Training Toolkit. Sustainable Tourism in Protected Areas: resources for trainers and facilitators.

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PARTNERS

STTfT
Sustainable Tourism: Training for Tomorrow

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Introduction

This Training Toolkit is a deliverable of the project "Sustainable Tourism: Training for Tomorrow" (http://sttft.eu/), funded by Erasmus+, the European Union programme for education, training, youth and sport. The project brought together partners representing educational institutions, membership bodies and networks from the areas of natural resource management and ecotourism, and representatives of Protected Areas (PAs) authorities, working together for the following objectives:

- increase the quality, supply and accessibility of training in sustainable tourism for PA stakeholders across Europe;
- develop an open access, online training platform that enables free access to sustainable tourism training for PA staff, businesses, local/regional authorities and others (platform can be accessed at www.sustainabletourismtraining.eu;
- provide resources to support high quality e-learning, 'blended learning' and face-to-face training, both through the creation of a sustainable tourism curriculum (available on the online platform), as well as a training toolkit for trainers (this document).

Who is this Toolkit aimed at?

This Toolkit has been created to provide supporting materials and resources for **those who wish to provide learning experiences on Sustainable Tourism in Protected Areas.** It was designed to support different levels of experience in training, facilitation or capacity-building, providing both introductory guidance for those who never developed or delivered training, as well as a collection of resources that both experienced and inexperienced trainers can use.

The resources in this Toolkit can be used to support face-to-face, online or 'blended' learning, but they are especially aimed at complementing the contents on the project's **online training platform** www.sustainabletourismtraining.eu. This free, online learning platform offers an answer to the key training needs that are currently experienced by professionals working on sustainable tourism in protected areas, and provides **9 learning modules in 4 languages** (English, French, Italian and Spanish).

Part A of this toolkit provides a brief introduction to key concepts and areas that a trainer needs to consider when preparing a training programme or activity, and signposts the reader to useful complementary resources to explore those concepts in more depth. Part B, in turn, provides a compilation of 40 activity outlines aligned to the 9 learning topics of the online training platform. These aim to provide practical guidance for the running of specific training activities that explore topics, concepts and case studies covered in the platform. Taken together, both Parts A and B of this Toolkit can help anyone learn how to prepare for, organise and facilitate participatory capacity-building sessions with different stakeholders in PAs.

Context

The themes covered in the online training platform and the activities covered in this Toolkit are aligned to the principles and aims of the European Charter for Sustainable Tourism in Protected Areas. The 'Charter' is a practical management tool set up by the EUROPARC Federation in 1995, that enables PAs to develop tourism sustainably in partnership with local stakeholders. Now, more than 25 years later, the "Charter network" has grown into the biggest and most successful sustainable tourism network in the world. Over the years, more than 160 PAs, 4000+ stakeholder partners and some 500 businesses have engaged with the Charter process, which makes the Charter one of the most successful tools contributing to the EU policy aim "to promote the development of sustainable, responsible, and high-quality tourism" (EC 2010).

The core element of the "Charter" is working in partnership with all relevant stakeholders to develop a common Sustainable Tourism Strategy and an Action Plan on the basis of a thorough situation analysis. At the heart of the Charter is a set of five overarching Principles that should govern how tourism is developed and managed in PAs, namely:

1. Giving priority to protection
2. Contributing to sustainable development
3. Engaging all stakeholders
4. Planning sustainable tourism effectively
5. Pursuing continuous improvement.

These Principles then inform 10 key priority topics and areas of work (each with a number of associated actions), that PAs need to demonstrate engagement with in their Action Plan. One of such areas of work (Key Topic 8 of the Charter) is "**Providing training and capacity building**", which includes the following key actions:

1. Providing relevant training for staff of the protected area authority in sustainable tourism development and management;

2. Providing and encouraging relevant training and capacity building for tourism businesses and other stakeholders in sustainable tourism.

It is our hope that the resources provided in this toolkit, together with the curriculum provided in the accompanying free online training platform (and other outputs of the project like the Training Needs Analysis done with PA stakeholders across Europe), can help stakeholders in all PAs - within our outside of the Charter network – to increase the provision of training and capacity building in sustainable tourism in natural spaces.

The project's Train the Trainer course

Within the framework of this project, a multiplier event has been organised by the EUROPARC Federation on behalf of the STTfT consortium. This event (in English) was for a selected group of trainers and consisted of 7 course units.

Originally planned for a 2 days face-to-face workshop, due to COVID-19 this training event was adapted into an online training course, that took place in the period Feb-May 2021. For the participants of the training an online training platform was created where assignments, background information, a discussion forum, a wiki, and all information regarding the training sessions could be found. Apart from enhancing their training skills, participants also provided feedback on the training activities' produced in the project and presented in part B of this toolkit. Several of the resources listed in part A of this toolkit are a summary of themes and resources covered in that training course.

Part A: An introduction to key concepts in training

This part of the toolkit contains 5 sections, any or all of which may be useful to consult when planning a training activity. Part A begins with an exploration of the theory of how we learn, before examining communication techniques. Next, the roles and qualities of an effective trainer are described. In the final two sections, practical approaches to training are detailed. The 4th section looks at how learning objectives, assessment, and evaluations may be created. Lastly there is a section on using online technology to create learning experiences. For each section there are links to some resources which provide an insight into the concepts described.

1: How We Learn

When planning to deliver training, a trainer should first consider ***how*** the trainees will learn. Which activities should the learners carry out, to enable them to develop the desired skills or knowledge? A trainer's approach should be centred on their learners.

Being **learner-centred** involves paying careful attention to the *knowledge, skills, attitudes, and belief*s that learners already possess. It also requires uncovering any incomplete understandings or *false beliefs* they have. If these are ignored, trainees could develop understandings very different from those the trainer intends them to gain.

There are a variety of theories and concepts which can help a trainer understand how we learn. For example, there are the widely recognised concepts of the **learning cycle**, and of the **teaching and training, cycle**. **Kolb's experiential learning cycle** has four stages of concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Meanwhile, from the trainer's perspective, a training cycle involves identifying training needs, designing and delivering training, assessing learning, and evaluating the training.

In addition, it may be valuable to consider that trainees may have different **learning styles**. These are often categorized by sensory approaches: visual, aural, verbal (reading/writing), and kinaesthetic (also known as the **VARK model**). When planning activities, a trainer should seek to engage with different styles of learning by using visual media such as videos and images, as well as text and discussion. It is also useful where possible to facilitate practical learning by doing. Of course, choice of activities will be affected by the learning environment, whether online or face-to-face.

A trainer may also need an understanding of the *differences between teaching, training, and facilitating*. In simple terms, a teacher transfers knowledge to learners, while a facilitator moderates sessions in which participants share their knowledge. A trainer may be seen as a combination of the two, enabling the transfer of knowledge and practical experience via exercises and activities. As such the trainer may make use of psychology in designing and delivering the exercises they use.

Useful Links 1

The Learning Cycle

David Kolb: the Experiential Learning Cycle. This guide to the learning theories of David Kolb from University of Leicester will provide you a more in-depth understanding of the experiential learning cycle and related activities which can be applied in a training setting. [https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/kolb]

The Teaching and Training Cycle

Stages of Teaching and Training Cycle. A useful article from the e-learning network, offering a succinct explanation of the 5 stages of teaching and training cycle: an ongoing learning process for the continuous improvement of a training program. [https://www.eln.co.uk/blog/stages-of-teaching-and-training-cycle]

Learning Styles

Vanderbilt University Centre for Teaching Guides. A series of guides to teaching, including a guide to learning styles [https://cft.vanderbilt.edu/guides-sub-pages/]

An Explanation of different models of learning styles. This article provides a short review of 6 Influential Models and Theories on different learning styles, and how the concept can be used to improve learning. [https://www.mindtools.com/mnemlsty.html]

VARK Learning styles model. See this resource for more information about different learning styles and the types of learning materials suitable for them. [https://sites.google.com/site/learningstyleswiki/home]

Online training

Lightbulb Moment. The online resource for online Trainers. An excellent online resource for all online trainers. It includes a useful podcast with episodes covering tips on technology, platforms, design, experiences from guest speakers and others. [https://www.lightbulbmoment.online] [https://lightbulbmoment.community/lightbulb-moment-podcast]

Psychology for Trainers

Psychology for Trainers [video] This video presentation by Janice Burley, from Down 2 Earth Training, was produced for our project's Train the Trainer course, and provides a useful review of elements of psychology that are relevant to training. [https://youtu.be/8aWZuijUo2I]

Training versus Facilitation [video] A professional facilitator explains the essential differences between a trainer and a process facilitator. [https://youtu.be/sLqr9LKYiLc]

Activity 1

In order to apply and test your knowledge on the concepts covered in the resources above, try the following activity.

Consider the table below. You will see that it follows a similar structure to the Activity Outlines presented in Part B of this toolkit.

Activity Title:	
Audience	
Audience Expectations	
Relevant key topic(s):	
Context/prior knowledge:	
Outline of Content	
What training techniques would you use to meet the needs of: • Visual learners • Auditory learners • Reading/Writing Learners • Kinaesthetic Learners	
Resources	

<u>Instructions:</u>

1. Select the title and topic of one of the Activity Outlines of Part B. Focus only on the training topic(s) of that activity outline and ignore the other sections. Copy that topic to table like the one above. (You may off course do more than one if you wish!)
2. Now complete the missing information in the yellow marked rows, i.e.:
   - Identify your audience
   - State what you think their expectations may be
   - Identify your subject matter for a one hour session, describe in bullet form the main points of the content you would want your audience to know.
   - What training techniques would you use to meet the needs of:
     - Visual learners
     - Auditory learners
     - Reading/Writing Learners
     - Kinaesthetic Learners
   - What if your training session was going to be delivered online? What techniques would you use?

The point of this activity is not to produce immediately a fully formed lesson plan, but to help you generate some thoughts about the ways you would deliver the content of your selected topic. Bearing in mind the "psychology of training" (covered in the video linked to in 'useful links 1: "Psychology for Trainers", presented by Janice Burley), consider how you would make sure you effectively deliver the "take home" message.

2: Communication for Trainers

Communication is central to delivering training. A trainer must consider the ***purpose*** of their communication, becoming clear on ***what*** they are trying to convey and ***why*** it is important. To be effective communicators in a training setting, they may need to brush up on some of their ***personal communication competencies***, with particular attention ***to presentation skills, active listening***, and ***effective questioning***. They will also need to know how to give and receive feedback constructively.

Much of our communication is conveyed non-verbally. This means that we don't merely communicate with the words we use but also with our expression and posture. An understanding of ***non-verbal communication*** can assist us in developing our communication competencies in a training setting.

The COVID-19 pandemic, and the travel and meeting restrictions which have come with it, have brought many challenges - but also opportunities - to incorporate digital tools into our training. Delivering training *online* holds particular communication challenges. For example, written communication is also likely to be more important in a ***virtual learning environment***, and while non-verbal communication remains important, its character is changed considerably in a virtual setting.

Whether training is carried out face-to face or online, it is likely to involve group work, allowing participants to share knowledge, experiences and ideas. Trainers will therefore need to think about how best to ***manage groups of people***, facilitating and encouraging discussion. They may also need to be prepared to *resolve conflicts*.

Useful Links 2

Personal Communication Competencies

What are communication competencies and why do we need them? [video] A fun video from LIFE eNatura2000-edu, explaining why we need good communication skills in Protected Areas. [https://youtu.be/u-ed9VjAq7k]

Personal communication competencies [video] A short film that was created for Natura 2000 managers, which gives an overview of many of the personal communication competencies needed by those working on sustainable tourism in Protected Areas. [https://youtu.be/ASJ1MQgmBO0]

What is Paralanguage? And how can you use it to give better presentations? A blog post by Ashish Arora on how we communicate with our bodies. [https://visme.co/blog/what-is-paralanguage/]
David JP Phillips: The 110 Techniques of communication and public speaking [video] TEDx talk on the 110 techniques of communication and public speaking. [https://youtu.be/K0pxo-dS9Hc]

David JP Phillips: Death by PowerPoint [video] How to make any power point more interesting and effective. [https://youtu.be/Iwpi1Lm6dFo]

EUROPARC Communication Manual A manual for effective communications, for Natura 2000 Managers. [https://www.europarc.org/wp-content/uploads/2016/10/Manual_EN-version.pdf]

Annexe to the Communications Manual This annexe to the Communications Manual describes activities that can be used in a training situation. [https://www.europarc.org/wp-content/uploads/2016/10/Annex_Manual-for-Effective-Communication.pdf]

LIFE eNatura2000-edu Channel on YouTube A collection of video resources relevant to communications competencies required for training around protected areas. [https://www.youtube.com/channel/UCw-ctqWdr3_HR82V3cuN98g/videos]

Communicating in a Virtual Learning Environment

Is 'virtual' the new face-to-face? An article on role of body language in communication, online and face-to-face, from Terry Gordon, Learning Solutions Manager at Ashorne Hill [https://www.ashornehill.co.uk/2020/05/04/is-virtual-the-new-face-to-face-may-2020/]

Toolkit for effective virtual communication Practical tips for virtual communication and event organisation, from the Academy of Business in Society. [https://www.abis-global.org/resources-publications/toolkit-for-effective-virtual-communication]

Why do virtual meetings feel so weird? An article highlighting the difficulties of capturing the nuances of nonverbal communication and in-person interactions in the online environment. [https://www.sapiens.org/language/nonverbal-communication-online/]

Managing groups of people

Two-way communications and working with groups [video] A video from LIFE eNatura2000-edu on managing groups of people in training. [https://youtu.be/fH5ru3MLxCo]

Facilitation tools for meetings and workshops A compilation of tools and techniques for working in groups from Seeds for Change [https://seedsforchange.org.uk/tools.pdf]

Activity 2

This activity requires two people to work together and enables a demonstration of the effectiveness of active listening and effective questioning. Ideally, neither participant should see the other participant's instructions until after the activity is complete.

<u>Instructions for Participant 1:</u>
Ask as many OPEN questions as possible to enable your partner to;

Describe a difficult communication situation that has arisen in an online environment.

Without asking exactly "what would you do differently" (if all else fails then just ask this specific question!!). But try first to formulate different open questions and use all your active listening and effective questioning skills!

Without asking, "what lessons did you learn"

Find out what lessons they learned from that difficult communications experience?

And find out what they would do differently?

<u>Instructions for Participant 2:</u>

You partner will ask you some questions.

Please try to answer and give examples from your own experience.

For some parts of the conversation utilise all **your best active listening skills and make them really clear and obvious (without overacting😉)**

For other parts of the conversation do the opposite and **act as if you are disengaged** <u>BUT still answer the questions and give your responses.</u>

Don't explain what you are doing.

At the end of the activity, participant 2 can reveal what their instructions were, and both participants can discuss how the interaction was affected when they demonstrated active listening skills, and when they appeared to be disengaged.

3. Roles and Qualities of the Trainer

In order to support learners to develop skills and knowledge, trainers must themselves have particular skills, knowledge and personal qualities. In addition to the communication skills discussed in the previous section, a variety of ***personal competencies*** are required by the trainer. In this section, we explore these personal competencies and consider how the trainer can develop them.

Among the personal competencies required by a trainer is ***empathy***. A trainer who is ***empathetic*** is likely to be able to constructively give and receive feedback. As we discuss in the next section when we look at evaluation and assessment, feedback is essential for checking learners' progress during training and for establishing how the learners experienced the session. But *how* feedback is given and received will impact significantly on its usefulness. An empathetic trainer is aware of learners' feelings and emotions and will be able to deliver positive feedback. Conversely, the trainer should also be able to receive feedback as a constructive mechanism, without becoming defensive.

Because training can be a combination of teaching and facilitation, a trainer may also need to develop the skills needed to carry out the role of ***facilitator***. A facilitator renders easier the process of working as a group, so that participants can learn and share ideas. The facilitator remains neutral while promoting interaction in the pursuit of desired learning objectives. A number of tools can help with facilitation, such as ice-breaker activities, brainstorming and role playing.

Other skills which a trainer will require include organisational skills and the ability to adapt and to make use of available technology. In section 5, we will examine more closely the role of technology, particularly in the context of online learning.

Useful Links 3

Personal qualities

Empathy at work An article from Mind Tools on developing the skills required to understand other people's emotions and show empathy. [https://www.mindtools.com/pages/article/EmpathyatWork.htm]

Eight ways to improve your empathy Article from strategy adviser and coach Andrew Sobel, who specialises in providing guidance on developing enduring professional relationships. [https://andrewsobel.com/eight-ways-to-improve-your-empathy/]

Giving Great Feedback Leann Renninger [video] Leann Renninger presents a four-part formula for delivering a difficult message when giving feedback. [https://www.ted.com/talks/leeann_renninger_the_secret_to_giving_great_feedback/up-next?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare]

Facilitation skills

The difference between 'facilitation' and 'training' [video] In this short video from Click-360, we see that facilitation involves making a process easy, while training could consist simply of transferring information. [https://youtu.be/v8qPz2twSVs]

Role of a facilitator An article from Mind Tools which details how a facilitator may need to call on a wide range of skills and tools, from problem solving and decision making, to team management and communications. [https://www.mindtools.com/pages/article/RoleofAFacilitator.htm]

Facilitator skills [video] This extended video from TKMG Academy provides some very useful tips for successful facilitation. [https://youtu.be/llv1fyKaRzM]

Activity 3

Practice is required, if a trainer is to develop skills for empathetically giving and receiving feedback. Think of a past situation, in your working or personal life, where you have had to either give or receive feedback. Use the list of positive and negative behaviours below, to evaluate your own behaviour in that situation. Which positive behaviours could you work to increase, and which potentially negative behaviours might you need to minimise?

Positive behaviours exhibited when giving or receiving feedback:

- Reinforcing ideas, adding strength, offering support
- Aware of and stating feelings/emotions
- Acknowledging feelings
- Puts forward new ideas/ course of action
- Proposing information
- Seeking information
- Asks for facts/opinions
- Clarifying and summarising. Checking understanding, pulling together what has been said
- Giving information
- Offering facts and opinions positively

Negative behaviours exhibited when giving or receiving feedback:

- Raising difficulties without providing alternative or reasons. Blocking action.
- Negative criticism (usually personal)
- Protecting personal position/ideas
- Defensive

Keep these lists in mind during future interactions and consciously work to improve your practise in giving and receiving feedback whenever the opportunity arises, in training and in other settings.

4. Creating Learning Objectives, Assessment and Evaluations

It is vital in training to begin with a clear vision of what the trainees should know, understand and be able to do at the end of the training. This can be achieved by setting appropriate ***learning objectives***. Trainers should also be prepared to assess whether those learning objectives have been met and to evaluate how effective their training has been in meeting the objectives.

As we mentioned in section 1, a training cycle involves identifying training needs, designing and delivering training, assessing learning, and evaluating the training. When training needs are identified, these should match the learning objectives a trainer creates as they design the training. Then, during and after the delivery of the training, ***learning is assessed*** to determine whether learning objectives have been met and the ***training is evaluated*** to identify potential improvements which could be made.

Appropriate learning objectives may be created by following the *SMART* goals framework. This ensures that objectives are specific, measurable, attainable, resourced, and timebound. Another useful tool for creating clear learning objectives is *Bloom's taxonomy*. This framework contains 6 categories or levels of expertise: knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy can be used to write learning objectives which are specific to the level of expertise which corresponds to the training goal.

Effective assessments can be formative, part of the ongoing process of training, or they may be summative, contributing to a grade or award. In either case, they should enable the trainer to assess how closely learning achievements correspond to learning objectives. They may also contribute to an evaluation of the training sessions and materials, helping to determine whether any changes to the training strategy are warranted. To determine how best to assess the impact of training, it could prove useful to carry out the ***Impact+ exercise*** (see link below) developed by the UK National Agency.

Useful Links 4

Creating learning objectives

Bloom's Taxonomy A guide to using Bloom's taxonomy (a framework for categorising educational goals) to create learning objectives, from Vanderbilt University. [https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/]

Technical writing [video] An introduction to technical writing from LIFE eNatura2000-edu, which includes tips on writing learning objectives [https://youtu.be/ZZGqrrkaSaU]

Tips for writing learning objectives A short guide to writing clear learning objectives, from Boston University [https://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf]

What makes a good objective? An article from the New South Wales Department of Planning, Industry and Environment, on using SMART goals to develop objectives. [https://www.environment.nsw.gov.au/resources/grants/11846MEgoodob.pdf]

Evaluation and assessment

Impact+ exercise A set of resources from the UK National Agency, to help you think about what your impact could be and how to measure it. The exercise is applicable to any project and could help you to decide how best to evaluate and assess the impact of your training. [https://www.erasmusplus.org.uk/impact-and-evaluation]

Train the Trainer: Training Fundamentals A comprehensive manual for trainers from the UN Economic and Social Commission for Asia and the Pacific, containing chapters on lesson planning, assessing learner performance, and evaluating training. [https://tfig.itcilo.org/RUS/pdf_files/Training%20of%20Trainers%20manual%20UN_ESCAP.pdf]

Activity 4

The following activity builds on activity 1. It will work best if you complete that activity before attempting this one.

Consider the table below, which follows a similar structure to the Activity Outlines presented in Part B of this toolkit. In activity 1, you will have completed the first 8 rows of the table. Remember, you selected the title and topic of one of the Activity Outlines of Part B, focusing *only* on the training topic(s) of that activity outline and ignoring the other sections.

Now, using your knowledge about creating learning objectives, fill in the (highlighted) last row in the table, to set appropriate objectives for this activity.

Activity Title:	
Audience	
Audience Expectations	
Relevant key topic(s):	
Context/prior knowledge:	
Outline of Content	
What training techniques would you use to meet the needs of: • Visual learners • Auditory learners • Reading/Writing Learners • Kinaesthetic Learners	
Resources	
Learning Objectives	

Remember to make use of SMART goals and Blooms Taxonomy in writing your learning objectives. Once you have completed the exercise, compare your learning objectives to those in the Activity Outline in Part B of this toolkit. Are they similar? If they differ, is there anything in your objectives which would be useful to add to the objectives in the Activity Outline, or vice versa?

5. Organising the Learning Experience: Online Technology

It has long been recognised that specific professional skills are required for working in online and digital learning environments. However, ***virtual learning*** has become even more important since travel and meeting restrictions imposed by the COVID-19 pandemic have changed the way we train and teach.

As less training takes place in face-to-face settings, learning strategies based on ***ICT*** (information and communication technologies) have increased in prominence. Learners can have varying levels of experience of ICT and may need considerable support in using online teaching platforms. Trainers must have a sound grasp of appropriate learning technologies to maximise learners' experiences in online settings.

Although many trainers will already have experience of webinar or online meeting platforms through personal or professional use, there are also a range of resources available, which may help them to navigate online learning spaces. Once a trainer has chosen which virtual conferencing platform they will use, they should take some time to familiarise themselves with the screen sharing, breakout rooms and other interactive functions, before beginning the first session.

One particular concept which may prove useful when planning online training sessions is that of ***the 'flipped' classroom***, in which learners watch and listen to lectures at times to suit themselves, as homework. Then the 'live' online sessions are used for tackling difficult problems, working individually or in groups to research, collaborate, and create. There are also some useful software tools which can be used to engage learners in activities such as quizzes or collaboratively created documents.

Useful Links 5

5 tips for facilitating online meetings and events[video] Short film from Launching your Success with good tips for facilitation online [https://youtu.be/ypVQ-Laz17o]

Training webinars 101: from why you need them to how to use them Blog post from Talent LMS on the value of online training [https://www.talentlms.com/blog/training-webinars-how-to/]

E+ Step up to ICT handbook On this page of the website of the Step up to ICT project, the "ICT for Adult Educators" handbook is available to download in several languages. It aims to stimulate the use of digital technologies in practice. [https://www.stepup2ict.eu/handbook/]

iFlip project results On this page of the website of the iFlip project, a learning guide for the Flip the Classroom technique is available to download in several languages. [http://projectiflip.eu/en/project-results/]

Part B: Training activity outlines

The second part of this toolkit comprises a compilation of 40 activity outlines. These are aligned to the learning topics of the Sustainable Tourism: Training for Tomorrow online training platform (which can be accessed at www.sustainabletourismtraining.eu. The outlines provide practical guidance to assist a trainer in planning and delivering training activities that explore topics, concepts and case studies covered in the platform. Trainers may select as many activities as they require from this collection of outlines. They are invited to use them exactly as they are presented, or to adapt them as appropriate to their needs and contexts. It should be possible to facilitate all the activities outlined in Part B of this toolkit in either online or face-to-face training sessions.

Topic 1: Protecting valuable landscapes, biodiversity and cultural heritage

Training activity 1.1

STTfT
Sustainable Tourism: Training for Tomorrow

1.1 Applying zoning and visitor flow management to protect landscapes, biodiversity and heritage

Time required: 60 mins

Relevant key topic: Topic 1: Protecting valuable landscapes, biodiversity and cultural heritage

Sub-topic(s): (1.2) Influencing land use planning and the control of potentially damaging tourism activity and development

(1.3) Visitor management approaches

Context / prior knowledge:

For trainees:

- Consult topic 1 of e-platform and complete quiz.

For the trainer:

- Read Chapter 3 "Aligning management objectives with tourism impacts" in: "Tourism and visitor management in protected areas: Guidelines for Sustainability" (https://bit.ly/2Y0hUr4).
- Read Chapters 5 "Sensitive development of infrastructure and services" and Chapter 7 "Tools for visitor management" in: "Sustainable tourism in protected areas: guidelines for planning and management" (https://bit.ly/3iSNrUf).

Learning objectives:

At the end of the activity, participants will be able to:

- explain why zoning can protect valuable landscapes, biodiversity and cultural heritage,
- describe how to apply zoning and other visitor management techniques in protected areas.

Description of the activity:

- Introduce the concepts of visitor management and zoning techniques. (5 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Table 1.1.1 and a selection of case studies. Set up and introduce the activity. (5 mins)
- Ask groups to spend 20 mins using Table 1.1.1 to identify potential conflicts between tourism and landscapes, heritage, or biodiversity in a PA, then suggest strategies to mitigate these conflicts. They can use ideas from case studies or create new ones.
- Groups present their strategies to the plenary. Allow 30 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 1.1.1: Baseline information checklist for participatory planning of sustainable tourism development.
- Copies of Table 1.1.2: Exercise – Mitigation strategies to resolve conflict.
- Copies of case studies (see cases in e-platform topic 1):
  - Visitor management in Sierra Nevada National Park (Spain). Planning, organization and management of activities for public use in sensitive areas.
  - Environmental Interpretation Plan of the Monti Sibillini National Park (Italy).
  - Una National Park Tourist Cluster (Bosnia and Herzegovina): an example of cooperation for the regulation of tourism in sensitive habitats.
  - Organising responsible sporting events: finding balance between activities and nature conservation (France).
  - Managing the Faux de Verzy biological reserve: making the link between preservation, enhancement and visitor flow management (France).
  - Roaming on hiking trails: managing visitor flows in order to promote heritage discovery (France).

Appendices

Table 1.1.1: Baseline information checklist for participatory planning of sustainable tourism development.

Environment and biodiversity	
Special features and sites of importance	Protected and biodiversity significant areas
	Endangered or at-risk species
	Species important to local community - food, medicine, fuel, fodder, construction, artefact production, clothing, or for religious/ceremonial purposes
	Significant habitat (breeding/spawning grounds, remnant native vegetation, wild-life refuge areas including buffer zones and corridors, habitats and routes for migratory species)
	Crucial breeding seasons for endangered and critical species
	Significant physical features and other natural factors which provide for biodiversity and ecosystems (watercourses, springs, lakes, mines/quarries that supply local needs)
	Quantitative and qualitative information on the loss of habitats and species (main reasons, trends)
	Indexing of species and identified threats
	Existing ecological and tourism zones
	Ecologically sensitive zones and zones where ecological disasters have or will most likely be taking place
Vulnerable or threatened resources	Resources that may be out of bounds to development due to their particular vulnerability; and those resources identified by existing threat analysis
Previous damage to the environment	Records of past damage to the environment
Customary use	Customary uses by and/or traditions of indigenous and local communities
Existing Management Plans	Management plans and environmental impact assessments
Tourism development	

Relevant national strategies	E.g. biodiversity action plans and community development plans
Sustainable development plans	National/subnational/local
Tourism plans	Tourism authorities' strategic plans
Prior tourism development submissions	Previous submissions to tourism authorities
Tourism/visitor data	National/regional/local/specific to protected area
Land department data	Zoning/master plan documents
Economic and social conditions	
Socioeconomic status of local communities	
Potential for growth from use of resources for tourism	
Resource use in other sectors (e.g. agriculture, fisheries, forestry, mining and resource extraction)	
Tourism assets, including tourism accommodation, facilities and attractions	
Culturally sensitive areas	
Archaeological and palaeontological sites or meteorites and rare geological specimens	
Geological sites of scientific or cultural importance graves and burial grounds	
Sites of religious, spiritual, ceremonial and sacred significance	
Graves and burial grounds	
Historic settlements	
Landscapes and natural features of cultural significance	
Places to which oral traditions are attached or which are associated with living heritage	
Places, buildings, structures and equipment of cultural, historical or architectural significance	
Monuments, ethnographic art and inscriptions (especially where these are imprinted onto natural phenomena)	
Land ownership, land rights of local residents	

Source: Adapted from CBD/UNEP. (2007). “Managing Tourism and Biodiversity: User’s Manual on the CBD Guidelines on Biodiversity and Tourism Development”. Secretariat of the Convention on Biological Diversity: Montreal, Canada. (https://bit.ly/3jMGndh)

Table 1.1.2: Exercise – Mitigation strategies to resolve conflict.

Potential conflict	Possible mitigation strategies utilising zoning or visitor management	Source of strategy (e.g. case study, own experience)

Training activity 1.2

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1.2 Limits of acceptable change

Time required: 70 mins

Relevant key topic: Topic 1: Protecting valuable landscapes, biodiversity and cultural heritage

Sub-topic(s): (1.3) Visitor management approaches

Context / prior knowledge:

For trainees:

- Consult topic 1 of e-platform and complete quiz.

For the trainer:

- Read Chapter 3 "Aligning management objectives with tourism impacts" in: "Tourism and visitor management in protected areas: Guidelines for Sustainability" (https://bit.ly/2Y0hUr4).
- Read Chapter 6 "Managing the challenges of tourism in protected areas" in: "Sustainable tourism in protected areas: guidelines for planning and management" (https://bit.ly/3iSNrUf).

Learning objectives:

At the end of the activity, participants will be able to:

- describe the concept of limits of acceptable change,
- explain how limits of acceptable change may be defined for sustainable tourism in a protected area.

Description of the activity:

- Introduce the concept of limits of acceptable change. (10 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Table 1.2.1. Set up and introduce the activity. (5 mins)

- Ask groups to spend 25 mins developing defined limits of acceptable change (in Table 1.2.2) for a specified protected area (either from a case study - see resources - or from their own contexts), following the process laid out in Table 1.2.1.
- Groups present their strategies to the plenary. Allow 30 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 1.2.1: Limits of acceptable change: process and guidelines.
- Copies of Table 1.2.2: Exercise – Limits of acceptable change.
- Copies of case studies (see cases in e-platform topic 1):
    - Conservation and participation criteria and studies applied to management of public use and design of tourism products in the Sierra Espuña Regional Park (Spain).
    - Study of carrying capacity, management and monitoring of visitors in the Cabañeros National Park (Spain).
- Copies of case studies:
    - Bob Marshall Wilderness Complex, Montana, USA: an example of wilderness management using Limits of Acceptable Change. See Box 6.2 in "Sustainable tourism in protected areas: guidelines for planning and management" (https://bit.ly/3iSNrUf) (p 85-86).
    - LAC: A case study from Mingha-Deception Track in the Arthur's Pass National Park (New Zealand). See Box 8 in "Mediterranean Experience of Eco-Tourism Manual" (https://bit.ly/3hYgohh) (p 46).

Appendices

Table 1.2.1: Limits of acceptable change: process and guidelines.

Steps	Guidelines	Comments on purpose
1. Identify special values, issues and concerns attributed to the area	• Identify special qualities or features that require attention • Identify existing management problems and concerns • Identify related economic, social, and environmental issues • Identify the role of the area in regional/national contexts and political/institutional constraints	Develop clear understanding of natural resource base, general concept of how it could be managed, and focus on principle management issues
2. Identify and describe recreational opportunity classes and zones	• Identify opportunity classes (subdivisions or zones of natural resources where different social, resource, or managerial conditions will be maintained) • Describe the different conditions to be maintained	Define a range of diverse conditions within a protected area
3. Select measurable indicators of the condition of each opportunity class	• Select indicators of the conditions deemed appropriate for each opportunity class • Use economic, social, environmental, and political indicators • Indicators should be measurable, relate to conditions in opportunity classes, and reflect changes in recreational use	The condition of indicators, as a group, reflects the overall condition of the opportunity class and guides the inventory
4. Inventory existing resource and social conditions	• Use the indicators selected in step 3 to guide the inventory • The inventory will help develop an understanding of constraints and opportunities • Map inventories to establish status of indicators	When inventories are mapped, both the condition and location of indicators are known, helping managers establish realistic standards and, in future, evaluate consequences of alternatives
5. Specify standards for resource and social conditions in each opportunity class	• Identify the range of desirable or acceptable conditions for indicators for each opportunity class • Define these in measurable terms, to represent the	Provides the basis for establishing a distinctive and diverse range of protected area settings, and serves to define the 'limits of acceptable change'

	maximum permissible conditions allowed (limits) • Ensure conditions are attainable and realistic	
6. Identify alternative opportunity class allocations	• Identify different types/locations/timings of alternatives, using steps 1-4 to evaluate how well the different opportunity classes meet the various interests and values	Provides alternative means of managing the area to best meet needs, interests and concerns
7. Identify management actions for each alternative	• Analyse broad costs and benefits of each alternative • Identify the kinds of management actions needed to meet the desired conditions	
8. Evaluation and selection of a preferred alternative	• Review alternatives with stakeholders • Examine the responsiveness of each alternative to the issues • Explicitly stating the factors considered and their weight in decision-making, select a preferred alternative	Builds consensus
9. Implement actions and monitor conditions	• Develop implementation plan with actions, costs, timetable, and responsibilities • Develop a monitoring programme focused on the indicators developed in step 3 • Compare indicator conditions with standards to evaluate the effectiveness of actions • If conditions do not correspond with standards, the intensity of the management effort might need to be increased, or new actions implemented	Ensures timely implementation and adjustment of management strategies

Source: Adapted from Eagles, P.F.J., Haynes, C.D. and McCool, S.F. (2002). "Sustainable tourism in protected areas: guidelines for planning and management". IUCN, UNEP, WTO. (p 83-84) (https://bit.ly/3iSNrUf).

Table 1.2.2: Exercise - Limits of Acceptable Change.

1. Special values, issues and concerns attributed to the area	

2. Recreational opportunity classes and zones identified	
3. Measurable indicators of the condition of each opportunity class	
4. Inventory of existing resource and social conditions	
5. Standards specified for resource and social conditions in each opportunity class	
6. Alternative opportunity class allocations	
7. Management actions for each alternative	
8. Preferred alternative	
9. Implementation plan of actions and monitoring programme	

Source: Adapted from Eagles, P.F.J., Haynes, C.D. and McCool, S.F. (2002). “Sustainable tourism in protected areas: guidelines for planning and management”. IUCN, UNEP, WTO. (p 83-84) (https://bit.ly/3iSNrUf).

Training activity 1.3

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1.3 Influencing tourism development

Time required:	60 mins

Relevant key topic: Topic 1: Protecting valuable landscapes, biodiversity and cultural heritage

Sub-topic(s): (1.2) Influencing land use planning and the control of potentially damaging tourism activity and development

Context / prior knowledge:

For trainees:

- Consult topic 1 of e-platform and complete quiz.

For the trainer:

- Read Chapter 3 "Aligning management objectives with tourism impacts" in: "Tourism and visitor management in protected areas: Guidelines for Sustainability" (https://bit.ly/2Y0hUr4).
- Read the chapter "Environmental and Biodiversity Footprint" in: "Linking Communities, Tourism & Conservation" (p 88) (https://bit.ly/3gJQU60).

Learning objectives:

At the end of the activity, participants will be able to:

- explain how it is possible to influence the location, type, and design of tourism developments,
- give examples of 'soft measures' used to influence tourism developments.

Description of the activity:

- Split the participants into separate groups/pairs. If possible, include in each group representatives of different types of stakeholder.
- Give each group copies of Tables 1.3.1 and 1.3.2, and a case study. Set up and introduce the activity. (5 mins)

- Ask groups to spend 20-25 mins identifying two types of threat mitigated against in their case study, then fill in Table 1.3.2 for each, using Table 1.3.1 as a guide.
- Groups present their tables to the plenary and discuss how similar tourism development threats might be mitigated against in other PAs. Allow 30 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 1.3.1: Environmental and biodiversity footprint matrix.
- Copies of Table 1.3.2: Exercise – Environmental and biodiversity footprint matrix.
- Copies of case studies (see cases in e-platform topic 1):
  - The "materials display area", an exhibition area to demonstrate and promote the traditional architectural style of the Montagne de Reims region, an attractive feature of our villages (France).
  - A competition for the protection of alpine meadows' biodiversity: awards for farmers in the Adamello Park (Italy).

Appendices

Table 1.3.1: Environmental and biodiversity footprint matrix.

Type of threat (examples)	**Potential Impact**	**Potential Opportunity and Key Assumptions**	**Key Groups/ Stakeholders involved or affected**	**Expert/ Person(s) to contact**
Poaching of endangered species in protected area	Tourism development might provide income to locals, to purchase better hunting equipment	*Assumption:* Poaching illegal, used to increase income due to few alternatives. *Opportunity:* Tourism could provide an alternative and a reason to protect wildlife. Awareness campaigns and increased awareness activities will be key.	Local villages and hamlets around the Protected Area Protected Area Management	Local biologist, researchers. Protected area management staff. Socio-cultural experts. Socio-economic surveys
Agricultural encroachment into unprotected forest reserve	Tourism development might increase demand for agricultural products, provide income for agricultural technology - increasing farming	*Opportunity:* Ecotourism might provide rationale for creating a protected area, could provide incentives for organic and sustainable agriculture, etc. *Assumptions:* Economic justification for establishing a protected area will be strong enough. The right community historical/cultural context exists in favour of protected areas	Local Ecotourism Associations Community Members Government Ministry and Officials	Agriculture Extension Officers Local Biologists Economists Socio-economic surveys

Source: Adapted from Gutierrez, E., Lamoureux, K., Matus, S., Sebunya, K. (2005). “Linking Communities, Tourism & Conservation: A tourism assessment process”. Conservation International and George Washington University. (p 92) (https://bit.ly/3gJQU60)

Table 1.3.2: Exercise - Environmental and biodiversity footprint matrix.

Type of threat	Potential Impact	Potential Opportunity and Key Assumptions	Key Groups/Stakeholders involved or affected	Expert/Person(s) to contact

Source: Adapted from Gutierrez, E., Lamoureux, K., Matus, S., Sebunya, K. (2005). "Linking Communities, Tourism & Conservation: A tourism assessment process". Conservation International and George Washington University. (p 92) (https://bit.ly/3gJQU60)

Training activity 1.4

1.4 Visitor flow management

Time required:	60 mins

Relevant key topic: Topic 1: Protecting valuable landscapes, biodiversity and cultural heritage

Sub-topic(s): (1.3) Visitor management approaches

Context / prior knowledge:

For trainees:

- Consult topic 1 of e-platform and complete quiz.

For the trainer:

- Read Chapter 3 “Aligning management objectives with tourism impacts” in: “Tourism and visitor management in protected areas: Guidelines for Sustainability” (https://bit.ly/2Y0hUr4).
- Read Chapters 5 “Sensitive development of infrastructure and services” and Chapter 7 “Tools for visitor management” in: “Sustainable tourism in protected areas: guidelines for planning and management” (https://bit.ly/3iSNrUf).

Learning objectives:

At the end of the activity, participants will be able to:

- identify a range of visitor management approaches, strategies and tactics used in protected areas,
- compare different visitor management strategies,
- explain how a variety of visitor management strategies may be implemented.

Description of the activity:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group copies of Tables 1.4.1 and 1.4.2 and one of the case studies listed below. Set up and introduce the activity. (5 mins)

- Ask groups to spend 10 mins analysing their given case study with reference to Table 1.4.1, making a list (in Table 1.4.2) of all the different types of strategies and tactics they can identify in the case study.
- Next, ask groups to spend a further 15 mins discussing: a) what strategies are already employed on their own Protected Areas; b) what other strategies could be employed, and how could these be implemented (Table 1.4.2).
- Groups present the results of their discussions above to the plenary. Allow 30 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 1.4.1: Strategies and tactics for managing high levels of use.
- Copies of Table 1.4.2: Exercise - Strategies and tactics for managing high levels of use.
- Copies of case studies (see cases in e-platform topic 1):
  - Visitor management in Sierra Nevada National Park (Spain). Planning, organization and management of activities for public use in sensitive areas.
  - Organising responsible sporting events: finding balance between activities and nature conservation (France).
  - Environmental Interpretation Plan of the Monti Sibillini National Park (Italy).
  - Managing the Faux de Verzy biological reserve: making the link between preservation, enhancement and visitor flow management (France).
  - Roaming on hiking trails: managing visitor flows in order to promote heritage discovery (France).

Appendices

Table 1.4.1: Strategies and tactics for managing high levels of use.

1. Reduce use of the entire protected area (PA)	1. Limit number of visitors to entire PA 2. Limit length of stay 3. Encourage use of other areas 4. Require certain skills and/or equipment 5. Charge a flat visitor fee 6. Make access to PA more difficult
2. Reduce use of problem areas	1. Inform about problem areas and alternative areas 2. Discourage or prohibit use of problem areas 3. Limit number of visitors in problem areas 4. Encourage/require a stay limit in problem areas 5. Make access to areas harder/easier 6. Eliminate facilities/attractions in problem areas; improve facilities/attractions in alternative areas 7. Encourage off-trail travel 8. Establish different equipment/skill requirements 9. Charge differential visitor fees
3. Modify the location of use within problem areas	1. Discourage/prohibit certain activities (e.g. camping) 2. Encourage/permit certain activities in specified areas 3. Locate facilities on durable sites 4. Concentrate use through facility design or information 5. Discourage/prohibit off-trail travel 6. Segregate different types of visitors
4. Modify the timing of use	1. Encourage use outside of peak use periods 2. Discourage/ban use when impact potential high 3. Fees in periods of high impact potential
5. Modify type of use and visitor behaviour	1. Discourage/ban damaging practices/equipment 2. Encourage/require behaviour/skills/equipment 3. Teach a wilderness ethic

	4. Encourage/require a party size limit 5. Discourage/prohibit horses/pets/overnight use
6. Modify visitor expectations	1. Inform visitors about appropriate PA uses 2. Inform about potential conditions in PA
7. Increase the resistance of the resource	1. Shield the site from impact 2. Strengthen the site
8. Maintain/rehabilitate resource	1. Remove problems 2. Maintain/rehabilitate impacted locations

Source: Adapted from Eagles, P.F.J., Haynes, C.D., McCool, S.F. (2002). "Sustainable tourism in protected areas: guidelines for planning and management". IUCN: Gland. (Table 7.1 p 88-89) (https://bit.ly/3iSNrUf).

Table 1.4.2: Exercise - Strategies and tactics for managing high levels of use.

Strategies and tactics identified in the case study	Strategies and tactics already used in participants' own PAs	Potentially useful strategies for the future, and how they could be implemented

Training activity 1.5

1.5 Carrying capacity bingo

Time required:	20 mins

Relevant key topic: Topic 1: Protecting valuable landscapes, biodiversity and cultural heritage

Sub-topic(s): (1.3) Visitor management approaches

Context / prior knowledge:

For trainees:

- Consult topic 1 of e-platform and complete quiz.

For the trainer:

- Read Chapter 3 “Aligning management objectives with tourism impacts” in: “Tourism and visitor management in protected areas: Guidelines for Sustainability” (https://bit.ly/2Y0hUr4).
- Read Chapter 6 “Managing the challenges of tourism in protected areas” in: “Sustainable tourism in protected areas : guidelines for planning and management” (https://bit.ly/3iSNrUf).

Learning objectives:

At the end of the activity, participants will be able to:

- identify different types of carrying capacity which may be considered when managing sustainable tourism in protected areas.

Description of the activity:

- Briefly explain the definitions of Table 1.5.2 and refer to best practices, using the cases listed in ‘resources’.
- Give each participant a bingo card (Table 1.5.1) and one definition (from Table 1.5.2). Give them 2 mins to match their definition to a type of carrying capacity on the bingo card. They can mark this on their cards by writing, in the relevant box, the letter provided in the top left-hand corner of the definition.

- Then ask them to spend 10 mins walking around the room and talking to the other participants, asking to see their definitions. When they find someone holding a definition they haven't already seen, they should write the appropriate letter in the relevant box on their own bingo card.
- After everyone has had a chance to walk round, check the answers as a group. Allow 5 mins for discussion and conclusions.

Resources:

- Copies of Table 1.5.1: Bingo card.
- Copies of Table 1.5.2: Definitions.
- If online training, provide participants with a copy of the bingo card to download in advance, then read out or screenshare the definitions in the session.
- Case studies (see cases in e-platform topic 1):
  - Conservation and participation criteria and studies applied to management of public use and design of tourism products in the Sierra Espuña Regional Park (Spain).
  - Study of carrying capacity, management and monitoring of visitors in the Cabañeros National Park (Spain).

Appendices

Table 1.5.1: Bingo card.

Physical	Psychological	Economic
Perception	Social	Ecological

Table 1.5.2: Definitions.

Physical

D Measures the maximum number of tourists that a site can accommodate

Psychological

B Measures the number of tourists that a site can accommodate, before the tourist experience is negatively impacted

Economic

A Measures the number of tourists that a site can accommodate before the local economy becomes negatively affected

Perception

F

Measures the number of tourists that a site can accommodate, before the tourist experience is negatively impacted

Social

C

Point from which the social-cultural life of local communities starts to be negatively affected

Ecological

E

Measures the number of tourists a site can accommodate before the natural environment becomes damaged

Training activity 1.6

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1.6 Sliding scale of analysis for visitor use management

Time required: 60 mins

Relevant key topic: Topic 1: Protecting valuable landscapes, biodiversity and cultural heritage

Sub-topic(s): (1.3) Visitor management approaches

Context / prior knowledge:

For trainees:

- Consult topic 1 of e-platform and complete quiz.

For the trainer:

- Read the "Visitor Capacity Guidebook: Managing the Amounts and Types of Visitor Use to Achieve Desired Conditions" (https://bit.ly/3cCe9jK). Specifically focus on Chapter 1: "Introduction" and Chapter 6: "Visitor Capacity Case Studies".

Learning objectives:

At the end of the activity, participants will be able to:

- describe the concept of a sliding scale of analysis,
- apply a sliding scale of analysis to an aspect of visitor use of a protected area,
- explain how a sliding scale of analysis can help determine the level of resources required in the development of visitor use management in protected areas.

Description of the activity:

- Give each participant a copy of Table 1.6.1. Introduce the framework and present an example from Chapter 6 of the "Visitor Capacity Guidebook". Introduce the concept of the sliding scale of analysis. (15 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Tables 1.6.2 and 1.6.3, as well as a case study if required. Set up and introduce the activity. (5 mins)

- Ask groups to spend 10 mins filling in Table 1.6.2 for either their given case study or a project from their own protected area. They should proceed as if they were at stage 1 of the Visitor Use Management Framework (Building a Foundation).
- Next, ask groups to spend a further 10 mins filling in Table 1.6.3 for the same project, placing the project on the sliding scale of analysis at low, medium or high.
- Groups present their tables to the plenary. Do all participants agree on projects' locations on the sliding scale? Invite participants to consider how the scale could inform decisions about the level of resources (in terms of time and financial investment) which should be allocated to the development and implementation of visitor use management strategies in different contexts. Allow 20 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 1.6.1: Visitor use management framework.
- Copies of Table 1.6.2: Exercise - Decision support tool.
- Copies of Table 1.6.3: Exercise - Rating system.
- Copies of case studies (see cases in e-platform topic 2):
    - Ecotourism experiences to support the conservation of the bearded vulture in the Picos de Europa and the Pyrenees (Spain).
    - Research, awareness raising and responsible whale watching by the company Turmares Tarifa (Spain).
    - Contribution to conservation by the environmental cruises EUROPARQUES-EBI in the natural parks of Arribes del Duero and Sanabria Lake (Spain).

Appendices

Table 1.6.1: Visitor use management framework.

	Universal to the framework are the law, agency policy, public involvement, and the 'sliding scale'			
Stages	**1. Build the foundation**	**2. Define visitor use management direction**	**3. Identify management strategies**	**4. Implement, monitor, evaluate, and adjust**
Steps	1. Clarify project purpose and need	5. Define the desired conditions for the project area	8. Compare and document the differences between existing and desired conditions and, for visitor use-related impacts, clarify the specific links to visitor use characteristics	12. Implement management actions
	2. Review the area's purpose, applicable legislation, agency policies, and other management direction	6. Define appropriate visitor activities, facilities, and services	9. Identify visitor use management strategies and actions to achieve desired conditions	13. Conduct and document ongoing monitoring, and evaluate the effectiveness of management actions in achieving desired conditions
	3. Assess and summarise existing information and current conditions	7. Select indicators and establish thresholds	10. Where necessary, identify visitor capacities and additional strategies to manage use levels within capacities	14. Adjust management actions if needed to achieve desired conditions, and document rationale
	4. Develop a project action plan		11. Develop a monitoring strategy	

Outcomes	Understand **why** the project is needed, and develop the project approach	Describe **what** conditions are to be achieved or maintained and how conditions will be tracked over time	Identify **how** to achieve or maintain desired conditions, by identifying strategies to manage visitor use	**Do:** implement management strategies and actions, and adjust based on monitoring and evaluation

Source: IVUMC (Interagency Visitor Use Management Council). 2019. “Visitor capacity guidebook: Managing the amounts and types of visitor use to achieve desired conditions”. Lakewood, CO. (p 5) (https://bit.ly/3cCe9jK)

Table 1.6.2: Exercise - Decision support tool (to help determine location on ‘sliding scale’ of analysis).

Rating Questions	Rationale for ascribing rating	Rating (High, Moderate, or Low)
What is the likelihood that the situation involves sensitive, rare, or irreplaceable natural resources?		
What is the likelihood that the situation involves sensitive, rare, or irreplaceable cultural resources?		
What is the likelihood of imminent and significant changes to the natural and cultural resources?		

What is the likelihood of imminent and significant changes to visitor experience?		
How will the issue affect other aspects of land management in the area or surrounding areas?		
What is the geographical extent of the issue's impacts? For example, scales may be national, regional, or local.		
What is the relative interest of stakeholders affected by the action? For example, stakeholders may include local communities, the general public, special interest groups, recreational visitors, commercial users, or traditional-subsistence users.		
Is the impact temporary (low) or long lasting (high)?		

Source: Adapted from IVUMC (Interagency Visitor Use Management Council). 2019. "Visitor capacity guidebook: Managing the amounts and types of visitor use to achieve desired conditions". Lakewood, CO. (p 9) (https://bit.ly/3cCe9jK).

Table 1.6.3: Exercise - Rating system (to help determine location on sliding scale). (High, moderate or low level of analysis needed for a project and visitor capacity decisions).

Criteria	**Rationale for ascribing rating**	**Level of analysis needed (High, Moderate or Low)**
Issue Uncertainty		
Impact Risk		
Stakeholder Involvement		
Level of Controversy		
Location on the sliding scale		

Source: Adapted from IVUMC (Interagency Visitor Use Management Council). 2019. "Visitor capacity guidebook: Managing the amounts and types of visitor use to achieve desired conditions". Lakewood, CO. (p 10) (https://bit.ly/3cCe9jK).

Topic 2: Supporting conservation through sustainable tourism activity

Training activity 2.1

2.1 Planning tourism concessions

Time required: 60 mins

Relevant key topic: Topic 2: Supporting conservation through sustainable tourism activity

Sub-topic(s): (1.3) Visitor management approaches

Context / prior knowledge:

For trainees:

- Consult topic 2 of e-platform and complete quiz.

For the trainer:

- Read Chapter 3 "Planning for Concessions" in: "Tourism Concessions in Protected Natural Areas" (https://bit.ly/350s0w5).

Learning objectives:

At the end of the activity, participants will be able to:

- identify steps required to conduct a scoping study of a tourism initiative proposed for a protected area,
- give examples of why they may approve or reject initiatives for implementation in protected areas.

Description of the activity:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Table 2.1.1 and one of the case studies listed below. Set up and introduce the activity. (5 mins)
- Ask groups to spend 10 mins examining the tourism scoping study steps with reference to their given case study, making a list of criteria relevant to the case study in Table 2.1.2.
- Next, ask groups to spend a further 15 mins discussing: a) what further information they would need to conduct a full scoping study; b) whether they would approve a similar tourism initiative in their own protected areas, and why (in Table 2.1.2).

- Groups present the results of their discussions above to the plenary. Allow 30 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 2.1.1: Undertaking a tourism scoping study – Criteria for assessing concession viability.
- Copies of Table 2.1.2: Exercise – Assessing the viability of a tourism experience.
- Copies of case studies (see cases in e-platform topic 2):
  - Ecotourism experiences to support the conservation of the bearded vulture in the Picos de Europa and the Pyrenees (Spain)
  - Research, awareness raising and responsible whale watching by the company Turmares Tarifa (Spain).
  - Contribution to conservation by the environmental cruises EUROPARQUES-EBI in the natural parks of Arribes del Duero and Sanabria Lake (Spain).

Appendices

Table 2.1.1: Undertaking a tourism scoping study - Criteria for assessing concession viability.

1. **Visitor experience:** Is the quality of the attraction and the visitor experience that can be provided good enough?

   a. Are there natural, cultural, recreational and historic features present (scenery, beaches, mountains, coast, wildlife, culture) that are likely to be attractive to visitors?

   b. Are these features locally, regionally or nationally significant?

   c. Are these features iconic or unique?

   d. Diversity and range of features each day— does the journey unfold and surprise?

   e. Is the imagery good enough to sell?

   f. Can the visitor experience remoteness, peace, solitude, wilderness, natural quiet, and tranquillity with little sign of human development or commercialization?

   g. Will the visitor have the opportunity for social interaction within and between groups (of the same type of users)?

   h. Are there evocative interpretation stories that can be told?

   i. Is there the potential for a range of activities (e.g. walking, mountain biking, kayaking, photography, nature study, cave exploration)?

2. Financial feasibility: Would potential ventures be viable? What are the likely capital and operating costs and the financial rate of return to the business, community, protected area agency and government?

3. Economic: What are the likely economic impacts of any venture, including jobs and secondary business multiplier effects?

4. Social: What are the likely impacts and benefits of the venture on host communities, other recreationists and the natural and cultural environments? What land claim settlements are in place? What are the views of the local community? Does the community have an agreement and mechanisms in place for who will benefit?

5. Conservation: How sensitive is the area? What will be the impact of the venture? What are the key design impact mitigation measures? How will tourism in the area benefit conservation?

6. Institutional and land status: Does the protected area agency have the ability to implement new ventures? Are there overlapping jurisdictions, administrative or other barriers to investment? Is the area covered by a management plan and do the provisions provide for this concession?

7. Concessionaires: What are the views of existing and potential operators?

8. Access and facilities: How will people reach the site? What is its proximity to existing tourism routes, power, roads, water supplies, waste disposal and airstrips? What is its access to markets?

9. Ongoing management: Once the venture is established, what are the likely maintenance costs? Can staff be recruited readily? Can it expand?

Source: United Nations Development Programme (UNDP). (2014). “Tourism Concessions in Protected Natural Areas. Guidelines for managers”. (p 66-67) (https://bit.ly/350s0w5)

Table 2.1.2: Exercise – Assessing the viability of a tourism experience.

Relevant criteria for assessing the viability of the tourism experience in the case study	Further information needed to carry out a scoping study	Would this experience be viable for your PA? (give reasons for your answer)

Training activity 2.2

STTfT
Sustainable Tourism:
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2.2 Visitor giving

Time required: 60 mins

Relevant key topic: Topic 2: Supporting conservation through sustainable tourism activity

Sub-topic(s): (2.2) Encouraging visitors and businesses to support conservation

Context / prior knowledge:

For trainees:

- English language skills are required for this activity.
- Consult topic 2 of e-platform and complete quiz.

For the trainer:

- Read the “Visitor giving toolkit” (https://bit.ly/3pfXkzf).

Learning objectives:

At the end of the activity, participants will be able to:

- plan how to engage in partnership to develop visitor giving schemes,
- understand how to market visitor giving schemes,
- utilise available technology to develop visitor giving schemes.

Description of the activity:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Helpsheet 1, Tables 2.2.1 and 2.2.2, and *either* Helpsheet 2, 3 or 4 from the “Visitor giving toolkit”. Also hand over a case study to each group. Set up and introduce the activity. (5 mins)
- Ask groups to spend 10 mins reading Helpsheet 1 and Table 2.2.1, to familiarise themselves with the concept of visitor giving, along with the case study and the second Helpsheet they have been allocated.
- Next, ask groups to spend a further 15 mins discussing: a) whether the information in their allocated Helpsheet could be used to increase visitor giving in the case study example; b) whether they can see scope for using any of these ideas in their own protected areas (filling in Table 2.2.2).

- Groups present the results of their discussions above to the plenary. Allow 30 mins for presentations, discussion and conclusions.

Resources:

- Copies of Helpsheets 1, 2, 3 and 4 from the Visitor Giving Toolkit (https://bit.ly/3pfXkzf).
    - Helpsheet 1 describes how visitor giving works and introduces the idea of 'opt in' contributions.
    - Helpsheet 2 explores the building of partnerships between visitor, environment, resident and business.
    - Helpsheet 3 offers guidance on marketing visitor giving.
    - Helpsheet 4 provides ideas for the effective use of technologies for visitor giving.
- Copies of Table 2.2.1: Opt in vs. Opt out.
- Copies of Table 2.2.2: Exercise – Ways to increase visitor giving.
- Copies of case studies (see cases in e-platform topic 2):
    - "Love the Broads", the visitor giving scheme for the Broads National Park (United Kingdom).
    - Cotswolds Area of Outstanding Natural Beauty (AONB, United Kingdom) visitor payment scheme: "Caring for the Cotswolds".

Appendices

Table 2.2.1: Opt in vs. Opt out

Opt in	Opt out
Client is asked if they want to add a small predefined contribution to a bill e.g. “Would you like to add a voluntary donation of xx towards xx to your bill?”	A contribution is added to the bill, and the client is asked if they want to remove it e.g. “A voluntary donation of xx towards xx has been added to your bill. Would you like to remove it?”

Table 2.2.2: Exercise – Ways to increase visitor giving.

Potential ways to increase visitor giving in the case study example	Potential ways to increase visitor giving in your PA

Training activity 2.3

STTfT
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2.3 Identifying opportunities to mobilise tourists as conservation volunteers

Time required: 60 mins (or 75 mins if include optional starter activity)

Relevant key topic: Topic 2: Supporting conservation through sustainable tourism activity

Sub-topic(s): (2.3) Conservation-focused tourism offers

Context / prior knowledge:

For trainees:

- Consult topic 2 of e-platform and complete quiz.

For the trainer:

- Read the report on the LIFE platform meeting on "Volunteering for nature conservation" (https://bit.ly/3fbTNNl).

Learning objectives:

At the end of the activity, participants will be able to:

- identify a variety of conservation activities in which tourist volunteers can become involved, in protected areas,
- explain some challenges and benefits of engaging tourists in conservation volunteering,
- summarise how tourists may be engaged in volunteer conservation activities in a protected area.

Description of the activity:

- Optional starter activity: set the scene by spending 15 mins presenting a case study of a conservation activity from protected area tourism.
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each participant a copy of Table 2.3.1. Set up and introduce the activity. (5 mins)
- Ask participants to spend 5 mins reading through the entries in Table 2.3.1 and marking any activities of which they have experience from their own practice. If they have experience of activities not listed in the table, they can add these to it.

- Next, ask groups to spend 20 mins discussing their experiences of volunteering activities. What worked and what didn't? Does anyone have an example of an activity not listed in the table?
- Groups present the results of their discussions above to the plenary, explaining which conservation activities they have experience of and how tourist volunteers were engaged in those activities. Allow 30 mins for presentations, discussion, and conclusions.

Resources:

- Case study (see cases in e-platform topic 2):
  - Mobilisation of volunteers for the creation and rehabilitation of mountain bike circuits (France).
- Copies of Table 2.3.1: Exercise - Common types of volunteer activities in PA conservation.

Appendices

Table 2.3.1: Exercise - Common types of volunteer activities in PA conservation.

Nature/Biodiversity Projects	Governance/Information Projects	Others
Monitoring species	Advocacy in awareness raising campaigns and communications	
Cleaning up litter	Reporting on/removal of invasive species	
Planting trees	Training course involvement	
Small construction jobs (e.g., fencing, path construction)	Surveys	
Local surveillance of poisoning	Monitoring and reporting illegal bird-killing activities	
Restoration work	Creating a network of volunteers	
Help with habitat management		
Tracking large carnivores in the snow		

Source: Adapted from LIFE platform meeting report. (2018). “Volunteering for nature conservation”. Tartu Environmental Education Centre, Lille. (p 3-4) (https://bit.ly/3fbTNNI)

Training activity 2.4

2.4 Protected area branding: engaging businesses in sustainable tourism in protected areas

Time required: 60 mins

Relevant key topic: Topic 2: Supporting conservation through sustainable tourism activity

Sub-topic(s): (2.3) Conservation-focused tourism offers

Context / prior knowledge:

For trainees:

- Consult topic 2 of e-platform and complete quiz.

For the trainer:

- Read the webpages on Part II of the European Charter for Sustainable Tourism in Protected Areas - Sustainable Business Partners" (http://bit.ly/2Lns69N).
- Read the brochure "Good for Parks, Good for People" (http://bit.ly/3nlNdGR).

Learning objectives:

At the end of the activity, participants will be able to:

- define protected area (PA) branding,
- give examples of PA branding,
- explain the benefits of PA branding to the PA and to sustainable tourism.

Description of the activity:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Set up and introduce the activity. (5 mins)
- Give each participant a copy of Tables 2.4.1 and 2.4.2, and of the case study and ask them to read the information. (5 mins)
- Ask groups to define what PA branding means to them. Have they seen examples of it in their own PAs, perhaps as tourists or as business/PA stakeholders? If so, have they

seen evidence of the benefits of this to the PA or to sustainable tourism? Allow 20 mins for discussion.

- Groups present their findings to the plenary, highlighting interesting examples from their own experience of benefits and challenges of protected area branding. Allow 30 minutes for presentations, discussion and conclusions.

Resources:

- Copies of Table 2.4.1: Features of Part II of the European Charter for Sustainable Tourism in Protected Areas.
- Copies of Table 2.4.2: Exercise – Protected area branding.
- Copies case study (see cases in e-platform topic 2):
    - Tourism and hospitality in the territory of the Delta Po Biosphere (Italy). A manual for tour operators explains how to become a supporter of the "Biosphere" brand.

Appendices

Table 2.4.1: Features of Part II of the European Charter for Sustainable Tourism in Protected Areas.

What is Part II of the Charter?	In protected areas that have become Europarc Sustainable Destinations under Part I of the Charter, certain tourism businesses working in partnership with the protected area authority may receive individual recognition under Part II, which is developed at a National level by Europarc Sections.
How does it benefit businesses?	1. Closer engagement with protected area authorities 2. Right to use the Charter logo 3. Visibility on Charter websites 4. Engagement with training and marketing opportunities as may be developed 5. Networking with other businesses recognised by the Charter 6. Possible engagement with projects and funding
Charter Principles	1. Giving Priority to Protection 2. Contributing to sustainable development 3. Engaging all stakeholders 4. Planning sustainable tourism effectively 5. Pursuing continuous development

Source: EUROPARC Federation. "Part II of the European Charter for Sustainable Tourism in Protected Areas – Sustainable Business Partners". (http://bit.ly/2Lns69N) (retrieved 10/02/2021)

Table 2.4.2: Exercise – Protected area branding.

What is protected area branding?	
Examples of protected area branding	
Benefits of branding to the PA or to sustainable tourism	

Training activity 2.5

STTfT
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2.5 Sustainable business model canvas

Time required: 60 -120 mins (depending on whether both exercises are undertaken)

Relevant key topic: Topic 2: Supporting conservation through sustainable tourism activity

Sub-topic(s): Applicable to all subtopics of Topic 2

Context / prior knowledge:

For trainees:

- Consult topic 2 of e-platform and complete quiz.

For the trainer:

- This activity builds on a variation of the 'Business Model Canvas', but you can see the original model on https://bit.ly/3nPKA0o to understand its basic rationale. A useful Youtube playlist explanation is also available here: https://bit.ly/3spJlbD

Learning objectives:

At the end of the activity, participants will be able to:

- construct an outline of a sustainable business model for conservation-focused tourism, using a canvas template,
- explain how a business model can help identify areas where additional value dimensions may be pursued.

Description of the activity:

Exercise 1:

- Split the participants into separate groups. Give each group a copy of Table 2.5.1 and 2.5.3, and one of the case studies listed below. Set up and introduce the activity. (5 mins)

- Ask groups to spend 25 mins analysing the company on their given case study, identifying the key components of its business model by populating Table 2.5.3.
- Groups should start by the Value Propositions' section at the centre of the table. In each case study groups should try to identify what multiple value dimensions are the companies pursuing or trying to deliver simultaneously.
- Groups present their companies and the results of their analysis to the plenary. Allow 30 mins for presentations and discussion. Include in this a discussion on how the companies illustrated could pursue additional value dimensions, beyond those presented by the groups.

(There should be a break between the activities).

Exercise 2:

- If there are business participants in the workshop, the activity can then be extended to discuss how their own companies could structure business models (using the model canvas given) that can also deliver multiple value dimensions, support conservation of the destination and overall sustainability.
- Once the group has understood the simpler version of the Canvas through exercise 1, distribute Table 2.5.2 and ask them to explore in more depth how the Canvas could be applied to one of the participating companies.
- This activity will need more time for discussion. A minimum of 1 hour is recommended. The idea is not that participating companies come out of the workshop with a fully developed model, but that they can take home sufficient useful insights, ideas and information from the discussion (for each box), to allow them to continue to develop those ideas by themselves.

Resources:

- Copies of Table 2.5.1: Sustainable business model canvas (simpler, for exercise 1).
- Copies of Table 2.5.2: Sustainable business model canvas (fuller, for exercise 2).
- Copies of Table 2.5.3: Exercise - Sustainable business model canvas.
- Case studies (e-platform topic 2):
    - Research, awareness raising and responsible whale watching by the company Turmares Tarifa (Spain).
    - Contribution to conservation by the environmental cruises EUROPARQUES-EBI in the natural parks of Arribes del Duero and Sanabria Lake (Spain).
    - Quei Vitorino: an example of how a tourism business can contribute to natural and cultural heritage conservation and to local development. Natural Park 'Fuentes del Narcea, Degaña e Ibias' (Asturias, Spain).

Appendices

Table 2.5.1: Sustainable business model canvas (simpler, for exercise 1).

<table>
<tr>
<td rowspan="3">Key Partners and Stakeholders
Who do we need to work with in order to deliver our solutions and generate positive impact? What's in it for them?</td>
<td>Key Activities
What do we need to do in order to produce, market and deliver our solution?</td>
<td colspan="3">Value Proposition
What customer's problems do we solve and how?</td>
<td>Customer Relationship
How do we talk to target audiences about our solutions?</td>
<td rowspan="3">Customer Segments</td>
</tr>
<tr>
<td rowspan="2">Key Resources
What do we need to have in order to deliver our solution?</td>
<td>Environment and Nature Conservation</td>
<td>Cultural Heritage</td>
<td>Local Community</td>
<td rowspan="2">Channels
How do we deliver our solutions to our customers? Where will customers find us?</td>
</tr>
<tr>
<td colspan="3">What value are we providing in the above dimensions (environment, culture, and community)?</td>
</tr>
<tr>
<td colspan="4">Cost Structure
How much will our key activities, resources and partners cost us?</td>
<td colspan="3">Revenue Streams
How will we get paid for the solutions we provide?</td>
</tr>
</table>

Source: Adapted from Strategyzer. "The Business Model Canvas". (https://bit.ly/35VfnTp; license: https://creativecommons.org/licenses/by-sa/3.0/)

Table 2.5.2: Sustainable business model canvas (fuller, for exercise 2).

<table>
<tr>
<td rowspan="3">Key Partners and Stakeholders
Who are our key partners/ suppliers?
Who can help is deliver positive impact?
Which Key Resources are we obtaining from partners?
Which Key Activities do partners perform?
Why would they be interested in this partnership or relationship?</td>
<td rowspan="2">Key Activities
What do we need to do?
What key activities do our Value Propositions require?
Which activities are most important for our distribution channels, customer relationships, revenue streams, etc.?</td>
<td colspan="3">Value Proposition
Which one of our customer’s problems are we helping to solve?
How do we solve it?
Which needs are we satisfying?
What core value do we deliver to our target audience?
What bundles of products and/or services are we offering to each Customer Segment, that address multiple value dimensions?</td>
<td rowspan="2">Customer Relationship
What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
Which ones have we established?
How are they integrated with the rest of our business model?</td>
<td rowspan="3">Customer Segments
For whom are we creating value?
Who needs us?
Who are our most important customers and audience?
How many people need us right now? How many will need us in the future?</td>
</tr>
<tr>
<td colspan="3">What value is provided in the dimensions below (environment, culture and community)?</td>
</tr>
<tr>
<td>Key Resources
What key resources do our Value Propositions require? Our distribution channels? Customer relationships? Revenue streams?</td>
<td>Environment and Nature Conservation
How can our products/services contribute to the protection of the natural resources of the destination?
What is our impact on the environment? How could this be improved?</td>
<td>Cultural Heritage
How do we support, promote or help protect local culture and heritage?
How can our solutions help prevent its erosion?</td>
<td>Local Community
How do we benefit the local community?
What is our positive impact on the local economy?
How can these be increased?</td>
<td>Channels
Through which channels do our Customer Segments want to be reached?
How are our channels integrated?
Which ones work best? Which are the most cost-efficient? How are we integrating them with customer routines?</td>
</tr>
</table>

Cost Structure	**Revenue Streams**
What are the most important costs inherent in our work and business model? Which key resources are most expensive? Which key activities are most expensive?	For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each revenue stream contribute to overall revenues?

Source: Adapted from Strategyzer. "The Business Model Canvas". (https://bit.ly/35VfnTp; license: https://creativecommons.org/licenses/by-sa/3.0/)

Table 2.5.3: Exercise - Sustainable business model canvas.

<table>
<tr><td rowspan="2">Key Partners and Stakeholders</td><td>Key Activities</td><td colspan="3">Value Propositions</td><td>Customer Relationship</td><td rowspan="2">Customer Segments</td></tr>
<tr><td>Key Resources</td><td>Environment and Nature Conservation</td><td>Cultural Heritage</td><td>Local Community</td><td>Channels</td></tr>
</table>

Cost Structure	**Revenue Streams**

Source: Adapted from Strategyzer. "The Business Model Canvas". (https://bit.ly/35VfnTp; license: https://creativecommons.org/licenses/by-sa/3.0/)

Training activity 2.6

2.6 Visitor giving schemes

Time required: 60 -120 mins (depending on whether both exercises are undertaken)

Relevant key topic: Topic 2: Supporting conservation through sustainable tourism activity

Sub-topic(s): (2.2) Encouraging visitors and businesses to support conservation

Context / prior knowledge:

For trainees:

- Consult topic 2 of e-platform and complete quiz.

For the trainer:

- Chapter 3 "Literature Review" in: "Visitor Giving Payment for Ecosystem Service Pilot, Final Report" (https://bit.ly/3bAKPts).

Learning objectives:

At the end of the activity, participants will be able to:

- explain the concept of visitor giving schemes (VGS),
- describe how VGS may be implemented, through different types of payment mechanism,
- compare the advantages and disadvantages of different mechanisms for VGS.

Description of the activity:

Exercise 1:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders.
- Give each group a copy of Tables 2.6.1 and 2.6.2 and allow 5 mins to read them.
- Ask groups to discuss the pros and cons of each visitor giving scheme (VGS) payment mechanism. Each group should complete Table 2.6.2. (25 mins)
- In a plenary discussion, the trainer captures all groups contributions on a common table, using a whiteboard or similar. (30 mins)

- Note: for a quicker format, different groups can work on different subsets of payment mechanisms.

(There should be a break between the activities).

Exercise 2:

- Give each group a case study.
- Ask groups to discuss what (if any) VGS are captured in the case study, whether other payment mechanisms could be implemented (or improvements made to the existing ones), and how this could be done. (15 mins)
- Next, ask groups to spend a further 15 mins discussing a) what (if any) VGS are already employed on their own PAs; b) what VGS could be implemented, and how.

Groups present the results of their discussions above to the plenary. Allow 30 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 2.6.1: Typologies of payment mechanisms for Visitor Giving Schemes (VGS).
- Copies of Table 2.6.2: Exercise - Strengths and weaknesses of payment mechanisms.
- Copies of case studies (see cases in e-platform topic 2):
  - "Love the Broads", the visitor giving scheme for the Broads National Park (United Kingdom).
  - Cotswolds Area of Outstanding Natural Beauty (AONB, United Kingdom) visitor payment scheme: "Caring for the Cotswolds".
  - Voluntary system of carbon offsetting and local environmental improvement for tourists and tourism operators in Maestrazgo (Spain).

Appendices

Table 2.6.1: Typologies of payment mechanisms for Visitor Giving Schemes (VGS).

Donation boxes	Voluntary donations collected through boxes or envelopes distributed by businesses to their customers.
Levies (opt-in /opt-out schemes)	An opt-out levy scheme is when a local business offering a service, such as accommodation or food, charges an optional extra fee on top of the costumer's bill to support a specific cause, initiative or other. The customer is informed of this addition and is offered the opportunity to opt-out and have the levy removed from the total. An opt-in scheme instead is when the customer is informed of the VGS and the activities covered by donations, then is given the opportunity to add a levy to their food or accommodation bill.
Merchandising	Where a donation to a VGS is added to the price of a product (typically 1-5% of the product price). This can be items such as t-shirts, stationery, and soft toys, sold with a logo or piece of information linking the item to a

	particular conservation project, for example. Unlike with levy schemes, the donation forms a fixed component of the price of the product, and is not optional.
Membership	Membership schemes offer an opportunity to join a group that supports conservation projects and activities, for example "friends of" schemes and organizational memberships. Members who sign up to such schemes typically pay a monthly or annual subscription fee and receive newsletters detailing the progress of the scheme.
Participatory projects	Participation via volunteering with projects which offer visitors and/or businesses the opportunity to get involved with a project activity and have a more 'hands on' experience as part of a VGS.
Fundraising	Fundraising campaigns or events, whereby one-off or periodic events are held to raise money for conservation projects.
Sponsorship	Sponsorship tends to focus on businesses, for instance targeting donations towards particular projects, but some sponsorship schemes can also be targeted at visitors, e.g. 'adopt a tree' schemes.
Loyalty cards	Loyalty cards can charge membership fees which go towards local conservation projects, and in return members receive a card which provides discounts on certain activities or businesses.
Smartphone apps	Can include a variety of fundraising formats, including using apps as platforms for voluntary contributions, selling services (e.g. walking or cycling routes), royalties from app sales, creating opportunities to donate linked to specific locations, projects or services, etc.

Source: Adapted from Reed, M.S., Rowcroft, P., Cade, S., Savege, S., Scott, A., Black, J., Brace, A., Evely, A.C. and White, C. (2013). "Visitor Giving Payment for Ecosystem Service Pilot Final Report", Defra, London. (p 24-30) (https://bit.ly/3bAKPts)

Table 2.6.2: Exercise - Strengths and weaknesses of payment mechanisms.

Payment mechanism	Strengths/ Advantages	Weaknesses/ Disadvantages
Donation boxes		
Levies (opt-in /opt-out schemes)		
Merchandising		

Membership		
Participatory projects		
Fundraising		
Sponsorship		
Loyalty cards		
Smartphone apps		

Training activity 2.7

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2.7 Partnering in tourism offers in protected areas: concession, lease, permit or licence?

Time required: 60 mins

Relevant key topic: Topic 2: Supporting conservation through sustainable tourism activity

Sub-topic(s): (2.4) Fees from sustainable tourism and visitation-related activities

Context / prior knowledge:

For trainees:

- Consult topic 2 of e-platform and complete quiz.

For the trainer:

- Read Chapter 2 "Fundamentals of partnerships and concessions" in: "Guidelines for tourism partnerships and concessions for protected areas: Generating sustainable revenues for conservation and development" (https://bit.ly/3rj8svu).

Learning objectives:

At the end of the activity, participants will be able to:

- describe a variety of forms legal instruments applicable to partnerships and concessions responsible for tourism offers in protected areas,
- compare the advantages and disadvantages of different legal instruments, for partnerships and concessions offering different activities in different contexts.

Description of the activity:

- Give each participant a copy of Table 2.7.1 and introduce the different forms of partnerships and concessions applicable to tourism offers in protected areas. (15 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Tables 2.7.2 and 2.7.3, and three case studies. Set up and introduce the activity. (5 mins)
- Ask groups to spend 15 mins choosing an appropriate legal instrument for each tourism activity in their case studies (fill in Table 2.7.3). Invite them to consider whether more than one instrument may be suitable. What are the advantages/disadvantages of each?

- Groups present their choices and rationale to the plenary. Invite discussion about participants' own experiences of tourism partnerships and concessions. Allow 25 mins for presentations, discussion and conclusion.

Resources:

- Copies of Table 2.7.1: Legal instruments for tourism partnerships and concessions.
- Copies of Table 2.7.2: Concession, lease, permit or licence?
- Copies of Table 2.7.3: Exercise - Selecting legal instruments (concession, lease, permit or licence).
- Copies of case studies (see cases in e-platform topic 2):
    - Ecotourism experiences to support the conservation of the bearded vulture in the Picos de Europa and the Pyrenees (Spain)
    - Research, awareness raising and responsible whale watching by the company Turmares Tarifa (Spain).
    - Contribution to conservation by the environmental cruises EUROPARQUES-EBI in the natural parks of Arribes del Duero and Sanabria Lake (Spain).

Appendices

Table 2.7.1: Legal instruments for tourism partnerships and concessions.

Type of legal instrument	Description	Examples
Concession	The right to use land or other property for a specified purpose, granted by a controlling body. It can include a commercial operation and/or a piece of land. A tourism concession could provide accommodation, food and beverage, recreation, education, retail, and interpretive services.	Accommodation, restaurant, or retail facilities
Lease/management contract	Contractual agreement in which one party conveys an estate (i.e., land and facilities) to another party for a specified, limited time period. The lessor retains ownership of the property, while the lessee obtains right to use it. Typically, a lease is paid for.	Use of fixed infrastructure (e.g. accommodation, airports, restaurants, shops etc. for a rental fee)
Licence	Gives permission to a legally competent authority to exercise a privilege that, without authorisation, would constitute an illegal act. It's often seen by the public as a form of quality control and in contrast to a permit, requires due diligence by the competent authority. Licences give protected area authorities the ability to screen applicants to ensure that they fulfil a set of conditions. Possession of land is not granted through the licence	Vehicle-based tours (e.g white water rafting, boat cruise) using operators' own equipment
Permit	Temporary form of permission, giving the recipient permission to carry out a lawful activity within the protected area. Usually expires within a short length of time. Number of permits is limited by social or environmental considerations. In most cases, they are given to anyone who pays the corresponding fee.	Activities such as guiding, fishing, canoeing and climbing, using operators' own equipment.

Source: Adapted from Spenceley, A., Snyman, S. and Eagles, P. (2017). "Guidelines for tourism partnerships and concessions for protected areas: Generating sustainable revenues for conservation and development". Report to the Secretariat of the Convention on Biological Diversity and IUCN. (p 20) (https://bit.ly/3rj8svu)

Table 2.7.2: Concession, lease, permit or licence?

Type of legal instrument	**Rationale for selection**
Concession	Development partnership: the protected area authority (PA) doesn't have the money or personnel to develop tourism infrastructure itself, so they seek a partner to invest, develop and operate a facility
Lease	Management partnership: the PA may have existing infrastructure, but lack the mandate/skills/personnel to manage and maintain it, so they contract a lease to an outside operator for use of facilities/land for a specified period
Licence	Partnership to offer trips and tours: PA wants to offer public services but may not have the mandate/skills/personnel to do so itself, so it contracts a licence to an outside operator for use of facilities/land for a specified period
Permit	Partnership to offer trips and tours: PA wants to offer public services but may not have the mandate/skills/personnel to do so itself, so it provides access to the area for a short time

Source: Adapted from Spenceley, A., Snyman, S. and Eagles, P. (2017). "Guidelines for tourism partnerships and concessions for protected areas: Generating sustainable revenues for conservation and development". Report to the Secretariat of the Convention on Biological Diversity and IUCN. (p 22) (https://bit.ly/3rj8svu)

Table 2.7.3: Exercise - Selecting legal instruments (concession, lease, permit or licence).

Case	**Rationale**	**Legal Instrument (concession, lease, permit or licence)**

Source: Adapted from Spenceley, A., Snyman, S. and Eagles, P. (2017). “Guidelines for tourism partnerships and concessions for protected areas: Generating sustainable revenues for conservation and development”. Report to the Secretariat of the Convention on Biological Diversity and IUCN. (p 20-22) (https://bit.ly/3rj8svu)

Topic 3: Reducing carbon footprint, pollution and wasteful resource use

Training activity 3.1

STTfT
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3.1 Green initiatives

Time required:	55 mins

Relevant key topic:	Topic 3: Reducing carbon footprint, pollution and wasteful resource use
Sub-topic(s):	(3.2) Environmental impacts
	(3.3) Green initiatives

Context / prior knowledge:

For trainees:

- Consult topic 3 of e-platform and complete quiz.

For the trainer:

- Read Chapter 2 "Challenges and Opportunities for Tourism in a Green Economy" in: "Tourism in the Green Economy" (https://bit.ly/2L6M2xS).
- More inspiration:
  - UNWTO E-Library on Energy efficiency (https://bit.ly/3cy3l6v).
- UNWTO Tourism for SDGs platform (https://bit.ly/2L9bltl).

Learning objectives:

At the end of the activity, participants will be able to:

- identify potential environmental challenges in tourism development,
- formulate ideas on how to tackle environmental challenges in tourism development.

Description of activity:

- Briefly introduce the concept of green challenges in Tourism. (5 mins)
- Set up and introduce the activity. (5 mins)
- Ask the participants to spend 5 mins listing challenges in green tourism.
- Discuss the results in the classroom, and jointly list all possible green challenges into column A of Table 3.1.1 (shared in the classroom). (10 mins)
- Next, split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Ask each group to spend a further 10 mins on a specific case study, identifying the green challenges of this particular case, as well as the measures to tackle them, filling in column A and B of Table 3.1.2.
- Each group shortly presents its case, challenges and solutions to the entire classroom. In the meanwhile, use the solutions of the case studies, as well as further group discussion, to complete the columns A and B of Table 3.1.1 in the classroom. At the end of the session, each participant receives a (digital) copy of the completed Table 3.1.1. (20 mins)

Resources:

- Table 3.1.1: Exercise - Challenges and solutions in green tourism in PAs.
- Copies of Table 3.1.2: Exercise - Challenges and how to tackle them.
- Copies of the case studies (see cases in e-platform topic 3:
    - Guided activities company Ecodestinos commits to offsetting its carbon emissions. National Parks of Cabañeros and Tablas de Daimiel (Spain).
    - Posada San Marcos, an example of how to minimize the ecological footprint of a tourism accommodation business. Natural Park of Sierra de Aracena and Picos de Aroche (Spain).
    - The "PARCO-CETS" ('Charter Park') quality mark for the tourism sector' in the Adamello Brenta Natural Park (Italy).
    - Cairngorms Dark Sky Park: reduction of light polution in the Cairngorms National Park (United Kingdom).

Appendices

Table 3.1.1: Exercise - Challenges and solutions in green tourism in PAs.

A. Environmental challenges in tourism development	B. Solutions /measures to tackle the challenges:
E.g. Greenhouse gas emissions, water use, waste, noise pollution, etc.	

Table 3.1.2: Exercise - Challenges and how to tackle them.

Case study:	
A. Environmental challenges in tourism development:	**B. Solutions /measures to tackle the challenges:**

Training activity 3.2

3.2 Environmental management, certification and assessment

Time required:	50 mins

Relevant key topic: Topic 3: Reducing carbon footprint, pollution and wasteful resource use

Sub-topic(s): (3.4) Environmental management and certification

(3.5) Environmental assessment

Context / prior knowledge:

For trainees:

- Consult topic 3 of e-platform and complete quiz.

For the trainer:

- Chapter 2 "Cross cutting best environmental management practice" in: "Best Environmental Management Practices in the tourism sector". If conducting a workshop for specific types of tourism stakeholders or type of business, check the most relevant chapter in the report (https://bit.ly/2YBXO6M).
- Chapter 1 "Identification of risks and impacts" in: "Environmental and Social Management System Toolkit" (https://bit.ly/3ao6YsN). Specifically read the instructions on the Process Mapping tool (p 17-18).
- The Global Sustainable Tourism Council (GSTC) criteria for destinations, hotels and/or tour operators (https://bit.ly/2NP8AnM).
- More inspiration on labels:
  - European Ecotourism Labelling Standard (EETLS), developed under the ECO-DESTINET project (https://bit.ly/2NPx40c),
  - DESTINET's guide "Sustainability in tourism - A guide through the label jungle" (https://bit.ly/2MJCZDx).

Learning objectives:

At the end of the activity, participants will be able to:

- describe the GSTC criteria and indicators for destinations, hotels and/or tour operators,
- reflect on the impact of their business or activities in the PA.

Description of the activity:

- Briefly refer to the GSTC criteria for destinations, hotels and/or tour operators (depending on the profile of the workshop participants). (10 mins)
- Allow 5 minutes to set up and introduce the activity. Hand over the Process Mapping tool (Table 3.2.1), and use the think-pair-share approach.
- Think: Ask the participants to spend 10 mins defining the general and the related specific activities in the PA. The participants preferably work on their own PA, or choose a case study from the list below. For each specific activity the input(s) and output(s) as well as the risks and potential negative impacts on the environment and the community are listed in Table 3.2.1.
- Pair: Let the participants work peerwise to discuss improvements / solutions to prevent those negative impacts from occurring. (10 mins)
- Share: Participants shortly present their results to the plenary. Allow 15 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 3.2.1: Exercise – Process mapping tool.
- Copies of the case studies, if example tourism activities are needed (see cases in e-platform topic 2):
  - Ecotourism experiences to support the conservation of the bearded vulture in the Picos de Europa and the Pyrenees (Spain).
  - Research, awareness raising and responsible whale watching by the company Turmares Tarifa (Spain).
  - Contribution to conservation by the environmental cruises EUROPARQUES-EBI in the natural parks of Arribes del Duero and Sanabria Lake (Spain).

Appendices

Table 3.2.1: Exercise - Process mapping tool.

Shortly describe the business or general activity within the PA you want to assess (e.g. camping area, recreational trails, tour boat):

What specific activities are related with your business? E.g. transportation/ arrivals of visitors, campfire on a camping site, mountain bike trails.	**What inputs are needed to carry out the activity?** E.g. water, energy, raw materials, chemicals, labor.	**What waste do the specific activities produce? (outputs)** E.g. waste, emissions, noise.	**What type of negative impact could this activity have on the environment and the surrounding community?** E.g. environmental pollution, shortage of resources, nuisance.	**How can the activity be improved to prevent those negative impacts from occurring? (opportunities and solutions)** E.g. waste reduction through reuse and recycling, water and energy savings

Source: Adapted from International Finance Corporation. (2015). “Environmental and Social Management System Toolkit”. World Bank Group. (p 18) (https://bit.ly/3ao6YsN)

Training activity 3.3

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3.3 Towards a sustainable transport policy

Time required: 70 mins

Relevant key topic: Topic 3: Reducing carbon footprint, pollution and wasteful resource use

Sub-topic(s): (3.6) Sustainable transport

Context / prior knowledge:

For trainees:

- Consult topic 3 of e-platform and complete quiz.

For the trainer:

- Read Chapter 5 “Sustainable transport to and within protected areas” in: “Guide to sustainable tourism in protected areas” (https://bit.ly/3ape5RP).

Learning objectives:

At the end of the activity, participants will be able to:

- assess the transport options to and within a PA,
- suggest (push and pull) measures which will encourage behavioural change towards sustainable transport options.

Description of the activity:

- Briefly explain basic principles such as soft mobility; push and pull measures. Set up and introduce the activity. (10 min)
- Ask participants to spend 15 mins analysing their PA using Table 3.3.1, describing (A and B)) the current transport modes to and within the PA (accessibility as well as a reflection on the communication regarding their transport offer on the website), and (C) which (relevant) transport modes are currently missing in their PA. Indicate which transport modes are the most popular and which are the most sustainable ones.
- Next, ask groups to spend a further 15 mins discussing and listing (Table 3.3.2) what strategies or measures could be employed to encourage a behavioural change towards more sustainable transport modes. Use case studies as inspiration. Distinguish between

push and pull measures. Finally, rank the push and pull measures according to their importance.

- In the meantime the trainer takes a look at the results of Table 3.3.1, and prepares a plenary conclusion.
- The trainer presents the results of the first exercise (Table 3.3.1). (10 mins)
- The groups present the results of their discussion (Table 3.3.2) to the plenary. Allow 20 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 3.3.1: Exercise - Sustainable transport.
- Copies of Table 3.3.2: Exercise - Behavioural change towards sustainable transport options.
- Copies of the case studies (see cases in e-platform topic 3):
  - EUROPARQUES environmental cruises, minimum environmental impact in the Natural Parks of 'Arribes del Duero' and Sanabria Lake' (Spain).
  - The ‘Cinque Terre Card’: Multiservices Card for the use of services supplied by the Cinque Terre National Park Authority (Italy).
  - “Muoversi a piedi tra le nuvole” (Walking amidst the clouds): soft mobility in the Gran Paradiso National Park (Italy).
  - Sustainable mobility in the Adamello Brenta Natural Park (Italy).
  - The creation of a network of car-sharing areas, a tool to reduce greenhouse gas emissions and optimise car use (France).

Table 3.3.1: Exercise - Sustainable transport.

Name of the protected area:

- □ Big city/cities nearby
- □ Big city/cities further away

A. Current transport modes to the PA:

Transport modes: (indicate which one is the most popular, and which one is the most sustainable)	Clear communication regarding transport modes available on the PA website?
1.	
2.	
3.	
4.	
5.	

B. Transport modes within the PA:

Transport modes: (indicate which one is the most popular, and which one is the most sustainable)	Clear communication regarding transport modes available on the PA website?

1.	
2.	
3.	
4.	
5.	
C. Currently missing transport modes (with potential):	
To PA:	Within PA:

Table 3.3.2: Exercise - Behavioural change towards sustainable transport options.

Actions to encourage behavioural change towards sustainable transport options:	
Push measures:	Pull measures:

Training activity 4.1

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4.1 Creating product- market combinations (PMCs) in protected areas

Time required:	70 mins

Relevant key topic:	Topic 4: Providing safe access, quality facilities and special experiences to all visitors
Sub-topic(s):	(4.2) Product- market combinations

Context / prior knowledge:

For trainees:

- Consult topic 4 of e-platform and complete quiz.

For the trainer:

- Read Chapter 7 "Developing and marketing ecotourism products" in: "Baltic protected areas and tourism. Guide to sustainable tourism in protected areas" (https://bit.ly/3oDyTdh).
- Read Chapter 4 "Provide experiences" in: "Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas". (https://bit.ly/2MJXW19). Specifically, read "The basic checklist - How to provide experience" (p 44).
- Consult the tool "Criteria Rating Form, Weighted Ranking" (https://bit.ly/3cyWARN).

Learning objectives:

At the end of this activity, participants will be able to:

- identify different types of nature visitors,
- create appropriate tourism products adjusted to the target group,
- apply a scaling approach to assess the PMCs.

Description of the activity:

- Explain briefly the following terms: types of nature tourists (Table 4.1.1), USP and PMC. (5 mins)
- Explain briefly “The basic checklist - How to provide experience”. In the workshop focus will be on points 2 and 3 of the checklist (defining types of nature tourist and developing PMC’s). (5 mins)
- Give each participant a copy of Table 4.1.1. Set up and introduce the activity. (5 mins)
- Ask participants to spend 10 mins analysing their own PA and completing Table 4.1.2, with reference to Table 4.1.1, identifying
  - a) the USP of their PA,
  - b) the types of current nature tourist in their PA and new/innovative products for these tourists,
  - c) potential (new) types of nature tourists and new/innovative products for these tourists.
- Explain briefly the tool “Criteria Rating Form, Weighted Ranking”. Give each group a copy of Table 4.1.3. Set up and introduce the group discussion. (5 mins)
- Next, form groups for group discussions (20 mins):
  - a) Each participant selects one or more (depending on the size of the groups) of his PMCs (from Table 4.1.2) to discuss with the group.
  - b) The group discusses and selects relevant criteria to assess the PMCs (e.g. innovativeness, suitability for the PA, feasibility, impact). The participants can delete or add extra criteria to Table 4.1.3.
  - c) For each selected criteria, the group discusses and decides on the scaling approach, determining the relative importance (weight) of each criterion. The total of the assigned weights should equal 100.
  - d) Finally, the group assesses the PMCs by using the rating scale (1= low; 10= high) and calculating the value of each PMC.
- Groups present the results of their rating and ranking above to the plenary. Allow 20 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 4.1.1: Types of nature tourists and main characteristics.
- “The basic checklist - How to provide experiences” (https://bit.ly/2MJXW19) (p 44).
- Copies of Table 4.1.2: Exercise - Product market combinations in PAs.
- Tool “Criteria Rating Form, Weighted Ranking” (https://bit.ly/3cyWARN).
- Copies of Table 4.1.3: Exercise - Rating PMCs by criteria and weight.

Appendices

Table 4.1.1: Types of nature tourists and main characteristics.

Type	Main interest	Importance of intact nature	Demands on guides	Standards of comfort	Quantitative demand potential
The ‘committed nature tourist'	Experiencing nature, special interests	Very important	Special knowledge of ecology	Low	Low
The ‘interested nature tourist’	Experiencing nature, ecological inter-relationships	Important	Good knowledge of ecology	Low to high	Moderate
The ‘casual nature tourist’	Easily accessible/ ‘obvious’ nature attractions	Less important	Unspecific knowledge of ecology	Moderate to high	High
The sports adventure tourist	Focus on activities	Nature as a backdrop	Area and technical knowledge	Low	Moderate to high
The hunting/ fishing tourist	Focus on activities	Nature as a backdrop	Area and technical knowledge	Low	Low
The nature tourist with cultural interests	Natural and cultural experience	Important	Good ecological and very good cultural knowledge	Low	Moderate

Source: ECEAT and EUROPARC Federation. (2012). “Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas”. (p 44) (https://bit.ly/2MJXW19) (Original source: Strasdas, W. (2002). “The Ecotourism Training Manual for Protected-area managers”)

Table 4.1.2: Exercise - Product market combinations in PAs.

Protected Area:
USP of the PA:

Current type of nature tourists:	**New/innovative products:**

Potential types of nature tourists:	**New/innovative products:**

Table 4.1.3: Exercise - Rating PMCs by criteria and weight.

Criteria		Innovativeness	Suitability	Feasibility	Impact			**Total**
Weight								**100**
PMC 1	**Rate** (1-10)							/
	Value (weight x rate)							
PMC 2	**Rate** (1-10)							/
	Value (weight x rate)							
PMC 3	**Rate** (1-10)							/
	Value (weight x rate)							

Source: Adapted from University of Cambridge. "Decision supporting tools". (https://bit.ly/3cyWARN) (retrieved 09/02/2021) (Original source: Chang, R.Y. and Niedzwiecki, M.E., "Continuous Improvement Tools", Vol 1. 1993, 1995. Kogan Page Ltd. London)

Training activity 4.2

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4.2 Safety and risk management

Time required: 75 mins

Relevant key topic: Topic 4: Providing safe access, quality facilities and special experiences to all visitors

Sub-topic(s): (4.5) Safety and risk management

Context / prior knowledge:

For trainees:

- Consult topic 4 of e-platform and complete quiz.

For the trainer:

- Consult topic 4 (section 4.5) on the platform. Specifically focus on the hard and soft safety and risk management measures.

Learning objectives:

At the end of this activity, participants will be able to:

- identify current and/or potential safety and risk problems in their/a PA,
- propose and discuss suitable hard and/or soft safety and risk management measures.

Description of the activity:

- Briefly explain potential hard and soft safety and risk management measures. Use the two case studies to relate to real cases and measures. (10 mins)
- Hand over Table 4.2.1 to the participants. Set up and introduce the activity. (5 mins)
- Ask the participants to spend 10 mins defining the current risk and safety problems within their PA.
- Brief group discussion with respect to the defined risk and safety problems. (10 mins)
- If possible, form groups of participants who have defined related safety and risk management issues in their PA.
- Ask each group to spend 10 mins come up with 2 statements on possible hard and soft solutions for their/common risk and safety problems.

E.g. *“Using signs indicating what is permitted or prohibited is the most efficient way to obtain the desired behaviour of the visitors.”*

- Discussion: Each group presents and defends their statements, whereupon another group responds with counter arguments. Allow 20 mins for discussion about the statements.

Resources:

- Case study examples on accessible tourism in PAs (see ‘cases’ in e-platform topic 4:
  - The hikers guidebook to support the use of paths of the Cinque Terre National Park (Italy).
  - Mountain accident prevention campaign "Sierra Nevada para Vivirla Seguro" (Enjoying the Sierra Nevada safely) (Spain).
- Copies of Table 4.2.1: Exercise - Risk and safety problems.
- Copies of Table 4.2.2: Exercise - Statements.

Appendices

Table 4.2.1: Exercise - Risk and safety problems

Protected area:		
Current risk and safety problems:	**Hard solutions:**	**Soft solutions:**

Table 4.2.2: Exercise - Statements

Summary of the risk / safety problem:
Statement 1:
Statement 2:

Training activity 4.3

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4.3 Visitors with special needs

Time required:	60 mins

Relevant key topic:	Topic 4: Providing safe access, quality facilities and special experiences to all visitors
Sub-topic(s):	(4.3) Accessibility and equality

Context / prior knowledge:

For trainees:

- Consult topic 4 of e-platform and complete quiz.
- English language skills are required for this activity.

For the trainer:

- Read “Planning Accessible Experiences of Nature, Ideas and Perspectives” (https://bit.ly/2NNZkjN).
- Read “Master guide on accessibility of protected areas for all” (https://bit.ly/36we11u). Specifically read the inspirational tables concerning “Criteria for infrastructure solutions and best practices” (p 13-34).

Learning objectives:

At the end of the activity, participants will be able to:

- identify current and/or potential access problems and/or limited experiences for various types of disabled visitors,
- propose and discuss innovative solutions in order to offer all visitors a high-level experience.

Description of the activity:

- Briefly explain the following terms and concepts: inclusive tourism; dimensions of disability (mobility, vision, hearing, cognitive learning, mental health, sensitivities, other); types of problems (access problems, limited experiences); co-creation. (10 mins)

- Set up and introduce the activity. Provide a few copies of the inspirational tables concerning "Criteria for infrastructure solutions and best practices". Also, hand over Table 4.3.1 to the participants. (5 mins)
- Ask the participants to define current access problems and/or limited experiences for 3 types of disabilities of their choice, and to come up with a new product/service to improve the access to/within their PA or to tackle the current limited experiences (Table 4.3.1).
- Participants present the results of their discussions above to the plenary. Allow 30 mins for presentations, discussion and conclusions. All types of disabilities should be discussed. If not all types of disabilities are chosen, the case studies mentioned below could be used to broaden the discussion.

Resources:

- A few copies of the inspirational tables concerning "Criteria for infrastructure solutions and best practices", available in the "Master guide on accessibility of protected areas for all" (https://bit.ly/36we11u) (p 13-34).
- Copies of Table 4.3.1: Exercise - Visitors with special needs.
- Case studies to broaden the discussion (see cases in e-platform topic 4):
    - Broads National Park (United Kingdom): Managing inclusive access for people with disabilities.
    - Amenities, services and information for people with disabilities in Barcelona Provincial Council's Network of Nature Parks (Spain).
    - Improvement of trails and signage to make the Migliarino San Rossore Regional Park (Italy) accessible to all.
- For more inspiration to broaden the discussion (e.g. on accessible lodging accommodations) see the UNWTO eLibrary on accessible tourism (https://bit.ly/3tk0TGA).

Appendices

Table 4.3.1: Exercise - Visitors with special needs.

Type of disability	**Access problem / limited experience**	**Solution**
Mobility		
Vision		
Hearing		

Cognitive learning		
Mental health		
Sensitivities		
Other		

Topic 5: Effectively communicating the area to visitors

Training activity 5.1

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5.1 A clear communication strategy

Time required: 50 mins

Relevant key topic: Topic 5: Effectively communicating the area to visitors

Sub-topic(s): (5.1) Protected area communication

Context / prior knowledge:

For trainees:

- Consult topic 5 of e-platform and complete quiz.

For the trainer:

- Read Chapter 5 "Communicate" in: "Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas" (https://bit.ly/2MHuuJb). Specifically read the section "How to communicate - The basic principles" (p 61) and the table "Communications strategy headings and guiding questions" (p 62).

Learning objectives:

At the end of the activity, participants will be able to:

- describe basic principles on how to communicate,
- explain how to apply these principles to develop a clear communication strategy for a PA.

Description of the activity:

- Briefly explain the "Basic principles on how to communicate" and the "Communication strategy headings and guiding questions". (5 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Table 5.1.1 and one of the case studies listed below. Set up and introduce the activity. (5 mins)

- Ask groups to spend 20 mins completing Table 5.1.1, applying it to the case study received.
- Groups present the results of their discussions above to the plenary. Allow 30 mins for presentations, discussion and conclusions. If time allows a more creative way of presentation can be considered (e.g. visuals, video).

Resources:

- "How to communicate - The basic principles" (https://bit.ly/2MHuuJb) (p 61).
- Copies of Table 5.1.1: Exercise - Communication strategy guiding questions.
- Copies of the case studies (see cases in e-platform topic 5):
  - Comuniterrae: a participatory cultural project in the Val Grande National Park (Italy).
  - Parks of the Sea and the Apennines: a shared communication project involving 6 Protected Areas between Emilia-Romagna, Tuscany and Liguria (Italy).

Appendices

Table 5.1.1: Exercise - Communication strategy guiding questions.

Case study:			
Step	**Heading**	**Questions**	**Answers**
1	Objective	What do you want to achieve or what needs to change?	
2	Target audience	Who can help you to achieve this? To whom do you need to talk? Who do you need to inform/persuade?	
3	Audience characteristics	What is the audience like? How can you best communicate with them?	
4	Key messages	What is your message? What are the facts and figures that back it up?	

5	Communication tools	How will you deliver your message to your audience?	
6	Evaluation	How can you check that what you are doing works?	

Source: Adapted from ECEAT and EUROPARC Federation. (2012). “Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas”. (p 62) (https://bit.ly/2MHuuJb)

Training activity 5.2

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5.2 Marketing and branding

Time required: 45 mins

Relevant key topic: Topic 5: Effectively communicating the area to visitors

Sub-topic(s): (5.2) Marketing

(5.3) Branding

Context / prior knowledge:

For trainees:

- Consult topic 5 of e-platform and complete quiz.

For the trainer:

- Read Chapter 5 "Communicate" in: "Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas" (https://bit.ly/39KC3YR).
- Read "Tourism Destination Management. Achieving sustainable and competitive results" (https://bit.ly/3ctoRcu). Specifically consult the table "Stages in successful destination brand management" (p 94).
- Consult Punchy's "Brand workshop exercises" (https://bit.ly/36wCDqU).

Learning objectives:

At the end of the activity, participants will be able to:

- explain the concept of destination brand management,
- apply new approaches to the marketing and branding of their PA.

Description of the activity:

- Briefly explain the "Stages in successful destination brand management". (10 mins)
- Give each participant a copy of the branding exercise (Table 5.2.1). If there are participants from the same PA, they can form pairs or small groups together. Set up and introduce the activity. (5 mins)
- Ask the participants to spend 5-10 mins on the exercise with respect to their own PA.
- Participants present the results of their discussions above to the plenary. Allow 15 mins for presentations, discussion and conclusions.

- Finally, if time allows, the trainer can show a few websites of PAs to the participants, followed by a group discussion regarding strong and weak aspects in terms of the marketing and branding of those PAs.

Resources:

- The table "Stages in successful destination brand management" in: "Tourism Destination Management. Achieving sustainable and competitive results" (https://bit.ly/3ctoRcu) (p 94).
- Copies of Table 5.2.1: Branding exercise – The comparison game.
- Search for a few relevant websites of PAs to discuss their branding with the participants (if time allows).

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Table 5.2.1: Branding exercise – The comparison game.

Imagine your Protected Area is an animal, would it be a tiger, an eagle or a cat?

Assess your PA's personality and positioning by equating it with animals, people or objects. You can apply this exercise to lots of categories such as soft drinks, famous brands, clothing brands, superpowers, colours, bands, celebrities, emotions, cities, tools etc. Discover new things in your PA. Maybe you dream of being a tiger but realize you're more like a lamb. This game can reveal powerful insights in the branding of your PA.

Protected Area:		
Category	**Which one?**	**Why?**
Animal		
Soft drink		
Famous brand		
Clothing brand		

Superpower		
Colour		
Band		
Celebrity		
Emotion		
City		

Source: Adapted from Punchy's "Brand workshop exercises". (https://bit.ly/36wCDqU) (retrieved 02/12/2020)

Training activity 5.3

5.3 Communication tools

Time required: 45 mins

Relevant key topic: Topic 5: Effectively communication the area to visitors

Sub-topic(s): (5.4) Tools to use

Context / prior knowledge:

For trainees:

- Consult topic 5 of e-platform and complete quiz.

For the trainer:

- Read Chapter 5 “Communicate” in: “Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas” (https://bit.ly/3th6WM2).
- Consult the toolkit “Keep it real. Market and communicate your green credentials” (https://bit.ly/36R0wJU). Specifically focus on the key questions in communication.

Learning objectives:

At the end of the activity, participants will be able to:

- identify the key questions to determine appropriate communication tools,
- elaborate on the key questions to create a plan for delivering a given communication message.

Description of the activity:

- Briefly explain the key questions in communication. Who do I tell? Why do I tell? What do I tell? Where do I tell? How do I tell? (5 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders.

- Give each group a case study, and ask them to spend 10 mins analysing it focussing on the first three key questions “Who do I tell? Why do I tell? What do I tell?”, completing part A of Table 5.3.1).
- Next, ask each group to spend a further 15 mins on this case study, identifying which communication tools would be adequate (medium), when the communication should be done (moment), and also write an appropriate communication message (message). (Table 5.3.1, part B)
- Each group presents his communication message and tools to the group, followed by a discussion. (15 mins)

Resources:

- Copies of Table 5.3.1: Exercise - Key questions to determine appropriate communication tools.
- Copies of the cases (see cases in e-platform topic 1, 2 and 3):
    - “Garibaldi Agricoltore”: the restoration of the nineteenth century agricultural landscape in the Arcipelago di La Maddalena National Park (Italy).
    - “Love the Broads”, the visitor giving scheme for the Broads National Park (United Kingdom).
    - EUROPARQUES environmental cruises, minimum environmental impact in the Natural Parks of 'Arribes del Duero' and Sanabria Lake' (Spain).
    - Posada San Marcos, an example of how to minimize the ecological footprint of a tourism accommodation business. Natural Park of Sierra de Aracena and Picos de Aroche (Spain).

Appendices

Table 5.3.1: Exercise - Key questions to determine appropriate communication tools.

A. **Who do I tell? Why do I tell? What do I tell?**

Case study:	
Who do I tell?	
Why do I tell?	
What do I tell?	

B. Where do I tell? When do I tell? How do I tell?

Medium	Message	Moment							
	Write your communication message **(and indicate what visualisations you would use)**	Before booking	At the point of purchase	Between booking and travel	At departure point	During transport	On arrival	During their stay	After travel
Press									
Your website									

Other websites									
Facebook									
Twitter									
Newsletter									
Certification									

	Which existing certificate would support your message?									
	Awards *Which existing award would support your message?*									
	Other:									

Source: Adapted from Font, X. and Higa, L. (2015). "Keep it real. Market and communicate your green credentials". London: VisitEngland. Leeds Beckett University. (https://bit.ly/36R0wJU).

Training activity 5.4

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5.4 Interpretation and education

Time required: 70 mins

Relevant key topic: Topic 5: Effectively communicating the area to visitors

Sub-topic(s): (5.5) Interpretation and education

Context / prior knowledge:

For trainees:

- Consult topic 5 of e-platform and complete quiz.

For the trainer:

- Read "Interpretation techniques and ecotourism management training" (https://bit.ly/3jkmhH5).
- Consult chapter 5 "Communicate" in: "Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas" (https://bit.ly/2MJXW19). Specifically read the section "Outdoor interpretation - action points" (p 68).
- Consult CEETO's "Handbook of successful and innovative practices for a sustainable tourism inside Protected Areas" (EN: https://bit.ly/3oJcprE; IT: https://bit.ly/2MyA1C1).
- Consult Thurley's Heritage Cycle (https://bit.ly/2O3CncH).

Learning objectives:

At the end of the activity, participants will be able to:

- explain the meaning of interpretation and education in the context of a PA,
- describe how interpretation and education may be applied in a PA context.

Description of the activity:

- Briefly explain the Heritage Cycle: *"if they understand they can value it, if they value it, they want to care for it, if they care for it, they will enjoy it, if they enjoy it, they want to understand it"* . (5 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Table 5.4.1 and one of the case studies listed below. Set up and introduce the activity. (5 mins)
- Ask groups to spend 15 mins analysing their given case, completing 5.4.1.
- Groups present the results of their discussions above to the plenary. Allow 15 mins for presentations, discussion and conclusions.
- Next, give each participant a copy of Table 5.4.2. Ask them to spend a further 10 mins on: a) which initiatives with respect to interpretation and education are already employed in their own PA; b) what other initiatives could be employed, and how could these be implemented.
- All participants shortly present their answers (Table 5.4.2) to the plenary. Allow 20 mins for discussion (e.g. what are the best ideas you have heard today, what have you learned from the cases and from other participants for your PA?).

Resources:

- The Heritage Cycle (https://bit.ly/2O3CncH).
- Copies of Table 5.4.1: Exercise - Interpretation case study.
- Copies of Table 5.4.2: Exercise - Interpretation in your PA.
- Copies of the case studies (see cases in e-platform topic 5):
    - The "Don't Leave a Footprint" ("No dejes huella") information campaign, aiming to promote responsible behaviour in the Sierra Nevada National and Nature Park (Spain).
    - Posada San Marcos communicates its commitment to sustainability. Natural Park Sierra de Aracena and Picos de Aroche (Spain).

Appendices

Table 5.4.1: Exercise - Interpretation case study.

Case study:		
	Key questions:	**Answers:**
1	Why do you want to provide information or interpretation?	
2	Who should be involved in the information/interpretive process?	
3	What are you interpreting?	
4	Who is your target group?	

5	What stories do you want to tell?	
6	How will your interpretation be implemented?	
7	How will it be monitored and evaluated?	
8	How will it be maintained?	

Source: Adapted from ECEAT and EUROPARC Federation. (2012). “Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas”. (p 68) (https://bit.ly/2MJXW19)

Table 5.4.2: Exercise - Interpretation in your PA.

Protected area:		
	Questions:	**Answers:**
1	Which initiatives with respect to interpretation and education are already employed in your PA	
2	What other initiatives could be employed, and how could these be implemented?	

Topic 6: Ensuring social cohesion

Training activity 6.1

6.1 Conflict management tools

Time required: 90 mins

Relevant key topic: Topic 6: Ensuring social cohesion

Sub-topic(s): (6.5) Conflict management and prevention

Context / prior knowledge:

For trainees:

- English language skills are required for this activity.
- Consult topic 6 of e-platform and complete quiz.

For the trainer:

- Read the Collaborating for Resilience manual, "From conflict to collaboration in natural resource management: A handbook and toolkit for practitioners working in aquatic resource systems" (https://bit.ly/3faKcGL).
- Develop a conflict scenario relevant to your workshop group (this could be fictional, or you could use a real-life example).

Learning objectives:

At the end of the activity, participants will be able to:

- describe a range of tools for managing conflict,
- apply conflict management tools to a hypothetical conflict situation.

Description of the activity:

- Present the conflict scenario to the whole workshop group. (15 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Assign stakeholder roles for the scenario, to individuals within each group. One participant in each group should be assigned the role of facilitator in the conflict management 'meeting' roleplay (it may make sense to keep these roles similar to participants' real-life roles, or you may wish to ask participants to approach the scenario from a viewpoint which contrasts with

their own). Give the 'facilitator' for each group a different toolkit (choose from those in Table 6.1.1) from the Collaborating for Resilience manual. (allow 15 mins for setting up and assigning roles and conflict management tools)

- Ask each group to role-play a conflict management 'meeting', playing their individually assigned stakeholder roles and following the steps in the toolkit assigned to their facilitator. (30 mins)
- Groups present the conclusions they reach in their 'meetings' and describe how discussions proceeded. (30 mins)

Resources:

- Trainers will need to download or print the toolkits from the Collaborating for Resilience manual (p 38-62), for groups to use. (https://bit.ly/3faKcGL).

Appendices

Table 6.1.1 - Conflict analysis tools.

Analytical tools - can be used by a single stakeholder group to analyse and present their perspective to others, or they can be used jointly by multiple stakeholder groups to develop a shared understanding or contrast multiple perspectives	
Timeline	Historical timeline analysis of events
Stakeholder conflict mapping	Conflict or problem analysis with a focus on actors
Resource mapping	Conflict or problem analysis with a focus on resources and geography
Problem tree	Conflict or problem analysis focusing on root causes and effects

Dialogue and consensus-building tools - these tools are primarily meant to be used to develop a shared understanding of the current situation and future potential (listening) and to debate strategies for action (dialogue)	
Communication agreement	A common set of rules that all participants agree upon to guide and facilitate the process
Best Alternative to a Negotiated Agreement	Tool to better understand the potential for collaboration and the costs of an unsuccessful process
Opening Windows	Analysis and discussion of information flows and patterns between two parties
Stakeholder Onion	Helps to move the discussion beyond the positions of a stakeholder group to look at broader needs and interests
Prisoner’s dilemma	Role play to illustrate the benefits of cooperation, the role of trust and the costs of not cooperating
Finding common ground	Identifies common interests

Visioning	Creates a common vision of the future

Source: Adapted from Rüttinger, L., Janßen, A., Knupp, C., and Griestop, L. (2014). "From conflict to collaboration in natural resource management: A handbook and toolkit for practitioners working in aquatic resource systems". Manual. Collaborating for Resilience. (p 38-62) (https://bit.ly/3faKcGL).

Strategy development tools - these tools are primarily meant to be used in planning collaborative actions	
Boats and rocks	Identification of resources to solve a conflict or problem, as well as obstacles standing in the way
Logical framework analysis	A complex but very powerful tool to develop a strategy and plan based on a general objective, goals, actions, and indicators
Peace flower	A problem tree with the focus on looking at peace processes and their support structures, as well as impacts
SWOT	An easy and efficient tool to test and analyse strategies
Z-tool	A tool to develop goal-oriented solutions based on a specific problem and an analysis of obstacles

Support tools - these tools can be used in any phase of the process	
Brainstorming	Collects ideas and solutions
Storytelling	Creates a coherent narrative

Source: Adapted from Rüttinger, L., Janßen, A., Knupp, C., and Griestop, L. (2014). "From conflict to collaboration in natural resource management: A handbook and toolkit for practitioners working in aquatic resource systems." Manual: Collaborating for Resilience (p 35-37) (https://bit.ly/3faKcGL).

Training activity 6.2

6.2 Stakeholder engagement: developing a standards scheme

Time required: 60 mins

Relevant key topic: Topic 6: Ensuring social cohesion

Sub-topic(s): (6.4) Ways to engage

Context / prior knowledge:

For trainees:

- Consult topic 6 of e-platform and complete quiz.

For the trainer:

- Read Chapter 3 "Working Together: Partnership with Communities, Businesses and Organisations" in: "Practical, Profitable, Protected: A starter guide to developing sustainable tourism in protected areas" (https://bit.ly/3pEy7OV).

Learning objectives:

At the end of the activity, participants will be able to:

- identify standard accreditations applicable to protected areas,
- explain how standards are used and defined in practice.

Description of the activity:

- Give each participant a copy of Table 6.2.1 and ask them to note on the table any standard accreditations available in the protected areas they are associated with.
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Set up and introduce the activity. (15 mins)
- Ask each group to discuss the standard accreditations available in their areas and create a master list of all the accreditations they are aware of, as a group. How are these standards used and defined? (15 mins)
- Groups present the results of their 'meetings'. What types of accreditation are most commonly encountered? Have any participants discovered any types of accreditation or assessment criteria that might be useful in their areas? Allow 30 mins for presentations, discussion and conclusions.

Resources:

- Table 6.2.1: Potential standards and how they could be used, assessed and operated.

Appendices

Table 6.2.1: Potential standards and how they could be used, assessed and operated.

Standard	Users	Types of criteria	Operator
Accommodation	Hotels, guest houses, bed and breakfast, holiday farms and holiday apartments	Facilities Cleanliness Information about area Value for money Hospitality Guest information criteria	Local tourism authority Provider associations
Catering businesses	Restaurants, bars, cafes	Local food used Standard of food Facilities Cleanliness Welcome Information about area Value for money	Local tourism authority Provider associations
Local produce	Shops, farms, individual producers	Local labour used Local production Sustainably produced Quality Authenticity	Protected area Local tourism authority Local business network
Green label	Accommodation, restaurants, local product providers, etc.	Energy saving Green energy Carbon neutral Organic produce Waste management Information and education	Protected area NGO National business network

National park/protected-area label	Accommodation, restaurants, local product providers, etc.	Local products used Quality Authenticity Information on protected area Sustainability criteria	Protected area

Source: Adapted from ECEAT and EUROPARC Federation. (2012). "Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas". (p 37) (https://bit.ly/3pEy7OV)

Training activity 6.3

6.3 Effectively sharing information with stakeholders

Time required: 60 mins

Relevant key topic: Topic 6: Ensuring social cohesion

Sub-topic(s): (6.4) Ways to engage

Context / prior knowledge:

For trainees:

- Consult topic 6 of e-platform and complete quiz.

For the trainer:

- Read "News you can use" from USAID and GSTA (https://bit.ly/386IlzK).

Learning objectives:

At the end of the activity, participants will be able to:

- explain why zoning can protect valuable landscapes, biodiversity and cultural heritage,
- describe how to apply zoning and other visitor management techniques in protected areas.

Description of the activity:

- Give each participant a copy of the extract from "News you can use" (Table 6.3.1)) and ask them to read through it, beginning to think about whether a similar strategy might work in their own contexts. (5 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. (5 mins)
- Ask each group to discuss the concept of co-creating a newsletter among protected area stakeholders. Who might be invited to collaborate in their settings? What information would be shared? Who would the audience be? How would the newsletter be distributed, and would it promote social cohesion? (25 mins)

- Groups present the results of their discussions in a plenary. What are the similarities and differences between the conclusions reached by individuals and groups? Are other ideas than newsletters presented as alternative ways to share information? (25 mins)

Resources:

- Copies of Table 6.3.1: Extract from “News you can use” from USAID and GSTA.

Appendices

Table 6.3.1: Extract from "News You Can Use" from USAID and GSTA.

News You Can Use!!!

"Local NGOs and authorities in Bandiagara, Mali participated in a meeting introducing the idea of a newsletter. During the meeting volunteers offered their time and efforts to work and develop the concept; a committee was established consisting of five local NGOs and the Cultural Mission of Bandiagara (MCB) representing various local interest groups. This committee established a rotation system among its six members for the preparation and dissemination of each newsletter edition. The regional bi-monthly newsletter, Dogoguine Kibel, is developed and published through a participatory stakeholder process.

The newsletter features local events, cultural stories and major community trends, as well as promotes responsible environmental practices and sustainable development initiatives. A planned expansion of the committee will include representation by women's groups and the addition of activities from other cercles (regions) in Dogon country to ensure more comprehensive information and representation of the region.

Since its inception in 2008, committee members have collaborated closely on content collection, formatting and preparation of the regular publication. The newsletter is highly regarded by the OMATHO staff, a regional tourism office in Mopti. It has improved communication and relations among local NGOs and the MCB and fosters greater interaction with other Bandiagara-based institutions and cercles. The bi-monthly newsletter has inspired the establishment of a quarterly newsletter by local authorities in Bandiagara."

Source: Badash, J. (2011). "News You Can Use!!!". Mali: USAID, GSTA. (https://bit.ly/386IlzK)

Training activity 6.4

STTfT
Sustainable Tourism:
Training for Tomorrow

6.4 Stakeholders’ engagement continuum

Time required: 40 mins

Relevant key topic: Topic 6: Ensuring social cohesion

Sub-topic(s): (6.4) Ways to engage

Context / prior knowledge:

For trainees:

- Consult topic 6 of e-platform and complete quiz.

For the trainer:

- Explore the Collaboration Spectrum Tool by Tamarack Institute (http://bit.ly/394qRV7).

Learning objectives:

At the end of the activity, participants will be able to:

- identify different types of stakeholder engagement,
- compare the extent to which stakeholders may be engaged across different contexts,
- analyse the benefits of different levels of stakeholder engagement and the methods by which varying levels of engagement may be achieved.

Description of the activity:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. (5 mins)
- Give each participant a copy of Table 6.4.1 and ask them to read the information. (5 mins)
- Give each group a case study from the list in ‘resources’ below and ask participants to decide where they would place stakeholders in the case study on the engagement continuum. Encourage them to provide reasons for their selection. (10 mins)
- Groups present their findings to the plenary and discussion is opened up to consider stakeholder engagement in participants’ own experience. Where would they place

their organisations on the continuum now? Where would they like to be? How might any desired change in position be achieved? Allow 20 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 6.4.1: Stakeholders' engagement continuum.
- Copies of case studies (see cases in e-platform topic 6):
    - Cervia's Eco-Museum of Salt (Italy): a museum created through shared design of landscape maps involving local community stakeholders.
    - Consultation, a systematic approach in project management (France).
    - Forest of Bowland Sustainable Tourism Network (United Kindom): Promoting sustainable tourism and sharing best practice among local businesses.
    - Participation in the 5 Terre Park (Italy): stakeholder engagement strategies for the planning and management of activities.
    - Participatory tools to promote sustainable cycling and climbing in the Sierra Espuña Regional Park (Spain).
    - Functioning of the Sustainable Tourism Forum of Montseny Nature Park (Spain).
    - Asociación Turisme Garrotxa (Garrotxa Tourism Association), an example of local governance and participation in developing sustainable tourism in natural areas (Spain).

Appendices

Table 6.4.1 Stakeholders' engagement continuum.

Separation of categories is not strict, as engagement formats can often overlap

Antagonism/ Conflict	Stakeholders are engaged in conflicting relationship(s) or disputes, stressing opposition to each other's goals. Often involves breakdown of communication or active hostility.
Competition	Stakeholders compete for resources, public attention or visitors, though in non-antagonistic ways.
Co-existence	No systematic connections between stakeholders, positive or negative. Mainly passive detachment or disengagement.
Communication	Focus of engagement is mainly on information-giving or information-sharing, which can be unilateral (e.g. bulletins, announcements) or multilateral (e.g. networking). Often passive participation from receivers, who are mainly being informed what has been decided.
Consultation	Participation by being consulted, answering questions or providing feedback. Stakeholders are provided opportunities for being heard, but not necessarily involved in final decision-making.
Cooperation	Stakeholders engage in discrete activities or projects, on a needs-basis. Interactions are often informal, or linked to specific incentives. Often no guarantee of continued engagement when incentives end or projects finish.
Coordination	Stakeholders systematically adjust, align and coordinate their separate actions and decisions with each other for greater outcomes and more effective strategies.
Collaboration	Longer term engagement based on shared mission and goals, with sharing of resources, joint action and often joint investment by different partners. Participation of (key) stakeholders is normally a right, provided by the existence of structures for joint decision-making.
Integration	Fully integrated partnership, normally based on formal agreements, and single integrated planning, funding and strategy. Can have complete merging of operations, administrative structures and budgets, under a purposefully created body that represents the involved stakeholders.

Source: Topic 6 on e-platform "Sustainable Tourism: Training for Tomorrow". (https://bit.ly/3kdGnmF)

Training activity 6.5

Sustainable Tourism: Training for Tomorrow

6.5 Choosing communication methods for stakeholder engagement continuum

Time required:	60 - 85 mins (depending on whether both exercises are undertaken)

Relevant key topic:	Topic 6: Ensuring social cohesion
Sub-topic(s):	(6.4) Ways to engage

Context / prior knowledge:

For trainees:

- Consult topic 6 of e-platform and complete quiz.

For the trainer:

- Read Chapter 6 “Community and stakeholder engagement” in: “Guidelines for trail planning, design and management” (https://bit.ly/3bHWlUf).

Learning objectives:
At the end of the activity, participants will be able to:

- identify a range of different methods for stakeholder engagement,
- consider and select the methods most appropriate for different types of management objectives.

Description of the activity:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders.
- Give participants a copy of Table 6.5.1 to read (10 mins) then follow Exercise 1 and/or Exercise 2.

Exercise 1

- Give each group a copy of Table 6.5.2 and ask them to discuss which communication methods are more appropriate to the management objectives described, completing the table accordingly. Ask them to also add any other relevant objectives and methods to the table. (25 mins)

Exercise 2

- Give each group a copy of Table 6.5.2 and of a selected case study (see 'resources') and ask them to discuss what types of management objectives and communication methods would be most applicable to the case study. (25 mins)
- Finally, groups present the results of their discussions above to the plenary. How do the objectives and methods listed (and matched by participants) relate to the categories in Table 6.5.1? (25 mins)

Resources:
- Copies of Table 6.5.1: Spectrum of public participation.
- Copies of Table 6.5.2: Common methods for engaging with stakeholders.
- Copies of case studies (see cases in e-platform topic 6):
    - Forest of Bowland Sustainable Tourism Network (United Kindom): Promoting sustainable tourism and sharing best practice among local businesses.
    - Participation in the 5 Terre Park (Italy): stakeholder engagement strategies for the planning and management of activities.
    - Participatory tools to promote sustainable cycling and climbing in the Sierra Espuña Regional Park (Spain).
    - Asociación Turisme Garrotxa (Garrotxa Tourism Association), an example of local governance and participation in developing sustainable tourism in natural areas (Spain).

Appendices

Table 6.5.1: Spectrum of public participation.

Increasing impact on the decision →	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
Public Participation Goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
Promise To The Public	We will keep you informed	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Source: IAP2 International Federation. (2018). (https://bit.ly/2XR53Y9) *Reproduced here with kind permission from the International Association for Public Participation* *www.iap2.org*.

Table 6.5.2: Common methods for engaging with stakeholders.

	Objective													
	Provide information	Maintain awarenes s/update informati on	Identify concerns and issues	Develop objectives/ issues	Develop options	Test ideas/ prioritise options	Build relationships and involvement	Achieve consensus	Reach large numbers of stakeholders	Reach people who don't readily participate	Influence small groups/ individual contact	Obtain input into decision making	Satisfy statutory requirements	Others?
Advertisement/ media														
Letter/phone call														
Newsletter/ brochure														
Internet														
Signs/maps/ models														
Public display/ exhibition														
Meeting with key individuals														
Submissions from stakeholders														
Telephone hotline														

Surveys														
Presentations to existing groups														
Local community group meetings														
Public meetings														
Community event														
Open day information session														
Others?														

Source: Adapted from TRC Tourism. "Guidelines for trail planning, design and management. A toolkit for state and local government agencies, community groups and investors on how to plan, manage and market exceptional trail experiences". (p 36) (https://bit.ly/3bHWlUf)

Training activity 6.6

STTfT

Sustainable Tourism: Training for Tomorrow

6.6 Inviting residents' views

Time required: 60 - 120 mins (depending on whether both exercises are undertaken)

Relevant key topic: Topic 6: Ensuring social cohesion

Sub-topic(s): (6.4) Ways to engage

Context / prior knowledge:

For trainees:

- Consult topic 6 of e-platform and complete quiz.

For the trainer:

- Pages 76 to 87 in: "Linking Communities, Tourism & Conservation, A Tourism Assessment Process" (https://bit.ly/3bweROY). These include a comprehensive resident survey.

Learning objectives:
At the end of the activity, participants will be able to:

- describe why it is important to understand and monitor residents' perceptions, experiences and attitudes to tourism,
- develop effective communication strategies to invite feedback from residents, regarding tourism.

Description of the activity:

- Introduce the activity by explaining the importance to sustainable tourism management and planning, of understanding and monitoring residents' perceptions, experiences and attitudes (residents are vital stakeholders who are also often the first to feel the impacts of tourism). (10 – 15 mins)
- Then follow Exercise 1 and/or Exercise 2.

Exercise 1

- Divide participants into groups and give each group a copy of Table 6.6.1. Set up and introduce the activity. (5 mins)
- Using the Question Ladder (Table 6.6.1) as a guide, ask groups to brainstorm questions which could be asked of residents at their destination (alternatively, use a destination from a case study listed in 'resources' for examples) to get their views on tourism. Typical areas of focus include demographics and socio-economic activity/profiles;

attitudes towards tourism and its effects; and natural resource issues (e.g. uses, dependencies, impacts). (20 mins)

- Then ask participants to define which of their brainstormed questions could be used quantitatively (e.g. to populate a resident survey), and which would work best as qualitative questions (e.g. to help structure interviews or focus groups). (20 mins)

Exercise 2

- Ask participants to explore in their groups, how a resident consultation exercise could be organised in their own destination(s) - note, this exercise works better with groups of participants from the same Protected Area or destination. (60 mins)

  Points to discuss would include:
  - Who could conduct the consultation (survey, interviews, focus groups…)?
  - Who would be the target sample population, size of sample, location(s)?
  - How would data analysis be done and by whom?
  - How would the results be used and communicated?
  - How could the consultation inform and support a sustainable tourism strategy for the destination?

Resources:

- Copies of Table 6.6.1: Question Ladder. (also available for download in several languages from https://diytoolkit.org).
- Copies of case studies (see cases in e-platform topic 6):
  - Cervia's Eco-Museum of Salt (Italy): a museum created through shared design of landscape maps involving local community stakeholders.
  - Participation in the 5 Terre Park (Italy): stakeholder engagement strategies for the planning and management of activities.
  - Participatory tools to promote sustainable cycling and climbing in the Sierra Espuña Regional Park (Spain)

Appendices

Table 6.6.1: Question Ladder

Simple questions < >Complex questions

	Is	**Did**	**Can**	**Will**	**Would**	**Might**
Who	Who is	Who did	Who can	Who will	Who would	Who might
What	What is	What did	What can	What will	What would	What might
Where	Where is	Where did	Where can	Where will	Where would	Where might
When	When is	When did	When can	When will	When would	When might
Why	Why is	Why did	Why can	Why will	Why would	Why might
How	How is	How did	How can	How will	How would	How might

Source: DIY Development Impact & You. “Practical Tools to Trigger & Support Local Innovation”. (available from diytoolkit.org at https://bit.ly/3nEpW34) (retrieved 22/02/2021)

Training activity 6.7

6.7 Community mapping

Time required: 100 - 130 mins

Relevant key topic: Topic 6: Ensuring social cohesion

Sub-topic(s): (6.2) Why to engage

(6.4) Ways to engage

Context / prior knowledge:

For trainees:

- Consult topic 6 of e-platform and complete quiz.

For the trainer:

- Pages 70 to 75 in: "Linking Communities, Tourism & Conservation, A Tourism Assessment Process" (https://bit.ly/3bweROY).

Learning objectives:

At the end of the activity, participants will be able to:

- jointly produce an illustrated geographical map identifying relevant resources, activities, opportunities, and problem areas (past, ongoing, or potential),
- identify what resources people consider socially, economically, and environmentally important for nature-based tourism development in the destination, and where these are located.

Description of the activity:

Note: this exercise works better with groups of participants from a wide range of stakeholders within the same Protected Area or destination, including representatives of local communities.

- Display the base map of the PA and introduce the concept of community mapping. (10 mins)
- Use one or more of the categories in Table 6.7.1 to structure a group discussion and populate the map with basic and targeted information.
- For every resource or item that stakeholders identify, allow around 5 minutes of discussion before adding it to the map. Encourage discussion of its relevance, benefits and costs to tourism development and/or conservation. (60-90 mins)

- If possible, have a note-taker also capturing participants' comments, reactions, emotions displayed on key issues, etc., to complement the information on the map.

- At plenary, summarise the information captured in the community map and accompanying notes and discuss how these could be converted into new resources and initiatives in the destination. (30 mins)

Resources:

- A large base map of the Protected Area or destination under consideration. (Where no map exists, use a large piece of paper/board/digital whiteboard to draw a rough map of the area under consideration).
- Copies of Table 6.7.1: Drawing a community map

Appendices

Table 6.7.1: Drawing a community map.

Basic information (if the map being used does not have these, add/indicate them by hand)	Key topographical features (elevations, vales, water bodies, etc.)
	Protected Area's limits, ecological zones, forested areas vs. agricultural
	Urban areas
	Key infrastructure such as roads, health facilities, police posts, parking areas, recreational areas, etc.
	Key tourism destination areas, hotspots, visitor centres, attractions…
Targeted information (once the main features are in place on the map, participants complete the map focusing on one or more of the following themes)	Tourism resources and activities (current or potential)
	Areas of economic activity (e.g. hunting grounds, logging, fishing, etc.)
	Problems, challenges or conflicts (past, current or potential)
	Opportunities
	Others

Source: Adapted from Gutierrez, E., Lamoureux, K., Matus, S., and Sebunya. K. (2005). "Linking Communities, Tourism & Conservation, A Tourism Assessment Process". (p 74-75) (https://bit.ly/3bweROY)

Training activity 6.8

6.8 Stakeholders' expectations, rights and responsibilities

Time required: 70 mins (minimum)

Relevant key topic: Topic 6: Ensuring social cohesion

Sub-topic(s): (6.5) Conflict management and prevention

Context / prior knowledge:

For trainees:

- Consult topic 6 of e-platform and complete quiz.

For the trainer:

- Consult Chapter 6 "Expectations, Rights and Responsibilities" in: "Sustainable Coastal Tourism, An integrated planning and management approach" (https://bit.ly/35yN2C0).

Learning objectives:
At the end of the activity, participants will be able to:

- differentiate and appraise the different viewpoints, aims, duties and limitations of different stakeholders in a sustainable tourism destination,
- better understand the different roles or positions of different stakeholders to explore potential synergies and/or constraints for the implementation of common strategies or projects.

Description of the activity:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders.
- Give each group a copy of Table 6.8.1and of one of the case studies listed below to read through. (5-10 mins)
- Ask groups to populate Table 6.8.1, applying what they believe are the expectations, rights and responsibilities of the stakeholders represented in their given case study. (minimum 30 mins)
- Ask the group members to reflect on and discuss with each other, how the same points could be applied to tourism and conservation stakeholders in their own destinations.

- Groups present the results of their discussions and analysis, both of the case studies and their experiences in their own PAs, to the plenary. Allow 30 mins for presentations, discussion and conclusions.

Other variants:

- Give all groups the same case study and compare and discuss the answers from different groups to the same example. A large whiteboard could be used to collect the views from all groups.

- If doing this exercise with actual stakeholders of the same destination, use the exercise to clarify the starting positions, limitations and aspirations of each stakeholder regarding a given project or tourism strategy.

Resources:

- Copies of Table 6.8.1: Exercise – Structuring a multi-stakeholder group discussion.
- Copies of case studies (see cases in e-platform topic 6):
  - The LIFE EXTRA Project for the preservation of the Wolf and Bear: good practices for the peaceful coexistence of man and large carnivores in Italy, Romania, Bulgaria and Greece.
  - The LIFE LINDA project: coexistence of man and dolphins in Corsica (France). Adoption of fishing techniques that avoid the predation of the catch by dolphins.
  - The hunting calendar, a tool to reduce user conflicts (France).
  - Participatory tools to promote sustainable cycling and climbing in the Sierra Espuña Regional Park (Spain).

Appendices

Table 6.8.1: Exercise – structuring a multi-stakeholder group discussion.

Note: other stakeholder groups can be added, and those in the table can be broken down into subcategories, etc.

Stakeholders	***Expectations***	***Rights***	***Responsibilities***
Governmental body / Local Authority			
Protected Area management body			
Businesses			
Tourism-related NGOs			
Tourists			
Other….			

Topic 7: Strengthening prosperity in the local community

Training activity 7.1

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7.1 Building a shared identity through a ‘sense of place’

Time required: 60 mins

Relevant key topic: Topic 7: Strengthening prosperity in the local community

Sub-topic(s): (7.3) Building a shared identity

Context / prior knowledge:

For trainees:

- Consult topic 7 of e-platform and complete quiz.

For the trainer:

- Read the “Forest of Bowland Sense of Place Toolkit” (https://bit.ly/3fzaXFd).

Learning objectives:

At the end of the activity, participants will be able to:

- explain the concept of a sense of place for protected area stakeholders,
- describe how a shared sense of place can facilitate an increase in multipliers and a decrease in leakages in sustainable tourism,
- give examples of the types of special qualities of a protected area, which may contribute to a sense of place.

Description of the activity:

- Introduce the concept of a shared sense of place, which can facilitate an increase in multipliers and a decrease in leakages in sustainable tourism. (15 mins)
- Split the participants into separate groups. Participants in each group should be associated with the same PA. Give each participant a copy of Table 7.1.1 and ask them to fill it in with reference to the protected area (or a specific section of a larger area) with which they are associated. (15 mins)
- Ask each participant to present their sense of place responses to the rest of their group. Encourage them to discuss what is similar, and what is different about their answers - are there differences because they are looking at the area from different perspectives? (15 mins)

- Groups present the results of their discussions in a plenary session. If groups are from the same, or similar PAs, are the same areas described differently, from different perspectives? (15 mins)

Resources:

- Copies of Table 7.1.1: Exercise - Special qualities that contribute to a sense of place.

Appendices

Table 7.1.1: Exercise - Special qualities that contribute to a sense of place.

Quality	Example from Forest of Bowland	Example from your protected area
A place to enjoy and keep special	Local walks and cycle routes - varying experiences over different seasons	
Delicious local food and drink	Local delicacies - Stew 'n' Hard (a meat paste served on a slab of dried oatcake and garnished with onions)	
A landscape rich in heritage	Place names, old families, local traditions	
A living landscape	The agriculture, manufacturing and industry on which communities were once reliant (e.g. cheese making, mining, quarries, cotton mills)	
Wild open spaces	Stargazing; 'Dark Sky Friendly Businesses'. Special views and wild areas.	
A special place for wildlife	Best seasons, times and places to see wild species (e.g. bats, birds, deer, badgers, foxes, hares, rabbits, fish, plants)	

Source: Adapted from Forest of Bowland Area of Outstanding Natural Beauty/Landscapes for Life. (2016, rev. 2020). "Forest of Bowland Sense of Place Toolkit". (https://bit.ly/3fzaXFd).

Training activity 7.2

7.2 Local prosperity

Time required:	75 mins

Relevant key topic: Topic 7: Strengthening prosperity in the local community

Sub-topic(s): (7.6) Developing local value chains

Context / prior knowledge:

For trainees:

- Consult topic 7 of e-platform and complete quiz.

For the trainer:

- Part 2 "Taking Action - Mechanisms for Reaching the Poor" in: "Manual on Tourism and Poverty Alleviation" (https://bit.ly/3qgHqF2).

Learning objectives:

At the end of the activity, participants will be able to:

- explain how local value chains can be developed,
- give examples of local value chains in tourism in a protected area context,
- demonstrate how local value chains can channel tourism spending towards local beneficiaries.

Description of the activity:

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Give each group a copy of Table 7.2.1. Set up and introduce the activity. (10 mins)

- Ask each group to populate table 7.2.1 with examples of mechanisms, from their own knowledge and experience. (20 mins)

  Groups present the results of their discussions in a plenary session while the trainer creates a master list of examples of mechanisms to channel tourism spending towards local beneficiaries. (45 mins)

Resources:

- Copies of Table 7.2.1: Exercise - Mechanisms for channelling tourism spending towards beneficiaries.

Appendices

Table 7.2.1: Exercise - Mechanisms for channelling tourism spending towards local beneficiaries.

Mechanism	Example(s)
1. Employment of local people in tourism enterprises	
2. Supply of goods and services to tourism enterprises from local people	
3. Informal selling of goods and services to tourists by local people	
4. Developing small or community-based tourism enterprises or joint ventures	
5. Tax or charge tourists or enterprises with proceeds benefiting local region	
6. Voluntary giving by tourists or tourism enterprises that benefits local region	
7. Collateral benefits to local region from tourism investment and activity	

Source: Adapted from UNWTO and SNV Netherlands Development Organization. (2010). “Manual on Tourism and Poverty Alleviation. Practical Steps for Destinations”. (p 50) (https://bit.ly/3qgHqF2).

Training activity 7.3

7.3 Leakages and multipliers in the local economy

Time required:	60 mins

Relevant key topic: Topic 7: Strengthening prosperity in the local community

Sub-topic(s): (7.2) Tourism 'leakages' versus tourism 'multipliers'

Context / prior knowledge:

For trainees:

- Consult topic 7 of e-platform and complete quiz.

For the trainer:

- Read the material in topic 7 of the e-platform, with particular attention to section 7.2: "Tourism leakages versus tourism multipliers".

Learning objectives:
At the end of the activity, participants will be able to:

- explain the concepts of 'leakages' and 'multipliers',
- describe how 'leakages' and 'multipliers' can promote local prosperity in sustainable tourism.

Description of the activity:

- Briefly explain the concepts of tourism 'leakages' and tourism 'multipliers'.
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders.
- Give each group a copy of Tables 7.3.1 and 7.3.2, and a copy of a case study (see suggestions in 'resources' below). Set up and introduce the activity. (5-10 mins)
- Ask groups to examine how the initiative(s) described in their case study reduces leakages and/or increases multipliers, filling in Table 7.3.2. (25 mins)

  Groups present the results of their discussions in a plenary. Do participants have examples of other initiatives from their own experience? (25 mins)

Resources:

- Copies of Table 7.3.1: Notes on leakages and multipliers.

- Copies of Table 7.3.2: Exercise - leakages and multipliers
- Copies of case studies (see cases in e-platform topic 7):
  - Comuniterrae: a participatory cultural project in the Val Grande National Park (Italy).
  - "Cotswolds Choice": Protected Area Product Branding in the Cotswolds Area of Outstanding Natural Beauty (United Kingdom).
  - Upvivium: 'zero km' (zero food miles) gastronomic competition in the UNESCO Man and Biosphere Reserve of the Tuscan-Emilian Apennine National Park (Italy).
  - Tourism and agriculture in the Monte Baldo Local Natural Park (Italy).

Appendices

Table 7.3.1: Notes on leakages and multipliers.

Reducing leakages and **increasing** the tourism **multiplier** effect in the local economy can make it more integrated and resilient.

Leakages occur when money flows out of circulation from the local economy.
For example:

- visitors may spend money on goods and services from outside
- profits may be moved away from the region, rather than re-used or re-invested locally

Some leakages might be inevitable e.g., a local room booked by a third-party platform will incur a commission that will "leak" from the local economy. But community benefits are maximized, and leakages are minimized.

Multipliers occur when value is retained within the local economy, as sales from one organisation require purchases from other local organisations.

Potential sources of the multiplier effect in sustainable tourism

	Tourism-related spending	**Tourism-supported employment**
Direct	money spent by tourists on goods and services they use on holiday (e.g. accommodation, food, shops, etc.)	job opportunities related to provision of tourism and recreation services (e.g. hotels, restaurants, activity providers, etc.), with income coming directly from visitor spend
Indirect	money that tourism businesses spend to be able provide their offer	job opportunities created in the tourism value chain, including jobs at food suppliers, wholesalers, distributors, farmers, etc.
Induced	money spent by the resident community as a result of income earned directly or indirectly from tourist expenditure	other jobs created and supported in local communities, as a result of residents spending money they have earned in direct and indirect tourism-related jobs.

Source: Topic 7 on e-platform "Sustainable Tourism: Training for Tomorrow". (https://bit.ly/3qMTwG2)

Table 7.3.2: Exercise - Leakages and multipliers

Initiative	How multipliers are increased	How leakages are reduced

Training activity 7.4

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7.4 The tourism cluster

Time required: 75 mins

Relevant key topic: Topic 7: Strengthening prosperity in the local community

Sub-topic(s): (7.4) Developing local partnerships

Context / prior knowledge:

For trainees:

- Consult topic 7 of e-platform and complete quiz.

For the trainer:

- Read Chapter 2 “Developing a local Ecotourism Cluster” in: “Mediterranean Experience of Ecotourism Manual. A guide to discover the MEET approach” (https://bit.ly/3rcGdP5).

Learning objectives:

At the end of the activity, participants will be able to:

- explain the concept of a tourism cluster,
- give examples of tourism clusters in a protected area context, and of how they may be developed to strengthen local prosperity,
- describe some challenges and benefits of developing tourism clusters.

Description of the activity:

- Present the ‘Valle dei Cavalieri’ community cooperative case study (see ‘resources’ below) to participants. Make clear that this is an exceptional example of partnership which goes beyond a business-only focus, while also highlighting its similarities to a tourism cluster - a common vision and the development of tourism products. (10 mins)

- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Set up and introduce the activity (5 mins)

- Give each participant a copy of Table 7.4.1 and ask them to read the information. (10 mins)

- Ask participants to share with their groups any examples of tourism clusters or partnerships from their own experience, or to consider where there may be potential to develop such partnerships in their areas. Have they experienced any particular challenges/benefits, or can they imagine any that could emerge? (20 mins)

- Groups present their findings to the plenary. Allow 30 minutes for presentations, discussion and conclusions.

Resources:

- Copies of Table 7.4.1: Developing a local tourism cluster.
- Copies of Table 7.4.2: Exercise - Tourism clusters.
- Case study (see cases in e-platform topic 7):
    - 'Valle dei Cavalieri': a community cooperative in the Tuscan-Emilian Apennine National Park (Italy).

Appendices

Table 7.4.1: Developing a local tourism cluster.

What is a tourism cluster?	A group of tourism attraction owners/managers, within a limited geographic area, with services and activities provided by local providers — e.g. local tour operators, hotel and restaurant owners, tour guides, tourism shops, transportation providers
How does it work?	Tourism attraction owners/managers share benefits (e.g. "my hotel is already booked, I'm passing some clients to yours") and information (e.g. "how much do you pay your guides?", "Is it worth participating in this or that tradeshow"?)
What benefits are there to destination stakeholders?	• Economies of scale • Bargaining power • A special attention on cooperation and innovation • Increased synergies and productivity • Knowledge transfer • Joint marketing • Increased competitiveness • Sustainable competitive advantage
To be effective, what does a tourism cluster need?	• A common vision • A system of actual governance • An environment that facilitates strategic alliances • Economic incentives generated by the tourism activity • A strong collaboration between the protected area managing bodies and the tourism business
How can a tourism cluster be developed?	1. Initiate a participatory process with service providers and *all* key stakeholders in the destination 2. Establish a common vision among the different stakeholders 3. Set a mid-term plan (e.g. 1-3 years) 4. Schedule periodic meetings to monitor the progress of the plan 5. Develop tourism products (these may be traveller experiences including tangible goods such as hotels and intangible services) and integrate them into the plan 6. Create a formal agreement among cluster members to favour a long-term partnership

Source: Adapted from Drumm, A., Rodriguez A., Danelutti, C., and Santarossa, L. (2016). "Mediterranean Experience of Ecotourism Manual. A guide to discover the MEET approach". Gland, Switzerland and Malaga, Spain: IUCN and Meet Network. (p 12-15) (https://bit.ly/3rcGdP5)

Table 7.4.2: Exercise - Tourism clusters.

Examples of tourism clusters/partnerships	Challenges	Benefits
Potential for partnerships?	**Potential challenges?**	**Potential benefits?**

Training activity 7.5

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7.5 Tourism value chain

Time required: 100 - 160 mins (depending on whether exercise 1, 2, or both exercises are undertaken)

Relevant key topic: Topic 7: Strengthening prosperity in the local community

Sub-topic(s): (7.6) Developing local value chains

Context / prior knowledge:

For trainees:

- Consult topic 7 of e-platform and complete quiz.

For the trainer:

- Read Section 1.4 "Understanding how tourism is working currently and who is benefitting" in: "Manual on Tourism and Poverty Alleviation" (https://bit.ly/3qgHqF2).

Learning objectives:

At the end of the activity, participants will be able to:

- explain the concept of Value Chain in the context of protected area tourism,
- describe how the Value Chain could be used to strengthen local prosperity and support conservation.

Description of the activity:

- Introduce the activity by briefly explaining the concept of a tourism value chain (10 mins). Then follow Exercise 1 and/or Exercise 2.

Exercise 1

- Divide participants into groups and give each group a flipchart sheet and a set of post-it cards. Set up and introduce the activity. (10 mins)
- Ask participants to write down on the post-it cards the types of enterprises linked with tourism activity in a nature-based destination (their own or one from a case study, see 'resources' for examples). (10 mins)

- Ask the groups to map the enterprises/cards in the following ways:
    - by cluster of type of activity (e.g. accommodation, food and drink),
    - by relationships amongst them (e.g. who is supplying who, what commercial partnerships might exist).

  Groups should use the process to generate a map of the local/regional value chain(s), as complete as possible. (20 mins)
- Distribute Table 7.5.1 to the groups and ask them to compare the map they've generated with the image. Are there any types of companies missing? Are there any new relationships between companies that can be added to the group's map? What proportion of those relationships stay at local/regional level? What relationships are currently not happening at local level but could? (20 mins)
- If you do not plan to run exercise 2, then you can ask the groups to present the analysis of their local value chain to the plenary. (30 mins)

Exercise 2

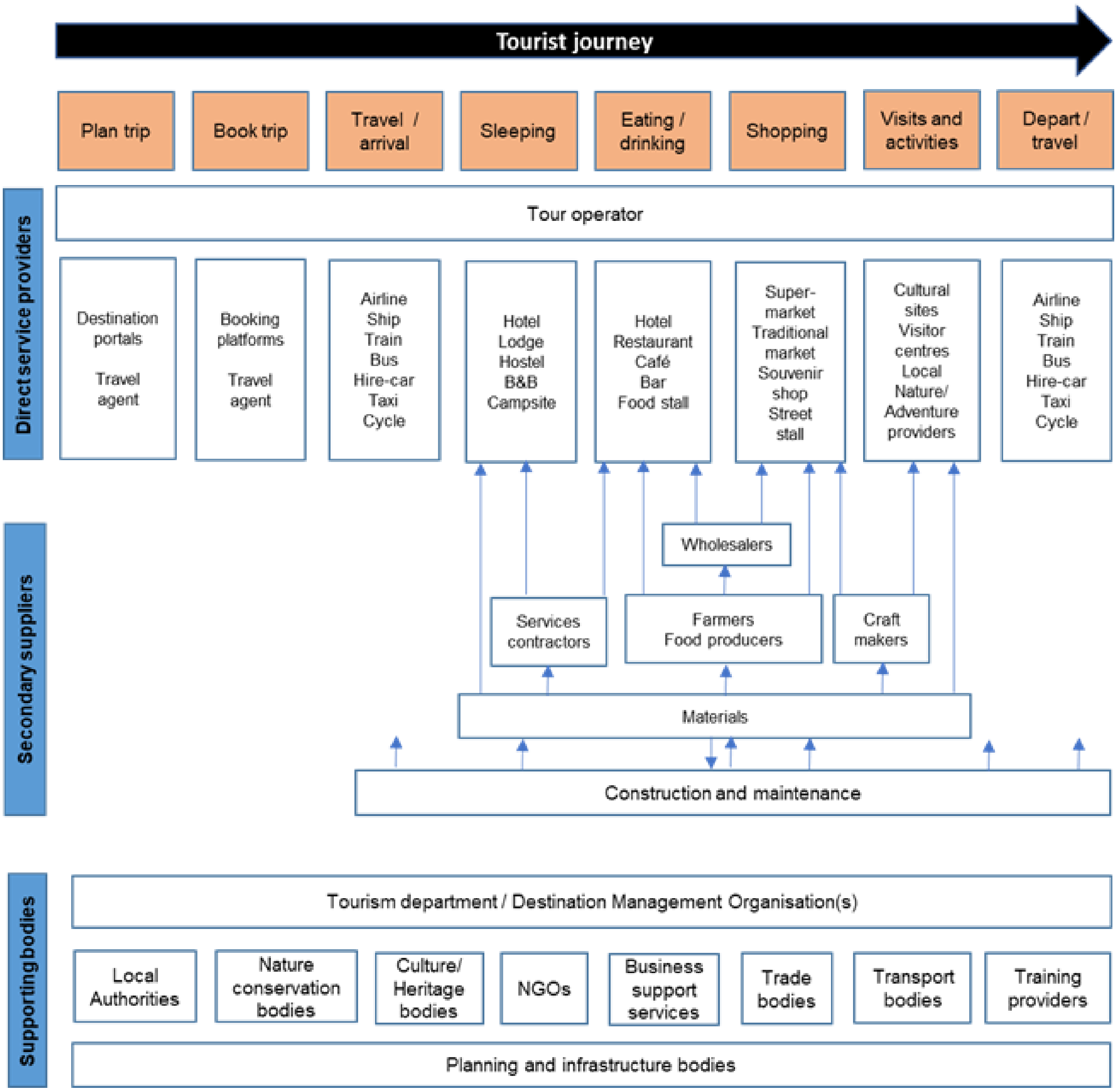
- Divide participants into groups. Handout a copy of Table 7.5.1 to the groups.
- Ask the groups to imagine one particular type of visit to a destination and map the steps and chain of companies that would be involved in providing that experience. Consider also the chain of local B2B (business to business) suppliers that would be involved in supporting the experience. (20 mins)
- Next ask the groups to write for each visitation step in the map an estimation of a typical monetary exchange for that step. These need not be accurate values. An average figure of a typical cost for each step is sufficient. (10 mins)
- Do a similar rough estimate for the proportion of each transaction that would likely be passed down to the next supplier in the chain. (10 mins).
- Invite the groups to estimate how much money from that visit is likely to be maintained in circulation in the local economy and challenge them to explore alternative scenarios to increase the value of that visit to the local economy, community and conservation efforts. For example, how could the value chain be reconfigured to increase the proportion of monetary value going to micro, small and medium enterprises? How could some of that value be channelled to support local nature conservation and the special character of the area that led to the visit in the first place? (20 mins)
- Ask the groups to present the analysis of their local value chain to the plenary. (30 mins)

Resources:

- Copies of Table 7.5.1: A tourism value chain for a destination visit.
- Copies of case studies (see cases in e-platform topic 2):
    - Ecotourism experiences to support the conservation of the bearded vulture in the Picos de Europa and the Pyrenees (Spain).
    - Research, awareness raising and responsible whale watching by the company Turmares Tarifa (Spain).
    - Contribution to conservation by the environmental cruises EUROPARQUES-EBI in the natural parks of Arribes del Duero and Sanabria Lake (Spain).

Appendices

Table 7.5.1: A tourism value chain for a destination visit.



Source: Adapted from UNWTO and SNV Netherlands Development Organization. (2010). "Manual on Tourism and Poverty Alleviation. Practical Steps for Destinations". (p 19) (https://bit.ly/3sknm60)

Training activity 7.6

7.6 Indicators for local prosperity

Time required:	90 mins

Relevant key topic: Topic 7: Strengthening prosperity in the local community

Sub-topic(s): Relevant to all subtopics in this topic

Context / prior knowledge:

For trainees:

- English language skills are required for this activity.
- Consult topic 7 of e-platform and complete quiz.

For the trainer:

- Read Part 3 "Assessment - Monitoring and evaluation of impact" in: "Manual on Tourism and Poverty Alleviation" (https://bit.ly/3qgHqF2).
- Other related activities: see activity 8.1 Set up a monitoring program and 8.3 Monitoring techniques.

Learning objectives:

At the end of the activity, participants will be able to:

- identify relevant indicators that can support a sustainable tourism strategy that benefits local communities,
- propose an indicator monitoring and evaluation starting plan.

Description of the activity:

- Divide participants into small groups.
- Give each group a case study (alternatively, groups could consider their own destination) and a copy of "Annex 4: Indicators relating to the Seven Mechanisms". If you have a large number of participants that allow for multiple groups, give each group only one or two categories of indicators in Annex 4. Set up and introduce the activity. (5-10 mins)
- Ask the groups to discuss:
  - What indicators from Annex 4 could best capture, reflect or evidence the impact of the initiative(s) described in the case study? (15 mins)

- How easy would it be to collect the information for the indicators selected? What data sources would be needed? What key indicators could *not* be collected for your case? Why, and how could that be reversed? (15 mins)
- What system could be implemented to allow for the regular monitoring of indicators? What resources would be needed? Who could help? And how would you use and communicate the monitoring results to inform and support a sustainable tourism strategy for the destination? (20 mins)

- Ask the groups to present their analysis to the plenary. (30 mins)

Resources:

- Copies of "Annex 4: Indicators relating to the Seven Mechanisms", available in: "Manual on Tourism and Poverty Alleviation" (https://bit.ly/3sknm60) (p 133-136).
- Copies of case studies (see cases in e-platform topic 7):
  - 'Valle dei Cavalieri': a community cooperative in the Tuscan-Emilian Apennine National Park (Italy).
  - "Parc a taula" ('The Park at the table'), a Barcelona Provincial Council programme to enhance local production and craftsmanship in nature parks (Spain).
  - Tourism and agriculture in the Monte Baldo Local Natural Park (Italy)

Topic 8: Monitoring tourism performance and impact

Training activity 8.1

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8.1 Set up a monitoring program

Time required: 55 mins

Relevant key topic: Topic 8: Monitoring tourism performance and impact

Sub-topic(s): (8.2) An effective monitoring program

Context / prior knowledge:

For trainees:

- Consult topic 8 of e-platform and complete quiz.

For the trainer:

- Read Chapter 2 "Tourism and nature protection - conflict or chance" in: "Guide to sustainable tourism in protected areas" (https://bit.ly/2O8ZUZT).
- Read Chapter 2.3 "Monitoring the effects" in: "Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas" (https://bit.ly/3oNC6HB).
- Read Chapter 5.1 "Inventory of planning/management/monitoring tools applied within the PAs" in: "Handbook of successful and innovative practices for a sustainable tourism inside Protected Areas" (EN: https://bit.ly/3oJcprE; IT: https://bit.ly/2MyA1C1).
- Read Chapter 4.1 "Monitoring is essential to professional management" in: "Tourism and visitor management in Protected Areas: Guidelines for sustainability" (https://bit.ly/3tsFMSD). Specifically read the section "Basic question to answer" when monitoring (p 42-43).

Learning objectives:

At the end of the activity, participants will be able to:

- explain the reasons for setting up a monitoring programme in a PA,
- describe how to set up a monitoring program in the context of a PA.

Description of the activity:

- Briefly explain the “Basic questions to answer” regarding monitoring, referring to the word cloud when relevant. (5 mins)
- Hand over table 8.1.1 to the participants. If the group consists of participants from the same PA or organisations, they can work together in pairs or groups. If they come from different PAs or organisations, they work individually. Set up and introduce the activity. (5 mins)
- Ask each participant to spend 15 mins to answer the questions regarding a monitoring program for their own PA, filling in the 6 questions of Table 8.1.1.
- Each participant or group presents his results to the plenary. Allow 15 mins for presentations, discussion and conclusions.
- On the basis of the presentations, the trainer fills in the questions in a shared document (e.g. on a (digital) whiteboard). The questions should be filled in per type of organisation (e.g. PA, business), using multiple sheets on the whiteboard. (10 mins)

Resources:

- “Basic question to answer” when monitoring (p 42-43) (https://bit.ly/3tsFMSD).
- Copies of Table 8.1.1: Exercise - Set up an effective monitoring program.

Appendices

Table 8.1.1: Exercise - Set up an effective monitoring program.

Name of the PA / organisation: **Type of organisation** (PA, lodging accommodation,...)**:**	
Why monitor?	
What to monitor?	
Where and when to monitor?	
Who should monitor?	
Who will analyse the data?	
How will the data be used?	

Source: Adapted from Eagles, et al. (2002). "Tourism and visitor management in Protected Areas: Guidelines for sustainability". IUCN. (p 42-43) (https://bit.ly/3tsFMSD)

Training activity 8.2

8.2 Monitoring indicators in PAs

Time required:	60 mins

Relevant key topic:	Topic 1: Protecting valuable landscapes, biodiversity and cultural heritage
Sub-topic(s):	(8.3) Monitoring indicators

For trainees:

- Consult topic 8 of e-platform and complete quiz.

For the trainer:

- Read Chapter 2 “Tourism and nature protection - conflict or chance” in: “Guide to sustainable tourism in protected areas” (https://bit.ly/2O8ZUZT).
- Read Chapter 2.3 “Monitoring the effects” in: “Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas” (https://bit.ly/3oNC6HB). Specifically read the section “Key indicators of activities that can be monitored in 2.3 (p 25-26).
- Read Chapter 5.1 “Inventory of planning/management/monitoring tools applied within the PAs” in: “Handbook of successful and innovative practices for a sustainable tourism inside Protected Areas” (EN: https://bit.ly/3oJcprE; IT: https://bit.ly/2MyA1C1).
- Read Chapter 4.1 “Monitoring is essential to professional management” in: “Tourism and visitor management in Protected Areas: Guidelines for sustainability” (https://bit.ly/3tsFMSD).
- Consult the European Tourism Indicators System (ETIS) (http://bit.ly/3jqjeNG, http://bit.ly/3cSBFcE, http://bit.ly/3tC9qEN).

Learning objectives:

At the end of the activity, participants will be able to:

- determine potential indicators suitable for monitoring in a given PA context,
- categorise the types of indicators which may be monitored in the context of tourism in PAs.

Description of the activity:

- Form pairs or groups. Hand over Table 8.2.1. Set up and introduce the activity. (5 mins)
- Assign two topics to each pair or group. Ask them to spend 10 mins defining relevant indicators for two topics.
- Discuss the results of the pairs/groups, and jointly list all possible indicators into a common Table 8.2.1. (10 mins)
- Next, ask each pair/group to spend a further 10 mins on the indicators of their 2 topics, identifying the characteristics of their indicators in columns 3 and 4 in Table 8.2.1 (type of indicator, frequency).
- Use the input of the pairs/groups, as well as further group discussion, to complete Table 8.2.1 in the classroom. (15-20 min).
- At the end of the session, each participant receives a (digital) copy of the completed Table 8.2.1.

Resources:

- Copies of Table 8.2.1: Exercise - Key indicators to monitor PAs.

Appendices

Table 8.2.1: Exercise - Key indicators to monitor PAs.

Topic	Indicators	Type of indicator (qualitatively or quantitative) and answer categories (e.g. unit of measure, type of field, response categories)	Frequency
Visitor number and profile	e.g. age	e.g. age groups 0-18y, …	
Visitor activities	e.g. main activities undertaken (what, how long)		
Visitor satisfaction	e.g. weaknesses		
Impacts of management and infrastructure	e.g. effects of changes (before-and-after evidence)		

Environmental impact of tourism	e.g. effects on biodiversity and endangered species		
Socio-cultural impacts	e.g. views and experiences of the local population		
Economic impact	e.g. impact on the local economy		
(Possibly) trail conditions	e.g. deterioration of surface, infrastructure and signs		

Source: Adapted from ECEAT and EUROPARC Federation. (2012). “Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas”. (p 25-26) (https://bit.ly/3oNC6HB)

Training activity 8.3

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8.3 Monitoring techniques

Time required:	60 mins

Relevant key topic: Topic 8: Monitoring tourism performance and impact

Sub-topic(s): (8.4) Monitoring techniques

For trainees:

- Consult topic 8 of e-platform and complete quiz.

For the trainer:

- Read Chapter 2 “Tourism and nature protection - conflict or chance” in: Parks and Benefits’ “Guide to sustainable tourism in protected areas” (https://bit.ly/2O8ZUZT).
- Read Chapter 2.3 “Monitoring the effects” in: “Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas” (https://bit.ly/3oNC6HB). Specifically read the section “Key indicators of activities that can be monitored in 2.3 (p 25-26).
- Read Chapter 5.1 “Inventory of planning/management/ monitoring tools applied within the PAs” in CEETO’s “Handbook of successful and innovative practices for a sustainable tourism inside Protected Areas” (EN: https://bit.ly/3oJcprE; IT: https://bit.ly/2MyA1C1). Specifically consult the 12 monitoring techniques in the section “5.1.4 Methodologies identified” (EN: p 81-83; IT: p 62-64).
- Read Chapter 4.1 “Monitoring is essential to professional management” in IUCN’s “Tourism and visitor management in Protected Areas: Guidelines for sustainability” (https://bit.ly/3tsFMSD).

Learning objectives:

At the end of the activity, participants will be able to:

- identify basic monitoring techniques applicable to tourism in protected areas,
- determine appropriate monitoring techniques for a given context.

Description of the activity:

- Briefly explain the 12 basic monitoring techniques and hand over the overview to the participants (Table 8.3.1). (10 mins)
- Split the participants into separate groups. If possible, include in each group representatives of various different types of stakeholders. Set up and introduce the activity. (5 mins)
- Assign (a) topic(s) to each group and ask them to define (one or more) relevant monitoring technique(s) for the indicators related to their topic(s) in Table 8.3.2 . Also, ask the group to justify their choice and to determine the challenges of the chosen monitoring technique(s). (20 mins)
- Groups present the results of their discussions above to the plenary. Allow 25 mins for presentations, discussion and conclusions.

Resources:

- Copies of Table 8.3.1 - Overview monitoring techniques.
- Copies of Table 8.3.2 - Exercise monitoring techniques.

Appendices

Table 8.3.1 – Overview monitoring techniques.

1. St. Gallen Method:

   The St. Gallen Method allows to analyse the strategic flows of visits starting from the knowledge of the stakeholders who design and describe them on maps that are then combined and overlapped to identify the routes made by tourists and, consequently, tourist products that they seek in the territory. From a practical point of view, the following is necessary to implement this methodology:

   - Multi-scale maps of the territory
   - Orthophotos

2. Car counting:

   This method is based on counting cars passing through established "check points". This helps to gain a good understanding of the level of traffic within a given area, as well as how the level varies over a period of time. In order to implement this methodology, counting tools (pyroelectrics, tickets, parking lots, video cameras, photocells) are required.

3. Person counting:

   This method is based on counting people passing through established "check points" and leads to knowledge about how many people enter a certain area, as well as how the level varies over a period. To implement this methodology counting tools are required (pyroelectric, pressure, optical, infrared or magnetic meters, entrance tickets, video cameras, turnstiles).

4. Telephone cells:

   This method is based on Big Data, using data collected by telephone cells and analysing these to obtain information on the movements of visitors within the Protected Area (anonymously because the data are analysed in an aggregated way). A geo-referenced database provided by a telephone operator is required to implement this technique.

5. Interview:

   This is one of the most commonly used methods because it allows to have specific information about the visitor, outlining it in base of his preferences and needs. It is sufficient to use a recording device for this methodology.

6. Survey:

   Like interviews, it is one of the most commonly used methods when it is necessary to collect visitors' preferences in order to apply appropriate management strategies. For this technique, since it is possible to realize it either online or face-to-face, an internet forms or paper cards are needed.

7. GPS Tracking:

It is one of the techniques that has become more widespread because it allows to "follow" visitors inside the Park, getting to know the favourite routes and the most visited places. GPS tracker devices are required in order to use this technique.

8. Social Media:

   The use of a large amount of data and information that can be provided by Social Media is one of the methodologies that are most successful because it allows managers to know trends, preferences and behaviours of visitors in a very easy way by checking what they post on the web.

9. Statistical models:

   Statistical models are a set of statistical tools used to obtain an estimate of the object of the study, in this case the flows of visitors. It is applied when not all the information is available or when some changes should be studied.

10. Focus Group:

    The focus group is a useful technique to deepen a theme or aspects of a topic, interviewing a homogeneous group of people.

11. Video camera:

    Using cameras at the entrance of the Parks, or at some focal points may be useful to gather information about the number, flow and behaviour of visitors within the Area. For this methodology, camcorders and, if available, frame analysis (or video-Analysis) software are required, which would otherwise have to be done manually by an operator.

12. Bioacoustics:

    Bioacoustics is a branch of zoology, strictly related to ethology, that investigates sound production and reception in animals, including man, and how animals communicate by means of sound. To implement this technique, it is necessary to have a:

    - Microphone/hydrophone
    - Recorder
    - Computer with all necessary programmes to elaborate sounds

Source: CEETO. (2018). “Handbook of successful and innovative practices for a sustainable tourism inside Protected Areas”. (EN: p 81-83; IT: p 62-64) (EN: https://bit.ly/3oJcprE; IT: https://bit.ly/2MyA1C1)

Table 8.3.2 – Exercise monitoring techniques.

Topic 1: Visitor number and profile			
Indicators	**Monitoring technique**	**Justification**	**Challenges**
Where visitors come from (address)			
Age			
Gender			
Motivation (why they are there)			
Social group (background such as professionals, students, etc.)			
Time spent (how long they are in the area)			
Money spent (on accommodation, food, travel)			

Topic 2: Visitor activities			
Indicators	**Monitoring technique**	**Justification**	**Challenges**
Main activities undertaken (what and for how long)			
Nature of activity (what they are doing)			
Money spent (entrance fees, other costs, e.g. travel)			
Marketing (how they heard about the activity)			
Potential activities (other things they might like to do)			

Topic 3: Visitor satisfaction			
Indicators	**Monitoring technique**	**Justification**	**Challenges**

Quality (if they are satisfied)			
Improvements (what could be made better)			
Weaknesses (what have been the problems)			

Topic 4: Environmental impact of tourism			
Indicators	**Monitoring technique**	**Justification**	**Challenges**
Effects on biodiversity and endangered species (both positive and negative)			

Effects on non-living components of the environment (degradation and erosion of rock surfaces, etc.)			
Effects on water supply (any changes in the watershed), waste and waste water, energy supply, carbon emissions			

Topic 5: Socio-cultural impacts			
Indicators	**Monitoring technique**	**Justification**	**Challenges**
Views and experiences of the local population			

Topic 6: Economic impacts			
Indicators	**Monitoring technique**	**Justification**	**Challenges**
Impact on the local economy (obtain visitor-spend information)			

Topic 7: Trail conditions			
Indicators	**Monitoring technique**	**Justification**	**Challenges**
Deterioration of surface, infrastructure and signs			
Littering and waste management			
Environmental impacts			

Source: Adapted from ECEAT and EUROPARC Federation. (2012). "Practical, profitable, protected. A starter guide to developing sustainable tourism in protected areas". (p 25-26) (https://bit.ly/3oNC6HB)

The ERASMUS+ "Sustainable Tourism: Training for Tomorrow" project aims to build the capacity of Protected Area stakeholders in the field of sustainable tourism.

Funded through the ERASMUS+ Key Action 2 (Strategic partnerships in the field of education and training), the project brought together partners working on different fields in the sustainable tourism sector: Hasselt University (BE) as coordinator of the project, the University of Hull (UK), the network of European Protected Areas: EUROPARC Federation (DE), the network of ecotourism professionals in Spain: Asociacion de Ecoturismo en Espana (ES) and 2 park authorities: Ente Parchi Emilia Occidentale (IT) and Montagne de Reims Nature Regional Park (FR).

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