INHERIT COURSE
SYLLABUS

This Syllabus represents the training strategy linked to experiential tourism within the framework of the Erasmus+ project "Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas" (2023-1-BG01-KA220-VET-000157210).

Funded by the European Union. Views and opinions expressed are however those of the authors 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.

Author:
Naturalwalks, Spain (https://naturalwalks.com/en/)

Contributors:
Devetaki Plateau Association, Bulgaria
(https://www.devetakiplateau.org/en)
Kato Drys Community Council, Cyprus
(https://www.katodrys.org/en.html)
Lišov Múzeum, Slovakia
(https://lisovmuzeum.sk/)
Tetra Solutions, Bulgaria
(https://tetra-solutions.eu/en/)

Editing and Design:
Kato Drys Community Council, Cyprus (https://www.katodrys.org/en.html)
Tetra Solutions, Bulgaria (https://tetra-solutions.eu/en/)

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas
Project № 2023-1-BG01-KA220-VET-000157210, Erasmus+, Key Action 2 - Cooperation partnerships in VET

1

TABLE OF CONTENTS

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas
Project № 2023-1-BG01-KA220-VET-000157210, Erasmus+, Key Action 2 - Cooperation partnerships in VET

2

Protocol on the basic lines for preparing training or training products through the natural and cultural resources linked to the territory.

The following protocol is developed through 12 steps (6 modules, 12 units) that are proposed following the order set out in the document.

I. General context

The following syllabus is structured in a linear learning process, step by step, through the combination of three aspects that will be constantly interconnected: training in the theoretical or conceptual foundations of each topic, fieldwork, and practice through exercises in the field and/or in the classroom.

INHERIT is a project focused on working in rural areas, with a widely spread population and often with deficits of diverse training resources. We have the main objective of generating an improvement in the territory through activities in the context of the tourism industry. Priority will be given to participatory actions utilising field visits and dynamic exercises in the teaching room, with the support of the most relevant theoretical information and bibliography.

Therefore, at the beginning of each session there will always be a conceptual introduction of the topics or concepts that will be worked on later. Field visits will be made in each block to identify the subsequent elements of work and will be complemented with classroom work to concretize through very diverse exercises and generate conclusions that allow us to advance for the final creation of various touristic products.

Within the project we will understand "sustainability" as a transversal element to be considered in all the modules at the scale of the project and within the limitations we have.

II. Teaching-learning methodology

The teaching-learning approach adopted in this course follows a didactical and instructional framework that blends theory with practice, providing an interactive and immersive training experience. Each module is structured to follow one after the other in a progressive manner, allowing you to practice skills from one module while working on the next. This design emphasizes active participation, where learners engage with both conceptual content and hands-on activities to solidify their understanding. Grounded in the principles outlined in the Trainers' Tool Kit, the approach encourages the application of theoretical knowledge to real-

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas
Project № 2023-1-BG01-KA220-VET-000157210, Erasmus+, Key Action 2 - Cooperation partnerships in VET

3

world scenarios through simulations, case studies, and mock exercises. By combining classroom instruction with experiential learning, participants not only absorb the academic aspects of tourism product development but also develop practical skills that are transferable to different contexts. This integration of theory and practice ensures that learners are equipped to think critically, collaborate effectively, and apply their learning in varied tourism settings, with knowledge built upon what they've learned in previous modules.

III. Learning outcomes

1. Participants will be able to identify different types of natural and cultural resources of the territory, both tangible and intangible, through field visits and reference to various materials, to be considered in the future creation of tourism products.

2. Participants will be able to identify the most relevant qualities (originality, authenticity, rarity, etc.) as well as the limitations (difficulty of observation, seasonality, etc.) of the various natural and cultural resources of the territory—both tangible and intangible—for consideration in the creation of tourism products.

3. Participants will be able to work individually and in teams, both in the field and indoors, and use different information sources (personal interviews, diverse bibliography, digital sources, field visits) in order to utilize these resources in the creation of tourism products.

4. Participants will be able to analyse 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.

5. Participants will be able to analyse the current clients—tourists—of the territory through various means: interviews and reference to national, regional, or local tourism data.

6. Participants will be able to choose potential client profiles related to the current service offerings, the most relevant natural and cultural resources, and the capabilities of organizations in the development of tourism products.

7. Participants will be able to identify potential types of tourism for each participating region and identify relevant specific aspects related to the offered activities.

8. Participants will be able to create a guided activity following the learned general structure, according to the four steps: pre-activity, start, body, and closing, and determine which elements are necessary.

9. Participants will be able to develop an ethical code of conduct based on the 4 pillars of sustainability (economic, social, environmental, and cultural) to ensure a coherent future for tourism in each location.

IV. Workload per unit

This course consists of six distinct modules that are designed to be taught sequentially, following a progressive learning approach. Each module has a designated number of hours, incorporating both indoor theoretical instruction and practical field activities.
Below is a table detailing the hourly distribution for each module:

HOURS		Filled hours (1–50)
Module 1	Indoor	1–5
Module 1	Field activity	6–15
Module 2	Indoor	16–20
Module 2	Field activity	21–23
Module 3	Indoor	24–25
Module 3	Field activity	26–27
Module 4	Indoor	28–30
Module 4	Field activity	31–33
Module 5	Indoor	34–39
Module 5	Field activity	40–47
Module 6	Indoor	48
Module 6	Field activity	49–50

V. Content

Steps to follow:

Module 1. Analysis of the resources of the territory

The analysis of the territory aims to carry out an extensive and exhaustive search of all the resources with heritage value, which can be found and used in the territory to develop an activity.

This analysis includes the natural and cultural resources that can be considered when designing and developing an activity in the tourism field. Once the various resources have been identified, the elements that can facilitate the activity are analysed for each of them and the elements that can hinder or condition the action in some way. In this way we can have a first snapshot of the territory, its values and limitations and weigh the elements to be introduced.

Unit 1.1. Natural resources

Among the natural resources that will be considered, are groups of resources that have or may have a potential interest in the development of an activity. In every location, the most significant and relevant ones will be chosen.

- Geology
- Flora
- Fungi
- Mammals
- Birds
- Reptiles and amphibians
- Ecosystems or habitats
- Meteorological and astronomical phenomena
- Intangible heritage related to Nature: Landscape

Unit 1.2. Cultural resources

Among the cultural resources that will be considered, are groups of resources that have or may have a potential interest in the development of an activity. In every location the most significant and relevant ones will be chosen.

- Architecture
- Agronomy
- Livestock raising

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas
Project № 2023-1-BG01-KA220-VET-000157210, Erasmus+, Key Action 2 - Cooperation partnerships in VET

6

- Craftsmanship
- Folklore
- Gastronomy
- Spirituality
- Other intangible Heritage

Methodological proposal:
- An initial short classroom session is proposed that will include a theoretical introductory part and instructions to the corresponding exercises.
- One to three field trips are proposed in each case – lasting at least one morning – throughout the immediate area where the project will be carried out to identify in the terrain the different heritage resources, their weaknesses, and strengths.
- After each field survey, one to two classroom sessions of half a day will be held for each field session, to share the information collected, classify it, and give it a useful format to be used in the next steps.

Duration:
- Field: 10 hours. Suggested by two study visit trips.
- Indoor: 5 hours
- Total: 15 hours

Results:
- Provide the theoretical basis on the different types of heritage resources with interest in the context of tourism.
- Identification of both natural and cultural heritage resources in the land or by each project partner
- Classification of both natural and cultural heritage resources in work formats for each project partner

Evaluation criteria:
- Identify a minimum of 20 heritage elements of tourist value for each project partner.
- Identify a minimum of 3 newly identified heritage elements of tourist value for each project partner.

Module 2. Assessment and preliminary selection

After the identification of the resources and analysis of each of the elements of the territory have been made, both limiting and enhancing, each of the resources will be prioritized and categorized, to decide which ones will be included in the next process of product creation.

Unit 2.1. Criteria for analysis and selection of resources

This will consist of making a first selection based on the most relevant general elements, related to the originality of the resource, the supply and demand within the touristic context at municipal but mainly at regional level, which will allow us to work with them in the project.

Unit 2.2. Criteria for rural tourism sustainability (economic, social, cultural, environmental criteria)

This unit will delve into much more detailed aspects very much related to the specific site and specific aspects linked to the viability of its use in the medium and long term and the sustainability criteria.

When prioritizing, the following factors will be considered:

- Temporality – ephemerality
- Priority at conservation level
- Rarity
- Demand from customers
- Relationship with brands or types of tourism related to the area
- Accessibility
- Financial viability

Methodological proposal:
- A half-day classroom session is proposed that includes a theoretical introductory part and instructions to the corresponding exercises.
- The possibility of including a short session of a visit to the field is proposed to resolve any doubts about the aspects worked on, if deemed necessary.

Duration:
- Field: 1.5 hour
- Indoor: 3.5 hours
- Total: 5 hours

Results:
- Have the foundations of the different types of criteria to value the natural or cultural heritage related to tourism.
- Have a real list of heritage resources with touristic value, already used or new for each project partner.

Evaluation criteria:
- Specify about 10 heritage elements of tourist value for each locality.
- Specify about 3 heritage elements of tourist value for each locality that have not been used so far.

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

Next, an analysis of the services found in the area will be carried out to assess the potential in developing certain formats of more complex tourist activities - for example, stays or tourist packages - and to be able to offer customers a wider range of possibilities.

Unit 3.1. Basic services in the tourism value chain

It is related to all those essential elements that allow the correct development of a tourist activity in the territory. For example:

- Catering: bars and restaurants
- Provision of fuel: Petrol stations or others
- Hostelry: various accommodations such as hotels, rural houses, hostels, rental apartments, ...
- Public transport: bus, plane, train, ...
- Access: road network
- Health and emergency services: hospitals, health care centres, firefighters, or rescue services, ...

Unit 3.2. Specific services that bring added value

These are the elements, not basic, that can guarantee the product quality and give added value in different aspects.

- Tourist services: information offices, interpretation centres, panel and maps information, guided tours and variety of activities, ...

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas
Project № 2023-1-BG01-KA220-VET-000157210, Erasmus+, Key Action 2 - Cooperation partnerships in VET

9

- Special services: special attention for specific groups: children, elders, people with special requirements, pets, ...
- Certifications: in sustainability, in tourism - official guides, sites with UNESCO certifications, ...

Methodological proposal:
- A half-day classroom session is proposed that includes a theoretical introductory part and instructions to the corresponding exercises.
- The possibility of including a short session of a visit to the field is proposed to resolve doubts about the aspects worked on, if deemed necessary.

Duration:
- Field: 2 hours
- Indoor: 2 hours
- Total: 4 hours

Results:
- Have the basic understanding of the different types of general services used in tourism.
- Have a real list of basic services associated with tourist activity considering various types of activities (walks, day tours, ...)

Evaluation criteria:
Specify at least 10 relevant establishments (businesses) with different services, used in tourism by each project partner.

Module 4. Analysis of the ideal tourist profiles for each type of training or tourism proposal

This will be followed by a session where, through various exercises, the different types of user profiles up to date in each area will be shared, related to the brands or main types of tourism in the area and the possible potential profiles linked to the interest in heritage and in the activities offered.

Conclusions will be drawn about past and present tourism profiles and what future possibilities may be based on the identified needs.

Unit 4.1. What makes a customer profile

The fundamental theoretical elements will be given to be able to identify those most relevant aspects that allow us to have a general context in relation to clients in the world of tourism.

Unit 4.2. Approaches and tools for customer analysis (profiles and interests)

In the second part, the participants will be introduced to how to use the tools learned to specify the different customer profiles of the area up to the present day, the possible potential customers in relation to the natural and cultural elements and the services in relation to tourism identified previously.

Methodological proposal:
- A half-day classroom session is proposed, longer than usual, which will include a theoretical introductory part and instructions to the corresponding exercises.
- The possibility of including a short session of a visit to the field is proposed to resolve doubts about the aspects worked on, if deemed necessary.

Duration:
- Field: 4.5 define
- Indoor: 1.5 hours
- Total: 6 hours

Results:
- Have the foundations of the different types of customer profiles related to natural and cultural heritage in the context of tourism
- Have a classification of the different types of customer profiles related to the selected assets, both current and potential

Evaluation criteria:
Identify at least three different customer profiles for each project partner

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

This is done following the theoretical and practical framework based on the principles of communication and participation that sustain tourism activities. They are mainly related to guidance and information transmission processes, related therefore to the use of interpretation tools, and among them storytelling, as a way of structuring information through a story.

All the information related to the selection of heritage elements and their limitations and potential, as well as the different profiles of potential clients, will be used to give context and as examples of work. Throughout several exercises, we will show how to make the most authentic and distinctive aspects of your heritage element more relevant.

Unit 5.1. Professional guiding

In this module we will focus on providing the theoretical framework and tools to understand the professional context related to various activities linked to guiding, given that much of the tourism in rural areas, isolated from major infrastructures is based on this.

At the same time, it will allow for identifying the profile of the people who will be involved in the training as potential trainers based on the elements given in the course.

Unit 5.2. Heritage interpretation and storytelling

In this second part, the focus will be on giving the tools used both in guiding and in activities, where the development of communication tools is necessary to enhance the participation of the public and the link with the heritage elements of the territory previously identified and which have a structure in space and time through story telling.

Methodological proposal:
It will be an intensive 3-day training that will combine theory and practice together through constant classroom and field exercises in the chosen places with relevant heritage, where future activities will be developed.

Duration:
- Field: 10 hours
- Indoor: 6 hours
- Total: 16 hours

Results:
- Have the theoretical basis and the practice of the structure of the guided activities, interpretation techniques and storytelling.
- Identify the profile for future participants of the training.
- Obtain, from field practice, the most appropriate guidance and interpretation techniques for the realization of experiences with customers.
- Identify from field practice, possible tourist activities related to the identified heritage.

Evaluation criteria:
- Practice guidance techniques with at least five resources identified as interesting by each project partner.
- Design at least 4 guides, 10 interpretive stories for each project partner
- Identify at least 4 possible activities for each project partner.

Module 6. Product design

This last phase will be dedicated exclusively to defining the types of activities that can be carried out considering all the terrain information previously collected: heritage, services, customers, and the potential to interpret them in order to suggest different potential products.

The activities can be very diverse depending on each place and all the requirements analysed previously and can include anything from short experiences - a visit with tasting - to a vacation of several weeks in the territory.

Unit 6.1. Product design

In this first unit we will focus on structuring all the information collected and selected in the previous units to create relationships between the different areas related to tourism and determine which are the possible activities that can be successful in developing in each place.

At the same time, an analysis will be made of the final products related to the aspects discussed above and related to sustainability.

Unit 6.2. Product branding and marketing

In this second part, we delve deeper into having the knowledge that, once the potential designed activities have been identified, this will help us introduce them to the market, based on strategic communication tools, strategic planning, market analysis, brand creation, etc.

Methodological proposal:
- A half-day classroom session is proposed, shorter than usual, which will include a theoretical introductory part and instructions to the corresponding exercises.
- The possibility of including a short session of visit to the field is proposed to resolve doubts about the aspects worked on if deemed necessary.

Duration:
- Field: 3 hours

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas
Project № 2023-1-BG01-KA220-VET-000157210, Erasmus+, Key Action 2 - Cooperation partnerships in VET

13

- Indoor: 1 hours
- Total: 4 hours

Results:
- Theoretical basis and practice of creating tourist products.
- Identify various tourism products with the potential to be implemented in each territory based on analyses in previous years.
- Analysis in terms of sustainability products created

Evaluation criteria:
- Define at least 4 possible activities for each project partner that include the type of assets, the type of potential customer profile, the necessary external services, and the appropriate interpretation tools.
- Integrate the 4 guides, 10 interpretative stories for each project partner in the tourism products proposed.

VI. Evaluation Criteria of the Overall Course

1. Resource Identification and Integration
- **Criteria**: The tourism product must demonstrate the integration of identified natural and cultural resources (both tangible and intangible).
- **Measurement**: Teachers can assess whether students have included a minimum of 5 tangible and 3 intangible resources from their region.

2. Sustainability Principles
- **Criteria**: The product must align with the pillars of sustainability (economic, social, environmental, cultural).
- **Measurement**: Students must submit a sustainability plan or checklist that addresses at least 3 actions in each sustainability pillar (e.g., local community engagement, environmental impact mitigation).

3. Client Profile Alignment
- **Criteria**: The product must be designed for specific target client profiles identified in the course.
- **Measurement**: Teachers can require students to create a client profile matrix, linking at least 3 different client types to specific features of their tourism product.

4. Tourism Service Integration

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas
Project № 2023-1-BG01-KA220-VET-000157210, Erasmus+, Key Action 2 - Cooperation partnerships in VET

14

- **Criteria**: The product must effectively integrate local tourism services (e.g., transport, accommodation, dining, safety).
- **Measurement**: Students must list at least 3 local service types and explain how their tourism product would incorporate or collaborate with these services.

5. Guided Experience Structure

- **Criteria**: The product's guided experience must follow the four-part structure (pre-activity, start, body, and closure).
- **Measurement**: Students submit a detailed itinerary for a guided activity, broken into the four phases. Teachers can evaluate the completeness and logical flow of each phase using a scoring rubric (1-5 for each section), ensuring all necessary elements (e.g., preparation, engagement, reflection) are included.

15

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas
Project Nº 2023-1-BG01-KA220-VET-000157210, Erasmus+, Key Action 2 - Cooperation partnerships in VET

INHERIT

Heritage Interpretation through Digital Storytelling for Experiential Tourism Development in Rural Areas

СДРУЖЕНИЕ ДЕВЕТАШКО ПЛАТО

Community Council of **KATO DRYS**

tetra solutions

Ližov Múzeum

www.lisovmuzeum.sk

Naturalwalks

Ecotourism, Nature and Sustainability

www.inherit-eu.com