

GUIDE

FOR THE CREATION OF A **COMMUNICATION CAMPAIGN** ON SUSTAINABLE TOURISM THROUGH SERVICE-LEARNING

TOURBIZ4VET

SUSTAINABLE TOURISM

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PROJECT RESULT 2 | EN VERSION



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MODULE 1: COMMUNICATION CAMPAIGN

STEPS FOR CREATING A SUSTAINABLE COMMUNICATION CAMPAIGN

INTRODUCTION

The importance of a sustainable communication campaign lies in its ability to raise awareness and understanding of sustainability issues among the general public. By disseminating information and promoting discussion, these campaigns can help people better understand the challenges and opportunities associated with sustainability.

Furthermore, such campaigns can play a vital role in fostering behaviour change that supports sustainability. Whether it's reducing resource consumption, adopting recycling practices, or supporting socially responsible businesses, these campaigns can help individuals make more informed and sustainable decisions in their everyday lives.

It is also important to note that they can help organisations demonstrate their commitment to sustainability. At a time when consumers and investors are increasingly interested in sustainable business practices, these campaigns can help companies differentiate themselves from competitors, enhance their reputation, and attract those who value corporate social responsibility.

The development of campaigns that contribute to the common good is a phenomenon with great potential. Since their aim is to foster a change in attitude for the general interest, they promote the acquisition of new knowledge, practices, and attitudes by individuals.

The overall goal of the dissemination is to raise awareness of the implementation and significance of the Erasmus+ project "Sustainable Tourism Business Strategies Through Services-Based Learning" so that the involved communities and stakeholders become familiar with the experience. This way, they can access information about the benefits and achievements obtained through the various actions, as well as the significance and importance of Erasmus+ projects in general and in vocational training.

Regarding the dissemination campaign to be generated within the implementation of service-learning with students, it will focus on communicating the outcome of Project Three, the implementation of the TOURBIZ4VET project and its content, as well as the activities carried out by the partners to achieve this outcome.

DISSEMINATION & COMMUNICATION CAMPAIGN

WHAT IS A COMMUNICATION CAMPAIGN?

A communication campaign is a coordinated series of communication activities that focus on a single message or theme and target a specific audience. Its goal is to



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influence the perceptions, attitudes, or behaviour of the audience regarding a particular product, service, initiative, or topic.

These campaigns can be implemented through various communication channels and platforms, including television, radio, print media, email, social media, outdoor advertising, and in-person events.

Communication campaigns are used by a wide range of organisations, from companies seeking to promote a product or service to governments and non-profit organisations aiming to raise awareness about a public health issue or social problem.

WHAT IS THE PURPOSE OF A SUSTAINABLE COMMUNICATION CAMPAIGN?

The purpose of a sustainable communication campaign is to promote ideas, practices, and behaviours that support sustainability, which generally involves environmental, social, and economic considerations. This can be done both in the content of the campaign and in its implementation and management. In other words, the overall objective of a sustainable communication campaign is to raise awareness, educate, and inspire individuals and communities to adopt more sustainable practices and behaviours in their daily lives. These campaigns seek to promote environmental protection, responsible use of natural resources, carbon footprint reduction, biodiversity conservation, and the promotion of more sustainable lifestyles.

The content of the campaign could focus on raising awareness about sustainability issues, promoting sustainable products or services, or encouraging behaviour changes that reduce environmental impact or promote social justice. These would be specific objectives of our communication campaign that contribute to the overall goal. In the case of the TOURBIZ4VET project and the creation of a communication campaign to promote the project's outcomes and content, specific objectives could include: raising awareness about different sustainability actions that can be taken in tourism-related businesses, promoting businesses that implement sustainable actions, fostering the connection between the education and business sectors through various activities that also generate knowledge among the local community.

In terms of implementation and management, a sustainable communication campaign will also seek to minimise its own environmental impact and maximise its social benefit. This could involve selecting communication channels with low environmental impact, reducing resource consumption, hiring local staff, and collaborating with eco-friendly and socially responsible suppliers.

Ultimately, the main purpose of a sustainable communication campaign is to contribute to the creation of a more sustainable and just society.

Here's an example:

This plan aims to bring together key stakeholders around the TOURBIZ4VET project and ensure that all project results and products are transferred beyond the partnership, as well as disseminated and utilized in the most efficient way possible.



The purpose of the communication and dissemination plan for TOURBIZ4VET is to provide relevant, accurate, and consistent project information to project stakeholders and other target audiences, such as universities, public and private institutions that may be interested in the project's blended learning approach.

The specific communication and dissemination objectives of the TOURBIZ4VET Project should include, for example:

- Disseminate and promote project results beyond the key target groups and multiply their impact in the general community.
- Raise awareness among target audiences and relevant stakeholders about the innovative nature of TOURBIZ4VET, its results, and the potential for transferability beyond the project's duration.
- Foster and advance cooperation between academic institutions and the business sector at national, regional, and transregional levels.
- Ensure that relevant national, regional, and international policymakers and experts are well informed about the TOURBIZ4VET project and its results so that they can promote the multiplication and dissemination of these results.
- Regularly inform national, regional, and international stakeholders about the project's activities and results.
- Maintain smooth and regular communication within the TOURBIZ4VET consortium.

HOW CAN A COMMUNICATION CAMPAIGN BE SUSTAINABLE?

For a communication campaign to be sustainable, it must incorporate sustainability principles at all levels. This can include selecting sustainable topics and messages, using environmentally conscious media, and promoting sustainable behaviours in the audience and campaign partners.

The campaign's topics and messages should address sustainability aspects, which could be related to the environment, social justice, the economy, or any combination of these. The goal is to foster positive change in the attitudes and behaviours of the audience.

When it comes to media, it is crucial to consider the environmental impact of each channel used. For example, using digital media may be more sustainable than printing materials, but the energy efficiency of web servers and responsible e-waste management should still be taken into account. In-person events, on the other hand, should consider the energy efficiency of the venue, waste management, and transportation emissions.

Additionally, campaigns can influence the audience to adopt sustainable behaviours. This could involve promoting eco-friendly products or services, encouraging recycling or composting practices, or raising awareness about social justice issues.



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Finally, campaigns should consider the sustainability of their own operations. This may involve hiring local staff, using eco-friendly and socially responsible suppliers, and implementing flexible work policies to reduce transportation emissions. It could also involve measuring and offsetting the campaign's carbon footprint.

WHERE DO WE START? WHAT DO WE NEED?

To begin, it is crucial to first identify the campaign's objective and target audience. It is necessary to understand their needs, interests, and behaviours in order to design messages that are relevant and effective. Additionally, a clear understanding of relevant sustainability issues and how they can be addressed through communication is needed. A committed team, adequate resources, and a well-planned strategy are needed to implement and manage the campaign.

The precise identification of key target groups and stakeholders is a challenging but essential task for successful communication and project implementation. The primary audience for dissemination and communication activities in this project are people in partner countries (Spain, Austria, Ireland, and Greece). The activities and results of TOURBIZ4VET are expected to be of great interest and benefit to a wide range of stakeholders in the countries where the partners are located. The identified target groups and stakeholders should include:

- Members of the consortium (internal target group)
- Professionals and employees in the relevant service sector
- Public administrations and entrepreneurs in the tourism sector
- EU, regional, and national policy-makers

In summary, effective communication and dissemination to target groups and stakeholders are crucial to the success of the TOURBIZ4VET project. By informing and engaging these parties effectively, the project's results and benefits can be maximised and effectively utilised, both during the project's lifespan and beyond its completion.

STEPS TO FOLLOW IN A SUSTAINABLE COMMUNICATION CAMPAIGN

The following are the essential steps to be followed in the campaign:

Defining the objectives

First and foremost, it is important to clearly define what you want to achieve. These objectives should align with sustainability principles and may involve increasing awareness about a specific issue, changing behaviours or attitudes, or promoting a sustainable product or service.



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What do you want to achieve with the campaign?

Firstly, the project objectives should be taken into account to ensure that both the overall objective and the specific objectives of our campaign are not contradictory to the project objectives. These are:

1. Promote the creation of tourism businesses and entrepreneurship.
2. Create free access to verified sustainable options for the general public.
3. Involve Vocational Education and Training (VET) schools in the community by actively participating in its improvement.

From here, the overall objective should be identified, followed by the specific objectives. As the overall objective of our campaign, we could choose an objective from the project and define the specific objectives.

Identifying the target audience

Understand who your campaign is aimed at. This includes understanding their needs, interests, attitudes, and behaviours in order to design messages that are relevant and persuasive.

Who needs to hear the message? How can you effectively reach them?

Based on this, you can choose the communication channels that will be most effective. For example, if targeting 15-18-year-old students, platforms like TikTok or BeReal could be suitable. If targeting individuals over 45 years old, Facebook might be more appropriate. However, there are media options that allow reaching multiple target audiences, such as informational posters at bus stops.

Develop the message

Based on the project objectives and your audience, it is important to develop a message that is clear, compelling, and focused on sustainability. These questions can serve as examples:

What do you want to communicate? In this case, we could communicate the importance of the project and its progress.

How can it be presented in an attractive and persuasive way? The message can be presented attractively and persuasively by using the following approaches:

- Use testimonials and personal stories.
- Show the positive impact.
- Use positive and motivating language.
- Utilise impactful visuals.
- Provide practical tips and concrete actions.

Implement the campaign



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Carry out your campaign according to your plan. This includes tasks such as content production, event organisation, social media posting, and monitoring campaign activities.

How will the campaign be launched and managed? Who will be responsible for what?

Evaluate and adjust the campaign

During and after the campaign, it is important to monitor and evaluate its performance. This will allow you to understand which parts of the campaign are working and which are not, and make adjustments as necessary to improve its effectiveness.

How will the success of the campaign be measured? How will adjustments be made based on the results?

These steps will help ensure that your communication campaign is sustainable, effective, and aligned with the principles of sustainability.

Table 1: Summary of Steps to Follow

STEP	STEP DESCRIPTION	KEY QUESTIONS
6.1	Define objectives	What is the desired outcome of the campaign? How does it relate to sustainability?
6.2	Identify the target audience	Who needs to hear the message? How can they be effectively reached?
6.3	Develop the message	What needs to be communicated? How can it be presented in an appealing and persuasive way?
6.4	Select communication channels	Which platforms and media will be used to disseminate the message? Are they suitable for the target audience and environmentally friendly?
6.5	Implement the campaign	How will the campaign be launched and managed? Who will be responsible for what?
6.6	Evaluate and adjust the campaign	How will the success of the campaign be measured? How will adjustments be made based on the results?

COMMUNICATION CHANNELS

The TOURBIZ4VET Project should employ different channels and communication tools based on the preferences of its target audience. Within the project framework, the project logo, templates, and various dissemination materials and online resources have been developed to enhance the project's visibility and reach. The list of resources is not exhaustive and can be expanded during the campaign implementation.

Mandatory:

- Project Logo

Consistency is a cornerstone of the TOURBIZ4VET visibility strategy. The project consortium must adopt a project logo as an important tool to attract the attention of target groups and sustain the project's outcomes. All stakeholders must mandatorily adhere to the following visual identity:



Optional:

- Project Website

The [TOURBIZ4VET website](#) has been operational since the first six months of the project, serving as the main source of information about the project's overall objective, goals, activities, and achieved results. The website itself can be a tool for actively promoting project outcomes, business opportunities, investment prospects, and public awareness.

- Social networking communication tools

The TOURBIZ4VET project should actively utilise various social media platforms and online communication channels to increase impact and generate direct communication channels for interacting with the audience using different tools based on the communication objective. Social media platforms are powerful tools to achieve a multiplier effect in communication activities. Therefore, the Project's profiles will be constantly updated to showcase TOURBIZ4VET as an active and engaging project.

The project's presence on social media is essential for achieving project objectives. It will be used as a relevant tool to reach out to third parties, the research community, and



engage with the general public. The availability of new project results will be communicated by informing about progress and its impact on the robotics industry, disseminating project outcomes, and creating a scientific hub interested in collaborating with the project. Attaining a high level of followers will be crucial for making a real impact.

Consortium members will also publish relevant information on their social media accounts. This communication channel is expected to be highly effective in sharing project updates and establishing a strong presence.

- e-Newsletters

Additionally, as an optional measure, a newsletter can be a visually appealing, brief electronic information material prepared twice a year. It can be made available on the project website and published on all consortium partners' official websites. Furthermore, all partners must actively distribute the material to all relevant stakeholders (direct and indirect). The newsletter can include information about project activities and results, announcements, edited versions of press releases, conference and meeting reports, information about upcoming events, etc. Regular newsletters can be sent approximately every six months to all stakeholders and target group members on the contact list.

Other resources:

There are numerous resources that can be useful for a sustainable communication campaign. These include:

- Digital communication tools

Social media platforms, blogs, and websites are effective and environmentally friendly ways to communicate with the public. For example, the following tools could be helpful:

Adobe Photoshop: Industry-leading software for image editing and manipulation. Widely used by graphic designers and professional photographers. Requires a subscription to Adobe Creative Cloud.

Adobe Illustrator: A vector design tool used to create illustrations, logos, graphics, and other visual elements. Ideal for scalable and high-quality designs. Requires a subscription to Adobe Creative Cloud.

Adobe InDesign: Layout and publishing software that allows creating magazine designs, books, brochures, and interactive documents. Requires a subscription to Adobe Creative Cloud.

Figma: A cloud-based user interface design tool that allows real-time collaboration. It is used for designing and prototyping applications and websites. There is a free version available with limitations.

Canva: An online graphic design platform that offers a wide variety of templates, graphic elements, and user-friendly tools. It is suitable for non-design experts. There is a free version available with limitations.



Procreate: A digital drawing and painting application specifically designed for iPad. It is popular among illustrators and digital artists. Requires a subscription.

CorelDRAW: Graphic and vector design software with features similar to Illustrator. It is a popular alternative for those not using the Adobe ecosystem. Requires a subscription.

Affinity Designer: A vector graphic design tool that provides an alternative to Illustrator. It is known for its fast performance and intuitive interface. Requires a subscription.

Gravit Designer: An online and desktop vector design software that offers a wide range of tools and features for creating illustrations and graphics. There is a free version available with limitations.

EUROPEAN COMMISSION'S VISIBILITY REQUIREMENTS

The TOURBIZ4VET project, as a co-funded project by the European Union's Erasmus+ Program, must be implemented in full compliance with the EU's visibility rules and guidelines.

All implementing partners must consider the following aspects:

All dissemination and exploitation actions are consistent with the values and priorities of the Union and with other EU-related communication activities and events.

Any communication, publication, or outcome resulting from the project, whether conducted jointly or individually by the beneficiaries, including in conferences, seminars, or any promotional or informational materials (such as brochures, flyers, posters, presentations, etc.), must indicate that the project has received funding from the European Union. The EU emblem is the default visual mark used to recognize and announce the Union's financial support, and no other visual mark can be used for this purpose (Erasmus+: Visual Identity and Logos).

For official versions in other EU languages, please refer to the following website: http://ec.europa.eu/dgs/education_culture/publ/graphics/beneficiaries_all.pdf.

Partners should include information about the EU-funded actions they are implementing on their websites and social media accounts, prominently featuring the EU emblem accompanied by text acknowledging EU support and including links to relevant websites and social media accounts.

Regardless of the scale, scope, or objective of an action, the EU emblem must be visibly and prominently displayed— at least as prominently as the emblem of the respective implementing partner— on all communication and visibility materials associated with the action.



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MODULE 2: SERVICE LEARNING

FOUNDATION FOR A SL COMMUNICATION CAMPAIGN BASED IN SUSTAINABLE
TOURISM

INTRODUCTION: WHAT IS SERVICE LEARNING?

Service-Learning (SL) is an educational methodology that supports the acquisition of key competences allowing the students to have a different role in their learning process. Additionally, the result of the SL does not simply stay in the school environment, but reaches other fields and organisations.

In other words, and according to the Grupo ApS formed by interdisciplinary professors (2016)¹:

Service-learning is an educational and research proposal that integrates community service and academic learning in a single project that enables students to learn by working on real needs in their environment with the aim of improving it.

Therefore, SL is an educational proposal that combines community service and learning in a project. In consonance with the Universitat Politècnica de València-UPV (2015)² it is a pedagogical proposal which finds concrete way to involve students in the reality, seeking to motivate and encourage the participation of different social actors “contributing to the meeting of generations and the search for joint solutions to the needs of the community”.

OBJECTIVES

The SL has two main identified objectives which are: learning and social community action. In other more elaborate and detailed words (UPV, 2015), the main objective of SL is “to socially form the students' work, since thanks to the learning of contents, skills and aptitudes in the realisation of the project, civic and social commitment will be developed from the reflective practice of this”.

Afterwards, there are specific objectives of this proposal related with the link of the community and academically perspectives. These objectives contribute to the general objectives, and those are:

- To identify and study the social problems and needs in the area.
- To acquire and promote personal and professional competences in the resolution of real problems.
- To facilitate interdisciplinary collaborative relationships.

¹ <http://www.ub.edu/grupapsub/es/page/%C2%BFqu%C3%A9-%C3%A9s-el-aps>

² <http://www.upv.es/contenidos/APS/info/1083615normalc.html>



- To contribute to the development of specific and transversal competences in each of the degrees in an effective manner.
- To develop and implement dynamics of shared participation with teaching staff and students together with institutions and social entities.

BENEFITS

Service-Learning supports a different way of learning, more in touch with reality and with more meaningful and visible results, that usually motivates students and teachers in performing the project.

In this case, among the general benefits of implementing SL in the school surroundings, there are:

- Promotes meaningful and competent learning based on real practice.
- Increases autonomy, responsibility and creativity in learning.
- Facilitates awareness of social justice issues.
- Update and enrich teaching and research in educational establishments.
- Connects curricular education with society and enhances networking with other social agents.
- Foster the social responsibility of the institutions involved in the project.
- Proposes different learning situations.

Additionally, creating various projects in SL allows teachers to include different topics related to the Sustainable Development Goals, showing the students how it is possible to contribute to the different goals in local areas.

It is also possible to identify benefits according to the target. Eyler & Giles (1999), Astin et al. (2000), and Eyler et al. (2001) have documented the benefits of service-learning divided in three targets: i) students ii) faculty iii) academic institutions and iv) community members.

In the following lines, as this project is focused on Vocational Training and Education and targeted to teachers/professors, a brief description of those benefits allocated to Students and Faculty.

Students

Divided in Learning, Personal and Social outcomes [based on Suzanne Savanick (2010)³].

Learning:

- Improves student academic outcomes
- Increases motivation
- Improves students' ability to apply what they have learned

Personal:

³ <https://serc.carleton.edu/introgeo/service/benefits.html>



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- Stronger faculty-student relationships
- Enhances the sense of personal efficacy, personal identity and moral development
- Enhances teamwork, leadership and communication skills

Social:

- Reduces stereotypes and facilitates cultural and racial understanding
- Increases commitment to service
- Generates agents of change

Instructors

- Enhances teaching quality
- Increases the options for finding different learning situations
- Increases diversity in the classroom by accommodating different learning styles

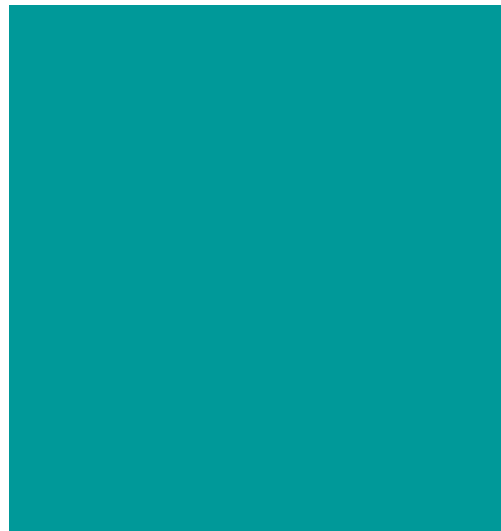
CHALLENGES

While there are many benefits, as highlighted in the previous section, it is also possible to encounter some challenges that might make the implementation of Service-Learning difficult. In this case, being aware of the challenges can ensure an effective strategy to make sure the service-learning is implemented successfully.

Following, some identify challenges based on Suzanne Savanick (2010):

Instructor

- Integration with course content: concerned about diminishing the academic content covered due to the implementation of SL.
- Control over learning: the SL is less predictable and takes place outside the classroom and managed by the students.
- Planification and preparation time: research, teaching, collaborations and planning for an effective SL implementation requires time commitment.
- Assessment: how to assess the learning when the teacher is not directly involved in the performance of the activity.



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Student

- Time constraints: some schedules may be outside of the normal hours to do obtain a proper result in SL.
- Dissatisfaction: when students are required to perform tasks outside of their SL experience by the community partner.

METHODOLOGY: WHAT DO I NEED TO KNOW TO CREATE A SL ACTIVITY?

Service-learning is a teaching and learning methodology that combines community service with academic instruction. It is a practical approach to education that allows students to apply what they learn in the classroom to real-world problems and needs. It is different from traditional volunteerism because it is intentionally integrated into the academic curriculum. It allows students to apply what they are learning in the classroom to real-world situations, and to reflect on how their experiences relate to their academic studies.

The basic premise of service-learning is that students engage in meaningful and structured service activities that are linked to specific learning objectives. By doing so, they develop important skills such as critical thinking, problem solving, and communication, while also making a positive impact in their communities.

Here are some key steps to implement a service-learning program:

1. Identify a community need: Start by identifying a need or issue in your community that you would like to address. This could be anything from environmental sustainability to literacy to social justice.
2. Develop learning objectives: Determine what you want your students to learn through their service activities. What skills or knowledge do you want them to gain?
3. Find a community partner: Identify a community partner who can work with you to develop and implement the service project. This could be a non-profit organisation, a government agency, or a local business.
4. Plan the project: Work with your community partner to plan the service project. This should include specific tasks and timelines, as well as any necessary resources or materials.
5. Implement the project: Have your students carry out the service project, making sure to provide guidance and supervision as needed.



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6. Reflect on the experience: After the project is complete, have your students reflect on their experiences and what they learned. This can be done through class discussions, written assignments, or other forms of assessment.

Service-learning is a practical and effective way to engage students in their education while also making a positive impact in the community. By following these steps, you can create a meaningful and impactful service-learning experience for your students.

PREPARATION

Discover what motivates the students. In this case, and in order to avoid future problems in terms of the integration with the course content, it is necessary to establish some points which will guide the students in the future phases.

The instructor needs to:

- Define where to start: subject(s); teacher(s); hours available per week; how many months; class(es)
- Social needs in our local area (it is possible to choose different topics related with the previous point, and allow the students to decide or even suggest other topics related)

Together with the students, it is possible to start discussing about:

- What service can they perform? Why is motivating for the students? Which tasks can the students do? How can the students evaluate those tasks?
- What learnings can be obtained from that service? Create a list with competences, knowledge and values
- Prepare the prevision of what tools, materials, resources, partners and budget is going to be needed. Ideally, prepare a temporalization of the actions identified detailing the timing, the actions and the elements to make it happen.

After that, the instructor can prepare how the evaluation of the students is going to take place.

COLLABORATIONS WITH THE COMMUNITY AGENTS

In this part is where the local actors can be identified. The teacher can support with these tasks, but it will be the students who will identify the related actors, getting to know the different entities that work in a certain field.

What type of collaborations can be done?

- Entities in the town that are familiar with and act on the needs of the environment: neighbourhood associations, environmental associations, cooperation associations, etc.
- With other educational centres: school accompaniment of our students to younger children.



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- Public institutions with responsibilities in service areas: health centres, fire brigades, etc.

In this phase it is important to contact with those entities in order to see how to collaborate and in which part they can support the students with its learning and initiatives. It is necessary to establish a clear relationship (an agreement is a perfect method to guarantee this part).

Once the collaboration with the local entities has been set up, then the whole planification can be elaborated and confirmed, as the collaborations will support with the achievement of the goals and even with resources needed.

FOUNDATION FOR A SL COMMUNICATION CAMPAIGN BASED IN SUSTAINABLE TOURISM

Within this project, involving two VET centres in Greece and Spain, two prominent tourist destinations in Europe, attracting millions of visitors annually, the students will take the role of creating a communication campaign with a sustainable perspective.

While tourism brings economic benefits, it also poses significant environmental and socio-cultural challenges. To address these issues, a collaborative project called TOURBIZ has been initiated. The project aims to promote sustainable tourism by developing an app that showcases the sustainable actions implemented by tourism-related businesses. A communication campaign, led by students from a VET centre in tourism in Greece and a VET centre in trade in Spain, seeks to raise awareness about sustainable tourism practices and promote the TOURBIZ App.

For this reason, the project partners need to team up with students in order to make a significant learning experience that not only will involve the students with the local community, but they will gain experience and autonomy.

In order to create the foundation for this Service-Learning Communication Campaign, and to maintain the purpose of the project on promoting sustainable practices, the following **campaign objectives** have been set in Module 1:

1. Promote the creation of tourism businesses and entrepreneurship
2. Create free access to verified sustainable options for the general public
3. Involve VET schools in the community by actively participating in its improvement

Then, following the steps of module 1, the students need to select the target audience, also taking into account their resources and reach.

Next, the important part is to **develop the message and how**.

How can the students share the message?

In order to transfer the message, the first part is to work on research and content creation. In this case, here are some options on how to proceed with this:

- ~~Students need to do~~ some research and compile information about **sustainable tourism practices** in their respective regions.
- Create engaging content such as articles, infographics, posters, social media posts and videos highlighting **sustainable businesses related to tourism and their actions**.
- Collaborate with local businesses and organisations to gather insights and content, using the questionnaire included in module 3.
- Organise workshops or webinars to teach local businesses on what the App will include and highlight the benefits of it. Later, another workshop could be done on how to use the app

Afterwards, the students can start working on the ideas to promote the App. The first part would be to develop a marketing plan to promote the TOURBIZ app.

Develop a Messaging Strategy:

- Create a compelling message that communicates the app's benefits to your target audience.
- Craft a concise and memorable tagline or slogan that encapsulates the app's value proposition.

**Take into account the messaging strategy should also include sustainable practices, in order to be aligned with the idea of promoting sustainable businesses.*

What should be included?

- **Marketing Channels:** Select the most suitable marketing channels to reach your target audience. This may include: social media marketing; content marketing (blog posts, videos, infographics); email marketing; etc.

As it is a service-learning, and during the first part, the students have created a questionnaire to gather information, it would be nice to share the content with the local businesses, so they can also spread the news and increase the impact.

- **Budget Allocation:** Allocate a budget for each marketing channel and activity based on your objectives and expected results.
- **Content Calendar:** Develop a content calendar that outlines the type of content, posting schedule, and key messaging for each marketing channel. Ensure consistency in branding and messaging across all channels.
 1. Social Media Marketing: Use social media platforms to create awareness and engage with your audience. Share informative and visually appealing posts about sustainable tourism and the TOURBIZ app.
 - i. Create high-quality, informative content about sustainable tourism practices, travel tips, and the benefits of using the TOURBIZ app.
 - ii. Publish blog posts, videos, and infographics on your website and social media platforms.

TIP: Share it with the local businesses and increase the impact.



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2. Monitor and Measure:
 - i. Implement tracking tools and analytics to measure the success of your marketing efforts.
 - ii. Monitor downloads, user engagement, website traffic, and social media metrics.
 - iii. Feedback and Iteration: Continuously gather feedback from users and adapt your marketing plan accordingly.
3. Launch and Promote Strategically: Plan a launch event or campaign to create excitement and buzz around the app's release.

TIP: Invite the local businesses that have participated in the research.

Remember that app promotion is an ongoing process, and success may not happen overnight.

Based on module 1, and taking into account the objectives and by combining research, education, community engagement, and strategic communication, this service-learning campaign will promote the TOURBIZ app as a valuable tool for both tourists and businesses.

EXAMPLES OR RESOURCES

There are many examples of service learning that can be useful when implementing a SL experience in the classroom, combining different active pedagogies to diverse topics. In the following items there are some experiences and resources:

National Youth Leadership Council (NYLC)

NYLC accelerates student achievement by strengthening academic, civic, and character outcomes through service-learning.

<https://nylc.org/>

Universitat Politècnica de València

The Universidad Politècnica de Valencia has numerous experiences with service learning, which can be consulted [here](#). Additionally, they provide resources for implementation, such as a service-learning experience template, SL tracking, a rubric model, and other downloadable resources available in their website.

<http://www.upv.es/contenidos/APS/>

60 Good Practices of SL in Spain



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Compilation of educational experiences with a social purpose, developed in educational centres of nearly all levels: primary, secondary, vocational training, initial vocational qualification programs, special education, university, adult education...; as well as various types of social entities: those related to leisure education, environmental, cultural, socio-health, development cooperation.

Zerbikas: <https://www.zerbikas.es/wp-content/uploads/2015/07/60.pdf>

European Centre for the Development of Vocational Training (CEDEFOP)

CEDEFOP has published a comprehensive research paper about “The role of work-based learning in VET and tertiary education”. This report analyses the 2016 EU labour force survey (EU-LFS) ad hoc module, which covers the topic of young people on the labour market.

This document can be downloaded in the following link:

<https://www.cedefop.europa.eu/en/publications/5580>

Spanish SL Network (REDAPS)

REDAPS is a non-profit association whose mission is to promote service-learning, enhance collaboration among territorial groups, and represent them to other supralocal institutions

<https://www.aprendizajeservicio.net/>

Aprentatge-servei Comunitat Valenciana

The Territorial Service-Learning Group of the Valencian Community operates with a coordinating team composed of individuals from diverse backgrounds, including educators from schools and universities, professionals and volunteers from social organizations, municipal technicians, and a growing group of individuals who have come together through courses and events held in recent years. This group has also formed through connections with individuals of various backgrounds who are either driving Service-Learning experiences or expressing an interest in promoting them.

<https://apscomunitatvalenciana.com/>

Academic Literature on Service-Learning in Europe

A. Sotelino-Losada, E. Arbués-Radigales, L. García-Docampo, and J. L. González-Geraldo has published a document that analyse academic information in Europe since the year 2000 with a detailed bibliographic review of publications with roots in Europe.

<https://www.frontiersin.org/articles/10.3389/feduc.2021.604825/full>

European Observatory of Service-Learning

The European Observatory of SL is a space for cooperation and exchange among the members of the European network Europe Engage for disseminate the knowledge of service-learning in higher education in Europe.



The useful resources that they provide can be downloaded in the following link:

<https://www.eoslhe.eu/resources/>

Service-Learning Migrants/Refugees

This project seeks to mobilise university-community resources through SL for the inclusion of migrants and refugees.

<https://service-learning-m.eu/project/>

The Centre for Innovation in Teaching & Learning (CITL)

<https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/community-based-learning-service-learning>



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MODULE 3: SERVICE-LEARNING PLAN

EXAMPLES OF SL PLAN ON HOW TO CREATE A COMMUNICATION CAMPAIGN IN A VET COURSE

INTRODUCTION

Once the theoretical background has been set about how to develop a successful communication campaign on sustainable tourism and how to do it using the methodology of Service Learning, this chapter aims to be a teacher's possible guide to take into practice this knowledge.

Moreover, along the chapter, we include the examples on how we actually applied to practise the suggested activities, as well as some of the productions and outcomes of the students, in order to provide models to other educational institutions that want to implement a communication campaign in their centres.

To start with, we include as an example the program that we can use to publicise the different activities, training and events that we are going to carry out during the training for a sustainable communication campaign, especially if it is an intercentre activity. In our case, below we include the real program that we actually designed and distributed during the Learning Teaching and Training Activity 2 of TOURBIZ program, in which students from Ergasia Ekpedeftiki S.A. VET Center (Patras, Greece) and students from IES Honori Garcia (Vall d'Uixó, Spain), shared a **3-DAYS** training in La Vall d'Uixó (Spain).



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LA VALL D' UIXÓ

24 - 26
OCT 23

DIARY/
TOURBIZ
TRANSNATIONAL
PROJECT
MEETING 3



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TUESDAY 24TH OCTOBER

8:30 RECEPTION OF ERGASIA AT THE HOTEL BELCAIRE

9:00 INSTITUTIONAL WELCOME AT "PALAU DE VIVEL" (JORGE GARCÍA [CITY HALL], MAYTE GARCÍA [HONORI GARCÍA] AND JOSE SEGARRA [LOW CARBON ECONOMY])

9:30 TOURBIZRBIZ4VET PROJECT PRESENTATION BY NURIA SEGARRA

10:00 SEMINAR "HOW TO LAUNCH A SUCCESSFUL COMMUNICATION CAMPAIGN" BY MARIA ZAMORA.

11:00 SNACK BY THE TOWN HALL OF VALL D'UIXÓ

11:30 SEMINAR "DESIGNING A COMMUNICATION CAMPAIGN" BY MARÍA ZAMORA (LANZADERA)

14:00 LUNCH AT "EL RACÓ" RESTAURANT (ON BEHALF OF EACH MEMBER)

16:00 VISIT TO THE SAN JOSÉ GROTTOS. COURTESY OF THE VALL D'UXÓ TOWN HALL (MAXIMUM GROUP OF 25 PEOPLE)

WEDNESDAY 25TH OCTOBER

PLACE: HIGH SCHOOL HONORI GARCÍA (ASSEMBLY HALL)

9:30 ACTIVITY: TEAMWORK AND SOFT SKILLS

10:00 PRESENTATION OF FIELD WORK AND RESULTS OF EACH GROUP OF STUDENTS. (ERGASIA-HONORI)

10:45 WORK COFFEE BY IES HONORI GARCÍA

11:10 CANVA TRAINING FOR STUDENTS BY LUCÍA TOLEDO (CITY HALL)

12:30 START OF WORK "COMMUNICATION CAMPAIGN"

14:00 LUNCH BREAK (RESTAURANT VAOH)- ON BEHALF OF EACH PERSON

16:00 WATER ROUTE (BY THE TOWN HALL) MAXIMUM GROUP OF 25 PEOPLE

THURSDAY 26TH OCTOBER

PLACE: HIGH SCHOOL HONORI GARCÍA (CLASSROOM 2.10)

9:15 RECEPTION OF STUDENT AT CLASSROOM 2.10

9:30 DISCUSSIONS ON POSSIBLE IDEAS FOR INCLUDING THE DATA IN THE APP WITH INNOVATION FRONTIERS (ONLINE) LINK:

[HTTPS://MEET.GOOGLE.COM/COM/UUC-IVNX-NYS](https://meet.google.com/UUC-IVNX-NYS)

10:00 PRESENTATION OF THE COLLABORATIVE FINAL PROPOSAL FOR THE COMMUNICATION CAMPAIGN AND DISTRIBUTION OF TASK TO THE END ITS IMPLEMENTATION CONTINUATION (ERGASIA- HONORI) CREATION OF COMMUNICATION CAMPAIGN.

10:45 WORK COFFEE BY IES HONORI GARCIA

11:00 CONTINUATION (ERGASIA-HONORI) WITH THE CREATION OF COMMUNICATION CAMPAIGN.

13:15 CONTINUATION (ERGASIA- HONORI) CREATION OF COMMUNICATION CAMPAIGN

14:00 CLOSURE

#IESHONORIGARCIA

#COMERÇMOLA



CALENDAR

In this section, we include the calendar for the suggested sessions to introduce the theoretical contents of a communication campaign and to design and implement the communication campaign with the students, using service-learning methodology. This calendar includes our real example, with sessions that took place in each one of the schools before the transnational meeting, as well as the sessions during the meeting.

Session 1 (4 hours)

- Initial training on sustainable actions in commercial activity.

Session 2 (4 hours)

- Training on analysis and statistical treatment of data. Use of computer applications in commercial research: excel and microsoft forms.

Session 3 (2 hours)

- Preparation of the questionnaire.

Session 4 (1 hours)

- Sharing with Greek partners. Analysis and statistical treatment of data. Use of computer applications in commercial research: Excel and Google forms.

Session 5 (1 hours)

- Insertion of questions in google forms.

Session 6 (2 hours)

- Information session and data collection

Session 7 (2 hour)

- Data analysis.

Session 8 (2 hour)

- Designing the welcome outfit of the school.

Session 9 (2 hours)

- Welcome to abroad partners.

Session 10 (4 hours)

- Training on communication campaigns for both schools together

Session 11 (2 hours)

Meeting of students from both schools. Team Building activities.

Session 12 (2 hours)

Canva training



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Session 13 (4 hours)

Working on the communication campaign

PARTICIPANTS

CLASSES INVOLVED AND PROFILE OF STUDENTS

The group that will develop this activity will be the first year middle grade class of Commercial Activities. To make the work more dynamic and practical, the participation of two teachers who can follow the activity of each group is recommended.

In our case, the involved classes are nine students from the VET Middle Grade Courses in Commerce at the IES Honori Garcia and four students from VET Ergasia Ekpedeftiki S.A.

LEARNING OBJECTIVES

TEACHERS AND SUBJECTS

ERGASIA EKPEDEFTIKI S.A. VET Center :

Teachers: Mr. George Soulos, Head of EU Department of the VET Centre ERGASIA EKPEDEFTIKI SA and teacher of Managerial & Tourism Studies. Mrs. Georgia Peppas, teacher of Tourism in the VET Centre

Subjects: Managerial & Tourism Studies

IES Honori García:

Teachers: Laura Berna Parra, Inma Orenaga Domínguez, Paula Aguilar Jiménez and Nuria Segarra Adell, apart from the close collaboration of all the Commerce department, the Head of Vocational Studies, Carles Franco Roger, and the Director of the school, Mayte García Martínez.

Subjects: Commerce and marketing studies

EXTERNAL PARTNERS

- Local Business Association
- Vall d'Uixó Town Hall

Our partners from the TOURBIZ project collaborated in this implementation.

The City Hall of La Vall d'Uixó contributed with the speakers of the conferences. Additionally, they put our students in contact with the local association of commerces that finally answered the first 15 questionnaires for the pilot study.



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ACTIVITIES

RESOURCES NEEDED

- Classroom with easily adaptable tables for teamwork.
- Large cardboard
- Coloured post-its
- Felt pens
- Computers

Questionnaire (see Annex XX- we need to add the last version of the questionnaire) and characteristics to be included in the App; any other resource that was done.

ACTIVITIES OR SHEETS FOR ACTIVITIES (SUGGESTIONS FOR PLANNING)

In this section, we include suggested training sessions, seminars as well as teaching/learning activities. They are the actual ones that we organised and implemented with our students from both vocational schools (Ergasia and IES Honori Garcia).

SESSION 1: TRAINING ON MARKET RESEARCH IN COMMERCIAL ACTIVITY (4 HOURS)

Basic training on market research is given in two sessions.

The first session would include a theoretical explanation followed by practical questions that students would answer (some of them might require additional work outside the classroom).

LIST OF THEORETICAL CONTENTS OF THE SESSION

Market analysis:

1. The trading system:
 - i. Variables of the trading system: introduction to controllable variables (four pes) and non-controllable (microenvironment and macroenvironment).



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- ii. The market: depending on the type of buyer (consumer or industrial), depending on what is exchanged (products or services) and according to scope (current or potential).

IMPORTANT: distinguish between market and demand.

- iii. The environment: microenvironment: suppliers, intermediaries (distributors, companies logistics, mk companies, financial intermediaries), clients, competitors and interest groups. Macro-environment: political, economic, social, technological, ecological (include economy of the common good) and legislative.
2. The consumer:
 - i. The purchasing process in final consumers: recognition of the need, search for information, evaluation of alternatives, purchase decision and post-purchase behaviour.
 - ii. Factors that influence the purchasing process: cultural, social, personal and psychological.
 3. Market segmentation: economics of abundance and segmentation criteria selected. Methods: geographical, demographic, psychographic and behavioural.
 - i. Application to commercial strategies: undifferentiated, differentiated or concentrated. Advantages and disadvantages.

Marketing information system:

1. The importance of information for decision making
 - i. Classification of information: According to origin (internal, external), nature (quantitative, qualitative) and availability (primary, secondary)
2. The SIM
 - i. What is SIM and what is its purpose? (+Benefits)
 - ii. SIM structure: 4 subsystems, intelligence, registration, commercial research and analysis. (application to your company with free tools).
3. Commercial research:
 - iii. What is it and what is its purpose?
 - iv. Ethical aspects: codes of ethics (ICC/ESOMAR) and legislation (EU GDPR and LOPD). Search for information, evaluation of alternatives, purchase decision and post-purchase behaviour.

Commercial research plan:

1. The business research process:

Stages:

 - i. Planning: purpose of the research (problem and users), definition of the research (object, hypothesis and scope) and estimation of the value of information (decision tree).



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PROPOSED ACTIVITIES FOR STUDENTS

After the previous theoretical explanation, students will answer the following questions in order to start developing their own communication campaign:

STEP 1

What problem or need for knowledge do we start from? Where do we want to go? How do we want to reach there?

- Select the issue that we want to investigate: for example, the influence of timely television night in a certain type of consumers or which new modifications of a product are needed by a group of consumers of a product. Gather information. Where is this going? Are you starting to get saturated? Could it be a fad?
- Determine the objectives: what do we want to achieve with the study?
- Hypotheses prior to the study: that is, express our current theories of how the variable affects a certain situation that we want to study.
- Determine the variables that affect the study: if we study the consumer, which variables affect their behaviour?, or if we study a product, which modifications produce effects on it?

- ii. Design: approach (exploratory: secondary and qualitative information, descriptive: quantitative cross-sectional or longitudinal, causal: experimentation through variables + collection method: first, second, internal, external (in addition to possible external supplier) and research tactics (measurements, questionnaire, experiment and sampling*).

*Sampling → what it is and concepts: population, population element, census, sample...

→ Sampling process: definition of the target population, definition of the sampling frame, selection sampling method, sample size, plan to select elements samples and sample selection.

→ Sampling techniques: probabilistic (MAS, systematic random, stratified random and by conglomerates) and non-probabilistic (by judgement, by convenience, by quotas, by ball of snow)

→ Optimal sample size.

STEP 2

Which information do we need to collect to carry out our study?

The second step is to obtain the information we need to carry out our study, and on which we will rely. It is crucial that the data were as realistic and objective as possible. It is made up of the following phases:



- Choice of sources: determine where we will obtain the information from.
 - Ways to obtain the information: which steps or requirements we will need to follow in order to obtain the data, as it is likely that not all the data is public or that we need to research the particular information by ourselves, for example, through consumer surveys.
 - Selection of a representative sample under study.
 - Obtaining results and data.
- iii. Implementation: comparison between cost and value of the new information or budget and data collection and analysis: field (selection, training and supervision of interviewers), processing (review of questionnaires, editing, coding and transcription and tabulation) and data cleaning, data analysis and interpretation of results (graphs and spreadsheets) in the final report.
- iv. Research report: Importance of the report.
- a. Structure of the report: who is it addressed to? Which problem does it provide a response to? how do we interpret the results and which recommendations do we make in order to be able to make grounded decisions?
 - b. Conclusions/analysis of commercial research results.
 - c. Strategic decision making.

STEP 3

How will we analyse the information?

Once we have all the data, it is time to treat it analytically. For this purpose, we will generally need computer means. We will do it in the following way:

- Edit and code the data: in such a way that it is easily understandable and manageable for all those who use them.
- Tabulation and statistical analysis: first we will have to tabulate and organise the data according to the variables that we have taken into account, and subsequently we will subject them to statistical tests to better understand what we need: repetition frequency of a variable, mean deviation, etc.

Finally, we interpret the results and present the conclusions of our study with the purpose of being able to disseminate it if we wish to those who may need it. More specifically, we do as follows:

- Interpretation of results: we will analyse the results obtained, as well as the previous hypothesis that we had formulated. In doing so, we will know if we were right or there is a large error in the prediction. It is advisable to analyse the 'why' of success or failure.



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- Conclusions: it is convenient to draw conclusions from the study, as a summary of the results obtained.
- Recommendations and actions to be carried out: depending on the results and what that we want to achieve.

STEP 4

Additional considerations: Which kind of information could we use?

When dealing with secondary sources:

1. Importance of evaluating information: degree of recency, authors and objective, methodology, data accuracy and nature.
INTERNAL: databases, DW and DM, CRM.
EXTERNAL: centres and private companies
2. Information search: search engines, operators and other ways to search online information (catalogues, rss, websites...)
3. Information processing and analysis:
DOCUMENT (articles, books, reports) + bibliographic reference manager Mendeley.
INFO QUALITATIVE DATA (conferences, speeches, videos, audios) + interpretation using Nvivo software
INFO DATA QUANTITATIVES (numbers) + spreadsheets.
4. Storage.

When dealing with primary sources:

1. Collection Methods:

Questioning

DIRECT QUALITATIVE (Research objective is communicated) + how affects internet (videoconferencing)

- In-depth interviews
- Group sessions

INDIRECT QUALITATIVE

- Projective techniques (word association, sentence completion and stories, incomplete comics, interpretation of photographs, role playing)

QUANTITATIVE

- Surveys (personal, telephone and online). Structure (sections), types of questions, basic measurement scales. ***Consider recommendations. *Google forms.**
- Permanent collection panels/methods (omnibus surveys)

Observation (qualitative or quantitative), types (covert, natural, direct, human...) and how it affects the Internet (rss and forums).

QUALITATIVE:

- Camcorders



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- Mystery shopper
- Participant observation

QUANTITATIVE

- Devices + used (video cameras that need transcription of data, motion sensors, scanners, audiometers...)

Experimentation: experimental variables cause an effect on dependents.

QUANTITATIVE: causal research: market test

- In the laboratory
- Field

Measurement of the variable through interrogation or through devices electronics (neuromarketing): eye trackers, psychophysiological measurements, measurements of brain activity.

2. Reliability and Cost: avoid non-sampling errors (caused by the researcher, interviewer and interviewee)

SESSION 2: TRAINING ON ANALYSIS AND STATISTICAL TREATMENT OF DATA. USE OF COMPUTER APPLICATIONS IN COMMERCIAL RESEARCH: EXCEL AND MICROSOFT FORMS. (4 HOURS)

Once the students have the necessary knowledge on how to search for information and have made their choices for their particular project, they learn about a particular tool start collecting and analysing the data.

Currently, we have good data collection and processing tools such as Google or Microsoft forms that allow us to easily carry out questionnaires and analyse the data collected. Students must be able to handle these tools, and to do so we must train them in their use. To do this we will explain the following main points:

Start a new form

1. Go to [Microsoft Forms](#) with your Microsoft 365 school credentials, Microsoft 365 work credentials, or Microsoft account (Hotmail, Live, or Outlook).

*Note: You can also log in to Office.com, look for the Microsoft 365 icons on the left, and then select **Forms**.*

2. Select **+ New Form**.
3. Title your form and, if you want, a description of it.



Note: Form titles can have up to 90 characters. Descriptions can have up to 1,000 characters.

Note: Your form is saved automatically while you create it.

Add questions

1. Select **+ Add new** to add a new question to your form.
2. Choose what kind of question you want to add, such as **Choice**, **Text**, **Rating**, or **Date** question types. Select **More question types** ✓ for **Ranking**, **Likert**, **File upload**, or **Net Promoter Score** question types. To organise sections for your questions, select **Section**.
3. Tip: You can also format your text. Highlight a word or words in your title or questions, and then choose any of the following: **Bold** (keyboard shortcut - CTRL/Cmd+B), **Italic** (keyboard shortcut - CTRL/Cmd+I), **Underline** (keyboard shortcut - CTRL/Cmd+U), **Font color**, **Font size**, **Numbering**, or **Bullets**.
4. Important: If you delete a question, it will be permanently deleted along with any response data that's been collected for it. Learn more.

Preview your form

1. On a computer, select  **Preview** to see how your form will look. On a mobile device select  to see how your form will look.
2. To test out your form, answer the questions in Preview mode, and then select **Submit**.
3. To keep editing your form, select **Back**.

How to use Google Forms

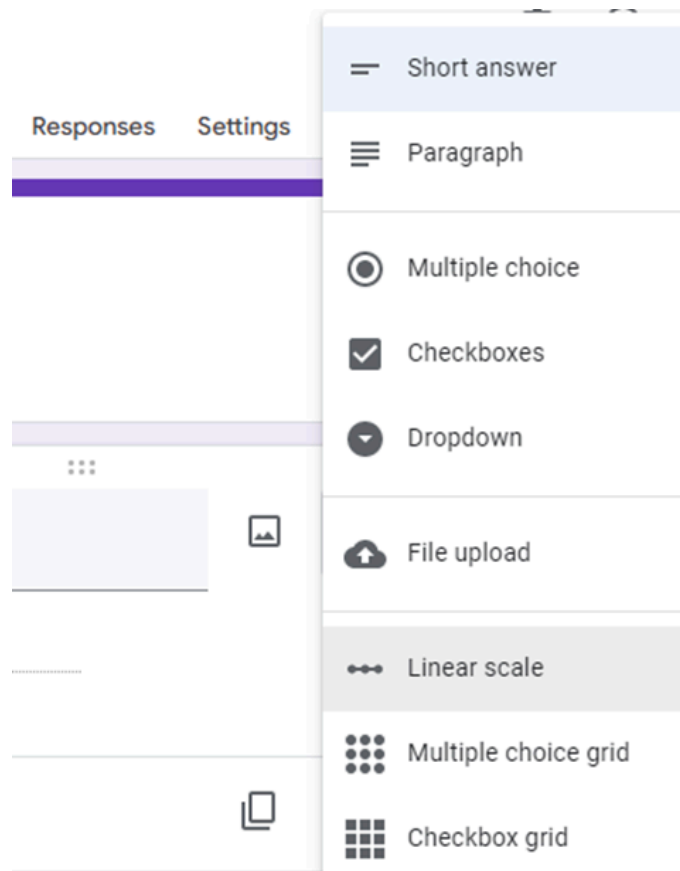
Create a form

1. Go to forms.google.com
2. Click Blank .
3. Name your untitled form.



Add questions

1. Open a form in [Google Forms](#).
2. Click Add.
3. To the right of the question title, choose the type of question you want.
4. Type the possible responses to your question. To prevent people from not answering, turn on Required.



Update or arrange questions

1. To move a question, at the top of a question, click Drag.
2. To add a description to a question, click More and then Description.
3. To add an image to a question, click Add image.
4. To add a YouTube video to a question, click Add video.

5. To delete a question, click Delete

Tip: To preview your changes at any time, at the top right, click Preview

Customize your design

Use a theme with your organization's branding

1. In [Google Forms](#), open a form.
2. Click Customize theme
3. Under "Themes," click a theme.

Change the color or header

1. In [Google Forms](#), open a form.
2. Click Customize theme Customize theme.
3. Optional: Under "Color," you can choose a theme color and background color for your form.
 - a. To add a custom color, click Add custom color +.
 - b. To add your own photo as a theme, under "Header," click Choose image.
4. Click Close.

You can view your new theme and continue to edit your form.

Change the font

1. In [Google Forms](#), open a form.
2. Click Customize theme.
3. Below "Text," you can change the font style for headers, questions, and text. Choose the text style you want to edit, then change the font and size.
4. Click Close.



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Review your form

At any time, you can preview your form to see what the changes look like.

1. At the top right, click Preview .

The preview opens in a new window.

2. To edit the form, click Edit or go back to your editing window

SESSION 3: PREPARATION OF THE QUESTIONNAIRE (2 HOURS)

The aim of this session is that students put the previous theory into practice. For this purpose, we ask students to work in groups. Based on the sustainable actions that were selected in session 1, each group must write a question to prepare the questionnaire together. Depending on the format required in the mobile application, the teacher can indicate certain conditions, such as, for example: “must be answered with an open response”, “closed”, specific options, etc.

All groups must prepare the questions and choose, according to the theory studied, which is the most correct way to pose it.

To inspire students and provide them with grounded information, we can use the document “100 RECOMMENDATIONS FOR TOURIST COMPANIES”(http://www.turisme.gva.es/turisme/es/files/pdf/2022_ODS_guia_100_recomendaciones_empresas_turisticas.pdf) in the Valencian Community. This document includes all the previous training on sustainable development specified in concrete actions that businesses can or should carry out. However, it is important that students discard those practices that, due to the small size of the business that participate in the study, are out of their reach.

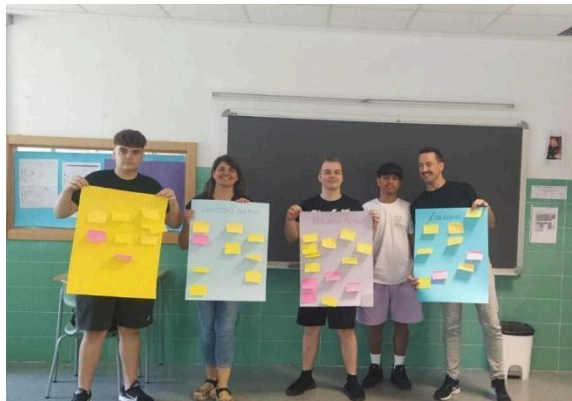
Based on this information, an activity is carried out:

- The class group is divided into small groups of 2 or 3 people. They must choose from the 4 areas into which the document is divided (leadership, human resources, logistics and facilities) those actions that, from the students' point of view and from what they know about the commercial sector, can be easily carried out. Each group chooses among 4 to 5 actions from each area. Below is a list of all those that have been chosen in our particular example. Students must discuss and negotiate giving an order to the questions, based on their importance of each issue. That order will influence the selection of questions on the subsequent form.



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SESSION 4 SHARING WITH GREEK PARTNERS (1 HOUR)

The partners will pool the questions to carry out a single questionnaire for the two territories. (This action may not be necessary if there is some particularity in each of the territories that makes it impossible)

Once each working team has selected the questions, it is likely that the number of questions will be excessive. The teams from both countries (or territories) will have to decide the number of questions and choose the most representative ones. It is recommended that the questionnaire does not exceed 25 questions.

SESSION 5: INSERTION OF QUESTIONS IN GOOGLE FORMS (1 HOUR)

Students include all questions in the Google Forms application. It is important that each student participates in inserting questions. For this purpose, the questionnaire will be shared and the number of questions that will be asked will be distributed equally among all the students.

SESSION 6: INFORMATION SESSION AND DATA COLLECTION (2 HOURS)

The students make an appointment with a selection of local businesses, in order to inform them about the project and collect data using the questionnaire they have developed. The students themselves must inform the businesses of the objective of their study and carry out the survey.

SESSION 7: DATA ANALYSIS (2 HOURS)

With all the data collected, the students must analyse the results, creating a report for each of the businesses that shows, through graphs, the company's strengths, as well as those points in which it must improve.

SESSION 8: DESIGNING THE WELCOME OUTFIT OF THE SCHOOL (2 HOURS)

Apart from the work on data collection, the social and intercultural dimensions of the project need to also be attended.

Creating a good welcome atmosphere for new coworkers is essential to generating a good work environment. It is recommended that students participate and get personally involved in creating it.

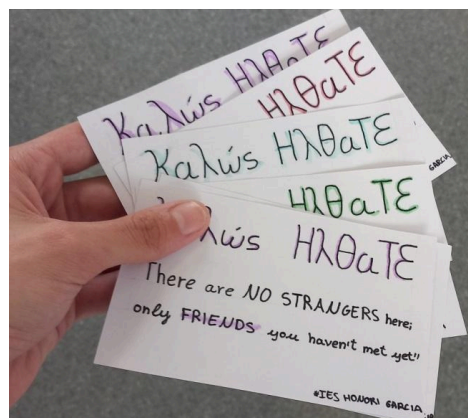
For this purpose, students must find out about the origin of their new classmates, trying to get to know their culture, language and other features more deeply. Since, knowing your colleagues better helps you generate empathy with them.

An example of this could be the creation of a welcoming mural or a photocall with photographs of both cities.



In addition to this mural, preparing a reception with typical products from our area, holding working meals or planning guided tours of our surroundings can show the students' genuine willingness to work together with their new partners in a more relaxed environment.

SESSION 9: WELCOME TO ABROAD PARTNERS (2 HOURS)



It is important to create an appropriate work environment and to do this we can use a game to break the ice between students. To achieve this, the use of board games that encourage students to communicate with others can be very useful, since this can be very difficult for them when they have to do so in a language that is not their mother tongue. Some of these games are the following:

JECO:



JECO is a game created by Franzina Balagué, which helps us work, explore and transform conflicts with others and with ourselves from Non-Violent Communication. Composed of a wooden dice and polychrome cards, it allows us to do this exercise in a playful and dynamic way. It is also a good tool for sharing, playing, practising and

learning empathy and other key aspects of NVC. A very useful resource, also, for facilitators, as an activity in their workshops and practice groups. Easy to transport. Number of players: from 1.

JECO is the Non-Violent Communication card game created by our facilitator at CNV Franzina Balagué. A fantastic NVC role-playing game that helps us work, explore and transform conflicts with others and with ourselves through non-violent communication. The game allows you to play but at the same time learn and reflect with laughter about our ways of communicating on a daily basis. With the game we can explore our most Giraffe part, that is, when we communicate in a sensitive, respectful way, taking into account the needs of all those involved and seeking emotional connection and with our most Jackal part when communication is aggressive and competitive, based on judging, belittling or comparing the other. But be careful, it is very important to listen to our Jackal, give him a voice, and then understand him and later empathise with the others.

DIXIT:



Dixit is a board game that has been awarded more than once with awards such as the Spiel des Jahres (German Game of the Year award). The game has not only attracted attention for its aesthetics, but also because the dynamics of the game itself allows the mind to work in a very special way. The original objective of the game is to guess cards from certain clues that are given in the form of words, phrases, narrations or even mime.

We can use Dixit as a game to encourage the oral expression of some students and to make their imagination work.

Each participant has six cards, one of the players (the narrator) must start by choosing one of his cards without any of the other players seeing it. That same person must say a word, a concept or a phrase that is related to the chosen illustrated card. Then, the rest of the players choose the card from their hand that most closely resembles said concept, word or story. The cards are shuffled and no one knows which illustration corresponds to which person. And the game begins... the difficulty lies in finding a balanced clue to prevent everyone from guessing it because it is easy, or from being complex, no one from guessing it. Other players get points if they choose the “storyteller” card or if other players vote for their own card.

Catan:



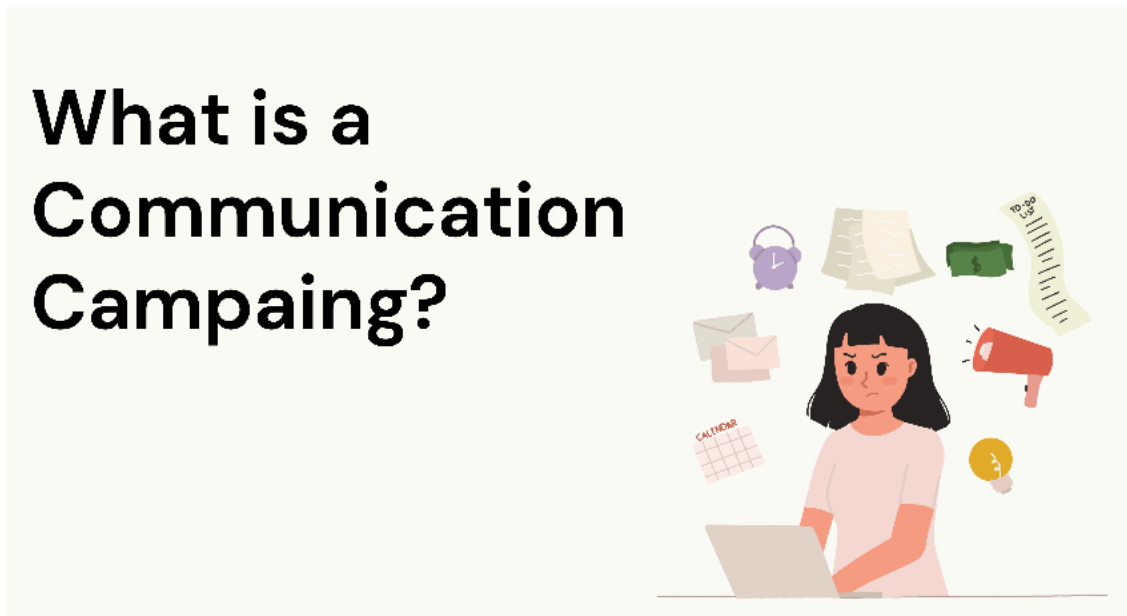
The Settlers of Catan is a game of chance, although the development of each game is different. players who will have to talk and negotiate to advance in the game, exchanging resources between players. Although it was created by Klaus Teuber (1955) in 1999, it has been a revolution in

the world of board games and has gone from being a recreational element to a very useful tool in the teaching-learning process.

SESSION 10 (4 HOURS): TRAINING ON COMMUNICATION CAMPAIGNS FOR BOTH SCHOOLS TOGETHER

In this session, students learn how to run a good dissemination campaign and practical examples. For this purpose, in our example students attended a seminar on “Communication in digital media”. It was taught by Maria Zamora, a marketing specialist hired by the Vall d'Uixó City Council.

Below, we include the slides of Maria Zamora’s presentation:



How do I build a **communication strategy** ?



Why - This is my main objective, what I want to communicate.



Who - To whom I want to deliver my message, my audience.



What - Concept we want to communicate and creative process.



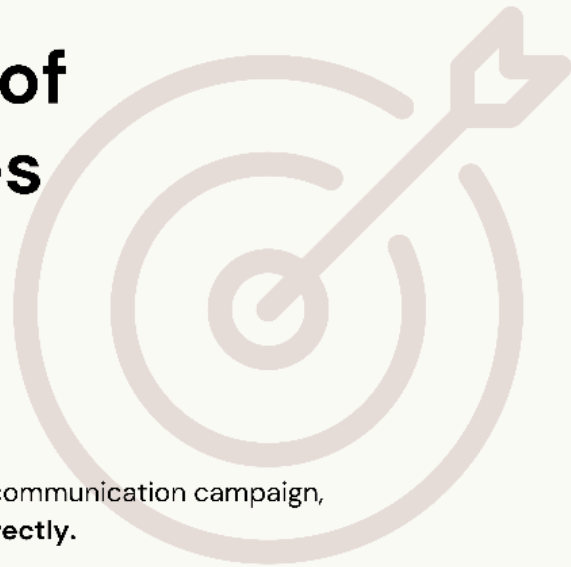
How - Through which media and channels.



When - Schedule, launch and results

1.- Definition of our objectives

- Why?



Let's begin with the **first step** of our communication campaign, which is to **define our objective correctly**.

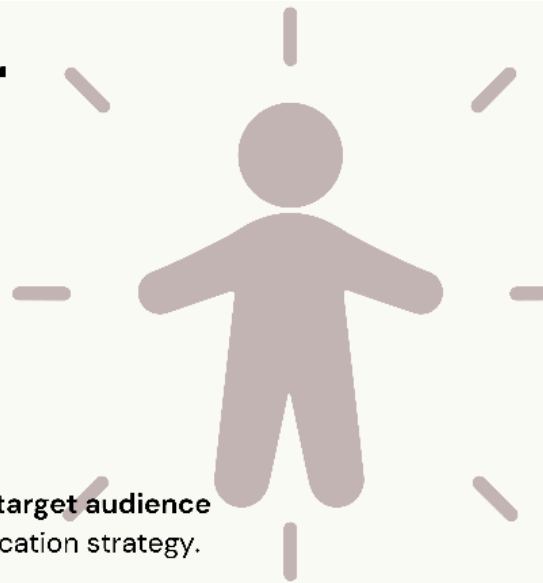


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2.- Defining our audience

- Who?



The **correct definition of our audience or target audience** is **essential** when developing our communication strategy.

3.- Key Message and creativity

- What



In this part of the strategy, **we define the message we will send to our audience** to achieve our goal



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4.- Media and Channels

- How?



Media and communication channels are a fundamental part of marketing and communication; **it's how we reach our audience.**

5.- Launching and results

- When?



Other aspects in relation to a correct communication strategy are **defining when we launch it and measuring its results.**

SESSION 11: MEETING OF STUDENTS FROM BOTH SCHOOLS. TEAM BUILDING ACTIVITIES (2 HOURS)

To begin teamwork, it is important that the team members know each other and have the confidence to be able to express their opinions freely, so that the final result is of an excellent quality. Therefore, we begin the session with some cooperative work dynamics based on teamwork and soft skills.

The first step is introducing each student in a creative and innovative way. Let's imagine that they are going to create a new Instagram account. They need to select the name, their profile photo, a place and a hashtag and explain to the rest of the class.



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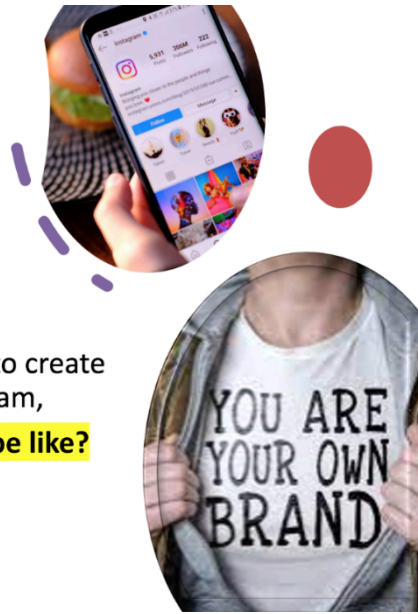


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PERSONAL PRESENTATION

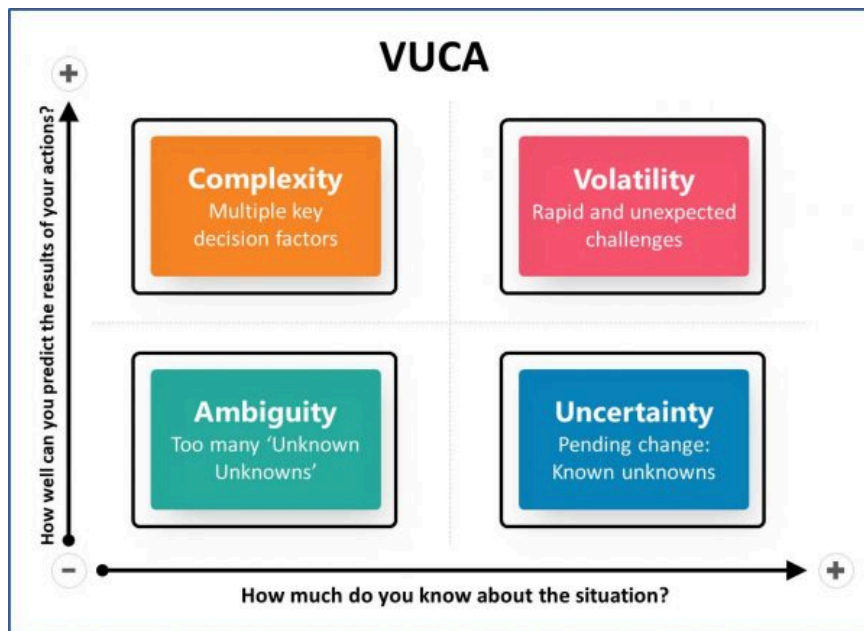
Just imagine... you need to create a new account on Instagram,
how would your profile be like?



PERSONAL PRESENTATION

Profile photo	Name @	Hashtag #	Place
	@inmadom	#smile	La Vall d'Uixó

Once they have gotten to know each other, we are going to explain the importance of knowing the environment in which we find ourselves immersed. Integrate the concepts of globalisation, digitalization and sustainability in today's society, how to be able to manage this environment and what possible solutions are within our reach. We make students understand that we all live in a VUCA environment. VUCA stands for volatility, uncertainty, complexity, and ambiguity. It describes the situation of constant, unpredictable change that is now the norm in certain industries and areas of the business world.



That is why we need to respond to the needs that arise in this new environment once we are aware of its existence. And with the help of soft skills we can help work on this project in a more efficient and effective way.

What do we need?



The Top 10 Soft Skills



In order to improve many of those soft skills, we introduce the Lego Serious play work methodology. Through this methodology we will explain the importance of team members expressing their opinions freely, that all of them are important for the final work. Let's see how it works, based on different stages and the game rules:



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Innovation Frontiers
Mind is the limit

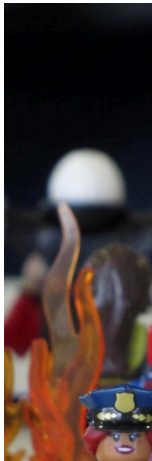
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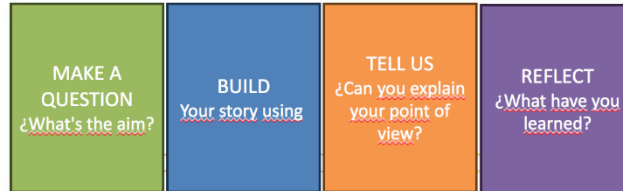


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HOW DO WE WORK?

Etapas / Stages



GAME RULES

- 1) EVERYONE participate in each phase.
- 2) When you don't know what to build, just START BUILDING.
- 3) There's no a correct way to build.
- 4) You must listen to all the members of your team.
- 5) You'll have your own meaning.



To introduce this methodology we initially will ask students to express through individual construction what sustainability means to them.

Secondly, they are asked to build a joint figure that brings together all individual ideas and opinions. This is a way to encourage everyone to express themselves and teach them to create something as a team. Teachers must observe the relationships that exist between team members to advise them on how to work on social skills.

SESSION 12: CANVA TRAINING (2 HOURS)

Once the positive and synergic relationships have been built, we move to a training session on computer tools for the design of communication campaigns. In the following link we have a lot of information and tutorials for learning CANVA. It is important that students practise by themselves with their own computer all the options offered by this tool. <https://www.canva.com/designschool/courses/>



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SESSION 13: WORKING ON THE COMMUNICATION CAMPAIGN (4 HOURS)

It is important that, before starting the campaign, students know well what the objective of the session is. To do this, teachers introduce the objective of the campaign and it is recommended to contact the creators of the mobile app, as it will give a more complete vision of what the application will be like and will help them better understand what its mission is.



To start working on the communication campaign we will use this simple 5-step guide: Why? Who? What? How? and When?

Building my communication strategy



Why?

My main objective, what I want to communicate.

It must be Specific, Achievable, Relevant, and Measurable.

Who?

My Audience

- Define who is your target audience in a more general way by segments.
- Then create a buyer persona to have a clear picture of the type of audience you want to address.

What?

The concept and creativity

The concept, is what we say, the creativity how we say it in an attractive way.

How?

Media and channels.

When?

Launching and results



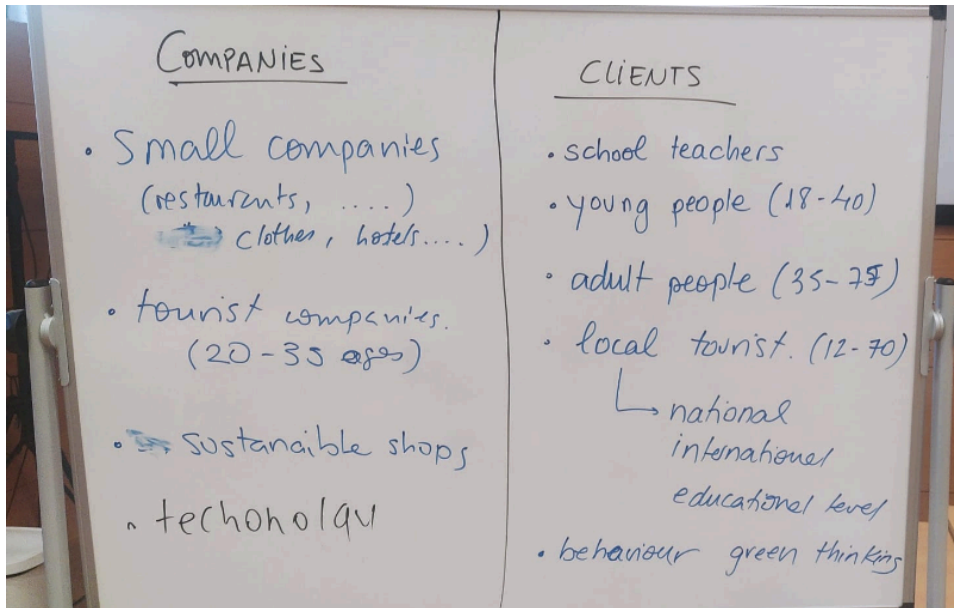
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Firstly, students work on the first two steps: Why and Who?. At this moment the students have to remember the objective of the campaign and who is the target audience.

In this session, two types of target audience are distinguished:

- Businesses that want to join the app.
- Potential customers who download the app to learn about the sustainable actions carried out by the businesses attached to the app.



Secondly, students have to think about what they want to communicate and how they are going to do it. For them, it is recommended to use the collaborative work techniques called "Six Thinking Hats". It is a way of investigating an issue from a variety of perspectives, but in a clear, conflict-free way. It can be used by individuals or groups to move outside habitual ways of thinking, try out different approaches, and then think constructively about how to move forward.

The Six Thinking Hats technique gets you to look at a problem in six different ways. It takes you and your team beyond any instinctive positions, so that you explore a range of perspectives. That way, you can carefully consider each one, without having to argue your case or make snap decisions about what's "right" or "wrong."

By the time you've tried out all six hats, you should have a rich collection of insights that will help you to decide your next steps.

The following image indicates what each hat represents.

6 Thinking Hats

for brainstorming ideas

Management

Plans
Rules
Procedures



Caution

Problems
Risks
Threats



Creativity

Innovation
Solutions
Alternatives



Logic

Facts
Neutral Information
Data



Positivism

Benefits
Advantages
Value



Emotions

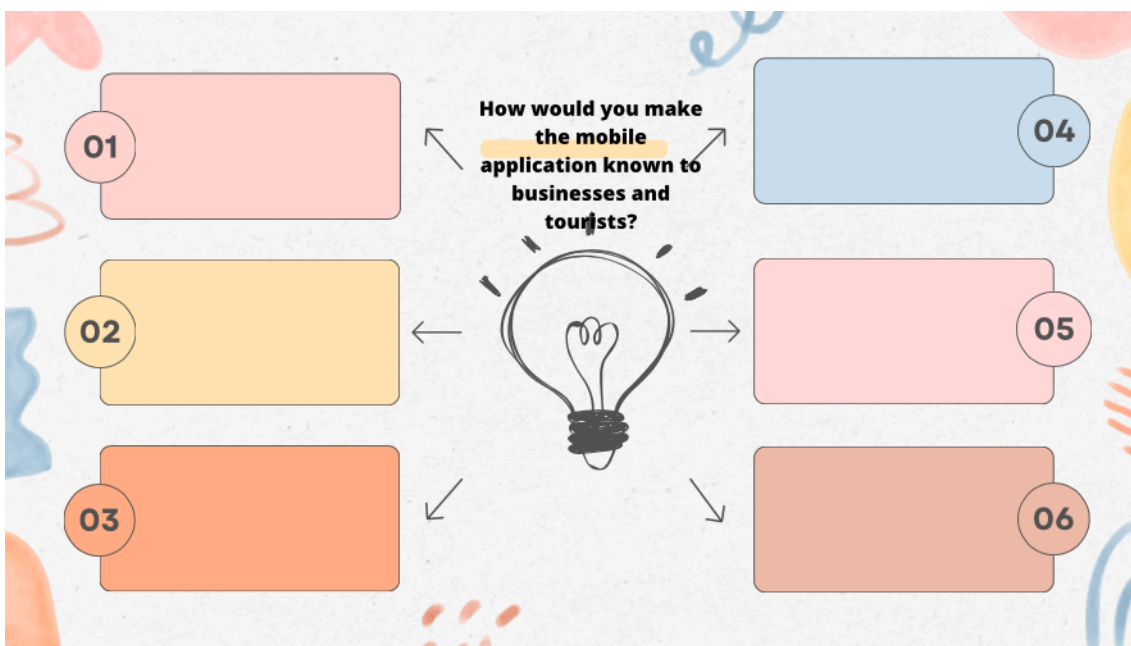
Feelings
Intuition
Hunches



To put this technique into practice we will divide the class into small groups of six students.



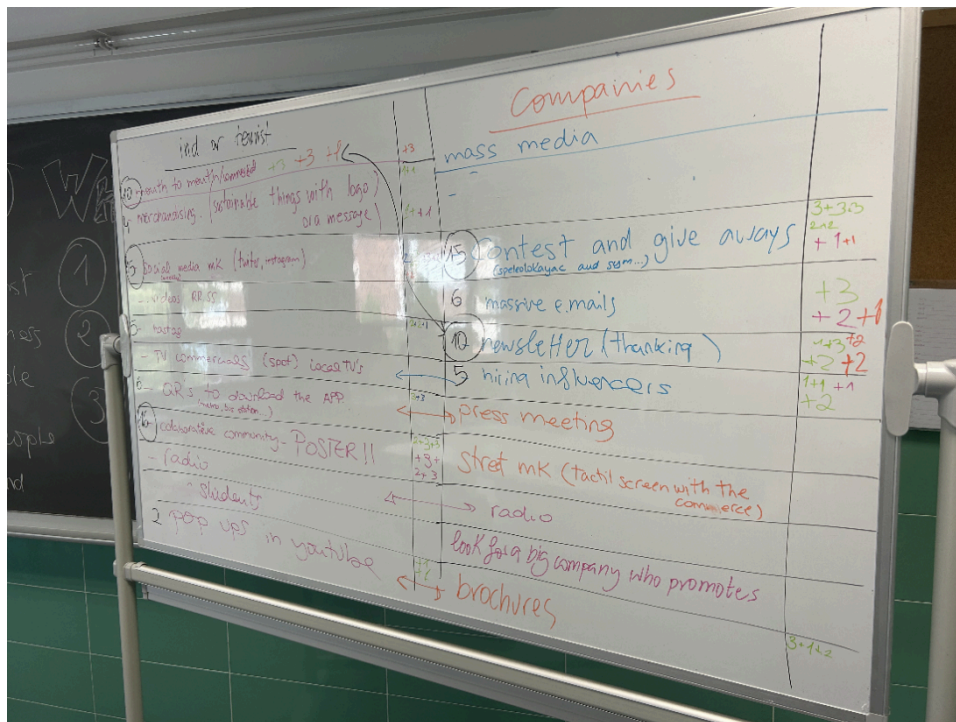
At the end, we will ask the students to specify and write their final ideas in the following template.



In this way we will collect many different ideas on which to start working. Ideas such as:

- Create Instagram posts.
- Design advertising for outdoor media.
- Create a badge to place in commercial establishments attached to the app.

- Create a radio spot.
- Create an informative mailing for commercial establishments.



Finally, we had the chance to vote by assigning 1, 2, and 3 points to the different ideas that have been selected in order to focus on what our final product will be.

Once the preferred options were chosen, students started to work in groups to create some of the final products for the communication campaign.

FINAL OUTPUT: EXAMPLES OF PRODUCTS FOR THE COMMUNICATION CAMPAIGN CREATED BY STUDENTS.

Below, you can find some examples of the final products that the students have been designing:

 @tourbiz4vet

 Co-funded by the European Union



Get to know all our companies in the Link below.
[Link to the App](#)

#tourbiz4vet #EUandMe #Erasmus
 #sustainability #tourism

Do you want to collaborate with the planet?



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Get to know the sustainable businesses in your area

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TOURBIZ4VET

SUSTAINABLE TOURISM



WHAT IS IT?



TourBIZ is a European funded Erasmus+ project that focuses on the tourism sector from the point of view of sustainable tourism business and sustainable entrepreneurship within the tourism sector. Its focus of action is vocational education and training, specifically related to tourism and commerce.

ADVANTAGES

- Fellowship
- Environmental awareness
- Meet new commercial partners
- Reflect company values



OBJECTIVES

- Promote the creation of tourism businesses and entrepreneurship.
- Support the professional development of teachers, trainers, sustainability educators with the service-learning methodology.
- Create free access to the general public on verified sustainable options.
- Involve VET schools in the community by actively participating in its improvement

www.tourbiz4vet.eu

CONGRATULATIONS!

YOU ARE ONE OF THE MOST ENVIRONMENTAL CUSTOMERS OF THE MONTH...

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QUESTIONNAIRE ON SUSTAINABILITY IN TOURISM COMPANIES AND RELATED SERVICES

Company Profile

1. Is your company involved in the tourism industry?

- Yes
- No

Economic Sustainability

2. Does your company prioritize hiring local staff?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

3. Does your company have a supply-chain policy for fair trade and equity? (eg: ask your suppliers to use recyclable and recycled packaging, that they have a packaging reuse system, that they use renewable energy, that they treat workers fairly, etc.)

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

4. Do you apply the principle of the 4 R's?

(Rate from 1 to 4, with 1 being Never, 2 sometimes, 3 often, and 4 always)



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	1	2	3	4
Do you Reduce ? (trying to generate as little waste as possible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you Reuse ? (trying to give more than one use to products that can generate waste)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you Recycle ? (e.g. separating and classifying organic waste, paper and cardboard, plastics, glass, batteries, oils, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you Repair ? (eg: fixing breakdowns in household appliances, computer equipment, electronics, etc. instead of buying new ones).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do you carry out awareness campaigns on sustainability (economic, social and environmental) to your clients? (eg: explaining the advantages of consuming local, ecological, low-energy consumption products, produced fairly for workers, etc.).

(Rate from 1 to 4, with 1 being Never, 2 sometimes, 3 often, and 4 always)

	1	2	3	4
Aimed at your customers (eg: explaining the advantages of consuming local, ecological, low energy consumption products, produced fairly for workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aimed at your suppliers (eg: explaining the advantages of consuming local, ecological, low-energy consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

products, produced fairly for workers, etc.)

6. Do you promote the consumption or purchase of seasonal and local products among your customers?
- Yes, we do
 - Yes, we do it in part
 - No, but we plan to do so in the near future
 - We do not

Environmental Sustainability

7. Does your company take responsibility for potential environmental damage caused by its operations?
- Yes, we do
 - Yes, we do it in part
 - No, but we plan to do so in the near future
 - We do not
8. Does your company have a policy for sustainable transportation options?
- Yes, we do
 - Yes, we do it in part
 - No, but we plan to do so in the near future
 - We do not
9. Do you have solar panels installed?
- Yes, we do
 - Yes, we do it in part
 - No, but we plan to do so in the near future



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We do not

10. Is the construction of the building designed to reduce energy consumption? Example: well insulated, windows that take advantage of natural light, etc.

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

Social Sustainability

11. Does your company provide information to guests about local cultural and social customs?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

12. Does your company support local social or community development projects?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

13. Does your company have a policy against any form of discrimination?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

Conservation and Biodiversity



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14. Does your company engage in activities to protect local biodiversity?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

15. Does your company provide information to guests on environmentally sensitive areas to visit?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

16. Does your company support the preservation of natural and cultural heritage sites?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

Employee Engagement

17. Does your company have a dedicated sustainability team or department?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

18. Do you promote diversity and inclusion of certain groups in the world of work? Eg Hiring people with functional diversity or groups with labor insertion difficulties, etc.



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- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

19. Do you encourage sustainable practices among workers in their day to day?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

Community Engagement

20. Does your company engage with local communities to develop sustainable tourism initiatives?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

21. Does your company contribute to local initiatives that improve community well-being?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

22. Do you take any measure to improve the happiness and well-being of all the interest groups with which you interact? (eg: suppliers, customers, financial institutions, society in your immediate environment, workers, etc.)

- Yes, we do
- Yes, we do it in part



- No, but we plan to do so in the near future
- We do not

Reporting and Certifications

23. Does your company use sustainability guidelines or frameworks (e.g., Global Sustainable Tourism Council criteria)?

- Yes
- No

24. Does your company have an environmental or social seal or certification? (ex: AENOR, ISO, local recognitions, etc.)

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not

25. Have you carried out an analysis of the impacts (social, economic and/or environmental) of your activity in your company?

- Yes, we do
- Yes, we do it in part
- No, but we plan to do so in the near future
- We do not



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