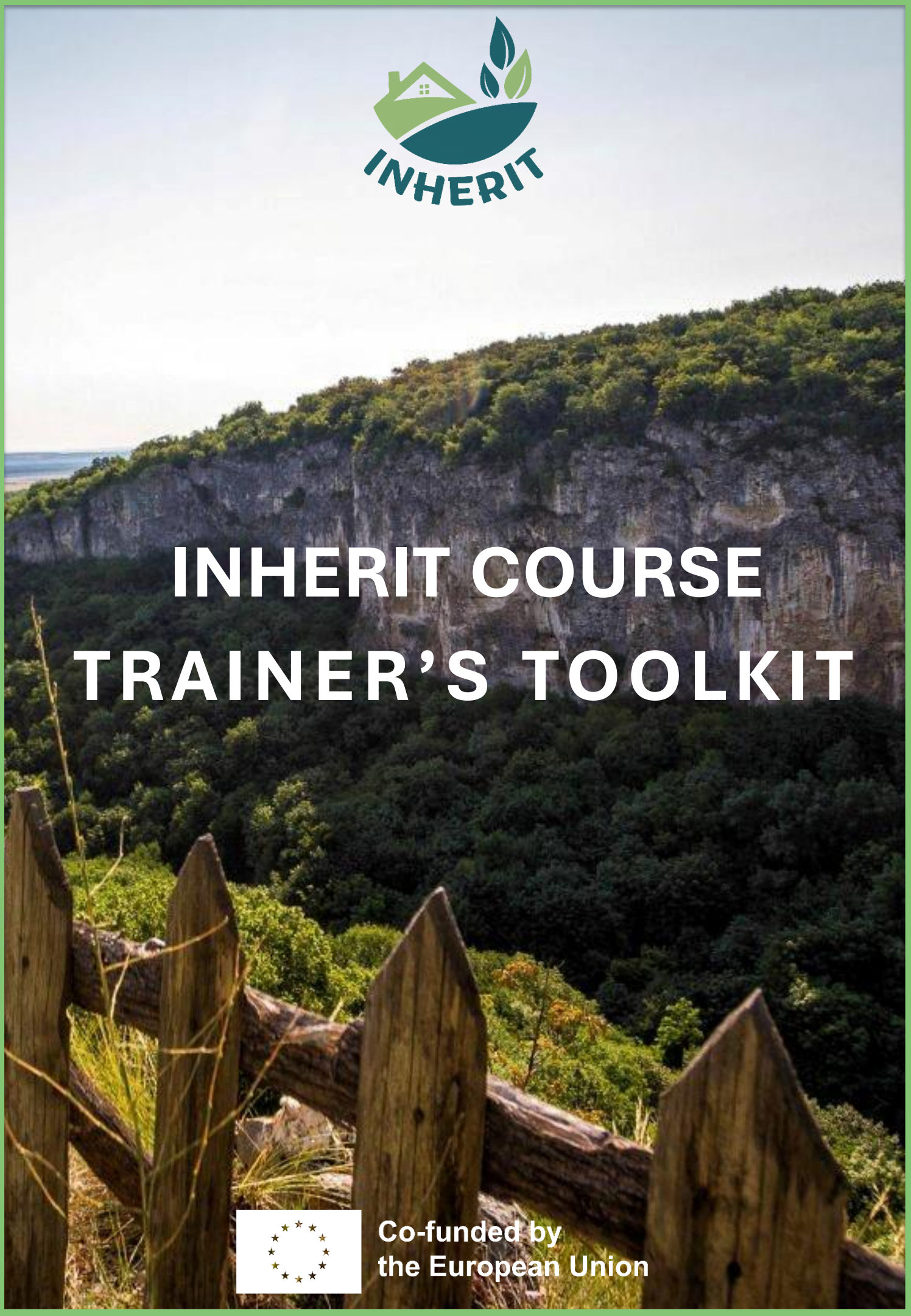

INHERIT COURSE TRAINER'S TOOLKIT

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I. INHERIT course overview

The INHERIT training course is a non-formal vocational program designed for owners and managers of small tourism businesses, as well as sole entrepreneurs in rural areas - such as family-run hotels, restaurants, craft makers, providers of tourism activities, and nature guides. Positioned at the intersection of experiential tourism, heritage interpretation, digital storytelling, and marketing, this course addresses the evolving trends in tourism, including the rising demand for immersive outdoor experiences and the growing influence of digital technologies on travel planning and execution. The INHERIT course empowers working-age adults in rural communities to develop new experiential tourism products that draw upon local natural and cultural resources.

Heritage interpretation plays a central role in this course, offering a powerful tool for creating meaningful connections between visitors and the destination's tangible and intangible heritage. By interpreting the historical, cultural, and environmental significance of local resources, learners will be able to transform ordinary tourism activities into rich, educational experiences that foster a deeper understanding of the region. Interpretation helps bridge the gap between visitors and the local landscape, traditions, and way of life, making the tourism experience more authentic and memorable.

The course contains six modules that guide learners through the experiential tourism product development process. Starting with the identification, assessment, and selection of natural and cultural resources within the territory, learners proceed to analyze local tourism services and customer profiles, culminating in the creation of experiential tourism activities. By revealing the stories behind cultural landmarks, traditional practices, and natural landscapes, learners can create experiences that inspire visitors to appreciate, protect, and support the sustainable use of tourism resources.

Sustainability is a fundamental principle that runs throughout the INHERIT course. Each module integrates key concepts of sustainable tourism, emphasizing the need to minimize the environmental impact of tourism, promote the conservation of natural and cultural heritage, and foster responsible tourism practices. By equipping rural tourism providers with the skills to craft meaningful, heritage-based experiences, the course encourages tourism models that support local economies while safeguarding the integrity of the destination.

Upon completion of the INHERIT training course, learners should be able to design and implement experiential tourism activities that highlight the unique natural and cultural heritage of their region, while promoting the long-term sustainability of tourism resources.

II. INHERIT course structure

Module 1	**Analysis of the resources of the territory** - Unit 1.1 Natural resource - Unit 1.2 Cultural resources	Indoor learning: 5 hours Field activity: 10 hours Total: 15 hours
Module 2	**Assessment and preliminary selection of territorial resources** - Unit 2.1 Criteria for analysis and selection of resources - Unit 2.2 Rural tourism sustainability: economic, social, cultural, and environmental criteria	Indoor learning: 3,5 hours Field activity: 1,5 hours Total: 5 hours
Module 3	**Identification and analysis of territorial services associated with tourism** - Unit 3.1 Basic services in the tourism value chain - Unit 3.2 Specific services that bring added value	Indoor learning: 2 hours Field activity: 2 hours Total: 4 hours
Module 4	**Analysis of customer profiles for a tourism offer** - Unit 4.1 What makes a customer profile - Unit 4.2 Approaches and tools for customer analysis	Indoor learning: 1,5 hours Field activity: 4,5 hours Total: 6 hours
Module 5	**Training in the structure of guided and interpretation activities - storytelling** - Unit 5.1 Guiding - Unit 5.2 Heritage interpretation and storytelling	Indoor learning: 6 hours Field activity: 10 hours Total: 16 hours
Module 6	**Tourism product development** - Unit 6.1 Product design - Unit 6.2 Product branding and marketing	Indoor learning: 1 hours Field activity: 3 hours Total: 4 hours
	Total course workload:	**50 hours**

III. Trainer's toolkit objectives

The Trainer's Toolkit is an essential resource designed to equip instructors with the necessary methodological guidelines and practical strategies for effectively delivering the INHERIT training course. Its primary objective is to support trainers in guiding learners through the process of developing experiential tourism products based on local heritage. The toolkit provides guidelines on how to facilitate the course modules, ensuring that trainers can help learners understand and apply key concepts such as heritage interpretation, storytelling, and experiential tourism activities.

The INHERIT course promotes a learner-centred approach by focusing on experiential learning, or learning-by-doing. It emphasizes the practical application of knowledge, engaging learners directly in the development of tourism products through all stages - from resource identification to the final design of experiential activities in their local area. Experiential learning enables learners to reflect on their experiences, apply critical thinking, and solve real-world challenges, helping them internalize the knowledge and skills needed to develop meaningful tourism experiences. The Toolkit explains the pedagogical principles underlying this approach, offering trainers strategies for facilitating peer collaboration and iterative problem-solving throughout the active learning process.

Furthermore, the Toolkit includes a portfolio of interactive learning activities, designed specifically for each module, which allow learners to apply their knowledge in real-world contexts. By offering adaptable instructional approaches, the Toolkit ensures that trainers can tailor their delivery to meet the diverse needs of rural tourism providers, helping them to create meaningful tourism experiences that not only engage visitors but also promote the preservation and sustainable use of local natural and cultural resources.

IV. Experiential learning methodology

Definition of experiential learning

The roots of experiential learning can be traced to the constructivist theory, which posits that individuals actively construct their understanding of the world through transformation of experience and reflection (Kolb, 1984; Bhattacharjee, 2015). Experiential learning is an educational approach in which students develop knowledge, skills, and competencies by applying theoretical knowledge to practical situations, and then reflecting on this experience. Hence, experiential learning is active, reflective, and participatory process. It puts emphasis

on learning-by-doing – gaining insights through action and applying those insights in future scenarios (Lachapelle & Whiteside, 2017).

Experiential learning is typically framed within clearly defined learning outcomes. It is designed to help participants transfer skills and knowledge gained in one context to future professional or personal endeavours. Additionally, experiential learning promotes collaboration, since social interaction enhances understanding and broadens perspectives (Brame, 2016).

Role of the teacher and learner in experiential learning

Experiential learning implies a shift in the teacher's (trainer's) role from a traditional instructor to a facilitator of learning. In this capacity, the teacher guides and supports learners, asking thought-provoking questions, encouraging exploration, and providing continuous feedback (Johnson & Johnson, 2018). Teachers also foster reflective dialogue throughout the learning process, helping learners interpret and make meaning from their experiences (Schwartz, 2012). Rather than delivering knowledge, the instructor promotes discovery and self-directed learning.

Learners in experiential learning take on a more active role, assuming responsibility for their own education. They are expected to engage critically with the material, solve problems, collaborate with peers, and reflect deeply on their learning experiences (Moallei & Rahmana, 2012). Experiential learning cultivates self-initiative, adaptability, and analytical skills, preparing learners to address complex challenges. Unlike passive learning environments, learners actively shape their experience by questioning, experimenting, and reflecting on different perspectives.

The experiential learning cycle

Kolb's (1984) model of experiential learning involves four interconnected stages:

- Concrete experience, where learners engage directly in an activity or task.
- Reflective observation, where learners analyze the experience, reflecting on what worked, what didn't, and why.
- Abstract conceptualization, where learners use reflection to draw conclusions and form generalizations.
- Active experimentation, where learners apply the insights gained to new situations, leading to further experiences.

Effective learning occurs when learners complete all four stages of this cycle. Each stage feeds into the next, creating a dynamic process that reinforces and deepens understanding (Mainemelis, Boyatzis, & Kolb, 2002). Importantly, learners can enter the cycle at any stage,

but completing the full process is essential for long-term retention and the development of transferable skills.

Experiential task structure

Experiential learning follows a structured process that enhances engagement and learning outcomes. According to Wolfe and Byrne (1975), experiential tasks typically unfold in four phases:

- Design, where teachers set learning objectives and plan activities that align with desired outcomes.
- Conduct, where teachers facilitate the implementation of the activity, ensuring learners are engaged and the environment supports learning.
- Evaluation, where learners and teachers assess the experience, identifying key lessons and areas for improvement.
- Feedback, where teachers provide feedback to learners to reinforce progress and guide future learning.

Reflection is a vital component in each phase, allowing learners to connect theory with practice and deepen their understanding (Schwartz, 2012). Structured feedback ensures learners can refine their skills and approaches based on their experiences.

Application of experiential learning in the INHERIT course

The INHERIT course is built upon the experiential learning methodology. Each module is structured in the logic of an "experiential task", as it:

- Defines intended learning outcomes and offers micro-bites of theoretical material, integrated with practical field activities that engage learners directly with local natural and cultural heritage (Design phase).
- Describes the procedure of the field activities implementation, incl. guidelines for ensuring active engagement of learners (Conduct phase).
- Foresees evaluation of the experience gained during the field activity, as well as the provision of feedback (Evaluation & Feedback phases).

The procedures for the implementation of the field activities are aligned with the experiential learning cycle, where learners actively participate in the field activities (i.e. the stage of concrete experiences), then analyze their experience (i.e. reflective observation stage), summarize the findings (i.e. abstract conceptualization stage), and use the findings as a building block of the next field activity (i.e. active experimentation stage).

The next section describes in detail the field activities, incl. the implementation procedures.

V. Learning activities

Module 1. Analysis of the resources of the territory

As a result of Module 1, INHERIT course learners will be able to identify different types of natural and cultural resources of the territory, both tangible and intangible, through field visits and consultation of various materials. The identified resources will be considered in the process of tourism product development within the next modules.

After providing a theoretical overview of the classifications of natural and cultural resources, the trainer should facilitate the following learning activity.

Title	**Analysis of the natural & cultural resources of a given territory**
Objective	The goal of this activity is to apply previously acquired theoretical knowledge regarding natural & cultural resources. Learners will analyse a specific region to identify and extract as many relevant resources as possible for tourism. The objective is to establish connections between these resources and tourism potential. Additionally, they will strive to create connections between natural and cultural resources, uncovering the cultural aspects of the natural resources they worked on in the first unit.
Position in the module	This field activity will occur at the end of Unit 2, following the completion of the theoretical instruction.
Time	This field activity will take about 10 hours on two different sites. The theoretical knowledge will be given in a class of 5h beforehand. • Go to the sites and identify the resources on site: 8 hours • Pool findings and organize data in class: 2 hours
Setting	The location for this activity should be tied to natural resources and situated away from areas of human habitation and activity. Possible settings include designated areas within forests, caves, lakes, and similar natural environments. A second location for this activity could focus on cultural resources and be associated with human activity or human-made environments.

	Potential settings include historical sites, museums and galleries, religious sites, and similar venues.
Required materials	• Site maps, preferably accessible on their smartphones • Notebooks and pens • Cameras for taking pictures on-site • Phones with internet access • Contacts of relevant people in the area
Instructions to learners	• **In class theoretical preparation** Learners will be given the tools to analyse the resources of a territory, they will also be given examples for them to have a general overview of the potential resources that can be used in tourism • **Define the site location** Learners will need to choose a location based on criteria such as level of interest, accessibility, and the site's effectiveness from a tourism perspective. • **On-site analysis and identification of resources** Learners will be given time to review their defined area in groups collect all the resources they can identify following the different categories reviewed in class • **Pool & organize findings** Learners will come back together to exchange on each group's findings. Teach will comment and help learners understanding the pertinence of each of the found elements After having analysed each of the elements, a table will be made summarizing all of the resources by category. This table will then be used for Module 2.
Procedure of implementation	• Support with examples from experience • Support in establishing prioritization criteria • Facilitate the agreement-seeking process for each group
Follow-up session (in-class)	Organize the collected data according to the categories outlined in the Module, evaluating their relevance to tourism and their connection to natural heritage concepts. This data will be used in Module 2 to analyse the limitations and advantages of each resource.

Debriefing session (in-class)	<u>Cultural resources</u> • How does this resource connect to natural heritage? • Is it influenced by human activity? If so, does it qualify more as a cultural resource? • Can tourism impact this resource, and is it compatible with a sustainability approach? <u>Natural resources</u> • How does this resource connect to cultural heritage? • In what way is it influenced by human activity? <u>General</u> • In what ways can this resource be appealing for tourism, and who is the target audience?
Assessment criteria	• Number of elements found in each category of resources • Relevance and coherence of the elements in relation to tourism purposes • Ability to identify resources in a given environment • Participation in the overall field activity

Module 2. Assessment and preliminary selection of territorial resources

As a result of Module 2, INHERIT course learners will be able to identify the most relevant qualities (originality, authenticity, rarity, etc.) as well as the limitations (difficulty of observation, seasonality, etc.) of various natural and cultural resources of the territory - both tangible and intangible – that can be considered in the creation of tourism products.

After providing a theoretical overview of the criteria used for assessment of natural and cultural resources, the trainer should facilitate the following learning activity.

Title	**Local heritage assessment involving the local community**
Objective	The participants experience discussing elements of the rural heritage with representatives of the local community

Position in the module	Before the end of Unit 2.2., a field exercise and a reflection on the findings
Time	One hour 30 minutes, including presentation of results
Setting	Within the nearby community places - the pensioners' club, the shop, the cultural centre, a guesthouse, etc. It is recommended that the exercise goes out of the specific village and further to the broader area and the existing tourist attractions.
Required materials	A notebook and a couple of questions prepared in advance.
Instructions to learners	First, prepare a set of questions to try to discuss with local people and tourists the (potential) touristic resources in the region - do this in groups of two (three). Second, in the same groups, visit a public place to find local community representatives or some guesthouses/ attractions to find some tourists. Third step: ask some of the questions and make notes. After interviewing 3 people (for every group), come back to the classroom and report your results. Compare with the other participants and reflect on the findings. The result should be a list of touristic elements/ objects prioritized according to their approval by the local people and the tourists.
Procedure of implementation	The trainer supports the learners in the formulation of the questions. Then he/ she gives directions, if necessary, where the learners can go and find respondents. After coming back, the trainer moderates the discussion of the results.
Follow-up session (in-class)	Described above
Debriefing session (in-class)	• How did the local people react to your questions? • How did the tourists react to your questions? • Are there matches between the replies of the local community and the tourists?

	• Do the local people envisage the local resources as potential touristic sites?
Assessment criteria	• Relevance and coherence of the questions • Number of tourist objects defined by more than 3 respondents • Level of local community involvement experienced by the learners (number of replies)

Module 3. Identification and analysis of territorial services associated with tourism

As a result of Module 3, INHERIT course learners will be able to analyze their territory through the various services related to the development of tourism activities: transportation, dining, hospitality, security, etc., both basic and specialized, and assess their shortcomings for the subsequent development of activities.

After providing a theoretical overview of basic and specialized tourism services, the trainer should facilitate the following learning activity.

Title	**Tourism Services Assessment**
Objective	To evaluate the range and quality of basic and specific tourism services in a local area, understand their role in the overall tourist experience, and identify potential areas for enhancement.
Position in the module	Embedded within Unit 3.1 (Basic Services) and Unit 3.2 (Specific Services) after discussing the role and impact of services in tourism.
Time	**Introduction to the Site: 30 min** The introduction is held indoors. This theoretical part will take place in a classroom or workshop setting where learners will receive a briefing on the field activity. This includes explaining the use of the evaluation checklist, what aspects of the services to observe, and how to interact with service providers and tourists. Learners will also be guided on how to document their observations effectively. The visit will be to a popular local tourist destination, such as, heritage site, nature park, or any area that offers a variety of tourism-related services. The proposal is to evaluate both basic services (like transport

	facilities, accommodation, restaurants) and specific services (such as guided tours or eco-friendly activities) to assess their quality and contribution to the tourist experience. The selected site should offer diverse tourism infrastructure, allowing a comprehensive evaluation of various services. **Evaluation and Data Collection: 1 hour** Learners will evaluate a range of tourism services, divided into two main categories: • **Basic Services:** This includes transport facilities (e.g., bus stations, taxi services), accommodation (hotels, inns), restaurants, and tourist information centers. • **Specific Services:** These are specialized services that enhance the tourist experience, such as guided tours, adventure activities, eco-friendly accommodations, and cultural experiences. The elements to be evaluated include service quality, accessibility, cleanliness, customer service, sustainability practices, and how these services contribute to the overall tourist experience. Conducting these practical exercises is highly beneficial for learners, as they allow for hands-on, real-world experience in evaluating tourism services. By visiting service providers directly, learners can observe service delivery, interact with staff and tourists, and gather insights into the strengths and areas for improvement of each service. These practical exercises bridge the gap between theoretical knowledge and practical application, helping learners develop a deeper understanding of how services contribute to the overall tourist experience and identify actionable areas for enhancement. **Return and Initial Discussion: 30 min** The objective of the initial discussion after returning from the site is to provide learners with an opportunity to reflect on their experiences and share their observations. This debriefing session helps learners process their findings and highlights key aspects of service quality, customer experience, and sustainability. The trainer will guide the learners in organizing their data and insights, which will form the foundation for more detailed analysis in the follow-up session.

Setting	A popular tourist destination, such as a city centre, nature park, or heritage town, with various services (e.g., accommodation, transport facilities, restaurants, information centres, and tourist activities).
Required materials	• Evaluation checklist (provided by the trainer) • Notebooks and pens • Cameras or smartphones for documentation • Access to service information (maps, brochures, apps)
Instructions to learners	**Preparation:** • Review the evaluation checklist and familiarize yourself with the types of services you will assess (e.g., transport, accommodation, food and beverage, tour services). • Conduct brief online research on the destination to understand the services it offers. **On-Site Assessment:** • Visit different service providers (hotels, restaurants, tourist information centres, transport hubs) to evaluate aspects such as accessibility, customer service, cleanliness, and the quality of offerings. • Observe how specific services (e.g., guided tours, eco-friendly accommodations) contribute to the overall tourist experience. • Note details about service quality, standards maintained, staff behaviour, and any sustainability practices in place. **Interaction:** • If possible, engage with service providers (e.g., hotel staff, guides, restaurant workers) to gain insights into their roles and how they contribute to tourism in the area. • Interact with other tourists to gather feedback on their experience of the services. **Data Collection:** • Collect any available informational materials, such as brochures, maps, or menus. • Take photographs of the services and facilities for documentation purposes.

Procedure of implementation	**Trainer Support:** • Provide an overview of how to use the evaluation checklist and what to observe. • Facilitate transportation to and from the site. • Be available on-site to answer questions and provide guidance.
Follow-up session (in-class)	**Data Analysis:** • Organize the collected data into categories (e.g., accommodation, food and beverage, transport). • Identify common themes, strengths, and weaknesses observed during the assessment. • Discuss how the findings relate to the concepts of basic and specific services in tourism. **Template:** • Use a provided template to compile a structured report detailing the strengths, weaknesses, and recommendations for each service category assessed.
Debriefing session (in-class)	**Reflection Questions:** • What were the most effective services in enhancing the tourist experience, and why? • Which services need improvement, and how could they be enhanced? • How do these services contribute to the destination's overall tourism product?
Assessment criteria	**Assessment Criteria:** • Quality and completeness of the assessment report. • Ability to identify and analyze key aspects of both basic and specific services. • Clarity in presenting findings and recommendations. • Participation and engagement during the field activity and follow-up discussions.

Module 4. Analysis of customer profiles for a tourism offer

As a result of Module 4, INHERIT course learners will be able to analyse the current clients - tourists - of the territory through various means, e.g. interviews, collection of national, regional, or local tourism data. Learners will be able to choose potential client profiles related to the current service offerings, the most prominent natural and cultural resources, and the capabilities of organizations in the development of tourism products.

Module 4 contains three learning activities. The first is embedded in Unit 1. The second and the third are integrated in Unit 2. All learning activities follow the overview of the related theoretical material.

Title	**1. Customer Profile Development**
Objective	To develop detailed customer profiles using data collection and analysis techniques.
Position in the module	Embedded within Unit 1, after discussing the key components of a customer profile.
Time	Approximately 1 hour 30 minutes (45 min for data collection, 20 min for analysis, and 25 min for profile creation).
Setting	Conducted in a local tourism area or online through surveys. No specific setting required.
Required materials	Surveys/questionnaires, notebooks, pens, digital devices for online data collection, and access to CRM or data analysis tools.
Instructions to learners	1. Develop a survey to collect data on customer demographics, psychographics, and behavior. 2. Conduct the survey with a sample of local tourists or online respondents. 3. Analyze the collected data to identify common patterns and segments. 4. Create detailed customer profiles for each identified segment.
Procedure of implementation	1. Trainer explains the importance of each component of a customer profile.

	2. Trainer guides learners in creating the survey and conducting data collection. 3. Trainer provides support during data analysis and profile creation, offering feedback and suggestions.
Follow-up session (in-class)	Learners present their customer profiles to the class. They compare and contrast their profiles, discussing similarities and differences. A handout template for presenting profiles can be provided.
Debriefing session (in-class)	1. What challenges did you face during data collection? 2. How did you identify common patterns in the data? 3. What insights did you gain from creating customer profiles? 4. How will these profiles inform your tourism product development?
Assessment criteria	1. Completeness and accuracy of the customer profiles. 2. Quality of data collection and analysis. 3. Clarity and depth of the profiles presented. 4. Ability to connect profiles to potential tourism products.

Annex: Sample Tourist Interview Questionnaire

1. Tell us a little about yourself:

- Age: ___
- Country of residence: ___
- Purpose of visit: ☐ Leisure ☐ Business trip ☐ Combined ☐ Other (please specify): ___

2. How often do you travel?

- ☐ Once a year
- ☐ 2–3 times a year
- ☐ Every few months
- ☐ Monthly
- ☐ First time traveling

3. What is most important to you when choosing accommodation?

- ☐ Price

- ☐ Location
- ☐ Level of service
- ☐ Amenities and facilities
- ☐ Recommendations and reviews
- ☐ Other (please specify): ___

4. What are your main interests while traveling? (Select all that apply)

- ☐ Historical landmarks
- ☐ Nature parks and reserves
- ☐ Cultural events (exhibitions, concerts)
- ☐ Gastronomy (restaurants, tastings)
- ☐ Shopping
- ☐ Adventure tourism (hiking, cycling)
- ☐ Beach vacation
- ☐ Sports events
- ☐ Family and children's entertainment
- ☐ Nightlife (bars, clubs)
- ☐ Relaxation and wellness (SPA, meditation)
- ☐ Other (please specify): ___

4.1 From your selection can you precise any specific interest? (Select all that apply)

E.g.: Nature parks and reserves: bird watching, geology, ...

5. What is your impression of the area where our accommodation is located?

- ☐ Very attractive
- ☐ Pleasant but not special
- ☐ Neutral
- ☐ Did not like it

6. What would you like to improve or add to the accommodation's services?

- ☐ More information about local attractions
- ☐ Organization of excursions
- ☐ Better transportation options
- ☐ Expanded restaurant menu
- ☐ Additional services for children
- ☐ SPA and wellness services
- ☐ Sports equipment rental
- ☐ Other (please specify): ___

7. What difficulties did you encounter during your stay?

- ☐ Transportation issues
- ☐ Language barrier
- ☐ Lack of necessary information about the area
- ☐ Bad weather
- ☐ Difficulties with organizing leisure activities
- ☐ Other (please specify): ___

8. What concerns or fears do you have related to traveling?

- ☐ Safety in the country/city
- ☐ Lost luggage
- ☐ Illness or injury
- ☐ Language barrier
- ☐ Lost documents
- ☐ Flight cancellations or delays
- ☐ Other (please specify): ___

9. What would you like to see in a tourist route organized by our hotel?

- ___

10. How do you prefer to plan your excursions?

- ☐ Independently via the internet
- ☐ Through travel agencies
- ☐ Based on hotel recommendations
- ☐ Improvising on the spot

11. Do you have any additional wishes or suggestions for improving your stay?

- ___

12. You name _____

13. Your contacts _____

Title	**2. Customer Journey Mapping**
Objective	To map the customer journey and identify key touchpoints and areas for improvement.
Position in the module	Embedded within Unit 2, after discussing customer journey mapping techniques.
Time	Approximately 1 hour 30 minutes (20 min for initial mapping, 45 min for detailed touchpoint analysis, and 25 minutes for presentation).
Setting	Conducted at a local tourism site or as a case study review in the classroom.
Required materials	Customer journey templates, markers, large paper or whiteboard, digital devices for research.
Instructions to learners	1. Choose a tourism product or service to map the customer journey. 2. Identify key stages in the customer journey (e.g., awareness, consideration, purchase, post-purchase). 3. Map out each stage, noting customer actions, emotions, and touchpoints.

	4. Analyze each touchpoint for potential improvements.
Procedure of implementation	1. Trainer provides an example of a customer journey map. 2. Trainer facilitates the initial brainstorming session for identifying journey stages. 3. Trainer offers guidance during touchpoint analysis and map refinement.
Follow-up session (in-class)	Learners present their customer journey maps. They discuss identified touchpoints and suggest improvements. A template for journey maps can be provided.
Debriefing session (in-class)	1. What were the most significant touchpoints in the customer journey? 2. How did you identify areas for improvement? 3. What changes would you implement based on your analysis? 4. How can customer journey mapping enhance customer satisfaction?
Assessment criteria	1. Accuracy and thoroughness of the customer journey map. 2. Insightfulness of touchpoint analysis. 3. Practicality of suggested improvements. 4. Clarity and effectiveness of the presentation.

Annex: Template for Creating a Profile of Your Ideal Customer

1. Demographic Information

- Age: What is the typical age range of your ideal customer? (e.g., 25-40, 50+)
- Gender: Does your ideal customer tend to be male, female, or is it equally balanced?
- Income Level: What is the income bracket of this customer? (e.g., low, middle, high-income)
- Location: Where does your customer live (domestic, international, urban, rural)?

Example:

- Age: 30-45
- Gender: Female
- Income Level: Middle-income
- Location: Urban areas, primarily from Europe

2. Psychographics (Values, Interests, Lifestyle)

- Hobbies & Interests: What does your ideal customer enjoy doing in their free time? (e.g., hiking, cultural exploration, food experiences)
- Values: What are the core values that guide their decisions? (e.g., sustainability, authenticity, luxury)
- Personality Traits: How would you describe their personality? (e.g., adventurous, laid-back, curious)

Example:

- Interests: Outdoor adventures, nature photography, cultural immersion
- Values: Sustainability, eco-friendly travel
- Personality Traits: Adventurous, curious, prefers off-the-beaten-path experiences

3. Behavioural Information

- Travel Habits: How often do they travel? What motivates them to choose a destination?
- Booking Preferences: How do they prefer to book trips? (e.g., online, travel agency, directly with providers)
- Preferred Activities: What type of activities do they seek out? (e.g., historical tours, nature hikes, culinary experiences)
- Spending Behaviour: Are they budget-conscious or willing to spend more for unique experiences?

Example:

- Travel Habits: Typically travels 2-3 times a year, motivated by adventure and cultural experiences
- Booking Preferences: Prefers booking through eco-friendly travel platforms online
- Preferred Activities: Nature hikes, interacting with locals, food tastings
- Spending Behaviour: Willing to pay more for authentic, eco-friendly experiences

4. Goals and Needs

- What does your customer want to achieve by travelling? (e.g., relaxation, personal growth, learning about new cultures)

- What specific needs does your customer have during their travels? (e.g., child-friendly destinations, sustainable options, accessibility)

Example:

- Goals: To explore new cultures and gain a deeper understanding of local traditions
- Needs: Sustainable accommodation and environmentally conscious activities

5. Pain Points and Challenges

- What are their biggest frustrations or challenges when travelling? (e.g., overcrowded destinations, lack of authentic experiences)
- What stops them from booking certain trips? (e.g., cost, accessibility, lack of local interaction)

Example:

- Pain Points: Dislikes overly commercialized tourist spots, prefers quiet, authentic experiences
- Challenges: Struggles to find eco-friendly options that don't compromise on comfort

6. Marketing & Communication Preferences

- Where do they get their travel information? (e.g., social media, travel blogs, word-of-mouth)
- What type of content do they engage with? (e.g., video, articles, testimonials)
- Preferred Communication Channels: How do they prefer to communicate with brands? (e.g., email, social media, phone calls)

Example:

- Travel Information: Mostly follows travel influencers and eco-tourism blogs
- Content Engagement: Responds well to short documentaries and stories of real-life travellers
- Communication: Prefers social media engagement and email newsletters with personalised recommendations.

Summary Example

Profile Name: The Eco-Adventurer

- Age: 30-45
- Gender: Female
- Income Level: Middle-income
- Location: Urban Europe
- Interests: Outdoor adventures, photography, cultural immersion
- Values: Sustainability, eco-friendly travel
- Personality Traits: Adventurous, curious
- Travel Habits: 2-3 times per year, motivated by nature and cultural experiences
- Preferred Activities: Nature hikes, local interactions, food experiences
- Spending Behaviour: Willing to invest in eco-friendly and authentic experiences
- Pain Points: Avoids overly commercialised spots, wants eco-friendly options
- Marketing Preferences: Follows eco-tourism blogs, prefers video content and email newsletters

Title	**3. Persona Development Workshop**
Objective	To create detailed customer personas that represent key segments of the target market.
Position in the module	Embedded within Unit 2, after discussing persona development techniques.
Time	Approximately 1 hour 30 minutes (20 min for research, 45 min for persona creation, and 25 min for presentation).
Setting	Conducted in the classroom or an appropriate workshop space with access to research materials.
Required materials	Persona templates, research materials (internet access), markers, paper, digital devices for research.
Instructions to learners	1. Research demographic, psychographic, and behavioural data for the target market. 2. Use the gathered data to create detailed personas for different customer segments.

	3. Include information such as age, gender, interests, values, needs, and pain points in each persona. 4. Prepare a presentation of each persona, highlighting key characteristics and how they influence tourism product preferences.
Procedure of implementation	1. Trainer provides examples of well-developed personas. 2. Trainer facilitates research activities and guides learners in extracting relevant data. 3. Trainer supports the creation of personas and provides feedback on drafts.
Follow-up session (in-class)	Learners present their personas to the class. They discuss how each persona will influence marketing and product development strategies. A handout template for persona creation can be provided.
Debriefing session (in-class)	1. How did you gather data for your personas? 2. What were the key characteristics of your personas? 3. How can these personas help in tailoring tourism products? 4. What challenges did you face in persona development?
Assessment criteria	1. Completeness and depth of the personas. 2. Relevance and accuracy of the data used. 3. Practical application of personas to tourism strategies. 4. Quality and clarity of the presentation.

Annex: Template for a Customer Journey Map

1. Awareness Stage

- Goal: How does the customer first learn about your product?
- Touchpoints: Where do they encounter your brand? (e.g., social media, website, travel blog, word-of-mouth)
- Customer Actions: What does the customer do? (e.g., sees an ad, reads an article, gets a recommendation)
- Pain Points: What challenges might the customer face at this stage? (e.g., not enough information, confusing messaging)
- Opportunities: How can you make it easier for them to become aware of your product?

Example:
- Touchpoints: Instagram travel influencer post
- Customer Actions: Customer likes the post and clicks the link to your website
- Pain Points: Lack of detailed information on the product's sustainability credentials
- Opportunities: Include clear, concise details about eco-friendly aspects in social posts

2. Consideration Stage
- Goal: How does the customer evaluate your product?
- Touchpoints: What resources do they use to explore your product? (e.g., website, customer reviews, YouTube videos)
- Customer Actions: How does the customer gather information? (e.g., browsing your website, comparing with competitors)
- Pain Points: What could stop them from choosing your product? (e.g., unclear pricing, lack of reviews)
- Opportunities: How can you provide reassurance and simplify their decision-making process?

Example:
- Touchpoints: Website, customer testimonials, online reviews
- Customer Actions: Reads reviews, compares prices with competitors
- Pain Points: Unclear details on what is included in the tour price
- Opportunities: Provide a detailed FAQ and breakdown of costs

3. Booking Stage
- Goal: How does the customer book your product?
- Touchpoints: Where and how do they make a booking? (e.g., website, phone, third-party platform)
- Customer Actions: What do they need to do to complete the booking? (e.g., filling out a form, calling customer service)
- Pain Points: What obstacles might the customer face when booking? (e.g., complex forms, lack of payment options)
- Opportunities: How can you streamline the booking process and make it more user-friendly?

Example:
- Touchpoints: Booking page on your website
- Customer Actions: Customer selects dates and fills in booking details
- Pain Points: Limited payment options, long booking forms

- Opportunities: Offer multiple payment methods and simplify the form with fewer required fields

4. Experience Stage
- Goal: What is the customer's experience during the trip?
- Touchpoints: How do they interact with your product in person? (e.g., tour guide, accommodation, activity providers)
- Customer Actions: What are they doing and feeling at this stage? (e.g., enjoying the tour, asking questions, encountering challenges)
- Pain Points: What issues might arise during the trip? (e.g., delays, poor service, lack of communication)
- Opportunities: How can you enhance their experience and ensure satisfaction?

Example:
- Touchpoints: Interaction with the tour guide, local activities
- Customer Actions: Participating in eco-tourism activities, exploring local culture
- Pain Points: Miscommunication about activity start times
- Opportunities: Provide clear itineraries and regular updates via SMS or app notifications

5. Post-Experience Stage
- Goal: How does the customer reflect on their experience?
- Touchpoints: How do they give feedback or share their experience? (e.g., reviews, surveys, social media)
- Customer Actions: What do they do after the trip? (e.g., leaving a review, recommending the trip to others)
- Pain Points: What might stop them from sharing positive feedback? (e.g., difficult review process, no follow-up)
- Opportunities: How can you encourage them to share their experience and stay connected?

Example:
- Touchpoints: Post-trip survey, review platforms, social media
- Customer Actions: Shares photos on Instagram, completes feedback survey
- Pain Points: Lack of incentive to leave a review
- Opportunities: Offer a small discount for their next trip or ask for a review at the end of the tour

6. Loyalty Stage

- Goal: How do you retain the customer and encourage repeat business?
- Touchpoints: What methods do you use to stay connected with the customer? (e.g., email newsletters, loyalty programs, special offers)
- Customer Actions: What motivates them to return? (e.g., exclusive offers, personal communication)
- Pain Points: What might prevent them from returning? (e.g., no follow-up, lack of ongoing engagement)
- Opportunities: How can you build long-term loyalty and turn them into advocates for your brand?

***Example*:**
- Touchpoints: Follow-up email with exclusive offers, loyalty program invitations
- Customer Actions: Customer receives a thank-you message with a discount on their next trip
- Pain Points: No compelling reason to rebook or engage further
- Opportunities: Personalised offers based on their past preferences and travel behaviour

Summary Example of a Journey Map for a Family Traveller
1. Awareness: Sees an ad for a family-friendly nature tour on Facebook.
2. Consideration: Browses the website, reads reviews about safety and activities for kids.
3. Booking: Fills out a simple form, selects child-friendly accommodation, and books online.
4. Experience: Enjoys guided nature walks with educational activities for kids, excellent communication from the guide.
5. Post-Experience: Shares photos on social media, leaves a positive review.
6. Loyalty: Receives an email with a discount for their next family adventure.

Module 5. Training in the structure of guided and interpretation activities - storytelling

As a result of Module 5, INHERIT course learners will be able to identify potential types of tourism for each participating region and relevant specific aspects related to the offered activities. Learners will be able to create a guided activity following the general structure, including the four steps: pre-activity, start, body, and closing, and determine which elements are necessary.

Module 5 contains theoretical material on tourist guiding, heritage interpretation and storytelling. The first practical activity is dedicated to guiding fundamentals and is integrated

in Unit 5.1. The second field activity is aimed at designing a guided tour and is integrated in Unit 5.2.

Title	**1. Guiding fundamentals' activity**
Objective	The aim of this activity is to provide learners with a practical application of the content covered in class regarding the essential elements of successful guiding. Learners will apply their knowledge through exercises based on various real-life situations.
Position in the module	The practical exercises will be integrated throughout the entire first unit, alternating between theoretical learning and hands-on activities.
Time	Overall, the practical content of the unit will take about 4 hours.
Setting	There are no specific requirements for the setting of this field activity. Learners should practice outside of class, in the immediate surroundings of the course location.
Required materials	• Supporting materials for guiding (maps, images, books, brochures) • Field props
Instructions to learners	• Establish groups of 3 to 4 individuals for the exercises, ensuring the groups change for each activity. • Define the guide's profession within each group. • Reach a consensus answer with the entire class. • Define the duties and functions of a guide. • Reach a consensus answer with the entire class. • Identify the types of tourism where guiding is beneficial. • Practice the guiding techniques discussed in class in pairs.
Procedure of implementation	• Support with examples from experience • Feedback on the exercises and areas of improvement • Facilitate the agreement-seeking process for each group
Follow-up session (in-class)	The follow-up sessions will be woven throughout the activity by consolidating each group's information and reaching consensus

	answers. Additionally, learners will be requested to provide feedback on the entire module at the end of the class.
Debriefing session (in-class)	• How does the role of a guide vary across different types of tourism (e.g., cultural, adventure, ecotourism)? • How effectively can I communicate and engage with diverse audiences? • How do I ensure that my guiding practices are inclusive and respectful of different cultural perspectives?
Assessment criteria	• Practice guidance techniques with at least five resources identified as interesting by each project partner.

Title	**2. Designing a guided tour**
Objective	The goal of this second field activity is to involve students in creating their own guided tour. They will begin by identifying the elements of interest to include in their tour. Using the various tools covered in Unit 1, they will then design a tour aimed at connecting the public with the territory and practice delivering it.
Position in the module	The field activity will be placed at the end of Unit 2, after having gone through the theoretical knowledge.
Time	It will take about 6 hours
Setting	The setting should be selected in collaboration with the learners. It can be either in the vicinity of the classroom or within the potential area where the guided tour is planned to take place, provided it is nearby.
Required materials	• Supporting materials for guiding (maps, images, books, brochures) • Field gadgets
Instructions to learners	• Learners should identify and select the elements and tourist resources they wish to include in their tour, following the criteria discussed in Module 2. • They will then design their guided tour using the tools from Unit 1 and the theoretical concepts from Unit 2.

	• By the end of the class, learners will have the opportunity to present their tour in a real-life setting before an audience and will receive feedback and assessment from the teacher.
Procedure of implementation	• Support with examples from experience • Feedback on the exercises and areas of improvement • Support on creative the narratives
Follow-up session (in-class)	Each learner will receive specific feedback on their tour and defined areas of improvements for them to be able to better it.
Debriefing session (in-class)	• Are the elements and resources included in the tour relevant and engaging for the target audience? • Is the tour well-organized and structured in a logical sequence? And have I used clear and concise language that is easily understood by the audience? • Am I able to adapt my presentation to the needs and reactions of the audience? • How has the audience responded to the tour? Have I received constructive feedback?
Assessment criteria	• Design at least 4 guides, 10 interpretive stories for each project partner • Identify at least 4 possible activities for each project partner.

Module 6. Tourism product development

As a result of Module 6, INHERIT course learners will be able to synthesize the experience gained in the previous modules, to create, brand and market a tourist product based on heritage interpretation and storytelling in their local area. Learners will be able to develop an ethical code of conduct based on the pillars of sustainability (economic, social, environmental, and cultural) to ensure a coherent future for tourism in their territory.

The practical activity integrated in Module 6 is project-based, requiring learners to design a tourist product, develop its brand, and a marketing plan for its promotion.

Title	**Designing, Branding, and Marketing a Sustainable Tourism Product**
Overview	This activity engages participants in hands-on tourism product development. Working in groups, participants will select a location, develop a tourism product, create a brand identity, and design a marketing plan. Emphasis is placed on sustainability, innovation, and a customer-centric approach, incorporating the core concepts of product design, branding, and marketing.
Objective	Apply product design principles to create a market-ready tourism product. Develop a clear brand identity that communicates the values and uniqueness of the tourism product. Create and present a marketing plan using digital tools, focusing on sustainability and reaching target audiences. Foster teamwork and creativity to develop innovative tourism offerings.
Position in the module	This field activity is embedded within Unit 6.2 of the Tourism Product Development module, after the theoretical discussion on branding, marketing strategies, and sustainable product development.
Time	**Total Duration**: 3 hours • **Preparation and Planning**: 20 minutes • **Brand Development**: 50 minutes • **Marketing Strategy Development**: 50 minutes • **Presentation and Feedback**: 40 minutes • **Wrap-Up and Reflection**: 20 minutes
Setting	Participants will work in small groups indoors, using laptops or tablets to develop brand identities, create digital marketing strategies, and prepare presentations. Depending on the location, groups may also explore local tourism products for inspiration.
Required materials	Laptops/tablets with internet access for digital marketing research. Paper, markers, and colored pens for sketching logos and branding elements. Video or graphic design software (optional) for advanced promotional content creation. • Projector or large screen for presentations.

Instructions to learners	**Preparation and Planning (20 minutes)** • Review the tourism product previously developed in earlier activities. • Break into groups (4-5 people) and assign roles (e.g., brand strategist, marketing strategist, creative director). • Identify the unique selling points of the product and discuss how to incorporate them into the branding and marketing strategy.
Procedure of implementation	**Step 1: Brand Development (50 min)** **Goal**: Develop a strong, unique brand identity for the tourism product. 1. **Brand Name and Logo Development** ○ Brainstorm and finalize a memorable, impactful name for the product. ○ Sketch a simple logo or visual representation that communicates the core values of the tourism product. 2. **Tagline Creation and Brand Storytelling** ○ Craft a short, engaging tagline that reflects the product's unique selling points. ○ Write a compelling brand story that emphasizes sustainability, customer experience, and the product's unique value proposition. 3. **Brand Positioning** ○ Position the brand within the competitive market by highlighting what makes it stand out (e.g., eco-friendliness, cultural authenticity, adventure). ○ Consider target audience, competitive landscape, and current tourism trends. **Step 2: Marketing Strategy Development (50 min)** **Goal**: Create a comprehensive digital marketing strategy to promote the tourism product. 1. **Market Research and Audience Segmentation** ○ Conduct quick research to identify target customer segments from the previous module.

	○ Analyze tourism trends related to the product (e.g., growing interest in eco-tourism, adventure travel, wellness tourism). 2. **Segmentation, Targeting, and Positioning** ○ Define the market segments and select the most relevant target audiences (e.g., millennials, adventure seekers, eco-conscious travellers). ○ Develop a positioning statement that communicates the product's value to the chosen audience. 3. **Marketing Mix (4Ps)** (30 Minutes) ○ **Product**: Review the existing product features and make final adjustments based on customer needs. ○ **Price**: Define a pricing strategy that reflects both the product's value and market positioning. ○ **Place**: Identify the appropriate distribution channels (e.g., online platforms, travel agencies, social media). ○ **Promotion**: Develop promotional strategies using digital marketing tools (social media campaigns, influencer partnerships, email marketing). 4. **Digital Marketing Strategy Development** ○ Build an online presence by designing a landing page or sketching ideas for a website. ○ Plan a content marketing strategy (e.g., blog posts, short promotional videos, engaging social media posts) to promote the tourism product. ○ Outline a brief SEO strategy to improve online visibility and drive organic traffic. ○ Identify influencers or bloggers whose audience aligns with the product's target market and values. **Step 3: Presentation and Feedback (40 min)** **Goal**: Present the developed brand and marketing strategy to the group for feedback. 1. **Group Presentations** ○ Each group will present their brand identity, marketing strategy, and digital campaign plan.

	○ Presentations should include a mock-up or storyboard of digital marketing elements (e.g., a social media campaign, blog post concepts, or website design ideas). 2. **Feedback and Discussion** ○ Peer and instructor feedback will focus on the effectiveness of the branding, clarity of the marketing message, and overall creativity in promoting the tourism product. ○ Groups will be encouraged to identify potential improvements and areas for refinement in their strategy. **Step 4: Wrap-Up and Reflection (20 min)** **Goal**: Reflect on the branding and marketing process and its application in the tourism industry. 1. **Discussion** ○ What were the key challenges faced during the branding and marketing development? ○ How did the group ensure consistency between the brand story, visual identity, and marketing message? ○ How can the digital marketing strategies developed during this activity be used in broader tourism marketing campaigns? 2. **Reflection** ○ Discuss the importance of customer-centric branding and how sustainability principles were integrated into the marketing strategy. ○ Encourage participants to consider how these skills could apply to real-world tourism businesses, particularly in a competitive digital landscape.
Assessment Criteria	**Creativity**: The group's ability to create an engaging and distinctive brand identity. **Brand Consistency**: How well branding elements (name, logo, tagline) were integrated into the marketing strategy. **Marketing Message**: Clarity and effectiveness of the marketing message in reaching the target audience.

	Sustainability: How sustainability principles were incorporated into branding and promotional campaigns. **Technical Execution**: Quality and coherence of the marketing plan, including the digital strategies and content ideas presented. • **Team Collaboration**: Effectiveness of teamwork in achieving the activity goals and dividing responsibilities.

VI. Timeframe of activities

Module 1: Analysis of the Resources of a Territory	Time
Unit 1.1: Natural Resources	**1 hr 30 min**
Introduction to Natural Resources in Tourism	30 min
Detailed Presentation on Categories of Natural Resources (Flora, Fauna, Geological, Climate, etc.)	1 hr
Unit 1.2: Cultural Resources	**1 hr 30 min**
Introduction to Cultural Resources in Tourism	30 min
Detailed Presentation on Categories of Cultural Resources (Architecture, Craftsmanship, Folklore, Gastronomy, etc.)	1 hr
Field Activity Preparation	**1 hr 30 min**
Overview and Planning for Field Activity	20 min
Selecting and Researching a Territory for Field Analysis	30 min
Group Preparation: Planning Tools and Techniques for On-site Resource Analysis	40 min
Field Activity	**10 hrs**
On-site Analysis and Identification of Natural & Cultural Resources	8 hrs
In-Class Organization, Pooling, and Review of Findings	2 hrs

Conclusion, Reflection, and Summary	**30 min**
Key Takeaways and Reflection on Field Activity Experiences	20 min
Closing Discussion: Linking Resources to Sustainable Tourism	10 min
Total:	**15 hrs**
Module 2: Assessment and preliminary selection of territorial resources	**Time**
Unit 2.1: Criteria for analysis and selection of resources	**1 hr 30 min**
Introduction and presentation of the topics Temporality, Rarity, Demand, and Polyvalence	40 min
Exercise on Polyvalence	20 min
Presentation of Accessibility	10 min
Group brainstorming on Accessibility	10 min
Presentation of Ownership	10 min
Unit 2.2: Rural Tourism Sustainability	**1 h 40 min**
Presentation on the four pillars of sustainability: environmental, cultural, social, and financial	40 min
Brainstorming exercise	20 min
Presentation on relationship with brands/ types in the area	10 min
Exercise in groups (followed by reporting and discussion)	30 min
Field activity	**1 h 30 min**
Reflections from the session and closing	**20 min.**
Total:	**5 hours**
Module 3: identification and analysis of territorial services associated with tourism	**Time**

Unit 3.1: Basic Services in the Tourism Value Chain	**1 h**
Unit 3.2: Specific Services that Bring Added Value	**1 h**
Field activity:	**2 h**
• Introduction to the site	30 min
• Evaluation and data collection	1 h
• Return and initial discussion	30 min
Total:	**4 hours**
Module 4. Analysis of customer profiles for a tourism offer	**Time**
Introduction and Learning Outcomes	15 min
Unit 4.1 What Makes a Customer Profile	**30 min**
Key Components of a Customer Profile	15 min
Creating a Customer Profile	15 min
Unit 4.2 Approaches and Tools for Customer Analysis	**30 min**
Approaches to Customer Analysis	15 min
Tools for Customer Analysis	15 min
Field Activity	**4.5 h**
Activity 1 Customer Profile - • Data Collecting - 45 minutes • Analysis - 20 minutes • Profile Creation - 25 minutes	1 h 30 min
Activity 2 Customer Journey Mapping- • Initial Mapping - 20 minutes • Detailed Touch Point Analysis - 45 minutes • Presentation - 25 minutes	1 h 30 min

Activity 3 Persona Development Workshop- • Research - 20 minutes • Persona Creation - 45 minutes • Presentation - 25 minutes	1 h 30 min
Reflection	15 min
Total	**6 hours**
Module 5: Guiding and Interpretation	**Time**
Unit 5.1: Guiding	**3 h**
Introduction to the Guiding Profession: Roles, Responsibilities, Historical Context	30 min
Presentation on Types of Tourism and Guiding Approaches (cultural, adventure, ecotourism)	30 min
Ethical Standards and Best Practices in Guiding	30 min
Detailed Overview of Guide-Visitor Interaction Techniques	30 min
Interactive Role-play Exercises: Practicing Key Guiding Techniques	1 h
Unit 5.2: Heritage Interpretation and Storytelling	**3 h**
Introduction to Heritage Interpretation: Concepts and Relevance in Tourism	20 min
Presentation on Techniques and Tools for Effective Interpretation	20 min
Storytelling as a Core Interpretive Tool: Crafting Engaging Narratives	20 min
Exercise: Developing Storytelling Themes and Techniques	1 h
Planning and Preparation for Field Activity: Selecting Key Heritage Elements and Designing a Tour	1 h
Field Activity	**9 h 30 min**

On-Site Execution of Designed Guided Tour with Focus on Interpretation Techniques	6 h
In-Class Pooling and Review of Findings from Field Activity	2 h
Feedback Workshop: Skills Refinement Based on Observed Field Performances	1 h 30 min
Conclusion and Summary	**30 min**
Reflection on Guiding and Interpretation Skill Development	20 min
Final Discussion: Long-term Impact of Guiding on Heritage Preservation	10 min
Total	**16 hours**

Module 6: Tourism product development	**Time**
Unit 6.1: Product design	**30 min**
Unit 6.2: Product branding and marketing	**30 min**
Field activity:	**3 h**
• Preparation and planning	20 min
• Brand developing	50 min
• Marketing strategy development	50 min
• Presentation and feedback	40 min
• Wrap-up and reflection	20 min
Total:	**4 hours**

VII. Instructional guidelines for INHERIT trainers

As mentioned above, Experiential learning implies a shift in the trainer's role from a traditional instructor to a facilitator of learning. The present training program lasts a total of 50 hours. These can be planned either for 5 days in a row or in 2-3 shorter training periods. Proper facilitation on behalf of the trainer assures goal and learner – oriented working procedures throughout the whole six – module course and in all the phases of each module: Design phase, Conduct phase, Evaluation and Feedback phase.

As experienced as they might be, the good experiential trainers always prepare for the specific training. Organizing a well – balanced team, setting the agenda, going thoroughly through the presentations and tasks, the methods, the materials and the results saves a lot of potential trouble and makes both learners and trainers feel content at the end of the day.

Although the INHERIT training is a specifically structured event with a sound scenario and steps, the facilitation follows the **same general rules** tested with time on a variety of formats. Keeping them in mind always helps the good trainer and ensures atmosphere, behaviour, and results of the course:

1. **Different Roles and Tasks:**

An experiential trainer, as a good facilitator differs from a:

- lecturer
- boss/ chairman
- entertainer
- teacher
- consultant.

The tasks of a facilitator:

- to guide the learners
- to manage the group
- to select methods and approaches
- to propose tasks and proceedings
- to motivate learners
- to create a constructive atmosphere within the group.

***A tip**: do not mix the roles; be a facilitator no matter what your role outside the training is. Even if you are an expert, a boss, or a teacher in real life, do not behave as one when delivering this kind of experiential training. Abstain from judging or giving an exam score.*

2. Facilitation – basic techniques

Facilitation techniques can be subdivided in two groups; one referring to the behaviour of the trainer, the other to the methods applied.

- Making agreements with the audience
- Using visualisation/ pictures
- Using the space
- Using the voice
- Perceiving / interpreting / valuing
- Paraphrasing
- Reading the body language
- Summarizing and setting next steps

- Conducting a brainstorming
- Formulating assignments and questions
- Building groups and regrouping
- Facilitating sharing the results of group work
- Time-keeping
- Using energisers
- Evaluating a session/ the whole course

Tip: When conducting the INHERIT training (or any other training), make a plan for the whole event. For each module and sequence, prepare your corresponding behaviour and link it to the method you are planning to use. Think of the materials you are going to use: a flipchart/ white board, a beamer, felt pens, presentations, etc. and make sure you have them in the venue.

3. Working Rules for facilitators

Indispensable conditions

- be well prepared and then react flexibly
- follow the training agenda with flexibility but do not compromise with the results
- be aware of both the necessary and the available time

Direct the learners without manipulation

- win the group's confidence - show that you are well prepared
- make the logic of the INHERIT training program transparent to the group
- explain precisely the tasks to be performed

Manage questions and criticism

- take in questions and criticism and visualise them
- don't ever justify/ excuse yourself
- pass questions and criticism on to the learners group and ask for additional opinions
- record questions which are not related to the actual topic on a memo list

Facilitating with a colleague - his/ her role:

- to assist the major trainer
- to observe the group and the time
- to help explaining the tasks in the working groups
- to take notes, to summarise
- to help visualisation

Tip: In the INHERIT training the role of the trainers as facilitators is crucial. Be familiar with the scenario, the timing, and the tasks for the various modules from beginning to the end. When working in a team, all the trainers go together through the whole scenario in advance, distributing their roles, tasks and expectations from each other.

4. **Visualisation: why and how to use it**

- It facilitates active following and better assimilation of the information delivered
- It improves the focus on the issue under discussion
- It makes the context, structures and process easier to follow and remember
- It permits an overall view and helps to show links and relationships
- However, it requires a more thorough preparation
- It forces the learners to use precise and concrete arguments
- It reduces emotional implication when arguing arises
- It serves as documentation by recording suggestions, ideas and results

Tip: In the INHERIT training course visualisation plays a significant role: make sure you give the proper tasks and reporting formats/ materials so that the learners at all the tables feel they are performing equally well. Be creative, still, avoid improvisation: in case you cannot draw a picture or a chart, prepare them in advance instead of running the risk of not being understood.

5. **Photo protocol**

A photo protocol is a useful document for the learners in an INHERIT course. All the ideas and practical proposals can be reproduced as they looked like during the event. Not only is the verbal information transmitted, but also the design, graphics, etc. If persons are visible on the photos, the photo protocol has even an emotional aspect. Keep the quality standard high! A good quality of a photo protocol starts with the quality of the felt pens and with a legible writing of you and of the learners. The next hurdle is using the camera. Position your camera exactly in the centre of the chart to be photographed in order to get a rectangular picture.
The photo protocol you can make on your computer either with a simple PowerPoint or with a Word programme. Reduce the pixels of your shots according to the content; that allows keeping the size of your file at an acceptable level.

Tip: Every time when explaining the tasks for the working groups, instruct the learners as to how to write on the cards/ flipcharts. Keep your camera still, when taking shots!

6. **Assignments for a group work**

Usually most of the participants understand a task only partially after a single oral presentation.

An assignment contains the following items:

- Composition and size of a group
- Task (activity that should be done)
- Objective / purpose of the task
- Proposition for the procedure (steps, work-division)
- Time available
- Materials
- The concrete expected result (if possible, followed by an example)
- Hints regarding the presentation (what should be presented, how and in what time?)

Tip: Always formulate assignments for the group work or tasks carefully, write them down or visualize them for the participants. The major trainer in a module/ session can be supported by his/ her colleagues who can help a lot with clarifying the tasks to the individual groups or learners (provided they are also prepared in advance).

To summarize, the INHERIT training programme requires trainers to move from traditional instruction to facilitation, stepping on experiential learning principles. Trainers play a vital role in guiding learners throughout the process of knowledge and skills acquisition. By adhering to structured facilitation guidelines, trainers ensure a learner-centred, engaging, and outcome-driven experience, preparing participants for real-world challenges.

The training success hinges on interactivity, flexibility, and effective use of techniques like visualization and group dynamics. Team work and elaborate preparation are crucial to evading potential trouble and making both learners and trainers feel content.

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