AVIP Trainers Guide

AVIP Trainers Guide Contents

1. Adventure Tourism Innovative Partnerships (AVIP) Project

Adventure tourism is widely recognised as a powerful tool that can promote sustainable development in rural and economically marginal areas, generating smart employment and jobs growth, as well as providing strong incentives for conserving the natural environment.

The Adventure Tourism Innovation Partnerships (AVIP) project aims to deliver high quality, highly relevant high-level education and skills that support retention of high calibre staff in peripheral/rural regions. It will support the growth of SMART jobs to stimulate regional adventure tourism economies and business performance.

Responding to regional skills gaps, the flexible learning pathways will up-skill graduates, entrepreneurs, and staff through HE learning that enhances their digital competencies and entrepreneurial capabilities to meet the changing needs within the adventure tourism industry.

There is a need to develop skills in a range of areas to support the industry's ambitions for growth, including: management and leadership; enabling high quality customer experiences; and ensuring the availability of appropriate training. Therefore, adventure tourism has transformative potential, particularly for those economies constrained by structural weaknesses and disadvantage by their remote locations, including AVIP partners in Scotland, Estonia, Ireland and Bulgaria.

"We must not slip into the false divide between vocational and academic pathways".

AVIP tackles this challenge head on; developing innovative partnerships and new models of HE based around highly flexible learning pathways, tailored to meet digital and innovation skills, empowering businesses to respond to growth opportunities within the adventure tourism economy.

Our main focus is on developing education and training programmes to strengthen the skill base of young people and adults working in the adventure tourism sector. The outputs include innovative study modules aimed at practitioners and employees, as well as students. Cross-cultural forums will be created to ensure an alliance that pools resources, expertise and experience from across the trans-national partnership. The project will help SMEs to upskill in marketing and digital technologies. Learners will acquire the technical skills required to implement effective digital marketing, as well as the product innovation skills that are critical to entrepreneurship and businesses growth.

The Adventure Tourism Innovation Partnerships (AVIP) project is transformative since it creates lasting impact for HEIs and their graduates, entrepreneurs and businesses,

particularly SMEs and their employees and responds directly to the transformational changes in sustainable tourism. The AVIP Project consists of 4 main sections;

1. **Adventure Tourism Regional Innovation Partnership Plans**

   Collaborating to identify skills gaps, develop flexible learning pathways and exchange best practices for results-based pedagogy.

2. **Course 1 Immersion in Digital Technologies Open Educational Resource**

   Partners introduce innovative training to transform graduate and SME capacity to digitise their business experience.

3. **Course 2 Innovating New Products: Open Educational Resources**

   Learners will unleash their creative capacity through acquisition of commercialisation skills and competencies.

4. **Open Online Collaborative Learning and Knowledge Exchange Platform**

   A mobile platform promotes 'communities of learning'; fostering transnational cooperation to speed up learning to improve innovation through a virtual cluster.

Useful Main Website Links

Official AVIP Website	www.adventuretourism.eu
Adventure Tourism Regional Innovation Partnership Plans	Adventure Tourism Regional Partnership Plans
Online Course 1 **Online Course 2**	1. Immersion in Digital Technologies 2. Innovating New Products
Open Online Collaborative Learning and Knowledge Exchange Platform	• Digital Technologies Open Educational Resources • Open Online Collaborative Learning • Special Interest Groups • Virtual Talks
Facebook	https://www.facebook.com/adventuretourism.eu/

2. Adventure Tourism Innovative Partnerships (AVIP) Courses

This AVIP course has been specifically developed as an innovative learning tool which will educate Higher Education and Vocational Education Trainers on how best to approach adventure tourism as a subject. The aim is that this course will equip you with all of the tools required to respond effectively to challenges and changes within the sector. We have developed innovative resources, which have been created by partners with specific, expert knowledge in the specific areas.

This is a free, open access course which is designed to be a flexible learning tool. This means you can take this course full time, part time or just whenever you get a free minute in your busy schedule. Learning online offers you more time to fully absorb the information. The Modules are available in English, Estonian, Bulgarian and Dutch.

The course is modular, and you can dip into and out of the modules as you choose, however we recommend that you start by clicking on the course and then following the modules in the suggested order. Each module comprises a PowerPoint presentation on the topic (on the left in the table below) and then a set of extra resources such as missions (exercises), participant handbooks and case studies.

The Modules are available in The Adventure Tourism Innovative Partnerships (AVIP) Training Toolkit which is modular in format, meaning teachers and trainers can dip into and out of the modules as they choose, however when delivering the course, we

recommend that you start by delivering the course overview and then sequentially follow the modules in the suggested 1 to 6 order as below.

Course 2: Innovating New Products

There are 6 Modules in Course 2 Innovating New Products. Each of the 6 Modules comprises of a main PowerPoint on the topic with PDF/Weblinks/Videos and a set of extra resources, tasks and exercises. What follows in this section is an overview of each module with a Module Outline, Learning Objectives and a list of the exercises, tasks and activities included with each. The main module titles are;

Module 1   Plan your adventure initiative
Module 2   Organise and implement your responsible initiatives
Module 3   Check how the things are going
Module 4   Apply corrective measures and continue with the next cycle
Module 5   Building a Business Plan
Module 6   Building a Marketing Plan

Module 1	Plan your adventure initiative
Overview	If you want to achieve market success with your adventure initiative you have to plan it well in advance. Planning takes place in all organizations in some form or other, whether it be formal or informal, and at a variety of levels. The plan is the tactical means of implementing strategy and achieving objectives. In order to fully develop your adventure initiative you will need to measure the supply and demand and set specific goals. It is immensely important to also measure the impact of the initiative, weather positive or negative, on the cultural and natural environment.
Module Outline	• Define Your Initiative • Measure the Supply • Measure the Demand • Identify and Assess Impact
Learning Objectives	At the end of this module, you will be able to: • Define your destination and product/initiative. • Understand and measure the supply you need. • Understand and measure the demand for your initiative.

	• Identify the impact of the community. • Assess heritage, cultural, social, and ecological impacts. •
Exercises & Activities Included	**Mission 1** Industry Research **Case Study** Bulgarian Mountain Tourism Initiatives **Checklist 1** Check your knowledge about your destination **Additional Reading, Videos, Case Studies, Websites** https://quizlet.com/91838461/sustainable-tourism-vocabulary-flash-cards/ http://visokaturisticka.edu.rs/pitanja/obavezne_reci_a3_ema.pdf https://prezi.com/klvmoyi0v34_/responsible-tourism/ http://www.ttra.com/assets/1/7/Responsible_Tourism_and_the_Future_-_John_Swarbrooke.pdf Culture and Heritage Tourism: Understanding the Issues and Success Factors, www.crctourism.com.au (permanently archived on http://www.webcitation.org/5sjXNipDH) CDC Development Solutions: www.cdcdevelopmentsolutions.org Center of Excellence for Destinations: www.ced.travel International Union for Conservation of Nature: www.iucn.org Joliba Trust: www.jolibatrust.org.uk Lindblad Expeditions: www.expeditions.com National Geographic Center for Sustainable Destinations: http://travel.nationalgeographic.com/travel/sustainable/

Module 1 Plan your adventure initiative

Learning Outcomes

At the end of this module, you will be able to:

- Define your destination and product/initiative.
- Understand and measure the supply you need.
- Understand and measure the demand for your initiative.
- Identify the impact of the community.
- Assess heritage, cultural, social, and ecological impacts.

1.1 Define your initiative
- Define the destination and the initiative
- Product vs. service
- The six components of tourism product

1.2 Measure the supply
- Inventory of accommodation
- Tour operators
- Inventory of attractions
- Human resource

1.3 Measure the demand
- Define goals and objectives

1.4 Identify and assess impact
- Identify impact of the community
- Assess ecological and social impact
- Assess cultural impact

Module 2	Organize and implement your responsible initiatives
Overview	• During this module you will begin developing specific skills that will help you plan your adventure tourism initiative. You will focus on the development of target audience(s) and their specifics, while learning how to create your communication plan. • You can effectively and efficiently organise and implement your adventure initiative by applying project management framework and the tourism value chain. This framework could help you to manage your movement from one state to another to reach your final result.
Outline	• Identify Projects Team Members • Target Audience and Communication Goals • Develop a Value Chain
Learning Objectives	At the end of this module, you will be able to: • Identify your project team members and to form a team • Determine your target audience • Define your communication goals • Develop a value chain to add value

Exercises & Activities Included	**Mission 2** Target Market Profile
	Checklist 2 Accommodation inventory
	Case Study Villa Paris 1925: linking past and present
	Additional Reading, Videos, Case Studies, Websites
	www.conservation.org
	National Geographic Traveller
	http://travel.nationalgeographic.com/travel/traveler-magazine/
	Tourism Cares
	www.tourismcares.org
	United Nations Educational, Scientific, and Cultural Organization
	www.unesco.org
	United Nations World Tourism Organization
	www.unwto.org
	Lanning, M. Delivering Profitable Value (DPV), The DPV Group, LLC. http://www.exubrio.com/services/white_papers/DPVIntro-eXubrio.pdf
	Kaplinsky, R. and Morris, M. A Handbook for Value Chain Research, IDRC. http://www.redepapa.org/valuechain.pdf

2.3.

Develop a value chain to add value

The 'on-trip' element is the critical area in which the visitor expenditure inputs occur at the destination level so detailed planning and organising are vital to ensure market success and high level of competitiveness of your offer. This element affects intensely visitor's experience which in turn determine the perceived quality of the whole trip/visit.

Infra-structure	Attractions	Accom-modation	Food & drink	Shopping / purchases	Activities	Services	Taxation
•Ports •Roads •Airports •Taxi •Car rental •Airlines	•Builders •Developer •Fitting •Utilities	•Hotels •Hostels •Camping •Other lodging	•Food •Drink •Farm produce •Restaurants	•Retail •Craft •Books •Arts •Guides •Souvenirs	•Tours •Diving •Rock climbing •Nature reserves •Equipment hiring	•Guides •Health •Business •Telephone •Exchange •Beauty / cosmetics	•Landing •Entry •Visa •VAT •Duty

Module 3	Check how the things are going
Overview	Monitoring the value delivery process is the next important stage in PDCA cycle. It could be utilised by developing a performance measurement system to monitor progress toward meeting the objectives (defined as a part of the planning stage) and value chain outcomes. In this module you will be introduced to the means of keeping in touch with your customers experience, opinion and ideas. You will also learn how to establish your destination profile.
Outline	• Audit Residence Experience • Develop Destination Profile
Learning Objectives	At the end of this module, you will be able to: • Audit the visitor and resident experience • Develop a destination profile
Exercises & Activities Included	**Mission 3** Product/Service Development **Checklist 3** How to create associations in the thematic framework **Additional Reading, Videos, Case Studies, Websites**

	Blue Robin Destination Management Software
	http://bluerobin.com/destination_management_software.html
	CodeGen Travel Software Solutions www.codegen.net
	Cumbria Tourism Destination Management System
	www.cu-ctb.cu.thedms.co.uk/marketing/dms.aspx
	New Mind Destination Management Technology www.newmind.co.uk
	Sentias eTourism Software www.sentias.com/e-tourism
	Sri Lanka Tourism www.srilanka.travel
	Tourism Authority of Thailand www.tourismthailand.org

3.1.

Auditing the visitor and resident experience

Tourism depends heavily on the customer experience. That is why, it is vital for you to set up and to implement a systematic audit of visitor experience value chain.
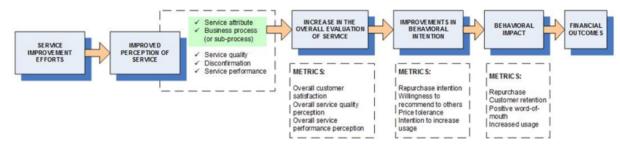
Phase 1: Dreaming of travel
- Anticipation of the holiday / trip
- Search for travel information
- Plan the destination
- 'Dreaming'

Phase 2: Choosing the destination
- Cost
- Packaging
- Atmosphere
- First contact with the destination

Phase 3: Taking the trip
- Diverse range of sensation
- Satisfaction and dissatisfaction
- Feelings
- Transformation

Phase 4: Reviewing the trip
- Post-trip feelings
- Sharing photos and stories
- Recommendation

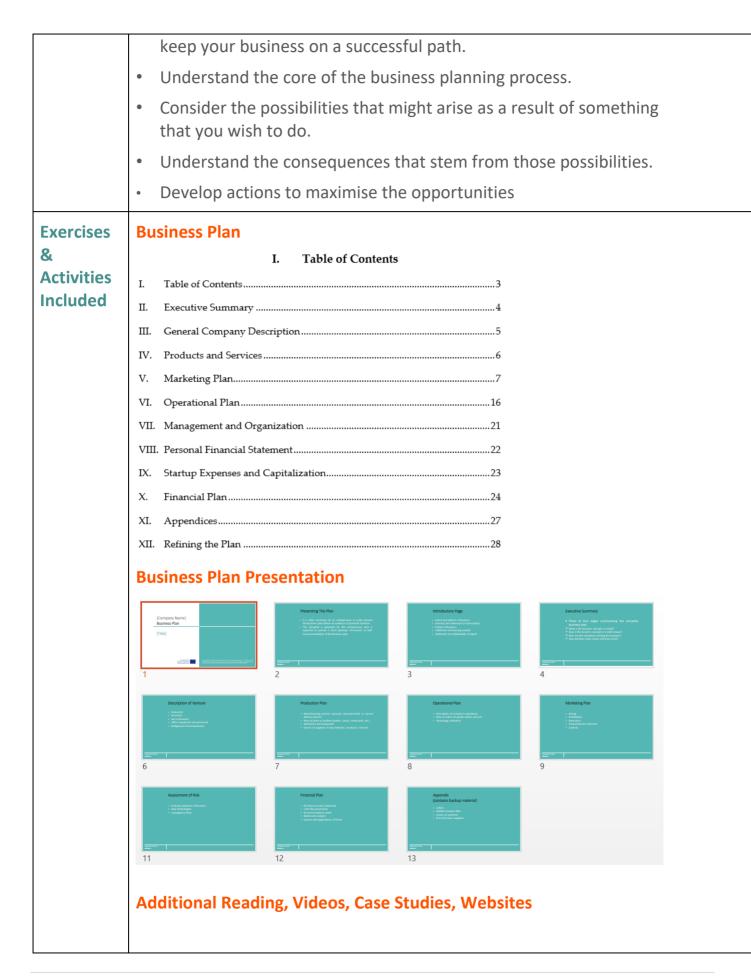| Module 4	Apply corrective measures and continue with the next cycle
Overview	In a perfect world, everything goes according to plan. In the real world, glitches are likely. For this step, adjustments are made to improve the corrective action process.
	Actions are taken to fine-tune the system to the point that non-conformances are reliably detected, evaluated, and resolved. The goal is to make corrective action management a consistent and effective process through continuous

	improvement. A proper corrective action system detects and resolves non-conformances.
Learning Objectives	At the end of this module, you will be able to: • Analyse critically your performance • Develop proper corrective measures • Define benchmarks, standards and metrics • Set up your goals for the next cycle
Exercises & Activities Included	**Mission 4** CommunicationPlan **Template 1** Communication Plan **Additional Reading, Videos, Case Studies, Websites** www.dti.gov.uk/quality/performance http://www.e-unwto.org/ https://www.e-unwto.org/doi/book/10.18111/9789284419470 https://www.e-unwto.org/doi/book/10.18111/9789284419722 World Heritage Center 2007 Park Planning for Life: Manual for Public Use Coordinators. Public Use Planning effort [available at www.jonkohl.com/pup/pup-manual-english.pdf] UNWTO Global Report on Adventure Tourism

Tourism service continuous improvement process

The figure presents a set of key metrics which could be applied during tourism service improvement process. These metrics support the process of continuous refinement which must be sustained throughout the PDCA cycle. Since the service brand is not a static entity but is subject to changes gathering feedback from customers and various stakeholders is vital for market success of responsible tourism initiative.
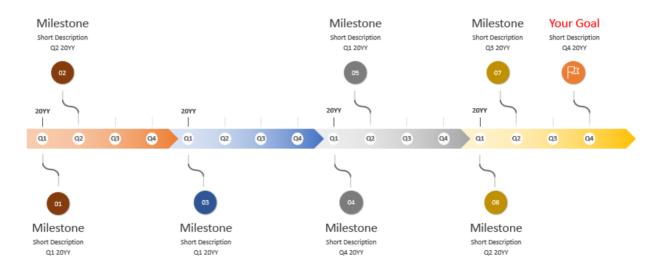

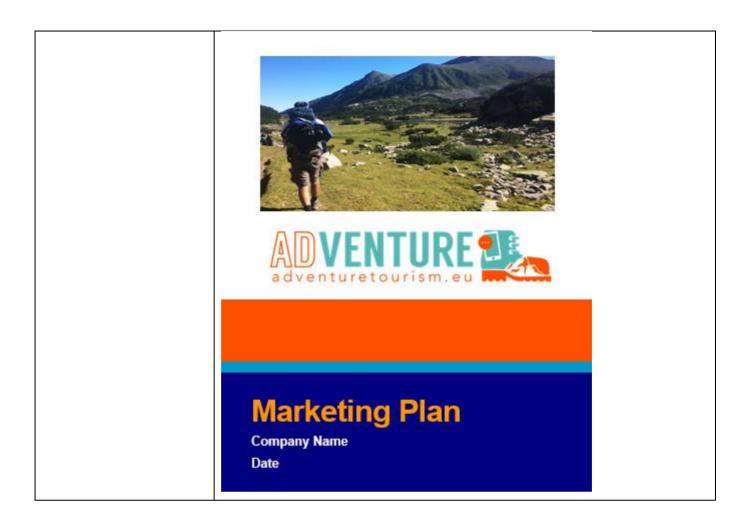| Module 5	Building a Business Plan
Overview	Planning takes place in all companies in some form or other, at a variety of levels, and it could be formal or informal. Most planning is carried out by middle management in larger companies, and by people who run their own businesses (proprietors, sole traders, partners or directors of small and medium sized companies).
	This module will help you to understand the process and components of planning. Whatever your situation, the basic planning process itself is fundamentally the same.
Outline	• Overview of the Business
	• The Marketing Plan
	• The Financial Management Plan
	• The Operations and Management Plan
Learning Objectives	At the end of this module, you will be able to:
	• Identify the essential elements of a Business Plan.
	• Identify the key areas of your business so you can maximise the time you spend on generating income.
	• Understand how a good Business Plan can help you to start and

	keep your business on a successful path.
	• Understand the core of the business planning process.
	• Consider the possibilities that might arise as a result of something that you wish to do.
	• Understand the consequences that stem from those possibilities.
	• Develop actions to maximise the opportunities
Exercises & Activities Included	**Business Plan**

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Business Plan Presentation

Additional Reading, Videos, Case Studies, Websites

https://bit.ly/1SnHr2k

Zerafinas binti Abu Hassan, Mohd Abdul Kadir bin Jailani, Faizah Abd. Rahim (2014) Assessing the Situational Analysis of Heritage Tourism Industry in Melaka, Procedia - Social and Behavioral Sciences 130 (2014) p.3

CDC Development Solutions: www.cdcdevelopmentsolutions.org

Center of Excellence for Destinations: www.ced.travel

International Union for Conservation of Nature: www.iucn.org

Joliba Trust: www.jolibatrust.org.uk

Lindblad Expeditions: www.expeditions.com

National Geographic Center for Sustainable Destinations: http://travel.nationalgeographic.com/travel/sustainable/

DEFINE YOUR VISION AND YOUR STRATEGY

You can use this slide as a template to define the vision of your company

Module 6	Building a Marketing Plan
Overview	The role that marketing plays within a company varies according to the overall strategy and philosophy of each firm.
	Marketing Management constitutes the analysis, planning, implementation, and control of programmes designed to create, build, and maintain beneficial exchanges with target buyers for the purpose of achieving organisational objectives.
	This module will help you to understand marketing management process and components of marketing plan.
Outline	• Business Mission Statement & Objectives
	• SWOT Anallysis
	• Marketing Strategy
	• Implementation, Evaluation and Control
Learning Objectives	At the end of this module, you will be able to:
	• Identify the essential elements of a Marketing Plan.
	• Assess market opportunities by analysing customers, competitors, collaborators, context, and the strengths and weaknesses of a company.
	• Develop effective marketing strategies to achieve organisational objectives.
	• Design a strategy implementation programme to maximize its chance of success.
	• Understand how a good Marketing Plan can help you to generate sales and to keep your customers satisfied.
Exercises & Activities Included	**Marketing Plan**

ADVENTURE
adventuretourism.eu

Marketing Plan
Company Name
Date

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Stages of Customer Interaction

PRE-PURCHASE STAGE	PURCHASE-INTERACTION STAGE	POST-PURCHASE STAGE
• Create awareness • Create interest • Communicate information • Communicate image • Gather information • Evaluate alternatives	• Interaction with company systems • Point-of-sale service • Exposure to sales setting • Exposure to employees • Access and convenience • Variety and terms of sale	• Product-in-use situation • Feedback from others • Post-purchase service • Warranties • Returns policies • Customer-service centres

3. Adventure Tourism Innovative Partnerships (AVIP) Course Delivery

The Adventure Tourism Innovative Partnerships (AVIP) course curriculum can be delivered in a number of ways including classroom, flipped, interactive or blended delivery. The overall architecture of the online courses and learning tools will be modular and with easy configuration of materials so that teachers and learners can add in new materials at any point in time, can change or add entirely new modules. The course can also be translated into further languages if needed. The traditional classroom delivery format can be greatly enhanced through introduction of

Flipped Classroom learners study module content prior to class with a focus on exercises tasks and assignments in class. In this setting, lectures are brief and serve to motivate the activity for the class.

Blended Learning combines electronic and online media as well as traditional face-to-face classroom teaching methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Learners still attend a classroom setting with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is most used in professional development and training settings.

Blended learning allows learners to process and learn material in a way and pace that best suits them with the teachers required to provide the foundation on what and how they learn. The teacher provides the topic and critical thinking skills and the students apply these in a way that helps them retain information. Finding practical application for information helps them retain information than a student that memorizes information.

Examples of online Blended Learning;

Rotation where the learner learns partially by classroom instruction and part virtual learning. The teachers set the schedule for the course and the students rotate through the instruction modules.

Flex is where the teacher on-site instructs the learner from a distance usually via the internet. So instead of going to the brick and mortar of the school they can learn online with their teacher.

Self-Blend is where the coursework is completely self-paced. This is good when there is a lot of course work to cover. This is based on individual classes and not the entire course making it easier to integrate into an existing course.

3.1 Delivering in a Traditional Classroom Training – with minimum digital tools

Classroom training remains one of the most popular training techniques for trainers. Typically, it is instructor-cantered face-to-face training that takes place in a fixed time and place.

Adventure Tourism Innovative Partnerships (AVIP) Classroom Delivery Materials

Classroom Tool	Suggested Uses in the Classroom	Additional Resources Required
SlideShare® presentation	Training materials are developed in SlideShare. We suggest that these be displayed on a large screen for classroom delivery	Laptop/Computer Projector Large Screen
Videos	Videos are used to explain certain sections of the training content and to present case studies for discussion	Audio/sound system
Exercises, Assessments and Quiz's	Adventure Tourism Innovative Partnerships (AVIP) Modules 1-6 contains assessments intended to help learners retain the course information, put their new skills and knowledge into practice and stimulate classroom discussions to encourage further understanding	Laptop/Computer Projector Large Screen Internet access

Suggested delivery mechanisms as part of this delivery method

Small group discussions Break the participants down into small groups and give them quizzes and assessments or drawing exercises to do together, discuss or solve. This allows for enhanced knowledge transfer between learners.

Q & A and discussion sessions Informal question-and-answer sessions as a result of the quizzes and assessments are most effective once instant answers are received for live discussion with small groups. This allows students to learn in an informative, practical, fun and discussion-based delivery maximising learning retention.

3.2 Sample 5 Day Adventure Tourism Innovative Partnerships (AVIP) Training Timetable

Day	Training Content
Day 1	09.00 – 13.00 Module 1 14.00 – 15.30 Module 1
Day 2	09.00 – 13.00 Module 2 14.00 – 15.30 Module 3
Day 3	09.00 – 13.00 Module 3 14.00 – 15.30 Module 4
Day 4	09.00 – 13.00 Module 5 14.00 – 15.30 Module 5
Day 5	09.00 – 13.00 Module 6 14.00 – 15.30 Module 6

4. More Adventure Tourism Innovative Partnerships (AVIP) Training Resources Available

Adventure Tourism Regional Innovation Partnership Plans

Adventure Tourism Innovation Partnerships have been developed in Scotland, Ireland, Bulgaria and Estonia as part of the Adventure Tourism Innovation Partnerships (AVIP) Erasmus+ project (www.adventuretourism.eu). The overall aim of AVIP is to develop the digital marketing and product innovation skills of entrepreneurs, employees and students in the adventure tourism sector. The project is based on an awareness that the current higher education and training is failing to keep up with the rapidly changing consumer needs within the adventure tourism industry. Adventure tourism is one of the fastest growing segments of the tourism industry and has been recognized as a powerful tool to support growth. As part of the project was the development of 4 AVIP Innovative Partnership Plans where the AVIP partners brought together at least 60 high level representatives of all key stakeholder organisations from each of their respective countries;

- MMS, Leitrim, Ireland
- Tallinn University, Estonia
- Varna Chamber of Tourism, Bulgaria
- Lochaber Chamber of Commerce, United Kingdom

The 60 convening representatives of stakeholders (12-15 representative from each country) included;

- Adventure Tourism Businesses,
- Business representative bodies, e.g. Chambers of Commerce and Chambers of Tourism
- VET bodies and providers,
- Education institutions
- Local/regional economic development agencies,
- Tourism and adventure tourism sector-based skills agencies
- Enterprise and tourism networks
- Voluntary, community services organizations, social enterprises
- Statutory organizations,
- Local authorities.

They came together to develop the AVIP Innovative Partnership Plans, to;

- Create 4 regional innovation partnerships that will assess learning gaps and learning objectives and make recommendations for flexible learning pathways;
- Develop, test and optimize new course curricula on digital marketing as well as new innovative products and services for the adventure tourism market;
- Promote collaboration and knowledge exchange through an open online training course.

The AVIP Innovative Partnership Plans encourage and guide organisations and SMEs how to create a similar partnership within their regions. After numerous face-to-face meetings with stakeholders, partners formed such partnerships gaining important on the ground insights regarding the current regional skills gaps in the use of digital tools and a collective review of the proposed outcomes. The AVIP Innovative Partnership Plans meetings also increased commitment to the AVIP project, steered the most suitable learning format for each region and ensured they had inherent knowledge to the project. The learning outcomes were adapted and tailored to regional needs and the production of specific learning targets. The end result is a more joined-up approach and greater implementation of the applied digital marketing and product development skills among students and local enterprises. All leading to greater employment, competitiveness and resilient regional economies. The AVIP learning resources are now much more effective and ready to be shared and replicated by other groups and consortia. Stakeholders who participated in the partnership have successfully collaborated and continue updating or improving the strategy.

The Virtual Learning and Knowledge Exchange Platform

The Virtual Learning and Knowledge Exchange Platform is an online platform that ensures learners get access to best suggested international providers and resources. It covers a multitude of up to date resources to further enrich the online AVIP learning experience and exchange of collaborative learning. The platform consists of a further multitude of Adventure Tourism resources, including;

- Special Interest Groups
- Virtual Talks
- Blogs
- Expert Interviews
- Tips & Advice
- Websites
- Instagram Influencers
- Nice Tourism Offerings
- Itineraries

The Virtual Learning and Knowledge Exchange Platform is an additional support resource to AVIP's two courses;

Course 1: Immersive Digital Technologies
Course 2: Innovative New Products

Learners get the support and expertise required to foster and build closer Adventure Tourism relationships, share information and learn to promote their communities and practices. In addition to enabling peer-to-peer interaction and exchange the tool also facilitates opportunities for peer to peer learning through useful features such as chat-based workspace. Thus, the platform fosters intra- and transnational collaboration in a 'virtual adventure tourism cluster'. This further transforms a collective capacity by widening out learners and adventure tourism business to new and more varied expertise.

The Virtual Learning and Knowledge Exchange Platform is easily accessible and can be accessed by learners who will benefit from the participant activities. It demonstrates a wider adoption of learning frameworks and regional innovative partnerships to include businesses, education (HEI, VET), support agencies and regional agencies. This further develops cross-regional communities and a wider access to a range of learning materials, advice and mentoring from experts across the sector. Thus, the platform significantly enriches the learning experience of all participants.

The learning experience is designed to suit the Adventure Tourism sector;

- It is fully mobile optimized for learning "on the go" to fit in with the times and places in which busy people want to learn
- The pedagogical approach is more effective achieving further learning outcomes by complementing AVIP Courses 1 & 2
- It is a virtual collaboration and a peer learning space providing the tools to facilitate those processes
- Learners get to communicate with the AVIP Partners and receive guidance

The platform plays a central role within our wider dissemination and communication strategy, which seeks to maximise our impact and replication of results and outcomes from this project. The platform will increase engagement with the wider stakeholder community, improving the reach and depth of engagement to guarantee wider replication of key results. See examples of the pages below;

Adventure Tourism Special Interest Groups

Adventure Tourism Virtual Talks

6. Get in Touch with The Adventure Tourism Innovative Partnerships (AVIP) Course Creators

If you would like any further information on how to deliver this training or make the best use of our Adventure Tourism Innovative Partnerships (AVIP) curriculum and resources, please contact us on our website or connect with one of our project partners **CLICK HERE**

PROJECT PARTNERS

University of the
Highlands and Islands
West Highland College

Lochaber
Chamber of
Commerce
WORKING FOR BUSINESS IN THE
OUTDOOR CAPITAL OF THE UK

momentum
support knowledge action

VARNA
CHAMBER OF TOURISM
ВАРНЕНСКА ТУРИСТИЧЕСКА КАМАРА

TALLINN UNIVERSITY

EUEI

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Erasmus+

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