

DESIGN OF FRAMEWORK FOR CAPACITY BUILDING & DIDACTIC GRID



CIRCULAR
ALBANIA
TOURISM

The logo is a circular emblem with a white background. The word "CIRCULAR" is arched at the top in teal, "ALBANIA" is in the center in dark grey, and "TOURISM" is arched at the bottom in teal. The logo is positioned over a circular inset showing a coastal landscape with a rocky shore and turquoise water.



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EDITORIAL



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INTRODUCTION



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INTRODUCTION AND STRATEGIC CONTEXT



1. THE PROJECT VISION AND GENERAL OBJECTIVES

The Circular Tourism project aims to strengthen Albania's capacity to advance the digital and green transition in the tourism sector. Its long-term vision is to support the shift towards a circular economy by equipping VET schools, educators, and tourism SMEs with the knowledge and skills needed to adopt more sustainable and efficient practices. This aligns with the overarching project objective of Circular Tourism Albania, which emphasises the need to build the capacity of VET providers and labour-market actors to respond to changing socio-economic conditions and environmental pressures.

This framework has been designed to improve the quality and relevance of skills provision in a period where Albania faces significant tourism growth but also persistent systemic challenges. The findings of the research document "Mapping of key circular economy challenges", which our Albanian partners compiled at the beginning of the project, confirm that the sector is affected by issues such as low awareness of circular economy principles, gaps in staff competences, insufficient waste management systems, and weak links between education and industry. Addressing these challenges requires a coordinated, practical approach that supports both teaching and business operations.



To this end, the Circular Tourism Albania project promotes three strategic ambitions:

- **supporting the twin transition** by integrating sustainability and digital transformation within tourism training and business practices
- **strengthening cooperation between VET institutions and SMEs**, ensuring that training is closely aligned with the real needs of the labour market
- **preparing educators and SMEs to respond to sustainability challenges** by providing clear guidance, practical tools and opportunities for collaboration

The project builds on the principle that Albania's tourism sector can only achieve long-term resilience if educators and businesses share a common understanding of sustainable tourism and adopt practices that reduce waste, protect resources, and enhance service quality. This framework supports that goal by laying the foundations for a structured capacity-building programme.

2. SPECIFIC OBJECTIVES OF THE FRAMEWORK

This framework has been developed to offer a clear and practical method for designing capacity-building programmes within the project, grounded in circular tourism as its guiding principle. The framework provides a structured approach to training that responds directly to the needs identified in Albania's tourism sector and builds on concrete examples of good practice from across Europe, ensuring that the proposed training is both relevant and applicable to the daily work of educators and tourism businesses.

The framework fulfils three main purposes:

- It introduces the key ideas, methods, and learning structure needed to organise effective training on circular tourism principles and concepts.
- It sets out a practical teaching grid that VET centres, SMEs, and training organisations can use or adapt when planning their own courses.
- It supports Albania's wider transition towards more sustainable tourism by strengthening professional skills, encouraging collaboration, and promoting responsible resource management within the sector.

Overall, the framework connects the challenges observed in the tourism field in Albania —such as skills gaps, limited awareness of sustainable practices, and the lack of suitable tools—with practical training solutions. It brings together research findings, examples of successful initiatives, and the experience of tourism professionals into one coherent structure that guides learning, supports implementation, and encourages long-term improvement.



3 DEFINITION OF CORE CONCEPTS

For this framework to be practical and easy to use, it introduces the key concepts of circular tourism in simple and straightforward terms. These definitions draw on recognised European standards as well as the issues and opportunities identified in the analysis of Albania's tourism sector.

Circular Economy in Tourism:

A circular economy is a production and consumption model that involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended.

In tourism, this moves beyond the "take-make-dispose" model. It prioritises preventing waste (e.g., eliminating single-use plastics), using durable products, and engaging in "circular procurement"—choosing suppliers who use sustainable packaging and offer repairable goods.

Source: European Parliament (2023). Circular economy: definition, importance and benefits.

Sustainable tourism:

Sustainable tourism takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities.

This refers to actions that respect the environment, support local communities, and ensure long-term economic stability. It involves managing energy and water wisely, protecting cultural heritage, and ensuring fair, inclusive working conditions.



Image 1: generated with Gemini 3 Pro

Source: UN Tourism (formerly UNWTO). Sustainable Development.

Resource Efficiency:

Resource efficiency means using the Earth's limited resources in a sustainable manner while minimizing impacts on the environment. It allows us to create more with less and to deliver greater value with less input.



This refers to actions that respect the environment, support local communities, and ensure long-term economic stability. It involves managing energy and water wisely, protecting cultural heritage, and ensuring fair, inclusive working conditions.

Source: European Commission. Resource Efficiency Roadmap.

Farm-to-Fork in Tourism:

Derived from the European Green Deal, the Farm to Fork Strategy aims to make food systems fair, healthy and environmentally friendly. It emphasizes shorter supply chains and sustainable food production.

In the tourism context, this refers to sourcing locally produced food and ingredients for hotels and restaurants. This reduces the carbon footprint associated with transport ("food miles"), supports local farmers, and creates more authentic experiences for visitors.

Source: European Commission. Farm to Fork Strategy.

Digitalisation for Circularity:

The use of digital technologies to enable circular business models, improve resource management, and close material loops. This is often referred to as the "Twin Transition" (green and digital).

Digital tools help businesses track consumption and reduce waste. Examples include digital inventory systems to prevent food spoilage, online training platforms for staff, or software that monitors and optimizes energy use in real-time.

Source: European Commission. The Twin Transition: How Digitalisation supports the Green Deal.

Green Skills and GreenComp:

Green skills are the knowledge, abilities, values, and attitudes needed to live in, develop and support a sustainable and resource-efficient society. GreenComp is the European reference framework for sustainability competences.

This involves training staff not just in technical tasks (like sorting waste), but in competences such as systems thinking (understanding how tourism impacts the local ecosystem) and collective action (working together to solve environmental problems).

Source: Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M. (2022). GreenComp: The European sustainability competence framework. Joint Research Centre (European Commission).

Capacity Building:

Capacity building means the process of developing and strengthening the skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world.



In this project, it specifically means strengthening the ability of VET educators and tourism SMEs in Albania to understand, teach, and apply circular economy principles effectively.

Source: United Nations. Academic Impact: Capacity Building.

Framework:

A framework is a structure that provides a set of guidelines, standards, and tools to support the development and implementation of a specific system or project.

This document serves as the "Framework" in the context of the Circular Tourism project, explaining how the concepts (circular Economy, green Skills), tools (digitalisation), and activities (training) relate to one another to guide the training programme's delivery.

Source: Cambridge Dictionary / ISO Standards (General definition context).

Didactic Grid:

A didactic grid is a structural planning tool used in vocational education to organize the teaching and learning process. It maps out the relationships between learning outcomes, content, methodologies, and assessment criteria.

It is a practical matrix that helps educators deliver the training consistently. It ensures that for every "Green Skill" taught, there is a clear learning activity and a way to assess if the learner has mastered it.

Source: CEDEFOP (European Centre for the Development of Vocational Training). Terminology of European education and training policy.

4 GUIDING PRINCIPLES AND STANDARDS

This framework follows recognised international and European standards to ensure quality, clarity and relevance. It uses the Global Sustainable Tourism Council (GSTC) criteria as a reference point, providing simple and concrete guidance on what sustainable tourism practice requires in areas such as waste management, resource use, community engagement, and biodiversity protection.

It is also aligned with key EU competence frameworks:

- GreenComp for sustainability competences
- EntreComp for entrepreneurial skills and action-oriented learning
- DigComp for digital competences relevant to tourism and training

These standards support the development of training that is credible, coherent, and suitable for integration within Albanian VET curricula.



The framework also builds directly on the research and analysis conducted earlier in the project. It takes the following into account:

- The challenges and barriers identified in Mapping of key circular economy challenges, including issues such as weak waste management systems, low awareness among stakeholders, strong seasonal pressures, and limited local infrastructure.
- The practical examples and success stories presented in the project's Compilation of Best Practices, which show how SMEs and training centres in Spain, Germany, and France have introduced circular approaches in areas such as food systems, waste reduction, and resource efficiency.



.1.

GOALS AND PEDAGOGICAL APPROACH



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CAPACITY BUILDING PROGRAMME: GOALS AND PEDAGOGICAL APPROACH

1 RATIONALE FOR THE FRAMEWORK

This framework has been created to offer a clear and practical way of supporting teachers and tourism businesses as they move towards more sustainable and circular practices. It responds to the needs identified across the tourism sector, where many professionals and educators have limited knowledge of circular economy concepts, few practical tools to apply them, and little structured cooperation between training centres and businesses.

A structured approach is essential for two reasons. First, it helps teachers and SME managers strengthen their professional skills so they can introduce sustainability in a confident and informed manner. Second, it ensures that the training is organised in a way that is easy to follow, focuses on real problems, and offers solutions that can be applied in the classroom and the workplace.



The programme is based on simple and well-established principles of adult learning. Adults learn best when the content is relevant to their daily tasks, when they can apply it immediately, and when they can learn from real examples. For this reason, the training uses practical case studies, problem-solving activities, and guided discussions rather than abstract theory. These methods encourage participants to connect new ideas with their own experience and to develop workable solutions.

To support hands-on learning, the framework includes practical tools such as checklists, basic calculators for water or energy use, and simple worksheets for monitoring waste. These resources are designed to be used both during the training and later in schools, hotels, restaurants, or tourism-related businesses. The overall aim is not simply to share information but to build the confidence and ability to make small but meaningful improvements.

Finally, the framework is designed to be easily adopted by organisations beyond those directly involved in the project. Its simple structure makes it suitable for other VET centres, local training providers, and tourism SMEs that wish to introduce circular practices in their operations or curricula.

2 GUIDING PRINCIPLES

The programme is built on a set of principles that ensure the content is relevant, practical, and suitable for the Albanian tourism context.

It starts from the realities of the sector, including strong seasonality, pressure on coastal areas, differences between rural and urban services, and the rapid increase in visitor numbers. The Circular Tourism programme also recognises that many small businesses have limited time, financial resources, or equipment, so the training focuses on solutions that are low-cost, easy to test, and simple to maintain.

Whenever possible, the learning process uses real examples to make ideas easier to understand. These examples show how schools and businesses in Europe have already introduced circular practices in areas such as food preparation, waste management, and resource efficiency. They help participants see what is possible, even with limited resources.

Another key principle is inclusivity. The materials are available in both digital and printable formats, and the language is kept clear and accessible. The training is designed so that teachers, students, and SME managers can all participate and contribute.

The programme also promotes collaboration. Many circular practices require cooperation across departments, between schools and businesses, or within wider local networks. For this reason, the training includes activities that encourage participants to work together, share ideas and identify common challenges.



2 GUIDING PRINCIPLES

The final principle is transferability. The programme is designed so that it can be applied in different types of tourism settings—hotels, restaurants, rural guesthouses, tour operators, or training kitchens. To support this, we provide diverse examples ensuring that the content remains relevant to the varied interests and future career plans of both professionals and students. While the core concepts remain the same, this variety allows each organization or individual to adapt the tools to their own specific reality.

3 COMPETENCE MODEL

The competence model explains the abilities that participants are expected to develop during the programme. These competences combine knowledge, practical skills and attitudes that support sustainable behaviour in both teaching and business environments. The competences fall into two groups:

The first group concerns environmental competences: Participants learn to understand basic resource cycles, identify where waste is generated, how it can be prevented, and recognise opportunities to reduce the use of materials, water and energy. They gain a clearer picture of how circular economy ideas can improve the quality, efficiency, and sustainability of tourism services.

The second group involves entrepreneurial skills: Participants learn to recognise opportunities linked to sustainability—such as reducing costs, improving service quality, or attracting new markets—and explore how these opportunities can be incorporated into day-to-day operations or classroom activities. Digital competences also play a role. The programme shows participants how to use simple tools to monitor waste, water, or energy use, as well as other interesting resources to help plan a business's general sustainability efforts. These tools are purposely kept basic, making them suitable for organisations with limited digital capacity.

Teachers need **pedagogical competences** to help learners engage with the material. The programme supports them in guiding group work, using case studies effectively and integrating sustainability topics into practical lessons.

SME managers benefit from **leadership competences**, such as communicating about sustainability and change within their business, involving staff, and organising small improvement steps. These competences help them introduce circular practices without disrupting daily operations.

The learning outcomes linked to these competences include understanding key concepts, analysing real examples, and calculating basic savings. Progress is measured through self-assessments, simple reflection activities, and small tasks carried out during the modules.



4 TARGET GROUPS AND TAILORING APPROACH

The Capacity Building (CB) programme framework is designed using a blended approach to maximise accessibility, transferability, and relevance. The primary goal is to improve the quality and responsiveness of VET to socio-economic opportunities and social developments to enhance the labour market relevance of skills provision.

Target Groups

The framework is structured to serve two core target groups:

- VET educators: focused on professional development, lifelong learning (LLL), and acting as multipliers to influence VET curricula.
- SME owners/managers (professionals): focused on Continuing Vocational Education and Training (CVET) and understanding the business case for sustainability.

A smaller number of mentors and other professionals involved in local development also participate to strengthen connections between educators and businesses.

Tailoring Approach and Structure

The training uses a flexible structure with two complementary learning modes. This framework integrates specific criteria, including those of the Global Sustainable Tourism Council (GSTC), and aligns competencies with GreenComp, EntreComp, and DigiComp frameworks.

1. The Online, Self-Paced Component

This component provides the full core curriculum content, designed as an Open Educational Resource (OER) that is fully accessible and available online. It is suitable for both VET staff and SME professionals and will be made available in Albanian and in English. The comprehensive curriculum is structured around seven modules, systematically divided into theoretical sub-units and practical applications that guide learners from awareness to action. The course covers essential thematic areas including Introduction to Sustainability, Circular Economy for Tourism, Farm to Fork (Sustainable Food Systems), Waste Management, Resource Efficiency (Water and Energy), and Overcoming Barriers/Implementation Planning. Each module follows a standardized didactic grid featuring defined learning outcomes, key content components, relevant case studies, and digital assessment tools. To ensure relevance for all users, the structure includes specialized embedded resources: SME-focused materials such as 'Actionable Recommendation Templates' and self-evaluation checklists, and VET-specific 'Classroom-Ready Tasks' designed to help educators translate circular concepts into student curricula.

2. The Hybrid/Face-to-Face Component

This component is centered on an intensive 5-day on-site capacity building programme held in Reus, Spain. The training is delivered by experts and educators from the three EU partner organisations (ITKAM, DomSpain, and EURAKOM),. For the on-site training, 20 Albanian participants will travel to Reus. This group will be comprised of a diverse mix of professionals: 12 VET educators (four per project partner school), 4 SME representatives/mentors, and 4 representatives from the Albanian project partners AULEDA and CCIT.

Moving beyond traditional lectures, the on-site capacity building programme focuses on collaborative and experiential work. Participants will engage in immersive study visits to local VET schools and SMEs to observe best practices in action. A key feature of this mobility is the Action Plan Development workshop, designed specifically for this on-site setting to inspire the Albanian delegation to upgrade VET curricula and implement sustainable business practices.



.2.

CAPACITY BUILDING ARCHITECTURE



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CAPACITY BUILDING ARCHITECTURE

1 STRUCTURE AND LEARNING PATHWAY

The capacity building programme follows a learning pathway designed to help participants build understanding gradually and apply new ideas in practical ways. The pathway begins with general concepts that are relevant to all participants and then moves towards more applied content, where real examples and practical tools play a central role.

Early content focuses on understanding sustainability and resource use, while later elements help participants explore how to apply circular practices in classrooms, kitchens, hotels or other tourism settings. The learning journey concludes with a practical activity that brings all the concepts together and guides participants in designing small, realistic steps for their own organisation.

The overall aim is to provide a clear progression from awareness to understanding, and from understanding to action.



2 LEARNING OUTCOMES FRAMEWORK

The programme is designed to produce concrete and measurable learning outcomes. By the end of the training, participants will be able to:

- understand and explain basic sustainability and circular economy principles.
- identify points in their daily work where resources such as water, food, energy or materials are used inefficiently.
- analyse real examples of circular practices from different tourism contexts, and draw lessons that can be adapted locally.
- use simple tools to calculate potential savings or reductions in waste and interpret what these results mean for their organisation.
- draft practical recommendations or small action plans relevant to a classroom, training kitchen, or tourism business.
- work collaboratively, share ideas with colleagues, and discuss how changes can be introduced step by step.

3 PEDAGOGICAL METHODS

The programme uses a mix of self-paced and collaborative learning methods. This blended approach ensures that participants can learn in a flexible way while also benefiting from guided activities that encourage discussion and practical application. All materials are available to everyone; however, some methods are particularly suited to SMEs and educators, while others work best in teacher-led or group settings.

These methods are especially appropriate for SME managers and educators who need flexibility, catering to the need for CVET and Lifelong Learning (LLL) opportunities. The training can be completed independently, without support from a teacher or group, primarily through the online platform. The online and face-to-face trainings will be complemented by mobilities to France and Germany and workshops in Albania to maximize exposure to good practices, networking, and reach of target groups. To further deepen collaboration and practical application, the programme also includes a Stakeholder Engagement Webinar Series focused on ecosystem mapping and partnerships, alongside a Mentoring Scheme Implementation designed to connect SMEs with VET schools for the direct implementation of circular practices.

Methods suitable for self-paced learning

These methods are especially appropriate for SME managers and educators who need flexibility, catering to the need for CVET and Lifelong Learning (LLL) opportunities. The training can be completed independently, without support from a teacher or group, primarily through the online platform.

Methods Requiring Teacher Support or Group Interaction

These methods are well suited for VET teachers to use in their courses and for trainers delivering face-to-face or hybrid sessions. They encourage dialogue, peer learning, and hands-on practice, particularly vital for VET educators who are expected to act as multipliers.

Methods suitable for self-paced learning

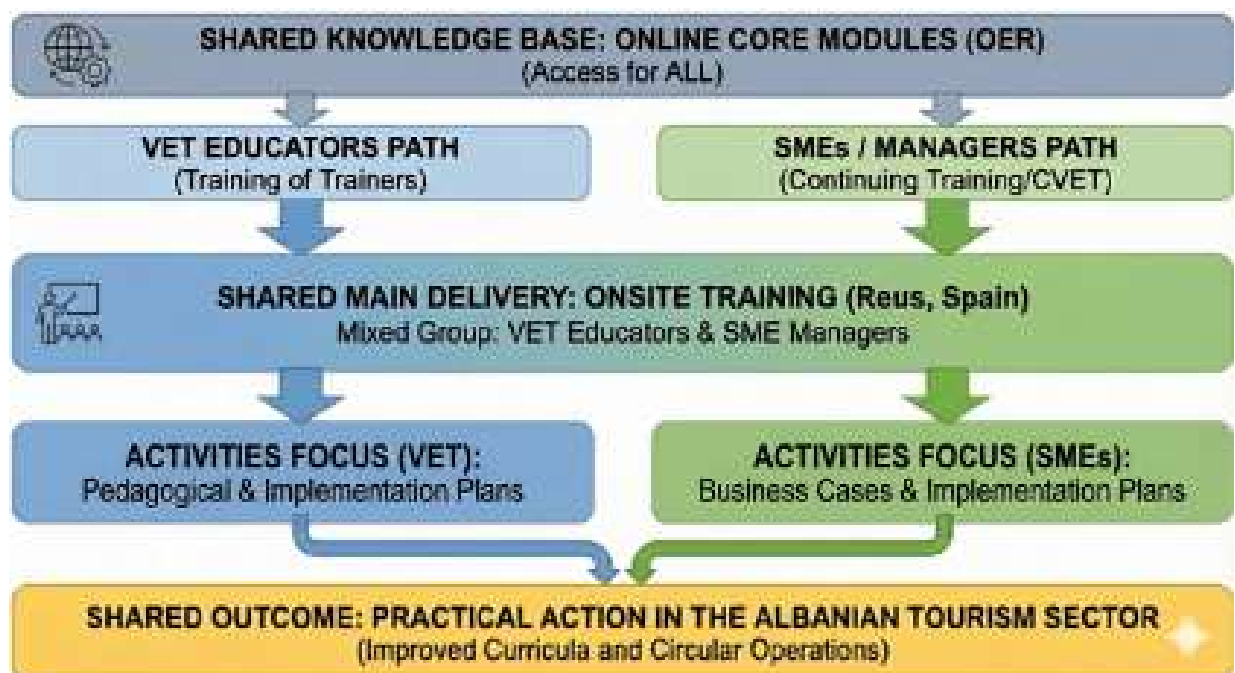
Method	Description and Purpose	Primary Target Group and Utility
Online Modules and Theoretical Content Review	Self-directed study of the core curriculum content covering concepts of Circular Economy, Farm to Fork, Waste Management, and Resource Efficiency. The content is illustrated with relevant practices and case studies.	SMEs/Professionals can gain essential knowledge about the business case for sustainability and acquire fundamental CE principles, directly responding to the identified need for basic concepts.
Case Studies Analysis	Reviewing detailed, tailored best practices collected in the framework stage. This allows learners to see implementation in a real-world context.	SMEs/Professionals utilise these to inspire the direct implementation of sustainable practices within their businesses. VET Educators use these to broaden their horizons in line with what students need to learn.
Self-Assessment and Knowledge Checks	Participants can test the knowledge acquired through online self-assessment. This verifies the learning outcomes (linked to EQAVET, GreenComp, etc.).	Both SMEs and Educators can track their own progress and identify knowledge gaps independently, which is crucial for achieving high-quality learning outcomes.
Practical (Digital) Tools and Resources	Accessing the minimum of 10 practical (digital) tools and 15 additional resources available on the OER platform, such as carbon footprint calculation tools.	SMEs/Professionals can apply these tools for efficiency, resource management, and to assess baseline conditions in their business.

Methods Requiring Teacher Support or Group Interaction

Method	Description and Purpose	Primary Target Group and Utility
On-site Capacity Building Programme Implementation	A 5-day intensive residential training organised as part of a mobility in Spain (Reus) for VET educators, SMEs, and project partners. This is where the modules are taught by experts.	Albanian VET educators, SMEs, and project partners are the focus for the on-site training, enabling them to gain pedagogical skills, exchange with peers, and receive professional development.
Workshops (Vlore and Tirana)	Two organised events focused on the practical implementation of knowledge gained and the development of an action plan. These are open to those who participated in the on-site training but also other educators and businesses.	VET Educators and SMEs engage in hands-on practice to work on concrete implementation of learned concepts, facilitating networking and strengthening VET-business collaboration.
Mobilities/Study Visits	Visits to VET schools and local SMEs in Germany and France (3-day mobilities) and Spain (5-day CB mobility). Participants experience best practices firsthand and engage in exchanges with VET staff and businesses.	VET Educators and SMEs engage in non-formal learning opportunities, seeing sustainable practices in a real-life context through three targeted mobilities. A 5-day on-site programme in Spain, with 20 participants (12 educators, 4 SMEs, 2 AULEDA, and 2 CCIT) and two 3-day mobilities in Germany and France; each hosts 10 participants (6 educators, 2 SMEs, 1 AULEDA, and 1 CCIT). These experiences intend to encourage the direct improvement of VET curricula.

Methods Requiring Teacher Support or Group Interaction

Method	Description and Purpose	Primary Target Group and Utility
Stakeholder Engagement Webinar Series	Three interactive webinars focused on Tourism ecosystem mapping, Partnerships and networking, and Communication and Engagement. The goal is to build capacity around collaboration.	VET Educators and Professionals learn how to forge new links with the private sector and understand the interconnectedness of players, which is crucial for achieving systemic change and aligning VET with labour market needs.
Mentoring Scheme Implementation	A scheme set up to support SMEs with the practical implementation of circular practices, actively involving VET schools.	SMEs receive personalised support, while VET Educators gain in-depth understanding of industry challenges and needs, aligning their teaching with labor market relevance.



4 COURSE PROGRAMME

The programme consists of seven modules, each addressing a key aspect of sustainability and circular practice in tourism. The modules will help participants to connect concepts, analyse real situations and design small but meaningful improvements.

Module 1 – Introduction to Sustainability and the Circular Economy

This module lays the foundations for the programme. It explains sustainability in simple terms and introduces the circular economy as an alternative to the traditional “take, make, and dispose” model. Participants reflect on how resources are used in tourism and why circular practices are relevant for Albania today. The module ensures that all learners, regardless of background, start from a shared understanding.

Module 2 – Circular Economy for Tourism: Understanding Current Conditions

This module explores how tourism in Albania is shaped by seasonality, infrastructure challenges, and differences between regions. Participants learn how these factors affect sustainability efforts and what opportunities exist for improvement. The aim is to help learners understand their own operating context and recognise where circular practices can be implemented and be most effective.



Module 3 – Farm to Fork: Sustainable Food Systems and Local Sourcing

This module focuses on the food system, a key area of tourism operations with strong potential for circular practices. Participants examine the food value chain and learn how local purchasing, seasonal menus, and low-waste cooking techniques can reduce environmental impact and support local producers. The module uses real examples to show how small changes in sourcing or cooking practices can have a significant effect.

Module 4 – Waste Management: Reducing, Separating, and Reusing Resources

Participants learn practical methods for preventing and reducing waste where it starts, improving sorting practices and introducing basic composting. The module provides straightforward checklists and examples suitable for kitchens, workshops, classrooms, or tourism businesses. It emphasises low-cost and low-tech solutions that fit the realities of many Albanian SMEs and VET schools.

Module 5 – Resource Efficiency: Water, Energy, and Sustainable Materials

This module explains how resources such as water, energy, and materials are used in schools and tourism businesses. Participants explore simple measures that help reduce consumption and cost, including small behavioural changes and basic technological improvements. The module also includes introductory tools to help participants calculate potential savings and understand their impact.

Module 6 – Overcoming Barriers and Planning Implementation

This module focuses on the concrete aspects of introducing new practices. Participants identify common obstacles—such as limited budgets, lack of staff time, or uncertainty about next steps—and discuss realistic ways to address them. The aim is to help participants move from ideas to action by breaking changes down into manageable steps.

Module 7 – Action Plan Development (Practical Workshop)

The programme culminates in a hands-on workshop, reserved specifically for participants of the on-site training. In this session, attendees apply what they have learned by analysing a real situation, selecting practical measures, and drafting a small action plan. This exercise can be adapted to a classroom, training kitchen, hotel, restaurant, or other tourism service, ensuring that each participant leaves the mobility with a clear and achievable next step.



.3.

THE DIDACTIC GRID



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THE DIDACTIC GRID

1 PURPOSE AND STRUCTURE

The main difference in the materials prepared for VET educators (Training of Trainers - ToT) and SMEs/professionals lies primarily in the delivery format and the intended application of the resources, despite both groups sharing the same core training content structure.

Shared Core Content

Both VET educators and SMEs will be trained using the same core curriculum (the didactic grid in project task T2.3), which includes seven modules focused on Circular Economy concepts, Farm to Fork, Waste Management, Resource Efficiency, and implementation planning. The content is entirely targeted toward the tourism and hospitality sector, illustrated with concrete examples and best practices.

Adopting a blended approach, both VET educators and SME representatives participate together in the intensive 5-day on-site capacity building programme in Reus, Spain. While they share this collaborative mobility experience, their specific focus varies: educators engage with the content as a Training of Trainers (ToT), while SMEs approach it as Continuing Vocational Education and Training (CVET). Both groups supplement the on-site sessions with flexible access to the comprehensive online Open Educational Resources (OER).

Key Differences in Materials and Delivery

Material Component	VET Educators (ToT)	SMEs/Professionals
Primary Delivery Format	Adopting a blended/hybrid focus, the programme brings VET educators and SME representatives together for an intensive 5-day on-site capacity building programme in Spain. Both groups access the shared knowledge on the OER.	
Pathways	For educators the mobility is a ToT.	SMEs utilise the on-site training as CVET.
Mandate and Focus	Materials are designed to enable educators to act as multipliers, empowering them with new knowledge and skills to broaden their horizons in line with what today's students need to learn. The focus is on curriculum integration and achieving the project's goal of improving the quality and responsiveness of VET.	Materials emphasise understanding the business case of sustainability and the circular economy, contributing to their entrepreneurship skills. The training is specifically linked to CVET provision for business owners and managers.
Supplementary Tools	VET educators participate in two preparatory mobilities/study visits (to Germany and France). They also receive training through three Stakeholder Engagement Webinars focusing on ecosystem mapping, networking, and communication.	SMEs are offered participation in a focused mentoring scheme (piloted with 20 SMEs) involving VET schools to support the practical implementation of sustainable and circular practices within their business. They participate in the two preparatory mobilities (to Germany and France).

2 MATERIALS TO BE DEVELOPED

All materials used in the CB programme are designed with the needs of VET educators, VET learners and SME managers in mind. They follow a consistent structure so that each module can be delivered easily, reused in different contexts and adapted to local conditions. The following materials will be created to support both the self-paced online component and the hybrid/face-to-face component of the capacity building programme:

1. Materials for the Online / Self-Paced Component

The online component is accessible for both SME managers and VET educators, allowing learners to study at their own rhythm. Each online module will include a set of standardised elements to ensure clarity and consistency across the full course.

For every module, the template includes:

- module title
- estimated delivery time and required resources
- brief introduction to the topic
- learning outcomes
- competence alignment (GreenComp, DigComp, EntreComp where relevant)
- key content components – the main point with all the theory developed in different subpoints
- teaching and learning methods
- practical exercises and case examples
- assessment suggestions



2. SME-focused Materials Within the Self-Paced Component

SME managers require tools that help them plan specific improvements in their business. At the end of each module, there will be activities specially designed for them.

An actionable Recommendation Template supports SMEs in drafting a simple improvement plan. It includes:

- identified action
- link to a circular economy principle
- implementation steps
- expected benefits

A self-Evaluation Checklist provides short reflection task at the end of each module to identify awareness and readiness to act,

3. Adapted Self-Paced Tasks for VET Educators

- classroom-Ready Tasks, such as case study analysis
- rubric for assessing students work



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ANNEXES



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ANNEXES

- Template for the development of the modules (for all the target groups)
- Template with specific activities for SME
- Template for classroom ready tasks



Project Partners



**Dhoma e Tregtisë
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