



**Erasmus+ KA2 project STORIE**

**Development of capacities of rural businesses to design and promote sustainable tourism products based on intangible cultural heritage**

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**Intellectual Output 3: STORIE Insights & Experiences**

**Activity 2: Guide for Educators**

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## 1. Introduction

The Erasmus+ project STORIE aims to improve the competitiveness of small rural companies by developing their skills and capacities to design and promote sustainable tourism products based on intangible cultural heritage. The project introduces an innovative Learning Programme and an online Learning Tool, facilitating the development of local business communities and test pilot tourist experiences in partner regions.

The direct target group is STORIE are small rural companies (managers and employees) belonging to or related to tourism sector, which implement activities related to the following NACE codes:

- I55 Accommodation,
- I56 Food and beverage service activities,
- C10 - Manufacture of food products
- C11 - Manufacture of beverages
- N79 Travel agency, tour operator and other reservation service and related activities
- R93 - Sports activities and amusement and recreation activities
- R91 - Libraries, archives, museums and other cultural activities

**The other potential target group** include rural companies that are considering their future involvement in tourism sector or cooperate with the primary target group in developing tourism products:

- A1 - Crop and animal production, hunting and related service activities
- A3 - Fishing and aquaculture
- C13 - Manufacture of textiles
- C14 - Manufacture of wearing apparel
- C15 - Manufacture of leather and related products
- C16 - Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
- C32 - Other manufacturing
- G47 - Retail trade, except of motor vehicles and motorcycles

STORIE stakeholders are:

1. Associations that represent the companies of rural (tourism) sector.
2. VET organisations on all levels (from lower-secondary to tertiary) that provide training (formal and non-formal) to the companies of rural tourism and related sectors.
3. Policy makers and public bodies in the field of tourism and related areas.
4. People living in local rural communities (in their role as safeguards and transmitters of intangible cultural heritage).

The project has developed 3 Intellectual Outputs:

- O1 - STORIE Learning Programme
- O2 - STORIE Learning Tool
- O3 - STORIE Insights and Experiences

The STORIE insights and Experiences guides are targeted guides, manuals, recommendations supporting the wider take-up and roll-out of the project. Each guide targets a specific group of stakeholders in the project, with the final goal of supporting the small rural businesses in the creation and development of rich tourist experiences using the inspiration from the pilot experiences implemented in the framework of STORIE:

1. STORIE Rural Tourism Experiences, is a collection of rural tourism experiences created and tested using the STORIE Learning Tool in partner countries, and aims to serve as a guide for the development of further experiences in partner and other countries. It is directed towards both the direct target groups of STORIE as well as all relevant stakeholders.

2. STORIE Guide for Educators contains lessons and recommendations for development of training programmes for small businesses in rural tourism sector. It considers informal training programmes, as well as possible roadmap for integration into formal education on different levels. This guide is aimed at VET organisations.

3. STORIE Guide for Policy-makers contains recommendations for policy makers related to the support in development and marketing of rural tourism experiences based on intangible cultural heritage.

The present guide is thus part of a wider set of stakeholder insights and experiences within STORIE.

## 2. Target group

### Target groups of the Guide for Educators in general:

- **Associations/** networks that represent rural/ tourism companies - part of their activities focus on supporting and advising their associates or members on all aspects related to the sector and their business, which includes human resource development.
- **VET organisations**, that provide training (formal and non-formal) to the (future) professionals of rural tourism sector - they will be able to access and use the e-learning platform and training methodology created in the project and to promote it to the target group.
- **Tertiary education** institutes
- **Educational policy makers** and experts

For each of the participating countries, partners have analysed the specific organisations and bodies which are considered as part of the aforementioned target groups. A large set of relevant players has been identified and is included for each of the countries in Annex I.

## 3. STORIE: the project

The present guide has been developed within the framework of the Erasmus+ Strategic Partnership project STORIE, developed between 2018 and 2020.

Rural tourism addresses the village depopulation issues, encourages environmental conservation and enhancement, helps retain “traditional” skills, increases community strength and local identity. A well-managed rural tourism can be a great tool for safeguarding and promoting cultural heritage and enrich the lives of enormous numbers of people.

Some of the observed trends in rural tourism in the last few years include growing interest in unique authentic experiences and increased quality expectations. However, the rural tourism offer remains extremely fragmented. It consists of a large number of regionally dispersed mostly family-owned and operated businesses that offer a warm welcome to tourists but there is a great lack of consistency with regard to the quality of service and limited integration of different services into a complete tourism product.

While sustainable tourism is promoted in most EU countries, it makes just a fraction of the overall tourism market and a lot of potential remains unexploited. Most rural tourism entrepreneurs do not have much product development knowledge and skills, nor the time or financial resources to obtain them.

Growing interest in rural and eco-tourism creates new business and regional development opportunities, however only for those with relevant strategies and abilities. The fierce competition among tourism destinations requires new knowledge, skills and joint effort at all levels - from policy makers to micro companies. Development of an attractive tourism product can be facilitated by cooperation, coordination and support, as well as understanding of how to use the unique features of the region to create a memorable tourist experience.

STORIE project improves the competitiveness of small rural companies by developing their skills and capacities to design and promote sustainable tourism products based on intangible cultural heritage (handicrafts, culinary practices, music, stories, customs, etc.). The designed learning programme provides a comprehensive view about cultural tourism product development, about the competencies and tasks required for effective and sustainable product design and encourages cooperation among small rural companies and facilitates development of local business communities.

## 4. Main results and conclusions of internal and external validation of the STORIE Learning Tool

The list below consists of the experiences of the consortium during the development of the curriculum and the conclusions of participant's feedback:

- Collecting and analysing the needs and expectations of the target group related to the training is essential at the beginning of the development, the results of the desk research, needs analysis largely determined the compilation of the training form, methodology and content.
- Before the development of learning materials the framework should be defined in more detailed way (e.g. scope, form, style, direct or formal tone, detailing, editing requirements) so that there could have appeared less post-production during standardizing the units.
- Each topic should have separate professional responsibilities, so it is possible to avoid duplication, but also to develop all important and relevant topics and contents.
- Seek peer review of developed learning materials by colleagues/ other educators, aiming to ensure required quality, these critical comments greatly contributed to the development of the appropriate quality.
- The double innovation loop helps to compile a curriculum that ensures learners understanding the content and maintaining interest and motivation during the whole learning path.
- When learning material is developed by multi-lingual group of educators, in order to avoid language barriers and ensure the quality of translations, aim to develop the initial version of learning materials in English (or another common language) and then translate into local languages. Developing the material in local language, then translating into English and then again into other authors' languages involves more effort.
- The "thin slicing" method makes it easier to focus during development on the relevant and useful knowledge for the target group.
- It is highly motivational for every partner that blended learning can offer flexibility in time. In other words, blended learning allows learners to access the materials from anywhere at any time while having the opportunity to have face-to-face support and instructions.
- It's a big threat that the content of learning material can get obsolete and the biggest threat is for e-marketing section.
- Facebook group or a group in another popular online communication platform should be created which can continuously share knowledge between trainees, educators, experts, employees of rural small businesses, and professional organizations, share up to date content and experiences that can complement the "further readings" chapters.
- Video content (e.g. using powtoon) is well accepted by adult learners as it makes the programme more lively and enjoyable
- Learning materials should be continuously updated, especially the sections related to fast-changing concepts and tools, e.g. e-marketing.

## 5. Lessons and recommendations for development of training programmes for small businesses in rural tourism sector

- Adults are situational-minded, have a large life experience and learn better and easier through practical tasks. This is why the blended learning education form is effective for them, combining a small slice of information and knowledge, a so called learning snack with case studies and group collaborative exercises
- The web-based educational content should be flexible structured with information bundles structured around well-defined goals.
- The learning platform should be visually attractive and user friendly - not everybody has experience of online learning;
- The course shouldn't be boring, it should have different elements – videos, photos, games, etc.
- The learning materials should provide systemized and useful information in simple words, and should include some practical tools that could be easily applied, simple and inexpensive and not complicated;
- Flexible learning possibilities, eg. modular learning path adapted to their needs, prior knowledge and everyday life will be attractive for them
- One of the main disadvantages is that blended learning might reduce the motivation of learners. Not every blended learning model is suited to every person or organization and we as creators of the program cannot do much about that.
- Also, our participants must have a basic knowledge of technology to easily take lessons and complete assignments online. They wouldn't be able to learn themselves if they don't know how to do it.

## 6. Integration possibilities into formal (VET and tertiary) and adult education

### Integration possibilities in general

Educators need to realize that tourism classes are not just platforms of teaching material interpretation but also soft skill development. Competency development requires special teaching methodology, experience in contemporary pedagogy and more intensive tutor-student contact. Therefore, it is a **good opportunity to give a trial our 4. Module Creativity techniques in a formal education as well.**

All **case studies and further readings** offer international experiences. These readings **can be processed as teamwork**, so developed cooperativity. (It could be used as homeworks to)

One foreign language is a must to learn in the tourism VET programmes, however most schools offer a second foreign language to improve students' opportunities on the labour market after graduation.

The schools teach English as a first or second foreign language. **Our program is achievable in English language as well. The students can use our 1-3 modules to improve their professional language skills in Tourism.**

The Powtoon videos help to **catch student's interest** in all modules and can be integrated in relevant study programmes of any educational level.

All e-learning materials are suitable of self-study or blended learning as well. In this way we can **develop the tutor-student methodologies** to.

### 6.1. Integration possibilities in Hungary

#### VET

The teaching content of Technicum is based on programme curricula. Training and learning outcome requirements are defined by the Ministry for Innovation and Technology for each basic occupation listed in the

Register of Vocational Occupations. Each VET institution has to work out a local professional programme, and in case of dual programmes a training programme too. The programme curricula cover only 80-85% of the teaching hours the remaining 15-20% can be filled and grouped freely. **The content of the STORIE 1. Module “Intangible Cultural Heritage in Tourism” gives new knowledge, so it can be useful at the Tourist technician VET program. The schools can build this whole modul in their local professional programme at the facultative teaching hours.**

Our Marketing (Modul 2), or E-marketing and social media (Modul 3) modules with up to date learning materials are able to support the professional education as complementary materials. The case studies help explore interrelations between theoretical contents and practise, by introducing good practices.

The whole contents of these two modules could build-in the professional training program of tourist technicians. **Our Marketing and E - marketing modules outcomes fit for the central (compulsory) learning outcomes of this VET training program.** (eg: after the marketing learning modul the students are able to create an own marketing strategy, write marketing plan , develop a tourism product, define the USP of their product or service, focusing on cost, pricing Yield or Revenue Management, use different e-marketing instrument to their marketing campaign ect...)

### **Tertiary education**

The bachelor programme “Tourism and Catering” (Classification of the degree certificate: Economist specialising in Tourism and Catering) is a 3+1 years academic program beginning with core subjects just as Micro- and Macroeconomics, Finance, **Marketing**, Accounting, Statistics, **Cultural tourism**. Beside the core studies the students can choose additional studies, such as Resources in Tourism, **Rural and Urban Tourism**, Local Economic Development, Event Management.

Our Marketing module with each 7 lessons could be used to **the Marketing** core program both to the Hungarian and the English languages courses in bachelor programme. Our 1. Module - Intangible cultural heritage in tourism would be implemented to the Cultural tourism or to the **Rural and Urban Tourism** study.

The 4. Module , “Designing Intangible Cultural Heritage Tourism Products” helps to develop the creativity and the cooperation of the students. Therefore the students will have the opportunity to undertake project-based learning that could be **implemented as a background** to the project for product and service design.

### **Adult education**

The government will launch a new system for adult education this (2020) September in the hope of making more dynamic and responsive to labor-market needs. The definition of adult education is laid down in the Adult Education Act. Pursuant to that Act, every organized education or training, which aims to achieve targeted competence creation and competence improvement, except the education and training of public schools, vocational institutes, higher educations, is considered as adult education activity. Considering that the amendment of the Adult Education Act extended the definition of adult education, **it is possible that the education organised by the employer is considered as adult education subject to notification.**

Because of the new system most employers and organizations are developing new training programmes nowadays. In the period of Pandemie there were a lot of changes in tourism. Adult education became much more difficult. The entrepreneurs don't have enough money to educate their employees, so the tourism associations will have more roles. The best way to help the small organization is to cooperate with Hungarian Tourism Association Foundations and give them our Storie learning program. They can use our modules for different professional education programs in tourism. Especially the Marketing modul and E-marketing module will be built-in almost into all learning programs.

## **6.2. Integration possibilities in Spain**

The public body in charge of recognise further formal training in Spain is the National Catalogue of Professional Qualifications and the corresponding Modular Vocational Training Catalogue (INCUAL, by it Spanish acronym), who has the responsibility to define, elaborate and keep these updated It is also the entity that carries out the official accreditation of new educational programs in Spain. The work carried out from INCUAL includes the

participation of several public bodies and relevant stakeholders in the process. The steps to recognise any formal training are the following: Preparation of Information and Creation of the Working Group; Design of the Qualification; Definition of Associated Training; External Contrast; Approval of the qualification as a Royal Decree and Update. Once confirmed that the conformity of the qualification is useful, the process finished with its publication in the Official State Bulletin.

At this point, it's also worth to mention the Public Employment Service fund through which regional governments provide training courses for unemployed and for active workers. It offers a wide range of courses, and private training bodies dedicated to training of this target group can propose specific and focused training courses, which will improve their skills, either to help them get a job or to give them the skills which are relevant for their job and avoid workers from becoming redundant. As tourism is quite important in the economy of both Extremadura and Spain, many different training courses are provided in the field. Nevertheless, the current STORIE curriculum couldn't be embedded in any existing formal training offers, but it's skills and competences would be relevant once it becomes recognized as a formal training in any given future.

Bearing in mind the process of formal training recognition, which is time-consuming, long and complicated, the formal recognition of the STORIE curriculum will not be viable in the short term. Other available options are the integration of the curriculum and learning content into already existing courses, which are recognised within the NQF. This does not lead to its recognition as a whole new training, but allows students to access its content as part of the existing courses and curricula and make the STORIE skills an integral part of the qualification and profession, which will mean an indirect formal recognition of the skills and competences. The process of obtaining formal recognition in this way, embedding the skills first into the existing courses of VET bodies, and then step up towards the development of a specific vocational and /or continuous training course, aligned with the NQF is the most feasible one in the case of Extremadura/Spain. Currently, there are several formal VET training cycles provided by schools in Extremadura related to tourism and hospitality services which will benefit from the developed materials of the STORIE's curriculum.

### **6.3. Integration possibilities in Cyprus**

There are several potential possibilities to integrate STORIE learning programme, or parts of it into the formal education in Cyprus:

It can be integrated into the study programmes at VET colleges, institutes and universities that teach Tourism Management, Hotel Management and related subjects. Although each study programme has its curriculum, the lecturers have freedom to choose learning resources and tools. All 4 modules of STORIE have potential to be integrated in the study materials of higher education institutions, and enrich the training offer. Module 1 can be especially useful in the study programmes that address Cultural tourism; Modules 2 and 3 are relevant for any study programme focused on tourism/hotel/hospitality management, while Module 4 addresses creativity techniques and could also be adapted to study programmes outside of the scope of tourism sector.

In the Technical Schools that provide Upper Secondary Vocational Education, the core teaching materials are standardised and produced by the Pedagogical Institute of Cyprus. However, the teachers can introduce additional learning materials, and there is a small number of teaching periods that can be used by the teachers for special projects. STORIE materials, especially the case studies and videos from all modules, can enrich the training programmes or can be used as material for special projects, especially in the "Services" and "Hotel and catering" study fields.

In Cyprus, there is a number of small rural companies, including rural tourism establishments, that need continuous learning in order to stay competitive and meet the changing needs of the consumers, as well as stay up-to-date in regard to technological developments and marketing trends (e.g. e-marketing). They are the main target group for STORIE learning materials in the area of adult education. Potential entrepreneurs (currently employees) may also benefit from learning opportunities offered by STORIE.

Adult learners can study STORIE materials on their own as the learning tool is freely available online, however they need to be informed of its existence and in some cases encouraged and supported in the learning process.



This advisory and supporting role can be played by local STORIE partner (LD), as well as associations and other organisations that were informed about the project during its lifetime (e.g. Women Association of Rural Larnaca), and adult education centres that offer training programmes related to STORIE (Marketing, Tourism Management, Entrepreneurship, etc.).

In case of face-to-face learning activities based on STORIE materials, Cyprus Human Resource Development Authority can subsidise both in-company and multi-company training, thus making it easier for the learners and their companies to access the potential training offer.

#### ***6.4. Integration possibilities into formal education in Lithuania***

##### **VET**

In Lithuania VET programmes are developed to be learning-outcomes-based modular. Although VET is school-based, practical training and training in enterprises are a major part. Practical training comprises around 70% of the total time allocated to vocational subjects. Vocational education and training is offered at lower secondary (ISCED 2), upper secondary (ISCED 3) and post-secondary education (ISCED 4) levels. To acquire a VET qualification, learners take a specified exam after which a VET diploma is awarded. VET-oriented programmes in higher education lead to a professional bachelor degree (ISCED P-655). They are provided by colleges, a type of higher education institution.

Rural tourism organizer modular vocational training programme. Programme has courses about marketing of services, personnel management, Lithuanian culture, traditions and customs, which could be supplemented by appropriate modules of the STORIE programme. Field training is conducted in educational workshops and farms providing countryside tourism services. Programme's qualification level is 4.

Recreation service agent training programme. Courses are about needs of holidaymakers, the evaluation of the possibilities of organizing recreation, drawing up an action plan of recreation services and preparing the packages of the services for recreation, cooperation with the providers of recreation services and clients, preparation of the recreation services/products marketing means, marketing new recreation services. Programme's qualification level is 4.

##### **Tertiary education**

Tertiary education can be divided into university and college. Universities offer an academic education leading to international Bachelor-Master-Phd degrees. Colleges offer college level degree granting studies and award Professional Bachelor's degrees.

- Tourism Business program at Klaipėda state college. Qualification degree - professional Bachelor of Business Management. Programme prepares modern tourism industry professionals for work in the sectors of accommodation, travel and leisure organisation, and information provision, who are able to rationally use tourism and recreational resources; analyse and evaluate tourism processes and tools for business cognition under the rapidly changing market conditions; carry out research in this field; follow the legal acts and develop an innovative, insightful and socially responsible tourism business. Modules: Management, Cultural Heritage and Creative Tourism, Tourism Marketing and Market Research and others.
- Tourism and hospitality program at Graičiūnas school of Management. Qualification degree - professional Bachelor of Business Management. Modules: tourism geography and resources, administration of a tourism company, tourism information systems, leisure time organisation, ethnic culture, etc.
- Tourism and Recreation at University of Applied Social science in Klaipėda and its branches in Kaunas and Vilnius. Qualification degree - professional Bachelor of Business Management. Aim of the program to train Tourism and Recreation business specialists, who are able to establish and manage a tourism business independently, to implement tourism projects, to organise hotel activities, to act responsibly in the national and international tourism markets. Course units: Tourism Resources, Basics of Tourism,

Marketing, Tourism Business, Hospitality Services, Tourism Information Systems, Sales Management, Social Research Methodology, Eco-tourism, etc.

- Recreation and tourism at University of Klaipėda. Qualification degree - Bachelor of Business Management. Program aim is to prepare high-skilled tourism and recreation professionals, experienced in recreation and tourism operation and service, able to maintain and improve the quality of recreation and tourism services. Modules: Tourism and Recreation Introduction, Cultural Heritage, Recreation Tourism Structure, Recreation and Tourism field practice, Recreation and Tourism Research, Recreation and Tourism Marketing, etc.
- Cultural Heritage and Tourism at European Humanities University (Vilnius). Qualification degree - Bachelor of Humanities. The aim of the programme is to train specialists in the field of cultural heritage providing them with broad university education, knowledge and understanding of heritage resources and their application for the needs of contemporary society, particularly, the field of tourism.
- Tourism Management and Heritage at Mykolas Riomeris University (Vilnius). Qualification degree - Bachelor of Business Management. The aim of the study programme is to train specialists who would know the principles of sustainable tourism management and the particularity of cultural and natural heritage as well as having the ability to apply the acquired knowledge in practice, tourism marketing and service management, etc.

### Adult education

Non-formal adult education in Lithuania is the education that meets the interests of the individual and society in accordance with various programs for corresponding the needs of non-formal adult education, qualification improvement, acquisition of additional competence, provided to persons not younger than 18 years of age.

Non-formal education programs for Adults, which could involve Storie learning program in their courses:

1. Tourism Company Administration is the professional skills improvement program at Graiciunas school of management ([www.avm.lt](http://www.avm.lt)). The aim of the program is to train tourism company administration specialists.
2. Rural tourism business program, which provides the competences for the registration, organization and development of rural tourism business, providing accommodation, catering and leisure services to the guests of rural tourism homesteads. Provider is Šiauliai state college ([www.svako.lt](http://www.svako.lt)).
3. Communities in the tourist areas preparation to provide sustainable (cultural and ecological) tourism services - general skills development program at National Agency for Regional Development in Vilnius. The purpose of the programme is to strengthen the competence of small and medium-sized business participants in the use of existing or developing new business in tourist attraction areas. The emphasis is on sustainable development, the protection of cultural heritage and their interaction with cultural tourism.
4. Tourism organizer training program - personal professional development program at "profesijų spektras" in Druskininkai ([www.goda.lt](http://www.goda.lt)). Tourism organizers learn about the organization of tourism activities, the organization of guest recreation and events, customs and traditions and other things.

From our project partners perspective the huge group of adult people we will seek to reach with this learning tool is Lithuanian countryside tourism association (LCTA) members. Most of them are seniors, which makes it even more difficult for them to keep competitive. That is why this project and preparation of a user-friendly platform is very important for this sector. The topic and all modules perfectly respond to the needs of Lithuanian countryside tourism association members.

Most of the time members of LCTA have questions related to e-marketing topics, as well a lot of members are highly motivated to provide new tourism products to their clients. This learning tool will be a perfect solution for rural tourism providers to get new knowledge and ideas on customizing cultural heritage into everyday work. Lithuanian countryside tourism association constantly organize training on different topics. LCTA will use STORIE project results to spread the new knowledge about possibilities of integration of intangible cultural heritage in daily work, marketing and e-marketing operational benefits and creativity customization in work.

Moreover, we will share the information about the project and new learning tool with tourism information centres across the whole Lithuania. They have good access to small entrepreneurs in the regions and one of their missions is to keep small entrepreneurs competitive.

### ***6.5. Integration possibilities in Croatia***

#### **VET**

The public body in charge of recognizing further formal training in Croatia is the Agency for Vocational and Adult Education since 2010, based on the guidelines of the European Reference Framework for Quality Assurance in Vocational Education and Training, developing a framework for quality in vocational education and training, together with instruments to ensure quality. The curriculum of a vocational education institution determines the plan and time sequence of acquiring learning outcomes with related teaching topics, learning and teaching methods, methods of monitoring, evaluation and assessment, and joint activities and horizontal topics that contribute to the acquisition of learning outcomes.

The Agency is in charge of developing the adult education system through several elements, including analytical, developmental, and research activities; harmonization of proposals of appropriate professional and working bodies in the system of adult education; professional and advisory work towards adult education institutions; participation in evaluation, self-assessment, and external assessment procedures in the adult education system; methodology for developing adult education programs; encouraging cooperation and participation in the implementation of programs and projects related to the development of the adult education system; training and professional development of employees in the adult education system. The Croatian Employment Service is a public institution owned by the Republic of Croatia through which training courses for the unemployed and active workers are provided. It offers a wide range of courses, and private training bodies dedicated to training this target group can suggest specific and targeted training courses, which will improve their skills, either to help them recruit or to give them skills that are relevant to their job and avoid workers become redundant. The STORIE curriculum can be incorporated into any existing formal training offer based on rural tourism, but the recognition process itself can be time-consuming. The process can be enhanced by learning skills first in existing VET courses, and then intensified towards the development of a special vocational and/or continuing education course.

#### **Tertiary education**

By the Bologna Declaration and the Scientific Activity and Higher Education Act, undergraduate professional study of Management - main field: Management in Rural Tourism, lasts three years, i.e. six semesters. The study program is worth 180 ECTS credits, STORIE curriculum can be implemented in subjects Rural Tourism and Cultural Heritage, Tourism Marketing, Tourism and Hospitality Businesses in Rural Tourism, Rural Tourism, and Natural Heritage, E-Marketing in Tourism

#### **Adult education**

One of the key institutions in the field of adult education in the Republic of Croatia today is the Agency for Vocational and Adult Education. According to the Law on the Agency for Vocational and Adult Education (by which this Agency takes over the tasks of the previous Agency for Adult Education), the Agency is in charge of developing the adult education system through several elements, including analytical, development, and research activities; harmonization of proposals of appropriate professional and working bodies in the system of adult education; professional and advisory work towards adult education institutions; participation in evaluation, self-evaluation, and external evaluation procedures in the adult education system; methodology for developing adult education programs; encouraging cooperation and participation in the implementation of programs and projects related to the development of the adult education system; training and professional development of employees in the adult education system. STORIE project can result to spread new knowledge about the possibilities of integration of intangible cultural heritage in daily work, marketing and e-marketing operational benefits, and creativity customization in work.

## 7. Concluding remarks

All 4 modules of STORIE have potential to be integrated in the study materials of VET, of higher education institutions, and can enrich the training offer of adult education. Module 1 can be especially useful in the study programmes that address Cultural tourism; Modules 2 and 3 are relevant for any study programme focused on tourism/hotel/hospitality management, while Module 4 addresses creativity techniques and could also be adapted to study programmes outside of the scope of tourism sector.

Even if you do not succeed in recognizing on national level the training program as a separate formal training in each country, the program can be integrated very well in part or in full into existing educational programs. There are several integration possibilities of the curriculum and learning content into already existing courses, VET and tertiary education and adult training programmes which are recognised within national level in each country. This does not lead to its recognition as a whole new training, but allows students to access its content as part of the existing courses and curricula and make the STORIE skills an integral part of the qualification and profession, which will mean an indirect formal recognition of the skills and competences.

Educators need to realize that tourism classes are not just platforms of teaching material interpretation but also soft skill development. Competency development requires special teaching methodology, experience in contemporary pedagogy and more intensive tutor-student contact.

All case studies and further readings offer international experiences. These readings can be processed as teamwork, so developed cooperativity.

The Powtoon videos help to catch student's interest in all modules and can be integrated in relevant study programmes of any educational level

The STORIE Learning Programme and Learning Tool will enhance the opportunities and access to high quality training for people working in rural businesses and will promote a variety of learning approaches, which will lead to further strengthening of key competences - entrepreneurship, cultural awareness, digital and learning competences

## Annex 1. Country-specific presentation of target groups

### 2.1. Hungary

#### 1. Associations:

Hungarian Tourism Association Foundation ([www.magyarturisztikaiszovetseg.hu](http://www.magyarturisztikaiszovetseg.hu)). This is an umbrella organization, brings together 37 large tourism associations in Hungary. Performing training and development skills and competencies is also some of his main aims. Actually it is now offering online courses, but from 2021 it will also have workshops and trainings. This Association, as an “association of associations”, is an opportunity for stakeholders in different segments of tourism to coordinate their information, training and further training needs and not to launch parallel developments, but to create a platform that provides to all their member organizations, ultimately to Hungarian tourism valuable services.

In addition to these, there is one organization that deal specifically with rural tourism in Hungary, but this is an advocacy organization. National Association of Rural Tourism ([www.falusiturizmus.eu](http://www.falusiturizmus.eu))

Local and regional Tourism Destination Management (TDM) organizations are also involved in the development of tourism actors, encouraging cooperation, organizing training, conferences or workshops. There are a lot of TDM organizations in Hungary, these are compressed by the Hungarian TDM Association ([www.mtdmsz.hu](http://www.mtdmsz.hu))

#### 2. VET organisations

The Ministry for Innovation and Technology launched an unpublished strategy for VET education in 2019 with the title of ‘Vocational Training 4.0 - Medium-Term Policy Strategy for VET and Adult Education. According to its fundamental principle was the new regulation on VET remade, which was entered from the academic year 2020/2021. The structure and the requirements are defined by the Ministry for Innovation and Technology. The background institution of the Ministry is the National Office of Vocational Education and Training and Adult Learning (NOVETAL. <https://www.nive.hu>).

NOVETAL participates in drafting legislation for VET and adult learning and the National Qualification Register, (<https://www.nive.hu/>) prepares it for approval and publication, monitors its implementation and makes proposals concerning its amendment or updating process. The aim of NOVETAL is (among others) to share good practices and educational materials and resources concerning teaching young people and adults within the international community.

NOVETAL operates 44 VET Centres and more than 350 VET schools in Hungary (<https://www.nive.hu/>), which offers EQF 4 and 5 level qualifications. The structure of training programmes in the VET schools has been updated and adapted to employers’ interests as closely as possible. Vocational school degree can be finished after 3 years with qualification on EQF 4 level. Graduates can enter the labour market or choose to learn additional 2 years in Technicum in a separate program. Basically the technicum is a five years vocational training program. After finishing the technicum students will receive a secondary school leaving certificate and a technician diploma, thus it combines the benefits of a secondary grammar school respective upper secondary and post secondary VET programmes acquiring a vocational occupation and a HuQF (EQF) level 5 secondary school leaving certificate.

Students of tourism classes get interdisciplinary professional and general education based on the framework curriculum. According to new regularization the young people can choose 2 different VET programs in tourism, which are in the Register of Vocational Occupations. There are Hotel-keeper, and Tourist technicians. Hotel-keeper training program is a 3 years long training program and can be learned in 7 VET Centre in Hungary. Tourist technician - which is a 5 years VET program - can be learned in 39 schools of the 28 VET Centre of the country. The technician diploma awards enables its holders to continue their studies in the tertiary education.

### 3. Tertiary education

Higher education studies are offered at two types of higher education institutions, University and College, both of them may offer courses in all three training cycles: Bachelor course, Master course and Doctoral course.

Currently institutions are allowed to commence just one bachelor programme: Tourism and Catering, which takes six semesters, plus one-semester long work placement. Students successfully finishing their studies on BA in Tourism and Catering programme obtain a diploma in economics specialized in Tourism and Catering. This 3,5 years programme is achievable in 17 different Institutions (both Universities and Colleges) in the whole country. This degree is at level 6 on the EQF (European Qualifications Framework) (<https://www.felvi.hu/>).

The only master programme is available in the field of tourism in Hungary: MA in Tourism Management, this programme can be found at 8 Universities. (<https://www.felvi.hu/>). VET programmes in tertiary education are open to adults in full-, part-time or distance learning.

Further opportunity to develop theoretical and methodological knowledge is the PhD programme, or participating in postgraduate specialisation programme. Within the group of economics sciences, most of the postgraduate specialisation programmes is available in wine tourism, health tourism, event management and regional tourism management (generally parallel with the institutions' offers for specialization of bachelor or master tourism programmes).

### 4. Educational policy makers and experts

In Hungary the Hungarian Tourism Agency ([www.mtu.gov.hu](http://www.mtu.gov.hu)) provides the professional management of tourism, from strategic planning to implementation support. This agency is a state organization with national competence. Its responsibilities include the organization of training, workshops or the professional supervision of tourism workshops organized by others (like KONTAKT), e.g. product development as well.

## 2.2. Extremadura, Spain

### 1. Associations

There are several associations active in the region, some covering the whole region, others focussing on specific areas within the region. Here we only highlight those covering the whole region:

- Tourism Cluster Extremadura: cluster representing over 500 SMEs and organisations from the tourism sector in the region (<http://clusterturismoextremadura.es/>)
- AGTEX Association of Extremadura Tourism Guides, for Professionals with the official authorization, who provide cultural, artistic, historical and geographical information services to tourists who hire them for such purposes in the territory of Extremadura (<https://www.turismoextremadura.com/es/organiza-tu-viaje/AGTEX-Asociacion-de-Guias-Turisticos-de-Extremadura/>)
- FEXTUR Extremadura Federation of Rural Tourism, focussing on activities and tourism services in the rural areas of the region.
- CETEX Confederation of Tourism of Extremadura, representing businesses and organisations related to hospitality and restaurant services (<http://www.cetex.es/sobre-cetex/>).
- SETEX Business association of hospitality and tourism in Extremadura, representing businesses related to tourism, hospitality and restaurant services (<http://hosteleriayturismoextremadura.com/>)

### 2. VET organisations

There are 2 specific VET centres dedicated to hospitality and tourism in the region.

I.E.S. Hospitality and Tourism (<https://ieshyturismo.educarex.es/index.php/informaci%C3%B3n>) is located in the town of ORELLANA LA VIEJA, northeast of the province of Badajoz. The school was created in 1992, teaching for the first time the experimental subjects of Cooking and Reception. Currently, it is fully consolidated as the only educational center of the Regional Government of Extremadura that is dedicated exclusively to impart Formative Cycles of the Hostelry and Tourism family, framed within the current Regulated Vocational Training.

It provides the following intermediate Vocational Education and Training cycles:

- The intermediate VET Cooking and Gastronomy, focuses on carrying out pre-processing, preparation, conservation, termination/presentation and service related to kitchen production.
- The intermediate VET Restaurant Services, focuses on carrying out the activities of preparation, presentation and service of food and beverages.

Escuela Superior De Hostelería y Agroturismo de Extremadura (<https://extremaduratrabajo.juntaex.es/eshax>). To offer the hospitality sector a model of innovation in training that trains professionals in the sector at all educational levels, achieving the highest qualification for the entire pyramid of workers in the sector, with special emphasis on language teaching. It is also a National Reference Centre for Agrotourism. It offers:

- Formal VET training cycles: Intermediate VET in Restaurant services.
- Courses for unemployed persons aimed at providing them with the professional certificates in the VET cycles related to Hospitality and Restoration Services.
- Continuous training for staff of the sector development of training plans for acquiring skills in various sectors of economic activity, or specific professional skills of interest to a specific sector.

The following VET cycles are offered across a range of different VET centres, but without being a centre specialising in the cycles related to hospitality and tourism, the following cycles are offered across 14 VET centres:

- Basic VET in Restoration Services, support in the culinary production processes and carry out the basic operations of reception, storage and distribution of raw materials in suitable maintenance conditions until their use.
- Intermediate VET Cooking and Gastronomy (see above).
- Intermediate VET Restaurant Services (see above).

### 3. Tertiary education institutes

I.E.S. Hospitality and Tourism (see above) also offers a Higher Education VET cycle in tourism management, focussing on managing tourism accommodations.

Escuela Superior De Hostelería y Agroturismo de Extremadura (see above) also Higher education VET in kitchen management; Higher education VET in Restaurant Services.

The following Higher Education VET cycles are offered across a range of different VET centres, but without being a centre specialising in the cycles related to hospitality and tourism, the following cycles are offered across 3 VET centres:

- Higher education VET Tourism Guide and Tourism Assistance, provides competences to plan and promote tourist destinations as a guide on the spot or as a hostess or hostess in terminals, means of transport and events.
- Higher education VET on Tourism Information and commercialisation, provides skills to identify opportunities for local development and the creation of new tourism products and services, and develop activities related to the commercialisation of these products and services.
- Higher education VET on Travel Agencies, provides all competences and skills needed in the activities of travel agencies, both travel related as well internal management related ones.
- Higher education VET in Restaurant Services, prepares for intermediate management positions for kitchen production and services and for food and beverage services.
- Higher education VET in tourism management (see above).

The University of Extremadura (<https://www.unex.es/conoce-la-uex/centros/feet/titulaciones/info/presentacion?id=1408>) has a bachelor degree on Tourism, which gives students the skills to be able to direct, manage, plan and execute a wide range of professional profiles within the characteristic areas of the world of Tourism. It also offers a Master in Management and Organisation of Tourism Resources, which prepares students for managing tourism organisations and companies (<https://www.unex.es/conoce-la-uex/centros/feet/titulaciones/info/presentacion?id=1412>).

#### 4. Educational policy makers and experts

Educational and training competences in Spain are transferred to the Autonomous Communities and thus managed on regional level (within the framework of the National Qualifications Framework). It is the Regional Ministry of Education and Employment that is in charge of the design and implementation of the VET policy and training in the region. <http://www.juntaex.es/con04/>

The Regional Ministry of Culture, Tourism and Sports is in charge of tourism policy and promotion of the region as a tourism destination. <https://www.turismoextremadura.com/>

Tourspain (<https://www.tourspain.es/en-us>) is the public body on national level, responsible for marketing Spain as a travel destination in the world.

### 2.3. Cyprus

#### 1. Associations

- Cyprus Agrotourism Company was established by Cyprus Tourism Organisation (the main governmental body responsible for the tourism sector), aiming to coordinate rural tourism activities on the island. The Company started with only 7 members and had over 80 members (owners or renovated rural houses adapted for tourism), 100 traditional houses and boutique hotels in 60 villages around Cyprus in 2019. [www.agrotourism.com.cy](http://www.agrotourism.com.cy);
- Cyprus National Rural Network aims to increase participation in the effort for rural development, to improve the quality of the rural development policy, and to increase the awareness and knowledge on the benefits of rural development policy. It operates as a platform for as a platform for collecting and disseminating information and technical knowledge for promoting rural development: [http://www.moa.gov.cy/moa/da/ead/ead.nsf/home\\_el/home\\_el?opendocument](http://www.moa.gov.cy/moa/da/ead/ead.nsf/home_el/home_el?opendocument)
- Women Association of Rural Larnaca (WARL) is a non-profit organisation (NGO) established in 2004. The main purpose of the Association is to promote the entrepreneurship of its members and to maintain the Cypriot traditional customs and the traditional authentic local products. WARL currently has about 400 members (women from rural mountainous District of Larnaca dealing with production of local traditional products). WARL organizes an annual festival for promoting traditional products, organizes training and study visits for its members, participates in European programs. [www.warl.eu](http://www.warl.eu)

In addition to the above associations and networks, local/ regional development agencies are also involved in promoting and supporting rural businesses.

#### 2. VET organisations

A number of technical schools and colleges in Cyprus offer VET programmes focused on tourism and hospitality management, including:

- Intercollege – 2-year programmes of Hotel and Tourism Management, Culinary Arts;
- College of Tourism and Hotel Management – 2-year programmes of Travel and Tourism Administration, Hotel Administration,
- Akademia College – 2-year programmes of Hotel Administration,
- “Tourist agency and hotel clerks” and “Hotel and catering – cooks and waiters” study programmes at several technical schools (2<sup>nd</sup> Technical School Nicosia, Technical School Makarios III Nicosia, 1<sup>st</sup> Technical School Nicosia, etc.)



### 3. Tertiary education institutes

In Cyprus, tertiary education is provided by universities and colleges: 3 public universities, 5 private universities, and over 40 institutes and colleges - public and private institutions of tertiary education.

As tourism is a very important sector of Cyprus economy, various tourism-related study programmes are offered by the majority of tertiary education institutes, for example:

- Cyprus University of Technology offers Bachelor degree and Doctoral study programme of Hotel Management and Tourism,
- European University Cyprus offers Bachelor degree study programme of Hotel Management,
- University of Nicosia offers Bachelor programmes of Hospitality Management and Tourism, Leisure and Events Management,
- Larnaca College offers Bachelor programme of Hospitality and Tourism Management and MBA Hospitality Management

### 4. Educational policy makers and experts

The Ministry of Education, Culture, Youth and Sports is the main body responsible for the policies in the field of education in Cyprus: <http://www.moec.gov.cy/en/>.

The Deputy Ministry of Tourism is the strategic and supervisory authority of the tourism sector, which among other responsibilities promotes tourism education and training: [http://www.tourism.gov.cy/tourism/tourism.nsf/home\\_en/home\\_en?OpenForm](http://www.tourism.gov.cy/tourism/tourism.nsf/home_en/home_en?OpenForm)

The Human Resource Development Authority of Cyprus (HRDA) is in charge of managing training funds in Cyprus. The system relies on compulsory contributions paid by all employers and subsidises in-company and multi-company training programmes: <http://www.hrdauth.org.cy>.

## 2.4. Lithuania

### 1. Associations

Chamber of Agriculture of the Republic of Lithuania (<https://zur.lt/>). The organization has been actively working since 1991 and organizing the social dialogue between Lithuanian rural people, farmers and the state. The Chamber unites 42 agricultural organisations. The main goal of the Chamber of Agriculture is to make Lithuanian agriculture modern and able to compete in the markets. These past thirty years Chamber applied rural development programs, protected and renewed the living environment of the county people. Important their activities are the organization of training and consultations on agriculture, accounting, receiving support, sustainable farming and alternative activities in countryside, also recently they have been intensively installing distance learning. The Chamber of agriculture as a social partner is involved in the vocational training, because they have a function to assess students' competencies in the assessment stages.

Lithuanian countryside tourism association (LCTA) is a national level association uniting more than 50% of countryside tourism service providers in Lithuania, having almost 400 members. Main goals and activities of the association are to represent interests of the Association members at management institutions and other organizations, to coordinate the development of rural tourism in Lithuania and to analyse the demand for rural tourism services within the country and abroad. LCTA also organizes workshops, conferences, fairs, exhibitions, prepares methodical means for the rural tourism sector and information bulletins on the activities of the Association and its members. ([www.countryside.lt](http://www.countryside.lt))

Tourism information centres (<https://www.lithuania.travel/lt/offices>), that are located in almost each city and district. Their mission is to provide informative and practical information to business entities thus contributing to the establishment of new enterprises in districts. They are organizing training and consultations for the

tourism sector providers', collecting, accumulating and providing free information about the tourism services, visited objects and places, and cultural heritage in the districts.

## 2. VET organizations

King Mindaugas Vocational Training Centre (<https://www.kaupa.lt/>) is the largest and most popular vocational training institution in Lithuania. Promising professions in the fields of beauty, health, social welfare and business are offered to be acquired here. School is a modern and dynamic educational institution that quickly and responsibly responds to any changes in the labour market and fearlessly applies innovative forms of education. The Centre provides initial and continuous vocational training, basic and secondary education, pre-school and pre-primary education, as well as other educational services. The school offers professional training for the event and leisure service organizer, guest service employee.

Klaipeda tourism school (<https://ktm.lt/>) Students can choose specialities from 13 different fields. There are programs to get education on trade and catering service as well as events and recreation service organizer. Currently, the school has enrolled about 600 students.

Veisiejai School of Technology and Business (<http://www.veisiejutvm.lt/>). This school mission is to help students acquire basic and secondary education, professional qualifications, to prepare them for work in the changing social environment. They can offer Rural tourism organizer programs.

Skuodas Rural School of Business, Crafts and Services (<https://www.profesinis.lt/>) - this school prepares qualified specialists in the field of tourism and issues qualified worker's diplomas to their students. There are possibilities to learn from rural tourism organizers and manufacturers of fine textiles specializations.

Zarasai vocational school (<https://www.zarasupm.lt/>) - This school can offer a modular vocational training program for guest service workers. A person qualified as a guest service worker will be able to work in small hotels, guest houses, rural tourism homesteads and other accommodation establishments, manage and maintain premises, prepare simple meals, serve them, provide information about touristic places and other services to guests.

## 3. Tertier educational institutes

Higher education studies are offered in Kaunas University of Applied science ([www.kaunokolegija.lt](http://www.kaunokolegija.lt)). They have a program called Tourism and hotel management. During the three-year study period, students do 4 internships in Lithuanian and foreign hotels and other tourism business enterprises, as well as in a practical training company operating in the college. The experience and skills gained during the years of internships provide an opportunity to get a job and pursue a career both in Lithuania and abroad.

Klaipeda University ([www.ku.lt](http://www.ku.lt)) has a program Tourism and recreation. The aim of this program is to train highly qualified tourism and recreation specialists who know the regularities of recreation and tourism functioning and service provision. Four-year studies include cultural heritage, methodology for organizing and conducting excursions.

Lithuanian Sports University (LSU) ([www.lsu.lt](http://www.lsu.lt)), founded in 1934, is a specialised public higher education institution that has developed its unique traditions in sport, leisure and health sciences. The university offers a tourism and sports management program, which will enable students to creatively develop the activities and business of sports and tourism organizations, conduct applied research, and apply their results in the day-to-day operations of the organization and strategic decision-making.

Mykolas Riomeris University ([www.mruni.eu/](http://www.mruni.eu/)) is the largest social sciences specialized university in Lithuania. The University has capable and significant core educational science, economics, humanities, communication, politics, psychology, sociology, and management areas. The university has a 3.5-year study program - Tourism Management and Heritage.

Vytautas Magnus University ([www.vdu.lt](http://www.vdu.lt)) has a reputation as a university with a globally oriented, free-spirited, liberal mindset. This university has a Cultural Heritage and Tourism Program, which is designed to train highly qualified, broadly educated cultural heritage and tourism specialists who are able to evaluate cultural heritage in the context of social, historical and cultural phenomena, to link the acquired knowledge with global theory and practice.

#### 4. Educational policy makers and experts

In Lithuania the main responsibility for the development and implementation of the vocational training policy has been given to the Ministry of Education and Science. The Ministry of Economy and Innovations participates in the implementation of the human resources development and vocational training policy. The social partners are empowered to initiate the development of the new qualifications, standards and vocational training programs. Since 2012 competencies are assessed by institutions accredited for this function: social partners, companies, employers' associations. Representatives of employers participate in the development of the content of the vocational training programs, in assessing the compliance of the programs with the needs of the labour market and in organizing training.

Qualifications and Vocational Education and Training Development Centre (<https://www.kpmpc.lt>) is an educational support institution that provides information, expert, consulting and professional development assistance to education providers, educational support institutions and education management entities, implementing the state policy for the development of vocational training and lifelong learning systems. Organization works in the field of improving VET quality, developing adult education systems and implementing VET and adult education participants qualification development initiatives.

## 2.5. Croatia

### 1. Associations

Croatian Chamber of Agriculture (<https://komora.hr/>). The organization has been actively working since 2009 for interest representation of farmers from the Republic of Croatia and in international associations, and especially main interest associations at the level of the European Union. The Government and the Parliament of the Republic of Croatia established the CCA to represent the interests of all farmers in the Republic of Croatia in negotiations with the Government, the Ministry of Agriculture, and all other state bodies. As the main association of Croatian farmers, they defend the interests of Croatian agriculture in the European Union because they are a member of the most influential European agricultural organization Copa-Cogeca. At the national level, CCA operates through county chambers and 18 sectoral committees, and through as many as 20 sectoral working groups within Copa-Cogeca. CCA organizes round tables, conferences, lectures, workshops, and events. CCA offers information and assistance regarding associations with other producers within the Republic of Croatia and the EU.

The Croatian National Tourist Board (CNTB) is a national tourist organization founded to create and promote the identity and reputation of Croatian tourism domestically and internationally. CNTB activities include both planning and implementing the promotional strategy, as well as proposing and implementing promotional activities that are of common interest to all entities in tourism, and raising the level of quality of the entire Croatian tourist offer. The Croatian National Tourist Board is headquartered in Zagreb (Iblov trg 10/IV), but also has 19 representative and branch offices globally.

### 2. VET organizations

Catering and Tourism School, Osijek (<http://ss-ugostiteljsko-turisticka-os.skole.hr/>) Students can choose specialties from 5 different fields. There are programs to get an education on trade and catering service as well

as tourist hotel commercialists, hotel and tourism technician, events and recreation service organizer. By the decision on the appointment of regional centers of competence in vocational education, it was appointed on July 20, 2018, as a Regional Center of Competence (RCC) by the Ministry of Science and Education. Thus, the RCC is defined as a place of VET excellence in which programs of regular vocational education, vocational training, and lifelong learning will be implemented. It will provide a platform for work-based learning, for professional practice, for the implementation of various forms of formal and non-formal education, for the education of mentors, and networking with market participants.

Virovitica Vocational School (<https://www.ssv.hr/>) is the largest high school in the city of Virovitica with a total of 650 students and 63 employees. The following professions are included in the education program: economist, commercialist, tourist-hotel commercialist, waiter, chef, pastry chef, and salesman.

Tourist-catering and food school Bjelovar (<https://www.tups-bj.hr/>). The school is part of the newly built high school center, which also houses the Medical, Commercial and Commercial and the School of Economics and Office. It is fully equipped with everything needed for occupations that can be attended to at school. The school currently runs four- and three-year educational programs. Four-year programs: hotel-tourist technician and tourist-hotel commercialist. Three-year programs: chef, pastry chef, waiter, baker, milkman, confectioner. The school also has programs for students with disabilities: an assistant chef and pastry chef, an assistant waiter, and an assistant gardener.

### 3. Tertier educational institutes

Higher education studies are offered in Virovitica, Polytechnic of Virovitica (<https://vsmti.hr/>). Polytechnics contain study programs from at least two scientific fields (social and technical sciences) and at least three scientific fields (economics, computer science, and electrical engineering). They have a program called the undergraduate professional study of Management – main field: Management in Rural Tourism and specialist graduate professional study program of Management - Destination Management. The experience and skills gained during the years of internships provide an opportunity to get a job and pursue a career both in Croatia and abroad.

The Faculty of Interdisciplinary, Italian and Cultural Studies (<https://fitiks.unipu.hr/fitiks>) was established in 2016, based on the Department of Italian Language Studies and the University Study of Culture and Tourism. The following can be studied at the Faculty: Undergraduate university study Culture and Tourism, Graduate University Study of Culture and Tourism, Undergraduate University Study of Culture and Tourism and Italian Language and Culture (two subjects). The university graduate study Culture and Tourism is designed to train students to work in an intercultural environment in cultural and tourism organizations, to independently conduct interdisciplinary scientific and professional research, strategic analysis of the environment of the cultural and tourism sector, and work in project teams engaged in strategic development documents. Culture and/or tourism, independent creation of innovative cultural and tourist products as well as more complex tourist arrangements of destination management companies based on cultural tourism products. The interdisciplinary content concept and approach is a reflection of such ubiquitous contemporary considerations of tourism development in the new age and the challenge of sustainable valorization of cultural heritage for tourism purposes.

### 4. Educational policy makers and experts

In Croatia, the main responsibility for the development and implementation of the vocational training policy has been given to the Ministry of Science and Education. The Ministry of Economy and Sustainable Development participates in the implementation of the human resources development and vocational training policy. The social partners are empowered to initiate the development of the new qualifications, standards, and vocational training programs. Representatives of employers participate in the development of the content of the vocational training programs, in assessing the compliance of the programs with the needs of the labor market, and in organizing training.

(<https://www.asoo.hr/>)The activities of the Agency for Vocational and Adult Education have been established to plan, develop, organize, implement, monitor, and improve the system of vocational education and adult education. Strategic goals: develop qualifications based on competencies and learning outcomes, permanently align education with labor market needs, build a system of vocational education and training that enables lifelong learning and mobility, define the roles of teachers in a results-oriented system, establish a quality assurance system.