

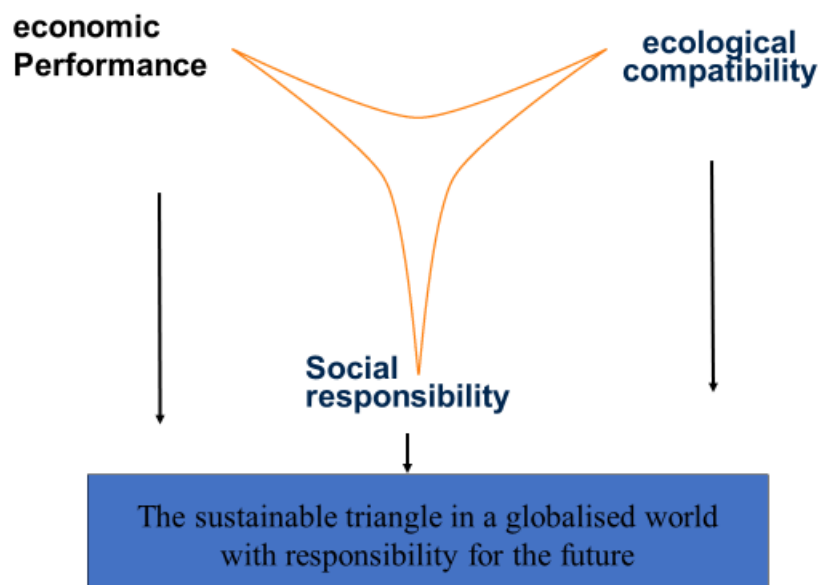
Green Thinking entrepreneur Youth Sustainable tourism

Framework conditions, options for action and possibilities in vocational training and continuing education -

Examples and strategies of implementation

Sustainable tourism aims at the preservation of biological diversity, a good environmental quality with the lowest possible pollution of soil, water and air, a reduction of resource and land consumption. The reference to the multiple use of towels in hotels now seems self-evident.

Sustainable tourism is increasingly in demand and, like renewable energies, is now considered a growth industry and employment driver and has long since left the cuddly, renunciatory farm niche with pony rides. Comprehensive marketing strategies such as "Experience Nature in Germany" are just as much a part of this as the promotion of cycling, hiking and canoeing tourism through cycle paths and other infrastructure measures. Tourism in Germany generates a value added of about 8 % of the gross national product.



There are further indications of the increasing professionalisation of the industry. Study trips, adventure travel, individual travel are important business segments that meet a consumer elite with purchasing power, demanding, environmentally conscious, yet pleasure-oriented, referred to as LoHaS (Lifestyle of Health and Sustainability).

A story and example for green thinking and acting

When a twelve-year-old girl from London saves the lives of 100 people on a summer Christmas day while on holiday with her parents far from home, one wonders: how could this be possible?

A year earlier, she had had to give a presentation in geography class on the question of how earth plates shift under the ocean, rubbing against each other and thus causing underwater earthquakes. She had also learned that such a quake can trigger a huge tidal wave with devastating effects and that this tidal wave is announced by the fact that at first the water on the beach becomes calm and recedes a long way. The calm before the storm. She made this observation on the Christmas Day in question, remembered the presentation a year ago, recognised the danger and warned everyone around her to get to safety with her. A hundred people were saved, tens of thousands died.

What do we learn from this for the competence development "sustainability"? First of all: What the indigenous people and, for that matter, most animals feel or perceive instinctively, we in this country have to learn laboriously.

Working out a subject independently, preparing a paper and not being able to see whether and how what I have learned will ever be applied in my life means learning for the future, and that is uncertain. But in our example, action-oriented learning also led to a concrete, life-saving action.

And what about the professional actors in this branch of the tourism industry, do environmental aspects and does the guiding principle of sustainable development play any role at all for skills development in the tourism industry?

Let's take a look at the two most important professions:

1. travel agent
2. travel agent for tourism and leisure.

Both are three-year training occupations that are regulated uniformly in Germany:

In the training occupation: travel agent (m/f), for example, it is regulated:

- Use the possibilities of environmentally friendly energy and use of materials
- Dispose of waste in an environmentally sound manner
- applying environmental protection guidelines
- teamwork and cooperation

- organise internal and external communication
- Apply conflict resolution options
- Environmental aspects in the production of products

Destinations

- Identify the impacts of tourism on the environment and resource use in destination areas
- inform about geographical and climatic characteristics
- Identify means of transport and transport links when selecting destinations

Environmental protection

- Exploit opportunities for environmentally friendly use of materials
- Dispose of waste in an environmentally sound manner
- Apply environmental protection guidelines

Teamwork and cooperation

- organise internal and external communication
- applying conflict resolution methods

Destination and region

- describe the impact of tourism on the environment and the use of resources in the region
- Informing about the region's transport infrastructure
- Placement in the geographical and cultural environment
- Inform clients about the environment and infrastructure

So: in our example of Thailand, a German tour operator would have had to train both its staff in Germany when selling tours to Thailand and its staff on the ground when looking after tourists in order to be "informed about the geographical peculiarities" and to be able to inform customers about a possible tsunami.

Well, what does this look like in practice? You won't be able to train all trainees in the tourism industry about tsunami hazards. In principle, we have the following possibilities in vocational training to anchor sustainability in the system:

Revise training regulations and "integrate sustainability"

Create new "sustainable professions"

Additional qualifications/ further training

Media and materials for in-company and school training practice

Sensitisation and qualification of educational staff

If we look at the framework curricula, we find far more environmental and sustainability-related formulations:

The pupils...

- • ... act responsibly, independently and cooperatively

- evaluate economic, ecological and social contexts, especially with regard to tourism issues
- advocate humane working conditions
- the sustainable use of resources is of fundamental importance, especially for tourism and leisure occupations, and must be taken into account as a consistent teaching principle.

In one of the learning fields

- Environmental and social compatibility of individual products or in destination areas
- The pupils consider economic, ecological and social consequences of tourism in their decisions. This includes contents such as the social responsibility of the company as well as "Sustainable management: preservation of nature and human performance".

Examples of additional qualifications and new occupations in the energy sector, tourism and other areas. These further education professions are closely linked to developing specialisations in the economy and thus in the employment system. As a result, niches are forming for new enterprises in the respective sectors (start-ups), which are oriented towards the increased demand and the corresponding environmental awareness in the population. It is also partly related to increased legal environmental requirements.

Energy consultant

- Specialist for sustainable management
- Service technician for wind turbines
- the farmer as energy farmer, organic (bio)farmer
- sustainable sports facility management
- mobility consultant
- alteration tailor
- tourism specialist
- Certified nature and landscape conservationist
- Cultural and landscape guide

City guide, city marketing

- Sustainable city tourism
 - Competence for gentle and environmentally friendly tourism
 - event management
 - Further training for employees in nature conservation areas
- Competence for networking in localities and regions

Examples

Mine tours in the Black Forest:

Geological worlds of experience are opened up in various mines, with scenic, geological, biological and artistic aspects being developed and communicated.

This training concept is aimed in particular at people in the region who, from various professional biographies, are enthusiastic about these guided tours and the necessary know-how. The concept includes the entire Black Forest region and concludes with a "Black Forest Guide" certificate. It is a bottom-up grown concept, where only later the question arises whether a nationally recognised certification seems appropriate (www.erdgeschichte.de).

There is another further training course in a similar field in Thuringia (Ländliche Erwachsenenbildung Thüringen). This qualification entitled "Culture as an Economic Factor - Training as Cultural Landscape Guides" is intended to enable people to combine culture, history, tourism and nature conservation with regard to the development of the region.

Competence for networking in localities and regions

Both projects do not yet aim at full employment. Nevertheless, with the help of these qualifications, bridges can also be built in the region between the various tourism and tourist facilities. Through this reappraisal and mediation, historical and cultural sustainability in the sense of the preservation of tradition, technology, customs, etc. is also achieved and sustainable cultural and nature tourism is built up.

At the vocational school (economics and administration), pupils work and learn in a "real pupil/Junior achievement company" as part of a one-year vocational training programme. The task is the independent planning, implementation and follow-up of class trips, company visits, course trips, day trips etc. In this company, almost all commercial work from the advertising campaign to the preparation and presentation of a concrete offer has to be dealt with. When an order is placed, the student company takes care of the booking with the tour operator, a bus company and a youth hostel, collects money and handles the payment transactions. Of course, bookkeeping and evaluation are also part of the process.

Against the backdrop of this green consciousness, young people on day can start a green tourism business, they discover an entrepreneurial niche in an industry that is far from being CO-2 neutral or fully sustainable.

This method seems suitable to qualitatively consolidate the transition from school to vocational training and to link the guiding principle of sustainable development with professional requirements in travel.

Training concept for sustainable tourism

As a counter-model to mass tourism with its negative effects, "soft tourism" was launched at the beginning of the 1980s, which is environmentally compatible, socially responsible and economically profitable. Today one would speak of sustainable tourism. Following Jungk (1988), the following comparison can be made, which could form the basis for a training concept on "sustainable tourism". Another basis for further training could be a checklist for accommodation establishments or a checklist for places/regions. The aim could be to use this checklist not only to raise awareness and competence for more sustainability, but also to influence sustainable organisational development in the businesses or regions.

Hard tourism (non-sustainable)	Soft tourism (sustainable)
Mass tourism	Individual,- Familien-, Gruppenreisen
Far away	close
much time	little time
Fast means of transport (Acceleration)	appropriate time bridging (deceleration)
Fixed programme	discovering (spontaneous) programme
Comfortable and passive	strenuous and active Own locomotion
Getting around by strangers	
Luxury accommodation	Conscious simplicityExperiences
official sights	
no preparation	Previous employment

no foreign language	Learning languages
cultural distance	Empathy and participation in culture
intrusive	tactful, respectful
loud	quiet

A checklist for tourism enterprises as a basis for sustainable competence development and for new business fields or modernisation strategies:

Location/Accessibility

- easily accessible by public transport
- low-cost feeder service
- Transport network and compatibility of transport modes
- car-sharing facilities
- own bicycle rental
- Information of the guests about favourable means of transport
- building construction

- interior design
- Catering (vegetarian)
- Energy (decentralised energy supply)
- Water supply
- Waste/disposal

Change of perspective through global learning and international cooperation

Sustainable business must include global impacts.

Global learning includes issues of cooperation and coexistence of societies, taking into account different

ecological, economic and social developments and standards.

When the noble Carl von Carlowitz in Saxony decreed the principle of sustainability in forestry at the beginning of the 18th century (only cut as much wood as will grow back), he did so following a lengthy trip to France, where, for good reasons, regulations for the sustainable management of the forest had already been issued. Travelling to foreign countries educates - sustainably.

Global learning as part of sustainable development

Today, professional action is only conceivable on a global scale. In this respect, it makes sense to always understand global learning as part of sustainable development because professional action and economic activity are directed towards coping with complex situations and problems, such as producing goods, buying, selling, transporting, consulting, etc.

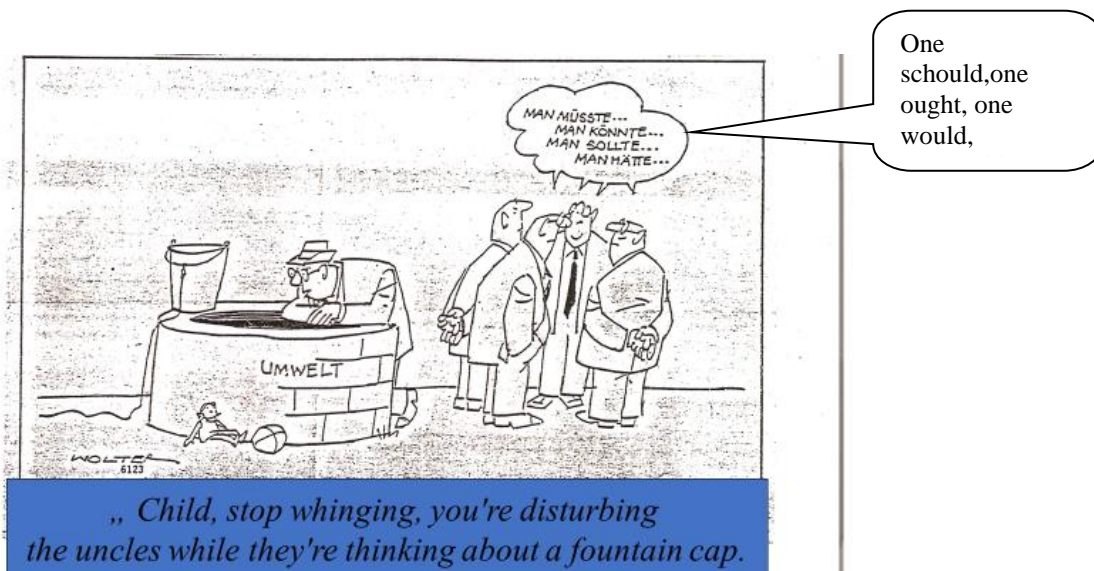
A statement about the ecological and social burden of cotton with its immense water consumption - the ecological rucksack of 15 kg of a 200 g T-shirt from India, which grows to over 4,500 kg in the course of its use - has a different actionable meaning for a saleswoman than for a pupil in the 11th grade of a grammar school, doesn't it?

There is an increasing internationalisation of markets, of work, of standards, of information. Products, raw materials, services and knowledge are sold and bought worldwide. There is global communication via the internet, there are multicultural workforces and neighbourhoods. Foreign companies are economically active to a considerable extent and train apprentices.

Another important point is discussed again and again: To what extent is exchange with other countries also needed in vocational training and to what extent is this wanted by the economy?

Advantages of foreign cooperation

In surveys, 20% of companies say they would send young people abroad and 60% of trainees would like to do part of their training abroad. The advantages that all participants expect from this are obvious: improvement of foreign language skills, broadening of professional qualifications and experience, improvement of professional employment and career prospects. However, the obstacles in the form of lack of finances and language skills cannot be dismissed. Sustainable learning and changing perspectives always means investing in the future.



Regulative ideas of sustainable competence development

- From having to using (tumble dryer)
- from the individual subject to the problem/system
- from the product to the product life cycle
- from short term to long term
- from disposable to reusable
- from waste to efficiency
- from line organisation to network
- From throwaway to the cycle

A burning candle of 53 g triples its mass in the form of carbon dioxide to 160 g



This corresponds to a density (2 g per litre) of 80 litres, i.e. one rubbish bag.

Anyone who had a journey of 10 km by car today, emitted about 10 bags of rubbish (at 160 g/km).

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