INSIDE-T

Learning Manual with Training Modules

DOCUMENT TITLE	**LEARNING MANUAL WITH TRAINING MODULES**
PROJECT TITLE	Intergenerational Learning as a tool to sustainable tourism in low density territories - Rural areas
PROJECT ACRONYM	Inside-T
PROJECT NUMBER	2019-1-PT01-KA202-061451
OUTPUT TYPE	Learning Manual
DATE OF DELIVERY	2021
AUTHOR	Domínio Vivo - Formação e Consultoria, Lda (PT), Aidlearn, Consultoria em Recursos Humanos Lda, (PT), Confederação do Turismo de Portugal (PT), Universitatea Politehnica Timisoara, (RO), Innovation and management Centre Limited (IE), Karuskose OÜ (EE)
EDITOR	Aivar Ruukel, Karuskose OÜ, Estonia
RELATED INTELECTUAL OUTPUT	IO3
AVAILABILITY OF OUTPUT	Public Document

TABLE OF CONTENTS

INTRODUCTION

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. Labour shortages (quantitative and qualitative) may deter investment. New local-based businesses, promoted by young unemployed adults (especially women), who take advantage of the heritage of ancestral and traditional activities, adding marketing innovation and the use of new technologies could be potential solutions in some cases for the problem of a shortage of appropriate local job opportunities. As such, INSIDE-T is looking to promote intergenerational learning and the development of professional skills in young unemployed adults, to social sustainability in tourism in low density territories (rural areas).

Aligned with this, INSIDE-T wants to break into the negative social and economic beliefs on the future of low density territories.

The 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 unemployed adults, mainly women, graduates or not, with or without training, women job seekers, job seekers from urban areas that want to try news life experiences in rural areas and job seekers in rural areas.

The course is an opportunity to empower and develop the capacities of adult educators and trainers to ensure their role in linking the needs of adult learners from diverse social backgrounds to share key values. This learning manual consists of six learning modules, in key subjects: Sustainable Tourism, Intergenerational Learning & Entrepreneurship, Knowledge Sharing, Coaching and mentoring, Innovative business in low density territories & cultural heritage preservation. It also includes a part for sharing and discussing of best practices documentaries created by Inside-T partnership.

Each learning module consists of 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 you will find list of refences for further discovery on the topics and a glossary of key terminology for this course.

INSIDE-T

Sustainable Tourism: The Need Employability in Low Density Territories
MODULE I

DOCUMENT TITLE	**MODULE I** **SUSTAINABLE TOURISM:** **THE NEED EMPLOYABILITY IN LOW** **DENSITY TERRITORIES**
PROJECT TITLE	Intergenerational Learning as a tool to sustainable tourism in low density territories - Rural areas
PROJECT ACRONYM	Inside-T
PROJECT NUMBER	2019-1-PT01-KA202-061451
OUTPUT TYPE	Module content
DATE OF DELIVERY	2021
AUTHOR	Patrícia Araújo
EDITOR	Domínio Vivo - Formação e Consultoria, Lda, Portugal
RELATED INTELECTUAL OUTPUT	IO3
AVAILABILITY OF OUTPUT	Public Document

Co-funded by the Erasmus+ Programme of the European Union

TABLE OF CONTENTS

KEYWORDS

- Sustainable tourism
- EU agenda for sustainable tourism
- Employment growth
- Social sustainable practices
- Small to medium-sized enterprises

LEARNING OBJECTIVES	METHODS	TIME SCHEDULE
As a result of engaging with the materials in this module, learners should achieve the following learning objectives:	Self-directed learning by reading and studying the course content and the complementary resources provided in the materials.	Time necessary module: 5 hours
		Learning content (self-study): 3 hours
Knowledge: learn what sustainable tourism is; understand what employability means and the specific issues for low-density territories; what are the sustainable tourism regulations at European, national, regional and local level; the characteristics and criteria of sustainable tourism; critically analyze what are the most efficient ways of integrating sustainable tourism standards at management level.	Collaborative teamwork on the learning management system. Peer and mentoring support on the platform (open forum).	Self-test questions: 15 minutes
		On-line exercises: 1,45 hours
		Additional time (depending on learners) is required to complete the learning activities and review complementary sources and links.
Skills: 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.		
Competences: encouraging best practices in sustainable tourism for developing employability in participants' specific contexts; taking responsibility to promote sustainable tourism in low-density territories.		

INTRODUCTION

Sustainable Tourism: the need employability in low density territories

According to the EU Agenda for Sustainable Tourism, major social challenges associated with tourism potentially include preserving cultural resources, promoting the well-being of local communities, improving the quality of tourism jobs, limiting negative impacts at tourist destinations, and ensuring that tourism is accessible to all (European Commission, n.d.). While these factors affect tourism in urban areas, they often pose more of a challenge in low density territories. The EU Agenda constitutes 80% of EU territory as rural, mountainous, and remote (European Parliament, 2019). The GDP per capita in these areas is 70% of the EU average, as opposed to 123% in urban areas, with an increased unemployment rate from 7% to 10.4% between 2008 and 2012 (European Parliament, 2019), emphasizing the need for employability and quality tourism jobs. Due to an aging population and younger citizens moving to urban areas in search of opportunities, elderly people over the age of 65 years of age represent 20% of the population of rural zones (European Parliament, 2019). With the development of tourism in rural areas, **small to medium-sized enterprises (SMEs)** can improve the sustainability of a community by reducing the migration of the local population through employment opportunities, educational programs and vocational training, combating gender discrimination, social interaction and networking, initiative to protect social and cultural heritage, as well as the involvement of local residents in decision-making.

CONTENT

1.1. The social challenges in rural zones (EU Agenda) with tourism potential and sustainable tourism

According to Aslam (2012), rural communities encounter many challenges in attempt to incorporate sustainable tourism practices, such as lack of awareness on tourism potential, tourists demands, optimizing resources, developing suitable products in alignment with resources and demands, integrating government and other stakeholders, formulating policies, human capital, physical infrastructure, networking and marketing, as well as continuous monitoring and evaluation of implementation. Furthermore, ensuring that the benefits of tourism, particularly the opportunities associated with sustainable tourism development, are available to all members of the community is a social challenge in rural areas. Lack of access to information and knowledge can often deter those residing in rural areas from employment opportunities, especially without appropriate skills and training. Local participation is also crucial to the sustainable development of a destination. However, without common knowledge and understanding on the principles of sustainable tourism, it is difficult to engage local residents at a capacity to optimize local resources and community interests. Thus, inadequate understanding of sustainable tourism is a common challenge in rural areas (Liu, 2006). As more community members become involved, it increases their understanding and their feedback is taken into consideration, ensuring that the benefits brought by tourism is of their best interest. This increases the subjective well-being of local residents, while also cultivating a sense of responsibility to the use of local resources and opportunities available (Kayat & Mohd Nor, 2006).

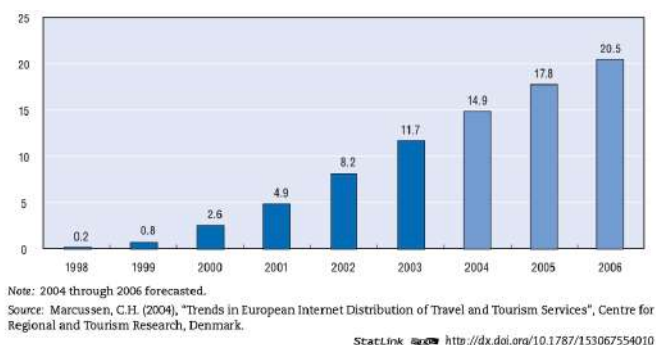Similar challenges also occur when addressing social challenges associated with **SMEs** since there are often less resources available in rural areas, such as financial support, incentives, resources, education and training. According to Mitchell & Hall (2005), a lack of understanding and knowledge on demand factors, marketing constraints, cooperation, and networking is often a challenge in tourism development in rural areas.

The opportunity for **SMEs** to gain financial support can also deter those residing in low density areas to take advantage of the tourism potential and partake in entrepreneurship. Apart from financing and economic resources, there may be fewer suppliers and stakeholders available in rural areas. Sustainable tourism businesses often require multiple stakeholders and a level of cohesion among players in the supply chain. While there are many guidelines and resources available on tourism development in urban areas, less are aimed at **SMEs** in low density territories.

Moreover, a quarter of the population residing in low density territories does not have sufficient internet access (European Parliament, 2019), which is a major obstacle for destination growth and development, especially regarding tourism potential and business opportunities. As technology advances, tourists are becoming more dependent on the internet, whether it be in the planning phase prior to their travels or during their stay. According to the OECD (2008), the western European online travel market has increased significantly from 1998 to 2006.

Figure 1 – The western European online travel market, 1998-2006

Note: 2004 through 2006 forecasted.
Source: Marcussen, C.H. (2004), "Trends in European Internet Distribution of Travel and Tourism Services", Centre for Regional and Tourism Research, Denmark.

StatLink ⏩ http://dx.doi.org/10.1787/153067554010

Apart from promotional efforts and operations, information and communications technology (ICT) is crucial for sustaining a competitive advantage. Connectivity is extremely important, especially for tourism **SMEs** to gain direct access to potential customers, form network relations, and reduce marketing and sales costs. However, as indicated by the chart below, there are many challenges involved, such as developing systems that are suitable for **SMEs**, employing multi-channel strategies, and creating standard **SME** applications (OECD, 2008).

Figure 2 – ICT – related opportunities, challenges, enablers and obstacles for tourism SMEs, 2003

Opportunities	Challenges
Direct access to potential customers	Minimising setup costs by developing systems and applications more suitable for SMEs
Cutting marketing and sales costs	Creating standard ICT and e-business applications for SMEs
Optimising lead-time and instant adjustments of supply according to demand	Employing multi-channel strategies
Enablers	**Obstacles**
The formation of network relations among SMEs	SME reluctance to invest in ICT and e-business
Customer-driven demand for e-business products and services	The business case for SMEs to grasp the potential of implementing e-business
Large enterprises leading the way for SMEs	Lifestyle SMEs and management motivations

Source: Adapted from E-business Watch (2004), Electronic Business in Tourism, Report 07-II, August 2004, European Commission, Brussels.

Overall, the subjective well-being of residents and their image of the destination is an important aspect of social sustainability. With the increase in tourism, residents may have a negative image due to overcrowding, increasing competition, rural restructuring, increase in cost of living and decrease in agriculture (Tribe et al., 2000). Preserving cultural heritage and resources is another challenge with tourism development, especially the authentic ways of living in rural communities. Since both traditional and non-traditional cultural practices are important, a holistic approach to sustainable tourism must consider the social, cultural, and economic well-being of local residents in a community (Roberts & Hall, 2001). According to Ruhanen (2004), there is often a gap between sustainable tourism practices and destination managers and industry operators that make decisions, thus the concepts of sustainable tourism are not well understood or met by stakeholders. As tourism continues to grow, tourism planners and managers must manage rural resources and implications, with the involvement of the government, stakeholders, and community for the development of sustainable tourism and tourism businesses.

Consequently, overcoming the social challenges affiliated with sustainable tourism in rural areas can improve living conditions for the local population, especially with increased employment and income, opportunities for women and disadvantaged groups, and overall poverty alleviation. To address these challenges, the 2007 'Agenda for a sustainable competitive European tourism' recommends taking a holistic approach, adapting to an appropriate pace of development, involving all stakeholders, using the best available knowledge, minimizing and managing risks, planning for the future, and continuous monitoring (European Commission, n.d.).

LEARNING ACTIVITY 1.1

Inadequate understanding of sustainable tourism is a common challenge in rural areas. Comment the sentence and refer the main social challenges that you have experienced and / or recognized in the rural community where you have/wish to have your company established.

1.2. Local employment and opportunities with the support of entrepreneurship

Tourism is often regarded as a tool for economic and social regeneration in rural areas, a stimulus for employment growth while enhancing territorial development (Aslam, 2012). Moreover, rural tourism has been recognized as the most viable form of tourism in terms of bringing sustainability to low density areas (Stoian & Stoicea, 2011). According to Mitchell & Hall (2005), tourism is one of the most labour-intensive sectors, contributing to job creation and economic development in rural areas by accommodating the growth of community-based **SMEs**. With employment growth and opportunities similar to urban areas, working individuals are more prone to staying or moving to rural zones. The growth of tourism activities in rural areas, particularly with community-based tourism entrepreneurship, reduces the rate of unemployment among the local community (Fons et al., 2011), while ensuring socio-economic development through the diversification of income (Gutierrez, 2008). Thus, local employment opportunities, with the support of entrepreneurship through **SMEs,** serves as a major tool not only for economic sustainability, but to improve the overall quality of life and well-being of residents. The growth of sustainable tourism in rural areas empowers locals within the community to participate in the development of the destination, which is often driven by local entrepreneurs who play a large part in stimulating sustainable growth within their community (Sharif & Lonik, 2017).

Figure 3 – Framework of sustainable development of rural tourism entrepreneurship
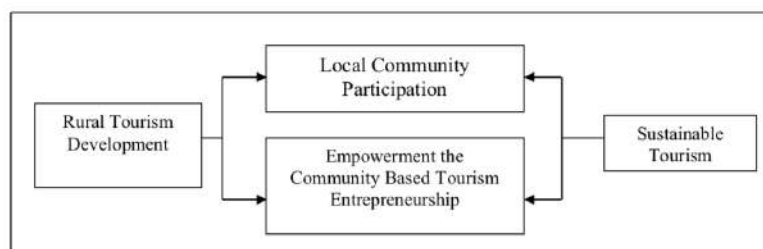
Furthermore, sustainable destination development involves the improvement of local infrastructure and support services that is required to meet the needs and demands of tourists (Sharif & Lonik, 2017). Thus, the increase in tourism activity can create new entrepreneurship opportunities among local communities, providing benefits to individuals and organizations. In rural zones, entrepreneurship is often community or family based (Jaafar et al., 2014), with **SMEs** ranging from hotels, motels, and restaurants, tour operators, travel agents, transportation agencies, and gift shops (Faulkner & Tideswell, 1997). Other tourism businesses, such as event companies, advertising agencies, insurance firms, nature parks, and business meeting and convention organizations, also contribute to a traveler's overall experience. According to research conducted by Surugiu (2009), two types of small businesses would not occur in rural communities without tourism, namely those directly involved with tourism, such as accommodation and tour operators, and those indirectly involved in tourism, such as construction firms.

As more tourists continue travelling to rural areas, so will the opportunities for potential employment and entrepreneurship in low density territories, but the nature of sustainable tourism must be well understood for optimal growth of businesses and the community. According to Lordkipanidze et al., (2005), entrepreneurship can contribute to the development of a destination by creating competition, cooperation, innovation, specialization, and investments, while encouraging others to participate. Since there are several stakeholders involved in the tourism supply chain, it is especially important to promote collaboration through the development of partnerships among the public and private sector, non-government organizations, and local communities.

As a result, entrepreneurship, and the creation of new tourism business, particularly **SMEs**, are crucial to sustainable tourism and destination development as it creates new job opportunities and employment growth, while contributing to economic and social sustainability (Komppula, 2014).

LEARNING ACTIVITY 1.2

The growth of tourism activities in rural areas, particularly with community-based tourism entrepreneurship, reduces the rate of unemployment among the local community. In your opinion what are the main challenges faced by you, regarding your SME?

1.3. Improving the social sustainability in local communities through tourism businesses

According to the UNWTO, rural tourism has a high potential in stimulating social change in correlation with economic growth and job creation, while also combating seasonality through the dispersal of demand and larger land mass. Entrepreneurs play a crucial role in improving the social sustainability of local communities through **SMEs** and sustainable strategies, which stimulate the growth of tourism businesses and local development. Thus, the development of entrepreneurial activities is important for rural tourism potential, maintaining local employment growth, as well as increasing living standards (Sharif & Lonik, 2017).

Moreover, the development of tourism **SMEs** improves the social sustainability of rural areas by optimizing benefits such as reducing the migration of the local population through employment opportunities, vocational training, protecting social and cultural heritage, less gender discrimination, opportunities for social interaction and networking, and the involvement of residents in decision-making (Aref et al., 2010). However, to achieve sustainable development of a destination, locals must actively participate in decision-making and the creation of tourism activities, especially in regions that rely heavily on tourism as a major source of employment since it is an opportunity to earn an income and improve their living standards (Lordkipanidze et al., 2005). The participation of local residents also enables autonomy, a sense of pride, and a deeper connection with the community. Many tourism businesses also involve the promotion of local cultural heritage.

The success of tourism **SMEs** in low density areas can help create awareness of the benefits of entrepreneurship to the economy and to the society, motivating others to participate.

Thus, an increase in the level of entrepreneurial development and employment growth in sustainable tourism can help shape a positive attitude towards entrepreneurship, with access to more educational programs and skills training (Sharif & Lonik, 2017).

In 2018, a resolution on addressing the specific needs of rural, mountainous, and remote areas was adopted by the European Parliament (European Rural Agenda, n.d.). The European Rural Agenda is a holistic framework that aims to build a sustainable future for low density territories. Thus, social sustainability in local communities can be improved through tourism businesses, especially with the EU Agenda in mind. For example, by supporting **SMEs** and investing in local communities' businesses, this can bring equal opportunities to citizens, especially women in rural areas (European Rural Agenda, n.d.). Targeted investments and financial resources that facilitate entrepreneurship and diversification of the economy can help empower youth and working individuals, providing new opportunities and employment growth (European Rural Agenda, n.d.). This will also reduce the migration of the local population and help overcome the rural-urban gap through collaboration and cooperation between urban and rural partners.

While **SMEs** provide economic growth by increasing local and self-employment, they also play a large role in improving the overall well-being of local residents and their perspective on the overall destination. As a result, investing in human capital and skills through accessibility to education and training programs would be extremely beneficial for long-term growth in a rural community (European Rural Agenda, n.d.), as well as for the success of tourism **SMEs** in order to sustain competitive advantage. Improving access to public services, local infrastructure, and overall connectivity is also important when analyzing the social sustainability of a destination, which can be improved through tourism businesses, especially to meet the needs and expectations of tourists and improve living conditions for locals. However, to achieve sustainable tourism development, all stakeholders involved must work towards a similar goal and requires a strong government commitment, as well as the cooperation of non-government organizations, tourism businesses, and the local community to boost social development and economic opportunities (Blancas et al., 2011).

Additionally, tourism businesses in rural communities can help integrate economic, social and environmental goals, while creating new tourism products for additional socio-economic benefits. Entrepreneurship can stimulate the creation of new educational programs and institutional actors, as well as improvement to infrastructure for both tourists and locals to enjoy.

LEARNING ACTIVITY 1.3
How can you, as an entrepreneur, improve the sustainability of the community? Give some examples and explain what the main challenges are for your SME.

USEFUL LINKS

European Commission	Sustainable tourism - internal market, industry, entrepreneurship, and **SMEs** https://ec.europa.eu/growth/sectors/tourism/offer/sustainable_en
OECD	Globalization, **SMEs,** and tourism development in OECD countries - trends and policies https://sustainabledevelopment.un.org/content/documents/4119I.LELONEK_HUSTING_UN%20Expert%20meeting_Final.pdf
European Rural Agenda	Rural, Mountainous and Remote Areas (RUMRA) and smart villages https://www.smart-rural-intergroup.eu/european-rural-agenda/
European Parlament	EU Agenda for rural, mountainous, and remote areas https://www.europarl.europa.eu/doceo/document/TA-8-2018-0374_EN.html
European Commission Actions to Sustainable Tourism	Challenges and opportunities for sustainable tourism development – UN expert meeting on sustainable tourism, New York, 2013 https://sustainabledevelopment.un.org/content/documents/4119I.LELONEK_HUSTING_UN%20Expert%20meeting_Final.pdf
UNWTO	Rural and mountain tourism https://www.unwto.org/rural-mountain-tourism

Co-funded by the Erasmus+ Programme of the European Union

BEST PRACTICES

1.1. The social challenges in rural zones (EU Agenda) with tourism potential and sustainable tourism
- **Involve local residents in decision-making:** engage local residents for cohesive decision-making to optimize local resources and community interests.
- **Access to information and knowledge:** ensure members of the community become aware of sustainable tourism practices and the positive impact they can bring to the Unit community, using SMEs as a development tool for the community to show success and motivate potential entrepreneurs.
- **Marketing knowledge and marketing activities:** understand the market, tourists' demands, optimal use of resources, and how to promote quality products with a customer focus.
- **Name and location SMES:** Casa das Palmeiras, Gandufe, Mangualde, Viseu, Portugal
- Further info at:
  https://www.casadaspalmeiras.pt | https://pt-pt.facebook.com/CasaDasPalmeiras | https://www.instagram.com/casadaspalmeiras_naturehouses

1.2. Local employment and opportunities with the support of entrepreneurship
- **Community-based entrepreneurship:** creating jobs and employing members of the community, working with local suppliers for continuous support and cooperation.
- **Training and development:** educational programs and vocational training for employees and individuals in the community, improve transferable skills and human capital to avoid rural migration to urban areas.
- **Cooperation and collaboration:** support and promote other businesses within the community, especially within the supply chain, to ensure the success of other tourism SMEs and overall employment growth.
- **Name and location SMES:** Casa da Cisterna – Castelo Rodrigo, Figueira Castelo Rodrigo, Portugal
- **Further info at:**
  https://www.casadacisterna.com | https://aldeiashistoricasdeportugal.com/local/casa-da-cisterna | https://pt-pt.facebook.com/casa.da.cisterna | https://www.instagram.com/cisterna.guesthouse

1.3. Improving the social sustainability in local communities through tourism businesses
- **Network and relationship management:** collaboration and sharing of resources among stakeholders, suppliers, destination managers, community, all those in the supply chain.
- **Strategic planning and management:** appropriate management of resources and financial assets, as well as strategic planning for SMEs and the future of the rural zone, ensuring that impacts benefit the local community.
- Protect social and cultural heritage: Promoting it through a SME, which also supplies the demand for tourists seeking authentic local experiences.
- **Name and location SMES:** Quinta da Comenda, São Pedro do Sul, Viseu, Portugal
- **Further info at:**
  https://quintadacomenda.net/ | https://pt-pt.facebook.com/quintadacomenda.net

SUMMARY OF KEY POINTS
.

- Entrepreneurship can improve the sustainability of a community by reducing the migration of the local population through employment opportunities, improving educational programs and vocational training, combating gender discrimination, increasing social interaction and networking, creating initiatives to protect social and cultural heritage, as well as the encouraging the involvement of local residents in decision-making.
- Inadequate understanding of sustainable tourism is a common challenge in rural areas.
- There are often less resources available in rural areas, such as financial support, incentives, resources, education and training.
- Access to internet is insufficient in many rural communities, which is crucial for the success of tourism SMEs.
- Tourism is one of the most labor-intensive sectors, contributing to job creation and economic development in rural area.
- Participation of local residents is essential to the development and growth of tourism businesses.
- Cohesion and collaboration of stakeholders and all those involved in the supply chain is important, especially in rural areas where access to resources (i.e. financial support) is more scarce than in urban environments.

Integrative learning activity for Module 1 - Reflection

Systematize the reflections you made while engaging with the module materials. Outline the aspects that need to be considered so that your company can implement / improve its performance in terms of sustainability (3 pillars).
Indicative structure:

1. General recognition of the principles of sustainable development in the tourism sector and how they apply in your business operations;
2. Recognition of the socio-economic benefits of sustainable tourism for local communities and how it applies in your business operations;
3. Strengths that help sustainability performance of your company (consider the three pillars of sustainability);
4. Weaknesses that hinder the evolution towards a more sustainable performance;
5. Definition of objectives that can identify to improve the sustainability performance of your company/the social sustainability of the local community.

SELF-ASSESSMENT QUESTIONS

Question 1: Sustainable Tourism…

Please, mark the true answer(s).

Answer 1	is related to the concept of sustainable development that integrates the economy, society, and environment
Answer 2	it can only be implemented on certain types of tourist destinations and businesses
Answer 3	it applies only to economic and environmental benefits
Answer 4	and ecotourism are equivalent concepts
Answer 5	it has as one of its main challenges reduce the unemployment and seasonality
Correct answer(s):	1, 5

Question 2: Entrepreneurship can improve de sustainability of a community by…

Please, mark the true answer(s).

Answer 1	reducing the migration of the local population
Answer 2	combating gender discrimination
Answer 3	increasing social interaction and networking
Answer 4	creating initiatives to protect social and cultural heritage
Answer 5	encouraging the involvement of residents in decision-making
Correct answer(s):	All

Question 3: Improving the quality of jobs in tourism can be reached by …

Please, mark the true answer(s).

Answer 1	reduce tourism seasonality
Answer 2	training of workers
Answer 3	promoting accessible tourism
Answer 4	offer opportunities for disadvantaged people
Answer 5	encouraging the creation of clusters and business networks
Correct answer(s):	1, 2, 4

Question 4: The success of tourism SMEs, in rural communities, depends on…

Please, mark the true answer(s).

Answer 1	resilience
Answer 2	access to the internet
Answer 3	age and gender of employees

Answer 4	cohesion and collaboration of stakeholders
Answer 5	participation of residents
Correct answer(s):	1, 2, 4, 5

Question 5: According to the EU Agenda for Sustainable Tourism, major social challenges associated with tourism potential…

Please, mark the true answer(s).	
Answer 1	promoting the well-being of local communities
Answer 2	include preserving cultural resources
Answer 3	improving the quality of tourism jobs
Answer 4	limiting negative impacts at tourist destinations
Answer 5	ensuring that tourism is accessible to all
Correct answer(s):	All

Question 6: A common challenge in rural areas is…

Please, mark the true answer(s).	
Answer 1	financial support
Answer 2	incentives
Answer 3	inadequate understanding of sustainable tourism
Answer 4	less resources available
Answer 5	education and training
Correct answer(s):	All

Question 7: Participation of local residents is essential to the development and growth of tourism businesses because…

Please, mark the true answer(s).	
Answer 1	increasing social interaction and networking
Answer 2	improve de sustainability of a community
Answer 3	reduce sales costs
Answer 4	reduce marketing
Answer 5	gains direct access to potential customers
Correct answer(s):	1, 2

Question 8: Actions that can be carried out by SMEs to create social changes in rural areas are…

Please, mark the true answer(s).	
Answer 1	provides information on other local businesses to customers
Answer 2	rents its facilities for presentations of local entrepreneurship projects
Answer 3	has agreements with local businesses

Answer 4	employs local people
Answer 5	purchase services and products locally
Correct answer(s):	All

Question 9: We can consider that an SME develops measures to support the local economy and prioritizes the acquisition of agents and local services because ...

Please, mark the true answer(s).	
Answer 1	provides information on other local businesses to customers
Answer 2	rents its facilities for presentations of local entrepreneurship projects
Answer 3	has agreements with local businesses
Answer 4	employs local people
Answer 5	purchase services and products locally
Correct answer(s):	All

INSIDE-T

Intergenerational Learning & Entrepreneurship
MODULE II

DOCUMENT TITLE

MODULE II
INTERGENERATIONAL LEARNING &
ENTREPRENEURSHIP

PROJECT TITLE

Intergenerational Learning as a tool to sustainable tourism in low density territories - Rural areas

PROJECT ACRONYM Inside-T

PROJECT NUMBER 2019-1-PT01-KA202-061451

OUTPUT TYPE Module content

DATE OF DELIVERY 2021

AUTHOR Ultan Faherty

EDITOR Innovation and Management Centre Limited, Ireland

RELATED INTELECTUAL OUTPUT IO3

AVAILABILITY OF OUTPUT Public Document

TABLE OF CONTENTS

KEYWORDS

- Sustainability
- Entrepreneurship
- Business Planning
- Financial Management
- Intergenerational Learning

LEARNING OBJETIVES	METHODS	TIME SCHEDULE
By engaging with the materials in this module, it is intended that learners will achieve the following learning outcomes: **Knowledge:** understand the various paths to entrepreneurship and key elements in bringing a tourism, cultural or heritage idea from concept to commercialisation in a rural area while leveraging the benefits of intergenerational learning. Innovation, management and sustainability are considered also. **Skills:** improved ability to identify the potential of business ideas and to plan for their implementation and ongoing sustainable management. Basic elements of innovation and creativity are also introduced. Managing intergenerational learning in entrepreneurship is also considered. **Competences:** develop and validate ideas around rural tourism projects from concept to commercialisation and beyond. Manage innovation and creativity as well as intergenerational contributions / inputs.	Self-directed learning by reading and studying the course content and the complementary resources provided in the materials. Collaborative team work on the learning management system. Self-assessment, collaborative resource-mapping and creative lab e-tools, available on the e-learning platform.	Time needed for the module: 5 hours Learning content (self-study): 3 hours (note: includes reading and general understanding of the contents) Self-Assessment Questions: 15 includes self-test questions within the module, but additionally addresses deeper questions around risks relating to a specific business idea, funding sources, etc., etc. Learning activities: 1h 45m

INTRODUCTION

This module gives an introduction to entrepreneurship for women and other young adults, and its benefits to underpopulated rural areas.

Section 2.1 looks at entrepreneurship pathways to a sustainable society in rural areas and how entrepreneurs or prospective entrepreneurs can approach a new business idea or early-stage business in culture, tourism or heritage and related areas.

This may involve an audit of culture, tourism, and heritage resources in an area, or of existing businesses, whereby new business opportunities can be identified. It may also involve market research amongst consumers of existing tourism / culture / heritage offerings and identification of current or emerging market trends in the sector. At all stages, intergenerational learning should be an essential part of this research process. Older generations are a very rich source of knowledge, expertise, and skills in terms of culture, tourism or heritage which can be leveraged and sustainably exploited for the benefit of young and female entrepreneurs while at the same time preserving language, culture and heritage for future generations.

Motivation for entrepreneurs is very important and another path to entrepreneurship may arise from a personal interest or skill.

Section 2.2 looks at entrepreneurship more widely amongst women and young adults in rural areas. Things such as traits and characteristics of entrepreneurship are considered as are success factors. Innovation, critical thinking, and idea generation are also explored. These issues can help entrepreneurs better explore and validate their ideas at an early stage while also ensuring ongoing, results-driven innovation in start-up and early-stage businesses. Lean (Start-Up) production is also addressed.

Finally, section 2.3, looks at managing entrepreneurship where the importance of business planning and effective financial planning and ongoing financial management are outlined. Users will consider sources of funds, risk factors in terms of the business and financial modelling as well as sustainable business models.

CONTENT

An overview of some of the potential content is provided in the Concept Map overleaf (note: the map overleaf has a financial focus but (if it's inclusion is agreed by partners) can be adjusted as agreed / needed to include entrepreneurship pathways and innovation / creativity):

Figure 4: Concept Map for Module 2
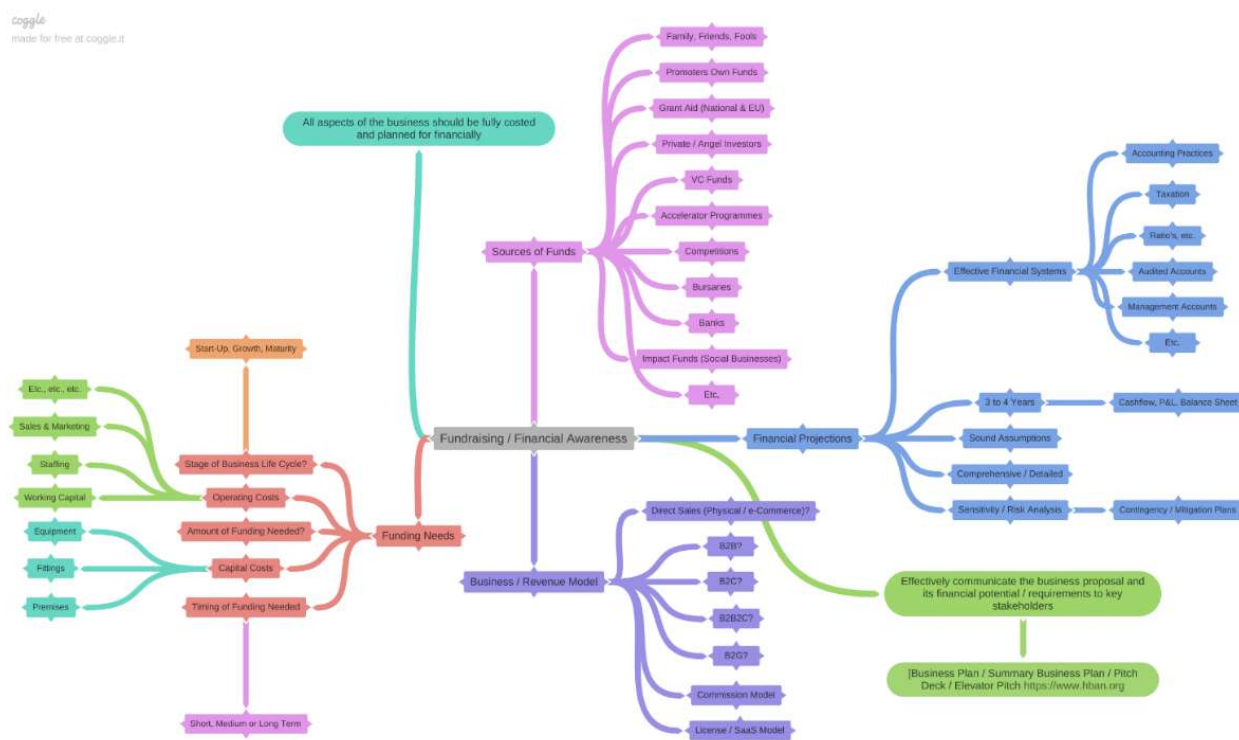
2.1 Entrepreneurship pathways to a Sustainable Society in rural areas

2.1.1 Differing approaches to Tourism Entrepreneurship for Females and Young Entrepreneurs

Introduction

- What Approaches can You as an Entrepreneur take to Starting your own Business?
  - Conduct an audit of tourism / culture / heritage resources in a region to identify new business opportunities
  - Conduct an audit of existing tourism / culture / heritage businesses and networks in a region to identify gaps in the market
  - Undertake research with consumers of existing tourism / culture / heritage offerings to identify potential business opportunities
  - Research existing market trends around tourism / culture / heritage to identify potential opportunities
- Identify, validate and create a new tourism / culture / heritage which builds on a personal interest or skill.
- Take over an existing tourism / culture / heritage business
- Take over a tourism / culture / heritage business from family / relations.

2.1.1 Differing approaches to Entrepreneurship for Females and Young Entrepreneurs Introduction

There are a number of different routes to entrepreneurship or sources of inspiration in terms of starting a business in rural areas based on tourism, culture or heritage themes. However, there must be a strong initial motivation. Why are you even thinking about a new business with culture, heritage or language as its core?

Do you believe tourism, culture and heritage to be valuable, and therefore see the need to maintain them the present and transmit them to future generations for their benefit?

For the different routes or paths to entrepreneurship, research is the starting point. Secondary research of existing information will provide certain information, but it is more likely that Primary research will offer the best insights in terms of entrepreneurship opportunities within a region.

There are many sources of information in terms of how to structure effective primary research which you may find in sources such as Malhotra et al. (1999), which references Naresh K. Malhotra, an expert in the area. While research methodologies are beyond the scope of this module key points to consider include:

• Have a clear objective in terms of the research information required.

• How will you secure that information (structured or unstructured interviews, depth interviews, focus groups, questionnaires (closed or open-ended, quantitative or qualitative), focus groups, observation, etc.)?

• How will you analyze the data captured and use it to support decision making?

<u>What Approaches can You as an Entrepreneur take to Starting your own Business?</u>

A first approach is to audit the tourism / culture / heritage resources in your region. This could include culture, music, traditions, natural & physical landscape, people, language, etc., while also identifying opportunities whereby you can develop a new tourism / culture / heritage product or service.

Secondly, you could audit existing tourism / culture / heritage businesses and networks in your region and identify gaps in the market or areas where you can improve or add value to these markets / businesses / networks such as: new business models, an expanded range of offerings, innovation in terms of marketing, management, product / service, etc.

Thirdly, you can conduct research amongst tourism consumers including visitors, friends, family, etc., about their attitudes and aspects of tourism that they enjoy / do not enjoy / cannot find, thereby identifying potential business opportunities

Another approach is to research existing market trends around tourism / culture / heritage markets and create a business to address opportunities therein (e.g. experiential tourism and attitudes of the tourism consumer).

Another way is to solve problems or potential problems and address gaps in existing tourism / culture / heritage businesses (save people (consumers and providers) time and money and make their tourism / culture / heritage experiences more pleasant).

Another sound approach to tourism entrepreneurship is to identify, validate and create a new tourism / culture / heritage venture which builds on a personal interest or skill.

You might also identify existing tourism / culture / heritage businesses which you can take over and manage.

Finally, you could research the market and technical feasibility of taking over an existing tourism / culture / heritage business from family / relations.

These research activities can benefit significantly if you incorporate intergenerational learning and knowledge into them - i.e. be sure to tap into older generations and people who are rich in terms of knowledge, skills and expertise around culture, heritage and language, etc. They often have vast and deep reservoirs of information which are not recorded anywhere but which are instead, handed down from previous generations.

They will have information and knowledge on 'old' or forgotten natural resources, customs, language, etc., etc., that can be repurposed, reenergized or reinvented. Their experience can also help to give context and meaning to resources which might be misunderstood and underappreciated. Furthermore, until they engage more directly with entrepreneurs, the older generations may not realize the depth of information and knowledge that they have. Different generations will also have differencing experiences or expectations in terms of their engagement with tourism, cultural and heritage business and so this is also important to recognize as part of any entrepreneurship pathway.

LEARNING ACTIVITY 2.1
Entrepreneurship Pathway:
Have you identified an opportunity for a tourism, culture or heritage-based business? What research do you need to undertake to bring that idea from concept to commercialization? It is essential to consider input from older generations as part of your research plan!

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

2.2.1. Being an Entrepreneur

There are many potential definitions of Entrepreneurship including:

"The process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence" (Hisrich & Peters, 1998).

"One who assumes the responsibility and the risk for a business operation with the expectation of making a profit. The entrepreneur generally decides on the product, acquires the facilities and brings together the labour force, capital and production materials. If the business succeeds, the entrepreneur reaps the rewards of profits; if it fails, he / she takes the loss" (Microsoft® Encarta® 1998 Encyclopaedia).

2.2.2. Traits and Characteristics of an Entrepreneur

It is fair to say that entrepreneurs are opportunity-seekers and are alert to business opportunities rather than that they are risk-takers. They will often pursue opportunities regardless of resources currently controlled.

Entrepreneurs are generally adventurous and active and are often restless and easily bored. As a consequence, they are generally pro-active, innovative, idea generators with good organizational capabilities and thrive on change. Entrepreneurs also want responsibility, have a need to achieve, have power and are committed to seeing a project through. Finally, an entrepreneur is willing to adopt a broad financial strategy.

Figure 5: Traits of an Entrepreneur: based on an image from Studiousguy.com

2.2.3. Success and the Entrepreneur

Entrepreneurs generally have a strong sense of personal fulfilment and achievement. They are independent and can create / make their own decisions and be their own boss. For a social entrepreneur they have the added benefit of giving something back to society.

However, despite these advantages there are a number of challenges for the entrepreneur also. Success and therefore income are never guaranteed. Entrepreneurs must be willing to work hard and long hours and must be willing to manage all aspects of the business. This leads to stress & pressure and the possibility of management mistakes. Because entrepreneurs may lack the overall 'rounded' business skills to start and develop a business, this lack of experience can lead to:

- No strategy or plan and uncontrolled growth;
- Poor price / cost management structure as well as insufficient revenue sources;
- Weak sales and marketing strategies and management;
- Failure to adequately assess possible risks;
- Weak location;
- Inability to effectively manage people; to manage time and to delegate;
- Challenges in managing growth.

Inc. magazine claims, "Entrepreneurship is more mundane than it is sometimes portrayed... you don't need to be a person of mythical proportions to be very, very successful in building a company."

2.2.4 Innovation

'Innovation involves the conversion of new knowledge into a new product, process or service and putting this product, process or service into actual use' (Trott 2005 cited by Johnson et al. 2011).

Sawhney et al. (2006) look at innovation broadly terming it 'business innovation' and define it as 'the creation of substantial new value for customers and the firm by creatively changing one or more dimensions of the business system'.

This could be viewed as a good definition because, while there is undoubtedly a strong focus on customer value in terms of innovation/NPD practices, businesses do not have to be slavishly devoted to customers and can introduce new products, processes and systems when it also benefits the company, i.e. 'innovate for cash' Andrew & Sirkin (2003). Sawhney et al. state that their definition of innovation features three characterisations including:

- Business Innovation is about new value, not new things
- Business Innovation comes in many flavours
- Business Innovation is systemic

Innovation in terms of NPD (New Product Development) alone is not sufficient and companies must also innovate in terms of process, organisation, production and marketing, making it a key element of their strategy. The need to innovate, or the inspiration for innovation, comes from a wide range of sources (or as Sawheny et al. suggest, it comes in many flavours) such as:

- Market conditions change (changing consumer preferences, economic boom and bust cycles, changing demographics (migrants, different family structures, etc.) etc.;
- Locational / sectoral advantages (e.g. culture, heritage, natural resources and business clusters or networks) create opportunities;
- Legislative drivers;
- Product or service innovations leads to process, organisational and marketing innovations;
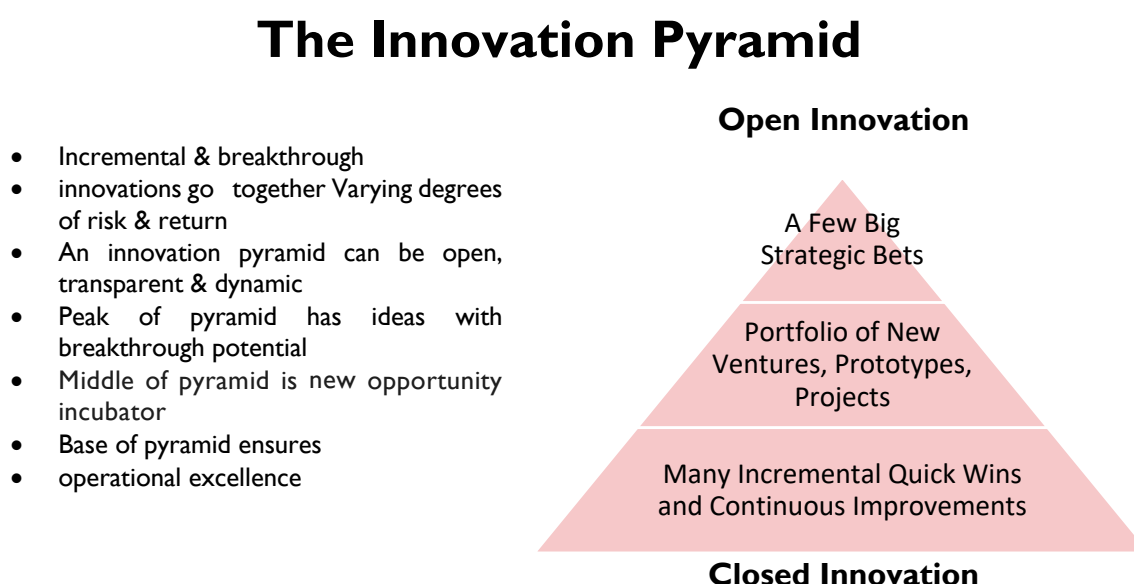- Benchmarking against other businesses / industries;
- Etc.

In terms of innovation, it is essential to 'capture good ideas' from many sources as suggested by Hargadon and Sutton (2000) and Hering and Phillips (2006). Entrepreneurs need to 'go out, look, ask and listen' (Drucker 2002), and 'work out analytically what the innovation has to be in order to satisfy an opportunity' as well as 'look at potential users to study their expectations, values and needs'.

In terms of innovation, it is helpful, where possible, to put a structure to it. Ideally, the use of cross-functional teams (and in the context of the Inside-T project, intergenerational learning) can lead to cross-fertilisation and multi-learning. However, for small companies, where many people within an organisation have many different roles, this may be challenging.

A structured approach to innovation, where possible, provides a sharper focus in terms of innovation and a better prioritisation and this goes beyond new products. It can also support the development of an innovation funnel or, as described by Kanter, (2006) an 'Innovation Pyramid' which demonstrates the importance of combining/mixing incremental process and organisational innovation with more significant product innovations. Ideas not used today must constantly be recycled as suggested by Hargadon and Sutton (2000) who recommend an 'Innovation Factory' approach where ideas are 'captured, kept alive, considered for new uses and tested where applicable'.

Figure 6: The Innovation Pyramid (Kanter)

The Innovation Pyramid

Open Innovation

- Incremental & breakthrough
- innovations go together Varying degrees of risk & return
- An innovation pyramid can be open, transparent & dynamic
- Peak of pyramid has ideas with breakthrough potential
- Middle of pyramid is new opportunity incubator
- Base of pyramid ensures
- operational excellence

A Few Big
Strategic Bets

Portfolio of New
Ventures, Prototypes,
Projects

Many Incremental Quick Wins
and Continuous Improvements

Closed Innovation

For innovation to work within a company it requires visible, meaningful, leadership support, sufficient and appropriate resources, defined roles and responsibilities, a strategic implementation approach, etc. etc. The financing of innovation is another challenge to consider. Companies must not be complacent in terms of innovation as their competitors could overtake them and they must regularly benchmark themselves against the competition, both current and potential.

Innovation will not always have a positive outcome because the market may not be ready, tastes may change, technology/skills may not be currently available, legislation may hinder development, etc.

2.2.5 Intrapreneurship

Intrapreneurs are employees within an organizational setting while an entrepreneur is someone who is their own boss and is and the leader of the operation. Intrapreneurship relates to change initiatives taken within a business by the people working in that organization.

Hisrich and Peters define it as follows: "Intrapreneurship is entrepreneurship within an existing organization" and this implies that new initiatives, creativity, and dynamism that augment the organizational competence are intrapreneurship. Intrapreneurs are usually found in enterprises that encourage experimentation, tolerate failure, recognize success and share wealth.

Businesses today are facing hyper-competition. They need innovation and an intrapreneurial spirit to bridge the gap between the demand of the market and the productive capacity of the organization. For entrepreneurs it is therefore important to encourage innovation within their business, particularly through the use of intergenerational learning.

Intrapreneurship is also typically found where businesses practice 'Open Innovation'. In terms of innovation, cluster-networks and linkages between small and micro enterprises and higher education and research institutions (open innovation) can, potentially, overcome resource and knowledge deficits for small businesses. However, while open innovation may have many potential advantages for small and micro enterprises, many businesses are still reluctant to engage because they fear they will be exploited in some way by a superior partner in any alliance.

2.2.6 Critical Thinking and Willingness to Explore

Critical Thinking looks at how to structure for an entrepreneurial climate, make effective decisions and manage innovation.

"Critical thinking is that mode of thinking – about any subject, content or problem – in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them" (Paul, Fisher and Nosich, 1993).

There are three important components to critical thinking: knowledge, skills and attitude. The following attitudes are not uncommon, but they are obstacles to critical thinking:

- 'I prefer being given the correct answers rather than figuring them out myself'
- 'I don't like to think a lot about my decisions as I rely only on gut feelings or personal instinct'
- 'I don't usually review the mistakes I have made'
- 'I don't like to be criticized'.

To improve our thinking, we must recognize the importance of reflecting on the reasons for belief and action. We should also be willing to engage in debate, break old habits, and deal with linguistic complexities and abstract concepts. Critical thinking can help us acquire knowledge, improve our theories, and strengthen arguments. We can use critical thinking to enhance work processes and improve social institutions. Some people believe that critical thinking hinders creativity because it requires following the rules of logic and rationality. This is a misconception. Critical thinking is quite compatible with thinking "out-of-the-box", challenging consensus and pursuing less popular approaches. If anything, critical thinking is an essential part of creativity because we need critical thinking to evaluate and improve our creative ideas.

In practice, Critical Thinking requires you to hone your Questioning Skills as follows:

Question your assumptions. We make a lot of assumptions about almost everything. It is how our brain processes certain pieces of information, and how we get along in everyday life. You could say they are the foundation of our critical framework. But what if those assumptions turned out to be wrong, or at least not entirely truthful? Then the whole foundation needs to be re-built, from the bottom up.

<u>Do not take information on authority until you have investigated it yourself.</u> Like assumptions, taking information on authority can be useful. Instead of double-checking everything anyone says, we tend to label information as either coming from a trustworthy or not trustworthy source. This keeps us from double-checking every piece of information that comes our way, saving time and energy. But it also keeps us from getting to the bottom of things we perceive as coming from a trustworthy source, even when they do not.

<u>Get in the habit of using your instinct to investigate questionable pieces of information.</u> Soon enough, you will build up a pretty good sense of what deserves more research and what you have determined to be true in your own judgment.

<u>Question things.</u> Asking questions is key to critical thinking. If you do not know what questions to ask, or do not ask the questions in the first place, you may as well not get the answer. Finding the answer, and finding it elegantly, is what critical thinking is all about.

<u>Put yourself in other peoples' shoes.</u> Empathy can also help you develop your critical thinking skills. Whether it is improving your negotiation tactics or understanding literature better, putting yourself in the shoes of others will help you imagine their motivations, aspirations, and turmoil. You can use this information to get leverage, be persuasive, or just plain be a better person. Empathy does not need to be heartless.

<u>Understand all your options.</u> When you want to use your critical thinking skills to act — it helps to know what your options are. Lay them all out there, and then weigh up the options.

<u>Fail until you succeed.</u> Be fearless in the face of failure. Failure is just another way of figuring out what does not work. Use failure to your advantage by learning from it.

Critical thinking is important to entrepreneurs because it gives them an ability to think clearly and rationally. It is also very important in the new knowledge economy. One must be able to deal with changes quickly and effectively. The new economy places increasing demands on flexible intellectual skills, and the ability to analyse information (such as Geographical Information Systems and Location Intelligence) and integrate diverse sources of knowledge in solving problems.

Critical thinking promotes creativity. To come up with a creative solution to a problem involves not just having new ideas. It must also be the case that the new ideas being generated are useful and relevant to the task at hand. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.

Finally, critical thinking is crucial for self-reflection.

See the video on Critical Thinking:
https://www.ted.com/talks/johnny_lee_demos_wii_remote_hacks?language=en

Critical thinking and willingness to explore also supports marketing research in terms of detecting and identifying consumers, users, or citizens demands. The first question entrepreneurs should ask themselves when thinking about a new product or service is: who needs it?

2.2.7 Idea Generation

Figure 7: Creativity Techniques (Image from Slideshare.net)
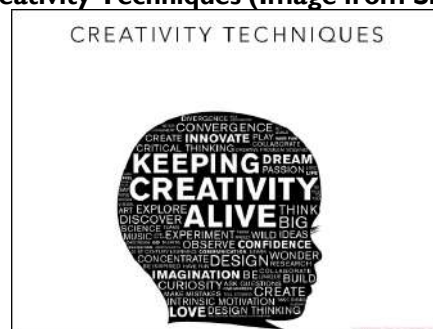
Like critical thinking, idea generation can help us acquire knowledge, improve our theories, and strengthen arguments. We can use idea generation to create new products and services, enhance work processes, improve and change business and sales / marketing activities, etc.

Key questions any entrepreneur can ask themselves in order to generate ideas include: Why accept the status quo – is there a better way? Also, problems provide new ideas. So…, is there more than one way to solve a problem or answer a question that I have about my business opportunity?

It is important for entrepreneurs to understand that mistakes and hurdles are a part of progress and, when thinking about new ways of doing things, nothing is silly.

To fully explore opportunities, it is important that entrepreneurs recognise potential barriers to idea generation such as looking for a single right answer and indeed, always focusing on the logical approach. If entrepreneurs are always following rules and always being practical then they are not taking chances, are not playing games and, that will not come up with new or fresh ideas. Two final barriers are fear of taking chances as well as thinking that you are not creative.

According to Linus Pauling the best way to have good ideas is to have lots of ideas and there are very many ways or methodologies to encourage idea generation within an organisation including:

- Six Thinking Hats https://blog.iqmatrix.com/six-thinking-hats
- 6:3:5 Method https://www.linkedin.com/pulse/creativity-technique-thats-better-than-brainstorming-6-3-5-samuel
- Scamper https://www.designorate.com/a-guide-to-the-scamper-technique-for-creative-thinking/

There are many other methodologies such as those outlined at: https://www.cleverism.com/18-best-idea-generation-techniques/

2.2.8 Lean (Start-up) Production

The idea behind Lean Start-up / Production is to launch a "functional prototype" of a product or service, in order to save time… and money

The Eric Ries video on Lean Start-up helps viewers to understand the notion and method of lean start-up https://www.youtube.com/watch?v=J4rOdxoCnwY

As described in the HBR (Harvard Business Review) article "Why the Lean Start-up Changes Everything," https://hbr.org/2013/05/why-the-lean-start-up-changes-everything, lean start-up was put forward as the business model / customer development / agile development solution where entrepreneurs could:

- First, map their hypotheses about their business model and then test these hypotheses with customers in the field (customer development)
- Use an iterative and incremental development methodology (agile development) to build the product. This allowed start-ups to build Minimal Viable Products (MVPs) – incremental and iterative prototypes – and put them in front of a large number of customers to get immediate feedback
- Discover that their assumptions were wrong (as they inevitably did). However, the result wasn't a crisis; it was a learning event called a pivot — and an opportunity to change the business model.

On a related topic, design thinking looks to create a short cycle for developing a new product, considering the future client or user as a co-designer or co-producer. A very visual guide to design thinking, focused on image-related issues, but really useful to get an idea of the process is available at: http://asimetrica.org/wp-content/uploads/2014/06/design-thinking.pdf

LEARNING ACTIVITY 2.2
Innovation, Idea Generation and Creativity:
For a specific element of your business (product, service or process) use an Idea Generation or Creativity Technique of your choice to add value to the selected element.

2.3 Entrepreneurship amongst Women and Young Adults: a way to tackle unemployment

2.3.1 Introduction to Unit 2.3.

In the first part of this Module (U2.1) you will have considered your motivations for establishing a business with a rural tourism, heritage and / or cultural focus.

You will also have done some work on the initial validation of the idea, in terms of market demand, as well as its technical and financial feasibility. If this initial research or validation has proven the concept, then you must set out a roadmap or a plan for its implementation. This will usually take the form of a business plan.

2.3.2 Developing a Business Plan and what it can do for you

A business plan should evolve constantly, and you should continuously analyse and define the value of your (proposed) tourism, cultural, heritage enterprise. In addition to this Module, you will be able to apply knowledge gained in other modules of the programme so as to develop a robust, sustainable business. Business Plan headings are provided below.

Note: The financial issues outlined in the rest of the Module below, are directly impacted by other aspects of the business and should form part of a comprehensive overall business plan. This does not have to be a big or long document but should, nevertheless, be comprehensive in terms of addressing key business issues. A Business Plan will address matters such as:

- Introduction to the Business / Background
- Market Analysis - The Opportunity
- Competitive Analysis
- Strategy
- Project Description / Offering
- Social impacts and sustainability (if relevant)
- Marketing and Sales
- Operations / Technical Elements
- Team

2.3.3   Understanding Financial Requirements of a Business & Identifying Suitable Sources of Funds

Having researched your business opportunity in a tourism, culture, heritage or language related area, and having validated the market demand and feasibility, you must then identify what funding you need for your business (idea) and what are the possible sources of funding for the business.

Below are some typical Financial Requirements of an SME and possible Sources of Funds.

Table 1: Financial Requirements and possible Sources of Funds

Financial Requirements (examples)	Sources of Funds (examples)
Development Funding • Prototyping • Feasibility Analysis • MVP development • Etc. **Direct Product Costs** • Raw material, components, etc. **General Overheads** • Marketing & Promotion (General Marketing, Trade Fairs & Exhibitions, Website, Brochure & Communication Materials) • Legal & Intellectual Property • Distribution • Office Supplies / Stationery • Motor, Travel, Accommodation & Subsistence • Communications (Phone, Internet, Broadband, Cloud Services, Hosting) • Insurance (Product, General, Office, Etc.) • Rent • Utilities (Electricity, Water, Other) • Accounting, Bank & Finance Cost • Professional Fees (Regulatory, Etc.) • Sundries, Miscellaneous • Research & Development • Sales and Marketing Growth (Internationalisation) **Staff Costs** • Direct Staff Costs (inc. Government Charges) • Indirect Staff Costs • Commissions • Share Options, Etc. **Equipment & Assets** • Premises • Machinery • Fixtures & Fittings • Hardware & Software **Working Capital** **Etc., Etc.**	• Promoter's own funds • (Tax breaks for promoters) • Friends, Family, Fools • Competitions • Accelerator programmes • Grant aid • Grant Aid (other) • Private/angel investors, • Venture capital funds, • Crowdfunding • EU funding (e.g. H2020), • Retained earnings • Bank loans (mortgages) • Other Loans • Peer Lending • Impact funds (for social businesses) etc.) • Invoice Discounting / Factoring • Leasing

One cannot 'train' for this. It is a case of understanding the nature of business, understanding your own capabilities, setting realistic expectations and looking at the planned enterprise in a logical way. The financial requirements must be matched with the appropriate sources of funds.

Each source of funding above is potentially suitable depending on the lifecycle of the business, size of business, your level of knowledge and competencies (as well as that of the team), level of market and commercial validation, level of market traction, etc.

Based on your research to date, where, in your opinion, can an entrepreneur, with tourism knowledge and expertise, source funding to develop a new 'immersive' cultural holiday experience?

Likely sources include the Promoter's own funds / Friends, Family, Fools / Competitions / Accelerator programmes. The entrepreneur will, however, need to 'bootstrap' the project initially to prove and validate the solution, verify a real market need and get a group of advisors or a team on board.

Other possible sources: Grant aid (feasibility study) / Private or angel investors (more likely to be interested when market and feasibility are validated, and advisory board are in place) / possibly Impact Funds (for projects with a social dimension).

Unsuitable Sources in this instance would include: Retained earnings / Bank loans (mortgages) / Other Loans / Peer Lending.

2.3.4 Understand Financial Modelling

Having thoroughly researched the market, technical and operational issues relating to the business, you must:

- Present the opportunity to stakeholders (investors, banks, partners, suppliers, etc.) showing that you, and the project, are grounded in reality
- Show that you can develop, grow and scale the business opportunity
- Demonstrate the ability to 'execute' and manage Cash V's Sales (i.e. ability to manage cashflow)

This requires the development of Income & Expenditure models including Business & Revenue models and this can be done using tools including a financial planning draft excel model including Cashflow, Profit & Loss and Balance Sheet. With these tools it will be possible to conduct a Financial Analysis and support Financial Management issues in the businesses.

You can prepare a coherent set of projections to support practical financial planning for the business as well as securing the necessary funding by using the attached **Financial Planning draft Excel Model template (with built in formulas) for Cashflow Projections, P&L (Profit & Loss) and Balance Sheet** (Tool 1 (Appendix 1)):

Using the Excel template (provided as an appendix (with built in formulas)) for Cashflow Projections, P&L and Balance Sheet, you should be able to assess your funding requirement and attempt an initial Cashflow Projection for your Enterprise. While a trainer's help may be required, you need to understand the figures behind the business and take ownership / responsibility for understanding / managing them.

You will need to gather/analyse information, as you move towards your goal of setting up a (social) enterprise. Also, as the enterprise develops you will find that the business and financial model and perhaps the initial service / product will change based on market feedback, and external and internal forces in the business environment.

2.3.5 Understand Risk Analysis & Financial Management

For every entrepreneur it is vital that they understand the potential risks for their rural tourism / cultural / heritage business, and there are many such risks including:

The potential impact of smaller than expected sales figures on ability to pay staff, repay loans, buy materials, market and grow sales, etc. Can you attract a sufficient number of visitors to your business, and can you extract the maximum revenue from them when they do come? If not, what can you do?

Are there infrastructure deficits in your proposed business location and can your customers access your offering easily by road, rail, air, or sea? If not, how can you address this issue to ensure your business will be viable?

What if you have greater than expected sales figures – can you effectively manage growth and hire the right people in a rural area, and can you get the right financial structures in place and bring in new capital equipment?

Have you considered the impact of potential delays in securing sources of funding and how that might hinder your development and growth plans?

Given the nature of underpopulated rural areas, have you access to skilled people for key management / implementation roles and can you secure the necessary staff to deliver your service / product offering at the standard you require or is seasonality and lack of local demand a potential problem?

Are there any regulatory / legislative issues which could impact you such as special areas of conservation or social issues (e.g. Covid-19).

Have you given consideration to other competition or alternative offerings to your service / product (either currently or potentially in the future), which may negatively impact you, and can you create synergies / linkages with other businesses in the region to counter such threats or can you implement a referral system to generate more revenue opportunities?

Perhaps you can think of other risks or challenges?

Also, based on your earlier review of Critical Thinking and Idea Generation processes, do not forget that challenges can also be sources of new opportunities. As highlighted in Module 6, modern trends create new opportunities for the development of rural areas and the emergence of new rural companies. The internet and other digital technologies offer the potential to fight geographic issues and create new forms of proximity to knowledge, markets, and relationships. Also, it helps in the promotion of local business through social networks and travel websites. To ensure long-term success, it will be necessary to adopt a new attitude towards the development potential and business growth in rural areas.

What is required is a new vision for rural companies, which helps them to respond to opportunities and challenges based on a clear understanding of market needs.

The Financial Modelling (Section U2.3.4) above allows you to 'interrogate' Income, Expenditure, Business and Revenue models to assess potential risks and conduct sensitivity analysis for the business.

After the Financial Requirements and possible Sources of Funds are established and Financial Modelling and Risk Analysis has been conducted, then this information needs to be put in a form that can be easily communicated and understood.

Once you are 'in control' of your finances, it is important that you can effectively communicate with potential funders.

There are a number of tools which can assist you in this work depending on your 'audience' and they include: One Page Business Plan Summary, Pitch Slide Deck, Video, Application Form.

The **Financial Pitching Slide Deck Guideline** (Tool 2 (Appendix 2)) outlines some key information which you need to impart to potential funders in a 10 minute investment pitch.

The key issues to address include:
- What problem or gap are you solving / addressing? What opportunity are you availing of?
- A description of your solution / offering and how it works.
- The market – who are the customers, the economic potential of customers and viability.
- The competition and how your offering is unique / competitive compared to competitors.
- A description of your revenue and business model.
- What is the route to your chosen market – how do you attract customers?
- An outline of your financial projections showing the potential to scale and grow.
- A description of the management team.
- What are your funding needs or your 'ask' and how do you plan to use those funds?
- Exit strategy – how can potential investors exit the business and get a return.

This guideline provides an insight into some key considerations when putting together a slide deck (including a summary set of financial projections for a business). There will be other issues to consider. You need to ensure that all areas have been researched, costed and validated so you present a coherent, logical outline of the business thereby securing the necessary funds to develop and grow. www.hban.org gives you information on how to prepare to present to investors with a series of videos and other information.

The **One Page Business plan** (Tool 3 (Appendix 3)) template can be used as a simple overview or guide for promoters in the day-to-day management of their business while also being useful in attracting key stakeholders or partners for the business (financial investors, key partners, suppliers, etc.). This is a summary or 'snapshot' of the overall business plan and is designed to attract interest from potential contributors to the enterprise. Once interested, these potential stakeholders can request the more detailed business plan to get a more thorough understanding of the proposed business. Again, you need to ensure that all areas are validated and key points emphasised, so that you present an attractive business summary thereby securing the interest of investors.

A template for a One Page Business plan is provided below with the kind permission of HBAN and the Transition Programme.

Figure 8: One Page Business Plan (key elements)

What is it?

The business plan is a key document in scaling a project both in terms of giving thought as to how the business will develop, grow and scale as well as a tool to attract investment. It should be 25 pages max including financials - other information can be added as appendices. While the business plan is a detailed document it is unusual that an investor will read a full document at the outset. Therefore, usually, a one page summary of the key points in a business planneed to be produced and this is what is distributed to potential investors / angels.

Demonstrate any sales to date or if sales have not yet been achieved then Letters of Intent, POs, etc. – this demonstrates a market ready product and investors take an interest in this.

In a small company investors are concerned at how promoters will make an impact on a global stage. Therefore significant engagements with any potential distributors / partners / licensees / etc. (and how this will open markets for the entrepreneur) are important.

How much money is required and how will it be spent? Is it on development costs, market development, key person hires, etc? It is important for investors that there is no 'black hole' in terms of unexpected / hidden development costs. Financial projections should cover 4 years.

Why Use it

The business plan is required so as to construct a projct proposal which is investor-ready. Subsequently a one page summary of the plan can be distributed to potential investors / angels.

The main aim is to attract investors and set out a credible plan of expected cashflows. Companies passing the initial screening and business plan development phase may receive some coaching from persons experienced in the private investment process (such as Business Angel Associations) regarding the expectations of investors and how to better present the company via the one page summary.

When to Use it

When the idea is defined and the team is ready the most crucial stage for a start-up is when it has to find funding. it is important at this stage to prepare a business plan which is as accurate and detailed as possible (within 25 pages) in order to engage investors and other key stakeholders.
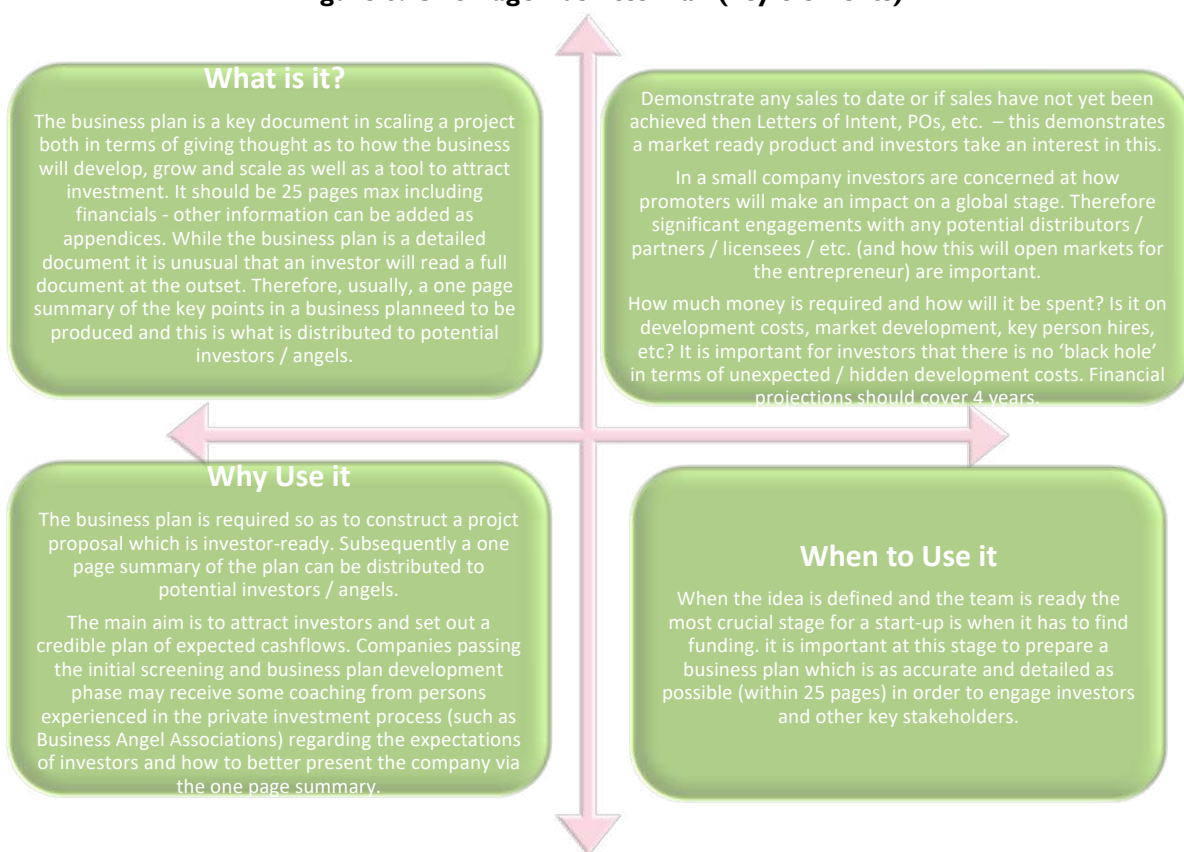
Figure 9: One Page Business Plan (draft sample)

<div style="border:1px solid">

INVESTMENT PROPOSAL
All information herein is confidential and intended only for registered Investors

</div>

Requirement:
AN Other Company, based in Milan, is seeking funding of €150k from equity investors which will be matched by €100k approved preference share financing from government / EU grants. The company is approved by the revenue office for tax compliance. The investment will be used to develop the marketing and commercialisation strategy of the company over the next 12 months.

What AN Other Company does?
AN Other Company provides a XXXXXX and XXXXXX Software solution, focusing on advanced patient monitoring systems delivering a range of key metrics / measurements plus Paperless Records….. The solution delivers measurable improvements and reduces costs associated with patient observation and management including: XX% average time saving by staff when performing patient observations and reporting/reviewing patient history; up to XX% reduction of measurement and recording errors. It is flexible to use: one patient or multiple patients – one ward or the entire site, standalone system or highly integrated with existing investments.

Present Position:
AN Other Company product trials and test procedures have been undertaken in companies, including international companies, based in Italy (AN Other, AN Other, AN Other, AN Other). Strong expressions of interest have been received during 2019 from international software resellers to supply the companies product to their major clients based in Ireland, the US, Europe and etc……..

Sales and Marketing:
Product Sales are scheduled to commence during Q1 2020. In the short term AN Other Company will utilise decision maker contacts within partner organisations (e.g. AN Other, AN Other, AN Other, AN Other) as well as strategic market partner and reseller channels (e.g. AN Other, AN Other, AN Other, AN Other) to achieve sales. They will also increase their direct sales force to target SMEs in Italy and the EU using web and digital marketing support.
Competitors include AN Other, AN Other, AN Other, AN Other.

The Opportunity:
According to PwC, the EU market for Patient XXXXXX and XXXXXX Software solution is worth €18.5 billion, while waste and health management inefficiency issues cost Italian businesses €33 billion per annum (Italian Centre for xxxxx). Based on extensive research to date, the promoters have identified that hospitals are not delivering full value for their Human Capital investment with no ground breaking solutions to this problem for more than 20 years. AN Other Company provides the solution, delivering cost effective, long term improvements in the area of XXXXX and XXXXXXX.

Financial Summary

Summary	2020	2021	2022	2023
Total Revenue	€200,000	€500,000	€1,200,000	€2,500,000
Gross Margin%	60%	40%	40%	50%
Net Profit (post tax)	€(60,000)	€(20,000)	€600,000	€1,500,000
Net Profit Margin	-30%	-%	%	%
Employees	8	10	12	14

Company: AN Other Company

Ref: BMWXXX

Stage of Dev.: Start-Up

Investment Required: €250K

Sector: Logistics / Software

Skills sought: Strategic and Market Dev.

Revenues:
2020: €200,000
2021: €500,000
2022: €1,200,000
2023: €2,500,000

Document created: April 2014

Management & Shareholding:

AN Other – CEO (Product Dev & Sales) – Previous experience includes
....
....
....
....
....

AN Other – CFO (Finance, Project Management, Statistics) – He has had roles as
....
....
....
....
....
....

AN Other – CTO (Software platform architect)

The detail above is based on information supplied by the company The Halo Business Angels Network recommends that before entering into a transaction involving the acquisition or subscription for shares, investors obtain the advice of a person authorised under the Investment Intermediaries Act 1995 who specialises in advising on investments of this type and obtain appropriate due diligence, taxation and legal advice.

Once your business is up and running, you need to be able to quickly and accurately assess how your business is doing and determine actions that need to be undertaken.

You can do this by regularly reviewing the financial section of the business plan developed earlier and 'plug in' actual figures against those previously projected. Alternatively, you can set up a system of regular (ideally monthly) Management Accounts, which, ideally, will initially be prepared with professional assistance.

Management accounts help to ensure the sustainability of the business by pointing out problem areas as well as opportunities which allow entrepreneurs to take remedial action or avail of opportunities. To further assist with this, businesses need to look at how to run and manage their businesses sustainably. There are many organisations who can support this activity with one example being Fifty Shades Greener, which have a variety of courses which can help businesses reduce use of energy and water and reduce waste.

Finally in this Module, some businesses may be set up to deal with a problem or an opportunity which is not being addressed by either government or other businesses. Such businesses are Social Enterprises and make up part of the Social Economy. While they are not purely commercially or profit oriented, they must also be established on a sound business footing in order to be successful, and the approaches outlined above apply for such businesses. Aligned to this approach is the need for all businesses to act sustainably, ethically and with regard to consideration of Circular Economy practices. This can have positive impacts for both the business and society at large. The Digi2Market Project, supported by the Interreg Northern Periphery and Arctic Programme 2014-2020 provides a Green Business Model Framework which is available for download.

Finally, it is useful to know that there are specific funding sources for Social Enterprises. Such funds include Social Finance and Impact Funds such as those associated with the EVPA (European Venture Philantrophy Association).

LEARNING ACTIVITY 2.3
Sustainability:
Can you create a Business Model Canvas for your tourism, culture, heritage business?

USEFUL LINKS

TOPIC 1: <u>ENTRAPRENEURSHIP</u>	TED Talk: Majora Carter: 3 stories of local eco-entrepreneurship As the title of this talk implies, Majora Carter deals with the environmental role that local entrepreneurs play. The arrival of green energy is fast outstripping the costs associated with energy derived from burning fossil fuels. Carter suggests that responsible entrepreneurship should take the environment into consideration and adopt the necessary protective initiatives. She explains this in three touching and impactful stories. https://www.entrepreneur.com/article/296116
<u>TED Talk: Philip Evans: How data will transform business.</u>	It is no use arguing or denying it — technology and data analysis are the next big things in business. In this talk, Philip Evans addresses the shifting nature of strategy and its relationship with technology. These changes and the uncertainties that come with them are threats to the stability of the current models of business strategy. https://www.entrepreneur.com/article/296116
TOPIC 2: <u>INTRAPRENEURSHIP</u>	The Myth of the Intrapreneur Brief articles on Intrapreneurship from the Harvard Business Review (HBR) online. https://hbr.org/2018/06/the-myth-of-the-intrapreneur https://hbr.org/2014/07/act-like-an-entrepreneur-inside-your-organization https://hbr.org/2013/09/recognize_intrapreneurs
TOPIC 3: CRITICAL THINKING	Critical Thinking See the video on Critical Thinking: https://www.ted.com/talks/johnny_lee_demos_wii_remote_hacks?language=en Read the following article on how simple things can influence your thought process: http://www.abc.net.au/science/articles/2012/09/11/3587076.htm
TOPIC 4: LEAN (START-UP) PRODUCTION	Lean (Start-up) Production The Eric Ries video on Lean Start-up helps viewers to understand the notion and method of lean start-up https://www.youtube.com/watch?v=J4rOdxoCnwY while the HBR article "Why the Lean Startup Changes Everything," https://hbr.org/2013/05/why-the-lean-start-up-changes-everything provides further reading material A related, visual guide to design thinking, focused on image-related issues, is available at: http://asimetrica.org/wp-content/uploads/2014/06/design-thinking.pdf
TOPIC 5: BUSINESS PLANNING INCLUDING FUNDRAISING, FINANCIAL MANAGEMENT AND SUSTAINABILITY	• Complete a Business Plan using the prompts provided on P17 and 18 • Complete a Financial Plan / Projections using the template provided need to link to excel. • Create a One-page Business Plan Summary using the template provided on page 23 • Complete a PPT Slide Deck for your business using the points provided on P21

BEST PRACTICES

2.1. Entrepreneurship pathways to a Sustainable Society in rural areas
- Fáilte Ireland Case Study on Glen Keen Farm – highlighting the importance of ongoing research – see this Fáilte Ireland case study here
- Fáilte Irelands Draft Clew Bay Destination and Experience Development Plan researches the tourism market opportunity around Clew Bay in the West of Ireland. Some key aims and objectives are:
  - Improve the overall economy of communities through strengthening individual businesses, creating new entrepreneurial opportunities,
  - Support community values and aspirations, and strengthen community appreciation of local culture and intangible heritage;
  - Support sense of place enhancement;
  - Promote collaboration and partnership,
  - Protect the natural heritage and special environmental character of the region.
  - Protect and celebrate the region's cultural heritage.

2.2. Igniting Tourism Entrepreneurship amongst Women and Young Adults in Rural Areas
- Outline of a creative thinking and idea generation process by the CBI, the Centre for the Promotion of Imports from developing countries, based in the Netherlands. See information on the process here.

2.3. Entrepreneurship amongst Women and Young Adults: a way to tackle unemployment
- Use of the Canvas Business Model by the RURITAGE project in developing solutions for Cultural and Natural Heritage projects. A report on the use of the Canvas Business Model is available on the RURITAGE website here.

SUMMARY OF KEY POINTS

- Sustainability is about being able to manage a business successfully on an ongoing basis.
- Entrepreneurship - The process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence.
- Business Planning - how a business defines its objectives and how it is to go about achieving its goals. A business plan lays out a written roadmap for the firm from marketing, financial, and operational standpoints. It can be used to attract investment before a company has established a proven track record as well as keeping themselves on target going forward.
- Innovation - involves the conversion of new knowledge into a new product, process or service and putting this product, process or service into actual use, for a monetary return.
- Financial Management means planning, organizing, directing and controlling the financial activities of the enterprise.
- Intergenerational learning - occurs when intergenerational projects or activities are purposefully planned to include one, or several, learning aims and outcomes across the generations, i.e. both sides learning from or with each other, to gain skills, values and knowledge.
- Critical thinking - thinking about any subject, content or problem in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them
- Idea Generation – helps to create new products and services, enhance work processes, improve and change business and sales / marketing activities, etc.
- Lean Start-up / Production - launching a "functional prototype" of a product or service, quickly and effectively, in order to save time… and money.

SELF-ASSESSMENT QUESTIONS

U.2.1 Intergenerational learning pathways to a Sustainable Society in rural areas

Question 1: Note three potential pathways to entrepreneurship as outlined in Section 2.1.

Please, mark the true answer(s).

Answer 1	Research existing tourism / culture / heritage businesses and networks in a region to identify gaps in the market
Answer 2	Identify, validate and create a new tourism / culture / heritage which builds on a personal interest or skill
Answer 3	Take over an existing tourism / culture / heritage business
Correct answer(s):	All

Question 2: What primary research methods can you use to research a business opportunity?

Please, mark the true answer(s).

Answer 1	Structured / unstructured interviews
Answer 2	Depth surveys / interviews
Answer 3	Focus groups, Questionnaires (closed or open-ended, quantitative or qualitative)
Answer 4	Observation
Correct answer(s):	All

Question 3: Note three points to consider when developing a research plan.

Please, mark the true answer(s).

Answer 1	Have a clear objective in terms of the research information required
Answer 2	How will you secure that information (structured or unstructured interviews, depth interviews, focus groups, questionnaires (closed or open-ended, quantitative or qualitative), focus groups, observation, etc.)?
Answer 3	How will you analyse the data captured and use it to support decision making?
Correct answer(s):	All

U.2.2 Igniting Tourism Entrepreneurship amongst Women and Young Adults in Rural Areas

Question 4: Why is planning important for entrepreneurs?

Please, mark the true answer(s).

Answer 1	It helps keep concentrated on goals
Answer 2	Keeps finances on track
Answer 3	It tells us how much profit we will make.
Answer 4	It tells us about what we should avoid
Answer 5	It helps keep track of progress
Correct answer(s):	1,2, 5

Question 5: Intrapreneurship is a way of bringing innovation from outside of the organization into the organization. True or False?	
Please, mark the true answer(s).	
Answer 1	True
Answer 2	False
Correct answer(s):	1

Question 6: How many potential barriers to innovation can you identify / name?	
Please, mark the true answer(s).	
Answer 1	lack of consultative management style/structure
Answer 2	lack of suitably qualified personnel
Answer 3	lack of finance (internal, external and within partnerships)
Answer 4	high costs of innovation (particularly IP)
Answer 5	lack of adequate ICT infrastructure and information on technology
Answer 6	lack of suitable partnership / alliance opportunities
Answer 7	fear of possible exploitation by partners, dominant competitors
Answer 8	lack of information on market requirements and opportunities
Correct answer(s):	All

U.2.3 Entrepreneurship amongst Women and Young Adults: a way to tackle unemployment

Question 7: What are the potential risks for my rural tourism / cultural / heritage business??	
Please, mark the true answer(s).	
	There are a lot…
Answer 1	The impact of smaller than expected sales figures on ability to pay staff, repay loans, buy materials, market and grow sales, etc., etc.
Answer 2	Can you attract a sufficient number of visitors to your business and can you extract the maximum revenue from them when they do come?
Answer 3	Can your customers access your offering easily by road, rail, air, or sea?
Answer 4	The impact of greater than expected sales figures – can you effectively manage growth, hire the right people, get the right financial structures in place, bring in new capital equipment?
Answer 5	The impact of delays in securing sources of funding
Answer 6	Can you secure the necessary staff to deliver your service / product offering?
Answer 7	Have you skilled people in key management / implementation roles?
Answer 8	Regulatory / legislative issues
Answer 9	Social issues (e.g. Covid-19)
Answer 10	Is there other competition / alternative offerings to your service / product (either currently or potentially in the future)?
Answer 11	Can you create synergies / linkages with other businesses in the region or can you implement a referral system to generate more revenue opportunities?

Answer 12	Can you address challenges posed by seasonality?
Correct answer(s):	All

Question 8: List the main elements of a Business Plan

Please, mark the true answer(s).	
Answer 1	Introduction to the Business / Background
Answer 2	Market Analysis - The Opportunity
Answer 3	Competitive Analysis
Answer 4	Strategy
Answer 5	Project Description / Offering
Answer 6	Social impacts and sustainability (if relevant)
Answer 7	Marketing and Sales
Answer 8	Operations / Technical Elements
Answer 9	Team
Correct answer(s):	All

Question 9: What possible Sources of Funds are appropriate for a Start-Up Business?

Please, mark the true answer(s).	
Answer 1	Promoter's own funds
Answer 2	Tax breaks for promoters
Answer 3	Friends, Family, Fools
Answer 4	Competitions
Answer 5	Accelerator programmes
Answer 6	Grant aid
Answer 7	Private/angel investors,
Answer 8	Crowdfunding
Answer 9	Bank loans (mortgages)
Answer 10	Other Loans
Answer 11	Impact funds (for social businesses) etc.)
Correct answer(s):	All

INSIDE-T

Mechanisms of knowledge transfer and sharing between and within generations
MODULE III

DOCUMENT TITLE

**MODULE III
MECHANISMS OF KNOWLEDGE TRANSFER
AND SHARING BETWEEN AND WITHIN
GENERATIONS**

PROJECT TITLE

Intergenerational Learning as a tool to sustainable tourism in low density territories - Rural areas

PROJECT ACRONYM

Inside-T

PROJECT NUMBER

2019-1-PT01-KA202-061451

OUTPUT TYPE

Module content

DATE OF DELIVERY

2021

AUTHOR

Aivar Ruukel

EDITOR

Karuskose OÜ, Estonia

**RELATED INTELECTUAL
OUTPUT**

IO3

AVAILABILITY OF OUTPUT

Public Document

Inside-T

TABLE OF CONTENTS

KEYWORDS

- Knowledge sharing
- Knowledge transfer
- Storytelling
- Networking
- Collaborative tourism routes

LEARNING OBJETIVES	METHODS	TIME SCHEDULE
As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes: **Knowledge:** 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; **Skills:** improved ability to use and implement efficient mechanisms of knowledge transfer and sharing between and within generations; **Competences:** 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	Self-directed learning by reading and studying the course content and the complementary resources provided in the materials. Collaborative team work on the learning management system. Self-assessment, collaborative resource-mapping and creative lab e-tools, available on the e-learning platform.	Time needed to study the module (self-study): 5 hours Learning content (self-study): 3 hours Self-Assessment Questions: 15 minutes Online exercises: 1 hour and 45 minutes Additional time (depending on the trainees) is needed to complete the learning activities and review complementary sources and links.

INTRODUCTION

Intergenerational learning describes the way that people of all ages can learn together and from each other. Intergenerational learning is an important part of Lifelong Learning, where the generations work together to gain skills, values and knowledge. Beyond the transfer of knowledge, intergenerational learning fosters reciprocal learning relationships between different generations and helps to develop social capital and social cohesion in our ageing societies.

Module 3 of Inside-T Course is divided into three units, each of them dealing with a specific topic related to the mechanisms of knowledge sharing between and within generations in the context of sustainable development of tourism. First unit gives an introduction about mechanisms of knowledge transfer and dissemination of knowledge providing inputs to problem solving. In the second unit you will learn about strategies of personalization and codification as well as the art to empower storytelling; Third unit is dealing with networking at the local, regional, national, European and international level and collaborative tourism routes, and how to become a successful tourism networker and collaborator.

CONTENT

3.1. Sharing and disseminating of knowledge providing inputs to problem solving

Intergenerational learning can help to create new tourism related business ideas, based on traditional activities at risk of disappearing due to population ageing, but which can be leveraged by new entrepreneurial projects supported one the one hand by authentic and genuine knowledge of seniors and new skills and competences for tourism management of the unemployed.

Intergenerational learning, including mentoring or experience sharing, allows the young and old to exchange knowledge and competencies. A lot of intergenerational learning happens informally in the community, in activities around libraries and museums, cultural, sports or other associations, religious institutions, etc. (Green Paper 2021).

E N I L – European Network for Intergenerational Learning definition: Intergenerational learning is a learning partnership based on reciprocity involving people of different ages where the generations work together to gain skills, values and knowledge. Activities are labelled as intergenerational learning when they fulfil three criteria: involve more than one generation, planned purpose and progressive, mutually beneficial learning which promotes greater understanding and respect between generations and, consequently, community cohesion.

Intergenerational learning is one way of addressing the significant demographic change we are experiencing across Europe and is as a way of enhancing intergenerational solidarity through intergenerational practice (IP). The aim of IP is to bring together people from different generations in purposeful, mutually beneficial activities, which promote greater understanding and respect between generations and contributes to building communities and neighbourhoods where people respect each other and are better connected. This creates fertile conditions for sustainable tourism development. IP is inclusive, building on the positive resources that both the younger and older generations have to offer each other and those around them.

The main difference between IGL and FL (family learning) is that IGL is not necessarily developed within the family. There are common components between the two forms of learning as both involve the transfer of skills or knowledge from one generation to another. However, family learning also does not necessarily involve reciprocity.

As the younger generations start taking over family tourism businesses, new strategic decisions can be made to address a common challenge facing this sector: preserving the entrepreneurial spirit of the founder while updating the company's processes, partners, technologies and products. These types of decisions can rejuvenate an organization so it can adapt to the business needs of today and compete head-on with its market rivals. (IE University 2018).

One of the means of survival in the market is innovation. However, family-owned business has a real purpose that serves as the foundation for most of its endeavors: family values. For better or worse, these values light the way for any organization, although many have had to put them aside as they were detrimental to the business or inhibited growth. Still, for successful companies, starting with the founding generation, these values have been the main asset, representing a historical legacy full of rich anecdotes and memories from everyone who helped to grow the business. Values such as: autonomy, innovation, risk management, productivity and courage. Drawing on these foundations, the current and future generations have had to promote this entrepreneurial spirit.

This rejuvenation process may involve some of the following steps:
- Provide training workshops for all members of the family on how to start a company and create a business plan, trusting that they will see the light in the future of the organization itself.
- Organize forums and internal debates to give way to innovative ideas, with a commitment to support the prevailing initiatives.
- Promote internal entrepreneurship programs, identifying potential family members who may stand out for their talent.
- Join tourism networks (local, regional, thematic, etc.).

Knowledge transfer, also called knowledge sharing, is the process where individuals mutually exchange their knowledge with others and jointly create new knowledge. Knowledge sharing has gradually been regarded as an important factor that stimulates the innovation and development of the tourism industry as well as promotes the service level of hospitality. Sharing knowledge also is an individual's behaviour in disseminating his or her knowledge to another person. (Fong 2014).

Knowledge sharing was found to lead to knowledge creation, idea generation and problem solving. Much of the knowledge that has the greatest impact on an organisation requires workers to establish a deeper connection with each other to better understand the knowledge giver's thoughts and cognitions. This means that individuals mutually exchange their knowledge and jointly create new knowledge.

Local communities who share their knowledge will help to enhance tourist experience.
In addition, effective knowledge sharing will contribute to successful tourism development. Therefore, an individual or organization which is capable of transferring knowledge successfully to others will achieve great performances (Fong 2014).

A typical knowledge transfer scenario has associated component parts, (source, mechanism and recipient), all of which are influenced from multiple interpretations and views, and it is clear that before knowledge is transferred, evaluation of a responsive mechanism is a complex endeavor. The two patterns of knowledge sharing mechanism are peer sharing and master-prentice succession. Knowledge sharing is the process that experience, information, skills and expertise are exchanged, shared and transferred among organization members.

Learning activity 3.1
Do you use the knowledge of older generations and the identity of the place in your tourism offer? If yes, explain how you are doing it.
If not, indicate the main challenges.
Think of the creating new business ideas, based on traditional activities, supported by authentic and genuine knowledge of seniors and competences of the unemployed.

3.2. Personalization, codification and the art to empower storytelling

Mechanisms needed to move useful knowledge around in a meaningful and purposeful way is a clear extension of an encompassing framework of process or practice, combined with decision-making processes. The transfer of knowledge usually involves either codification or personalization or a fusion of the two extremes (Fascia 2017).

There are two basic strategies for knowledge management: The **codification** and the **personalization**. A tourism business can use one of those, or a combination of two in the way that fits them best.

The goal of codification is the re-use of knowledge. The underlying idea is to extract the knowledge from people and store it somehow. This approach is especially used by process-driven companies, which focus on documentation. Here, employees are supposed to fill out forms and create reports about on-going work or intermediate results. The company's processes intend to codify the gained knowledge, to constantly build up a knowledge base with formalized content about specific tasks or problems. This knowledge base should then be accessed when similar problems occur in future projects. The target is to learn from the past and approach current problems in similar ways as in the past (similarity-based). Tourism business use this method customer relationship management (CRM) systems. Other examples of codification method include the training of new employees in the service skills in hotels, restaurants, tour guiding etc. Also collecting local legends and stories and making them available to "reuse" for guides and storytellers, tourism service providers.

The focus of personalization is on people and their direct communication among each other. Especially in companies that follow flat organizational structures, internal communication is important. Encouraging the employees to exchange ideas and experiences is the main principle here. Thus, the employees continuously build up and improve their social network within the company, which they utilize to localize desired knowledge or experts in the case of need (goal-oriented).

A company, which is following a personalization strategy, typically tries to support creative and individual approaches to unique tasks. It faces only very special problems, embracing the difference of each project and customer in order to provide a specialized solution, where different levels and areas of expertise are important. Therefore, the knowledge management is more focused on connecting the employees (person to person). This is often supported by an open company culture that aids personal communication and provides circumstances to share knowledge (e.g., in form of meetings). Especially tacit knowledge plays an important role here.

The main advantages of the personalisation mechanisms can be seen as its ability to articulate non-codifiable knowledge and enhance in-depth understanding of previously codified knowledge.

Storytelling is a powerful communication tool. The wisdom of the ages has been preserved because it was handed down the generations through myths, legends, fables, and parables. If it can survive thousands of years, then imagine what it can, right now, do for your tourism business.

Neurologically we're wired for narratives; it's how our brains work. Stories connect people to each other because of the resonance they create – we identify with stories and think "yes, that sounds like me too" (Taylor 2014).

Whos and what kind of stories can we tell?
No organization can be summarized in a single story. In an interview with the Bridgespan Group, nonprofit-storytelling guru Andy Goodman talks about an organization's "sacred bundle" of stories:
• The nature-of-our-challenge story illuminates the people behind the problem that you are trying to address.
• The creation story, generally for audiences who already care about your issue, shares who started your organization and why and when.
• The emblematic-success story affirms that your organization is doing unique good in the world.
• The values story illustrates your organization's core values and how it lives them.
• The striving-to-improve story helps create a culture of empathy and growth within an organization by reflecting on mistakes and what was learned from them.
• The where-we-are-going story answers the question If your organization does its job, what will we see in 5 to 10 years?

Any number of people can tell these stories. Oftentimes, it's a staff member or someone directly affected by the issue. But your protagonist might be an activist, a neighborhood person, the mother of a client, a board member. By opening up the range of possible protagonists, you expand your notion of who is or can be involved in your cause (VanDeCarr 2015).

There is no single formula for a good story, but there are elements that many a good story has: There are people in it, the people want something, they face some difficulties, they decide what to do, they undergo a change, and there is an ending.

That's it. A shorter way of putting this is that a person or people undergo a struggle that has an outcome.

There are five key areas where storytelling can work well to enhance the success of your business communications:

1 Every brand needs a lapel-grabbing narrative
There is a hunger for real stories that has been fueled by a decade of news coverage showing that all is not what it seems. There is a dearth of trust between consumers and the corporate enterprises that sell to them. To close that trust gap businesses need to tell the real stories behind their brands. Authentic brand stories not only need to tell the truth they must also adhere to the spirit of the truth. Consumers are inspired to hear stories such as the company's passion for their brands, their concern for consumers' wellbeing, their sustainability and social responsibility initiatives.

2 Effective teams comprise individuals with integrated stories
Teams are made up of individuals each with their unique set of stories. The art of storytelling can be used to identify sources of discontent and then to create a new empowering team story that aligns people. That in turn builds the energy, motivation and determination that ultimately fuels success.

3 Company culture reflects the harvest of stories on its grapevine
Large scale mergers, de-mergers or other changes to business structures are commonplace. When these occur it isn't enough simply to integrate business systems – people also need to be integrated. We are storytelling creatures and everyone has a story about every situation that they are in.

People's stories are windows into their belief systems. In any organisation there are as many stories about what's going on as there are people. When there is an aligned culture within the organisation the stories that people inside the organisation believe and tell are coherent and that creates a powerful synergy to catapult the business forward.

4 Storytelling is the torch that illuminates a leader's vision
Studies have shown that a well-told story, with a traditional narrative arc, takes people on a journey, stimulates their emotions, causes the release of neurotransmitters in their brain and makes it more likely that they will take action. The story or stories that are told might be true personal stories, anecdotes from industry or markets, traditional myths or legends that extol the message, or a myth that you craft yourself to engage and stimulate your audience.

5 Personal stories resonate universally
The most powerful use of storytelling by far is to tell a personal tale with a moral or a learning that communicates your message. The phenomenal popularity of the brand TED is a testament to the power of personal storytelling to spread ideas. The more personal a story you tell the more it is likely to resonate universally. That's because our personal stories usually tap into fundamental life themes. So, while you might balk at the idea of sharing a story from your personal life it may enable you to connect with your audience and communicate in a deep and memorable way. Every business problem has at its heart a communication conundrum. Well used, storytelling is mind-bogglingly powerful at bringing clarity to every area of business communications whether they are customer-facing, such as in branding and corporate communications, or internal such as in leadership, cultural change, team dynamics and innovation.

Learning activity 3.2
Do you use storytelling about sustainability in your tourism business?
If yes, explain how you are doing it.
If not, indicate the main challenges.
Think of the five key areas (above) where storytelling can help your business communications.

3.3. Networking and collaborative tourism routes

Networking can be defined as those activities in which MSE owners build and manage personal relationships with individuals and organisations in their environment. Networks are patterns of relationships between different organisations, enterprises and even their competitors. In general, a variety of interactions happen on a daily basis, such as cooperation with the customers, suppliers and competitors.

General advantages of networking:
- Networking is great for sharing ideas and knowledge.
- You can identify business best practices or industry benchmarks. Learning from what others do is a valuable strategy for all businesses.
- It's natural that networking will result in opportunities. Using the contacts you make when you meet people can open doors for business opportunities.
- Being visible and getting noticed is a big benefit of networking. Attending networking events raises your personal profile and can help keep you front and center in the minds of the right people.
- You can often find solutions to your own business problems or needs by networking.
- You can keep up with the trends in your industry and the target market conditions which is important in an ever-changing business climate.

What does it take to be a successful networker and collaborator? Relationships not only need to be built, but also need to be maintained to be effective. An initial meeting and the starting point of the relationship is far from being its ending. Managing groups and networks is extremely important as it enhances network performance. Sharing beliefs and values within the collaborators and management is necessary for success, and maintaining solidarity within the group is an important basis and an outcome for a successful network strategy and coherence between the members of the tourism MSEs network.

There are tourism networks at local, regional, national, European and International level. One example of local networks are tourism destinations. Tourism destinations might be seen as networks of connected private and public organizations, which can be considered stakeholders of the destinations. Because the tourist perceives the destination as an integrated entity, managing a tourist destination is a very complex task.

Another example is cluster partnership. Cluster is a geographically concentrated cooperation between enterprises which includes all the companies and institutions that are capable of raising the added value created in the value chain. Considering its actual form the tourism cluster is a voluntary cooperation of enterprises and organisations belonging to a certain production vertical, created in order to achieve common goals.

The Enterprise Europe Network is a key initiative of the European Commission that helps small companies make the most of business opportunities in the EU. The Tourism and Cultural Heritage Sector Group is a sector group who organise brokerage events to help businesses reach technology transfer or cooperation agreements with other companies in their sector.

The EDEN network consists of the winners and runners-up of the EDEN European Destinations of Excellence awards. The network is a platform for exchanging good practice in sustainable tourism on a European level and for promoting contact between award-winning destinations.

The network aims to encourage other destinations to adopt sustainable tourism development models. With more than 350 EDEN destinations from 27 European countries as members to date, the EDEN network is the world's biggest network in the field of sustainable tourism.

The European Cultural Tourism Network (ECTN) is a network for Cultural Tourism Development and promotion. ECTN Members are destinations, authorities, NGOs and research institutes. ECTN aims to achieve a high level of collaboration between members in the field of cultural tourism and to establish a close cooperation with the institutions of the European Union and other international organizations, networks and public institutions worldwide.

The OECD Tourism Committee analyses and monitors policies and structural changes affecting the development of domestic and international tourism. The Committee provides policy-makers with concrete analysis of key challenges and policy responses that will shape tourism in the years to come. The Committee actively promotes an integrated, whole-of-government approach linking tourism to policies such as economy, investment, transport, trade, inclusive growth, employment, innovation, green growth, local development MSEs and entrepreneurship.

In several parts of the world, the concept of rural trails or heritage routes has been used, particularly in the context of promoting rural tourism. Routes seem to be a particularly good opportunity for the development of less mature areas with high cultural resources that appeal to special interest tourists, who often, not only stay longer but also spend more to pursue their particular interest. Routes appeal to a great variety of users such as overnight visitors that visit the route as part of a special interest holiday, or day visitors that frequent the route (or part of it) on excursions. The essential concept of route tourism is simple, namely that of linking together a series of tourism attractions in order to promote local tourism by encouraging visitors to travel from one location to another.

The development of tourism routes offers opportunities for the formation of local development partnerships. Some of the best and most successful examples of such 'rural routes' are the development of wine or food circuits, which have been widely researched in Europe, North America and Australasia.

Seven steps for successful tourism route development

Step 1: The route must be grounded in solid market research that identifies key target markets and their needs – this must be done on an ongoing basis to be responsive to trends and shifts in markets.

Step 2: An audit should be done on the tourism products in the area including all natural and cultural assets. It may be valuable to determine criteria to be included as part of the route to ensure consistency of quality in the travel experience.

Step 3: Scrutinise the assets to determine the unique selling features of the area and then develop a macro level strategic plan to consolidate tourism planning for the area.

Step 4: Determine the size of the membership base for suppliers on the route – the buy-in of these members is critical to the success of the route for they are the ultimate delivery agents of the experience. It is important to ensure the product mix is diverse and does not over-represent any of the sectors (i.e. accommodations) as visitors will expect that all aspects of their experience will be available.

Step 5: Members should establish a clear brand identity for the route and then market this according to the targets identified.

Step 6: Members should decide upon what sort of governance and operational structure they need to ensure that the route is maintained.

Step 7: Members should think long term about the finances required to make the route a success in the minds of visitors. The author suggests that many routes start small and can take 20-30 years to mature and deliver substantial economic benefits and therefore realistic goals should be set for return on investment.

Learning activity 3.3
Identify the most important networks that you are part of, locally, nationally, internationally. Explain the relevance and benefit to your business.

USEFUL LINKS

European Network for Intergenerational Learning	https://eaea.org/our-work/pro jects/enil-european-network-f or-intergenerational-learning/
The European Map of Intergenerational Learning (EMIL) is a collaborative network of members working together to support intergenerational learning taking place across Europe.	http://www.emil-network.eu/
Storytelling and Social Change: A Strategy Guide, by Paul VanDeCarr for Working Narratives.	https://workingnarratives.org/resources/publications/
Tourism2030 is an independent portal which brings together the global community of people and organisations working for making tourism more sustainable.	https://destinet.eu/
The One Planet Sustainable Tourism Programme is a multi-stakeholder partnership that promotes knowledge sharing and networking opportunities to better implement sustainable consumption and production in the tourism sector.	www.oneplanetnetwork.org/sustainable-tourism

BEST PRACTICES

3.1 Sharing and disseminating of knowledge providing inputs to problem solving
- Family run guesthouse with organic garden, where three generations are working together, sharing the knowledge between generations http://www.klaaramanni.ee/
- Horseriding farm and guesthouse, where traditional horse activities and land use, at risk of disappearing are kept alive https://www.tihuse.ee/en/
- Woodcraft traditions and skills of older generations are kept alive in the visitor and woodwork center https://puiduait.ee/en/avinurme-puit/

3.2 Personalization, codification and the art to empower storytelling
- Tourist guide association of Pärnu collecting, codifing and storing the legends and stories for reuse by certified tourist guides https://visitparnu.com/en/guides/
- Respondeco.travel explains about storytelling of sustainability aspects. What, when, where, how, why should tourism businesses communicate about sustainability and responsibility issues? https://www.youtube.com/c/Responsibletourismcommunication/videos
- Wildsweden clearly tells the sustainability story of their business https://www.wildsweden.com/about-us/our-mission

3.3 Networking and collaborative tourism routes
- Kihnu island collaboration in several regional, national and international networks, including UNESCO heritage https://visitkihnu.ee/
- The Forest Trail leads through the most forested lands and national parks of Lithuania, Latvia and Estonia. https://baltictrails.eu/en/forest

SUMMARY OF KEY POINTS

- Knowledge sharing between and within generations is important for sustainable tourism development in rural areas
- Intergenerational learning is one way of addressing the significant demographic change we are experiencing across Europe and is as a way of enhancing intergenerational solidarity through intergenerational practice
- Local communities who share their knowledge will help to enhance tourist experience.
- There are two basic strategies for knowledge management: the codification and the personalization. An organization has to follow one of those, or a combo that that fits them best.
- Storytelling is a powerful tool for sustainable tourism development
- The development of tourism routes offers opportunities for the formation of local development partnerships for sustainable tourism in low density areas.

INTEGRATIVE LEARNING ACTIVITY FOR MODULE 3

Systematize the reflections you made while engaging with the module materials. Outline the aspects, which need to be considered for your enterprise to improve its sustainability performance.

Indicative structure:

1. General awareness of how intergenerational learning and knowledge transfer can support sustainable tourism development in low density areas;
2. Identification of local knowledge and values for creating new business ideas, based on traditional activities at risk of disappearing due to population ageing, but which can be leveraged by new entrepreneurial projects supported one the one hand by authentic and genuine knowledge of seniors and new skills and competences for tourism management of the unemployed;
3. Strengths of your company and challenges in using traditional knowledge for design of tourism offer;
4. Identifying and employing the right combination of knowledge management strategies: personalization and codification;
5. Challenges in using storytelling for sustainable tourism development;
6. Identifying the relevant tourism networks at local, national, international levels, and collaborative tourism routes.

SELF-ASSESSMENT QUESTIONS

Question 1: Intergenerational learning...	
Please, mark the true answer(s).	
Answer 1	is a way people of all ages can learn from each other
Answer 2	is a synonym with family learning
Answer 3	helps to develop social capital in society
Answer 4	allows the young and old to exchange knowledge
Answer 5	often happens informally in the community
Correct answer(s):	1, 3, 4, 5
Question 2: ENIL criteria for IGL...	
Please, mark the true answer(s).	
Answer 1	involve more than one generation
Answer 2	promote greater understanding between generations
Answer 3	promote respect between generations
Answer 4	involve mutually beneficial learning
Answer 5	promote community cohesion
Correct answer(s):	All
Question 3: Intergenerational practice...	
Please, mark the true answer(s).	
Answer 1	builds on the positive resources of younger and older
Answer 2	aims to bring people together to contribute to building more cohesive communities
Answer 3	is a knowledge management strategy
Answer 4	is a tool for marketing
Answer 5	aims to bring people together to promote respect between generations
Correct answer(s):	1, 2, 5
Question 4: Codification...	
Please, mark the true answer(s).	
Answer 1	is part of the knowledge transfer
Answer 2	is a knowledge management strategy
Answer 3	can not be used in combination with personalisation
Answer 4	focuses on extracting knowledge and storing it somehow

Answer 5	focuses on people and their direct communication among each other
Correct answer(s):	1, 2, 4

Question 5: Personalisation...

Please, mark the true answer(s).	
Answer 1	focuses on extracting knowledge and storing it somehow
Answer 2	is a knowledge management strategy
Answer 3	on people and their direct communication among each other
Answer 4	is part of the knowledge transfer
Answer 5	can not be used in combination with codification
Correct answer(s):	2, 3, 4

Question 6: Storytelling...

Please, mark the true answer(s).	
Answer 1	describes the social and cultural activity of sharing stories
Answer 2	is sharing stories for instilling moral values
Answer 3	is sharing stories for entertainment and education
Answer 4	is a tool for communication
Answer 5	is a tool for marketing
Correct answer(s):	All

Question 7: Networking...

Please, mark the true answer(s).	
Answer 1	is one technique of collaborative management
Answer 2	is an activity to manage relationships
Answer 3	is not good for knowledge sharing
Answer 4	is good for keeping up with tourism trends
Answer 5	does not help to be more visible on the market
Correct answer(s):	1, 2, 4

Question 8: Tourism networks...

Please, mark the true answer(s).	
Answer 1	are local tourist destinations and cluster partnerships
Answer 2	can be local, national or international
Answer 3	generate market knowledge, promote tourism education
Answer 4	is a synonym with tourism clusters

Answer 5	are patterns of relationships between tourism businesses
Correct answer(s):	1, 2, 3, 5
Question 9: Tourism routes...	
Please, mark the true answer(s).	
Answer 1	are linking together a series of tourism attractions
Answer 2	are patterns of relationships between tourism businesses
Answer 3	encourage visitors to travel from one place to another
Answer 4	can be local, national or international
Answer 5	are linking together a series of tourism destinations
Correct answer(s):	1, 3, 4, 5

INSIDE-T

Sharing and Discussing Best Practices Documentaries
MODULE IV

DOCUMENT TITLE	**MODULE IV** **SHARING AND DISCUSSING BEST** **PRACTICES DOCUMENTARIES**
PROJECT TITLE	Intergenerational Learning as a tool to sustainable tourism in low density territories - Rural areas
PROJECT ACRONYM	Inside-T
PROJECT NUMBER	2019-1-PT01-KA202-061451
OUTPUT TYPE	Module content
DATE OF DELIVERY	2021
AUTHOR	Kaisa Horelli, Eduardo Amaro
EDITOR	Maria Helena Antunes, AidLearn
RELATED INTELECTUAL OUTPUT	IO3
AVAILABILITY OF OUTPUT	Public Document

TABLE OF CONTENTS

KEYWORDS

- Documentary
- Rural tourism
- Community support
- Co-operation
- Life stories
- Intergenerational learning
- Best practices

LEARNING OBJECTIVES	METHODS	TIME SCHEDULE
As a result of engaging with the materials in this module and screening the selected best practices documentaries (BPD), learners are intended to achieve the following learning outcomes: **Knowledge:** learn what a best practice and sharing mechanism are in the context of a sustainable tourism business; what are the main mechanisms of knowledge transfer and sharing between and within generations; **Skills:** 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; **Competencies:** adapt the mechanisms of best practices sharing between and within generations on specific conditions related to sustainable tourism projects in low-density areas	Self-directed learning by reading and studying the course content and the complementary resources provided in the materials. Collaborative team work on the learning management system. Peer and mentoring support on the platform (open forum).	Time necessary for the module: 5 hours Learning content (self-study): 3 hours Self-assessment questions: 15 minutes Learning activities: 1 hour 45 minutes

INTRODUCTION

The main learning material on this Module is based on inspiring short documentaries, showcasing how entrepreneurs have started their journey in rural areas. These documentaries, produced by the Inside-T partners, portray eight rural entrepreneurs in four European countries: Estonia, Portugal, Romania and Ireland.

The documentaries highlight the relevance of intergenerational learning, cultural heritage preservation, sustainability and community support in the start-up and maintenances of the business.

The module offers a practical take on the implementation of business ideas from a diverse range of tourist companies in rural areas, from a spa, pensions and charming inns, a sheep farm, a craft business to the artisanal production of canoes or of aromatic and wild herbs, breaking down rural stereotypes and presenting inspiring life stories. Each unit proposes screening two documentaries in more detail.

Later in this module, further info is available for: 1) access the eight Inside-T documentaries made, under the heading "Useful Links" and 2) learn more about the analysed business, per unit, under the heading "Best Practices".

CONTENT

4.1: Motivations and challenges in starting a business at rural area

Metsikud Maisted – Wild tastes
Janek Kõvask
Estonia
Please screen this documentary at
https://www.youtube.com/watch?v=smyt-IF_Ijw&t=6s&ab_channel=Inside-TProject

Janek and his wife have been running their business of selling wild or semi wild lants-based foods for five years now in Estonia. Consuming these wild herbs is considered very local and ecological, and the culinary traditions come from previous generations, especially during the second world war when many food items, such as coffee, were rare and their use was regulated.

Janek started his path towards being a young entrepreneur by attending a course where he got to know how to utilize wild and semi wild plants for food. He got to try a local product, dandelion coffee, and got curious where he could purchase it from. At the time there were no sellers for it, and since he and his friends had really liked the taste of the coffee, he started to notice a business opportunity in manufacturing this product. Mentor Mercedes Merimaa helped Janek throughout the way, not only with launching the products but also with helping him create a network and introduce the products to people. Janek also took part in competitions, where the cookies he had created from local ingredients gained some popularity and media coverage, which increased the demand for it. The company distributes their products online and through resellers, and they also do pop up cafes at festivals and fairs.

Low population and small market size of rural areas can be a challenge, if there is a low demand for the product due to the lack of potential buyers. Exporting products outside the rural area is a way to combat this challenge, and for example Janek took part in various festivals and competition around Estonia to make people more familiar with the products. Janek has identified a trend of favoring local and experimental foods, as people from both rural and urban areas have started to appreciate local food and products more and more. Branding the products natural, traditional and local is very appealing for the target customer group and Janek's business overall is very tied to traditional rural values of finding new ways to use local plants and ingredients. When starting a new business, it is important to keep in mind the competition, and what are the qualities that will differentiate your business from others in the market. One of the challenges Janek faces is the high price point of the products, which might make consumers view the items more as gifts and luxury products, and less as part of their everyday lives. He mentions that the dandelion coffee at the moment costs five to six times more than a regular coffee, which might be too much for most consumers. However, he has been able to target a very particular niche market and differentiate the products from traditional mass-produced food items.

Glendowen Craft Shop and Studio
Ann McGonigle
Ireland
Please screen this documentary at
https://www.youtube.com/watch?v=77xl6N_FjI4&t=3s&ab_channel=Inside-TProject

Ann is a craftsman who owns her own shop in Clonmany, a village in Ireland. She first got interested in arts and crafts as a young girl watching her mother being creative with materials and doing different kinds of crafts projects at home. She had a passion from a very young age to do concrete work with her hands, which led her to open a shop that sells handmade products made by her and other craftsmen in the area. Ann has her own brand, Glendowen that celebrates Irish traditions and clothing traditions. The local Donegal tweed is often featured in the garments that she produces.

Entrepreneurs and their business are always shaped by their environment. Rural areas offer entrepreneurs a lot of opportunities, such as high quality of life and nature, traditions, cultures and cost efficiency (Saxena, 2012). Ann's mother inspired her to be open minded about the use of materials, and she aims to use local stones and wood in her clothing and accessories in order to create unique pieces. She also finds inspiration from surrounding nature and whenever possible incorporates it to the business by featuring it in the marketing material and in the products.

An entrepreneur at a rural area should take into consideration the area they are located in and how the area can facilitate or inhibit their specific business. The type of business and target market define whether the company can succeed in a specific area. For instance in Ann's case, Glendowen craft shop is located in a traditional Irish village with a steady tourism flow, which can be named as one of her target customer groups. In a small village it's also likely that there are only few competitors, if any, which creates an opportunity for the rural entrepreneurs to stand out and obtain a wide customer base.

With lower starting costs rural areas offer good opportunities for people to start a business and with time develop it further and see how successful the idea and business plan is. Ann tells in the documentary how she started her path towards entrepreneurship from a hobby, something that she genuinely liked to do, and then turned it into a lucrative business that supports the local economy.

In rural areas companies and entrepreneurs tend to know each other well, which facilitates cooperation. Ann explains how she has a tight network with other businesses in the area, such as hotels and restaurants that encourage tourists to visit Ann's store. Visitors appreciate being able to meet the person who makes the products and who is able to shed some light on the backstories of the products and traditions of the area. This kind of cooperation and contacts with other local businesses can be considered very valuable and beneficial for all parties.

LEARNING ACTIVITY 4.1
Ann and Janek's business path started from a free time interest. Do you have an interest or a hobby that you could transform into a business? What would you do similarly or differently compared to Janek and Ann when building up the business?

4.2 Self-biographical narratives and strategies for rural entrepreneurship

Lá em Cima – accommodation and tourism activity
Inês Custódio
Casa Cerro da Correia
Portugal
Please screen this documentary at https://www.youtube.com/watch?v=SRMYoAwTYtc

Inês used to work full time as a journalist mostly in Lisbon, but after working at the profession for 20 years, she started to look for a lifestyle change. Born in the Serra da Estrela region, she realized the great cultural richness of the area and also the intangible heritage and possibilities of offering her guests these experiences. Through the contacts she kept since she was a girl, and with the help of Miguel, he being a resident of the city of Manteigas, she started a series of conversations with the inhabitants of the region, mainly with the elderly. In these conversations she tried to understand how to make rye bread, using traditional methods, such as cooking in a wood oven; how Serra da Estrela cheese was made, once it is famous for still being made in a very rudimentary and traditional way; how family farming developed; and how animals were treated. Inês's idea was to value all this cultural heritage.

Based on this idea of enhancing the cultural and immaterial heritage, she joined her neighbors, Mr. Augusto Ribeiro and D. Etelvina Reis. He is a shepherd and farmer, and she is a farmer and cheese producer. Inês agreed with Mr. Augusto that her guests and clients could accompany him in the grazing of sheep and goats early morning mountain up. The tour is on the hillside, and the walk lasts about 1 hour. When the participants reach the top, a picnic is offered with local products, such as bread, cheese, marmalade, sausages, fruits and wine. Together with Mr. Augusto, Inês tells the story of the mountains, the rye and the sheep. In addition to the cultural heritage and traditional

production methods, Serra da Estrela and the Serra da Estrela Glacier offer beautiful views, and Inês talks about the environmental importance and preservation of all this.

Talking and having conversations with people allowed Inês to attain a lot of silent knowledge, which later helped with organizing the tourism activities and explaining the traditions and culture of the area in detail for the visitors. This gained knowledge from the community was very helpful, since Inês and Miguel wanted to specialize in the areas they were familiar with and create experiences that are connected not only with the community, but also with nature and the ecosystem. Cooperating with the local potential is a great way to add value to the business of rural entrepreneurs, and lack of networks and partnership have actually been identified as one of the biggest barriers in developing rural tourism (Hill, 1993). Therefore establishing connections as early as possible, like Inês did, can be very beneficial for the new business.

Personal networks are crucial to access knowledge that is usually valuable, exclusive, and useful. Wide networks will help access this information, since it can often be available at different or distant parts from the everyday social circuit (Granovetter, 1974). This allows developed reflection on business performance, targeting new business objectives, and modifying the business strategies. Inês Custódio explains that working with the local companies is very important for her, and therefore all the products are purchased from local producers or stores. Networking with other companies brings competitive advantage for small companies, and studies show that small businesses that are networking on a high level tend to outperform other small businesses (Ostgaard and Birley, 1996).

The goal of Inês and Miguel is to absorb the visitors in the current reality of Manteigas and show them how locals live today. People travelling to rural areas are looking to be in contact with the nature, feel free, be outdoors, experience new things, and to relax (Ohe, 2003). Rural tourism offers growth opportunities to entrepreneurs who can pay attention to key values of nature, culture, food and countryside (Belletti, 2010), which are all values that Inês and Miguel have put in the center of their business model. Inês built her tourism business, taking advantage of the intangible heritage, making gastronomic products known, through the integration of the local community and environmental preservation, provided by guided tours of the mountains and its forest.

"Every community is rich in heritage, whether cultural or material. We just have to open the eyes, the head, the heart and absorb". (Inês Custódio)

Pensiunea Maria – accommodation and local tourism activity
Lupulescu Mărioara
Romania
Please screen this documentary at
https://www.youtube.com/watch?v=UyyeYgf7-M4&ab_channel=Inside-TProject

Pensiunea Maria was opened in 2015 with an aim to offer visitors sustainable accommodation services. Preserving the uniqueness of the area is a key value for the business, and the co-operation with the local community is one the most important factors in the management. When starting the business, Lupulescu Mărioara applied for a European support to help cover some of the expenditures, and along the way she learned helpful tips from her colleagues and acquaintances, such as listing the hotel in Booking, so the people visiting the area and looking for an accommodation would find the place easier. She also started to offer the visitors traditional foods from the area, made from local products, which have been very popular among the guests.

Neither Lupulescu or her husband had experience in the area of tourism before opening the hotel, but together with the local community, they started a series of projects to bring events and life to the area, in order to make the region livelier for locals and more attractive for visitors. One of these events was a summer festival aimed for the whole family that has now been held for four years. Working together with the local community has brought more events and life to the area, which benefits both the accommodation business and also the local community.

Tourism activity can lead to changes not only in the physical landscape, with for example new hotels and restaurants, but also changes in the social life of the local community (Kang et al., 2008). With the decreasing population in rural areas, tourism activity can therefore be very beneficial also for the local community and increase their quality of life,

which can work as a motivator to collaborate with the rural entrepreneurs. Community based actions can be considered to be a crucial factor for successful long-term tourism development (Hwang et al., 2012). In rural areas the access to resources is often more limited than in urban areas, which is why socio-economic factors play a bigger role. Local actors can make a significant difference in the rural area development by developing, adopting and implementing different types of innovations in the region (Esparcia, 2014).

LEARNING ACTIVITY 4.2
What do you think were the key strategies Inês and Lupulescu used when building their business? How would you apply these strategies to your own business?

4.3: Intergenerational learning and entrepreneurship in rural areas and the role of community support

Pensão David –accommodation and traditional food
David Homem
Emotions and Balance
Portugal
Please screen this documentary at
https://www.youtube.com/watch?v=b0IgEhVqIr4&t=17s

David Homem moved from Aveiro to São Pedro do Sul as a young adult to continue the family accommodation business that his grandparents started and managed for years. Davis was very inspired from the beginning about the traditions the hotel and restaurant used to have very labour His grandmother was in a significant role in passing on knowledge on how to manage the business, and with her help he learned to manage the day-to-day business of the properties.

The hospitality industry is traditionally very labour and to (Chalkiti 2012), which is why intergenerational learning has the potential to be at a key role to avoid knowledge loss in the industry. Mentoring, on-the-job education, and storytelling have been researched to be effective intergenerational learning activities in the hospitality industry (Leon, 2020).

David also took initiative in bringing back the some of the gastronomical traditions the restaurant used to be famous for, and invited a cook who used to work in the restaurant to teach the current staff how to prepare some of the traditional dishes the same way they used to be cooked decades before. He also learned how his grandparents used to organize events at the hotel, such as dances and picnics, and realized that even though most people travel to São Pedro do Sul firstly for the thermal baths, which are the main attraction of the region, they are still interested in doing other activities during their stay. This gave David the idea to start organizing tourist activities to support the restaurant and accommodation business, which now has a significant role in the business.

Intergenerational learning is a way to pass on knowledge, information, skills, competencies, norms and values between generations. The concept has been gaining popularity lately in organizational management, but as a phenomenon it is not new, quite the contrary. For thousands of years in different cultures the community elders have had the role of passing wisdom on the younger generation (Newman & Hatton-Yeo, 2008). Intergenerational learning is often understood to focus more on young people learning from the older generation with more experience, such as in the example of David learning from his grandmother and the local chef, but young people also often have skills and experiences that are valuable resources for the older generation. Intergenerational learning can be therefore also seen as a reciprocal process where generations are able to share information and collaborate, learning from each other (Bjursell, 2015). Intergenerational learning is beneficial for both the learner and the teacher, and it increases the understanding between generations. Other benefits include the feeling of being valued, accepted and respected, new knowledge and skills and also creating a new intergenerational relationship (Newman & Hatton-Yeo, 2008).

Glen Keen – sheep farm, accommodation and tourism activity
Catherine O´Grady Powers and husband Jim
Company: Glen Keen farm
Ireland
Please screen this documentary at
https://www.youtube.com/watch?v=cXuPPCdfcmU&t=1s&ab_channel=Inside-TProject

Glen Keen is a farm and visitor attraction situated in Ireland. The farm has been in Catherine's side of the family for generations, and they inherited the farm in 1999. In order to stay sustainable, Catherine and her husband Jim decided to extend their business into seasonal tourism. Before taking over the farm, Catherine had built up a background in PR, tourism and hospitality management, and her experience has been an advantage in the everyday management of the business. An example of this is how even before launching the tourism activities they decided to produce a marketing campaign, in order to get a better picture of what kind of demand there was for their product. Previous work experience also helped to deal with the bureaucracy that goes into building a business in a travelled down through generations

The visitor experiences, such as sheep herding and historical tours, that Glen Keen offers are derived from present and past farm activities. The information about these traditions has travelled down through generations in Catherine's family, which has made it possible to organize these activities for visitors in the first place. Other visitor activities include group lunches, turf cutting, and private hikes.

Traditionally agriculture was at the heart of rural living, being the main employer and producer of wealth, which is also a reason why early rural tourism was mostly linked to farming accommodation. Rural tourism is a great opportunity for farmers to grow their business and create more value. However, the new business dimension requires careful planning, in order to use the potential of rural images to its fullest. When planning the tourism activities, it is important to understand the perceived image of rurality in that area, so that the activities do not harm the reality or image of the region. For many visitors travelling to a rural area is a way to escape the everyday urban or suburban life, and therefore understanding what they are looking for from their holiday is essential (Lane et al., 2013). At Glen Keen, for instance, the agritourism offers the visitors a combination of historical and present-day Irish traditions, which caters to both national and international guests, offering them a full and rounded experience with first the sheep farming, production of the wool and even local cuisine with sheep dishes served at the restaurant. The owners have been able to provide an emotional link for the relatives of Irish immigrants to the area and take this connection and roots into consideration when building the business and targeting the international audience.

The area where the farm is located lacked enterprises in general, and Glen Keen has been able to offer employment possibilities for the locals. Working closely with the community has provided a lot of support for the mission, and the cooperation has been beneficial for both parties. Catherine explains in the documentary how they have launched a gift shop in the premises, which offers the visitors a chance to get familiar with the local craftsmanship and to get a unique shopping experience meanwhile supporting the local entrepreneurs. This is a good example of a strategy that benefits the entrepreneur, the local community, and also the visitors, while preserving the cultural heritage of the area. Local community is also closely involved in the activities. Giving the visitors a chance to be in contact with the locals during the tourism activities can be considered an important part of cultural tourism, since it enables the visitors to gain an authentic experience of the region without endangering the local resources and heritage (Pedford, 1996).

LEARNING ACTIVITY 4.3
What kind of role did intergenerational learning and co-operation with the local community have in David and Catherine's stories? And in your business?

4.4: Culture and heritage preservation towards tourism social sustainability

Haabjameister – construction of traditional canoes
Jaan Keerdo
Estonia
Please screen this documentary at https://www.youtube.com/watch?v=9jAE5QBzN-M&t=12s&ab_channel=Inside-TProject

Jaan Keerdo became interested in the construction of traditional canoes in 1997, at the invitation of master Aivar Runkel. The taste for canoes was so big, that he completed a master's degree at the University of Tartu, having as a thesis the traditional construction of canoes. He deepened his knowledge with the masters Juri Luka, Joan Rahuma and Alexander Oolep. At this time, he was teaching teachers how to work with children at craft classes at Tallinn University. Schools ended this discipline, and Jaan was left without a job. He then turned into the construction of canoes, and began to offer canoe tours to tourists. Together with his masters Juri Luka, Joan Rahuma and Alexander Oolep, Jaan discovered all the techniques of building the canoes, techniques that were kept in secret by the masters. He learned the importance of choosing the tree trunk in the forest, how to cut it, and how to finish the canoe. This knowledge and cultural heritage, Jaan tries to pass on to people through his company, where he organizes tours and canoe building workshops. He also participates in summer festivals where there is a lake or a river, and offers tours to tourists who visit the region. In these events he teaches, not only the construction, but also the handling of the oars and navigation of the canoes, thus preserving this centenary culture. Jaan considers that canoes are as important as the use of a horse, a car, or the plane. "They were important means of transport". Canoes were used as means of transport, hunting and fishing in Estonia.

Today, traditional canoes have been replaced by other transports, but Jaan's job is to ensure that this precious cultural heritage is not lost. The tours and workshops that he carries out, in addition to worshiping traditional construction, are still directly linked to nature, which is an asset that praises the cultural and natural heritage and the preservation of the environment. [1]

Baile Calacea – spa and accommodation
Marcel Meltes / Aurel Bancu
Romania
Please screen this documentary at https://www.youtube.com/watch?v=Uwpw_eDi-tI&t=7s&ab_channel=Inside-TProject

After the collapse of the communist regime in the late 1980's, early 1990's, and with the democratization of Romania, a large part of public-interest tourism enterprises were abandoned by the government. Nobody took care of the spas, and they went into an advanced state of degradation. This was the case of Baile Calacea, a spa. In 1991, Meltes Marcel, with the help of Aurel Bancu, decided to invest in the spa, changing his life, and moving from being an engineering to the hotel business. The thermal baths are located in the ancient region of Dacia, where the Dacians lived, an ancient Roman occupation. For more than 20 centuries these waters were used for medicinal purposes. Treatments were used for rheumatism, gastrointestinal and biliary health problems. Marcel wanted all this ancient knowledge about these waters not to be lost with the degradation of the thermal springs. The hotel also has a restaurant, where it maintains the traditional Banat recipes, passed down from generation to generation, and also prepares the menu with the ingredients produced in the region. The region where the hotel and the spa are located is surrounded by the beautiful forest park of Satchinez. In this park there are unique birds that are not found anywhere else. All this use of the thermal waters, the gastronomic cultural heritage and the forest park, make Baile Calacea a unique place.

_____

[1] After these documentaries were made, the culture of dugout boats in the Soomaa region of Estonia was recognized as UNESCO Intangible Cultural Heritage.
More information at: https://www.soomaa.com/dugout-boat-culture-of-estonias-soomaa-region-inscribed-on-unescos-list-of-intangible-cultural-heritage/?fbclid=IwAR0MW3ezRrtt7AnTiJwihvlDS2ciqcyBdlyOSUMty8jM9M9

LEARNING ACTIVITY 4.4

Jaan and Marcel have both built their businesses around the idea of preserving a piece of cultural heritage that is important for them. Think of your origins and culture and try to identify things you value and would like to maintain for future generations.

USEFUL LINKS

Glendowen	https://glendowen.com/
Pensão David	http://www.pensaodavid.com/
Metsikud Maitsed	https://www.facebook.com/voilillekohv/
Glen Keen	https://www.glenkeenfarm.com
Lá em Cima - Casa Cerro da Correia	https://casacerrodacorreia.pt/pt/
Haabjameister	https://haabjameister.weebly.com/
Pensiunea Maria	https://www.facebook.com/pensiuneamarialaculsurduc/

BEST PRACTICES

4.1: Motivations and challenges in starting a business at rural areas
- Bringing old culinary traditions to the 21st century (Metsikud Maitsed https://www.facebook.com/voilillekohv/
- From a hobby to a profession - how a passion for crafts can become a business (Glendowen https://glendowen.com/)

4.2: Self-biographical narratives and strategies for rural entrepreneurship
- Presenting authentic rural lifestyle in cooperation with the villagers (Casa Cerro da Correia https://casacerrodacorreia.pt/en/)
- Launching an accommodation service in a rural area and working together with the community to bring more life and events to the village (Pensiunea Maria https://www.facebook.com/pensiuneamarialaculsurduc/)

4.3: Intergenerational learning and entrepreneurship in rural areas and the role of community support
- Utilizing intergenerational learning to transfer knowledge about the accommodation business and traditional gastronomy of the area (Pensão David http://www.pensaodavid.com/)
- Agricultural tourism that brought the community together (Glen Keen https://www.glenkeenfarm.com)

4.4: Culture and heritage preservation towards tourism social sustainability
- Preserving cultural heritage of manufacturing dugout boats by manufacturing the boats, offering people a chance to see the manufacturing process at fairs and festivals (Haabjameister https://haabjameister.weebly.com/)
- Purchasing and remodeling a traditional spa close to historic thermal baths (Baile Calacea https://www.youtube.com/watch?v=Ceymgu5rlEl&t=183s)

SUMMARY OF KEY POINTS

- Free time interests and hobbies can sometimes be turned into a lucrative business.
- Businesses at a rural area tend to be high on co-operation, and therefore creating relationships with the local community is very beneficial.
- When starting a business, it's crucial to consider how the business idea will work at the specific area. If there are no previous examples of similar businesses in the same area, try to think of ways the area can help or hinder your business.
- Local people and previous generations have obtained a lot of knowledge about the area. Think of ways to approach these people and co-operate with them, in a way that both parties benefit.
- Think of the already existing skill set you have obtained from previous professions and studies and take advantage of them when creating your business.
- Building a business can be a great way to preserve cultural heritage in itself, like Jaan has demonstrated with his dugout boat company

INTEGRATIVE LEARNING ACTIVITY FOR MODULE 4

Systematize the reflections you made while engaging with the module materials.

Indicative structure:
1. General awareness of how the rural enterprises presented in the documentaries got started and run their business today
2. Identification of business strategies from documentaries that could useful for your company
3. Recognition of your strengths in creating a network in a rural area (think of the business field and who or which businesses you could potentially cooperate with)
4. The role of intergenerational learning in gaining knowledge and creating tourism experiences
5. Strengths of your company in sustaining and exploiting cultural heritage in your business
6. Challenges in building relationships and cooperating with the local companies
7. Strengths in reaching and communicating with potential consumers in and outside rural areas
8. Weaknesses in reaching and communicating with potential consumers in and outside rural areas

SELF-ASSESSMENT QUESTIONS

Question 1: Co-operation in rural areas with local people and other businesses...

Please, mark the true answer(s).	
Answer 1	Is unusual and should be avoided in order to avoid disturbing competition
Answer 2	Benefits all parties
Answer 3	Brings competitive advantage for small companies
Answer 4	Facilitates obtaining important knowledge about the area
Answer 5	Is a great way to add value to the business
Correct answer(s):	2, 3, 4, 5

Question 2: Building a business at a rural area...

Please, mark the true answer(s).	
Answer 1	Is never beneficial for sustaining cultural heritage
Answer 2	Is easier if you build a network with local entrepreneurs
Answer 3	Requires professional training first
Answer 4	Can be a great way to transform information about history and cultural traditions
Answer 5	Might mean a smaller market size, which is why it's important to think of ways to reach a wider audience for your product
Correct answer(s):	2, 4, 5

Question 3: Intergenerational learning...

Please, mark the true answer(s).	
Answer 1	Can be seen as a reciprocal process, where both parties learn from each other.
Answer 2	Can include activities like mentoring, storytelling and on-the-job education.
Answer 3	Has been proven efficient especially in the hospitality industry.
Answer 4	Is more suitable for freetime learning than worklife.
Answer 5	Is a new concept.
Correct answer(s):	1, 2, 3

Question 4: Rural businesses...

Please, mark the true answer(s).	
Answer 1	Tend to know other local businesses well, which facilitates co-operation
Answer 2	Have lower starting costs compared to urban business
Answer 3	Traditionally face less competition, but also have a smaller market size
Answer 4	Should consider how the area they are located in can facilitate or inhibit the success of the company

Answer 5	Don't need to worry about competition, since there are likely few if any competitors in the same area
Correct answer(s):	1, 2, 3, 4

Question 5: According to the entrepreneurs featured in the document, which elements are important in rural entrepreneurship?

Please, mark the true answer(s).

Answer 1	Economical sustainability
Answer 2	Environmental sustainability
Answer 3	To do as much as you can yourself
Answer 4	Marketing and finding out is there a customer for the business
Answer 5	Co-operation with local companies
Correct answer(s):	1, 2, 4, 5

Question 6: In unit 3, the Glen Keen farm and visitor center was introduced in one of the documentaries. Which factors helped Catherine and her husband to build a successful enterprise in rural Ireland?

Please, mark the true answer(s).

Answer 1	Intergenerational learning
Answer 2	Community support and cooperation
Answer 3	Using rural images and cultural heritage in company branding
Answer 4	Trusting that there is a consumer for their product
Answer 5	Attention to details in order to provide the most authentic experience for the visitors
Correct answer(s):	1, 2, 3, 5

Question 7: In unit 3, the Pensão David document explored intergenerational learning in the hospitality industry. In what areas of the business were intergenerational learning used?

Please, mark the true answer(s).

Answer 1	Day-to-day managing of the hotel
Answer 2	Culinary traditions
Answer 3	Marketing
Answer 4	Displaying the heritage of the hotel
Answer 5	Organizing activities
Correct answer(s):	1, 2, 4, 5

Question 8: In the documentary Lá em Cima, Inês explains how interviewing and communicating with the local community was a great advantage when building the business. What kind of advantages did it bring to her and the business?

Please, mark the true answer(s).

Answer 1	She learnt everything she needs to know and did not have to rely on other people after that
Answer 2	A local network

Answer 3	Knowing who to ask about things they were not sure about
Answer 4	Learning about the traditions of the area
Answer 5	Finding local people to partner in business with
Correct answer(s):	2, 3, 4, 5

Question 9: Documentary Metsikud Maitsed - Wild Tastes introduced Janek and his company that produces foods made with wild or semi wild plants. How did Janek aim to reach a wider audience for his products?

Please, mark the true answer(s).	
Answer 1	He attended fairs and festivals with a pop-up cafe
Answer 2	Word of mouth
Answer 3	He attended different culinary competitions with his products
Answer 4	Following the trends and taking advantage of them at the right moment
Answer 5	Lowering the price of the products
Correct answer(s):	1, 2, 3, 4

Question 10: Glendowen, an Irish clothing and accessories brand, was featured in Unit 1. How does Glendowen feature the local heritage in their products and business?

Please, mark the true answer(s).	
Answer 1	Using locally made fabric in the products
Answer 2	Selling items from other local producers
Answer 3	Using Irish symbols in the products
Answer 4	Producing some of the products in a traditional way, for example with an old loom
Answer 5	Using local materials in the products and marketing material
Correct answer(s):	1, 2, 4, 5

Question 11: How did Pensiunea Maria (unit 2) work together with the local community?

Please, mark the true answer(s).	
Answer 1	Starting a restaurant in the hotel premises that offers local cuisine
Answer 2	Employing locals
Answer 3	She interviewed them to learn more about what kind of activities the hotel could offer
Answer 4	She learned hotel management from locals
Answer 5	Organizing activities that bring people to the area
Correct answer(s):	1, 2, 5

Question 12: According to the documentary, in what ways did Jaan participate in maintaining the knowledge about dugout boats and the manufacturing process of them?

Please, mark the true answer(s).	
Answer 1	Teaching the skill at fairs and festivals

Co-funded by the Erasmus+ Programme of the European Union

Answer 2	Writing a Master's Thesis on the topic, in order to preserve the information in writing
Answer 3	Offering customers a chance to try the boat themselves
Answer 4	Having apprentices working together with Jaan
Answer 5	Posting on social media about the process
Correct answer(s):	1, 2, 3

INSIDE-T

Innovative business in low density territories & cultural heritage preservation
MODULEV

DOCUMENT TITLE	**MODULE V INNOVATIVE BUSINESS IN LOW DENSITY TERRITORIES & CULTURAL HERITAGE PRESERVATION**
PROJECT TITLE	Intergenerational Learning as a tool to sustainable tourism in low density territories - Rural areas
PROJECT ACRONYM	Inside-T
PROJECT NUMBER	2019-1-PT01-KA202-061451
OUTPUT TYPE	Module content
DATE OF DELIVERY	2021
AUTHOR	Kaisa Horelli, Laura Shafer, Samuel Salvador, Teresa Canhestro
EDITOR	Maria Helena Antunes, AidLearn
RELATED INTELECTUAL OUTPUT	IO3
AVAILABILITY OF OUTPUT	Public Document

TABLE OF CONTENTS

KEYWORDS

- Cultural heritage
- Sustainability
- Digital marketing
- Innovation
- Rural tourism
- Low density territories

LEARNING OBJETIVES	METHODS	TIME SCHEDULE
As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes: **Knowledge:** 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; **Skills:** 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; **Competencies:** create a business plan for an innovative business idea; taking responsibility to involve people of all generations in a project.	Autonomous learning by reading and studying the course materials and the complementary sources and links provided in the materials. Peer and mentoring support on the platform (open forum).	Time necessary for: 5 hours Learning content (self-study): 3 hours Self-assessment questions: 15 minutes Learning activities: 1 hours 45 minutes

INTRODUCTION

Rural areas are strongly connected with nature, natural heritage, traditional societies and the nurturing of traditional customs. In order to preserve these qualities, sustainability has to be taken into consideration with rural tourism management. In this module, we will have three units that focus on different aspects of business idea innovation in rural areas.

In the first unit, the focus is on learning about the concepts of cultural heritage, sustainable tourism and how these two can be combined in order to create new business opportunities in these areas. The second unit presents some of the challenges and opportunities that rural tourism businesses might come across. Lastly, in the third unit we will focus on innovation and how digital marketing has developed from one-way communication, such as a company website and e-mail, into a two-way communication and dialogue between the consumer and the brand in social media.

CONTENT

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

Cultural heritage and tourism should be integrated to promote sustainability and resource planning. Those had been identified as a compound value with multiple dimensions: physical, social, economic, cultural and environmental (Boyd, 2002).

Cultural heritage encompasses all contemporary demonstrations, when intangible, and past evidence, in the case of tangible artefacts, of human creative activity that are inherited from previous generations (intergenerational learning). It is considered by communities, groups or society to be valuable, and therefore maintained in the present and transmitted to future generations for their benefit. Cultural heritage is important as a source of memory and inspiration, while it contributes to national and local community identity, which is fundamental for a sense of place and social cohesion.

Heritage sustainability refers not only to the physical maintenance of resources but also to its comprehensive cultural and social relevance (Tunbridge & Ashworth, 1996). Sustainability implies "ensuring the continuing contribution of heritage to the present through the thoughtful management of change", which is "responsive to the historic environment and to the social and cultural processes that have created it" (Matero, 2003, p.8). Thus, sustainability is considered important not only in helping in the process of making decisions regarding heritage conservation but most of all in offering the necessary long-term framework for interpreting how economic, social and cultural and biological systems relate (Throsby, 2003). Furthermore, it is recognized as of great potential for bringing heritage conservation, tourism and economic development into a balanced relationship.

New opportunities are emerging markets, in sectors as varied as the food economy, the green economy, the bioeconomy, the experience economy and the residential economy. When these opportunities are capable of leading to development business opportunities, there is significant potential to create jobs and convince people to live and work in the rural areas. In this context, some advantages of rural areas become more evident, namely the access to cheaper land and housing, having more space, cleaner air and easier access to the field.

To take advantage of these opportunities, it is crucial to find intelligent ways of supporting, more effectively, companies and make targeted efforts to overcome some specific rural challenges. It will be essential to account for the growing diversity of rural areas in Europe and the special gravity of some challenges or the soundness of specific opportunities in each area. Several interconnected processes in demographic change are transforming the structures of the populations in many rural areas (Di Iacovo, 2014). The ageing of the population, the migrations between rural and urban areas and migrations between countries figure among the main factors, whose impacts are very disparate in different locations. In the U.S a trend of 30- to 49-year-olds moving to rural areas has already been noted (Winchester, 2012), increasing the amount of young, educated professionals in rural areas. On the other hand, mutations in consumption models and evolution consumer preferences are creating new markets and opportunities for producers to add value to their production. This includes the growing demand for high quality local food, unique or produced in a more positive way for the environment and animal welfare. For example, the organic market registered double-digit growth in past decades in terms of market European and managed land surface, according to the mode of biological production.

Therefore, tourism development should be preceded through assessment of place-intrinsic tourism development potential and careful examination of a range of development scenarios to select those with the most sustainable ideas for the community. Education and training are considered fundamental for all heritage and tourism stakeholders. Education should be aimed at raising awareness of heritage, tourism and sustainability, and preparing all entrepreneurs to promote a positive relationship (Evans, 2004). This training should guarantee that all four intrinsic sustainability dimensions (ecological, cultural, economic and social) are adequately addressed.

LEARNING ACTIVITY 5.1
Is the cultural heritage of your area represented in your enterprise? If yes, explain the ways it is represented. If not, indicate the main

challenges. Think of ways to add value to your production in a sustainable way.

5.2. Managing and promoting new business in rural areas

The concept of sustainability has gained wide acceptance as a set of principles, policies and practices in the field of heritage management (Graham et al., 2000). Furthermore, the author Throsby (2003) applied the concept of sustainability to develop his theory of cultural capital, introducing a set of criteria (generation of tangible and intangible benefits, intergenerational and intragenerational equity, maintenance of diversity, precautionary principle, recognition of interdependence) by which sustainability characteristics of cultural capital in different heritage projects can be estimated.

The debate on rural transition was initially inspired by the environmental crises and energy supply problems. It then spread to other issues like welfare reform and the development of agriculture. Designing specific solutions for such diverse issues entails reformulating the socio-technical environment, market references and cultural meanings, where both problems and solutions are defined with an interdisciplinary and co-evolutionary approach between theory and practice (Loulanski, 2011).

As general rule, rural areas face some disadvantages as places for business development. The most important ones tend to be associated with geography, population, infrastructure and resources. The relative isolation of markets, insufficient local demand and the lack of facilities and services can affect the growth potential of the local economy in rural areas. However, modern trends create new opportunities for the development of rural areas and the emergence of new rural companies. The internet and other digital technologies offer the potential to fight this geographic issue and create new forms of proximity to knowledge, markets and relationships. Also, it helps in the promotion of local business through social networks and travel websites.

To ensure long-term success, it will be necessary to adopt a new attitude towards the development potential and business growth in rural areas and proceed to interventions carefully targeted and guided by political strategies. What is at stake is a new vision for rural companies, which helps them to respond to opportunities and challenges based on a clear understanding of your needs.

The rapid progress of digital technology and other forms of technological development since the turn of the century often produced the transformation on the ways of working in rural areas. However, the scope and impact of these technologies are very uneven in rural locals in Europe. We see the technologies evolving digital communication possibilities, logistics and support in rural areas. These technologies offer the possibility of overcoming the geographical distance between rural businesses and their market potential, but they can also lead to rural residents to dispense with shops and local services (Roders, 2011).

LEARNING ACTIVITY 5.2:
What kind of opportunities being located in a rural area, generate development of your business?
What kind of challenges your business development faces by being located in a rural area? What are the ways to overcome these challenges (eg. collaboration with other local businesses, technological development etc.)?

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

In order for small businesses to be innovative and achieve competitive advantages in the market, it is crucial they create integration of systems, have flexibility, use technology effectively and are capable of adapting solutions used in other applications (Knight, 1995; Rothwell, 1994).

According to Kaplan and Haenlein (2010), the increase of the internet and social media usage has been transforming consumer behaviour, and consequently, brands, products and the companies themselves. In today's world, it is not only advisable for companies to have a digital presence, but rather crucial for their success. It is crucial in the sense that digital marketing and social media can provide great opportunities for these small businesses, namely in attracting new potential customers and reducing costs (Chong & Pervan, 2007).

Firstly, there are one-way communication channels companies typically use, namely websites and email. Regarding a website, it can be seen as the digital home of the brand (Christodoulides, 2009). On the other hand, email can be used for multiple marketing purposes including "sharing information, promotion, building and maintaining relationships, and guiding customers to websites" (Simmons, 2007). These two are the most common one-way communication channels used, especially by SME's. However, there are also very important channels companies should consider, namely the Search Engine Optimization (SEO), which consists in the "process of improving the website's search engine rank in organic search results", and the Search Engine Marketing (SEM), which consists in "paid advertisements on a search engine's results page related to some keywords" (Taimien & Karjaluoto, 2015), namely in Google or Bing search engines. The one-way communication channels have the main goal of informing people and to disseminate about the company's products or services.

Secondly, there are two-way communication channels, potentialized by the rise of social media, where the customers gained power over the marketers (Hennig-Thurau et al., 2010). The two-way communication channels imply that the company loses some control over their own brand, and that there is a conversation, and not a monologue (Taimien & Karjaluoto, 2015). According to Fournier and Avery (2011), the customers want real and authentic stories. They want to feel connected with the company and its purpose. Therefore, social media is a powerful tool for brands, because it helps them create and share positive connections and emotions with their customers. Overall, more than to sell, social media is to create bounds. It is to listen, participate and share.

These following aspects are crucial to consider when creating a digital presence (Google: Fundamentals of digital marketing, 2020):
- What is your goal? Why do you exactly want to be online?
- Choose your target group;
- You don't need to have a website to have an online presence. You only need to list your business in local online directories, or create a social media page;
- The power of search engines (SEO and SEM) can boost your business;
- Having a Call to Action (CTA) in your website is important: you have to say what you want your customers to do in your website;
- People will not be in your digital space (website, social media) for too long, so make sure you are engaging;
- Social media is to create bounds to your customers.

LEARNING ACTIVITY 5.3:
Have you designed a digital presence for your company? If yes, how engaging is it and what can be done to improve that? If you have not focused on your digital presence, what is your rationale for that?

USEFUL LINKS

An online educational tool that aims to provide an introduction to best practices in tourism sector for protection and preservation of natural landscapes, biodiversity, cultural and historical remains.	www.greentourism.eu/en/BestPractice/IndexByCategory/19
A 10-step guide that focuses on best ways to approach sustainable economic development through tourism, aimed particularly for site managers. Aim of the guide is to help managers maximize the tourism benefits while minimizing the negative impacts.	http://whc.unesco.org/sustainabletourismtoolkit/how-use-guide
A non-profit organisation for sustainable destination development and recognition based in the Netherlands that offers a sustainability certification program, top 100 competition, events and a good travel guide.	https://greendestinations.org/
This chapter on Gujan Saxena's book is focused on the marketing of rural tourism, offering a wide look on the different aspects and challenges of rural tourism business.	https://www.elgaronline.com/view/9781784710873/chapter01.xhtml
A 40 hours course from Google with the fundamentals of digital marketing for businesses: how to create an online presence and how to take the most advantage of it. It is divided by 26 modules and it has real-world examples, for better comprehension.	https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing

BEST PRACTICES

5.1. Culture and heritage: the new tourism business opportunities that protect cultural heritage
- Involving local communities in the planning of the business and adapting to their way of living (e.g., Nomad Lodges, Central America www.nomadlodges.com)
- Supporting cultural practices, such as handcrafts, by rising clients' awareness of these traditions or helping them sell their products (e.g., Proactivetur, PT www.proactivetur.pt)
- Encouraging environmentally friendly activities through local partners (e.g., Chão do Rio, PT www.chaodorio.pt)
- Including endogenous products (e.g., Chão do Rio, PT www.chaodorio.pt)
- Encouraging consumption at local villages & neighbouring establishments (e.g., Chão do Rio, PT www.chaodorio.pt)

5.2. Managing and promoting new business in rural areas
- Agritourism (e.g., Biovilla Sustentabilidade, PT)
- Being energetically efficient (e.g., Biovilla Sustentabilidade, PT www.biovilla.org)
- Choosing circular economy (e.g., Biovilla Sustentabilidade, PT www.biovilla.org)
- Providing unique experiences that resonate with current challenges, such as providing sustainability experiences with a holistic and integrated perspective of different knowledges, systems & techniques (e.g., Biovilla Sustentabilidade, PT www.biovilla.org)
- Proposing adaption to nature and disconnection from cities (e.g., Cabanes als arbres, ES www.cabanesalsarbres.com)

5.3. Innovation in small business: information, communication and social media tools
- Promoting and transmitting of the business values and goals in pictures using Instagram (e.g., L'Avenc de Tavertet, ES www.avenc.com)
- Clearly stating the business philosophy and interests on the business website (e.g., Hotel Monegal www.monegal.com)
- Using interactive picture representations including information on sustainability in the business website (e.g., Fuerte Hoteles, ES www.fuertehoteles.com)

SUMMARY OF KEY POINTS

- Sustainability is considered important in offering the necessary long-term framework for interpreting how economic, social, cultural and biological systems relate to each other. It also plays an important role in bringing heritage conservation, tourism and economic development into a balanced relationship.
- Emerging markets in rural areas offer great opportunities for entrepreneurs. Job opportunities combined with access to cheaper land and housing, spacious areas, cleaner air and easier access to the field could increase the migration to rural areas.
- Educating the tourism management about sustainability, heritage and tourism plays an important role in raising awareness and promoting positive attitude towards these concepts.
- Rural areas have faced difficulties as an area for business, however modern trends and implementing new technology offer potential for business development.
- In order to offer adequate circumstances for the future entrepreneurs and employers in rural areas, it will be necessary to target these areas with carefully chosen political strategies.
- The development of technology offers new digital communication possibilities, logistics and support in rural areas that could offer the possibility of overcoming the geographical distance between rural businesses and their markets potential. However, the development is not equal among all areas in Europe, which might create even further distance between rural and urban areas.
- Digital marketing and social media can provide great opportunities for small businesses, namely in attracting new potential customers and reducing costs.
- Websites and email have traditionally been important digital communication tools for companies. However, social media has gained popularity as a digital two-way communication channel, where the company and consumers can have a dialogue and share positive experiences and emotions, building a stronger connection between the brand and the consumer.

INTEGRATIVE LEARNING ACTIVITY FOR MODULE 5

Systematize the reflections you made while engaging with the module materials. Outline the aspects, which need to be considered for your enterprise to improve its sustainability performance.

Indicative structure:
1. General awareness of how sustainable tourism and cultural heritage can benefit each other and how these two can be integrated in the business model;
2. Identification why the cultural resources and heritage of the area are meaningful and important for the community, future generations and your business;
3. Strengths of your company in sustaining the cultural heritage of the area;
4. Strengths of your company in adopting new technology that can support communication and logistics;
5. Challenges in sustaining the cultural heritage of the area;
6. Challenges in adopting new technology that can support communication and logistics and ways to overcome these challenges;
7. Strengths in reaching and communicating with potential consumers using digital two-way communication tools;
8. Weaknesses in reaching and communicating with potential consumers using digital two-way communication tools.

SELF-ASSESSMENT QUESTIONS

Question 1: The appearance and reputation of a tourism SME:

Please, mark the true answer(s).

Answer 1	is not as important as the management of tourist visits.
Answer 2	must reflect the territory in which it carries out its tourist activity.
Answer 3	is still affected by the crucial role of personal relationships with customers, face to face, and mouth to mouth.
Answer 4	can benefit from respecting and building upon cultural heritage.
Answer 5	conflicts with the development of sustainable strategies.
Correct answer(s):	2, 3, 4

Question 2: Cultural heritage…

Please, mark the true answer(s).

Answer 1	and tourism should be integrated to promote sustainability and resource planning.
Answer 2	should be kept separate from all tourism and business ventures as a protective measure.
Answer 3	is considered by communities, groups or society to be valuable, and therefore maintained in the present and transmitted to future generations for their benefit.
Answer 4	only refers to physical resources.
Answer 5	is important as a source of memory and inspiration, that contributes to national and local community identity, which is fundamental for a sense of place and social cohesion.
Correct answer(s):	1,3,5

Question 3: Education and training in sustainable tourism development…

Please, mark the true answer(s).

Answer 1	are considered fundamental for all heritage and tourism stakeholders.
Answer 2	should be aimed at raising awareness of heritage, tourism and sustainability.
Answer 3	are not essential for SMEs.
Answer 4	should be aimed to prepare all entrepreneurs to promote a positive relationship between tourism and sustainability.
Answer 5	should guarantee that all four intrinsic sustainability dimensions (ecological, cultural, economic and social) are adequately addressed.
Correct answer(s):	1, 2, 4, 5

Question 4: Internet and other digital technologies offer businesses in the rural areas the potential to…

Please, mark the true answer(s).

Answer 1	geographic issues.
Answer 2	create new forms of proximity to knowledge, markets and relationships.

Answer 3	avoid thinking about sustainability.
Answer 4	help in the promotion of local business through social networks and travel websites.
Answer 5	come up with new business ideas.
Correct answer(s):	1, 2, 4, 5

Question 5: Some of the advantages of rural areas for businesses are

Please, mark the true answer(s).

Answer 1	new business opportunities in emerging markets.
Answer 2	having more space.
Answer 3	clean air.
Answer 4	easier access to the field.
Answer 5	access to cheaper land and housing.
Correct answer(s):	All

Question 6: Which elements are part of the criteria of sustainability characteristics of cultural capital?

Please, mark the true answer(s).

Answer 1	Generation of tangible and intangible benefits
Answer 2	Intergenerational and intragenerational equity
Answer 3	Maintenance of diversity
Answer 4	Precautionary principle
Answer 5	Monetary value
Correct answer(s):	1, 2, 3, 4

Question 7: The advantages of creating a digital presence for a small business are:

Please, mark the true answer(s).

Answer 1	Increased visibility with customers
Answer 2	Less need to communicate with customers
Answer 3	More information on online customer behaviour
Answer 4	Easier communication with customers
Answer 5	No need to have a marketing strategy
Correct answer(s):	1, 3, 4

Question 8: Which of the following aspects are crucial to consider when creating a digital presence?

Please, mark the true answer(s).

Answer 1	Goal and reason for a digital presence
Answer 2	Starting with creating a website for the company

Answer 3	Target group
Answer 4	Since people will spend a lot of time on your digital space, make sure it has a lot of information about the company
Answer 5	Social media is to create bonds with your customers
Correct answer(s):	1, 3, 5
Question 9: Rank the following digital marketing channels from the "most effective to connect and create bounds with customers" to the "least effective to connect and create bounds with customers".	
Please, mark the true answer(s).	
Answer 1	Website
Answer 2	E-mail
Answer 3	SEO
Answer 4	SEM
Answer 5	Social Media
Correct order of answers:	5, 2, 1, 3, 4

Business plan: individual and mentoring approach
MODULE VI

DOCUMENT TITLE	**MODULE VI** **BUSINESS PLAN: INDIVIDUAL AND MENTORING APPROACH**
PROJECT TITLE	Intergenerational Learning as a tool to sustainable tourism in low density territories - Rural areas
PROJECT ACRONYM	Inside-T
PROJECT NUMBER	2019-1-PT01-KA202-061451
OUTPUT TYPE	Module content
DATE OF DELIVERY	2021
AUTHOR	Patrícia Araújo
EDITOR	Domínio Vivo - Formação e Consultoria, Lda, Portugal
RELATED INTELECTUAL OUTPUT	IO3
AVAILABILITY OF OUTPUT	Public Document

TABLE OF CONTENTS

KEYWORDS

- Business idea
- Collaborative work
- E-tools
- Resources
- Business plan

LEARNING OBJETIVES	METHODS	TIME SCHEDULE
As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes: **Knowledge:** 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 **Skills:** Apply e-tools to business idea development; apply e-tools to business plan development **Competencies:** Create a business plan for an innovative business idea; taking responsibility to involve mentors and stakeholders in the process of idea generation.	Autonomous learning by reading and studying the course materials and the complementary sources and links provided in the materials. Peer and mentoring support on the platform (open and private forum). Overall self-assessment and by module.	Time necessary for a total: 40 hours Learning content (self-study): 3 hours Self-assessment questions: 15 minutes Additional time (depending on learners) required to complete the learning activities and review complementary sources and links: 1 hour 45 minutes Business plan development: 35h

INTRODUCTION

Congratulations! You have reached the last module of the Inside-T learning manual. If you reached here, you are now ready to move towards a better and more intense exploration of the support e-tools for the elaboration of your entrepreneurship project.

In this module, you'll learn how you can start designing your business idea, with a view to implementing the business plan, using your individual work and the tools provided by the project, which include the provision of specialized mentors for the different stages of your project.

It is important to remember that this project is looking to promote intergenerational learning and the development of professional skills in young adults, especially women, to social sustainability in tourism in low density territories. Thus, it is important to check if your profile and intentions do fit the main concerns of the Inside-T project.

Lastly, the focus of this module is to promote the effective use of the two e-tools: creative lab and collaborative resource network. In each unit, several links to more detailed information are available.

CONTENT

6.1 – E-tools overview: creative lab and collaborative resource

This unit will enable you to perform successfully all the activities available in the Inside-T platform. This to accomplish the development of your business plan.

It's time to combine these resources aimed to provide you tools to deepen your knowledge, to guide you on the development of a business idea, by individual work and peer and stakeholders networking possibilities. This way assisting you to transform your business idea into a business plan.

You'll be working with flexible, easy to use e-tools which permits rich interactions between the Inside-T community, learners and mentors.

In Figure 1 you can see the e-tools list integrated in the platform. The self-assessment and the learning manual you already know well. Now it's to add the Creative Lab and the Collaborative Resource Network, critical for your business plan development:
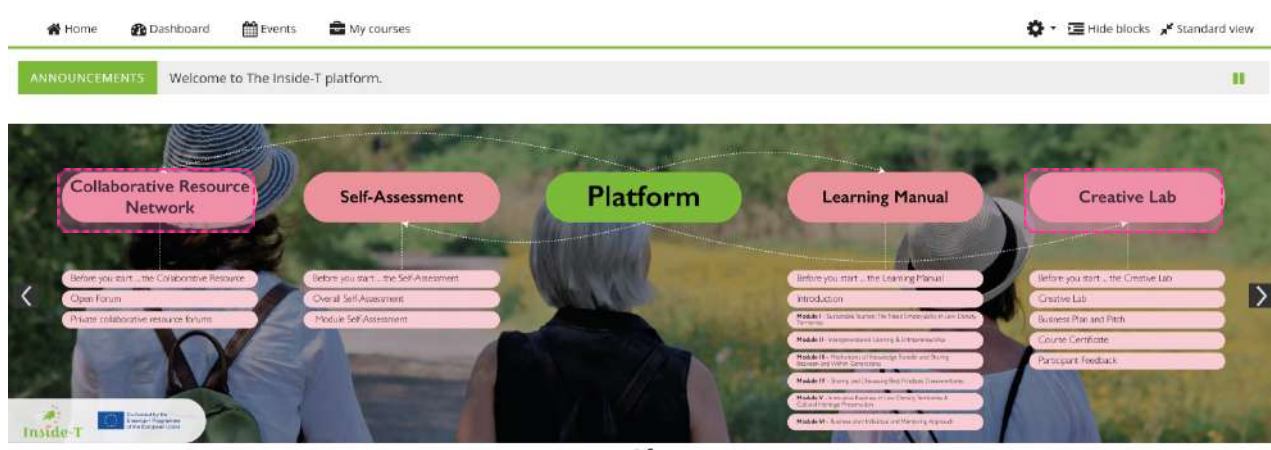
Fig. 1 Highlighting the Creative Lab and the Collaborative Resource Network at the Platform

In fig. 2 you can find the functions list of the Creative Lab and Collaborative Resource Network:

Fig. 2 Available functions of the Creative Lab and Collaborative Resource Network

Fig. 3 The Creative Lab

So, it's time for you to recognize how these resources can be used to generate your business idea and to interact with other learners and the mentors.

Creative lab

It's mandatory that all learners engage with the Creative Lab.

This resource will support you to generate new business ideas in rural areas, inspired on cultural and natural heritage, based on knowledge and practices shared by older generations, towards your business plan design.

As mentioned before the creative lab allows you 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 you can contact not only with other learners, but also with different types of mentors (trainers, seniors, rural tourism company's owners and experts).
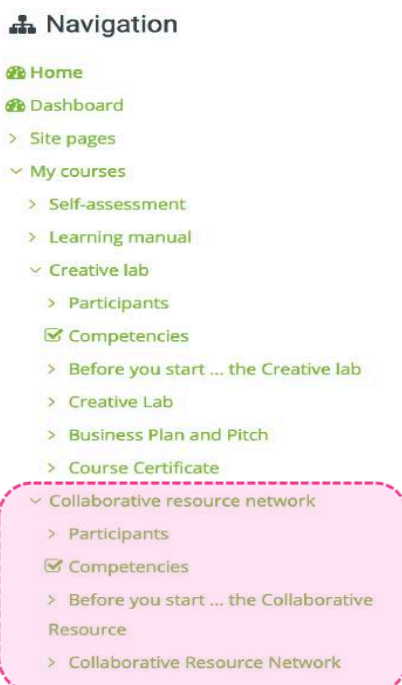
Fig. 4 The Collaborative Resource Network

Using both tools, you can now identify the challenges and the problem you 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 in the next unit.

LEARNING ACTIVITY 6.1
Make a list of the main difficulties you experienced in exploring the Creative Lab and the Collaborative Resource Network.
If you had difficulties that you were unable to overcome autonomously, you can always share them in the open collaborative resource forum, with other learners, with the coordinator of the action or with mentors.

6.2 – Individual Work and Mentoring Facilitation

Creative Lab is tool for you to look for and design a business idea. This tool is a space where ideas take shape, enabling a step-by-step development of your business idea.

When you enter the Creative Lab, are listed the instructions about how to create a project idea. The main steps are:
1. Press the button Create Business Idea:
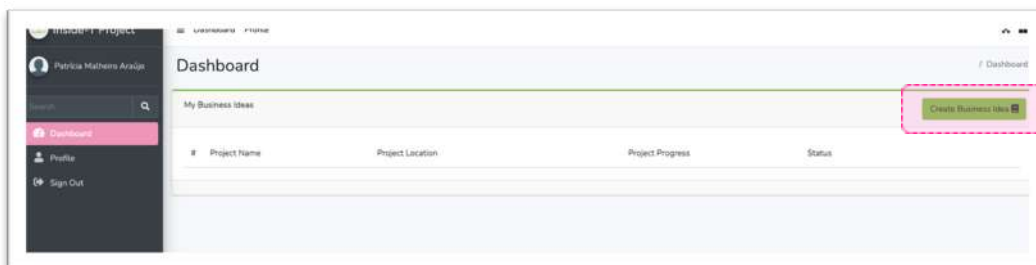
Fig. 5 Creating a business idea at the Creative Lab tool

2. When you enter for the first time in Creative lab, please confirm your compliance with the requirements of an Inside-t business project:

Fig. 6 Compliance with the Inside-T requirements

2.1 If the learner doesn't fit in the profile will not be able to proceed:
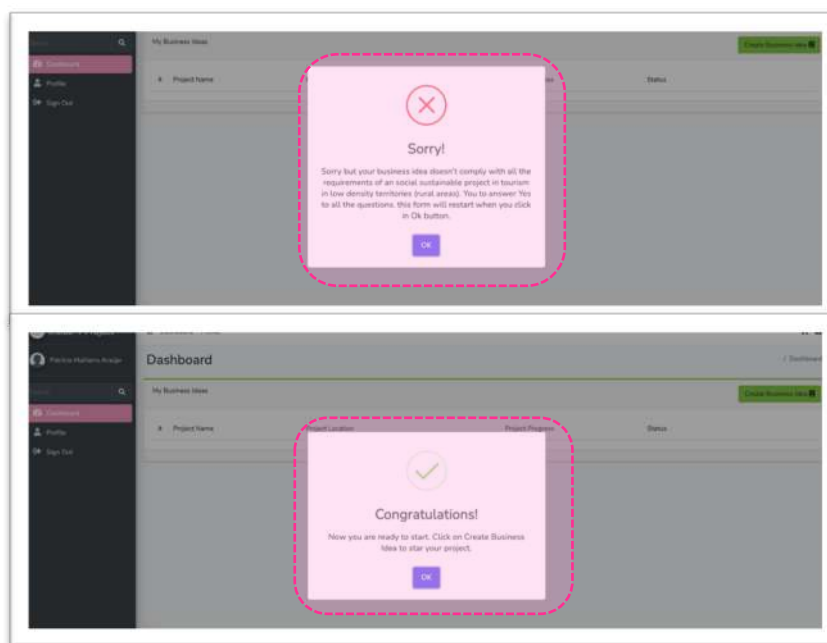
Fig. 7 Checking the learner profile

3. You're invited to present the business idea. Fulfil the next fields with the Project Name, Project Location (low density territories), the Intergenerational Learning process, the connection to Cultural Heritage and how the idea contributes to the sustainable development:
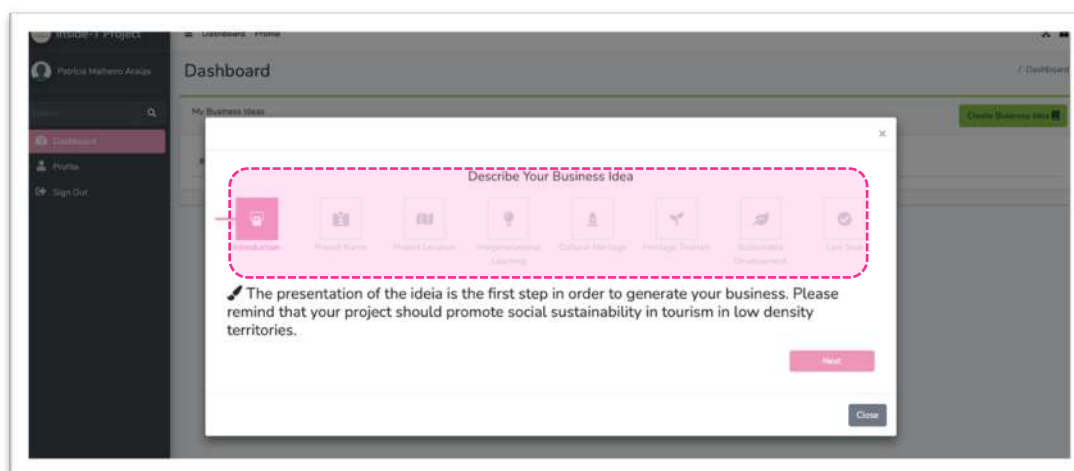
Fig. 8 Introduction

All specific fields have an explanation button, where is specified the concept presented for the project idea:
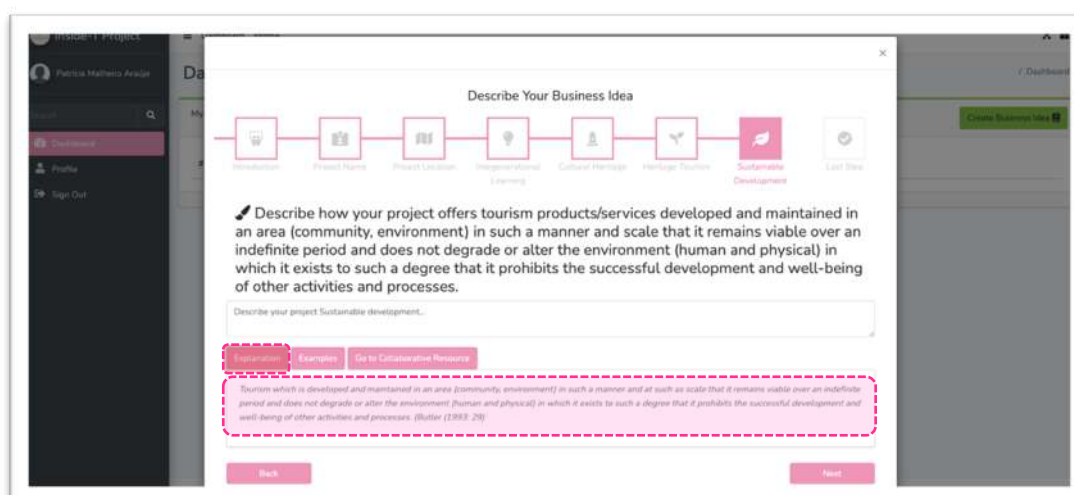
Fig. 9 Explanation

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

Fig. 10 Examples

When you reach the last step of the project idea, it's time to start the **business plan**:

Fig. 11 Last step

But even when you finish the process of generation of the business idea, at any stage, you are able to go back and edit it or simply delete it and start all over:
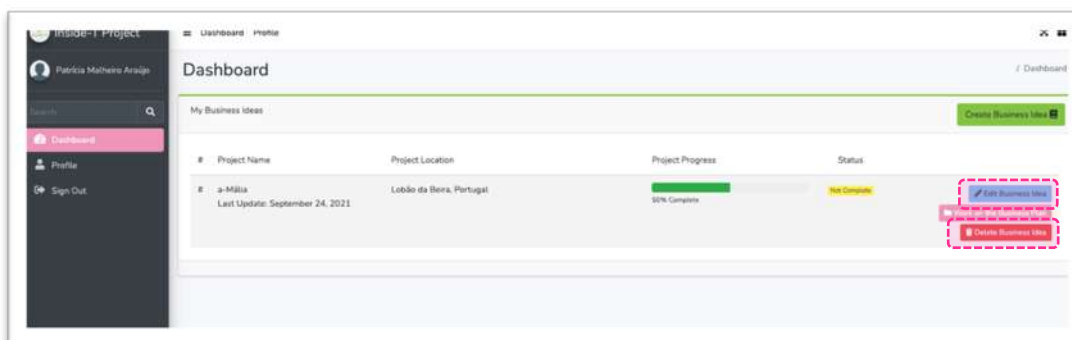
Fig. 12 Edit or delete

During the entire process of creating and fine-tuning the project idea, the platform offers the possibility that, at each step, you can join the collaborative resource network. It is a tool that supports sharing themes, discussions, collecting feedback from mentors, among other facilities.
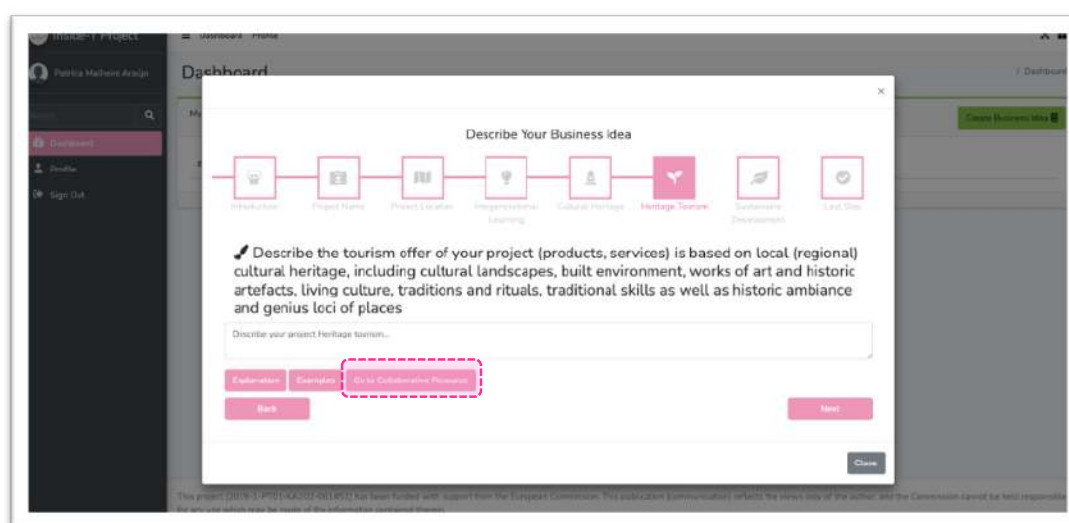
Fig. 13 Collaborative Resource

The Collaborative resource network

The Collaborative resource network is an interface of communication and exchange of experiences and knowledge in the platform, to be used by learners and mentors.

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

The forums of discussion are a permanent instrument of dialogue, consultation, and participation. Regarding the operationalization of the collaborative resource network, we recommend to star by screening the video presentation, a summary of how this tool can be used:
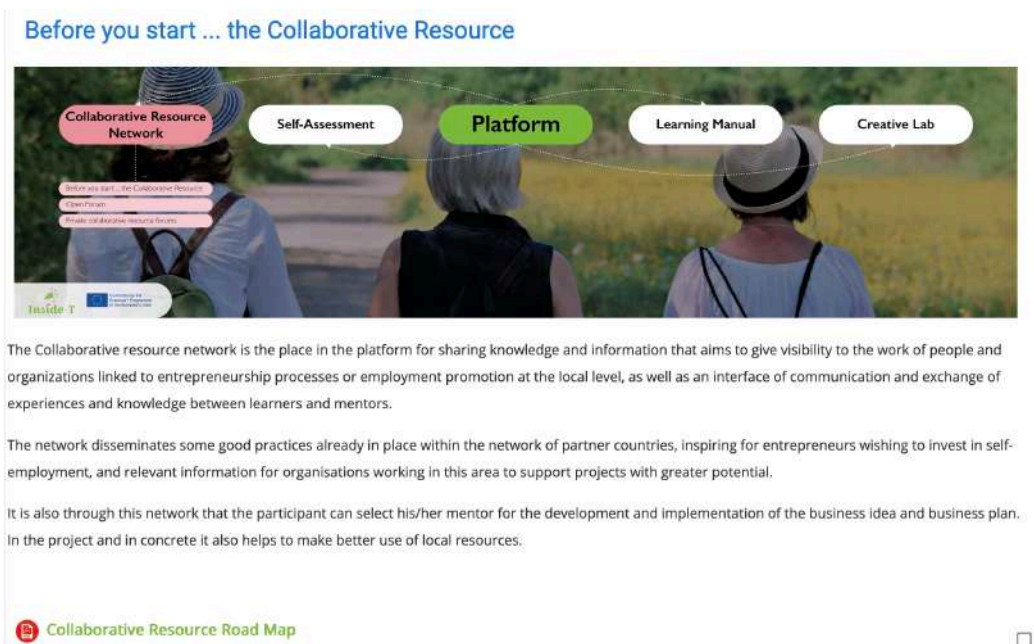
Fig. 14 Presentation of Collaborative Resource Network at the platform

Forum's subjects will focus on Inside-T project related issues. The subjects can be proposed by all members, learners, or mentors. Fig 15 shows where you can propose a new subject, whether for an open or private forum:
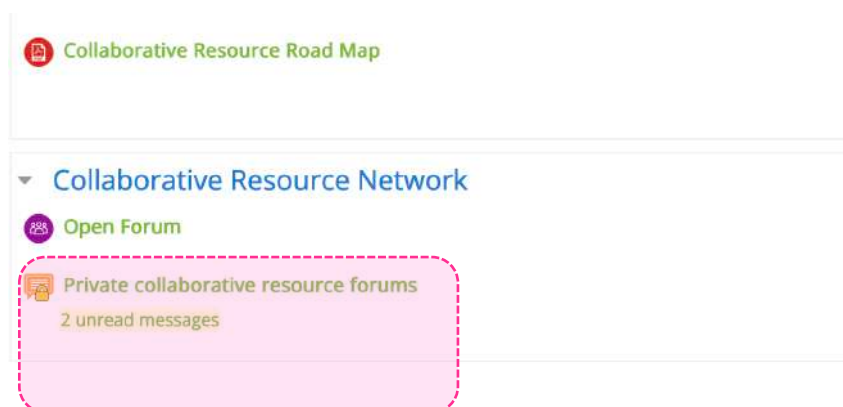
Fig. 15 New forums of discussion

Open Forum

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

Once you open a public forum for the first time, you're invited to present yourself:
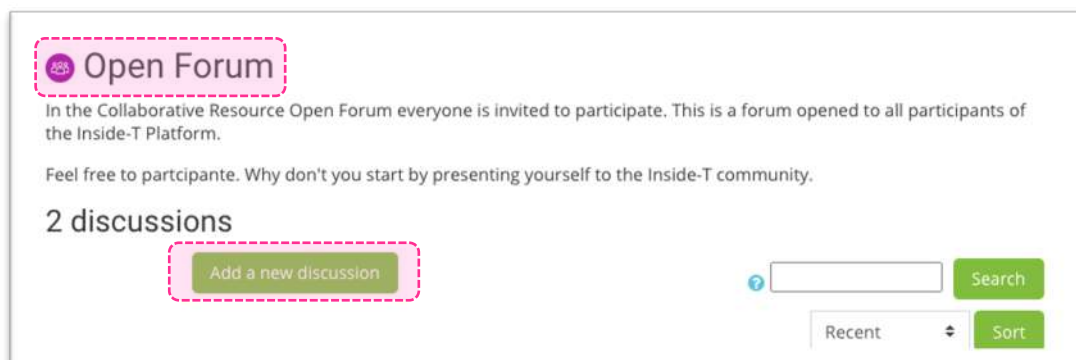
Fig. 16 Add a new discussion/conversation

In all forums you should present your subject and explain it in the second field. You can also choose to upload documents, photos, or videos to share with the Inside-T community. When you finish, you must click the 'Submit' button:

Fig. 17 Topics creating a new discussion

Private Forum

The members of Inside-T community also have the possibility to create private forums accessible only to selected members:
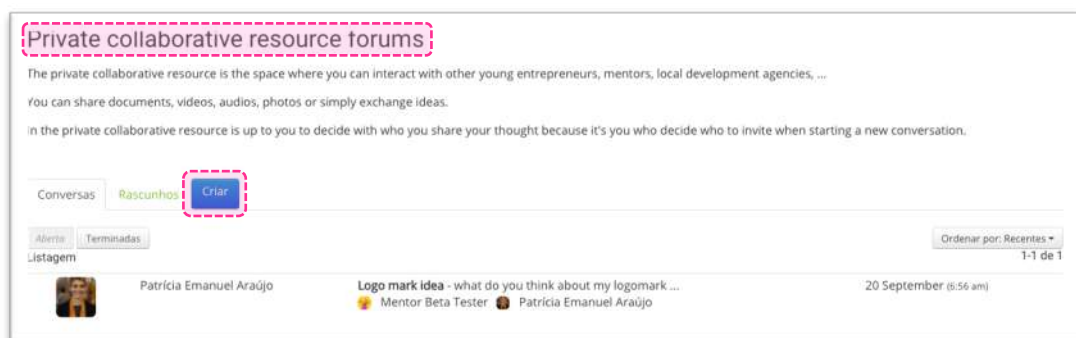
Fig. 18 Private forums

Once you create a new conversation in the private forum, you should select the member(s) you want to enroll in the discussion:
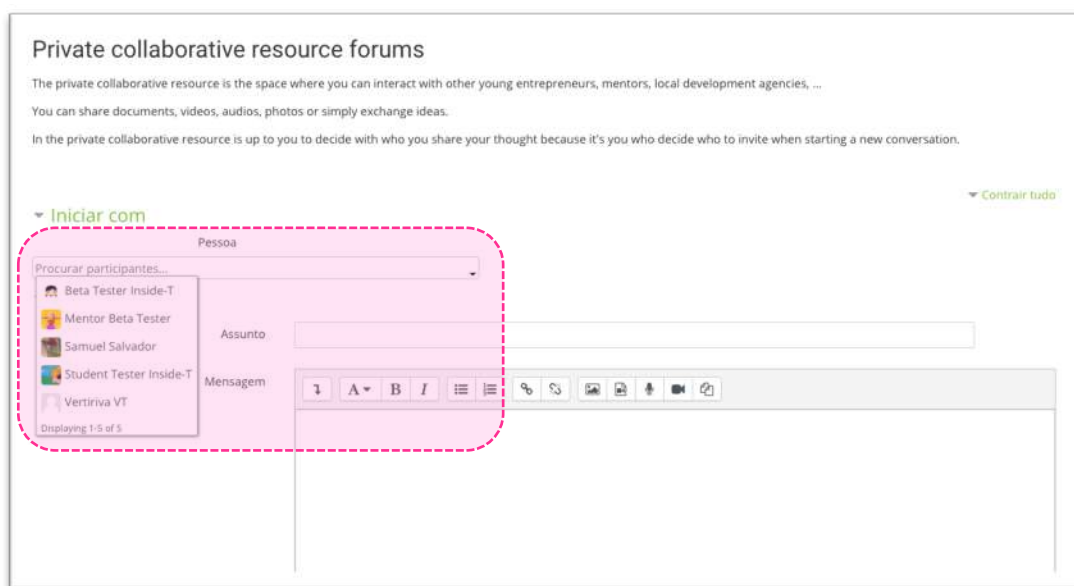
Fig. 19 Forum

Every time you're enrolled in a discussion – public or private, you'll receive a notification in your email alerting for all new actions.

Inside-T learners and mentors agree not to post material that is false and/or defamatory, inaccurate, abusive, indecent, hateful, harassing, obscene, threatening, invasive of the privacy of a person, or in contravention of any law.

The community also agree not to publish any material subject to copyright unless the user is the owner of such rights or have permission of the owner of such rights.

The community is forbidden to: use obscene language or content of messages that are deemed to be blatant as opposed to incidental; threatening messages to other members with the apparent intent to incite or perpetuate a conflict or argument; repetitive meaningless messages in the forums or individual threads of messages; publication of personal information or private dialogues; publication of pornographic material or sexual, aggressive, discriminatory, disrespectful material of any kind or that in any way denigrates the image of persons or institutions; misrepresentation; discussions about illegal activities; posts that are published under secondary user names or other pseudonyms; messages that violate the privacy of another user.

LEARNING ACTIVITY 6.2
Make a list of the main difficulties you experienced in exploring the Creative Lab and the Collaborative Resource Network.
If you had difficulties that you were unable to overcome autonomously, you can always share them in the open collaborative resource forum, with other learners, with the coordinator of the action or with mentors.

6.3 – Step by step business plan development

When you get to the business plan development, you're ready to tackle the challenges of Inside-T project.

Now is the time to go deeper on the project idea and transform it in a business plan proposal.

When starting a business, developing a strong business plan will be one of the first steps to take. The business plan will cover everything from a detailed explanation of the opportunities of the market, the problem to address to, products or services and pricing model to financial projections—plus much more. Therefore, whether you are not sure how to get started or you are just looking to make the process easier, the Creative Lab can help you, step-by-step.
Let's start:

Starting: work on the business plan
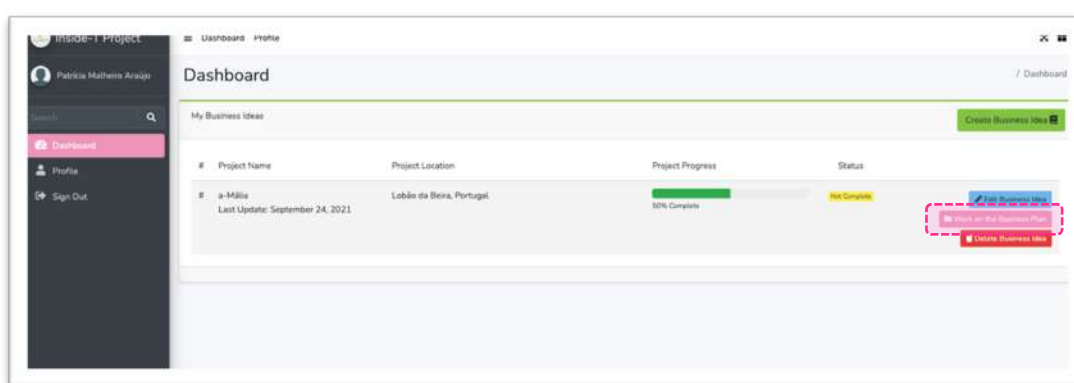
Fig. 20 Work on the Business Plan

Once you start the business plan, 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:

Fig. 21 Progress

Step 1: Market Opportunity

The market opportunity section of the business plan is where is provided a well-researched estimate of how many consumers or businesses belong to the target market, as well as how much potential sales can be made from that market. With the help of a small tutorial and some examples, you must present a proposal using up to 3000 characters:

Fig. 22 The Market Opportunity

When this field is completed, the related box turns green, and the dashboard shows the progression. This applies to all fields of the business plan, despite you can always edit all fields along the way:

Fig. 23 The Market Opportunity - Finished

Step 2: The Problem

This is an important stage. Every company starts by solving or trying to adress an important problem. The more accurately is the articulation of the problem, the more valuable the solution will be. Entrepreneurs get so pleased about their solution that they forget to explain why the problem is so important. A well-articulated problem makes the value of the solution and the entire plan more effective. So, in many ways, the problem statement can be the heart of the concept. It's what intrigues people about the rest of the business and ultimately becomes the focal point for everything that is build. Building a great case for the problem isn't just about stating the problem, it's about building an engaging story around that problem that people can empathize with personally. Here you are challenged to be objective and in 3000 characters present the problem:

Fig. 24 The Problem

Step 3: The Solution

Once the problem is articulated, the next step is to think about how the solution fixes that problem beautifully. This requires just as much effort to keep the answer short and punchy as the problem statement. Many entrepreneurs assume that their audiences already understand why a product or service is important. The problem statement should set the stage for the solution to shine:

Fig. 25 The Solution

Step 4: The Competition

It's time for you to give a glimpse into the other companies that are working in the same space and how the company stacks up. It's important to research both direct competitors (businesses that offer products or services that are virtually the same) and the indirect competitors (businesses that offer slightly different products or services but that could satisfy the same consumer need). It's time to look hard and avoid saying the solution is unrivaled:

Fig. 26 The Competition

Step 5: The business Model

The term business model refers to a company's plan for making a profit. It identifies the products or services the business plans to sell, its identified target market, and any anticipated expenses. Successful businesses have business models that allow them to fulfill client needs at a competitive price and a sustainable cost:

Fig. 27 The Business Model

Step 6: The Route to Market

Route-to-market is a strategy that determines which distribution and communication channels are used to deliver a product or service to the target customers. To be winners in the markets of the future, you need to be innovative and different in your approach to route-to-market. You need to use channels and approaches differently than those that are currently available on the basis that today's unique route-to-market channel, is tomorrow's standard offering:

Fig. 28 The Route to Market

Step 7: The Resources required

Identifying business resources to start a business and after launching the business, is a crucial step in business planning. Even the simplest business plans are designed to walk entrepreneurs through the activity of describing every source and the exact amount of the initial equity capital, as well as account for the equipment necessary to produce products or services. The plans for obtaining the necessary personnel, equipment, and cash to meet the capital expenses will need to be detailed throughout the business plan. It is a good time for you to evaluate the technical resources and requirements as well:

Fig. 29 The Resources Required

Step 8: The Financials

At last, we've arrived at everybody's least favorite section of the business plan: Financials!

It's here where the various spreadsheets, charts, tables, and graphs that communicate to the projections for the company are presented. And while this is a numbers-dominant step, it's desired to backup all of the figures with either a quick intro or summary explaining how to get there:

Fig. 30 The Financials

Step 9: Management Team

The Management Team step is where you introduce the team and, if possible, explain how each team member's background is highly relevant to the success of the company.

An ideal Management Team section shows that the team's combination of skills, experience, relationships, and expertise make the best group of people on the planet to drive the success of the company:

Fig. 31 Management Team

By this time, you can print your business plan, before presenting it to a mentor.
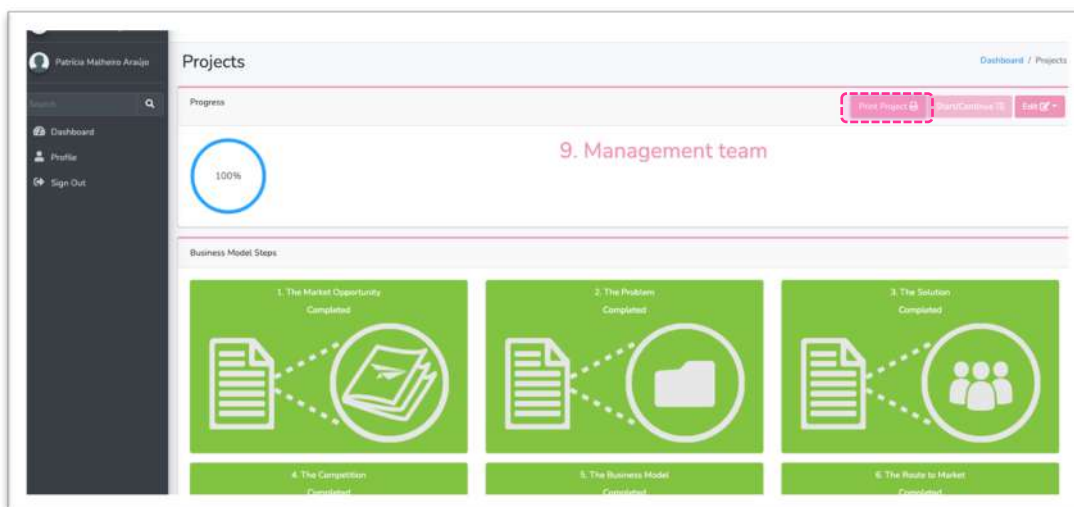
Fig. 32 Print Project

Fig. 33 Preview

The journey at the creative lab is now finished!

The business plan is concluded.

Please check that you do not intend to make any further changes and that you are in compliance with everything that was requested.

When you have the final version of the document, save it as a pdf and upload it to a private forum that you must create in the collaborative resource network, inviting a mentor of your choice to analyse it. After the mentor has validated the quality of the project proposal in the collaborative resource network's private forum, prepare a PowerPoint presentation, with a maximum duration of 5mn, to be held in workshop 3 of the course.

You should also move and confirm the learning acquirements and revisit to the overall assessment, before presenting the pitch of the business plan in the third and last workshop of the course.

Well Done!!!

LEARNING ACTIVITY 6.3
Make a list of the main difficulties you experienced in building the business plan.
If you had difficulties that you were unable to overcome autonomously, you can always share them in the open collaborative resource forum, with other learners, with the coordinator of the action or with mentors.

USEFUL LINKS

Inside-T Website	https://insidetproject.eu/
Inside-T Learning platform	https://e-learning.insidetproject.eu/
Best Practice Pensão David	https://www.youtube.com/watch?v=b0lgEhVqIr4&t=305s
Best Practice Lá em Cima	https://www.youtube.com/watch?v=SRMYoAwTYtc&t=210s
Best Practice Haabjameister - Dugout Boat Master	https://www.youtube.com/watch?v=9jAE5QBzN-M&t=449s
Best Practice Metsikud Maitsed - Wild Tastes:	https://www.youtube.com/watch?v=smyt-IF_ljw&t=282s
Best Practice Glendowen	https://www.youtube.com/watch?v=77xl6N_FjI4&t=324s
Best Practice Glen Keen	https://www.youtube.com/watch?v=cXuPPCdfcmU&t=169s
Best Practice Pensiunea Maria	https://www.youtube.com/watch?v=UyyeYgf7-M4&t=60s
Best Practice Băile Călacea	https://www.youtube.com/watch?v=Uwpw_eDi-tI&t=406s
Inside-T Facebook	https://www.facebook.com/pg/InsideTProject/
Inside-T Instagram	https://www.instagram.com/insidetproject/
Inside-T LinkedIn	https://www.linkedin.com/company/inside-t-project/
Inside-T Youtube Channel	https://www.youtube.com/channel/UCBsTXRmxwmNUtEB8GTmtLJg

SUMMARY OF KEY POINTS

Creative Lab: This tool is a space where ideas take shape, enabling a step-by-step development of your business idea. When you enter the Creative Lab, are listed the instructions about how to create a project idea. The journey at the creative lab is:
- Step 1: 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

Collaborative Resource Network: a space where you can contact not only with other learners, but also with different types of mentors (trainers, seniors, rural tourism company's owners and experts).

INTEGRATIVE LEARNING ACTIVITY FOR MODULE 6

Systematize the reflections you made while engaging with the module materials. Outline the aspects, which need to be considered for your enterprise to improve its sustainability performance.

Now that you've finished your business plan, check that you don't want to make any further changes and that you are in line with everything you are asked for.

When you have the final version of the document, save it as a pdf and upload it to a private forum that you must create in the collaborative resource network, inviting a mentor of your choice. After the mentor has validated the quality of the project proposal in the collaborative resource network's private forum, prepare a PowerPoint presentation, with a maximum duration of 5mn, to be held in workshop 3 of the action. The presentation must be saved in pdf and placed in the space indicated in figure 35 of Creative Lab, for the final evaluation by the mentor:
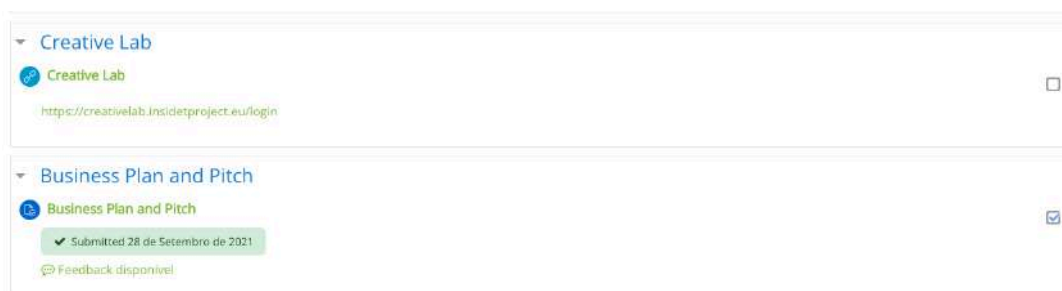

Fig. 35 Upload Business Plan for evaluation by mentor

SELF-ASSESSMENT QUESTIONS

Question 1: Have you ever attended a course in blended learning (distance + face to face learning)?

Please, mark yes or no answer(s).	
Answer 1	Yes
Answer 2	No
Correct answer(s):	Yes

Question 2: Have you ever created a project using online tools?

Please, mark yes or no answer(s).	
Answer 1	Yes
Answer 2	No
Correct answer(s):	Yes

Question 3: Are you comfortable taking the initiative or actively participating in online forums?

Please, mark yes or no answer(s).	
Answer 1	Yes
Answer 2	No
Correct answer(s):	Yes

Question 4: Have you ever tried out creative activities to generate business ideas?

Please, mark yes or no answer(s).	
Answer 1	Yes
Answer 2	No
Correct answer(s):	Yes

Question 5: Do you consider the creative process relevant in generating business ideas?

Please, mark yes or no answer(s).	
Answer 1	Yes
Answer 2	No
Correct answer(s):	Yes

Question 6: Have you ever used online tools to support the creation of business ideas?

Please, mark yes or no answer(s).	
Answer 1	Yes
Answer 2	No

Correct answer(s):	Yes
Question 7: Have you ever used online tools to support the creation of a business plan?	
Please, mark yes or no answer(s).	
Answer 1	Yes
Answer 2	No
Correct answer(s):	Yes
Question 8: One of the steps in creating a business plan is opening a bank account.	
Please, mark true or false answer(s)	
Answer 1	True
Answer 2	False
Correct answer(s):	False
Question 9: A business plan must identify the resources needed to develop the business and also the entire marketing program for the business to be created.	
Please, mark true or false answer(s)	
Answer 1	True
Answer 2	False
Correct answer(s):	True

References

1	Adair, J. (2010), Stategic leadership – how to think and plan strategically and provide direction, Kogan Page.
2	Allen, T.D., Eby, L.T. and Lenz, E. (2006), "The relationship between formal mentoring program characteristics and perceived program effectiveness", Personnel Psychology, No. 59, pp. 125-153.
3	Andrew, J.P. & Sirkin, H.L. (2003) Innovating For Cash, Harvard Business Review, September 2003, Reprint R0309E, pp1 - 9
4	Aref, F., Gill, S.S., & Aref, F. (2010). Tourism Development in Local Communities: As a Community Development Approach, Journal of American Science 6(2),155-161
5	Aslam, M. (2012). Issues and Challenges in Sustainable Tourism Development in Rural Areas. Conference: 2nd International Conference on Hospitality and Tourism, Kualalumpur, Volume: 02
6	Barrett, R. (2006), Small business learning through mentoring: evaluating a project, Education + Training, Vol.58 nos 8/9, pp.614-26
7	Bjursell, C. (2015). Organizing for intergenerational learning and knowledge sharing. Journal of Intergenerational Relationships, 13(4), 285-301.
8	Bell, C.R., 2010, Manageri si mentori: crearea parteneriatelor educaționale, București, Curtea Veche Publishing.
9	Belletti G. (2010). Ruralità e Turismo. Agriregionieuropa, 6(20)
10	Blancas, F. J., Lozano-Oyola, M, Gonzalez, M., Guerrero, F. M., & Caballero, R. (2011). How to use sustainability indicators for tourism planning: The case of rural tourism in Andalusia (Spain), Science of the Total Environment, 412-413, 28-45.
11	Botham, R. and Mason, C. (2007), "Good practice in enterprise development in UK higher education", Research Report No. 004/2007, National Council for Graduate Entrepreneurship, March, pp. 1-105, available at: www.strath.ac.uk/media/departments/huntercentre/research/researchreports/NCGE_final_report.pdf
12	Boyd, S. (2002). Cultural and heritage tourism in Canada: Opportunities, principles and challenges. Tourism and Hospitality Research, 3(3), 211-233.
13	Boyer, N. (2003). Leaders Mentoring Leaders: unveiling role identity in an international online environment, Mentoring & Tutoring, vol. 11, nr. 1, pp. 75-83.
14	Brown, T.L. (1990), "Match up with a mentor", Industry Week, Vol. 239 October, p. 18, cited in Sullivan and Duffy (2000).
15	Chalkiti, K. (2012). Knowledge sharing in dynamic labour environments: insights from Australia. International Journal of Contemporary Hospitality Management.
16	Chertavian, G. (2012), "The boss: the power of mentoring", The New York Times, Job Market, 22 January, p. BU9.
17	Clutterbuck, D. (2009), "Coaching and mentoring millenials", The OCM Coach and Mentor Journal, available at: www.theocm.co.uk/downloads/THE_OCM_Journal_2009.pdf
18	Cull, J. (2006), Mentoring young entrepreneurs: what leads to success?, International Journal of Evidence Based Coaching and Mentoring, Vol.4 no.2, pp.8-18
19	Di Iacovo, F., Moruzzo, R. Rossignoli, C., & Scarpellini, P. (2014). Transitition management and social innovation in rural áreas: lessons from social farming. The journal of Agricultural Education and Extension, 20(3), 327-347.
20	Drucker, P.F. (2002) 'The Discipline of Innovation', Harvard Business Review, Best of HBR 2002, Reprint R0208F, pp 5 - 11
21	ENIL Project Partnership (2013) E N I L – European Network for Intergenerational Learning Report on Intergenerational Learning and Volunteering

22	Esparcia, J. (2014). Innovation and networks in rural areas. An analysis from European innovative projects. Journal of rural studies, 34, 1-14.
23	European Commission. (n.d.). Internal Market, Industry, Entrepreneurship and SMEs. Retrieved August 17, 2020, from https://ec.europa.eu/growth/sectors/tourism/offer/sustainable_en
24	European Commission, (2021) Green Paper on Aging. Fostering solidarity and responsibility between generations.
25	European Parliament (2019), EU Agenda for Rural, Mountainous and Remote Areas, Strasbourg, Retrieved August 17, 2020, from https://www.europarl.europa.eu/doceo/document/TA-8-2018-0374_EN.html
26	European Rural Agenda. (n.d.). Rumra & Smart Villages. Retrieved August 17, 2020, from https://www.smart-rural-intergroup.eu/european-rural-agenda/
27	Evans, G. (2004). Mundo Maya: From Cancun to city of culture? World heritage in post-colonial Mesoamerica. Current Issues in Tourism, 7(4, 5), 35–49.
28	Facia, M (2017) The value of knowledge transfer mechanisms. Journal of Strategy, Operations & Economics. Vol. 3 (1), July 2017 Graham, B. (2002). Heritage as knowledge: Capital or culture. Urban Studies, 39(5, 6), 1003–1017.
29	Faulkner, B., & Tideswell, C. (1997). A framework for Monitoring Community Impacts of Tourism, Journal of Sustainable Tourism, 5(1), 3-28.
30	Field, J. (2001). Lifelong education. International Journal of Lifelong Education, 20(1-2), 3-15.
31	Fong, S-F (2014) Community involvement and sustainable rural tourism development: perspectives from the local communities. European Journal of Tourism Research.
32	Fons, M.V.S., Fierro, J.A. & Patino, M.G. (2011). Rural Tourism: A Sustainable Alternative, Applied Energy 88(2), 551-557.
33	Google (2020). Fundamentals of digital marketing. Google Digital Garage.
34	Granovetter, M.S. (1974). Getting a Job, Harvard University Press, Cambridge, MA
35	Gutierrez, K. D. (2008). Developing a Sociocritical Literacy in the Third Space. Reading Research Quarterly, 43, 148-164.
36	Hall, J. (2003), Mentoring and Young People: A Literature Review, SCRE Research Report 114, The SCRE Center, University of Glasgow, Glasgow
37	Hargadon, A. & Sutton, R.I. (2000) Building an Innovation Factory, Harvard Business Review, May-June 2000, p 157-166
38	Hering, D., Phillips, J. (2006) "Innovative on Purpose", Harvard Management Update, September 2006, Reprint U0609B, pp 2-5
39	Hill, B. J. (1993). The future of rural tourism. Parks & Recreation (Arlington), 28(9), 98-123.
40	Hwang, D., Stewart, W. P., & Ko, D. W. (2012). Community behavior and sustainable rural tourism development. Journal of Travel research, 51(3), 328-341.
41	IE University (2018) Intergenerational Entrepreneurship: Rejuvenating Family Business
42	Jaafar, M., Dahalan, N., & Rosdi, S.A.M., (2014). Local Community Entrepreneurship: A Case Study of the Lenggong Valley, Asian Social Science, 10(10), 226-235.
43	Jahn, K. (2013) Knowledge Management Strategies
44	Johnson, W., Ridley, C. (2004). The elements of mentoring. New York: Palgrave Macmillan.
45	Kang, S. K., Lee, C. K., Yoon, Y., & Long, P. T. (2008). Resident perception of the impact of limited-stakes community-based casino gaming in mature gaming communities. Tourism Management, 29(4), 681-694.
46	Kanter, R.M. (2006) Innovation: The Classic Traps, Harvard Business Review, November 2006, Reprint R0611C, p 2-12

47	Kaplan, A.M., Haenlein, M. (2010), "Users of the world, unite! The challenges and opportunities of Social Media", Business Horizons, Vol. 53 No.1, pp. 59-68.
48	Kayat, K & Mohd Nor, N.A. (2006). Community Members Involvement in Community Development Programme: Homestay Programme in Kedah, Journal of Southeast Asia Social Science and Humanities 67(1), 77-102.
49	Knight, R.M. (1995), "Barriers to innovations: a cross cultural comparison", Conference Proceedings: Research at the Marketing/Entrepreneurship Interface, University of Illinois at Chicago, Chicago, IL, pp. 453-80.
50	Komppula, R. (2014). The Role of Individual Entrepreneurs in the Development of Competitiveness for a Rural Tourism Destination-A Case Study. Tourism Management 40(1), 361-371.
51	Lane B., Kastenholz E., Lima J., Majewsjki J. (2013). Industrial Heritage and Agri/Rural Tourism in Europe. Directorate General for Internal Policies.
52	Law, H., Ireland, S. and Hussain, Z. (2007), The Psychology of Coaching, Mentoring and Learning, Wiley, Chichester.
53	Leon, R. D. (2020). Fostering intergenerational learning in the hotel industry: A multiple criteria decision-making model. International Journal of Hospitality Management, 91, 102685.
54	Liu, A. (2006). Tourism in Rural Areas: Kedah, Malaysia, Tourism Management 27(5), 878-889.
55	Lordkipanidze, M., Brezet, H., & Backman, M. 2005. The Entrepreneurship Factor in Sustainable Tourism Development, Journal of Cleaner Production, 13(8), 787-798.
56	Loulanski, T., & Loulanski, V. (2011). The sustainable integration of cultural heritage and tourism: a meta-study. Journal of Sustainable Tourism, 19(7), 837-862.
57	Lourens, M (2007) Seven steps for successful tourism route development
58	Malhotra, N. K. (1999). Marketing Research: an applied orientation. London: Prentice-Hall International.
59	Matero, F. (2003). Preface. In J.M. Teutonico & F. Matero (Eds.), Managing change: Sustainable approaches to the conservation of the built environment.
60	Megginson, D. and Whitaker, V. (2007). Continuing Professional Development. London: CIPD
61	Mitchell, M. & Hall, D. (2005). Rural Tourism as Sustainable Business. Channel View Publications
62	Newman, S., & Hatton-Yeo, A. (2008). Intergenerational learning and the contributions of older people. Ageing horizons, 8(10), 31-39.
63	OECD (2008), Globalization, SMEs and Tourism Development, Tourism in OECD Countries: Trends and Policies, OECD Publishing, Paris, Chapter 2
64	Ohe, Y. (2003). Multifunctionality and Farm Diversification: A Direction for Farm Policy. In Full Papers of the 80th EAAE Seminar, Ghent, 2003.
65	Ostgaard, T. A., & Birley, S. (1996). New venture growth and personal networks. Journal of Business Research, 36(1), 37-50.
66	Paul, R., Fisher, A., Nosich, G. (1993). Workshop on critical thinking strategies. Rohnert Park, CA: Sonoma State University, Foundation for Critical Thinking.
67	Pedford, J. (1996). Seeing is believing: the role of living history in marketing local heritage. The marketing of tradition, 13-20.
68	Rao, Y (2018) Knowledge Sharing, Organizational Learning and Service Innovation in Tourism
69	Robert D. Hisrich, Michael P. Peters (2002) Entrepreneurship, McGraw-Hill,
70	Roberts, L. and Hall, D. (2001). Rural Tourism and Recreation: Principles to Practice, Wallingford: CAB International.

71	Roders, A. P., & van Oers, R. (2011). Bridging cultural heritage and sustainable development. Journal of Cultural Heritage Management and Sustainable Development.
72	Rothwell, R. (1994), "Towards the fifth-generation innovation process", International Marketing Review, Vol. 11 No. 1, pp. 7-31.
73	Ruhanen, L. (2004). Strategic Planning for Local Tourism Destinations: An Analysis of Tourism Plans, Tourism and Hospitality Planning & Development, 1(3), 239-253.
74	Sarri, K. and Petridou, E. (2006), Mentoring support for start-up female entrepreneurs: the situation in Greece, Internationalizing Entrepreneurial Education Conference, Proceedings of the 15th International Conference in Surrey, UK, 2006
75	Saxena, S. (2012). Problems faced by rural entrepreneurs and remedies to solve it. Journal of Business and Management, 3(1), 23-29.
76	Sawhney, M. Wolcott, R.C. and Arroniz, I (2006) The 12 Different Ways for Companies to Innovate, MIT Sloan Management Review, Spring 2006, pp 75-81
77	Sharif, N.M., & Lonik, K.A.T. (2017). Sustaining the Entrepreneurship in Rural Tourism Development, International Journal of Multicultural and Multireligious Understanding 4(6), 31-42.
78	Stoian, M. & Stoicea, P. (2011). The Best Practices in Greece Rural Tourism, Agricultural Management, Management Agricol, 13(4), 195-202.
79	Strunga, A., Martin C, 2012, Mentoring and eMentoring in entrepreneurial education - CReBUS perspective, in Journal of Educational Sciences, West University Press, ISSN 1454 – 7668 pp. 101-109;
80	Surugiu, C. (2009). Development of Rural Tourism Through Entrepreneurship, Journal of Tourism (8), 65-72.
81	Sustain - T Project (2019) Networking and collaboration benefits to tourism business
82	Živa Juriševič Brčić & Katarina Katja Mihelič (2015) Knowledge sharing between different generations of employees: an example from Slovenia, Economic Research-Ekonomska Istraživanja, 28:1, 853-867
83	Taiminen, H. M., & Karjaluoto, H. (2015). The usage of digital marketing channels in SMEs. Journal of Small Business and Enterprise Development.
84	Taylor, C (2014) Five Ways Storytelling Can Empower Your Business
85	Throsby, D. (2003). Sustainability in the conservation of the built environment: An economist perspective. Managing change: Sustainable approaches to the conservation of the built environment.
86	Tribe, J., Font, X., Griffiths, N., Vickery, R. & Yale, K. 2000. Environmental Management for Rural Tourism and Recreation, Tourism Management, 23(2002), 419-425
87	Tunbridge, J., & Ashworth, G. (1996). Dissonant heritage: The management of the past as a resource in conflict. Chichester: John Wiley.
88	VanDeCarr, P (2015) Storytelling and Social Change- A guide for activists, organizations and social entrepreneurs. WorkingNarratives
89	Viator, R.E. (1999), "An analysis of formal mentoring programs and perceived barriers to obtaining a mentor at large public accounting firms", Accounting Horizons, Vol. 13 No. 1, pp. 37-53.
90	Winchester, B. (2012). Continuing the Trend: The Brain Gain of the Newcomers: A Generational Analysis of Rural Minnesota Migration, 1990-2010.

GLOSSARY

Business planning	How a business defines its objectives and how it is to go about achieving its goals. A business plan lays out a written roadmap for the firm from marketing, financial, and operational standpoints. It can be used to attract investment before a company has established a proven track record as well as keeping themselves on target going forward.
Career pathing	A mentoring technique that mainly consists of illustrating and analyzing the most important professional crossroads in mentee's life.
Coaching	The process by which coachees gain the skills, abilities, and knowledge they need to develop themselves professionally and become more effective in their activities.
Codification	Knowledge management strategy that focuses on extracting knowledge from people and storing it somehow.
Collaborative tourism routes	Routes that are linking together a series of tourism attractions in order to promote local tourism by encouraging visitors to travel from one location to another.
Community-based entrepreneurship	A community acting corporately as both entrepreneur and enterprise in pursuit of working towards a common goal, in the interest of the community's economic and social initiatives.
Competitive advantage	A condition that puts a particular entity in a better position comparing compared to other entities within the same market.
Critical thinking	Thinking about any subject, content or problem in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.
Cultural heritage	A concept loaded with subjectivism and that is dynamic over time, it does not depend so much on the objects or goods that could be included, but on the values that society attributes to them in each moment of history, and that determine which goods are those that must be protected and preserved for posterity.
Digital marketing	It can be described as the use of the internet, mobile devices, social media, search engines, and other channels in order to reach consumers and promote them products and services.
e-Mentoring	A relationship that is established between a more senior individual (mentor) and a lesser skilled or experienced individual (protégé), primarily using electronic communications, that is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the protégé to help him or her succeed, whilst also assisting in the development of the mentor.
Employment growth	An increase in economic opportunities, including job prospects and entrepreneurship.
Entrepreneurship	The process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence.

EU Agenda for sustainable tourism	Actions and solutions outlined by the European Commission for more competitive and sustainable tourism in Europe.
Financial management	It means planning, organizing, directing, and controlling the financial activities of the enterprise.
Idea generation	It helps to create new products and services, enhance work processes, improve and change business and sales / marketing activities, etc..
Innovation	It involves the conversion of new knowledge into a new product, process or service and putting this product, process or service into actual use, for a monetary return.
Intergenerational learning	The way that people of all ages can learn together and from each other. It is an important part of Lifelong Learning, where the generations work together to gain skills, values and knowledge. Beyond the transfer of knowledge it fosters reciprocal learning relationships between different generations and helps develop social capital and social cohesion in our ageing societies.
Intergenerational practice	Aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities.
Issues mapping	A mentoring technique which consists in the process of actively listening the mentee and find the recurring patterns and themes.
Knowledge transfer	Sharing or disseminating knowledge and providing inputs to problem solving. In organizational theory, knowledge transfer is the practical problem of transferring knowledge from one part of the organization to another.
Leadership	The activity of influencing people to pursue a certain course.
Lean Start-up / Production	Launching a "functional prototype" of a product or service, quickly and effectively, in order to save time… and money.
Lifelong learning	Concept refers to the activities people perform throughout their life to improve their knowledge, skills and competence in a particular field, given some personal, societal or employment related motives.
Low-density territories	A region that has a low demographic density (population per kilometre), as well as weak economic density (GDP per capita).
Medium-sized enterprises	Enterprises that employ fewer than 250 persons and either have an annual turnover that does not exceed EUR 50 million, or an annual balance sheet not exceeding EUR 43 million.
Mentoring	A subset of coaching, not a matter of semantics. When you mentor top performers, you coach them to take on tasks and responsibilities beyond those designated in their job descriptions. The selection of both mentors and mentees and their motivation for entering the mentoring relationship is vital for ensuring results for themselves as well as for the organization. The purpose of matching is to create the best possible basis for learning for both parties. The more mentors and mentees resemble each other, the easier it is for them to connect and confirm each other in the prejudices they share concerning the outside world.
Mentoring techniques	Processes to assist a mentee or coachee to address a specific purpose.

| Micro enterprises	Enterprises that employ fewer than 10 persons and whose annual turnover or annual balance sheet total does not exceed EUR 2 million.
Personalization	Knowledge management strategy that focuses on people and their direct communication among each other.
Rural areas	All areas that are outside urban clusters. Urban clusters are clusters of contiguous grid cells of 1 km² with a density of at least 300 inhabitants per km² and a minimum population of 5 000.
Rural development	The process of improving the quality of life and overall well-being of those living in rural areas.
SEM	Search engine marketing involves paid advertisements, visible on the top search results pages and websites, on a search engine's results page, related to some specific keywords.
SEO	Search engine optimization is used to improve the organic visibility of business websites and brand-related content for common industry-related search queries, such as Google and Bing search engines.
SME	Small enterprises employ fewer than 50 persons and whose annual turnover or annual balance sheet total does not exceed EUR 10 million. SME Stands for small and medium-sized enterprises. SMEs represent 99% of all businesses in the EU. The definition of an SME is important for access to finance and EU support programmes targeted specifically at these enterprises.
Social media	Interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks.
Social networks	Structures that represent a set of individuals, entities, organisms, that are interrelated and that share interests and contents in the form of information, files, photos, audios, music, videos, etc.
Social sustainability	The positive and negative impacts that systems, processes, organizations, and activities have on people and their daily life.
Storytelling	Social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view.
Sustainability	It is about being able to manage a business successfully on an ongoing basis contiguous grid cells of 1 km² with a density of at least 300 inhabitants per km² and a minimum population of 5 000.
Sustainable destination development	The development of a destination to meet current needs without sacrificing future generations on fulfilling their lives.
Sustainable tourism	A form of tourism that addresses the needs of tourists, destinations, the industry, host communities, and the environment by taking into account the current and future economic, social, and environmental impacts.
Tourism Networks	Networking can be defined as those activities in which tourism businesses build and manage personal relationships with individuals and organisations in their environment. Networks are patterns of relationships between different organisations, enterprises and even their competitors.

ANNEX
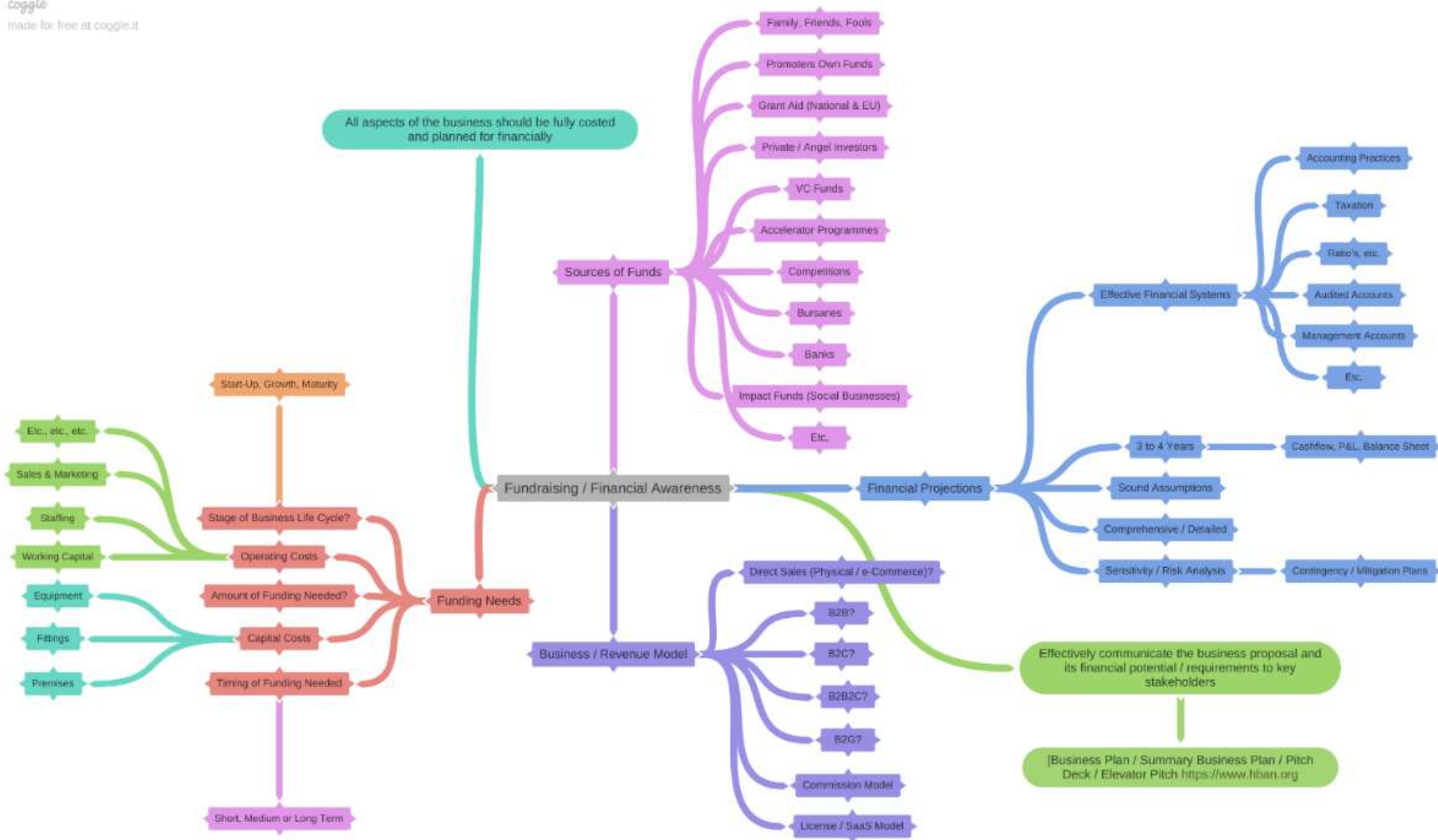
Figure 4: Concept Map for Module 2 (legible image from page 24)