



AGORA

PROJECT N: 2022-1-FR01-KA220-ADU-000086999

Educator's Guide



Module 5

**Resources for the development of community tourism,
forward-looking learning centres and
a database of resources**

Prepared by:



Chambre de Commerce Italienne
Nice, Sophia Antipolis, Côte d'Azur



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



AGORA

PROJECT N: 2022-1-FR01-KA220-ADU-000086999

Module 5	Resources for the development of community tourism, forward-looking learning centres and a database of resources
Learning approach	Active learning Collaborative learning Challenge-based learning
Teaching method	Blended-learning opportunity F2F training Individual e-learning
Group size	Depending on the session format and needs of the participants: 5-25 participants
Learning Outcomes	After completing the modules, learners will acquire the following knowledge, skills, and competences: Knowledge • Recognise the importance of creating community-based tourism. • Identify the community's unique cultural, natural, and historical assets that could attract tourists. • Understand the local culture, customs, traditions, heritage, and ability to integrate cultural elements into tourism products and experiences while respecting and preserving cultural authenticity. • Gain knowledge about sustainable tourism principles and practices, including environmental conservation, socio-cultural preservation, economic viability, and the ability to implement sustainable initiatives that minimise negative impacts and maximise benefits for the community. Skills • Be able to involve individuals with common interests and interactions in the development of community tourism and in the decision-making process, ensuring their participation and support.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



AGORA

PROJECT N: 2022-1-FR01-KA220-ADU-000086999

	• Hold meetings, workshops, or surveys to gather ideas and experiences related to tourism development from the members of several communities. • Engage and collaborate with diverse stakeholders (including local residents and businesses, government agencies, and NGOs with tourists). This should pursue the aim of ensuring inclusive decision-making and communities' participation in tourism development. Competences • Allow tourists to take part and <u>feel part</u> of the tourism experience aiming to create a sense of interconnection between them and the broader world. • Actively contribute through tourism activities to the restoration and well-being of the visited destination. • Prove proficiency in marketing techniques, branding strategies, and promotional activities to raise awareness of the destination, attract visitors, and create demand for community tourism products and experiences.
Preparation	Before the workshop, participants need to read attentively Module 5, focusing particularly on the importance of CBT, its main features regarding its benefits and the special link with forward-looking centres. In remote or limited-resource environments, educators can adapt these steps: > Virtual Brainstorming: Conduct online ice-breakers using shared documents or whiteboard tools like Miro or Jamboard to identify local tourism assets.
Warm-up/ice-breaking activity 10 min	As a warm-up/ice-breaking activity, participants can take part to a brainstorming activity, trying to identify and discuss the potential resources of their area, that could appeal to tourists. In remote settings, use a collaborative online platform for this step.
Module Overview	At the beginning of the preliminary workshop, a trainer should probe the prior knowledge of participants who should have already approached CBT, through the self-study activity of module 5. Afterwards, the trainer summarises the focal points of CBT in a presentation, using, for example, a brief illustrative map. Following this participants collect the main ideas related to the concept of supply and demand in their community.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



AGORA

PROJECT N: 2022-1-FR01-KA220-ADU-000086999

Facility/ Equipment	• pen and paper of different colours • blackboard / projector and screen • internet access • pc/phones • handouts with activity instructions • Small prices
Introduction	The trainer explains to the participants how the following activities are to be followed point by point. The ultimate goal is to create all the bases for developing a CBT that follows the specific needs of a community.
Main Tasks / Procedure	• In order to identify and analyse the interesting aspects of the area (viewed from a CBT as well as a visitors perspective) participants introduce themselves to the rest of the group, talking a little about their centre of interest and their role in the community. • Learners divide themselves into a maximum of 4 groups of similar centres of interest. Each group starts noting down on coloured pieces of paper what they believe to be the strengths and weaknesses of their area and their centre of action. • It is very important at this point to give the brainstorming a personal touch: everyone should try to think about their past experiences as a tourist by reflecting on the following points: - On what occasions did they feel part of their travel experience? What elements contributed to making them feel involved in the community and place visited? - Were there any tourism experiences that made them return home with 'something more' than when they left? What made them feel particularly enriched? What lessons did they learn from them? - Did they consciously carry out any sustainability-related actions? or did they see anyone carry them out? • After discussing and noting the interesting aspects of the other participants' stories; reflecting on which aspects may also be of value for their own area; each group takes charge of the research phase. The aim is to find other innovative research centres that incorporate the same characteristics discussed within the module. Afterwards the group gets ready to present to the others the central objectives of these centres, which can be superimposed on the strengths of their territory. Online resources like academic journals, CBT case studies, or community tourism guides can be used by the learners.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



AGORA

PROJECT N: 2022-1-FR01-KA220-ADU-000086999

	Educators can provide links to virtual resources to streamline this step, especially beneficial in resource-limited environments. The last objective of each group is to continue their research phase, focusing on marketing, promotion and sales strategies that can be applied in their area to raise awareness among tourists. It would be interesting at this point for each group to make a proposal of activities to promote regenerative tourism in their territory. Virtual groups can compile findings on a shared platform, such as Google Slides, allowing for asynchronous collaboration. The educator will then evaluate the made proposals and proclaim the winning concept based on creativity, feasibility, and sustainability. In online settings, participants can vote on the best proposal using polling tools.
Completion and Debrief (5 min)	Once all tasks are completed, everyone returns to their places, reforming the initial large group. Review the answers and activities with the entire group. Announce the winning team and distribute small prizes. Facilitate a short discussion on what participants learned about immersive tourism technologies.
Closing	Thank participants for their engagement. Encourage networking and further discussion on integrating these regenerative tourism-promoting activities into their professional practices.
Tips/ Additional activities	Outdoor or Local Community Visits You could arrange a visit to a local tourism site where participants can directly observe if and which aspects of CBT have already been applied and which improvements could be carried out in that specific case. Virtual Tools & Interactive Elements - For e-learning: Integrate virtual experiences with tools like virtual tours, and encourage the use of platforms such as Google Earth or YouTube VR for immersive learning. - Online collaboration tools: Google Docs, Padlet, and Trello facilitate structured brainstorming and research sharing. Case Studies & Practical Guides - Include links to case studies on CBT successes, emphasizing practices in resource-constrained environments.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



AGORA

PROJECT N: 2022-1-FR01-KA220-ADU-000086999

	• For continued learning, provide links to updated materials on regenerative tourism. Periodic Updates Regularly review module content to include emerging practices in regenerative tourism and adapt case studies that showcase innovative CBT applications. Technology-Limited Options Replace online research with locally printed resources, if internet access is limited. Encourage group discussions around printed CBT case studies.
Annexes	Worksheets: Include templates for CBT functioning and benefits, structure of forward looking centres and possible training exercises. Case Studies: Provide examples of successful applications of CBT (best practices). Feedback Forms: Include forms for participants to evaluate the module and suggest improvements.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.