



CENTRAL BALTIC  
INTERREG IV A  
PROGRAMME  
2007-2013

# Training model for the project Attractive Vocational Education in Secondary School

**Central Baltic INTERREG IV A Programme 2007-2013**



EUROPEAN UNION  
EUROPEAN REGIONAL DEVELOPMENT FUND  
**INVESTING IN YOUR FUTURE**

Imatra and Narva-Jõesuu are twin towns situated by the Russian border and famous as tourism places. Spa tourism is one of the main branches of the economy, in both cities there are spa-hotels and hotels where vocationally trained workers are needed. The assumption for the vocational training popularity and respect is a priori knowledge, for this there was offered a start up programme for secondary school pupils and testing of it on a small pilot group. Our overall goal was to create, through cross-border activities and training, the economically competitive environment where vocational education is valued and respected by young and adult people and thereby to meet the challenges of the labour market.

The project created a new network where the experts from Saimaa University of Applied Sciences (Saimaa University hereinafter) and Narva College of the University of Tartu (Narva College hereinafter) implemented a small scale, attractive, accessible (equal possibilities) and social (activities) tourism training programme.

The starting position was different for the universities. Saimaa University has about 3000 students, with 200 of them being international degree students. Saimaa University offers Bachelor's Degree in Hospitality Management and Hotel, Restaurant and Tourism Management with studies being conducted in English.

Narva College replaced Narva Vocational Training Centre which, at first was planned to act as a tourism educator in the project. Narva College has about 750 students; it is mostly focused on pedagogical studies and could offer good theoretical courses about Services, Communication, Project Management, etc but there's no specific tourism niche. So the given courses were similar but different at the same time—more theoretical in Narva College due to the College's particularities.

The target groups for the training programme were pupils from Narva-Jõesuu Secondary School (Narva-Jõesuu School hereinafter) and Imatra Upper Secondary School (Imatra School hereinafter). The big challenge of the project was to make the timeframe so that the additional courses did not interfere with mandatory lessons, and the students were not overloaded with the work.

Imatra school started the programme in September 2011 already, the programme was an optional course in Imatra School at that time; the course was completed only by really motivated students. 2 groups were opened in Imatra—the first group in 2011 and second one in 2012, totally 13 students were enrolled to the programme but only a few were able to finish (to pass tests/exercises) all the courses. It was a learning process from both sides. For example, in spring 2012 an English course started which turned out to be rather complicated for the students; the course was repeated in autumn in a more suitable way. The difference from the Estonian study is that Saimaa University takes into account the outcomes of previously completed courses and there is no need to repeat them when students enter the local university.

Narva-Jõesuu School started the programme in May-June 2012 with two courses due to the change of the educator. Learning in summertime was hard, it was clearly seen from the received feedback. As Narva-Jõesuu School is small it was not practical to divide the students into the groups; so practically everybody (around 20 students) got opportunity to participate in the courses, especially in 2013. The completed trainings are marked as electives in the study curricula.

Working methods were different courses (10 in Finland and 8 in Estonia), workshops, meetings, summer and autumn schools .

The Event Marketing Case-Marketing of Isaac Eliot at the Imatra Big Band Festival in 2013 was the highlight from in the opinion of the Finnish partners as they reflected at the evaluation. Theory and practice were interconnected here in such a way that the students got the basic knowledge about organizing and marketing of events first and 10 students implemented what they had learned in the real event. "It is nice when you can work on your own and there is no need to just sit in the classroom", said a student. The idea to market a young singer came from the students themselves. The students were divided into three groups with their responsibilities as follows: work with social media, posters` design, co-work with the sponsor - MacDonalds firm- and work with the potential visitors. The task was to make I.Elliott well-known in Imatra and the mission succeeded; students were pleased that they were trusted and encouraged by the teachers.

Estonian students liked written tasks in the summer and autumn school in 2012 the most because the Estonian learning model was more based on courses and practical tasks which were prepared by the Finnish teacher were of good variety. The international teams were formed during that work, and the students had an opportunity to practice knowledge and skills they had acquired at the courses of Communication and English. For local students practicing of English and decision making in teams were exciting, "I enjoyed when we communicated with our Finnish friends", said a participant. Students created together events for summertime in Narva-Jõesuu such as an orienteering game in the town, beach cinema, photo assignment, etc. Another task was to create a programme to visit the Imatria region by using information from the Internet. Students were pleased to be familiar with new touristic places and they practiced intercultural communication too.

The project has given a capacity to integrate tourism education elements into secondary school, and tourism training will be implemented according to the programme in Imatra Upper Secondary School thereafter too with own resources supported by Saimaa University of Applied Sciences. The continuation of activity without the EU support is the result and the impact of the project. The project team benefited from the project despite force majeure in Narva-Jõesuu: as the secondary school unit will be closed because of the general school reform we cannot implement the training programme in Narva-Jõesuu anymore. But Narva College of University of Tartu has got a training programme now and they are ready to implement it in other local schools. Students have positive attitude to the local universities and applied sciences. For example, Alina, who was last year student in the Narva-Jõesuu group, continued her studies in Narva College. Project partners have a plan to continue a co-work in tourism and education.

The courses which were completed and implemented:

## Saimaa University of Applied Science

Name of the course	<b>1.Basics of Tourism</b>
Work loads and methods	1 ECTS- 27 h-s workload for the students. Lectures (contact lessons) and companies visits, study materials in Moodle enviroment, individual work and distant learning
Teacher	Ilkka Lehtola
Language	Finnish
Target group	Imatran Yhteisluukio – Imatra Upper Secondary School September-Decemer 2011: 7 students September-Decemer 2012: 7 students
Overall goal	Integrated approach to introduce the tourism industry as the future workplace: 1.different parts of the tourism industry : hotels, catering and tourism services 2. tourism from the point of view of the professionals
Learning objectives	Linking theory and practise: getting to know tourism organizations/companies and their field of activities/responsibilities
Assessment	Tasks: History of Tourism (passed/failed) Learning Diary (0-5)
Short description	Structure of the lectures: Definition of the Tourism. Tourism history. Tourism geography. Sociology of tourism. Tourism industry. Sustainable tourism. World Tourism: fashion and regions. Tourism as a workplace

Name of the course	<b>2.Events and Program Services</b>
Workloads and methods	1 ECTS- 27 h-s workload for the students. Lectures (contact lessons) and companies visits, study materials in Moodle enviroment, individual work and distant learning
Lecturer	Ilkka Lehtola
Language	Finnish
Target group	Imatran Yhteisluukio - Imatra Upper Secondary School, September – December 2011 7 students
Overall goal	Students know various events and their significance from the point of view of customers and organizers. Students know the different events, the organizers and understand the importance of the orientation to customer in the planning and implementation.
Learning objectives	Event Service: <ul style="list-style-type: none"> <li>• Nature tourism events</li> <li>• Sporting Events</li> <li>• Well-being and health tourism events</li> <li>• Food Events</li> <li>• Cultural tourism Events</li> <li>• Adventure tourism Events</li> </ul> Definition:

	<p>Nature of event-feature  Time and duration-time  Participants, the public-people  Planning an event plan</p> <p>Event classification:  Cultural celebrations  Art and entertainment  Business and trade  Sport competitions  Private events  Educational and scientific  Recreational events  Political events</p>
Assessment	<p>Participation in the lectures, participation and observation of the event – learning diary based on event observation, exam (0-5)  Study materials in the Moodle environment</p>
Short description	<p>Task no1 Observation of the event  The observation fields are:  _ Booking, ticket sales (if there were tickets sold)  _ suitability of the space/venue for the event  _ technical level (sound and light)  _ first impression when entering the event  _ overall atmosphere  _ audience (amount, age, sex, local, tourists etc.)  _ programme  _ safety  _ food and drink (if served)  _ helpfulness and service level of personnel.</p> <p>Task no 2  -study notes about lectures</p>
Sources	<p>Allen, J. 2000. Event planning  Bowdin, G. et.al. (2003), EventsManagement  McDonnell. et.al. (1999), Festival and Special Event Management  Matkailun ohjelmapalvelut – Toimialaraportti 2009 (mm.TE-Keskus)  _ Lackman, P. &amp; Verhelä, P. 2003. Matkailun ohjelmapalvelut</p>

Name of the course Code and time	<b>3.Destination Estonia</b>
Workloads and methods	1 ECTS- 27 h-s workload for the students. Lectures/contact lessons in Finland, study excursion to Estonia (Narva-Narva-Joensuu), company visits in Narva-Joensuu,
Lecturer	Ilkka Lehtola
Language	Finnish
Target group	Imatran Yhteisluokio - Imatra Upper Secondary School, May – August 2012-4 students
Overall goal	Understanding of Estonia as a travel destination and travel market from the point of Finland

Learning objectives	Studying eastern part of Estonia especially the spa industry in the region of Narva-Jõesuu. Getting to know special location of Narva with its historical background.
Assessment	Active participation for the lessons before study trip to Estonia, participation for the professional visits to companies in Narva and Narva-Joensuu, participation of workshop in Estonia (passed/failed)
Short description	Preparing for the professional excursion was started before the trip, lessons were during the trip with the professional visits and workshop with Estonian partners.

<b>Name of the course</b>	<b>4.Basics of Hospitality Industry</b>
Workloads and methods	1 ECTS-27 h-s workload for the students. Contact lessons, study materials in Moodle enviroment, individual work and distant learning
Lecture	Ilkka Lehtola
Language	Finnish
Target group	Imatran Yhteisluokio - Imatra Upper Secondary School, September –December 2012-
Overall goal	The aim is to create overview of the hospitality industry in Finland
Learning objectives	Students were supposed to learn how to observe hospitality industry systematically when visiting companies or reading current news.
Assessment	Active partication during lessons, course assignment: Plan for the hotel (0-5)
Short description	During the lessons students learn to face open-minded domestic and international development of the industry participating actively in the talks about topics given during the lessons. Individual observation on hospitality units.

<b>Name of the course</b>	<b>5.Tourism and Hospitality English</b>
Time, workloads and methods	1 ECTS-27 h-s workload for the students. Contact lessons, exercises during lessons
Lecture	Jaana Häkli
Language	English
Target group	Imatran Yhteisluokio - Imatra Upper Secondary School, 9 students September –December 2012
Overall goal	Improving students listening, reading, writing and speaking skills in English related to tourism and hospitality
Learning objectives	Basic terms in tourism, customer service situations in the hospitality industry
Assessment	If you are attending less than 50% of the lessons, you will automatically fail the course. Exam (0-5)

Short description	Special-field terms in food and beverages, basic terms in tourism, customer service
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<b>Name of the course</b>	<b>6.Hotel operations</b>
Workloads and methods	1 ECTS- 27 h-s workload for the students. Lectures (contact lessons) and company visits
Lecturer	Ari Jäkälä
Language	Finnish
Target group	Imatran Yhteislukio - Imatra Upper Secondary School, 3 students September – December 2012
Overall goal	Students understand the different business ideas and types for hotels and understand the relationship between market, business idea and hotel operations.
Learning objectives	Students learn to make professional observation during visits on business units for hospitality industry – to know task and duties for the personnel on different departments. Students learn to reflect personal knowledge and skills during lessons, case studies and professional visits, to improve him-/herself as a future professional for the hospitality industry.
Assessment	Exam (0-5), skills test for hotel reservation system, group assignment
Short description	Practical studies based on theoretical introduction to festival marketing

<b>Name of the course</b>	<b>7.Destination Finland</b>
Workloads and methods	1 ECTS-27 h-s workload for the students. Contact lessons, study materials in the Moodle environment, independent work and distant learning
Lecturer	Jaana Häkli
Language	English
Target group	Imatran Yhteislukio - Imatra Upper Secondary School, 7 students January – April 2013
Overall goal	To understand Finland from foreigners' point of view and Finland as a tourist destination
Learning objectives	Speaking about Finland, creating a tour package for different areas of Finland
Assessment	If you attend less than 50% of the lessons, you will automatically fail the course. Course assignment (0-5).
Short description	Tourist areas of Finland, general knowledge of Finland, the image of Finland, special features of Finnish culture

<b>Name of the course</b> Code and time	<b>2.Events and Program Services</b> <b>Event Marketing – Case Isac Elliot at Imatra Big Band Festival</b>
Workloads and methods	1 ECTS- 27 h-s workload for the students. Lectures (contact lessons), visiting experts from the Imatra Big Band Festival organization (IBBF), participation on festival

	marketing
Lecturer	Ilkka Lehtola
Language	Finnish
Target group	Imatran Yhteisluokio - Imatra Upper Secondary School, 9 students May – August 2013
Overall goal	Orientation to festivals and festival marketing
Learning objectives	Basics of festival marketing, modern tools for festival marketing, segmentation of potential festival clients, understanding of practical actions on marketing
Assessment	Lectures, participation on festival marketing, learning diary (passed/failed)
Short description	Music festivals in Finland, Imatra Big Band Festival, festival marketing, stakeholders of the festivals, practical tools of IBBF marketing. Using Facebook group as a learning platform

Name of the course	<b>8. Hygieny Proficiency in Tourism Business</b>
Workloads and methods	1 ECTS- 27 h-s workload for the students. Lectures (contact lessons) and self studying materials on web-sites of Finnish Food Safety Authority Evira.
Lecturer	Leena Knuutinen-Kyckling
Language	Finnish
Target group	Imatran Yhteisluokio - Imatra Upper Secondary School, 6 students January – April 2013
Overall goal	To get basic knowledge of food hygiene while working in the food/tourism business.
Learning objectives	To get the Food Hygiene Proficiency Certificate, i.e. Hygiene Passport
Assessment	Hygieny proficiency examination, an accepted proficiency certificate issued by the Food Safety Authority
Short description	Structure of the lectures: Microbiology Food poisoning Hygienic working methods Personal hygiene Cleaning In-house control Legislation

<b>Name of the course</b>	<b>9. Intercultural Communication</b>
Workloads and methods	1 ECTS- 27 h-s workload for the students. Lectures (contact lessons) and an excursion to Helsinki with tasks there
Lecturer	Jaana Häkli



Language	English
Target group	Imatran Yhteisluokio - Imatra Upper Secondary School, 9 students October – 20 December 2013
Overall goal	Students understand the how cultural differences affect people's behavior especially while doing business. Students learn how to compare cultures and how to prepare themselves for trips to specific cultures.
Learning objectives	Topics for the contact lessons: <ul style="list-style-type: none"> <li>- Culture as an interdisciplinary phenomenon</li> <li>- Differences in communication</li> <li>- Hofstede's theory about cultural differences</li> <li>- What is told to foreigners about Helsinki</li> <li>- Group presentations on various business cultures</li> </ul>
Assessment	Teamwork including a presentation and a report (0-5).
Short description	Practical studies based on theoretical introduction to intercultural communication

Name of the course Code and time	<b>10 Duty Manager Licence Course</b>
Work loads and methods	1,5 ect. 40h-sworkload for the students. Lectures and individual work.
Teacher	Marja Antikainen
Language	Finnish
Target group	Imatran Yhteisluokio - Imatra Upper Secondary School, 9 students
Overall goal	Students know laws and regulations on selling alcoholic beverages in Finnish licenced restaurants.
Learning objectives	To pass the official duty manager test as specified by the authority Valvira.
Assessment	Duty manager test; pass/fail
Short description	Individual work with the topic. Students learn how to adapt the rules in practise.

### Narva College of the University of Tartu

Name of the course	<b>1.Basics of (tourism) service</b>
Workloads and methods	95 work hours, Contact lessons (35h), exercises during lessons
Lecture	Jelena Rootamm-Valter
Language	Russian and Estonian
Target group	Narva-Jõesuu Secondary School students May – August 2012 September-December 2012

Overall goal	Specific of services. How to find a common language with the customer. Key factors for the effective communication.
Learning objectives	Personal qualities, education, values, motivations for service providers
Assessment	Participation in the lectures and exercises
Short description	<ol style="list-style-type: none"> <li>1. Important issues: appearance, body language and talking; communication with clients and cultural differences, exercises to find solutions for different situations</li> <li>2. Exercises: situations in the tourism info point , beauty salon, library, etc</li> </ol> <p>Topics: Diction and intonation.  Expressions and their use in communication.  Communication by telephone.  Types of clients. Why clients ignore us? Why we lose customers?  Technics to understand expectations and problems.  Overcoming the barriers.  Active listening and alternatives for customers.  Customers with special needs and their services.  Complicated client  Why a customer should come again?  "Something else" - what does that mean?  Characteristics of service sector  Loyal customers and new customers.  Cultural differences.  How to serve clients whose culture you know little.  What is a "protocol". Protocol principles and rules.  What is a "etiquette". Principles and rules.  Code of Ethics.  Summary and reminder.  Exercises and solving situations: conflicts, their prevention and resolution,  Clients' informing, your employees' informing, table covering ABC.</p>
Sources	Ülo Mallene. Müük ja müügikorraldus kaupluses: müügikorralduse käsiraamat. Tallinn: Koolibri, 2005. Malle Karjatse. Miks klient rahul ei ole? Kuidas meeldida eesti kliendile? Tallinn : Ilo, 1998

Name of the course	<b>2. Psychology of communication</b>
Workloads and methods	95 work hours, contact lessons, exercises during lessons, incl 17 h lectures, 9h seminars and 4h practical tasks
Lecture	Maria Žuravljova
Language	Russian and Estonian
Target group	Narva-Jõesuu Secondary School students May – August 2012
Overall goal	Students got to know principles of psychology and skills of interpersonal communication through active learning techniques.
Learning objectives	<ol style="list-style-type: none"> <li>1 Students know principles of communication psychology</li> <li>2 Students know different communication psychology techniques</li> <li>3 Students pass the training and developing their interpersonal communication skills.</li> <li>4 Student has experience in team work.</li> <li>5 Students are able to apply the knowledge gained in practice</li> </ol>

Assessment	The course ends with the assessment, there are need to participate in training workshops and to fulfill exercises
Short description	Topics: <ol style="list-style-type: none"> <li>1. Basics of psychology of communication</li> <li>2. Roles, conflict. Human characteristics.</li> <li>3. Making a contact. Team work, cooperation</li> <li>4. Tests, exercises, roleplaying, individual work</li> </ol>
Sources	<ol style="list-style-type: none"> <li>1. Organisatsiooni-, juhtimis- ja suhtlemispsühholoogia alused. R. Alas. Eesti Haldusjuhtimise Instituut</li> <li>2. Suhtlemispsühholoogia. E. Trel. Tallinn 2006</li> <li>3. Suhtlemispsühholoogia. M. Nurmoja. Sisekaitseakadeemia 2002</li> <li>4. Suhtlemine. A. Kidron. Mondo 2004</li> <li>5. Tants ümber tööposti. Tallinn 2004</li> <li>6. Психология общения. М.С. Ефимова. Москва 2006</li> <li>7. Психология общения. Тайны эффективного взаимодействия. Р. Вердербер, К. Вердербер. Санкт-Петербург 2006</li> </ol>

Name of the course	<b>3.English of special purposes</b>
Workloads and methods	95 work hours, contact lessons, exercises 35 h
Lecture	Niina Raud
Language	English
Target group	Narva-Jõesuu Secondary School students May – August 2012
Overall goal	Goal is to provide vocabulary, conversation patterns and grammar structures necessary to develop communicative competence in the area of English for specific purposes (tourism).
Learning objectives	Upon completion of the course a student: <ul style="list-style-type: none"> <li>• has acquired tourism-specific vocabulary in the volume of the topics of the course;</li> <li>• has acquired, practiced and consolidated the conversation patterns introduced through the activities of the course;</li> <li>• is aware of and able to apply grammar structures necessary to speak on the topics of the course.</li> </ul>
Assessment	Course completion is assessed on the basis of participants' achievement of the learning outcomes of the course.
Short description	<b>Module I: Inside the Travel Industry</b> <i>Topics:</i> <ul style="list-style-type: none"> <li>• Tour operators</li> <li>• Brochures and publicity</li> <li>• Travel agents</li> <li>• Accommodation - types and trends</li> <li>• Choosing a holiday</li> <li>• Visas, regulations and insurance</li> </ul>

	<ul style="list-style-type: none"> <li>• Before you go - advice from the experts</li> <li>• Ferries and cruises</li> <li>• Rail and coach travel</li> <li>• Air travel</li> <li>• Career in tourism</li> </ul> <p><b>Module II: Tourist Information</b></p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Accommodation - finding the right place</li> <li>• Car hire and road directions</li> <li>• Welcome Do's and don'ts for your safety and security</li> <li>• Local food and culture</li> <li>• Restaurants - understanding the menu</li> <li>• The hotel reception - dealing with complaints</li> <li>• When things go wrong - health and other problems</li> <li>• Advice on the weather, shopping and sightseeing</li> <li>• History and heritage - monuments and museums</li> <li>• Guided tours - city walks and local tours</li> <li>• Wish you were here! - writing home</li> </ul>
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Name of the course	<b>4.Basics of Tourism</b>
Workloads and methods	35h contact lessons, 95h workload. Lectures, seminars, group work, tests, exercises, work with literature
Lecture	Katri Raik
Language	Estonian and Russian
Target group	Narva-Jõesuu Secondary School students
Overall goal	<p>Upon completion of the course the learner:</p> <ul style="list-style-type: none"> <li>• knows concepts of tourism (including forms of tourism), tourism (including tourism demand and supply) , basic documents and law</li> <li>• has an overview of the different target groups, travel motivations, expectations and needs</li> <li>• ability to describe and compare the different types of tourism</li> <li>• knows the major Estonian and world tourism organizations and their activities</li> <li>• understands the economic impact of tourism factors and linkages with other sectors of tourism</li> <li>• ability to estimate the tourism development (the current)</li> <li>• ability to identify and use information sources and thematic vocabulary</li> </ul>
Learning objectives	The course provides a basic understanding of the tourism economy (including the history and evolution of tourism, tourism in Estonia, tourism sectors, services, etc.), and will help to create linkages with other sectors.
Assessment	Active participation in the lectures
Short description	<ol style="list-style-type: none"> <li>1. Tourism definition, history, development, and relationships with other sectors. Tourism Forms and types of tourism.</li> <li>2. Estonian and international tourism organizations and associations, and their areas of activity and influence. Estonian legislation and the National Tourism Development Plan.</li> <li>3. Types of tourism business: travel agency, tour operator, accommodation, transport and</li> </ol>

	<p>tourism-related businesses. <b>Info center</b></p> <p>4. Tourism Economy and Environment. Classification of travelers and tourists. Objectives of visits, tourist motivations, needs and expectations. Visitor experience. Travel and tourism products and services (travel, transport, accommodation, food services, tourist attractions).</p> <p>5. The demand and supply of tourism services. Tourism impact, and future trends. Basic vocabulary in Estonian and English. Tourist information sources</p> <p>.</p>
	<p>Tooman, H. 2010. Kuidas kasvab turismipuu? Tallinn: Argo</p> <p>Jakobson, J. 2002. Turismi alused. Tallinn: REKK.</p> <p>Goeldner, C. R., Brent Ritchie, J. R. 2009. Tourism: Principles, Practices, and Philosophies. New Jersey: John Wiley &amp; Sons, 11th ed. (võivarasem väljaanne)</p> <p>UNWTO [www.unwto.org] ja ETC [www.etc-corporate.org]</p> <p>Puhka Eestis. [www.puhkaeestis.ee] sh turismistatistika</p>

<b>Name of the course</b>	<b>5. Tourism and its development in Estonia and Eastern Virumaa</b>
Workloads and methods	35h contact lessons, 95h workload. Lectures, seminars, group work, analyzes and discussions, work with literature
Lecture	Mai-Liis Palginõmm
Language	English
Target group	Narva-Jõesuu Secondary School students September – December 2012
Overall goal	The students acquire knowledge about Estonia as a tourism destination, learn about different regions of Estonia, about tourism destinations and specifics of Ida-Viru County. Students know tourism development plans and initiatives, in general as well as in East-Viru region.
Learning objectives	<p>a student</p> <ul style="list-style-type: none"> <li>- Can describe Estonia as a tourism destination, incl overall data, characteristics and preferences.</li> <li>- Can show attractions and destinations of Estonia on the map and bring out the specifics and services.</li> <li>- Can give the suggestions for a visit: restaurants, architecture, interactive museums, theme parks and cultural heritage, etc</li> </ul>
Assessment	Course completion is assessed on the basis of participants' achievement of the learning outcomes of the course and group works.
Short description	<p>1 Introduction. Number of tourists, preferences, countries, etc. History of Estonia, specifics of different regions and tourist types. Estonia as a tourism destination, and tourism product. Socio-cultural, economical and ecological impacts. Tourism development at the national level.</p> <p>2 Tourism in Ida-Viru County - the different regions and their specifics. Ida-Viru resorts (group work - SWOT). Regional tourism development plans.</p> <p>3. Marketing, strategic and tactical planning in tourism. Sustainable development. Principles of tourism planning process. Destination marketing and development. Market segments and targets, situation analysis. Discussion, analysis of the image of the local area.</p>

	<p>4. Tourism marketing (product, price, marketing, support, positioning, packages, partnership programs, etc.). Personal sales. Internal Marketing. Relationship Marketing. Tourism Publications. Advertise channels. E-Marketing</p> <p>5. Case studies: destination and business profile.</p> <p>Group work: profiling of company / region</p>
Sources	<p>Enterprise Estonia (<a href="http://www.eas.ee">www.eas.ee</a>)</p> <p>Tourism web (<a href="http://www.puhkaeestis.ee">www.puhkaeestis.ee</a>)</p> <p>Estonian Institute (<a href="http://www.estonica.org">www.estonica.org</a>)</p> <p>Tooman, Heli ja Rekkor, Sirje (2011) Turismiturundus. Tooman, Heli ja Müristaja, Heli. (2008) Turismisihtkoha arendus ja turundus.</p> <p>Morrison, Alastair. M. (2002) Hospitality and Travel Marketing. Third edition.</p> <p>Kuusik, A. ; Virk, K.; Aarna, K.; Sepp, L.; Seppo, M.; Mehine, T.; Prinsthal, I. (2010) Teadlik turundus.</p> <p>United Nations World Tourism Organization UNWTO (<a href="http://www.unwto.org">www.unwto.org</a>)</p> <p>World Travel &amp; Tourism Council WTTC (<a href="http://www.wttc.org">www.wttc.org</a>)</p>

Name of the course	<b>6.Guides Training</b>
Workloads and methods	95 work hours, contact lessons (35h), exercises, excursions, independent work
Lecture	Katri Raik
Language	Estonian
Target group	Narva-Jõesuu Secondary School students
Overall goal	The goal is to provide knowledge to young Narva-Jõesuu people about the home area: nature, historical and cultural heritage; to make them value more and keep their home. The goal is to give them the ability to introduce the area to guests.
Learning objectives	<p>The course will provide theoretical and practical knowledge about Narva, Narva-Jõesuu, Sillamae and Sinimäe nature, history and the present day (the population and its characteristics, cultural background, social issues, environmental issues and industry, etc.).</p> <p>A trip to Narva-Jõesuu.</p>
Assessment	Participation in the lectures. Work with the study materials, the preparation of travel routes
Short description	<p>1 Introduction. General information, history of Ida-Viru County and the most important time periods (Narva, Narva-Jõesuu, Sillamäe).</p> <p>Attractions, sights, nature and its characteristics.</p> <p>2. Industrial heritage of the region, trends in migration (immigration and emigration). Industry and population (education, population, culture, business, environment, industry, statistics, etc.).</p> <p>Environment and environmental problems.</p> <p>3. Establishment and history of Narva. Historical periods, famous people, sights. Neighbouring places and a route to Narva-Jõesuu. History of Ida-Viru County resorts. Sinimäed (Blue Hills) and their role in history. Excursions in Narva and Narva-Jõesuu.</p>

<b>Name of the course</b>	<b>7. Project Management</b>
Workloads and methods	95 work hours, contact lessons (35h), exercises during lessons

Lecturer	Jaanus Villiko
Language	Russian and Estonian
Target group	Narva-Jõesuu Secondary School students January – April 2013
Overall goal	The goal is to provide a theoretical and practical knowledge of strategic planning in the field of tourism projects. Students are able to plan and prepare tourism projects; they are familiar with the financing sources for the projects. The aim is to develop strategic planning skills too.
Learning objectives	Trainees are able to plan and prepare tourism projects; they are familiar with the project financing sources. Trainees develop strategic planning skills.
Assessment	Participation in lectures and completion of exercises are required
Short description	Project definition and classification. The project idea, problem, purpose, title. The target group, partners, activities, and schedule. Project budget, risks, analysis. Project financing - Estonian and EU instruments and sources of support. The project documentation. The project plan. Independent reading.
References	EU structural funds, the opportunities in the 2014-2020 programming period <a href="http://www.praxis.ee/fileadmin/tarmo/Projektid/Valitsemine_ja_kodanike%C3%BCChiskond/2014_SV_2014-2020_planeerimine_mottehommik_12102011.pdf">http://www.praxis.ee/fileadmin/tarmo/Projektid/Valitsemine_ja_kodanike%C3%BCChiskond/2014_SV_2014-2020_planeerimine_mottehommik_12102011.pdf</a> Perioodi 2007–2013 struktuuritoetuse kulude abikõlblikkuse või mitteabikõlblikkuse määramise tingimused ja kord - <a href="https://www.riigiteataja.ee/akt/13208503?leiaKehtiv">https://www.riigiteataja.ee/akt/13208503?leiaKehtiv</a> Projektijuhtimine. A. Perens, 2001 Projektiplaani koostamine. A. Perens - <a href="http://www.siseministeerium.ee/failid/Projplaani_koostamine.rtf">www.siseministeerium.ee/failid/Projplaani_koostamine.rtf</a> Projektijuhtimine. Praktiline käsiraamat näidisprojektiga. S. Salla Rahvusvahelise projektijuhtimise käsiraamat - <a href="http://www.siseministeerium.ee/300/">http://www.siseministeerium.ee/300/</a> Riigihangete seadus - <a href="https://www.riigiteataja.ee/akt/13191371?leiaKehtiv">https://www.riigiteataja.ee/akt/13191371?leiaKehtiv</a> SWOT-analüüs - <a href="http://www.juhtimine.ee/763602/swot-analuus/">http://www.juhtimine.ee/763602/swot-analuus/</a> T-Kit käsiraamat Projektijuhtimine - <a href="http://euroopa.noored.ee/files/T-Kit_03_Projektijuhtimine.pdf">http://euroopa.noored.ee/files/T-Kit_03_Projektijuhtimine.pdf</a> Когда есть идея, но нет денег. Практические рекомендации по разработке успешного проекта и бизнес-плана. Нарвский бизнес центр

<b>Name of the course</b>	<b>8. Multicultural communication</b>
Workloads and methods	95 work hours, contact lessons 35h , individual work-35 h
Lecturer	Jelena Nõmm
Language	Estonian
Target group	Narva-Jõesuu Secondary School students
Overall goal	The course objective is to develop students` knowledge and competence in the field of intercultural communication. The main task of the course is to help the students to

	understand multiculturalism
Learning objectives	The course will provide knowledge about ethno-cultural interaction, teach to use the theoretical analysis by specific situations of intercultural communication. Students learn to recognize the signs of ethnocentrism in their behaviour and thinking. Students learn to identify the behavioural traits which are caused by culture and to analyze the problems in multicultural society.
Assessment	Participation in the lectures. Work with the study materials.
Short description	Culture and cultural diversity in the world. The formation and development of multicultural communication. Multicultural communication in the USA and Europe. Intercultural communication as an academic discipline and its content. The definition of culture and the main methodological approaches. Important components of culture. The ways of socialization. Ethnocentrism and cultural relativism. The concept of cultural identity. Culture and communication, intercultural communication characteristics. Intercultural communication theory (E. Hall, G. Hofstede). Adaption to an unfamiliar culture. Culture shock: causes and factors and how to overcome it. Verbal, non-verbal and para-verbal communication, conversation styles. The problem of understanding in multicultural communication. The process of perception and its main determinants. The interpersonal attractiveness in multicultural communication. Interpretation of the behavior and its role. Stereotypes and prejudice in multicultural communication. Formation of stereotypes and importance in multicultural communication. Formation of stereotypes and importance in multicultural communication. Conflicts between cultures. Russian-Estonian intercultural communication and multicultural Ida-Viru County. The perspectives of development in multicultural society. EU legislation.

<b>Name of the course</b>	<b>Psychology of communication 2</b>
Workloads and methods	35 work hours, contact lessons 28h individual work 7h Seminar, videos, pictures, test, group and individual work
Lecturer	Sergei Dzalalalov
Language	Estonian and Russian
Target group	Narva-Jõesuu Secondary School students
Overall goal	The development of communication skills especially in service sector
Learning objectives	Students acquire knowledge in the basics of team work and Internet communication. Students participate in the Forum Theatre “Conflict”. Students practise public speaking.
Assessment	Participation in the lectures. Work with the study materials.
Short description	Training about the communication in the team. Virtual communication. Forum-theatre “Conflict”. Public speeches training. Tasks: E-mail writing, the subject is tourism. Public speech about tourism services, the speech is prepared by max 4 persons in a group and presentation time is 10 min.