



Technical Report

ECVET Profile of the DGI Tourism Professional

Project Result 2 Task 1



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Union

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Overview

This report delves into the development and design of the DGI Tourism professional ECVET Profile. This technical report documents the processes leading to the following:

- Target group profile:
 - Learners
 - Trainers
 - Providers
- Associated EQF level and ECVET points
- Categorising learning outcomes into units
- Describing general learning outcomes per unit
- Innovative elements and transferability potential of DGI Tourism Training

The intent is therefore to set the design and development of learning competences, systems, and learning outcomes by comparing and analysing the different vocational education and training (VET) systems in the different consortium countries along with the review of methodology framework from [Project Result 1](#).



Review of Project Result 1

Lean Methodological Framework

The main goal of the Project Result (PR1) is to develop interactive, participatory, and lean teaching approaches that boost sustainable thinking in tourism education.

The DGI Tourism methodology is developed following an exhaustive research and analysis of frameworks and methods used by the consortium partners, those used in their respective countries, and those used in and out of the tourism sector. The foundational framework chosen for the project is based on the relevance to the project's scope, consortium brainstorming, and focus on green, digital, and innovative dimensions.

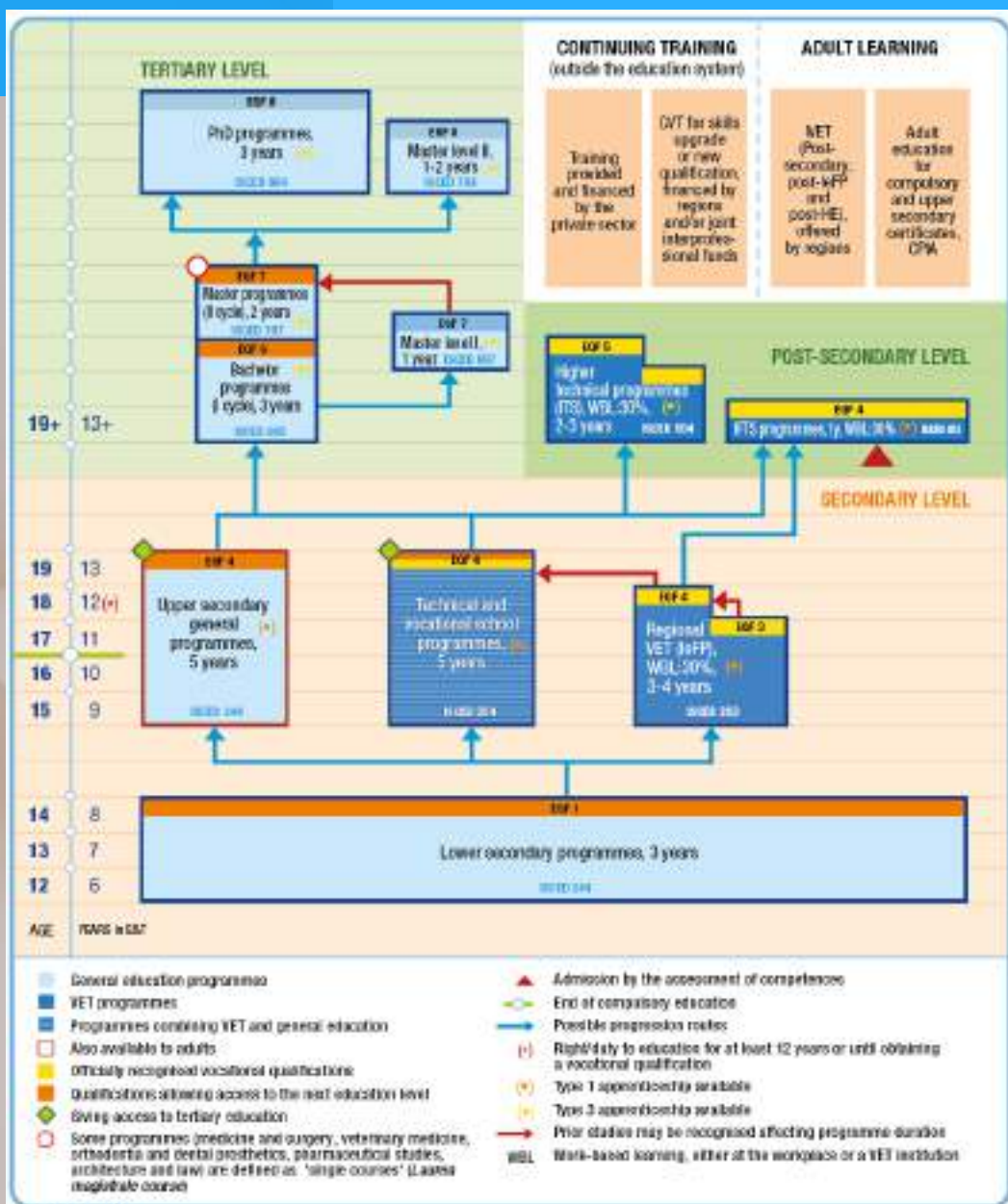
The conclusion of PR1 led to the identification of three overarching frameworks by which the learning competences and training methodologies are founded on. These are the following:

- Digital Competence Framework (DigiCompOrg)
- Total Quality Management (TQM)
- GreenComp Framework

Understanding VET Systems: Italy

The Italian VET system is characterised by multilevel governance¹:

- Ministries of education and labour lay down general rules and common principles for the system.
- VET schools are in charge of upper secondary VET school pathways (EQF 4-ISCED 354)
- Regions and autonomous provinces are in charge of VET programmes and most apprenticeship-type schemes.
- Social partners contribute in defining and creating active employment policies relevant to VET and lifelong learning



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Italy, 2022.

EQF Levels for Tourism VET



EQF Level III

Qualification: Secondary or vocational diploma

Reference figure: Tour operator

The tour operator intervenes at the executive level, in the process of providing promotion and hospitality services with autonomy and responsibility limited to what the procedures and methods of its operation provide. The qualification in the application and use of basic methodologies, tools and information allow him to carry out, depending on the address, activities relating to reception, information and promotion in relation to customer needs, with skills in booking and assistance, and in the fulfilment of the related administrative and accounting practices, always on the basis of the indications of a reference manager.




EQF Level IV

Qualification: Higher national certificate or upper secondary diploma


Reference figure: Tourist technician


The promotion and reception services technician intervenes autonomously in the established framework of action and the assigned specifications, contributing in relation to the various areas of operation to the supervision of the process of provision of promotion and reception services through participation in the operational organization, monitoring and to the evaluation of the result, to the implementation of continuous improvement procedures. Possesses functional skills in relation to the different addresses to the definition, promotion and implementation of reception, hospitality and tourist assistance services, sale of packages and care of cultural / congress parties.

Curriculum Development

01  A concise description of the relevant professional profile and its connotations according to the corresponding EQF level.


A reference to the EQF level itself and, on the one hand, to the possible professional objective roles and on the other to the categories of companies within which that professional figure could operate.

 **02**

03  The structure of the economic-professional sectors in the main areas of activity.

The description of the technical-professional skills divided into three categories: recursive, i.e., common to all professional figures in a sector, connotative, or common to professional figures of a subsector, specific, or relative to a specific address.

 **04**

05  The contents of the detailed training course relating to both the basic / transversal area and the technical / professional one, referring to the fundamental objective competences of that profile which can then be correlated with different roles in the reference labour market and different levels of autonomy and organizational capacity. In particular:

- the part relating to the transversal area is divided into objective skills, disciplines with the relative number of hours and the skills and competences necessary to achieve these skills.
- for the technical-professional part, on the other hand, the recent methodological evolution of reference articulates the contents themselves into: skills, disciplines with relative hours, areas of activity and expected results, with the dual objective on the one hand of setting the programming on the basis of such and where to structure it in training units and where to structure it in training units and on the other hand to carry out the evaluation using the same criteria, in a qualitative way possible criteria and results obtained.

06



To define the number of hours of the individual disciplines, the training plan is also the tool that underlies the management of personnel and all administrative aspects related to the implementation of the training course (teaching hours, absence / attendance detection, etc.)

Describe the organizational and methodological methods that characterize the training and experiential activities of that specific course: the teaching methodologies used, the scheduling and planning of activities in the training year, the educational aspects and related to personal growth of users and the evaluation tools used relating to all these areas, with relative formal certification following the final exams.



07

The training plans for the **legal paths** are collective and may have some curvature only in the case in which, due to the characteristics of the territory and/or choices related to professional opportunities, it is considered to integrate standard skills with skills from similar sectors (e.g., tourism sector: enrich with skills in the catering sector, as they can often be part of the activities carried out in tourist accommodation companies).

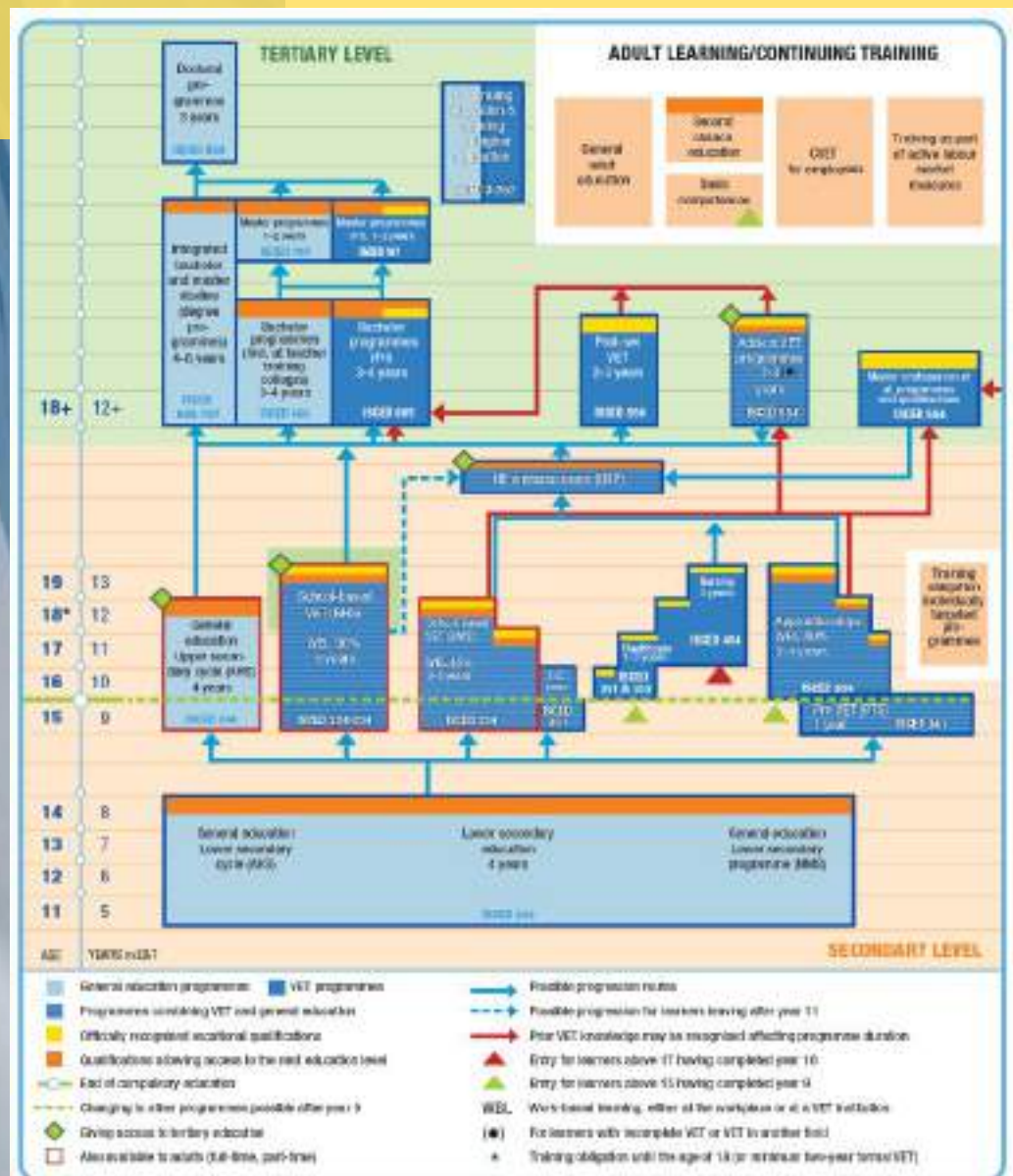
For **first-level apprenticeship paths**, on the other hand, the training plans are individual and depend on the company role covered by the student / apprentice, on his professional profile of reference and on the possibility of developing certain skills both in the company and in the scholastic context with modalities different training courses.

It intends to train a professional capable of contributing to the development of the territorial tourism offer through the design and promotion of innovative formats that respond to new trends and styles of consumption. It develops skills in planning, communication, and marketing oriented to the promotion of the territory with particular attention to the peculiar characteristics of the mountain system, particular attention to the enhancement of food and wine resources, to environmental and landscape resources of the territory with a specific attention to experiential tourism, wine tourism and sports and outdoor tourism offer. The technician will therefore be able to design innovative and customized tourism formats with an overview of the possibilities offered by multimedia and 4.0 technologies (IOT, augmented reality, virtual reality) and will be able to use promotion and communication and multi-channel tools aimed at supporting the marketing of the tourist offer.

Understanding VET Systems: Austria

The Austrian VET system ranks high, as demonstrated by its differentiated offer and high attractiveness²:

- Around 70% of each age cohort follow a VET path at the end of compulsory education
- The final year of compulsory education (year 9) and the first of upper secondary education coincide
- Most school-based VET comes under the remit of the education ministry
- Governance of apprenticeship is shared by the ministries of economy (company-based track) and education (school-based track), the social partners and the Länder
- There is also a variety of VET programmes at tertiary level and for adults.



ME: Simplified, OECD-P2011, Science-Develop and Felix-Mel Austria, 2018.

EQF Levels for Tourism VET

IV

EQF Level IV

Three- to four-year school-based VET (BMS, ISCED 354, EQF 4): learners strengthen their general education and acquire the respective occupational competences and qualifications to perform medium-level jobs. Those who complete an add-on programme or take the Berufsreifeprüfung (exam for people whose initial VET does not automatically qualify them for entry into higher education) also obtain general access to higher education studies.²

Apprenticeships (dual track training) (ISCED 354, EQF 4) in some 200 occupations and trades for learners from age 15 onwards, after compulsory education. They lead to qualifications at medium level. Graduates can progress to qualify, for instance, as master craftsperson or, following additional exams, access tertiary level training in a related field. By completing the Berufsreifeprüfung or an add-on programme they can also obtain general access to higher education.

V

EQF Level V

Five-year school-based VET (BHS, ISCED 354-554, EQF 5): combining theory and practice, these programmes offer high-quality occupation-related training while strengthening learners' general education. They lead to double qualifications for senior positions in business and general access to higher education at the same time (Reife- und Diplomprüfung).

Curriculum Development³

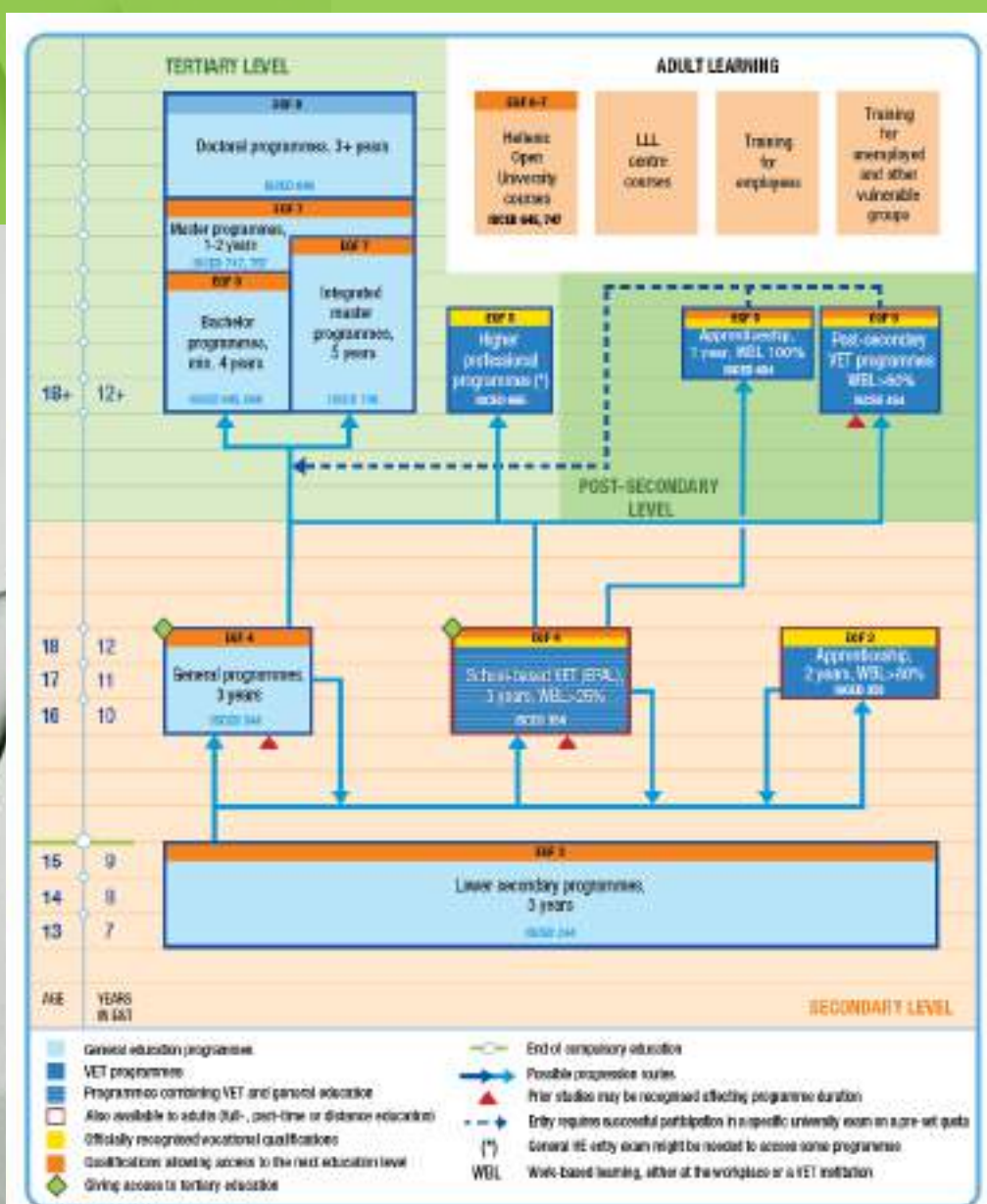
 <p>Apprenticeships (Dual Education)</p>	<ul style="list-style-type: none"> • Learners can acquire qualifications in one of the 200 legally recognised apprenticeship programmes • Job training in a company and a vocational school • Duration: 2-4 years • Final: Apprenticeship examination • Access to related professions: chef, restaurant specialist, hotel & hospitality, continuation to vocational diploma studies
 <p>Vocational Middle Schools</p>	<ul style="list-style-type: none"> • Branch-specific basic knowledge and skills • Compulsory internship for 6 months • Duration: 3 years • Final: Exam • Access to related professions: chef, restaurant specialist, hotel & hospitality, continuation to vocational diploma studies
 <p>Upper Stage Secondary Schools</p>	<p>Higher Education Institutions</p> <ul style="list-style-type: none"> • Branch-specific theoretical or practical knowledge and skills • Compulsory internship of 8 months • Duration 5 years <p>Supplementary Course</p> <ul style="list-style-type: none"> • Upgrade of apprenticeship or VET school • Compulsory internship of 4 months • Duration: 3 years <p>College</p> <ul style="list-style-type: none"> • Post-secondary VET course following completion of A level / Matura • Compulsory internship for 3 months • Duration: 2 years <p>Access to relevant occupations in the hotel, catering and tourism industry, continuation to other relevant occupations or university</p>

Educational standards in vocational education and skills-orientated teaching in Austria are dictated by Federal Ministry of Education, Science and Research.

Understanding VET Systems: Greece

The VET System in Greece is primarily state-regulated⁴:

- Combines school-based and work-based learning
- Offered at upper secondary and post-secondary levels
- Overall responsibility is with the Greek Ministry of Education, Research and Religious Affairs, in cooperation with the Greek Ministry of Labour, Social Security and Social Solidarity.



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Greece, 2022.

EQF Levels for Tourism VET⁴

IV

EQF Level IV

- After completing compulsory education, students choose between general education or VET, both of which lead to EQF Level IV qualifications.
- Specialisation degrees can be acquired through three-year vocational programs (EPAL)

V

EQF Level V

- Vocational upper secondary school degree, apprenticeship class/vocational training institutes diploma after graduate certification/post-secondary and not higher education diploma or degree
- 1-year apprenticeship programmes (EQF level 5, WBL 100%) for those who hold a lower secondary school leaving certificate
- 2.5-year VET programmes (WBL > 60%) offered by VET providers to upper secondary graduates. Students obtain an attestation of programme completion; or take VET certification examinations

The following initiatives are set in motion in order to cope with the current VET system status in Greece:

- The implementation of a coherent national strategic framework for the upgrade of VET programs and apprenticeships aiming to promote and enhance.
- The social role of VET, strengthen the connection between VETs and the labour market and reinforce the quality of the provided services.
- A new EPAL program structure was enacted by the 2016 reform decreasing the early over-specialization and focusing more on key competences in the first year of the program.

- The 2016 Strategic Framework for upgrading VET and apprenticeships also sets a new pathway with a one-year apprenticeship program at post-secondary level to offer upper secondary VET graduates the chance to acquire labour-market-relevant skills and to support labour market entry, intending to include more specialties in the near future.
- The introduction of the skills diagnosis mechanism to reduce skills mismatch between VET and the labour market through updating the VET curricula is considered a major milestone, safeguarding the sustainability of the programs.
- Additionally, the National Committee for VET was set up in 2017 and is in control of the overall coordination and governance of the Greek VET system, monitoring the implementation of the aforementioned 2016 National strategic framework for the upgrade of VET and evaluating its progress and innovation outcomes. VET monitoring and system analysis has also been strengthened with the introduction of two new public bodies, the National apprentice coordination body (ESOM) and the National council for education and development of human resources (ESEKAAD).
- As far as the teaching competences of VET teachers and trainers is concerned, according to Law 4485/2017, the certification of their competences is a prerequisite for their enrolment in training programs partly funded by the State, while their training is continuous, focusing on expanding their knowledge and digital competences in order to keep up with the general guidelines for innovative, sustainable development and evolution.



As reforming vocational education and training has become a major priority for Greece the legislative initiatives aiming to upgrade the quality of services for a more digital and innovative VET system are⁵:

- Law 3848/2010 on upgrading the role of the teachers and trainers – establishment of norms for evaluation and meritocracy in education and other provisions.⁴
- Law 4009/2011 on the structure, operation, quality assurance of studies, and internationalization of institutions of higher education.
- Joint Ministerial Decision 26381/2017 (GG 490B/20.2.2017) regarding the apprenticeship guidelines.
- Joint Ministerial Decision No 26385 (GG 491B/20.2.2017) concerning the VET curricula and its quality guidelines.
- The law on lifelong learning (Law 3879/2010, Article 18) establishes incentives for the development of lifelong learning and updating of the knowledge, skills and abilities of the country's human resources, including subsidies for lifelong learning providers. They are supported by public funds based on their effectiveness.⁴
- A critical aspect is the final approval of the report for the Hellenic qualifications framework (HQF), developed by EOPPEP, to the European qualifications framework (EQF) during the 33rd EQF advisory group (2 December 2015). The development of the NQF is expected to boost the connection between the Greek VET system and the labour market.
- Law 4763/2020, a new legal framework regulating VET and LLL and establishing the National system of VET at EQF levels 3, 4 and 5. The fundamental goals of the new legal framework include the provision of knowledge, skills and competences in accordance with the needs of the labour market and the improvement of employability for all.

Understanding VET Systems: Greece

According to a study conducted for the Greek Institute of 'SETE-INSETE' regarding a Strategic Road Map and proposed actions for the digital transformation of Greek tourism, the five pillars that will significantly contribute to the enhancement of the tourism product could be listed as follows: the creation of a data hub, the establishment of a digital identity, the development of smart destinations and enterprises, and the enhancement of digital skills.⁷

The recognition of the need to turn to new digital technologies that will transform the tourism sector, such as artificial intelligence, biometrics, the blockchain, the cloud, the internet of things, data analytics, augmented reality, has to be strengthened with the parallel upgrade of the educational curricula of the VET system in Greece.

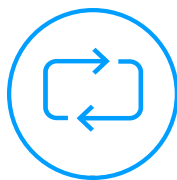
Moreover, National Contact Points (NCPs) in general, play a vital role in the success of the European Vocational Skills Week 2022, spreading the word about the world of VET, and helping local event organizers get their message out and gain exposure. In Greece the private 'VET AKMI' is an active NCP offering more than 100 State-recognised degree programs covering 14 professional areas in the labour market.





ECVET Points

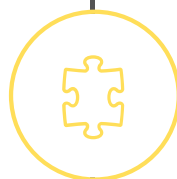
Principles of ECVET



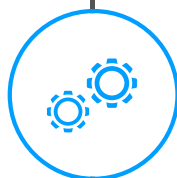
Allows qualifications to be described in terms of transferable and cumulative units of learning outcomes (knowledge, skills and competences) to which credit points are linked



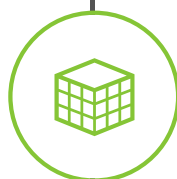
Facilitate the transfer and accumulation of learning outcomes acquired by people moving from one learning context to another, from one qualification system to another



Based on the voluntary participation of Member States and stakeholders in their respective vocational education and training qualification systems⁸



Foster synergy between training providers and enhance cooperation between partner organizations, in order to ease the transfer and accumulation of individual learning credits⁹



Indicate a numerical representation of the overall weight of learning outcomes in a qualification and the relative weight of units in relation to qualification¹⁰

Assignment of ECVET Points to Qualifications

60 ECVET Points per year of full-time vocational training¹¹

- Descriptions of qualifications are independent of the education and training programme that prepares these qualifications
- Credit points are assigned to qualifications and not to education and training programmes
- A formal learning programme is chosen as the reference point to determine the number of ECVET points awarded to a qualification
- The duration of the reference programme selected together with the ECVET Convention on ECVET points, will provide the number of ECVET points awarded to the qualification¹²

Approaches to unit weights:



The relative importance of the learning outcomes that constitute the unit for labour market participation, progression to other levels of qualification or for social integration: this method of awarding ECVET points is based on the way in which the different actors "assess" the various units that are part of the qualification. For example, some units could be the core of the professional profile to which the qualification leads. It may be decided that these central units have a greater number of ECVET points than the others. It is also possible that some units allow progression to other levels of qualification (e.g. general knowledge, skills and competences to enable advancement towards higher education).

Assignment of ECVET Points to Qualifications

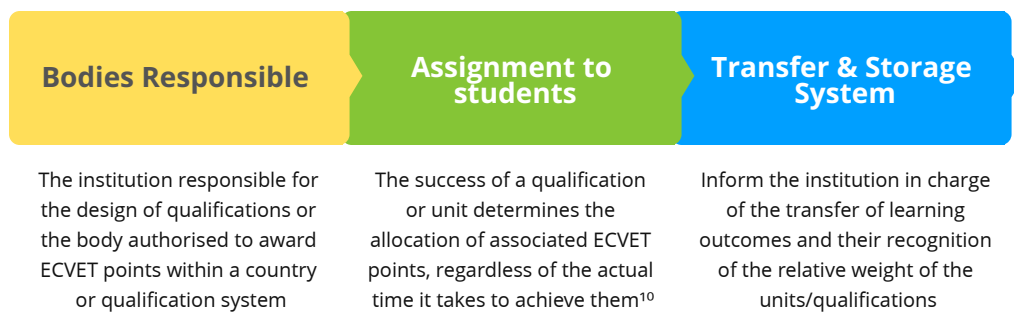


The complexity, scope and volume of learning outcomes in the unit: this approach is based on assessing the complexity, scope and volume of knowledge, skills and competences in a unit, compared to those of the qualification. It can be based on indicators such as the level of performance for the evaluation of learning outcomes. For example: the set of technical, technological, scientific and general knowledge that needs to be mobilised to implement the skills and competences envisaged; the number of procedures or methods to be followed, the complexity of the combinations of these procedures or methods; the variety and complexity of the material and documentation resources to be used.



The effort required by the student to acquire the knowledge, skills and competences required for the unit: this method of awarding ECVET points is based on the education and training program taken as a reference point and on the estimation of the commitment of the pupils (which can also be translated as workload or theoretical learning time) to achieve the expected learning outcomes.¹²

Awarding and Transferring ECVET Points



Example

EURSpace Project

The following example describes how ECVET points were assigned to the qualification of a Cook in the various partner countries in the EURSpace Project

Following the European Convention, for a Cook qualification, the formal learning context of VET is taken as a reference in each country, and on the basis of 60 annual ECVET points of full-time formal VET, the total number of ECVET points is assigned to that qualification.

In countries where a credit system based on the European Recommendation already exists, the credit system is followed and converted into ECVET Points.

It is possible that the same qualification in different countries has a total number of ECVET points that are substantially different from another country.¹³ As already mentioned, the number of hours of the unit is considered to be of minor relevance for this comparison, provided that the same learning outcomes are achieved.

ECVET points are awarded to the units that make up a qualification and a credit system is awarded, in each country, so that it is possible to transfer and accumulate credits of units of learning outcomes acquired in other contexts. For example, the student participates in an Erasmus+ mobility and acquires learning outcomes abroad that we know correspond to unit X and Unit Y of the country of origin; upon return, consider the validation and recognition of acquired and already evaluated learning outcomes, so that the learner can accumulate the number of credit points corresponding to the units that contain the acquired learning outcomes.¹⁴

Country 1

Portugal

180

ECVET points

Minimum number of credit points awarded to EQF level 4 qualification

- 70 credit points for all units related to the basic training component;
- 110 credit points awarded to all units related to the technological training component or professional skills, of which 20 correspond to the internship

Outcome: VET qualification of Cooking and Pastry Technician, EQF level 4, contained in the NQC has a total of 3 years of full-time training

Country 2

Spain

120

ECVET points

Awarded to EQF level 3 qualification

- Followed the General ECVET Recommendation, awarding 60 ECVET credits to each academic year of the qualification
- All components of the curriculum are technical, there is no difference between technical and non-technical components

Outcome: VET qualification level EQF 3 for Cooking and Gastronomy Technician has a duration of 2 years

Country 3

Italy

180

ECVET points

For a three-year course with 1000 learning hours

- 1500 hours for professional/technical skills
- 720 hours for the internship
- 780 hours for basic skills
- 60% to technical skills and internship and 40% to basic skills

Country 4

France

180

ECVET points

Awarded to EQF level 4 qualification with 4700 hours of professional training

- 1800 hours for technical skills
- 60% to technical skills and internship and 40% to basic skills

Outcome: VET qualification level EQF 4 for a Cook for a total of 3 years of full-time training

Austria was also assessed with the following framework:

According to the recommendations of [ibw Austria - Research & Development in VET](#), a fictitious work load of 25 hours equals 1 ECVET point, which would exactly meet the 1.92 points per unit target in the EURSpace Project.

Target Group Profiles

General Profiles

VET Trainers and Educators

- Familiar with the flexible training methodology and quality assessment techniques, taking advantage of the developed ECVET profile
- Come from the business world or actively collaborate with associations and institutions in the sector
- Direct spokesperson of these evolutive needs and they are in the condition to mediate between the VET providers and the companies

VET Professionals

- Users of the lean approaches and digital readiness to offer sustainable choices for tourism and secondarily innovative tech solutions

VET Providers

- Users of the ECVET profile and the suggested Training Plan, to adapt and reform the courses they offer

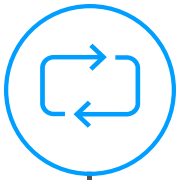
VET Providers

- Users of the ECVET profile and the suggested Training Plan, to adapt and reform the courses they offer



Specific Profiles

VET Professionals



Specialists in data and statistics

Numbers play a fundamental role in sustainable tourism. Everyone who loves statistics and measurements will have a big advantage. There is no practice that can be defined as sustainable if its impact is not measured. Some examples of what they might need to implement:

- Measurement of the environmental impact of the company or destination (energy consumption, calculation of emissions, deterioration of infrastructure and habitat, waste management, etc.) possibly using internationally shared measurement systems.
- Impact reduction interventions and compensation strategies to achieve the 'Carbon Neutral' level (and related reporting).
- Measurement of the socio-economic impact of business activity or tourism on the destination (jobs, increase in individual skills, induced benefits, reduction of emigration, local community and territory benefits, overcrowding, transport stress, increase in real estate value, etc.).
- Calculation of depreciation and savings in case of use of alternative energy and energy optimization systems.

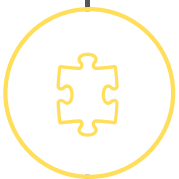
These are activities that can involve the administration, purchasing, and marketing staff members.



Specialists in science and technology

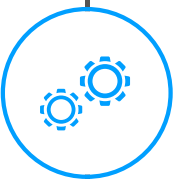
Sustainable tourism prefers adaptive management, a management system that is regularly reviewed based on the analysis of the effects of its activity on the environment and communities.

These would include architects and engineers, biologists and ecologists, environmental guides, cultural facilitators and mediators that are all working in the tourism and hospitality field.



Cultural facilitators and mediators

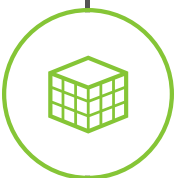
Sustainable tourism highlights the well-being of the local community and the protection of its cultural and environmental heritage. To work in this sense, it is often necessary to involve a facilitator for debate, discussion, participation and enhance common goals. In some areas of the world, this work is carried out with the help of NGOs or cultural intermediaries who are experts in community organisation.



Specialised guides

Tour guides with a view of sustainability in the operations see their roles as:

- Educators, communicating codes of conduct responsible both towards the environment you visit and towards the people you meet.
- Fund raisers, involving tourists in the cause and inviting them to contribute to the economic support of the project (the how must obviously already be structured by the marketing department).



Experts in funds and economic support systems

Since sustainable tourism aims to reduce impacts and improve the lives of local communities, it is often accompanied by the establishment of a fund or financing methods for protection. It is therefore necessary to structure a system that channels money towards the projects to be supported (support for local crafts, improvement of infrastructures, conservation of cultural heritage, maintenance of natural areas, reforestation, etc.). This can be done through:

- Percentage of overnight stays, tours, purchases.
- Voluntary donations.
- Merchandising.
- Fundraising campaigns.

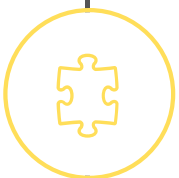
The professionals involved can therefore be people with economic / financial backgrounds, fund and charity experts, marketing experts, fund-raisers.



Product Experts Vs. Marketing Experts

With sustainable tourism, the product acquires a centrality that mass tourism did not have.

While mass tourism is above all marketing and sales, absolute maximization of numbers and turnouts, sustainable tourism aims at several visits equal only to that which does not compromise the destination or the experience of the tourist. The work on targets is much more subtle and requires more attention from insiders. The responsible tourist is now asked to pay a surcharge on his trip. That must be justified not only by the project that is supported, but also by the type of experience that is proposed. The WOW factor or a marking USP in this case become even more important, the ethical aspect essential and the result of sustainable policies tangible for all visitors.

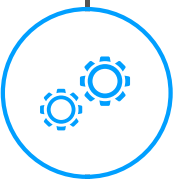


Communicators

Those who work in communication and deal with sustainable tourism must be sure to highlight the salient elements of the project:

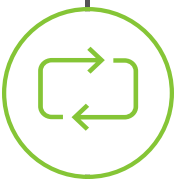
- Spreading correct codes of conduct.
- Making available reports and analyses that highlight the virtuous practices of the company or destination.
- Encouraging a more investigative and scientific press.

These are valid indications for press offices, journalists, bloggers, and anyone involved in communication in the field of tourism. The shift towards sustainable practices therefore entails an expansion of the skills required of professionals. But at the same time, it also asks for a significant participation of figures who until now had only marginal involvement.



Travel designer

Figure who deals with meeting the expectations of the traveller and the characteristics of the territory by offering a tailor-made tourist offer. He takes care of the entire cycle of the travel experience focusing in his proposal the aspects that can make it memorable. In addition to the planning phase, it takes care of the promotion and distribution of the tourist package independently or through agencies, even online



Experiential travel designer

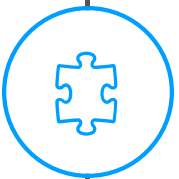
Operational aspects that characterize the role of the travel designer, or the creation of an ad hoc travel itinerary, for individual customers or groups, with particular attention to the experiential product.

Target Group Profiles



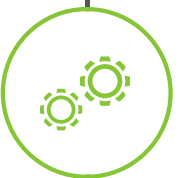
Travel organizer

Professional figure that has evolved with the advancement of new technologies that takes care of the journey from construction, to marketing to communication. It can operate within travel agencies in contact with the public or autonomously through OLTAs.



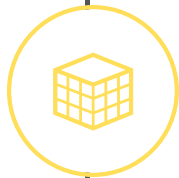
Social Media Manager

Professional who deals with web communication within tourism companies for the promotion of tourism services and products.



Revenue/pricing manager

It is an emerging figure tasked of modifying rates through the management of price and inventory levers, also through online booking services.

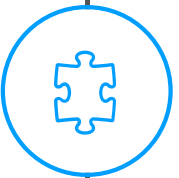


Promoter of sustainable tourism development

Technician in environmental tourism management

Tourist Environmental Guide

are three of the emerging profiles described on [Ifolamb](#) - the Information site Training Orientation Environmental Work created by Isfol



New business initiatives

In addition to employment, opportunities are also opening up for new business initiatives: from booking services that offer tools to the consumer or operator, to apps that use georeferencing to offer value-added content / services, up to start-ups specialized in social marketing and storytelling of places.



Tourism Trends

Here are some trends to understand how tourism is changing and what employment prospects can open up the new challenges of the future.

Environmental, sustainable and responsible tourism

The increasing mobilisation of large masses of people for tourism purposes can have social and environmental consequences in the most delicate territories and habitats. One answer to the problem is called sustainable tourism, and it is based on elements such as the tolerance of long-term flows from an ecological point of view; economic and social equity; increased interaction between the tourism industry, local communities and travellers; the responsibility of travellers in contact with the local population and in the attention to the management of resources and waste.

Sustainability thus becomes a great creative opportunity to regenerate and qualify the tourist offer and for the development of new professional figures. Highly specialized figures able to hold together communication skills, ability to read the territory and knowledge related to the carrying capacity of the environment and the communities concerned, for the adoption of new models outside the logic of exploitation and traditional consumption models. On this topic we point out the Italian Association of Responsible Tourism.

Experiential tourism

It is a type of tourism that responds to emotional needs, linked to a narration of the territory based on specific interests of the recipients (architecture, photography, music, food and wine, etc.). It was born as a response to counteract the pricing policies of large groups and is based on the theming and personalization of tourist routes to offer customers a unique experience to share with people who share the same passion.

Cultural tourism

It is a great challenge that concerns us very closely. In fact, culture as well as tourism is one of the strategic assets for the economic growth of our country. For this reason, Civita presented the Report-L-art-of-producing-Art which, if on the one hand underlines how Italy is losing competitive positions at international level, on the other hand notes a trend favored by the revolution, which has made attractive for new groups of users (the "creative tourist") both the consumption of traditional cultural activities (from performing art to museum visits) and those activities related to the culture of a territory (from fashion to design, from crafts to the taste industry) or to the communication and audiovisual industry (e.g. film tourism). This trend is potentially capable of supporting the economy of areas of the country that are not part of the current tourist attractions.





Tourism Market Players

Tour Operators

They take care of organizing trips and building tourist packages then distributed by travel agencies. The reference trade association is ASTOI. Some professional figures that operate within them are:

- Tourist Programmer - creates the offer of tourist packages based on marketing indications and market trends. Its activity begins from the conception, planning and realization of the product up to their publication in online and offline catalogs.
- Booking Manager - manages booking flows. For its management of scheduled services, it represents the operational interface between the network of agents and correspondents (air carriers, hotels, etc.).
- Communication and Marketing Officer - studies the opportunities of the tourism market by identifying customer needs and analyzing the competitive scenario to define winning proposals
- Sales Director - guarantees the distribution activities of the tourist product through the network of travel agencies
- Designer - is a professional who collaborates through tourism consultancies in particular in certain areas, for the development of projects dedicated to sustainability and local realities.

Target Group Profiles

Travel agencies

They deal with selling the tourist packages offered by tour operators and identifying the most suitable travel solutions for the customer. It also carries out brokerage activities for airlines, railways and shipping companies. Inside operate the following figures:

- counter - ticket office attendant and counter services
- technical consultant - expert in the sale of tourist packages with a strong impact consulting
- technical director / technical manager - must have passed a provincial exam (Lazio Region Regulation No. 19 of 24 October 2008) to be qualified to the profession. It is a necessary figure to open a travel agency.

Online Travel Agencies are increasingly widespread, these are mainly large groups (mostly foreign) that operate through the internet, often with a support telephone call center. Despite the increasingly wide and widespread use of the internet, traditional travel agencies have returned to grow and currently in Italy there are about 11 thousand. Their success is measured by their ability to build personalized customer journeys and earn their trust.

Industries

Some figures:

- Director - Figure at the top of the hotel company: he is responsible for the organization, management and coordination of the entire structure with regard to economic resources, services and personnel.
- Receptionist / Reception manager - fundamental figure from which you access for a career in these facilities. Manages the relationship with the customer from an administrative point of view (arrival / departure registration, etc ...) and qualitative (responds to customer needs by advising activities, services, etc. ...)
- Room Division Manager
- Food & Beverage Manager
- Online booking services officer



Target Group Profiles

Congresses & Incentives

Congress tourism grows together with the need of clients to create increasingly special and costumed events. In the sector around which many stakeholders (institutions, media, etc.) operate, figures such as:

- PCO professional congress organizer - is responsible for organizing events.
- Meeting planner - responsible for planning MICE (Meeting, Congress, Incentive and Events).
- Congress and meeting manager - operates as coordinator manager of congress events within Tour operators, specialized travel agencies and hotel facilities.
- Hostesses and stewards - have a role increasingly shifted towards management and coordination, as well as based on hospitality.

Tour leader and tour guide

These are autonomous figures, who collaborate with tourism companies, which today require skills such as strong specialization in certain territorial areas, narrative and mediation skills, excellent knowledge of at least one foreign language.

The tour leader follows individuals or groups of people in trips through the national territory or abroad, assisting them at all stages of the route.

The Tourist Assistant is the trusted contact person of an agency or tour operator in a specific tourist location. The tour guide works as a professional and accompanies people or groups in visits to works of art, museums, galleries, archaeological excavations, illustrating the historical, artistic, monumental, landscape and natural attractions.

Among the new profiles sought in the sector stand out the new skills related to the web and social networks / media, the knowledge of languages (preferably two), in particular those of the new emerging countries, such as the BRIC (Brazil, Russia, India, China).





VET Providers

Italy

Considering the new context and the competences which are starting to be required by the labour market it is priority to focus our VET training course on:

- local, domestic, in house, proximity, slow-tourism;
- sustainable and responsible tourism associated with slow mobility;
- de-seasonalisation of tourism flows;
- intercepting new demand segments;
- valorisation of territorial value chain (experiential tourism);
- enhancement of internal areas and villages and their typical products.

Certainly, accredited company for VET training would be able to benefit from this instrument:

- Adapting and modifying existing qualification and diploma courses
- Working in a specific group to 'create' a new specific technical and professional competence related to the objective profile (EQF level III and IV)
- Proposing training courses to partner companies with which they usually collaborate thanks to a series of active labour policies that in Italy are managed at regional level, as reported above
- By accessing the interprofessional funds to which the partner companies are registered to propose this training opportunity to all staff or to some specific professional figures
- Raising awareness among all the companies with which they collaborate for internships, first level and professionalizing apprenticeships, job placements and wider collaborations on the topics covered by the project

VET Providers can also benefit from expanding the implementation of DGI Tourism trainings to Trade Associations and Institutions that deal with tourism to create a network in this direction and could also further implement collaboration with Universities in relation to Higher Education.

Austria¹⁵

Pre-vocational schools (Polytechnische Schule, Fachmittelschule)

Polytechnische Schule and Fachmittelschule starts after the eighth year of compulsory schooling and lasts for one year. The students get a general introduction to vocational training and can choose one of several special subjects – tourism is one of them.

VET schools (Berufsbildende mittlere Schulen) & VET colleges (Berufsbildende höhere Schulen)

- VET schools usually last three to four years and combine general education with vocational training for particular occupations.
- VET colleges last five years, conclude with Matura and VET diploma and provide successful attendees access to higher education, regulated occupations and a basis for self-employment.

Colleges and schools specialising in tourism provide training in hotel and restaurant management or tourism/leisure management with different areas of special focus. Mandatory work- experience sessions (ranging from 12 to 32 weeks) are common. There are twenty-eight tourism schools/colleges all over Austria (in addition to the part-time schools for apprentices).

Apprenticeships: on-the-job and school training

After completion of compulsory schooling, about 40 % of young people in Austria start apprentice training in one of more than 200 apprenticeship trades (Lehrberufe). Within Austria's 'dual system' training and education is organized at two venues – at the company (with which the apprentice has signed an apprenticeship-contract) and a part-time school for apprentices (Berufsschule). The main curricular focus is on vocational training for the chosen occupation to impart theoretical knowledge, supplement the company-based training process and to broaden the apprentices' general education.

There are Berufsschulen for several tourism related apprenticeship trades in most of the nine Austrian states. The school training for travel agents and transport and railway assistants is exclusively organized by the vocational school for travel and trade (Berufsschule fuer Handel und Reisen) in Vienna.



Target Group Profiles

Greece

- **OAED (Greek Manpower Employment Agency)** is a member of the European job mobility portal (EURES) network, which provides information, advice and hiring/placement services to workers and jobseekers in other European countries, and to employers looking to hire people.¹⁶ In Greece there are 39 EURES points in various cities.¹⁷ OAED has established 30 vocational education career offices (GDDE) within the framework of the EPAS schools, focusing on connecting vocational education to the world of work by indicating to students the suitable work environments in private or public-sector enterprise
- The agency responsible for lifelong counselling and vocational guidance is **EOPPEP**, which is a member of the corresponding European network (ELGPN) that was set up by the European Commission in 2007. EOPPEP is in charge of the design and implementation of national counselling and vocational guidance policy, the coordination and promotion of the training and further education of the teaching staff.
- **The electronic lifelong careers counselling forum (IRIS)**, which is intended for public and private sector vocational guidance and careers counsellors and aims at encouraging supplementary actions by public and private sector.
- Cedefop is one of the EU's decentralised agencies supporting the development of European VET policies and contributing to their implementation.
- The Tourism School in Thessaloniki, where the attendance is compulsory and comprised of 5 semesters. 4 semesters of theoretical and laboratory courses of 1200 hours for each field of study and 1 semester of curricula work placement, known as internship.¹⁸ The internship program can be concluded in tourist enterprises such as hotels, tourist offices or special tourist infrastructure facilities.



Example

Categorising learning outcomes into units

Enaip Lombardia Training Plan: 4[^] technical year of reception, promotion and tourist accommodation 2021-2022


Specific Learning Objectives

BASIC COMPETENCY (B1.1)	FUNCTIONAL LITERACY SKILLS - COMMUNICATION: Use the lexical and expressive heritage of the Italian language according to the communicative needs in the various social, cultural, economic, technological and professional contexts (liv. EQF 4)
BASIC COMPETENCY (B1.2)	FUNCTIONAL LITERACY SKILLS - COMMUNICATION: Select and use the forms of visual and multimedia communication, with reference also to the different forms of expression and technical tools of network communication (liv. EQF 4)
BASIC COMPETENCY (B2)	LINGUISTIC COMPETENCE: Use the sectoral codes of the foreign language...*to understand the different cultural traditions in an intercultural perspective and interact in the different contexts of study and work [*specify] - (liv. B1 CEFR)
BASIC COMPETENCY (B3)	MATHEMATICAL, SCIENTIFIC AND TECHNOLOGICAL SKILLS: Represent reality and solve problematic situations of life and one's professional sector using the fundamental mathematical tools and on the basis of scientific models and methodologies (liv. EQF 4)
BASIC COMPETENCY (B4.1)	HISTORICAL-GEOGRAPHICAL-LEGAL AND ECONOMIC SKILLS: Use in your professional field the main tools and models related to the economy, business management and organization of work processes (liv. EQF 4)
BASIC COMPETENCY (B4.2)	HISTORICAL-GEOGRAPHICAL-LEGAL AND ECONOMIC SKILLS: Recognize the characteristic aspects, the evolutionary trends, the limits and the growth potential of the socio-economic system and the professional sector of reference, in relation to the environment, to the processes of scientific-technological innovation and development of human capital (liv. EQF 4)
BASIC COMPETENCY (B5)	DIGITAL COMPETENCE: Use networks and IT tools in a conscious way in study, research, social and professional activities (liv. EQF 4)
BASIC COMPETENCY (B6)	CITIZENSHIP COMPETENCE: Evaluate facts and guide their behaviour with reference to their own code of ethics, consistent with the principles of the Constitution and with the values of the professional community to which they belong, respecting the environment and different cultural identities (liv. EQF 4)
RECURSIVE PROFESSIONAL TECHNICAL COMPETENCE (TP1)	Operate safely and in compliance with hygiene and environmental protection standards, identifying and preventing situations of risk for oneself, for others and for the environment (liv. EQF 3)
CONNOTATIVE PROFESSIONAL TECHNICAL COMPETENCE (TP2)	Collaborate in the design / improvement of products / services, collecting and interpreting data and information (liv. EQF 4)
CONNOTATIVE PROFESSIONAL TECHNICAL COMPETENCE (TP3)	Contribute to the promotion of the service offered by taking care of its dissemination and updating in integration with the tourist promotion of the territory (liv. EQF 4)
PROFESSIONAL TECHNICAL COMPETENCE (TP11)	Optimize the service of reception, reception and assistance of the guest / customer based on business strategies (liv. EQF 4)

Example: Categorising learning outcomes into units

ADA/OSA	
Skills	Expected Results/Activities
TP2 - TPI1ADA.23.02.01 (ex ADA.19.17.34) - Definition and management of tourist accommodation services	RA1: Define the offer, prices and promotional initiatives of accommodation services, starting from the analysis of market and profitability data: <ul style="list-style-type: none"> • Market analysis • Definition of the offer of services and activities • Definition of pricing • Management and monitoring of revenue management strategies • Design of promotional projects • Positioning of the offer and structure of accommodation services
	RA2: Plan and schedule workflows and activities, also taking into account contingent situations, managing the resources of the accommodation facility <ul style="list-style-type: none"> • Operational management of personnel in tourist accommodation services
	RA3: Establish customer satisfaction policies in accommodation services, starting from the identification of customer needs, defining strategies and operating methods aimed at maximizing customer satisfaction <ul style="list-style-type: none"> • Customer satisfaction system management
	RA4: Governing the procurement and maintenance processes in tourist accommodation services, based on the supply strategies, managing relationships with suppliers and maintenance companies in charge: <ul style="list-style-type: none"> • Supply management in tourist accommodation services • Management of ordinary and extraordinary maintenance
TP3 - TPI1ADA.23.02.02 (ex ADA.19.18.39) - Customer reception and assistance	RA1: Maximize attendance in the accommodation facility, starting from the strategic indications received, taking care of reservations, promotions and tariff concessions provided: <ul style="list-style-type: none"> • Acquisition of bookings
	RA2: Welcoming the customer, having previously acquired any reservations, carrying out the formalities of registration and providing information to illustrate the services offered by the hotel and the tourist services of the territory <ul style="list-style-type: none"> • Management of customer reception (check-in) • Illustration of hotel and tourist services
	RA3: Managing the relationship with the customer, guaranteeing assistance during the hotel stay, carrying out formal obligations and payment operations during reception and leave and ascertaining the level of satisfaction related to the period of stay <ul style="list-style-type: none"> • Customer assistance during the hotel stay • Customer satisfaction detection • Management of customer leave (check-out)
	RA4: Manage customer requests and any unforeseen events, identifying the real need, activating resources to provide the necessary assistance and solve the difficulties reported, in compliance with the regulation <ul style="list-style-type: none"> • Management of customer requests and any unforeseen events also in foreign languages
	RA5: Take delivery of the customer's goods, in compliance with the requirements of the accommodation facility, taking care of their custody <ul style="list-style-type: none"> • Custody of goods
TP3ADA.23.03.04 (ex ADA.19.20.45) - Reception and operational support to the customer in the purchase of travel	RA1: Carry out the sale of travel tickets, welcoming and assisting the customer in the use of the service rendered (booking and purchase of tickets) <ul style="list-style-type: none"> • Reception and desk assistance to the customer • Booking management • Sale of ticketing tickets
	RA2: Prepare tourist solutions (personalized trips or tourist packages), taking care of the relationship with customers in the presentation and promotion phase of the different types of offer, preparing the related documents and travel documents <ul style="list-style-type: none"> • Customer Relationship Management • Sale of tourist packages and services and related administrative practices • Provision of tourist assistance and consultancy services • Preparation of tailor-made solutions based on customer requests • Preparation of documents and travel documents

Example: Categorising learning outcomes into units

ADA/OSA	
Skills	Expected Results/Activities
TP4ADA.24.04.18 (ex ADA.25.226.736) - Organization and management of events, conferences and congresses	RA1: Prepare the activity plan of the event defining the program and services to be provided, the necessary budget, identifying and selecting human, physical and financial resources <ul style="list-style-type: none"> • Identification of services to be provided based on customer needs • Preparation of the activity plan and the program of the congress event • Selection of structures, technologies, tools and personnel to be involved in relation to the services to be provided • Drafting of the budget (e.g. renting premises, equipment, hostesses, interpreters, catering, etc.)
	RA2: Taking care of relations with suppliers, organizing logistical aspects and arranging the necessary supplies <ul style="list-style-type: none"> • Care of relations with suppliers (e.g. hotels, rental of materials, catering, etc.)
	RA3: Take care of the operational management of the event (in all its phases), coordinating the provision of all services and post-event activities <ul style="list-style-type: none"> • Coordination of the services offered (e.g. registration of participants, reception of speakers, interpreting, catering, etc.) • Organization of post-event activities (e.g. unwinding, transcription of speeches, translation of conference proceedings, etc.)
	
TP3ADA.24.04.20 (ex ADA.25.226.738) - Assistance and support in trade fairs and congresses	RA1: Provide assistance to exhibitors and participants, taking care of relations during set-up, reception, leisure activities <ul style="list-style-type: none"> • Reception of participants (e.g. accompaniment at workstations, provision of information, distribution of brochures, etc.) • Assistance in coffee-breaks/menus • Assistance in setting up the premises
	RA2: Dealing with participants' requests and any complaints and critical issues, forwarding the various requests to the competent staff <ul style="list-style-type: none"> • Forwarding of participant requests to dedicated staff • Communication to the organizers of any critical issues



Example

Innovative Elements and Transferability

Enaip Lombardia Testimony

Inside our partnership, Fondazione Enaip Lombardia, in Italy, has included within its methodological framework of its curricular training plans, elements that lead to the focus of the DGI Tourism Project.

On a general level, the type of teaching methodology used in the tourism sector, as for all our courses, is based on learning by doing, therefore with a very concrete and applicative approach to all disciplines, including transversal ones.

Regarding the tools used in teaching, the years have certainly led us to implement more and to capitalize on what we have learned thanks to the most necessary use of digital tools not only for online teaching, but also for file archiving and sharing, and documents and with the use of apps, in particular Microsoft Office, in various aspects of teaching (team, SharePoint, modules, etc.) as well as in everyday life in an increasingly digitized social context.

Particularly in the tourism sector, which is our focus, particular attention has already been paid for several years to digital tools that can be used in the field of data management and tourism promotion, for example by referring to programs such as scratch and apps used by some municipalities (common case study of Alghero) to promote their services to tourism.

We have also always adhered to all projects in the territory, such as Idea Impresa of the Como / Lecco Chamber of Commerce, in which there was a specific focus on the territory, on the digital dimension and on Innovation.





Participation may take place for teams made up of groups of students of the same class or "mixed" teams made up of students of different classes and / or different study fields as long as they belong to an institution headed by a single school manager. Teams can consist of a minimum number of 3 students up to a maximum number of 6 students. The possibility of setting up "mixed" teams has the aim of enhancing teamwork and the contribution of young people who are engaged in different fields of study. A maximum of 4 teams from each school can participate in the competition.

Idealmpresa aims to enhance the path of reflection on innovative ideas, possibly already undertaken, of secondary school students, to offer an opportunity for further verification, comparison, and study, with respect to the topics addressed, or to be addressed.

The theme of this edition is, once again, innovation using digital tools and technologies: the question that students will have to try to answer is how the digital transition can improve or facilitate our lives, including all its features. areas, from the work to the social one, passing through the most varied contexts and meanings, formulating an entrepreneurial idea.

DIGITAL as an approach to entrepreneurship, which passes from the ability to take maximum advantage of existing resources and the ability to homogenize them to obtain the maximum result, is the methodological focus that we propose.

It is not enough to have the right tools, it is necessary to understand well their functions and advantages to better explore the possibilities for improving current conditions and the search for new balances that allow us to preserve the value of people: man at the center, is a topic for deepening.

Students will have to express their innovative business idea by formulating hypotheses regarding the proposed theme. They will be able to decline ideas aimed at all fields of observation that involve the topic, taking care to highlight the entrepreneurial / social advantages that could derive from it. The projects can also be developed in collaboration with local businesses, universities, organizations and institutions. The presentation of the innovative idea must be made taking care to characterize its applications in the industrial, commercial, commodity or service sectors. The project must contain technical and operational information as detailed as possible, in order to clearly determine the purposes and possible uses.

Innovative Elements and Transferability

The development of the project must take place by applying an organizational approach, a working method and the choice of technological solutions as much in line with those characterizing the business world.

At the moment, in the training courses the most involved and active path on these issues is the 4th year as by its very nature and objectives it deals more with the issues also connected to management, strategic choices and the connection with the network and the territory and active citizenship and tries to make the students re-elaborate everything that is around the operative part of the touristic sector in the three-year period. The goal in the coming years is to include more the theme of green and sustainability also starting from the three-year period and directly involving local companies of particular interest in these issues in teaching.

In this logic, also to partner companies for the realization of internships and apprenticeship projects art. 43 Enaip have also always asked, whether it is large hotel chains or public bodies or small private companies, to show children their management systems and any innovative IT / digital tools they have dedicated to both daily work procedures and to tourism promotion as we ask them to share with the students, as far as possible and within their competence, the strategic, but also ethical and social choices adopted by the company with respect to tourism and the important issues mentioned above. As an example of elaboration in the training path of a concrete innovative project in the sector we attach the notice of Idea Impresa 2022 and the proposal made by 5 students of the tourist path that received the 3rd absolute prize in this competition aimed at schools and training institutions in the area and the special 'Creattivity' award from the Rotary Club. The acronymous "Creattivity" refers to the availability of the citizenship participation and the creativity at the same time, after Covid-19 pandemic.



Example

Innovative Elements and Transferability

ROCKin D(igital)

Idealmpresa 2022 - Innovation Award

Competition for Secondary School Students of II Degree

If we have to think of digital as an element of value for our life, social, relational, working, then we can only think of thoughts that go beyond the status quo.

Imagining a world within everyone's reach in which digital can bring an advantage is a rock exercise, with the awareness and courage also to overturn the schemes.

Idealmpresa 2022 is aimed at students of all classes of upper secondary schools, both state and equal, in the provinces of Como and Lecco. The competition is proposed as an opportunity for growth through the use of dedicated training moments, during which students can learn and develop specific "Soft Skills" related to the world of entrepreneurship and innovation.

In particular, moments dedicated to the development of the method, to communication and to the feasibility study of the idea are proposed.

THE "HearT - Listen to the heart of the city" Project

Submitted by: Aloj Valentina, Di Marco Giorgia, Mele Anna, Romanini Alessia, Romano Giglia Noemi Cristina



HEART
ASCOLTA IL CUORE DELLA CITTÀ

This project was ranked third overall in the competition and received the 'creativity' award from the Rotary Club. The University of Insubria, in collaboration with the Chamber of Commerce, said it was interested in realizing the project in the coming years by directly involving the students of Enaip Lombardia Como by inserting the project itself in the funding provided in this area in the PNRR.

1. Origin of the idea and working group:

Our group is made up of five girls from the Enaip Como Foundation, from the tourism sector. We called our project: HearT.

This name was chosen because it combines the word "hear", to listen, and "heart", heart; which fully embodies our meaning, leading tourists to listen to the heart of the city they are visiting.



Initially we started from the idea of offering an innovative incremental tourist service, combining the discovery of a place and modern technology, so that the tourist can listen to the art and history of the city while visiting the points of interest. During our research we found a particular type of interactive signage that intrigued us and led to the development of this project, making it personalized.

We thought about the stories told by grandparents, uncles and all the people who grew up in a city other than the modern one, to offer everyone the opportunity to learn about Como's past through different eyes and stories.

2. HearT - Innovation:

To achieve this final result, we will make the citizens themselves as protagonists, regardless of age, who through their anecdotes, will help us to give the tourist an almost complete knowledge of the city, appreciating its artistic beauties and its beautiful territories to discover. , visited every year by thousands of tourists.

The key tool, with which we want to transmit this type of tourism, is a GPS signal that allows the sharing of the position, offering a QR Code which, once scanned, will report to the interactive audio guide, with the possibility of choosing one of the five languages available: Italian, English, Spanish, German, French.

Innovative Elements and Transferability

Furthermore, our choice is motivated by a strong spirit of love for nature. This type of tourism allows everyone to be sustainable, with a "0" and slow impact.

It is not mass tourism because it involves the discovery of unknown and less frequented places, it also does not include the use of vehicles and therefore does not negatively affect the environment with the emission of CO2.

To find out more about Como and its history and to involve citizens more and more, we decided to set up an annual competition, with the active participation of the Como Municipality and in collaboration with primary school pupils in the area, to expand the discovery of curiosities. through interviews that they themselves will pose to previous generations of their families.

We hope that this project can extend to different cities, with the hope of making our idea discover beyond the Italian borders.

3. Our logo:

Thanks to the help of our Professor Di Martino Federico, we were able to create our logo. Its meaning is represented by:

- The head = the listener
- Headphones = the means by which tourists will learn about history
- The heart = the voice of the citizens • "H" = Human Feeling & Host
- "T" = Tourism & Technology



4. Realization - Contacts:

we held a meeting with the Director of the Como Silk Museum, a unique building of its kind in the world, as it has the complete supply chain. The manager guided us to explore the origin and history of silk, which is an integral part of the city, famous for the many citizens who have worked on its production over the years. Subsequently we met in a call to activate a collaboration with a small company "WHATSAUDIO", still in the process of opening to the public, which deals with the creation of audio guides. The creator, enthusiastic about our project, made himself available to create a partners

Innovative Elements and Transferability

5. The Website:

The link will be available that can activate the geolocation so that you can receive a notification whenever you are close to a point of interest and the subsequent option to listen to the audio guides; in the event that the tourist has not enabled this service and wishes to visit the city through an audio guide, he can go to the Como Info Point and receive a brochure, which will show a detailed map of all the QR Code points that can be scanned. The link to the website, will also be available on social media, such as Instagram, Facebook, Telegram, and TikTok.

6. Teamwork:

In order to carry out our project, we decided to work as a team by putting our ideas together, developing a S.W.O.T analysis and compiling our Business Model Canvas.

The tools we will use to sell our product will be through: social networks (as already mentioned above), the website and a column that will be used as a vending machine for pocket maps provided with a QR Code.

7. Timing and Work Planning:

The process of creating the project began in the first days of March and we girls got together to start discussing the initial ideas. After the various meetings, an elaborate was made in Word to transcribe all the ideas.

We have worked hard to achieve this, being at school almost every day, dividing the various assignments.

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10. Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training
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