GRASSROOTS Mentor's Guide

www.**ecohealthforyouth.**com

Summary

This guide is designed to support potential youth leaders, orchestrators, or mentors of any kind who are interested in helping young entrepreneurs identify and develop new opportunities within the dynamic field of eco-health- and tourism. Its sole purpose is to guide said individuals through the Grassroots Training Program and its associated materials; highlighting how one might go about designing and adapting an entrepreneurial training program for different contexts by building upon the Grassroots Competence Framework, Case Studies, Worksheets and Toolkits - developed within the Grassroots Project. When employed in a training program, these resources aim to foster a collaborative learning environment where both mentors and mentees can explore innovative approaches to sustainable tourism and entrepreneurship.

The training program presented in this guide is versatile and can be used as a standalone curriculum or adapted to suit a variety of contexts and needs. Users are encouraged to customize the content, combining it with other materials to create a tailored experience for their mentees. This adaptability reflects the co-creation process behind both the guide, the training program and related materials, which have been developed iteratively by a diverse group of mentors, mentees, and other stakeholders. It is intended to be a living document, continuously refined to enhance its relevance and effectiveness.

This guide provides practical tools and insights for mentors supporting young entrepreneurs in eco-health tourism. It starts by examining leadership styles and the mentorship role, laying the groundwork for effective guidance. From there, it covers strategies for tailoring programs to specific needs and reaching the right audience to foster meaningful engagement. The guide also highlights experiential learning methods to enhance the learning process, offering solutions for addressing common challenges that a mentor may face.

The final sections are dedicated to the course materials, providing prospective mentors with helpful pointers for organizing each course, with plenty of curated resources to dig deeper into each subject.

By empowering young people to leverage their unique cultural knowledge, creativity, and commitment to sustainability, this guide aims to contribute to the growth of a sector that merges environmental preservation, wellness, and local economic development. We hope you find this resource valuable and invite you to build upon it as you work to inspire the next generation of eco-health tourism innovators.

Contents

The Field of Eco-health Tourism

Eco-health tourism represents an innovative approach to tourism that emphasizes environmental preservation and sustainable travel, in combination with health-oriented travel experiences - uniting the principles of eco-tourism with health and wellness benefits.

Eco-health tourism can take on many forms, from outdoor adventure programs focused on physical wellness to spa retreats that use locally-sourced foods, to guided nature immersions that promote mental well-being. In coastal or forested regions, eco-health tourism might include guided forest "bathing" sessions, coastal walks, and eco-conscious yoga or meditation retreats, where participants can rejuvenate in natural environments while reducing their ecological footprint.

This sector is rapidly growing, offering promising opportunities for young people who may find themselves at the intersection between sustainable development, tourism and entrepreneurship - individuals who often feel "invisible" in today's society and struggle in their attempts to find a traditional career path.

Youth have a crucial role to play in expanding and enriching the eco-health tourism field, by for example drawing upon their unique insights, cultural knowledge, and skills to create fresh experiences that resonate with new generations of travellers. Young people are often more in tune with local trends and sustainability concerns and can harness this to design eco-health tourism initiatives that appeal to both local communities and tourists - contributing to their local economies, while finding an actual career path that suits them.

Supporting Young Entrepreneurs In Eco-health Tourism

Guided by passionate mentors, the Grassroots Training Program (TPM) has been developed to help young entrepreneurs, including individuals in more vulnerable groups, chart their own path within the field of eco-health tourism by exploring the principles of sustainability, its practical applications, and its relevance within the context of eco-tourism activities. Throughout this journey, participants are encouraged to explore their feelings and reflect upon what resonates with them, in order to develop a personal vision that aligns with their values and aspirations. They are prompted to consider their potential role in the field of eco-tourism, guided by their own motivations and convictions.

The main objective of this program is to provide youth entrepreneurs with a thorough understanding of eco-tourism while allowing them to freely choose their path, supported by an educator in the role of a mentor. In this case, the mentor plays a crucial role in helping program participants; i.e., young individuals to understand the topics discussed, addressing their questions, and by offering an external perspective, help broaden their horizons. The aim is not to steer participants towards a predetermined direction, but rather to encourage them to explore deeply what motivates and interests them, simultaneously supporting them through moments of doubt and uncertainty to build their self-confidence.

In order to facilitate this process, each participant is encouraged to have a dedicated notebook specifically for the program. This notebook will serve as a valuable tool where participants can jot down anything that resonates with them and answer the various questions posed throughout the journey. These notes will be an indispensable resource, allowing participants to keep track of important details that may be forgotten over time or as the program progresses. Essentially, it's about writing one's own journal, where it's also possible to ask questions to which the mentor can provide answers and support participants in their reflection.

The training program is accompanied by a competence framework and supported by several practical tools, that have been collected, developed and/or reviewed in the project by both trainers and youth from different project partners' countries; including a diversity of people from different cultures with diverse needs and skills. In this guide we have tried to harness this diversity to create learning opportunities and materials, both for our participants, but also for future participants, should other actors or organizations like to repeat the program in the future by adapting these guides. By including youth from different countries and cultures, we hope that this material will resonate with a similarly diverse set of people, and in so doing, reach as broad of an audience as possible, including more socially vulnerable groups.

The GRASSROOTS Project

The Grassroots project, launched in 2023, emerged from a clear need: finding and enabling new opportunities for young people and youth support actors to develop entrepreneurial skills within the growing field of eco-health tourism. Spearheaded by partners from France, Italy, Ireland and Sweden, and over the past few years, the project has developed and tested a plethora of training materials, organized hackathons, and collected tools that we think will be useful to our target audiences; the mentors and orchestrators who want to organize an entrepreneurship program within this particular field; and the mentees, or participants, who may partake in one.

Insights from the GRASSROOTS Project

Along the way, we've gathered valuable insights into what works when engaging youth and fostering their potential in this unique context.

One of the most important lessons we've learned is the value of effective communication. Setting clear objectives, providing guidance on tasks and methods, and maintaining open channels for feedback are all essential for creating a smooth and impactful experience. Clear communication ensures participants feel confident in their roles, avoiding confusion and frustration that might otherwise detract from their learning and engagement.

We also discovered how crucial it is to center the experience on the participants themselves. Youth need opportunities to learn, explore, connect, and develop their ideas in an environment that feels safe, inclusive, and collaborative. Building strong connections between participants, mentors, and organizers is key to creating an atmosphere where they feel supported and inspired.

Another key takeaway is the importance of integrating playfulness and creativity into the learning process. Fun activities, like treasure hunts and interactive games about the Sustainable Development Goals, kept energy levels high and learning dynamic. Balancing indoor sessions with outdoor experiences added a fresh dimension, helping participants connect with the environment and each other in meaningful ways.

We've also seen how vital it is to celebrate achievements—big and small. Recognizing progress fosters a sense of accomplishment and encourages further participation, reinforcing the idea that every effort counts.

Finally, grounding activities in the local community and environment made a lasting impact. By incorporating talks from eco-health tourism entrepreneurs, study visits to local initiatives, and exploring relevant aspects of the surrounding area, we helped participants see how their ideas could take root in real-world contexts. This connection to place and community not only enriched the experience but also gave participants a sense of purpose and direction.

These insights have shaped both the structure of the program, as well as the materials and methods highlighted in this guide - influencing our choice to divide the program into three distinct courses, and to mix learning materials focusing on technical competencies (i.e., sustainability, eco-tourism, entrepreneurship) and helping participants identify skills (for example, exploring the IKIGAI and Inner Development Goals (IDG) tools. Our hope is that, when applied, this text will inspire and empower both aspiring mentors, and mentees as they step into the exciting possibilities that the eco-health tourism sector has to offer.

How to Use This Document

This document is divided into two parts. The first part delves into what the Grassroots Training Program is and elaborates on how its content can be adapted to different settings, i.e., see "orchestrating a training program", on page 16. As a potential orchestrator, this section offers key insights into the planning process; finding participants and adapting the material to different target audiences and their specific needs. The second part of the document should be viewed as a complement to the Training Program; offering the mentor guidance on how to approach the Training Courses, including tips and tricks, links to learn more about a specific subject, and correct answers to relevant quizzes or tests.

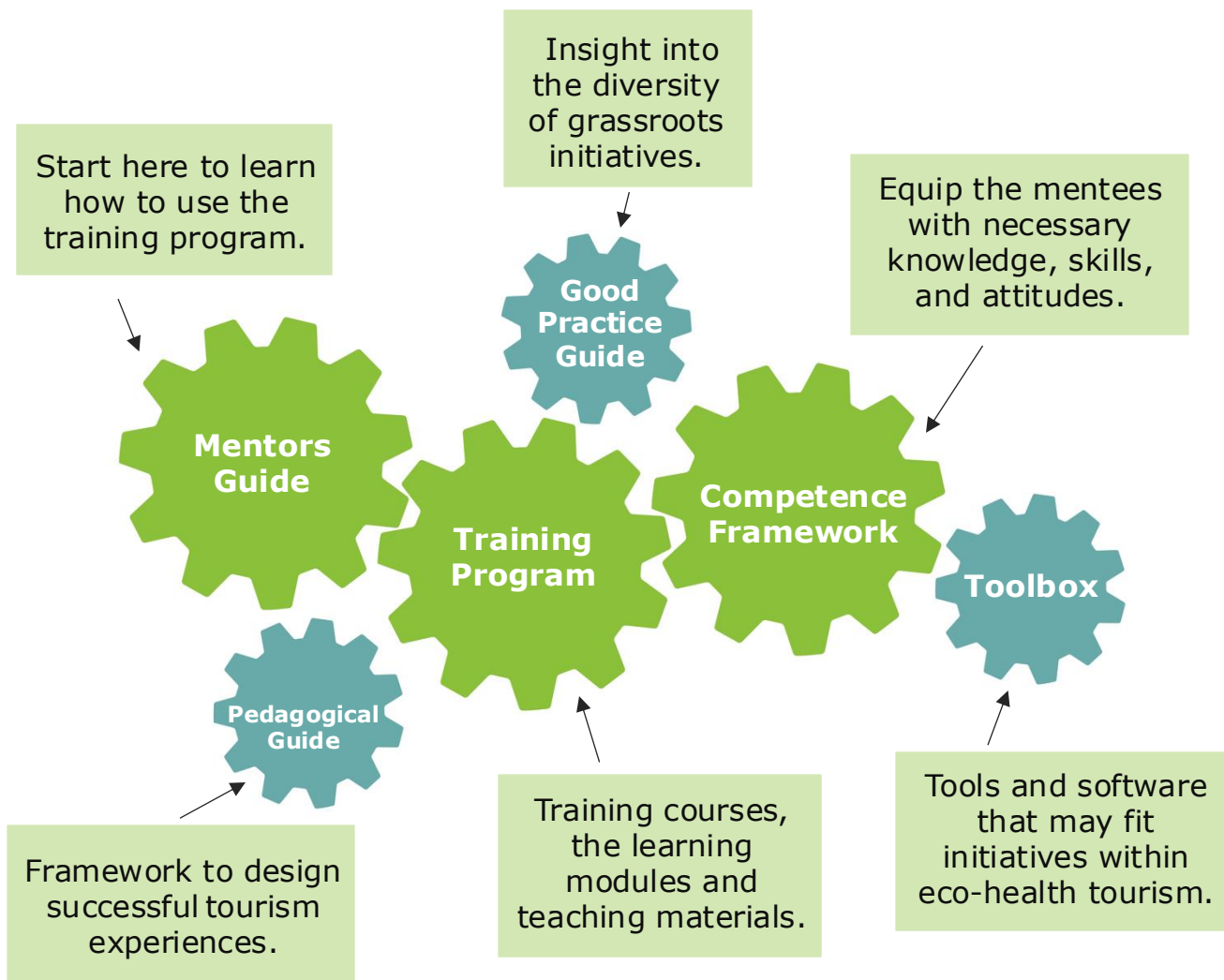## Part 1

The Grassroots Training Program

Part 2

Mentor Guidance

Complementary Guides and Material

Several materials accompany this guide and are of relevance to you as a mentor and orchestrator. The **Training Program** contains the training courses, the learning modules and specific teaching materials, while the **document you're currently holding** offers guidance on how to use the Training Program when orchestrating a program of your own. The **Grassroots Competence Framework** supports the mentors in equipping the mentees with the knowledge, skills, and attitudes necessary for thriving in the dynamic field of sustainable ecotourism. To attain insight into the diversity of grassroots initiatives and companies, our **Good Practice Guide** may also be useful, both to mentors, and mentees - for example during the second and third courses, where participants will find the material particularly useful. When mentees are asked to test and develop their own entrepreneurial ideas - **The Pedagogical Guide** is a suitable template to highlight and use. For fledgling entrepreneurs, we have also gathered a large number of tools and software that may fit initiatives within eco-health tourism in our **Toolbox**. When used in combination, we think that these materials contain the essence of crafting a program that may fit a variety of individuals: offering potential entrepreneurs in eco-health tourism both a learning structure, training materials that focus on competencies, inspiration and tools to develop, test and launch a new venture.

Insight into the diversity of grassroots initiatives.

Start here to learn how to use the training program.

Equip the mentees with necessary knowledge, skills, and attitudes.

Good Practice Guide

Mentors Guide

Training Program

Competence Framework

Toolbox

Pedagogical Guide

Framework to design successful tourism experiences.

Training courses, the learning modules and teaching materials.

Tools and software that may fit initiatives within eco-health tourism.

Overview: The GRASSROOTS Training Program

The training program for youth entrepreneurs in eco-health tourism - including this guide, was developed to inspire young people across the world to find and explore new opportunities within the space of eco-health tourism, focusing on and building upon their unique personalities, experiences and skills, while providing them with the necessary knowledge and tools to understand the topics at a deeper level, and to understand how to test these ideas in different ways.

Rationale and Structure of the Training Program

The program covers the topics of sustainability, health, eco-tourism and entrepreneurship, offering the mentor material to organize a curriculum of activities that offer participants (mentees) deeper insight into these areas of knowledge, which can be used as is, or adapted to different learning contexts. It also has a strong focus on exploring new opportunities - moving beyond the typical entrepreneurial opportunities to also highlight personal opportunities; challenging participants to reflect upon their own situation and what they may be most successful at doing, or where they might find fulfilment in life.

For the mentor, this entails elucidating complex subjects, such as sustainability; figuring out how to convey fundamental scientific frameworks to different groups, exploring the subject's health and eco-tourism to highlight key competencies, or develop different learning activities that allow participants to practice entrepreneurship - by for example developing and testing ideas with different target groups.

The program is organized into three different courses, which in turn consists of several modules or chapters - each designed to help young entrepreneurs navigate the journey from foundational understanding to practical application. This structure supports a logical progression, making it easier for participants to engage with the content and build towards their own eco-tourism projects.

Course 1: Sustainability and Eco-Tourism

The first course provides a comprehensive introduction to sustainability and its critical role in eco-tourism. By establishing a strong foundation in sustainable practices, participants learn about the environmental, social, and economic aspects that underpin successful eco-tourism initiatives. This course explores key sustainability principles and examines how they can be integrated into tourism ventures, helping mentees develop a mindset that prioritizes long-term ecological and community well-being.

Values

Skills

Ambitions

Course 2:
My Career in Eco-Tourism

The second course shifts focus to the individual, exploring personal career paths within the eco-tourism industry. This phase encourages participants to reflect deeply on their own values, skills, and ambitions. Tools such as the IKIGAI framework are introduced to help mentees identify their unique purpose and potential within the field. Additionally, discussions on Inner Development Goals (IDG) are integrated, emphasizing the cultivation of self-awareness, resilience, and personal growth. This holistic approach helps participants align their personal and professional aspirations, setting the stage for meaningful contributions to the industry.

Values

Skills

Ambitions

Course 3: My Eco-Tourism Project

The final course is hands-on and project-focused, guiding participants through the process of developing and testing their own eco-tourism initiatives. With a clearer understanding of both the industry and their own career aspirations, mentees move into action. They apply the knowledge and insights gained from the previous courses to design, prototype, and refine their projects. Mentors provide support and feedback throughout this process, helping participants navigate challenges and make necessary adjustments. This practical phase empowers mentees to bring their ideas to life, preparing them for the realities of launching a sustainable business in the eco-tourism sector.

Design

Prototype

Refine

Rationale for Three Courses

The program's three-course structure is purposefully designed to provide a coherent and comprehensive learning journey. By starting with a broad focus on sustainability and narrowing down to individual career development and project execution, the program helps participants build confidence and competence step by step. This logical progression supports deeper engagement and maximizes the chances of success, equipping young entrepreneurs with the skills, insights, and experiences needed to thrive in the emerging field of eco-tourism.

The next sections will highlight what we believe a mentor should know in order to plan and adapt their own program - starting with how to mentor and lead participants.

Orchestrating A Training Program

Different Leadership Roles

When designing and managing a comprehensive training program of any kind - but in particular for youth entrepreneurs, it's important to acknowledge that as a lone organizer you need to "wear" many different hats, or be a "jack-of-all-trades". This means that you need to be prepared for taking on different leadership roles depending upon the situation; i.e., being the "orchestrator" when you focus on planning, the "educator" when you try to determine who your target audience is, and what needs they may have when acquiring new knowledge - and more. But the most important role is that of the mentor - the role you will find yourself reverting to most of the time.

The **Mentor** plays a crucial role by delving deep into each participant's aspirations and needs, providing personalized guidance and support to help them navigate their entrepreneurial journey. The **Program Orchestrator** is responsible for designing a cohesive training program that fits the group's dynamics, carefully selecting content and scheduling sessions to balance learning and practice. The **Educator** develops and facilitates seminars, workshops, hackathons, and similar activities, creating engaging and practical learning experiences that cater to the specific audience's needs. Additionally, the **Community Builder** fosters a supportive and collaborative environment, encouraging networking and peer-to-peer learning among participants. Lastly, the **Evaluator** continuously assesses the program's effectiveness, gathering feedback and making necessary adjustments to ensure the training meets its objectives and delivers measurable outcomes. Each role is vital in creating a robust and dynamic training program that equips youth entrepreneurs with the skills and knowledge they need to succeed.

The Mentorship Role

Within this particular context, we have chosen to call our trainers and program participants, mentors and mentees, respectively. While the program necessitates leadership capable of wearing many different "hats"—as noted in the paragraph above—we've chosen to call the trainer a mentor because this is the most pronounced role in the training program.

A mentor is someone experienced who helps guide and support someone less experienced, known as a mentee. The role of a mentor is more than just sharing knowledge; it's about building a trusting relationship that helps the mentee grow both personally and professionally. Unlike formal educators, who focus on teaching specific subjects and grading, mentors offer personalized advice based on the mentee's unique goals and challenges. Mentors take the time to understand their mentees' dreams and potential. They listen, observe, and engage in meaningful conversations to uncover what the mentee is passionate about and where they need support. This allows mentors to give tailored advice and opportunities that match the mentee's aspirations. Mentors also provide feedback, act as sounding boards, and help mentees navigate tricky situations.

When reflecting on the mentorship role, Vance Peavy's constructivist theory in career counselling offers valuable insights. Peavy's approach emphasizes that individuals actively construct their own realities through their unique experiences, language, and social interactions. This perspective aligns well with our program's emphasis on holistic, personalized support. By listening closely to the stories that mentees tell about themselves and their ambitions, mentors can help them explore, reflect, and reshape their narratives in ways that uncover deeper meaning and purpose. This process recognizes that a mentee's path is shaped by their evolving self-concept and broader social context, offering a richer, more nuanced form of guidance.

Compared to coaches, who usually focus on specific performance goals within a set timeframe, mentors offer more long-term, holistic support. Coaches aim at developing particular skills or achieving certain outcomes, while mentors focus on the mentee's overall development. Both roles need good listening and communication skills, but mentors spend more time understanding the mentee's broader life context.

In essence, mentors look beyond immediate tasks and challenges, focusing on the mentee's future potential. They inspire, motivate, and challenge mentees to reach their full potential, providing a safe space for growth. By understanding and aligning with their mentees' aspirations, mentors play a key role in their personal and professional journeys, offering support that goes beyond what formal education or coaching can provide. While definitions may vary, these are the definitions we have worked with.

Not Feeling Qualified

That being said, mentors are not created out of thin air. It is important to acknowledge that this can also be a learning experience for new (or more seasoned) mentors to develop their skills in guiding people. Perhaps you're interested in guiding young entrepreneurs within the space of eco-health tourism, but your knowledge and experience in mentoring is limited. Well, you have to start somewhere; and in the case of this program - that somewhere could be your own knowledge - having insights into entrepreneurship and/or sustainability and/or tourism, be willing to learn and explore, and to ask the right questions to your mentees.

Some mentors may struggle with the idea of not being qualified - "what do I know?" - "how can I help if I can't tell them what to do?"[1] while others' struggle to stay quiet - even if they have an unlimited well of answers to various questions posed by a mentee. A potential answer to both of these situations is to see them as learning opportunities. To explore different paths with your mentee, but practicing to ask open-ended questions - why's and how's. Sometimes you know a potential answer, but perhaps there are other answers' worth exploring first? In essence, what's important is to distinguish between what role you take in different settings. Sometimes (especially in this program - more on that later) your role could be to act as an educator - i.e., organizing seminars where you focus on stating facts, while sometimes you enter into the role of advising, suggesting different routes forward; but most often, you will take on the mentorship role by asking open-ended questions and exploring different paths together with your mentee. It's not always your job to provide them with an answer, as a mentor you push them to structure their learning process - and to seek answers themselves.

Sometimes the answer to a question is not as straightforward as we think, sometimes one might need to delve deeper to uncover root-cause problems, or to explore deeper-running motivations. And when it comes to finding problems worth solving - the very core of entrepreneurship, this is especially true. Problems can be solved in innumerable ways; determining whichever solution is correct is rarely done on a whim. It requires developing an inquisitive and curious mindset, which is a skill on its own; useful both to the mentor and the mentee.

When adapting this program, a mentor can take on different roles. Even though the overall idea is the same - to explore opportunities together with the participants, and to guide them without judgment, one mentor may choose to implement the training program developed within the GRASSROOTS Project as is, with limited alterations; another may choose to interact more closely with the group in order to enact more changes, or to import ideas from other projects or programs.

[1.] Often referred to as the Impostor Syndrome:
https://www.merriam-webster.com/dictionary/impostor%20syndrome

Key Takeaways

The role of a mentor to a youth in guiding them through a thinking process and taking proper actions aligned with their emotions, interests, and opportunities to learn more and develop a career in eco-tourism is multifaceted and crucial. Here's how a mentor can fulfil this role effectively:

1. **Understanding and Empathy:** A mentor should strive to understand the mentees emotions, interests, and aspirations related to eco-tourism. By empathizing with their feelings and experiences, the mentor can create a supportive and nurturing environment for the mentee's growth.

2. **Guidance and instruction:** The mentor provides constant guidance to the mentees, helping them understand the techniques, work methods, and best practices specific to the trade. They provide clear and detailed instructions to guide them in their learning.

3. **Encouragement and support:** The mentor encourages and supports the mentees in their efforts to acquire new skills. They recognize their progress and provide encouragement to motivate them to continue.

4. **Exploration and Discovery:** Encourage the mentees to explore their interests in eco-tourism through various activities such as research, field trips, and hands-on experiences. Help them discover their passions, strengths, and areas of interest within the field.

5. **Critical Thinking and Reflection:** Guide the mentees through critical thinking exercises and reflection on their experiences in eco-tourism. Encourage them to analyze different perspectives, evaluate the environmental and social impacts of tourism, and consider ethical considerations.

6. **Goal Setting and Action Planning:** Assist the mentees in setting specific, achievable goals related to their career aspirations in eco-tourism. Help them develop action plans outlining the steps they need to take to achieve their goals, including acquiring relevant skills, gaining experience, and building networks.

7. **Skill Development and Learning Opportunities:** Identify learning opportunities for the mentees to develop the skills and knowledge required for a career in eco-tourism. This could involve recommending relevant courses, workshops, internships, or volunteer opportunities.

More Key Takeaways

8. Networking and Mentorship: Facilitate connections between the mentees and professionals working in the eco-tourism industry. Encourage them to seek mentorship from experienced individuals who can provide guidance, advice, and support as they navigate their career path.

9. Transmission of values and professional culture: The mentor transmits not only technical skills but also the values, norms, and professional culture associated with the trade. They emphasize the importance of honesty, quality of work, respect for clients and colleagues, etc.

10. Encouragement of autonomy: While guiding the apprentice, the mentor also encourages their autonomy and initiative. They give the apprentice the opportunity to take on responsibilities and develop their own expertise.

11. Promoting Self-awareness and Growth: Foster self-awareness in the mentees by encouraging them to reflect on their strengths, weaknesses, values, and interests. Help them identify areas for growth and development, and support them in taking proactive steps to enhance their skills and capabilities.

12. Inspiration and Motivation: Inspire the mentees by sharing success stories, role models, and examples of impactful eco-tourism initiatives. Motivate them to pursue their passion for sustainability and conservation through their career in eco-tourism.

13. Celebrate: with the mentees every small step forward or backward to help them recognize their failures, as it is a learning stage that helps them grow from their achievements and motivates them.

Overall, the role of a mentor is to guide, support, and empower the mentees in their journey towards a fulfilling and successful career in eco-tourism, while also fostering their personal and professional growth. Through positive mentorship, the mentees can develop the confidence, skills, and resilience needed to make a meaningful impact in the field of eco-tourism and contribute to sustainable development.

Planning or Adapting a Training Program

When planning or adapting a training program for entrepreneurs of any kind, it is usually helpful for both the orchestrator and a participant to think that each[2] individual person they encounter has a unique set of experiences, knowledge and skills that nobody else has, ever has had, and ever will have. If that is true, every individual has an opportunity to contribute to the world new ideas and solutions that only they can think of. We think that the goal of any entrepreneurship program should be to unlock these opportunities - seeing the individual for all that they are, and finding ways to create a safe space where they can develop and evolve. To understand each individuals' needs, and to attempt to meet those needs to the highest degree possible. That entails many things; but understanding that people have different ways of learning is one. Establishing rapport in groups - so that people feel safe and comfortable sharing ideas, and being vulnerable is another. And finally, setting clear goals is central to moving forward. In the coming sections we will develop on this further.

2. Roughly paraphrased / inspired by Robert Greene in his book "Mastery"

Defining and Attracting the Target Audience

When setting up an entrepreneurship program for young entrepreneurs, it is crucial to clearly define your target audience. Consider the age group you are aiming to reach, such as high school students (15-18 years), college students (18-24 years), or young professionals (25-30 years). Each group has distinct needs and availability, which will influence your program's scheduling and content.

Local Conditions and Availability

❖ Understanding local conditions is essential for effective program scheduling. For school-aged participants, consider after-school hours, weekends, and school holidays. College students might have more flexible schedules but are often busiest during exam periods. Young professionals may prefer evening or weekend events due to work commitments. Additionally, local cultural and holiday calendars should be considered to avoid conflicts with major events or holidays.

Scheduling Considerations

❖ **Daytime Events:** Suitable for students during holidays or those with flexible schedules. Benefits include high energy levels and better access to resources and guest speakers. Drawbacks include potential conflicts with school or work.

❖ **Evening Events:** Ideal for young professionals and students with daytime commitments. These can be more relaxed but may suffer from participant fatigue after a long day.

❖ **Weekend Events:** Good for intensive workshops or longer sessions. They allow for immersive experiences but may conflict with personal or family time.

❖ **Seasonal Timing:** Summer programs can leverage the free time of students, but attendance may dip due to vacations or students taking on an extra job during the summer. Winter programs avoid this but must consider holiday seasons and depending upon where you live, potential weather disruptions.

Content Appeal

❖ To attract your target audience, tailor the content to their interests and career aspirations. Use engaging, hands-on activities that relate directly to real-world applications. Incorporate interactive elements such as guest speakers, field trips, and practical projects; ensuring the content is relevant and provides tangible benefits, such as skills development, networking opportunities, and resume building.

❖ On this note, it is of particular importance to highlight the benefits of finding guest speakers or organizing study visits that the mentees can identify with; be it someone within their age-group, or with a similar national background, or socio-economic situation. Whatever the message is, finding someone who can convey it effectively is paramount.

Organizing Information and Event Planning

Effective event planning requires robust organizational tools. Software like Microsoft Excel, Google Sheets, or specialized event management platforms (e.g., Eventbrite, Trello) can streamline the process.

Excel/Google Sheets:

Create detailed event schedules, track registrations, monitor attendance, and manage budgets. Use templates for consistency and efficiency.

- ❖ **Example**: Set up columns for participant names, contact information, session dates, attendance, and progress notes.
- ❖ **Learning Goals Tracker**: Use a separate sheet to record individual learning goals and milestones. Include columns for goal descriptions, target dates, progress updates, and mentor feedback.

Personal Profiles and Progress Monitoring

Maintain personal profiles for each participant to track their journey and achievements. This can include:

- ❖ **Participant Information**:
  Name, contact details, background, and interests.
- ❖ **Learning Goals**:
  Specific, measurable goals set at the beginning of the program.
- ❖ **Progress Notes**:
  Regular updates on goal progress, challenges faced, and achievements.
- ❖ **Attendance Records**:
  Logs of sessions attended and participation levels.
- ❖ **Feedback and Assessments**:
  Mentor and peer feedback, self-assessments, and formal evaluations.

While Excel and Google Sheets may offer the simplest solution for organizing this type of information; if organizing these types of programs is something you wish to do several times, or something you do as part of your own business or work activities, consider using the GRASSROOTS Toolbox to find tools that fit your needs. Platforms like Zoho can for example be used to create events, learning programs, track progress and more.

Tips for Successful Event Planning

❖ **Start Early**: Begin planning well in advance to secure venues, speakers and materials.

❖ **Clear Communication**: Ensure all participants are well-informed about event details, expectations, and changes.

❖ **Backup Plans**: Have contingency plans for potential issues such as speaker cancellations or technical difficulties.

❖ **Feedback Mechanism**: Implement a system for collecting and acting on participant feedback to continuously improve the program.

Different Ways Of Learning

In order to reach and guide a diverse group of individuals through a program like this, each mentor needs to reflect upon how they convey knowledge when deciding upon the building blocks of the program. Acquiring new knowledge is a multifaceted process that needs to cater to diverse learning styles and personal needs. Reading books, articles, and research papers allows some learners to delve deeply into theories and concepts at their own pace. Watching instructional videos, documentaries, and presentations can provide visual and auditory learners with contextual and dynamic understanding and being able to pause and relisten to materials is just as important. Speaking out loud, with or to oneself, through discussions, presentations, or by teaching others, helps reinforce knowledge by engaging multiple senses and clarifying thoughts.

Active participation, such as hands-on practice, role-playing, and group discussions, enables experiential learning, making the knowledge gained more practical and memorable. Some people assimilate new knowledge merely by listening, others need to write notes or talk to themselves or an audience. By incorporating a blend of these methods, mentors can effectively address the varied learning preferences of their mentees, ensuring a comprehensive grasp of the materials in question.

Today's generation has been shaped by bite-sized, immersive content - from quick online tutorials to short, impactful videos. While some people are comfortable with long lectures, most young entrepreneurs thrive in environments where information is presented clearly, concisely, and with regular engagement. When organizing presentations, it's essential to take this into account. While some groups may be capable of working for an hour straight, others may need very short breaks every 25-30 minutes instead.

Insights from the GRASSROOTS project

During the Grassroots project, several of these approaches were tested. For example, during the Hackathon in Matera, the participants got to work together in teams, mixing discussions about eco-tourism with playful activities such as treasure hunts, which again, highlights the importance of having fun, and blending different activities to keep the group engaged. In Brussels we came to understand the importance of active participation and experiential learning, when we jumped between territorial analysis of tourism sites in the city, and a game focused on sustainability - which we also mixed with study visits to local entrepreneurs in the field. By introducing a diverse set of learning methods and activities we found it easier to foster a community for learning, knowledge sharing and mentoring. But we also realized that the mentor too, is a student in a sense, or that when you view yourself as one, you have a lot to learn from truly engaging with the youth. We discovered that mentors benefit immensely from viewing themselves as learners, gaining fresh perspectives through meaningful engagement with youth.

These experiences reinforced the value of introducing diverse learning methods and activities to foster a sense of community, encourage knowledge sharing, and build strong mentor-mentee relationships.

The list below offers a range of activities inspired by these insights. Use them as a starting point to tailor your program to the unique needs and learning preferences of your group.

Reading and Reflection Session:
❖ Distribute relevant articles, book chapters, or research papers before the session.
❖ Allocate time for individual reading followed by a reflection period: i.e., read 1-3 articles a few days before the session.
❖ Conduct a group discussion where mentees share their insights and interpretations.

Video Analysis Workshop:
❖ Either before, or during a learning session, watch a movie or documentary relevant to the topic, see additional guidance and useful links under Courses 1-3 at pages 45, 52 and 58.
❖ Pause at key moments to discuss important aspects of the movie - if applicable.
❖ Provide a worksheet/Mentimeter for mentees to note important points and questions to discuss after the movie (example focusing on analyzing a business case here)

Interactive Lecture and Q&A:
❖ Deliver a lecture on a core topic, incorporating visual aids like slides and diagrams
❖ Encourage trainees to ask questions throughout and after the presentation.
❖ Have mentees summarize key points in their own words at the end - either openly, or through digital aids, such as Mentimeter. Keep in mind that some people might be afraid to speak up, even if they are highly competent. How can you create conditions for them to become more comfortable?

Role-Playing and Simulation Exercises:
❖ Organize role-playing activities based on real-world scenarios relevant to sustainability and eco-tourism.
❖ Divide mentees into small groups and assign different roles, i.e., understand customer needs, local understanding and opportunities.
❖ Facilitate a debriefing session where each group discusses what they learned from the exercise.

Teach-Back Sessions:
❖ Assign topics to mentees to research and prepare mini-presentations.
❖ Have each trainee teach their topic to the group, fostering a peer-learning environment.
❖ Provide feedback on their presentation skills and the accuracy of the content, emphasizing clarification, and using open-ended questions to help the presenter improve.

Developing Learning Objectives & the Grassroots Competence Framework

In order to make full use of this program, each mentor needs to have a cohesive understanding of entrepreneurship - the fundamental building block of developing any idea into something real and tangible. In this guide, we refer to the work done by Bacigalupo et al., (2016), who co-authored a policy report on entrepreneurial competencies with the European Commission in 2016: in essence, developing a framework that highlights the key competences of entrepreneurship, and how these may be explored in different educational settings - the EntreComp framework.

"The Entrepreneurship Competence Framework", also known as EntreComp, offers a tool to improve the entrepreneurial capacity of European citizens and organizations. The framework aims to build consensus around a common understanding of entrepreneurship competence by defining 3 competence areas, a list of 15 competences, learning outcomes and proficiency levels, which current and future initiatives can refer to".

We are using the EntreComp framework as adopted by the European Commission for the sake of unity since it is already established as a common reference in the field[3].

The EntreComp model

3. Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

Developing Learning Objectives - The Grassroots Competence Framework

While the Entrecomp is not a part of the training programme per se, its content has been a source of inspiration when developing the program and its corresponding competency reference - the Grassroots competence framework.

Thus, the Grassroots competence framework is designed to guide participants through a learning journey that balances theory with practice, emphasizing both individual growth and community impact. It is structured in four (+one) thematic areas (competency areas) and 12 (+three) competency domains as well as accompanied by a grid establishing three levels of acquired competence (assisted, autonomous and collaborative). The four + one competency areas (we have added the competencies developed by this mentor's guide as part of the framework) are:

1. Sustainability and Environmental Awareness
2. Social Inclusion and Community Engagement
3. Technical and Vocational Expertise in Ecotourism
4. Entrepreneurial and Management Skills
5. Educational and Mentorship Skills

This framework framework ensures that the participants can:

❖ Understand and apply sustainability principles.
❖ Foster community engagement and cultural sensitivity.
❖ Develop entrepreneurial solutions within eco-tourism contexts.

To conclude, the GRASSROOTS Competence Framework supports the mentors in equipping the mentees with the knowledge, skills, and attitudes necessary for thriving in the dynamic field of sustainable ecotourism. Aligned with the EntreComp (entrepreneurial competences) framework, this structure addresses the interplay of sustainability, social inclusion, entrepreneurship, and community empowerment. It serves as a guide for educators, facilitators, and participants to collaboratively build competencies that align with global goals for sustainability and local cultural values.

Assessing Progress

Assessing progress is a crucial component of any educational program, as it ensures the continuous improvement and effectiveness of the learning experience. Evaluating the mentee is vital for understanding their progress, identifying areas where they may need additional support, and recognizing their achievements. This personalized feedback helps learners stay motivated and engaged. Evaluating the mentor or educator is equally important, as it provides insights into their teaching methods, effectiveness in conveying material, and ability to engage and inspire mentees. Constructive feedback for mentors can lead to enhanced teaching practices and better learning outcomes. Lastly, evaluating the program itself is essential for assessing its overall effectiveness, relevance, and impact. This can be done in a variety of ways - through formal tests, self-assessments or through discussions with the responsible mentor, connecting program- and self-chosen learning goals to learning outcomes, and discussing the relationship between learning goals, the program and the mentor.

This can be structured as a step-wise process that runs in parallel with the program, i.e., ending each learning activity with a reflection and discussion session, where the mentor moderates and takes notes - primarily focusing on the content. Beyond that, the orchestrator may plan for separate activities where the mentor takes time to individually assess each mentee, and in return, each mentee takes their time to assess the mentor - for example in the form of an anonymous survey, preferably at the end of the program.

Depending upon the situation, assessing someone's contribution can be a sensitive matter that requires finesse - and sometimes good design and structure to work. No program will fit everybody's taste or requirements, but leaving room for constructive criticism is important. In the sections below, we elaborate on possible paths forward.

Assessing Goals and Assessing Learning Achievements

Overarching and Personal Learning Goals

While formal tests constitute a possibility for assessing knowledge, for example by quizzing the mentees on a random set of questions from the different courses, an alternative path may be to ask the mentees to write their own quiz based on the program- and their own learning goals (i.e, inspired by the EntreComp framework), including more overarching questions such as:

❖ How confident do you feel about applying what you've learned in real-world scenarios?

❖ Can you provide examples of specific skills or knowledge from the course that you feel most confident using?

❖ Are there any particular concepts or techniques you feel less confident about applying in practice? If so, which ones and why?

❖ How well do you think the program prepared you for potential challenges you might face in real-world situations?

❖ What can you do to improve on your shortcomings in the future?

Subject Learning Objectives

An alternative, but much simpler way of assessing learning achievements may be to pinpoint the most fundamental questions (i.e., 3 from each course), and to quiz the mentee on these topics through open-ended questions, more akin to the "home-exam" used in formal education. Here, the mentee may use widely available materials to explain in their own words, the most fundamental parts of the program, finishing with a reflection of their own learning experience, future goals and necessary learning activities; italicized questions could be used to address these questions. If shared with the mentor, this material may help the mentor guide the mentee towards the next step on their journey; i.e., by organizing one-on-ones as a part of the final activities in the program.

What's important is that the mentor has the opportunity to guide the mentee to understand weak areas, and to guide them towards a situation where these areas can be improved upon; as well as complimenting the mentee on their achievements. If a quiz does not fit the structure of the program, a different way of assessing learning may be to focus on individual presentations, i.e., assessing and providing feedback on project presentations, or presentations in the form of teach-back sessions (see under different ways of learning, last paragraph).

Setting Goal as a Mentor

Setting goals does not have to be limited to the mentee; in fact, we argue that these types of learning programs can be seen as an excellent opportunity for mentors to develop their skills too. For example, the mentor could organize a lecture focusing on self-leadership, and open up about their own strengths and weaknesses, and what they've tried to do, or want to do, in order to improve. Inviting someone else to your own way of thinking shows that it is all right to be vulnerable and open with for example your own state of knowledge; which in turn might make it easier for everyone else in the group to open up. By setting your own goals, especially using systems that are generally understood and verified, sets a standard for others to follow; which might make it easier for everyone else - including you, to become better at the task of mentorship. It also creates a more solid and equal foundation for the mentor-mentee relationship, possibly enabling a different level of transparency between participants - which in turn could improve the group's effectiveness and hasten progress.

Establishing Rapport

*Once you have decided upon the main content of the program and found a structure that appears to fit well with your group, take some time to think about how you can ease the group into the program, taking on the role of **community builder** to create a safe space for your participants. In order to do this well, understanding group dynamics is paramount - and helpful when deciding upon group-welding activities.*

Introduction to Group Dynamic

The FIRO Model

The Fundamental Interpersonal Relations Orientation (FIRO) model, developed by Will Schutz, is a framework for understanding group dynamics. It posits that individuals have three fundamental needs that influence their behavior in groups: Inclusion, Control, and Affection.

1. **Inclusion:** This need involves the extent to which individuals seek to belong to the group and be recognized as important members. High inclusion needs can lead to active participation, while low inclusion needs might result in withdrawal.

2. **Control:** This need concerns the level of influence and responsibility an individual desires within the group. Some members may seek to lead and direct the group, whereas others may prefer to follow and take instructions.

3. **Openness:** This need is about the degree of emotional closeness and personal connection individuals seek. High openness needs can foster close-knit, supportive relationships, while low affection needs might lead to more detached interactions.

Phases of Group Development

Groups typically go through several distinct phases of development, i.e.,

1. **Belonging Phase (Forming):** This initial stage involves group members coming together and getting acquainted. Individuals are primarily focused on establishing their place within the group and understanding the group's purpose. During this phase, members are often polite and cautious as they seek to belong and be accepted. The emphasis is on building relationships, defining the group's mission, and setting ground rules.

2. **Control Phase (Storming):** In this stage, conflicts and competition often arise as individuals assert their opinions and vie for influence. Power struggles and clashes over leadership, roles, and task allocation are common. Members test boundaries and challenge the group's structure as they negotiate control and decision-making authority. This phase is crucial for establishing clear hierarchies and roles within the group, which can lead to tension but ultimately strengthens the group's foundation.

3. **Openness Phase (Norming):** As conflicts are resolved, the group starts to establish norms and cohesion. Members develop mutual trust, agree on rules and roles, and begin to work more collaboratively. Communication becomes more open and honest, and members feel comfortable sharing ideas and feedback. This phase is characterized by increased cooperation and a focus on building strong, supportive relationships. The group's structure solidifies, and a sense of unity and shared purpose emerges.

4. **Performing:** At this stage, the group operates efficiently towards its goals. Roles are well-defined, and members are motivated and productive. The group is characterized by high levels of cooperation, problem-solving, and mutual support. The groundwork laid in the belonging, control, and openness phases enables the group to perform at its best.

5. **Adjourning:** This final stage involves the disbanding of the group after achieving its objectives. Members reflect on their accomplishments and the group's overall experience, and may experience a sense of loss or accomplishment. The group may plan for future collaborations or go their separate ways, taking with them the lessons learned from their shared experience.

The Importance of Understanding Group Dynamics

Understanding group dynamics is crucial for creating well-functioning groups. It helps in resolving conflicts by allowing leaders to recognize the underlying needs and behaviors driving disputes, enabling effective mediation. Additionally, awareness of group dynamics enhances collaboration as leaders can foster an environment where members' strengths are utilized and weaknesses mitigated. This awareness also increases engagement, as catering to individual needs ensures that members feel valued and understood, leading to higher commitment to group goals. Ultimately, well-managed group dynamics optimize performance by improving decision-making, fostering innovation, and boosting productivity as members work synergistically towards common objectives. The following section provides an overview of exercises that may be helpful in making this knowledge actionable.

Icebreaker Exercises for New Groups

1. **Paired Assumptions:** In this icebreaker, participants are divided into pairs and tasked with answering eight stereotypical questions about each other without prior discussion. These questions might include: where they were born, how many siblings they have, their favorite food, what they are really good at, their passions, hidden talents, their favorite hobby, and a place they dream of visiting. Each person writes down their guesses for their partner's answers. After completing the guesses, pairs will discuss their actual answers and compare them to the guesses, revealing how accurate or inaccurate they were.

   The purpose of this exercise is to demonstrate how our assumptions about people are often incorrect. It highlights the importance of asking questions and actively seeking information rather than relying on preconceived notions. This principle is equally critical in business; when developing a new idea, the best way to validate your assumptions is to formulate insightful questions and engage with your target audience to test whether your assumptions hold true. This approach fosters better understanding, innovation, and success in both personal interactions and professional endeavors.

2. **Two Truths and a Lie:** Each member shares two truths and one lie about themselves. The group then guesses which statement is the lie. This exercise encourages sharing personal information in a fun and engaging way, helping members get to know each other.

3. **Human Knot:** Group members stand in a circle, reach across to hold hands with two different people, and then attempt to untangle themselves without letting go of each other's hands. This activity promotes teamwork, problem-solving, and laughter, easing the initial awkwardness.

Addressing Challenges in Program Orchestration

Attracting Participants

If you are launching a program for the first time without a predefined target audience, marketing and outreach become critical. Utilize social media, local schools, universities, community centers, and professional networks to promote the program. Highlight the program's unique benefits and offer incentives such as certificates, prizes, or networking opportunities with industry professionals.

Handling No-Shows and Engagement Issues

❖ **No-Shows:** Follow up with participants who do not attend scheduled events. A quick call or email can help you understand their reasons and adjust future sessions accordingly. Offering flexible attendance options or recording sessions for later viewing might improve participation.

❖ **Low Engagement:** Create a welcoming environment that encourages participation. Use icebreakers, interactive activities, and small group discussions to foster engagement. For those who seem disengaged, personal check-ins can help identify any issues and offer support.

❖ **Reluctance to Open Up:** Build trust through consistent and empathetic communication. Encourage sharing by leading by example and showing vulnerability. Use anonymous feedback tools to allow participants to voice concerns without fear.

❖ **Conflict Management:** Establish clear group norms and conflict resolution protocols from the start. Address conflicts promptly and fairly, focusing on mediation and mutual understanding. Training sessions on teamwork and communication can preempt many issues.

Embracing Flexibility - Altering the Program on the Go

As a mentor in eco-health tourism, adaptability is key to ensuring your mentees get the most from each session. There may be times when the group isn't ready for the content you've planned, or you only manage to cover part of the material. In such cases, being ready to adapt—by sharing supplementary materials that evening, answering questions, clarifying concepts, or reshaping upcoming sessions—can be invaluable. This flexibility allows you to address gaps, strengthen learning outcomes, and ensure participants feel supported in their entrepreneurial journey. By staying responsive and open to change, you enhance the program's impact and help mentees progress with confidence.

Broadening the Concept of an Entrepreneur

It's not uncommon for people to associate entrepreneurship and entrepreneurs with the likes of Elon Musk or Bill Gates. Billionaires who run large multinational companies; and feel that the term is somehow reserved for these individuals. It's also not uncommon for people to assume that starting a business is something you do as a limited company. These myths are worth discussing - and dispelling. When you organize learning activities within the second and third courses, keep this in mind. Expand upon the concept of the lone entrepreneur and perhaps talk about how people start cooperatives everyday - and that this too is a form of entrepreneurship that perhaps is more geared towards people who want to start something together with others. Who seek and make use of the strengths in networks. There is more to the concept; and it might be worth discussing this early on in the program, as this may lead to more insights into how people also view themselves, and spark ideas around how they might start a business that is more in line with how they work as a person.

Embracing Dilemmas and Trade-offs

Building upon the idea of dispelling myths and misconceptions, when orchestrating these types of programs, it is also important to think about how you can create an atmosphere that allows participants to discuss difficult things; dilemmas and trade-offs.

For entrepreneurs, especially those striving to lead by example, inspiring others to "do the right thing" can be challenging, and building a sustainable business model can be very difficult. For instance, an eco-tourism entrepreneur might aim to create experiences that respect nature and minimize impact, yet may face the dilemma of needing to attend international events or network gatherings accessible only by air travel. Choosing to fly might seem counterintuitive for someone committed to sustainability, but sometimes these choices are necessary for spreading awareness, securing funding, or scaling a mission. The path forward is riddled with paradoxes, but we still need to choose, and move forward somehow.

A candid mentor might address these trade-offs, highlighting that pursuing sustainability doesn't always mean perfection, and decisions are often weighed against real-world limitations. Using this opportunity to provide your own dilemmas to the group may be very useful.

These paradoxes present complex choices, where each option carries its own trade-offs. Discussing such dilemmas within the program can be incredibly valuable, encouraging participants to confront the tensions between ideals and practicality, and ultimately empowering them to make balanced, impactful decisions.

Facilitating Communication Throughout the Program

Effective communication is key, and choosing the right platform can make a big difference in keeping your group engaged. Today's young entrepreneurs commonly use platforms like WhatsApp, Instagram, and Facebook, but Slack and Discord are also popular for their organized channels and community-building features. It's important to select a platform that works well for the entire group - something everyone is comfortable with and finds easy to use. Consider discussing options with participants to find a consensus on what will help them stay connected, ask questions, and share updates seamlessly. By choosing a platform that fits their preferences, you'll create a more inclusive and accessible experience for everyone involved.

Among these, Discord has become a very popular application, as it "mimics" real rooms by allowing users the opportunity to create and join "open" voice channels where people can idle until someone shows up and wants to say hi. To make it easier, the mentor may open a few of the applications and show the functionality before a decision is made.

Training Courses
- Mentor Guidance

The training program is divided into three different courses which, in turn, consists of different chapters. Course 1 introduces sustainability and its connections to eco-tourism, while Courses 2 and 3 focus on personal career development, generating new ideas, and testing business concepts in action.

In the Training Program we have developed a program structure based on our competence framework, which we believe integrates the most important skills and knowledge for individuals interested in pursuing a career in eco-health tourism. But as we all know, no size fits all, and reconfiguration and adaptability is essential if we want this material to be useful in as many contexts as possible. So build upon it, be critical and ask yourself how it can be adapted to fit your particular audience better.

In this chapter we present hands-on guidance relating to the courses in the Training Program, starting with more general suggestions - questions and reflections (for both yourself and the group) that you might want to return to before and during each activity with the mentees. Next, we have also included a short description of the contents of each training course, highlighting each course' main purpose and learning objectives, quiz solutions (when applicable), and useful guidance and links to external resources. While this material may help you develop a better program for your specific audience, most of it will be equally useful to the mentee – so find ways to pass it on, and insert in the program where you think it makes sense.

Recurring Questions for Mentees

When organizing these learning activities, the following questions may be used to guide both you (the mentor) and the participants, before, during and after each activity i.e.,

❖ *Always start a new session by discussing the participants progress since the last session and gauge their emotional reaction to the topic. Then, ensure they understand the subject thoroughly - and if they don't, guide them towards a potential answer - providing them with open-ended questions that may help clarify their lack of understanding.*

❖ And when you organize quizzes, *review each question with your participants, help them think deeply about their answers and encourage them to articulate their thoughts as clearly as possible. Here, you may assist them in writing down their answers, if that is helpful.*

❖ And once all questions have been answered, *ask the participants about their feelings, insights they have gained, or overall reflections. Encourage them to write these things down.*

Recurring Questions for the Mentor

Once a presentation, workshop or entire course is done, reflect upon what you have learned; about the group, different individuals, the material, and the next session you have planned.

❖ *Did you miss something crucial?*

❖ *Do you need to reconnect with any one individual to make sure they understood a crucial part of the material?*

❖ *Or should you reconnect with your participants before the next session, providing them with additional learning material, or preparing them for the next session?*

❖ *Do you need to change anything in your overall plan?*

Course 1: Sustainability and Eco-Tourism

The purpose of this course is to provide the participants with insights into the field of sustainability; to understand how sustainability can be defined in different ways, its various dimensions, how it is commonly measured, and who the key actors measuring and reporting on sustainability are. In this course, participants will also get a clear insight into the world of tourism, how it relates to sustainability, and how actors within the field see and work with sustainability in practice. It also offers insight into the difference between sustainable tourism, and the concept of eco-tourism.

Modules

Understanding Sustainability (1A)
❖ Learning about planetary limits
❖ What is IPCC?
❖ Discovering the History of
❖ Sustainability

Tourism Today (1B)
❖ Understand the environmental impact of tourism
❖ Identify opportunities for the tourism sector to lead in sustainability
❖ Discuss the roles of the tourism industry and travelers in promoting responsible travel practices

Sustainable Tourism (1C)
❖ Understand the principles of sustainable tourism and its 3 P'S

What is Ecotourism? (1D)
❖ Explore various ecotourism activities and their roles

Learning Objectives

Learning Objectives (1A)

1. Attain comprehensive understanding of the sustainability concept, its history, common methodologies and their practical usefulness.

2. Be able to analyze and articulate personal responsibilities and actions that contribute to advancing sustainability within the given context.

Learning Objectives (1B)

1. Understand the environmental and socio-economical impact of tourism, for example on natural habitats, wildlife and local communities.
2. Identify sustainability opportunities for the tourism sector, such as strategies or tourism concepts for reducing environmental degradation.
3. Discuss the roles of the tourism industry and travellers in promoting responsible travel practices.

Learning Objectives (1C)

1. Analyze the core principles of sustainable tourism and explain how they integrate social, environmental, and economic sustainability.
2. Recognize and distinguish between different forms of sustainable tourism, evaluating their unique contributions to sustainability goals.

Learning Objectives (1D)

1. Understand the definition of ecotourism and its core principles.
2. Develop an understanding of the diverse themes, activities and opportunities offered by ecotourism.

Mentor Instructions for this Course

See the Grassroots Training Program to find relevant lecture material for this course. Adapt the material to fit your group and your teaching style.

Quiz Solutions

Promoting Sustainability (1A)

1. b) Transition to renewable energy sources
2. c) To conserve natural lands
3. b) By implementing measures to reduce nutrient runoff
4. a) Implementing water conservation measures
5. b) By investing in pollution control technologies
6. b) Protecting marine habitats and species
7. b) To share knowledge and resources
8. d) All of the above
9. b) To ensure environmental conditions favorable for life on Earth
10. c) By taking action to reduce their environmental footprint

Tourism Today (1B)

1. b) Embracing innovative approaches and practices
2. b) By providing economic opportunities and preserving cultural heritage
3. c) Supporting protected areas and wildlife conservation projects
4. a) By choosing eco-friendly accommodations and activities
5. c) Cultural exchange, dialogue, and understanding

Additional Guidance & Useful Links

If you or your mentees want to dive deeper into the subjects of this course, several excellent books, movies and science-inspired talks may be worth looking into, either before the program, as a compliment to the program - for example through a video-analysis workshop. If you want to apply the material in your program, one course of action could be to assign your group the task of reviewing a TED-talk that tackles the main issues in the courses in a different way than you do; providing them with different perspectives - which may be especially fruitful if the topic was difficult to understand. This may be useful if you did not have enough time to discuss a specific topic, or if the group had a lot of questions that had yet to be answered after a specific activity. Make use of such opportunities and steer the group in the direction of additional information. On the topic of sustainability and tourism, the following resources can act both as primers on the topic, and as great topics for discussion:

What is Sustainability?
Learn about the various ways that sustainability is defined, learn about Replacement Rate and the Triple Bottom Line and how its impacts are key to future generations and the longevity of the planet and its health:
https://www.youtube.com/watch?v=zx04Kl8y4dE

What is eco-tourism?
eco-tourism is growing in popularity around the world (which is a great thing!). But what is eco-tourism and why is eco-tourism important? This video dives into different examples of eco-tourism. Essentially a form of sustainable tourism, eco-tourism is generally viewed as a positive type of tourism that has favourable impacts on the environment and society.
https://www.youtube.com/watch?v=K48IsUdUKUs

TED Talk: How We Can Make the World a Better Place by 2030 (Michael Green) https://www.youtube.com/watch?v=o08ykAqLOxk

TED Talk: Are We the Last Generation, Or the First Sustainable One? (Anna Richie)
https://www.youtube.com/watch?v=Kl3VVrggKz4

Book: Big World, Small Planet (Johan Rockström & Mattias Klum)
Rundown on the challenges surrounding climate change and the definitions of Planetary Boundaries.
https://www.google.se/books/edition/Big_World_Small_Planet/hxuDCgAAQBAJ?hl=sv&gbpv=1&dq=Planetary+boundaries&printsec=frontcover.

Book: Donut Economics - Adding Socio-Economic Dimensions to the Planetary Boundaries (Kate Raworth) Introduction to an additional layer of the planetary boundaries - the socio-economic aspects necessary to make the world more sustainable https://doughnuteconomics.org/about-doughnut-economics

GrassRoots Entrepreneur Video Showcase
Consider highlighting different GrassRoots entrepreneurs throughout the training program. for example during course 1, when the group sets out to explore sustainability and eco-tourism; and possibly, again, once they start reflecting upon their own journeys and opportunities in courses 2 and 3:
https://ecohealthforyouth.com/video-showcase/

Course 2:
My Career in Eco-Tourism

This course is meant to assist participants in exploring their opportunities to develop both themselves, and the ideas they are most passionate about. It ties into the idea of inner development goals and sustainability, and sheds light upon different career opportunities in eco-tourism - how to decide on a trajectory and proceed forward.

Modules

Introduction to the Concept of IKIGAI and its Application to Your Career Development (2A)

BIS: Inner Development Goals (2B)

Competencies in Ecotourism (2C)
❖ Ecotourism career opportunities
❖ Developing a personal development cycle

Learning Objectives

Learning Objectives (2A)

1. Understand the concept of Ikigai and its significance in personal and professional development.
2. Identify and evaluate personal passions, strengths, values, and opportunities for contribution.
3. Learn how to find the intersection of passion, vocation, mission, and profession to discover one's Ikigai.
4. Explore strategies for integrating Ikigai into career development and daily life.
5. Recognize the role of mentors in providing guidance, support, and accountability in the journey of self-discovery and Ikigai realization.

Learning Objectives (2B)

1. Understand the key competencies required for a successful career in ecotourism.
2. Identify personal strengths and areas for development in relation to ecotourism competencies.
3. Explore how one's passions and skills align with the demands of ecotourism.
4. Evaluate the role of ecotourism in fulfilling personal values and contributing to environmental conservation and cultural preservation.

Learning Objectives (2C)

1. Recognize opportunities for career growth and entrepreneurship within the ecotourism industry.
2. Develop a plan for continuous learning and skill improvement to excel in ecotourism careers.

Mentor Instructions for this Course

Introduction to the Concept of IKIGAI and its Application to Your Career Development (2A)

The role of a mentor in the process of discovering one's Ikigai is multifaceted and can be incredibly valuable. Here are some key roles a mentor can play:

❖ **Guidance and Support:** A mentor can provide guidance and support throughout the journey of self-discovery. They can offer valuable insights, share personal experiences, and provide encouragement to help the mentee navigate challenges and obstacles along the way.

❖ **Facilitator of Self-Reflection:** A mentor can encourage the mentee to engage in deep self-reflection and introspection. By asking thought-provoking questions and encouraging the mentee to explore their passions, strengths, and values, the mentor can help the mentee gain clarity and insight into their Ikigai.

❖ **External Perspective:** A mentor can offer an external perspective on the mentee's strengths, talents, and potential areas for growth. They can provide feedback and observations based on their own observations and experiences, helping the mentee gain a more objective view of themselves.

❖ **Accountability Partner:** A mentor can serve as an accountability partner, helping the mentee stay on track with their goals and commitments. By checking in regularly, providing encouragement, and holding the mentee accountable for their actions, the mentor can help the mentee stay focused and motivated.

❖ **Connector and Networker:** A mentor can leverage their own network and connections to help the mentee explore opportunities, make valuable connections, and expand their horizons. They can introduce the mentee to relevant contacts, organizations, and resources that align with their interests and goals.

❖ **Role Model:** Lastly, a mentor can serve as a role model for the mentee, inspiring them with their own journey of self-discovery and personal growth. By modeling positive behaviors, values, and attitudes, the mentor can demonstrate what it means to live a purposeful and fulfilling life aligned with one's Ikigai.

The mentor plays a pivotal role in supporting and guiding the mentee as they embark on the journey of discovering their Ikigai, providing valuable insights, encouragement, and support every step of the way.

BIS: Inner Development Goals (2B)

Here are the steps you can take to guide the mentee through understanding and utilizing the provided text:

1. **Read and Analyze the Text Together:** Start by reading through the text together, ensuring the mentee understands the main points and objectives of the IDG Initiative.

2. **Discuss the Significance:** Engage in a discussion about why the IDG Initiative is important and how it aims to address the gaps in global sustainability efforts.

3. **Break Down the Key Concepts:** Break down key concepts such as the Inner Development Goals (IDGs) framework, the 23 skills and qualities, and the five dimensions.

4. **Explore the Developmental Phase:** Discuss the significance of the initiative being in its developmental phase and how it evolves based on ongoing input and research.

5. **Review the Provided Links:** Explore the provided links to the process guidelines and framework to gain a deeper understanding of the IDG Initiative.

6. **Encourage Further Exploration:** Encourage the mentee to explore the provided links independently and to delve deeper into the IDG Initiative.

7. **Facilitate Discussion:** Facilitate discussions around the participants understanding of the text, encouraging questions and critical thinking.

8. **Encourage Critical Thinking:** Encourage the mentee to critically analyze the IDG framework and its implications for global sustainability efforts.

9. **Feedback and Reflection:** Offer feedback and encourage reflection on the mentees understanding and application of the IDG Initiative.

10. **Application:** Encourage the mentee to think about how the IDG Initiative can be applied in real-world contexts and how they can contribute to its objectives.

11. **Integration into Learning:** Integrate the IDG Initiative into ongoing learning activities and discussions to reinforce understanding and application.

Competencies in eco-tourism (2C)

The mentor's role is to guide the mentee through a series of questions to align their ikigai with the competencies needed for a career in eco-tourism. Here's how the mentor can support the mentee:

❖ **Passion Alignment:** The mentor helps the mentee explore how their ikigai aligns with their passion for environmental conservation and sustainable travel. They encourage the mentee to reflect on their deepest interests and values.

❖ **Skills Assessment:** The mentor assists the mentee in assessing their strengths and skills, guiding them to identify how these contribute to key competencies required in eco-tourism, such as environmental awareness, communication, or problem-solving.

❖ **Purpose Fulfillment:** The mentor facilitates the mentee's understanding of how pursuing a career in eco-tourism fulfills their sense of purpose in contributing to environmental conservation, cultural preservation, and sustainable development. They help the mentee connect their personal values with their career aspirations.

❖ **Market Demand:** The mentor supports the mentee in exploring opportunities within the eco-tourism industry that align with both their skills and the world's need for responsible tourism practices. They provide insights into emerging trends and market demands.

❖ **Entrepreneurial Potential:** The mentor helps the mentee assess whether their ikigai aligns with the entrepreneurial mindset required to develop sustainable and profitable eco-tourism ventures. They encourage the mentee to explore their entrepreneurial potential and identify areas for growth.

❖ **Learning and Growth:** Lastly, the mentor guides the mentee in identifying opportunities for learning and growth in areas where they may have gaps in the competencies required for a career in eco-tourism. They encourage the mentee to pursue continuous learning and development to enhance their skills and expertise.

At this stage, the mentor plays a crucial role in helping the mentee refine their career aspirations in eco-tourism, providing guidance, support, and insights throughout the process of aligning their ikigai with the competencies needed for success in the industry.

Eco-tourism Career Opportunities

The mentors' role is to guide the mentee through exploring potential career paths in eco-tourism. They help the mentee clarify their interests, research different roles, assess alignment with their skills and values, provide advice and perspective, assist in long-term planning, encourage open-mindedness, and support the mentee in taking action steps towards their chosen career path.

Developing a personal development cycle

The mentor serves as a guide and support system throughout the personal growth and development exercise, assisting participants in understanding the personal development cycle, setting SMART goals, developing action plans, and providing accountability. But the mentor also encourages learning and development, facilitates reflection and adaptation, and promotes renewal and growth.

Additional Guidance & Useful Links

This course focuses a lot on self-discovery, highlighting tools like Ikigai and the IDGs. But there are many other ways of going about doing this, and different tools fit different people. While the conceptualized tool of Ikigai is useful in eliciting questions relating to a person's skills or characteristics, wants and dreams, Robert Greenes' methods tackle the problem of finding purpose and skills differently, guiding individuals to undertake a form of neurological archaeology to find moments in one's' past that were especially joyful, easy, or where you experienced flow somehow. Some people might find it easy to list what they like, what they want to do more of, and what they are good at; for others it can be very difficult. The following list might be helpful in this regard:

Finding Your Purpose

How to Find Your Purpose in 3 Minute using IKIGAI
IKIGAI a Japanese concept for "reason for being"
https://youtu.be/rhuGMV2CEbI

Ikigai: Find Your Purpose in 5 Steps | Hello! Seiiti Arata 140
Ikigai is an ancient Japanese word meaning something like your reason for living. Finding your ikigai is understanding what makes you get out of bed every morning. To meet this purpose, you must follow a five-step roadmap that will require a good deal of self-awareness.
https://www.youtube.com/watch?v=iPYvZoYSb9o

How to think about the IKIGAI diagram
https://medium.com/@nimitsharma7496/ikigai-the-japanese-secret-to-a-fulfilling-life-276ec7cb212a

Find Your Purpose in Life with Robert Greene
In this video, I explain how you can find what I call your "life's task", discover your purpose, and think deeply about your past
https://www.youtube.com/watch?v=ZE-YCwsnc6A

Book: Mastery (Robert Greene) - the paperback and longer version of the video above: https://www.amazon.se/-/en/Robert-Greene/dp/014312417X

Course 3:
My Eco-tourism Project

This course aims to provide participants with the tools necessary to develop their own project - testing and developing their own ideas into something tangible; challenging mentees to put themselves into the shoes of their prospective customers, and trying to develop a sustainable business model - i.e., conceptualizing how their business would function, what types of services they could offer their customers, how they would finance their business, how their business would contribute to sustainable development.

Modules

My Ecotourism Project Fundamentals (3A)

My Ecotourism Project Ecosystem (3B)

My Ecotourism Project Purpose (3C)

Introduction to Ecotourism Customer Journey (3D)

Sustainable Business Models (3E)

Learning Objectives

Learning Objectives (3A)

1. Grasp permaculture principles, especially permaenterprise ethics.
2. Define and discuss nature's nine key operating principles.
3. Analyze the benefits of integrating permaculture into eco-tourism.
4. Apply permaculture to design sustainable eco-tourism projects.
5. Assess the impact of permaculture-based eco-tourism on ecosystems and communities.
6. Utilize permaculture ethics for ethical decision-making in project development.

Learning objectives (3B)

1. Understand the importance of identifying ecosystems in eco-tourism.
2. Learn to select eco-tourism locations based on biodiversity and culture.
3. Develop observational skills for understanding ecosystem dynamics.
4. Apply permaculture principles for sustainable eco-tourism.
5. Engage stakeholders to assess eco-tourism impacts.
6. Utilize mind mapping for effective stakeholder engagement and ecosystem assessment.

Learning objectives (3C)

1. Understand the significance of defining an eco-tourism project's purpose.
2. Apply Simon Sinek's Golden Circle method to develop a purpose statement.
3. Collaborate with stakeholders to define the project's purpose.
4. Prioritize values like caring for humans and the planet.
5. Translate the purpose into actionable initiatives.

Learning objectives (3D)

1. Understand the importance of crafting a customer journey for eco-tourism projects.
2. Explore the ethical principles guiding the design of eco-tourism customer journeys.
3. Identify the elements of singularity and diversity in designing eco-tourism customer experiences.
4. Learn how to tailor experiences to individual traveler interests while promoting sustainability.
5. Appreciate the value of celebrating diverse landscapes, cultures, and activities within eco-tourism destinations

Learning objectives (3E)

1. Define sustainable business models and understand their key components,
2. Compare and contrast traditional profit-driven models with sustainable business approaches
3. Explore alternative business models.
4. Recognize the importance of organizations embracing sustainability and the benefits of transitioning to sustainable business models.
5. Identify strategies for organizations to assess their current impact, engage stakeholders, evaluate risks, and proactively transition to sustainable business models with leadership and commitment.

Mentor Instructions for this Course

My eco-tourism Project Ecosystem (3A)

In this first segment, the focus is on exploring the foundational principles of permaculture and their application within eco-tourism. Participants will gain an understanding of nature's core operating principles, delve into the ethics of permaenterprise, and learn how to design and evaluate sustainable projects. By integrating these concepts, the goal is to inspire innovative, ecosystem-conscious solutions that also benefit local communities.

Again, see the Grassroots Training Program to find relevant lecture material for this part of the course. Adapt the material to fit your group and your teaching style.

My eco-tourism Project Ecosystem (3B)

The mentor plays a crucial role in guiding and supporting the mentee throughout this exercise. Here's how:

1. Facilitating Understanding: The mentor helps to identify and to understand the concerns, needs, expectations, and desires of each stakeholder in the ecosystem. They may provide guidance on effective stakeholder engagement techniques and encourage the participant to consider diverse perspectives.

2. Providing Insights: Drawing on their experience and expertise, the mentor offers insights into the potential impacts of stakeholder activities on human well-being, environmental conservation, and fair share. They help the participant analyze these impacts comprehensively and consider them in the planning process.

3. Supporting Mind Mapping: The mentor assists the participant in using mind mapping as a visual tool to organize his or her thoughts and ideas effectively. They may offer tips on structuring the mind map, selecting relevant keywords and images, and identifying connections between different elements.

4. Encouraging Creativity: The mentor fosters a creative and innovative mindset, encouraging the participant to explore new possibilities for your eco-tourism project. They provide a supportive environment where the participant feel comfortable experimenting with ideas and thinking outside the box.

5. Providing Feedback: Throughout the exercise, the mentor provides feedback and guidance to help the participant refine his or her understanding of stakeholders' perspectives and the potential impacts of their activities. They offer constructive criticism and suggestions for improvement to enhance the quality of the participant analysis.

My eco-tourism Project Purpose (3C)

The mentor's role is to provide emotional support to the participant throughout the process of defining the purpose. This involves being present to listen, validate feelings, and offer encouragement when needed. The mentor acts as a personal mental coach, helping the participant navigate any emotional tension that may arise during the exercise.

Additionally, the mentor actively participates in the process of defining the purpose alongside the participant. They offer their insights, perspectives, and expertise to contribute to the discussion and decision-making process. By actively engaging in the exercise, the mentor demonstrates their commitment to supporting the participant's personal and professional growth.

After the exercise, the mentor takes the time to debrief with the participant, reflecting on the experience and discussing any challenges or insights that emerged. This debriefing session allows the participant to process their emotions and thoughts, while the mentor provides guidance and assistance as needed.

Overall, the mentor plays a crucial role in providing emotional support, acting as a personal mental coach, and actively participating in the process of defining the purpose to ensure the participant feels supported and empowered throughout their journey.

Introduction to eco-tourism Customer Journey (3D)

The mentor plays a pivotal role in guiding the team through the process of designing the customer journey. They facilitate brainstorming sessions, ensuring that each team member contributes their ideas and perspectives. Additionally, the coach encourages creativity and innovation, motivating team members to think outside the box and express their uniqueness. They emphasize the importance of aligning proposals with the project's purpose while empowering individuals to explore imaginative solutions. Through their guidance and support, the coach fosters collaboration, ensuring that the final customer journey reflects the project's values and delivers an exceptional experience for guests.

Sustainable Business Models (3E)

As a mentor, your role in assisting the mentees with their thinking process involves guiding them through critical analysis and reflection on the provided text. Here's how you can approach it:

1. Facilitate Understanding: Encourage the mentees to thoroughly read and understand the text, emphasizing the key questions provided.

2. Prompt Exploration: Guide the mentees to explore each question thoroughly. Discuss how each question relates to the organization's goals, values, and current practices.

3. Encourage Critical Thinking: Prompt the mentees to critically analyze the organization's purpose, values, and current impact in relation to sustainability goals. Encourage them to question assumptions and consider alternative perspectives.

4. Support Reflection: Help the mentees reflect on the implications of adopting a sustainable business model. Encourage them to consider the challenges, resources required, and potential benefits.

5. Provide Context: Offer examples or case studies to illustrate how other organizations have successfully transitioned to sustainable business models. Discuss the lessons learned and best practices.

6. Promote Discussion: Facilitate discussions to encourage the mentees to articulate their thoughts, ask questions, and engage in meaningful dialogue about sustainability.

7. Guide Decision-Making: Assist the mentees in evaluating the risks, opportunities, and financial considerations associated with adopting a sustainable business model. Help them weigh the potential benefits against the status quo.

8. Inspire Action: Encourage the mentees to take initiative and develop a plan of action for incorporating sustainability into their organization. Support them in setting realistic goals and identifying steps to achieve them.

9. Provide Encouragement: Offer support and encouragement throughout the process, acknowledging the mentees efforts and progress. Reinforce the importance of their role in driving positive change.

By guiding the participants through these steps, you can help them develop a deeper understanding of sustainability issues and empower them to contribute effectively to their organization's sustainability efforts.

Additional Guidance & Useful Links

While this course covers the start-up journey, elaborating on and providing mentees with critical tools and ways of thinking as an entrepreneur, it is worth highlighting a few more, and showcasing alternatives. For example, Eric Ries foundational book on the Lean Start-Up - wherein he details how entrepreneurs can structure their start-up process, and - almost like a scientist, arrive at new solutions that address market needs. And once your entrepreneurs settle on an idea, there are many variants to the Business Model Canvas worth exploring.

Combined with the content of the Training Program these materials can serve as an ideal foundation for understanding complex concepts, whether as supplementary pre-program content, in-depth exercises during the program,
or as reflective tools afterward. Here are some of them:

Understanding Customer Needs & Developing Ideas

TED Talk: How to Start a Movement" by Derek Sivers
This TED Talk offers a humorous yet insightful look at how movements start and grow, providing practical advice for those looking to initiate their own eco-tourism projects. https://www.youtube.com/watch?v=gxFt1BZiMTw

Thinking Like an Entrepreneur - The Lean Start-up by Eric Ries:
https://www.google.se/books/edition/The_Lean_Startup/tvfyz-4JILwC?hl=sv&gbpv=1&dq=the+lean+startup&printsec=frontcover

The Empathy Canvas:
https://medium.com/@davegray/updated-empathy-map-canvas-46df22df3c8a

The GrassRoots Pedagogical Guide
The Pedagogical Guide constitutes another useful tool when your mentees set off to develop new ideas. It offers a valuable, ready-to-use toolkit that covers everything from designing and planning to prototyping and assessing tourism experiences - making it an essential resource for developing skills in a structured yet creative way. We think it is particularly useful because it also encourages reflection, helping mentees deepen their approach to tourism with a focus on sustainability and community impact. Make use of it!

Developing and Organizing a Business

TED Talk: "When Workers Own Companies, The Economy is More Resillient"
Description: The Opportunity of running your business as a Cooperative - a different way of organizing and running a business; where workers own their own company. https://www.ted.com/talks/niki_okuk_when_workers_own_companies_the_economy_is_more_resilient?subtitle=en

Developing a Business Model Canvas:
https://www.strategyzer.com/library/the-business-model-canvas

The (Work) Cooperative Business Model Canvas:
https://ccwbe.org/resource/the-worker-cooperative-business-model-canvas/

Ownership Cooperative Business Model Canvas:
https://medium.com/start-coop/introducing-the-ownership-model-canvas-62244cb36a55

Program Evaluation

Once the program is completed and the participants are done, you need to address the question of evaluation. While this may hold more importance to some program orchestrators than others, for example if the orchestrator is interested in repeating the program or not; it can still be a learning experience for all parties involved. In the final pages of this document we review the different ways of evaluating a program and extracting key learnings for future use.

Assessing Mentors' Contribution and Areas of Improvement

While assessing the progress of program participants constitutes an essential part of the program, all aspects of the program should be subjected to assessment. Giving and receiving feedback can be valuable to both the mentor and mentee in different ways. Mentoring is a very useful skill in any type of organization - and a skill that can always be refined further. By providing feedback to the mentor - mentor and mentees alike get a better understanding of themselves and how they can help both themselves, and other people grow. But doing it can be tricky: to critique someone else's contribution without offending them.

There are several ways to assess your contribution as a mentor, for example by

1. Surveying feedback from mentees on how effective the mentor has been, how well they've communicated during the course of the program, knowledge transfer, and overall guidance through i.e., the eco-health project.
2. You may also survey the mentees, inquiring about how well they think the stated learning goals and outcomes were achieved, and what role the mentor played - or could have played, if done differently.
3. A third course of inquiry may revolve around engagement and availability - how engaged and available has the mentor been throughout the program? Time spent, accessible for questions etc. What could they have done differently?
4. If you have organized the program together with someone else - or if you have been given the opportunity to have a colleague be present during crucial activities in the program - consider using them as a source of feedback. What would they have done differently?

Some of these methods could be used in an open format, but they could, as stated, also be done as surveys, with names, or anonymously - providing questions with open-ended answers, or allowing participants to select a number on a scale from 1-4, and avoiding scales where participants can easily choose the "middle" option.

Evaluating and Developing the Program

After assessing the mentors' and mentees' learning achievements and potential areas of improvement, focus may be directed towards the program itself; not just for the sake of improving the program for future iterations, but to give the mentees a final opportunity to reflect upon their own journey so far - from a different perspective. How would they organize the program if it were up to them? What do they want to learn more about? How would they like to acquire that knowledge? Below are several methods you can adapt based on your group size and context:

Surveys for Broad Feedback
Online surveys can be an effective way to gather structured feedback, especially for larger groups. Tools like Google Forms or Mentimeter can capture detailed input on aspects like session content, pacing, and relevance. Use a combination of rating scales (1-4 to avoid neutral answers) and open-ended questions to get a balanced perspective. This method works well when anonymity is preferred, giving participants the freedom to share honest feedback.

Interactive Feedback Sessions
For smaller or medium-sized groups, a collaborative feedback session can provide richer insights. Use post-its, a whiteboard, or live polling tools like Mentimeter to collect thoughts from participants in real-time. This format encourages open dialogue and often leads to shared learning moments, where group members can reflect on their experiences together. It also doubles as a final bonding activity, reinforcing the sense of community built during the program.

Reflective Re-imagining of the Program
Invite participants to step into the role of the organizer and envision how they might redesign the program. What topics would they expand on? What activities would they add or remove? This exercise not only empowers them to share their perspectives but also sparks deeper reflection on their own learning journey. Conduct this in breakout groups or as a full-group discussion to gather a range of ideas.

Feedback from Co-Organizers or Observers
If the program involves co-organizers or external observers, their feedback can provide a valuable outside perspective. Ask for their input on session flow, participant engagement, and logistical aspects. This external viewpoint can help identify areas that may not be as visible to facilitators, adding depth to the evaluation process.

Adapting Evaluation Methods to Different Scenarios

Adapting Evaluation Methods to Different Scenarios

Choosing the right evaluation approach depends on your group size and setting:

❖ Small groups: Opt for open discussions or reflective exercises that allow for deeper engagement and a personal touch.
❖ Large groups: Use digital tools like surveys for efficiency and anonymity, ensuring that everyone has a voice.
❖ Mixed or hybrid groups: Combine methods, using online tools for broader input and in-person activities for interactive feedback.

Recommended Tools for Gathering Feedback

❖ Google Forms: Perfect for collecting detailed, anonymous surveys.
❖ Mentimeter: Great for real-time polling and interactive feedback.
❖ Miro or Jamboard: Ideal for visual, collaborative feedback sessions.

These tools are relatively well known and easy to use; and they constitute a great way to gather feedback before - or during an evaluation. But you may also consider asking the group if you can record the session for transcribing it later; just keep in mind that some people may find this a bit unsettling; and making them feel safe is more important than your notes. If recording is not possible, perhaps another member of the group can take notes in real time, so that you can focus on the answers you get from the group.

Final Tip: If you can, take the opportunity to conduct an evaluation and gather feedback when you have everybody gathered. Once your participants have completed the course, their interest in filling out a survey, or participating in "extra" activities will be very low.

Dealing with Criticism

Sometimes you will receive criticism you deem unfounded, in which case, it may be helpful to give yourself the opportunity to respond to criticism by discussing the results in a larger group. Sometimes the person who wrote a specific comment may reveal themselves, sometimes not. Either way, it is important to accept that everybody has the right to their own opinions, and to be humble about the responses you get. There may be many things in peoples' lives that affect how they perform, or how they interact with others, and how they handle criticism. Perhaps the criticism you are receiving is well founded. Or perhaps it is simply just a person who has had a rough time and perhaps feels more inclined to criticize and blame someone else, rather than working on themselves. We never know. But if you organize an evaluation in a group-setting, you can give yourself - and the group, the opportunity to address criticism and paint a different picture of the situation.

Concluding the Program

The evaluation process should feel like a natural conclusion to the program rather than a separate add-on. Share a summary of the key insights gathered and, if possible, involve participants in shaping future activities or initiatives - for example by discussing social media platforms - and how to keep in touch (more on this on the next page). This approach not only provides closure but also reinforces the collaborative spirit of the program, leaving participants with a sense of accomplishment and connection.

Orchestrating
Post-program Communities

As mentees complete the program, it's essential to consider what comes next. Many participants may be ready to launch their own businesses, while others could be inspired to give back by becoming mentors themselves. How can you build on this momentum? Perhaps there's a plan for future programs—will these mentees be involved, either as mentors or as guest speakers to inspire new participants?

Another approach is to create a mentors' community, where alumni who wish to stay connected can offer support for upcoming programs. This could start as a group of alumni that grows year by year. Organizing such a community can take coordination—especially in the beginning—until it's large enough to become self-sustaining, with members stepping into leadership roles naturally. You might set up regular check-ins, virtual gatherings, or an online space where alumni can share experiences and resources.

Whether through structured support or informal connections, planning for an active, evolving community can strengthen the program's impact. There are no right or wrong approaches, but if the goal is to build something that endures and grows year over year, thinking ahead to what comes after the program may be essential.

While many platforms for communication exist, in this case it is again important to think about what platform fits the group in question. If the platform is seldom frequented, and members miss out on what's going on, it may be difficult to get the community going. That said, no platform will fit everybody's needs or appeal, and so the group must compromise. Perhaps by allowing notifications via email, or through some other approach, those who seldom open the "community" app may still be able to get notifications from the the community, and know when it's important to open the application and participate.

We Hope That This Guide Has Inspired You

We hope that this guide has inspired you to take on the role of a mentor, and that its content has given you the knowledge and tools necessary to guide aspiring entrepreneurs within the field of eco-health tourism towards realizing their dreams. Through trial, error, persistence and iterative discussions, in this guide, we've tried to distill and convey the most essential aspects of organizing a successful training program for our target audience. To conclude, we believe it prudent to highlight some of these aspects one more time.

Throughout this guide we have emphasized the importance of forging a great relationship between the mentor and mentee - and understanding that the essence of effective mentorship lies in seeing a person for who they truly are, or being open and inquisitive enough to attempt to understand who a person is; a task that requires active listening, and the ability to ask well considered open-ended questions. Moreover - when designing a program that sets out to help a diverse group of individuals develop in the direction of their dreams and aspirations, we believe that it is important to make sure knowledge creation and diffusion really works - is the message you are trying to convey really coming across? This part often entails understanding participants learning requirements and adapting to diverse learning styles as much as possible.

Concluding Remarks

Recognizing that each mentee has unique needs, whether they are introverts or extroverts is crucial. Introverts may require more reflective, one-on-one interactions, while extroverts might thrive in group settings and active discussions. Establishing a strong rapport is the foundation of any successful mentorship relationship. This involves building trust, demonstrating empathy, and consistently offering support and encouragement, both in small and large groups, and plays a key role in reaching individuals who are more or less intro- or extroverted.

Setting clear, achievable goals is another cornerstone of the mentorship process. Goals should be collaboratively defined to ensure they are aligned with the mentee's aspirations and capabilities. Regular assessment of these goals allows both the mentor and mentee to track progress and make necessary adjustments. This iterative process of goal-setting and evaluation helps in maintaining focus and motivation.

For new entrepreneurs, several critical lessons must be instilled. Firstly, the ability to ask insightful, probing questions is invaluable. A good mentor teaches mentees to question assumptions, explore alternatives, and seek deeper understanding. This skill is essential for testing hypotheses and validating ideas, which are fundamental steps in the entrepreneurial journey. Encouraging mentees to develop and test prototypes enables them to learn through experimentation and iteration, fostering resilience and adaptability.

Ultimately, the goal is to equip your mentees with a robust skillset that empowers them to turn their business dreams into reality. By guiding them through the process of ideation, prototyping, and validation, mentors help young entrepreneurs build confidence and competence. The iterative nature of this guide reflects its co-creation by a diverse group of stakeholders, and it is intended to be continually refined. We invite you to give it a go.

Thank you, and good luck!

Appendix: Additional Knowledge Resources and Tools

Sustainability Resources

Below is a selection of resources designed to deepen your understanding of sustainability, eco-health concepts, and ethical frameworks like permaculture. These tools and materials can be used to expand knowledge, inspire action, and support eco-tourism initiatives.

1. Environmental Footprint Calculator
A practical tool from ClimateHero to help you measure your environmental impact, specifically focusing on carbon dioxide emissions and other greenhouse gases. This calculator offers actionable advice on reducing your footprint, adopting environmentally friendly habits, and making greener choices.

Link: Environmental Footprint Calculator

2. "8 Sustainability Ideas That Will Change the World"
A video by FT Rethink exploring innovative sustainability concepts across retail, city planning, policy, technology, and construction. This resource highlights groundbreaking ideas that could reshape our approach to sustainability.

Link: 8 Sustainability Ideas That Will Change the World (YouTube)

3. What is Ecohealth, One Health, and Planetary Health
This video deconstructs three influential interdisciplinary approaches—Ecohealth, One Health, and Planetary Health—emphasizing their differences and applications in safeguarding human and environmental well-being.

Link: Ecohealth, One Health, and Planetary Health (YouTube)

4. The Story of Stuff – Product Life Cycles
This short documentary explains the lifecycle of material goods and the environmental impact of consumerism. It encourages viewers to critically evaluate their consumption habits and consider more sustainable alternatives.

Link 1: The Story of Stuff Website
Link 2: The Story of Stuff (YouTube)

5. Permaculture Ethics – Earth Care, People Care, Fair Share
This video explores the ethical foundations of permaculture design, focusing on the three core ethics: Earth care, People care, and Fair share. It provides an accessible overview of how these principles can guide sustainable decision-making.

Link: Permaculture Ethics (YouTube)

Use these resources as supplementary material to support your learning or teaching goals, tailoring them to fit your audience and objectives. They offer diverse perspectives and practical insights for fostering sustainability in eco-health tourism and beyond.

Business & Networking Resources

Networking is an essential part of building and growing a successful business. Below are examples of networks and organizations that provide resources, mentorship, and opportunities to collaborate. These can serve as inspiration or practical examples for entrepreneurs, educators, and mentors - as you delve deeper into what resources you group may have access to.

1. SWIBN (South West Ireland Business Network)
A network supporting businesses in South West Ireland, focusing on connecting women entrepreneurs across sectors to share resources, opportunities, and advice.

❖ Why it's Relevant: Networking is critical in tourism. SWIBN provides a support base for female entrepreneurs, fostering the exchange of best practices and tackling shared challenges.

❖ For Educators/Mentors: Use this example to stress the value of finding local and international networks that provide mentorship and resources for growth
.
Link: SWIBN Website

2. Sustainable Tourism Ireland Network
This network promotes sustainable tourism practices throughout Ireland, connecting members dedicated to environmentally responsible business operations.

❖ Why it's Relevant: Joining such a network helps eco-tourism entrepreneurs stay informed about sustainability practices, gain support, and share ideas on responsible tourism.
❖ For Educators/Mentors: Highlight how collaboration within networks can enhance environmental stewardship and contribute to long-term business sustainability.

Link: Sustainable Tourism Network Ireland

3. Burren Eco-Tourism Network (Cliffs of Moher)
A part of the UNESCO Global Geopark, this network focuses on sustainability and preserving local culture in the Burren region, showcasing how eco-tourism can integrate with heritage conservation.

❖ Why it's Relevant: Ideal for entrepreneurs looking to balance conservation and tourism while creating meaningful community impacts.
❖ For Educators/Mentors: Use this as a case study to discuss how eco-tourism can collaborate with cultural and natural heritage sites, encouraging mentees to replicate similar models in their regions.

Link: Burren Eco-Tourism Network

References and Reading List

Internet Resources

The Impostor Syndrome:
https://www.merriam-webster.com/dictionary/impostor%20syndrome

Business Model Canvas:
https://www.strategyzer.com/library/the-business-model-canvas

Research Articles

The EntreComp Framework:
https://publications.jrc.ec.europa.eu/repository/handle/JRC101581

Books

The Lean Start-up by Eric Ries:
https://www.google.se/books/edition/The_Lean_Startup/tvfyz-4JILwC?hl=sv&gbpv=1&dq=the+lean+startup&printsec=frontcover

Big World, Small Planet by Johan Rockström & Mattias Klum
https://www.google.se/books/edition/Big_World_Small_Planet/hxuDCgAAQBAJ?hl=sv&gbpv=1&dq=Planetary+boundaries&printsec=frontcover

Peavy, R. V. (1997). Sociodynamic Counselling: A Constructivist Perspective. Trafford Publishing.

The Firo Model / Radical Collaboration: Five Essential Skills to Overcome Defensiveness and Build Successful Relationships (2005) by James Tamm & Ronald Luyet.
Link: https://www.amazon.se/-/en/James-W-Tamm/dp/0060742518

Partners

Of the GRASSROOTS project

www.**ecohealthforyouth**.com

GRASSROOTS Eco-health tourism

Young Entrepreneurs in Eco-Health Tourism

GRASSROOTS aims to introduce new models, skills, experiential learning, collaborative conversations, exchange of best practices, formal and informal entrepreneurship education to youth in the fields of eco-tourism sport, street food, street art and digitalization. Read more:
www.ecohealthforyouth.com

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