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EUROPEAN

YOUTH

ROOTS

# Training Toolbox

Sustainable, Participatory and Inclusive Tourism



European Youth Roots is an ERASMUS+ funded project that responds to the increasing demands for sustainable, participatory and inclusive tourism. It seeks to improve young people's entrepreneurial skills by motivating them to create and develop innovative business ideas for sustainable, inclusive and participatory tourism development.

A partnership of 7 European organisations brings life to the project:



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# Introduction



*"Travel makes one modest, you see what a tiny place you occupy in the world"*  
– Gustave Flaubert



## Embracing Sustainable, Participatory and Inclusive Tourism

Tourism is a growing industry that plays a vital role in the economies of several countries across the globe. According to the World Travel and Tourism Council, tourism is a significant source of employment globally. Before the Covid-19 pandemic, it generated 1 in 4 new jobs (WTTC, n.d.). While the Covid-19 pandemic brought about a decrease in worldwide tourism and a loss of 62 million jobs, between January-March 2022, the UNWTO reported an increase of 182% in year-to-year tourism and a rise in 18.2 million jobs (UNWTO, n.d.; WTTC, n.d.).

The increase in tourist arrivals can bring economic opportunities for businesses and entrepreneurs and contribute to recovery from the financial losses brought by the Covid-19 pandemic. Still, it can pose sustainability challenges by adding negative pressures to social and natural environments. Concerns over mass tourism's potentially harmful cultural and ecological effects have led to increased demand for alternative forms of tourism development. Sustainable tourism works towards social and environmental wellbeing, operating as a "vehicle" for sustainability (Sharpley, 2020; Hunter, 1995). It does so by encouraging environmental protection, promoting cultural heritage conservation, and considering local communities' socio-economic needs. As a result, participatory approaches that foster collaboration amongst various stakeholders are critical for sustainable tourism development. They address socio-economic, cultural, generational, and gender disparities by considering stakeholders' needs and perspectives.

Additionally, participatory tourism planning and policy-making should consider different knowledge forms and ways of knowing (Hall, 2019; Jamal, 2012). Doing so enables the more equitable sharing of tourism's cultural, economic and social benefits. As such, sustainable and participatory tourism must also be inclusive.



For the purposes of this document, participatory tourism focuses on host communities, whilst inclusive tourism focuses on ensuring accessibility to tourism services for all kinds of visitors. Thus, inclusive tourism seeks to provide access to the benefits and opportunities of travelling to people regardless of abilities, age, socio-economic status, and cultural background.

Inclusive tourism considers people with special needs offering support, including assistance with special mobility requirements and hearing or seeing aids (Gillovic, B., & McIntosh, A. 2020). Considering the above, the European Youth Roots Project (EYR) incorporates the ideals of sustainability, participatory approaches and inclusivity into its vision.

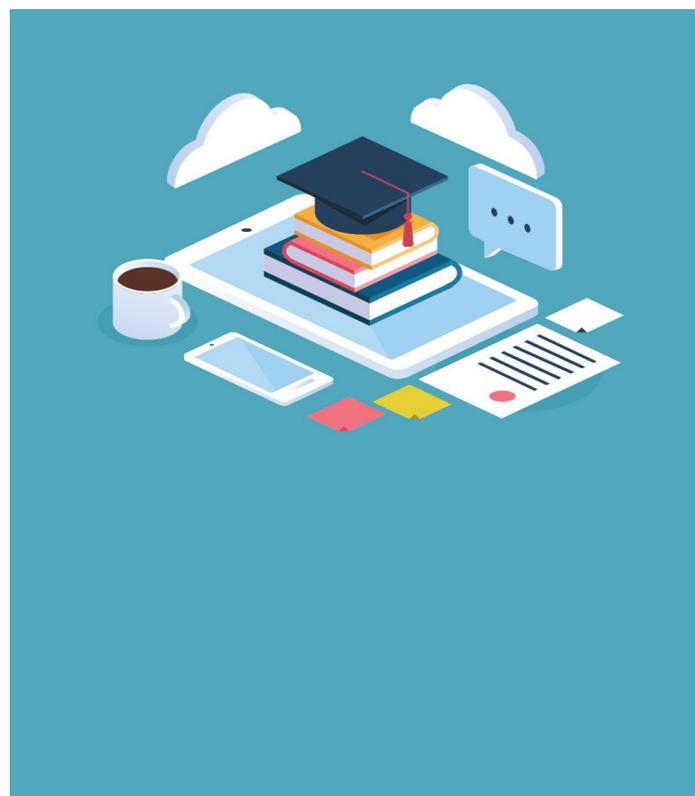


Given the challenges the tourism industry must face to turn sustainability into a reality, the EYR places leadership and entrepreneurship as strategic backbones of its sustainability agenda. By doing so, it hopes to build toward a generation of future game-changers. These are young entrepreneurs knowledgeable of the obstacles and opportunities ahead who can meet uncertainties and risks with creativity and a collaborative spirit. Through the course of the EYR project, partners have created a series of manuals to aid young entrepreneurs with tools, case studies, resources and ideas on implementing sustainable, participatory and inclusive tourism. The present toolbox is an addition to the learning material produced by the EYR project. It aims to multiply its impact by offering a training kit that can contribute to building a community of young entrepreneurs working towards sustainable goals.

## About the Training Toolbox

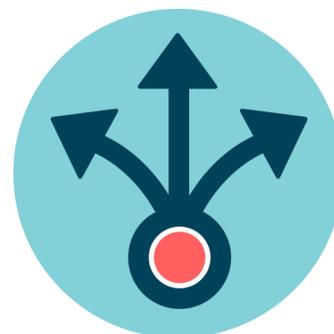
This training toolbox is one of the six primary outcomes of the European Youth Roots Project (EYR). It provides a functional handbook to implement 24 different tools during learning experiences on four themes:

- Creating awareness for sustainable tourism development
- Implementing a sustainable, accessible and inclusive tourism business
- Promoting and marketing a new tourism product
- Building glocal and innovative tourism networks



The themes above correspond to the major intellectual outputs of the EYR project to ensure they reach a larger audience through the training toolbox.

## European Youth Roots Project Outcomes



Awareness campaign of young people for sustainable tourism

Implementing sustainable, accessible and inclusive tourism business initiatives

Promotion manual

Building glocal and innovative tourism networks

## Aims and Objectives

The main aim of the present toolbox is to provide a practical and hands-on guide to training young adults on inclusive, participatory and sustainable tourism. It is a material for aiding those who can supply training, advice and support to young entrepreneurs. It is geared towards tourism-related associations, consultancy bodies, support organisations for young entrepreneurs, and educational institutions. One of the motivations for creating this product is to supplement formal education by entrepreneurship centres in non-formal training settings. Thus, contributing to bridging the boundaries between formal and non-formal education. The toolbox will increase the tourism and cultural industry professionals' skills in implementing and promoting participatory, inclusive and sustainable tourism. It will also assist them in creating further projects of this nature with young entrepreneurs and thus a community of young people working on innovative alternatives to mass tourism.

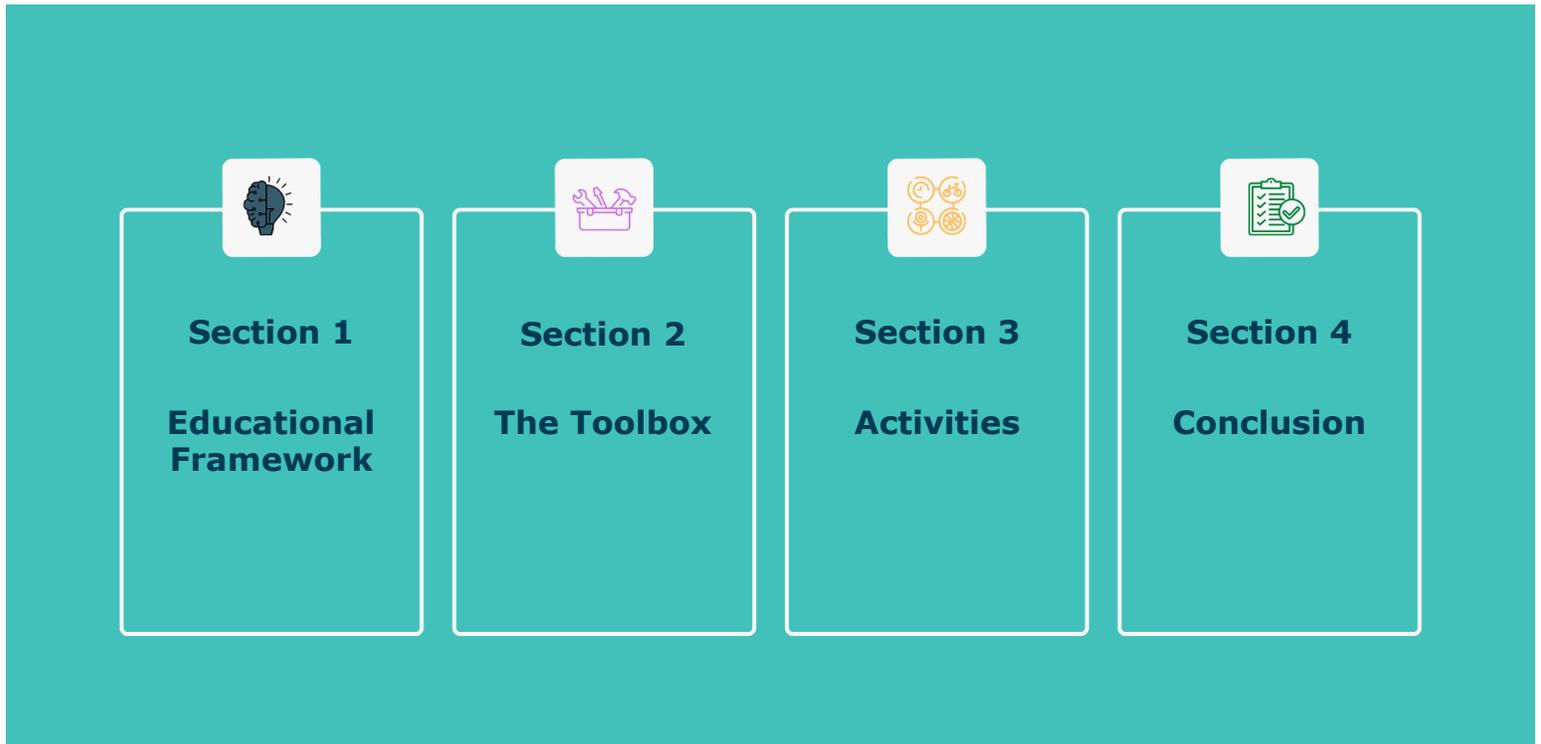
## Learning Objectives

- ❑ Build skills to train youth to recognise, develop and capitalise on sustainable, participatory and inclusive tourism development opportunities
- ❑ Increase skills in developing inclusive projects to provide continuous training to youth in sustainable tourism initiatives

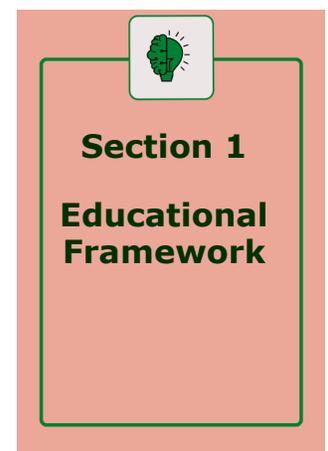


# Structure of this Training Toolbox

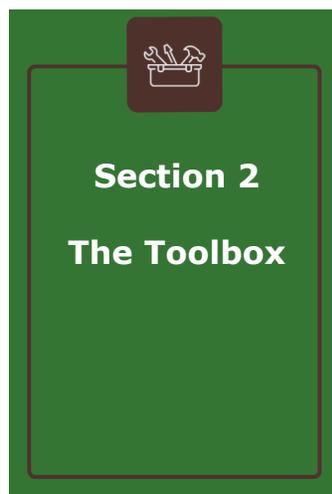
This toolbox contains four sections



Section 1, part 1 contains information about the EYR programme materials' end-user and learners' profiles. Additionally, part 2 details the learning environments under which to implement the EYR programme learning materials and the tools for validating the educational experiences. Moreover, it offers inputs on the teaching modalities compatible with the toolbox and the learning strategies. Finally, the final element of section 1 contains an implementation plan for different levels of experience in teaching/training on sustainable, participatory and inclusive tourism.



Section 2 introduces the tools and a description of their potential applications. In Section 3 readers can also find activities for trainers detailing instructions on implementing the tools. These activities are designed to educate participants on four themes relating to the EYR project and its goal of promoting sustainable, participatory and inclusive tourism:



- Creating awareness for sustainable tourism development
- Implementing a sustainable, accessible and inclusive tourism business
- Promoting and marketing a new tourism product
- Building glocal and innovative tourism networks

This handbook relies on the European Entrepreneurship Competence Framework (EntreComp) as a validation mechanism. EntreComp is an ideal framework due to the EYR project's focus on fostering an entrepreneurial mindset in young adults to engage in sustainable tourism initiatives. Trainers can validate the learning experiences they offer through this framework. The image on the next page showcases the framework's areas of learning: Into Action, Resources, Ideas & Opportunities.



Image 1. EntreComp's Competence Areas (European Commission, 2018).

Finally, Section 3 offers concluding remarks and recommendations for implementing educational experiences on sustainable, participatory and inclusive tourism through this toolbox.

# Educational Framework



*"Tell me and I forget,  
teach me and I may  
remember, involve me  
and I learn"*

*- Benjamin Franklin*

## Part 1 - The End-User

### 1.1 Profile of Learners

The European Youth Roots project has chosen young generations of people eager to contribute to building a more sustainable planet as its primary target group. These youths have innovative ideas and connections with the tourism industry and need tools and training to make their projects a reality. The learners that could benefit from the training toolbox offered in this handbook are :

- ❖ Participants studying a tourism degree course
- ❖ Participants studying an entrepreneurship degree/course
- ❖ Young entrepreneurs already in the tourism industry
- ❖ Young entrepreneurs already operating a micro-enterprise in tourism within the sustainable tourism sector



- ❖ Young entrepreneurs already operating a micro-enterprise in tourism but NOT in the sustainable tourism sector
- ❖ Young people seeking a career change or greater career mobility
- ❖ Adult entrepreneurs analogous to the young ones by way of transfer

### 1.2 Profile of Sectors of Learners

Learners could come from various sectors within the tourism industry and outside:

- ❖ Hospitality and Accommodation
- ❖ Tourism Services
- ❖ Cultural and Natural Heritage Management
- ❖ Guiding Services
- ❖ Guiding Services
- ❖ Catering Food and Beverage



## Part 2 - The Learning Paths

### 2.1 Learning Environments

The familiar learning environment for the topics of sustainable, participatory and inclusive tourism and entrepreneurship is a formal setting. However, this handbook and the resources and materials produced by the European Youth Roots project aim to supplement formal education by training entrepreneurship centres in non-formal settings. The hope is to bridge the boundaries between formal and non-formal education. As a result, the handbook can help facilitate workshops and training conducted by tourism-related organisations, consultancy bodies, support organisations, and incubators. Nevertheless, the tools offered here are not exclusive to non-formal education scenarios. As such, formal educational institutions can use them

### 2.2 Validation of the Learning

The European Youth Roots project handbooks and materials will be assessed using the European Qualifications Framework (EQF) to make the EYR resources readable throughout Europe.

Additionally, each tool provided in the handbook will be validated using the European Entrepreneurship Competence Framework (EntreComp). Through this framework, trainers can assess whether the tools they are using foster an entrepreneurial mindset in their participants. The EntreComp framework “offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others.” (European Commission, 2018). EntreComp identifies competencies in the areas of 'Resources', 'Into Action' and 'Ideas and Opportunities' (European Commission, 2018). It is a valuable validation tool to assess entrepreneurship and a source of support for trainers and educators that wish to teach their participants an entrepreneurial mindset and skills. Additionally, trainers can refer to the EntreComp competencies to make their participants aware of the entrepreneurial competencies they have acquired through their educational experiences. The activities presented in this handbook will use the framework and the tables detailing the description of each competency. The framework is displayed in the images in the following pages and available for direct consultation [here](#).

Each area contains 5 competences, and together these make up the 15 competences that create an entrepreneurial mindset. Each competence is explained through a hint and a brief description, and then developed further into thematic threads and learning outcomes.



## Competences per area IDEAS & OPPORTUNITIES

Competence	Hint	Description
<b>Spotting opportunities</b>	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> <li>Identify and seize opportunities to create value by exploring the social, cultural and economic landscape</li> <li>Identify needs and challenges that need to be met</li> <li>Establish new connections and bring together scattered elements of the landscape to create opportunities to create value</li> </ul>
<b>Creativity</b>	Develop creative and purposeful ideas	<ul style="list-style-type: none"> <li>Develop several ideas and opportunities to create value including better solutions to existing and new challenges</li> <li>Explore and experiment with innovative approaches</li> <li>Combine knowledge and resources to achieve valuable effects</li> </ul>
<b>Vision</b>	Work towards your vision of the future	<ul style="list-style-type: none"> <li>Imagine the future</li> <li>Develop a vision to turn ideas into action</li> <li>Visualise future scenarios to help guide effort and action</li> </ul>
<b>Valuing ideas</b>	Make the most of ideas and opportunities	<ul style="list-style-type: none"> <li>Judge what value is in social, cultural and economic terms</li> <li>Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it</li> </ul>
<b>Ethical and sustainable thinking</b>	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> <li>Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment</li> <li>Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen</li> <li>Act responsibly</li> </ul>

Image 2. EntreComp Framework table on Competences for the area of 'Ideas and Opportunities' (European Commission, 2018).



## Competences per area RESOURCES

Competence	Hint	Description
<b>Self-awareness &amp; self-efficacy</b>	Believe in yourself and keep developing	<ul style="list-style-type: none"> <li>Reflect on your needs, aspirations and wants in the short, medium and long term</li> <li>Identify and assess your individual and group strengths and weaknesses</li> <li>Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures</li> </ul>
<b>Motivation &amp; perseverance</b>	Stay focused and don't give up	<ul style="list-style-type: none"> <li>Be determined to turn ideas into action and satisfy your need to achieve</li> <li>Be prepared to be patient and keep trying to achieve your long-term individual or group aims</li> <li>Be resilient under pressure, adversity, and temporary failure</li> </ul>
<b>Mobilising resources</b>	Gather and manage the resources you need	<ul style="list-style-type: none"> <li>Get and manage the material, non-material and digital resources needed to turn ideas into action</li> <li>Make the most of limited resources</li> <li>Get and manage the competences needed at any stage, including technical, legal, tax and digital competences</li> </ul>
<b>Financial &amp; economic literacy</b>	Develop financial and economic know-how	<ul style="list-style-type: none"> <li>Estimate the cost of turning an idea into a value-creating activity</li> <li>Plan, put in place and evaluate financial decisions over time</li> <li>Manage financing to make sure your value-creating activity can last over the long term</li> </ul>
<b>Mobilising others</b>	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> <li>Inspire and enthuse relevant stakeholders</li> <li>Get the support needed to achieve valuable outcomes</li> <li>Demonstrate effective communication, persuasion, negotiation and leadership</li> </ul>

Image 3. EntreComp Framework table on Competences for the area of 'Resources' (European Commission, 2018).



## Competences per area INTO ACTION

Competence	Hint	Description
<b>Taking the initiative</b>	Go for it	<ul style="list-style-type: none"> <li>• Initiate processes that create value</li> <li>• Take up challenges</li> <li>• Act and work independently to achieve goals, stick to intentions and carry out planned tasks</li> </ul>
<b>Planning &amp; management</b>	Prioritise, organise and follow up	<ul style="list-style-type: none"> <li>• Set long-, medium- and short-term goals</li> <li>• Define priorities and action plans</li> <li>• Adapt to unforeseen changes</li> </ul>
<b>Coping with uncertainty, ambiguity &amp; risk</b>	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> <li>• Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes</li> <li>• Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing</li> <li>• Handle fast-moving situations promptly and flexibly</li> </ul>
<b>Working with others</b>	Team up, collaborate and network	<ul style="list-style-type: none"> <li>• Work together and co-operate with others to develop ideas and turn them into action</li> <li>• Network</li> <li>• Solve conflicts and face up to competition positively when necessary</li> </ul>
<b>Learning through experience</b>	Learn by doing	<ul style="list-style-type: none"> <li>• Use any initiative for value creation as a learning opportunity</li> <li>• Learn with others, including peers and mentors</li> <li>• Reflect and learn from both success and failure (your own and other people's)</li> </ul>

Image 4. EntreComp Framework table on Competences for the area of 'Into Action' (European Commission, 2018).



## 2.4 Learning Strategies

The toolbox is compatible with different learning strategies and can be used to promote different pathways of learning:

- **Spaced Practice** is learning that takes place over an extended period, where information gathering and understanding are spaced across that time. The toolbox enables trainers and educators to design learning scenarios where participants can space out their studies.
- **Retrieval Practice** requires remembering information without the assistance of other materials. Some of the tools presented in this guide enable trainers to implement exercises where participants must place their learning materials aside and share what they know on a particular topic. Educators can later revisit the materials alongside their participants and clarify any misconceptions.
- **Elaboration** is going beyond the immediate content to explore and explain the connections between the learning materials. It requires describing ideas in detail. Some of the tools presented in this handbook encourage participants to elaborate on their ideas.



- **Interleaving** is mixing the practice of different skills instead of practising one skill over and over. By using various tools, participants can practice other processes and avoid repetition.
- **Learning through examples** occurs when participants understand abstract ideas using concrete examples. One strategy for learning can require participants to generate their own examples and assess their understanding.
- **Combining words and visuals** is a way of learning where participants can associate the content with visual images. Learning tools presented in the toolbox are ideal for combining words and visuals.

## 2.5 Implementation Plans for Different Groups of Learners

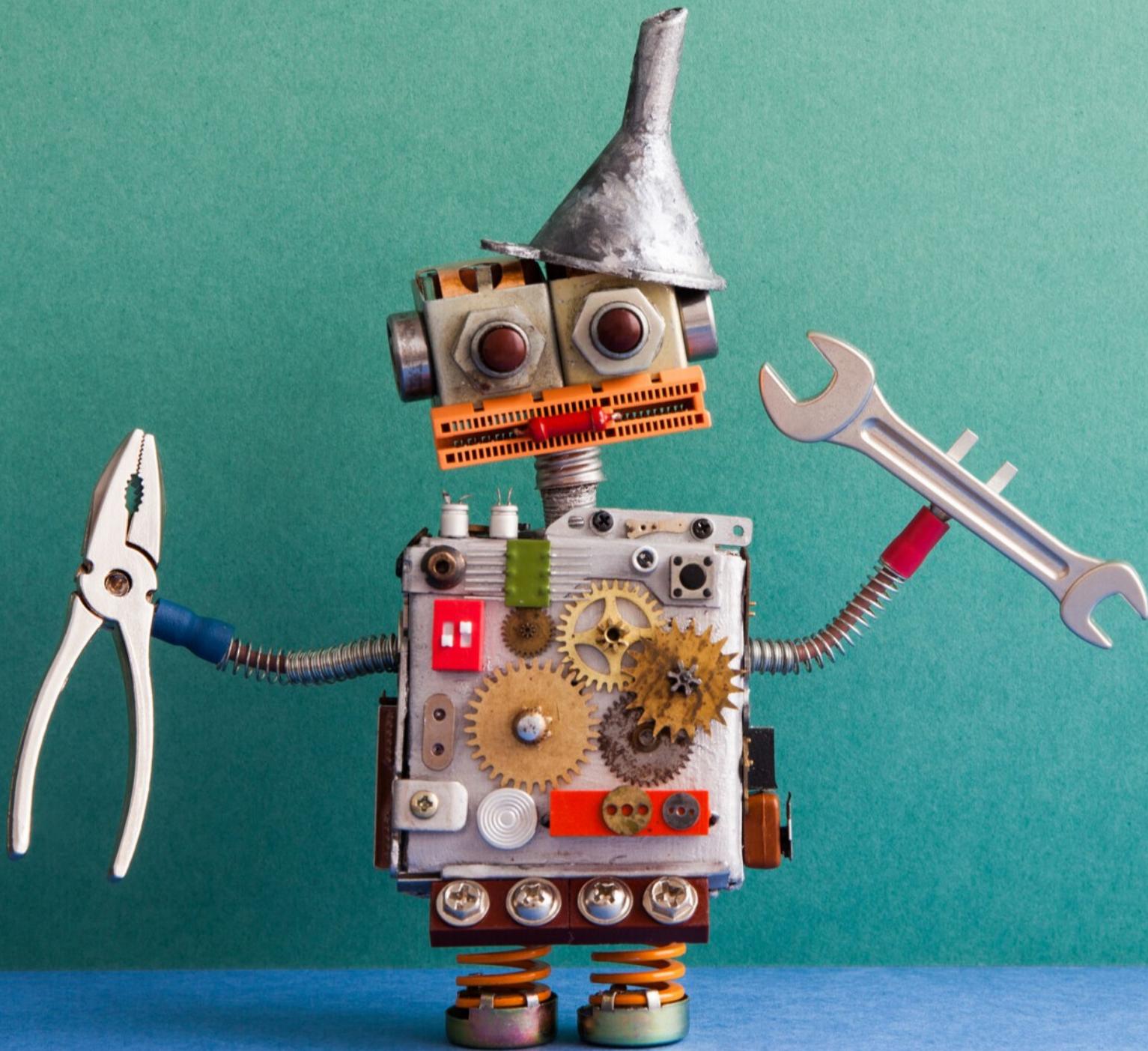
Trainers and educators using this toolbox might face different challenges as they engage with a variety of learners. The following guidelines provide ideas on how to inspire learners regardless of their background.

- ❖ **Beginner:** These learners might come from different educational backgrounds with zero to a basic level of knowledge in the area. The educators should incorporate ice-breaker activities where they will have a chance to understand the learners' perspectives, knowledge levels, and ICT compatibility. By carrying out ice-breaker activities, educators would have a map of where to start the teaching and learning process. Bear in mind some beginner-level participants might be very well versed in technological tools. Consider that some younger learners could need more stimuli compared to older generations. The educators must implement interactive activities to help the learners focus on learning, as their attention spans are shorter than older generations. Suppose the beginners belong to older generations such as Gen-X and millennials. In that case, the educators should consider using more traditional pedagogical methods or dedicating extra time spent teaching/supporting ICT skills.



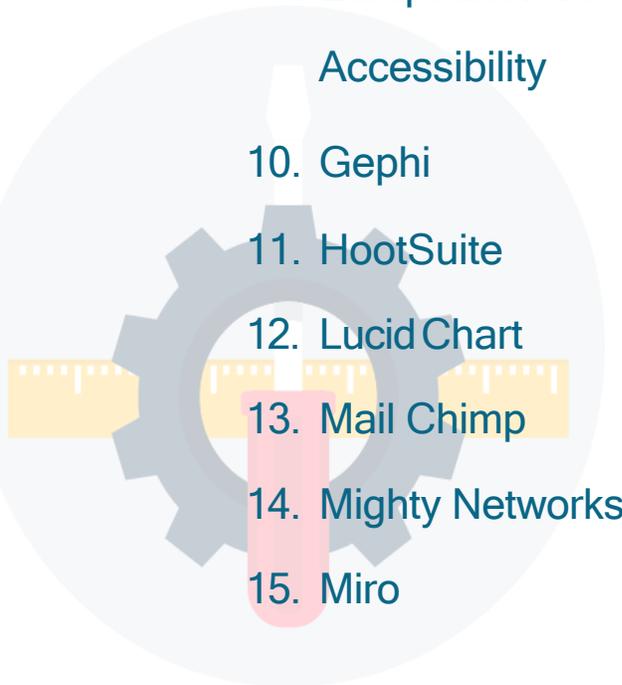
- ❖ **Experienced for a short period in the tourism industry:** These learners might have hands-on experience in the field with or without a formal education background. Therefore, the educators need to start by getting to know their learners, their experiential knowledge, and their educational backgrounds. The educators need to understand the challenges of the process of "unlearning" and "updating" specific knowledge gained through the experience. Therefore, the pedagogical implications must challenge the already existing knowledge of the learner to intrigue the learners to pursue their learning process further.
- ❖ **Experienced for a long time in business:** These types of learners have been in the sector for a long time and have gained enough knowledge and experience. The biggest challenge for educators is to teach the learners a different way of doing things or a new concept such as sustainability. The educators must start by getting to know the learners, the duration of their time in business, and their expertise. The approach that the educators must take includes:
  - ❑ Building on the existing knowledge of their learners,
  - ❑ Introducing the new trends and approaches and their positive contribution to the business,
  - ❑ Helping learners to unlearn and improve their knowledge is not by pointing out their "wrong-doings" or "lack of knowledge" but by encouraging them to want to learn more.

# Toolbox



## List of Tools

1. Adobe Express
2. Canva
3. Click Up
4. Connect the Dots
5. De Bono Thinking Hats
6. Drupal
7. edX
8. EU Ecolabel
9. European Network of Accessibility
10. Gephi
11. HootSuite
12. Lucid Chart
13. Mail Chimp
14. Mighty Networks
15. Miro
16. Mural
17. National Disability Accessibility Toolkit
18. Nudge Marketing
19. Open Street Map
20. Read Speaker
21. TED Ed
22. Trello
23. UN Waste and Water Management Manual
24. WordPress



# Types of Tools

## Content Creation



1. Adobe Express
2. Canva
3. LucidChart
4. Miro
5. Mural

## Learning and Education



1. TED Ed
2. edX
3. UN Waste and Water Management Manual

## Branding and Marketing



1. Mighty Networks
2. MailChimp
3. Nudge Marketing
4. EU Ecolabel
5. HootSuite

# Types of Tools

## Project Management



- 1. Trello
- 2. ClickUp



## Gamification

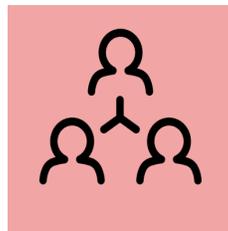
- 1. Thinking Hats

## Accessibility



- 1. European Network of Accessibility
- 2. National Disability Accessibility Toolkit
- 3. Read Speaker

## Social Network Analysis



- 1. Connect the Dots
- 2. Gephi
- 3. OpenStreetMap

## Website Building



- 1. WordPress
- 2. Drupal

# Adobe Express



**Type of Tool:** Online / Content Creation and Design Tools

**Useful for:** Low-cost Graphic Design

**Website:** <https://www.adobe.com/express/>

Image 5. Adobe Express Logo (Adobe, 2022)

Adobe Express is a free tool that utilises a drag-and-drop style to create various multimedia content for social media. Users can access free templates through the web or mobile app and create a wide range of projects. The platform offers templates for posting on social media, creating posters, logos, invitations, campaign flyers, advertisements and many more.

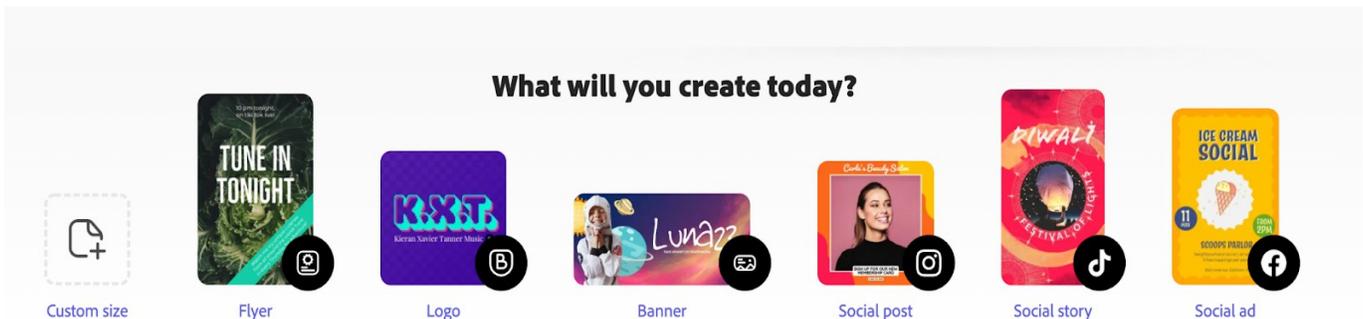


Image 6. Features of Adobe Express (Adobe, 2022)

Through Adobe Express, companies can create marketing content to promote their businesses. Likewise, companies or individuals can develop resources for disseminating information, creating awareness campaigns or publishing project results. Additional features of the platform allow users to use shared templates and brands for teamwork consistency and, finally, to schedule postings on social media.

Learn to use Adobe Express by accessing the following tutorials:  
<https://www.adobe.com/express/learn/tutorials>

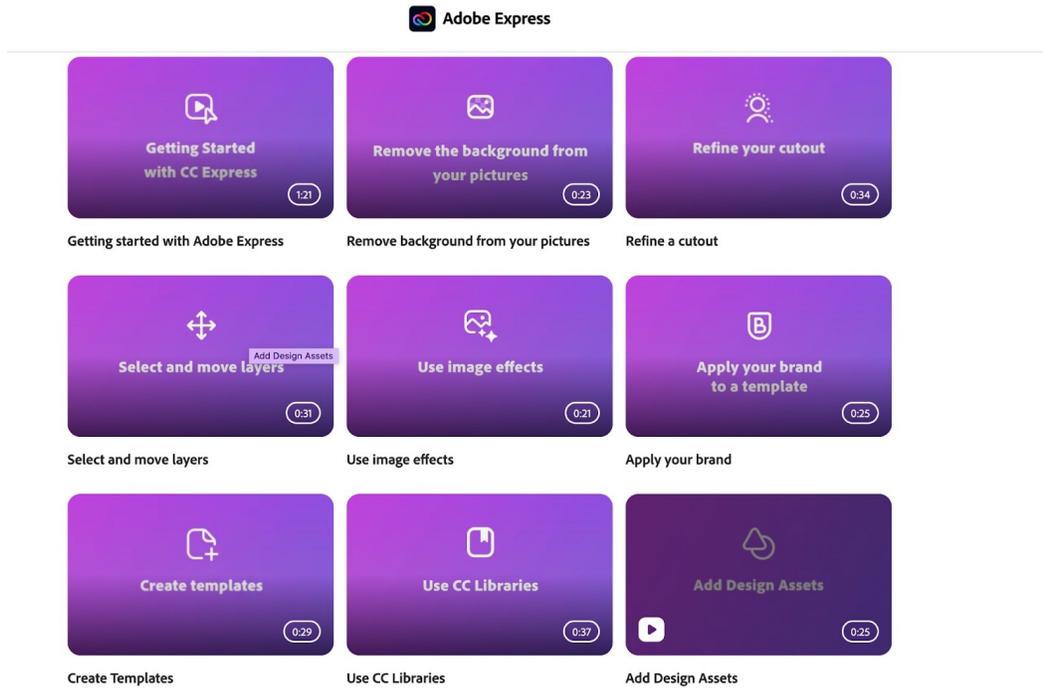


Image 7. Adobe Tutorials (Adobe, 2022)

# Canva

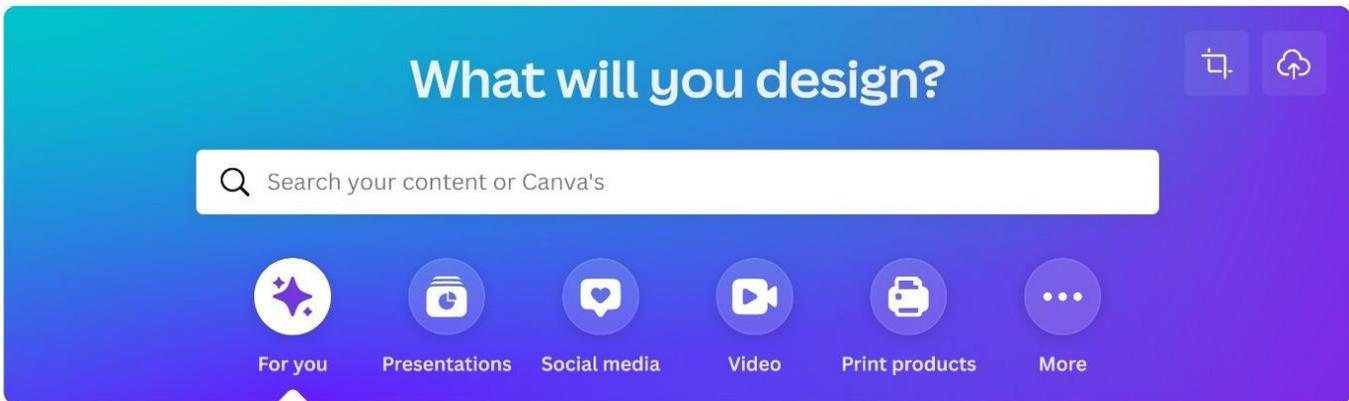


Image 8. Main Search Box on Canva (Canva, 2022)

Type of tool: Online/Content Creation and Design Tools

Useful for: Low-cost Graphic Design

Website: <https://www.canva.com/>

Canva is a drag-and-drop style online design programme with free and premium options that enables you to bring your designs to life in minutes. This online programme gives individuals without a background in design the ability to create high-quality, attractive graphics, templates and covers for social media platforms.

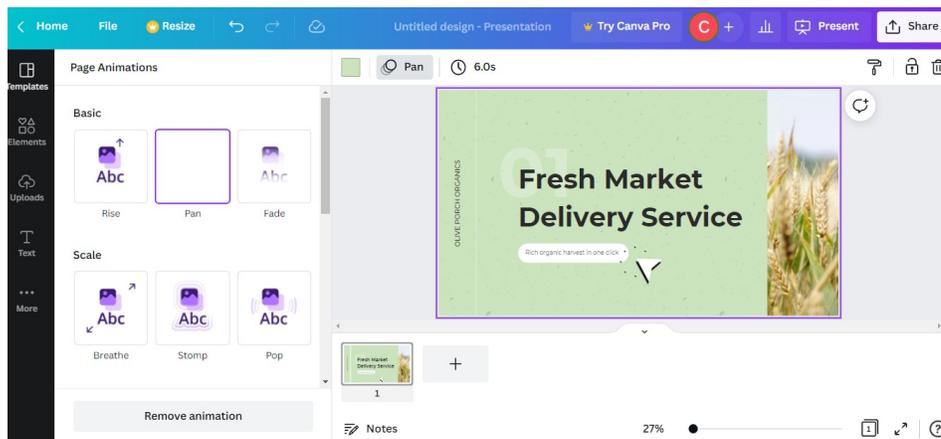


Image 9. Canva Designer: displaying page animations that can be dropped onto the page, with a presentation template with customisable text, colours and images in the centre of the screen (Canva, 2022).

The free version comes with over 250k templates, 100+ design types, hundreds of free photos and graphics, and enough functionality to get started. From logos and posters to business cards, flyers and presentations, Canva can help individuals design a host of marketing and social media content and present a professional image without the need for design skills or the necessary design software, including:

- Facebook covers and Facebook posts – create branded Facebook covers and posts. Canva has thousands of free templates professionally designed and ready to be customised with brands.
- Pinterest Posts - Canva has thousands of Pinterest graphics in various shapes and sizes that will allow you to create a design that stands out
- Instagram Stories - Hundreds of templates to choose from to give your Instagram marketing efforts a professional, high-quality look
- TikTok Videos - Free templates for designs that are easy to customise and share and several animated strings and segments that can be dropped into videos.

One exciting tool in Canva's suite is its Storyboard Creator. A storyboard is a representation of a digital story's elements through text or graphics. This way, users can access the platform as a tool to create digital stories (such as videos) and components that form a crucial part of your digital story (images/graphics). Additionally, users can also plan their Digital Stories.

With Canva, people can download finished designs or directly upload them to social media platforms. It is possible to invite people to collaborate on designs. Canva is perfect for non-technical individuals or small businesses looking for simple, well-crafted design within an easy-to-use interface.

For those using it with video, there are restrictions on the size of the video uploaded, limiting its use as a video editing/graphic effects tool. Still, it provides a host of templates and animated segments that can be dropped into place. Canva's operation doesn't require using a powerful computer to manipulate or render the video.

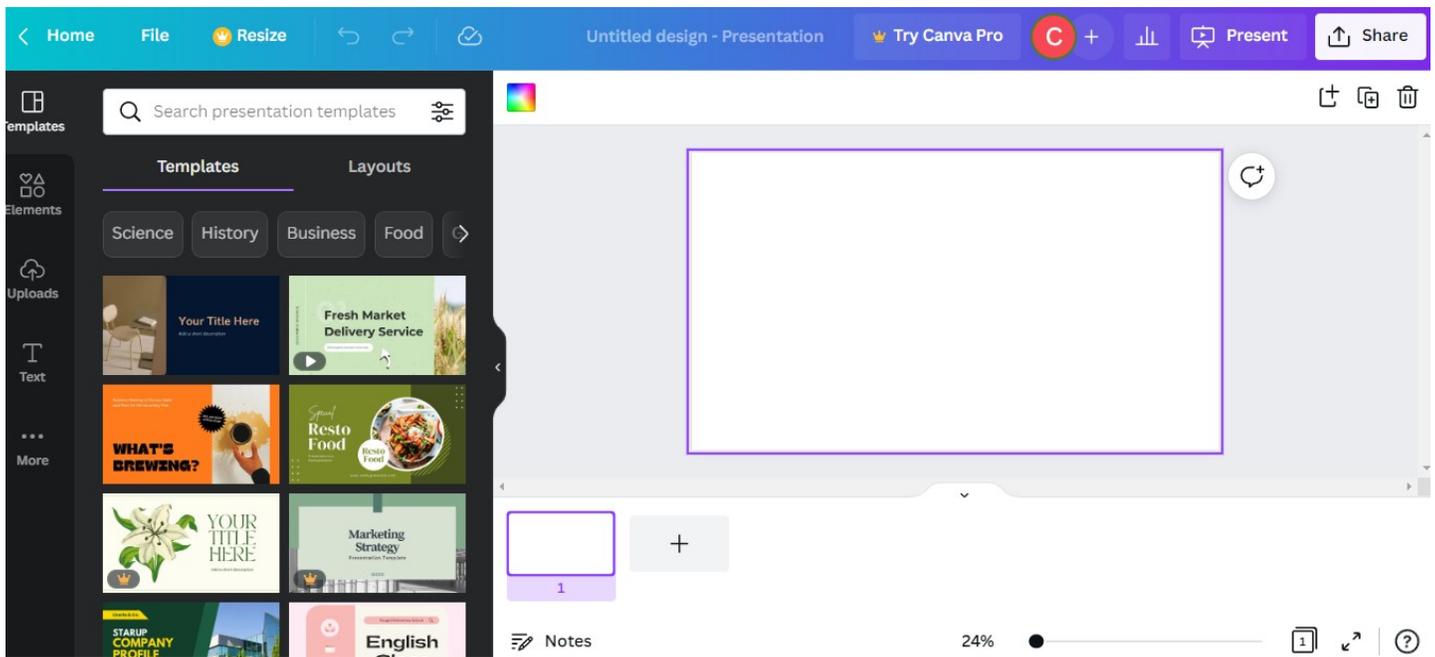


Image 10. Canva Designer: Presentation templates on the left hand side of the screen (Canva, 2022).

## ClickUp



Image 11. ClickUp Logo (ClickUp, 2022).

**Type of tool:** Productivity Software

**Useful for:** Project Management

**Website:** <https://clickup.com/>

ClickUp is a tool used as an all-in-one project management application. One of the core ideas of ClickUp is to bring together different productivity tools in one application to avoid breaking down the work into other productivity apps. ClickUp allows managers to organise teamwork activities and create workspaces, folders, lists, tasks and subtasks and checklists.

Managers can assign tasks to multiple people, establish priorities, monitor team members' progress, break down projects and more. ClickUp is ideal for teams that work remotely through chat and annotation functions and Zoom integration.

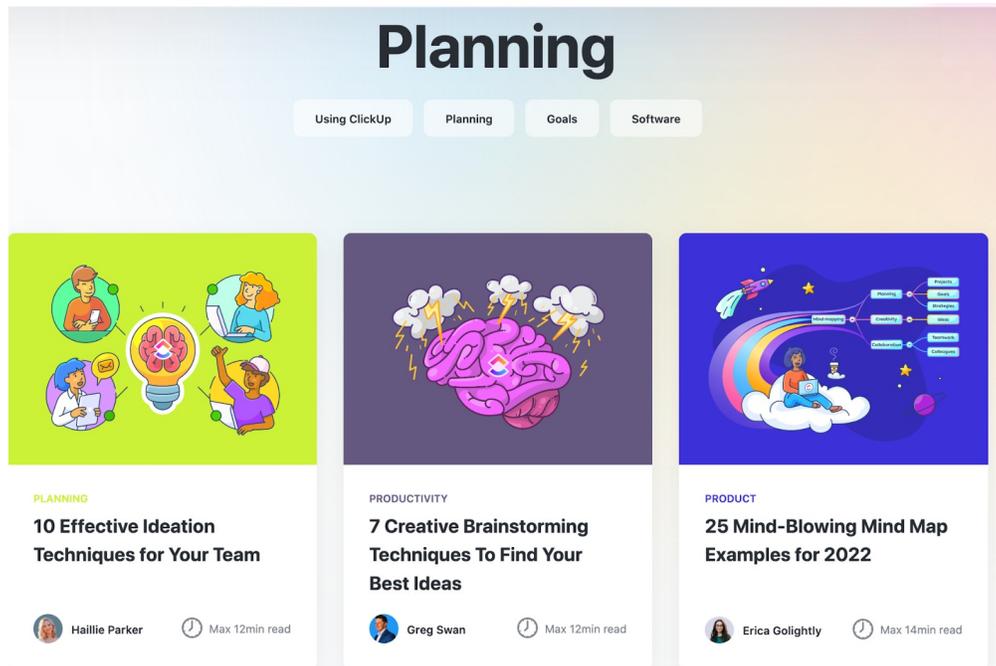


Image 12. ClickUp offers entrepreneurship tips for its users (ClickUp, 2022).

ClickUp can be a helpful productivity tool for tourism SMEs looking to have an all-in-one work management software that enables goal setting, creativity, and planning. It is a valuable teamwork collaboration tool that fosters an entrepreneurial and creative workspace.

## Connect the Dots

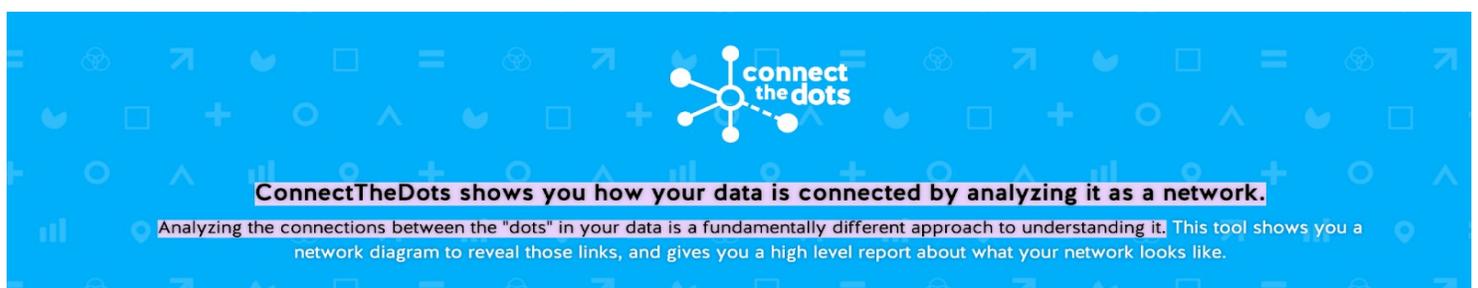


Image 13. Front page (Connect the Dots, 2022).

**Type of tool:** Social Network Analysis/ Mapping Stakeholder and Calculating Relationships Statistically.

**Useful for:** Visually representing a tourism network's state of the art or vision of where it should get.

**Website:** <https://databasic.io/>

Connect the Dots is a tool that allows users to create visual network diagrams to explore how data is connected. The visualisation makes it possible to examine the relationships between the data points and their interconnectedness. Connect the Dots can be a valuable tool for implementing participatory approaches to exploring relationships between various stakeholders. Through Connect the Dots SMEs can understand the flow of resources between people, institutions, and organisations. SMEs can use Connect the Dots to identify potential partners and networks of collaboration. Additionally, they can locate many stakeholders to consider and consult when implementing sustainable initiatives.

Users needing assistance and guidance working with their company's data can access the 'data culture project' to receive tips, guidance and support on the process. More information on the data culture project is accessible here: <https://databasic.io/en/culture/>

data  
**CULTURE**  
project

**Struggling to build your organization's ability to work with data? Use our hands-on learning program to kickstart your data culture.**

Data Culture Project - Intro Video

Data is everywhere right now. But many organizations like yours are struggling to figure out how to build capacity to work with data. You don't need a data scientist; you need a **data culture**.

DOWNLOAD

color by ● community ○ n/a

Image 14. Front page of the Data Culture Project offering tutorials and guidelines (Connect the Dots, 2022)

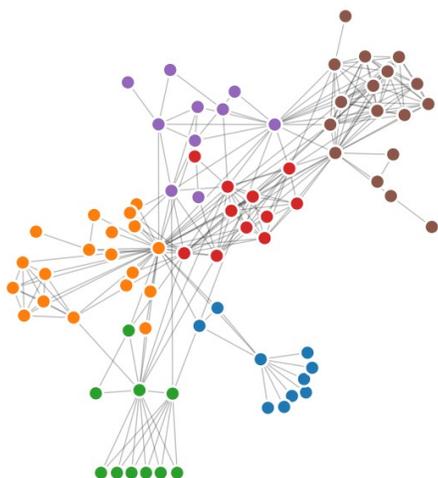


Image 15. Visualisation of a sample network analysis (Connect the Dots, 2022)

# De Bono Thinking Hats

Type of Tool: Game

Useful for: Creative facilitation method that encourages expression and appeals to all emotional profiles. This will enable you to adapt your speech to your audience and thus find arguments to raise awareness among all profiles.

Website: N/A

The Six Hats method, taken from the book *Six Hats for Thinking*, is a method of structuring personal and group thinking, developed by Edward de Bono, to solve problems by promoting critical thinking and avoiding early censorship of new, disturbing or unusual ideas. According to Karadag et al. (2009), this method develops creative thinking by presenting and systematising thoughts and suggestions in a specifically defined format. To do this, participants are invited to approach the question by taking turns to wear different "hats" of a particular colour. The order in which the hats are adopted varies according to the type of problem.

The Six Hats method for thinking is designed to encourage the generation of new ideas. Businesses have used it to promote the creation of unusual ideas or even identify solutions in areas previously thought of as problems. Thus, SME's can benefit from applying this method as a means to stimulate innovation in their business practices. Considering how sustainability is an area that requires an immense amount of creativity, tourism businesses attempting to implement sustainable solutions would benefit enormously from the Six Hats method.

In addition, to the help it provides in ideation processes, the Six Hat method is a valuable tool for team collaboration. It fosters an open space for sharing ideas and enables healthy conflict resolution. By doing so, teams can view problems from a broader perspective and various "out of the box" angles.

**Table 2**  
Coding table of six thinking hats.

Type	General definition	Sub-definition	Example
<p>Blue hat</p> 	Steer and control the general process of discussions and the direction and scope of thinking	<ul style="list-style-type: none"> <li>· Determine steps of discussion, control designing process, arrange what to do or not to do (matters)</li> <li>· Control/determine the designing direction and theme during the discussion (e.g. groups, themes, scope) (contents)</li> <li>· Indirectly guide the direction and contents of thinking by asking questions (guidance)</li> <li>· Summarize the discussions, straighten out the order, levels and highlights (including records and drawing)</li> </ul>	<p>Let's list all the people we've chosen and divide them by age group...Then we'll list the health issues associated with these groups...</p> <p>Let's work on the elderly group.</p> <p>We settle on the young group then. We have to define it - how old are they? Male or female?</p> <p>Right, it's a circular process. After you use these services...</p>
<p>White hat</p> 	Provide necessary information during the discussions	<ul style="list-style-type: none"> <li>· Provide or present objective facts, information, case studies, news, etc. (including personal experience and case studies)</li> </ul>	There are four major chronic diseases, and they all have a rather high death rate. There is a large number of diabetes patients in China; as to respiratory disease...
<p>Red hat</p> 	Rely on personal feelings or emotions during the discussions without any explanation or reasons	<ul style="list-style-type: none"> <li>· Express personal views about design problems or plans (with passive or positive sentiments, dislike or like) without any explanation</li> <li>· Conjecture a problem from personal perspective without any reason</li> <li>· Discover opportunities, find their values and interests, positively evaluate their future feasibility and operability (with reason and evidence, make clear statement)</li> </ul>	<p>It feels eerie.</p> <p>I don't want to read an all-text paper.</p>
<p>Yellow hat</p> 	Be optimistic about the plan, idea, situation and scenario; focus on the interest points and advantages	<ul style="list-style-type: none"> <li>· Remain positive and optimistic when other members are negative, doubtful or hesitant</li> </ul>	<p>· This is technically feasible without substantial obstacles.</p> <p>· (M: He may not pay much attention to this.) W: Exactly because they don't know much about this, we need to present this to them, educate them about it, and make them focus on the young group.</p>
<p>Black hat</p> 	Think carefully and cautiously during the discussions, pay attention to dangers and potential problems	<ul style="list-style-type: none"> <li>· List the shortcomings, mistakes, difficulties, omissions and points for special attention. Negatively and passively evaluate the future feasibility and operability</li> <li>· Be doubtful or sceptical about the idea</li> <li>· Suddenly realize the inconsistencies and omissions.</li> </ul>	<p>· We may have to communicate closely with medical experts and doctors within a short period of time. That will be quite difficult.</p> <p>· You need to realize that the canteen is a crowded place with high mobility of people. How can it accommodate something like this?</p> <p>· Oh, I didn't see this coming...</p>
<p>Green hat</p> 	Generate a new plan instead of making a judgment	<ul style="list-style-type: none"> <li>· Create a new idea during the discussions</li> <li>· Elaborate on an idea already proposed during the discussions</li> </ul>	<p>· We can set up an intermediate agency to connect the middle-aged group with the hospitals or doctors. Files will be opened for the group to remind them to take the physical examination in due time.</p>

Table 1. coding table of six hats. Adapted from: Hu, Y., Yu, W., Ren, Z., Du, X., Lan, L., Wang, Q., . . . Guo, Y. (2021). Coordinating role of six-hat thinking technique in design team during idea-generation phase of service design.

# Drupal



Image 16. Front page logo of Drupal (Drupal, 2018).

**Type of tool:** Web design and Content Management

**Useful for:** Communication, Dissemination, Content Management

**Website:** <https://www.drupal.org/>

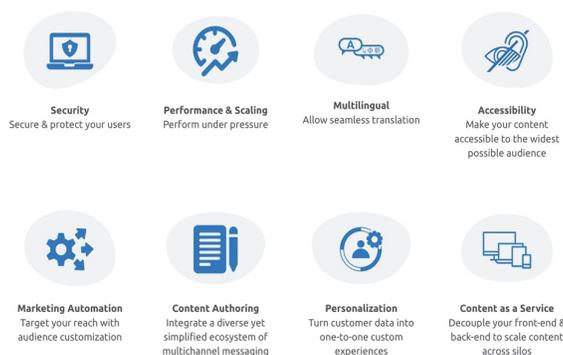


Image 17. Drupal's various features (Drupal, 2018).

Drupal is an open source content management system (CMS) that allows users to develop and manage their own content on the web. Drupal has a built-in accessibility kit to make websites more accessible. Additionally, this tool has a multilingual interface and services to integrate content to third party tools. Drupal can be a useful resource for companies seeking to avoid having to pay for licensing fees, and being able to cater their business to a diverse, multilingual audience with different needs.

With Drupal users have access to key elements of a website such as a space for discussion forums, contact forms and blogging. Those building websites can seek help in using the various features offered by the platform.



Image 18. Logo (edX, 2022).

**Type of tool:** Free Online Training Courses

**Useful for:** Learning about a wide range of topics regarding participatory tourism, sustainable initiatives and challenges, climate change and entrepreneurship

**Website:** [edx.org](https://edx.org)

edX is a mission-driven organisation pursuing a goal where any learner can access educational material and grow to their full potential without the obstacles of location and cost. The edX tool is a platform that offers courses online for free. Since 2012 edX has been working through promotion, partnership and software building to create a platform that draws connections between prestigious worldwide universities that offer courses to everyone, everywhere.

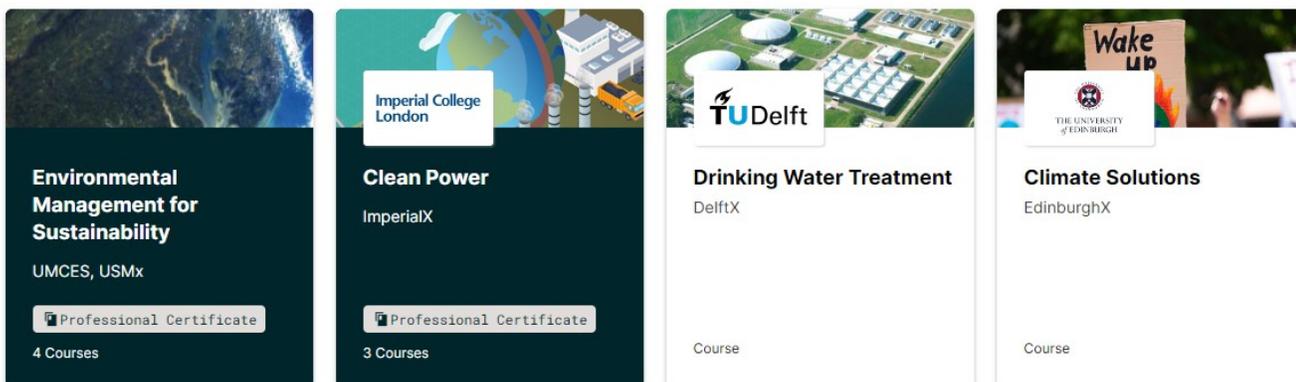


Image 19. Courses related to sustainability themes (edX, 2022).

edX provides the tourism, culture, and heritage sector anywhere in the world with access to education on Environmental and Sustainability issues. It enables online campuses, instructor-led courses, degree programs, and self-paced courses using a single platform, empowering learners and instructors through interactive forums, discussion boards, live video conferencing, and instructor dashboards.

## EU Ecolabel



Image 20. Logo (EU Ecolabel 1992).

Type of tool: Label

Useful for: Certifying products with a guaranteed, independently-verified low environmental impact

Website: <https://eu-ecolabel.de/en/>

The EU Ecolabel was initiated in 1992 as the EU's official label to identify environmentally responsible products. It is recognised across the globe as well as in Europe. Products certified with this label have a verified low environmental impact. Through the ecolabel, producers can place environmentally friendly items and services in the market. Consumers can therefore opt for greener options. Thus, the EU ecolabel can empower consumers and incentivise the circulation of green products.

## European Network of Accessible Tourism



Image 21. Logo (ENAT, 2022)

Type of tool: Network

Useful for: Building Knowledge, Skills and Networking with Peers and Experts

Website: <https://www.accessibletourism.org/>

The European Network for Accessible Tourism (ENAT) is an association of companies, tourist boards, municipalities, disability organisations, researchers, and individuals working to improve access to travel and tourism. ENAT is an association of companies, tourist boards, municipalities, disability organisations, researchers and individuals working to improve travel and tourism access. ENAT works towards better accessibility in the tourism industry by bringing together "existing knowledge in the universal design of environments, products and services and allowing all actors to use this knowledge through collaboration" (ENAT 2022). ENAT aims to contribute to making Europe an accessible destination where all travellers can move freely and enjoy new experiences. All while being sure of getting the service they need and expect.



Image 22. ENAT offer webinars on accessible Tourism (ENAT, 2022).

ENAT believes accessible tourism must be a priority - for the tourists' wellbeing and long-term sustainability of the tourism industry. "By leveraging the knowledge and experience of the network, our members are improving the accessibility of tourist information, transport, infrastructure, design, and service for visitors with all kinds of access needs" (ENAT, 2022). Thus, providing models of excellence in accessible tourism for the whole tourism industry. Through their website, it is possible to find several resources, including online training courses, events, projects, and a library with online materials. Additionally, ENAT established in 2018 the "World Tourism for all Quality Programme" (WTFA) to provide a guided standard to tourism operators.



Image 23. WTFA certifications (ENAT, 2022).



Image 24. Logo (Gephi, 2022).

**Type of tool:** Social Networking Analysis

**Useful for:** Visually representing a tourism network's state of the art or vision of where it should get.

**Website:** <https://gephi.org>

Gephi is open-source software designed to carry out network visualisation and analysis. It enables users to conduct scientific research on networks to explore the interconnections between "physical, informational, biological, cognitive, and social networks" (Gephi, 2022). The software uses 3D rendering to display graphs and facilitate analysis. Gephi can be a valuable

### Learn how to use Gephi

Welcome to Gephi! Gephi is an open-source software for visualizing and analysing large networks graphs. Gephi uses a 3D render engine to display graphs in real-time and speed up the exploration. You can use it to explore, analyse, spatialise, filter, clusterize, manipulate and export all types of graphs.

#### Getting Started

New to Gephi? These guides are for you. The following pages should introduce you to the Gephi project, basic features and installation.

##### Quick Start Guide

##### Supported Graph File Formats

- Goals and Principles of the project
- System Requirements, Installation, Release Notes
- User Interface description
- Exported File Formats

#### Official Tutorials

Gephi is really easy to handle if you learn the basics. Let's follow these tutorials to quickly manage the main features!



- How to Import Spreadsheet (Excel) Data // video
- How to Import Dynamic Data

tool for organisations and businesses interested in conducting sophisticated network analysis and wish to examine data deriving from different kinds of networks. Gephi can be used to explore complex social-ecological systems. By doing so, users can generate well-informed sustainable tourism initiatives that consider tourism's impact on a social and environmental level. Gephi offers tutorials and

Image 25. Gephi offers tutorials to its users (Gephi, 2022).

helpful resources to those interested in using the application. On their website, it is possible to access links to case studies and publications of studies conducted with Gephi.

# Hootsuite

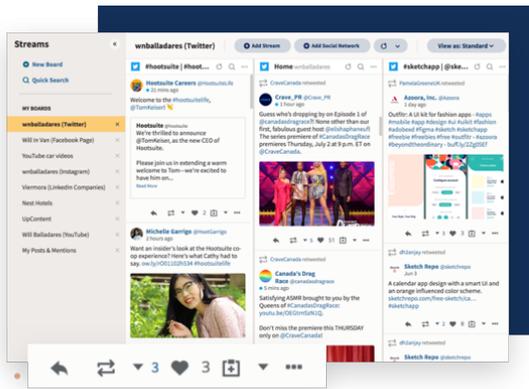


Image 26. Streams dashboard (Hootsuite,2022)

Type of tool: Social Media

Useful for: Raising Awareness, Marketing, Networking

Website: <https://www.hootsuite.com/>

Social media is a great tool to boost brand awareness. The posting of engaging content, responding to questions or comments, and participating in

community conversations help build brand awareness. HootSuite is a social media automation tool, enabling users to manage all their social channels, engage new audiences, and grow their social audiences with tools that can schedule and automate posts across all platforms. Through HootSuite, companies can respond to customers from different networks, boost positive reactions, and stay on top of incoming messages all from within an integrated platform. By analysing social media post-performance, SMEs can find out what works and what doesn't. They can create and publish content and schedule postings through one easy-to-use dashboard. HootSuite is available in six languages, and it is easy to integrate with other apps and platforms, including Canva. With Hootsuite, companies can post updates, review responses, and connect with audiences on all the popular social networks, including:

- Twitter
- Facebook
- LinkedIn
- Instagram
- Pinterest
- YouTube

Users can manage a maximum of 10 social media accounts and respond to direct messages and comments, all from within the platform. They can track post engagement, follower count and performance on customisable dashboards. Bear in mind that a 30-day trial is available, but there is a monthly cost.



Image 27. Logo (Lucidchart, 2022).

Type of tool: Online Collaborative Boards

Useful for: Visually representing a tourism network's state of the art or vision of where it should get.

Website: <https://www.lucidchart.com>

Lucidchart is an online diagramming platform that allows users to draw, revise, and share charts and diagrams with others to collaborate with them. Lucidchart enables users to create and share diagrams from scratch, providing flexibility for sketching and brainstorming ideas. The platform is entirely browser-based, making it easy to create visuals, to get a fast start with ready-made templates, and to drag and drop shapes to customise the diagrams created. The platform enables teams to work productively, from brainstorming with charts to planning and managing agile workflows. Tourism SMEs can use the platform for project planning, creating business ideas, designing market strategies, diagramming collaborative networks or visualising the interconnections between global and local institutions, stakeholders and resources.

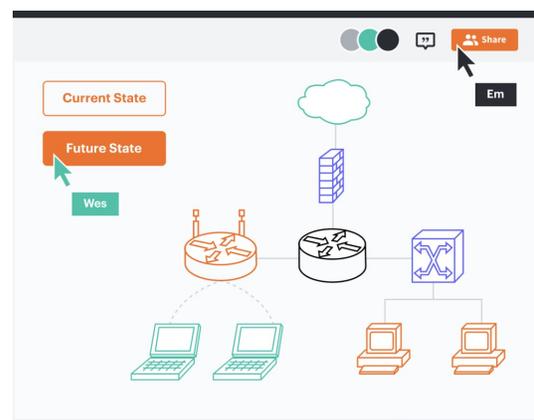
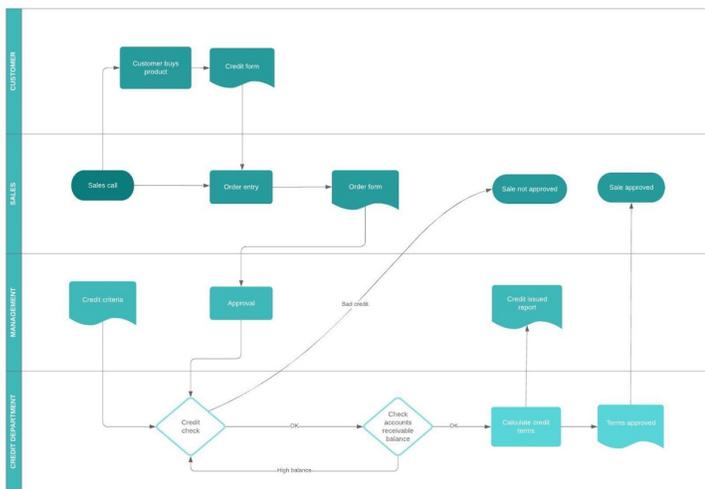


Image 28. Chart samples (Lucidchart, 2022).

# MailChimp



Type of tool: E-mail

Useful for: Marketing, Networking

Website: <https://mailchimp.com>

Image 29. Logo (MailChimp, 2022)

MailChimp is the leading email marketing management tool with over 13 million business users. It contains easy-to-change and customisable templates for email marketing, allows users to maintain an email list, regularly communicate and send emails, and monitor engagement, all within an easy and user-friendly interface. A Free version of MailChimp is available if companies plan to send less than 10,000 emails a month and less than 2,000 a day.

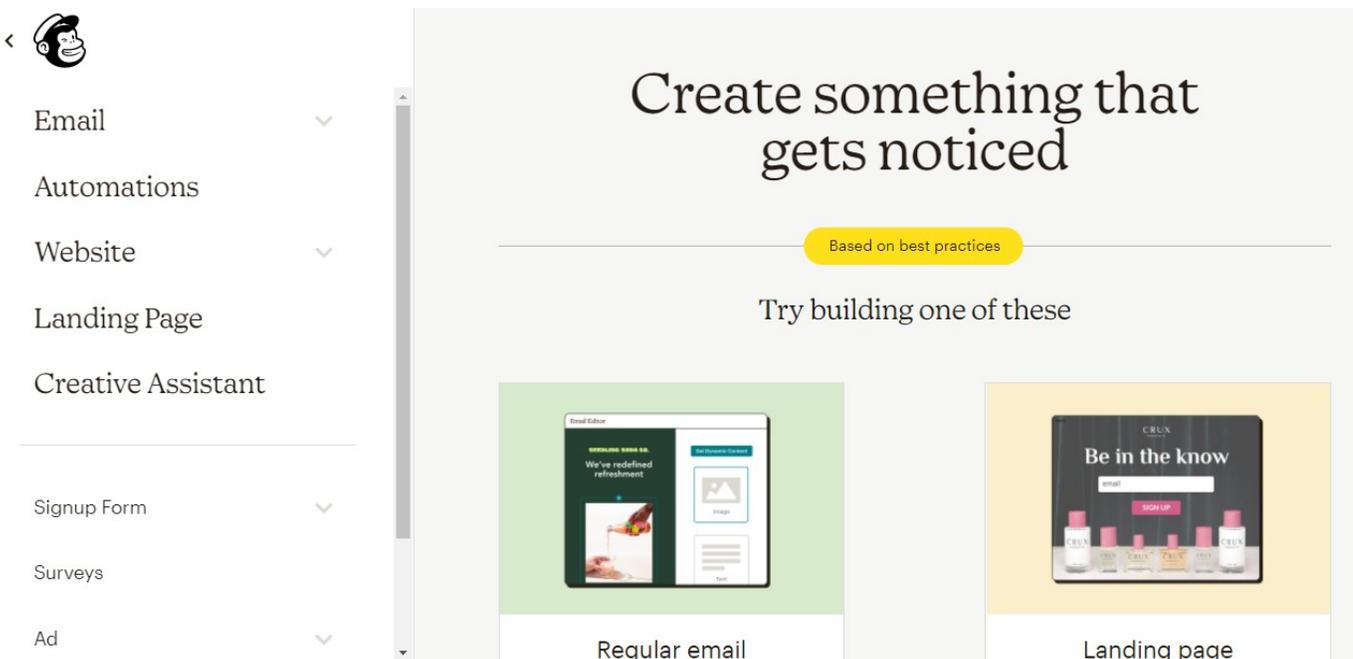


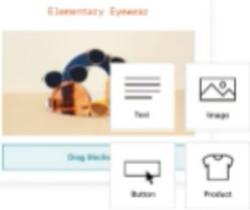
Image 30. Dashboard (MailChimp, 2022).

You can import all your contacts into MailChimp and manage them from within the interface. MailChimp will process the information and provide useful audience insights. Marketing via e-mail, when done with sufficient time and dedication, can generate rewarding returns because it builds a consistent audience. Mailchimp has built-in tools to help its users, including recommended best practices. Note that third-party e-mail lists are not allowed. Thus any email lists used in MailChimp must be collected by the users in the first instance. Additionally, to comply with GDPR, recipients need to have given companies their permission to send them email marketing. Unless it is for specific business reasons, companies need an opt-out option on any e-mail marketing they send.

### Choose your email builder

We're introducing a new way for you to design the perfect email, but since our work is ongoing, we recommend you stick with our classic builder for now.

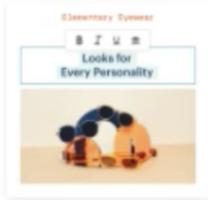
#### Classic Builder



- Our traditional builder you may know and love
- Create custom templates and showcase your e-commerce products

Select

#### New Builder BETA



- A sleek, updated user interface to add and edit content inside the email itself
- Wishlist features our users have been asking for, like Undo/Redo

Select

Image 31. Different email builders (MailChimp, 2022).

# Mighty Networks



Image 32. Logo (Mighty Networks, 2022).

Type of tool: Community Platform

Useful for: Online Hosting to Create Courses, Communities, Forums, etc.

Website: <https://www.mightynetworks.com/>

Mighty Networks is a platform for building and bringing together communities. It is designed for companies who wish to have a space for hosting events or their social media followers. Through Mighty Networks, businesses can do live-streaming, run online courses, or provide access to videos and content. The idea of hosting communities through a single platform is to place followers or clients in one space operating under the company brand. Mighty works, therefore, can be helpful for companies who want to strengthen their brand and market their products or services in one space.

## Scale a community without chaos or complexity

Whether you're just starting out with 30 members or have grown to 300,000, your member experience and community management will remain uncompromised.

- The Mighty Effect™ personalization technology means the activity feed is unique to each member, serving them relevant content
- Welcome and Discovery sections make it easy for new members to get oriented
- Unlimited members, Hosts, and moderators on every Mighty plan

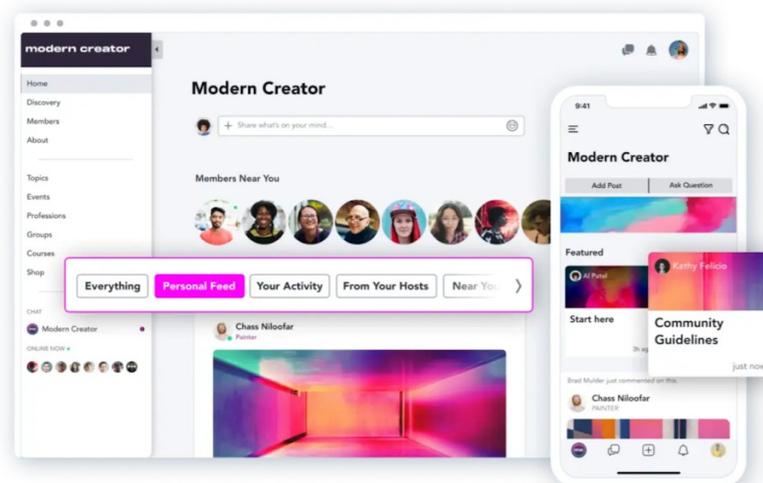


Image 33. Dashboard (Mighty Networks, 2022).





Image 35. Logo (Mural, 2022)

**Type of tool:** Online Collaborative Boards

**Useful for:** Visually representing a tourism network's state of the art or vision of where it should get.

**Website:** <http://www.mural.co/>

Mural is an online collaborative platform that offers tools to help plan projects, design and evaluate solutions, brainstorm ideas with your team, and reflect on the process. The platform has a digital sticky notes feature which can be used among all team members to jot their ideas and reflect on the matter. Another innovative feature enables members to create a new board and add a frame to it, where the team members can quickly start working on the new board collaboratively. Every panel that has been created is saved automatically, and members can access them all separately.

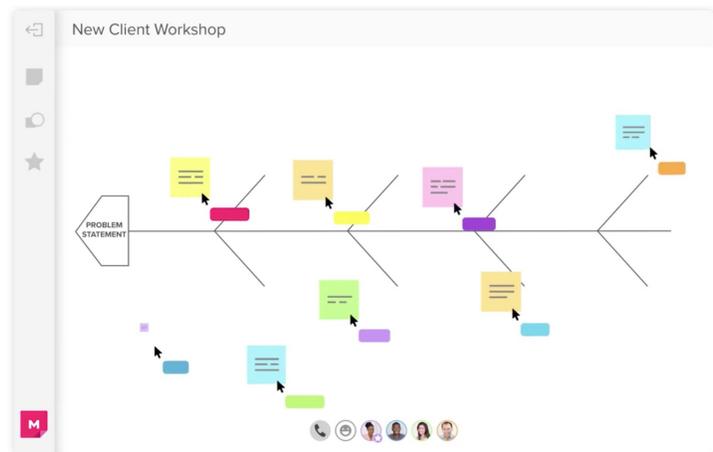


Image 36. Mural workshop (Mural, 2022).

The platform has ready-made templates that can make various activities that contribute to team building, problem-solving, understanding project design and brainstorming with your team. The useful kits offered to design your activities are as follows: flowcharts, journeys, mind maps, diagrams, empathy maps, grids, matrix, stakeholder maps, and personal profiles, which enable users to visualise the experience. Thus, making it easier to plan and manage agile workflows.

# National Disability Accessibility Toolkit



Image 37. Logo (National Disability Authority, 2022).

**Type of tool:** Accessibility for People with Disabilities

**Useful for:** Making Websites Accessible, Training Staff, Customer Service, Making Buildings and Services More Accessible etc.

**Website:** <https://nda.ie/resources/accessibility-toolkit/>

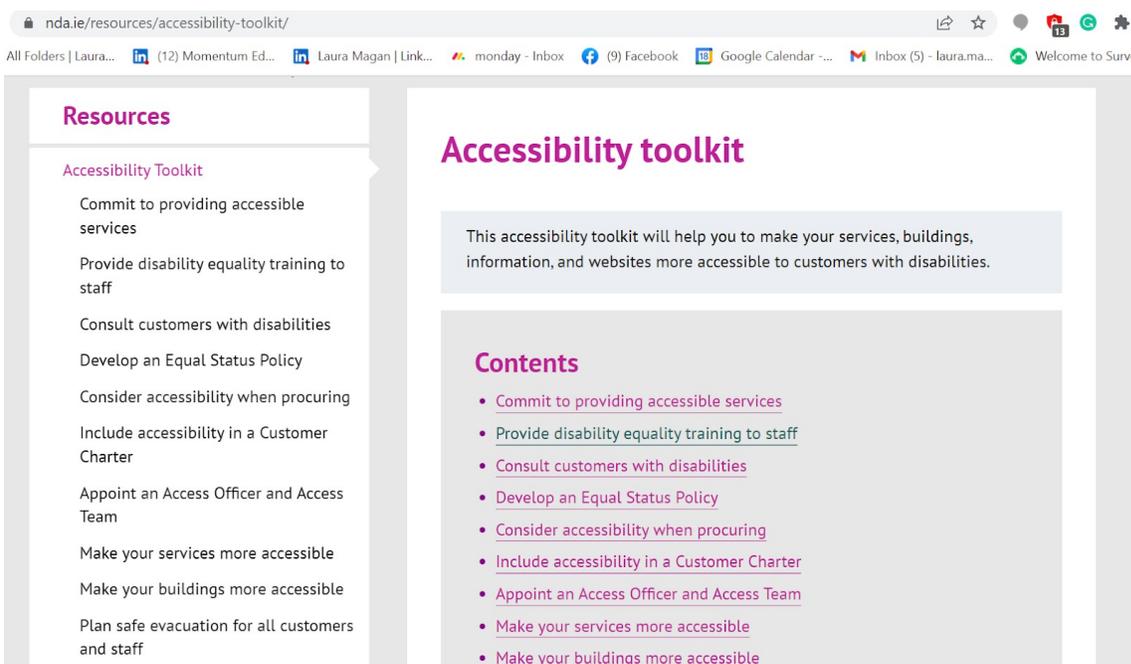


Image 38. View of toolkit content (National Disability Authority, 2022).

The National Disability Accessibility Toolkit (NDA) is a resource created by the Irish National Disability Authority to offer a free online resource that helps businesses improve their inclusivity by providing better services to people with special needs. The toolkit includes a library, an eLearning module, and audiovisual resources. The kit offers guidance on mobilising resources and people to create more inclusive businesses. It contains advice on customer service, communication, website design, staff training, building infrastructure and many more.

# Nudge Marketing



Image 39 taken from: [Nudge Marketing: 5 Ideas to Guide Browsers into Buyers | Veeva](#) (2019)

**Type of tool:** Marketing and Behavioural Change

**Useful for:** Nudging people's behaviour towards eco-friendly social practices

**Website:** N/A

Nudge marketing is an emerging discipline that focuses on consumer behaviour. This discipline aims to encourage an individual to act a certain way without ever trying to force them. For the instigator of this approach, the interest is to work on different levers relating to a consumer's decision-making process to make them change their behaviour at a very low cost. The concept also refers to the study of the decision-making mechanisms of a consumer when different behavioural choices are available to him. The concept emerged after much research into human nature and psychology. Richard Thaler, professor of behavioural economics at the University of Chicago, and Cass Sunstein, professor of law at Harvard University, were the first to write on the subject in 2008 with the book "Nudge: the soft method to inspire the right decision".



# OpenStreetMap

## Collaborative Project

Image 40. Logo (OpenStreetMap, 2004).

Type of tool: Digital

Useful for: Daily office work and collaborative mapping

Website: <https://www.openstreetmap.org/>

OpenStreetMap is an OpenDataProject: worldwide, free, printable, downloadable... Many advantages! And there are no more errors than in GoogleMaps (the phenomenon of "map vandalism" is very marginal). OpenStreetMap is much less known than its competitor Google (Maps), because it is a project, not a brand.

It is normal that the general public does not know about it. Nevertheless, if you look closely, it is used by big operators in web and print. The idea is not to remake GoogleMaps (a worldwide standard model) but to create a map specific to each territory by enhancing its assets. Through OpenStreetMap users can add historical references, knowledge and specific details about places on the maps. Additionally, they can use different features such as 3D and street view.

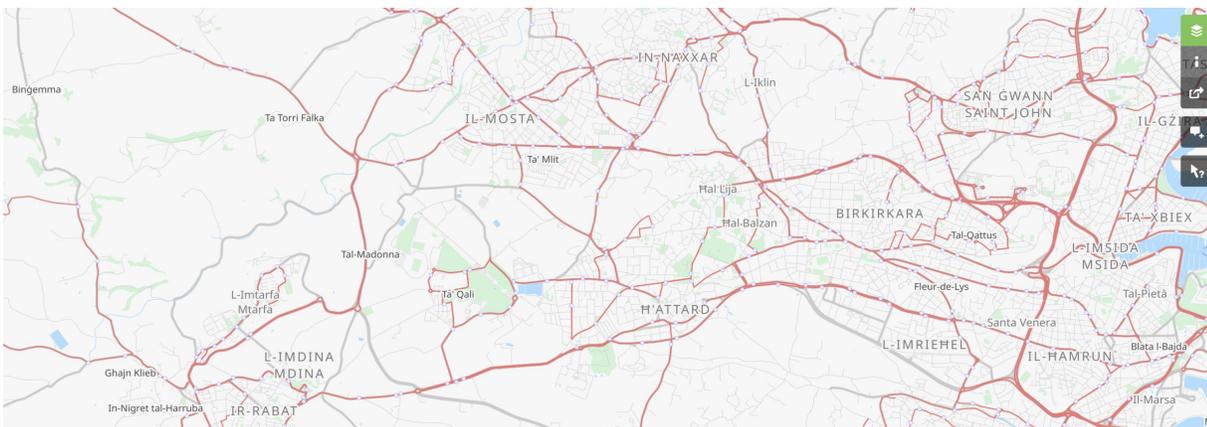


Image 41. View of transportation routes in Malta using OpenStreetMap (2022).

# ReadSpeaker

*pioneering voice technology*

Image 42. Logo (ReadSpeaker, 2017).

**Type of tool:** Lifelike text to speech for customers

**Useful for:** Increasing accessibility to SME services

**Website:** <https://www.readspeaker.com/>

Text to speech enables brands, companies, and organisations to deliver an enhanced end-user experience while minimising costs. The software allows for creating accessibility options in websites and mobile apps. Companies using ReadSpeaker can better respond to the needs of their customers by enabling text-to-speech functionalities in their websites or apps. Doing so can provide greater flexibility to how users interact with business products and services.

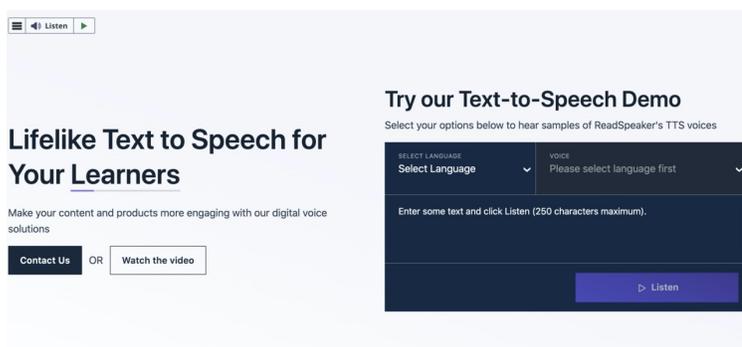


Image 43. View of ReadSpeaker website (ReadSpeaker, 2017)

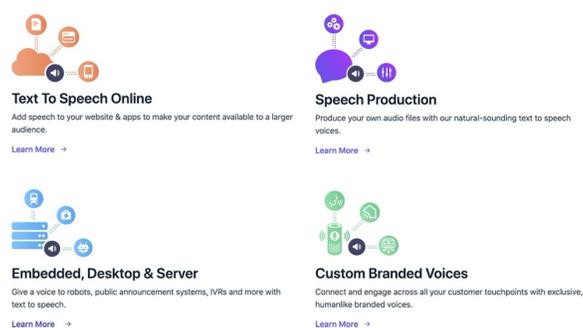


Image 44. Functionalities of the tool (ReadSpeaker, 2017)

# TED Ed

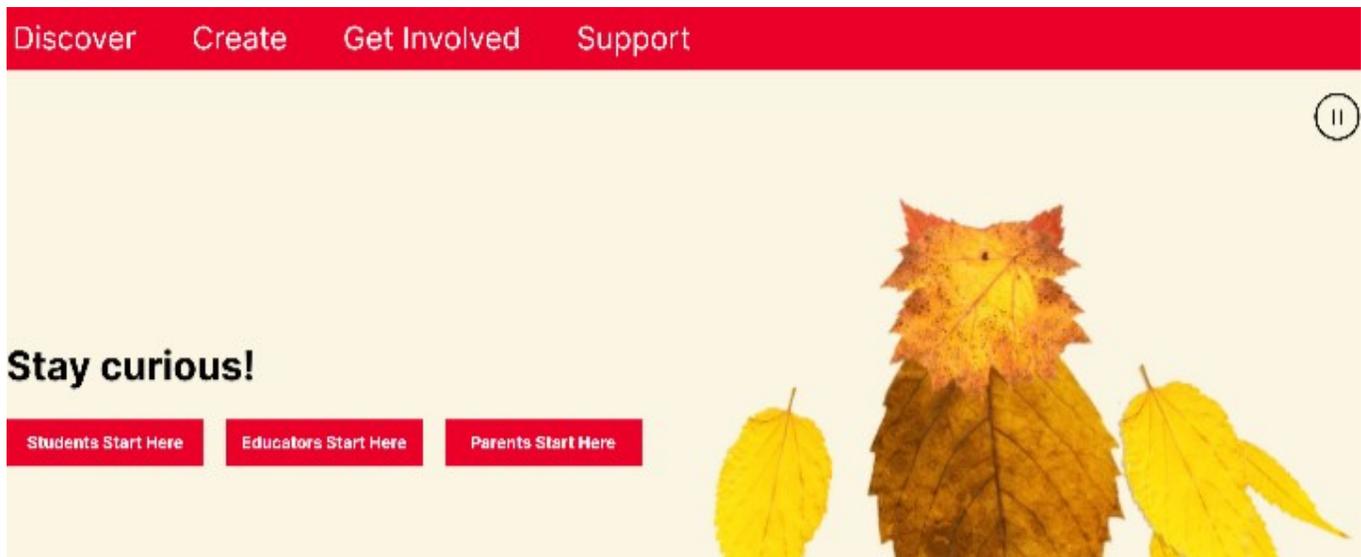


Image 45. Front Page (TED-Ed, 2022).

Type of tool: Educational

Useful for: Promoting Self-education

Website: <https://ed.ted.com/>

TED Ed is the educational branch of TED, and it is focused on providing education access to youths. It builds on TED's philosophy on the ability of innovative ideas to transform people's lives. TED Ed allows users to receive or create lessons. Through the platform, learners can listen to TED Talks or TED Ed lessons, watch educational videos and generate questions and discussions about the material. Educators can create lessons based on videos, and users can distribute lessons publicly or privately.

As TED Ed is an online application, it requires an active internet connection. Users do not need to log in to watch TED-Ed lessons, but it is required to save answers, participate in discussions, or create new lessons around a YouTube video.

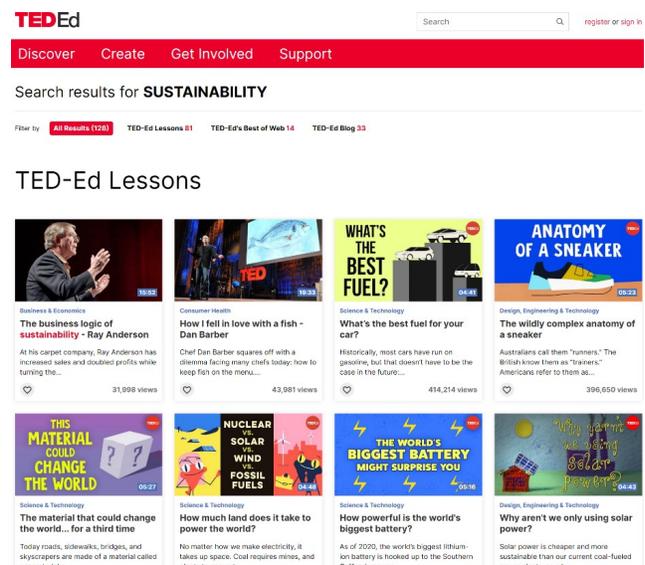


Image 46. Ted Ed Sustainability related videos (TED-Ed, 2022)



Image 47. Logo (Trello, 2022).

Type of tool: Planning Software

Useful for: Planning, Marketing Strategy

Website: <https://trello.com/>

Trello is a free-to-use planning software that uses online boards so companies can map out all the stages of their content marketing. They can launch market strategies and share tasks with others. Users can drag and drop cards on boards, like online post-it notes, to organise plans and work through checklists. In addition to management and planning, Trello can help SMEs with ideation and collaborative work using online boards. A board is a collection of information that provides a visual overview of tasks which are often for large projects, teams, or workflows. Whether a company is launching a new website, tracking sales, or planning to create marketing materials, Trello boards allow its customers to organise tasks with lists and cards. Lists are indexed collections of cards which enable users to track progress. Cards are single tasks that need to be completed and can contain high amounts of information and attachments. Users can drag and drop cards across lists to show progress. Trello is flexible and fast enough to manage any sized project from start to finish and can be a valuable resource for sustainable tourism entrepreneurs

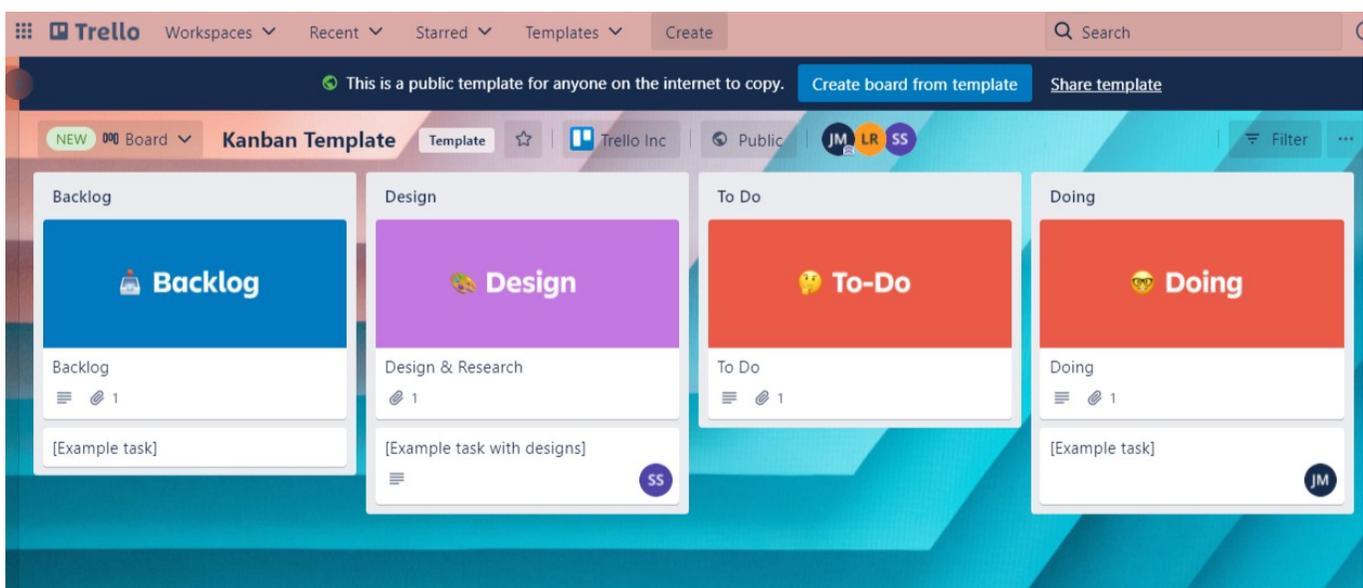


Image 48. Trello Template (Trello, 2022).

# United Nations Environment Programme: A Manual for Water and Waste Management: What the Tourism Industry Can Do to Improve Its Performance

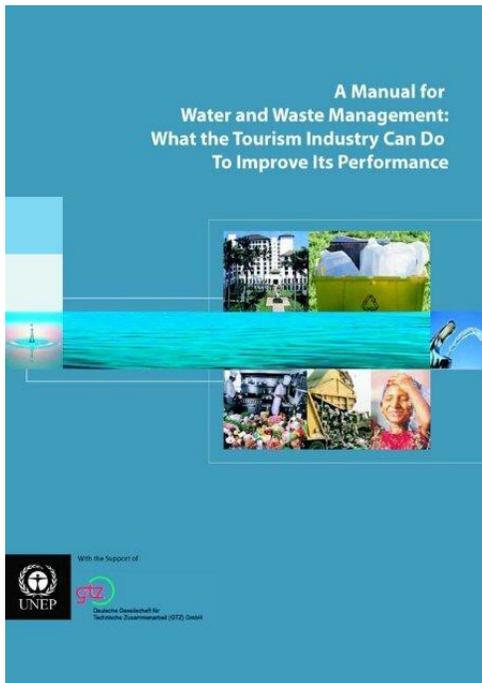


Image 49. Front Page of Manual (United Nations Environment Programme, 2003).

This manual is meant to assist tourism operations in minimising their impact on ecosystems by providing guidelines and positive examples. Other manuals address larger tourism businesses which have already implemented environmental management systems. This manual, however, focuses on SMEs in developing countries, Small Island developing states and developing tourism destinations.

Type of Tool: Manual

Useful for: Informing businesses about water and waste management

Website: <https://wedocs.unep.org/>

The document explicitly addresses small and medium tourism enterprises, as they constitute the majority of tourism businesses on a global scale. Many of them are not sustainable due to several reasons ranging from a lack of increased costs or awareness to insufficient technological mediums. Incentives to transition to sustainability models of tourism are scarce in developing countries. Existing regulations offer little encouragement for tourism operators to minimise their ecological impact. In countries where waste processing facilities are limited and access to freshwater is not widely available, tourism services often add extra stress to the environment.



REPORT

## A manual for water and waste management: what the tourism industry can do to improve its performance



This manual provides guidelines and examples of how tourism operations can achieve positive results and minimize harm to a community's ecological and physical systems. Specific case studies highlight larger hotel chains, which have already implemented environmental management systems but the main focus is on SMEs in developing countries, Small Island Developing States and developing tourism destinations.

Download

**A manual for water and waste management: what the tourism industry can do to improve its performance**

Image 50. Description of the Manual (United Nations Environment Programme, 2003).

However, given tourism's centrality to developing countries' economies, a viable possibility to negotiate between economic and ecological needs is through establishing sustainable tourism operations. After all, healthy ecosystems with plenty of natural attractions are one of tourism's most significant assets. The UN manual for water and waste management aims to offer guidance to help small and medium tourism companies implement sustainable water and waste management systems. Thus, it is geared specifically for people already working in the tourism sector and running tourism facilities. The information provided is easy to use, with plenty of practical recommendations. While the document is not meant to substitute for expert advice, it offers sufficient information for managers and staff members to ensure their business adheres to environmental standards. Additional sources of research and data are available throughout the guide. Its primary focus is on solid and water waste management, and the suggestions are feasible to carry out by management teams or staff members. Some, however, require structural changes or investment of greater financial resources. Improving a tourism service provider's environmental performance should be seen as a long-term process.



# WORDPRESS

Image 51. Logo (WordPress, 2022).

**Type of tool:** Web Design and Content Management

**Useful for:** Communication, Dissemination, Content Management

**Website:** <https://wordpress.com/>

WordPress is a content management system (CMS) that enables users to create and manage their website. It is currently the leading CMS in the world - used by about one-third of websites across the globe. Assuming individuals have a better than a basic understanding of technical terminology, they can design their website and use the countless templates and plugins available to tailor and create their web presence. WordPress will typically be an installation option when people register a web address with a hosting company. They will get a chance to install WordPress on the new site. Users can access WordPress online via their web address, logging in with their unique admin username and password. The WordPress dashboard provides countless options to tailor and customise each website area, with many professional-looking templates available. These can be managed with drag and drop functionality or using the easy-to-use WordPress editor. Users with more technical expertise and the ability to code can also do this. Search engine optimisation is something to consider from the beginning. WordPress makes adding SEO easy by having built-in tools that indicate how SEO-friendly a given content is and a range of powerful SEO tool plugins.

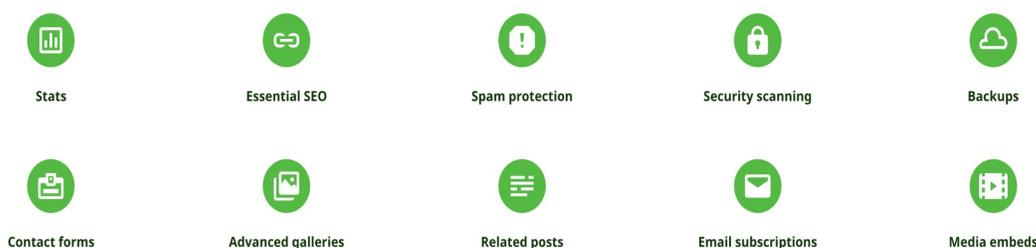


Image 52. WordPress Plugins (WordPress, 2022)

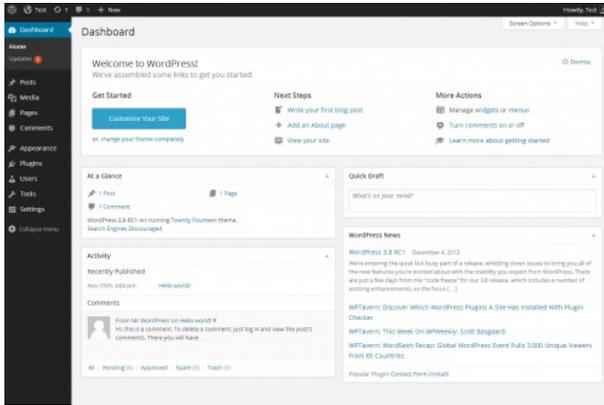


Image 53. Dashboard screen (WordPress, 2022).  
(WordPress, 2022)

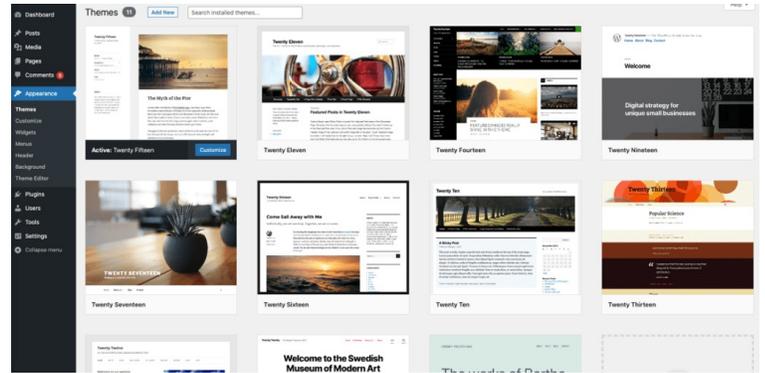


Image 54. Themes Administration Screen - Installed Themes

# Activities



# Creating Awareness on Sustainable Tourism



Sustainable tourism initiatives can be significant catalysts for change that contribute to building social and ecological wellbeing. While tourism, in general, presents many opportunities for entrepreneurs and businesses, it can pose severe stress on social and environmental systems. Ultimately, unsustainable tourism is self-destructive as it damages the very thing upon which it depends. Thus, sustainable tourism offers a door to engage in entrepreneurial projects that can contribute to sustainable development and can generate positive outcomes. Raising awareness of the critical need for sustainable tourism requires bringing attention to the damaging impacts of tourism on the environment. However, it also entails building feelings of empowerment in travellers and tourism operators that lead to changed attitudes, behaviours and ways of operating tourism businesses.

This toolbox section provides ideas for activities that can help trainers teach their participants skills to campaign and raise awareness of the need for sustainable tourism. All while using the set of tools provided in this handbook. The aim behind these activities is to help facilitators equip their participants to become future game-changers that innovate and work towards a vision of sustainable, participatory and inclusive tourism. Thus, the activities are designed to foster an entrepreneurial mindset based on competencies for innovation, sustainable and ethical thinking, material and human resources mobilisation, planning, management and team working.

# Raising Awareness Through Digital Storytelling

Use [Canva](#), [Adobe Express](#), [Drupal](#) or [WordPress](#) to create a digital story to raise awareness on the need for sustainable initiatives in the tourism industry.

## Learning Objectives

1. Raise awareness amongst participants about the importance of sustainability within the tourism industry
2. Encourage participants to assume leadership roles in inspiring others to get involved in sustainability initiatives
3. Learn to effectively communicate the reasons for changing business practices to be more sustainable.

### EntreComp Framework Competencies

- ❖ Spotting Opportunities
- ❖ Ethical and Sustainable Thinking
- ❖ Mobilising Others

### Activity Preparation Time:

30 min

**Duration of Activity:** 1 hour

### Material Preparation

- [A TourismSME guide: How to implement sustainable approaches](#)
- [Canva](#), [Adobe Express](#) or [WordPress](#)

## Instructions

- Ask participants to prepare beforehand by reading pages 14-35 of the Tourism SME guide: How to implement sustainable approaches
- Instruct participants to create a digital story to raise awareness on the need for sustainable initiatives in the tourism industry. They can choose between different storytelling platforms
- They can use EYR's Tourism SME guide to learn and gain inspiration for their projects. Discuss with participants on the opportunities presented by Sustainable Tourism

## Validation tool

By the end of the activity the participants will be better able to:

- ❖ Identify needs and challenges to be met by SMEs
- ❖ Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- ❖ Inspire and enthuse relevant stakeholders
- ❖ Demonstrate effective communication, persuasion, negotiation and leadership

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Shipwrecked: Learning About Planetary Boundaries

During this activity, participants will imagine they are travelling by plane for holidays, but an accident during the flight forces the pilot to land the plane on the ocean. Now, they are on a boat with 12 objects that make it too heavy to reach an island they can see in the distance. Hence, they have to list from 1 (less important) to 12 (the most important) to lighten the boat's weight. Participants will learn about planetary boundaries and draw analogies between the activity and the concept to reflect on the importance of sustainability initiatives.

## Learning Objectives

1. Learn to set priorities, plan and argue convincingly in favour of a line of reasoning
2. Understand the concept of planetary boundaries and the importance of sustainability initiatives to keep within a safe operating space of planetary boundaries
3. Learn to effectively communicate the reasons for changing business practices to be more sustainable

### EntreComp Framework Competencies

- ❖ Planning and Management
- ❖ Working with Others
- ❖ Mobilising Others

### Activity Preparation Time:

1 hour

**Duration of Activity:** 1 hour

### Material Preparation

- <https://www.stockholmresilience.org/research/planetary-boundaries.html>
- [A Tourism SME guide: How to implement sustainable approaches.](#)
- Netflix Documentary - Breaking Boundaries: The Science of our Planet
- [LucidChart](#), [Miro](#) or [Mural](#)

## Instructions

### Before class

- Prepare a list of 12 objects to give to participants and identify key points of research on planetary boundaries
- Instruct participants to watch the documentary titled “Breaking Boundaries: The Science of our Planet” available on Netflix

### During Class

- Briefly present to participants the concept of planetary boundaries and key ideas of research on planetary boundaries
- Introduce the activity to participants
- Present the 12 objects in the boat and instruct participants to classify them according to priorities and goals. They are given three goals: SURVIVE, GET RESCUED or ARRIVE to the island. Participants must also prioritise amongst goals.
- Individually each participant will classify objects according to their priorities
- In teams, and using a tool for representing plans visually, such as [LucidChart](#), [Miro](#) or [Mural](#), participants have to choose ONLY one list of priorities. They can use the apps for ideation and brainstorming as well as strategizing and planning.
- Once the activity is finished, tell the participants that depending on the goals set, the important objects were:
  - Water and rod to have food
  - Lighter and coal to make fire
  - Parachute and mirror to make signals to get rescued

Discuss with participants any analogies they can draw between the activity and the concept of planetary boundaries. How are we exceeding planetary boundaries? What priorities do we need to establish? What role can sustainable tourism initiatives play in our planet's resilience?

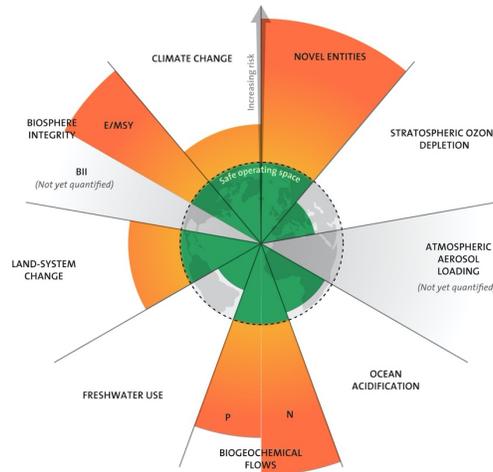


Image 55. Planetary Boundaries Framework (J. Lokrantz/Azote based on Steffen et al. 2015)

## Validation tool

By the end of the activity the participants will be better able to:

- ❖ Define priorities and action plans
- ❖ Work together and cooperate with others
- ❖ Resolve conflicts and face competition positively when necessary
- ❖ Inspire and enthuse relevant stakeholders
- ❖ Demonstrate effective communication, persuasion, negotiation and leadership

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Awareness Newsletter

Use [Canva](#) and [MailChimp](#) to create a promotional newsletter to raise awareness on the need for further inclusivity in the tourism industry.

## Learning Objectives

1. Raise awareness amongst participants about the importance of inclusivity within the tourism industry
2. Encourage participants to assume leadership roles in inspiring others to get involved in sustainability initiatives
3. Learn to effectively communicate the reasons for changing business practices to be more sustainable.

## EntreComp Framework Competencies

- ❖ Ethical and Sustainable Thinking
- ❖ Mobilising Others

## Activity Preparation Time:

5 min

**Duration of Activity:** 1 hour

## Material Preparation

- Canva, Adobe Express or MailChimp
- [Tourism SME Guide: How to Implement Accessible and Inclusive Design Approaches](#)

## Instructions

- Ask participants to select a case study from the Tourism SME guide: "How to Implement Accessible and Inclusive Design Approaches"
- Instruct participants to:
  - ❑ Create a promotional poster using Canva or Adobe Express to raise awareness on the work of the company highlighted in the case study of choice.
  - ❑ Write a promotional newsletter using the poster to raise awareness on the need for inclusivity in tourism.
  - ❑ The newsletter should encourage others to join the mission of increasing inclusivity in the tourism sector.
  - ❑ Participants can use MailChimp to draft the newsletter, adding an option for readers to subscribe to the newsletter titled: "Good Practices Towards Inclusive and Accessible Tourism"

## Validation tool

By the end of the activity the participants will be better able to:

- ❖ Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- ❖ Inspire and enthuse relevant stakeholders
- ❖ Demonstrate effective communication, persuasion, negotiation and leadership

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Implementing a Sustainable, Accessible and Inclusive Tourism Business



A transition to sustainable models of tourism is of utmost importance. The pathways towards environmentally responsible practices within the industry are multiple. These tracks can lead to rural, community, soft or ecotourism initiatives. They can incorporate innovations in the use and disposal of water and waste, or transformations towards renewable energy. The doors are open to imagination and taking action.

Research on destinations attempting to move towards sustainable goals highlights multi-stakeholder participation and collaboration as a critical component in succeeding in implementing a sustainability plan (Waligo et al. 2013; Graci 2012; Roxas et al. 2020). With this in mind, the activities in this section foster teamwork and collaboration as competencies to develop amongst participants. Likewise, some of the exercises focus on inclusive tourism to promote training young entrepreneurs to take advantage of the vast opportunities brought by the increasing demand for sustainable and accessible tourism products.

From learning to manage waste to creating value from cultural and natural heritage, facilitators can gather ideas on how to promote good entrepreneurship practices. They can encourage participants to assess challenges, innovate, envision, design and take action.

# EU Ecolabel

Use Miro, Mural or LucidChart to collaborate and brainstorm on a sustainable product.  
Determine criteria to get the product eco-labelled.

## Learning Objectives

1. To support the implementation of European sustainable product policies
2. To learn how products receive ecolabel certification

### EntreComp Framework Competencies

- ❖ Ethical and Sustainable Thinking
- ❖ Working with Others
- ❖ Mobilising Others

### Activity Preparation Time:

10 min

**Duration of Activity:** 1 hour

### Material Preparation

- [LucidChart](#), [Miro](#) or [Mural](#)
- [The environmental label you can trust: EU-Ecolabel](#)

## Instructions

### Before class

The activity leader asks participants to read about the product groups and criteria for ecolabelling on [Home | Product Bureau \(europa.eu\)](#) before the activity.

### During Class

- Activity leader asks participants to collaborate and brainstorm to come up with a sustainable product idea
- Activity leader instructs the participants to present their product using one of the online collaboration tools, such as Miro, and Mural.
- Activity leader instructs participants to determine the criteria of their product to get eco labelled.

### Validation tool

By the end of the activity the participants will be better able to:

- ❖ Help implement the European sustainable product policies
- ❖ Act responsibly
- ❖ Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Making an Accessible Website

Use Read Speaker, the European Network of Accessibility and the National Disability Accessibility toolkit, to make the participant's website accessible to anyone with special needs.

\*Note that for this activity, participant's should have their own websites and would work on them to make them more accessible.

## Learning Objectives

1. Become familiar with a variety of tools to improve accessibility in tourism SMEs
2. Learn to make an accessible website

### EntreComp Framework Competencies

- ❖ Ethical and Sustainable Thinking
- ❖ Learn by Doing

### Activity Preparation Time:

10 min

**Duration of Activity:** 1 hour

### Material Preparation

- <https://nda.ie/resources/accessibility-toolkit/make-your-websites-more-accessible/>
- <https://www.europeanyouthroots.eu/download/io2-implementing-an-accessible-and-inclusive-tourism-business/> <https://www.accessibletourism.org/>
- [Read Speaker](#)
- [Web Content Accessibility Guidelines \(WCAG\)](#)

## Instructions

### Before class

- Instruct participants to read the NDA and ENAT toolkits along with the Web Content Accessibility Guidelines (WCAG)

### During Class

- Explain the learning objectives
- Instruct the participants to make their websites more accessible by making it easier for users to read content and hear written text
  - Participants may use ReadSpeaker to add a text-to-speech functionality to the websites
  - Alter colour, size of text to make content easier to read
  - Insert images and audio controls to their websites

### Validation tool

By the end of the activity the participants will be better able to:

- ❖ Demonstrate ethical behaviour by acting on the value of inclusivity
- ❖ Act responsibly
- ❖ Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment
- ❖ Learn about making your business more accessible through a hands-on approach

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Learning to Manage Waste

During this activity participants will learn about waste management by consulting the United Nations Environment Programme Manual on Water and Waste Management. Participants will be divided into groups and each group will be assigned a small tourism industry in one of these sectors:

- Accommodation
- Food and Beverage Services
- Open Spaces and Grounds
- Administrative and Office Functions

Using project management tools like ClickUp or Trello participants will design a waste management system for a small tourism industry. Participants will be required to work synchronously and asynchronously. The activity leader will assign tasks to each group member on: Assessment of waste generated by the tourism facility Research and establishment of protocols for waste minimisation Green purchasing policy design Protocols for waste reuse and recycling After finishing the activity participants will be encouraged to sign up for an edX class on solid waste management. \*Note that facilitators can conduct a similar activity for the subject of water management\*

## Learning Objectives

1. Understand the basic principles of waste management
2. Assess the waste generated by different tourism facilities
3. Innovate by learning to design protocols for waste minimisation, green purchasing policy design, and waste reuse and recycling
4. Work in teams to tackle waste management problems

### EntreComp Framework Competencies

- ❖ Planning and Management
- ❖ Working with Others
- ❖ Mobilising Others

**Activity Preparation Time:**

10 min

**Duration of Activity:**

Flexible

**Materials and Preparation**

- [A Tourism SME guide: How to implement sustainable approaches.](#)
- [United Nations Environment Programme Manual on Water and Waste Management](#)
- <https://www.edx.org/learn/environmental-science>
- <https://www.edx.org/course/solid-waste-management>
- [ClickUp](#) or [Trello](#)

**Instructions****Before class**

Ask participants to prepare beforehand by reading the UN Manual for Water and Waste Management pages 3-18.

**During Class**

- Divide participants into groups and explain the activity
- Log in to Trello or ClickUp to follow each group's progress and teamwork
- Ask groups to produce a short report on their experiences, detailing the assessment of waste facilities, the protocols established for waste minimisation and policies for green purchasing.
- Discuss the results of the activity with the class

**Validation tool**

By the end of the activity the participants will be better able to:

- ❖ Develop ideas and opportunities to create value including better solutions to existing and new challenges
- ❖ Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
- ❖ Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- ❖ Define priorities and action plans
- ❖ Work together and co-operate with others to develop ideas and turn them into action

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Road Map to Accessible Touristic Destinations

Use the European Network of Accessibility and the National Disability Accessibility toolkit, to design a road map to more accessible touristic destinations.

## Learning Objectives

1. Become familiar with a variety of tools to improve accessibility in tourism SMEs
2. Understand the need to improve accessibility in touristic destinations while promoting diversity and sustainability

### EntreComp Framework Competencies

- ❖ Ethical and Sustainable Thinking
- ❖ Creativity
- ❖ Working with Others

### Activity Preparation Time:

10 min

**Duration of Activity:** 1 hour

### Material Preparation

- <https://nda.ie/resources/accessibility-toolkit/make-your-websites-more-accessible/>
- <https://www.europeanyouthroots.eu/download/io-2-implementing-an-accessible-and-inclusive-tourism-business/>
- <https://www.accessibletourism.org/>
- [Read Speaker](#), [Canva](#) or [Adobe Express](#)
- [Web Content Accessibility Guidelines \(WCAG\)](#)

## Instructions

### Before class

- Instruct participants to read the NDA and ENAT toolkits along with the Web Content Accessibility Guidelines (WCAG)

### During Class

- Divide participants into groups and ask each group to select a touristic destination
- Assign each group to a sector from the list below
  - Transportation and related infrastructure
  - Information and communication, including Information and Communication Technologies (ICT)
  - Other public facilities and services
- Tell participants to carry out the tasks for the activity with the help of tools like Canva or Adobe Express
- Ask groups to think of user needs and problems within their sector. For example, groups working with the transportation and related infrastructure sector should consider the needs and problems of people using a public transport system.
- Instruct participants to proceed to brainstorm on ideas to bring accessibility to each sector in order to create an accessible touristic destination. For example, groups working with the ICT sector should consider making their touristic destination's websites more accessible, the group would need to consider ways to make this happen.
- Finally, ask participants to design a roadmap to promote their selected touristic destination, having considered ways to make this destination more accessible.

### Validation tool

By the end of the activity the participants will be better able to:

- ❖ Develop several ideas and opportunities to create value including better solutions to existing and new challenges
- ❖ Demonstrate ethical behaviour by acting on the value of inclusivity
- ❖ Explore and experiment with innovative approaches
- ❖ Combine knowledge and resources to achieve valuable effects

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Cultural and Natural Heritage

Using Mighty Networks or Trello participants will work on a project to create entrepreneurship ideas on Cultural Heritage and Nature-based tourism.

## Learning Objectives

1. Understand the value of cultural and natural heritage
2. Understand the value of empowering communities to participate in cultural and natural heritage conservation and tourism projects
3. Develop a vision to turn ideas into action
4. Visualise future scenarios to help guide effort and action

### EntreComp Framework Competencies

- ❖ Creativity
- ❖ Vision

### Activity Preparation Time:

10 min

### Duration of Activity:

Flexibility to extend depending on the number of the participants and the resources

### Material Preparation

- [https://www.europeanyouthroots.eu/download/io\\_2-implementing-sustainable-tourism-business-initiatives/](https://www.europeanyouthroots.eu/download/io_2-implementing-sustainable-tourism-business-initiatives/)
- Mighty Networks, Trello

## Instructions

- Instruct participants to read the EYR's Manual on Implementing Sustainable Tourism Business Initiatives from pp37-60.
- Divide participants into groups and ask each group to select a touristic destination
- Explain to participants that they will work together to create a project on the cultural and natural heritage of a given touristic destination. The activity will be carried out in both synchronous and asynchronous online and face to face settings
- Participants will remain in communication through the help of tools like Mighty Networks or Trello in order to work asynchronously and efficiently
- Instruct groups to identify cultural and natural heritage resources in their selected destination
  - ❑ Develop ideas to preserve these heritage sites
  - ❑ Develop ideas to implement a sustainable tourism business to promote these resources
  - ❑ Develop a vision into how at least one of the ideas brainstormed could be turned into action
  - ❑ Visualise future scenarios of how a sustainable tourism business would operate in the selected destination

## Validation tool

By the end of the activity the participants will be better able to:

- ❖ Develop a vision to turn ideas into action
- ❖ Develop various ideas for value creation including better solutions to existing and new challenges
- ❖ Explore and experiment with innovative approaches
- ❖ Combine knowledge and resources to achieve valuable effects
- ❖ Visualise future scenarios to help guide effort and action

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Using diagrams to plan towards a sustainable business model

Using Miro, Mural or LucidChart participants will learn to identify sustainability needs of a business and design a sustainable business model.

## Learning Objectives

1. Encourage participants to innovate ways to make their businesses more sustainable
2. Identify necessary resources to transition businesses to a sustainable model
3. Encourage participants to think through the necessary requirements, challenges and opportunities of transforming businesses towards sustainable operations

### EntreComp Framework Competencies

- ❖ Creativity
- ❖ Ethical and Sustainable Thinking
- ❖ Spotting Opportunities

### Activity Preparation Time:

10 min

**Duration of Activity:** 1 hour

### Material Preparation

- Mural, Miro, or Lucidchart.
- Short video on sustainable tourism: (17) Sustainable tourism - YouTube  
<https://www.unwto.org/sustainable-development/resource-efficiency-in-tourism>
- Baseline Report on Sustainable Production and Consumption in Tourism

## Instructions

### Before class

- Prepare by reading the UNWTO report on Resource Efficiency in Tourism and create a small presentation based on the report
- Instruct participants to familiarise themselves with the report by watching the following video: Baseline Report on Sustainable Production and Consumption in Tourism

### During Class

- Watch the short video on Sustainable Tourism
- Conduct a brief presentation on the Resource Efficiency in Tourism UNWTO report
- Each group is tasked with a small business idea and given a set of available resources to work with (some of them are sustainable and some of them are not)
- Participants are instructed to identify the sustainability needs of their business and the challenges they would face to switch to a sustainable model of operation
- Once participants are done with their first task they can begin to diagram out ideas to make their businesses more sustainable using a platform like Mural, Miro, or Lucidchart.
- Participants should take into consideration the resource limitations and work within the limitations of available non renewable resources in innovative ways.
- Brainstorm with participants on resources they identified to adapt their businesses to a sustainable model
- Activity leader asks participants to reflect on the challenges they faced and opportunities they identified.

### Validation tool

By the end of the activity participants will be better able to:

- ❖ Demonstrate ethical behaviour by acting on the value of inclusivity
- ❖ Develop several ideas and opportunities to create value including better solutions to existing and new challenges
- ❖ Explore and experiment with innovative approaches
- ❖ Combine knowledge and resources to achieve valuable effects Identify needs and challenges that need to be met

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Promoting and Marketing a New Tourism Product



Research on consumer preferences points to rising demand for sustainable products, including tourism (Centre for Responsible Travel, 2021; Climate Action, 2021). Considering the decrease in tourism brought by the Covid-19 pandemic, marketing is essential for the tourism industry's recovery. However, it is crucial to recover tourism sustainably by moving forward in environmentally and socially responsible ways. Before the pandemic, 'overtourism', or tourism beyond the sustainable socio-ecological limits of a destination, was a pressing issue worldwide. Alternatively, during the pandemic, several destinations across the globe suffered economic losses due to the fall in the number of visitors. Covid-19 has underscored that tourism can significantly benefit destinations if it prospers within socio-ecological limits. Managing tourism in a way that inclusively and equitably benefits people and ecosystems is the challenge of sustainable and inclusive tourism.

This toolbox section can help trainers teach their participants the basic principles of marketing, how to practise ethical thinking when making decisions and encourage others to consume sustainably. Some of the activities presented here rely on tools for social media as the latter can be a useful campaigning and marketing instrument that reaches a wide, but specially younger audience (Vinzencz et al., 2019). By learning to mobilise others in striving for sustainable travel, young entrepreneurs can hone their leadership skills and take a step forward in positively transforming the tourism industry.

# Nudge Marketing

Using Mural, Miro or Lucidchart participants will create a strategy for nudge marketing.

## Learning Objectives

1. Introduce participants to the concept of nudging
2. Understand how to use nudge marketing to encourage responsible consumption practices
3. Learn strategies for communication, inspiration, persuasion and negotiation

### EntreComp Framework Competencies

- ❖ Mobilising Others
- ❖ Motivation and Perseverance

### Activity Preparation Time:

45 min

**Duration of Activity:** 1 hour

### Material Preparation

- Mural, Miro, Lucidchart, Canva or Adobe Express

## Instructions

### Before class

- Prepare by reading about the “Operation Zero Butts” case to bring as an example in class
- Prepare a presentation on the principles of Nudge Marketing

### During Class

- Inform the participants on “Operation Zero Butts” as an example of using nudge marketing to encourage environmentally friendly behaviour.
- Introduce the basic principles of nudge marketing
- Activity leader asks participants to come up with sustainable marketing ideas that would be promoted by using nudge marketing strategy.
- The activity leader shares some of the tools that participants can use to create the strategy. Participants are encouraged to map it out on a platform like [Miro](#), [Mural](#) or [Lucidchart](#).
- Activity leader instructs participants to create samples of nudges for their sustainable product by using [Adobe Express](#) or [Canva](#).
- Activity leader asks participants to share their work with the others to gather feedback.
- Activity leader asks participants to discuss the advantages and disadvantages of using nudge as a marketing strategy, encouraging participants to reflect on ethics and morals of using nudge marketing as a strategy.

### Validation tool

By the end of the activity participants will be better able to:

- ❖ Inspire and enthuse relevant stakeholders
- ❖ Get the support needed to achieve valuable outcomes
- ❖ Demonstrate effective communication, persuasion, negotiation and leadership

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Marketing for a small tourism business through social media

Using Canva or Adobe Express participants will create a marketing ad for social media

## Learning Objectives

1. Introduce participants to basic marketing principles
2. Learn to promote a small sustainable tourism business through social media
3. Learn strategies for communication, inspiration, persuasion and negotiation

### EntreComp Framework Competencies

- ❖ Mobilising Others
- ❖ Motivation and Perseverance

### Activity Preparation Time:

45 min

**Duration of Activity:** 1 hour

### Material Preparation

- Sheet of paper and pencil
- <https://mailchimp.com/en-gb/marketing-glossary/marketing-mix-7ps/>  
<https://www.business.qld.gov.au/running-business/marketing-sales/marketing-promotion/marketing-basics/seven-ps-marketing>
- <https://www.lifehack.org/articles/productivity/the-20-most-creative-instagram-accounts-that-will-inspire-you.html>
- [Miro](#), [Mural](#), [Lucidchart](#), [Adobe Express](#) or [Canva](#)

## Instructions

### Before class

- Prepare by reading the following material and generating a presentation for participants: <https://mailchimp.com/en-gb/marketing-glossary/marketing-mix-7ps/>

### During Class

- Using the presentation prepared before class, provide a general overview of basic marketing principles for the participants and introduce participants to the 7Ps of marketing. Make sure to include in your presentation suggestions on how to implement them in a marketing mix strategy.
- The activity leader asks participants to brainstorm a marketing strategy for a sustainable tourism business using social media. To create the strategy participants are encouraged to map it out on a platform like Miro, Mural or Lucidchart. Depending on the group of participants, they can work on their existing businesses or ideate a small sustainable tourism business. participants are welcome to build on prior workshops and prior knowledge for this activity.
- Instruct participants to create either an Instagram story or a Facebook post using Adobe Express or Canva to advertise their businesses.
- Ask participants to share their work with their classmates to gather feedback from their peers.
- Discuss the advantages and disadvantages of using social media as a marketing strategy, encouraging participants to reflect on how social media influences.

### Validation tool

By the end of the activity participants will be better able to:

- ❖ Inspire and enthuse relevant stakeholders
- ❖ Get the support needed to achieve valuable outcomes
- ❖ Demonstrate effective communication, persuasion, negotiation and leadership
- ❖ Be determined to turn ideas into action and satisfy your need to achieve

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Creating a newsletter to promote a sustainable tourism business

Participants will create a newsletter for distribution and develop a social media marketing strategy.

## Learning Objectives

1. Introduce participants to basic marketing principles
2. Develop a coherent strategy to improve and diversify the promotion of sustainable and inclusive tourism services
3. Understand the importance of marketing strategies to promote sustainable tourism

### EntreComp Framework Competencies

- ❖ Mobilising Others
- ❖ Motivation and Perseverance

### Activity Preparation Time:

5 min

**Duration of Activity:** 1 hour

### Material Preparation

- <https://mailchimp.com/en-gb/marketing-glossary/marketing-mix-7ps/>
- [EYR Promotion Manual](https://www.lifehack.org/articles/productivity/the-20-most-creative-instagram-accounts-that-will-inspire-you.html)  
<https://www.lifehack.org/articles/productivity/the-20-most-creative-instagram-accounts-that-will-inspire-you.html>
- [Hootsuite](#), [MailChimp](#)

## Instructions

### Before class

- Prepare by reading the following material and generating a presentation for participants: <https://mailchimp.com/en-gb/marketing-glossary/marketing-mix-7ps/>
- Instruct participants to prepare by reading Case Studies 1, 2 and 3 of the EYR Promotion Manual

### During Class

- Using the presentation prepared before class, provide a general overview of basic marketing principles for the participants and introduce participants to the 7Ps of marketing. Make sure to include in your presentation suggestions on how to implement them in a marketing mix strategy.
- Divide participants into small groups depending on their numbers
- Instruct participants to select a case study to work with. Their task will be to generate a marketing strategy that uses Hootsuite to manage the company's social media and MailChimp to generate a newsletter to send to subscribers.

### Validation tool

By the end of the activity participants will be better able to:

- ❖ Inspire and enthuse relevant stakeholders
- ❖ Get the support needed to achieve valuable outcomes
- ❖ Demonstrate effective communication, persuasion, negotiation and leadership
- ❖ Be determined to turn ideas into action and satisfy your need to achieve

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Empathy Exercise

Participants will empathise with customers who have special needs and consider how accessible tourism contributes to sustainability.

## Learning Objectives

1. Practice empathising with others
2. Understand the value of empathy in marketing
3. research skills to learn about customers
4. Understand the importance of accessible tourism for achieving sustainability goals

### EntreComp Framework Competencies

- ❖ Ethical and Sustainable Thinking

### Activity Preparation Time:

5 min

**Duration of Activity:** 1 hour

### Material Preparation

- [EYR Promotion Manual](#)
- National Disability accessibility Toolkit
- [European Network of Accessible Tourism](#)
- [https://www.accessibletourism.org/resources/enter2012-helsingborg\\_enat\\_final\\_ia--2.pdf](https://www.accessibletourism.org/resources/enter2012-helsingborg_enat_final_ia--2.pdf)
- [https://www.accessibletourism.org/?i=enat.en.enat\\_projects\\_and\\_good\\_practices.1038](https://www.accessibletourism.org/?i=enat.en.enat_projects_and_good_practices.1038)
- [Miro](#)

## Instructions

### Before class

- Prepare by reading the following material and asks participants to read it before class: [https://www.accessibletourism.org/resources/enter2012-helsingborg\\_enat\\_final\\_ia--2.pdf](https://www.accessibletourism.org/resources/enter2012-helsingborg_enat_final_ia--2.pdf)

### During Class

- Consider the conclusion of the reading material i.e. the general lack of accessibility of tourism websites; web accessibility requires better implementation, and websites offer little information on the accessibility facilities in tourism venues.
- Make groups of 4 and make them think of customers with special needs.
- Ask participants to use Miro to annotate how customers with special needs could think, feel, hear and see
- Ask participants to brainstorm ideas to meet those needs
  - ❑ Encourage participants to research about customers with special needs in order to carry out the assignment
- Discuss the tips and good practices offered in the material:  
[https://www.accessibletourism.org/?i=enat.en.enat\\_projects\\_and\\_good\\_practices.1038](https://www.accessibletourism.org/?i=enat.en.enat_projects_and_good_practices.1038)
  - ❑ How does making tourism services more accessible contribute to sustainability goals?

### Validation tool

By the end of the activity, participants will be better able to:

- ❖ Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment
- ❖ Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- ❖ Act responsibly

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Corporate Social Responsibility

Participants will use Wordpress or Drupal to draft a Corporate Social Responsibility (CSR) policy for display on a small tourism business website.

## Learning Objectives

1. Understand the concept of Corporate Social Responsibility
2. Write a CSR policy for display on a small tourism business website

### EntreComp Framework Competencies

- ❖ Ethical and Sustainable Thinking
- ❖ Learn by Doing
- ❖ Vision

### Activity Preparation Time:

5 min

**Duration of Activity:** 1 hour

### Material Preparation

- [EYR Promotion Manual](#)
- WordPress, Drupal

## Instructions

### Before class

- Prepare by reading the following material and generating a presentation for participants: EYR Promotion Manual pp. 30-32

### During Class

- Divide participants into groups
- Using either one of the case studies in the EYR Promotion Manual or a case from one of the participants' business
  - Instruct participants to consider ways to make the selected tourism product more environmentally friendly, accessible and inclusive
  - Write a CSR policy
  - Use either Drupal or WordPress to publish the policy on a website

## Validation Tool

By the end of the activity participants will be better able to:

- ❖ Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment
- ❖ Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- ❖ Act responsibly
- ❖ Visualise future scenarios to help guide effort and action
- ❖ Use any initiative for value creation as a learning opportunity
- ❖ Learn with others, including peers and mentors
- ❖ Reflect and learn from both success and failure (your own and other people's)

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Building Glocal and Innovative Tourism Networks



Tourism is a social phenomenon that takes place due to the interactions between various individuals, collectives, companies, organisations and institutions. Take, for example, a single individual traveller. That traveller interacts with a vast network of people, private companies and institutions. They buy tickets from an airline company, apply for travel visas from a government agency, reserve accommodation with hotels, buy food from restaurants, meet people at their destination, buy souvenirs and so on. To supply services for tourists, hotels employ people from all over the world; they buy supplies from industries at a national and global level. Additionally, these hotels produce waste, dispose of it through nationally or locally regulated waste disposal policies, and consume water from private or public suppliers.

A similar net of interactions could be drawn for each sector involved in the tourism experience. However, the above is a simplification of a broader complexity of interconnections. Thus, tourism is part of a complex social network where organisations and people are linked together.



The resulting exchange is ‘glocal’ in that it takes place in an interplay of local and global networks. The term ‘glocalisation’ gained more widespread use in the Japanese business world to refer to the adaptation of the global into local conditions (Robertson, 1995). In marketing, ‘glocalisation’ can be understood as: “a framework to explore how local communities can more effectively capitalise on global exchanges...[and how] organisations can successfully expand their market in new countries by culturally adapting their services, communication, and marketing strategies to the local context” (Soulard et al., 2019: 93). Thus, to build glocal and innovative tourism networks, businesses need to establish bridges with global actors and institutions while simultaneously understanding and adapting to local contexts.

The activities in the following sections introduce principles of social network analysis, collaborative partnerships building and maintaining, and providing tools to understand ‘glocal’ environments in which companies operate.

# Mapping for Sustainability

Participants will use OpenStreetMap to create different maps offering where customers can access different sustainability services.

## Learning Objectives

1. Learn to use OpenStreetMap as a tool for creating maps offering different services
2. Collaborate with others to create maps useful for visitor's with different preferences
3. Use mapping tools to enhance the assets of a touristic destination

### EntreComp Framework Competencies

- ❖ Mobilising Resources
- ❖ Working with Others

### Activity Preparation Time:

5 min

**Duration of Activity:** 1 hour

### Material Preparation

- European Youth Roots: Building Glocal and Innovative Tourism Networks Manual:  
[https://www.europeanyouthroots.eu/download/i04- building-glocal-and-innovative-tourism-networks/](https://www.europeanyouthroots.eu/download/i04-building-glocal-and-innovative-tourism-networks/) <https://www.openstreetmap.org/>
- [OpenStreetMap](https://www.openstreetmap.org/)

## Instructions

- Divide participants into groups
- Ask groups to use OpenStreetMap to create a map that signals bicycle paths, pedestrian paths, local and organic food restaurants (or other sustainable services) in a city of their choice.
- Participants should be given time to conduct research to create their maps.

## Validation tool

By the end of the activity the participants will be better able to:

- ❖ Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- ❖ Work together and cooperate with others to develop ideas and turn them into action

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Connectivity for Coral Reef Conservation

Participants will use several tools to learn about building a sustainable tourism network.

## Learning Objectives

1. Learn about the concept of Connectivity
2. Relate the concept of Connectivity to building and maintaining networks for sustainable goals
3. Learn the basic steps of building and maintaining networks

### EntreComp Framework Competencies

- ❖ Ethical and Sustainable Thinking
- ❖ Learn by Doing

### Activity Preparation Time:

5 min

**Duration of Activity:** 1 hour

### Material Preparation

- <https://www.europeanyouthroots.eu/download/io4-building-glocal-and-innovative-tourism-networks/>
- <https://ed.ted.com/lessons/conserving-our-spectacular-vulnerable-coral-reefs-joshua-drew>
- [LucidChart](#), [Ted Ed Mural](#), [Miro](#)

## Instructions

- Watch the instructional Ted Ed video with participants:  
<https://ed.ted.com/lessons/conserving-our-spectacular-vulnerable-coral-reefs-joshua-drew>
- Using the EYR manual for Building Glocal and Innovative Tourism Networks ask participants to imagine they are building a network for sustainable tourism and coral reef conservation in Fiji.
  - Instruct participants to follow the steps in the manual
  - Give them time to research and gather information
  - They can use [Mural](#), [Miro](#), or [Lucidchart](#) for step 2
  - Discuss with participants on the challenges and opportunities for building glocal networks

## Validation tool

By the end of the activity the participants will be better able to:

- ❖ Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- ❖ Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment
- ❖ Use any initiative for value creation as a learning opportunity Learn with others, including peers and mentors
- ❖ Reflect and learn from both success and failure (your own and other people's)

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# Mapping out Sustainable Services to Incorporate to your Business: Mock Network Analysis

Use [Gephi](#), [Connect the Dots](#) or [Miro](#) to conduct a short network analysis of sustainable services to incorporate to a business.

\*Note that the facilitator would be advised to provide tutorials and training in the use of Gephi and Connect the Dots software

## Learning Objectives

1. Understanding the importance of network analysis for planning, scheduling and controlling business operations
2. Introducing the basic guidelines for conducting a network analysis
3. Use network analysis to identify collaboration opportunities with other companies, institutions and individuals

### EntreComp Framework Competencies

- ❖ Spotting Opportunities

### Activity Preparation Time:

30 min

**Duration of Activity:** 1 hour

### Material Preparation

- [European Youth Roots: Building Glocal and Innovative Tourism Networks](#)
- <https://www.diva-portal.org/smash/get/diva2:731935/FULLTEXT01.pdf>
- [Gephi](#), [Connect the Dots](#) or [Miro](#)

## Instructions

### During Class

- Start the activity by asking the participants:
  - Have you ever heard of network analysis?
  - What are the advantages of network analysis?

Note: If the participants know what network analysis is, elicit answers from participants, and continue to the next activity. If the participants don't know what network analysis is, provide the participants with the [manual provided here](#) to help them better understand the subject.

- For the second part of the activity, introduce an example of a network analysis built for a business and ask participants to identify key steps and considerations needed to conduct a network analysis. For example:

<https://www.diva-portal.org/smash/get/diva2:731935/FULLTEXT01.pdf>

- The third part of the activity provides a scenario for participants to experience the basics of conducting a social network analysis. Ask participants to conduct research on a destination of choice.
- Ask participants to gather information on international, national, regional and local actors that are involved in the tourism services at the destination of choice.
- Use [Gephi](#), [Connect the Dots](#) to conduct a short network analysis that considers:
  - Stakeholders
  - Institutions
  - Available tourism services
  - Available alternative energy sources
  - Water distribution and waste services
  - Other businesses in the industry like local food restaurants, local food markets
- Participants should answer the following
  - How are local and global actors connected?
  - What are potential opportunities for partnerships and collaborations?

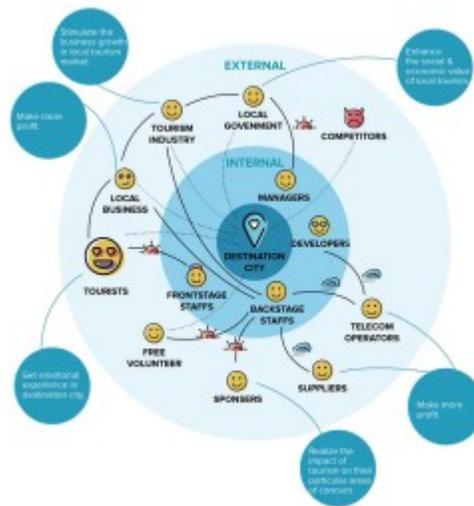


Image 56 Visuals of a sample network (URBACT, 2020)

## Validation tool

By the end of the activity the participants will be better able to:

- ❖ Identify and seize opportunities to create value by exploring the social, cultural and economic landscape
- ❖ Identify needs and challenges that need to be met
- ❖ Establish new connections and bring together scattered elements of the landscape to create opportunities to create value

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).

# PESTLE Analysis

Participants will conduct a small scale PESTLE analysis. In PESTLE P stands for Political, E for Economic, S for Social, T for Technological, L for Legal and E for Environmental.

## Learning Objectives

1. Learn to analyse the environment in which companies operate
2. Learn basic principles of conducting a PESTLE analysis.

### EntreComp Framework Competencies

- ❖ Learning by Doing
- ❖ Vision
- ❖ Working with Others

### Activity Preparation Time:

15 min

**Duration of Activity:** Flexible

### Material Preparation

- [EYR Promotion Manual](#)
- <https://libguides.library.usyd.edu.au/c.php?g=508107&p=5994242>
- [LucidChart](#), [Miro](#) or [Mural](#)

## Instructions

### Before class

- Prepare by a presentation on how to conduct a PESTLE analysis using the following resource: <https://libguides.library.usyd.edu.au/c.php?g=508107&p=5994242>

### During Class

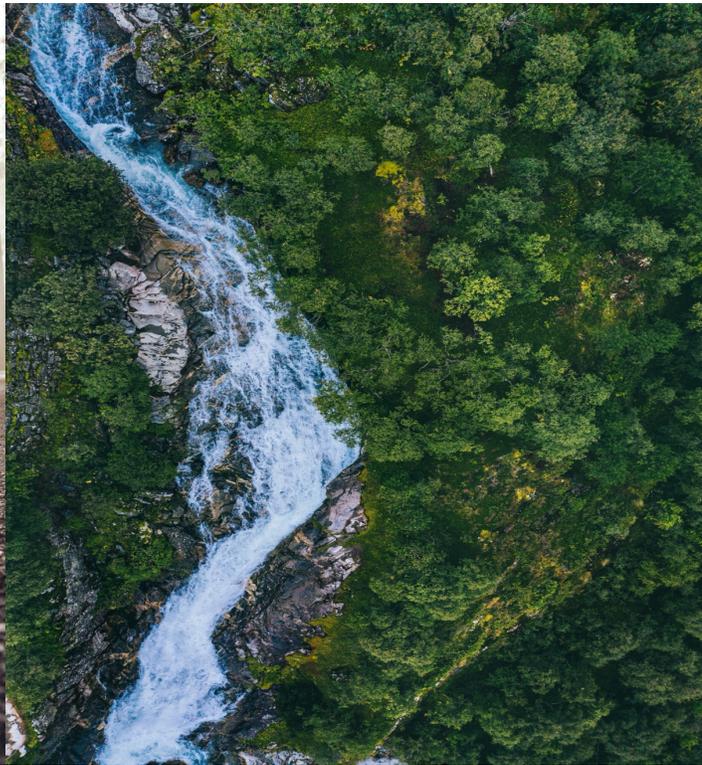
- Introduce the basic principles of conducting a PESTLE analysis
- Divide participants into groups
- Ask groups to select a case study from the EYR Promotion Manual
- Using either one of the case studies in the EYR Promotion Manual or a case from one of the participants' businesses
  - ❑ Instruct participants to conduct a small scale PESTLE analysis of the environment surrounding the business from their case study.
  - ❑ Participants can use a tool like Miro, Mural or LucidChart to visualise their analysis.

## Validation tool

By the end of the activity participants will be better able to:

- ❖ Work together and cooperate with others to develop ideas and turn them into action
- ❖ Act responsibly
- ❖ Visualise future scenarios to help guide effort and action
- ❖ Use any initiative for value creation as a learning opportunity
- ❖ Learn with others, including peers and mentors
- ❖ Reflect and learn from both success and failure (your own and other people's)

Please note that the above competencies are taken from the descriptive tables in the EntreComp framework. These tables are available [here](#).



# Conclusion

The toolbox is meant to be a guide to provide training, advice and support to young entrepreneurs, encouraging them to partake in the immense opportunities within the tourism industry for sustainable and inclusive business practices. The challenge of the tourism industry is to move in favour of sustainability, prioritising social and ecological wellbeing. Such a task requires innovation, leadership and collaboration between a wide array of stakeholders. By creating this toolbox, the hope is to reproduce the impact of the European Youth Roots Project in order to build and multiply a generation of future game-changers. The activities in this handbook aim to foster an entrepreneurial mindset that prepares young people to face uncertainties and difficulties with innovative capabilities and a collaborative approach. Trainers, facilitators and educators have a choice of tools and activities centred around the themes of raising awareness, implementation of initiatives, marketing and building glocal partnerships. Through the use of these tools and activities it is possible to train youth to recognise and capitalise on sustainable, participatory and inclusive tourism development opportunities.

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