

# Inside-T Curriculum

*Sharing knowledge between generations for sustainable tourism in rural areas*

Erasmus+ 2019-1-PT01-KA202-061451

<b>PROJECT ACRONYM</b>	<b>INSIDE-T</b>
<b>DATE OF DELIVERY</b>	<b>25.06.2020</b>
<b>AUTHORS</b>	<b>UNIVERSITATEA POLITEHNICA TIMIȘOARA AIDLEARN, CONSULTORIA EM RECURSOS HUMANOS</b>
<b>CONTRIBUTORS</b>	<b>BIOSPHERE PORTUGAL, CONFEDERAÇÃO DO TURISMO DE PORTUGAL, WESTBIC, KARUSKOSE OÜ</b>
<b>INTELECTUAL OUTPUT</b>	<b>O1</b>
<b>AVAILABILITY OF DELIVERABLE</b>	<b>PUBLIC</b>



**BIOSPHERE**  
Portugal



**CONFEDERAÇÃO DO  
TURISMO DE PORTUGAL**



n



The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein



This publication is licensed under a Creative Commons Attribution-NonCommercial-NonDerivatives 4.0 International License.

## Content

Figures & Tables .....	3
Abstract .....	4
1. Introduction.....	5
1.1 Background.....	5
1.2 Motivation .....	5
1.3 Methodology for Curriculum development.....	5
2. Literature review .....	7
2.1 Tourism & sustainable tourism.....	7
2.1.1 Tourism.....	7
2.1.2 Sustainable tourism .....	7
2.1.3 The impact of tourism on sustainable development.....	9
2.1.4 Rural tourism. The role of rural area in tourism development.....	10
2.2 Entrepreneurship in rural areas.....	14
2.2.1 Entrepreneurship and rural entrepreneurship.....	14
2.2.2 Challenges for rural entrepreneurs .....	16
2.3 Intergenerational learning & intergenerational entrepreneurship education .....	16
2.4 Conclusions .....	18
3. Survey report.....	20
4. Learning objectives.....	22
5. Methodological approaches.....	23
6. Course structure .....	29
7. Teaching and learning activities .....	31
8. Knowledge Transfer.....	37
Bibliography.....	38
Annex 1 - English Questionnaire.....	45



---

## Figures & Tables

Figure 1 Internal tourism consumption in selected OECD countries (by type of tourism and product) - 2018.....	7
Figure 2 The chronological development of the concept of sustainable tourism.....	8
Figure 3 Environmental sustainability for the Sustainable Development Goals in the 2030 Agenda .....	10
Figure 4 Sustainable development model of tourism (Source: Moseñe, Patiño (2011), Rural tourism: A sustainable alternative).....	13
Figure 5 Inside-T blended learning mode.....	28
Table 1 Total duration of the Inside-T Course.....	27

---

## Abstract

Inside-T Curriculum is a methodological document that guides the project activities and supports the development of the main outputs. In the context of COVID-19 pandemic, the curriculum is even more relevant and important for the development of sustainable tourism in rural areas in a way that promotes solidarity and sharing of knowledge between generations. The Inside-T curriculum includes an introduction that resumes the main ideas of the project, followed by an extensive literature review on tourism & sustainable tourism, entrepreneurship in rural areas and intergenerational learning & entrepreneurship education. The methodological part of the document, based on the transnational survey results and guided by the learning objectives, includes an innovative curriculum approach on how to develop sustainable tourism in rural areas, from an intergenerational learning perspective. The curriculum, developed in a way that facilitates the creative and efficient use of the new information and communication technologies, is also truly relevant for the young unemployed, helping them to create new businesses and adapt to the current circumstances of the pandemic. The tourism from the rural areas, heavily hit by the lockdown, economic collapse and social distancing, needs to find new ways to reinvent itself. Our hope is that the Inside-T Curriculum will help in this process and offer new solutions and perspectives.



## 1. Introduction

The Inside-T Curriculum is a methodological document that frames and guides the development of the following project outputs: Best Multimedia Practices (O2), Course (O3), E-tools (O4) and Platform (O5) activities of Inside-T project.

The curriculum was based on transnational research on intergenerational learning, tourism sustainability and rural areas and identifying the challenges that young unemployed people face generating their own jobs. A better understanding of associated problems was established through the literature review carried out, which allowed the identification and integration of useful inputs for a better development of the project.

### 1.1 Background

Large parts of the European territory are rural areas and there is still about 30% of the continent's population living in these locations. Rural areas, in particular in remote locations, still face diverse economic and demographic challenges. Ageing and migration are serious concerns leading to deterioration in the operational environment of the business community. Labor shortages (quantitative and qualitative) may deter investment. New local-based businesses, which are promoted by young unemployed adults, preferably women, who take advantage of the heritage of ancestral and traditional activities, who add marketing innovation and who use of new technologies, could be potential solutions in some cases for the problem of a shortage of appropriate local job opportunities.

### 1.2 Motivation

INSIDE-T proposes to promote intergenerational learning and the development of professional skills in young adults and unemployed women, to improve social sustainability in tourism in low density territories (rural areas). Aligned with this, INSIDE-T wants to break the negative social and economic beliefs on the future of low-density territories.

### 1.3 Methodology for Curriculum development

The curriculum development approach was based on L.D. Fink's theory on integrated course design. The curriculum must have a three-fold perspective, focused on: learning objectives, assessment activities (with appropriate tools) and learning activities. Secondly, the curriculum should integrate these elements at two fundamental levels: functional and chronological, taking into account the situational factors involved in intergenerational entrepreneurship projects. Finally, the curriculum development should facilitate an active learning process, including: getting information and ideas, reflective dialogue and experience.

These different aspects were consistently embedded in training delivery modes, including a blended one, whose flexibility will enable a greater number of potential learners to be reached, taking into account their needs, preferences and motives.

Then, also the L. Vygotsky's sociocultural theory approach inspired us to propose a curriculum framework that encourages social learning, project-based collaborative activities, mentoring, and scaffolding of both offline and online learning activities. The curriculum creatively integrates the learning objectives, training delivery modes, information about the e-learning platform, learning activities and course structure. The course structure includes additional information on each course module. The curriculum was designed with the necessity of learning flexibility, accessibility and integration in mind.

---

From a methodological standpoint, the curriculum presents:

- The complexity of social sustainability in rural territories.
- The benefits that can be achieved in rural areas of the implementation of intergenerational learning practices that will lead the young unemployed people to create businesses that preserve the local culture, allying it with innovation and thus ensuring a better tourism supply.
- How the course is adapted to the needs of the territories and young adults.
- An approach to networking opportunities that may arise from any business initiatives that may be generated.



## 2. Literature review

### 2.1 Tourism & sustainable tourism

#### 2.1.1 Tourism

Tourism is a social activity which involves an individual or group planning to travel and stay outside their usual environment for a reasonably short time period, for the purpose of satisfying leisure, business, or other needs. Tourism has become a popular global activity. It brings in large amounts of income in payment for goods and services and creates opportunities for employment in the service industries associated with tourism (UNWTO, 2010).

The tourism industry has significantly expanded since World War II, and approaches to the tourism industry and sustainable tourism have differed throughout history.

Although the tourism industry accelerated growth in the 1980’s, the documents that define sustainable development did not relate tourism development with sustainable development. Thus ‘the Brundtland Report’ does not mention tourism at all, while ‘Agenda 21’ did make some references to the tourism industry. The term ‘sustainable tourism’ appeared in the early 1990’s, promoted by academics, experts and organizations from the tourism industry, who were aware of the impacts of the tourism industry on the environment, economic growth and social development (Weaver, 2006).

The predecessor of ‘sustainable tourism’ was the concept of ‘green tourism’ which was more focused on environmental issues but did not include social and economic components. Since the early 1990’s, the term ‘sustainable tourism’ has been used more often, which “recognizes the importance of the host community, the way staff are treated and the desire to maximize the economic benefits of tourism for the host community” (Swarbrooke, 1999).

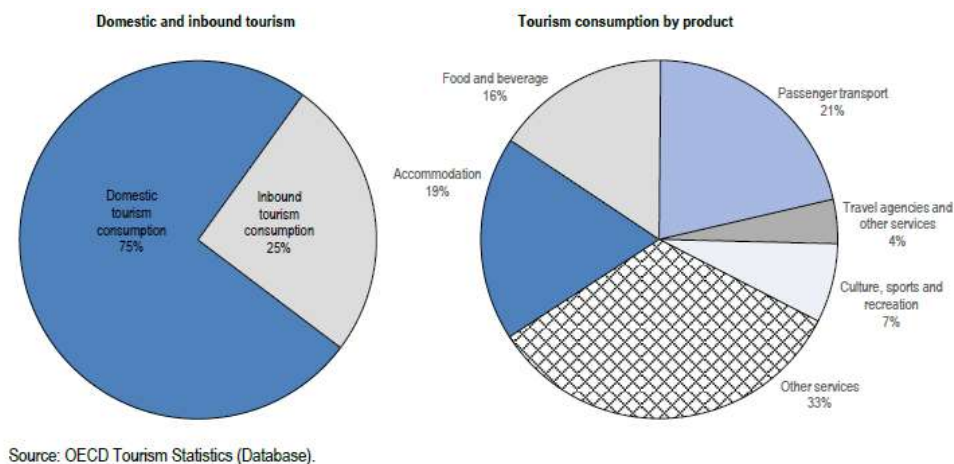


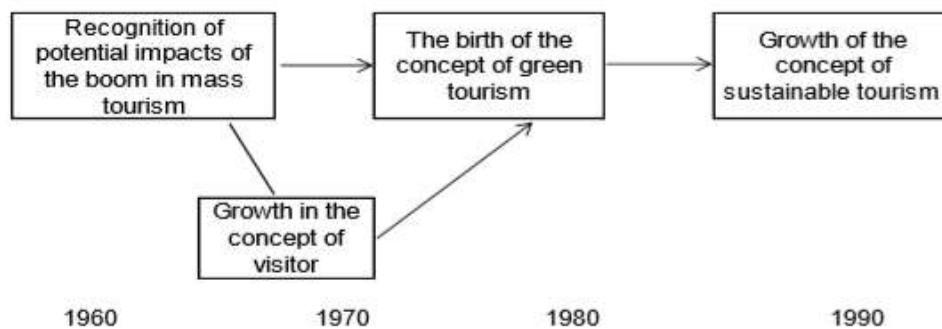
Figure 1 Internal tourism consumption in selected OECD countries (by type of tourism and product) - 2018

#### 2.1.2 Sustainable tourism

“Sustainable tourism is tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, and the environment and host communities” (United Nations – World Tourism Organization UNWTO, 2005).

- Makes optimal use of environmental resources, maintaining essential ecological processes and helping to conserve natural resources and biodiversity.
- Respects the socio-cultural authenticity of host communities, conserves cultural heritage and traditional values, and contributes to inter-cultural understanding and tolerance.
- Ensures viable, long-term economic operations, provides socio-economic benefits to all stakeholders that are fairly distributed, assures stable employment, income-earning opportunities and social services to host communities, and reduces poverty” (UNEP & WTO, 2005).

Sustainable tourism is tourism which is economically viable but does not destroy the resources, on which the future of tourism will depend, notably the physical environment and the social fabric of the host economy (Swarbrooke, 1999).



Source: Swarbrooke, 1999, p. 8

*Figure 2 The chronological development of the concept of sustainable tourism*

2017 was declared the International Year of Sustainable Tourism for Development with the aim of raising awareness among all stakeholders (including tourists) of the positive impacts of sustainable tourism development as well as its contribution to the ‘2030 Agenda’ and ‘Sustainable Development Goals’ (United Nations – World Tourism Organization UNWTO, 2016).

Thus, the UNWTO (2016) has developed an action plan: a set of activities which promote sustainable tourism development, the selection of stakeholders who will conduct them; and it provided a description of the reports in which the activities will be presented. The activities were divided into four groups:

- 1) ‘Advocacy and awareness-raising’ with the aim of increasing awareness among stakeholders and tourists about the positive impacts of sustainable tourism development through organizing different events like conferences, media promotions, competitions and exhibitions.
- 2) ‘Knowledge creation and dissemination’ with the aim of increasing stakeholders’ knowledge of the positive impacts of sustainable tourism development through conducting research, providing instructions, launching publications, promoting the measurement of sustainable tourism indicators, and encouraging cooperation between tourism and tourism related industries.
- 3) ‘Policymaking’ with the aim of prioritizing and promoting tourism policies which significantly affect sustainable development.





4) 'Capacity-building and education' with the aim of supporting and promoting educational activities which concern sustainable tourism development, and include the 2030 Agenda principles through different workshops, trainings, and/or the modification of current educational programs (UNWTO, 2016).

### 2.1.3 The impact of tourism on sustainable development

According to the WTTC Report, in 2018 "the direct contribution of the world's tourism industry to GDP was USD 2,750.7bn (or 3.2% of GDP), while the total contribution was USD 8,811.0bn (10.4% of GDP). In 2018, the tourism industry directly supported 122,891,000 jobs (3.8% of total employment), while the total contribution to employment, including jobs indirectly supported by the industry, was 318,811,000 jobs (10% of total employment). Visitor exports generated USD 1,643.2bn (6.5% of total exports), while investments amounted USD 940.9bn (4.4% of total investments)" (WTTC, 2019).

Forecasts for the future predict further growth in all segments. The aforementioned figures indicate the huge importance of the tourism industry to the global economy, especially its indirect impact which was 3.0 times bigger than its direct impact in 2018. This only confirms tourism's strong interconnection and interdependence with other industries.

In 2013, the European Commission created the European Tourism Indicator System (ETIS) which represents an effective management tool for monitoring and measuring sustainable tourism in a certain destination. The ETIS toolkit is a seven-step system that provides a process for measuring sustainability. The seven steps are: "(1) raising awareness among stakeholders, (2) creating a destination profile, (3) forming a stakeholder working group of all relevant representatives, (4) establishment of roles and responsibilities, (5) data collection, (6) analysis of results and (7) defining a strategy and enabling ongoing development and continuous improvement"(European Commission, 2016).

The year 2015 was a milestone for global development as governments have adopted the 2030 Agenda for Sustainable Development, along with the Sustainable Development Goals (SDGs). The bold agenda sets out a global framework to end extreme poverty, fight inequality and injustice and fix climate change until 2030. Tourism has the potential to contribute, directly or indirectly, to all the goals. In particular, it has been included as targets in Goals 8, 12 and 14 on inclusive and sustainable economic growth, sustainable consumption and production (SCP) and the sustainable use of oceans and marine resources, respectively.

- **Goal 8** - *Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all.* Tourism is one of the driving forces of global economic growth and currently provides for 1 in 11 jobs worldwide. By giving access to decent work opportunities in the tourism sector, society –particularly youth and women – can benefit from increased skills and professional development. The sector's contribution to job creation is recognized in Target 8.9: "By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products".
- **Goal 12** - *Ensure sustainable consumption and production patterns accelerating the global shift towards sustainability.* A tourism sector that adopts sustainable consumption and production (SCP) practices can play a significant role in accelerating the global shift towards sustainability. To do so, as set in Target 12.b of Goal 12, it is imperative to "Develop and implement tools to monitor sustainable development impacts for sustainable tourism which creates jobs, promotes local culture and products". The Sustainable Tourism Programme (STP) of the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns (10YFP) aims at developing such SCP practices, including resource efficient initiatives that result in enhanced economic, social and environmental outcomes.

- Goal 14 - Conserve and sustainably use the oceans, seas and marine resources for sustainable development.** Coastal and maritime tourism, tourism’s biggest segments, particularly for Small Island Developing States’ (SIDS), rely on healthy marine ecosystems. Tourism development must be a part of Integrated Coastal Zone Management in order to help conserve and preserve fragile marine ecosystems and serve as a vehicle to promote a blue economy, in line with Target 14.7: “by 2030 increase the economic benefits to SIDS and LDCs from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism”.



Figure 3 Environmental sustainability for the Sustainable Development Goals in the 2030 Agenda

### 2.1.4 Rural tourism. The role of rural area in tourism development

The Council of Europe (as cited in Demonja & Ružić, 2010) defines rural tourism as tourism that includes all tourist activities in rural areas, with the main characteristics of a quiet environment, a lack of noise, preserved nature, locally produced organic food, communication with hosts and getting familiar with local people and their customs.

Rural tourism is located in rural areas with low population density (less than 10,000 inhabitants per settlement), open space areas, small scale settlements, and it is closely related with agriculture. It is strongly connected with nature, natural heritage, traditional societies, and the nurturing of traditional customs. The traditional character of rural tourism involves local families and inhabitants in its slow and organic growth in order to ensure sustainable development. Rural tourism should always be sustainable in order to preserve the use of natural resources, to conserve the authenticity of rural areas, and to enable development in the long run (OECD, 1994).

The most common tourist activities in rural areas are hiking, mountain climbing, cycling / mountain biking, exploring nature, rafting, visiting adventure parks, fishing, hunting, experiencing traditional customs, and visiting cultural and historical attractions (OECD, 1994).



According to Demonja & Ružić (2010), rural tourism appears in different forms, of which agrotourism takes place on family farms, and other forms outside family farms.

A special form of rural tourism is agrotourism, which takes place on family farms or in so-called rural households. The main activity on family farms is agriculture (vegetable / fruit growing, cattle breeding, beekeeping, viticulture), while providing tourist services (accommodation, food preparation) is a secondary activity. Tourist services on family farms can be food preparation, and/or accommodation services. (Demonja & Ružić, 2010).

Based on activities in rural households, agrotourism encompasses the following types of farm-based tourism:

- Farm tourism offers activities for tourists within the farms. This includes activities that are usually done on farms and may be interesting to tourists, for example: horse riding, tractor riding, and farm tours.
- Farm holidays offer farm tourism with the possibility of tourist stays, where usually some of the farm buildings are transformed into accommodation facilities. This usually appears as B&B type accommodation and also includes tourist activities on the farm and in the wider area.
- Farm hosting is similar to farm holidays, only tourists are more included in the daily lives of the hosts and their work, in which tourists have the opportunity to participate in cattle feeding, sowing, and harvesting. In this type of agrotourism, the relationship between tourists and hosts is more expressed and deepened, so tourists can identify themselves more with rural life and tradition (Loverseed H., 2007).

Besides agrotourism, Demonja & Ružić (2010) differentiate other types of tourism, which are mostly based on tourist activities in rural areas:

- Residential tourism is a form of spending vacations in rural areas in weekend cottages, whose owners live in bigger cities. These cottages can also be rented to tourists, which represent potential for the development of rural tourism in the area.
- Homeland tourism is associated with the origins of people who have left rural areas and moved to bigger cities, but still spend holidays in their homeland, and use tourist services like eating in local restaurants, and participating in different events/activities. Sport and recreation tourism in rural areas is primarily based on sport activities such as hiking, cycling, skiing, horse riding, ball games within specially built playgrounds, and fishing. Since travelling for sport activities is a usual phenomenon, organized sport activities are an excellent supplement for increasing touristic supply in rural destinations.
- Adventure tourism is a special type of tourism based on recreation with lots of risk, excitement, and adrenaline. This usually includes rock-climbing, trekking, mountain cycling, rafting, paragliding. This type of tourism requires physical and mental qualifications. Adventure parks represent a lighter version of adventure tourism, consisting of a lot of “adrenaline” activities under the supervision of authorized personnel, and are intended for tourists with average physical conditions.
- Health tourism is closely related to thermal water springs, therapeutic mud, and mountain areas and forests, with the aim of improving the health of tourists, and relieving stress. The tourist products and services are usually organized within health resorts, and under the supervision of medical staff.
- Cultural tourism is a type of tourism whose main driving force is travelling in order to visit cultural monuments, historical heritage, museums, galleries, and cultural events. Since culture is one of



the main prerequisites for the development of this type of tourism, in rural touristic areas it is very important to familiarize tourists with local culture, traditional customs and their hosts.

- Religious tourism is related to visiting local, regional, national or international religious centers, and pilgrimages, where tourists are usually motivated by religion. Religious tourism is also closely related to cultural tourism.
- Hunting tourism is specific tourism for rural areas which takes place in agricultural, water or other land areas. The prerequisites for hunting areas are favorable geographical, hydrographical and climatic features in which game animals have good conditions for breeding and growth. Fishing tourism is a special form of rural tourism, which takes place in water areas such as rivers and lakes. In order to develop fishing tourism, it is necessary to protect the environment and water quality from pollution, and to secure undisturbed fish spawning. Besides a clean environment with plentiful fish, the development of fishing tourism also requires appropriate accommodation, and other products and services.
- Gastronomic tourism is based on gastronomic products and services and is very important for rural tourism. Gastronomy products and services in rural areas should be diversified and specific to the local area or region and presented to tourists in a “story telling” way.
- Wine tourism is closely related to gastronomic tourism and requires vineyards within agricultural areas. In areas where wine tourism is well spread, tourists can enjoy wine roads, wine exhibitions, wine tasting, exploring wine cellars, and wine production.
- Educational tourism in rural areas is intended to educate tourists about the characteristics of rural areas, agriculture, tradition, experiencing nature, country life, and flora and fauna. Participants in this type of tourism are usually school children and students.
- Camping tourism is a form of tourism in which the accommodation form for tourists is camping. Camps in rural areas are usually located on a family farm or near natural or cultural attractions.
- Nautical tourism uses boats, sailing boats, and yachts as a form of accommodation. In rural areas, nautical rural tourism takes place on lakes, rivers or canals (Demonja & Ružić, 2010).

There are many benefits to developing rural tourism since it is responsible for starting many economic and non-economic activities. Rural tourism stimulates the production of organic and healthy food, stimulates agriculture on small estates, enables the active participation of tourists in local production on family farms, and enables tourists to return to natural values and traditional culture. More and more people are interested in rural tourism, which includes all forms of country life: habitation, architecture, vegetation, wildlife, preserved nature, and traditional culture. Rural tourism enables family households to improve the quality of their lives since it comprises an additional source of income (Demonja & Ružić, 2010).

Furthermore, the development of rural tourism has positive impacts on employment rates in rural communities. In small, undeveloped rural areas, rural tourism has a positive impact on different types of service industries like transport, hospitality, retail services and medical care, in terms of retaining and creating jobs as well as making job offers more diverse.

Rural tourism ensures additional income for farmers, increases cash flows, revives small communities, and contributes to keeping the population from leaving rural areas. Rural tourism also supports farms, by increasing cultivation and sales of farm products to tourists. Additionally, rural tourism supports smaller settlements which are attractive to tourists, but without tourists, the settlements wouldn't survive since many services require a large number of people in order to be viable.



Another benefit of rural tourism is the protection and conservation of nature and landscape, which includes all levels of authorities (local, regional, national) in creating rules and legislation that concern environmental protection. "Landscape is of crucial importance to rural tourism but, equally, visitor use is vital to the landscape conservation industry" (OECD, 1994). Rural tourism also stimulates cultural events, which do not usually take place in rural areas without tourism. In areas without theatres, opera houses and galleries, cultural events and exhibitions that nurture the traditions of a location or region enrich the lives of local people, support local artists, and expand the touristic supply of a location. In rural destinations, local arts and crafts are very important in the cultural heritage of the area and can serve as a means of attracting new tourist arrivals. Besides cultural heritage, rural tourism protects historical heritage by transforming old buildings (churches, castles, farm buildings) into tourist attractions by giving them a new purpose and transforming them into new sources of income (by charging tickets, and entrance fees). And finally, the development of tourism in rural areas enhances the role of women, which was quite restricted in the past because most rural activities were male activities (farming, forestry, and mining) (OECD, 1994).

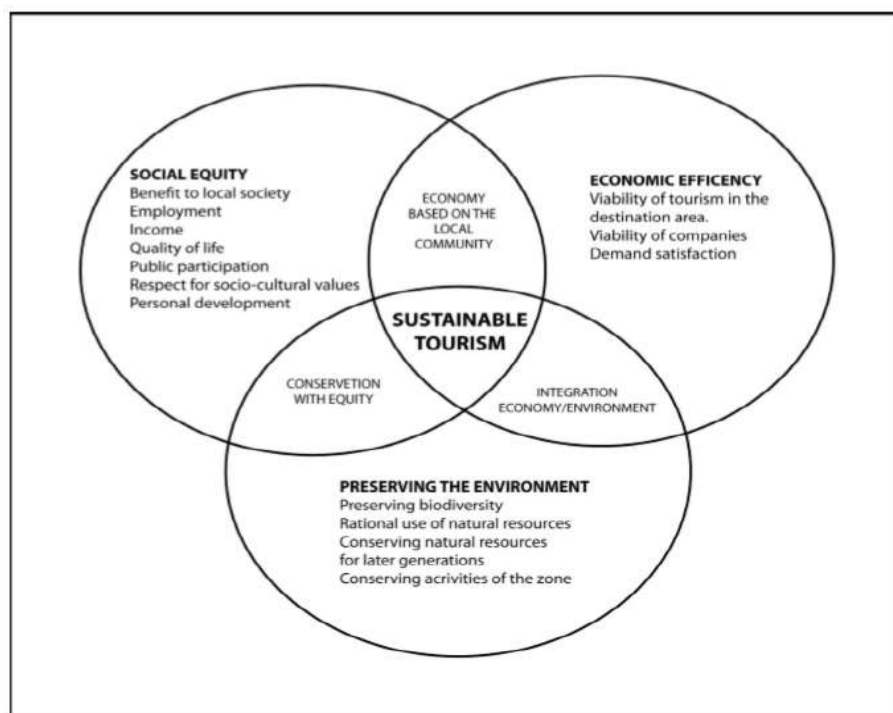


Figure 4 Sustainable development model of tourism (Source: Moseñe, Patiño (2011), *Rural tourism: A sustainable alternative*)

One of the most important objectives of sustainable tourism development should be to minimize negative effects. This aim cannot be achieved only by upholding procedures for transport "friendly" with the environment and by transforming the existing means of transport which affects the environment as little as possible. Tourists must be aware of the problems and constraints of tourist destinations. Therefore, they must request information from tour operators to adopt appropriate behavior and to minimize any possible impact of their activities on the environment during your stay.

Sustainable and responsible rural tourism development is unachievable without the application of ecological thinking. Consequently, tourism ecology naturally helps develop the tourism of rural areas based on local natural, social, and cultural resources. Nevertheless, it is also an expectation that actors of the system, i.e., tourists must continue an active and responsibly sustainable practice.

## 2.2 Entrepreneurship in rural areas

### 2.2.1 Entrepreneurship and rural entrepreneurship

OECD considers that rural regions tend to be challenging environments for the promotion of entrepreneurship. The seriousness of these challenges obviously varies from region to region, but the main obstacles derive from the small size and low population densities of rural communities, their social and economic composition, and the nature of internal and external linkages. Delivery of public support tends to be more fragmented, and access to banks, suitable premises, high-speed internet access, and specialized technical advice is more difficult. Networking activity between entrepreneurs is limited or has a focus on agricultural activities. The latter often results from the tendency for rural economies to be less diversified than urban ones. Consequently, labor forces tend to suffer from low skill levels, low skill diversity, and a structural mismatch in the local labor market, caused also by outward migration of the young, professionals, and well-educated people.

Experience from other OECD countries demonstrates that a crucial factor for the success of entrepreneurship development programs lies in convincing farmers, or dependent workers in the agricultural industry, of their ability to become entrepreneurs in terms of seeking to capitalize on new and profitable endeavors by bringing forward new initiatives and not hesitating to take risks. Farmers tend to be an attractive group for entrepreneurial activities because by running their farm, they have already acquired a number of skills necessary for successfully operating a business. However, modernizing and diversifying actual entrepreneurial activities is often not amongst the first thoughts of an agricultural entrepreneur.

A further development of entrepreneurial activity and economic development might be hampered by the demographic challenges posed by an aging population and an ongoing out-migration of young and skilled persons. It is important that new opportunities for rural areas – such as increased demand for rural amenities from urban dwellers, unused resources for economic development through a diversified agricultural industry, the growing interest for rural tourism, and the settlement of firms that select rural areas as new business locations – are recognized by policy and translated into actions. Starting one's own business is, however, only in very few cases an alternative to a migration elsewhere with better job opportunities. Migration can be temporary, and policy can influence this. Often, migrants would wish to return after a certain period to make use of the newly gained skills and experiences. Providing the right framework conditions for starting one's own business, for business succession, or matchmaking with business's needs for skilled and high-skilled labor are well-piloted approaches developed in OECD regions elsewhere.

During the Workshop on Generational Renewal organized by ENRD (European Network for Rural Development) in 2017, generational renewal in agriculture was viewed as crucial for survival, continuity and future prosperity of the European farming industry and the broader sustainability of rural communities. In 2017, the EU Commission estimated that only 5.6% of all European farms were run by farmers under the age of 35 and over 31% of all farmers in the EU are older than 65. The number of people engaged in agriculture declined by 11.5% from 2010 to 2013. A lack of young, progressive farmers raises concerns about realizing EU agricultural innovation policies or increased food demands. According to a recent European Innovation Partnership for Agriculture (EIP-AGRI) Focus Group report access to land; capital, labor and markets are fundamental issues preventing new entrants into farming.



According to the European Network for Rural Development (ENRD), rural entrepreneurs are essential for the sustainability and development of rural Europe. Key elements making rural areas more attractive for young people:

- A sustainable quality of life, including links with the community and the possibility to enjoy some time off the farm (e.g. La Tournerie);
- The role of technology to support knowledge transfer between generations, especially in the context of COVID-19 pandemic (e.g. Agriculus);
- The authenticity of the experience provided (e.g. Mid Ireland Adventures);
- The importance of linking education in agriculture and the job market;
- The role of local products as part of the attractiveness of an area.

Generational renewal requires a broader and collective reflection on how to make rural areas more vibrant. This is a positive process in which opportunities for exchanges and mutual learning among rural stakeholders in different member states are crucial. Stakeholder consultation continues to be key to ensure that member states develop ambitious national strategies to support generational renewal that can feed into the future strategic plans.

Wortman (1990) also developed an interesting definition of rural entrepreneurship, as the creation of a new organization that introduces a new product, serves, or creates a new market, or utilizes a new technology in a rural environment. This definition encompasses the elements of innovation and creation that can be expected to affect the wider community within which the entrepreneurial activity takes place. It is argued, however, that due to the fact that the term rural has outlived its usefulness, research should shift its focus onto territories in rural locations and marginalized social groups living in rural locations (Ray, 1999). In that sense, a rural entrepreneur is someone living in a rural location and the difference between them and an urban entrepreneur may be found in the effects of rurality on the entrepreneurial process.

Sima, Bordanc, Sima (2015) consider that support and consolidation of entrepreneurship and innovation represent one of the most important methods of approaching the economic issues in the rural communities, materialized under the organizational-juridical form of the small and medium-sized enterprises (SMEs). According to the data presented by the European Commission's Directorate- General for Enterprise and Industry, there are around 20 million SMEs in the European Union, providing for about 65 million jobs. Most of them are microenterprises, many of them located in the rural area, where the living standard and the obtained incomes are currently comparable to those in the urban area, and the profits from the economic activities are close to those obtained in other industries ([www.enrd.ec.europa.eu](http://www.enrd.ec.europa.eu)). Even though there is no universally applicable formula for the rural entrepreneurship, in many areas of the world and Europe, in countries with different economic and institutional development levels, good practices and successful approaches to entrepreneurship can be identified. One of the activities developed by the European rural entrepreneurship is the tourism activity. This has in view to revive the local rural economy and to diversify the content of the entrepreneur concept, which has evolved from the definition of a priority-primary socio-economic attitude to a responsible attitude in relation to the performed economic activity, focused upon the amortization of the investments made and upon profit making.

According to Sima, Bordanc, Sima (2015), what is particular for the entrepreneurship in tourism is its specificity as tertiary economic activity, producer of tourism services, dedicated to relaxation, resting, work capacity improvement, broadening the cultural horizon. For the rural space, a series of particular



elements are added, such as: the activity of tourism is secondary to the farming activity; accommodation and food are ensured by the members of the agricultural household; the tourist (on demand) often gets involved in the household's activities. The entrepreneurial potential, as source of job creation and economic growth, represents an important subject for policymakers. However, there is no magic formula to transform the traditional urban or rural economies into entrepreneurial economies, where entrepreneurship and innovation can be systematically stimulated.

### 2.2.2 Challenges for rural entrepreneurs

The research study conducted by same authors identified different challenges for the rural entrepreneurs, but in the context analysis, the main problems identified were the following:

- The success of the rural entrepreneurs depends on their competence, on the business management skills, on the capacity to be creative and to assume the business risk;
- The rural entrepreneurs, both the existing and the potential ones, need additional help for business consolidation and development, even though they own the necessary skills for business development/initiation.
- The main target groups for the consolidation of the entrepreneurial spirit in the rural area are the following: young people, women and small farmers that own subsistence and semi-subsistence farms;
- The target sectors for the consolidation of the rural entrepreneurship are: agriculture, processing of agricultural products, basic services, tourism;
- The rural area favors the emergence of new enterprises, but it is a vulnerable entrepreneurial environment, which equally depends on external factors (local infrastructure, social, economic environment, cultural environment, traditions, pandemics such as COVID-19, etc.) as well as on internal factors (the entrepreneur's capacity, skills and competence).

## 2.3 Intergenerational learning & intergenerational entrepreneurship education

There's a collective conscience that we need a constant learning, through life; there's also a collective conscience that we need a meaningful understanding, and solidarity between generations.

Education is one of the most important necessities for the human in that without it, any human would certainly be incomplete. Having beneficial education is a fundamental right for all children. In all societies, schools are places to educate children in a similar age. Today, due to demographic changes, aging and consequently a longer life span for human beings, as well as changes in the family structure, a deficit has been created in intergenerational harmony and cooperation. Addressing this gap between generations and the important role of older people in children's education should not be forgotten. The separation and limited contact between generations has disadvantages including less support for meaningful relationships and social and emotional growth, fewer opportunities for learning, understanding, acquisition of values, wisdom and skills for children and youth and losing the opportunity for love, support, and acquisition of new technological skills for older people.

On the other hand, lifelong learning creates opportunities for all generations to engage in in-depth rethinking, education, learning and work (not necessarily jobs) that enhance the quality of life. The systematic transfer and interactions of knowledge, skills, competencies, wisdom, norms and values between generations constitutes intergenerational learning.





Intergenerational learning programs are defined by the International Consortium and the United Nations Educational, Scientific and Cultural Organization (UNESCO) as "social vehicles that create purposeful and ongoing exchanges of resources and learning among older and younger generations".

The theories of people like Dewey, Vygotsky and Erikson support intergenerational learning and this learning program is a form of service-based learning and its origins go back the Foster Grandparent Program in 1963. Intergenerational learning has been proved as an effective strategy for various groups; it provides financial, emotional and social support to various generations and has a global application. Opportunities for contact and communication between generations enable older adults to help others by listening, reflecting and offering advice and cause a sense of identity, and relieve loneliness, depression or anxiety, improve well-being, self-esteem and cognitive ability and increased social contact for them.

Intergenerational entrepreneurship education should become a means to ensure real access on the individual's part to learning opportunities, making it possible to connect his/her personal projects with entrepreneurship and innovation, in a dialogue with the socio-economic system. In light of the findings, it is absolutely apparent that if we want to do anything to make transitions into an increasingly complex working world easier for NEETs (young adults who are Not in Education, Employment or Training), it is essential that intergenerational entrepreneurship education become a more structured learning pattern aimed at promoting autonomy, personal growth and that high-quality careers information advice and guidance are available. In this way it could be possible to overcome the human capital definition (i.e. the idea that people learn to become more productive, or learning to "fit for purpose" in a socio-economic system) to embrace the perspective of an economy based on the opportunity to intervene and to transform the reality on the basis of the own agency, i.e. the power of express the own identity along a project of life (Margiotta, 2013; Sen, 1999).

At the heart of an effective preparation for today's working world is the concept of personal resiliency. How can it be developed among young people? Seniors who have already passed through difficult experiences need to teach NEETs, that failure happens and how to respond it. They need to be honest about just how hard the labor market is and start preparing young people to compete successfully in a job environment which will present many setbacks and disappointments as well as enormous opportunities. Senior entrepreneurs or ex-entrepreneurs have precious know-how and experience that can make it easier for inexperienced entrepreneurs contemplating a start-up to go through the process of starting up and running the business than they might otherwise do without such help. This knowledge represents valuable European intellectual capital.

Intergenerational entrepreneurship education, in conclusion, constitutes the key for redirecting learning paths through the design of new training architectures capable of integrating the different generations and of defining new pedagogical models based on multidisciplinary, competent, and generative actions (Costa, 2013).

This educational approach should be sustained by specific policies addressing both the educational sector and the labor market, through a systematic interaction between the two systems, in order to help the transition from the first to the second and vice versa, favoring also the long-life learning and according to a perspective of intergenerational solidarity, especially in Italy, where social and economic inequalities between older and young people are increasing in the last years (OECD, 2017).



Senior entrepreneurs may give the youngster what they are missing and needing: awareness of their value, risk-taking and grit. In order to encourage a pro-active attitude in young people, it seems important to strengthen the link between education/training through intergenerational entrepreneurship education, which becomes more effective the more we are able to provide youth with skills that are directly useful in the job market and consistent with its evolution. As the European Union is not fully developing its entrepreneurial potential and it is failing to encourage enough people to become entrepreneurs, the idea of fostering intergenerational entrepreneurship should be seriously considered. The older entrepreneurs' contribution to the local economy should start from the educational sector and should be supported and promoted by the policy agenda through the addition of a specific subject on entrepreneurship into the curricula of students. Seniors who complain that young people lack work readiness have it in their hands to help address the problem, through providing work experience and careers provision, in helping them to get to grips with modern recruitment practices, demonstrating the relevance of learning and providing real-world learning examples and ultimately in closing the growing gap between classroom and workplace. Intergenerational entrepreneurship education, then, represents a privileged learning paradigm to support dialogue between the world of education and the world of work, enhancing networking and cooperation. More than any other form of entrepreneurship, an intergenerational approach will create not only jobs and economic growth, but (above all) social cohesion, generational understanding, and wellbeing for individuals.

## 2.4 Conclusions

According to OECD Tourism Trends and Policies 2020, there is an enduring policy commitment in many countries to utilize tourism as an engine for regional development. Tourism can be a powerful agent for positive change in communities where the opportunities for the development of other economic sectors may be limited. Such policy approaches can help spread the benefits of tourism away from capital cities, historic destinations, and coastal areas to lesser developed, often rural areas. Many rural and particularly isolated tourism areas, with smaller populations and lower levels of year-round travel demand, face additional challenges in the form of limited or no scheduled transport services from urban centers, and in providing and maintaining sustainable and seamless transport systems serving both locals and tourists. Enhancing co-ordination between transport, tourism and other related policy areas can improve visitor mobility to and within destinations, reduce bottlenecks, enhance visitor satisfaction, and help to secure the economic viability of local transport systems by servicing both residents and tourists.

Recent research findings underline the importance of proper ICT use for the growth of entrepreneurship in rural areas. Mitchell and Clark (1999) consider adoption of ICTs by firms in rural areas and conclude that rural economies can best be seen as having two tiers, the upper consisting of ICT-intensive outward-oriented firms with extensive extra-regional and, in many cases, international linkages.

Designing an appropriate set of rural tourism policies should imply the selective expansion of tourist flows in order to achieve one or more of following goals (Hall and Jenkins, 1998):

a) Sustaining previously existing local levels of incomes, employment and growth, and generating new wealth sources.



- b) Contributing to payment for costs of providing economic and social infrastructure (directly and indirectly related to rural tourism activities and facilities).
- c) Encouraging the development of primary and industrial sectors/activities at local level, as well as other services (directly linked to tourism activities or not).
- d) Contributing to increase and diversification in amenities and services offered to local residents.
- e) Contributing to preservation of environmental and cultural resources (especially when being primary scenic/aesthetic tourist attractions).

Entrepreneurs and entrepreneurship motivate business innovation and economic growth. Entrepreneurs are exceptionally imperative in dropping unemployment rate of the skilled and unskilled workers. The tourism industry is one of the key industries for driving the nation's economy. To sustain the tourism industry, substantial long term government support, extensive training, research, and planning processes is required. Entrepreneurship success leads to an uplift in society and livelihood in terms of economic gain (Koh & Hatten, 2014).

### 3. Survey report

Between February-April 2020 an online survey was conducted in all project partner's countries (Portugal, Ireland, Estonia & Romania) which was addressed to organisations located at low-density tourist destinations. The survey aimed to identify:

- The degree of a social sustainability in rural areas.
- The challenges young adults face in generating their own business.
- The amount of heritage and ancient know-how that can be preserved and the existence of older people that can assure the transfer of know-how.
- The specific skill gaps related to entrepreneurship.

When asked about the most important objectives of an online course targeting entrepreneurs in rural areas, more than 75% of respondents considered the following skills as being important or very important: advertising, capacity to access national and European funds, creativity, identifying opportunities, self-confidence & self-esteem and problem solving, with a special focus on marketing skills (93%), management (86%) and digital competences (85%). Half of respondents considered communication & cooperation between younger and older generations as being important or very important, which confirms the need of our project as a big opportunity for intergenerational learning.

Most of respondents prefer self-assessment tools as evaluation methods in the framework of the course which will be developed through the Inside-T project. Also, half of respondents would prefer gamification and simulation, which will make the evaluation process more interesting.

Intergenerational collaboration is important for planning and starting a business in the rural environment for more than half of respondents. To be mentioned here the percent of „I don't know" answers – 25%, which denotes maybe the lack of experience of rural entrepreneurs on this topic but we aim that at by the end of the project that this number will be lower.

On item 13 of the survey (Q13) “Do you think intergenerational mentoring could be useful for the development of sustainable tourism in rural environments”, most of the participants answered positively (84%).

The results firstly suggest that the participants are aware of the potential of intergenerational learning in adult education contexts. Second, they understand that mentoring is a key part of intergenerational education, one that could be useful for the development of sustainable tourism in rural areas. In addition to mentoring, e-mentoring activities should also be integrated in the general curriculum structure. The results from Q15 “How can the intergenerational learning empower people to preserve the cultural heritage for the new generations?” highlighted that the older generations can:

- Contribute with information such as customs and legends, information not covered by other sources, and this can greatly enrich the cultural heritage (97%);
- Teach the newer one's traditional methods to preserve and repair properties such as houses, gardens and workshops (92%);
- Teach the newer ones how to prepare, craft or use traditional items such as garments, foods, musical instruments, tools or decorative items, thereby ensuring their sustainability (92%);



- Work together with the young generations to employ new tools (electronic and internet), in order to preserve their cultural heritage.

The answers also positively appreciated the capacity of the older generations to act as role models (80%).

On Q16 “How important is the issue of long-term tourism sustainability for an entrepreneur from a rural area?” the participants overwhelmingly agreed that is very important (79%). The high percentage of the answers is a clear indicator that survey participants understand and positively value the concept of long-term tourism sustainability, particularly in the low-density rural areas. Consequently, the Inside-T curriculum should focus on tourism sustainability as a key issue in developing successful businesses, in educational activities that bring together people from different generations.

Thus, by analyzing the transnational survey by questionnaire, it can be assumed that the main topics on which this project is based are confirmed, as well as the strategic actions to be taken and the proposal for the development of the course.

## 4. Learning objectives

As we highlighted earlier, the INSIDE-T project aims to promote intergenerational learning and the development of professional skills in young adult (unemployed), especially women, to ensure social sustainability in tourism in low density territories. Moreover, INSIDE-T wants to help eliminate negative social and economic beliefs regarding the future of low population-density territories.

The modules and units will contribute to the achievement of these goals by developing new competences focused on the following issues:

- 1) Creation of new business ideas by valuing cultural heritages as drivers for social sustainability in rural areas and increasing competitiveness in tourism.
- 2) Proper use of mechanisms for knowledge transfer and sharing between generations.
- 3) Networking and collaboration for the development of sustainable tourism business initiatives in low-density areas;
- 4) Effective use of information and communication technologies (ICT) in order to promote intergenerational linkage through intergenerational learning in low-density territories.

After the completion of the Inside-T Course, participants should be able to:

- Identify the benefits that can be achieved in rural areas from the implementation of intergenerational learning practices that will lead young unemployed people to create businesses that preserve the local culture, allying it with innovation and thus ensuring a better tourism supply;
- Identify the main characteristics and tools that can be related to sustainable tourism, and how they can be applied in intergenerational learning settings;
- Identify the needs of the territories and unemployed adults and how to match them, from the perspective sustainable tourism;
- Facilitate networking and using of networking tools in order to encourage the development of sustainable tourism in low-density areas;
- Identify and use ICT tools, particularly learning management systems, virtual learning communities and social networks that can help the development of innovative sustainable tourism business ideas;
- Identify and implement new ways of using the potential of intergenerational learning methods and e-mentoring in sustainable tourism.



## 5. Methodological approaches

The methodological approach was inspired by the Sustain-T curriculum framework<sup>1</sup>. The model was expanded for different pedagogical contexts, focused on the use of intergenerational learning strategies in adult education. The methodological section, used for the development of the whole training program, is based on several theoretical models, as follows:

### *The sociocultural theory of learning*

The sociocultural theory of learning is rooted in the idea that learning cannot occur by itself, independent of social context, but is instead dependent on the environment, particularly on the social interactions between the learner and other persons. The key concepts in this theory are the *More Knowledgeable Other* (MKO), the *Zone of Proximal Development* (ZPD) and *scaffolding*. The ZPD is defined by Vygotsky as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978<sup>2</sup>). Consequently, one of the main tasks of teachers and trainers, as MKOs, is to scaffold learning which consists in helping students to structure and organize the tasks in order to successfully achieve the learning objectives. Students’ learning is constructed through social interactions (direct or mediated by ICT) in a space where multiple individuals (of different generations, cultures and levels of professional competence) communicate and collaborate in building communities of learning. Scaffolding can be particularly facilitated by using ICT-based educational strategies that include (but are not limited to) learning management systems, virtual learning communities and e-mentoring/e-coaching.

### *The integrated course design model*

In order to reach the project’s objectives and to develop the curriculum design, we used the integrated course design model (ICD). L. Dee Fink proposed the ICD model focusing on five key components: situational factors (by conducting an in-depth situational analysis), learning goals (for which Fink proposed a taxonomy of significant learning), assessment activities (by making use of educative assessment strategies), learning activities (that in the context of the project should be adapted to the needs of adult learners) and integration (both functional and chronological). Functional integration is the alignment of learning goals with assessment and learning activities. Chronological integration is understood by Fink as a dynamic interdependence of the activities. On the other hand, the taxonomy of significant learning includes six major categories: foundational knowledge, application, integration, human dimension, caring and learning how to learn. Fink has a holistic view of active learning that has three main categories of activities: getting information and ideas, reflective dialogue, and experience<sup>3</sup>.

---

<sup>1</sup> AidLearn, HR Consulting (2018). *Sustain-T Curriculum* (version 1.0 – July 2018) available at [http://www.sustain-t.eu/uploads/O1\\_Curriculum\\_SustainT\\_FINAL\\_EN1.pdf](http://www.sustain-t.eu/uploads/O1_Curriculum_SustainT_FINAL_EN1.pdf), accessed on 20.03.2020

<sup>2</sup> Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

<sup>3</sup> Fink, D.L. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey-Bass.

## Learning material

The learning materials will be based on an intergenerational learning paradigm which is simultaneously learning-centered, participatory, and holistic. The participants will be immersed in an educational environment that encourages both creative and critical thinking, individualization of education, learning by action and collaborative learning. The consistent use of ICT-based methods and techniques will also allow participants to build bridges between different cultures, collaborate in international learning projects, and enter in e-mentoring activities with ease. The learning material will be divided in two parts: the first one focused on content and the second one on activities.

The *first part* will be content based, aimed to raise awareness to the challenges of rural areas and to offer opportunities to learn from *best practices* in the field. The main learning material from the first part, starting with a self-assessment e-tool (overall and by module), will be centered on *modules*, covering the most relevant topics, and *documentaries*, that will be used to break down stereotypes (e.g., opportunities only exist in cities) and inspire new life stories. Documentaries are an excellent method to put Vygotsky's theory into practice and to create opportunities for the students to be inspired by other successful people (which in the context of the project are the more knowledgeable others), before starting their own educational journey through the zone of proximal development. The documentaries could also inspire the participants to understand the importance of mentoring and e-mentoring in the process of building successful businesses.

The *second part* will be activity-based, combining the interactive tools provided on the platform - collaborative resource and creative lab, allowing participants to generate new business ideas, working individually and /or collaboratively, including mentoring support, towards a reliable business development plan.

The focus will be placed on the practical implementation of business ideas from a very diverse range of rural tourism enterprises, affordability, and feasibility. All the resources made available should create the best conditions for inspiring business ideas and preserve traditions and cultural heritage.

The materials should also be accessible, rich in multimedia content, suited to the needs of adult learners and encourage a "step-by-step" approach ("what to do" and "how to do it"). A special focus will be given to the ways on how to use the e tools in individual and group activities.

## Platform

The virtual learning management system that will be used as an eLearning platform should be very accessible for all the participants. The platform should allow the creation of individualized profiles, the usage of interactive tools and encourage collaboration between participants.

On the backend, the platform needs to be highly customizable for both groups and individuals, include advanced security and confidentiality features. A special focus will be on assuring data protection for the participants, according to the Directive on Security of Network and Information Systems, EU Cybersecurity Act and General Data Protection Regulation (GDPR). An analytics element could be also useful in recording the difficulties that participants have in the understanding of certain topics, the number of hours logged on the platform, individual and group assessment reports etc.





It will include a variety of learning facilities and e-tools: self-assessment, learning manual, creative lab and collaborative resource network. Engaging with these tools, being inspired by the best practices, acquiring new knowledge, are all experiences that can be mobilized to the life of the participants and inspire new business ideas in the rural areas, conserving and preserving cultural and environmental heritage. These tools will be integrated in a way that facilitates individual and collaborative work, facilitated by a mentoring support. Therefore, the learners are expected to develop sustainable business ideas, using the Inside-T tools:

**Step 1** Implement the *self-assessment (overall, by module)* by measuring the level of entrepreneurship competences of the participants. The self-assessment tool helps to self-analysis the entrepreneurial potential and establish learning pathways, to fulfill the gaps identified;

**Step 2** Improve knowledge and competencies by engaging in the study and activities proposed in the modules and being inspired by the multimedia best practices available there in;

**Step 3** Engage in the creative lab, increasing their creative and entrepreneurial performance to generate new business ideas, truly differentiated for the benefit of the rural area and bridging the skill gap using the available resources;

**Step 4** Immerge in the collaborative resource network, collecting data and receiving support from relevant stakeholders (mentors, experts, local bodies, seniors, tourism companies, local development agencies, city councils and parish boards) as well as exchanging of experiences and knowledge, namely on innovation, cultural heritage preservation, business development, rural tourism, marketing or rural areas development by tourism

**Step 5** Select in the collaborative resource network a mentor for supporting the development of the business idea and business plan design, making more the business idea more feasible and using better the local resources.

### **Training delivery modes**

Taking into the consideration the project's objectives, direct and indirect target groups and anticipated results, it is necessary that the training delivery modes must offer as much flexibility as possible. The learning experiences should also be adapted to learners' needs, preferences, and motivations. Consequently, the course should be delivered in three main formats: face-to-face learning, self-directed learning, and blended learning:

- *Face-to-face learning* is the traditional form of delivering courses and if conducted appropriately can have numerous advantages for the learners particularly from a communication standpoint. Face-to-face learning can make use of nonverbal communication more than the other formats. Also, it can help enhance learners' motivation and allows in the same time a real-time monitoring of the learning results.
- *Self-directed learning* is one of the most frequently used formats of delivering programs and courses in adult education and training. Garrison and his collaborators<sup>4</sup> proposed an excellent model for understanding self-directed learning centered on three basic factors: self-management, self-

<sup>4</sup> Garrison, D.R, (1997). Self directed learning: Toward a comprehensive model, *Adult Education Quarterly*, 48 (1) 18-29.

monitoring and motivation. Consequently, a special focus should be given to several issues such as: a) the assessment of the participants' readiness level (self-management, self-monitoring, motivation); b) developing individualized learning goals and pathways; c) creating a support network for the participants is particularly important when people learn by themselves without direct interaction with the instructor. The support features should be embedded in the learning management system, assuring a robust e-accessibility experience, adequate for the potential participants with special education needs; d) engage participants using immersive learning methods, encouraging creative thinking and solving real-life problems; the necessity of engaging students to participate and collaborate is especially important in virtual learning environments, where the risk of dropping out is relatively high; e) encourage the use of critical reflection and educative assessment strategies.

- *Blended learning* is a format that combines the advantages of both face-to-face and self-directed learning. In this context, Garrison and his collaborators<sup>5</sup> recommend the use of *communities of inquiry*, where the educational experience is modeled by three factors: social presence, cognitive presence and teacher presence. The communities of inquiry could be easily integrated in the learning management system and successfully used in scaffolding the educational experiences, on the basis of Vygotsky's sociocultural theory.

Blended learning has clear advantages over the other delivery modes, such as: more flexibility for both educators and learners (which is particularly relevant if we take into consideration that many people who will take the course have a very busy schedule); teaching is also less expensive and saves more time for both learners and educators; offers more effective and efficient communication between educators, learners and other stakeholders; provides more options for the personalization of the learning experiences, particularly to the different learning styles of participants; creates a better linkage between different learning spaces, that can be accessed from a variety of electronic devices over the internet.

In the following pages, this approach will be described in more detail (in Figure 5), highlighting the blended learning model interactions and the duration of the model components, with an estimated duration of 80 hours.

### 1. Initial self-assessment

Learners use the Inside-T self-assessment tool for the initial *overall* diagnosis, judging their own work to improve performance as they identify discrepancies between current and desired performance (2 hours).

### 2. Workshop 1: Introduction

Presentation of the course, e-tools and module learning content. Familiarization the platform |learning management system. Sharing experiences, motives, and expectations. (4 hours).

### 3. Distance learning: Modules 1 – 4

Independent distance learning of the first 4 modules, studying the learning units and carrying out the proposed learning activities well as the self-assessment questions by *module* (20 hours).

### 4. Workshop 2: Brainstorming business ideas

---

<sup>5</sup> Vaughan, N. D., Garrison, D. R., & Cleveland-Innes, M. (2013). *Teaching in blended learning environments: Creating and sustaining communities of inquiry*. Edmonton, AB: AU Press



Brainstorming for business ideas, based on own motives, reflections on best practices and acquired / deepened knowledge. Selecting the best ideas for the tourist business projects, encompassing intergenerational learning and cultural and environmental preservation in rural areas (4 hours).

### 5. Distance learning: Modules 5 – 6

Independent distance learning of the last 2 modules, studying the learning units and carrying out the proposed learning activities well as the self-assessment questions by *module* (10 hours).

### 6. Business plan design

Development of a business idea, establishing a Business Plan with goals, steps, responsibilities, and deadlines, supported on the creative lab and collaborative resource network tools (open & private forums) (35 hours).

### 7. Final self-assessment

Using the Inside-T self-assessment tool for *overall* final reflection and identification of further learning targets and strategies (correctives) learners can apply to improve their achievement. (1 hour).

### 8. Workshop 3: Presentation of the business plans

Learners' presentation of the individual business projects and related plans achieved. Evaluation of the course (4 hours).

### 9. Follow-up

Evaluation of the impact of the implementation of the business plans, 6 months after the end of the course, based on a survey by online questionnaire.

In summary, the total duration anticipated for the Course is 80hours, as detailed in Table 1:

Activity	Duration
<b>1. Initial self-assessment (overall)</b>	2h
<b>2. Workshop 1: Introduction</b>	4h
<b>3. Distance learning: Modules 1 – 4 (5h per module)</b>	20h
<b>4. Workshop 2: Brainstorming business ideas</b>	4h
<b>5. Distance learning: Modules 5 – 6 (5h per module)</b>	10h
<b>6. Business plan design</b>	35h
<b>7. Final self-assessment (overall)</b>	1h
<b>8. Workshop 3: Presentation of the business plans</b>	4h
<b>Total</b>	<b>80h</b>

Table 1 Total duration of the Inside-T Course

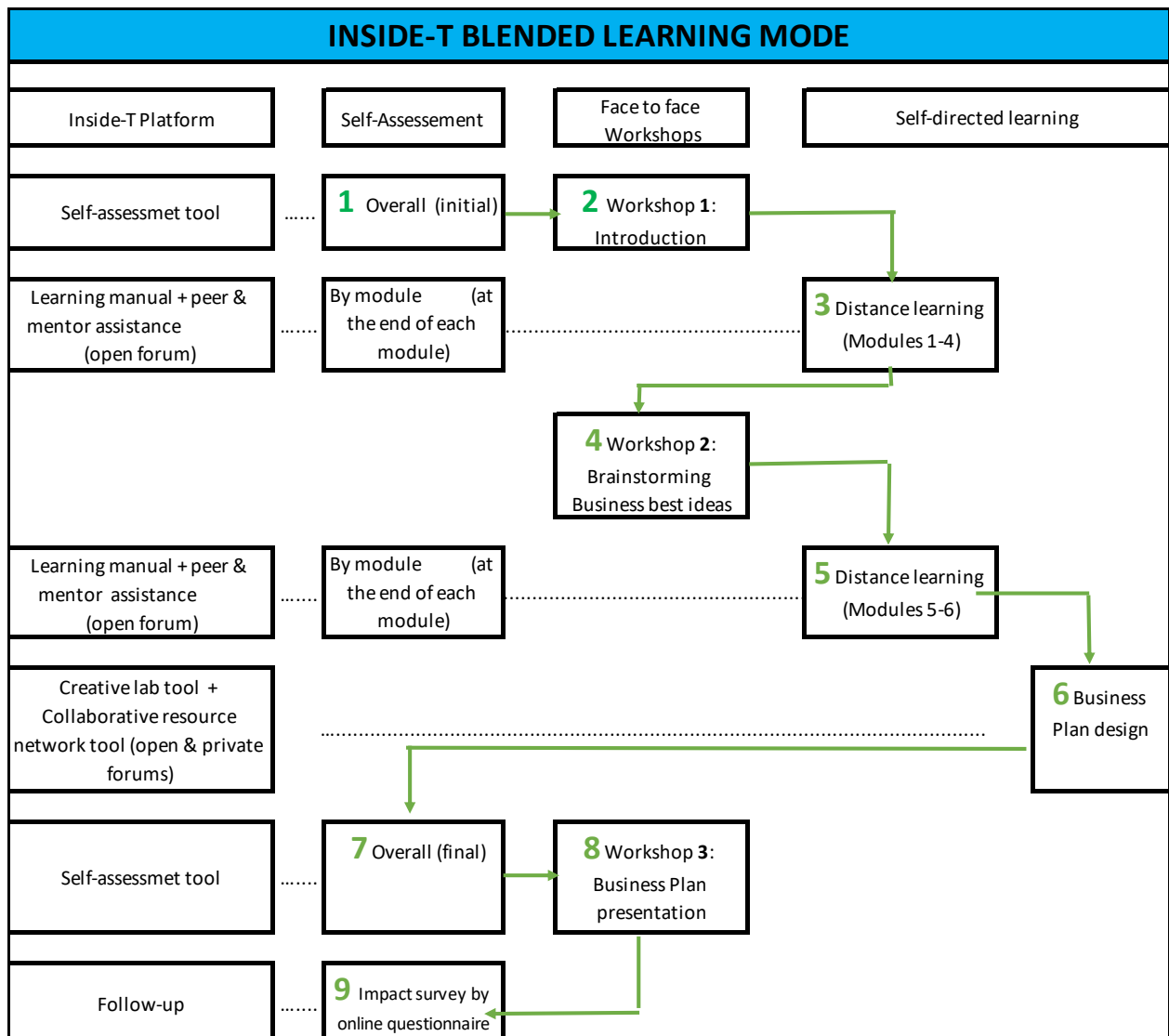


Figure 5 Inside-T blended learning mode

It should be noted that although the partnership considers the blended mode as the most effective way to obtain the desired learning outcomes, the recommended structure can easily be adapted for face-to-face learning or to fully self-directed learning, depending on the specific constraints faced.

Firstly, the modules as well as the development of the business plan must be done in person, under a face-to-face modality, while secondly, the workshops will have to be held virtually online, using the zoom or similar cloud-based video conferencing service, all while conducting live chats and recording those sessions to view later.



## 6. Course structure

The Inside-T Course includes six modules, each one representing an autonomous learning component. Each module will have a similar structure, based on the EQF (European Qualifications Framework), which includes a) short description (module overview); b) learning objectives; c) instruction strategy; d) assessment methods; e) time schedule; f) further learning suggestions; g) references; h) glossary.

The course is composed by 6 modules, which will be divided in units.

### **M1 - Sustainable Tourism: the need employability in low density territories (AO/PT)**

U1.1 The social challenges in rural zones - EU agenda - with tourism potential and sustainable tourism: introduction

U1.2 Local employment and opportunities with the support of entrepreneurship

U1.3 Improving the social sustainability in local communities through tourism businesses

### **M2 - Intergenerational learning and entrepreneurship (P4/IE)**

U2.1 Entrepreneurship pathways to a Sustainable Society in rural areas

U2.2 Igniting Tourism Entrepreneurship amongst Women and Young Adults in Rural Areas

U2.3 Entrepreneurship amongst Women and Young Adults: a way to tackle unemployment

### **M3 - Mechanisms of knowledge transfer and sharing between and within generations (P5/EE)**

U3.1 Sharing and disseminating of knowledge providing inputs to problem solving

U3.2 Personalization, codification and the art to empower storytelling

U3.3 Networking and collaborative tourism routes

### **M4 - Sharing and discussing of best practices documentaries (P1/PT)**

U4.1. Motivations and challenges in starting a business at rural areas

U4.2. Self- biographical narratives and strategies for rural entrepreneurship

U4.3 Intergenerational learning and entrepreneurship in rural areas and the role of community support

U4.4. Culture and heritage preservation towards tourism social sustainability

---

**M5 – Innovative business in low density territories & cultural heritage preservation (P1/PT)**

U5.1 Culture and heritage: the new tourism business opportunities that protect cultural heritage

U5.2 Managing and promoting new business in rural areas

U5.3 Innovation in small business: information, communication and social media tools

**M6 – Business Plan: Individual and mentoring approach (AO/PT, co-author P3/RO)**

U6.1 E-tools overview: creative lab and collaborative resource

U6.2 Individual work and mentoring facilitation

U6.3 Step by step business plan development



## 7. Teaching and learning activities

Module 1 - Sustainable Tourism: the need of employability in low density territories	
<b>Description (overview)</b>	<p>Unit 1.1 The social challenges in rural zones - EU agenda - with tourism potential and sustainable tourism: introduction</p> <p>Unit 1.2 Local employment and opportunities with the support of entrepreneurship</p> <p>Unit 1.3 Improving the social sustainability in local communities through tourism businesses</p>
<b>Learning Outcomes</b>	<p>As a result of engaging with the materials in this module, learners should achieve the following learning objectives:</p> <p><b>Knowledge:</b> learn what sustainable tourism is; understand what employability means and the specific issues for low-density territories; recognize what the sustainable tourism regulations are at European, national, regional and local level and; the characteristics and criteria of sustainable tourism; critically analyze what are the most efficient ways of integrating sustainable tourism standards at management level.</p> <p><b>Skills:</b> improved ability to identify the benefits of sustainable tourism in low-density areas; improved ability to use specific methods and tools to identify the need for employability in low density territories;</p> <p><b>Competences:</b> encouraging best practices in sustainable tourism for developing employability in participants' specific contexts; taking responsibility to promote sustainable tourism in low-density territories.</p>
<b>Learning mode strategy</b>	<p>Self-directed learning by reading and studying the course content and the complementary resources provided in the materials.</p> <p>Peer and mentoring support on the platform (open forum).</p>
<b>Assessment Tool</b>	<p>Self-assessment by module</p>
<b>Time Schedule</b>	<p>Time necessary for module: 5 hours</p> <p>Learning content (self-study): 3 hours</p> <p>Self-test questions: 15 minutes</p> <p>Learning activities: 1.45 hours</p>

<b>Module 2 – Intergenerational learning and entrepreneurship</b>	
<b>Description (overview)</b>	U2.1 Intergenerational learning pathways to a Sustainable Society in rural areas; U2.2 Intergenerational entrepreneurs: a way to tackle unemployment; U2.3 Igniting Intergenerational Entrepreneurship;
<b>Learning Outcomes</b>	As a result of engaging with the materials in this module, learners should achieve the following learning outcomes:  <b>Knowledge:</b> learn what intergenerational learning is; what is the relationship between intergenerational learning and sustainable society in low-density territories; what is intergenerational entrepreneurship;  <b>Skills:</b> improved ability to identify the potential of intergenerational learning in entrepreneurship, in order to encourage sustainability in low-density territories and tackle unemployment.  <b>Competences:</b> develop ideas for joint intergenerational entrepreneurship projects, adapted for sustainable tourism projects from low-density areas; taking responsibility to involve people of all generations in project team;
<b>Learning mode strategy</b>	Self-directed learning by reading and studying the course content and the complementary resources provided in the materials. Peer and mentoring support on the platform (open forum).
<b>Assessment Tool</b>	Self-assessment by module.
<b>Time Schedule</b>	Time necessary for module: 5 hours Learning content (self-study): 3 hours Self-test questions: 15 minutes Learning activities: 1.45 hours





<b>Module 3 - Mechanisms of knowledge transfer and sharing between and within generations</b>	
<b>Description (overview)</b>	U3.1 Sharing and disseminating of knowledge providing inputs to problem solving; U3.2 Personalization, codification and the art to empower storytelling; U3.3 Networking and collaborative tourism routes.
<b>Learning Outcomes</b>	As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes:  <b>Knowledge:</b> learn what knowledge transfer and sharing mechanisms are in the context of a sustainable tourism business; what are the main mechanisms of knowledge transfer and sharing between and within generations;  <b>Skills:</b> improved ability to use and implement efficient mechanisms of knowledge transfer and sharing between and within generations;  <b>Competences:</b> adapt the mechanisms of knowledge transfer and sharing between and within generations on specific conditions related to sustainable tourism projects in low-density areas; taking responsibility to involve people of all generations in a team project;
<b>Learning mode strategy</b>	Self-directed learning by reading and studying the course content and the complementary resources provided in the materials. Peer and mentoring support on the platform (open forum).
<b>Assessment Tool</b>	Self-assessment by module.
<b>Time Schedule</b>	Time necessary for module: 5 hours Learning content (self-study): 3 hours Self-test questions: 15 minutes Learning activities: 1.45 hours

<b>Module 4 - Sharing and discussing best practices documentaries</b>	
<b>Description (overview)</b>	<p>U4.1 motivations and challenges in starting a business at rural areas</p> <p>U4.2 Self- biographical narratives and strategies for rural entrepreneurship</p> <p>U4.3 Intergenerational learning and entrepreneurship in rural areas and the role of community support</p> <p>U4.4 Culture and heritage preservation towards tourism social sustainability.</p>
<b>Learning Objectives</b>	<p>As a result of engaging with the materials in this module and screening selected best practices documentaries (BPD), learners are intended to achieve the following learning outcomes:</p> <p><b>Knowledge:</b> learn what a best practice and sharing mechanism is in the context of a sustainable tourism business; what are the main mechanisms of knowledge transfer and sharing between and within generations;</p> <p><b>Skills:</b> improved ability to identify best practices and evaluate them from a critical standpoint; use and implement efficient mechanisms of knowledge transfer and sharing between and within generations;</p> <p><b>Competencies:</b> adapt the mechanisms of best practices sharing between and within generations on specific conditions related to sustainable tourism projects in low-density areas</p>
<b>Learning mode strategy</b>	<p>Self-directed learning by screening BPD, reading and studying the course content and the complementary resources provided in the materials.</p> <p>Peer and mentoring support on the platform (open forum).</p>
<b>Assessment tool</b>	<p>Self-assessment by module</p>
<b>Time Schedule</b>	<p>Necessary time for module: 5 hours</p> <p>Learning content (self-study): 3 hours</p> <p>Self-test questions: 15 minutes</p> <p>Learning activities: 1.45 hours</p>



<b><i>Module 5 – Innovative business in low density territories &amp; cultural heritage preservation</i></b>	
<b>Description (overview)</b>	U5.1 Culture and heritage: the new tourism business opportunities that protect cultural heritage U5.2 Managing and promoting new business in rural areas U5.3 Innovation in small business: information, communication and social media tools
<b>Learning Objectives</b>	As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes:  <b>Knowledge:</b> learn what cultural heritage is and how to manage and promote a business in rural area; what information, communication and social media tools can be used;  <b>Skills:</b> improved ability to design projects for new businesses (or business plans ) in order to promote cultural heritage; improved ability to use social media tools for business communication & marketing;  <b>Competencies:</b> create a business plan for an innovative business idea; taking responsibility to involve people of all generations in a project;
<b>Learning mode strategy</b>	Self-directed learning by reading and studying the course content and the complementary resources provided in the materials. Peer and mentoring support on the platform (open forum)..
<b>Assessment tool</b>	Self-assessment, by module.
<b>Time Schedule</b>	Necessary time for module: 5 hours Learning content (self-study): 3 hours Self-test questions: 15 minutes Learning activities: 1.45 hours

<b>Module 6 – Business plan: individual and mentoring approach</b>	
<b>Description (overview)</b>	U6.1. E-tools overview: creative lab and collaborative resource U6.2. Individual Work and mentoring facilitation U6.3. Step by step business plan development
<b>Learning Objectives</b>	As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes:  <b>Knowledge:</b> Identify the tools on the platform; recognize how e-tools can be used; recognize the importance of the e-tools to support the development of the individual and mentoring path; select the tools and their functions for the learning context  <b>Skills:</b> Apply e-tools to business idea development; apply e-tools to business plan development  <b>Competencies:</b> create a business plan for an innovative business idea; taking responsibility to involve mentors and stakeholders in the process of idea generation.
<b>Learning mode strategy</b>	Self-directed learning by reading and studying the course content and the complementary resources provided in the materials. Peer and mentoring support on the platform (open and private forum).
<b>Assessment tool</b>	Overall self-assessment and by module.
<b>Time Schedule</b>	Necessary time: 40 hours Learning content (self-study): 3 hours Self-assessment questions: 15 minutes Additional time (depending on learners) re-quired to complete the learning activities and re-view complementary sources and links: 1 hour 45 minutes Business plan development: 35h



---

## 8. Knowledge Transfer

This Curriculum is innovative because is based on a thorough analysis of realities of entrepreneurship in rural areas and the challenges which tourism entrepreneurs in these areas are facing. The transnational nature of this research, as well as the description of the training objectives in terms of learning outcomes will make the Inside-T training program (content, learning activities, course and multimedia best practices) easily transferred to and used in various educational and training contexts.

## Bibliography

1. 2030 Agenda for Sustainable Development and the SDGs <https://ec.europa.eu/environment/sustainable-development/SDGs/#:~:text=The%20Agenda%20is%20a%20commitment,towards%20sustainable%20development%20for%20all.>, accessed on 24.08.2020
2. Aemmi SZ, Karimi Moonaghi H. Intergenerational Learning Program: A Bridge between Generations. *Int J Pediatr* 2017; 5(12): 6713-21. DOI: 10.22038/ijp.2017.28072.2430
3. Agenda for New Skills and Jobs. <http://ec.europa.eu/social/BlobServlet?docId=6329&langId=en>
4. AidLearn, HR Consulting (2018). *Sustain-T Curriculum* (version 1.0 – July 2018) available at [http://www.sustain-t.eu/uploads/O1\\_Curriculum\\_SustainT\\_FINAL\\_EN1.pdf](http://www.sustain-t.eu/uploads/O1_Curriculum_SustainT_FINAL_EN1.pdf), accessed on 20.03.2020
5. Almeida Ramos, George Manuel and Fernandes, João Luís Jesus (2015): Tourism territories in low density areas: The case of Naturtejo geopark in Portugal. Published in: *Journal of Tourism, Heritage & Services Marketing*, Vol. 2, No. 1 (10 June 2016): pp. 14-21
6. Ateljevic J., Page S., 2009, *Tourism and Entrepreneurship – International Perspectives*, Elsevier Butterworth-Heinemann
7. Baschiera, Barbara & Santini, Sara & Socci, Marco. (2018). Intergenerational entrepreneurship education: Older entrepreneurs reducing youngsters' social and work disengagement. *Problems of Education in the 21st Century*. 76. 7-20.
8. Benckendorff, Pierre & Tussyadiah, Iis & Scarles, Caroline. (2018). The Role of Digital Technologies in Facilitating Intergenerational Learning in Heritage Tourism. 10.1007/978-3-319-72923-7\_35. In book: *Information and Communication Technologies in Tourism 2018*, pp.463-472
9. Blackstock Kirsty, 2005, *A critical look at community based tourism*, *Community Development Journal* Vol 40 No 1, Oxford University Press
10. Brokaj, R. (2014). Local Government'S Role in the Sustainable Tourism Development of a Destination. *European Scientific Journal*, 10(31), 103–117
11. Carvalho L.M.C., Sardinha B.B., (n.d.) *Entrepreneurial Environmental Conditions for Promoting Sustainable Tourism*, [http://www.smia.info/files/ehad2kof.f1\\_fr-1365.pdf](http://www.smia.info/files/ehad2kof.f1_fr-1365.pdf) (accessed at 10.03.2020)
12. Cedefop (2010) *A bridge to the future European policy for vocational. education and training 2002-10* [http://www.cedefop.europa.eu/EN/Files/3058\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/3058_en.pdf) (accessed at 7.02.2020)
13. Ceron, Jean-Paul & Dubois, Ghislain. (2003). *Tourism and Sustainable Development Indicators: The Gap between Theoretical Demands and Practical Achievements*. *Current Issues in Tourism*. 6. 54-75. 10.1080/13683500308667944
14. Costa, M. (2013). Il valore generativo del lavoro nei contesti di open innovation [The generative value of labour in open innovation contexts]. *Formazione & Insegnamento*, IX, 3, 251-258.



15. Council conclusions on the social dimension of education and training 3013th EDUCATION, YOUTH AND CULTURE Council meeting Brussels, 11 May 2010 <http://www.european-agency.org/news/news-files/Council-Conclusions-May-2010-Social-Dimension.pdf> (accessed at 5.03.2020)
16. D. Ramos & C.Costa - An Alternative Tourism Framework for low demographic density areas An Alternative Tourism Framework for low demographic density areas, [https://www.academia.edu/29790418/GV9Jm2u7rmsCe65wKzPTw5jtS38n2tVEGiDtbLrcW77HPEwrJM2Ej2yFNYwy\\_areas](https://www.academia.edu/29790418/GV9Jm2u7rmsCe65wKzPTw5jtS38n2tVEGiDtbLrcW77HPEwrJM2Ej2yFNYwy_areas) (accessed at 10.03.2020)
17. Demonja D., Katica D. & Mišćin L., 2009. Rural Tourism in Croatia I. Croatian International Relations Review, Vol. XV, No. 54/57-2009, pp. 1-32.
18. Demonja, D. & Ružić, P., 2010. Ruralni turizam u Hrvatskoj s hrvatskim primjerima dobre prakse i europskim iskustvima. Samobor: Meridijan.
19. Dhakal D.P., 2005, Sustainable Rural Tourism for Improved Livelihood of Local Communities, Nepal Tourism Board (NTB), Economic Policy Network, Policy Paper 4, [http://www.mof.gov.np/economic\\_policy/pdf/SustainableRuralTourism.pdf](http://www.mof.gov.np/economic_policy/pdf/SustainableRuralTourism.pdf) (accessed at 10.03.2020)
20. E. ŠIMKOVÁ - Strategic approaches to rural tourism and sustainable development of rural areas, AGRIC. ECON. – CZECH, 53, 2007 (6): 263–270 <https://www.agriculturejournals.cz/publicFiles/00291.pdf> (accessed at 8.03.2020)
21. Education and Training 2020: strategic framework for European cooperation in education and training (ET 2020) [Official Journal C 119 of 28.5.2009] [http://europa.eu/legislation\\_summaries/education\\_training\\_youth/general\\_framework/ef0016\\_en.htm](http://europa.eu/legislation_summaries/education_training_youth/general_framework/ef0016_en.htm) (accessed at 10.02.2020)
22. Elena SIMA & Floarea BORDÂNC & Claudia SIMA, 2015. "Entrepreneurship Role In Promoting Rural Tourism," Agricultural Economics and Rural Development, Institute of Agricultural Economics, vol. 12(1), pages 71-80.
23. Elena SIMA, 2018. "SUSTAINABLE RURAL DEVELOPMENT THROUGH TOURISM ACTIVITIES IN ROMANIA", Agricultural Economics and Rural Development, New Series, Year XV, no. 2, p. 219–224.
24. ENRD Workshop on Generational Renewal: Attracting Young Farmers and Entrepreneurs in Rural Areas Date - [https://enrd.ec.europa.eu/newsevents/events/enrd-workshop-generational-renewal\\_en](https://enrd.ec.europa.eu/newsevents/events/enrd-workshop-generational-renewal_en)
25. EU Rural Review 10 'Rural Entrepreneurship' <https://enrd.ec.europa.eu/sites/enrd/files/ED5808AC-994A-47AD-928F-0D3088716910.pdf> (accessed at 25.03.2020)
26. European Commission, 2016. The European Tourism Indicator System: ETIS toolkit for sustainable destination management. Luxembourg, Publications Office of the European Union. Available at: <http://ec.europa.eu/growth/sectors/tourism/offer/sustainable/indicators>, accessed at 3.03.2020
27. Fink, D.L. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Josey-Bass.

28. Finn, Caroline; Scharf, Thomas (2012) - An overview of intergenerational programmes in Ireland, [http://www.icsg.ie/sites/www.icsg.ie/files/personfiles/mapping\\_report\\_november\\_2012.pdf](http://www.icsg.ie/sites/www.icsg.ie/files/personfiles/mapping_report_november_2012.pdf)(accessed at 7.03.2020)
29. Freshwater, D., et al. (2019), "Business development and the growth of rural SMEs", OECD Regional Development Working Papers, No. 2019/07, OECD Publishing, Paris, <https://doi.org/10.1787/74256611-en> (accessed at 28.02.2020)
30. Garrison, D.R, (1997). Self directed learning: Toward a comprehensive model, *Adult Education Quarterly*, 48 (1) 18-29
31. Getz D., Carlsen J., 2005, Family Business in Tourism - State of the Art, Elsevier, Annals of Tourism Research, Vol. 32, No. 1, pp. 237–258
32. Hall, C.M. and Jenkins, J.M. (1998): The Policy Dimensions of Rural Tourism and Recreation. In Butler, R.; Hall, C.M. and Jenkins, J. (eds.) *Tourism and Recreation in Rural Areas*. Chichester: John Wiley & Sons, pp. 1942.
33. Hatton-Yeo, Alan & Telfer, Scott - A Guide to Mentoring Across Generations - [https://generationsworkingtogether.org/downloads/504decd7a096f-GV9Jm2u7rmsCe65wKzPTw5jtS38n2tVEGions\\_updated\\_15\\_Aug\\_2011.pdf](https://generationsworkingtogether.org/downloads/504decd7a096f-GV9Jm2u7rmsCe65wKzPTw5jtS38n2tVEGions_updated_15_Aug_2011.pdf) (accessed at 5.04.2020)
34. Hatton-Yeo, Alan and Watkins, Celeste - Intergenerational Community Development - A practice guide <http://www.emil-network.eu/wp/wp-content/uploads/Publication-Intergenerational-Community-Development-A-practice-guide.pdf> (accessed at 19.02.2020)
35. [https://enrd.ec.europa.eu/news-events/events/enrd-leader-thematic-lab-smart-villages\\_en](https://enrd.ec.europa.eu/news-events/events/enrd-leader-thematic-lab-smart-villages_en) (accessed at 28.02.2020)
36. [https://enrd.ec.europa.eu/sites/enrd/files/enrd\\_publications/smart-villages\\_orientations\\_leader-clld.pdf](https://enrd.ec.europa.eu/sites/enrd/files/enrd_publications/smart-villages_orientations_leader-clld.pdf) (accessed at 28.02.2020)
37. [https://enrd.ec.europa.eu/smart-and-competitive-rural-areas/smart-villages/smart-villages-portal\\_en](https://enrd.ec.europa.eu/smart-and-competitive-rural-areas/smart-villages/smart-villages-portal_en) (accessed at 28.02.2020)
38. Ibanescu, Bogdan & Stoleriu, Oana & Munteanu, Alina & Iatu, Corneliu. (2018). The Impact of Tourism on Sustainable Development of Rural Areas: Evidence from Romania. Sustainability. 10. 10.3390/su10103529.
39. Intergenerational Learning in Practice: the TOY Book - <http://www.toyproject.net/publication/latest-publications/intergenerational-learning-practice-toy-book/> (accessed at 10.03.2020)
40. Javier, A. B., & Elazigue, D. B. (2009). Opportunities and Challenges in Tourism Development Roles of Local Government Units in the Philippines. Retrieved 02 25, 2017, from World wide web: <http://www2.gsid.nagoya-u.ac.jp/blog/anda/files/2011/08/5rolesjaviere38080.pdf>
41. Klimczuk, Andrzej - ANALYSIS OF INTERGENERATIONAL POLICY MODELS <http://www.emil-network.eu/wp/wp-content/uploads/EMIL-Publication-Analysis-of-Intergenerational-Policy-models.pdf> (accessed at 10.04.2020)
42. Koh, K. Y., & Haltten, T. S. (2014). The Tourism Entrepreneur: The Overlooked Player in Tourism Development Studies. *International Journal of Hospitality & Tourism Administration*, 3(1), 37-41





43. Lordkipanidze M., 2002, Enhancing Entrepreneurship in Rural Tourism for Sustainable Regional Development. The case of Söderslätt region, Sweden, The International Institute for Industrial Environmental Economics, IIEE, Lund University
44. Loverseed H., 2007. Rural Tourism, Travel and Tourism Analyst. Mintel International Group LTD, pp. 1-44.
45. M. Victoria Sanagustín Fons, José A. Moseñe Fierro, María Gómez y Patiño - Rural tourism: A sustainable alternative, doi:10.1016/j.apenergy.2010.08.031 [https://www.academia.edu/6100440/Rural\\_Tourism.\\_A\\_Sustainable\\_Alternative](https://www.academia.edu/6100440/Rural_Tourism._A_Sustainable_Alternative)
46. Mainstreaming Intergenerational Solidarity MATES .Project N° 141744-LLP-1-2008-1-PT-GRUNDTVIG-GAM. [www.matesproject.eu](http://www.matesproject.eu)
47. Mannion, Greg. (2018). Intergenerational Education and Learning: We Are in a New Place. 10.1007/978-981-287-026-1\_5. In book: Families, Intergenerationality, and Peer Group Relations, pp.307-327
48. Margiotta, U. (2013). La formazione iniziale degli insegnanti secondari in Italia. In M. Baldacci (Ed.) [The initial training of Secondary School teachers], La formazione dei docenti in Europa [The Training of teachers in Europe] (pp. 161-206). Milano: Bruno Mondadori.
49. Maria Roxana DOROBANTU, Puiu NISTOREANU (2012) - Rural Tourism and Ecotourism – the Main Priorities in Sustainable Development Orientations of Rural Local Communities in Romania; Economy Transdisciplinarity Cognition, Vol. XV, Issue 1/2012, 259-266 <http://www.ugb.ro/etc/etc2012no1/34fa.pdf>
50. Molina, M. Carmen Gárate - Learning with Seniors: An intergenerational relations programme [https://ajuntament.barcelona.cat/sants-montjuic/sites/default/files/informacio/aprendre\\_gent\\_gran\\_en\\_format\\_arreglat.pdf](https://ajuntament.barcelona.cat/sants-montjuic/sites/default/files/informacio/aprendre_gent_gran_en_format_arreglat.pdf) (accessed at 10.04.2020)
51. Naghiu, A.; Vázquez, J.L.; Georgiev, I. and Panait, L. (2003): Rural Tourism: A Chance for Rural Development in Romania. Buletinul Universității de Științe Agricole și Medicină Veterinară Cluj-Napoca, vol. 59, pp. 81-86.
52. Naghiu, Alexandru & Burguete, José Luis & Ivanov, Ivan. (2005). Rural development strategies through rural tourism activities in Romania: chance for an internal demand?. International Review on Public and Nonprofit Marketing. 2. 85-95. 10.1007/BF02893253.
53. Nechifor , Catalin Ioan (2014) - Tourism and Sustainable Development. Implications at Local Community Level, Acta Universitatis Danubius. Œconomica, Vol 10, No 5 (2014) <http://journals.univ-danubius.ro/index.php/oeconomica/article/view/2599/2635#sdfootnote1sym>
54. Nongsiej, Prosperous & Shimray, Somipam R. (2017) presented a paper on “The ROLE of ENTREPRENEURSHIP in TOURISM INDUSTRY: An Overview” in the National Seminar on Entrepreneurial Opportunities for Educated Youth in Global Business, at Pondicherry University, Puducherry on 8th March, 2017.
55. OECD (2017), Entrepreneurship at a Glance 2017, OECD Publishing, Paris, [https://doi.org/10.1787/entrepreneur\\_aag-2017-en](https://doi.org/10.1787/entrepreneur_aag-2017-en) (accessed at 28.02.2020)
56. OECD (2018b), OECD Tourism Trends and Policies 2018, Publishing Paris [https://www.oecdilibrary.org/urban-rural-and-regional-development/oecd-tourism-trends-and-policies-2018\\_tour-2018-en](https://www.oecdilibrary.org/urban-rural-and-regional-development/oecd-tourism-trends-and-policies-2018_tour-2018-en) (accessed at 30.03.2020)

57. OECD (2019), OECD SME and Entrepreneurship Outlook 2019, OECD Publishing, Paris, <https://doi.org/10.1787/34907e9c-en> (accessed at 30.03.2020)
58. OECD (2020), OECD Tourism Trends and Policies 2020, OECD Publishing, Paris, <https://doi.org/10.1787/6b47b985-en> (accessed at 30.03.2020)
59. OECD, 1994. Tourism Strategies and Rural Development. Paris, OECD. Available: <https://www.oecd.org/cfe/tourism/2755218.pdf>, accessed at 1.03.2020
60. OECD/European Union (2019), The Missing Entrepreneurs 2019: Policies for Inclusive Entrepreneurship, OECD Publishing, Paris, <https://doi.org/10.1787/3ed84801-en> (accessed at 25.04.2020)
61. Passafaro, P., Mura, M., Albanese, A., Bocci, E. (2017) Potentialities and Preferences for Alternative Forms of Sustainable Tourism: The Case of Rural and Intergenerational Tourism. In R. H. Price (ed) Ecotourism and Sustainable Tourism: Management, Opportunities and Challenges. Nova Science Publishers, NY. (pp. 29-84). ISBN 978-153610-799-9
62. Passafaro, P., Mura, M., Albanese, A., Bocci, E. (2017) Potentialities and Preferences for Alternative Forms of Sustainable Tourism: The Case of Rural and Intergenerational Tourism. In R. H. Price (ed) Ecotourism and Sustainable Tourism: Management, Opportunities and Challenges. Nova Science Publishers, NY. (pp. 29-84). ISBN 978-153610-799-9
63. Patel, R. (2012). India's Tourism Industry – Progress and Emerging Issues. A Journal of Economics and Management, 1(5), 1-10
64. Pinto T.A. (2010) Why we need to foster Intergenerational learning? - Communication presented at the Conference "New Trends on Adult Education", held in the European Parliament, Brussels on 16 Nov.2010.
65. Pinto, Teresa Almeida Pinto - Intergenerational Learning <http://www.emil-network.eu/wp/wp-content/uploads/EMIL-Publication-Intergenerational-learning-TAP-Budapest.pdf> (accessed at 15.04.2020)
66. Policy initiatives and farmers' projects - Land mobility examples from various EU MSs - [https://enrd.ec.europa.eu/sites/enrd/files/genren\\_initiatives\\_eu.pdf](https://enrd.ec.europa.eu/sites/enrd/files/genren_initiatives_eu.pdf) (accessed at 25.04.2020)
67. Report on the demographic challenge and solidarity between generations (2010/2027(INI)) <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=//EP//NONSGML+REPORT+A7-2010-0268+0+DOC+PDF+V0//EN> (accessed at 10.04.2020)
68. Results of the inquiry completed by participants at the conference "New Trends on Adult Education", held in the European Parliament, Brussels on 16 November 2010. available at: [http://projectpaladin.eu/wp-content/uploads/2010/12/Conference\\_EP\\_16\\_11\\_2010\\_Inquiry\\_Results.pdf](http://projectpaladin.eu/wp-content/uploads/2010/12/Conference_EP_16_11_2010_Inquiry_Results.pdf) (accessed at 7.02.2020)
69. Romeo-Victor Ionescu, Gabriela Marchis (2012) - The Rural Tourism: Great Potential, Low Development. Case Study: The Rural Tourism in Bulgaria and Romania, ACTA UNIVERSITATIS DANUBIUS, Vol 8, no. 4/2012
70. Roseland, M. (1996): Economic Instruments for Sustainable Community Development. Local Environment, vol. 1, n° 2, pp. 197-210.



71. Rusu, Sergiu & Anda, Milin & Florin Lucian, Isac. (2017). Entrepreneurship in Tourism - Reasons, Necessary Resources and Impediments. Ecoforum. 6.
72. S. Rusu, L. M. Csorba, R. Cureteanu, F. L. Isac (2012) - Tourism Entrepreneurship and its Role in the Activity of SMEs in Romania, Journal of Economics and Business Research, ISSN: 2068 - 3537, E – ISSN (online) 2069 – 9476, ISSN – L = 2068 – 3537 Year XVIII, No. 2, 2012, pp. 23-32
73. Saayman M., Slabbert E., 2001, Tourism Entrepreneurs: Opportunities and Threats. A South African Perspective, <http://fama2.us.es:8080/turismo/turismonet1/economia%20del%20turismo/economia%20del%20turismo/tourism%20entrepreneurships%20in%20South%20Africa.pdf>
74. Sen, A. K. (1999). Development as freedom. New York: Oxford University Press.
75. Serdarušić, Martina - Sustainable Development of Rural Tourism in the Lika Region (Master Thesis) - <https://www.modul.ac.at/index.php?eID=dumpFile&t=f&f=9385&token=726544da2c417bc5f2fafa473d815257840dc850> (accessed at 3.03.2020)
76. Sima, Elena, 2017. "Sustainable rural development through tourism activities in Dobrogea's rural area," MPRA Paper 85102, University Library of Munich, Germany [https://mpra.ub.uni-muenchen.de/85102/1/MPRA\\_paper\\_85102.pdf](https://mpra.ub.uni-muenchen.de/85102/1/MPRA_paper_85102.pdf) (accessed at 13.03.2020)
77. Smallbone, David (2009) Fostering entrepreneurship in rural areas. In: Potter, Jonathan and Hofer, Andrea R, (eds.) Strengthening entrepreneurship and economic development in East Germany: lessons from local approaches. Paris : Organisation for Economic Co-operation and Development. pp. 161-187.
78. Stathopoulou, S., Psaltopoulos, D. and Skuras, D. (2004), "Rural entrepreneurship in Europe: A research framework and agenda", International Journal of Entrepreneurial Behavior & Research, Vol. 10 No. 6, pp. 404-425. <https://doi.org/10.1108/13552550410564725> (accessed at 23.03.2020)
79. Strengthening entrepreneurship and economic development in East Germany - Lessons from local approaches <https://www.oecd.org/site/cfecpr/42367462.pdf> (accessed at 13.03.2020)
80. SUSTAINABLE TOURISM DEVELOPMENT IN RURAL AREAS -NOTES FROM THE FIELD NO.2 (2008) [http://www.bdsknowledge.org/dyn/bds/docs/719/Sustainable\\_Tourism\\_Development\\_In\\_Rural\\_Areas.pdf](http://www.bdsknowledge.org/dyn/bds/docs/719/Sustainable_Tourism_Development_In_Rural_Areas.pdf)
81. Swarbrooke, J., 1999. Sustainable Tourism Management. Wallingford, UK: CABI Publishing
82. Tourism ecology: towards the responsible, sustainable tourism future <http://www.emeraldinsight.com/journals.htm?issn=17554217&volume=3&issue=3&articleid=1931211&show=abstract> accessed at 8.03.2020
83. TOY Handbook for tutors and course developers - <http://www.toyproject.net/publication/latest-publications/toy-handbook-tutors-course-developers/> (accessed at 10.03.2020)
84. UNEP & WTO, 2005. Making Tourism More Sustainable – A guide for Policy Makers. Available at:

- <http://www.unep.fr/shared/publications/pdf/DTIx0592xPATourismPolicyEN.pdf>,  
accessed at 3.03.2020
85. UNWTO, 2016. 2017 International Year of Sustainable Tourism for Development. UNWTO. Available at: <http://cf.cdn.unwto.org/sites/all/files/docpdf/roadmapinternational-year-2017-en.pdf>, accessed at 3.03.2020
  86. van Zyl C., Mathur-Helm B., 2008, Leading Tourism Ventures, [http://www.usb.ac.za/Media/thoughtleadership/leaderslab/Leading\\_tourism\\_ventures.pdf](http://www.usb.ac.za/Media/thoughtleadership/leaderslab/Leading_tourism_ventures.pdf) (accessed at 1.03.2020)
  87. Vaughan, N. D., Garrison, D. R., & Cleveland-Innes, M. (2013). *Teaching in blended learning environments: Creating and sustaining communities of inquiry*. Edmonton, AB: AU Press
  88. Vygotsky, L.S. (1978). *Mind in society: the development of higher psychological processes*. Cambridge, MA: Harvard University Press.
  89. Weaver, D., 2006. Sustainable Tourism: Theory and Practice. Oxford: Elsevier Ltd.
  90. Wortman, M.S. (1990), "Rural entrepreneurship research: an integration into the entrepreneurship field", *Agribusiness*, Vol. 6 No. 4, pp. 329-44.
  91. WTTC, 2019. Travel & Tourism Economic impact 2019, World. London, WTTC <https://www.slovenia.info/uploads/dokumenti/raziskave/raziskave/world2019.pdf>, accessed at 6.03.2020
  92. Zampoukos K., Ioannides D., 2011, The tourism labour conundrum: agenda for new research in the geography of hospitality workers, Intellect Limited, *Hospitality & Society* Vol. 1 No. 1
  93. Zeinab Mohammadi, Mohammad Ali Aghandeh - Impact of tourism on environmental Sustainability of rural areas [https://www.academia.edu/40012438/Impact\\_of\\_tourism\\_on\\_environmental\\_Sustainability\\_of\\_rural\\_areas](https://www.academia.edu/40012438/Impact_of_tourism_on_environmental_Sustainability_of_rural_areas) (accessed at 1.03.2020)



## Annex 1 - English Questionnaire

### Inside-T Survey

*Inside-T: sharing knowledge between generations for a sustainable tourism in rural areas*

Large parts of the European territory are rural areas and there is still about 30% of the continent's population living in these locations. Rural areas, in particular in remote locations, still face diverse economic and demographic challenges.

The INSIDE-T project seeks to promote intergenerational learning and the development of professional skills in young unemployed adults (particularly women), to ensure social sustainability in tourism in territories of low population density (rural areas).

The project comprises interlinked activities resulting in the production of an online resource pack and methodologies adapted to the needs of the target audience. These resources can be used by VET providers, social animators, and tourism organizations, to present a new multilevel and engaged learning process, supported by real testimonies and life stories and narratives of tourism entrepreneurs, who have successful companies in territories with low population density.

The goal of the following survey is to better understand the realities of entrepreneurship in rural areas and the challenges which tourism entrepreneurs in these areas are facing. Its results will be used to produce open education and training materials.

Your responses will be treated confidentially, and no personal information will be disclosed or otherwise used except for research purposes.

Thank you for your consideration and cooperation for taking part in this survey!

When completing the survey, if you are asked to give marks, the scale is from 1 to 5, in which 5 means the most important. The same mark can be repeated if you consider the items to have the same importance.

1. Please indicate the most important personality attributes of an entrepreneur in rural areas:

- |   |   |
|---|---|
| <input type="checkbox"/> Resilience                 | <input type="checkbox"/> Initiative                   |
| <input type="checkbox"/> Creativity                 | <input type="checkbox"/> Desire for control           |
| <input type="checkbox"/> Innovative thinking        | <input type="checkbox"/> Drive & persistence          |
| <input type="checkbox"/> Patience                   | <input type="checkbox"/> Risk tolerance               |
| <input type="checkbox"/> Optimism                   | <input type="checkbox"/> Empathy                      |
| <input type="checkbox"/> Vision                     | <input type="checkbox"/> Others, please specify:..... |
| <input type="checkbox"/> Interpersonal relationship |   |

2. Please indicate the most important skills for an entrepreneur in rural areas:

- |  |   |
|--|---|
| <input type="checkbox"/> Managerial skills | <input type="checkbox"/> Creative thinking            |
| <input type="checkbox"/> Communication     | <input type="checkbox"/> Goal setting                 |
| <input type="checkbox"/> Digital skills    | <input type="checkbox"/> Planning & organizing        |
| <input type="checkbox"/> Decision-making   | <input type="checkbox"/> Problem solving              |
| <input type="checkbox"/> Leadership        | <input type="checkbox"/> Recognizing opportunities    |
| <input type="checkbox"/> Negotiation       | <input type="checkbox"/> Others, please specify:..... |
| <input type="checkbox"/> Adaptability      |   |

3. Please indicate the most important challenges and difficulties for young entrepreneurs in rural areas:

- |  |   |
|--|---|
| <input type="checkbox"/> Infrastructure (transport and the internet) | <input type="checkbox"/> Dealing with criticism       |
| <input type="checkbox"/> Workforce availability                      | <input type="checkbox"/> Dealing with stress          |
| <input type="checkbox"/> Access to funding                           | <input type="checkbox"/> Finding customers            |
| <input type="checkbox"/> Lack of knowledge                           | <input type="checkbox"/> Lack of relevant networks    |
| <input type="checkbox"/> Facing age stereotypes                      | <input type="checkbox"/> Dealing with uncertainty     |
| <input type="checkbox"/> Social rejection                            | <input type="checkbox"/> Others, please specify:..... |



4. How easy is to find employees for a business in a rural area? Please tick only one answer and explain your choice.

- very easy
- easy
- medium
- hard
- very hard

Please explain your choice:.....

5. Please indicate what are the best marketing methods for a business in a rural area?

- Website
- Social media and multimedia platforms (e.g.: Facebook, Youtube)
- Specialized platforms, such as booking sites
- Advertising through mass-media (newspapers, radio, ...)
- Fliers and presentations at festivals and trade shows
- Roadside banners
- Others, please specify:.....

6. How important are digital competences for an entrepreneur in a rural area? Please tick only one answer and explain your choice.

- Very important
- Important
- Medium importance
- Less important
- Not at all important

Please explain your choice:.....

7. What should be the most important objectives of an online course targeting entrepreneurs in rural areas? Please give a mark from 1 (not important at all) to 5 (very important) to each option below (if you feel that some points are equally important you can award them the same ranking – e.g. (a) and (h) could both be awarded a 4)

a) better communication between younger and older generations \_\_\_\_\_

b) better cooperation between younger and older generations \_\_\_\_\_



- c) better management skills \_\_\_\_\_
- d) better marketing skills \_\_\_\_\_
- e) better advertising skills \_\_\_\_\_
- f) digital competences, including the capacity to use the relevant technology \_\_\_\_\_
- g) capacity to access national and European funds \_\_\_\_\_
- h) capacity to find other partners and stakeholders \_\_\_\_\_
- i) capacity to cooperate with other partners and stakeholders \_\_\_\_\_
- j) the development of creativity \_\_\_\_\_
- k) the development of the ability to identify opportunities \_\_\_\_\_
- l) the development of self-confidence and self-esteem \_\_\_\_\_
- m) development of problem-solving skills \_\_\_\_\_
- n) others, please specify: ..... \_\_\_\_\_

8. What assessment and evaluation methods should be used in the framework of the online course?

- quizzes
- self-assessment tools
- competitions
- gamification and simulation
- other: .....

9. What kind of learning methods would be most suitable for a young entrepreneur? Please give a mark from 1 (not important at all) to 5 (very important) to each option below (if you feel that some points are equally important you can award them the same ranking)

- a) learning with a mentor \_\_\_\_\_
- b) learning on their own, at home, using multimedia tutorials \_\_\_\_\_
- c) with a partner (peer work) \_\_\_\_\_
- d) working in teams \_\_\_\_\_
- e) onsite training sessions \_\_\_\_\_





- f) the possibility to ask online questions or participate in discussion forums \_\_\_\_\_
- g) training-action with onsite training sessions \_\_\_\_\_
- h) a combination of methods and places \_\_\_\_\_
- i) other: ..... \_\_\_\_\_

10. Please give examples of social responsibility projects / actions, related to tourism, conducted by entrepreneurs and organizations in your area (e.g. Garbage collection, planting trees, hiring people with disabilities and/or at social risk): .....

11. Evaluate the following statements by indicating your choice with an 'x' on each line:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
There is a lot of potential for businesses in the rural environment					
The collaboration between generations is relevant for the future of rural tourism					
Education is important for the development of sustainable tourism in rural low-density areas					
European collaboration in the field of sustainable tourism is necessary for entrepreneurs from rural areas					
Using ICTs is relevant in order to build a bridge between younger and older entrepreneurs in rural areas					
Rural areas touristic potential is well harnessed					
There are enough initiatives for improving the situation of entrepreneurs' in rural areas					

12. Do you think that intergenerational collaboration is important for planning and starting a business in the rural environment?

- Yes
- No
- I don't know

13. Do you think intergenerational mentoring could be useful for the development of sustainable tourism in rural environments?



- Yes
- No
- I don't know

14. Which are the best ways for knowledge transfer and sharing between generations?

.....

15. How can intergenerational learning empower people to preserve cultural heritage for subsequent/new generations? Please give a mark from 1 (not important at all) to 5 (very important) to each one.

- a) new generations can use older ones as role models \_\_\_\_\_
- b) the new and older generations can work together to employ new tools (electronic and internet), in order to preserve their cultural heritage \_\_\_\_\_
- c) the older generations can contribute with information such as customs and legends, information not covered by other sources, and this can greatly enrich the cultural heritage \_\_\_\_\_
- d) the older generations can teach the newer ones traditional methods to preserve and repair properties such as houses, gardens and workshops \_\_\_\_\_
- e) the older generations can teach the newer ones how to prepare, craft or use traditional items such as garments, foods, musical instruments, tools or decorative items, thereby ensuring their sustainability \_\_\_\_\_
- f) other: ..... \_\_\_\_\_

16. How important is the issue of long-term tourism sustainability for an entrepreneur from a rural area?

- Very important
- Important
- Neutral
- Less important
- Not at all important

17. Please evaluate if the following concepts are, in your opinion, similar to **sustainable tourism** by indicating your choice with an 'x' on each line:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree



Responsible tourism & social responsibility					
Minimum impact tourism					
Environmentally friendly tourism					
Alternative tourism					

18. Please indicate what, in your opinion, are the main attraction points for most tourists?

- Gastronomic heritage
- Relaxation
- The natural beauty and landscape features
- Historical & cultural heritage
- Sports, swimming, biking
- Festivals, local customs or specific celebration days
- Family time
- Others, please specify:.....

19. Please evaluate the following statements by indicating your choice with an 'x' on each line.

**Sustainable tourism in low-density rural areas should:**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Make optimal use of environmental resources					
Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.					
Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders					



---

*Thank you for your cooperation and feedback!*

If you are interested in receiving the results of the Inside-T Project, please provide the following data:

Name: .....

E-mail: .....

Country:.....

Company: .....

Keep in touch!

The Inside-T project team

Website: <https://insidetproject.eu/>

Facebook: <https://www.facebook.com/InsideTProject/>