



Selection of Good Practices

Tourism Resilience Education in Digital Security



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1 INTRODUCTION

In the digital era we live in, the tourism and hospitality sector rely more on and leverage technology to expand communication channels and distribution. However, this boost of digital activity exposes businesses and tourism professionals to escalating digital and cyber threats. Digital and cybersecurity issues and the proliferation of disinformation generate critical risks to the tourism sector's stability, jeopardize computer systems and the protection of the data collected, processed and shared. In fact, the tourism industry ranked 3rd in cyberattacks in the [Trustwave 2020 Global Security Report](#).

The tourism industry, deeply influenced by ICT developments and online platforms, faces the challenge of safeguarding sensitive customer data from cybersecurity risks (Sigala, 2018)¹. The most concerning issue is that according to representative data for EU-27 SMEs in 2021, **hospitality firms lacking workers' awareness and training on cyber risks experience more security breaches**. The data also reveals a critical need for better ICT training to decrease the likelihood of cyberattacks, emphasizing the urgency of educating tourism professionals to ensure robust cybersecurity measures (Agarwal, 2021; Baum, 2018)^{2,3}. As cyber threats pose significant risks to consumer trust, satisfaction, and data privacy, addressing these challenges is imperative for the sustained growth of online services (Chen & Jai, 2019; Berezina et al., 2012)^{4,5}.

In the light of these transitions, VET educators and trainers, VET students and micro-SMEs, SMEs and hospitality sector representatives as well as other travel professionals (hoteliers, tour operators, travel agents, etc.), would **need to adapt with continuous training and capacity building activities to be capable of offering specialized services, dealing with disruptions and digital/cyber risks**

¹ Sigala, Marianna. "New technologies in tourism: From multi-disciplinary to anti-disciplinary advances and trajectories." *Tourism management perspectives* 25 (2018): 151-155.

² Agarwal, Sheela, Stephen J. Page, and Rob Mawby. "Tourist security, terrorism risk management and tourist safety." *Annals of Tourism Research* 89 (2021): 103207.

³ Baum, Tom. "Sustainable human resource management as a driver in tourism policy and planning: a serious sin of omission?." *Journal of Sustainable Tourism* 26.6 (2018): 873-889.

⁴ Chen, Hsiangting Shatina, and Tun-Min Catherine Jai. "Cyber alarm: Determining the impacts of hotel's data breach messages." *International Journal of Hospitality Management* 82 (2019): 326-334.

⁵ Berezina, K., Cobanoglu, C., Miller, B. L., & Kwansa, F. A. (2012). The impact of information security breach on hotel guest perception of service quality, satisfaction, revisit intentions and word-of-mouth. *International Journal of Contemporary Hospitality Management*, 24(7), 991–1010.

in tourism and adopting practices that enhance overall digital safety and robust mitigation measures.



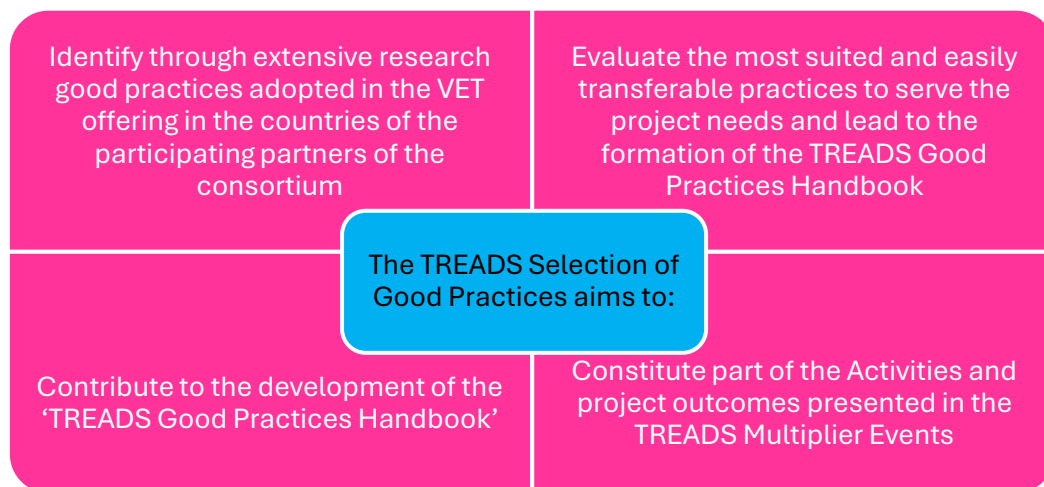
The **TREADS** project aims to address **these sectoral needs**, develop and propose an innovative VET offering that is expected to be a valuable tool for VET trainers and students, as well as micro-SMEs, SMEs and hospitality sector representatives to adapt and align to the current market needs and economic challenges, proposing an updated and effective skills mix

(‘Digitally upskilled and Resilient Tourism Expert: Conscious of Digital Risks’) for the overall resilience of the sector.

It also aims to **develop a higher level of VET offering and raise awareness** about the challenges of the digital transformation in the tourism sector regarding digital risks threatening, the resilience of SMEs and micro-SMEs which are considered the most vulnerable industry target segment. To this end, the consortium is targeting the horizontal priority - **addressing Digital Transformation through development of digital readiness, resilience and capacity**, and the sectoral priority - **adapting vocational education and training to labor market needs**.

The first step towards this direction is in the present deliverable the identification and consideration of the methods, approaches and tools currently being applied in each country of the consortium partners (serving as baseline), that are considered relevant for the upcoming development of the TREADS Good Practices Handbook (WP2/ Activity 3).

Selection of Good Practices



The work conducted by TRAVEL2FIT with the contribution of all the consortium partners for the identification, internal assessment and selection of the good practices adopted and applied in the VET offering as it is presented in in Section 3 puts its emphasis on the:

1. The organization of events and activities, at country level aiming to raise awareness of VET
2. The implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)
3. Tools, including digital ones, and other practices for the professional development of teachers/trainers

The report is structured as follows:

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2 METHODOLOGY

The methodology underpinning the activities of WP2/Activity 2 “Selection of Good Practices” is graphically depicted in the following figure.

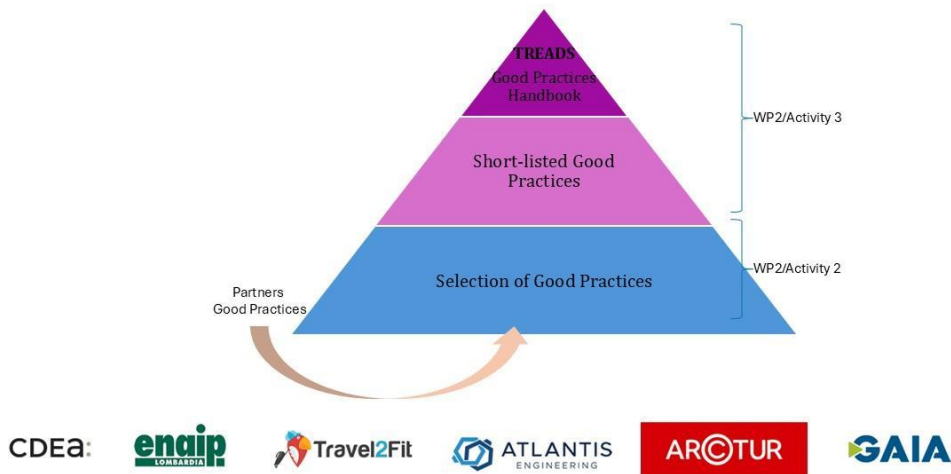


Figure 1: Selection of Good Practices Methodology

WP2/Activity 2 aimed at:

- the identification and internal selection regarding the good practices on the organization of events and other activities to raise awareness of VETs to the best knowledge of the consortium partners, as well as the implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) and tools, including digital, and other practices for the professional development of teachers/trainers
- the selection of the more appropriate and easily transferable ones for the creation of the most suitable framework to serve the TREADS needs and goals

To this end, all partners contributed and provided detailed lists with good practices adopted at each partner’s country level, to facilitate the process of WP2/Activity 2.

SELECTION OF GOOD PRACTICES

Vocational Education and Training (VET) centers serve as a bridge between education and industry, equipping students with the skills required to meet current labor market needs. Beyond technical knowledge provided, events and awareness-raising initiatives play a critical role in ensuring that trainers and trainees remain informed about emerging trends (e.g., digitalization in tourism, cybersecurity best practices), regulatory requirements (e.g. GDPR compliance, sustainability guidelines) and industry-specific challenges (e.g., handling cybersecurity breaches in tourism). Moreover, **raising awareness about key industry concerns is essential for keeping students engaged and prepared, while workshops, simulations, and role-playing exercises help trainees apply theoretical knowledge in practical settings.**

As the tourism industry becomes increasingly digitized, tourism professionals and interested stakeholders must continuously improve their skills to keep pace with emerging technologies, teaching methodologies and industry requirements. The integration of digital tools and practices in VET professional development offers several key benefits as it:

Enhances teaching effectiveness	Promotes lifelong learning
Encourages innovation	Supports standardization

In the following sections a selection of good practices is elaborated at country level (Greece, Spain, Italy, Slovenia), with characteristics that have been identified by consortium partners as effective and valuable as well as easily transferable for enhancing the VET offering putting the focus on the resilience of the tourism industry with VET trainers, trainees, micro-SMEs, SMEs and other tourism professionals equipped with the necessary skills to identify digital risks, propose and adopt mitigation measures and apply digital tools for their professional development.

3.1 Greece

a) Organization of events and activities, at country level aiming to raise awareness of VET



In Greece, Vocational Education and Training (VET) centers engage in various activities to organize events and raise awareness about their programs. These initiatives aim to enhance the visibility and attractiveness of VET pathways among potential students and stakeholders. Activities include organizing workshops, seminars, open days, and collaborating with industries to showcase the practical applications of vocational skills. Generally, Vocational Education and Training (VET) centers employ a variety of strategies to organize events and raise awareness about their programs, aiming to attract students, engage stakeholders, and enhance the perception of vocational education.

In doing so they are primarily supported by:

Government Agencies

Educational Institutions

Private Initiatives

By implementing the below strategies, VET centers in Greece effectively attempt to promote their programs, enhance their reputation, and contribute to the development of a skilled workforce.

Their key approaches include:

- **Participating in National and International Competitions:** Engaging in skills competitions provides VET students with platforms to showcase their talents, fostering a culture of excellence and bringing attention to vocational careers. For example, the European Vocational Skills Week is an annual event

where organizations including Greek VETs highlight the best of VET, promoting its value and opportunities⁶

- **Hosting Career Days, Open Days and Workshops:** Greek VET centers often organize open houses, workshops, and hands-on sessions to allow potential students and their families to explore facilities, interact with instructors, and gain insights into various vocational pathways
- **Collaborating with Industry Partners:** Establishing partnerships with local businesses and industries enables VET centers in Greece to align their curricula with market needs, ensuring students acquire relevant skills. **Joint events**, such as career fairs and apprenticeship programs, provide real-world exposure and enhance employment prospects
- **Leveraging Media and Social Platforms:** Utilizing traditional media outlets alongside social media channels helps VET centers in Greece to reach a broader audience (Facebook, LinkedIn, YouTube). The sharing of success stories, alumni testimonials or the showcasing of their students' projects online can positively influence public perception and attract prospective students
- **National & Regional VET Fairs:** Organized by entities such as the Greek National Organization for the Certification of Qualifications & Vocational Guidance (EOPPEP) and the Ministry of Education, these fairs promote VET programs and connect students with potential employers
- **Erasmus+ Dissemination Events:** Many VET centers involved in Erasmus+ projects host multiplier events to showcase innovative educational approaches
- **Collaboration with Chambers & Industry Associations:** Organizations such as the Hellenic Chamber of Hotels and the Greek Tourism Confederation (SETE) conduct awareness campaigns, workshops, and networking events to strengthen the link between education and industry.

⁶ https://efvet.org/eu-vocational-skills-week/?utm_source

b) Implementation of the European quality assurance reference framework for vocational education and training (EQAVET)

The EQAVET framework ensures quality assurance in VET and its key aspects of implementation in Greece include:

- **Quality Indicators & Monitoring:** tracking learners' progress and employment outcomes
- **Stakeholder Involvement:** collaborating between training providers, policymakers, and industry representatives to maintain high standards
- **Continuous Improvement Process:** with regular feedback loops and evaluations to update training according to industry needs
- **National Accreditation & Certification:** ensuring their courses meet national and European qualification standards for formal recognition.

Greece has aligned its national quality assurance framework with the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET). The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) serves as the National Reference Point for Quality Assurance in VET and represents Greece in the EQAVET network. EOPPEP has developed a national framework for quality assurance in lifelong learning, ensuring that VET providers adhere to established quality standards⁷. Furthermore, efforts have been made to implement the EQAVET framework at the VET provider level, introducing new quality assurance approaches in initial vocational training institutes.

Some key implementation practices include:

- **Accreditation & Certification of VET Programs:** EOPPEP ensures that VET curricula align with national and EU quality standards.
- **Use of Quality Indicators:** VET providers are required to monitor performance through indicators such as employability rates, employer satisfaction and student outcomes.

⁷ https://www.eoppep.gr/index.php/en/quality-assurance?utm_source

- **Integration of Work-Based Learning (WBL):** Many programs incorporate internships and apprenticeships in collaboration with businesses, ensuring practical application of skills.
- **Annual Self-Assessment Reports:** VET providers submit reports evaluating their programs' effectiveness, identifying areas for improvement.
- **Alignment with European Qualifications Framework (EQF):** VET programs follow the EQF structure to ensure transparency and recognition across Europe.

c) Tools, including digital, and other practices for the professional development of teachers/trainers

In Greece, while many trainers still rely on traditional face-to-face workshops, there is a growing shift towards blended learning and online platforms. For the professional development of trainers in Greece, several digital tools and practices have been identified as effective. These resources collectively contribute to the continuous professional development of trainers in Greece, ensuring they adapt and apply digital tools and methodologies in their educational practices:

- **Digital Marketing Tools Training:** This training equips trainers with essential digital marketing tools, including SEO software, analytics platforms, email marketing tools, and social media management applications, enabling them to execute effective online campaigns and enhance their professional skills⁸
- **Reimagine Distance Learning Project:** An Erasmus+ initiative that addresses educators' needs to adapt to their evolving roles as distance trainers, offering a digital toolkit to enhance their teaching practices⁹
- **ReGeneration Initiative:** This program offers participants paid employment opportunities and training focused on personal and professional development, including mentoring experienced market executives¹⁰

⁸ https://www.theknowledgeacademy.com/gr/courses/digital-marketing-courses/digital-marketing-tools-training-course/?utm_source

⁹ https://www.p-consulting.gr/en/digital-toolkit-access-to-knowledge/?utm_source

¹⁰ https://www.regeneration.gr/en/the-regeneration-initiative-upskilling-greek-youth-for-the-digital-era-powered-by-microsoft-2/?utm_source

- **Learning Management Systems (LMS) & Online Course Platforms** for the delivery of structured online cybersecurity courses
 - Open eClass – A widely used Greek-developed LMS that supports asynchronous e-learning, mainly in public VET centers and universities
 - Moodle – Many private VET institutions and companies use Moodle for course management, assignments, and interactive learning
 - Google Classroom – A simple and accessible platform, often preferred for quick integration in small training environments
 - Coursera & Udemy – Trainers frequently use these global platforms for personal upskilling, particularly in digital skills, pedagogy, and educational technology
- **Webinars and Online Communities for Trainer Development** providing free and paid courses on fundamentals and advanced practices and offering certifications that enhance career prospects
 - Webinars by EOPPEP (National Organization for the Certification of Qualifications & Vocational Guidance) – Government-led training sessions focusing on EQAVET, curriculum updates, and educational trends
 - SEV Learning Hub – Offered by the Hellenic Federation of Enterprises, providing digital skill-building courses tailored for trainers and professionals
 - Erasmus+ Teacher Training Programs – Greek trainers often participate in Erasmus+ courses on innovative teaching methods and digital tools
 - Facebook & LinkedIn Groups – Online communities like "Greek Educators Network" (Facebook) or "VET Professionals Greece" (LinkedIn) serve as knowledge-sharing platforms for best practices, tools, and job opportunities
- **Online Collaboration Tools** (e.g., Microsoft Teams, Slack) for the provision of peer discussions and knowledge sharing among trainers

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- **Virtual Reality (VR) & Augmented Reality (AR) for Hands-on Training** (e.g. Virbela, zSpace, Oculus for Business) for the simulation of real-life workplace scenarios and the increase of engagement and knowledge through experiential learning
- **Microlearning, Self-Paced Learning Approaches & Gamification Platforms** with short, engaging learning experiences that through microlearning and gamification make professional development more accessible (e.g. Duolingo for Business, LinkedIn Learning)
- Specifically concerning cybersecurity practices and measures for the sector, **cybersecurity and IT-focused platforms** provide hands-on learning opportunities (e.g. TryHackMe, Cybrary, IBM SkillsBuild)

3.2 Spain

a) Organization of events and activities, at country level aiming to raise awareness of VET

The Basque country VET education combines cutting-edge technology, strong industry partnerships, and innovative teaching methods to attract students and has successfully changed the perception of VET from being a secondary option to a top-tier career pathway with excellent job prospects.



1. **The Sixth Basque Vocational Training Plan**, approved in November 2022, is a strategic initiative of the Basque Government aimed at strengthening and transforming further the Vocational Training (VT) system in the Basque Country¹¹.
2. **The Basque Government Employment Service**, LANBIDE, plays a fundamental role in promoting and facilitating access for young people to Vocational Training in the Basque Country by:
 - offering subsidies to companies that develop training activities linked to hiring
 - collaborating closely with educational institutions and participating in events such as the “SER Euskadi Meetings: Training towards employment”. In these meetings, future job opportunities and the demand for specialized profiles are analyzed, providing young people with valuable information on the advantages of VT and the associated employment prospects
 - facilitating the management of training courses and programs, allowing interested parties to register and access a wide range of educational opportunities through the LAN-F platform.

¹¹ <https://www.euskadi.eus/vi-plan-vasco-de-formacion-profesional/web01-a2hlanhz/es/>

3. **TKNIKA** ¹², a Basque government-supported research, innovation, and applied technology center that makes VET more attractive by:

- developing cutting-edge training methodologies and integrating Industry 4.0, AI, and digitalization into VET curricula
- promoting robotics, cybersecurity, artificial intelligence (AI), and 3D printing in VET centers, making courses more appealing to tech-savvy students
- incorporating Virtual and Augmented Reality technologies into VET training to enhance practical learning experiences
- runs teacher training programs for VET educators to keep them up to date with new technologies and industry trends.

4. **Ikasenpresa** is an educational program designed for students in Intermediate and Advanced VET cycles, aiming to bring the business world into the classroom by fostering entrepreneurial skills and collaboration among educational institutions. Its key objectives are:

- Entrepreneurial Experience: Students establish and manage their own small-scale companies within the classroom setting, gaining firsthand insight into the entrepreneurial process
- Skill Development: The program emphasizes the cultivation of various competencies, including creativity, innovation, teamwork, decision-making, initiative, leadership, commitment, and negotiation
- Promotion of Self-Employment: Ikasenpresa encourages students to consider self-employment as a viable career option, broadening their professional horizons
- Company Creation: Students collaboratively create a small enterprise, handling all aspects such as corporate image, administration, marketing, and sales. The products or services offered are real, either produced by the students or sourced for resale

¹² <https://tknika.eus/en/>

- **Entrepreneur Assemblies:** Throughout the academic year, two assemblies are held where representatives from each student-run company present their business plans and progress, facilitating peer learning and feedback
- **Workshops and Training:** Prior to the assemblies, students participate in workshops focusing on communication and point-of-sale strategies, enhancing their practical business skills
- **Annual Fair:** In February, a fair is organized where student companies set up stalls to market and sell their products to the public, providing real-world sales experience.

5. The Urratsbat program is an initiative promoted by the Deputy Ministry of Vocational Training of the Basque Government's Department of Education, Language Policy, and Culture, and is coordinated by Tknika. Its primary aim is to support VET students in establishing their own businesses, effectively transforming educational institutions into business incubators. By integrating entrepreneurial education into the VET curriculum, Urratsbat fosters a culture of innovation and self-employment, equipping students with the skills and support necessary to successfully launch their own businesses.

- **Access to Facilities:** Students can utilize the center's resources, such as workshops and equipment, particularly during the initial stages of their business development. This access facilitates the creation of product prototypes and the practical implementation of business ideas
- **Dedicated Entrepreneurial Spaces:** The program establishes an "Entrepreneur's Office" within each educational institution, providing a fully equipped space where students can undertake the necessary tasks involved in setting up their enterprises
- **Inclusive Participation:** Urratsbat is open to second-year students of intermediate and advanced VET programs, alumni, and individuals associated with the institution through non-formal or distance learning courses

6. TKgune is another good practice of the VET system in the Basque Country that facilitates the bidirectional transfer of knowledge between Vocational Training centers and companies. Through joint innovation projects, the scientific and technological updating of teaching staff is promoted, as well as innovation in small and medium-sized companies.

7. **CDEA** partner, as a VET center, has in place a **Communication Plan** with clear mission, vision, values, objectives, strategic lines and budget estimate for its marketing activities. Its Communication Plan includes efficient management of media, communication channels and campaigns and related formats to always reach the public and future students effectively, including advertising campaigns, press office, website management, development of digital strategy, organization of events, development of communication actions. For example, Cebanópolis program that takes place every summer, is aimed at boys and girls between the ages of 7 and 15 who are interested in the world of cooking and baking. This program takes place during the months of June and July at the Cebanc facilities with initiatives seeking to foster a passion for gastronomy from an early age, combining learning and fun in specialized environments
8. Generally, other **national and regional Events** take place to raise awareness on VET offering:
 - Annual education fairs and skills competitions (e.g., SpainSkills, a national VET competition that prepares students for WorldSkills)
 - Career guidance events organized in collaboration with schools and companies to showcase vocational pathways
 - Open days at VET institutions where prospective students can interact with trainers and industry professionals
9. Additionally, **public-Private Partnerships**:
 - Companies work with VET centers to provide real-world exposure through internships, apprenticeships, and corporate-sponsored awareness programs
 - Sectoral organizations (such as Cluster GAIA in the Basque Country) support digitalization and emerging technology training for VET students and educators.
10. **Government and European Initiatives**: EU-backed projects such as Erasmus+ help VET students gain international exposure and skills development opportunities
11. Finally, the use of Digital and Media Channels:

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- Dedicated online platforms that provide information about available training and career paths in VET
- Awareness campaigns through social media and influencers to engage younger audiences
- Interactive online resources and webinars featuring successful VET graduates and industry leaders.

b) Implementation of the European quality assurance reference framework for vocational education and training (EQAVET)

The **European Quality Assurance Reference Framework (EQAVET)** for Vocational Education and Training (VET) is implemented in Spain through a **structured national strategy**, combined with regional efforts that adapt to local needs and educational systems. The focus on continuous improvement, stakeholder engagement, and alignment with EU policies ensures that Spain's VET system remains relevant, high-quality, and aligned with labor market needs. Below is an overview of how EQAVET is integrated into Spain's VET system:

Spain's VET system aligns with EQAVET to ensure continuous improvement in the quality and relevance of vocational training. Its decentralized education system allows autonomous regions to adapt EQAVET principles to their specific contexts.

In regions like the Basque Country:

- Innovation centers such as Tknika or other quality assurance agencies focus on quality assurance and innovation in VET. These centers implement EQAVET principles through curriculum updates to match evolving labor market needs and the development of tools to assess teaching quality and program effectiveness.

Regions implement: -dual VET (apprenticeship-based training) to improve employability and strengthen ties between education and industry, ensuring programs meet EQAVET quality standards.

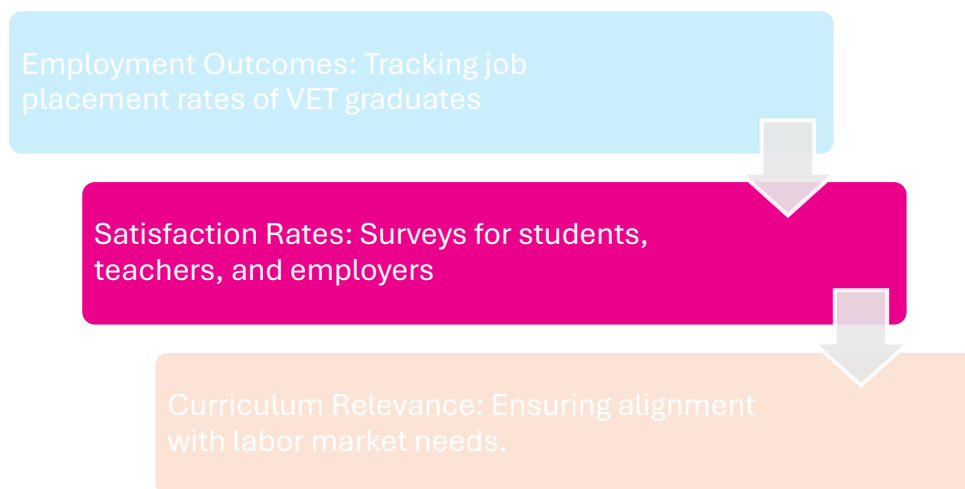
Industry representatives and professional associations provide: -input on curriculum updates to keep training relevant to labor market needs

Employers, students, and trainers: - participate in feedback loops to enhance training methodologies and learning outcomes and collaboration

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Local employers, unions, and educational institutions: -ensure that regional VET systems are responsive to market demands.

The EQAVET principles are embedded in Spain's **Ley Orgánica de Educación (LOE)** and its updates, such as the **Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE)**. These laws set national standards for VET quality, monitoring, and evaluation, consistent with EQAVET indicators used to monitor the performance of VET institutions and programs and which measure:



As for EQAVET Activities in Spain worth mentioning are the **self-assessment and external audits** to ensure adherence to EQAVET principles, processes facilitated by tools and guidelines provided by the national government and regional authorities. Also, a special focus is given to the **ongoing training for VET teachers and administrators** in topics like quality assurance, innovative teaching methods, and curriculum updates based on EQAVET recommendations.

Participation in the EQAVET Network, sharing best practices and learning from other EU countries to enhance its VET system contributes as a reference to setting the standards for VET quality, monitoring, and evaluation, consistent with EQAVET indicators.

The monitoring of the implementation of EQAVET is done through:

- **Annual Reports**, that include data on employment rates, curriculum effectiveness, and student satisfaction, submitted to national and EU bodies

- **Feedback Loops** that provide insights from evaluations, used to revise policies, programs, and teaching methods.

Examples of EQAVET in Action:

- **Digitalization of VET**

EQAVET guidelines are used to integrate digital competencies into VET curricula, preparing students for Industry 4.0 and aligning with the EU's Digital Education Action Plan.

Many VET institutions use **Learning Analytics Systems** to track student progress, employability outcomes, and training effectiveness. Platforms like **SEPE (Servicio Público de Empleo Estatal)** provide labor market insights to align VET programs with workforce demands.

- **Green Skills**

VET programs are updated to include sustainability-focused content, reflecting EQAVET's emphasis on preparing students for the green transition.

c) Tools, including digital, and other practices for the professional development of teachers/trainers

The most suitable digital tools for teachers in Vocational Education and Training (VET) in Spain and the Basque Country **focus on enhancing professional development, fostering collaboration, and aligning with industry-specific needs**. They are categorized as follows:

Learning Management Systems (LMS) – help teachers organize, deliver, and manage courses online:

- Moodle: Widely used in Spain, including in the Basque Country, for creating virtual classrooms and managing course content. Offers integrations for assessments, forums, and real-time feedback
- Google Classroom: A user-friendly platform for organizing assignments, sharing resources, and communicating with students
- Edmodo: Popular for creating collaborative learning environments where teachers can share content and engage students.

Content Creation and Presentation Tools – enable teachers to create engaging and interactive educational materials:

- Canva: Ideal for designing professional presentations, infographics, and course materials
- Genially: A Spanish-developed platform for creating interactive presentations, infographics, and gamified content
- Prezi: A dynamic alternative to traditional presentation tools, offering visually engaging slides.

Collaboration and Communication Tools - facilitate interaction between trainers, students, and peers:

- Microsoft Teams: Integrates with Office 365, providing chat, video calls, and collaborative document editing. Widely adopted in Basque VET centers
- Zoom: Commonly used for virtual classes, webinars, and professional development workshops
- Slack: A professional communication platform for team collaboration and sharing resources
- Miro and Trello: digital whiteboards and project management tools for interactive learning experiences.

Assessments and Feedback Tools - help streamline the evaluation process and provide constructive feedback:

- Kahoot!: A gamified quiz platform for creating interactive assessments
- Quizizz: Allows teachers to design quizzes with instant feedback and analytics
- Mentimeter: Used for live polling, quizzes, and feedback collection during lessons.

Language and Communication Skills Tool - support language learning and intercultural competence, which are important for EU mobility:

- Duolingo: A popular app for learning foreign languages

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- LingQ: For advanced language practice with real-world content
- Flipgrid: A platform for video-based discussions to enhance communication skills.

Green Skills and Sustainability Tools - promote environmental awareness in VET, reflecting the EU's focus on sustainability:

- SimaPro, a software for teaching life cycle assessment (LCA) and sustainability
- GoGoals, a game developed by the UN to teach sustainable development goals (SDGs)
- Professional Development Platforms for continuous learning and skill-building activities
- EPALE (Electronic Platform for Adult Learning in Europe) serves as a hub for resources, training opportunities, and networking with other educators
- Coursera, Udemy and edX: Online platforms offering courses on digital skills, pedagogy, and industry-specific knowledge.

Some of the Best Practices for Digital Tool Integration are done through:

- Blended Learning that combine in-person and online teaching for a flexible, efficient learning experience
- Gamification with tools like Kahoot! and Quizizz to make lessons engaging
- Project-Based Learning (PBL) through platforms like Tinkercad or SolidWorks, excellent for hands-on, project-based VET training
- Collaborative Learning that encourage peer-to-peer interaction through platforms like Microsoft Teams or Slack

As for the AI and Adaptive Learning Technologies:

- Chatbots and AI tutors assist trainers in answering student queries and providing real-time feedback.

3.3 Italy

a) Organization of events and activities, at country level aiming to raise awareness of VET

From a general perspective, in Italy, VET centres organize various activities and events every year to attract potential students and to present the main features of VET pathways and their related employment prospects.

These initiatives also contribute to enhancing the appeal of vocational education, which is still frequently regarded as a secondary option. In reality, it represents a highly attractive pathway that offers advanced training while fostering strong connections with local enterprises, thereby ensuring excellent prospects for employment and career development. A “learning by doing” methodological approach with a strong focus on real-world experiences and work-based learning programs is the key feature of vocational education.



The initiatives implemented by ENAIP include:

- **Open Days:** ENAIP organizes open days in its premises during which prospective students and their families have the opportunity to explore the facilities, interact with tutors and current students, and participate in practical workshops in the laboratories.
- Participation in **career and employment fairs**, with the aim of enhancing visibility and informing young people about vocational training opportunities.
- **Involvement in national competitions**, where students are able to apply the skills acquired during their training and test themselves in

competitive environments, thereby also contributing to the promotion of vocational education.

For instance, in 2025 students from the ENAIP Training Centre in Milan took part in the Autopromotec Grand Prix, an international event in the automotive sector, achieving second place in a competition focused on testing, diagnostics, and dismantling speed. Another example comes from the ENAIP Training Centre in Como, where students from the Tourist sector take part annually in the IdeaImpresa competition – an innovation award for upper secondary school students.

- **Institutional communication activities** are promoted both by individual centers and by ENAIP regional headquarters to raise awareness on various topics, emphasizing the role of vocational education in connecting its beneficiaries with the labor market. These activities also include dissemination of ENAIP's initiatives and the promotion of its values and mission. This involves the continuous updating and accessibility of the website, social media presence, local press engagement, specific publications on topics related to vocational training, and participation in events.
- **Social Media Engagement:** ENAIP's activities are actively disseminated through a range of social media platforms, with the aim of reaching the broadest possible audience, particularly among young people.
- **Ongoing collaboration with local enterprises**, which ensures that training programmes remain aligned with the evolving needs of the labour market. Companies are also directly engaged in the learning process through the organization of internships for ENAIP students and of workshops and other collaborative initiatives within our Centres.
- **Cooperation and networking** aimed at developing, consolidating and implementing ongoing and constructive collaborations with all stakeholders involved in the different sectors: other training centers and organizations, educational institutions, universities, research centres, trade associations, companies, and local, regional, national and international institutions.
- **Dissemination events** related to Erasmus+ projects: together with its Centres, ENAIP organizes events to share Erasmus+ project outcomes and experiences with staff and key stakeholders involved.

Focusing on the project, in this phase ENAIP involved three of the training Centers of Enaip Lombardia where courses in the tourism sector are offered: the one in Milan, the one in Lecco and the one in Como.

Primarily, it is important to point out that professional training in Italy is generally organized as follows: three years of training to obtain a Professional Qualification (Operator - 3°eqf) and an additional fourth year, not compulsory, to obtain a Technical Professional Diploma (Technician - 4°eqf). The course in Como, named Promotion and reception Tourism services, is structured exactly like this. On the other hand, the courses in Milan and Lecco are four-year courses named Sports and leisure Tourism entertainment services.

All courses of ENAIP in the Tourism sector are characterized by innovative teaching methods, with both theoretical and practical lessons which are sometimes held directly in the tourist and sports attractions of the different areas of Lombardy. In addition, the courses are designed to meet the needs of the operators of the tourism industry and the guidelines of local institutions through close collaboration with various trade associations, companies and businesses in the area.

On the one hand, these collaborations include internships and apprenticeship contracts for students, who can work in hotels, travel agencies, sports clubs, and other companies of the tourism sector. This way they can put into practice the knowledge acquired during their educational and vocational training, and they can start engaging with the world of work; on the other hand, these collaborations lead to the organization of different events and activities.

Following some examples of events and activities that ENAIP Lombardia has organized and carried out in the last year in the territory of Lombardy in collaboration with companies and public institutions:

- Guided tours: Students organize and participate in guided tours of local tourist attractions, such as museums, natural parks, and historical sites. During these visits, they learn tour guide techniques and the importance of enhancing cultural and natural heritage
- Infopoints: Students carry out practical activities at the local tourist infopoints. There, they learn to provide information to visitors, manage requests, and promote local attractions
- Enaip Como organizes lessons and workshops at various locations such as Hotels, Museums, and Infopoints. For the past two years, moreover, the

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training centre has been organizing an Open Day for students at lower secondary schools within a prestigious lakeside Hotel (Hotel Imperiale)

- Company representatives conduct training modules for students. For instance, Enaip Como organized a specific module on OTAs (Online Travel Agency) with a company called Slowlake and IT modules in collaboration with House of Travelers
- Together with the Como Lecco Chamber of Commerce, ENAIP participates in the Ideaimpresa competition every year. Additionally, the Chamber of Commerce has been organizing for the last couple of years an online course on digital skills (Digital Skills and Beyond)
- Entertaining and welcoming during the opening of a new underground in Milan (together with the 6th Municipality of Milan)
- Welcoming and support during Holocaust Remembrance Day (together with the 6th Municipality of Milan) and during an event organized by CISL (an Italian labor union) on the topic of gender-based violence
- On January 31 2025 ENAIP organized in Milan, together with ELLEFFE ANIMAZIONE (an event planning company), a recruiting day for the summer season. About sixty people attended, including our students, and students from the centres of Melzo and Lecco
- Enaip Lecco was involved last year in the organization of "Orientalmente" (a career fair) and worked together with CSI, Lecco Tourism and the school "G.Parini" to organize the 23rd national table tennis championship.

Thanks to these initiatives and partnerships, the tourism course of Enaip Lecco is often mentioned in articles in local newspapers. For instance, Enaip Lecco students created a map of the city's architectural barriers, a project that was presented to the Municipality and received media attention. The same thing happened this year for a project in collaboration with the Blind Association. Enaip Lombardia, also had the opportunity to participate in the DGI Tourism Erasmus+ project, for the design of a course on Digital, Green, and Innovative tourism and its students in Como and Bergamo participated in the testing phase of the project, that is now used in its educational program.

b) Implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)

Italy has been actively implementing the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) to enhance the quality of its VET system. The EQAVET framework, established by the European Parliament and Council in 2009, provides a set of common principles, indicative descriptors, and indicators to support quality assurance in VET across Europe. The implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) is a collaborative effort involving various stakeholders, including the Ministry of Labour, the Ministry of Education, regional authorities, VET providers, and social partners. Here are some key aspects of how EQAVET is implemented in Italy:

- 1. National Quality Plan:** Italy has developed a national quality plan for VET, which aligns with the EQAVET framework. This plan focuses on continuous improvement and quality assurance in VET provision.
- 2. Accreditation of VET Providers:** The accreditation of VET providers is a crucial element in ensuring quality. Accredited providers must meet specific quality standards and undergo regular evaluations.
- 3. Data Collection and Analysis:** Italy uses data collection tools to monitor and evaluate the quality of VET provision. These tools are continuously re-evaluated and redesigned to promote quality assurance at the national level.
- 4. Stakeholder Involvement:** The implementation process involves extensive discussions and collaboration among decision-makers, national and European experts, institutional representatives, and stakeholders. This collaborative approach helps to ensure that the quality assurance measures are effective and relevant to the needs of the VET system.
- 5. Continuous Improvement:** Italy is committed to continuous improvement in VET quality assurance. The outcomes of debates and discussions inform intervention strategies and focus on areas that need further development.

Italy faces several challenges in implementing the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET):

- 1. Awareness and Understanding:** There is a general lack of awareness and understanding of EQAVET among VET providers and stakeholders. This can

lead to inconsistent implementation and varying levels of commitment to quality assurance.

2. **Data Collection and Analysis:** Effective data collection and analysis are crucial for monitoring and evaluating the quality of VET provision. However, Italy faces challenges in developing and maintaining robust data collection systems that can provide accurate and timely information.
3. **Stakeholder Involvement:** Ensuring the active involvement of all relevant stakeholders, including VET providers, employers, and social partners, is essential for the successful implementation of EQAVET. In Italy, achieving effective collaboration and coordination among these stakeholders can be challenging.
4. **Resource Allocation:** Implementing quality assurance measures requires adequate resources, including funding, trained personnel, and infrastructure. Italy faces challenges in ensuring that sufficient resources are allocated to support the implementation of EQAVET.
5. **Continuous Improvement:** While there is a commitment to continuous improvement, Italy faces challenges in maintaining momentum and ensuring that quality assurance measures are regularly reviewed and updated to reflect changing needs and priorities.

Despite these challenges, Italy continues to make progress in implementing EQAVET and improving the quality of its VET system^{13, 14}.

c) Tools, including digital, and other practices for the professional development of teachers/trainers

VET providers in Italy, including Enaip Lombardia, already make use of various digital tools and platforms to support the professional development of trainers and to promote collaboration, for example:

1. **Office 365 and especially Microsoft Teams:** a collaboration and communication tool widely used in Enaip centers. It provides chats, video

¹³<https://oa.inapp.gov.it/server/api/core/bitstreams/68b5789d-cd4c-4837-967e-f7c0263d843e/content>

¹⁴ https://www.academia.edu/25061410/Implementing_the_European_Quality_Assurance_in_Vocational_Education_and_Training_EQAVET_at_National_Level_Some_Insights_from_the_PEN_Leonardo_Project

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calls and the possibility to edit documents cooperatively. It also facilitates the organization of assignments and document sharing

2. **Kahoot!:** a digital game-based student response system that allows teachers and learners to interact through competitive knowledge games
3. **Mentimeter:** an interactive polling software that allows to collect feedbacks and that can enhance student engagement in educational settings
4. **Canva:** a very useful tool used both by teachers to design presentations and course materials and by students to complete assigned tasks
5. **EPALE (Electronic Platform for Adult Learning in Europe):** a platform that aims to support and promote adult learning by connecting professionals in the field across Europe
6. **eTwinning:** a safe and free platform for teachers and pupils across Europe to work

From a more general perspective, several ideas and practices could improve the training of teachers in tourism courses, with a focus on enhancing digital skills:

1. **Creation of digital teaching resources (video tutorials and interactive materials):** supports teachers in creating and updating innovative and relevant teaching materials that reflect the needs of the labor market
2. **Development of a shared platform** that collects updates about the tourism industry (new legislation, employment data, etc.) and a section dedicated to staff recruitment and job placement opportunities
3. **Ground for networking opportunities between teachers and trainers to share experiences and teaching methodologies.** The exchange of ideas among teachers can improve overall teaching quality and help enhance collaboration between different actors
4. **Organization of upskilling courses and workshops** on current topics in the tourism sector, such as new technologies, cybersecurity, market trends, and sustainable practices
5. **Involvement of teachers and students in Research Projects** that explore new trends and challenges in the tourism sector. It would then be useful to

analyse and observe the results engaging also companies active in the sector of interest

6. **Continuous evaluation and feedback:** Implementation of a system of continuous evaluation and feedback to monitor the effectiveness of training and make constant improvements. This may include surveys among teachers and students to gather opinions and suggestions.

3.4 Slovenia

a) Organization of events and activities, at country level aiming to raise awareness of VET

Events and initiatives are organized in Slovenia to inform individuals about educational and employment opportunities. These events serve as valuable resources for those planning their educational and career paths, offering insights into various programs and employment prospects.



Specifically,

1. Fairs:

- **Informativa – Education and Career Fair**

Informativa is Slovenia's largest education and career fair, held annually at the Ljubljana Exhibition and Convention Centre. The event brings together educational institutions, employers, and young individuals to explore various study programs and career paths.

- **Moja Prva Zaposlitev – My First Employment Fair**

Moja Prva Zaposlitev is a career fair focused on connecting young people with potential employers. It provides a platform for job seekers to meet companies offering entry-level positions, internships, and other early career opportunities. The fair aims to facilitate direct contact between young individuals and employers, assisting them in starting their professional career.

- **MojeDelo.com Career Fair**

MojeDelo.com is Slovenia's largest and most visited job portal, connecting employers with job seekers since 2004. The MojeDelo.com Career Fair is a significant event where numerous Slovenian employers and job seekers converge. The fair offers opportunities for networking, job interviews, and career development.

2. The Center of the Republic of Slovenia for Vocational Education and Training (CPI) actively organises events and initiatives to support VET providers.

The Networking Schools for Quality 2024 for example facilitated networking among schools and quality expert teams. The meeting included discussions on the School Quality Report, presentations of foreign practices, and a workshop where attendees explored the use of artificial intelligence in drafting reports.

3. Awardees raising project Lahko.si¹⁵:

The launch of the nationwide project "Awareness, informing various publics, and encouraging greater involvement in lifelong learning (2024–2028)" with the campaign "Lahko.si. The project's aim is to enhance general awareness of the importance of lifelong learning (VŽU) and contribute to greater adult participation in VŽU. The goal is to improve competencies for societal engagement and strengthen the ability to respond to technological, demographic, and climate changes in modern society. The project will enable systematic, continuous, and multi-year awareness of the importance of VŽU.

b) Implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)

In Slovenia, the implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) is coordinated by **the National Reference Point (NRP)** ¹⁶, established within the **Institute of the Republic of Slovenia for Vocational Education and Training (CPI)**. The NRP's activities encompass both national/systemic and provider levels, aiming to support efforts in quality assessment, assurance, and development. Key initiatives include:

- **Aligning the national quality framework with European standards:** Ensuring that Slovenia's vocational education and training (VET) quality assurance systems are in harmony with European guidelines.
- **Establishing and implementing the national quality framework:** Developing a cohesive approach to quality assessment and assurance across educational providers, including kindergartens, primary, and secondary schools.

¹⁵ <https://lahko.si/>

¹⁶ <https://www.eqavet-nrp-slo.si/en/>

- **Participating in the European EQAVET network:** Engaging in collaborative efforts with other European countries to share experiences and best practices in VET quality assurance.
- **Systematic monitoring and reporting:** Conducting regular evaluations of VET quality at the national level and preparing comprehensive reports to inform policy decisions.
- **Supporting VET providers:** Assisting educational institutions in establishing and maintaining quality assurance systems through training, peer reviews, and the development of self-evaluation tools by preparing and publishing different materials.

For instance, EPoS¹⁷– Electronic Supported Self-Evaluation, is a system designed to organize joint electronic self-evaluations to support the continuous assessment and assurance of quality in schools. It assesses quality in selected areas (chosen quality areas of OPK) and levels aligned with the national quality model OPK. EPoS includes questionnaires for students and teachers, enabling the acquisition of (comparative) data at both the school level and for individual participating teachers concerning selected quality standards from the "Quality in Kindergartens and Schools" collection in two quality areas.

c) Tools, including digital, and other practices for the professional development of teachers/trainers

Several digital tools and platforms are utilized in Slovenia to support the professional development of trainers:

- **EPALE:**¹⁸ -Electronic Platform for Adult Learning in Europe: A multilingual platform that supports the development of adult education across Europe, offering resources, networking opportunities, and professional development activities.
- **Google Scholar**¹⁹: A free web search engine developed by Google that indexes scholarly literature across various disciplines and formats, providing access to research papers, theses, books, and conference proceedings.

¹⁷ <https://e-pos.si/>

¹⁸ <https://epale.ec.europa.eu/en>

¹⁹ <https://scholar.google.com/>

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- **Research Gate²⁰**: A European commercial social networking site for scientists and researchers to share papers, ask and answer questions, and find collaborators.
- **Moodle²¹**: An open-source learning platform that enables educators to create online courses, share materials, and collaborate with students. It is widely used in educational institutions worldwide to support the learning process.
- **Arnes Učilnice²²**: A Slovenian platform that provides hosted online classrooms for educational institutions. Based on the open-source Moodle learning management system, it enables teachers to create online courses, share materials, and collaborate with students. The platform offers a range of features, including various activity types, resources, and blocks, to enhance the learning experience. Arnes Učilnice has been a part of Slovenian schools since 2005 and has become a leading environment for distance learning in the country.

Best practices:

In Slovenia, practical work-based learning (PBL) is integrated into the school curriculum, accounting for 35 % of the total curriculum in vocational programmes and 6 % of the curriculum in technical programmes. Aiming to motivate teachers to connect with employers and gain experience, **the Centre for Vocational Training (CPI)** in Slovenia has implemented a project to invite practical teachers to participate in practical training in companies. The proposed findings include full support for in-service teacher training as a form of professional development to be extended to all schools and vocational education teachers. The development of a competent teacher who understands practice and can organise learning situations is crucial, and both individuals and schools should be motivated, so it is important that schools provide training for staff, especially those in direct contact with practical work and employers (Slo. POVEZOVANJE SFERE DELA IN ŠOLSTVA²³).

²⁰ <https://www.researchgate.net/>

²¹ <https://moodle.org/>

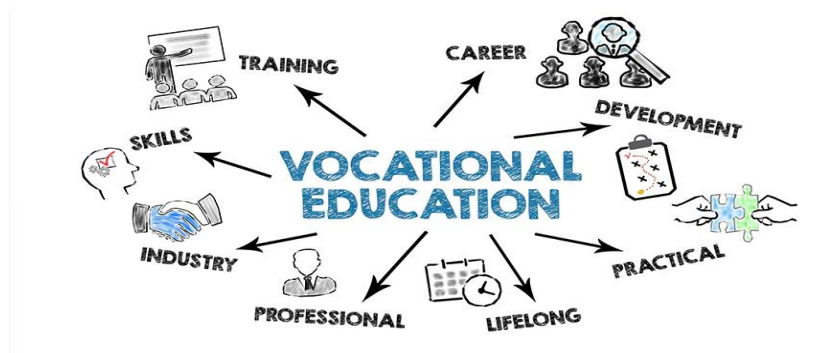
²² <https://ucilnice.arnes.si/>

²³ https://cpi.si/wp-content/uploads/2020/08/Povezovanje_sfere_dela_in_solstva.pdf

CONCLUSIONS

The proliferation of digital activities and the use of digital tools in the tourism and hospitality sector generate digital and cyber threats as well as disinformation jeopardizing the tourism sector's stability, computer systems and the protection of the data collected, processed and shared.

In the light of these transitions, VET educators and trainers, VET students and micro-SMEs, SMEs and hospitality sector representatives as well as other travel professionals (hoteliers, tour operators, travel agents, etc.), have to expand their knowledge and adapt with continuous training and capacity building activities to be capable of offering specialized services, dealing with disruptions and digital/cyber risks in tourism and adopting practices that enhance overall digital safety and robust mitigation measures. The TREADS project aiming to address these sectoral needs, will develop and propose an innovative VET offering that is expected to be a valuable tool for VET trainers and students, as well as micro-SMEs, SMEs and hospitality sector representatives to adapt and align to the current market needs and economic challenges, proposing an updated and effective skills mix ('Digitally upskilled and Resilient Tourism Expert: Conscious of Digital Risks') for the overall resilience of the sector.



As a first step and based on the outcomes of WP2/Activity 2, a selection of good practices regarding the organization of events and activities, at country level aiming to raise awareness of VET, the implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) and tools, including digital, and other practices for the professional development of

teachers/trainers was delivered, based on their applicability to address the project's needs.

Specifically, in the present deliverable, it was noted that across all four partner countries—Greece, Spain, Italy, and Slovenia—VET organizations have adopted a unified, strategic approach to enhance the visibility and quality of vocational education. These efforts aim to elevate VET from being perceived as a secondary option to a forward-looking career pathway aligned with the evolving digital and labor market needs, particularly within the tourism sector.

To promote VET, a strong emphasis is placed on organizing events and awareness-raising campaigns. Institutions across these countries regularly conduct open days, skills competitions, educational fairs, and public-private initiatives that introduce young people and their families to vocational pathways. These events also serve as bridges between education and employment, offering students exposure to real-world experiences and practical skills. In Spain and Italy, for instance, entrepreneurship is actively cultivated through classroom business simulations and startup incubator programs integrated into VET curricula.

Meanwhile, public authorities, such as national education ministries and VET quality agencies, support awareness campaigns and facilitate collaboration with industry partners to ensure that VET offerings remain relevant and forward-thinking.

A significant component of these strategies is the implementation of the European Quality Assurance Reference Framework for VET (EQAVET). All four countries have integrated EQAVET principles into their national systems through structured self-assessment processes, external audits, stakeholder feedback mechanisms and performance indicators that track employability, student satisfaction, and curriculum alignment. National reference bodies like Greece's EOPPEP and Slovenia's CPI play a significant role in guiding institutions, providing training, and ensuring continuous improvement across the VET landscape.



Digital transformation is also a central theme in professional development and VET delivery. Institutions in each country are increasingly adopting digital tools to support both educators and students. Learning Management Systems such as Moodle and Google Classroom are commonly used to deliver flexible, blended

learning experiences. Teachers are trained in the use of collaborative platforms like Microsoft Teams, Slack, and Zoom, which enable remote instruction, resource sharing, and group coordination.

Content creation and engagement tools such as Canva, Genially, and Prezi are helping educators create visually dynamic teaching materials. Gamification platforms like Kahoot!, Quizizz, and Mentimeter have become widely used to make learning interactive and assessment more effective. For continuous professional development, teachers across the four partners' countries access platforms like EPAL, Coursera, and Udemy, which offer specialized courses in pedagogy, digital skills, and subject-specific expertise.

Additionally, there is growing use of immersive technologies such as virtual and augmented reality for hands-on simulations, particularly in fields like tourism. Microlearning and self-paced training modules are also gaining traction, using bite-sized, gamified content to enhance accessibility and learner retention. Cybersecurity and digital literacy training are especially prioritized, with platforms like TryHackMe and IBM SkillsBuild providing sector-specific content that responds to the increasing digital risks in tourism and hospitality.

In summary, the four countries demonstrate a shared commitment to modernizing and promoting VET through a mix of structured outreach, quality assurance, and dynamic digital learning environments. These efforts not only improve the image and attractiveness of vocational education but also ensure that VET providers are equipped to meet current and future industry demands in an increasingly digital economy.



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