Co-funded by the European Union

TRANSVERSAL skills 4 GREEN TOURISM

GUIDELINES

for the organisation

of GREEN-SKILLS TRAINING

in VET

THROUGH ACTIVE LEARNING METHODS

Developed in the framework of:

TRANS4GREEN: Scenario-based Learning for Green Transversal Skills in Tourism"

With the collaborative efforts of:

International Management Institute

Graičiūnas School of Management

Yalova Şaban Temuge Vocational and Technical Anatolian High School

Project co-funded by the European Union.

FOREWORD

Sustainability is no longer just a buzzword — it is a necessity (Sathishkumar, 2025). Businesses across all sectors — from transport to agriculture — are under increasing pressure to operate more sustainably and reduce their environmental footprint. The tourism industry, as a major driver of economic and social growth, heavily reliant on natural resources and exerting a significant impact on them, plays a crucial role in this transition. Yet, a shortage of necessary skills and resources limits its capacity for meaningful transformation, highlighting the urgent need for a workforce equipped with forward-looking, sustainable skills.

While the EU encourages the education and training sector to contribute to the green transition and to strengthen the sustainability competences of all learners (EU, 2022), education has not always kept pace with the green-economy trend (Adecco, 2023), making initiatives like TRANS4GREEN: Scenario Based Learning for green transversal skills in Tourism essential to bridge this gap.

This publication, **"Guidelines for the Organisation of Green-Skills Training through Active Learning Methods"** is the third key output of the Erasmus + **TRANS4GREEN** project. It complements the Holistic Methodology for Teaching Green Skills in Tourism VET and the Toolbox, providing practical guidance for designing and delivering effective green-skills training in both VET and lifelong learning contexts, and laying the foundations for embedding green-skill development into VET curricula.

All **TRANS4GREEN** outputs highlight green **transversal skills** (ESCO v. 1.1) as essential not only for sustainability in tourism, but also as competencies transferable across sectors, enabling learners to address environmental challenges and implement meaningful change in diverse industries.

The project approach to building green skills employs active learning methods. This ensures that participants not only acquire knowledge but also develop the critical thinking, problem-solving, and collaborative skills necessary to apply green principles in real-world contexts.

This Guide is intended for educators, trainers, and organisations seeking to integrate sustainability into their programmes, empowering learners to tackle challenges, co-create solutions, and cultivate environmental responsibility.
We hope this Guide, together with the other TRANS4GREEN outputs, inspires and supports trainers, educators, and organisations to effectively embed green skills and contribute to a sustainable future.

Table of Contents

1. INTRODUCTION TO ACTIVE LEARNING AND ITS RELEVANCE TO VET

Active learning is a **learner-centered approach** in which participants actively engage in meaningful activities, reflection, and collaboration, rather than passively receiving information. It emphasizes **interaction**, **participation**, and **personal responsibility** for one's own learning, ensuring that learners take part in problem-solving, decision-making, and reflective practices.

This approach is grounded in influential educational theories that highlight the active role of learners in constructing knowledge. Dewey's principle of "learning by doing" emphasizes learning through real experiences, Piaget's constructivism explains how learners adapt and restructure knowledge through assimilation and accommodation, and Kolb's Experiential Learning Cycle integrates these ideas into a four-phase process of experience, reflection, conceptualization, and experimentation. Together, these foundations support student-centered, experiential approaches in which learners actively interact with tasks and apply knowledge in practice.

Difference Between Active and Passive Learning

Active learning contrasts with passive learning by placing learners at the center of the process, encouraging participation and reflection.

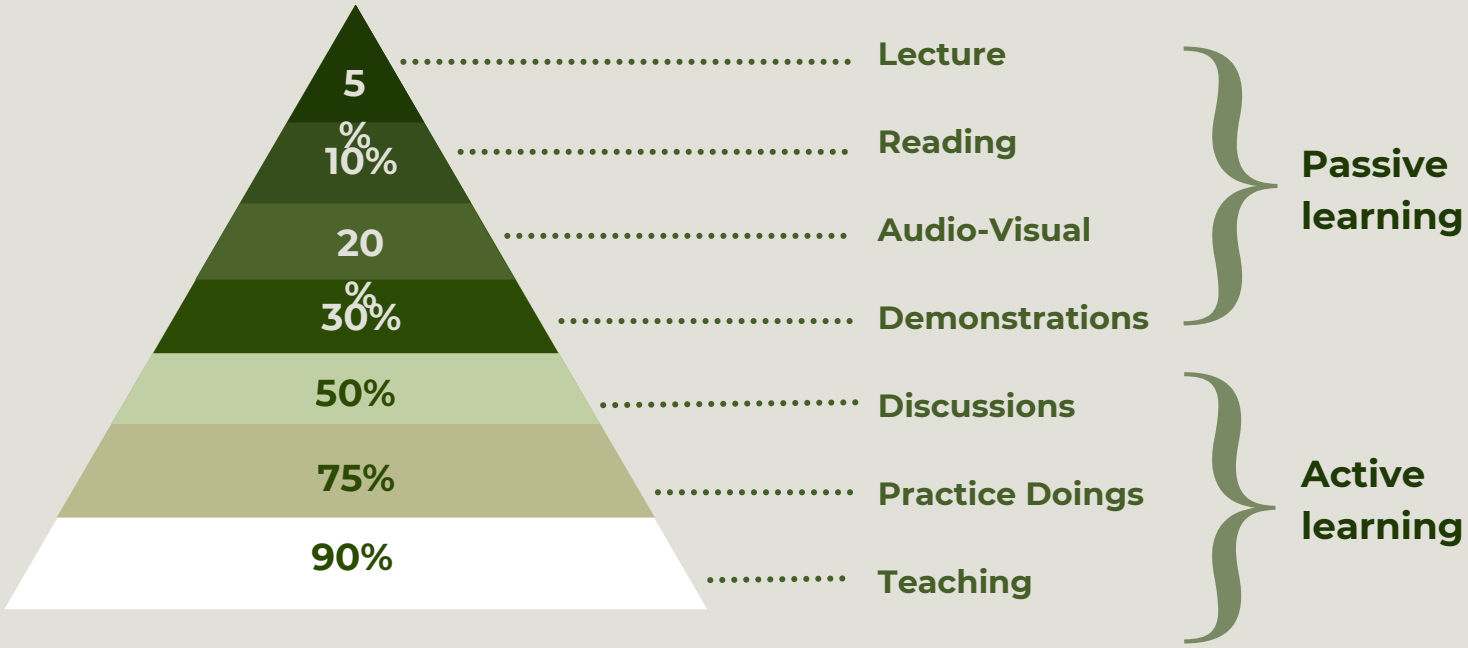


Fig. 1: Difference between active and passive learning

(Adapted from https://keydifferences.com/difference-between-active-and-passive-learning.html)

Relevance of Active Learning in Vocational Education and Training (VET)

In VET, where practical skills are central, active learning is particularly relevant because it:

- Bridges **theory and practice**, allowing learners to apply concepts directly to real tasks.
- Develops **transversal skills** such as teamwork, problem-solving, and environmental awareness.
- Fosters **motivation and engagement**, as learners see the direct impact of their actions.
- Encourages **critical thinking**, helping learners evaluate environmental and sustainability challenges.

Several methods are particularly effective in VET contexts:

Method	Description
Problem-Based Learning (PBL)	Learners address complex, real-world problems, e.g., designing a zero-waste buffet system.
Scenario-Based Learning (SBL)	Learners navigate branching scenarios to evaluate the consequences of their choices.
Project Work	Learners design and complete projects that mirror workplace tasks.
Simulations	Learners engage in real-world simulations, such as energy audits in hotels.
Role-Play	Learners adopt different roles to explore perspectives and decision-making processes.
Peer Teaching	Learners teach and mentor one another, reinforcing understanding through collaboration.
Field-Based Activities	Learners engage directly with workplace environments and sustainability initiatives.
Flipped Classroom	Learners study theoretical material online and apply it during classroom sessions.
Service-Learning	Learners contribute to community projects, e.g., implementing recycling campaigns in tourism facilities.
Peer-to-Peer Learning	Learners mentor each other, enhancing collaboration and mutual responsibility.

Advantages of Active Learning in VET

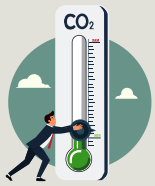
Key advantages include:

- **Knowledge retention**: Students retain 70–80% of knowledge when actively engaged, compared to much lower rates in passive methods.
- **Real-world readiness**: Learners practice industry-relevant scenarios that prepare them directly for employment.
- **Employability**: Graduates with active-learning backgrounds adapt more quickly to workplace environments and sustainability demands.
- **Behavioral change**: Learners are more likely to adopt sustainable habits through repeated practice and reflection.

Why Active Learning Matters for Green Skills

Green skills are no longer optional – they are essential for a sustainable future. The green skills include the knowledge, abilities, values, and attitudes needed to reduce the environmental impact of human activity and promote sustainable practices across sectors (ESCO)

WHAT *ARE* **GREEN SKILLS?**



Green transition is the shift of an economy from fossil fuels and excessive natural resource use.

Green skills are the skills that can help economies in their green transition.

Green job is a job that requires at least one green skill.

THEIR **SCOPE** MAY **SURPRISE** YOU

Advanced skills like zero-energy building design	*But also...*	**Basic skills** like food disposal using green technologies
Technical skills like inspecting wind turbines	*But also...*	**Socio-emotional skills** like communication with local communities
New skills like hydrogen production	*But also...*	**Old skills Augmented** like preparing financial models using carbon pricing
Used in **conventionally high-emission sectors** like energy and transport	*But also...*	**Used in unconventional sectors like arts and entertainment**

Fig. 2: Green skills

(Adapted from: https://www.linkedin.com/posts/zurina-othman-0a90b781_green-skills-be-prepared-for-transition-activity-7247052868602494977-KbMc/)

Developing these skills requires more than theoretical knowledge — learners must actively engage with real-world challenges, experiment with solutions, and reflect on outcomes.

Active learning provides the ideal approach. By emphasizing participation, collaboration, and hands-on problem-solving, it enables learners to acquire and apply green skills effectively, fostering not only understanding but also the ability to drive meaningful environmental change. This approach ensures that learners are not passive recipients of knowledge, but active agents capable of implementing sustainable practices across industries.

Moreover, active learning fosters experiential understanding by engaging learners in realistic scenarios and reflection, helping them connect theory with practice, recognize the consequences of decisions, develop transferable skills, and cultivate the attitudes needed to implement sustainable practices across industries and communities.

The European Skills, Competences, Qualifications and Occupations framework provides a comprehensive framework for identifying and developing green skills in vocational education and training (VET) programs. ESCO v. 1.1.1. outlines 381 skills and 185 knowledge concepts, including five transversal skills, that are most relevant for a greener labor market.

The European Skills, Competences, Qualifications and Occupations framework

Cedefop's Guide on Meeting Skill Needs for the Green Transition also highlights the value of skills intelligence and governance in supporting the green transition, showcasing how VET can make a practical impact through apprenticeship, upskilling, reskilling, validation, and microcredentials.

Cedefop's Guide on Meeting Skill Needs for the Green Transition

Skills for the Green Transformation Toolkit - an interactive PDF showcasing good practice examples of approaches, tools, processes, and initiatives contributing to green skills development. It includes a dashboard mapping projects by country, sector, and sustainable development goal (SDG).

Explore the toolkit.

2. TRENDS IN ACTIVE LEARNING AND INTRODUCTION TO SCENARIO-BASED LEARNING (SBL)

Trends are changing during the timeline:

TRADITIONAL LECTURES → **BLENDED LEARNING** → **GAMIFICATION** → **SCENARIO - BASED LEARNING (SBL)**

Recent trends

Recent trends in education highlight experiential and participatory methods:

- **Blended learning**: Combining face-to-face and digital experiences.
- **Gamification**: Applying game principles to motivate engagement.
- **Experiential learning**: Learning by doing, reflecting, and iterating.
- **Scenario-Based Learning (SBL)**: Learners navigate realistic, branching scenarios that simulate workplace or community challenges.

Scenario-Based Learning (SBL) is especially effective in green-skills development. It:

- Presents learners with complex, context-rich challenges.
- Encourages decision-making and reflection on environmental impact.
- Integrates transversal skills such as sustainability awareness, ethical reasoning, and problem-solving.

3. APPROACHES TO BUILDING TRANSVERSAL GREEN SKILLS

Transversal green skills encompass a broad set of competencies that enable individuals to contribute to sustainable development across various sectors and contexts.

These skills are characterized by: Interdisciplinary Knowledge, Critical Thinking, Problem-Solving, Collaboration and Ethical Reasoning.

Interdisciplinary Knowledge:	Understanding the interconnectedness of environmental, social, and economic systems.
Critical Thinking:	Analyzing and evaluating information to make informed decisions that promote sustainability.
Problem-Solving:	Developing innovative solutions to complex environmental challenges.
Collaboration:	Working effectively with diverse teams to achieve common sustainability goals.
Ethical Reasoning:	Considering the ethical implications of decisions and actions on the environment and society.

There is no universal classification for green transversal skills, as different sectors and countries apply their own approaches and priorities. However, the definition provided by ESCO offers a European-recognized and consistent standard, applicable across all economic sectors, supporting the transferability of competencies between industries, and serving as a reliable basis for developing training programs and education aimed at the green economy.

GREEN SKILLS

GREEN SKILLS AS DEFINED BY THE EUROPEAN MULTILINGUAL CLASSIFICATION OF SKILLS, COMPETENCES, AND OCCUPATIONS (ESCO) V.1.1.1, IN THE CATGORY T6 “LIFE SKILLS AND COMPETENCES” AND T6.2 “APPLYING ENVIRONMENTAL SKILLS AND COMPETENCES”

ADOPT WAYS TO FOSTER BIODIVERSITY AND ANIMAL WELFARE

engage in behaviours that help maintaining stable ecosystems and combatting mass extinction, for example by making conscious dietary choices that support organic food production and animal welfare.

ADOPT WAYS TO REDUCE NEGATIVE IMPACT OF CONSUMPTION

apply principles, policies and regulations aimed at environmental sustainability, including the reduction of waste, energy and water consumption, the reuse and recycling of products, and the engagement in the sharing economy

ADOPT WAYS TO REDUCE POLLUTION

apply measures to reduce air, noise, light, water or environmental pollution, for example by using public transports, not leaving any waste in the natural environment, and reducing unnecessary light and noise emissions, particularly during the night.

ENGAGE OTHERS IN ENVIRONMENT FRIENDLY BEHAVIOURS

Inform about and promote environmental friendly behaviours in social networks and at work.

EVALUATE ENVIRONMENTAL IMPACT OF PERSONAL BEHAVIOUR

Adopt a sustainability-oriented mindset in you daily life and reflect on your personal ecological attitude and on the environmental impact of your behaviour.

Transversal green skills are cross-cutting competencies that help learners address environmental challenges in various contexts.

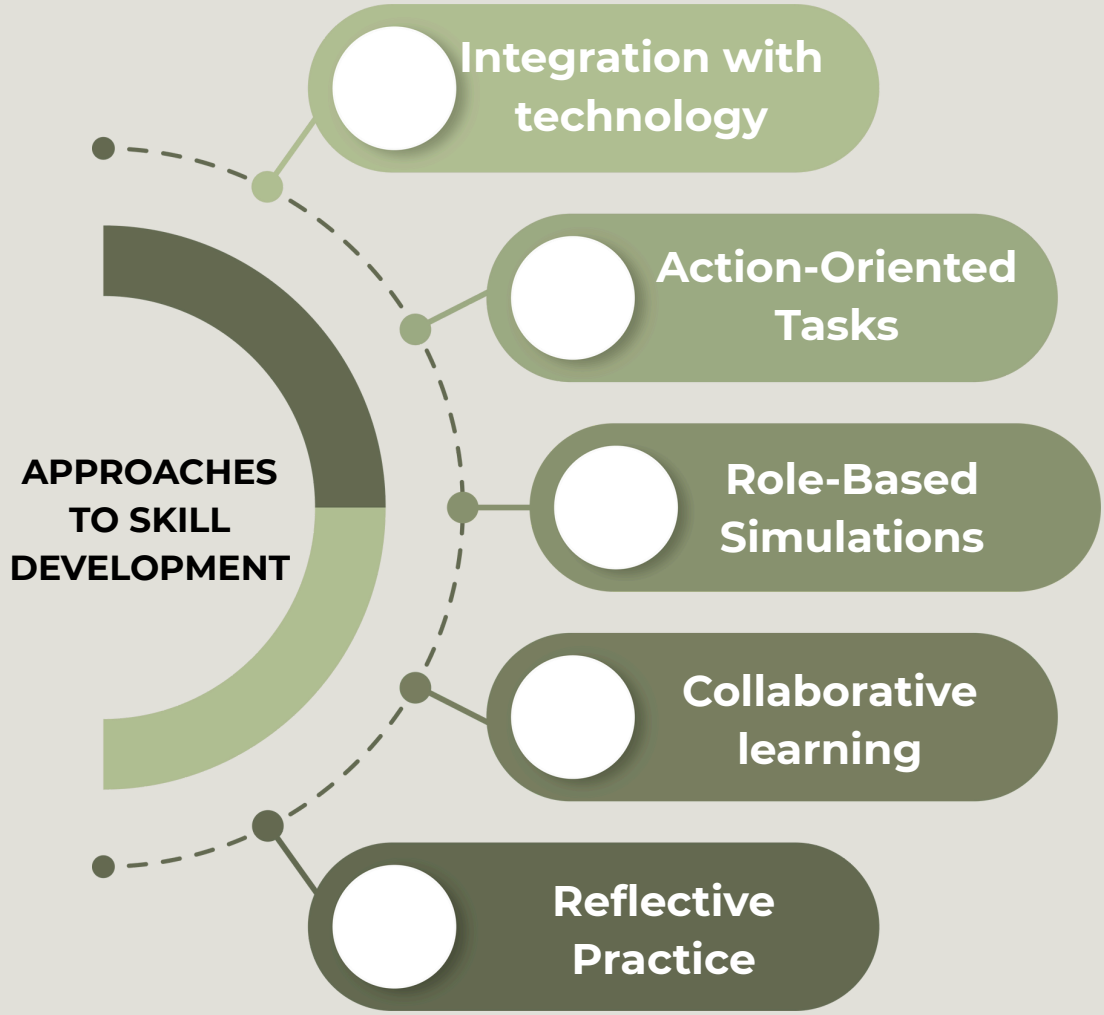


Fig. 3: Approaches for skill development

Approaches to developing these skills include:

1. **Action-Oriented Tasks**: Encourage learners to analyze consumption patterns, implement eco-friendly solutions, or participate in biodiversity projects.
2. **Collaborative Learning**: Foster teamwork and communication skills through group problem-solving and joint project work.
3. **Reflective Practice**: Include journals, discussions, and feedback loops that help learners assess their environmental impact.
4. **Role-Based Simulations**: Position learners in realistic roles (e.g., tourism manager, sustainability officer) to practice decision-making with ecological consequences.
5. **Integration with Technology**: Use digital tools for tracking resource use, simulations, or virtual tours of sustainable operations.

Few best practices for Developing Transversal Green Skills should be taken into account:

Collaborative Learning Environments: Encouraging teamwork and collaboration helps learners develop interpersonal skills and understand diverse perspectives. Group projects focused on sustainability can enhance these competencies.

Experiential Learning Opportunities: Providing hands-on experiences, such as internships or field trips, enables learners to apply theoretical knowledge in practical settings, reinforcing their understanding of sustainability concepts.

Continuous Professional Development for Educators: Training teachers and trainers in green skills ensures they are equipped to deliver effective sustainability education and inspire learners to adopt sustainable practices.

Integrating Sustainability into Curriculum Design: VET programs should embed sustainability principles across all subjects, not just those traditionally associated with environmental studies. This holistic approach ensures that all learners acquire the necessary competencies to contribute to sustainable development.

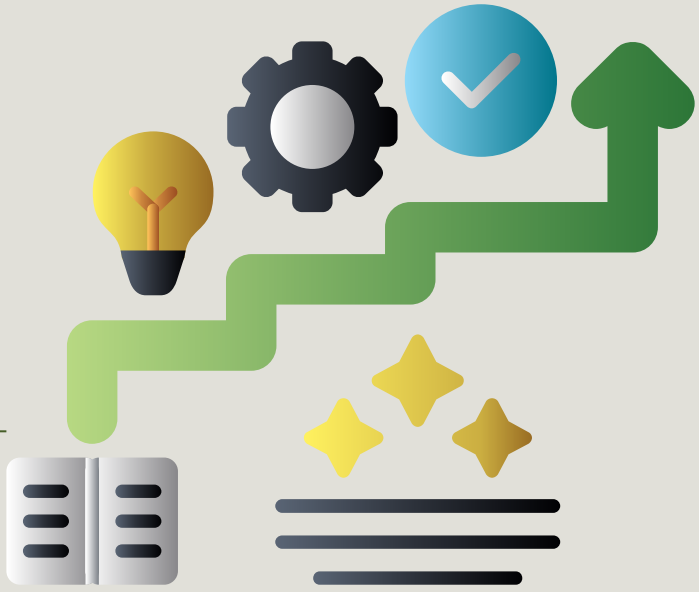
Project-Based Learning and Problem-Based Learning (PBL): Implementing PBL allows learners to engage in real-world sustainability challenges, fostering critical thinking and problem-solving skills. For example, students could work on projects that aim to reduce energy consumption in local communities.

4. HOW TO DESIGN ACTIVE-LEARNING EXPERIENCE FOR VET

Designing effective active-learning experiences for Vocational Education and Training (VET) requires careful planning, alignment with learning outcomes, and consideration of learners' future workplace contexts.

Fig. 4: Key steps in designing a training

The following section elaborates on the steps for designing active-learning experiences and links them with pedagogical principles, practical examples, and tools for educators in green-skills training.



01 Step One: **Define learning Outcomes**

Clearly defining learning outcomes is is the first and most important step. Outcomes should describe what learners will know, be able to do, and value at the end of the activity. When developing them:

- **Align with frameworks such as ESCO and GreenComp**, focusing on green skills like waste reduction, energy efficiency, or ethical sourcing.
- **Use Bloom's Taxonomy** to aim for higher-order skills — analysis, evaluation, and creation — rather than simple recall or understanding.
- **Consider learners' prior knowledge** and how the activity will build upon it.

For example: "The learner will be able to develop a plan to reduce water consumption in a hotel by 10%."

02 Step Two: **Select Appropriate Active-Learning Methods and Exercises**

The choice of an active-learning method should reflect the learning objectives, the complexity of the task, group size, and the available time and resources. Each method should provide opportunities for learners to engage actively, apply green skills, and reflect on their experiences.

Considerations when selecting methods:

- **Learner profile:** Pre-professional learners may be more engaged by tasks linked to real work situations, while general education learners often respond better to community-based or interest-driven contexts.
- **Group dynamics:** Small groups of two to four participants are generally most effective. For longer activities, assigning specific roles helps ensure balanced participation and accountability.
- **Learning context:** Methods should correspond to the available time, space, and class size — for instance, peer instruction may suit large groups, whereas jigsaw or fishbowl techniques work well in smaller seminar settings.
- **Learning challenge:** Activities should target the most complex or conceptually demanding aspects of the topic rather than what learners already find easy.

Practical examples:

- Scenario-based learning, role-play, workshops, projects, field visits, or blended formats.
- Scenarios and projects should replicate real-world VET challenges. Branching exercises encourage decision-making, critical thinking, and problem-solving.

Example: In a catering context, learners may choose between reducing portion sizes — lowering food waste — or reducing menu variety, which might affect customer satisfaction. Such authentic tasks connect theory to practice and foster the application of green skills.

03 Step Three: **Integrate with Other Class Elements**

Active-learning experiences should fit within the overall class flow, transitions, and assessments. True learning occurs when theory is internalized and applied. Linking exercises to assignments, exams, or broader course goals increases engagement.
A theme-based approach helps integrate exercises across sessions, linking them to a central topic — such as sustainable tourism, energy efficiency, or waste reduction — and reinforcing relevance, knowledge integration, and the consistent application of green skills.

04 Step Four: **Prepare for the Activity**

Preparation is crucial for both educators and learners.

Instructor preparation:

- Determine if guiding questions, mini-lectures, readings, quizzes, or handouts are needed.
- Familiarize with constructivist and active-learning principles, and explore complementary methods.

Learner preparation:

- Ensure learners have the necessary background knowledge, materials, or pre-work.

Classroom environment:

- Arrange physical or virtual spaces to support interaction.
- Test and integrate technology thoughtfully, with backup options ready.

The best way to learn about active learning is to see it in action. If you have a colleague who uses active learning, observe their sessions and discuss their approach.

05 Step Five: **Plan Logistics**

- Allocate time for each part of the exercise and ensure smooth transitions (e.g., using timers or music).
- Monitor learners' progress, ask clarifying questions, and provide feedback.
- Include reflection or writing periods at the end to consolidate learning.

06 Step Six: **Plan for assessment of skills development**

Assessment should combine formative (assessment for learning) and summative (assessment of learning) approaches.

Effective assessment methods in active-learning contexts include:

- Rubrics for structured evaluation of performance in projects and scenarios.
- Learning portfolios collecting student outputs and reflections.
- Self- and peer-assessment to promote responsibility and metacognition.
- Direct observation of workplace simulations or demonstrations.
- For sustainability-related skills, authentic metrics can be included—for example, measuring actual waste reduction or tracking proposed energy savings.

07 Step Seven: **Introduce the Activity**

Effective introduction sets the stage for engagement. Teachers should clearly explain the purpose of the activity, the expected learning outcomes, and how it connects to broader course goals, including the development of green skills.

Learners benefit when they understand why the activity matters. Brief preparatory discussions, prompts, or reflection questions can activate prior knowledge and stimulate curiosity. Linking the exercise to learners' experiences, career aspirations, or previous coursework strengthens motivation and intrinsic interest.

Creating an open and safe learning environment is essential for maximizing the benefits of active learning. Learners should feel that the classroom is a welcoming space where they can express confusion, make mistakes, and experiment with new approaches. Instructors can foster this environment by emphasizing that active learning is a tool for growth, valuing diverse perspectives, and framing mistakes as a natural part of learning.

08 Step Eight: **Embed reflection and feedback**

Reflection consolidates learning and ensures that skills transfer beyond the classroom. Techniques include reflective journals, peer-feedback rubrics, and group debrief sessions. Digital platforms such as Padlet, Moodle forums, or Mentimeter can also support feedback and reflection.

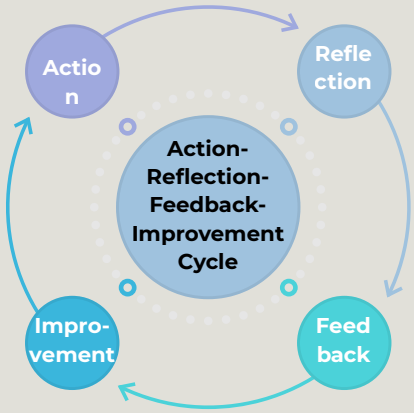


Fig. 5: Action-Reflection-Feedback-Improvement Cycle

(Adapted from: from Kolb, 1984; Gibbs, 1988; Schön, 1983

Role of the Educator

The educator acts as a facilitator. Their tasks include:

- Guiding learners through tasks without dictating solutions.
- Creating a safe space for experimentation and learning from mistakes.
- Encouraging collaboration, dialogue, and critical thinking.
- Providing feedback linked to workplace and sustainability contexts.

Tools and resources

Educators can leverage the following tools and resources to enhance active-learning design:

- Digital simulations and calculators (e.g., carbon footprint tools, energy trackers) – allow learners to measure real sustainability impact.
- Gamification platforms – increase motivation through badges and points.
- Online collaboration spaces (Padlet, Miro, Google Docs) – foster cooperative work and sharing.
- Sustainability datasets and indicators for analysis – enable evidence-based problem-solving.

Practical Examples for Green-Skills VET

- **Waste Management Scenario:** Learners design interventions to minimize food waste in a hotel buffet, deciding between menu adjustments, portion control, and recycling initiatives.
- **Energy Efficiency Field Task:** Learners visit a facility, measure energy usage, and propose actionable improvements with cost-benefit analysis.
- **Ethical Supply Chain Role-Play:** Groups act as procurement officers choosing suppliers while considering environmental impact and social responsibility.
- **Sustainable Tourism Project:** Students develop a tour package that minimizes carbon footprint by prioritizing eco-friendly transport and local sourcing.

Designing active-learning experiences in VET is both a pedagogical and practical endeavor. By combining sound theoretical foundations, authentic workplace-oriented scenarios, and diverse methods of assessment, educators can create impactful learning opportunities. When green skills are embedded throughout this process, learners are better prepared to contribute meaningfully to sustainable futures in their professions.

Specifics in the Design of Active-Learning Experiences for Disadvantaged Learners in VET

Designing active-learning experiences in VET requires intentional strategies to ensure that all learners—especially those facing socio-economic, linguistic, or accessibility barriers—can fully participate and benefit. Active learning should empower disadvantaged learners to *engage*, *apply*, and *transfer* skills to real-world contexts.

1

Make Learning Accessible for Everyone

Some learners may struggle with reading, language, confidence, or digital access. To include everyone:
·Use visuals, videos, demonstrations, and real tools to explain concepts.
·Give step-by-step (scaffolded) tasks that move from simple to more complex.
·Pair learners in peer-support or buddy systems so they can help each other.
·Design low-cost, hands-on projects that learners can easily repeat at home or in their community.
·Check that digital materials and classrooms are accessible (for example, large print, subtitles, ramps, clear signage).

2

Plan Active Learning Around Your Goals

Good active learning starts with clear outcomes. Think about what learners need to do by the end of the session and design activities that lead them there.
·Focus on the key skills and knowledge your learners need most.
·Explain why each activity matters and how it connects to their future jobs.
·To make space for hands-on work, reduce lecture time and remove less important content.
·Ask learners to do short readings, watch a video, or answer a quick quiz before class, so they arrive ready to practise.
·Pause your explanations regularly for discussions or short tasks (for example, “turn and talk” or small group problem-solving).
·Use active learning consistently, so learners know what to expect each time.

3

Support Participation and Accountability

Show learners that participation counts and that their ideas matter.
·Offer participation points or progress stamps for joining in.
·Ask learners to submit quick reflections—a photo of their work, a short note, or an answer card at the end of the session.
·While learners work, move around the room to answer questions and see how they’re thinking.
·Give timely feedback—highlight good work and clarify common mistakes.
·Encourage peer feedback through short discussions or small-group reviews.
These steps help learners feel seen, valued, and responsible for their own progress.

4

Build Confidence from the Start

Disadvantaged learners often need extra reassurance to take part actively. Set a positive tone from day one.
·Let learners know the course will include practical, interactive activities.
·Explain how active learning helps them succeed in training and in real jobs.
·Start with simple icebreakers or teamwork tasks to build trust and comfort.
·Share success stories of other learners who thrived through hands-on practice.
·Recognize effort and improvement, not just perfect results.
Confidence grows when learners feel supported and see real progress in their skills.

5

Keep It Real and Relevant

Vocational learners are motivated when activities connect directly to their future work.
·Use authentic problems, tools, and settings from the workplace.
·Create mini-projects or role-plays that reflect real job situations.
·Encourage learners to adapt tasks to their own community or career goals.
·Whenever possible, invite local employers or tradespeople to share insights or provide feedback.
Keeping learning realistic helps disadvantaged learners see the purpose of their efforts and stay motivated.

5. LESSONS LEARNED FROM THE TRANS4GREEN PROJECT

TRANS4GREEN aims to integrate green skills into tourism vocational education and training (VET) in Bulgaria, Turkey, and Lithuania, thereby enhancing learners' capacity to build sustainable careers.

Within the project, key outputs were developed to support the integration of green skills into tourism vocational education and training (VET) in Bulgaria, Lithuania, and Türkiye. The development process followed sequential stages of analysis, design, and testing.

Initial research identified opportunities to incorporate green competencies into existing tourism curricula in the partner countries.

Report "Pathways to integrate transversal green skills in tourism VET in Bulgaria, Türkiye and Lithuania.

Based on this, a methodology for teaching green skills was developed, applying active learning methods and covering six key topics – one introductory and five focused on the transversal green skills defined by ESCO. For each topic, learning objectives, expected outcomes, and training content were defined.

Holistic Methodology for teaching green skills in Tourism VET

The methodology was complemented by the TRANS4GREEN ToolBox, a set of training resources available in two versions – for regular learners and for individuals from vulnerable groups. The toolbox includes presentations, training scenarios for three key tourism professions (hotel administrator, waiter/barista, and travel agency organizer), self-study materials, and assessment tools.

TRANS4GREEN ToolBox

The TRANS4GREEN Methodology and ToolBox were tested through series of pilot sessions with different target groups – regular IVET learners in Turkey, CVET learners in Lithuania, and disadvantaged VET/LLL learners in Bulgaria. The pilot sessions' results confirmed the effectiveness and practical utility of the project outputs.

The current Guidelines for the organization of green-skills training in Tourism VET through active learning methods, providing clear practical steps for applying the approach, constitute the final element to ensure conditions for the effective integration of green skills training

The piloting sessions of the TRANS4GREEN Toolbox provided valuable insights into how active-learning methods can be effectively used to develop transversal green skills among tourism learners. Based on the feedback from trainers and participants, the following practical recommendations are suggested for future implementation:

1

Focus on one theme per session

Avoid combining multiple themes in a single day. Learners tend to lose concentration when too much new material is introduced at once. A focused approach allows for deeper understanding, reflection, and meaningful discussion around one topic.

2

Use interactive and relevant tasks

To maintain engagement, integrate practical exercises that connect directly to learners' real-life or professional contexts (e.g., hotel, travel agency, event organization). Activities such as scenario-based decision-making, case analysis, or short sustainability challenges keep energy and attention levels high.

3

Encourage friendly competition

Incorporate gamified elements such as quizzes, small contests, or team challenges. These not only make the learning experience more dynamic but also help consolidate knowledge in a positive and motivating way.

4

Provide clear instructions and expectations

Some participants noted uncertainty at the beginning of the sessions. Start each activity by clearly explaining its goals, expected outcomes, and time limits. This increases confidence and ensures smoother participation

5

Allow sufficient time for reflection and discussion

Learners benefit greatly from sharing their opinions and experiences. Plan short reflection breaks or group debriefs after each activity to connect theory with practice and reinforce learning outcomes.

6

Adapt to different learner backgrounds and levels

Participants come with varied professional experiences and environmental awareness. Trainers should assess prior knowledge early on and tailor explanations or examples accordingly to ensure inclusivity and relevance

7

Balance digital tools and personal interaction

While online materials and videos are useful, excessive screen time can reduce focus. Combine digital tools with hands-on group work, role-playing, or outdoor observation tasks when possible

8

Keep the learning environment supportive and inspiring

Learners respond better in an atmosphere that encourages curiosity, openness, and creativity. Positive feedback and a non-judgmental approach help participants experiment and share ideas more freely.

9

Use real-life examples from the tourism industry

Connect learning activities with local or international best practices in sustainable tourism. This helps learners see how green skills can be applied directly in their future workplaces.

10

Collect feedback and adapt continuously

After each session, ask for quick reflections or short written feedback. Continuous improvement based on learners' experiences ensures that the training remains relevant, practical, and engaging.

REFERENCES

1. Sathishkumar, T. (2025), Retrieved https://www.linkedin.com/posts/cmdmilkymist_sustainability-isnt-just-a-buzzword-it-activity-7305424848963477504-jjzD/
2. European Commission. (2022). Green Education. Retrieved September 26, 2025, from https://education.ec.europa.eu/focus-topics/green-education
3. Key Differences. (n.d.). Difference between active and passive learning. Retrieved September 26, 2025, from https://keydifferences.com/difference-between-active-and-passive-learning.html.
4. Cornell University, center for teaching innovation (n.d). Active Learning, retrieved September 29, 2025 from https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/active-learning
5. Ruijuan, L., Srikhao, S., Jantharajit N. (2024), From Classroom to Career: Enhancing Vocational Education through Collaborative and Active learning, Journal of Education and Educational Development
6. Vanderbilt University, Center for teaching (2018-2019), Active Learning Cheat Sheet, Retrieved October, 1, 2025 from https://cdn.vanderbilt.edu/vu-wp0/wp-content/uploads/sites/59/2019/04/22143029/Active-Learning-Cheat-Sheet.pdf
7. Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7–74. https://doi.org/10.1080/0969595980050102
8. Prince, M. (2004). Does active learning work? A review of the research. Journal of Engineering Education, 93(3), 223–231. https://doi.org/10.1002/j.2168-9830.2004.tb00809.x
9. Sadler, D. R. (1989). Formative assessment and the design of instructional systems. Instructional Science, 18(2), 119–144. https://doi.org/10.1007/BF00117714

Schön, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books

FINAL NOTES

Project co-funded by the European Union.
Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency (Human Resource Development Centre). Neither the European Union nor HRDC can be held responsible for them.