



Innoguide: Innovation in LLL Tourist Guide Training
Tourist guides as partners for a sustainable, diverse and exciting Europe!

Progress Report

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Executive Summary

Tourist guides work in a local, regional, national and European context. As such they play an important role in increasing mutual understanding and in stimulating the development of a European identity. Moreover, they can facilitate the acquisition of some key social and civic competences and cultural awareness, in the framework of Lifelong Learning objectives for tourists. This project's ambition is to contribute to the training and education of guides in Europe and to introduce innovative concepts that are currently lacking in the tourist guide-training programmes.

More concretely this project:

- Makes a comparative study of the training programmes for tourist guides in the partner countries thus gaining insight into the organisation and content of current partner's tourist guide training programmes. These programmes are compared on level (EQF norm), duration and content. The outcome is the basis for the development of new training modules.
- Develops three training modules in English for teachers of tourist guides and for tourist guides (in training). The modules deal with sustainability, interculturality and experiential guiding. These three topics are the central competences of this project.
- Establishes a platform for sharing experiences to ensure active continuation and to stimulate mobility between teachers and students. There will be train-the-trainer-sessions to test the developed materials and the e-platform ensures a flexible lifelong learning strategy.

The project's results are primarily intended for organisations providing vocational training for tourist guides. The tools developed will also be useful for both national tourist guide associations and the European Federation of Tourist Guides Associations (FEG). The target organisations range from local authorities with responsibility for tourism, LLP national agencies, public and private tourism institutions to vocational schools and universities. The e-learning system embedded in the project's website (<http://www.innoguidetourism.eu/>) will make the courses accessible to everybody. A wide set of information, good practices and recommendations is and will be published online during and beyond project's life. This will allow institutions and practitioners working in tourism to exploit good practices in tourism sustainability, intercultural exchange, and creation of experience.

The project partners come from different countries (Belgium, France, Hungary, Italy, Malta, the Netherlands, Norway and Spain) with different backgrounds ranging from training centres for tourist guides to governmental tourist bodies, schools and universities that have tourism courses, and private non-profit organisations with expertise in tourism education and LLL learning projects. This provides for an interesting and enriching mix of expertise and points of view.

This project brings a clear European-added value to the table as it brings together European countries with very different backgrounds who jointly undertake research and work on new didactic materials for guides' training. Secondly, it contributes to the professionalization of guides. This facilitates the intercultural dialogue between tourists and guides. Moreover, the quality of training programmes across Europe will improve as the project focuses on innovative ways of tackling sustainability, interculturality and creation of authentic experiences by trainers. By developing a trainer's manual for each module the development of pedagogical skills of trainers is also assured.

With regard to the next steps in this project, it is planned in the short term to put together an inventory of existing didactic materials for each module, to analyse where hiatuses lie and then to put together new, innovative didactic materials. These new materials will also be tested before they can be used and further disseminated.

Moreover, the Innoguide research report, which has been printed (an online copy is also available on the website), will be sent to all partners to distribute to their networks thus gaining more interest and awareness for the project.

From a long-term perspective the goal is to create a changed mind-set with regard to how is being thought about guides' training and the integration of the three modules in the teaching programmes of the participating partner countries and potentially beyond.

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2. Project Objectives

With this new project, aimed at reinforcing guide training programmes throughout Europe, Innoguide wants to help guide trainers to reflect on three innovative concepts in guide training. The three following aims are central to the project:

- To make a comparative study of the training programmes for tourist guides in the partner countries thus gaining insight into the organisation and content of current partner's tourist guide training programmes. These programmes are compared on level (EQF norm), duration and content. The outcome is the basis for the development of new training modules.
- To develop three training modules in English for teachers of tourist guides and for tourist guides (in training). The modules deal with sustainability, interculturality and experiential guiding. These three topics are the central competencies of this project.
- To establish a platform for sharing experiences to ensure active continuation and to stimulate mobility between teachers and students. There will be train-the-trainer-sessions to test the developed materials and the e-platform ensures a flexible lifelong learning strategy.

Innoguide wants to create awareness among guide trainers about the importance and relevance of both sustainability and interculturality and experiential guiding and the key role of tourist guides in developing a sustainable tourism and interculturality. Moreover, this project targets training institutions and wants to stimulate a European mind-set with regard to guides' training. European cooperation is inherent to this project but it should not stop there. The goal is to let relevant stakeholders reflect on the role and development of a guide as an important representative of European ideals and principles. He/she can create a European dimension in the guided tours, highlighting common history, common narratives, presenting a European identity inside and outside Europe...

Guides' teachers and their organisations have a key role to play in the implementation of our project results so it is crucial to bring in their expertise and practical experience.

3. Project Approach

The main goal of this project is to develop three modules that can easily be used in guides' training programmes throughout Europe. To provide for a solid basis for these modules research was conducted comparing the tourist guide training programmes. Data for the research were collected in several ways, hence the research method applied is a multi-method approach. The design included use of documents and additional information on guides' training from the participating countries, as well as focus group interviews from four of those countries.

1. Methodology of the empirical study

Information on guide training programmes

All partners collected information through desk research and interviews with experts on the structure and organisation of the guide training initiatives in their respective countries. Initially, the intention was to acquire complete guide training curricula from the participating countries to provide information on: 1) the educational purpose of the programme, 2) what educational experiences were provided under the programme, 3) how the educational experiences were organised, and 4) how attainment of the purpose or the value of the experiences were evaluated. However, the supplied examples of guide-training programmes were more like 'sets of intended learnings' and none of them could be classified as complete curriculum descriptions. This final sample of programmes may not be regarded as a random sample of guide-training programmes across Europe, and generalisations of findings must be made with caution. However, the sample is adequate to assess the possible presence of the INNOGUIDE topics, as well as inform the reader about the pluralism and complexities of extant training programmes and their structures across Europe.

Focus groups

Four focus groups were established at the following locations: Barcelona, Valletta, Budapest, and Stavanger. The groups consisted of participants with expert knowledge on tourist guiding and training in their region. Participants were prepared to share their experiences and opinions about tourist guiding, especially regarding the following:

- 1) Selection, training, and quality assurance of training programmes
- 2) The types of experiences they facilitate for tourists
- 3) How potential controversial issues are handled
- 4) The role of new technologies in relation to guiding
- 5) Needs for innovation in guiding
- 6) Challenges in the guiding business and profession

When issues in the areas of sustainability, interculturalism, and experience creation did not surface (issues perceived as important contributions to the EurD), the facilitator prompted questions about these issues.

The details from this part of the research are reported in a separate document and the conclusions are integrated in the research report.

Comparing programmes on level, duration and content

For the purpose of comparing the several different programmes, the researchers relied upon two major documents regulating the professional domain in question.:

- 'Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for Lifelong Learning' published on April 23, 2008.
- the 2007 recommendation of the European Committee for Standardisation (CEN) entitled 'Tourism Services – Requirements for the provision of professional tourist guide training and qualification programmes' (EN 15565:2007)

The INNOGUIDE research concerning the comparison of the training programmes used the following aspects for its analysis:

- Types of training (compatibility with the EQF levels and CEN)
- Recognition of the degree within the country
- Structure: units of the training, timeframe
- Target group for the training, entrance requirements

Content analysis

The content analysis part of the INNOGUIDE project was primarily concerned with the areas of sustainability, interculturalism, and experiential guiding in tourist guide-training programmes. Consequently, the analytical focus was on the possible descriptions of these dimensions. To evaluate current tourist guide-training programme curricula, and to develop teaching modules that include sustainability concepts and skills in both interculturalism and experiential guiding, it was necessary to select *criteria* and *indicators*. Sustainability criteria and indicators were based on sustainable tourism literature and the review of European Commission documentation. Interculturalism and experiential guiding criteria and indicators were selected at a group meeting in Brussels. The group established criteria to assess the performance level of the different curricula in the general area of sustainability, with more specific criteria in the areas of interculturalism and experiential guiding.

This research report's results are the basic building blocks for module development. The dissemination of this report, as part of a top-down phase of the project, has been done via the website and via the project partners to raise awareness among

interested and relevant stakeholders. It should be noted that all partners have been encouraged to widely distribute the outcomes of this project to their local branches and individual members via newsletters, websites, etc.

2. Module development

The project hired Educonsult to give advice on the methodology for module development. Different phases in module development were defined:

Step 1 – preparatory stage:

Analysing student needs, teacher needs, institutional needs and professional body needs. This was done in the first phase related to the research part.

Step 2 – Module design: summarized in blueprint

- define module rationale
- define module aims/learning objectives
- drafting learning outcomes
- making an inventory of already existing material
- define level (s) of the module: 5 and 6 of EQF
- define subject content / subject title
- define workload – (ECTS) credits
- define teaching strategies/ pedagogical approaches to be used – bearing in mind theories about learning (e.g. learning styles)
- define assessment strategies
- define prerequisites for students + student support

Learning outcomes were presented to a group of experts in Brussels. They were further finalized. Additionally learning outcomes for basic guiding skills were developed since all partners consider them as crucial and integral to every aspect of guiding.

For the following steps in the module development (finalising learning outcomes, overview of existing relevant didactic material and development of new materials) a more bottom-up approach is used. Via reaching out to local experts new materials are gathered and new insights in module development are gained.

The different steps in this project can all be followed on the Innoguide website which ensures a continuous and updated information stream to both the partners involved as the wider public.

4. Project Outcomes & Results

D2.1 Research report that includes:

- *Study on training programmes for guides*
- *Current practices in guide training*

One of the most important outcomes thus far is the Innoguide research report. This report describes the current partners' tourist guide training programmes and explores how these three central competences are addressed in each country.

Overall, the research illustrates that recent developments in European policy-making and in tourism theory are not yet integrated into guide-training programmes across Europe. The absence is evident despite the fact that this analysis was done without access to full curricula content descriptions, the sample is limited to eight countries, and many of the programmes are regional.

Module development

The learning outcomes for the modules of sustainability, experiential guiding and interculturalism are developed. Additionally learning outcomes for basis guiding skills have been developed. An inventory has been made of the already existing didactic materials.

Moodle platform has been created and is part of the website. Partners use this also to share project documents.

D6.1 Dissemination that includes:

- *Dissemination strategy*
- *Website*
- *Brochure and newsletter in English*
- *Articles in national languages*
- *An event with experts*

Based on further analysis and preparations via the electronic network, the most recent seminar in Brussels (February 2012) gathered experts in guides' training to further refine the modules and the preliminary results and output were also presented to the wider public in a dissemination event on the first evening of the meeting.

The set-up of a documentation system and a website hereby provides the project with many opportunities to further disseminate the project material.

D7.1 Quality plan

A draft version of the quality plan that includes the strategy and the results of the internal evaluation of this first period.

5. Partnerships

The project partners come from different backgrounds ranging from training centres for tourist guides to governmental tourist bodies, schools and universities that have tourism courses, and private non-profit organisations with expertise in tourism education and LLL learning projects. It is precisely this mix of expertise that provides for interesting and enriching points of view on our project. More specifically, the organisations participating in the project, directly or indirectly are:

- Public administrations: Toerisme Vlaanderen (Belgium), Generalitat de Catalunya Direccio general de Turisme (Spain)
- Universities/higher education institutions/vocational training: The Norwegian School of Hotel Management (Norway), Kodolanyi Janos University of Applied Sciences (Hungary), Turismo Sant Ignasi (ESADI-Universitat Ramon Llull, Spain), Institute of Tourism Studies (Malta), Stichting NHTV Internationale hogeschool Breda (The Netherlands)
- Research centres: Centro di ricerche economiche e sociali (CERES, Italy)
- Non-profit organisation: Living Stone Dialogue (LSD,Belgium), Centre de Culture Européenne (France)
- Consultancy agency: EDU Consult (Belgium)
- Associated partners: Vienna tourist guides (Austria), The Federation of Tourist Guides Associations in Flanders (Belgium), The Federation of Tourist Guides Associations in Italy (Italy).

Role of the partners:

The tasks are divided in a balanced matter, based on the expertise of each partner. Tourism Flanders coordinates the project with support from CERES in the project management aspects of the project. CERES is also in charge of the internal evaluation, Innoguide's website and of stimulating the dissemination and exploitation activities.

- Management and quality plan partners Tourism Flanders, CERES.
- Research co-ordinators: The Norwegian School of Hotel Management, Kodolanyi Janos University of Applied Sciences
- Module development coordinators:
 - Sustainability: Living Stone Dialogue,

- Interculturalism: Turismo Sant Ignasi
- Experiential guiding: NHTV

- Module development supporting:
 - Sustainability: The Norwegian School of Hotel Management
 - Interculturalism: Institute of Tourism Studies, Centre de Culture Européenne, Generalitat de Catalunya Direccio general de Turisme
 - Experiential guiding: Living Stone Dialogue (LSD)
 - Technical partners: KJU: technical coordination of web-based module development, public website CERES

- External contributors: The creation of an external co-operators' network of experts is established to participate in different activities: participation in meetings, validation of research results, dissemination of results

- Subcontractors: Educonsult for advice on module development and external evaluation

6. Plans for the Future

Future plans for this project include the finalisation of the three modules ('sustainability', 'interculturality', and 'experiential guiding') and the development of supporting new didactic materials.

In the short term the following steps in the project are to put together an inventory of existing didactic materials for each module, to analyse where hiatuses lie and then to put together new, innovative didactic materials. These new materials will also be tested before they can be used and further disseminated.

Moreover, the Innoguide research report, which has been printed (an online copy is also available on the website), will be sent to all partners to distribute to their networks thus gaining more interest and awareness for the project.

The website is regularly updated and a new date has been set for a follow-up meeting, namely 5-7 September 2012 in Hungary.

From a long-term perspective, the results from this project will be of direct influence to the following target collectives :

- public administrations : awareness and sensitisation about the need to adapt sectorial and national qualifications to the learning outcomes terminology (knowledge, skills and competences)
- training centres : adaptation of educational and pedagogical resources to the development of the learning outcomes

The effects hoped for in the long-term are a changed mind-set with regard to how is being thought about guides' training and the integration of the three modules in the teaching programmes of the participating partner countries and potentially beyond.

7. Contribution to EU policies

Innoguide is involved in the Objectives of the Lifelong Learning Programme, because it wants to contribute to the improvement of the quality, attractiveness and accessibility of lifelong learning opportunities available within Member States.

Although each EU member state remains responsible for its own education and training system and EU-level policies in this domain are designed to complement and not replace national actions, a joint response to common challenges like lifelong learning is definitely an added value. Innoguide contributes to this by:

- Integrating European key competences for lifelong learning in the training programmes for guides
- Enhancing the transparency of the qualifications for guides by analysing the different guide-training programmes in relation to the CEN standard and to the EQF
- Enhancing the quality of competences and qualifications of guides
- Stimulating a sense of European citizenship and a common goal among project partners and others involved in the project
- Supporting the Europe 2020 strategy to become a smart, sustainable and inclusive economy and more specifically by supporting and contributing to the goals of developing a sustainable economy

Moreover, the comparative study of tourist guide training programmes allows each partner to benchmark its own training programme to the EQF, to the national qualification framework and to the tourist guide training programmes of other European countries. Consequently, this study creates a frame of reference of tourist guide training programmes in Europe which is useful for all EU-members and potentially even has a positive effect on the free movement of guides in Europe. Hence, this project contributes to the development of a common European framework to teach guides.

Furthermore, by developing e-learning modules the quality of the tourist guide training programmes in the partner countries will improve. There is a big focus in this project on dissemination activities and many stakeholders working in the field of tourist guiding and in the broader field of tourism are being reached out to. This can only enhance a European perspective on how to train guides.

8. Extra Heading/Section

