none"> <li>Printed case studies</li> <li>Pens/ pencils and paper</li> </ul>
Duration	1 hour
Learning Objectives	Enhance analytical skills, deepen understanding of ethical principles in tourism.
Description	<ul style="list-style-type: none"> <li>Provide each participant with a case study describing an ethical dilemma in tourism.</li> <li>Ask them to individually analyse the case, identify the ethical issues, and propose a resolution.</li> <li>After 20 minutes, form small groups and have participants share their analyses and proposed resolutions.</li> <li>Conclude with a full-group discussion, highlighting key takeaways and best practices in ethical decision-making.</li> </ul>
Additional remarks	Encourage participants to use ethical frameworks or principles in their analysis.
Useful references/resources for the instructor	<ol style="list-style-type: none"> <li><b>Case Studies:</b> Select real-world case studies related to tourism in Sub-Saharan Africa. Resources such as the <a href="#">African Journal of Hospitality, Tourism and Leisure</a> can be a valuable source. Topics could include issues related to wildlife conservation, community displacement for tourism development, or the exploitation of cultural heritage.</li> <li><b>Hypothetical Example Case Study:</b> Development of the Pearl Safari Lodge in Uganda <ul style="list-style-type: none"> <li><i>Context and Background:</i> Uganda, known as the "Pearl of Africa," is renowned for its rich biodiversity, including endangered mountain gorillas. In recent years, the country has seen a rise in tourism, particularly in eco-tourism and wildlife safaris. A multinational hospitality company is planning to capitalise on this trend by developing a luxury safari lodge near Bwindi Impenetrable National Park, home to nearly half of the world's remaining mountain gorillas.</li> <li><i>The Project:</i> The Pearl Safari Lodge is envisioned as a high-end facility, providing luxurious accommodations and exclusive gorilla trekking experiences. The company promises job opportunities for locals, a boost in tourism revenue, and contributions to conservation efforts.</li> </ul> </li> </ol>



- *Stakeholders:* Local Community. Primarily subsistence farmers, some of whom will be displaced or affected by the development.
  - The Hospitality Company: Seeking to expand its footprint and capitalise on the lucrative eco-tourism market.
  - Conservationists: Dedicated to preserving the Bwindi Forest and its gorilla population.
  - Government: Eager for economic development, increased tourism revenue, and job creation.
  - Tourists: Seeking unique and luxurious wildlife experiences.
  - Indigenous Groups: With ancestral ties to the land, desiring to preserve their heritage and way of life.
- *Ethical Dilemmas and Issues:*
  - Land Rights and Displacement: The lodge's development requires the relocation of several local families. What rights do these communities have, and what compensation or alternatives should be provided?
  - Cultural Impact: How might the influx of international tourists and the presence of a luxury lodge affect local cultures and traditions?
  - Economic Equity: Will the economic benefits from the lodge be equitably distributed, or will they primarily go to the company and outside investors?
  - Environmental Impact: How can the lodge ensure minimal impact on the fragile ecosystem and the gorilla population?
  - Conservation vs. Commercialisation: Can the lodge truly contribute to conservation efforts, or does its presence inherently contribute to the commercialisation and potential degradation of the natural habitat?
- *Possible Courses of Action:*
  - Proceed with Development with Community Involvement: Involve the local community in the planning and development process, ensuring fair compensation and job opportunities.
  - Rethink and Redesign the Project: Modify the project to minimise displacement and environmental impact, possibly considering a smaller scale or different location.
  - Cancel the Project: Decide the potential negative impacts are too great and explore alternative investments.



- *Reflection:*

This case study raises critical questions about the balance between economic development, cultural preservation, environmental sustainability, and ethical responsibility in tourism. The decision-making process should involve a thorough ethical analysis, considering the needs and rights of all stakeholders involved.

### **3. Alternative framework for ethical analysis that can be used in the context of the activities**

- *Identify the Stakeholders:*

- Who is affected by this issue?
- Consider tourists, local communities, government, businesses, and the environment.

- *Understand the Context:*

- What are the cultural, social, and economic factors at play?
- How does the specific context of Sub-Saharan Africa influence the situation?

- *Identify the Ethical Issues:*

- What are the main ethical dilemmas or conflicts?
- Consider issues related to equity, justice, sustainability, and respect for local cultures and the environment.

- *Evaluate the Consequences:*

- What are the potential short-term and long-term outcomes of different actions?
- Consider the impact on all stakeholders and the environment.

- *Consider the Alternatives:*

- What are the possible ways to address the issue?
- Evaluate the pros and cons of each alternative.

- *Make a Decision:*

- Based on the analysis, what seems to be the most ethical course of action?
- Ensure the decision aligns with principles of sustainability, equity, and respect.



	<ul style="list-style-type: none"> <li>• <i>Reflect on the Decision:</i> <ul style="list-style-type: none"> <li>▪ How does the decision align with ethical principles and values?</li> <li>▪ What could be done in the future to prevent similar ethical dilemmas?</li> </ul> </li> </ul> <p>This framework guides participants through a systematic analysis of ethical issues in tourism, helping them to consider multiple perspectives and potential impacts before arriving at a decision. It is designed to be adaptable and can be applied to a variety of scenarios, making it a useful tool for the activities outlined previously.</p>
--	--

<b>Activity</b>	<b>No. 8</b>
<b>Module</b>	<b>2. Foundation of Sustainable Tourism and Hospitality</b>
<b>Debate</b>	Ethical dilemmas in tourism II
<b>Developed by</b>	CCSEV
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Debate
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Debate topics</li> <li>• Timer</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	Develop argumentation skills, understand multiple sides of an issue, improve public speaking skills
<b>Description</b>	<ul style="list-style-type: none"> <li>• Prepare a list of debate topics related to ethical dilemmas in tourism.</li> <li>• Divide participants into two groups for each topic, one supporting a particular stance and the other opposing it.</li> <li>• Give each group 10 minutes to prepare their arguments.</li> <li>• Conduct a series of short debates, allotting each group 2-3 minutes to present their arguments.</li> <li>• Facilitate a brief discussion after each debate, highlighting the complexities of ethical decision-making.</li> </ul>
<b>Additional remarks</b>	Encourage respect and active listening, regardless of personal opinions.
<b>Useful references/resources for the instructor</b>	<p><b>Resources needed</b></p> <ol style="list-style-type: none"> <li><b>1. Debate Topics:</b> Create debate topics specific to tourism issues in Sub-Saharan Africa. Topics could include the ethics of slum tourism, the role of women in tourism, or the impact of safari tours on local communities and wildlife.</li> <li><b>2. Timer:</b> To ensure equal time for all participants.</li> <li><b>3. Debate Guidelines:</b> Provide clear guidelines to encourage respectful and constructive discourse.</li> </ol> <p><b>Example Debate Topics</b></p>



- *Community Tourism:*
  - "Community-based tourism is the most sustainable form of tourism in Sub-Saharan Africa."
  - Pro: Empowers local communities, ensures benefits stay in the community.
  - Con: May lack the resources for proper management, potential over-reliance on tourism.
- *Wildlife Conservation:*
  - "Trophy hunting should be banned, even if it provides significant revenue for conservation in Sub-Saharan Africa."
  - Pro: Unethical treatment of animals, can be ecologically damaging.
  - Con: Generates crucial funding for conservation, can contribute to population control.
- *Role of Women in Tourism*
  - Topic: "The empowerment of women should be a central component of Uganda's tourism development strategy."
  - Pro: Women's empowerment leads to more equitable societies, and involving women in tourism can result in more sustainable and community-oriented practices.
  - Con: Some might argue that there should be a focus on overall community development, regardless of gender, and that empowerment should not be limited to one specific group.

**More specific per country**

**1. Uganda: The Ethics of Gorilla Trekking**

- **Topic:** "Gorilla trekking in Uganda does more harm than good to local communities and wildlife conservation efforts."
- **Pro:** The high cost of permits limits access to wealthy tourists, potentially excluding local and regional visitors. There are also concerns about the stress and potential diseases transmitted to the gorillas.
- **Con:** Gorilla trekking provides crucial funding for conservation efforts and creates jobs for local communities, contributing to the economy and wildlife protection.



	<p><b>2. Malawi: Community-Based Tourism</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> "Community-based tourism in Malawi is the most effective model for ensuring that tourism benefits are equitably distributed among local populations."</li> <li>• <b>Pro:</b> This model empowers local communities, provides direct economic benefits, and promotes cultural exchange and understanding.</li> <li>• <b>Con:</b> There may be challenges related to management and quality control, and these initiatives might not attract as many tourists as mainstream options, potentially limiting economic benefits.</li> </ul> <p><b>3. South Africa: Slum Tourism in Cape Town</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> "Slum tourism in Cape Town is exploitative and should be discouraged."</li> <li>• <b>Pro:</b> It can be seen as poverty voyeurism, commodifying the struggles of the residents. The tours may not always respect the dignity of the local people or bring tangible benefits to the community.</li> <li>• <b>Con:</b> When done responsibly, these tours can raise awareness about socio-economic issues, and a portion of the proceeds can be reinvested in the community for development projects.</li> </ul>
--	--

Activity	No. 9
Module	<b>2. Foundation of Sustainable Tourism and Hospitality</b>
Group Work	Ethical dilemmas in tourism (analysing scenarios)
Developed by	CCSEV
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Group Work - Analysing Scenarios
Resources needed	<ul style="list-style-type: none"> <li>• Printed scenario sheets</li> <li>• Whiteboard and markers</li> <li>• Timer or stopwatch</li> <li>• Note-taking materials for participants</li> <li>• Evaluation rubric for presentations</li> </ul>
Duration	80 min
Learning Objectives	To engage participants in real-life scenarios related to sustainable tourism and hospitality, promoting critical thinking and collaborative problem-solving skills, specifically focusing on empowering young women in Sub-Saharan Africa.
Activity outline	<p><b>Introduction and Briefing (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> Provide a brief introduction, explaining the objectives and importance of the activity.</li> </ul>



- **Distribution of Scenarios:** Divide participants into small groups (4-5 members each) and distribute different scenario sheets to each group.

#### Scenario Analysis and Discussion (25 minutes)

- **Task for Participants:** Analyse the assigned scenario using the principles of sustainable tourism and ethical thinking discussed in the module.
- **Focus Points:** Encourage participants to consider the gender-specific challenges and opportunities for empowering young women in the context of Sub-Saharan Africa.
- **Collaboration:** Each group should collaboratively develop potential solutions or recommendations based on their analysis.

#### Development of Presentation (25 minutes)

- **Task for Participants:** Prepare a short presentation summarising their scenario, analysis, and proposed solutions or recommendations.
- **Guidance:** Remind participants to be clear, concise, and to highlight the key ethical and sustainable considerations in their scenario.

#### Group Presentations (15 minutes)

- **Procedure:** Each group presents their analysis and recommendations to the entire class.
- **Time Limit:** Approximately 3 minutes per presentation.

#### Feedback and Discussion (5 minutes)

- **Facilitator:** Provide constructive feedback on each presentation, highlighting the strengths and areas for improvement.
- **Peer Feedback:** Encourage participants to ask questions and provide feedback to their peers.

#### Scenarios

- Create diverse scenarios that reflect real-life situations in tourism and hospitality in Sub-Saharan Africa, ensuring that the scenarios are relevant and relatable to young women.

#### Assessment

- Evaluate the group work based on the quality of analysis, the feasibility of the solutions or recommendations provided, and the presentation skills demonstrated. Use an evaluation rubric to ensure consistency and fairness in assessment.



	<p><b>Debrief and Conclusion:</b></p> <ul style="list-style-type: none"> <li>• Summarise the key takeaways from the activity, emphasising the importance of sustainable and ethical practices in tourism and hospitality.</li> <li>• Highlight the role of young women in driving sustainable change in the industry.</li> </ul> <p>By the end of this activity, participants should have a deeper understanding of how to apply the principles of sustainable tourism and ethical thinking in practical scenarios, with a particular focus on empowering young women in Sub-Saharan Africa. This experiential learning opportunity will also enhance their collaborative and communication skills.</p> <p><b>Example of scenario. Scenario Title: "Empowering Local Artisans: A Sustainable Tourism Initiative"</b></p> <p><b>Scenario Description</b></p> <p>In a small village near a popular tourist destination in Tanzania, a group of young women artisans create traditional beaded jewellery. Their craft has the potential to attract tourists, providing a source of income for the women and their families. However, they face challenges in marketing their products, ensuring fair compensation, and balancing the influx of tourists with the preservation of their cultural heritage and local environment.</p> <p>A new sustainable tourism initiative aims to empower these women artisans, promote their craft, and contribute to the local economy, while also educating tourists about responsible and respectful behaviour.</p> <p><b>Group Task:</b> Analyse this scenario using the principles of sustainable tourism and ethical thinking. Consider the roles and perspectives of the local women artisans, the tourists, and the initiative organisers. Develop recommendations on how to effectively implement this initiative, ensuring that it empowers the local women, preserves cultural heritage, and promotes environmental sustainability.</p>
<b>Additional remarks</b>	<p>To maximise the impact of the "Group Work - Analysing Scenarios" activity, it is essential to foster an inclusive and supportive environment, encourage critical thinking and diverse perspectives, provide relevant and culturally sensitive materials, and ensure ongoing support and opportunities for networking and mentorship, particularly for young women in Sub-Saharan Africa.</p>
<b>Useful references/resources for the instructor</b>	<p>When conducting the "Group Work - Analysing Scenarios" activity, it's crucial to create a supportive and inclusive learning environment. Here are some additional remarks and tips to ensure the success of the activity:</p> <p><b>1. Facilitator's Role</b></p>



- Be an active facilitator, providing guidance and support to the groups as needed.
- Encourage critical thinking and open dialogue within the groups.
- Ensure that all participants have an opportunity to contribute to the discussion and presentation.

## 2. Inclusivity

- Make sure the scenarios and materials are culturally sensitive and inclusive.
- Encourage diverse perspectives and ensure that the voices of young women are heard and valued.

## 3. Real-World Relevance

- Choose scenarios that are relevant and reflective of the actual challenges and opportunities in sustainable tourism and hospitality in Sub-Saharan Africa.
- Highlight examples of female leadership and innovation in the field.

## 4. Reflective Learning

- Allocate time for participants to reflect on what they have learned and how they can apply these insights in their future careers or initiatives.
- Encourage participants to consider how they can contribute to sustainable and ethical practices in tourism and hospitality.

## 5. Networking and Mentorship

- If possible, provide opportunities for participants to network with professionals in the field, particularly women who are leading sustainable tourism initiatives.
- Consider establishing a mentorship program to provide ongoing support and guidance to the young women participating in the course.

## 6. Evaluation and Feedback

- Provide constructive feedback on the group presentations, highlighting the positive aspects as well as areas for improvement.
- Encourage peer-to-peer feedback and create a supportive atmosphere for constructive criticism.

## 7. Continual Learning

- Provide participants with resources and suggestions for further learning and involvement in sustainable tourism and hospitality.
- Highlight opportunities for internships, workshops, or additional courses that focus on sustainability and ethical practices.



	<p><b>8. Celebrate Successes</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the hard work and contributions of all participants.</li> <li>• Celebrate the innovative solutions and insights generated during the activity.</li> </ul> <p><b>9. Post-Activity Survey</b></p> <ul style="list-style-type: none"> <li>• Consider conducting a post-activity survey to gather feedback from the participants on what worked well and what could be improved. Use this feedback to refine future training sessions.</li> </ul> <p>By paying attention to these additional aspects, you can enhance the learning experience, ensure that the training is meaningful and impactful, and contribute to the empowerment of young women in sustainable tourism and hospitality in Sub-Saharan Africa.</p>
--	---

### 3.3. Module 3: Initiative and Project Planning

Activity	No. 10
Module	3. Initiative and Project Planning
Presentation	Importance of initiative and being proactive in the tourism and hospitality industry
Developed by	EQUIP
Setting of delivery	Face-to-face but it could be adapted to hybrid or online if needed
Type of activity	Short lecture
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Writing materials for participants</li> </ul>
Duration	30 minutes
Learning Objectives	<ul style="list-style-type: none"> <li>• Educate participants on the basic concepts of initiative and proactive thinking</li> <li>• Help participants understand the importance of initiatives in the tourism and hospitality industry</li> </ul>
Description	<ul style="list-style-type: none"> <li>• The facilitator will <b>introduce the session</b>, outlining its goals and what participants can expect to learn <b>(5min)</b></li> <li>• The facilitator will define and briefly describe the <b>key terms initiative, and proactive thinking (10min)</b></li> <li>• The facilitator will explain the role and <b>importance of initiative and proactive thinking in tourism and hospitality (10 min)</b></li> <li>• Participants will have the opportunity to <b>share their comments or ask questions (5min)</b></li> </ul>



<b>Additional remarks</b>	This session will introduce the concepts. More details will be shared in the next session
<b>Useful references/resources for the instructor</b>	<p>Articles on initiative and proactive thinking</p> <ol style="list-style-type: none"> <li>1. A blog post titled The Importance of Taking Initiative and Being Proactive written by Grant Bummer from Skillfinder International under the series “Our guide to the human skills you need to get ahead”: <a href="https://www.skillfindergroup.com/blog/2022/08/the-importance-of-taking-initiative-and-being-proactive?source=google.com">https://www.skillfindergroup.com/blog/2022/08/the-importance-of-taking-initiative-and-being-proactive?source=google.com</a></li> <li>2. Article by Indeed Career Guide on 9 Ways to Take Initiative at Work: 2024 Guide - <a href="https://au.indeed.com/career-advice/career-development/ways-to-take-initiative-at-work">https://au.indeed.com/career-advice/career-development/ways-to-take-initiative-at-work</a></li> </ol>

<b>Activity</b>	No. 11
<b>Module</b>	3. Initiative and Project Planning
<b>Case Study Analysis</b>	Initiative, problem-solving, and proactivity in the tourism and hospitality industry
<b>Developed by</b>	EQUIP
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case needed
<b>Type of activity</b>	Group Work and Discussion
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Printed case studies</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand why and how projects are initiated.</li> <li>• Develop initiative and proactive thinking skills.</li> <li>• Appreciate the relevance of initiative and project planning in tourism and hospitality</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Participants are divided into small groups and given a <b>case study of a tourism initiative in Sub-Saharan Africa. (5 min)</b></li> <li>• The facilitator takes participants through <b>project documents/ case studies (10 min)</b></li> <li>• <b>Interactive and guided analysis of the two case studies</b>, focusing on identifying the challenge the project aimed to address, and the solutions proposed. <b>(20 min)</b></li> </ul>



	<ul style="list-style-type: none"> <li>• Groups then share their findings and thoughts with the class, fostering a <b>discussion. (20 min)</b></li> <li>• <b>Summary of key lessons learned from the case studies</b>, highlighting the importance of initiative, problem solving and proactivity in tourism and hospitality industry <b>(5 min)</b></li> </ul>
<b>Additional remarks</b>	Ensure the case studies are diverse, covering different countries and types of issues.
<b>Useful references/resources for the instructor</b>	<p>Examples of initiatives and measures taken to address issues in the tourism and hospitality industry.</p> <ol style="list-style-type: none"> <li>3. The <i>“Global Code of Ethics for Tourism”</i>, which sets a frame of reference for the responsible and sustainable development of tourism. The UNWTO (UN World Tourism Organisation) oversees the World Committee on Tourism Ethics (WCTE), an independent body responsible for promoting and overseeing the implementation of the UN Tourism Global Code of Ethics: <a href="https://www.unwto.org/world-committee-tourism-ethics">https://www.unwto.org/world-committee-tourism-ethics</a>. The Code has 10 articles that cover the economic, social, cultural, and environmental components of travel and tourism: <a href="https://www.unwto.org/global-code-of-ethics-for-tourism">https://www.unwto.org/global-code-of-ethics-for-tourism</a>.</li> <li>4. ECPAT, a global network of organisations and individuals working together for child protection, developed the <i>“Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism”</i>, which many tourism businesses have already signed: <a href="http://www.thecode.org/">http://www.thecode.org/</a></li> <li>5. The <i>“Davos Declaration”</i>, which contains adaption and mitigation strategies for tourism to respond to climate change: <a href="https://www.gdrc.org/uem/eco-tour/Davos-Declaration_2007.pdf">https://www.gdrc.org/uem/eco-tour/Davos-Declaration_2007.pdf</a></li> <li>6. The <i>“Tour Operators’ Initiative for Sustainable Tourism Development (TOI)”</i>, founded in 2000 as a network of tour operators committed to <i>“developing, operating and marketing tourism in a sustainable manner”</i> and to <i>“make a positive contribution to the natural and cultural environment, which generate benefits for the host communities, and which do not put at risk the future livelihood of local people”</i>: <a href="http://www.toinitiative.org">http://www.toinitiative.org</a></li> <li>7. Hospitality Training Program, Ngapali, Myanmar: <a href="https://www.globalgiving.org/pfil/32495/projdoc.pdf">https://www.globalgiving.org/pfil/32495/projdoc.pdf</a></li> </ol>

<b>Activity</b>	<b>No. 12</b>
<b>Module</b>	<b>3. Initiative and Project Planning</b>
<b>Individual work</b>	Problem-solving: Issues or problems observed in the tourism sector and proposed initiatives to undertake as solutions.



<b>Developed by</b>	EQUIP
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Individual reflection
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Pieces of paper</li> <li>• Timer</li> </ul>
<b>Duration</b>	30 min
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Practice initiative and proactive thinking that can be applied to the tourism sector.</li> <li>• Develop problem-solving skills.</li> </ul>
<b>Description</b>	Each participant <b>picks an issue or problem</b> they have observed in the tourism sector in their home country. <b>Propose</b> an initiative they can undertake as <b>a solution</b> to the problem <b>(30 min)</b>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>• Make sure the problems proposed and solutions are tourism and hospitality related.</li> <li>• Think of issues observed with the SSA region.</li> </ul>
<b>Useful references/resources for the instructor</b>	<p>AfDB (African Development Bank). 2016b. Africa Tourism Monitor: Sustainable Tourism through Innovation, Entrepreneurship, and Technology: <a href="https://www.afdb.org/en/documents/document/africa-tourism-monitor-2016-sustainable-tourism-through-innovation-entrepreneurship-and-technology-95661">https://www.afdb.org/en/documents/document/africa-tourism-monitor-2016-sustainable-tourism-through-innovation-entrepreneurship-and-technology-95661</a></p> <p>AfDB (African Development Bank), New York University Africa House, Africa Travel Association. 2015. Africa Tourism Monitor: Unlocking Africa’s Tourism Potential: <a href="https://www.afdb.org/ar/documents/document/africa-tourism-monitor-2015-unlocking-africas-tourism-potential-85195">https://www.afdb.org/ar/documents/document/africa-tourism-monitor-2015-unlocking-africas-tourism-potential-85195</a></p> <p>Africa's tourism potential: <a href="https://www.brookings.edu/wp-content/uploads/2018/12/Africas-tourism-potential_LandrySigne1.pdf">https://www.brookings.edu/wp-content/uploads/2018/12/Africas-tourism-potential_LandrySigne1.pdf</a></p>

<b>Activity</b>	<b>No. 13</b>
<b>Module</b>	<b>3. Initiative and Project Planning</b>
<b>Workshop Title</b>	Project planning and management
<b>Developed by</b>	EQUIP
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Interactive lecture
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart</li> </ul>



	<ul style="list-style-type: none"> <li>• Markers</li> <li>• Writing for participants</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To define and understand the key elements of project planning and management</li> <li>• To equip participants with the knowledge and skills necessary to successfully plan manage and execute projects</li> <li>• To explore various project management methods and tools</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• The facilitator will clearly outline the specific <b>objectives of the session (5min)</b></li> <li>• The facilitator will define <b>project planning and management</b> and explain what these concepts entail <b>(15 min)</b></li> <li>• The facilitator will use a diagram to illustrate the <b>project lifecycle stages</b> i.e. initiation, planning, execution, monitoring and control, and closure <b>(20 min)</b></li> <li>• The facilitator will give a detailed explanation of the <b>Gantt Chart</b> as a tool for project planning <b>(15 min)</b></li> <li>• <b>Conclusion and comments</b> from participants <b>(5min)</b></li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>• Encourage participants to think about how they can apply the techniques in their businesses.</li> <li>• Use clear visual aids like diagrams to explain the project lifecycle and Gantt chart</li> </ul>
<b>Useful references/resources for the instructor</b>	<p>Articles on project planning and management</p> <p>5 Phases of Project Management – A Complete Breakdown <a href="https://kissflow.com/project/five-phases-of-project-management/">https://kissflow.com/project/five-phases-of-project-management/</a></p> <p>Definition of project life cycle: Exploring the 5 phases <a href="https://www.atlassian.com/work-management/project-management/project-life-cycle#:~:text=The%20project%20life%20cycle%20includes,on%20time%20and%20within%20budget">https://www.atlassian.com/work-management/project-management/project-life-cycle#:~:text=The%20project%20life%20cycle%20includes,on%20time%20and%20within%20budget</a></p>

<b>Activity</b>	<b>No. 14</b>
<b>Module</b>	<b>3. Initiative and Project Planning</b>
<b>Discussion</b>	Developing strategic objectives and project activities
<b>Developed by</b>	EQUIP



<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Group Work and Discussion
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> </ul>
<b>Duration</b>	45 min
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Gain understanding of what strategic objectives are and their importance in guiding project activities</li> <li>• Learn how to develop strategic objectives</li> <li>• Develop creative thinking and problem-solving skills</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• The facilitator will briefly define strategic objectives and explain the <b>SMART (Specific, Measurable, Achievable, Relevant, and Timebound) criteria</b> for setting effective strategic objectives <b>(10 min)</b></li> <li>• Participants are divided into small groups and asked to <b>pick an initiative from the previous exercise (Activity No. 12) (5 min)</b></li> <li>• Each group will <b>analyse the proposed initiative</b> and break it down into 2-3 strategic objectives and key project activities <b>(15 min)</b></li> <li>• Each group will then <b>share their findings</b> with the class <b>(10 min)</b></li> <li>• The facilitator will <b>summarise the key points</b> covered in the session, emphasizing the importance of aligning project activities with strategic objectives <b>(5 min)</b></li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>• Encourage participants to think critically about the proposed initiative and use the SMART criteria to develop objectives.</li> <li>• Encourage participants to think about how they can apply this technique in their own business situations.</li> </ul>
<b>Useful references/ resources for the instructor</b>	<p><b>Books and articles</b></p> <p>What Are Strategic Objectives? (With Steps and Examples): <a href="https://www.indeed.com/career-advice/career-development/what-are-strategic-objectives">https://www.indeed.com/career-advice/career-development/what-are-strategic-objectives</a></p> <p>What is a “SMART” Objective? By M. Dana Baldwin: <a href="https://www.cssp.com/what-is-a-smart-objective/">https://www.cssp.com/what-is-a-smart-objective/</a></p>

<b>Activity</b>	<b>No. 15</b>
<b>Module</b>	<b>3. Initiative and Project Planning</b>



<b>Discussion</b>	Project management tools: Business Plan, Budget, Work Plan, Stakeholder Analysis
<b>Developed by</b>	EQUIP
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Group Work and discussion
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Paper and pens for participants</li> <li>• Handouts: Workplan and stakeholder identification template</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of essential project management tool</li> <li>• Practice work plan development.</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• The facilitator will introduce and describe <b>essential project management tools</b> i.e. the budget, and stakeholder identification and analysis <b>(30 min)</b></li> <li>• Facilitator to moderate the discussion on the <b>importance of developing a work plan (15 min)</b></li> <li>• Participants will be divided into groups to <b>create a brief work plan</b> for any initiatives proposed in the problem-solving assignment (Activity 12 or 14). Groups will outline 3 key tasks, and allocate time for each task <b>(15 min)</b></li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>• Use templates to demonstrate how to structure a work plan</li> </ul>
<b>Useful references/resources for the instructor</b>	<p><b>Books and articles</b></p> <p><b>How To Create a Work Plan Template in 4 Steps (With Example):</b>  <a href="https://www.indeed.com/career-advice/career-development/work-plan-template">https://www.indeed.com/career-advice/career-development/work-plan-template</a></p> <p><b>How to Create the Ultimate Work Plan:</b> <a href="https://www.fool.com/the-ascent/small-business/project-management/work-plan/">https://www.fool.com/the-ascent/small-business/project-management/work-plan/</a></p> <p><b>10 free work plan templates to organize your projects and energize your team:</b>  <a href="https://www.float.com/resources/work-plan-templates">https://www.float.com/resources/work-plan-templates</a></p> <p><b>Simple Excel Template:</b> <a href="https://docs.google.com/spreadsheets/d/1XKG9biKtl-hePGySPR2m_i9bfBJxxlnq-NE6x3AJWew/edit?gid=86706017#gid=86706017">https://docs.google.com/spreadsheets/d/1XKG9biKtl-hePGySPR2m_i9bfBJxxlnq-NE6x3AJWew/edit?gid=86706017#gid=86706017</a></p> <p><b>What Is Stakeholder Analysis? Definition, Examples and Template:</b>  <a href="https://www.tractivity.co.uk/blog/stakeholder-analysis">https://www.tractivity.co.uk/blog/stakeholder-analysis</a></p> <p><b>How To Achieve Effective Stakeholder Identification In Project Management?:</b>  <a href="https://www.projectcubicle.com/stakeholder-identification/">https://www.projectcubicle.com/stakeholder-identification/</a></p> <p><b>Various Stakeholders in Tourism and Hospitality Development:</b>  <a href="https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001827/P001850/M029939/ET/15258582961.18Q1.pdf">https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001827/P001850/M029939/ET/15258582961.18Q1.pdf</a></p> <p><b>How to create (and stick with) a project budget:</b>  <a href="https://asana.com/resources/project-budget">https://asana.com/resources/project-budget</a></p>



Activity	No. 16
Module	3. Initiative and Project Planning
Assignment	Business plan and a work plan development
Developed by	EQUIP
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Individual assignment
Resources needed	<ul style="list-style-type: none"> <li>Paper and pens for participants</li> <li>Laptops</li> </ul>
Duration	2 hours
Learning Objectives	<ul style="list-style-type: none"> <li>Develop skills in project documentation.</li> <li>Develop hands-on experience in business plan development</li> </ul>
Description	<ul style="list-style-type: none"> <li>The facilitator will give <b>instructions</b> on the assignment (<b>10 min</b>)</li> <li>Participants create a <b>brief business plan with a budget and a work plan</b> (the work plan to include proposals for stakeholder engagement) for any of the initiatives proposed in the problem-solving assignment (<b>rest of the time</b>).</li> </ul>
Additional remarks	<ul style="list-style-type: none"> <li>Provide clear instructions on what the participants are expected to do and ensure the participants understand the objectives of the assignment</li> <li>Provide an outline of the components of a simple business plan. Be available to answer questions and provide guidance throughout the assignment</li> </ul>
Useful references/ resources for the instructor	<p><b>Books and articles</b></p> <p>How to create a business plan for your tour or travel company: <a href="https://www.rezgo.com/blog/how-to-create-a-business-plan-for-your-tour-or-travel-company/">https://www.rezgo.com/blog/how-to-create-a-business-plan-for-your-tour-or-travel-company/</a></p> <p><b>Business Plan Templates</b></p> <p>How to write a tourism business plan: <a href="https://about.hootboard.com/destination-marketing/write-tourism-business-plan/">https://about.hootboard.com/destination-marketing/write-tourism-business-plan/</a></p>

Activity	No. 17
Module	3. Initiative and Project Planning
Discussion	Conclusion: module recap
Developed by	EQUIP
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Class Discussion
Resources needed	<ul style="list-style-type: none"> <li>Flip chart/ whiteboard</li> </ul>



	<ul style="list-style-type: none"> <li>• Markers</li> <li>• Writing material for participants</li> </ul>
<b>Duration</b>	15 min
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To highlight key concepts and takeaways from the module</li> </ul>
<b>Description</b>	The facilitator will give a <b>summary of the key concepts learned</b> in the module and <b>open the floor for participants</b> to make comments and ask question <b>(15 min)</b>

### 3.4. Module 4: Online Marketing for Sustainable Tourism

The theoretical activity of this module can be found on the Handbook for Learners in the D2.2 WITH Training Toolkit.

This activity is named: Introduction to Online Marketing for Sustainable Tourism (1 hour).

Activity	No. 18
<b>Module</b>	<b>4. Online Marketing for Sustainable Tourism</b>
<b>Case Study Analysis</b>	Online Marketing Strategies
<b>Developed by</b>	CCSEV
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Interactive workshop
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Printed case studies</li> </ul>
<b>Duration</b>	2 hours
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the concept of online marketing and its current significance.</li> <li>• Identify tools and strategies relevant to online marketing.</li> <li>• Learn how to effectively promote sustainable tourism initiatives online.</li> </ul>
<b>Description</b>	<p><b>Part 1: Introduction to Online Marketing (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation:</b> Brief lecture on the fundamentals of online marketing, covering key concepts and the evolution of marketing in the digital age.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Activity:</b> Quick quiz or poll to assess initial understanding and engage participants.</li> </ul> <p><b>Part 2: Tools and Strategies in Online Marketing (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Interactive Discussion:</b> Introduction to various online marketing tools (SEO, social media, content marketing, email marketing, analytics).</li> <li>• <b>Group Activity:</b> <u>Small groups identify which tools might be most effective for different types of sustainable tourism initiatives</u> (e.g., eco-lodges, cultural tours, conservation projects).</li> </ul> <p><b>Part 3: Promoting Sustainable Tourism Online (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Case Study Analysis:</b> <u>Examine successful examples of sustainable tourism marketing campaigns.</u></li> <li>• <b>Workshop Activity:</b> Participants, in groups, develop a basic online marketing strategy for a hypothetical sustainable tourism initiative, incorporating learned tools and strategies.</li> </ul> <p><b>Part 4: Group Presentations and Feedback (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Presentations:</b> Each group presents their marketing strategy.</li> <li>• <b>Conclusion</b></li> </ul> <p><b>Wrap-Up</b></p> <ul style="list-style-type: none"> <li>• Summarize key takeaways and reinforce the importance of integrating sustainable practices in online marketing.</li> </ul> <p><b>Q&amp;A Session</b></p> <ul style="list-style-type: none"> <li>• Address any remaining questions or discussions.</li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>• Encourage active participation and ensure that the activities cater to various learning styles.</li> <li>• The group activities should promote collaboration and creative thinking.</li> <li>• Provide real-world examples to illustrate the application of concepts.</li> </ul>
<b>Useful references/ resources for the instructor</b>	<p><b>Books and articles</b></p> <ul style="list-style-type: none"> <li>• “Marketing Management” by Philip Kotler and Kevin Lane Keller. A comprehensive guide to marketing principles, including digital marketing strategies.</li> </ul>



	<ul style="list-style-type: none"> <li>• “Tourism and Sustainability: Development, Globalisation and New Tourism in the Third World” by Martin Mowforth and Ian Munt. Provides insights into sustainable tourism development and practices.</li> </ul> <p><b>Online Publications and Blogs</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Moz Blog</a>. Offers insights and articles on SEO and online marketing trends.</li> <li>• <a href="#">Content Marketing Institute</a>. Provides resources and articles on effective content marketing strategies.</li> <li>• <a href="#">Other links</a>: <a href="https://webinopoly.com/blogs/news/how-to-launch-an-eco-tourism-and-adventure-travel-agency-online">https://webinopoly.com/blogs/news/how-to-launch-an-eco-tourism-and-adventure-travel-agency-online</a></li> </ul>
--	--

Activity	No. 19
Module	4. Online Marketing for Sustainable Tourism
Case Study Analysis	Successful Online Marketing Campaigns - Costa Rica’s eco-tourism campaign. How they use online platforms to attract eco-conscious travellers.
Developed by	CCSEV
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Case Study Analysis
Resources needed	<p><b>Case Study Articles:</b> Use articles that detail Costa Rica's eco-tourism strategies, such as those from "Wanderlust" magazine, eco-tourism focused websites, and sustainable tourism platforms. The articles mentioned in the previous response are great starting points.</p> <p><b>Videos and Documentaries:</b> Include visual media showcasing Costa Rica's natural beauty, eco-tourism activities, and interviews with local stakeholders. This can provide students with a more immersive understanding of the topic.</p> <p><b>Reading Materials:</b> Supplement the case study with academic readings on eco-tourism, sustainable development, and environmental conservation principles.</p>
Duration	1 hour
Learning Objectives	Critical Evaluation of Eco-Tourism Strategies and their Outcomes
Description	<ul style="list-style-type: none"> <li>• Ask participants to individually analyse the case</li> </ul>



	<ul style="list-style-type: none"> <li>Facilitate classroom discussions based on the articles and videos. Encourage students to analyse the economic, social, and environmental impacts of eco-tourism in Costa Rica.</li> <li>After 20 minutes, form small groups and have participants share their analyses.</li> <li>Conclude with a full-group discussion, highlighting key takeaways.</li> </ul>
Useful references/ resources for the instructor	<ul style="list-style-type: none"> <li>Ecotourism in Costa Rica: A Study of the Viabilities and Impacts of Three Ecotourism Models: <a href="https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=3427&amp;context=hon_thesis">https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=3427&amp;context=hon_thesis</a></li> <li>Entrepreneurs and the Co-Creation of Ecotourism in Costa Rica: <a href="https://www.hbs.edu/ris/Publication%20Files/16-136_a54d5a91-2c9f-4cf3-97b2-59f9f967f43d.pdf">https://www.hbs.edu/ris/Publication%20Files/16-136_a54d5a91-2c9f-4cf3-97b2-59f9f967f43d.pdf</a></li> <li>Tourism Institute of Costa Rica: <a href="https://www.ict.go.cr/en/featured-news.html?start=30">https://www.ict.go.cr/en/featured-news.html?start=30</a></li> </ul>

Activity	No. 20
Module	4. Online Marketing for Sustainable Tourism
Practical Activity	Developing an Online Marketing Plan
Developed by	CCSEV
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Practical Activity
Duration	2 hours
Learning Objectives	<ul style="list-style-type: none"> <li><b>Understand the Basics of Online Marketing:</b> Grasp the fundamental concepts and tools used in online marketing.</li> <li><b>Target Audience Analysis:</b> Learn to identify and understand the target audience for sustainable tourism projects.</li> <li><b>Content Strategy Development:</b> Develop skills to create engaging and relevant content for online platforms.</li> <li><b>Budget Management:</b> Understand how to create and manage a budget for online marketing campaigns.</li> <li><b>Cultural Sensitivity:</b> Emphasise the importance of cultural sensitivity in marketing, especially in sustainable tourism.</li> </ul>



<p><b>Description</b></p>	<p><b>Introduction (15 minutes)</b> Brief session explaining the basics of online marketing, its importance, and its application in sustainable tourism.</p> <p><b>Choosing a Project (10 mins)</b> Participants select a real or hypothetical sustainable tourism project.</p> <p><b>Target Audience Analysis (20 mins)</b> Participants define their target audience based on factors like demographics, interests, and geographical location.</p> <p><b>Marketing Channels Selection (25 mins)</b> Introduce different marketing channels like websites, social media, and email marketing. Participants choose the most appropriate channels for their project.</p> <p><b>Content Strategy (25 mins)</b> Discuss the types of content (blogs, videos, infographics) that engage audiences. Participants outline a content strategy for their chosen channels.</p> <p><b>Budget Estimation (25 mins)</b> Guide on how to estimate a budget for their marketing plan, considering factors like ad spend, content creation, and channel maintenance.</p>
<p><b>Useful references/resources for the instructor</b></p>	<ul style="list-style-type: none"> <li>• Basics of online marketing, its importance, and its application in sustainable tourism</li> <li>• Target Audience Analysis</li> <li>• Content Strategy</li> <li>• Budget Estimation</li> </ul>

<p><b>Activity</b></p>	<p><b>No. 21</b></p>
<p><b>Module</b></p>	<p><b>4. Online Marketing for Sustainable Tourism</b></p>
<p><b>Practical Activity</b></p>	<p>Creating and Managing Online Marketing Campaigns</p>
<p><b>Developed by</b></p>	<p>CCSEV</p>
<p><b>Setting of delivery</b></p>	<p>Face-to-face but it could be adapted to hybrid or online in case of needed</p>
<p><b>Type of activity</b></p>	<p>Practical Activity</p>
<p><b>Resources needed</b></p>	<p>None specific resources required</p>
<p><b>Duration</b></p>	<p>1 hour</p>
<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• <b>Proficiency in Online Marketing Tools:</b> Participants should acquire proficiency in using common online marketing tools and platforms such as Google Ads, Facebook Ads Manager, or email marketing software. They should be able to navigate these platforms confidently.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Practical Campaign Setup:</b> Participants should gain hands-on experience in setting up an online marketing campaign for a sustainable tourism project. They should be able to create ad campaigns, define target audiences, select appropriate ad formats, and allocate budgets effectively.</li> <li>• <b>Alignment with Marketing Plan:</b> Participants should demonstrate the ability to translate their previously developed online marketing plan into a practical campaign. This involves ensuring that the campaign's objectives, targeting options, and messaging align with the goals of sustainability and the chosen project.</li> <li>• <b>Effective Targeting Strategies:</b> Participants should understand the importance of defining target audiences and selecting relevant demographics, interests, and location parameters. They should be able to justify their targeting choices based on the specific project's needs.</li> <li>• <b>Presentation and Communication Skills:</b> Participants should develop presentation and communication skills by effectively explaining their campaign objectives, strategies, and creative elements to the class. They should also be open to receiving feedback and engaging in discussions.</li> </ul>
<p><b>Description</b></p>	<p><b>Introduction (5 minutes)</b> Importance of practical experience in online marketing. Key elements to be covered: setting up ads, targeting options, and budget allocation.</p> <p><b>Exploration of Marketing Tools and Platforms (15 minutes)</b> Provide a brief overview of the online marketing tools and platforms to be used (e.g., Google Ads, Facebook Ads Manager, email marketing software). Demonstrate the basic functionalities of each platform, emphasising key features that will be relevant to the exercise.</p> <p><b>Hands-On Activity (25 minutes)</b> Divide participants into small groups or pairs, depending on the number of available computers and access to the marketing platforms. Assign each group a specific platform to work with (e.g., one group uses Google Ads, another uses Facebook Ads Manager, and another works with email marketing software). Instruct participants to create a sample online marketing campaign for their previous marketing campaign. They should set up ads, define targeting options (e.g., demographics, interests, location).</p> <p><b>Campaign Presentation and Feedback (15 minutes per group)</b> Each group presents their created online marketing campaign to the class. They explain their campaign design, targeting strategies, and budget allocation.</p>
<p><b>Useful references/ resources for the instructor</b></p>	<ul style="list-style-type: none"> <li>• Basics of online marketing, its importance, and its application in sustainable tourism</li> <li>• Target Audience Analysis</li> </ul>



	<ul style="list-style-type: none"> <li>• Content Strategy</li> <li>• Budget Estimation</li> <li>• 10 steps to help your digital marketing campaign succeed: <a href="https://www.linkedin.com/pulse/10-steps-help-your-digital-marketing-campaign-succeed-valuehits/">https://www.linkedin.com/pulse/10-steps-help-your-digital-marketing-campaign-succeed-valuehits/</a></li> <li>• The 27 Best Digital Marketing Tools in 2023: <a href="https://blog.hubspot.com/marketing/digital-marketing-tools">https://blog.hubspot.com/marketing/digital-marketing-tools</a></li> </ul>
--	--

### 3.5. Module 5: Financial Management for Sustainable Tourism and Hospitality

<b>Activity</b>	<b>No. 22</b>
<b>Module</b>	<b>5. Financial Management for Sustainable Tourism and Hospitality</b>
<b>Participative lecture</b>	Introduction to Basic Accounting
<b>Developed by</b>	Gift Women Link Foundation
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Participative lecture
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart, markers</li> <li>• Paper and pens for participants</li> <li>• Projector or screen (optional)</li> <li>• Computers with a connection to the Internet (optional, if available)</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Build an individual cognitive environment</b> encompassing the main financial tools, their use, role, limitations and content.</li> <li>• <b>Self-awareness:</b> Participants will gain a deeper understanding of their strengths, skills, and needs for performing financial management.</li> <li>• <b>Self-esteem and confidence:</b> Participants will develop a stronger sense of self-worth and confidence in their ability to perform, understand, and call for financial operations and reports.</li> <li>• <b>Capacity to judge the business objectives in financial terms</b></li> </ul>
<b>Description</b>	<p><b>Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>- A brief introduction to the importance of financial management in entrepreneurship, the sustainable tourism's main features, types of business in this sector and the cultural context and expected roles in the company management.</li> </ul>



**Personal experience sharing (10 minutes)**

- Participants introductions, with personal experience in financial management: household finances management positive examples, budgeting, planning for expenditures, savings, and long-term objectives of the personal budget planning.
- Participants will respond individually and dialogues are encouraged. Keep notes on key aspects revealed by the discussions, relevant for the introduction of the financial management features.

**Build on experience (20 minutes)**

Group discussion, peer learning.(write the key aspects on the board): based on the previously revealed personal experiences introduce:

- a) **Capital investment** – one-time expenditure to set up or expand the business; potential examples: house furniture, motorcycles, differences between consumption expenditures and expenditures which leads to revenue-making.
- b) **Operational costs** – classify and evaluate types of expenditures/ costs; highlight their nature, scope, and objectives.
- c) **Operational revenues** – identify and classify types of revenues.
- d) **Debt evaluation** in time, debt recording and management

Insist of a deep understanding of the above-listed topics, because this will smooth understanding of accounting and financial management later on.

**Go on recording and tracking operations (20 minutes)**

- Start by revealing the objectives of financial management: need to know, planning of resource allocation, identification of the bottlenecks and opportunities – based on personal experiences and using terminology mastered following the previous session.

Group discussion under trainer guidance to gradually discover the following main knowledge items:

- a) **Invoice and receipt contents** – build on the common-sense understanding of the necessary information when buying or selling goods or services.
- b) **Contract and reception memos**
- c) **Taxation** – classify types of taxes: local, regional, national, value-added tax, luxury taxes.
- d) **Personnel cost structure:** taxes, social contribution, method of calculation.
- e) **Banking** – accounts, savings, deposits, payment orders- role play: bank, savers, loan-seekers.



	<p><b>Closure and Final Reflection (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Summary of what was learned and the skills achieved in the workshop.</li> <li>• Final comments and expectations for further learning.</li> <li>• Evaluation of achievements by process evaluation: number of interventions, active vs. passive participants. Discuss with one of the most communicative participants to spot what is the improvement potential and what are the concepts that need re-visiting next session.</li> <li>• Prepare flip class sequences for the next workshop, in line with audience's previous experience and existing knowledge, access to resources and available time.</li> </ul>
<p><b>Additional remarks</b></p>	<ul style="list-style-type: none"> <li>• <b>Insist on a deep understanding of the basics</b>, and relation between day-by-day activity and accounting principles, by repeating the aspects that prove to be less understood.</li> <li>• <b>Encourage shared learning</b>: emphasise the potential for peer learning and partnerships, as this can lead to mutual support and opportunities for business cooperation based on higher profit margins.</li> <li>• <b>Celebration of achievements</b>: celebrate the achievements, no matter how small, of the participants during and after the workshop to boost their confidence and highlight cooperation opportunities.</li> <li>• <b>Flexible adaptation</b>: be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.</li> <li>• <b>Build with patience</b>: this is the foundation for further learning of financial management, which is not merely memorising formulas and reporting procedures.</li> <li>• <b>Trainer to be available</b> for questions and comments on email or texting software.</li> <li>• If participants agree, set a virtual discussion group; several stakeholders, like banks or local authorities may be interested to join.</li> </ul>
<p><b>Useful references/ resources for the instructor</b></p>	<ul style="list-style-type: none"> <li>- European Parliament Study - European tourism: recent developments and future challenges: <a href="https://www.europarl.europa.eu/RegData/etudes/STUD/2019/629200/1/POL_STU(2019)629200_EN.pdf">https://www.europarl.europa.eu/RegData/etudes/STUD/2019/629200/1/POL_STU(2019)629200_EN.pdf</a></li> </ul>



	<p>- Resource Efficiency in Tourism – WTO - Baseline Report on the Integration of Sustainable Consumption and Production Patterns into Tourism Policies:</p> <p><a href="https://www.unwto.org/sustainable-development/resource-efficiency-in-tourism">https://www.unwto.org/sustainable-development/resource-efficiency-in-tourism</a></p>
--	---

Activity	No. 23
Module	5. Financial Management for Sustainable Tourism and Hospitality
Interactive session	Budgeting for Sound Management and Investment
Developed by	Gift Women Link Foundation
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Adaptation of previous material:	Own elaboration
Type of activity	Interactive session
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Guiding questions list (or lesson plan)</li> <li>• Projector or screen (optional)</li> <li>• Computers with a connection to the Internet (optional, if available)</li> </ul>
Duration	2 hours
Learning Objectives	<ul style="list-style-type: none"> <li>• <b>Empowerment:</b> participants will be empowered to ground their entrepreneurial journey in hospitality businesses on sound accounting knowledge</li> <li>• <b>Problem-solving skills:</b> participants will learn to identify and address challenges in the finances of the hospitality sector.</li> <li>• <b>Setting business skills:</b> Participants will be able to identify pricing objectives.</li> <li>• <b>Running a business skill:</b> Participants will master the main skills to review and improve the structure of costs for a tourism facility.</li> <li>• <b>Participants will acquire the ability to evaluate the investments</b> by generally accepted financial indicators.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Participants will acquire the market knowledge and skills</b> to identify the strengths and weaknesses of their company compared with the competition.</li> </ul>
<p><b>Description</b></p>	<p><b>Introduction (10 minutes)</b> A brief introduction to the importance of costing, pricing and investment in entrepreneurship.</p> <p><b>Personal experience sharing (10 minutes)</b> Participants introductions, with personal experience in forecasting costs and expenditures. Participants will respond individually and dialogues are encouraged. Keep notes on key aspects revealed by the discussions.</p> <p><b>Build on experience (45 minutes)</b> Group discussion/ guided peer learning: based on the previously revealed personal experiences explain the following items:  <ul style="list-style-type: none"> <li>a) <b>Cost:</b> recording, evaluation, comparison, forecast</li> <li>b) <b>Pricing strategies:</b> types, application</li> <li>c) <b>Main pricing strategies:</b> cost-based, premium, differentiation, price leadership, price discrimination</li> </ul>           To speed up the learning process, frontal presentation could be used. Use drawings like timelines, and examples to boost understanding.  <b>Role play:</b> Debate over 3-4 groups of “Consultants” about the best-to-use Pricing Strategy for a local coffee shop (or other business of the choice of the participants). The trainer highlights the best points in each presentation.</p> <p><b>Go to budgeting (45 minutes)</b> Frontal presentation to gradually introduce:  <ul style="list-style-type: none"> <li>a) <b>Budget making:</b> table format, columns/ rows, sources of information, etc.</li> <li>b) <b>Investments and investment indicators</b> – tabular form, use a 5-year projection, payback period, net present value and internal rate of return.</li> <li>c) <b>Probability maths</b> (basics, using day-by-day examples), impact evaluation, identification of mitigation measures.</li> <li>d) <b>Risk management</b> – relevance, exhaustive lists, impact evaluation.</li> </ul> </p> <p><b>Closure and Final Reflection (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Summary of what was learned and the skills achieved in the workshop.</li> <li>• Final comments and expectations for further learning.</li> </ul>



	<ul style="list-style-type: none"> <li>Evaluation of achievements by process evaluation: number of interventions, active vs. passive participants. Discuss with one of the most communicative participants to spot what is the improvement potential and what are the concepts that need re-visiting next session.</li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li><b>Encourage mutual support:</b> emphasise the potential for peer learning, and redirect questions to the audience.</li> <li><b>Celebration of support-givers:</b> celebrate the achievements obtained by mutual support, to boost their confidence and highlight the potential for peer learning and self-directed learning.</li> <li><b>Prepare for the next learning sessions and workshops:</b> be prepared to adapt the next workshop content or activities based on the achievements and encountered issues.</li> </ul>
<b>Useful references/ resources for the instructor</b>	<ul style="list-style-type: none"> <li>Finance Formulas - Net Present Value Formula (with Calculator): <a href="https://www.financeformulas.net/Net_Present_Value.html">https://www.financeformulas.net/Net_Present_Value.html</a></li> <li>Investopedia - Net Present Value (NPV) What It Means and Steps to Calculate It: <a href="https://www.investopedia.com/terms/n/npv.asp">https://www.investopedia.com/terms/n/npv.asp</a></li> <li>Investopedia- Internal Rate of Return (IRR) Formula and Examples: <a href="https://www.investopedia.com/terms/i/irr.asp">https://www.investopedia.com/terms/i/irr.asp</a></li> <li>Youtube - Payback period explained: <a href="https://www.youtube.com/watch?v=FJjGi7gsK3A">https://www.youtube.com/watch?v=FJjGi7gsK3A</a></li> <li>Youtube - NPV and IRR explained: <a href="https://www.youtube.com/watch?v=Fw5-wccViOM">https://www.youtube.com/watch?v=Fw5-wccViOM</a></li> <li>Youtube - Internal Rate of Return (IRR): <a href="https://www.youtube.com/watch?v=aS8XHZ6NM3U">https://www.youtube.com/watch?v=aS8XHZ6NM3U</a></li> <li>Youtube - How to Calculate NPV and IRR in Excel: <a href="https://www.youtube.com/watch?v=YDpf00QHY0I">https://www.youtube.com/watch?v=YDpf00QHY0I</a></li> </ul>

<b>Activity</b>	<b>No. 24</b>
<b>Module</b>	<b>5. Financial Management for Sustainable Tourism and Hospitality</b>
<b>Participative Lecture</b>	Financial Cost Marketing and Advertising for Core and Side Business
<b>Developed by</b>	Gift Women Link Foundation



<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Presentation/ Group discussion/ Workshop/ Seminar
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard or flipchart with markers</li> <li>● Paper and pens for participants</li> <li>● Worksheets with guided questions</li> <li>● Coloured cards and markers (optional)</li> <li>● Projector (optional)</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Identify different types of marketing and advertising costs.</li> <li>● Understand the allocation of costs between core and side businesses.</li> <li>● Develop a marketing and advertising budget.</li> <li>● Use tools and platforms for cost management.</li> <li>● Analyse real-world case studies for successful cost strategies.</li> <li>● Engage in strategic planning for cost management.</li> <li>● Collaborate and share insights with peers.</li> <li>● Create an actionable marketing and advertising cost management plan.</li> </ul>
<b>Description</b>	<p><b>Introduction (5 minutes)</b></p> <ol style="list-style-type: none"> <li><b>1. Welcome and Objectives:</b> <ul style="list-style-type: none"> <li>○ Welcome participants to the session.</li> <li>○ Outline the objectives of the lecture.</li> </ul> </li> <li><b>2. Importance of Marketing and Advertising:</b> <ul style="list-style-type: none"> <li>○ Briefly discuss why marketing and advertising are crucial for business success.</li> <li>○ Explain the difference between core business and side business.</li> </ul> </li> </ol> <p><b>Personal Experience Sharing (10 minutes)</b></p> <ol style="list-style-type: none"> <li><b>1. Participants' Introductions:</b> <ul style="list-style-type: none"> <li>○ Ask participants to introduce themselves and share their experiences with marketing and advertising.</li> </ul> </li> <li><b>2. Group Discussion:</b> <ul style="list-style-type: none"> <li>○ Participants discuss their experiences and challenges in small groups.</li> </ul> </li> </ol> <p><b>Exploration of Marketing and Advertising Costs (10 minutes)</b></p> <ol style="list-style-type: none"> <li><b>1. Types of Costs:</b></li> </ol>



	<ul style="list-style-type: none"> <li>○ Present different types of costs (fixed, variable, one-time).</li> </ul> <p><b>2. Cost Allocation:</b></p> <ul style="list-style-type: none"> <li>○ Explain cost allocation between core and side businesses.</li> </ul> <p><b>Interactive Group Activity: Budgeting for Marketing and Advertising (15 minutes)</b></p> <p><b>1. Scenario-Based Budgeting:</b></p> <ul style="list-style-type: none"> <li>○ Divide participants into small groups and provide a business scenario.</li> <li>○ Each group develops a marketing and advertising budget for core and side business activities.</li> </ul> <p><b>2. Presentation of Budgets:</b></p> <ul style="list-style-type: none"> <li>○ Groups present their budgets to the class.</li> </ul> <p><b>Case Study Analysis (10 minutes)</b></p> <p><b>1. Real-World Example:</b></p> <ul style="list-style-type: none"> <li>○ Present a case study of successful cost management in marketing and advertising.</li> </ul> <p><b>2. Group Reflection:</b></p> <ul style="list-style-type: none"> <li>○ Participants reflect on the case study and discuss application strategies.</li> </ul> <p><b>Group Discussion and Q&amp;A (5 minutes)</b></p> <p><b>1. Open Floor for Questions:</b></p> <ul style="list-style-type: none"> <li>○ Open the floor for participants to ask questions about the content covered in the lecture.</li> </ul> <p><b>2. Facilitated Discussion:</b></p> <ul style="list-style-type: none"> <li>○ Facilitate a discussion on the key takeaways from the lecture.</li> </ul> <p><b>Closure and Final Reflection (5 minutes)</b></p> <p><b>1. Summary of Learnings:</b></p> <ul style="list-style-type: none"> <li>○ Summarise the main points covered in the lecture.</li> </ul> <p><b>2. Action Plan:</b></p> <ul style="list-style-type: none"> <li>○ Encourage participants to develop an action plan for their businesses based on the lecture.</li> </ul> <p><b>3. Final Comments and Expectations:</b></p> <ul style="list-style-type: none"> <li>○ Invite participants to share their final thoughts.</li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>● <b>Encourage Collaboration:</b> Emphasise the potential for collaboration and partnerships among participants, as this can lead to mutual support and opportunities for joint ventures in the future.</li> <li>● <b>Celebration of Achievements:</b> Recognise and celebrate the achievements, no matter how small, of the participants during and after the workshop to boost their confidence and motivation.</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.</li> </ul>
Useful references/ resources for the instructor	<ul style="list-style-type: none"> <li>- Tools and platforms for managing marketing and advertising costs: <a href="https://smallbiztrends.com/free-marketing-tools/">https://smallbiztrends.com/free-marketing-tools/</a></li> </ul>

<b>Activity</b>	<b>No. 25</b>
<b>Module</b>	<b>5. Financial Management for Sustainable Tourism and Hospitality</b>
<b>Group work</b>	Business Plan Basics – Profit and Loss, Cash Flow Projection, Risk and Uncertainty
<b>Developed by</b>	Gift Women Link Foundation
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Group work
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard or flipchart with markers</li> <li>● Paper and pens for participants</li> <li>● Guiding questions list (or lesson plans)</li> <li>● Projector or screen (optional)</li> <li>● Computers with a connection to Internet (optional, if available)</li> </ul>
<b>Duration</b>	3 hours
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● <b>Empowerment:</b> participants will be empowered to ground their entrepreneurial journey in hospitality businesses on sound profit making strategies.</li> <li>● <b>Problem-solving skills:</b> participants will learn to forecast, and address challenges in profit making in the hospitality sector.</li> </ul>
<b>Description</b>	<p><b>Introduction (5 minutes)</b> A brief introduction to the importance of profit in entrepreneurship. Profit, social objectives, types of companies in the area (general discussion).</p> <p><b>Personal experience sharing (10 minutes)</b></p>



	<p>Participants introductions, with personal experience in understanding profit and loss. Participants will respond individually.</p> <p><b>Build on experience (80 minutes)</b> Group discussion/ guided peer learning: based on the previously revealed personal experiences explain:</p> <ul style="list-style-type: none"> <li>a) <b>Profit making:</b> legitimacy, allocation, non-profit (social) enterprises</li> <li>b) <b>Profit structure:</b> taxation, dividends, timing</li> </ul> <p>Use examples to boost understanding.</p> <p><b>Go to profit and loss account (80 minutes)</b> Start by reminding the objectives of financial management: need to know, planning of resource allocation, identification of the bottlenecks and opportunities – based on personal experiences and using terminology mastered following the previous session.</p> <p>Frontal presentation to explain:</p> <ul style="list-style-type: none"> <li>a) <b>Types of companies</b> – according to the legal framework in the target area, limited liability company – explanation, the difference from individual/ person entrepreneurship legal status, large companies/ corporations</li> <li>b) <b>Profit and loss account</b> content and use</li> <li>c) <b>Business Plan content, financial section</b></li> </ul> <p>Interactive/ peer learning/ seminar: elaboration of a business plan for a tourism-related company at the choice of participants.</p> <p><b>Closure and Final Reflection (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Summary of what was learned and the skills achieved in the workshop.</li> <li>• Final comments and expectations for further learning.</li> </ul>
<p><b>Additional remarks</b></p>	<ul style="list-style-type: none"> <li>• <b>Encourage mutual support:</b> emphasise the potential for peer learning, and redirect questions to the audience.</li> <li>• <b>Celebration of support-givers:</b> celebrate the achievements obtained by mutual support, to boost their confidence and highlight the potential for peer learning and self-directed learning.</li> <li>• <b>Prepare for the next learning sessions and workshops:</b> be prepared to adapt the next workshop content or activities based on the achievements and encountered issues.</li> </ul>
<p><b>Useful references/ resources for the instructor</b></p>	<ul style="list-style-type: none"> <li>- Indeed - 10 important components of an effective business plan: <a href="https://www.indeed.com/career-advice/career-development/parts-to-a-business-plan">https://www.indeed.com/career-advice/career-development/parts-to-a-business-plan</a></li> </ul>



	<ul style="list-style-type: none"> <li>- Business.gov.au - Assess and manage risks: <a href="https://business.gov.au/risk-management/risk-assessment-and-planning/assess-and-manage-risk#:~:text=Assess%20and%20manage%20risk%201%201.%20Decide%20what,...%207%207.%20Commit%20to%20reducing%20risk%20">https://business.gov.au/risk-management/risk-assessment-and-planning/assess-and-manage-risk#:~:text=Assess%20and%20manage%20risk%201%201.%20Decide%20what,...%207%207.%20Commit%20to%20reducing%20risk%20</a></li> <li>- Growthink - Restaurant business plan template: <a href="https://www.growthink.com/businessplan/help-center/restaurant-business-plans">https://www.growthink.com/businessplan/help-center/restaurant-business-plans</a></li> <li>- Fernando, Jason - Profit and Loss Statement Meaning, Importance, Types, and Examples (Investopedia): <a href="https://www.investopedia.com/terms/p/plstatement.asp#What%20is%20A%20Profit%20and%20Loss%20(P&amp;L)%20Statement?">https://www.investopedia.com/terms/p/plstatement.asp#What%20is%20A%20Profit%20and%20Loss%20(P&amp;L)%20Statement?</a></li> </ul>
--	--

<b>Activity</b>	<b>No. 26</b>
<b>Module</b>	<b>5. Financial Management for Sustainable Tourism and Hospitality</b>
<b>Group work</b>	Costing, Pricing and Taxation methods
<b>Developed by</b>	Gift Women Link Foundation
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material</b>	Own elaboration
<b>Type of activity</b>	Group work
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Guided questions list (or lesson plan)</li> <li>• Projector or screen (optional)</li> <li>• Computers with a connection to the Internet (optional, if available)</li> </ul>
<b>Duration</b>	2 hours



<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• <b>Empowerment:</b> participants will be empowered to ground their entrepreneurial journey in hospitality businesses on sound accounting knowledge.</li> <li>• <b>Problem-solving skills:</b> participants will learn to identify and address challenges in the finances of the hospitality sector.</li> <li>• <b>Business skills:</b> participants to understand accounting aspects to the level of application in enterprise setup, and management.</li> <li>• <b>Communication skills:</b> participants to be able to communicate with accounting professionals.</li> </ul>
<p><b>Description</b></p>	<p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Presentation of the workshop objectives, and the relevance for the African women entrepreneurs in the hospitality sector.</li> <li>• A brief introduction to the importance of accounting in entrepreneurship and introduction in the African context, relevant to country specificity and local gender issues, and expected gender roles in the company management.</li> </ul> <p><b>Personal experience sharing (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Participants introductions, with personal experience in accounting/bookkeeping: company running, discussions, positive examples, curiosity regarding bookkeeping.</li> <li>• Participants will respond individually and dialogues are encouraged. Keep notes on key aspects revealed by the discussions, relevant for the introduction of the bookkeeping.</li> </ul> <p><b>Build on experience (45 minutes)</b></p> <p>Group discussion, guided peer learning: based on the previously revealed personal experiences, deduct the financial management items from the list below. To speed up the learning process, apply frontal presentation and explain.</p> <ol style="list-style-type: none"> <li>a) <b>Accounts and the recording:</b> assets accounts, liability accounts, equity accounts, revenue accounts and expenditure accounts</li> <li>b) <b>Double-entry bookkeeping</b></li> <li>c) <b>General Ledger</b> – content and role</li> <li>d) <b>T-account definition</b> (letter T graphical representation of a general ledger, that records a business transaction- debt side on the left and credit side on the right).</li> </ol>



	<p>Use drawings like <i>balances</i>, and examples to boost understanding.</p> <p><b>Go to financial reporting (45 minutes)</b> Start by reminding the objectives of financial management: need to know, planning of resource allocation, identification of the bottlenecks and opportunities – based on personal experiences and using terminology mastered following the previous session.</p> <p><b>Gradually introduce:</b></p> <ol style="list-style-type: none"> <li>a) <b>Bookkeeping terminology and main bookkeeping operations</b></li> <li>b) <b>Financial reports</b> – content, use</li> <li>c) <b>Management reports</b> - content, use</li> <li>d) <b>Investments</b> at a glance</li> <li>e) <b>Taxation</b> – main taxations at a local, regional and national level in the tourism and hospitality sector mainly.</li> </ol> <p><b>Role-play by groups:</b> a) accountants, b) management c) Tax authority – and any other group seems appropriate. Instruct each group to elect a group leader who will also be the group spokesperson. The trainer assists the play and draws the final conclusion. It is intended to be a fun activity.</p> <p><b>Closure and Final Reflection (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Summary of what was learned and the skills achieved in the workshop.</li> <li>• Final comments and expectations for further learning.</li> <li>• Evaluation of achievements by process evaluation: number of interventions, active vs. passive participants. Discuss with one of the most communicative participants to spot what is the improvement potential and what are the concepts that need re-visiting next session.</li> </ul>
<p><b>Additional remarks</b></p>	<ul style="list-style-type: none"> <li>• <b>Repeat, review, and re-visit all concepts</b> to make sure there is a deep understanding.</li> <li>• <b>Encourage mutual support:</b> emphasise the potential for peer learning, and redirect questions to the audience.</li> <li>• <b>Celebration of support-givers:</b> celebrate the achievements obtained by mutual support, to boost their confidence and highlight the potential for peer learning and self-directed learning.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Prepare for the next learning sessions and workshops:</b> be prepared to adapt the next workshop content or activities based on the achievements and encountered issues.</li> </ul>
<b>Useful references/ resources for the instructor</b>	<ul style="list-style-type: none"> <li>- Strutner, Suzy - Financial Management Explained: Scope, Objectives &amp; Importance <a href="https://www.netsuite.com/portal/resource/articles/financial-management/financial-management.shtml">https://www.netsuite.com/portal/resource/articles/financial-management/financial-management.shtml</a></li> <li>- AccountingEdu.org. What is Financial Accounting?: <a href="https://www.accountingedu.org/what-is-financial-accounting/">https://www.accountingedu.org/what-is-financial-accounting/</a></li> <li>- Accounting Tools. Management accounting definition: <a href="https://www.accountingtools.com/articles/management-accounting">https://www.accountingtools.com/articles/management-accounting</a></li> <li>- General Ledger in Accounting - Meaning, Examples: <a href="https://www.wallstreetmojo.com/general-ledger/">https://www.wallstreetmojo.com/general-ledger/</a></li> </ul>

<b>Activity</b>	<b>No. 27</b>
<b>Module</b>	<b>5. Financial Management for Sustainable Tourism and Hospitality</b>
<b>Case Study</b>	Managing Events to Help Find Resources
<b>Developed by</b>	Gift Women Link Foundation
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material</b>	Own elaboration
<b>Type of activity</b>	Presentation/group discussion/ workshop/ seminar
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Worksheets with guided questions</li> <li>• Coloured cards and markers (optional)</li> <li>• Projector (optional)</li> </ul>
<b>Duration</b>	3 hours



<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Understand the importance of events in finding resources for businesses.</li> <li>● Identify key elements of successful event management.</li> <li>● Develop an effective event plan for resource mobilisation.</li> <li>● Use tools and strategies for planning and managing events.</li> <li>● Analyse and learn from real-world case studies of successful events.</li> <li>● Collaborate and share insights with peers.</li> <li>● Create an action plan for organising events to find resources.</li> <li>● Apply strategic thinking to event management for resource mobilisation.</li> </ul>
<p><b>Description</b></p>	<p><b>Introduction (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Welcome and Objectives:</b> <ul style="list-style-type: none"> <li>○ Welcome participants to the session.</li> <li>○ Outline the objectives of the activity: Understanding how to manage events to find resources for business.</li> </ul> </li> </ol> <p><b>Personal Experience Sharing (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Participants' Introductions:</b> <ul style="list-style-type: none"> <li>○ Ask participants to introduce themselves and share any experience they have with event management and resource mobilisation.</li> </ul> </li> <li>2. <b>Group Discussion:</b> <ul style="list-style-type: none"> <li>○ Participants discuss their experiences and challenges in small groups.</li> </ul> </li> </ol> <p><b>Case Study Presentation (40 minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Real-World Example:</b> <ul style="list-style-type: none"> <li>○ Present a case study of a successful event that helped find resources.</li> <li>○ Discuss the strategies used and outcomes achieved.</li> </ul> </li> <li>2. <b>Key Elements:</b> <ul style="list-style-type: none"> <li>○ Highlight key elements of successful event management for resource mobilisation.</li> </ul> </li> </ol> <p><b>Group Activity: Developing an Event Plan (60 minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Scenario-Based Planning:</b> <ul style="list-style-type: none"> <li>○ Divide participants into small groups and provide them with a business scenario requiring resource mobilisation.</li> <li>○ Each group develops an event plan aimed at finding resources.</li> </ul> </li> <li>2. <b>Presentation of Plans:</b> <ul style="list-style-type: none"> <li>○ Groups present their event plans to the class.</li> <li>○ Encourage questions and feedback from other participants.</li> </ul> </li> </ol> <p><b>Tools and Strategies for Event Management (30 minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Overview of Tools:</b></li> </ol>



	<ul style="list-style-type: none"> <li>○ Provide a brief overview of tools and strategies for effective event management (e.g., event planning software, marketing tools).</li> </ul> <p><b>2. Hands-On Demonstration:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate the use of a selected tool, highlighting key features for event management.</li> <li>○ Allow participants to explore the tool’s functionalities.</li> </ul> <p><b>Group Discussion and Q&amp;A (15 minutes)</b></p> <p><b>1. Open Floor for Questions:</b></p> <ul style="list-style-type: none"> <li>○ Open the floor for participants to ask questions about the content covered in the activity.</li> </ul> <p><b>2. Facilitated Discussion:</b></p> <ul style="list-style-type: none"> <li>○ Facilitate a discussion on the key takeaways from the activity.</li> </ul> <p><b>Closure and Final Reflection (10 minutes)</b></p> <p><b>1. Summary of Learnings:</b></p> <ul style="list-style-type: none"> <li>○ Summarise the main points covered in the activity.</li> <li>○ Highlight the importance of strategic event management for resource mobilisation.</li> </ul> <p><b>2. Action Plan:</b></p> <ul style="list-style-type: none"> <li>○ Encourage participants to develop an action plan for organising events to find resources based on what they have learned.</li> </ul> <p><b>3. Final Comments and Expectations:</b></p> <ul style="list-style-type: none"> <li>○ Invite participants to share their final thoughts.</li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>● <b>Encourage Collaboration:</b> Emphasise the potential for collaboration and partnerships among participants, as this can lead to mutual support and opportunities for joint ventures in the future.</li> <li>● <b>Celebration of Achievements:</b> Recognise and celebrate the achievements, no matter how small, of the participants during and after the activity.</li> <li>● <b>Flexible Adaptation:</b> Be prepared to adapt the activity content based on the dynamics and needs of the specific group of participants.</li> </ul>
<b>Useful references/ resources for the instructor</b>	<p>- Articles and case studies on successful event management for finding resources:  <a href="https://www.tandfonline.com/doi/full/10.1080/09669582.2021.1942480#d1e154">https://www.tandfonline.com/doi/full/10.1080/09669582.2021.1942480#d1e154</a></p>



### 3.6. Module 6: Dealing with Uncertainty and Risk Management

The theoretical activities of this module can be found on the Handbook for Learners in the D2.2 WITH Training Toolkit.

These activities are:

- Introduction to Risk and Uncertainty in Tourism and Hospitality (1 hour)
- Conclusion and reflection (30 min)

Below, you will find the activities related to the practical parts of the module.

Activity	No. 28
Module	6. Dealing with Uncertainty and Risk Management
Workshop title	Basics of risk management: understanding the context
Developed by	CESIE
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Adaptation of previous material:	Introduction to Risk Management in Tourism Participant's Workbook - APEC International Centre for Sustainable Tourism (AICST)
Type of activity	Presentation/ group discussion/ workshop/ seminar
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Worksheets with guided questions</li> <li>• Coloured cards and markers (optional)</li> <li>• Projector (optional)</li> </ul>
Duration	1 hour
Learning Objectives	<p><b>The session will enable participants to:</b></p> <ul style="list-style-type: none"> <li>• Identify the internal and external environment for the risk management process</li> <li>• Suggest risk criteria for a tourism industry or operator</li> </ul>
Description	<p><b>Introduction (10 minutes)</b> Welcome and introduction to the workshop and the facilitator.</p> <p><b>Assignment (30 minutes)</b> Ask participants to respond to the following questions:</p> <p>1. Who are the stakeholders relevant to your tourism risk management process – individuals, groups, organisations and government agencies?</p>



	<p>2. Identify and explain any legislation, policies, plans or management arrangements which are relevant to tourism and your risk management process.</p> <p>3. Identify and explain the economic, social and cultural factors which will affect tourism and tourism risk management for your destination or organisation.</p> <p><b>Group discussion and debriefing (20 minutes)</b></p>
<b>Additional remarks</b>	<b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.
<b>Useful references for the instructor</b>	Introduction to Risk Management in Tourism: <a href="https://www.apec.org/docs/default-source/publications/2007/4/tourism-risk-management-an-authoritative-guide-to-managing-crisis-in-tourism-december-2006/toc/introduction-participants-workbook.pdf?sfvrsn=1afdb111_1">https://www.apec.org/docs/default-source/publications/2007/4/tourism-risk-management-an-authoritative-guide-to-managing-crisis-in-tourism-december-2006/toc/introduction-participants-workbook.pdf?sfvrsn=1afdb111_1</a>

Activity	No. 29
<b>Module</b>	<b>6. Dealing with Uncertainty and Risk Management</b>
<b>Workshop title</b>	Group work: identify the risk
<b>Developed by</b>	CESIE
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Introduction to Risk Management in Tourism Participant's Workbook - APEC International Centre for Sustainable Tourism (AICST)
<b>Type of activity</b>	Presentation/ group discussion/ workshop/ seminar
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Worksheets with guided questions</li> <li>• Coloured cards and markers (optional)</li> <li>• Projector (optional)</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<p><b>The session will enable participants to:</b></p> <ul style="list-style-type: none"> <li>• Identify the risk relevant to a tourism destination or operator</li> <li>• Examine factors affecting vulnerability and resilience</li> </ul>
<b>Description</b>	<p><b>Introduction (10 minutes)</b></p> <p>Welcome and introduction to the workshop and the facilitator.</p> <p><b>Individual assignment (20 minutes)</b></p> <p>Ask participants to identify the risk which may impact upon their community:</p> <ul style="list-style-type: none"> <li>• Natural</li> <li>• Technological</li> </ul>



	<ul style="list-style-type: none"> <li>• Biological</li> <li>• Civil/ Political</li> </ul> <p><b>Group discussion (30 minutes)</b> Divide participants into groups according to their provenance. Ask participants to share the sources of risk to tourism in their area (and to their destination or business). Then identify the key aspects which are of value in order for tourism to function effectively.</p>
<b>Additional remarks</b>	<b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.
<b>Useful references for the instructor</b>	Introduction to Risk Management in Tourism: <a href="https://www.apec.org/docs/default-source/publications/2007/4/tourism-risk-management-an-authoritative-guide-to-managing-crisis-in-tourism-december-2006/toc/introduction-participants-workbook.pdf?sfvrsn=1afdb111_1">https://www.apec.org/docs/default-source/publications/2007/4/tourism-risk-management-an-authoritative-guide-to-managing-crisis-in-tourism-december-2006/toc/introduction-participants-workbook.pdf?sfvrsn=1afdb111_1</a>

Activity	No. 30
<b>Module</b>	<b>6. Dealing with Uncertainty and Risk Management</b>
<b>Workshop title</b>	Workshop: analyse and evaluate risk
<b>Developed by</b>	CESIE
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material</b>	Introduction to Risk Management in Tourism Participant's Workbook - APEC International Centre for Sustainable Tourism (AICST)
<b>Type of activity</b>	Presentation/ group discussion/ workshop/ seminar
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Worksheets with guided questions</li> <li>• Coloured cards and markers (optional)</li> <li>• Projector (optional)</li> </ul>
<b>Duration</b>	1,5 hours
<b>Learning Objectives</b>	<p><b>The session will enable participants to:</b></p> <ul style="list-style-type: none"> <li>• Analyse the likelihood and consequences of risks</li> <li>• Identify existing control measures</li> <li>• Establish appropriate risk treatment strategies</li> </ul>
<b>Description</b>	<p><b>Introduction (10 minutes)</b> Welcome and introduction to the workshop and the facilitator.</p> <p><b>Group workshop (80 minutes)</b> Explain that once sources of risk to the destination or organisation have been identified, it's necessary to develop an understanding of the risks and the</p>



consequences to decide which will have the most negative effects and which they have to address in priority order.

Firstly, ask participants: what sort of control measures do you already have in place to prevent crises affecting your destination or tourism business?

Source of risk	Existing control measure	Effective (YES/NO)

Ask participants if the risk being managed well enough by existing measures and what will be the result for the destination or organisation if the risk is not treated? Then, handout the Qualitative Measure of Consequence (present in part 1) and discuss how such a measurement will assist them in identifying priorities.

After this, ask participants to prioritise the risks using the risk levels (extreme, high, moderate, low).

Risk	Risk level

Finally, ask participants to identify priorities for their risks and decide which risks are to be accepted and which to be treated.

Risk	Priority	To be treated

**Additional remarks** **Flexible Adaptation:** Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.

**Useful references for the instructor** Introduction to Risk Management in Tourism: [https://www.apec.org/docs/default-source/publications/2007/4/tourism-risk-management-an-authoritative-guide-to-managing-crisis-in-tourism-december-2006/toc/introduction-participants-workbook.pdf?sfvrsn=1afdb111\\_1](https://www.apec.org/docs/default-source/publications/2007/4/tourism-risk-management-an-authoritative-guide-to-managing-crisis-in-tourism-december-2006/toc/introduction-participants-workbook.pdf?sfvrsn=1afdb111_1)



Activity	No. 31
Module	6. Dealing with Uncertainty and Risk Management
Workshop title	Assignment: develop a risk implementation plan
Developed by	CESIE
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Adaptation of previous material	Introduction to Risk Management in Tourism Participant's Workbook - APEC International Centre for Sustainable Tourism (AICST)
Type of activity	Presentation/ group discussion/ workshop/ seminar
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Worksheets with guided questions</li> <li>• Coloured cards and markers (optional)</li> <li>• Projector (optional)</li> </ul>
Duration	1 hour
Learning Objectives	<p><b>The session will enable participants to:</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of risk treatment (control) options</li> <li>• Select appropriate risk treatments</li> </ul>
Description	<p><b>Introduction (10 minutes)</b> Welcome and introduction to the workshop and the facilitator.</p> <p><b>Group discussion (20 minutes)</b> Ask participants to identify and evaluate treatment options for their three highest priority risks.</p> <p><b>Group workshop (30 minutes)</b> Ask participants to develop a risk implementation plan that includes:</p> <ul style="list-style-type: none"> <li>• the objectives to be achieved;</li> <li>• actions to be undertaken to achieve these objectives;</li> <li>• timelines for these actions to be undertaken – start date and finish date;</li> <li>• person/s responsible for each of these actions;</li> <li>• means to assess the success of the strategy; and</li> <li>• person/s responsible for monitoring and evaluation.</li> </ul> <p>At the end, ask each participant/ group to present its plan.</p>
Additional remarks	<b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.
Useful references for the instructor	Introduction to Risk Management in Tourism: <a href="https://www.apec.org/docs/default-source/publications/2007/4/tourism-risk-management-an-authoritative-guide-to-managing-crisis-in-tourism-december-2006/toc/introduction-participants-workbook.pdf?sfvrsn=1afdb111_1">https://www.apec.org/docs/default-source/publications/2007/4/tourism-risk-management-an-authoritative-guide-to-managing-crisis-in-tourism-december-2006/toc/introduction-participants-workbook.pdf?sfvrsn=1afdb111_1</a>



### 3.7. Module 7: Effective Collaboration and Communication

Activity	No. 32
Module	7. Effective Collaboration and Communication
Workshop title	Introduction to communication
Developed by	EQUIP
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Presentation and Role play
Resources needed	<ul style="list-style-type: none"> <li>• Scenario cards</li> <li>• Timer</li> <li>• Flipchart/ whiteboard</li> <li>• Name tags</li> <li>• Markers</li> <li>• Note-taking materials for participants</li> </ul>
Duration	1 hour
Learning Objectives	To understand the basics of communication
Description	<ul style="list-style-type: none"> <li>• Participants are divided into pairs and given a <b>message/ scenario on customer service</b> in the tourism and hospitality industry (<b>10 min</b>)</li> <li>• Each pair <b>communicates the message</b> using only verbal communication, then repeats the exercise using only nonverbal cues (<b>40 min</b>)</li> <li>• Pairs <b>discuss</b> the differences in effectiveness and <b>then share</b> their thoughts with the entire group (<b>10 min</b>)</li> </ul>
Additional remarks	<ul style="list-style-type: none"> <li>• Follow the role play with a detailed debriefing session. Discuss not only the differences in effectiveness between verbal and non-verbal communication but also explore why certain nonverbal cues were impactful.</li> <li>• Encourage participants to reflect on their experiences.</li> <li>• Connect the exercise to real scenarios by discussing how the skills learned can be applied in participant's daily business operations.</li> </ul>
Useful references/ resources for the instructor	<p><b>Books and articles:</b></p> <p>Types of communication: <a href="https://www.valamis.com/hub/types-of-communication">https://www.valamis.com/hub/types-of-communication</a></p> <p>What is the Importance of Effective Communication in the Hospitality Industry?: <a href="https://www.highspeedtraining.co.uk/hub/communication-in-the-hospitality-industry/#:~:text=To%20help%20with%20this%2C%20it's,your%20use%20of%20body%20language.">https://www.highspeedtraining.co.uk/hub/communication-in-the-hospitality-industry/#:~:text=To%20help%20with%20this%2C%20it's,your%20use%20of%20body%20language.</a></p> <p>In this article, Louise Petty gives more information on the role and importance of communication in the hospitality industry.</p> <p>Ana Cuic, Tankovic, Jelena Kapeš &amp; Dragan Benazić. Measuring the importance of communication skills in tourism, Economic Research-Ekonomska</p>



	<p>Istraživanja, 36:1, 460-479: <a href="https://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F1331677X.2022.2077790">https://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F1331677X.2022.2077790</a></p> <p><b>Examples of scenarios that can be used:</b></p> <ul style="list-style-type: none"> <li>• A guest arrives at the hotel for check-in. They are tired from their journey, but they find out that there is an issue with their reservation. How can the front desk staff handle the situation and provide a solution that puts the customer at ease?</li> <li>• A guest who speaks a different language has difficulty communicating their needs. Demonstrate effective communication despite the language barrier.</li> <li>• A customer is interested in purchasing local art and souvenirs as gifts. Showcase unique products and share the cultural significance behind each item.</li> </ul>
--	---

Activity No. 33	
Module	7. Effective Collaboration and Communication
Group work	Effective and ineffective communication
Developed by	EQUIP
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Group discussion
Resources needed	<ul style="list-style-type: none"> <li>• Video clips showing both effective and ineffective communication</li> <li>• Whiteboard/ flipchart</li> <li>• Markers</li> </ul>
Duration	1 hour
Learning Objectives	<ul style="list-style-type: none"> <li>• Develop a strong foundation in understanding the essential elements of effective communication.</li> </ul>
Description	<ul style="list-style-type: none"> <li>• Participants reflect individually on <b>recent communication experience</b> – positive or negative <b>(5 min)</b></li> <li>• In a group setting they <b>share</b> briefly what made the communication effective or ineffective. <b>(25 min)</b></li> <li>• Participants <b>discuss</b> shared reflections. <b>(30 min)</b></li> </ul>
Additional remarks	<ul style="list-style-type: none"> <li>• Encourage active participation through open-ended questions and discussions.</li> <li>• Offer guidance, to ensure participants understand the purpose and goals.</li> </ul>
Useful references/ resources for the instructor	<p><b>Books and articles:</b></p> <p>African Conservation Experience: Geetha Sony, N., Purna Chandra Rao, Dr. P., &amp; Rahiman Saheb, S. A. (2020). <i>Communication Skills and Ethics in Tourism</i>. Department of Tourism and Hospitality,</p>



	<p>Acharya Nagarjuna University: <a href="http://www.anucde.info/Communication%20Skills%20&amp;%20Ethics%20in%20Tourism.pdf">http://www.anucde.info/Communication%20Skills%20&amp;%20Ethics%20in%20Tourism.pdf</a></p> <p><b>Video Clips</b></p> <ul style="list-style-type: none"> <li>This video clip is intended to challenge participants to evaluate their current methods of communicating for the purposes of saving time and emotions, as well as increasing the effectiveness of one’s communication. Effective communication can be defined as the delivery of information that is accurately received, in the least amount of time, without being an emotional burden. We can conserve our time, which is our greatest asset, by effectively communicating: <a href="https://youtu.be/2Yw6dFQBkIA">https://youtu.be/2Yw6dFQBkIA</a></li> </ul>
--	---

Activity	
	<b>No. 34</b>
<b>Module</b>	<b>7. Effective Collaboration and Communication</b>
<b>Workshop title</b>	Business communication
<b>Developed by</b>	EQUIP
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Short lecture
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>Whiteboard/ flipchart</li> <li>Writing materials for participant</li> </ul>
<b>Duration</b>	30 minutes
<b>Learning Objectives</b>	To understand the concept of business communication and how to apply it in tourism and hospitality businesses
<b>Description</b>	<p>The facilitator will share on <b>business communication</b>, covering the following key areas</p> <ul style="list-style-type: none"> <li><b>Definition of business communication</b> and when it is applied (5 min)</li> <li><b>Types of business communication (10 min)</b></li> <li><b>Important skills in business communication</b> i.e negotiation, public speaking, and collaboration (15 min)</li> </ul>
<b>Additional remarks</b>	Make this session interactive by encouraging participants to share their knowledge and experience on business communication
<b>Useful references/ resources for the instructor</b>	<p><b>Books and articles</b></p> <p><b>Why business communication skills are vital in the hospitality industry</b> <a href="https://lesroches.edu/blog/business-communication-skills/">https://lesroches.edu/blog/business-communication-skills/</a></p> <p><b>Collaboration: What are examples of business communication mediums?</b> <a href="https://slack.com/blog/collaboration/examples-of-business-communication-mediums">https://slack.com/blog/collaboration/examples-of-business-communication-mediums</a></p> <p><b>Essential Business Communication Skills: Definitions and Examples</b> <a href="https://www.indeed.com/career-advice/resumes-cover-letters/business-communication-skills">https://www.indeed.com/career-advice/resumes-cover-letters/business-communication-skills</a></p>



	<p>Guchait, P., &amp; Abbot, J.L. The Art of Negotiation: A Hospitality Industry Case Study. <i>Journal of Hospitality &amp; Tourism Cases</i>: <a href="https://www.chrie.org/assets/docs/JHTC-case-notes/JHTC-vol-6/JHTC_Vol6Issue3_Guchait_case.pdf">https://www.chrie.org/assets/docs/JHTC-case-notes/JHTC-vol-6/JHTC_Vol6Issue3_Guchait_case.pdf</a></p>
--	---

Activity	No. 35
<b>Module</b>	<b>7. Effective Collaboration and Communication</b>
<b>Workshop title</b>	Business Pitch development
<b>Developed by</b>	EQUIP
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Group work
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Timer</li> <li>• Pens and paper for participants</li> <li>• Recorder</li> <li>• Timer</li> </ul>
<b>Duration</b>	1.5 hour
<b>Learning Objectives</b>	<p>Understand the key elements of an effective pitch</p> <p>Develop skills in pitch development</p>
<b>Description</b>	<ul style="list-style-type: none"> <li>• The facilitator will briefly share the <b>importance and key elements of a pitch</b>. Highlighting why a compelling pitch is crucial for securing investments, partnerships, and customers <b>(15 min)</b></li> <li>• Participants will be divided into groups and given time to <b>develop pitches</b> for their services or products. <b>(40 min)</b></li> <li>• Each group will <b>present their pitch</b> to the whole group <b>(20 min)</b></li> <li>• Facilitator will provide general <b>feedback on the strengths and areas of improvement</b> for the pitches <b>(15 min)</b></li> </ul>
<b>Additional remarks</b>	<ul style="list-style-type: none"> <li>• Use a timer to ensure that participants are within their time range.</li> <li>• Encourage participants to give feedback.</li> </ul>
<b>Useful references/resources for the instructor</b>	<p>Description and template for a pitch presentation by Noah Parsons: <a href="https://www.bplans.com/business-funding/pitching/pitch-deck/slides-you-need/">https://www.bplans.com/business-funding/pitching/pitch-deck/slides-you-need/</a></p> <p>Key components that all good pitch documents must include: <a href="https://fastercapital.com/content/Key-Components-That-All-Good-Pitch-Documents-Must-Include.html">https://fastercapital.com/content/Key-Components-That-All-Good-Pitch-Documents-Must-Include.html</a></p>



Activity	No. 36
Module	7. Effective Collaboration and Communication
Case study analysis	Key conflict resolution concepts
Developed by	EQUIP
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Group work
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart</li> <li>• Soft copy/ printed copies of the case study</li> <li>• Timer or stopwatch</li> <li>• Writing materials</li> </ul>
Duration	2 hours
Learning Objectives	To enhance participants' understanding of conflict resolution principles in the context of tourism and hospitality by analysing a case study.
Description	<ul style="list-style-type: none"> <li>• <b>Introduce conflict resolution</b> and its importance in collaboration and teamwork and communication skills <b>(10 min)</b>.</li> <li>• <b>Handout copies of the case study</b>. Soft copy or printed, depending on the setting of delivery <b>(5 min)</b>.</li> <li>• <b>Participants are given time to read</b> and familiarise themselves with <b>the case study (10 min)</b>.</li> <li>• Participants are <b>divided in groups of 4 or 5 (5 min)</b></li> <li>• Facilitator will present <b>discussion questions</b> related to the case study to allow more focused discussions. Questions should be centred around identifying the cause of conflict, understanding different perspectives, and proposing potential solutions <b>(20 min)</b></li> <li>• In their designated groups <b>participants share insights and perspectives</b> on the case study <b>(20 min)</b></li> <li>• Each group prepares a <b>brief presentation on their analysis</b> and suggested strategies for resolving the conflict <b>(30 min)</b></li> <li>• Have a <b>feedback session and open discussion for all participants</b> to discuss common themes, different group analyses, key takeaways, and how they will apply the conflict resolution principles they have learned <b>(20 min)</b></li> </ul>
Additional remarks	<ul style="list-style-type: none"> <li>• Case study analysis should be connected to scenarios participants might encounter in real life.</li> <li>• Allow participants to explore the case study independently before discussing as a group.</li> </ul>
Useful references/ resources for the instructor	<p><b>Example of a case studies</b></p> <p>Tuzunkan, D., &amp; Ozkul, E. (2013). Conflict management in hotels: <a href="https://www.researchgate.net/publication/284343778_conflict_management_in_hotels_a_case_study_on_thomas_model_around_hotel_managers_in_ankara_turkey">https://www.researchgate.net/publication/284343778_conflict_management_in_hotels_a_case_study_on_thomas_model_around_hotel_managers_in_ankara_turkey</a></p>



	<p>Teaching Conflict Resolution Skills in 6 Easy Steps by Laura Driscoll:  <a href="https://www.socialemotionalworkshop.com/teaching-conflict-resolution-skills/">https://www.socialemotionalworkshop.com/teaching-conflict-resolution-skills/</a>          Kumar, P. (2023). Management of Organizational Conflicts in the Hospitality Industry:  <a href="https://hmhub.in/management-of-organisational-conflicts/#:~:text=There%20are%20several%20strategies%20that,a%20plan%20to%20address%20it">https://hmhub.in/management-of-organisational-conflicts/#:~:text=There%20are%20several%20strategies%20that,a%20plan%20to%20address%20it</a></p>
--	--

Activity	No. 37
Module	7. Effective Collaboration and Communication
Workshop title	Team building: Collaborative problem-solving
Developed by	EQUIP
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Group work
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart</li> <li>• Printouts of a complex problem scenario</li> <li>• Timer</li> </ul>
Duration	1 hour
Learning Objectives	<ul style="list-style-type: none"> <li>• To enhance teamwork</li> <li>• To foster collaboration among entrepreneurs in the sector</li> </ul>
Description	<ul style="list-style-type: none"> <li>• Facilitator briefly explains the <b>importance of problem-solving and teamwork</b>. The purpose of the exercise is to solve a complex problem as a team <b>(5 min)</b>.</li> <li>• Participants are <b>divided into small groups (4-5 members each) and given different scenarios (10 min)</b>.</li> <li>• <b>Facilitator provides participants with printed/ soft copy scenario</b> related to a complex problem or a common challenge faced by entrepreneurs in the tourism and hospitality industry. For example, it could be related to sustainable tourism, customer experience enhancement or the changing economy <b>(5 min)</b>.</li> <li>• Facilitator clearly <b>explains the context, challenges, and goals</b> embedded in the scenario <b>(10 min)</b>.</li> <li>• Participants <b>brainstorm ideas and solutions for solving the problem</b>. Encourage participation for diverse perspectives. Every member’s input should be considered <b>(15 min)</b>            Teams outline a <b>collaborative plan for implementing their solution</b> and discuss the roles and responsibilities of each member.            Teams refine their solution and prepare a short presentation. Present the scenario, their analysis, and the proposed solution.</li> <li>• Facilitate a <b>brief discussion on key takeaways</b>, challenges faced, and how the skills developed in this activity can be applied in their work. Participants share what they learned about teamwork <b>(10 min)</b>.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Conclusion:</b> Provide any additional insights or resources related to teamwork (5 min).</li> </ul> <p><b>Example of scenario: Navigating Community engagement challenges</b></p> <p><b>Scenario Description:</b></p> <p>There are growing concerns from the residents of the local community you operate your business in is concerned about the impact of tourism on their lives, and some residents are expressing resistance, because of the following issues:</p> <ol style="list-style-type: none"> <li>1. Residents feel that tourists are eroding their culture.</li> <li>2. There are concerns about waste management, damage to natural habitats, depletion of local resources.</li> <li>3. They are not adequately sharing the benefits of tourism and they feel left out of the opportunities created by tourism.</li> </ol> <p>Your challenge is to find a balanced approach that allows for responsible tourism while addressing the concerns of the local community.</p>
<b>Additional remarks</b>	Make it clear the purpose of the exercise is not only to propose innovative solutions but also to observe how effectively teams collaborate. Emphasise the importance of utilising each team member's strengths.
<b>Useful references/resources for the instructor</b>	Forbes (2020). How mastering teamwork will make your organization successful: <a href="https://www.forbes.com/sites/forbesbusinessdevelopmentcouncil/2020/02/13/how-mastering-teamwork-will-make-your-organization-successful/">https://www.forbes.com/sites/forbesbusinessdevelopmentcouncil/2020/02/13/how-mastering-teamwork-will-make-your-organization-successful/</a>

### 3.8. Module 8: Digital Skills and Online Collaboration

<b>Activity</b>	<b>No. 38</b>
<b>Module</b>	<b>8. Digital Skills and Online Collaboration</b>
<b>Workshop title</b>	Masterclass: Introduction to Netiquette and Key principles. Short case studies on good and poor netiquette.
<b>Developed by</b>	AWIEF
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Presentation, followed by a short group discussion
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Projector (optional)</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Participants will understand proper behaviour when communicating online.</li> </ul>



	<ul style="list-style-type: none"> <li>• Participants will be able to define 'netiquette' and list key facts about netiquette.</li> <li>• Participants will be able to discuss instances where netiquette is essential.</li> </ul>
<p><b>Description</b></p>	<p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Welcome to the workshop and the facilitator.</li> <li>• Brief introduction to the importance of having strong digital skills to succeed as entrepreneurs.</li> </ul> <p><b>Presentation (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduction to concepts of netiquette, including proper online behaviour and being safe online.</li> <li>• Communication using technology and how to communicate effectively.</li> <li>• Practice of netiquette using digital tools and online forums</li> </ul> <p><b>Group discussion (15 minutes)</b></p> <p>In small groups, participants go through and reflect on series of questions about netiquette:</p> <p>Why are rules of conduct important when communicating online?          What rules should you keep in mind when online?          What are some good things to do in your online communication?          What are some things to avoid?          What are some useful abbreviations to use in your messages?          How can you convey emotions in an electronic message?          What are FAQs and why are they important?</p> <p><b>Sharing Experiences and feedback (10 minutes)</b></p> <p>In small groups, participants share their responses and reflections.          Group discussion will be encouraged by doing the following:</p> <ul style="list-style-type: none"> <li>• Allowing participants to introduce themselves.</li> <li>• Use inclusive language.</li> <li>• Treat participants with respect and consideration.</li> <li>• Provide enough time and space for participants to gather their thoughts and contribute to discussions.</li> </ul> <p><b>Closure and Final Reflection (5 minutes)</b></p> <p>Summary of what was learned, and the goals achieved in the workshop.</p> <ul style="list-style-type: none"> <li>• Space for final questions and comments.</li> </ul>
<p><b>Useful references for the instructor</b></p>	<p>Carmel Somers, The Importance of Digital Skills for SMEs, August 2023:  <a href="https://digital4business.eu/the-importance-of-digital-skills-for-smes">https://digital4business.eu/the-importance-of-digital-skills-for-smes</a>          David Chiles, Internet Etiquette: Netiquette Fundamentals:  <a href="https://books.google.es/books/about/Internet_Etiquette.html?id=cCt9BAAAQBAJ&amp;redir_esc=y">https://books.google.es/books/about/Internet_Etiquette.html?id=cCt9BAAAQBAJ&amp;redir_esc=y</a></p>



	<p>Soler-Costa, R.; Lafarga-Ostáriz, P.; Mauri-Medrano, M.; Moreno-Guerrero, A.-J. Netiquette: Ethic, Education, and Behavior on Internet—A Systematic Literature Review. <i>Int. J. Environ. Res. Public Health</i> 2021, 18, 1212. <a href="https://doi.org/10.3390/ijerph18031212">https://doi.org/10.3390/ijerph18031212</a></p> <p>The Cybersmile Foundation, Examples of Good Netiquette, <a href="https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette">https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette</a></p> <p>The Cybersmile Foundation, Examples of Bad Netiquette, <a href="https://www.cybersmile.org/what-we-do/advice-help/netiquette/examples-of-bad-netiquette">https://www.cybersmile.org/what-we-do/advice-help/netiquette/examples-of-bad-netiquette</a></p>
--	---

<b>Activity</b>	<b>No. 39</b>
<b>Module</b>	<b>8. Digital Skills and Online Collaboration</b>
<b>Workshop title</b>	Group workshop: Practice of good netiquette in different online forums
<b>Developed by</b>	AWIEF
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Group discussion and collaboration
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers for each group</li> <li>• Notebooks for participants</li> <li>• Computers/ tablets</li> </ul>
<b>Duration</b>	1,5 hours
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Participants will understand proper behaviour when communicating online.</li> <li>• Participants will be able to define 'netiquette' and list key facts about netiquette.</li> <li>• Participants will be able to discuss instances where netiquette is essential.</li> <li>• Participants will learn how to use various digital tools and practice good netiquette.</li> <li>• Participants will learn how to practice online safety.</li> </ul>
<b>Description</b>	<p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Brief introduction to the group activity.</li> <li>• Participants are split into small groups; each group will use a different digital tool/ online forum as case study.</li> </ul> <p>Proposed digital tools/online forum: email, Google Forms, Microsoft Office 365, Google workspace, Stack overflow, Quora, TripAdvisor, Expert-Exchange.</p> <p><b>Exercise (45 minutes)</b></p> <p>Each group is assigned one type of digital tool/ online forum.</p>



	<p>Participants communicate to each other via the digital tool/ online forum. In pairs, one learner sends a message to the partner that violates netiquette. Ask the recipient to correct the message and return it to the sender.</p> <p>Examples of bad etiquette:</p> <ul style="list-style-type: none"> <li>- Not including context</li> <li>- Not proof reading</li> <li>- Inappropriate jokes</li> <li>- Spamming</li> <li>- Catfishing</li> <li>- Using capital letters too frequently</li> <li>- Not respecting people’s privacy</li> <li>- Not allowing others to express themselves</li> <li>- Arguing with people</li> </ul> <p><b>Sharing Experiences and feedback (25 minutes)</b></p> <p>In their groups and pairs, participants share their feedback on the exercise and reflections to the entire class.</p> <p>Group discussion will be encouraged by doing the following:</p> <ul style="list-style-type: none"> <li>• Allowing participants to introduce themselves.</li> <li>• Use inclusive language.</li> <li>• Treat participants with respect and consideration.</li> <li>• Provide enough time and space for participants to gather their thoughts and contribute to discussions.</li> </ul> <p><b>Closure and Final Reflection (10 minutes)</b></p> <p>Summary of what was learned, and the goals achieved in the workshop. Space for final questions and comments.</p>
--	---

<b>Activity</b>	<b>No. 40</b>
<b>Module</b>	8. Digital Skills and Online Collaboration
<b>Activity title</b>	Presentation/ participatory lecture on digital sustainability
<b>Developed by</b>	AWIEF
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Presentation followed by a short group discussion
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Notebooks for participants</li> <li>• Projector</li> </ul>
<b>Duration</b>	1 hour



<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Gain basic knowledge and information about digital media infrastructure, and the impact of digital technology on the environment.</li> <li>● Develop ethical decision making regarding environmental impact, resulting from use of digital technology in tourism and hospitality.</li> <li>● Participants will be encouraged to use good sustainable practices for their businesses.</li> </ul>
<p><b>Description</b></p>	<p><b>Introduction (5 minutes)</b> Welcome to the session and to the facilitator.</p> <p><b>Presentation (40 minutes)</b></p> <ul style="list-style-type: none"> <li>● Introduction to the concept of digital sustainability, specific to tourism and hospitality.</li> <li>● What are the challenges facing digital sustainability?</li> <li>● Impact of digital technology on the environment.</li> <li>● What steps need to be taken to increase digital sustainability?</li> </ul> <p><b>Group discussion (10 minutes)</b> Participants share feedback/ ask questions about the discussed topic. Method: group presentation, one-two-four-all feedback method, fishbowl discussion method.</p> <p><b>Closure and Final Reflection (5 minutes)</b> Summary of what was learned, and the goals achieved in the workshop.</p> <ul style="list-style-type: none"> <li>● Space for final questions and comments.</li> </ul>
<p><b>Useful references for the instructor</b></p>	<p>SMOWL Tech, “What is digital sustainability, and what are its challenges?": <a href="https://smowl.net/en/blog/digital-sustainability/">https://smowl.net/en/blog/digital-sustainability/</a></p> <p>Bettina Tratz-Ryan, “What is Digital Sustainability and How Can it Support ESG Goals?": <a href="https://techmonitor.ai/leadership/sustainability/what-is-digital-sustainability-how-can-it-support-esg-goals">https://techmonitor.ai/leadership/sustainability/what-is-digital-sustainability-how-can-it-support-esg-goals</a></p> <ul style="list-style-type: none"> <li>● Flavio Tiago, Artur Gil, Sara Stemberger, Teresa Borges-Tiago. “Digital sustainability communication in tourism”, Journal of Innovation &amp; Knowledge, March 2021, Vol. 6 Issue 1, pages 27-34: <a href="https://www.econstor.eu/handle/10419/260948">https://www.econstor.eu/handle/10419/260948</a></li> </ul>



<b>Activity</b>	<b>No. 41</b>
<b>Module</b>	<b>8. Digital Skills and Online Collaboration</b>
<b>Workshop title</b>	Group workshop: sharing & building ideas on a sustainability project design concept.
<b>Developed by</b>	AWIEF
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Group discussion and collaboration
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard or flipchart with markers for each group</li> <li>● Notebooks for participants</li> <li>● Computers/ tablets</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Learn how to design a simple strategy aimed to increase digital sustainability.</li> <li>● Develop ethical decision making regarding environmental impact, resulting from use of digital technology in tourism and hospitality.</li> <li>● Participants will be encouraged to use good sustainable practices for their businesses.</li> </ul>
<b>Description</b>	<p><b>Introduction (5 minutes)</b> Brief introduction to the group exercise.</p> <p><b>Group exercise (40 minutes)</b> Participants are divided into small groups. Brainstorm various sustainability practices that are used in tourism and hospitality businesses. Example practices:</p> <ul style="list-style-type: none"> <li>- Conserving energy</li> <li>- Reducing waste</li> <li>- Using organic amenities</li> <li>- Form a green team</li> <li>- Avoid plastic</li> <li>- Go paperless</li> <li>- Automation for conservation of water and energy</li> <li>- Choose eco-friendly options</li> <li>- Invest in green energy</li> <li>- Rain-water harvesting</li> <li>- Implement 3 R's (Reduce, Reuse, Recycle)</li> <li>- Environmental audit</li> </ul> <p>Design ideas on how to improve/ increase those sustainability practices.</p>



	<p><b>Sharing Feedback (10 minutes)</b></p> <p>Participants from their groups share feedback on their exercise, and what sustainability strategies they have come up with.</p> <p>Method: group presentation, one-two-four-all feedback method, fishbowl discussion method.</p> <p><b>Closure and Final Reflection (5 minutes)</b></p> <p>Summary of what was learned, and the goals achieved in the workshop.</p> <p>Space for final questions and comments.</p>
<b>Useful references for the instructor</b>	<p>University of Central Florida, “Sustainability in Hospitality: Why it is important and how industry leaders can help”: <a href="https://www.ucf.edu/online/hospitality/news/sustainability-in-hospitality-why-it-is-important-and-how-industry-leaders-can-help/">https://www.ucf.edu/online/hospitality/news/sustainability-in-hospitality-why-it-is-important-and-how-industry-leaders-can-help/</a></p> <p>Enter Climate, “Sustainable Tourism Practices”: <a href="https://enterclimate.com/blog/sustainable-tourism-practices/">https://enterclimate.com/blog/sustainable-tourism-practices/</a></p>

<b>Activity</b>	<b>No. 42</b>
<b>Module</b>	<b>8. Digital Skills and Online Collaboration</b>
<b>Workshop title</b>	Group project: Choose one digital technology/ tool and design a sustainability strategy.
<b>Developed by</b>	AWIEF
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Group assignment/ project
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers for each group</li> <li>• Notebooks for participants</li> <li>• Computers/ tablets</li> </ul>
<b>Duration</b>	1,5 hours
<b>Learning Objectives</b>	Design a simple digital sustainability project.
<b>Description</b>	<p><b>Introduction (10 minutes)</b></p> <p>Brief introduction to the group exercise.</p> <p><b>Group exercise/ project (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Participants are divided into small groups. Each group chooses one technology that is used in tourism and hospitality businesses. Technology tools in hospitality: VR (Virtual Reality), contactless payments, chatbots, AI (Artificial Intelligence), online ordering platforms, Cloud PMS (Property Management System), cybersecurity, virtual assistants, etc.</li> </ul>



	<ul style="list-style-type: none"> <li>• Design a method to increase efficiency of these technologies in the tourism and hospitality business.</li> </ul> <p>Steps:</p> <ul style="list-style-type: none"> <li>• Research product/ technology tool.</li> <li>• Research what is being already done to improve technology in tourism and hospitality sectors.</li> <li>• Research the emerging trends in technology for tourism and hospitality.</li> </ul> <p><b>Sharing Feedback (25 minutes)</b> Participants from their groups share feedback and their findings. Method: group presentation, one-two-four-all feedback method, fishbowl discussion method.</p> <p><b>Closure and Final Reflection (10 minutes)</b> Summary of what was learned, and the goals achieved in the workshop. Space for final questions and comments.</p>
--	---

### 3.9. Module 9: Wellbeing and Self-Care

<b>Activity</b>	<b>No. 43</b>
<b>Module</b>	<b>9. Wellbeing and Self-Care</b>
<b>Workshop title</b>	Resilience Building for Women Entrepreneurs
<b>Developed by</b>	INCOMA
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material</b>	Own elaboration
<b>Type of activity</b>	Workshop
<b>Resources needed</b>	Not needed
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Understanding Resilience:</b> recognise the importance for personal and professional growth.</li> <li>• <b>Identifying stressors</b></li> <li>• <b>Resilience strategies:</b> Participants will learn and practice practical resilience-building strategies, such as mindfulness exercises, time management techniques, and boundary setting, to better manage stress and adversity.</li> <li>• <b>Personal Empowerment:</b> Empowerment through self-care will be emphasised, encouraging attendees to prioritise their mental health and wellbeing as integral to their entrepreneurial success.</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>Application in Entrepreneurial Settings:</b> Understanding how to apply learned resilience techniques within their business environments, creating a healthier work-life balance and fostering sustained resilience in their entrepreneurial journey.</li> <li>● <b>Community and Support:</b> Participants will recognise the value of community support and resources, gaining knowledge of available networks and organisations that provide ongoing assistance for women entrepreneurs in their industry.</li> </ul>
<p><b>Description</b></p>	<p><b>Introduction (10 minutes)</b> Workshop introduction highlighting the importance of resilience in entrepreneurship. Brief explanation of the connection between mental health, self-care, and business success.</p> <p><b>Identifying Challenges (15 minutes)</b> Participative session: opened questions to identify specific challenges faced by participants in their entrepreneurial roles. Sharing experiences and common challenges to foster connection and empathy among participants. (For instance: ask them if someone would like to share how she managed a challenge regarding entrepreneur).</p> <p><b>Resilience Strategies (25 minutes)</b> Presentation of practical strategies and tools to strengthen resilience in both business and personal contexts. Breathing exercises, mindfulness techniques, or relaxation activities to reduce stress. Tips on setting healthy boundaries, time management, and handling pressure.</p> <p><b>Discussion and Commitment (5 minutes)</b> Facilitation of a brief discussion on the presented strategies and how participants can apply them in their daily lives as entrepreneurs. Encouragement to make personal commitments to implementing these resilience strategies.</p> <p><b>Closure (5 minutes)</b> Recapitulation of key points. Provision of additional resources: books, websites, support organisations, etc. Inviting participants to share their final reflections or any additional questions.</p>
<p><b>Additional remarks</b></p>	<ul style="list-style-type: none"> <li>● <b>Encourage Collaboration:</b> Emphasise the potential for collaboration and partnerships among participants, as this can lead to mutual support and opportunities for joint ventures in the future.</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>Celebration of Achievements:</b> Recognise and celebrate the achievements, no matter how small, of the participants during and after the workshop to boost their confidence and motivation.</li> <li>● <b>Flexible Adaptation:</b> Be prepared to adapt the workshop content or activities based on the dynamics and needs of the specific group of participants.</li> </ul>
--	--

<b>Activity</b>	<b>No. 44</b>
<b>Module</b>	<b>9. Wellbeing and Self-Care</b>
<b>Workshop title</b>	Cultural Wellness Practices for Women Leaders
<b>Developed by</b>	INCOMA
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material</b>	Own elaboration
<b>Type of activity</b>	Workshop
<b>Resources needed</b>	Not needed
<b>Duration</b>	2 hours
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● <b>Cultural Awareness:</b> Develop an understanding of diverse cultural practices and their impact on mental health and self-care, particularly within leadership contexts in the hospitality and tourism industry.</li> <li>● <b>Identification and Exploration:</b> Identify and explore a range of cultural rituals, traditions, and philosophies that promote emotional balance and mental wellbeing.</li> <li>● <b>Application in Leadership:</b> Evaluate how these cultural practices can be integrated into leadership roles, discerning ways they can enhance decision-making, teamwork, and overall leadership effectiveness.</li> <li>● <b>Practical Experience:</b> Engage in practical exercises based on cultural practices, fostering the ability to apply these practices in daily life for personal wellbeing and improved leadership skills.</li> <li>● <b>Self-Care Planning:</b> Develop personalised self-care plans rooted in cultural practices, emphasising consistency and adaptability to individual routines.</li> <li>● <b>Commitment to Action:</b> Commit to implementing at least one cultural practice into daily self-care routines, fostering a commitment to sustained wellbeing and leadership growth.</li> </ul>
<b>Description</b>	<p><b>Introduction (10 minutes)</b> Introduction to the workshop and the importance of mental health and self-care in leadership. Brief explanation of how cultural practices can impact mental health.</p> <p><b>Exploration of Cultural Practices (25 minutes)</b></p>



	<p>Interactive session to share and explore diverse cultural practices that promote mental wellbeing and self-care.</p> <p>Focus on rituals, traditions, or cultural philosophies that prioritise emotional balance and mental health (nature, art, music, dance...) ask the group to share what practices they know that promote mental health and wellbeing and self-care.</p> <p><b>Application in Leadership (30 minutes)</b></p> <p>Discussion on integrating these cultural practices in the workplace and leadership within the hospitality and tourism industry.</p> <p>Examples of how these practices can strengthen leadership, decision-making, and teamwork.</p> <p><b>Practical Exercises (30 minutes)</b></p> <p>Practical activities based on discussed cultural practices, such as meditation, artistic expression, or nature connection exercise (as facilitator, select the one you feel more comfortable and teach them how to practice).</p> <p>Sharing experiences and reflecting on their application in daily life.</p> <p><b>Self-Care Planning (15 minutes)</b></p> <p>Guide for creating personal self-care plans based on explored cultural practices. (See at the module 9 in the handbook for learners, there is a list of Self-Care plan for women leaders in entrepreneurship).</p> <p>Emphasis on the importance of consistency and adapting to individual routines.</p> <p><b>Conclusion and Commitment (10 minutes)</b></p> <p>Recap of key points from the workshop.</p> <p>Encouragement to commit to implementing at least one cultural practice into their self-care routine.</p>
--	--

<b>Activity</b>	<b>No. 45</b>
<b>Module</b>	<b>9. Wellbeing and Self-Care</b>
<b>Workshop title</b>	Sustainable Leadership: Balancing Business and Wellbeing
<b>Developed by</b>	INCOMA
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Adaptation of previous material:</b>	Own elaboration
<b>Type of activity</b>	Workshop
<b>Resources needed</b>	Not needed
<b>Duration</b>	1 hour



<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Self-awareness</li> <li>● Exposure to compelling and inspirational stories of successful females</li> <li>● Insightful Mentoring Interaction</li> <li>● Empowerment through shared experience</li> <li>● Skills development</li> <li>● Application of learnings</li> <li>● Motivation and Confidence Building</li> <li>● Networking and Relational Building</li> </ul>
<p><b>Description</b></p>	<p><b>Introduction (10 minutes)</b></p> <p>Presentation of the workshop and the importance of balancing business responsibilities with personal wellbeing.</p> <p>Brief overview of the impact of sustainable leadership on business performance and personal health.</p> <p><b>Exploration of Sustainable Practices (20 minutes)</b></p> <p>Interactive discussion on key sustainable practices for leaders, emphasising the integration of personal wellbeing into leadership strategies.</p> <p>Highlighting approaches that foster a healthy work-life balance and sustainable business practices.</p> <p>Here some examples:</p> <ul style="list-style-type: none"> <li>● <b>Mindfulness and Time Management:</b> Teach mindfulness techniques and effective time management methods to help leaders maintain focus, reduce stress, and enhance productivity without compromising their wellbeing.</li> <li>● <b>Promoting Rest and Recovery Culture:</b> Advocate for the importance of taking regular breaks, encouraging vacations, and setting healthy boundaries to prevent workplace fatigue and burnout.</li> <li>● <b>Supporting Mental Health:</b> Provide resources and access to psychological support programs or counselling sessions for teams, acknowledging the significance of mental health in work performance.</li> <li>● <b>Encouraging Physical Activity:</b> Implement programs that promote regular physical exercise, such as yoga classes, group walks, or gym discounts, to enhance both physical and mental health.</li> <li>● <b>Collaborative Leadership Practices:</b> Foster a leadership style that values collaboration and effective delegation, avoiding work overload and promoting a fairer balance among team members.</li> </ul> <p><b>Application and Discussion (20 minutes)</b></p>



	<p>Group discussion on practical ways to implement sustainable leadership strategies in the hospitality and tourism industry.</p> <p>Sharing examples and experiences regarding the challenges and benefits of balancing business demands with personal wellbeing.</p> <p><b>Self-Reflection and Commitment (10 minutes)</b></p> <p>Guided self-reflection on personal approaches to sustainable leadership.</p> <p>Encouraging participants to commit to implementing at least one sustainable practice in their daily leadership routine.</p>
--	---

### 3.10. Module 10: Critical Thinking and Sustainability Values

The theoretical activities of this module can be found on the Handbook for Learners in the D2.2 WITH Training Toolkit.

These activities are:

- Introduction to Critical Thinking and Sustainability Values (30 min)
- Conclusion and reflection (30 min)

Below, you will find the activities related to the practical parts of the module.

Activity	No. 46
Module	10. Critical Thinking and Sustainability Values
Case Study Analysis	Cultivating critical thinking
Developed by	CESIE
Setting of delivery	Face-to-face but it could be adapted to hybrid or online in case of needed
Type of activity	Group work
Resources needed	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> </ul>
Duration	1 hour
Learning Objectives	<ul style="list-style-type: none"> <li>• Examine sustainability issues from multiple perspectives.</li> <li>• Understand the importance of integrating critical thinking and sustainability values into future careers in tourism and hospitality.</li> </ul>
Description	<p>Participants are divided into small groups and each group is given a different SDG (Sustainable Development Goals). Each group has to analyse the positive and negative impact of tourism on that particular SDG.</p> <p>Then, each group has to think of possible mitigating measures to reduce the negative impact of tourism in the specific field.</p>



	Finally, groups share their findings and thoughts with the class, fostering a discussion.
<b>Additional remarks</b>	Encourage participants to critically think about how these initiatives could be applied in their own communities.

<b>Activity</b>	<b>No. 47</b>
<b>Module</b>	<b>10. Critical Thinking and Sustainability Values</b>
<b>Case Study Analysis</b>	Ethical dilemmas pt.1
<b>Developed by</b>	CESIE
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Group Work and Discussion
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Printed case studies</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	Understanding Ethical Dilemmas of Cultural Tourism
<b>Description</b>	<p>Participants are divided into small groups and given different tourism ethical dilemmas to analyse.</p> <p>Each group discusses their ethical dilemma and comes up with a solution.</p> <p>Groups then share their findings and thoughts with the class, fostering a discussion.</p>
<b>Additional remarks</b>	Encourage participants to critically think about how these initiatives could be applied in their own communities.
<b>Useful references/resources for the instructor</b>	<p>Some examples of ethical dilemmas can be found here:</p> <p><a href="https://www.bunchofbackpackers.com/ethical-travel-dilemmas-tourism-backpacking/">https://www.bunchofbackpackers.com/ethical-travel-dilemmas-tourism-backpacking/</a></p>

<b>Activity</b>	<b>No. 48</b>
<b>Module</b>	<b>10. Critical Thinking and Sustainability Values</b>
<b>Case Study Analysis</b>	Critical Thinking through Case Studies: Tourism in Botswana
<b>Developed by</b>	CESIE
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Group Work and Discussion
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Printed case studies</li> </ul>
<b>Duration</b>	1,5 hours
<b>Learning Objectives</b>	Understanding the negative impacts of tourism



<b>Description</b>	<p>Participants are given a real-life case study related to sustainable tourism and hospitality.</p> <p>Each group critically analyses their case study, applying critical thinking skills and sustainability values.</p> <p>Groups then share their findings and thoughts with the class, fostering a discussion.</p>
<b>Additional remarks</b>	Encourage participants to critically think about how these case studies could be applied in their own communities.
<b>Useful references/resources for the instructor</b>	The Negative Impacts of Tourism in Africa: The Case of Botswana: <a href="https://www.ajhtl.com/uploads/7/1/6/3/7163688/article_6_se2_1750-1764.pdf">https://www.ajhtl.com/uploads/7/1/6/3/7163688/article_6_se2_1750-1764.pdf</a>

<b>Activity</b>	<b>No. 49</b>
<b>Module</b>	<b>10. Critical Thinking and Sustainability Values</b>
<b>Case Study Analysis</b>	Ethical dilemmas pt.2
<b>Developed by</b>	CESIE
<b>Setting of delivery</b>	Face-to-face but it could be adapted to hybrid or online in case of needed
<b>Type of activity</b>	Group Discussion
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or flipchart with markers</li> <li>• Paper and pens for participants</li> <li>• Printed case studies</li> </ul>
<b>Duration</b>	1,5 hours
<b>Learning Objectives</b>	Understanding Ethical Dilemmas of Tourism
<b>Description</b>	<p>Assign students to argue different sides of the issue and facilitate a class debate, encouraging them to research, construct arguments, and present their positions persuasively.</p> <ul style="list-style-type: none"> <li>• Prepare a list of debate topics related to ethical dilemmas in tourism.</li> <li>• Divide participants into two groups for each topic, one supporting a particular stance and the other opposing it.</li> <li>• Give each group enough time to prepare their arguments.</li> <li>• Conduct a series of short debates, allotting each group 5 minutes to present their arguments.</li> <li>• Facilitate a brief discussion after each debate, highlighting the complexities of ethical decision-making.</li> </ul> <p><b>The Propositions</b></p>



1. Tourist heritage is inherently inferior, being trivial, superficial and often just wrong.

*The prosecution*

The tourist experience of local heritage is short, with visits to particular towns measured in hours and to a particular site or exhibit better measured in minutes or even seconds. Because the tourist, who by definition is a cultural outsider, lacks knowledge, contextual background and sensitivity to the heritage being visited, a rigorous selection of heritage highlights is made, usually by the guide-book. Complexity is reduced to simplicity in a sanitised past lacking depth and context. 'Nottingham becomes the city of Robin Hood and Heidelberg the city of the student prince' (Ashworth & Tunbridge, 1990: 54). The unusual or the spectacular become memorable snippets created for easy consumption and instant gratification. The tourist having visited a tower in Pisa notes only that it leans: the name of the architect and period of architecture is unimportant, unremarked and unremembered. The nightmare scenario is 'Disneyfication' in which pasts are condensed into easily consumed bite-sized pieces lacking any authenticity. The 'Seoul Declaration' of ICOMOS (2005) on managing tourism in historic towns in Asia, expressed its concern about the 'importance of accurate and aesthetic interpretation and presentation of heritage places for tourism'.

*The defence*

History can be true or false: heritage cannot. As a product of the human creative imagination, heritage has no authenticity of the object or the historical record, only the authenticity of the experience as perceived by the user. It can be well or badly presented, relevant or irrelevant to the visitor, and effectively or ineffectively communicated: it cannot be wrong. As to the idea that the locals have a profounder and more nuanced appreciation of heritage than the superficial and transitory tourist, the reverse is increasingly the case. The rise of special interest tourism, and heritage tourism is only a *pot pourri* of very diverse special interests, means that often it is the tourist who has the deeper more specialised knowledge, often in a global comparative context, and who discovers and rediscovers local heritages unknown or unappreciated by the locals themselves. Calls for authenticity by the usually self-appointed guardians of 'our' heritage and its assumed values, generally mean their particular authenticity and above all their right to be the authenticator of it.

2. Tourists have inappropriate motives and engage in inappropriate behaviour

*The prosecution*

Tourists are in search of fun: they are spending their free time and money on entertainment and distraction, motivated by curiosity and the pursuit of pleasure. This can rapidly degenerate into the distasteful and the



offensive. Battlefield tourism ('another weekend away looking for dead bodies', Seaton, 2002) or 'Schindler tourism in the 'Auschwitzland' product of Krakow (in essence 'let's have fun with the holocaust' Ashworth, 1996) are just a few of the many cases of an objectionable heritage tourism, offensive to those with more worthy motives.

Tourists are on holiday freed from the daily mundane disciplines of work and liberated from the social and cultural constraints of their home society. They are thus prone to behave in ways that give offence to locals and to more legitimate and appropriate users of heritage sites. Their dress, demeanour, and behaviour are likely to be unacceptable and destructive of the value of the sites and buildings they visit. Spiritual sites, whether churches, mosques, synagogues or just sacred spaces, such as Ayres Rock, suffer especially from the inappropriate and often offensive behaviour of fun seeking tourists. If permitted at all, tourists must be regulated and controlled through imposed 'behavioural codes', and 'responsible tourism codes' (Mally and Fennel, 1998) so that they engage in an 'ethical travel' (Pattullo, 2006) that does not give offence to either locals or to other more worthy prioritised heritage users. Roowaan (2005) notes that visitors to the *Neue Wache* memorial to German war dead in Berlin are expected to behave with *Anstand* (respect) and Till (1999) even reports being escorted out of that building for 'loud talking'.

#### *The defence*

Who decides which motive is more worthy and which behaviour is more acceptable? There is an assumption that residents are more commendable than visitors, and that education or aesthetic fulfilment is more meritorious a motive than mere pleasure or entertainment and thus should be prioritised. The frequently encountered on-site lists of rules and admonitions, as well as the suggested codes of conduct and behaviour for tourists, make much use of the word 'respect'. It is insisted that the tourist should respect the behaviour and mores of the locals, even presumably if these are distasteful to the tourist. The tourist may encounter political oppression, racial bigotry, child prostitution, animal cruelty and even just repellent food habits, which are supposed to be respected. The asymmetry of this relationship of host and guest is inherent in such thinking. Should not the hosts also respect the mores of the tourists, freely dispensing their discretionary time and money? With the trade in many other products consumers are becoming increasingly ready to use their purchasing power to intervene to remedy unsatisfactory production conditions (such as child labour). Why is it only in tourism services that the reverse position is recommended?

### 3. Tourists damage heritage sites

#### *The prosecution*



Heritage sites and artefacts being often old may be particularly fragile and vulnerable to damage. Tourists unavoidably cause damage in three main ways. First, they physically damage the structures and artefacts they visit through their feet, hands, breath, sweat, digestive and microbiological systems. Secondly, their physical presence in large numbers destroys the ambience of the site. There is little remaining sanctity in a cathedral in which visitors shuffle around a one-way pedestrian flow system controlled by traffic lights.

‘It is difficult to experience much aesthetic pleasure from an Athenian acropolis around which visitors are ‘crocodiled’ in continuously moving unbroken columns along roped channels, shepherded by guards with whistles’ (Ashworth & Tunbridge 1990:53). Thirdly, tourists require and attract ancillary services facilities. Herds of tourism busses parked outside Notre Dame cathedral, scrums of insistent hawkers blocking the entrance to the temple of Borobodur, tower block modern hotels literally overshadowing Buddhist temples in Bangkok, could be replicated at almost any major heritage tourism attraction. In historic cities, ‘the damage from visitors to historic buildings, streets and squares is recognised as the townscape is spoilt by overcrowding and as it is worn down by numbers’ (Orbasli, 2000: 160).

The World Monument Fund (WMF) monitors damage to heritage buildings and sites. It identifies three major threats facing heritage sites namely political conflict, climate change, and tourism. The tourist is thus seen to be as damaging as war or rising sea levels. In the WMF 2008 list of the most endangered 100 monuments in the world approximately one-third were diagnosed as being ‘in danger’ mainly from the tourist.

#### *The defence*

It cannot be denied that old structures already weakened by the natural forces of decay may be damaged by visitors. However, it is not tourists as a separate and destructive category of humanity that is to blame: it is people. Much the same phenomenon occurs in a crowded shopping street, a popular sports match or music festival or on busy commuter transport. People *en masse* are liable to cause wear and damage, which in turn can and should be avoided or at least mitigated through management. Damage is thus just a reflection of bad management. The floor of Anne Hathaway’s cottage at Stratford on Avon was literally sinking under the weight of tourist’s feet until a new floor was suspended above it. Tourists on-site are relatively easy to manage. Their behaviour is predictable and can be anticipated; their lack of local knowledge renders them particularly dependent upon information, which site managers can use as an instrument of control. The managers of sensitive natural areas learned a generation ago that tourists and fragile ecosystems could be combined using signposts rather than barbed wire and by creating alternative honey-pots that offer a better experience to the visitor than the site to be protected. If the tourist to Hadrian’s Wall is wearing it away then build a Vindolanda heritage centre, which will siphon off much of the demand from the



wall as well as provide a higher quality, and indeed more ‘authentic’, experience for the visitor.

It is also worth noting that most heritage is located in urban areas, which are inherently physically robust and constructed to accommodate a high density of users. In comparison, tourist damage to eco-systems in more sensitive rural, coastal and natural areas is likely to be far more severe than that caused by urban heritage tourists (see United Nations Environment Programme, 2005).

#### 4. Tourists crowd out and displace other more worthy users of heritage

##### *The prosecution*

Very little heritage was actually created for tourists or by the tourism industry. Those who created it, or for whom it was created, are often in danger of being crowded out and ultimately displaced by the tourist. Casual fun-seeking holidaymakers compete with those visiting heritage for more serious and socially beneficial educational, aesthetic or spiritual reasons. The tourist competes with the resident and in poorer countries the richer visitor competes with the poorer local resident. Heritage is a non-renewable resource in danger of being depleted or even exhausted by a growing tourism demand. To counter this displacement of the worthy by the unworthy, the former must be prioritised and the latter, if not banned altogether, must at least be restricted.

##### *The defence*

In theory all heritage is created by the user of it and all heritage consumers create their own heritage. Tourists therefore produce their own heritage: they do not appropriate someone else’s heritage. In practice of course these different heritages may be experienced simultaneously at the same site and even use the same resources. Most heritage is multi-used and this can and must be managed using various well-known techniques. Many Polish churches visited by tourists have two entries and subsequent interior spaces, for tourists and worshippers respectively, and language is employed as the simple control mechanism. Differential pricing for locals and visitors is very commonly used to guarantee the rights of locals at many renowned heritage tourism sites and again it is often language, or even skin colour and general appearance, that is the differentiating factor.

The charge is predicated on the mistaken idea that heritage resources are in fixed supply: there is a limited and non-renewable non-replicable number of heritage objects, buildings and spaces. This assumption clearly underlies the ‘Seoul Declaration’ of ICOMOS (2005), which prescriptively declaims that, ‘tourism sector representatives must work with conservation authorities to establish ways to achieve sustainable tourism without exhausting non-renewable cultural resources



	<p>such as heritage’. This is just a misunderstanding of heritage or perhaps rather a confusion of heritage with history. As heritage is a demand derived set of contemporary uses constructed as required then the resources of which it is composed have no limits other than the limits of the human creative imagination. There can be no question of resource shortage or depletion: the resource is ubiquitous and can be created according to the demand for it. Over-use, let alone resource exhaustion, can only be a temporary consequence of bad management, capable of being solved by good practice (see the arguments in the case of the heavily visited heritage city of Bruges by Jansen-Verbeke, 1990).</p> <p>Take the well-known and longstanding perceived crisis in tourism to the lagoon city of Venice, which has long struggled with an apparent mismatch between what is regarded as a limited supply of heritage tourism sites, above all space, and increasing demands for these from tourists. That this mismatch is to a large extent unreal, as much of the supply remains unused much of the time and is anyway capable of considerable extension, is not the point. The managers of Venice have for some time been reacting to this perceived over-use by attempting to control demand, rendered a practical possibility by the restricted causeway access to the lagoon city (v.d. Borg, 1997; Graham et al. 2000). Users are routinely prioritised on the grounds of the moral worth of their use (‘real’ art connoisseurs above mere curious tourists) or their economic return (those staying in hotels in the lagoon-city as opposed to day excursionists). The alternative strategy based on a heritage paradigm would be to expand the product to meet the rising demand. This can be done by utilising off-peak surplus capacity or simply by developing ‘new Venices’, using either the largely unused areas in the existing lagoon islands (the <i>Arsenale</i> for instance), some of which are almost empty (Torcello for instance) or duplicating the Venice product in the numerous sites around the Adriatic and Eastern Mediterranean (from Capodistria/ Koper to Santorini).</p>
<b>Additional remarks</b>	Encourage participants to critically think about the ethical dilemmas in the assignment and in their own communities too.
<b>Useful references/ resources for the instructor</b>	Ashworth, G. J. (2009). Do tourists destroy the heritage they have come to experience? <i>Tourism Recreation Research</i> : <a href="https://www.academia.edu/970320/Do_tourists_destroy_the_heritage_they_have_come_to_experience">https://www.academia.edu/970320/Do_tourists_destroy_the_heritage_they_have_come_to_experience</a>