



INSIDE-T



GUIDELINES FOR VET PROVIDERS



Co-funded by the
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INTRODUCTORY NOTES

The present Guidelines for vocational education and training (VET) providers are developed within the framework of the project “Intergenerational Learning as a tool to sustainable tourism in low density territories - Rural areas” (acronym Inside- T, project number 2019-I-PT01-KA202-061451) funded by ERASMUS+ Programme. The Inside-T project is intended for VET providers and trainers, animators, and social educators that will embrace a final target facing the greatest difficulties in finding employment, with priority being given to young adult people, mainly women, graduates or not, with or without training, women job seekers, job seekers from urban areas that want to try new life experiences in rural areas and job seekers in rural areas. The potential stakeholders are Vocational Training Centers, Schools, Universities, Companies, Community Centers, Social and collective Associations, Professional Associations, Tourist Routes, Tourism Schools, Local Development Associations, Regional and local authorities and Local Creative Industries.

INSIDE-T project is a huge step towards a more ambitious of fostering entrepreneurial mindset, innovation and business creation, by acting on improving the economic situation of unemployed. Creating their own job opportunities, based on traditional occupations/crafts at risk of disappearing, cultural heritages, authentic rural activities through intergenerational learning.

The Inside-T project consortium consists of 6 partners from 4 EU countries: Biosphere Portugal and AidLearn, training providers from Portugal, Confederação de Turismo de Portugal from Portugal, Universitatea Politehnica Timișoara from Romania, Innovation and Management Centre Limited Ireland and Karuskose OÜ from Estonia.



The Guidelines for VET providers are intended to be a concise and focused methodological document aimed at supporting VET providers in the process of using the innovative training content developed under the Inside-T project as part of the training services they offer. The Guidelines start with general instructions to VET providers and continue with a overview of the training content - The Inside-T Platform and E-tools.

The Guidelines for VET Providers introduce the Inside-T rational, approach for target audience and illustrates how to use flexibly the assets in the Inside-T pack (Curriculum, Multimedia Best Practices, Course, E-tools within the Platform).

These guidelines aim to explain the nature of Inside-T training material and to encourage VET providers to use them. It will explain how trainers should guide and support learners throughout the blended learning course.

This document will present elements of innovation in explaining how skills can be embedded in a vocational curriculum translated into the context of training.

At the end the guidelines will enhance transferability of the Inside-T training and will facilitate its adoption by continuing VET Provider.



GENERAL INSTRUCTIONS TO VET PROVIDERS

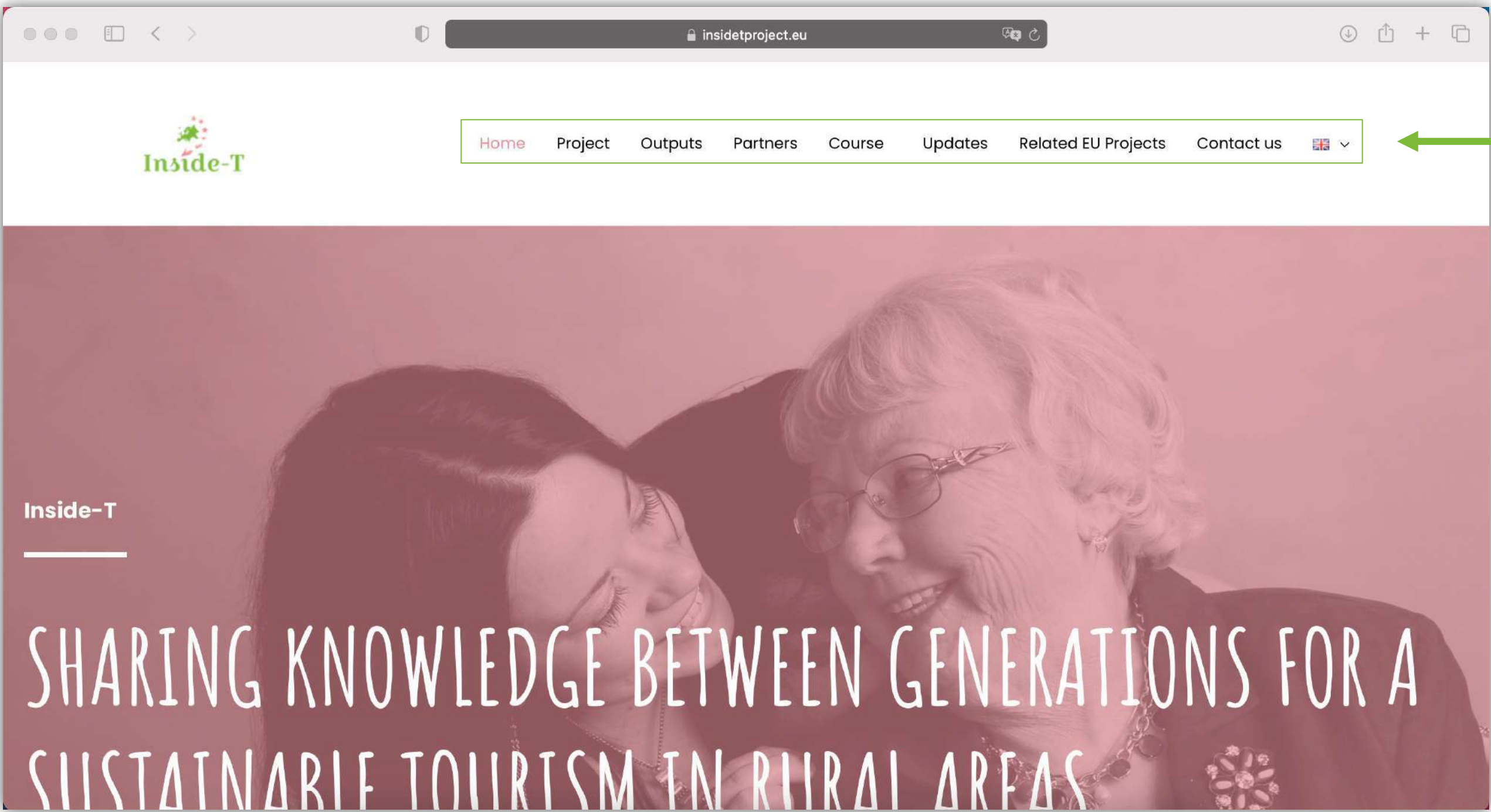
In order to ensure usability, adaptability and continuous upgrade of the training content, the general Inside-T framework of training delivery methods is structured around the following main principles:

| | |
|-------------------------------------|---|
| METHODOLOGY | To be based on presentations, audio-visual materials, practical exercises, case studies (elaborated as part of the learning content of the training modules), useful links, present on the platform. The platform, besides the learning manual, incorporates interactive self-assessment, best practices documentaries, collaborative resource network and a creative lab. |
| LEARNING APPROACH | Although the Inside-T learning content is structured in a manner which allows for the training materials to be used for individual self-training, VET providers should use the Inside-T's platform in order to deliver a training course based on the Inside-T modules. The learning environment is designed to facilitate personalized individual work, as and also collaborative work group. |
| FLEXIBILITY AND ADAPTABILITY | Training delivery methods should be applied with a degree of flexibility allowing for tailoring them to different country contexts, training objectives, target groups' background, etc. |



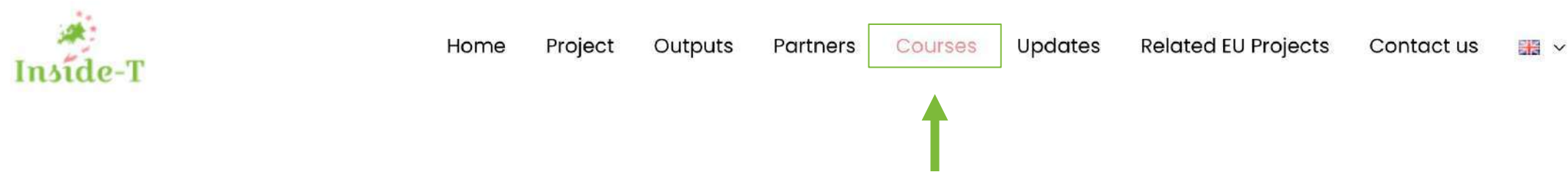
BEGINNING... INSIDE-T WEBSITE

www.insidetproject.eu



INSIDE-T WEBSITE: COURSE

Inside the website, the participant can go to the page “COURSE”, select a language, and will be redirected to the Inside-T E-Learning Platform

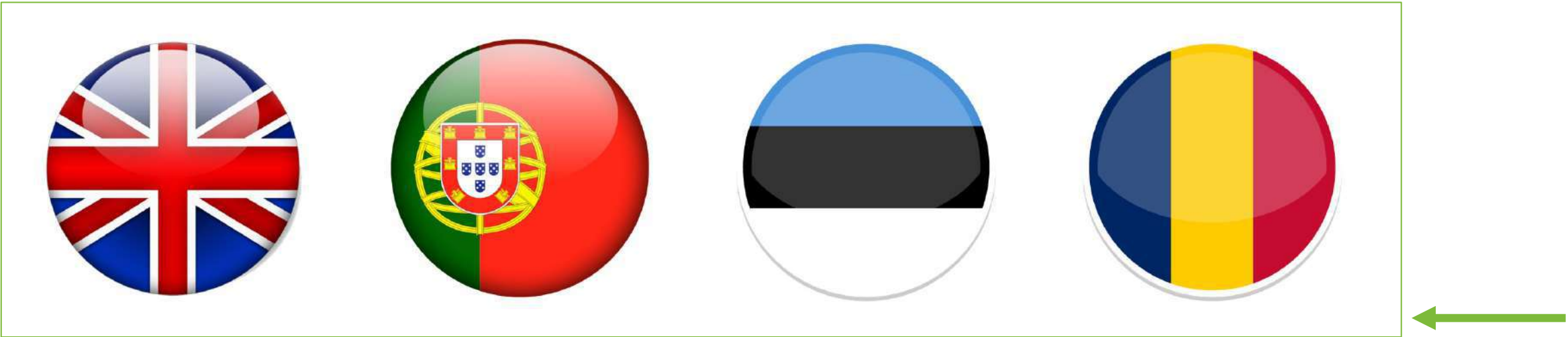


The INSIDE-T learning platform represents a learning space where networking, collaboration and sharing of good practices are very present.

The platform, besides the learning manual, incorporates interactive self-assessment, best practices documentaries, collaborative resource network and a creative lab. The learning environment is designed to facilitate individual work and also collaborative work group.

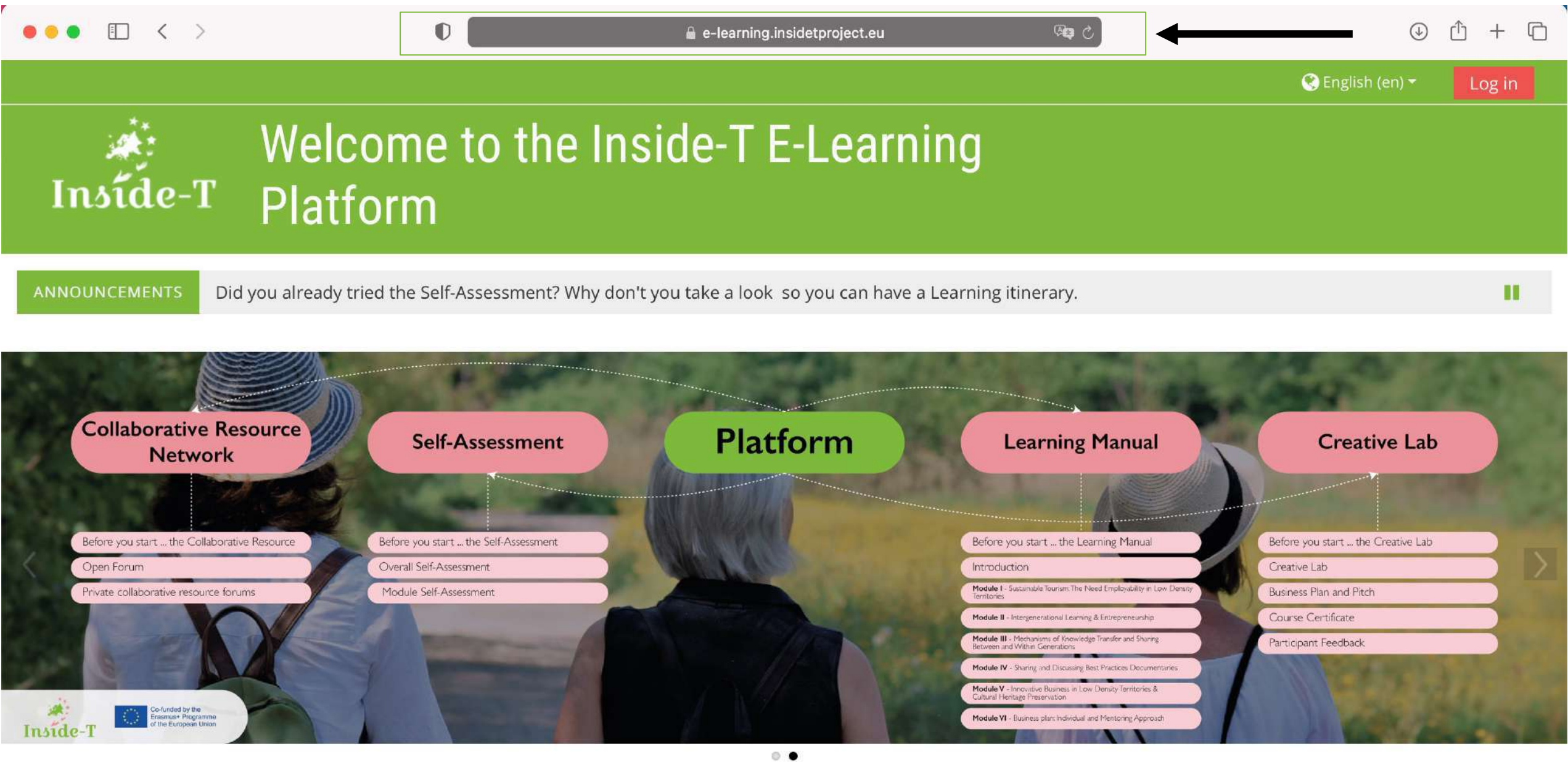
Engaging with these tools, learners will gain experience on developing entrepreneurial initiatives. Looking at good examples and best practices, through the multimedia documentaries may help in the process of generation the business idea.

Please select your language:



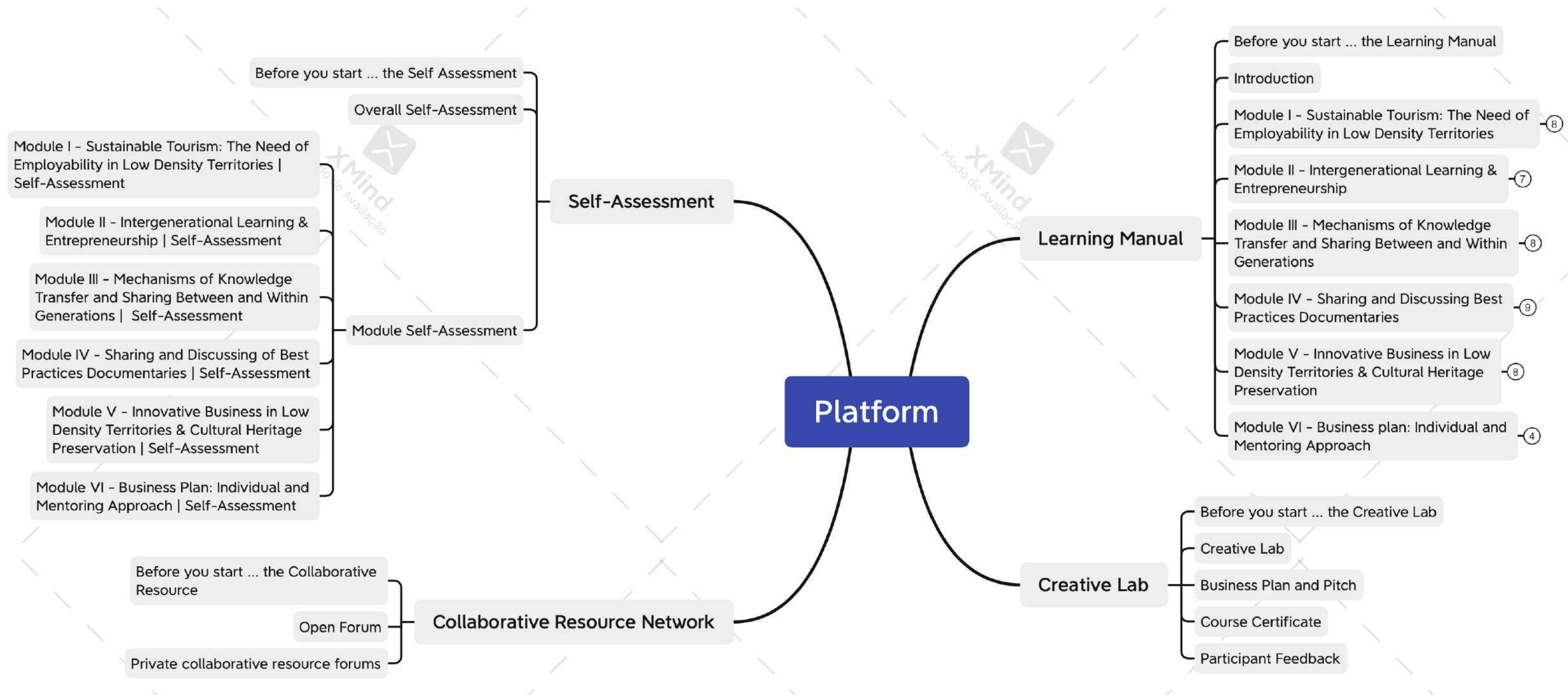
INSIDE-T E-LEARNING PLATFORM

This platform has available the resources created in the different languages of the partners (PT| EE| RO| EN), including learning modules and electronic tools (self-assessment, collaborative network, creative laboratory). Was built from an open-source platform, such as Moodle and it is user-centered.



INSIDE-T E-LEARNING PLATFORM: ROADMAP

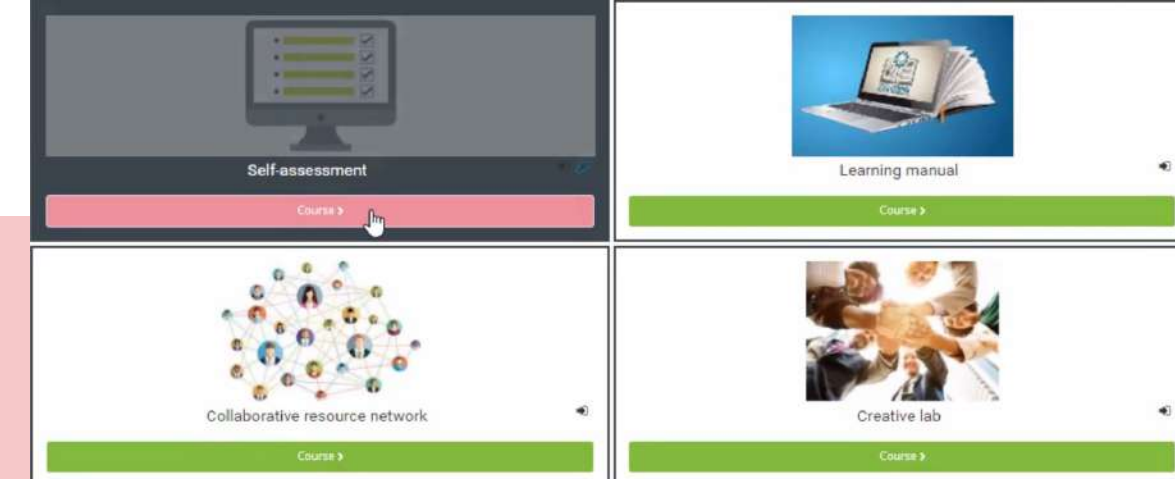
The way in which this innovative training content is designed allows for different individualized learning pathways to be established. It's not required, but we recommend that participants start their learning path from the overall assessment.



SELF-ASSESSMENT

The self-assessment tool helps to self-diagnose professional skills required to create a new business, able to ensuring social sustainability in tourism in low density territories.

It's intended to help the participants identifying their actual competencies and knowledge and recognize how the Inside T course learning path can help to improve these skills or to develop and reinforce knowledge in these areas.



Collaborative Resource
Network

Self-Assessment

Platform

Learning Manual

Creative Lab

Before you start ... the Self-Assessment

Overall Self-Assessment

Module Self-Assessment

Module I - Sustainable Tourism: The Need Employability in Low Density Territories | Self-Assessment

Module II - Intergenerational Learning & Entrepreneurship | Self-Assessment

Module III - Mechanisms of Knowledge Transfer and Sharing Between and Within Generations | Self-Assessment

Module IV - Sharing and Discussing of Best Practices Documentaries | Self-Assessment

Module V - Innovative Business in Low Density Territories & Cultural Heritage Preservation | Self-Assessment

Module VI - Business Plan: Individual and Mentoring Approach | Self-Assessment

Business Plan



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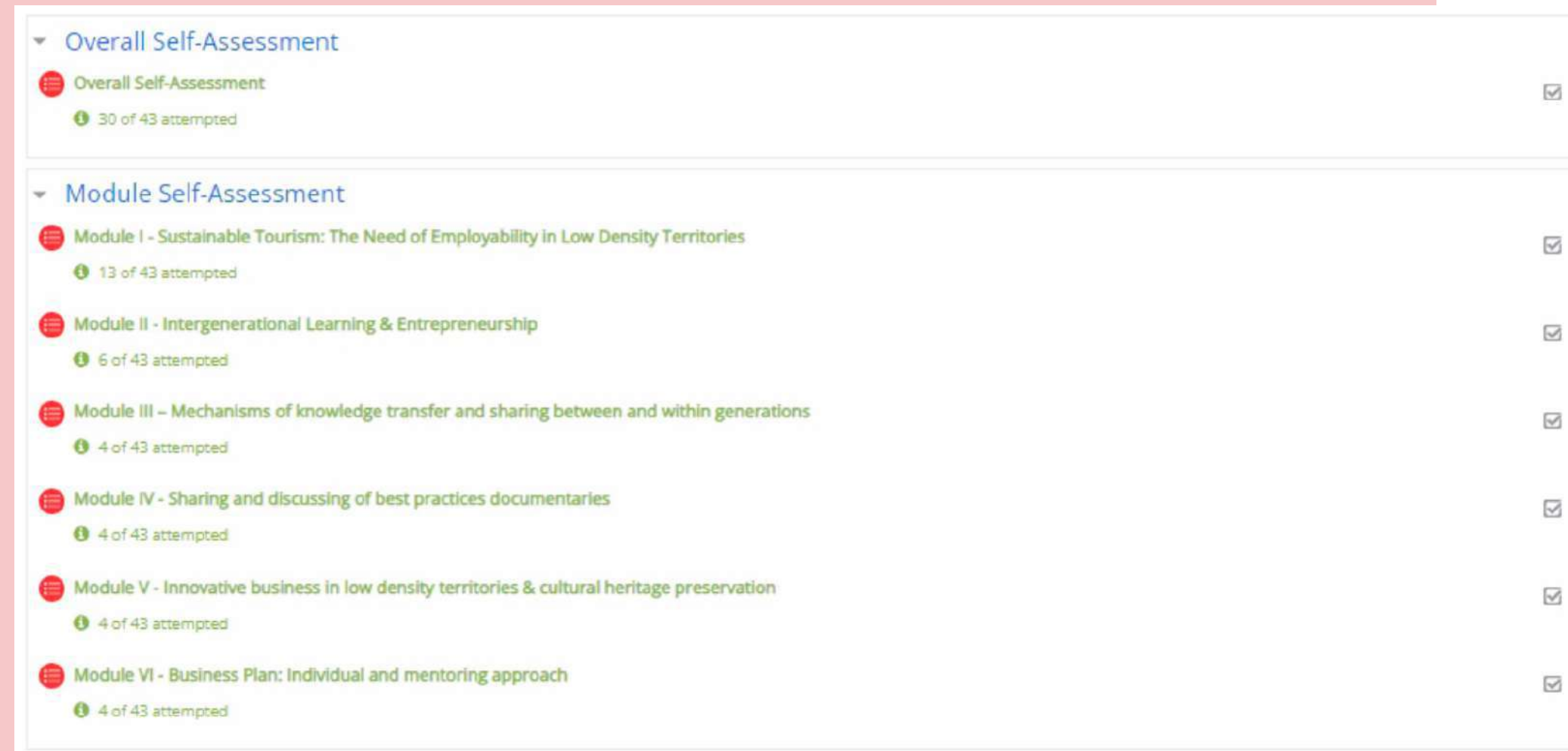


Self-Assessment Structure

Users can take a Self-Assessment for the Entire Course – **Overall Self-Assessment** or on a Per Module basis – **Module Self-Assessment**. (see example image on the right)

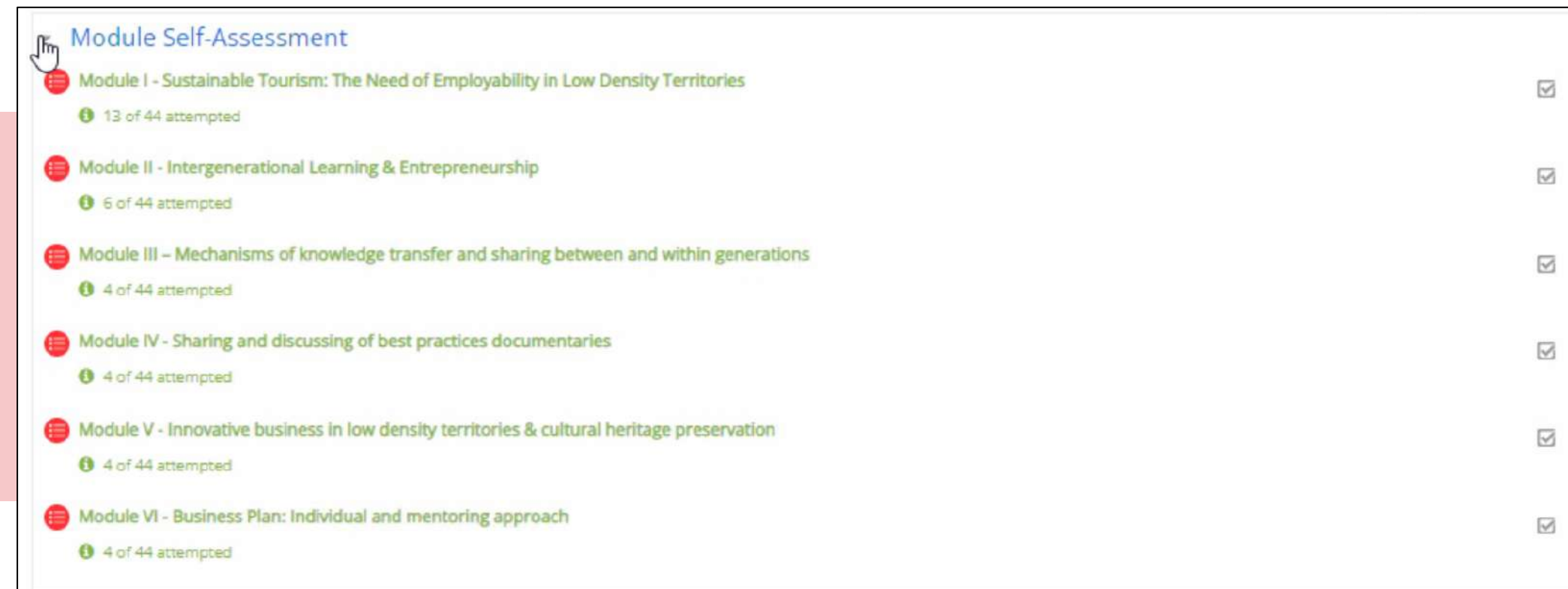
If for the Overall Self-Assessment:

- Learners answer 18 questions in total at the start of the online learning platform before starting to work through all of the Modules (3 random questions per module, auto-generated by the platform).
- The results are analyzed and the participant is given an outcome (on a per Module basis) as per a personalized feedback
- The Self-Assessment gives a broad overview of the learners level of sectoral knowledge and, depending on their score, suggests a learning path as per their 'result' as outlined above
- On completion of each Module we recommend a 'retake' of the Self-Assessment by doing other 9 questions to assess overall learning and knowledge attainment.



If the Learner wants to complete the Course on a Per Module basis - **Module Self-Assessment:**

- Learners answer some questions specific to the Module that wants to explore (see image on the right).

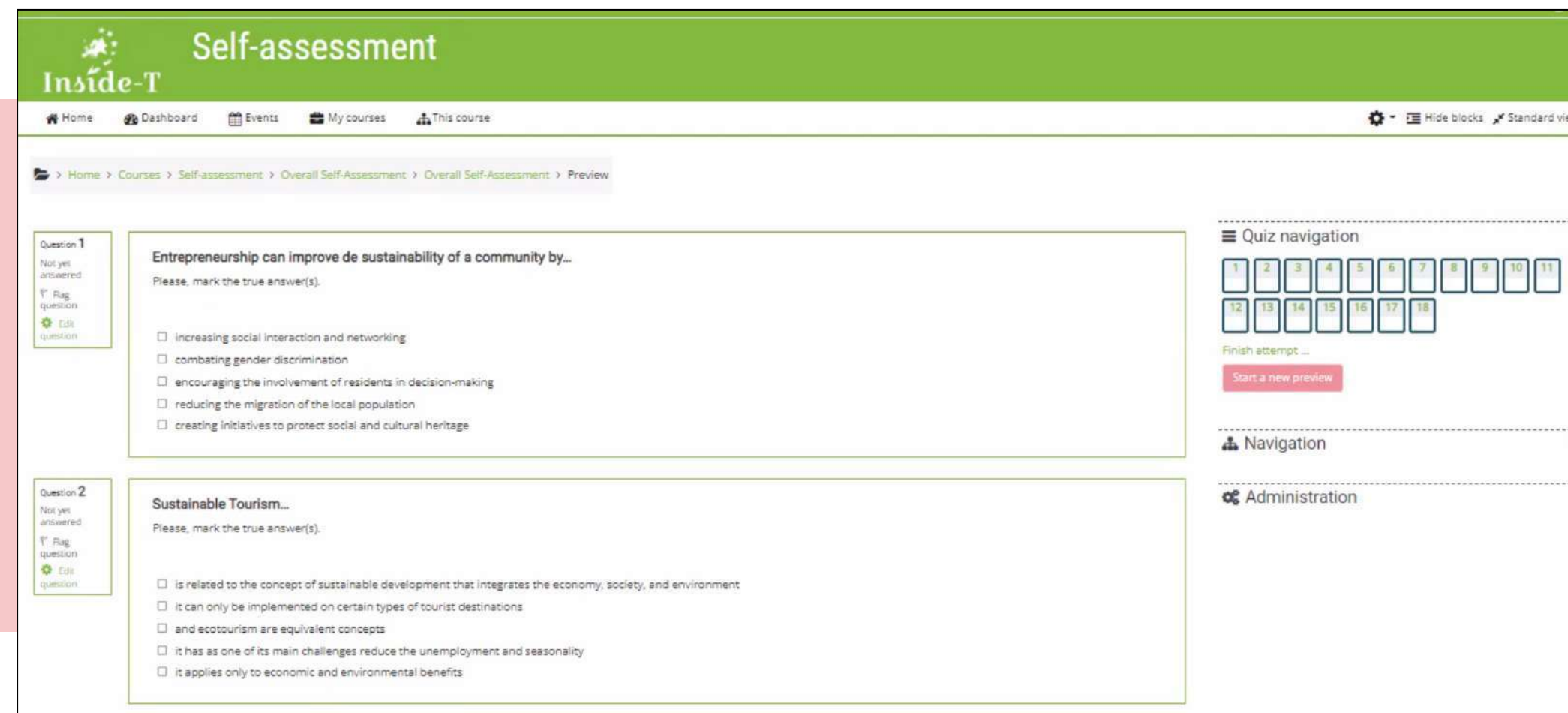


Module Self-Assessment

- Module I - Sustainable Tourism: The Need of Employability in Low Density Territories**
13 of 44 attempted
- Module II - Intergenerational Learning & Entrepreneurship**
6 of 44 attempted
- Module III - Mechanisms of knowledge transfer and sharing between and within generations**
4 of 44 attempted
- Module IV - Sharing and discussing of best practices documentaries**
4 of 44 attempted
- Module V - Innovative business in low density territories & cultural heritage preservation**
4 of 44 attempted
- Module VI - Business Plan: Individual and mentoring approach**
4 of 44 attempted

The Self-Assessment gives a broad overview of the learners level of topic/Module knowledge and, depending on their results, suggests a learning path. After this result, the learner receives a feedback that recommends the reading of the Inside-T Learning Manual (see image on the right).

While each Module has self-test questions we should repeat the questions again at Module conclusion to see how far the learner has progressed.



Self-assessment

Home Dashboard Events My courses This course

Home > Courses > Self-assessment > Overall Self-Assessment > Overall Self-Assessment > Preview

Question 1
Not yet answered
Flag question
Edit question

Entrepreneurship can improve de sustainability of a community by...
Please, mark the true answer(s).

- ☐ increasing social interaction and networking
- ☐ combating gender discrimination
- ☐ encouraging the involvement of residents in decision-making
- ☐ reducing the migration of the local population
- ☐ creating initiatives to protect social and cultural heritage

Question 2
Not yet answered
Flag question
Edit question

Sustainable Tourism...
Please, mark the true answer(s).

- ☐ is related to the concept of sustainable development that integrates the economy, society, and environment
- ☐ it can only be implemented on certain types of tourist destinations
- ☐ and ecotourism are equivalent concepts
- ☐ it has as one of its main challenges reduce the unemployment and seasonality
- ☐ it applies only to economic and environmental benefits

Quiz navigation

1 2 3 4 5 6 7 8 9 10 11
12 13 14 15 16 17 18

Finish attempt ...

Start a new preview

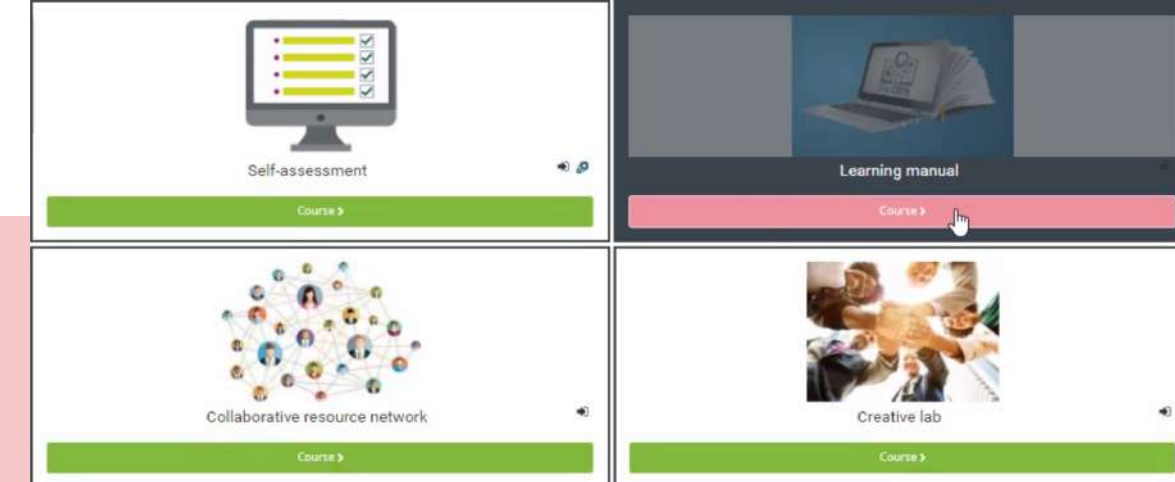
Navigation

Administration



LEARNING MANUAL

The learning manual consist on six learning modules, in key subjects: Sustainable Tourism, Intergenerational Learning & Entrepreneurship, Innovative Business in low density territories & Cultural heritage preservation. It also includes a module for sharing and discussing of best practices documentaries created by the Inside-T partnership. In the last module participants can learn how to use the e-tools Creative Lab and Collaborative Resource Network, that in fact will guide them through from the generation of the business idea up to the business plan conclusion.



Collaborative Resource Network

Self-Assessment

Platform

Learning Manual

Creative Lab

Before you start ... the Learning Manual

Introduction

Module I - Sustainable Tourism: The Need Employability in Low Density Territories

Module II - Intergenerational Learning & Entrepreneurship

Module III - Mechanisms of Knowledge Transfer and Sharing Between and Within Generations

Module IV - Sharing and Discussing Best Practices Documentaries

Module V - Innovative Business in Low Density Territories & Cultural Heritage Preservation

Module VI - Business plan: Individual and Mentoring Approach



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Learning Manual - Structure

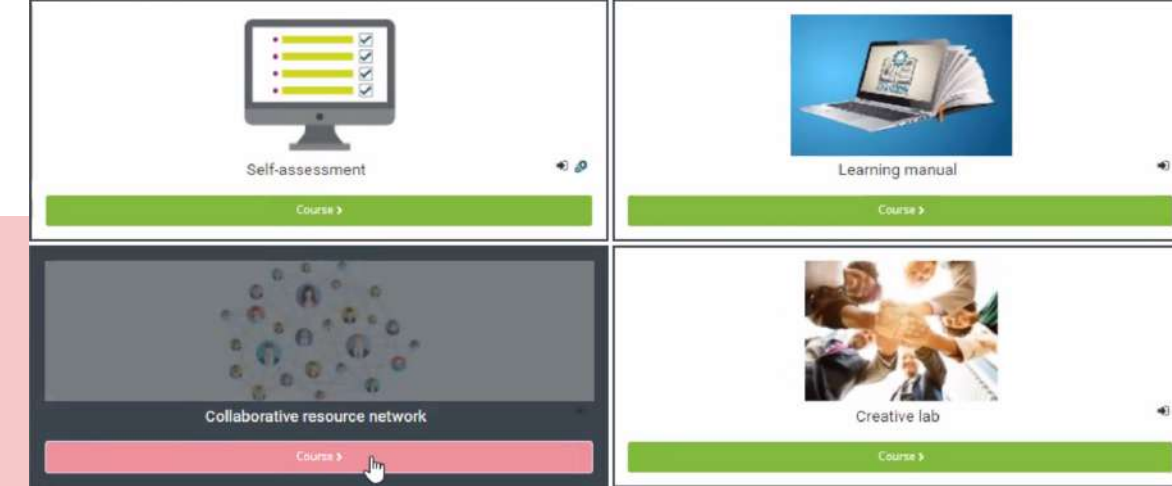
In the image you can see the structure of the learning manual on the platform and Module I as an example, given that the other modules have a similar structure.

In each learning module it can be found the learning objectives and methodology, learning content, interactive learning activities, useful links, best practice examples and self-assessment questions.

At the end of Inside-T learning modular manual it will be found a list of references for further discovery on the topics and a glossary of key terminology.

| | |
|--|---|
| ▶ Introduction | Conteúdo interativo: 1 |
| | Progresso: 0 / 1 |
| ▼ Module I - Sustainable Tourism: The need of employability in low density territories | |
| ▶ Module I Keywords, Learning objectives, Methods and Time Schedule | ✓ |
| ▶ Module I Learning material | ✓ |
| ▶ Module I Learning activities submission | ✓ |
| 1 of 24 submitted, 1 ungraded | |
| ▶ Module I Useful Links | ✓ |
| ▶ Module I Best Practices Identified in SMEs | ✓ |
| ▶ Module I Summary of Key Points | ✓ |
| ▶ Module I Reflection | ✓ |
| ▶ Module I Self-Assessment | ✓ |
| 1 tentativa(s) em 24 | |
| ▶ Module II - Intergenerational learning & entrepreneurship | Conteúdo Interativo: 5 Trabalho: 1 Teste: 1 |
| | Progresso: 0 / 7 |
| ▶ Module III - Mechanisms of knowledge transfer and sharing between and within generations | Conteúdo Interativo: 6 Trabalho: 1 Teste: 1 |
| | Progresso: 0 / 8 |
| ▶ Module IV - Sharing and discussing of best practices documentaries | Conteúdo Interativo: 6 Trabalho: 1 Teste: 1 |
| | Progresso: 0 / 8 |
| ▶ Module V - Innovative business in low density territories & cultural heritage preservation | Conteúdo Interativo: 6 Trabalho: 1 Teste: 1 |
| | Progresso: 0 / 8 |
| ▶ Module VI - Business Plan: Individual and mentoring approach | Conteúdo Interativo: 4 Trabalho: 1 Teste: 1 |
| | Progresso: 0 / 6 |
| ▶ References | Ficheiro: 1 |
| | Progresso: 0 / 1 |
| ▶ Glossary | Glossário: 1 |





COLLABORATIVE RESOURCE NETWORK

The Collaborative resource network is the place in the platform for sharing knowledge and information that aims to give visibility to the work of people and organizations linked to entrepreneurship processes or employment promotion at the local level, as well as an interface of communication and exchange of experiences and knowledge between learners and mentors.



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The network disseminates some good practices already in place within the network of partner countries, inspiring for entrepreneurs wishing to invest in self-employment, and relevant information for organisations working in this area to support projects with greater potential.

It is also through this network that the participant can select his/her mentor for the development and implementation of the business idea and business plan. In the project and in concrete it also helps to make better use of local resources.

Mentors, experts, local bodies, seniors, tourism companies, local development agencies, city councils and parish boards will give support as well experience and knowledge, namely on innovation, cultural heritage preservation, business development, rural tourism, marketing or rural areas development by tourism. The mentor will support the development of the business idea and business plan design, making more feasible the business ideas and using better the local resources.

For this purpose, the collaborative resource network makes available private and open forums, where the Inside-T community can also propose topics for discussion and interaction.

The forums of discussion are a permanent instrument of dialogue, consultation, and participation.



Open Forum | Private Forum

Forum's subjects will focus on Inside-T project related issues. The subjects can be proposed by all members, learners, or mentors. The participant can propose a new subject, whether for an open or private forum.

Open Forum

The information in the open forums is available to all members of Inside-T community.

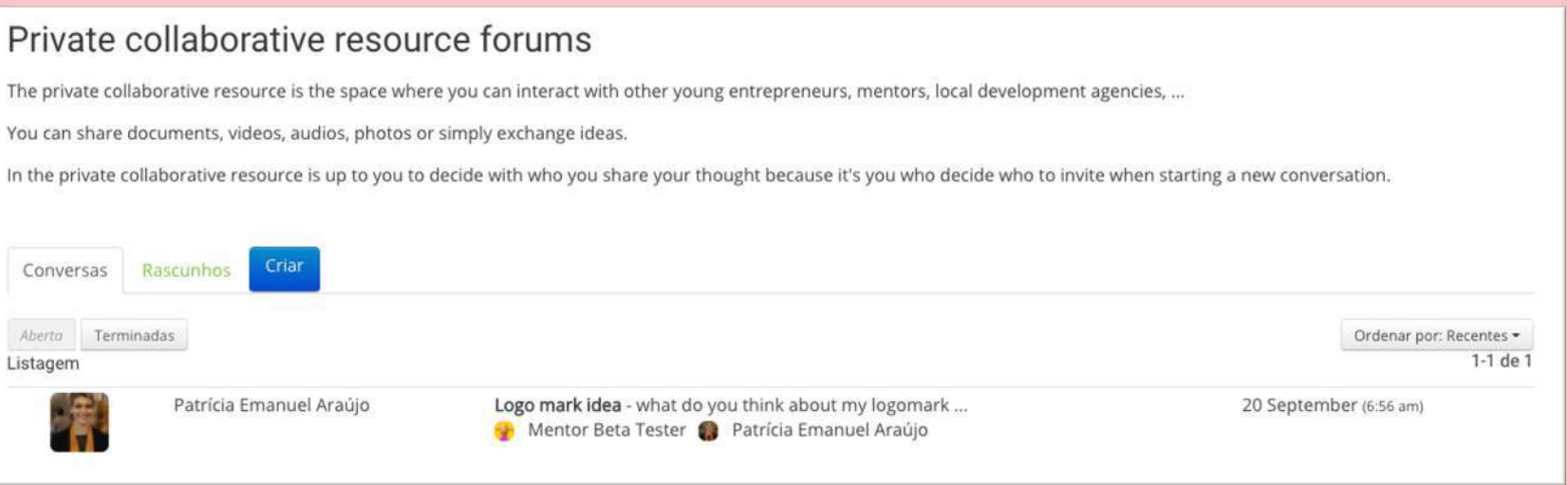
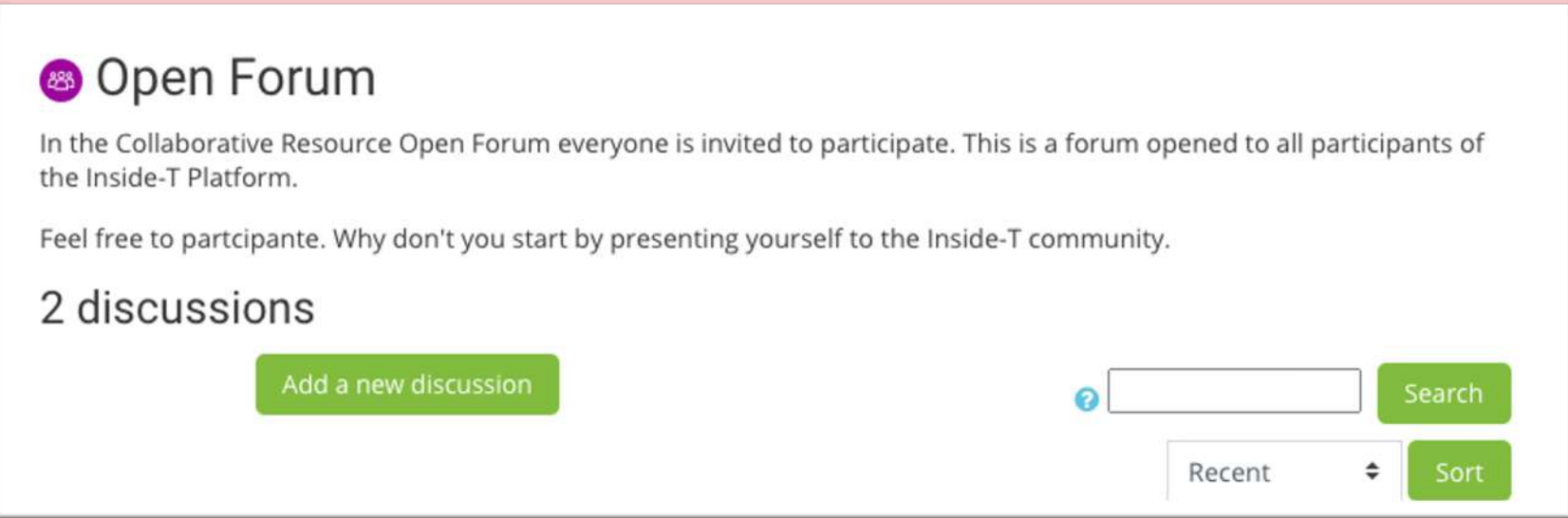
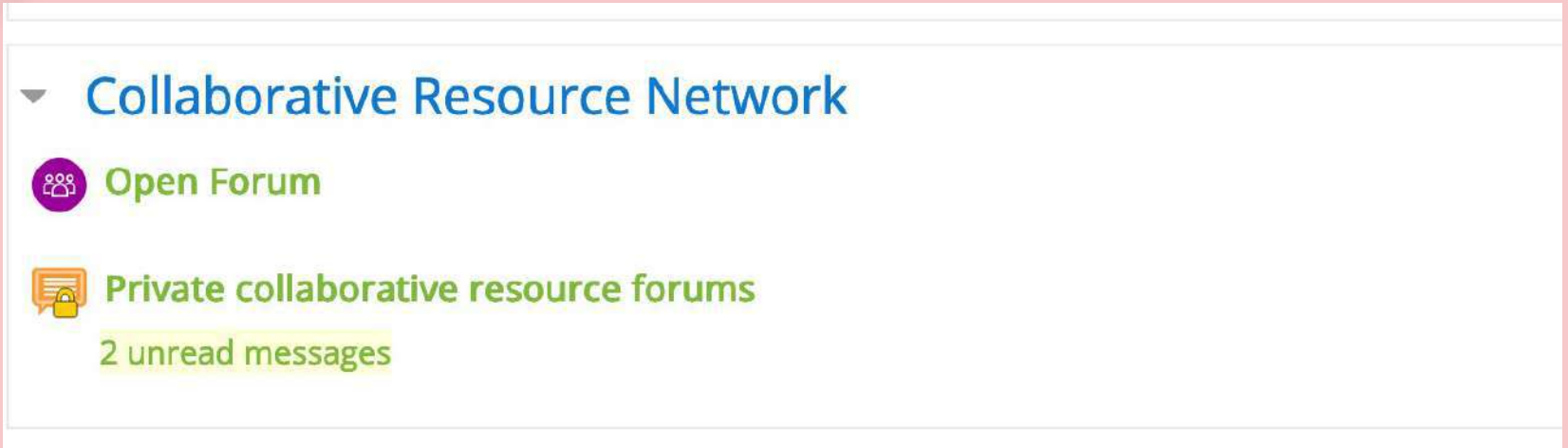
Once it's opened a public forum for the first time, the participant is invited to present himself/herself.

In all forums it should be present the subject and explanation in the second field. The participant can also choose to upload documents, photos, or videos to share with the Inside-T community. When finished, the participant should click the 'Submit' button.

Private Forum

The members of Inside-T community also have the possibility to create private forums accessible only to selected members.

Once created a new conversation in the private forum, the participant should select the member(s) to enroll in the discussion.



CREATIVE LAB



The Creative Lab tool allows participants to cross-check the results of their self-assessment with their needs and areas of improvement, thereby increasing their creative and entrepreneurial performance. It allows a better understanding of business innovation and helps bridge the entrepreneurial skill gap, allowing to start developing the business idea and transform it into a business plan proposal. This is the time when the participants can match all the resources, materials and knowledge gained from successful and sustainable business initiatives in rural areas.

It's mandatory that all learners engage with the Creative Lab. This resource is a support to generate new business ideas in rural areas, inspired on cultural and natural heritage, based on knowledge and practices shared by older generations, towards a complete business plan design.



As mentioned before the creative lab allows to support the development and improvement of ideas to action and the design of the business idea.

This tool is combined with the collaborative resource network, a space where the participants can contact not only with other learners, but also with different types of mentors (trainers, seniors, rural tourism company's owners and experts).

Using both tools, the participants can identify the challenges and the problem they want to address, collect ideas, propose a framework for successful implementation of the business idea, with the support of mentors selected in the collaborative resource, as detailed before.

This tool is a space where ideas take shape, enabling a step-by-step development of business ideas.

When the participants enter the Creative Lab, are listed the instructions about how to create a project idea.



Creative Lab: Main Steps

1. Press the button "Create Business Idea"
2. When entering for the first time in the Creative lab, the participants have to confirm the compliance with the requirements of an Inside-t business project. If the learner doesn't fit in the profile will not be able to proceed.
3. They are invited to present the business idea, fulfilling the fields with the Project Name, Project Location (low density territories), the Intergenerational Learning process, the connection to Cultural Heritage and Heritage Tourism and how the idea contributes to the Sustainable Development.

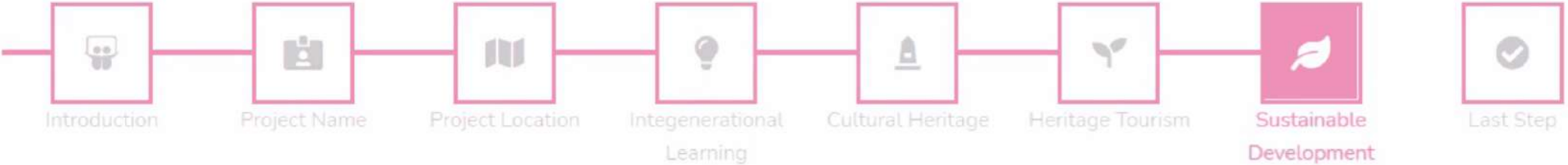
All specific fields have an explanation button, where is specified the concept presented for the project idea

In the fields with the Example button, the participant has the possibility to look for examples that can help clarifying the concept and what's needed to proceed.


During the entire process of creating and fine-tuning the project idea, the platform offers the possibility, at each step, to join the collaborative resource network.

In the last step of the project idea, it's time to start the business plan!

Describe Your Business Idea



Introduction Project Name Project Location Intergenerational Learning Cultural Heritage Heritage Tourism **Sustainable Development** Last Step

 Describe how your project offers tourism products/services developed and maintained in an area (community, environment) in such a manner and scale that it remains viable over an indefinite period and does not degrade or alter the environment (human and physical) in which it exists to such a degree that it prohibits the successful development and well-being of other activities and processes.

Describe your project Sustainable development...

[Explanation](#)

[Examples](#)

[Go to Collaborative Resource](#)

[Back](#)

[Next](#)



Creative Lab: Step by step business plan development

Once the business plan starts, using the canvas model, the project is created. It can be printed, edited at any time. In the main dashboard, is presented the progression of the project development.

Step 1: The Market Opportunity

Step 2: The Problem

Step 3: The Solution

Step 4: The Competition

Step 5: The Business Model

Step 6: The Route to Market

Step 7: The Resources Required

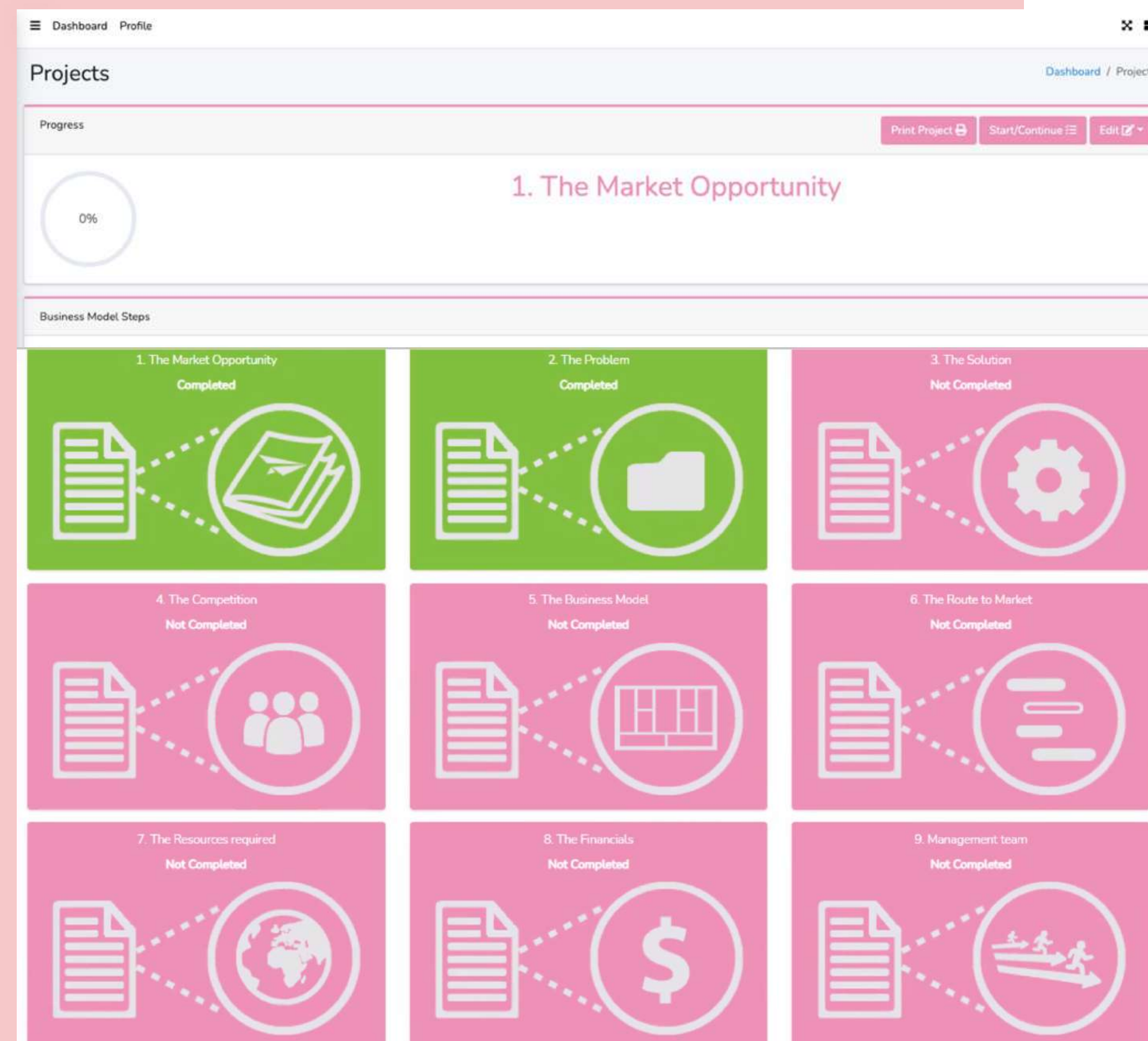
Step 8: The Financials

Step 9: Management Team

The business plan is concluded.

Once the participants have the final version of the document, they have to save it as a pdf and upload it to a private forum that they must create in the collaborative resource network, inviting a mentor of their choosing to analyse it. The mentor has to validate the quality of the project proposal, in the collaborative resource network's private forum.

The participants should also confirm the learning acquirements and revisit the overall assessment.



RECOMENDATIONS

- Self-Assessment Tools
- Learning Manual
- Collaborative Resource Network
- Creative Lab



Learning structure recommendatios

Step 1 Implement the **Self-Assessment** (overall, by module) to measuring the level of entrepreneurship potential of the participants and establishing own learning pathways;

Step 2 Improve knowledge and competencies by engaging in the study and activities of the modules (**Learning Manual**) and being inspired by the multimedia good 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 gaps using the available resources;

Step 4 Immerge in the **Collaborative Resource Network**, collecting data and receiving support (mentors, experts, local bodies, seniors, tourism companies, local development agencies, city councils and parish boards) as well as exchanging 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 feasible the business ideas and using better the local resources.



CONCLUDING REMARKS

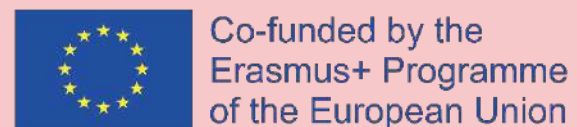
The current Guidelines for VET providers present elements of innovation in explaining how skills can be embedded in a vocational curriculum translated into the context of training and suggest what tasks can be designed and developed and what learning activities can be planned so that learners can demonstrate skill attainment.

So, these guidelines explain the nature of Inside-T training material and how trainers should guide and support learners throughout the blended learning course, enhancing transferability of the Inside-T training and will facilitate its adoption by continuing VET Provider.

Relevance:

- Provides a pack with resources and methodologies adapted to the targets;
- Innovative methodology and learning approach: the learning environment is designed to facilitate personalized individual work and also collaborative work group;
- A new multilevel and engaged learning process, mediated by real testimonies and life stories and narratives of those who made it possible (Multimedia Best Practices) who have successful companies in low density territories;
- Create job opportunities, based on traditional occupations/crafts at risk of disappearing, cultural heritages, authentic rural activities (sustainability projects) through intergenerational learning;
- Be part of this huge step towards a more ambitious of fostering entrepreneurial mindset, innovation and business creation.





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