
DELIVERABLE 5.3

Train-the-Trainers: gamification and new training tools Syllabus

M25 – October 2025

PROJECT: COASTAL PRO

Game-based Learning of Entrepreneurship and Next-Generation Skills in Coastal Tourism



Co-funded by
the European Union

This project has received funding from the European Union's Maritime and Fisheries Fund under the Grant Agreement No. 101124745

Dissemination level		
PU	PUBLIC	X
PP	Restricted to other PROGRAMME PARTICIPANTS (including the Commission Services)	
RE	RESTRICTED to a group specified by the consortium (including the Commission Services)	
CO	CONFIDENTIAL only for members of the consortium (including the Commission Services)	

Authors and Contributors

Partner	Name
AUTH	Fani Galatsopoulou

Reviewers

Partner	Name
AUTH	Clio Kenterelidou
SCK	Odysseas Spyroglou

Table of Contents

1	Executive Summary	5
2	Purpose & Fit.....	6
2.1	Objective of this document	6
2.2	Importance and Use	6
2.3	Document structure	7
3	The Vision of CoastalPro	8
3.1	Coastal Tourism and the Blue Economy	8
3.2	Sustainability in Coastal Tourism.....	8
3.3	The Blue Economy as a Skills and Innovation Ecosystem	9
3.4	Why CoastalPro Training matters.....	9
3.4.1	<i>The CoastalPro Quest: A game-based learning experience.....</i>	<i>9</i>
3.5	Target Groups and Learning Objectives	10
4	The CoastalPro Online Environment	11
5	The CoastalPro Learning Philosophy and Pedagogical Framework.....	13
5.1	Autonomous online learning for sustainable coastal tourism.....	13
5.1.1	<i>The trainer’s role in an online learning environment</i>	<i>13</i>
5.2	From Online Learning to Educational Integration	14
5.3	Teaching and Learning Strategies across Educational Settings	14
5.3.1	<i>Higher Education learning models and approaches.....</i>	<i>14</i>
5.3.2	<i>Vocational Training learning models and approaches.....</i>	<i>15</i>
5.3.3	<i>Informal and non-formal learning models and approaches.....</i>	<i>15</i>
6	Learning Scenarios Samples for Higher Education	16
6.1	Scenario 1 – Coastal Tourism and Sustainability	16
6.2	Scenario 2 – Designing a Coastal Tourism Experience.....	18
6.3	Scenario 3 – Entrepreneurial Challenge	20
6.4	Scenario 4 – Coastal Destination Analysis with the European Atlas of the Seas	22
7	Learning Scenarios Samples for VET	25
7.1	Scenario 1 – Building a Sustainable Coastal Destination Plan	25
7.2	Scenario 2 – Destination Planning with the European Atlas of the Seas.....	27
8	Learning Scenarios Samples for informal and non-formal education	29
8.1	Scenario 1 – Our Coast, our story	29
8.2	Scenario 2 – Young Blue Entrepreneurs	31
9	Conclusion.....	33
10	References	34
11	ANNEXES	35
11.1	ANNEX 1 – Designing The CoastalPro Learning Experience.....	35
11.2	ANNEX 2 – Scenario Design Worksheet.....	36
11.3	ANNEX 3 – Assessment Rubric	37
11.4	ANNEX 4 – The European Atlas Of The Seas.....	38
11.5	ANNEX 5 – Templates for the Blue Entrepreneur Game	39

Glossary

Abbreviation / Acronym	Meaning
CINEA	European Climate, Infrastructure and Environment Executive Agency
EC	European Commission
EU	European
EMFAF	European Maritime and Fisheries Fund
EMODNET	European Marine Observation and Data Network
NGOs	Non-Governmental Organisations
UC	Usage Cases
VET	Vocational Education and Training

1 Executive Summary

The *CoastalPro Train-the-Trainers: gamification & new learning tools syllabus* (Deliverable D5.3) provides the pedagogical and practical foundation for using the CoastalPro Quest within different educational settings. This gamified online learning tool is designed to provide basic knowledge, offer inspiration and promote skills development, sustainability awareness, and entrepreneurship in coastal tourism.

This document serves as a guide and is a cornerstone of the CoastalPro capacity-building approach, offering educators, trainers, and facilitators a suggested methodology for integrating the CoastalPro learning modules into diverse educational and training settings, including **higher education, vocational training, and informal/non-formal learning** environments.

The document:

- Presents the **vision and rationale** of CoastalPro, linking it to the Blue Economy, sustainability, and the European Green Deal objectives.
- Describes the **structure and functionality** of the CoastalPro Quest and its six interactive modules: *The Stay, The Experience, The Adrenaline, The Environment, The Brand, and The Business*.
- Explains the **pedagogical framework** underpinning the project, grounded in autonomous, self-paced learning, gamification, and peer-reviewing.
- Provides **ready-to-use learning scenarios** with objectives, learning outcomes, and evaluation tools tailored to specific contexts and learner profiles.
- Offers **resources and sample templates** to support trainers in planning and implementing different learning scenarios.

Through this guide, CoastalPro seeks to empower educators to act as **enablers of transformation**, guiding learners to connect knowledge with action, creativity with sustainability, and digital learning with real-world application.

As part of the broader CoastalPro strategy, which includes community engagement, on-the-job training, and educator support, Deliverable D5.3 ensures that the project's educational innovations remain accessible, adaptable, and impactful beyond the project's duration.

2 Purpose & Fit

2.1 Objective of this document

This document provides a complete framework for planning, implementing, and evaluating learning experiences using the CoastalPro Quest. Trainers will find:

- **A pedagogical foundation**, explaining the educational philosophy, learning theories, and frameworks that underpin CoastalPro's design.
- **Guidelines for integrating the CoastalPro Quest** into diverse educational settings for higher education, vocational training, non-formal, and informal learning.
- **Ready-to-use learning scenarios** that demonstrate how to combine online and offline activities in blended formats.
- **Evaluation and facilitation strategies** to enhance learner engagement, motivation, and impact measurement.

2.2 Importance and Use

In recent years, the coastal and maritime sectors have faced rapid transformation due to climate change, digitalisation, new tourism models, and sustainability imperatives. These shifts demand not only new technical skills but also new ways of learning and teaching, which foster critical thinking, creativity, and a sense of environmental responsibility.

This document responds to these needs by equipping trainers with:

- **Pedagogical strategies** to deliver engaging, blended learning experiences.
- **Conceptual and methodological approaches** to link theory and real-world application.
- **Practical examples and scenarios** that connect local contexts with global sustainability goals.

Through the CoastalPro Quest, learners gain **autonomous, self-paced access to interactive online modules** that develop foundational competencies in coastal tourism, ESG, experience design, and entrepreneurship.

This document serves as a guide and helps trainers translate that digital learning into guided, reflective, and applied hands-on activities.

Educators can use this document in several ways:

- As a **syllabus design reference**, when developing new modules or courses on sustainable tourism, coastal management, or Blue Economy topics.
- As a **facilitation guide**, when planning workshops, youth labs, or blended training sessions incorporating the CoastalPro Quest.
- As a **community resource**, for sharing practices, co-creating new learning scenarios, and contributing to the CoastalPro learning community.

Trainers are encouraged to use the content of this document **creatively**, adapting the examples, combining scenarios, and developing their own materials based on the CoastalPro philosophy.

2.3 Document structure

This document provides an overview of the CoastalPro training framework and a practical guide for educators who wish to integrate the CoastalPro Quest into formal, vocational and informal learning settings.

Its structure is simple:

Chapter 1 – Executive Summary introduces the document’s aims, context, scope and core content.

Chapter 2 – Purpose & Fit defines the objectives, pedagogical value, and intended use of the document.

Chapter 3 – The Vision of CoastalPro provides a conceptual foundation for the project, describing the links between coastal tourism, the Blue Economy, sustainability, and skills development.

Chapter 4 – The CoastalPro Online Environment presents the structure, functionality, and learning mechanics of the CoastalPro Quest platform.

Chapter 5 – The CoastalPro Learning Philosophy and Pedagogical Framework explains the educational principles underpinning the training approach, including self-paced learning, gamification, and blended integration across educational contexts.

Chapters 6–8 – Learning Scenarios Samples provide ready-to-use and adaptable examples for different educational settings (Higher Education, Vocational Education and Training, and Informal/Non-Formal Education). Each scenario includes objectives, structure, resources, and evaluation guidelines.

Finally, **chapter 9** includes the references used for the content of this document and the **Annexes in chapter 10** supply templates and support tools to facilitate learning scenario design, implementation and evaluation.

3 The Vision of CoastalPro

3.1 Coastal Tourism and the Blue Economy

The coastal and maritime tourism industry dominates the EU Blue Economy and drives significant economic growth and employment (European Commission, 2025). It connects local communities, natural heritage, and innovation, shaping the social and environmental fabric of coastal regions. Within the European Union, coastal and maritime tourism represent the largest segment of the Blue Economy, driving growth, employment, and sustainable development along Europe's 68,000 km of coastline.

According to the [EU Blue Economy Report 2025](#) (European Commission, 2025), the Blue Economy as a whole, encompassing all ocean and marine-related industries such as fisheries, aquaculture, shipping, ports, renewable energy, and biotechnology, generated approximately EUR 890.6 billion in turnover and EUR 250.7 billion in gross value added (GVA) in 2022. It directly employed nearly 4.9 million people across the EU, representing a 16% increase from 2021.

Within this broad maritime ecosystem, coastal tourism generates the largest share of employment in the EU Blue Economy. In 2022, it contributed to the full post-pandemic recovery of Europe's coastal regions, generating over EUR 260 billion in value and sustaining approximately 2.6 million jobs.

3.2 Sustainability in Coastal Tourism

The *Blue Economy Report 2025* underlines that the Blue Economy is not only about maritime industries. It is also about **sustainable livelihoods, innovation, and resilience**. However, the report also warns that coastal regions are on the frontline of climate change. Rising sea levels, erosion, and biodiversity loss threaten both natural ecosystems and the communities that depend on them. Approximately 72,000 people in the EU are already affected by coastal flooding each year, and without stronger adaptation measures, annual damages could rise to EUR 137–814 billion by 2100.

Climate change is projected to have a strong impact on the Coastal Tourism sector. The rising temperature, rising sea level and increased frequency of extreme weather events will affect and alter the natural environments and ecosystems that are the essence of coastal tourism. Consequently, also the livelihoods of communities that depend on Coastal Tourism will be affected.

The **demand for sustainable tourism** is rising. According to the Blue Economy Report 2025:

'A Eurobarometer survey on the attitudes of European tourists revealed that 43% of travellers consider the natural environment a key factor when choosing their destination, while 82% of respondents are willing to adopt more sustainable practices. With regard to supply, an increasing number of businesses, including SMEs, recognise the importance of sustainability and seek formal recognition for their efforts. The EU Ecolabel, a mark of environmental excellence awarded by the EU, or other EN ISO-14024 Type-I ecolabels, serve as instruments to support this transition. The competitiveness of the EU tourism industry will largely depend on its ability to align with these evolving consumer expectations and sustainability requirements. The European tourism agenda for 2030 also sets out a strategic vision for advancing the green transition of the tourism ecosystem, encompassing transport, attractions, and hospitality services. It encourages the creation of conditions and incentives to enhance the circularity of tourism services, including waste management, water conservation, and energy efficiency.'

3.3 The Blue Economy as a Skills and Innovation Ecosystem

The [Study to Support and Design Skills for the Blue Economy](#) (European Commission, 2025) emphasises that the sector's transformation demands a new generation of “blue professionals” with interdisciplinary, future-oriented skills.

These skills are not limited to traditional maritime jobs; they extend across tourism, technology, communication, the circular economy, and environmental management.

According to the study for the Blue Economy Skills, there is a growing **demand for professionals capable of designing and managing sustainable coastal experiences, eco-tourism ventures, and climate adaptation initiatives.**

Educators and trainers play a central role in bridging this gap. By integrating Blue Economy learning into curricula and community activities, they can inspire new career pathways, foster entrepreneurial thinking, and empower learners to become agents of coastal transformation.

3.4 Why CoastalPro Training matters

The **CoastalPro project** was created to respond to the changing landscape of coastal and maritime economies and the growing need for **education that connects ocean literacy, sustainability, and entrepreneurship.**

Its purpose is to help educators, learners, and professionals develop the skills, mindsets, and creativity needed to transform the Blue Economy into a driver of sustainable and inclusive growth. CoastalPro supports the European Commission's priorities for a competitive, resilient, and climate-neutral Europe — in line with the **European Ocean Pact (2025)**, which envisions oceans as a shared space of prosperity, innovation, and restoration.

At its core, CoastalPro promotes the belief that **you cannot protect and exploit in a sustainable way what you do not understand.** By linking **ocean literacy** with **entrepreneurial skills**, the project equips learners to explore how coastal environments, local communities, and tourism systems interconnect. It invites them to think critically about the impact of human activity, design creative solutions, and act as **change agents for sustainable coasts.**

3.4.1 *The CoastalPro Quest: A game-based learning experience*

To bring its vision to life, CoastalPro has developed an online platform — the **CoastalPro Quest** — a gamified online learning environment where learners embark on an interactive journey through the world of coastal tourism.

Through a series of **missions, quizzes, and creative challenges**, participants:

- Explore **real-world coastal scenarios** grounded in sustainability principles;
- Apply **entrepreneurial and systems thinking** to design solutions for local challenges;
- Focus on their home countries and local coastal areas;
- Earn **points, badges**, that recognise their learning progress;

- Engage themselves in a **final project** that has as a core idea to **design a coastal tourism experience** and transform it into a product or service

Each mission combines storytelling, simulation, and reflection, enabling participants to learn not only from content but from **experience and real-world case studies**. Trainers can facilitate these activities in formal classrooms, workshops, or informal learning spaces — adapting them to the learners’ background and local coastal context.

The Quest embodies CoastalPro’s **pedagogical philosophy**: learning is most effective when it is active, meaningful, and connected to real life. By integrating **game-based learning mechanics** with **sustainability education**, CoastalPro fosters curiosity, motivation, and collaboration, which are key drivers for lifelong learning.





Beyond the digital platform, CoastalPro offers a **comprehensive educational framework** that educators can integrate into diverse training environments. Its approach encourages learners to discover the value and vulnerability of coastal ecosystems and create innovative tourism ideas that balance the environmental, social, and economic needs of local coastal communities.

3.5 Target Groups and Learning Objectives

The CoastalPro Training Program is designed to serve four distinct cohorts:

- Cohort 1, **skilling students** from any discipline (level: Beginner)
- Cohort 2, focusing on **upskilling recent graduates** from hospitality and related fields (Level: Beginner to Intermediate)
- Cohort 3, aims at **reskilling young professionals and entrepreneurs** early in their careers (Level: Advanced)
- and Cohort 4, **inspiring young entrepreneurs** to create new tourism products (Level: Advanced)

Although the program maintains a consistent core of fundamental concepts and competencies in coastal tourism, its modular design — combined with varied learning scenarios and adaptable implementation across educational contexts — enables alignment with the distinct learning outcomes and needs of each audience.

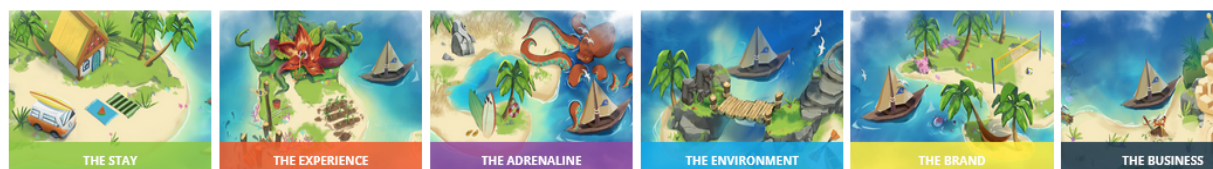
Skilling: New Generation	Up-skilling: Young Graduates	Re-skilling: Professionals	Inspiring: Young Entrepreneurs
			

4 The CoastalPro Online Environment

Educators and learners access the Quest through the **CoastalPro platform** (<https://project-spaces.eu/coastalpro>)

<h3>Skilling: New Generation</h3> <p>(FOR STUDENTS & GRADUATES NEW TO TOURISM)</p> <p>Gain essential skills and insights into coastal tourism, entrepreneurship, and sustainability. Perfect for students from any field looking to expand career opportunities.</p> <p>START MY JOURNEY (SKILLING)</p>	<h3>Up-Skilling: Young Graduates</h3> <p>(FOR HOSPITALITY & TOURISM STUDENTS, GRADUATES AND YOUNG PROFESSIONALS)</p> <p>Enhance your expertise with advanced knowledge and industry-specific skills that will boost your career prospects in tourism. Ideal for those in hospitality, business, and related industries.</p> <p>BOOST MY CAREER (UP-SKILLING)</p>
---	--

Explore the CoastalPro Modules



The platform offers:

- A **user-friendly interface** adaptable for both desktop and mobile devices.
- **Interactive modules** with embedded media, storytelling, and tasks.

- **Discussion and collaboration spaces** for teamwork and peer learning.
- **Progress tracking tools** for both learners and trainers.

Trainers can use the platform's built-in features to **monitor participation, give feedback, and adapt content** according to group needs.

*For more information about the platform and content overview, the game mechanics and platform configuration, see ' **D3.4 Final Platform Report** '*

5 The CoastalPro Learning Philosophy and Pedagogical Framework

5.1 Autonomous online learning for sustainable coastal tourism

The CoastalPro pedagogical framework focuses on developing competencies, values, and attitudes essential for active participation in the Blue Economy and the wider framework of Education for Sustainable Development (ESD).

The training programme supports autonomous, self-paced and self-regulated learning and the six modules are presented in a linear structure to build an easy learning pathway. Its design reflects the current paradigm shift in education: from traditional instruction to learner-centred, flexible, and digitally mediated learning.

Digital learning environments such as CoastalPro extend the reach of education beyond physical classrooms. They support inclusivity by allowing learners from different geographical, linguistic, and social backgrounds to access quality content at their own pace. In remote coastal regions, seasonal, or under-resourced, such digital tools can bridge gaps in training provision and ensure equal opportunities for lifelong learning and upskilling.

The value of the CoastalPro Quest lies not only in what it teaches but in *how* it enables learning. The platform embodies key principles of self-directed and autonomous learning (Knowles, 1984; Hase & Kenyon, 2000), encouraging users to take ownership of their progress and reflect on their own understanding. The content design emphasises autonomy and competence as core motivators. Points, badges, and progress indicators provide feedback and recognition, while the progressive structure of the Quest sustains engagement through curiosity and achievement.

5.1.1 *The trainer's role in an online learning environment*

Although CoastalPro is designed for self-paced use, educators can play a vital role in integrating it into structured learning environments. Trainers may act as facilitators of connection and reflection, not as instructors of the platform's content.

Their role includes:

- Introducing learners to the purpose, structure, and learning outcomes of the Quest.
- Monitoring learners' progress.
- Encouraging reflection, peer exchange, and critical dialogue after learners have completed missions.
- Moderating group discussions, organizing masterclasses, and peer reviewing processes.

In this model, trainers become **bridges between the digital learning environment and real-world application**. They enable learners to transform autonomous online experiences into meaningful learning outcomes.

5.2 From Online Learning to Educational Integration

While the CoastalPro Quest is a self-contained digital resource, its greatest impact emerges when embedded within structured learning scenarios. These scenarios connect autonomous digital learning with collective reflection, project work, and community engagement.

The case scenarios and examples in this report include:

- **Higher education**, integrating the Quest, for example, into tourism, environmental communication, or entrepreneurship courses as a preparatory or reflective module.
- **Vocational training**, using the Quest as a flexible online component of blended learning programs on sustainable destination management, ESG and sustainability in coastal tourism, destination branding, tourism experience design and branding.
- **Informal education**, combining it with workshops, local heritage walks, or youth projects focused on ocean literacy and coastal stewardship.

In all cases, the CoastalPro framework promotes blended learning, combining the autonomy of online exploration with guided interaction. This combination reflects the contemporary models of digital lifelong learning, which are tailor-made, participatory, and purpose-driven.

5.3 Teaching and Learning Strategies across Educational Settings

5.3.1 Higher Education learning models and approaches

Higher Education increasingly adopts **blended learning models** (Castro, 2019) that combine online self-paced learning with structured face-to-face synchronous engagement.

This model can align with the CoastalPro Quest, offering autonomous exploration supported by guided reflection and academic framing.

The **flipped classroom approach** (Agirman and Ercoskun, 2022), where students engage with learning materials independently before class, further enhances the pedagogical potential of the CoastalPro Quest. It enables trainers to use classroom time for active learning, critical discussion, and reflection on knowledge, rather than content delivery.

Teaching and Learning Strategies

The suggested learning model requires three phases:

- a. the **Pre-class phase**, which is online and autonomous. Students complete each module within a specific time frame, learn new concepts, and acquire new knowledge. The goal is to build fundamental knowledge, motivation and curiosity.
- b. the **In-class phase**, which is facilitated by the instructor. Students reflect on their knowledge and participate in group activities and discussions, and analyse real-world case studies.
- c. the **post-class phase**, which can be autonomous self-paced or collaborative project-based. Students are asked to produce something. It can be a short assignment according to the subject they are studying or they can complete the CoastalPro final project, in pairs/ groups/ or individually.

5.3.2 Vocational Training learning models and approaches

Vocational Education and Training (VET) focuses on competence-based learning, emphasising practical application, problem-solving, and direct relevance to professional contexts. The CoastalPro Quest serves as an ideal online component of **blended, work-oriented learning**, enabling participants to explore sustainability and innovation themes before, during, or between hands-on sessions. The learning by doing principle, grounded in the experiential learning theory (Kolb, 1984) is central to vocational pedagogy. Learners actively apply digital insights to projects, case studies, or workplace scenarios.

Teaching and Learning Strategies

The suggested learning model also requires three phases:

- a. the **preparatory phase**, which is online and autonomous. Learners complete each module within a specific time frame, learn new concepts, and acquire new knowledge. The goal is to build fundamental knowledge, understand examples, case studies, and good practices before practical engagement.
- b. the **practice phase**, which is facilitated by the trainer. Learners work in groups and engage themselves in role play activities, and simulation projects. The goal is to translate digital learning into professional practice.
- c. the **evaluation phase**, serves as a feedback session and is facilitated by the trainer. Self- assessment activities and discussions on the outcomes provide deeper understanding and foster self-efficacy.

5.3.3 Informal and non-formal learning models and approaches

In non-formal and informal contexts, such as youth organisations, NGOs, local community projects, or initiatives, learning is usually **interest-driven, participatory, and context-specific**. CoastalPro can foster inspiration, **engagement, reflection, and local action**, connecting global sustainability concepts to local coastal realities.

These settings prioritise **learning through participation and experience** rather than formal assessment. The emphasis is on **empowerment, co-creation, and community storytelling**. Another characteristic of these learning models is that they support peer-to-peer and intergenerational learning (Crawley and Crawley, 2023). Community members exchange and share experiences across age or expertise groups.

Teaching and Learning Strategies

The suggested learning model is also blended, requiring two phases:

- a. the **online phase**, which is self-paced and autonomous. Participants complete all modules within a specific time frame, learn new concepts, and get inspired by success stories and real-world case scenarios. The goal is to understand how place-based sustainable travel experiences can be designed, branded and become tourist products.
- b. the **practice phase**, is field- or community-based. Short workshops, living labs, collaborative missions can engage participants to interpret their local environment and act for sustainable solutions in coastal tourism, co-create place-based sustainable tourism products and propose small-scale sustainability actions.

6 Learning Scenarios Samples for Higher Education

6.1 Scenario 1 – Coastal Tourism and Sustainability

Level: Beginner (Undergraduate)

Modules Used: 1. The Stay and 4. The Environment

Overview

This introductory scenario helps students understand the foundations of **coastal tourism and sustainability** through the CoastalPro Quest. Learners explore the dynamics of coastal destinations and the importance of ESG principles in tourism development. The in-class session focuses on connecting online insights to real-world examples and sustainability frameworks.

Learning Objectives

- Identify the key features of coastal tourism and hospitality.
- Understand the basic principles of sustainability and ESG in tourism.
- Reflect on the interdependence between environment, community, and visitor experience.
- Develop critical awareness of challenges and opportunities in coastal destinations.

Target Group

Undergraduate students in *Tourism, Hospitality, Communication, or Environmental Studies*.

Duration and Format:

Two weeks

- Week 1 – Pre-class online learning (Modules 1 & 4).
- Week 2 – One facilitated seminar and a short reflection assignment.
Blended (self-paced & face-to-face discussion).

Required Tools and Resources

- Access to CoastalPro Quest.
- Reflection journal or worksheet.
- Case study (a European coastal destination).

Trainer Instructions

Pre-Class (Autonomous Online Learning):

- Students complete *The Stay* and *The Environment* modules within one week.
- Trainer sends guiding questions (e.g., *How does coastal tourism impact ecosystems? What examples of sustainable practices did you find?*)
- Students record notes in their reflection journals.

In-Class (Facilitated Seminar):

- Begin with a short quiz or poll to review key insights from the modules.

- Facilitate small-group discussions comparing sustainability practices across destinations.
- Analyse a case study (e.g., Blue Flag beaches or sustainable resort models).
- Encourage students to connect module content to academic theories of sustainable development.

Post-Class (Assignment):

- Each student submits a one-page reflective essay: *“How can sustainability become a competitive advantage for a coastal destination?”*
- Alternatively, small groups can complete the CoastalPro final project on *“Designing a Sustainable Stay.”*

Reflection

- Discuss how sustainability affects both visitor satisfaction and local community well-being.
- Encourage connections between personal values and professional responsibilities.

Evaluation and Feedback

- Evaluate reflection essays or projects using criteria for understanding, application, and critical thinking.

6.2 Scenario 2 – Designing a Coastal Tourism Experience

Level: *Intermediate (Postgraduate or Senior Undergraduate)*

Modules Used: *2. The Experience, 3. The Adrenaline, and 5. The Brand*

Overview

This scenario immerses learners in the design and branding of coastal tourism experiences. Through the Quest, students explore forms of coastal tourism, adventure and sports activities, and experience branding principles. In class, they co-create innovative travel experiences and reflect on sustainability and creativity in tourism.

Learning Objectives

- Analyse different types of tourism experiences that can be developed in coastal areas.
- Understand the importance of storytelling and branding in experience design.
- Apply creativity to design a sustainable coastal experience.
- Collaborate to link innovation with environmental and cultural integrity.

Target Group

Advanced undergraduate or postgraduate students in *Tourism Management, Marketing, Communication, or Sustainable Development*.

Duration and Format: Three weeks

- Week 1–2: Pre-class online learning (Modules 2, 3, and 5).
- Week 3: One 2-hour in-class design workshop. Blended, project-based.

Required Tools and Resources

- CoastalPro Quest access.
- Design Thinking Canvas (provided by trainer).
- Presentation materials (slides, posters, digital boards).

Trainer Instructions

Pre-Class (Online Learning):

- Students complete *The Experience, The Adrenaline, and The Brand* modules.
- Trainer encourages them to take notes on creative ideas for travel experiences.
- Optional: Discussion board for sharing ‘inspiring coastal experiences’.

In-Class (Workshop):

- Brief recap of main insights from modules (5–10 min).
- Students work in teams of 3–4 to develop an innovative coastal tourism product.
- Each team uses the Design Thinking Canvas to outline:
 1. Target audience and motivation.

2. Key experience concept (adventure, culture, gastronomy, etc.).
 3. Environmental sustainability considerations.
 4. Branding message and promotional idea.
- Trainer circulates, providing guidance and feedback.

Post-Class (Project Submission):

- Teams submit a short visual pitch or presentation (3–5 slides or poster).
- Optional peer voting or “best idea” showcase in the next session.

Reflection

- Reflect on what makes an experience memorable and sustainable.
- Discuss how digital storytelling can shape destination identity.

Evaluation and Feedback

- Use a rubric assessing creativity, feasibility, sustainability, and communication quality.
- Encourage self- and peer-assessment.

6.3 Scenario 3 – Entrepreneurial Challenge

Level: Advanced (Postgraduate / Entrepreneurial programs)

Modules Used: 4. The Environment, 5. The Brand, and 6. The Business

Alternative scenario for Level: Intermediate (Undergraduate / Entrepreneurial programs)

Modules Used: All six modules

Overview

This advanced scenario focuses on innovation and entrepreneurship in the Blue Economy. The scenario for undergraduate students involves all modules to gain knowledge and inspiration through case studies. Students explore how ideas can be transformed into products or services through sustainable business design. They apply their online learning to co-create viable business concepts for coastal tourism.

Learning Objectives

- Understand entrepreneurship principles within the Blue Economy.
- Develop an idea for a sustainable coastal tourism product or service.
- Apply branding and ESG principles in business development.
- Strengthen teamwork, creativity, and strategic thinking.

Target Group

Postgraduate/ undergraduate students

Duration and Format:

Four weeks for advanced learners/ six weeks for intermediate learners

- Weeks 1–2: Online modules (*The Environment, The Brand, The Business*).
- Week 3–4: Two in-person workshops (idea co-creation + pitching). Blended/ project-based.

Required Tools and Resources

- CoastalPro Quest access
- Business Model Canvas
- Pitch presentation tools

Trainer Instructions

Pre-Class (Online Learning):

- Learners complete three modules independently.
- Trainer provides prompts: “*What problem do you want to solve in coastal tourism?*” “*How can your idea contribute to sustainability?*”

In-Class Workshop 1 (Idea co-creation):

- Teams brainstorm and outline their business concept using the Business Model Canvas.
- Trainer facilitates and ensures focus on sustainability and market viability.

In-Class Workshop 2 (Pitching):

- Teams present their startup ideas in a 5-minute pitch.
- Trainer and peers provide constructive feedback.

Post-Class (Final Submission):

- Teams finalise their project and optionally upload to an online showcase or competition.

Reflection

- Discuss how the Blue Economy can drive innovation and inclusivity.
- Encourage reflection on entrepreneurial competences developed through the process.

Evaluation and Feedback

- Rubric assessing innovation, sustainability integration, feasibility, and communication.

6.4 Scenario 4 – Coastal Destination Analysis with the European Atlas of the Seas

Level: Intermediate to Advanced

Modules Used: 1. The Stay, 2. The Experience, 3. The Adrenaline, 4. The Environment, 5. The Brand, 6. The Business

Overview

This scenario engages students in integrating the CoastalPro learning journey with spatial analysis to design a sustainable tourism product after detailed mapping of the coastal assets. Learners explore how environmental, cultural, and economic features of a destination shape its potential as a tourism experience. Using insights from the CoastalPro modules, students identify strengths and weaknesses of a coastal destination, perform a **SWOT analysis**, and use the **European Atlas of the Seas (EMODnet)** to visualise geographic assets and constraints on custom maps.

The emphasis is on **strategic thinking, creativity, and responsible innovation**, turning local coastal assets into authentic, sustainable tourism products.

Learning Objectives

By completing this scenario, students will be able to:

- Identify and evaluate the **key assets** of a coastal destination (natural, cultural, infrastructural).
- Integrate knowledge from CoastalPro modules to analyse **tourism potential** and sustainability challenges.
- Conduct a **SWOT analysis** grounded in conceptual and spatial understanding.
- Use the **European Atlas of the Seas** as a complementary data source to visualise and support their ideas.
- Design a **coastal tourism product or experience** that aligns with ESG principles, destination identity, and sustainability goals.

Target Group

Undergraduate or postgraduate students in **Tourism, Environmental Communication, Geography, or Sustainable Development**.

Duration and Format

- Total Duration: 6 weeks
- Learning Mode: Blended (self-paced online + facilitated workshops)

Phase 1 (Pre-class, Weeks 1–6):

Students complete the selected **CoastalPro modules** online and autonomously within a set time frame.

Phase 2 (In-class, Week 3):

Facilitated workshop for discussion, analysis, and group work using SWOT and mapping tools.

Phase 3 (Post-class, Week 6):

Students or groups develop their final **tourism product concept** supported by maps and module reflections.

Required Tools and Resources

- **CoastalPro Quest** (Modules 1, 2, 4, 5, optional 6)
- **SWOT Analysis Template** (provided by trainer)
- Reflection Journal or Group Worksheet
- Presentation Tools (PowerPoint, Canva, Padlet, etc.)
- [European Atlas of the Seas](#)

Trainer Instructions

Phase 1 – Online Learning (Pre-class)

- Introduce the scenario and explain how the upcoming analysis will build upon the CoastalPro learning journey.
- Students complete the following modules within 6 weeks:
 - *The Stay* → to understand hospitality and destination structure.
 - *The Experience* → to learn how to design meaningful, place-based experiences.
 - *The Environment* → to understand sustainability, ESG, and destination stewardship.
 - *The Brand* → to explore storytelling and identity creation.
- Encourage reflection through short guiding questions:
 - What makes a coastal destination unique?
 - What local assets or stories could become the foundation of a new product?
 - What sustainability concerns might shape your choices?

Phase 2 – In-Class Workshop (Facilitated Session)

- Begin with a short review discussion: What were the most valuable takeaways from the modules?
- Assign or let students choose a **coastal destination** (local, national, or European).
- Provide the **SWOT Analysis Template** (or use the one provided in the modules) and explain the task:
 - Identify **Strengths** (natural beauty, access, cultural heritage, infrastructure)
 - **Weaknesses** (seasonality, overcrowding, environmental pressure)
 - **Opportunities** (emerging trends, eco-tourism, innovation potential)
 - **Threats** (climate change, erosion, policy constraints)
- Introduce the **European Atlas of the Seas** as a *complementary visualization tool*.

Demonstrate briefly how to find map layers (coastal infrastructure, protected areas, marine traffic, etc.) and create a basic map illustrating destination context.

- Students, in pairs or groups, integrate map insights into their SWOT—using maps to highlight key assets and constraints.

Phase 3 – Post-Class Project (Creation & Presentation)

- Each group designs a **tourism product or experience** that responds to their SWOT findings.
 - Example outputs: *‘Coastal Wellness Weekend on Crete Island’*, *‘Blue Trails Heritage Experience’*, *‘Sea-trekking in Malta’*
 - The concept should align with sustainability, authenticity, and innovation principles explored in the modules.
- Groups prepare a **short presentation (10–12 slides)** including:
 - Key insights from modules and SWOT analysis.
 - One or two custom maps created in the European Atlas of the Seas.
 - The proposed product or experience concept.
 - Reflections on sustainability, branding, and stakeholder involvement.
 - Upload presentations to the CoastalPro Platform and proceed to peer-reviewing for the best project idea.

7 Learning Scenarios Samples for VET

7.1 Scenario 1 – Building a Sustainable Coastal Destination Plan

Modules Used: 1. The Stay – Understanding Coastal Tourism and Hospitality, 2. The Experience – Designing Travel Experiences, 4. The Environment – Sustainability and ESG. 5. The Brand – Branding and Communication

Overview

In this scenario, VET learners take on the role of *destination consultants* tasked with improving sustainability and competitiveness in a coastal area. After completing key CoastalPro modules, they collaboratively develop a practical **Coastal Destination Action Plan**, integrating environmental, social, and branding elements.

The emphasis is on **experiential and applied learning** and learners translate their online insights into a concrete professional output.

Learning Objectives

By the end of the scenario, learners will be able to:

- Identify the key challenges and opportunities of coastal destinations.
- Apply ESG principles to tourism development.
- Design tourism experiences that balance sustainability and profitability.
- Develop a coherent destination brand concept.
- Collaborate effectively to produce a professional action plan.

Target Group

VET students or professionals in Tourism Management, Destination Marketing, or Sustainable Development, aiming to reskill or upskill in the Blue Economy and coastal tourism.

Duration and Format:

3–4 weeks (blended)

- **Weeks 1–2:** Online autonomous completion of four CoastalPro modules.
- **Week 3:** In-person or virtual workshop on destination planning.
- **Week 4:** Group project work and presentation.

Required Tools and Resources

- CoastalPro Quest platform access.
- ESG checklist or framework (provided by trainer).
- Basic presentation and planning templates.
- Case study material or destination brief.

Trainer Instructions

Pre-Class (Online Learning – Weeks 1–2)

- Learners complete Modules 1, 2, 4, and 5 independently on the CoastalPro platform.
- Trainer provides guiding questions:
 - What are the key sustainability challenges of coastal tourism?
 - How can experiences be designed to attract responsible travellers?
 - What values should a coastal brand reflect?
- Learners maintain a short online log or journal summarising key insights.

In-Class Workshop (Week 3)

- Trainer introduces a local or fictional coastal destination brief.
- Groups analyse the destination's current positioning, challenges, and strengths (using CoastalPro insights).
- Teams brainstorm improvement strategies under three dimensions: **environmental, experiential, branding**.
- Trainer facilitates with the ESG framework and guides reflection.

Post-Class (Project Phase – Week 4)

- Each group develops a **Sustainable Destination Action Plan** (max 5 pages or slide deck).

Deliverables include:

- Vision and goals for the destination.
- Proposed tourism experiences or products.
- Branding concept (slogan, story, visual identity).
- ESG priorities and implementation ideas.

Final Presentation

- Groups pitch their plans to peers or an invited panel (industry guest, local stakeholder, trainer).
- Constructive peer feedback rounds conclude the process.

Reflection

- Trainer leads a reflection on what aspects of the CoastalPro modules guided their decision-making.
- Discuss barriers to implementing sustainability in real-world destinations.

Evaluation and Feedback

Assessment rubric includes: Integration of CoastalPro insights, feasibility and creativity of the plan, application of ESG principles, collaboration and professional communication.

7.2 Scenario 2 – Destination Planning with the European Atlas of the Seas

Modules Used: 1. The Stay – Understanding Coastal Tourism and Hospitality, 4. The Environment – Sustainability and ESG, 5. The Brand – Branding and Communication, 6. The Business – Turning Ideas into Services

Overview

This scenario extends the previous one by introducing **spatial data awareness** through the **European Atlas of the Seas** as a **supporting analysis tool**.

Learners use the Atlas to **visualise existing data** about their selected destination, such as protected areas, infrastructure, or marine activities and use this information to inform their CoastalPro-based sustainability and branding strategies.

The tool helps learners make **data-based decisions**, strengthening their analytical competence and professional realism.

Learning Objectives

By the end of the scenario, learners will be able to:

- Combine insights from CoastalPro modules with geospatial data to analyse coastal destinations.
- Interpret mapped data to identify strengths, risks, and opportunities for tourism development.
- Integrate environmental and business considerations in a coherent strategy.
- Communicate findings using visual evidence (maps, infographics).

Target Group

Advanced VET students, tourism professionals, or destination planners seeking to enhance digital and analytical competences.

Duration and Format

4 weeks (blended)

- **Weeks 1–3:** CoastalPro autonomous online learning
- **Week 4:** Workshop, group analysis, and presentation

Required Tools and Resources

- CoastalPro Quest platform access.
- European Atlas of the Seas
- SWOT analysis template.

Trainer Instructions

Pre-Class (Online Learning – Weeks 1–3)

- Learners complete selected CoastalPro modules focusing on sustainability, business innovation, and branding.
- Trainer provides short orientation on how to explore the Atlas (without deep GIS training).

- Learners are asked to note which data types could support tourism planning (e.g., marine protected areas, human activities, or bathing water quality).

In-Class Workshop (Week 3)

- Trainer presents a case destination (e.g., a coastal city/area or island).
- Learners, in small groups, use the **Atlas** to visualise data related to their destination selecting 2–3 relevant map layers.
- Based on these visual insights, groups complete a **SWOT analysis** of the area.
- Trainer facilitates discussion: *How do data insights from the Atlas confirm or challenge what you learned in CoastalPro?*

Post-Class (Week 4)

- Groups integrate their SWOT findings with CoastalPro knowledge to propose a **data-based tourism product or plan**.

Deliverables:

A short report including 1–2 screenshots of Atlas maps and a custom-made map with destinations' assets

A product or service idea reflecting sustainability and branding principles.

Final Presentation

Teams present their findings in 10-minute sessions

Trainer provides feedback

Evaluation and Feedback

Integration of CoastalPro concepts in the analysis and solution/ Relevance and coherence of data interpretation / Creativity and feasibility of the proposed product or plan/ Use of visual tools

8 Learning Scenarios Samples for informal and non-formal education

8.1 Scenario 1 – Our Coast, our story

Modules Used: 1. *The Stay – Understanding Coastal Tourism and Hospitality*, 2. *The Experience – Designing Travel Experiences*, 4. *The Environment – Sustainability and ESG*, 5. *The Brand – Branding and Communication*

Overview

This scenario promotes Ocean Literacy and invites participants to become ‘coastal storytellers’ by exploring the CoastalPro Quest and reflecting on their connection to the sea. Through storytelling, digital media, and local engagement, learners demonstrate how coastal life, tourism, and the environment are interconnected, raising awareness of **ocean literacy and responsible tourism** in their communities.

It combines online self-paced exploration (via CoastalPro) with collaborative workshops where participants create **digital stories, photo essays, or community exhibitions**.

Learning Objectives

- Understand the connections between coastal environments, tourism, and local identity.
- Recognize environmental and cultural values in coastal destinations.
- Develop storytelling, teamwork, and media creation skills.
- Strengthen sense of place and civic engagement through creative expression.

Target Group

Youth groups (16–30), community volunteers, NGO participants, or citizens engaged in local environmental initiatives.

Duration and Format

2–3 weeks (blended)

- Week 1: Online autonomous learning (CoastalPro modules).
- Week 2: Group workshop on storytelling and local identity.
- Week 3: Community exhibition or presentation.

Required Tools and Resources

- CoastalPro Quest access.
- Smartphones or tablets (for photos/videos).
- Storyboard templates or digital storytelling guides.
- Workshop space or community centre.

Trainer Instructions

Pre-Workshop (Online Learning – Week 1)

- Participants complete *The Stay*, *The Experience*, and *The Environment* modules individually.
- Trainer provides reflection prompts:
 - What does the coast mean to you?
 - How does tourism affect your local environment or culture?
- Learners record short reflections (text, audio, or photo notes).

Workshop (Week 2)

- Trainer facilitates group brainstorming: “*What story do we want to tell about our coast?*”
- Participants form small teams to design a narrative around a theme (e.g., *Life by the sea*, *Hidden treasures of our coast*, *Tourism through local eyes*).
- Teams create a short media product (photo essay, short video, digital collage).

Community Showcase (Week 3)

- Participants present their stories in a community event, open exhibition, or online platform.
- Trainer guides discussion on how storytelling can influence sustainable tourism behaviour.

Evaluation and Feedback

Assess through group participation, storytelling coherence, and reflection quality (no formal grading). At the end, gather community feedback.

8.2 Scenario 2 – Young Blue Entrepreneurs

Modules Used: 2. *The Experience – Designing Travel Experiences*, 4. *The Environment – Sustainability and ESG*, 5. *The Brand – Branding and Communication*, 6. *The Business- From Idea to Product*

Overview

This scenario invites local youth or early-career participants to become “*Blue Entrepreneurs*” — creative problem-solvers who design sustainable tourism or coastal business ideas that benefit their community.

By completing selected **CoastalPro modules online**, participants explore key concepts such as **experience design, sustainability, branding, and entrepreneurial thinking**. Then they participate in a **local innovation lab**, where they brainstorm, prototype, and present new ideas for tourism-related products or services that can generate local income while respecting environmental and cultural values. This scenario supports the **Blue Economy’s social innovation dimension** — helping young people imagine employment paths that combine creativity, sustainability, and regional identity.

Learning Objectives

- Understand how sustainable coastal tourism and entrepreneurship can create local opportunities
- Identify community assets and resources that can become elements of innovative tourism experiences
- Apply creative thinking, branding, and sustainability principles to a new product or service idea
- Develop basic entrepreneurial and communication skills
- Present and justify their project to peers or local stakeholders

Target Group

- Youth (18–30) from coastal communities, including recent graduates, unemployed youth, or early-stage entrepreneurs.
- Participants engaged in youth organisations, municipal youth offices, NGOs, or informal entrepreneurship incubators.

Duration and Format:

4–5 weeks (blended)

- Weeks 1–2: Online autonomous CoastalPro modules
- Week 3: Local Blue Innovation Lab (2–3 sessions)
- Weeks 4–5: Project development, mentoring, and final pitching event

Required Tools and Resources

- CoastalPro Quest access
- Idea generation templates (e.g. Business Model Canvas)
- Flipcharts, markers, or digital collaboration tools

Trainer Instructions

Phase 1 – Online Exploration (Weeks 1–2)

- Participants complete the four selected CoastalPro modules autonomously.
- Trainer provides **guiding prompts** such as:
 - What experiences could attract visitors to your area while protecting the environment?
 - Which local resources or traditions could become part of a sustainable business idea?
 - What does responsible entrepreneurship mean in your context?
- Participants record notes and reflections (digital journals or idea logs).

Phase 2 – Local Innovation Lab (Week 3)

Session 1 – Inspiration and Brainstorming

- Trainer hosts an interactive session to share examples of sustainable tourism initiatives and local entrepreneurship success stories.
- Participants share ideas inspired by CoastalPro modules and identify local opportunities or problems they could address.
- Techniques: mind mapping, or rapid idea sketching.

Session 2 – Concept Development

- Groups of 3–4 refine one idea using the *Business Model Canvas*
 1. What problem are we solving?
 2. Who are our target visitors/customers?
 3. What experience or service are we offering?
 4. What resources (natural, cultural, human) do we use?
 5. What sustainability measures will we include?
 6. How do we brand and communicate it?

Session 3 – Feedback and Coaching

- Trainer and invited mentors (local entrepreneur, tourism office, NGO) provide feedback.
- Groups adjust and prepare a final short pitch

Phase 3 – Project Development and Pitch (Weeks 4–5)

- Participants finalise their ideas and prepare a **5-minute pitch presentation** (poster, video, or slides).
- *Pitch Event*: Groups present to a small jury of trainers, local entrepreneurs, or municipality representatives.
- Recognition is given for creativity, sustainability, and community impact.

Evaluation and Feedback

Criteria for evaluation: Creativity and originality of the idea / Integration of CoastalPro learning outcomes/ Environmental and social responsibility/ Feasibility and potential impact/ Communication and teamwork

9 Conclusion

The CoastalPro Train-the-Trainers Guide (Deliverable D5.3) provides the pedagogical and practical foundation for implementing the CoastalPro Quest, a gamified online learning tool designed to promote skills development, sustainability awareness, and entrepreneurship in coastal tourism.

This training guide is a cornerstone of the CoastalPro capacity-building approach, offering educators, trainers, and facilitators a suggested methodology for integrating the CoastalPro learning modules into diverse educational and training settings, including higher education, vocational training, and informal/non-formal learning environments.

As part of the broader CoastalPro strategy, which includes community engagement, on-the-job training, and educator support, Deliverable D5.3 ensures that the project's educational content remains accessible, adaptable, and impactful beyond the project's duration.

10 References

- Ağırman, N., & Ercoşkun, M. H. (2022). History of the flipped classroom model and uses of the flipped classroom concept. *International Journal of Curriculum and Instructional Studies*, 12(1), 71-88.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.
- Castro, R. Blended learning in higher education: Trends and capabilities. *Educ Inf Technol* **24**, 2523–2546 (2019). <https://doi.org/10.1007/s10639-019-09886-3>
- Crawley, A. A., & Crawley, W. (2022). Intergenerational, Community-Based Learning and Exercise Science Student Perceptions of Classroom Community. *Journal of Experiential Education*, 46(3), 304-318. <https://doi.org/10.1177/10538259221146535>
- Dichev, C., & Dicheva, D. (2017). Gamifying education: What is known, what is believed, and what remains uncertain: A critical review. *International Journal of Educational Technology in Higher Education*, 14(9).
- Edwards, R., Hanson, A., & Thorpe, M. (Eds.). (1993). *Culture and Processes of Adult Learning* (1st ed.). Routledge. <https://doi.org/10.4324/9781315003450>
- European Commission: Directorate-General for Maritime Affairs and Fisheries, Borriello, A., Calvo Santos, A., Feyen, L., Ghiani, M. et al., *The EU blue economy report 2025*, Publications Office of the European Union, 2025, <https://data.europa.eu/doi/10.2771/2333701>
- Hase, S., & Kenyon, C. (2000). From andragogy to heutagogy. Ulti-BASE In-Site, December. <http://pandora.nla.gov.au/nph-wb/20010220130000/http://ultibase.rmit.edu.au/New/newdec00.html>
- Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd Ed.). Houston, TX: Gulf Publishing
- Kolb, DA (1984) *Experiential learning: Experience as the source of learning and development*, Prentice Hall, Englewood Cliffs NJ
- Morris, T. H. (2019). Experiential learning – a systematic review and revision of Kolb’s model. *Interactive Learning Environments*, 28(8), 1064–1077

11 ANNEXES

11.1 ANNEX 1 – Designing The CoastalPro Learning Experience

The following Canvas guides trainers to design or adapt CoastalPro training modules in a training setting.

	Section	Guiding Questions
1	Learning Goals	What do I want participants to know, do, and value at the end?
2	Target Group	Who are the learners? What are their backgrounds and motivations?
3	CoastalPro Modules Used	Which of the six modules support these goals?
4	Learning Phases	How will I structure pre-class (online), in-class (guided), and post-class (applied) activities?
5	Key Activities	Which tasks, discussions, or projects will connect digital learning with practice?
6	Resources & Tools	What materials, spaces, or partners are needed?
7	Assessment & Reflection	How will learning be observed, discussed, or demonstrated?

11.2 ANNEX 2 – Scenario Design Worksheet

This planning sheet will guide you when designing a new learning scenario

Scenario Title	
Learning Context: (Higher Education / VET / Informal)	
Modules Involved:	
Learning Objectives:	
Duration and Format:	
Pre-class Activities (online):	
In-class Activities (guided):	
Post-class Activities (applied/project):	
Required Tools and Resources:	
Evaluation Method:	
Expected Output:	
Trainer Notes:	

11.3 ANNEX 3 – Assessment Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
1. Understanding of CoastalPro Concepts	Demonstrates deep and accurate understanding of key CoastalPro modules and ideas (e.g., sustainability, tourism, ESG, branding).	Shows good understanding with minor inaccuracies or gaps.	Demonstrates partial understanding; some key ideas missing or misunderstood.	Limited or incorrect understanding of CoastalPro concepts.
2. Application to Real Contexts	Effectively applies learning to real-world coastal or tourism contexts; clear links to practice and community relevance.	Applies learning appropriately, though examples may lack depth or clarity.	Attempts to apply ideas but connection to practice is weak.	Fails to apply learning to a real context.
3. Creativity and Problem-Solving	Highly original and innovative; proposes practical and creative solutions or ideas.	Shows creative thinking; solutions are relevant but could be developed further.	Some creativity evident, but ideas are conventional or incomplete.	Lacks creativity or original contribution.
4. Reflection and Critical Thinking	Deep, insightful reflection on learning process and outcomes; demonstrates self-awareness and critical thinking.	Thoughtful reflection with some analysis of strengths and weaknesses.	Basic reflection with limited self-analysis.	Minimal or no reflection evident.
5. Communication and Collaboration (optional if group work)	Clear, engaging communication; strong collaboration and shared responsibility.	Mostly clear communication; team members contribute fairly.	Uneven participation; some communication issues.	Poor collaboration or unclear presentation.

11.4 ANNEX 4 – The European Atlas Of The Seas

Information about the European Atlas of the Seas can be found here:

https://emodnet.ec.europa.eu/en/eu_atlas_of_the_seas

Find the tutorial for the tool ‘My maps’ here : <https://www.youtube.com/watch?v=B8PMBDZWa-c>



European Atlas of the Seas Tutorial: My Maps tool

11.5 ANNEX 5 – Templates for the Blue Entrepreneur Game

ROUND 1: FOUNDATIONS

MODULES: STAY, EXPERIENCE, ADRENALINE



Team/Venture :

In the first round, you will delve into the heart of the coastal journey – defining the nature of the stay, designing the core experience, and adding the thrill element. Outline the type of accommodation, its amenities, and its unique selling points.



THE STAY Tourism & Hospitality

Focus: Envision a coastal setting where travelers will reside. This could be anything from a luxury resort to a minimalist beach hut.

Module: Think of possible add-ons or features that can enhance the stay experience e.g. staying in glamping, domes etc. Will the hotel or the rooms have a theme etc.

Tip: Creativity is key! Feel free to sketch the layout of the accommodation or draw how a map of the place.

ROUND 1: FOUNDATIONS

MODULES: STAY, EXPERIENCE, ADRENALINE



Team/Venture:

Description: Detail the type of experience, duration, and the resources required. You can walk us through the traveler's journey as they undertake this experience. How do they feel? What surprises await them?



THE EXPERIENCE Entertainment & Recreation

Focus: Beyond just staying, travelers seek memorable experiences. Think about local activities, events, or tours that will stay with them forever.

Module: Consider collaboration with local artisans, communities, or other entities to elevate the experience..

Tip: Visuals can enhance your idea! Sketch scenes or activities that encapsulate the essence of the experience.

ROUND 1: FOUNDATIONS

MODULES: STAY, EXPERIENCE, ADRENALINE



Team/Venture :

Description: Describe the adrenaline-packed activity, necessary safety measures, and equipment required. Narrate a thrilling moment that a traveler will encounter during this adrenaline rush.



THE ADRENALINE Water-sports & Water-related activities

Focus: Push the boundaries! Imagine activities or events that will quicken the pulse and create unforgettable moments.

Module: Think of ways to incorporate local culture or traditions into this high-energy activity, making it a unique blend of thrill and cultural immersion.

PITCH

At the end of this round, you will have 4 minutes to pitch your ideas.

ROUND 2: BLUEPRINTS

MODULES: ENVIRONMENT, BRAND, BUSINESS



Team/Venture :

Description: Ensure the venture integrates sustainable practices and is eco-conscious. Detail out green initiatives, sustainable practices, and how they add value to the overall experience.



THE ENVIRONMENT ESG (Environmental, Social, Governance)

Focus: Incorporate sustainable practices seamlessly into the coastal journey. This is where you integrate eco-friendly measures that will resonate with eco-conscious travelers.

Module: Consider implementing elements like eco-tours, green infrastructure, or partnerships with local environmental NGOs. How might you repurpose or recycle materials? Could there be workshops on sustainability?

Tip: You can use diagrams or sketches to visualize any green infrastructure or sustainable activities. A chart showcasing the impact of green initiatives might also be a good idea.

ROUND 2: BLUEPRINTS

MODULES: ENVIRONMENT, BRAND, BUSINESS



Team/Venture :

Description: Develop a compelling brand narrative and identity for the venture. This should encompass brand values, ethos, and a visual identity that resonates with the target audience.



THE BRAND

Branding & Marketing

Focus: Establish a memorable connection between travelers and the venture. It's all about creating an emotional bond through branding.

Module: Ponder on brand logos, color schemes, slogans, and storytelling methods. How would you advertise? Would there be any brand partnerships or collaborations?

Tip: Drafting a basic logo or brand mark can be very powerful. Alternatively, create a storyboard that encapsulates the brand experience.

ROUND 2: BLUEPRINTS

MODULES: ENVIRONMENT, BRAND, BUSINESS



Team/Venture :

Description: Develop a compelling brand narrative and identity for the venture. This should encompass brand values, ethos, and a visual identity that resonates with the target audience.



THE BRAND

Branding & Marketing

Focus: Establish a memorable connection between travelers and the venture. It's all about creating an emotional bond through branding.

Module: Ponder on brand logos, color schemes, slogans, and storytelling methods. How would you advertise? Would there be any brand partnerships or collaborations?

Tip: Drafting a basic logo or brand mark can be very powerful. Alternatively, create a storyboard that encapsulates the brand experience.