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Dual training paths mapping tools

DEL 2.1 – WP2



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VOCATIONAL EDUCATION AND TRAINING (VET) - ACTIVITIES TO MAP VET IN TOURISM SECTOR

Mapping Vocational Education and Training (VET) in tourism industry involves understanding the various components of the VET system and how they relate to the tourism sector¹.

To have a most complete representation about VET in Tourism sector in your Country, you can use a mix of qualitative and quantitative data collection methods, such as interviews, surveys and data analysis (on desk and on field). These can ensure a holistic understanding of the VET tourism landscape.

Here are step-by-step tools guided on how to perform VET mapping in the tourism sector.

Tools to be used

¹ For the definition of the Tourism sector look at Annex n. 1



TOOL N. 1 – GENERAL FRAMEWORK ABOUT VET IN TOURISM SECTOR IN THE COUNTRIES' PROJECT (ARGENTINA, BOLIVIA, MEXICO)

1. **Key Stakeholders:** *Describe the key stakeholders involved in the VET tourism sector, such as vocational training institutions, tourism industry associations, employers, learners and government agencies responsible for education and tourism.*



2. **VET system regulation framework:** *Explain the national or regional VET system regulation framework and its governing policies related to tourism. Identifying the specific qualifications, certifications and competency standards relevant to the tourism industry. This explanation can be articulated following the 3 points in the Box*

A. Education system

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B. Vocational Education

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C. Dual Training (in particular, apprenticeship and pre-apprenticeship regulation, if applicable)

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3. **Industry role in VET system:** *Describe how VET providers collaborate with tourism industry to develop curriculum, offer work placements and facilitate internships. Explain the level of industry involvement in shaping the training programs.*



4. **Learners' Outcomes and Employment Rates:** *Represent data/statistics on learners' outcomes, such as completion rates and employment rates within the tourism industry after completing their VET courses.*



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5. **Challenges and Gaps:** *Identify any challenges and gaps in the VET tourism sector, such as mismatches between the skills taught and industry demands/needs, accessibility issues or barriers for learners and employers.*



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6. **Good Practices:** *Highlight good practices/innovative approaches in VET tourism that have proven successful in preparing learners for the workforce.*



TOOL N. 2 - CURRICULUM FRAMEWORK IN VET SYSTEM FOR TOURISM SECTOR

*It is necessary to check whether there are official VET curricula relating to professions in the Tourism sector.
If yes, you must complete this tool for all official VET curricula in relating to Tourism sector*

Curriculum/Program Title: *[Official title of the VET program]*

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Curriculum/Program Duration: *[Duration in hours, months/years]*

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Target: *[Students/learners audience for the program: age, pre-requisites, etc.]*

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Curriculum/Program Description: *[Brief overview of the program, including its main focus and purpose and the program's relevance for tourism industry and the target skills]*

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Learning Outcomes: *[Specific learning outcomes that learners are expected to achieve upon completing the program]*

1. *[Learning Outcome 1]*
2. *[Learning Outcome 2]*
3. *[Learning Outcome 3] ... [List all relevant learning outcomes]*

Program Structure and Sequence: *[Structure of the program, including the sequence of modules/courses that learners/students will undertake]*



Teaching Plan for Professional Education in Tourism sector - TITLE		
Level EQF ² (III or IV)		
No.	Modules/Courses	Weekly/annual hours
A.	General subjects (in total)	
1		
2		
3		
4		
5		
6		
7		
8		
9		
B.	Professional Subjects (in total)	
1		
2		
3		
4		
5		
C.	Compulsory professional practice modules (in Total)	
1		
2		

² For EQF look at Annex n. 1



3		
4		
5		
6		
Total A+B+C		

Practical Training Components: *[Practical training opportunities provided within the program. This may include internships, on-the-job training, industry placements or any other hands-on experiences.]*

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Industry Engagement: *[1. How the program collaborates with the tourism industry. 2. Kind of partnerships with tourism industries: employers, industry associations, or involvement of industry professionals as guest speakers. 3. Key industry-relevant skills that the program aims to develop in learners. 4. How the program aligns with current and future needs of the tourism industry. 5. Efforts to incorporate emerging trends and industry demands.]*

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Technology Integration: *[Use of technology in the program, such as e-learning platforms, virtual simulations or digital resources that enhance the learning experience.]*

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Student Support Services: *[Student support services available to learners, such as academic advising, career counseling, and assistance with job placements.]*

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TOOL N. 3 - ITEMS TO MAP DUAL TRAINING COURSES

This Training Course Mapping Tool provides a structured framework to describe the essential elements of a particular course in the VET Tourism program, such as learning objectives, content, assessments, and resources.

*The aim is to map **at least 20 dual training courses for each Country partner** (Argentina, Bolivia, Mexico).*

Course Title: *[Title of the course]*

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Vet provider: *[Name and location of VET Provider offering the course]*

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Course Overview: *[Brief overview of the course, describing its main focus and objectives.]*

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Course Duration: *[Course duration the in terms of hours or weeks]*

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Learning Outcomes: *[Specific learning outcomes that learners are expected to achieve upon completing this course/module. Eg. of L.O. for a Tourism English Course “Have acquired the main theoretical concepts and terminology relating to tourism in English at an intermediate level”]*

LO. 1

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LO. 2

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LO. 3

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LO. 4

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Course Content: *[Topics and content covered in the course.]*

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Practical Training Component: *[Practical training opportunities associated with this course, such as internships, on-the-job training, apprenticeship, etc.. Duration and scope of the practical experience.]*

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Assessment Methods (if applicable): *[Assessment methods used to evaluate learners'/students' progress and competence in this course/module.]*

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Technology Integration: *[If and how technology (e-learning platforms, virtual simulations or digital resources that enhance learning experience) is integrated into the course to enhance learning experiences]*

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Prerequisites (if applicable): *[Any prerequisites or prior knowledge required for enrollment in this course (if any).]*

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Give evidence about pre-apprenticeship courses, if there are

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TOOL N. 4. – TABLE TO IDENTIFY DUAL TRAINING COURSES MAPPED (WITH TOOL N. 3)

At the end of training courses analysis and reporting, you have to show data on VET Providers: *Compiling a list of VET providers that offer tourism-related courses and programs. This is important to create a map (**Sharing Platform**) about the VET courses in the tourism sectors.*

VET provider Name	Location (City and address)	Course title	Duration in hours/weeks	Dual activities (internship, work in companies, apprenticeship, etc., simulation in classroom with companies' support, guided visit, other kind of dual activities	Contact Information: [Email/Phone]



ANNEX 1 - TOURISM SECTOR DEFINITION

Tourism is a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes. These people are called visitors (which may be either tourists or excursionists; residents or non-residents) and tourism has to do with their activities, some of which involve tourism expenditure (WTO).

Tourism expresses itself in many forms (<https://www.linkedin.com/pulse/50-tourism-sectors-definitions-desmond-langkilde/>).

There are a **number of different areas of work** within the tourism sector, including:

- **customer service** - client facing roles in travel agencies, tourist boards, airline jobs as air cabin crew and holiday representative, customer service manager and hotel manager, theme park manager and tour manager, tourism officer, tourist information center manager and travel agency manager; marketing - for tourist boards, tour operators and travel in roles such as marketing executive and sales promotion account executive;
- **sales** - within travel agencies or for tourist attractions such as theme parks and activity days, see sales executive;
- **product development** - for tourist attractions in certain regions, for example, which may involve a mixture of marketing, business planning and advertising, see advertising account planner and advertising account executive;
- **IT and administration** - in a number of different areas related to tourism, take a look at systems developer or secretary/administrator.

For the purposes of the analyses and products to be created for the BRI.D.G.E.S. project, are considered belonging to the tourism sector the following types of companies:

- **Hospitality in all forms**
- **Tourism agencies, Tour operators, Tour organizers**
- **Restaurant and catering**



ANNEX 2 – EUROPEAN QUALIFICATION FRAMEWORK (EQF)

What is the EQF?

The EQF is an 8-level, **learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks**. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions.

The EQF covers all types and all levels of qualifications and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level. Most importantly the EQF is closely linked to **national qualifications frameworks**, this way it can provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases.

The EQF was set up in 2008 and later **revised in 2017**. Its revision has kept the core objectives of creating transparency and mutual trust in the landscape of qualifications in Europe. Member States committed themselves to further develop the EQF and make it more effective in facilitating the understanding of national, international and **third-country qualifications** by employers, workers and learners.

Which countries are involved?

In addition to the EU Member States another 11 countries work towards implementing the EQF, namely Iceland, Liechtenstein and Norway (European Economic Area countries), Albania, North Macedonia, Montenegro, Serbia and Türkiye (candidate countries), Bosnia & Herzegovina, Kosovo ** (potential candidates) and Switzerland.

Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

LEVEL	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context



LEVEL	Knowledge	Skills	Responsibility and autonomy
Level 2 The learning outcomes relevant to Level 2 are	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5 ^(*) The learning outcomes relevant to Level 5 are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Level 6 ^(*) The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
Level 7 ^(*) The learning outcomes	highly specialised knowledge, some of which is at the forefront	specialised problem-solving skills required in research and/or innovation in order to	manage and transform work or study contexts that are complex,



LEVEL	Knowledge	Skills	Responsibility and autonomy
relevant to Level 7 are	of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	develop new knowledge and procedures and to integrate knowledge from different fields	unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 ^(*) The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



ANNEX 3 – PRE-APPRENTICESHIP

Both apprenticeships and pre-apprenticeships offer pathways to enter the world of work. While they share similarities, there are distinct differences between the two.

Apprenticeships are formal programs that combine on-the-job training with technical classroom instruction. They typically involve working under the supervision of experienced workers while attending classes at a recognized training institution.

Pre-apprenticeships are training programs designed to prepare individuals for entry into apprenticeships. They provide foundational knowledge and skills necessary for success in companies.

The ILO (International Labour Organisation) invites Members to implement apprenticeships, as already mentioned, also dedicated to adults and vulnerable subjects, also through the implementation of pre-apprenticeship paths. Already widespread in European countries and beyond, the latter are more or less short courses whose aim is to provide young people (and not only) with the basic skills necessary to then apply for actual apprenticeship courses.