

Active Tourism for Sustainable Development Training Curriculum



Leonardo Da Vinci, Transfer of Innovation

**“AcTour: Active Tourism for Sustainable
Development”**

Project No 2011-1-BG1-LEO05-05043





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With the support of the Lifelong Learning Program



Introduction

Tourism is one of the most important industries in the world with an essential impact in the economy, generating important incomes to countries and regions and contributing to their development.

Statistics show that tourism has the potential to contribute towards employment and economic growth of rural areas as it represents the third largest socioeconomic activity in the European Union and is estimated to provide approximately 12% of all jobs. A study on the quality of rural tourism shows that one of the key success factors is creative training.

There is an important and increasing demand of alternative tourism that connects local culture and environment, which is strongly dependent on the features of the locals and which is associated by a wide range of activities such as walking, hiking, climbing, canoeing, horse riding, paragliding and cycling, animal and bird watching, skiing and skating, etc .

People are becoming more active and the demand of diverse activities is rapidly increasing. Nature becomes the most required environment to spend our vacation time.

Increased demand is not always followed by increased number of qualified people, capable of providing a quality service in relation to nature, culture and society. Quality is extremely important, in order to achieve competitiveness and sustainable development of the regions, mainly the less developed ones, in the remote and rural areas, regions which face problems of depopulation, aging population and high rates of unemployment.

Although qualified professionals in active tourism exist, there is a lack of active tourism staff with competencies and skills to meet customer demand and labour market needs.

It is very important to note that the large movements of people generate important influences both in societies and on the environment. It has to be taken into account that we need to offer, as well as practice responsible tourism, tourism which takes care of nature and culture, tourism - accessible to all people, including those with disabilities.



The Training Programme

This Training Programme was firstly developed under the Leonardo da Vinci Pilot Project “Active Tourism: a new professional profile”.

“AcTour: Active Tourism for Sustainable Development - transfer of innovative job-related vocational training and methodology” (LL2011-1-BG1-LEO05-05043) is a new Leonardo da Vinci Transfer of Innovation Project which is meant to further enrich and improve the Program, as well as to adapt it to partners’ local needs in Bulgaria, Spain, Latvia and Slovenia.

The new Program has been enriched with a detailed description of the professional profile of active tourism managers and instructors or coordinators. An attempt has been made to optimize the description of practical and theoretical content. A new module on Green Tourism has been included.

The Program aims to support trainers in designing training courses in active tourism, depending on their trainees’ needs. It is a result of two surveys. The first one - carried out among rural accommodation providers in Bulgaria, Spain, Latvia and Slovenia and the second one - carried out among acting active tourism providers in these countries. Following the conclusions of the first survey a Skills Map was created by the project team to illustrate the main general and specific skills needed by active tourism managers and/or coordinators. The choice of the training modules included is mostly based on the skills identified in the Skills Map. The detailed description of the professional profile (description of professional tasks and activities, necessary tools and equipment, professional competences and personal qualities) is a result of the second survey.

The Programme consists of eight modules, intended for a total duration of 600-900 hours depending on the needs of practical training. It is based on the need of developing a common framework and is intended for both acting tourism providers and for future entrepreneurs. The results of the local surveys and the skills identified made it possible for the project team to adapt the Program to the current needs in the European rural regions taking into consideration their natural, cultural and historical potential.

While developing the Program we have had in mind our target groups:



- young unemployed;
- young and senior entrepreneurs in rural areas such as: guest-house owners, family- hotel owners, mountain guides, sports instructors, heritage interpreters, national park officers, etc.

The Programme will provide trainers in active tourism with a tool to provide high-quality trainings to such people, customize the trainings to both trainees' and employers' needs. We believe that well-qualified staff and high-quality services in active tourism can improve quality of life for many people in the European rural regions.

Professional Profile

As stated above, the new description of the professional profile is based on the detailed information collected from acting active tourism providers. AcTour Project Team would like to thank these companies for their contribution to our efforts.

We have decided to change the format of the professional profile description and hope to have made it more trainer-friendly and easier to use. The new format gives trainers the opportunity to easily assess which skills their trainees already have and which of them they need to acquire. It gives details on the description of the professional tasks and activities, on the necessary tools and equipment, on the professional competences and personal qualities needed by active tourism managers and/or coordinators.



Training Modules

1. Heritage Interpretation
2. Active Tourism Activities (air, land, water, snow)
3. Risk Management
4. First Aids
5. Client Attendance
6. English for Active Tourism
7. ICTs
8. Green Tourism Activities

Providing a balance of theoretical and practical knowledge and skills, the Programme is adjusted to the market needs. The previous project team, as well as ours, has tried to design the Program in a way that it is easily adapted by trainers so that needs-tailored trainings are ensured.

It is worth mentioning that the Active Tourism Training Program is innovative with regard to its content on active tourism services for seniors and the disabled, as well as the new Module on Green Tourism.

The program is created to serve module-based trainings and allows for short, one/two-module courses to be tailored according to individual needs. In addition to it, it gives trainees the opportunity to study module by module, regularly building on knowledge and skills, or just choosing the module they are missing.

We hope that this Program will be a useful tool when providing vocational trainings in active tourism. It is supported by the Active Tourism Training Guide, which is intended for both trainers and trainees, as well as for self-study.

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Professional Profile

DESCRIPTION OF THE PROFESSIONAL PROFILE in Active tourism

Our Training Programme and Professional Profile are addressed to managers of active tourism enterprises, instructors, assistants and coordinators in remote rural areas. Given the fact that in small active tourism enterprises one person is normally engaged and responsible for many different tasks and activities, usually done by different professionals in big tourist businesses, this professional profile is actually a mixture of activities, skills and competences of several professions related to sports, recreation and tourism.

- **Part I: addressed to managers of active tourism enterprises**
- **Part II: addressed to active tourism instructors, assistants, coordinators**





Table 1

Part I: Active Tourism Managers				
Description of professional tasks and activities (IRMA)	Necessary tools and equipment (DCL)	Professional competences (LCTA)		Professional and personal qualities (INFOCENTER)
		Knowledge about:	Skills:	
PUBLICITY AND INFORMATION				
Arrange publicity campaigns in different media including social networks	Press releases, media, computer: email – office outlook, telephone, social media: Facebook, Twitter, Flickr, etc.	Media types and functions, different types of media specifics (printed, electronic, video, photo etc.)	User level IT skills, organisational skills, photo/video processing, social media, promotion and marketing skills	Organization and communication (including in foreign language/s), digital literacy, social competences Well-informed and competent
Creation of publicity materials (different formats)	Press release, periodicals, computer and relevant software, e-newsletters	Types of publicity materials and their specifics regarding content and form, technical aspects (printing formats, online publication, etc.)	Leadership, management and coordination skills (staff and subcontractors)	Creativity Knowledgeable about customer psychology, group dynamics, etc. Social abilities
Satisfy the information demand, answer customer complaints or suggestions and recommendations	Computer, internet and other means of communication	Legislation related to consumer rights and information. Intercultural communication knowledge. Knowledge of laws and regulations related to sports and tourism	Organisation and management of in-company procedures to deal with customers Assessment and use of recommendations Intercultural communication skills	Communication, balancing of goals and ideas Problem solving Conflict management Deal with complex situations, analyze feedback Initiative
Establish and develop sustainable business relationships	Means of communication, car, personal contacts	Knowledge of players and stakeholders (institutions, authorities, social partners, other businesses) in the given business area at all levels – local, regional, national, transnational	Intercultural and business communication skills	Team player Open-mindedness and tolerance Negotiation and influencing
Update information for tour operators and in booking systems	PC, booking systems and software, promotional materials	Knowledge of relevant tour operators and booking systems on the market	IT and analytical skills to structure and present information in the requested format	Evaluation of information Prioritizing and summarizing Creativity
ACCOUNTING				
Follow the cash flow, detect problems, find solutions	Accounting books, computer, budget and other financial forms	Accounting and finances, respective legislation, statutory requirements	Basic accounting skills and management skills as to be able to exercise control over the company's accountant/s	Budget management Cost estimates Problem solving
Organize book-keeping, timely tax reports, etc.	Tax reports, computer, accounting books	Accounting and finances, respective legislation, statutory requirements	Basic accounting and financial skills to perform cash payments, bank transfers, process basic	Organization and time management Prioritizing



			financial documentation and reporting	
ORGANISATION OF ACTIVITIES				
Provide arrangements to meet health and safety and environmental requirements according to laws and regulations	Computer, specific reference books on laws and regulations	Knowledge of relative legislation, eco-tourism main principles and green tourism basics	Leadership, organisational and management skills	Environmental responsibility Attention to safety measures and materials Resourcefulness
Manage customer bookings and registration for different activities	Computer, internet and other means of communication Booking and registration forms	Technology of the services offered, consumer rights, marketing	Data management Booking system operation Documentation processing	Responsibility, creativity and resourcefulness Communication
Coordinate and organize the services offered	In-company message board, staff schedules, schedules of services, telephone and other means of communication, car	General and specific knowledge of different types of active tourism activities and their technical aspects	Planning, risk management, organisational skills, driving	Organization and collaboration Negotiation and influencing Team work Enthusiasm Stress management
Establish and maintain a clear system for staff communication, responsibilities, decision making, etc.	Organization charts, staff schedules, regular staff meetings, communication means and techniques	Psychological knowledge, awareness of employer and employee rights and responsibilities	Effective communication Apply relative legislation Respect and follow the Labour Code	Leadership and organization Balancing Discretion
Control proper delivery of equipment and complimentary services (handouts, promotional items, food and drinks, etc.)	Staff reports, customer satisfaction questionnaires, stands of promotional items, staff meetings, logistics	Marketing, group dynamics and consumer psychology, basic principles in customer attendance	Effective communication Data management Leadership, management and coordination skills	Outgoing and collaborative Friendly and tactful Resourceful
Keep track of the company's infrastructure, facilities and equipment and arrange for renovations and improvements	Staff reports Personal checks Technical documentation	Basic technical knowledge and understanding about infrastructure, facilities, services, safe and proper use and maintenance of equipment	Technical literacy and organisational skills	Well-organized Methodical and precise Observant Strict
Control over meeting health and safety regulations upon delivery of services	Staff reports Personal checks Technical documentation, Reference books on laws and regulations	Assessment and prevention of professional hazards Environmental knowledge	Organisational skills to implement good practices and procedures so as to apply health and safety legislation	Responsibility towards health and safety measures Responsibility to the environment Collaboration and Influencing
CUSTOMER FEEDBACK AND SERVICE IMPROVEMENT				
Arrangements on collection and analyses of customer feedback	Forms, questionnaires, computer, word processing and other software, database	Sociology, methods of statistics, creation of survey questionnaires	IT and information analysis	Correct, precise, technically literate Good general knowledge
Arrangements on service improvements, based on customer feedback and demand	Reference and advertising materials Planning and budget forms	Knowledge of the best examples and achievements in similar products/areas Knowledge of the territory/the region	Technical and organisational skills, product specific skills Strategic planning Marketing and customer attendance skills	Drive for improvement Learning from one's mistakes Problem solving and innovative thinking



Provide arrangements to meet the needs and demands of special groups (seniors and disabled)	Market analyses, survey results Special equipment Supportive environment Reference materials (sports, health, medicine) Assistants for the disabled and seniors, First Aid Kit	Basic knowledge about: - the concept of disability and the human body; - different types and levels of disabilities; - adaptive sports and other physical activities for the disabled and seniors; - special equipment and requirements in sports for the disabled; - relevant institutions and authorities; - health and safety regulations.	Risk management, flexibility First Aid Estimates of disability levels Estimates of level of difficulties in active tourism activities Detailed planning and adaptation of sports activities for the disabled and seniors Giving short and precise instructions Applying European good practices in active tourism for special groups IT, information analysis	Sensitivity to customer needs, especially groups with special needs Understanding and caring, communicative, self-disciplined, loyal and responsible, well-informed Foreign language skills Team player
INNOVATION AND IMPROVEMENTS				
Continuously look for opportunities to optimize costs and services to ensure business profitability.	Cost analysis, cost control	Market and business area knowledge, finances, economics	Practical economics, information selection, evaluation and use	Problem-solving and creativity Planning and organizing skills A flair for business
Investment planning and further development measures	Business plans, cost analysis, rural development strategies, national development plans and priorities, databases, national innovation policies	Investment and finances, marketing and legislation Alternative investment strategies	Effective administrative management Risk assessment and management Leadership and team working	Sensitivity to innovations Progressive-minded Far-seeing Lobbying skills
Keep track of competitive businesses and ensure provision of competitive services	Market surveys, reference books, cost analysis, personal contacts and meetings	Marketing, evaluation of information sources available, communication skills	Practical skills to use and analyse information sources	Interpersonal and social abilities Professionalism and work ethic Quick decision-making
Participate in professional networking activities	Business and personal contacts, databases of relevant organizations and networks	Awareness of relevant professional networks and their activities	Effective business communication	Foreign language skills Team working, collaboration and tolerance Negotiation and influencing
Maintain relationships with local partners, community, suppliers, etc.	newsletters, personal communication, local media (TV channel, newspaper), telephone, web site/s, social media	Local knowledge (history, culture and folklore, cuisine, nature, modern trends and priorities, etc.)	Communication and promotion skills Team player	Interpersonal abilities Diversity sensitivity and tolerance
UPDATING				
Assess staff skills (professional and personal) and identify knowledge and skills gaps	List of skills, assessment methods Human resource development strategy/ies	Knowledge about: - required knowledge and skills in the respective business area; - the training opportunities available; - national and European human resource development policies.	Leadership, management, interpersonal and social skills Planning and organizing skills	Professionalism Motivation
Ensure adequate training opportunities for staff	Skill assessments Training offers Training guides, programs, schedules and other	Knowledge about training needs and training and learning opportunities available	Management and organisational skills	Drive for improvement Progressive-minded



	materials			
Provide arrangements to meet new legislation and keep pace with new requirements	Computer, web resources, reference books	Knowledge about relevant legislation, authorities, social partners and other institutions	Keeping in pace with new legislation	Flexibility and adaptability

Part II: Active Tourism instructors and/or assistants and coordinators

Description of professional tasks and activities	Necessary tools and equipment	Professional competences		Professional and personal qualities
		Knowledge about:	Skills:	

ADMINISTRATIVE ACTIVITIES

Handle documentation, fill in planning and reporting forms, take initiative on requests and inquiries of administrative nature, take part in administrative meetings, meet visitors, handle customer documentation (registration forms, questionnaire forms, ect.)	Reporting, registration and other forms, computer, software	Specific knowledge about company's routine procedures Knowledge about employer and employee rights and responsibilities	Communication and organisational skills Skills to assess tourists' needs and abilities Consult visitors to choose the service that best fits their individuality	Effective communication Assertiveness Time management Decision-making
Apply all necessary laws and regulations when performing activities	Computer, web resources, reference books	Knowledge about respective legislation and customer insurance policies Knowledge of respective sports and tourism institutions and authorities (national and European)	Abilities to apply legislation, regulations and insurance policies	Responsible, methodical, well-organized, resourceful, well-informed
Participation in publicity tasks and campaigns	Press releases, e-newsletters, social media, articles	Psychology, communication, advertisement and promotion	Communication, presentation skills, organization of events	Effective communication Assertiveness Promotion and marketing skills Influencing Collaboration
Participation in the booking process of the different activities and in the organization of activities and staff timetables	Booking system, computer, timetables, web resources, reservation systems	Specific knowledge about the active tourism services offered and in-company routine procedures	Organisational skills	Well-organized Logical and spatial thinking Problem solving, creativity

TECHNICAL ACTIVITIES

Plan and arrange specific activities, materials and equipment according to bookings and the specific target groups	Computer: booking software, information and details of target groups, maps, route plans, specific equipment, reference materials	Specific knowledge about the active tourism activities and routine procedures (activity concept and history, basic equipment, basic techniques, basic safety regulations, relevant legislation and rules, relevant organizations and authorities) Knowledge of the	Planning, organisational and IT skills Search, evaluate, select and summarise information	Professionalism and work ethic Adaptability and flexibility Positive attitude and energy
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		territory/the region		
Perform regular checks of the equipment and facilities and report to the management Basic technical maintenance	Check lists, basic maintenance tools and equipment, report forms	Technical knowledge	Technical maintenance and repair skills, storage and transportation of equipment	Responsibility, loyalty
Deliver proper instructions (health and safety and specific to the activity) to costumers, as well as any necessary materials. Demonstrate activities when necessary.	Guides, web resources, personal contacts, health and safety check- lists First Aid Kit Survival Kit	Knowledge about health and safety issues, safety regulations and the controlling institutions and authorities	Safe and proper use of equipment Risk management First aid	Health and environmental responsibility and sensitivity, effective communication, customer psychology knowledge Good physical condition
Ensure proper implementation of the active tourism service with customers	Promotional and instruction materials, proper equipment, nature and heritage interpretation materials, means of communication, First Aid Kit	Knowledge and understanding of different types of active tourism activities (land, air, water, snow activities) – equipment, implementation techniques, health and safety regulations, etc. Customer psychology, effective communication	Communication skills Skills in specific active tourism activities (land, air, water, snow activities) Nature and heritage interpretation skills Apply relative insurance policies Reading the weather signs	Responsibility, loyalty, dedication and self-control Knowing the locals – history, traditions, habits, food, folklore, etc. Orientation and sense of direction Stress resistance Adequate behavior in critical situations Ability to improvise
Deliver/summarize satisfaction questionnaires to the costumers	Questionnaires, computer, online survey platforms	Sociology, statistical methods, creation of survey questionnaires	Communication skills	Professionalism and work ethic Logical and spatial thinking Loyalty, both to the employer and the tourists
To report the activities, results and customer feedback to the management team	Customer satisfaction questionnaires, analysis, reports	Knowledge about information processing (summary, statistics, conclusions)	Communication, presentation skills	Collaboration skills
Communicate in foreign languages with foreign tourists, perform sports animation activities	Computer, web resources, telephone, relevant sports equipment	Cross-cultural awareness, psychology, communication	Language communication skills	Interpersonal abilities Open-mindedness Diversity sensitivity and tolerance Team work skills
Adapt active tourism activities to seniors and/or the disabled	Sports equipment, special equipment for seniors and/or disabled Needs analyses	Knowledge about: - senior audience specifics – needs, requirements the concept of disability and the human body; - different types and levels of disabilities; - adaptive sports and other physical activities for the disabled and seniors; - special equipment and requirements in sports for the disabled; - relevant institutions and authorities; - health and safety regulations.	Risk management, flexibility Giving First Aid Estimates of disability levels Estimates of level of difficulties in active tourism activities Detailed planning and adaptation of sports activities for the disabled and seniors Giving short and precise instructions Applying European good practices in active tourism for special groups IT and communication skills	Sensitivity to customer needs, especially groups with special needs Understanding and caring, communicative, self-disciplined, loyal and responsible, well-informed Good physical condition Foreign language skills Team player Creativity Empathy to people with special needs



UPDATING				
Improve and update specific technical skills Update with the new trends in Active Tourism services	Workshops, training, guides, reference materials	Knowledge and awareness of skill updating opportunities and sources of relevant information	Self-assessment Learning skills	Lifelong learning skills Drive for improvement Self-study skills
Participate in on-going training initiatives to ensure updated knowledge and skills	Training guides, reference materials, on-line resources, etc.	Knowledge and awareness of updating opportunities and sources of relevant information	Self-assessment Learning skills	Lifelong learning skills Drive for improvement Self-study
Perform all the activities in compliance with respective laws and regulations	Documents on legislation	European and national legislation Local regulations	Specific relevant skills depending on activity and situation	Responsibility and flexibility Self-discipline

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TRAINING MODULES

Module 1

Heritage Interpretation

Introduction

Heritage Interpretation is currently seen as a strategy to transmit to the general public, the meaning of a place, an object, a view ...To achieve this in a different way, and at the same time, direct to the visitant, it will be necessary to eliminate formal sciences limitations and also to use the techniques compatible with non-formal environments. Tourism is a way to accomplish all these requirements. It can bring the place's heritage closer to the visitant and Active Tourism approach will enable the possibility to encourage, attract, "provoke" and entertain the visitant



But if Active Tourism is planned with an interpretive "touch", it will be necessary to start by defining the interpretive plan and objectives. It has to be positioned under the basic conditions to deliver any place's real interpretation. On the other hand, the use of the media, which better fit in our interpretive programme, should have an effect on the audience, helping them to know and understand the place in a different way.

Active tourism has an intrinsic value of enjoyment and helped by interpretation activities will increase its value, letting the visitor to become a part of the place and to realize of the current value, accumulated by the history of the land where, today he enjoys his leisure time.

Through interpretive active tourism, the visitor will raise respect for the place where the activities are being developed. It will not be understood as the place used for having fun and it will start to be a place with a meaning, culture, traditions, own history, ...then, it will be easier to obtain the desired outcomes of the interpretive opportunities for the behavioral, learning and emotional objectives.



General Objectives

To train in the use of interpretive techniques, promoting a sustainable use of the rural natural heritage, from its planning to its development and local conservation, until the final communication to the visitors.

Specific Objectives

- To train for the promotion of social involvement projects, stimulating local population to participate in environmental protection and sustainable development projects.
- To realize about the importance of recovering and putting in value the interpretive potential in certain areas.
- The use of communication techniques as a way to control and minimize the current environmental problems.
- To stimulate the interest for vocational training in this topic, establishing contact with professional associations, specialized books and magazines.
- To acquire the basic knowledge about interpretation concepts and techniques.
- To incorporate the interpretative approach to the planning of active tourism activities.

Units and Contents

Unit 1. What is Interpretation?

General Objective

To introduce the basics of interpretation through different definitions and concepts.

Specific Objectives

- To introduce the interpretive concept into active tourism activities
- To understand the components in any interpretive action



- To identify the basic principles of interpretation

Contents

Concept and definitions
Aims and objectives
Interpretation Principles

Activities

- To establish the aims and objectives of an interpretive programme, based on the interpretation principles.
- To extract the interpretive approach out of the definitions and to apply it to active tourism activities.

Unit 2. Communication in interpretation

General objective

- To understand the connection between interpretation and communication techniques

Specific objectives

- To identify the needs of the different target groups.
- To appreciate the importance of local population involvement.
- To learn how to develop an interpretive message

Contents

- 2.1. Participants in the interpretive process
- 2.2. Interpretation target groups
- 2.3. The locals
- 2.4. The message and its understanding



Activities

- Point out how locals can help in an interpretive tourism activity
- The construction of an interpretive message

Unit 3. Planning interpretation. The interpretation Programme

General Objective

To comprehend the process interpretive planning

Specific objectives

- To identify the interpretive planning phases
- To know the basic media to use in interpretive actions
- To apply the evaluation methods to the different planning phases

Contents

- 3.1. Interpretive planning concept
- 3.2. Planning phases
- 3.3. Interpretive media
- 3.4. Evaluating interpretation

Activities

- To adjust the interpretive media to active tourism activities
- To analyze the differences between personal and non-personal media
- To develop an interpretive plan for active tourism

Practical Training

Environmental knowledge:

- Geographic aspects.
- Fauna related aspects.
- Flora related aspects

Activities: Hill walking, routes and excursions. Natural sites: flora, fauna. Mycological paths. Fishing. Hunting.

To deal with, in an autonomous way, animated activities, guides related with the natural, cultural and rural environment.

Evaluation criteria

To know the different tourism aspects within the working area

To be able to organize autonomously a particular hill walking route

Recognize the different plant and animal species.

Relate geographical aspects with the flora and fauna in the area.

To know the most common mushroom species in the area

Be able to realize animated and dynamic actions within the group.

Duration of Module I: 80 hours

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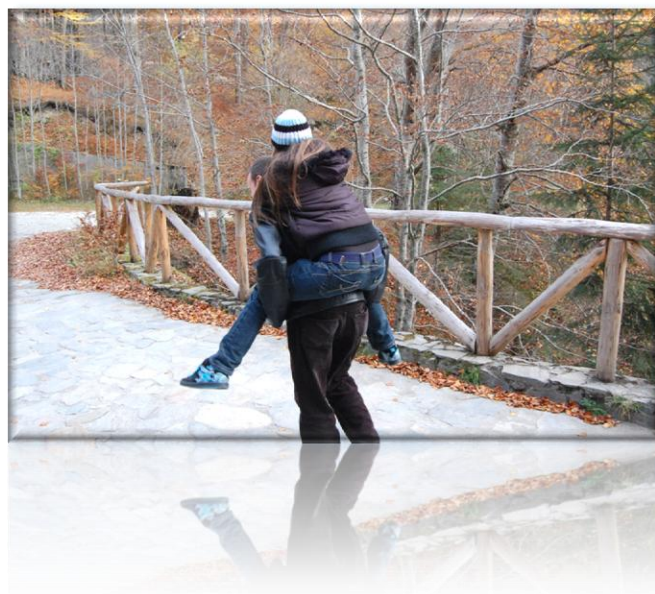
Module 2

Active Tourism Activities

Introduction

Active tourism is about sport activities performed, preferably, in natural areas. It combines sport, culture and the need for adventure to create an original tourism product.

Throughout the ages many tourists sought unique natural areas and outdoor-related activities for their vacations. Their activities cover a broad range including hiking, canoeing, nature photography, horseback riding, paragliding, rafting, and cycling and nature tours. These can be undertaken as individual activities or combined to form a more complex product.



The diversity of activities is accompanied by a diversity of customers of all ages and genders. They seek adventure, new experiences, personal satisfaction, and individuality, want to test their own limits or just feel the need to return to nature.

The desire to spend time in natural areas coupled with the exponential increase of active tourism reinforces its important role in helping to sustain development of different regions.

This module aims to provide a global idea of that world, dealing primarily with the process of planning and developing active tourism activities. Active tourism has some particularities that we think are important to be taken in account when working in this field.


Main Objective


To become acquainted with active tourism activities and the safety procedures needed to provide them.





Specific Objectives


At the end of the module, trainees should be able to:

-  to understand the concept of active tourism

The instructor should convey the concept of active tourism as it is defined in the project. That is the pre-requisite for understanding the meaning of the training.
-  to identify and characterize active tourism activities

Participants should be familiar with all forms of active sports - or at least be able to identify them. They should learn to classify the sports into land, water, air and snow activities.
-  to correctly manage the equipment

The instructor must be able to convey to the participants the necessity of knowing a certain number of sports so well that they can learn them and be capable of explaining them. The instructor should be familiar with the sports equipment, understand how they function and also be able to repair the equipment if possible (e.g. a bicycle).
-  to know the phases of planning (active tourism activities)

At the end of the training session, the participant must be able to explain the sport in phases. What will the active tourism expert want to explain to his customers? If the trip is short, it is possible that just the basic terminology can be conveyed. Perhaps he has enough time to provide an intensive course. He must learn to assess this and tailor his instruction appropriately.
-  to promote active tourism activities

The instructor must convey to the participant how to make customers aware of active tourism and what means of advertising are available (events). Furthermore, the participant must learn to assess whether or not a customer is capable of playing a sport or carrying out an activity. He should be aware of the advantages and disadvantages of the sport, should explain the health risks involved without creating fear or putting this aspect too much in the foreground.



Units and Contents

Unit 1 – Active Tourism Activities (general perspectives)

Objectives of Unit 1:

- To understand the active tourism concept and organization

The concept of active tourism will become increasingly important in the coming years. The tendency to have an active vacation in one's own country or neighboring European countries will grow. The number of vacationers who laze around in the sun has already started to decline and both younger and older people are thinking more often about fitness, wellness and health. To deal with situation, the tourist branch requires more experts who know how to appropriately meet these needs.

Experts should be able to deal well with customers as well as the material that the customers need to be informed about, namely nature and sport. Both should harmonize with one another.

- To explain sustainability and natural areas

The original definition of sustainability is as follows:

sus·tain·abil·i·ty [s&s-'stA-n&-'bi-l&-tE] *noun*

1: capability of being sustained; **2a:** of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged <*sustainable* techniques> <*sustainable* agriculture> **b:** of or relating to a lifestyle involving the use of sustainable methods <*sustainable* society>

page 1727 Merriam-Webster



At its most basic level, **sustainable** means "meeting the needs of the present without compromising the ability of future generations to meet their own." This is ecology's working definition of **sustainability**.

The Brundtland Report from 1987 says (World Commission on Environment & Development): Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Nature Areas

The instructor should provide the participant with an outline and good understanding of the nature-related aspects of the landscape and the region. The native region, in particular, should be dealt with in great detail. Important topics include geography, geology, botany, flora and fauna. Protected plants and animals should be known and be able to be identified. The active tourism expert must be familiar enough with the legislation to know which areas may be entered and which ones are off limits. Dangers that may be present in areas such as moors or quarries must be known. In short, the active tourism expert must know how to move about and behave in nature.

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Active Tourism: contextualisation

The active tourism expert should know or get to know the region in which he is working. He must know or become familiar with the local geographical and ecological conditions and be able to convey these aspects, in addition to the chosen type of sport, in order to ensure a maximization of sustainable tourism. He must be aware of how one should behave in nature so as not to damage the habitat. The ethics of each sport must be clear (e.g. not to stray from the official paths when mountain biking, not to cause unnecessary noise with the water-ski equipment or the power boat in local waters nor to pollute the local waters with fuel etc.) One must also be aware that every movement in a natural environment is simultaneously an encroachment on nature itself.



Sustainability and Natural Areas

It is important to closely associate sustainability and tourism. The promotion of sustainable tourism is an issue of protecting and managing the natural resource base for economic and social development. The current definition is essential:

The WTO Committee on Sustainable Development of Tourism, at its meeting in Thailand, March 2004, agreed to revise the WTO definition of sustainable tourism, published in the Agenda 21 for Travel and Tourism in 1995.

The purpose of this revision is to reflect better the sustainability issues in tourism, in light of the results of the Johannesburg Summit on Sustainable Development. The Committee was consulted on a draft definition prepared by WTO, and the comments were fully integrated. The new conceptual definition places emphasis on the balance between environmental, social and economic aspects of tourism, the need to implement sustainability principles in all segments of tourism, and it refers to global aims such as poverty alleviation.

Sustainable Development of Tourism Conceptual Definition (WTO, 2004): "Sustainable tourism development guidelines and management practices are applicable to all forms of tourism in all types of destinations, including mass tourism and the various niche tourism segments. Sustainability principles refer to the environmental, economic and socio-cultural aspects of tourism development, and a suitable balance must be established between these three dimensions to guarantee its long-term sustainability. Thus, sustainable tourism should:

- 1) Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.
- 2) Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.
- 3) Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.

Sustainable tourism development requires the informed participation of all relevant stakeholders, as well as strong political leadership to ensure wide participation and consensus building. Achieving sustainable tourism is a continuous process and it requires constant monitoring of impacts, introducing the necessary preventive and/or corrective measures whenever necessary.



Activities

In this module it is very important to promote different learning situations, both individual and group ones. The participants should assess what aspects contribute to an exciting and attractive tour for the customers. It is convenient to integrate different themes and activities, promoting interlocking activities. Some possible activities related to this are:

- Debating sustainability concepts, ideas and implementation

There are many sources on the internet that can be searched. Each participant should choose and analyze one position, present this to the group and engage in a controversial debate.

- Analyzing documents

It seems very important to discuss current active tourism brochures that are available free of charge. Learning by doing is most effective. The participants can analyze the material and make presentations on it. Pros and cons of the programs can be discussed, especially when the participants are already familiar with the region.

- Brainstorming to adapt the unit contents to a specific area

The factors learned should be applied to the relevant regions so that each participant can clearly recognize which factors are important for the various nature regions.

- Preparing specific materials (presentations) based on (active) tourism studies, books, articles or statistics.

After completing the source evaluation, participants should be capable of developing an exemplary trip such as a multi-day bike tour, a full-day canoeing excursion, a week of hiking in the region or similar activities.

- Field trips

The sample trips discussed should be analyzed in rigorous detail and put through the paces.



Unit 2 – Active Tourism Activities (general perspectives)

Objectives of Unit 2:

- To provide specific information
- To understand the techniques of the activities referred to
- To safely manage the equipment of at least one of the active tourism activities

Contents

Active Tourism Activities: classification and characterization

All activities listed or those activities selected by the instructor and the participants should be classified and briefly prepared. The instructor should guide the participants to refer to the available material when preparing the contents and should be done in such a way that the results can be orally conveyed to the other participants. This provides important practice in dealing with customers in the future. Customers must be given clear, easily understood presentations, which can only happen if the expert knows what he or she is talking about.

It must be made clear that each type of sport is not equally accessible. Some types of sports are dependent upon the region (rafting) or upon the season (skiing). Some sports can only be carried out at certain locations (water skiing) while others are very expensive (hot air ballooning) or require intensive training (sailing, hang-gliding). And then there are those popular activities which are accessible to nearly every person and can be undertaken nearly everywhere (biking, hiking).

These differences must be made clear to the participants, who need to learn which sport is appropriate or inappropriate for which people. People sometimes tend to want to undertake an activity that is too difficult for their physical capabilities. The expert should be able to recognize this (preferably in advance).

Bearing this in mind, the participants should visit active tourism companies, ask the operators specific questions and then analyze the visit afterwards.

- Air activities
 - hang-gliding, paragliding, gliding, hot air ballooning....
- Land activities
 - biking, mountain biking, hiking, inline skating, (Nordic) walking, rock climbing/
mountain climbing, horseback riding...



- Snow activities
 - skiing (downhill, cross-country), snowboarding, skating, dog sledding....
- Water activities
 - water skiing, sailing, canoeing, rafting...

Activities

- Visit active tourism enterprises
- Prepare the necessary material to do an activity
- Find possible ways of combining activities
- Fill in sheets relating to the most important aspects of selected active tourism activities
- Analyze the services and facilities available in a region and prepare a SWOT analysis
- Role play

Unit 3 – Active Tourism Programs

Objectives of Unit 3:

- To understand the elements of the planning phase

A project that has not been well thought through has no chance of being well marketed. Through the medium of methods and instruments associated with a targeted project development and market analysis, the participants learn the pre-requisites for successful project management.
- To reproduce the elements of the developing phase

Based on the theoretical fundamental knowledge, the participants will develop their own products for the market.



- To be able to sell the product

After learning about specific marketing strategies, the participants will be able to market their products to their target audiences and effectively reach the public.

Contents

Planning Phase

- Objectives

Defining the objectives sets the course for the future success of the project. Clear statements must be given regarding long term, mid-term and short term goals.

- Human / natural resources

During planning, all requirements must be taken into consideration:

- Personnel requirements
- Technological requirements / equipment / scheduling
- Necessary resources (financing, sales, marketing etc.)
- External requirements

- Target group

The determination of the target group must be very well thought through.

In order to be able to develop marketing concept that will effectively reach the target group, certain criteria must be kept in mind.

- Demographic data: gender, age, status, profession...
- Socio-demographical data: household size, home owner, social status...
- Psychological data: opinions, interests, lifestyle...
- Behavioral data: consumer behavior...
- Geographical data: place of residence, size, structure...



- Strengths and weaknesses of the customer relationship (CRM :
- Customer Relationship Management)
- Adaptability of the service provider to meet the needs and desires of the target group

Costs

Effective cost planning provides the basis for

- an economic efficiency calculation and control
- the decision as to whether the project should be carried out
- knowledge of the cost cycle during the course of the project (correlated to the planning of the structure, dates and capacities)

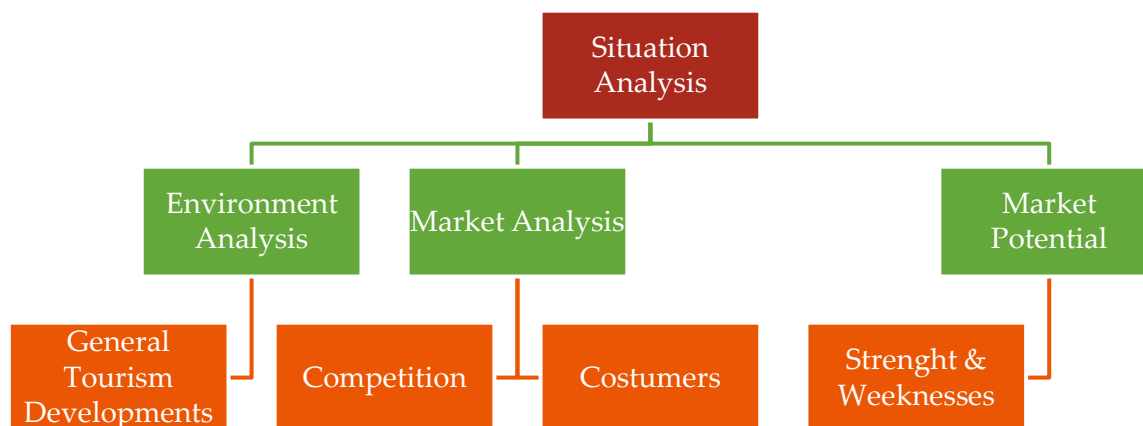
The cost planning comprises of:

- personnel costs
- consumables costs
- external labour costs
- communication costs
- capital costs

Competition

The continuously increasing competition and the growing market saturation force providers to orient themselves to the market. Technical superiority alone is by far not enough to guarantee success in the market. These days it is mandatory to define long term strategies in order to either hold onto or to break into lucrative areas of business.

The participants must learn to analyze the strengths and weaknesses of the competition in order to be able to demonstrate how their product sets itself apart from the rest.



Development Phase

● Choose an activity

The participants must now choose their own special product to offer. The selection should be focused and concentrated in order to make an impression as being a specialist in the market. Expertise does not come from being a jack of all trades. Specialization ensures quality and demand.

● Offer

The product offered should be developed based on the participants' individual abilities as well as the results of the situation and need analysis.

To assist the participants in making a choice, the instructor should:

- Reinforce the interests of the individual participants
- Promote individual plans and ideas
- Promote interlocking dialogue
- Stimulate evaluation of various focal points



- Motivate participants to get active and do something

● Recipients

The target group should now be clearly defined and the offer tailored to match the definition.

The same applies here: The clearer the profile, the better the impression it makes. Whoever tries to offer something for everybody ends up appealing to no one.

● Technical issues

All technical requirements for implementing the offer must be considered and incorporated.

In addition to the sports equipment, the following must be taken into account:

- number of participants
- time
- location of the activities / breaks / meals...
- material

● External impacts

External conditions often contribute to the failure or less than optimal execution of an event. The instructor must discuss an “emergency plan” with the participants.

● Security

Are all safety precautions well known and have they been appropriately met?

● Legislation and insurances

An organizer must be legally safeguarded.



The instructor should provide an overview of all insurances and discuss with the participants which insurances must be taken out. It is recommendable to invite some experts to be able to answer participants' questions in a detailed and competent manner.

Promoting active tourism activities

● The concept / product

The presentation of the product being offered plays a definitive role in the product's success. In order to be able to effectively present the product to the public, the checklist "Materials needed for presenting the idea" should be worked through.

● The price (factors that may influence the price)

Incentives must be created through a good price policy.

This could include measures such as:

- Coupons, gift certificates, customer cards
- Awards for tourism providers, employee of the month
- "Pep-offers"
- Contests as a means of attracting / motivating guests

● Distribution / Promotion

The participants must be aware of who their end customers are and what marketing instruments are appropriate and most effective in reaching this target audience. This could include public relations, print ads, the internet (booking hotlines), trade fairs, mailings, radio, placards and presentations.



Activities

- Field work to define what type of tourist is currently visiting a particular area

Active tourism providers should be asked (e.g. during visits to active tourism companies) which groups of people tend to book which tours and what type of tourists frequent the region. During their free time the participants can also observe active tourism groups in action, possibly making an additional excursion together with the instructor for this purpose.

At the end, one can possibly classify the types of activities into: family activities, activities for seniors, sports primarily undertaken by younger people and so forth.

As mentioned above, accessibility to the different types of sports varies.

One factor that determines the clientele is cost. An expensive sport such as gliding or hot air ballooning usually attracts wealthier groups of people. Other types of sports such as skiing are affordable for a wider segment of the population, albeit not always in the same form. While the “average person” might only be able to afford a weekend trip to a nearby ski area, a wealthier customer can afford three ski vacations in Switzerland.

The next discerning factor is age. Of course, as in every category, there are exceptions to the rules. (There is surely a fit, 70 year old mountain biker somewhere but as a rule, one could safely say that this sport is undertaken by those up to about their mid-40s.)

It is therefore necessary to determine which customers are interested in a particular sport.

The participants should realise however that they should avoid generalisations and preconceptions, especially when dealing with a customer. (“The trip / sport is not suitable for you, you are too old.”)

- Plan active tourism programs, for a specific area and/or customers group, following the steps previously learned

Based on different guidelines (day trip, one week tour with a particular sport or travel with various sporting activities such as one day canoeing, one day hiking, one day cycling or horseback riding) a detailed program for various regions (flat areas, coastal areas, mountainous areas) should be developed, presented to the group and reviewed by the group.

- Develop a marketing plan for a special active tourism event

Creating a marketing concept according to the aforementioned points is a complex task. When the theme of the event is defined during the planning phase, the clientele must also be defined. These people should be reached directly through a PR and marketing concept to create awareness about







the event. Of course, a cost framework must be defined and the cost for the PR activities must remain within this budget. It is first economical to inform the local press in good time and in a precise manner. Then the advertising material can be produced and distributed specifically to the potential customers. The participants should then consider highlights to make the event even more attractive. A raffle, lottery or something similar would be options. For these costly measures, participants should seek sponsors that have a connection to the sport so that they too can profit from the assembly of many potential customers.

The participants should plan of a number of events during the training session of course as an exercise. Once the contents of the events have been discussed with the instructor, they should carry out the planning in groups.

It is also possible for the group to organise and execute one event, with each participant taking responsibility for preparing one aspect in detailed form. One designs the poster, the other looks for sponsors, a third deals with the media, and a fourth takes care of logistical issues and so on...

Practical Training

Sports related with:

-  Water.
-  Air.
-  Earth
-  Snow

Activities:

Water: water-ski, Canoeing, Rafting, ...

Air: Paragliding, Ultralight , Hang Gliding...

Earth: Mountaineering, Rappel, Horse ridding, Quad, Cycling...

To deal with, in an autonomous way, at least one of the activities related with sports.



Evaluation criteria

Basic knowledge of the sports related to water, air and earth

Ability to practice some of the mentioned sports

Ability to choose the necessary equipment for practicing any of the above-mentioned

Awareness of the intrinsic risks in each sport practiced

Knowledge of control and security policies related to such sports

Ability to transmit the basic rules to those who practice sports and to minimize unexpected accidents

Duration of Module II: 215 hours

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Module 3

Risk Management

Introduction

The importance of this module relating active tourism is to explain why risks are so essential for many tourism activities and how important it is to make difference between actual and perceived risks. Activity providers have to be aware about all kinds of risks in connection to provided activity and the way he provides these activities should minimize the risks. You will be informed how to recognize risks and what kind of legal regulations are actual for activity providers.

At the end of the module learners should be able to:

- Produce a risk management plan.
- Apply a critical approach to thinking with regards to safety and communicate importance of safety and risk management to staff.



General and specific aims of the module are:

- To identify the nature and significance of the adventurous activity tourism market
- To identify the variables which determine levels of actual and perceived risk in a range of activities
- To conduct risk management and prepare appropriate documentation



Methodological Orientations

In this module lecturer will present information to students orally and it will be supported by written material handed out to students.

During the module group discussions, discussion in pairs and case studies will be arranged. The module will use personal experience from students.

Practical examples will be provided both by lecturer and students in order to help understand practical meaning and importance of taught matters.

At the end of the module students will have a practical task – to compile a risk assessment list and produce a risk management plan for an active tourism activity.

Unit 1: The Adventure Tourism Industry

Aim: To identify adventurous activities and rate them according to their actual risk and perceived risk. Also identify factors affecting safety within the adventure tourism industry.

Theoretical:

- Rationale.
- The relationship between perceived and actual risk.
- Adventure and risk.
- Safety.
- The Future of safety.
- The marketplace and the growth of the adventure tourism market.

Practical:

- Discussion about what is perceived and actual.
- Group discussion about market benefits.
- Group discussion about trends within industry relate to current affairs.



Unit 2: The Law And Adventure Tourism

Aim: To define tort law, negligence, duty of care and standard of care. Also relate importance of an understanding of tort law, negligence, and duty of care and standard of care in the context of adventurous activities.

Theoretical:

- Tort Law.
- Negligence.
- Duty of Care.
- Standard of Care.

Practical:

- Discuss role of provider in adhering to the law.

Unit 3: Managing Risk

Aim: To define hazards, risks, risk assessment and risk management also assess risk and produce a risk management plan to minimize risk to an acceptable level.

Theoretical:

- Definition of Hazard.
- Definition of Risk.
- Risk Management.
- Risk Management Simplified in Six Easy Steps.
- Controlling Risk.



- Risk Assessment.
- Risk likelihood and severity.

Practical:

- Practical session looking at risk assessment and discussing management of risks.

Unit 4: Critical Thinking in the Risk Management Process

Aim: To apply a critical approach to thinking with regards to safety.

Theoretical:

- Critical thinking as a discipline.
- Developing an approach to critical thinking.
- Considering the possible perspectives.

Practical:

- Discussions in pairs and in group using questions to investigate an issue related to safety.

Unit 5: Risk Management System Introducing In Your Organisation

Aim: To communicate importance of safety and risk management to staff.

Theoretical:



- Risk Management talk for staff.
- Staff involvement and ownership of any risk management system.
- Good communication.

Practical:

- Communication exercises.
- Compiling a risk assessment list and producing risk management plan.

Summary of Day

The current module has given you understanding about adventurous activities and risks connected to them. Through acquired know-how in risk assessment and critical approaching and knowledge of legal regulations in that field you should be able to produce a risk management plan of the activity you are providing and to communicate it to staff.

Practical Training

Apply the rules and regulation of Safety and Hygiene within the activities developed in the working area.

Evaluation criteria

To know the rules and procedures of security and hygiene regarding your work position

Take on the necessary measures to prevent accidents and/or intoxications

Respect the individual and collective security rules

Use individual protective clothing and equipment

Respond effectively to emergency conditions.

Duration of Module III: 15 hours

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Module 4

First Aid

Introduction

First Aid is one part of the helping that altogether will encounter saving, first aid, first medical aid, transportation and treatment. First Aid is given to the victims or those suddenly become sick.

Active tourism service provider has to make sure, that at least one service provider's representative with valid first aid training license is present whenever a tourism activity is being carried out.

The objective of the First Aid is to save the life of the victim on the spot of the accident, avoid worsening his/her condition, arrange professional additional help and get the victim to treatment. Every person can in some way help the victim. The First Aid Courses provide knowledge, skills and courage in giving First Aid.



The main objective of the course is to encourage and give skills, how to give first aid to the victims.

The objective of the course is to give a person basic knowledge about how to save the life of a victim in case of an accident and life threatening illness conditions.

- It's necessary to take action and give medical aid especially quickly. If CPR has been started within the first minutes, the casualty's chances to survive are many times bigger. The saddest of all is when you hesitate to perform the skills that you have once acquired in medical courses.



- The attendants of the course will learn the work of the organs ensuring the vital functions of the organism and the simple ways to restore and preserve the work of these organs so that the victim is kept alive until the medical help is received (arrives).

Methodological Issues

- In addition to the theory many practical means should be used (study-video films, mannequin dolls, injury moulages, artificial blood, etc.).
- It is advised to supplement the theoretical part of the study with practical facts.
- It is advised to conduct the theory and practical study partially in parallel (at the same time explaining and showing "on the victim" the part studied).

UNITS

Those who attend the course must actually give first aid to "casualties" in different trauma situations. First aid provision is based on the acquired in theory and first aid techniques learned in practice. Students must be able to behave in a proper way in different situations.

First aid training has to be passed at the accredited trainers of each country and the training programme must include at least the following.

Unit 1: The Importance and Objective of Giving First Aid

Objective: Receive knowledge of the essence and tactics of the First Aid.

- The essence of first aid.
- Evaluation of the accident situation.
- The tactics of giving first aid.



Unit 2: Reanimation

Objective: To learn the methods of resuscitation in various situations.

- Providing brain with oxygen, unconsciousness, its causes, danger situations.
- Reanimation of a drowned person.
- Reanimation in the case of accidents related to electricity.
- Reanimation in the case of a cardiac arrest.
- Removal of foreign substances from the respiratory tract.

Practicing

Practicing of reanimation, one side position retaining of unconscious person, etc.

Practicing of reanimation methods is performed individually and in pairs on the mannequin doll under the instruction of the first aid trainer.

Unit 3: External Bleeding

Objective: To learn methods of stopping the bleeding.

- Types of bleeding.
- Methods how to stop the bleeding.

Practicing

The participants will practice in pairs under the instruction of the first aid trainer.

Unit 4: Shock



Objective: To learn give help to the victim in shock.

- The essence of the shock and its signs.
- Danger situations: traffic, work and everyday accidents.
- First aid.
- Transportation of the victim

Unit 5: Wounds

Objective: To learn giving help in case of different wounds.

- Types of wounds, their originating mechanisms.
- Appearance of wounds and bleeding at the same time.
- Binding of wounds.
- Binding technique, rules.
- Usage of triangle towel.

Practicing

The usual binding methods used in first aid are taught, the participants will practice in pairs under the instruction of the first aid trainer.

Video sessions.

Unit 6: Fractures (of Bones)

Objective: To learn giving help in case of different types of fractures.

- Differences between open and closed fractures.
- Dangers accompanying fractures.



- Originating mechanisms of fractures.
- Fractures of elderly persons.
- Using of body parts and handy means for splinting.
- Peculiarities of splinting.
- Transportation of a victim with a fraction.

Practicing

Practical binding.

Splinting methods.

Practical training in various danger situations.

TRAUMAS

Objective: To learn to know different danger situations and giving help in the case of different traumas.

- Arthritic traumas.
- Dislocations.
- Sprains.
- Concussions.
- Danger situations.
- Fallings, sports-, working-, everyday- and eye traumas.

Practicing

Practical binding.

The participants should in practice give the First Aid to the “victim” in different trauma situations.



Unit 7: Poisonings

Objective: To learn to know different poisoning phases, erosion, burning, hot and cold injuries and give help according to the situation.

- Domestic chemistry poisonings.
- Alcohol poisonings.
- Mushroom poisonings.
- Gasoline poisonings.
- Carbon monoxide gas and nerve gas damages.
- Viper and insect bites.
- Ability to give first aid according to symptoms, for a conscious person and unconscious victim.

EROSIONS

Damaging caused by chemical substances on the skin.

- Eye chemical erosion.

BURNS

- Degrees of burns, their characterization.
- Dangers accompanying burns.
- Sun burns.
- Heat damages.
- Heat spasms.
- Heatstroke.
- Sunstroke.



FROSTBITES

- Surface freezing.
- Hypothermia.

Unit 8: Problems Related to Teaching First Aid

Objective: To get knowledge of the First Aid means and giving First Aid without threatening the life of the helper.

- First aid means, their usage, arrangement and maintenance.
- Transportation possibilities of the victim.
- Ambulance possibilities in the case of accidents.
- Pharmacy at work and at home.
- Information on spreading of HIV/AIDS and other infections spreading through blood.
- Giving first aid with regard to the danger of getting infected with AIDS.

Unit 9: Psychological First Aid

Objective: To learn to know the course of the psycho traumatic event and giving help to the victims of the named trauma.

- Psycho traumatic event.
- Traumatic crisis.
- Loss and grief.
- Helping of the victim after traumatic event.
- Post-traumatic stress disorder.



Unit 10: Evaluating knowledge and skills on First Aid

Objective: To acquire the knowledge obtained during the training.

- Checking of the knowledge obtained during the courses.
- Solving practical tasks.
- Answering the test questions.

Training session ends with an exam. The exam takes place in very realistic conditions - both artificial wounds and artificial blood are used.

Practical Training

To know and apply the basic first aid techniques related to the job's activities.

Evaluation criteria

To know the basic first aid techniques

To be able to apply them in their corresponding cases, and working place

To know the causes, symptoms and remedies of the following problems:

1. Physical exhaustion
2. Blisters
3. Cramps
4. Cuts
5. Diarrhoea

6. Neck ache
7. Headache
8. Fever
9. Cold
10. Bites/stings
11. Haemorrhages
12. Sprains
13. Fractures, traumatisms in general
14. Mountain sickness
15. Sunstrokes

Use in an autonomous and responsible way the first aid kit and equipment.

Duration of module IV: 25 hours

BIBLIOGRAPHY (suggested for the teachers)

- International Federation of Red Cross and Red Crescent Societies (IFRC) www.ifrc.org
- International Committee of the Red Cross (ICRC) www.icrc.org
- To get acquainted with the national valid "Act of Occupational Health and Occupational Safety"

To get acquainted with the First Aid handbooks issued in the state recently.

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Module 5

Client Attendance

Introduction

Throughout the ages many tourists have sought unique natural areas and outdoor-related activities for their vacations. This (nature) tourist motivation may be discovery, adventure, competition, fellowship, environmental awareness or spiritual growth.

Research concludes that this customer seeks for intense experiences with high product and service quality. So, customer service is very important in the area of active tourism. Knowing how to deal with the customer, may decide the success or not of an activity.

This module refers to the most important aspects present in service providing. It focuses the most basic aspects, such as communication, and also complex ones relating to behaviour or quality concept.



Main Aim

To endow students the knowledge and suitable attitudes to anticipate and respond to the customer needs/ expectations

Specific Aims

- To identify the different types of customers
- To provide a high standard service
- To recognize the importance of communication



- To identify the different means of communication
- To be able to deal with difficult situations/ customers

Units and Contents

Unit 1 – Quality Service

First Unit's aims

At the end of the unit trainees should be able:

- To understand the active tourism service concept
- To adjust a service providing to specific customer features
- To realize the importance of quality service

Contenidos

Active tourism service

Quality in active tourism

- “total quality”
- costs of (no) “total quality”
- keys to achieve “total quality”

How to maintain quality in active tourism service

Activities

- Observing service providing and differentiate good and bad practices
- Group work

Unit 2 – Identifying the Customer

Second Unit's aims

At the end of the unit trainees should be able:

- To recognize different customers and their needs
- To identify the expectations and wishes of customers
- To understand and respond to the customers' needs

Contents

Who is the customer?

- Internal customers
- External customers

External customers' needs and expectations

- Different kinds of needs
- Techniques to respond to customers' needs and expectations

Activities

- Identifying the region tourists profile
- Interviewing real customers in order to identify their characteristics, needs and expectations
- Analyzing the best ways to satisfy the customer groups



Unit 3 – Communication techniques

Third Unit's aims

At the end of the unit trainees should be able:

- To know how to communicate (listen and interpret) with customers
- To manage a claim/ objection correctly

Contents

What is communication?

Different ways of communicating

- Verbal (Face-to-Face; telephone...)
- Nonverbal (gestures, facial expressions, body poses)
- Written (letters, memorandums...)
- Electronic (electronic mail...)

Conflict situations

- Objections and claims
- How to behave in difficult situations

Activities

- Simulating communication situations, using the different ways mentioned above
- Group work practicing and evaluating a communication process



Practical Training

Practical customer attendance in different situations according to working area.

Evaluation criteria

Receive, accommodate and see off the clients so that they feel very welcome by applying the corresponding protocol regulations.

Apply the communication and attention techniques that inform the clients about the type of services offered by the establishment and any information requested, always satisfying their expectations.

Take command according to the established agreements.

Develop the services, with elegance and precision, according to the established regulations and procedures.

Identify the different situations in which complaints or conflicts may arouse.

Behave in a responsible way within the working area respecting the enterprises' regulations and procedures, and have initiative regarding the responsibilities.

Demonstrate a respectful attitude towards the enterprises' regulations and procedures

Accomplish with the jobs timetable.

Interpret and execute with diligence and initiative the instructions received, be responsible with the job and have an adequate and efficient communication.



Assume the enterprises' regulations and procedures by collaborating in the quality and productivity improvement.

Work responsibility by using initiative and resolving it with perfection.

Fluent relationships with directors and staff

Positive attitude when developing the duties

Permanent learning attitude when faced with arousing innovation in the working area.

Duration of module V: 45 hours

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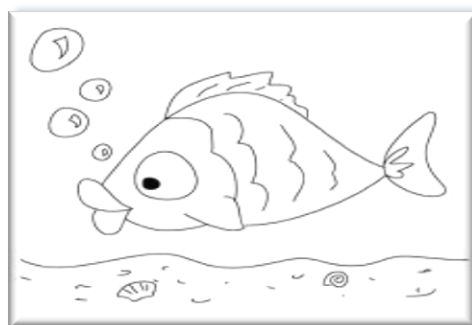
Module 6

English for Active Tourism

Introduction

This language Module is based on the **European Framework of Reference for Languages**. The Council of Europe elaborated a system of unified evaluation of language skills and qualifications achieved. Individual levels reflect the objectives of learning and specify in detail what learning to undertake to be able to reach a successful integration in life and work. The system recognizes 6 levels:

- (A1, A2) Basic language use
- (B1, B2) Independent language use
- (C1, C2) Proficiency



Do not feel as dumb as a fish!

Do not feel as dumb as a fish!

Learners undergoing this Module are expected to have already covered level A1 and to achieve levels A2 to B1, i.e. basic to independent language use. Besides, the units within the Module are very easily adapted and enriched so that higher language levels are achieved.

It is a well-known truth that foreign language skills, as well as a multicultural behavior are crucial for the tourist industry. This is why, communicative approach is the main focus as communication skills are at utmost importance for the people involved in any kind of tourism services.

Taking into account the targets – entrepreneurs in tourism and the unemployed – we have designed the Module and the training activities to fit mixed ability classes.

Each unit has been described in terms of its objectives, functions, grammar aspects, and language activities. Practical activities, simulated situation and use of authentic materials should part of each unit.

Aims:

This Module is aimed at improving the job-related English of people who are being trained, or who have already started, a career in the tourist industry, in particular in the field of active tourism. The functional aspects of the Module describe the work routines of people involved in tourism services. It is open to a



variety of situations where employees have to use English either with customers or with other staff members.

It is very important to mention that the Module is intended for trainees at their post-elementary level of English but it could be easily adapted for mixed-ability classes. At the end of the Module learners should be able to cover the skills described under **levels A2-B1 of the Common European Framework of Reference for Languages**.

Methodology:

The units envisaged are closely related to the professional tasks listed in the professional profile and the skills identified in the Skills Map.

The Module gives the opportunity for a plenty of pair and group work exercise, where weak and strong students should be encouraged to work together. The number of hours (100-120) provide for enough time to be spent on revision and “rehearsal time” for weaker students before speaking activities. The writing activities allow for building in more writing stages before speaking activities.

On the other hand, stronger students will need trainer’s attention, too. These should be challenged with extra vocabulary or different parts of speech and extra exercises.

Of course, the language training is mainly focused on job-related communicative skills. Yet, all the four skills (reading, writing, speaking and listening) should be trained. Use of authentic materials is obligatory in trainings for tourism professionals. Still more, there are plenty of them, easy to find on the internet, in the tourist offices, in the equipment manuals, etc. Authenticity of materials gives the learners a feeling of satisfaction and increases motivation and self-confidence.

Units and contents:

Unit 1 - Personal information

Objectives: Giving and understanding personal information

Functions/Situations:

-  Provide personal information
-  Present yourself



- Use numbers
- Use words to describe objects, routines and persons

Grammar:

- Verb "to be"
- Present simple and progressive tenses
- Basic description adjectives
- Questions words ("wh" and "yes/no" questions)
- Subject pronouns
- Possessives
- Articles
- Time expressions

Activities:

These are only some examples which language trainers may adapt and enrich.

- Pair work and role play
- Introducing people
- Write and talk about you (guided writing and speaking)
- Fill in the blanks
- Correct the mistakes

Unit 2 - Phone calls

Objectives:

- Greet customers
- Answer the telephone
- Ask who is calling
- Take messages

Functions/Situations:

- Incoming calls
- Making simple requests



- Greetings, Farewells, Titles

Grammar:

- Can/Could; I'd like to

Activities:

These are only some examples which language trainers may adapt and enrich.

- Pair work and role play
- Correct the mistakes
- Simulation of phone conversations

Unit 3 - Bookings

Objectives:

- Handle enquiries
- Take reservations, take down guest details
- Write emails of confirmation
- Talk about dates and how often you offer things
- Say what is available
- Describe location and facilities

Functions/Situations:

- Requesting and giving information
- Opening and closing times
- Days of the week
- Email abbreviations

Grammar:

- Do/Does
- Prepositions
- Dates
- Adverbs of frequency



Activities:

These are only some examples which language trainers may adapt and enrich.

- Pair work and role play – taking reservation on the phone, give information about facilities, take down customer details, etc.
- Correct the mistakes

Unit 4 - Explanations

Objectives:

- Give polite explanations
- Use short forms
- Make apologies
- Give formal written apologies

Functions/Situations:

- Turning down requests

Grammar:

- Short forms of Present simple
- Be/do/can

Activities:

These are only some examples which language trainers may adapt and enrich.

- Pair work and role play – giving polite explanations and turning down requests
- Correct the mistakes
- Others

Unit 5 - Giving instructions

Objectives:

- Give detailed instruction to customers

Functions/Situations:

- Giving instructions in sequence

Grammar:

- Imperative verbs
- Sequences – first, second, etc.



Activities:

These are only some examples which language trainers may adapt and enrich.

- Pair work and role play – one of the learners is the instructor, the one is the tourist, instruct on use of equipment, health and safety instructions, environmental issues
- Correct the mistakes

Unit 6 - Polite requests and dealing with requests

Objectives:

- Helping customers
- Helping customers with disabilities or with special needs
- Follow customer care advice

Functions/Situations:

- Staff replying to requests

Grammar:

- Offering help structures

Activities:

These are only some examples which language trainers may adapt and enrich.

- Match responses and answers
- Listen and complete requests and answers
- Pair work and role play
- Correct the mistakes
- Listening to dialogues and practicing with a partner

Unit 7 - Dealing with complaints

Objectives:

- Accept and apologies for complaints
- Take action to help customers



- Talk about past activities

Functions/Situations:

- Customers complaining

Grammar:

- Past Simple Tense

Activities:

These are only some examples which language trainers may adapt and enrich.

- Practice of past structures
- Listen to complaints and match key words to problems
- Match complaints with replies
- Pair work and role play
- Listening to dialogues and practicing with a partner

Unit 8 - Jobs and workplaces

Objectives:

- Show people around the facilities
- Introduce people
- Talk about people's jobs

Functions/Situations:

- Explaining job responsibilities

Grammar:

- This/that/these/those/here/there
- Responsible to/for

Activities:

These are only some examples which language trainers may adapt and

- Practice of structures
- Listen to dialogues – “true or false”
- Listen and complete dialogues



enrich.

- Listen and match the staff to their duties
- Pair work and role play
- Take it in turns to explain different active tourism jobs and duties

Unit 9 - Explaining and instructing

Objectives:

- Explain how to do things
- Talk about preparation of trips and equipment
- Give health and safety instructions

Functions/Situations:

- Active tourism staff instructing customers

Grammar:

- Modals – must/have to/don't have to/musn't

Activities:

These are only some examples which language trainers may adapt and enrich.

- Practice of structures
- Listen to dialogues – “true or false”
- Listen and complete dialogues
- Pair work and role play
- Take it in turns to give instructions to hikers/bikers/climbers, etc.

Unit 10 - Telephone requests

Objectives:

- Give good customer services
- Describe facilities
- Ask for clarifications on the phone
- Clarify spelling
- Negotiate prices



Functions/Situations:

- Active tourism facilities and services
- Taking difficult phone bookings

Grammar:

- Need + noun/+ ing/+ “to infinitive”
- Past Simple – questions and answers, negatives

Activities:

These are only some examples which language trainers may adapt and enrich.

- Listen and complete dialogues, listen and answer the questions
- Ask and answer questions about the past
- Pair work and role play – listen to telephone requests and make appropriate responses

Unit 11 - Health and safety issues

Objectives:

- Health and safety precautions
- Procedures in case of fire
- How to find out anyone qualified to help

Functions/Situations:

- Reading and explaining safety regulations

Grammar:

- Adjectives/adverbs

Activities:

These are only some examples which language trainers may adapt and enrich.

- Discuss warning signs and hazard symbols
- Discuss safety regulations
- Listen to dialogues – “true or false”
- Pair work – “What to do in case of...”



Unit 12 - Giving directions indoors and outside

Objectives:

- Direct customers
- Talk about activity preparation
- Ask for and give directions
- Talk about logistics

Functions/Situations:

- Phrases to direct customers

Grammar:

- Prepositions – location and direction

Activities:

These are only some examples which language trainers may adapt and enrich.

- Write and give directions to different places
- Listen to and practice dialogues – ask for and give directions
- Work with maps and other information materials - pair work
- Complete sentences with correct prepositions
- Discuss road signs, street terms, and hiking path signs.

Unit 13 - How to offer help and advice

Objectives:

- Give advice, recommend
- Talk about the recent past

Functions/Situations:

- Dealing with accidents

*Grammar:*

- Present Perfect Simple
- Modals for advice and recommendation

Activities:

These are only some examples which language trainers may adapt and enrich.

- Listen to and practice dialogues on first aid and emergency
- Pair work – discussing an accident
- Practice vocabulary on health problems and emergency

Unit 14 - Dealing with problems

Objectives:

- Complaints
- Explanations
- Solutions

Functions/Situations:

- Phases to make complaints and offer solutions

Grammar:

- Should and the perfect infinitive

Activities:

These are only some examples which language trainers may adapt and enrich.

- Listen to and practice dialogues
- Pair work – discuss letters of complaint, offer advice and solutions
- Talk about what should have been done
- Read and answer to emails of complaint

Unit 15 - Money matters

Objectives:

- Deal with payments (handle different forms)
- Explain bills to customers



- Deal politely with customer queries

Functions/Situations:

- Service payments
- Querying of bills

Grammar:

- Present Progressive Tense
- Much/many/a lot of/lots of/ few/ a few/little/a little
- Revision of pronouns

Activities:

These are only some examples which language trainers may adapt and enrich.

- Listen to and practice dialogues
- Complete the sentences with much/many/a lot of/lots of/ few/ a few/little/a little
- Put dialogues in the correct order
- Pair work
- Talk about payment cards and currencies

Unit 16 - Job applications and job interviews

Objectives:

- Prepare CVs in English
- Write application letters
- Read, discuss and answer to job advertisements
- Talk about yourself and about your plans
- Answer to interview questions

Functions/Situations:

- CV and job interview vocabulary and structures

Grammar:

- Formal structures (interview and business correspondence – beginnings, body, endings, etc.)



Activities:

These are only some examples which language trainers may adapt and enrich.

- Read real job advertisements
- Answer to advertisements
- Learners prepare their own CVs in EN
- Write application letters
- Learners practice how to present themselves at an interview

Unit 17 - Outdoor activities and tour planning

Objectives:

- Describe and promote active tourism activities
- Understand equipment usage and storage
- Instruct on use of equipment
- Explain routes to customers

Functions/Situations:

- Describe/explain/instruct before during and after active tourism activities

Grammar:

- Adjectives of description/promotion
- Expressing future activities

Activities:

These are only some examples which language trainers may adapt and enrich.

- Read real advertisement of active tourism service
- Discuss advertisements
- Read and discuss routes
- Pair work – route planning, giving explanations and instructions, describing equipment

Unit 18 - Tourism and the environment

Objectives:

- Understand simple environmental materials



- Describe landscape, plants, wild life, etc.

Functions/Situations:

- Environmental and “green tourism” issues

Grammar:

- Adjectives of description
- Comparatives and superlatives

Activities:

These are only some examples which language trainers may adapt and enrich.

- Read and discuss authentic environmental materials and descriptions
- Prepare “keep-the-environment instructions” for customers
- Pair work – give “keep-the-environment instructions” for customers, ask and answer questions, provide environmental information about the local area

Evaluation

Evaluation is one of the three major components of teaching, along with planning and instructions.

Depending on the number of teaching hours after covering this Module students will have achieved the skills described in the Common European framework of reference for languages (CEFR) under levels A2 to B1.

Students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance. They will be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, as well as to describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need (level A2 of CEFR).

As we are expecting mixed ability classes, higher-achievers can reach level B1 of CEFR and be able to understand the main points of clear standard input on familiar matters regularly encountered at work and deal with most situations likely to arise while at work or while travelling. They will be able to produce simple connected text on topics which are familiar or of their interest.



While taking this into consideration trainers need to bear in mind that encouraging self-evaluation is also very important as it is quite motivating to students. Trainers should stimulate their trainees to use the self-assessment grids of the Common Framework to assess their understanding, speaking and writing skills. Again, special attention should be paid to communication/speaking skills, both to spoken interaction and spoken production.

As this Module is mainly intended to achieve communication skills at the work place in tourism we will focus our attention on the evaluation of communicative skills.

Generally, communication skills are rated as “basic”, “proficient” and “advanced”. By this Module learners will be able to reach “basic” to ‘proficient” skills.

It very important for trainers to evaluate if the language used is inappropriate, appropriate or vivid and precise. This could be achieved through different approaches and methods, which all trainers are familiar with. But the most important criterion when evaluating the speaking skills is the students' ability to convey a message. According to the level reached trainers will then evaluate the complexity of the structures learners use, the vocabulary (if they use words related to that specific topic), the grammar, their fluency.

Practical Activities:

In language teaching practical training is usually at least half of the total duration of a course.

All activities should be focused on improving communication skills and multicultural behavior, as well as on using authentic materials. For instance, project-based learning is very useful, as it is totally learner-based approach and requires active participation. These are only some examples of such activities:

- Creation of promotional materials to advertise learner own entity or the entity they would like to work in, promotion of the town, historical and natural places of interest, etc.;
- Creation of presentations, video clips, etc. to promote local heritage – crafts, traditions, food, natural sites, etc.;
- Collection, translation and interpretation of local stories and legends;

- Role plays where one learner is the guide and the other one is the tourist – asking and providing information, explaining, planning routes, using brochures, maps, GPS, etc., giving instructions, giving first aid;
- Practice booking through the internet and using of other tourism related internet resources;
- Observation and short field trips where English is the language spoken (biking, hiking, climbing, boating, etc.);
- Discussions or group work on environmental issues and “green tourism”.

While selecting the topics and planning the activities, trainers need to take into account the needs and the abilities of their target learners.

In short, it is very important that the training is learner-centered and related to practice. All the practical tasks learners are assigned need to be taken from real life, so that by implementing the tasks learners can feel that they have achieved real, useful and applicable results. Learners need to be given the chance to use their previous life experience for the purpose of learning. “Learning by doing” should be the main principal.

Last but not least, learners should be constantly encouraged and stimulated to make it a point to talk to each other in English and to practice their language skills by talking to people who speak the language.

Duration of module VI: 120 hours

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Module 7

Basic ICT Techniques

Introduction

Riding a horse and using new technologies does not seem that has anything in common; that is the half truth. The other half is that new technologies are playing a very important role in our lives now days. At the beginning we had the communication development with telephones, then the television and the radio, after that we had the computer, the



fast communications (ISDN, ADSL), the satellites, mobile phones and the Internet. All these innovative technologies are very important for our everyday activities starting from the need of communication with other people, to find reading material from far places, to study, to instant information, weather forecast, work. It is characterized as an essential element in our life. Especially the development of the personal computer with the development of the internet are a major break through of our time. No one can imagine how the “world” can move without PC and Internet. Mobility and faster access to information are now the most important issues on our society and thanks to the new technologies are easier than ever before. And their applications are in every sector of our economy:

- Business functions
- Study resources and libraries
- Communication
- Easy to find information
- Distance learning



- Ideas promotion
- Business and marketing promotion
- Advertising

So the specific module is aiming at providing the trainees with the all basic knowledge and the skills of using computer. The module is designed for people that have no or little knowledge of using computers. The duration is 100 didactic hours.

The specific aims of the training is to provide the basic skills for using a PC on the following headings:

1. Windows environment
2. Document processing tools
3. Logistics tools / Excel
4. Presentations
5. Internet

METHODOLOGICAL ISSUES

The entire module will be taught by certified ICT trainers depending on the national system of certification of the trainers. If that does not exist perhaps the trainers have be at least certified by an international certification system and the most known are:

- ECDL (European Computer Driving License) for trainers
- Certificate from Cambridge University on basic ICT skills for trainers
- Microsoft Users specialists for trainers

Another important skill that the trainers should have is the didactic experience on adult education and on computer issues where our experience tells that 200 didactic hours in the last 3 years is a good point to start.

The basic structure of the training will require the following:

- a person to person teaching
- teaching in the computer classroom
- every trainee has one computer (1 trainee / 1 PC)
- all computers should have all the necessary software



- windows
- Microsoft office (Word, Excel, Internet Explorer, Outlook Express, Power Point)
- all to be connected to a LAN network
- the network should be connected to a printer and to a scanner.
- Internet access
- connected PC / video projector for wall presentation.

Another important issue **is that for every group of 15 trainees will be one trainer** (analogy is 1/15) in order to have the best results.

As far as didactic methodology that will be as following:

- For every didactic unit
 - Theory (20%)
 - Practice in the lab (50%)
 - Exercises (20%)
 - Examination / evaluation (10%)

For every didactic day (5 hours per day)

- 1 hour theory
- 3 hours practice
- 1 hour Exercise

Finally some of the **methods that the trainers** can use are:

- stimulation
- role playing
- continuous dialogue
- creating and solving problems in group sessions.
- active participation of the trainees



- small tests
- examination
- small projects

UNITS – AIMS - CONTENTS

The module is divided in 6 didactic units that are the very basic elements that somebody needs getting the basic skills for computer use. These units are:

1. PC structure and windows
2. Word and text processing
3. Logistic sheets – Excel
4. Presentations – Power Point
5. Internet use
6. safety and health

More analytically each of the above 6 didactic units has specific aim, a content, activities and its own evaluation.

Unit 1. PC structure and windows

The **aim** of this unit is to familiarize the trainee with:

- the structure of the Personal Computer,
- the hardware elements of the PC (tower, mouse, screen, monitor, speakers, USB,)
- the windows environment which is the most known and used functional management system of information for PC.



The **Content** of the module will be as following:

- Learn the name and the use of every part of the PC.
- Learn the windows managements system such as desktop screen and the elements that exist there.
- Know the basic software characteristics of the windows.
- Get to know how to read and manage the drives of the PC

Unit 2. Word and text processing

The **aim** of this unit is to learn the trainee how to create and manage a text document. By the end of the unit every trainee should be able to create easily a text document, change, format, save, find and delete any document.

The **Content** of the unit is based on the Microsoft Word processor which is been used by the 90% world wide from users. More analytically the trainee should be able to:

- **learn how to find it in the PC using the START button**
- learn how to create a text and how to process it by using all basic tools that the Microsoft Word has available.

Unit 3. Logistic Sheets

The **aim** of this unit is to teach the trainee how to process logistic data. By the end of this unit the trainee should be able create and manage a sheet. For this purpose the Microsoft Excel will be used.

The **Content** of the unit has the following:

- Find the Microsoft Excel and get familiar with it.
- Open the Microsoft Excel and create a new sheet (xls file)
- Create and work on simple functions.
- Save and delete the xls file.



- Keep on working by creating new xls files.

Unit 4. Presentations

The **aim** of this didactic unit is to train the trainees on how to use presentation software to make a formal presentation of a company or an activity or on a scientific subject. The most advanced and easy to use software is the Power Point from the Microsoft and that is the recommended for this didactic unit. By the end of this unit the trainees should be able:

- To open, close, save, find and delete any power point file.
- To create a formal presentation of any chosen business or other issue of personal interest.

The **Content** of this unit includes:

- Presentation of the Microsoft Power Point and its tools
 - How to find it
 - How to open it
 - And how to create a presentation
- Create different types of presentations using the template tool

Unit 5. Internet

The **aim** of the didactic unit is provide the trainees with all the basic information on using the Internet environment for finding information and communicating through it.

By the end of this unit the trainee should be able to:

- To understand and use the internet platform and
- Communicate through e-mails

The **content** of the unit is divided:



- Understanding the fundamental basis of the internet platform and its history
- Commercial tools for exploring the internet
- Search engines and their use on finding the needed issue.
- Using the Internet Explorer and its tool.
- Learn the e-mail system
- Learn how to create, send and receive an e-mail.

Unit 6. Safety

The **aim** of this module is to give the trainees all the information regarding the safety and the health hazards that are related to ICT use. The trainees in this module would be trained in all matters that are related to their safety while using PC's.

The **Content** of this module will have the following:

- PC's and their proper installation regarding safety.
- Monitor's radiation and measures preventing possible health damages.
- Electricity and preventing measures
- Position of the user while using PC.
- "Wrong" and "right" things while using PC's and its different components
- Insurance policies regarding employee rights.

Some practical activities that the trainees should do are working on the above contents with the trainer in order to avoid probable health risks.

Evaluation

The evaluation consists of 3 major components:



1) Evaluation of the trainees that can be done in 2 ways:

a) By the succession on the exams at the end of the training on all modules.

b) By an evaluation sheet that the trainer should evaluate each trainee on:

- The willingness
- The participation
- Knowledge on subjects
- The daily tests

2) Evaluation of the training program itself where through evaluation sheets the program should be evaluated for:

Its organization

- Its people (coordinators, trainers, etc)
- Its facilities both technical and supportive

3) Evaluation of the trainers where trainees should evaluate the trainers for their:

- Pedagogical methods
- Ability to communicate
- Ability to transfer knowledge.

The duration of the training should be 100 hours of training that will take place in a computer lab. It is suggested that the daily hours should not exceed the 5 hour period.

The duration of this module is 100 hours. The proposed breakdown on its didactic units is the following:

1. Learning Windows environment: 10 hours

- Theory (20%)
- Practice in the lab (50%)
- Exercises (20%)
- Examination / evaluation (10%)

**2. Document processing tools: 20 hours**

- Theory (20%)
- Practice in the lab (50%)
- Exercises (20%)
- Examination / evaluation (10%)

3. Logistic sheets - Excel tool: 25 hours

- Theory (20%)
- Practice in the lab (50%)
- Exercises (20%)
- Examination / evaluation (10%)

4. Presentations: 25 hours

- Theory (20%)
- Practice in the lab (50%)
- Exercises (20%)
- Examination / evaluation (10%)

5. Internet: 15 hours

- Theory (20%)
- Practice in the lab (50%)
- Exercises (20%)
- Examination / evaluation (10%)

6. Safety and Health issues: 5 hours

- Theory (20%)
- Practice in the lab (50%)
- Exercises (20%)
- Examination / evaluation (10%)

Practical Training

Examples and suggestions:

- Test with the names of the hardware elements of a PC.
- Test by finding a software in the PC
- Test by searching something in the PC
- Test by finding the memory and other technical characteristics of all PCs in the classroom by changing seats every 3 minutes (clock method)
- Deleting, changing place and saving something in the PC
- Open the Microsoft Word and create a new document and save it, find it again
- Write up a small text and use some tools to process it such Spelling check, insert a picture, change the format, using tables and many more
- Find an old text and change the format as set by the trainer
- Open and close the Power Point
- Create a presentation of a personal interest
- Create the same presentation using templates
- Create and save a presentation of a business that provides tourism activities
- Create a presentation for your geographical area and its tourism potential for development
- Use as many tools as possible
- Find, open and close the Internet Explorer
- Open a search engine and search for specific issues
- Collect information related to active tourism and put them in the favourite sites
- Find, open and close the Outlook Express
- Create an email and send it to the trainer's email address demanding a return e-mail
- Collect various email addresses and organize them



Evaluation criteria

Manage Web sites in English

Use of Internet to receive and give information relating active tourism activities and possibilities in the region. (all in English)

Use of computer platform advertising.

To be able to communicate with other entities related to the same activities in other countries.

To be able to attend to clients' requested information through Internet.

Duration of Module VII: 100 hours

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Module 8

Green Tourism

Introduction

Nature is one of the key resources of tourism products – natural areas, national parks, forests, waters, plants, animals, etc. Therefore, it is important to know how these resources can be used in long term to avoid their depletion or extinction in particular territories. Development of tourism products has to be based on sustainable and environmentally friendly principles.



Aims

The aim of this module is to explain the manifold interaction of tourists and environment, and to characterize actions that meet the principles of environmentally friendly, ecological and sustainable tourism development. Special attention is given in this module to discussion of positive and negative practices in tourism. Course participants receive knowledge, based on practical examples, on integration of sustainable and environmentally friendly principles in tourism organization and management. The module is illustrated with rich visual material (photo, audio, video).

Specific Goals

- To learn basic principles of environmentally friendly and eco- tourism;
- To use the above principles in development of a particular tourism product;



- To understand the concept of nature resources and biological diversity, and to know how these can be used in development of tourism products;
- To understand the aims of especially protected nature sites, related legislation and administrative regulations;
- To learn about statutory regulations regarding organization of tourism events.

UNITS AND CONTENTS

Unit 1. Nature resources in tourism

General goal

To learn about the key nature resources representing basis for tourism product development.

Specific goals

- To learn the forms and types of resources;
- To learn the sustainability principles in the use of various resources;
- To understand examples of nature friendly actions and basic principles of environmentally friendly tourism.

Contents

- 1.1. The concept and definitions of nature resources;
- 1.2. Types of nature resources;
- 1.3. Positive and negative examples of the use of resources, their analysis.

Tasks and activities

- To design a nature tourism product, adequate for a particular territory and based on local resources;
- To analyze several tourism products and their compliance with the environmentally friendly tourism principles.



Unit 2. Especially protected nature sites, Natura2000 sites

General goal

To understand the aim of especially protected nature sites and Natura2000, and their importance in tourism.

Specific goals

- To recognize difference between types of especially protected nature sites and Natura2000 sites and their different use in tourism;
- To understand the resources found in especially protected nature sites and opportunities for tourism;
- To understand administrative restrictions in especially protected nature sites;
- To understand zoning of especially protected nature sites and the use of different zones in tourism.

Contents

- 2.1. The aims of designation especially protected nature sites and establishment of Natura2000;
- 2.2. Zoning of especially protected nature sites and Natura2000, nature protection plans and management plans, their necessity;
- 2.3. Resources in especially protected nature sites and Natura2000 (nature, culture), opportunities of their use in tourism;
- 2.4. Specifics of tourism product development in especially protected nature sites and Natura2000.

Tasks and activities

- To study documentation and normative regulations for a particular especially protected nature site, and develop a new and innovative tourism product meeting their requirements;
- To find out stakeholders in especially protected nature sites (administration, municipalities, NGOs, etc.) and their role in territorial development.



Unit 3. Legislation aspects in the context of environmentally friendly tourism

General goal

To understand the link between legislation and environmentally friendly tourism product development.

Specific goals

- To understand the link of tourism with the industry's legal and institutional basis;
- To be able to apply the acquired knowledge in practice.

Contents

- 3.1. Classification of legislative acts;
- 3.2. Laws, government regulations, international conventions (Washington, Ramsar, Bern, etc.);
- 3.3. Major legal restrictions and their influence on tourism product development.

Tasks and activities

- To find out the basic statutory laws directly affecting tourism product development in especially protected nature sites and outside those.

Unit 4. Sustainable tourism, ecotourism and environmentally friendly tourism

General goal

To understand basic principles of sustainable and environmentally friendly tourism.

Specific goals

- To apply the above principles of tourism in practice;
- To apply the above tourism principles in development of successful tourism products.

Contents

- 3.1. History of sustainable tourism concept development;
- 3.2. Sustainable tourism principles, their application;
- 3.3. Ecotourism and its best practice in countries of the world;



3.4. Eco-certification, its basic principles. Tourism eco-certificates in different countries.

3.5. Green Advice (for hiking, water tourism, cycling tourism, nature tourism).

Tasks and activities

- To analyze examples of tourism products and their compliance with the basic principles of sustainable and environmentally friendly tourism;
- To develop Green Advice for one's own tourism establishment.

Practical Training

Environmental knowledge:

- Basics in geography;
- Basics in nature sciences (zoology, botany);
- Basics in law.

Evaluation criteria

- Course participants can independently source, select, analyze and use information, take environmentally friendly, sustainable decisions and solve problems;
- Course participants understand and respect professional ethics. They can evaluate the impact of their professional activities on society and natural environment in short and longer term;
- Course participants are able to involve in tourism development, demonstrating global vision, awareness of links and interconnection between decisions, actions and processes;
- Course participants are able to use the knowledge and skills acquired to perform professional, innovative and research activities, to formulate and analytically describe



information, environmental problems and solutions in tourism and hospitality industry, explain and discuss with arguments these topics in specialist and non-specialist audience.

Duration of Module VIII: 100 hours

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