THE EMRA CURRICULUM

March 2012
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Core Course – Module A1. Theory of Rural Development

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<td>Institute for Sociology – Nicolas Copernicus University</td>
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II.- INTRODUCTION TO THE MODULE

The core course A1 offers a structured knowledge on the theory of rural development. It also includes empirical knowledge, documenting the nature and content of the social changes taking place in rural areas of Europe at the turn of the century, structured in the categories of social, cultural and economic change.

The module is divided into two main parts, a theoretical units (Unit 1, 2, 3) and two additional chapters (Unit 4, 5).

First part of the module (Unit 1) includes the concept of the scientific interest in the rural areas from the perspectives of various social sciences, and various ways of defining rural areas. It ends with an attempt to show students increasing importance of rural areas as the place of life of a certain part of European society, as an area that holds the dominant part of the natural and important part of cultural heritage, as well as subject and object of different policies.

In the next part of the module (Unit 2) we focus on the problem of rural development as one of the form of social development in general. According to the findings of sociology, rural development is treated as a social change of the nature of social progress, the essence of which can be understood from the perspectives of both positivistic and humanistic theoretical approaches. Based on this opposition we provide students with the knowledge systems of selected concepts of rural development, referring both to social change of a positivist perspective (the theory of modernization at the head) and humanities perspective (the theory of sustainable rural development at the forefront).

The third part of the module is a presentation of different dimensions and content of social change occurring in rural areas at the turn of the century. The first dimension is focused on the social structure and function of rural areas, analyzed in the perspective of the transformation of global society. The second analyzed dimensions of social change in rural areas and is more sectoral, when we show the changes in various spheres of life and work of rural residents, analyzing the quality of life and different lifestyles.

The module is completed by two chapters (4 and 5) with more practical character, one devoted to rural development policy of the EU and second selected elements of the European legal system governing development activities in rural areas.
Conceptual map for Core Course-Module A1

Theory of rural development

- Theoretical and empirical knowledge on the rural areas and concepts of its development

1. Different ways of defining rural areas
2. Rural development as a form of social development
3. Multidirecorial character of social change in rural areas
4. Rural development Policy of the EU
5. European legal system
III.- VOLUME OF WORK

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IV.- GENERAL and SPECIFIC OBJECTIVES

As a result of the module the student should be able:

- To obtain the theoretical knowledge leading to understand the essence of the process of rural development with its multidimensional character;
- To gain empirical knowledge, reflecting the content of the social transformations of rural areas in Europe at the turn of XX and XXI centuries;
- To obtain the ability to apply conceptual categories (definitions, theories, concepts) in order to explain the phenomena occurring in a particular social environment of the village or a small town.

V.- CONTENTS

Unit 1. What is “rural areas”?

1.1. Rural areas as a subject matter of various academic disciplines;
1.2. Definitions of rural areas;
1.3. Rural areas as a subject of the European law and object of political decisions.
Unit 2. The development of rural areas

2.1. The rural development as positivistic social progress.
   • Theory of modernization - rural industrialisation and urbanisation;
   • Theory of the dependent (exogenous) rural development;
   • Regulation theory – fordism and post-fordism;

2.2.1 Humanistic model of social change as the background for different rural development concepts
   • Theory of integrated rural development;
   • Theory of sustainable rural development;

2.3 ICT and rural development

Unit 3. Sociological picture of contemporary European rural areas

3.1 Cultural and natural capital
3.2 Demographic potential
3.3 Humanistic capital
3.4 Economic potential
3.5 Standard of living

Analysis of best practices and case studies
About 20 case studies (5/6 for each unit) from different countries of Europe is provided.

VI.- SKILLS TO BE ACQUIRED

Description of skills that students will acquire with completion of the module.

• Knowledge on different approaches to rural development.
• Understanding the nature of sustainable rural development
• Understanding different approaches for defining rural areas.
• Understanding multifunctional character of contemporary rural areas.
• Ability to compare and draw conclusions from comparison between different types of rural areas.
VII. - SOCIAL ABILITIES

Social abilities that students will have acquired with the completion of this module.

- Ability to structure different theoretical approaches into coherent system.
- Ability to connect different scientific backgrounds in order to explain social phenomena.
- Ability to cohesive analysis of socio-economic processes.

VIII.- REFERENCES AND SUPPORTING MATERIAL

Basic bibliography:

  http://ageconsearch.umn.edu/bitstream/53334/7/5_final_Hubbard%20IAAE09.pdf
  http://www6.ufrgs.br/pgdr/arquivos/ipode_50.pdf
- Stoica, I.V. Integrated Rural Development – the concept, current features and methods of implementations.  
- Tovey, Hillary. (2008) Knowledge in sustainable development: from forms of knowledge to knowledge processes. Blackwell.  
  http://www.tara.tcd.ie/jspui/handle/2262/24420

Web pages / links:

- American Sociological Review.  
  http://www2.asanet.org/journals/asr/
- Eastern European Countryside.  
  http://www.soc.umk.pl/eeec/
- Handbook of Social Psychology  
- Rural Realities Publications  
- Sociologia Ruralis  
  http://www.wiley.com/bw/journal.asp?ref=0038-0199
- The American Sociologist  
  http://www.springer.com/social+sciences/journal/12108
• The Rural Sociologist

IX. METHODOLOGY

The module will be taught using a mix of online lectures and seminars including the use of the online forum for discussion of topics presented in the lectures while in a virtual classroom students will discuss theoretical aspects of rural development.

X. EVALUATION OF LEARNING

Evaluation of the different activities and exercises developed in the module and final evaluation by a final test as a combination of open and close items.
Core Course – Module A2. Methods of Research on Rural Areas

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<td>Partner responsible:</td>
<td>Institute for Sociology – Nicolas Copernicus University</td>
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II.- INTRODUCTION TO THE MODULE

The main purpose of this module is to provide theoretical knowledge, as well as practical skills leading to:

- Understanding the specificity of social research in rural communities
- Ability to organize research processes in different rural environments

Implementation of these two tasks is condensed structure of the core course A2 consists of three parts.

In the first part (Unit 1) we show the universal structure of the process of empirical research in social sciences, trying to indicate some differences in rural research processes.

The second part (Unit 2) presents and describes the procedures, methods, techniques and research tools with special attention to those of them especially useful for rural research.

In Unit 3 student is provided with detailed know-how on analysis of the collected empirical material, using both quantitative and qualitative procedures.

In each of the separate parts we try to pay attention to the particularities of empirical research in rural areas, primarily by proper selection of case studies.

Each of the approximately 20 cases will be:

1. An illustration of some of the empirical studies already performed in rural areas;

2. An illustration of a particular type of procedure, methods and techniques of research within the module specified in the core course A2.
Conceptual map for Core Course – Module A2

Scientific research as way of cognition of reality of rural areas

Procedures, methods, techniques and tools of rural research

Research planning and analysis of empirical data

Methods of Research on Rural Areas
III.- VOLUME OF WORK

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IV. GENERAL and SPECIFIC OBJECTIVES

As a result of the module the student should:

- organize and systematize his/her knowledge on the methodology and the methods of social research;
- distinguish specifics of social research on rural areas;
- choose the most appropriate procedure, method, techniques and tools for the research of social phenomena occurring in rural areas.
Unit 1  Scientific research as way of cognition of reality of rural areas

1.1 The structure of the research process:
- Selection and formulation of research problem;
- Definition and operationalization of concepts;
- Formulating research questions;
- Choice of how to obtain data;
- Organization and conduct of researches;
- Preparation and analysis of data;
- Interpretation and inference.

1.2 Specificity empirical studies in rural areas

Unit 2. The procedures, the methods, the techniques, and the investigative tools of cognition of rural areas

2.1 The research procedures:
- Quantitative research;
- Qualitative research.

2.2 The research methods:
- Monographic method / village portrait;
- Case study;
- Survey method;
- Biographic method;
- Experimental method;
- Sociometric methods.

2.3 The research techniques:
- Technique of observation;
- Technique of interview.

2.4 The research tools:
- Schedule of observation;
- The questionnaire and the schedule of interview;
- The questionnaire of inquiry;
- Schedule of analysis of content;

Unit 3. Design and analysis of empirical data

3.1 Quantitative data analysis:
Curriculum

- Tabular;
- Contextual;
- Factoral.

3.2 Analysis of qualitative data:
- Conversant analysis;
- Objective hermeneutics;
- The strategy of grounded theory.

3.3 The issue of representativeness and generalizability of the results of empirical research - the case of rural areas

Analysis of best practices and case studies

About 10 case studies – examples of use of procedures, methods, techniques and research tools in investigations of rural areas in different countries of Europe – will be provided.

VI.- SKILLS TO BE ACQUIRED

Description of skills that students will acquire with completion of the module.
- Creation of scientific research agenda
- Application of different research methods and techniques
- Data analysis, data-base creation.
- Drawing conclusions from data analysis.

VII.- SOCIAL ABILITIES

Description of the social abilities that students will have acquired with the completion of this module.
- Communication skills
- Scientific curiosity
- Ability to search / research / compare further information
- Putting knowledge into practice;

VIII.- REFERENCES AND SUPPORTING MATERIAL

Basic bibliography:
- Flick, Uwe; Kardorff, Ernst von; Steinke, Ines. Companion to Qualitative Research Sage Publications, Ltd. 2004. eBook. 447p. eBook Collection (EBSCOhost)
IX. METHODOLOGY

The methodology of this module is based upon combination of e-learning and field research training done by the student.

The module will be taught using a mix of online lectures and seminars including the use of the online forum for discussion of topics presented in the lectures while in a virtual classroom students will present their own projects of rural research.

X. EVALUATION OF LEARNING

Preparation of rural research project. The project will be assessed by the lecturer during virtual classrooms.

Overall evaluation of learning by online multiple-choice test.
Core Course – Module A3. Rural Animation

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<td>Institute for Sociology – Nicolas Copernicus University</td>
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II.- INTRODUCTION TO THE MODULE

This module presents four theoretical and practical dimensions of rural animation. In Unit 1 of this module we analyze rural animation as:

- **process** - a sequence of changes occurring in a specific community, which involves the need to shift to a new phase of its development;
- **method** - a set of techniques for harnessing the inhabitants of some of the local community, both for certain values as well as for measures to facilitate their implementation;
- **program** - the definition of the direction and content of the actions presented mostly in the form of a project or application;
- **a social movement** - organization of collective effort to establish a new values in the community, regardless of whether it will be on a single event basis or periodic events basis or even on the basis of more permanent structures (institutions).

Animation of this type – together with the classical American theory of the community development - includes four types of social action: diagnosis (techniques described in Unit 2), a discussion phase (described in Unit 3), development of a plan for action (Unit 4), persuasion of the community about the implementation of the plan (Unit 5) and its implementation (Unit 6).

Very important part of this module is Rural Animator’s Lab, when students equipped with theoretical knowledge will be exercising leadership skills and socio-techniques related with public decision making.
Rural Animator

Rural animation defined as a process of endogenous potential of rural population

Diagnosis of the situation in the rural animation process

Types of social action in rural animation process

1. Stimulation, Initiation and legitimization
2. Planning for action
3. Public decision making
4. Implementation of animation plan

Measuring social impact of public programmes
III.- VOLUME OF WORK

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IV.- GENERAL and SPECIFIC OBJECTIVES

As a result of the module the student should:

- have a systematic theoretical knowledge of the structure and phases of the process of mobilization of local communities (rural animation);
- to gain practical knowledge about methods and techniques of impacts on the local community in each phase of mobilization of local communities (rural animation);
V. CONTENTS

Unit 1. Local community animation
1.1 Process aspects – animation as social and cultural process
1.2 Methodological aspects. The review of methods of animation, including “human ecology” and US Community development
1.3 Planning aspects.
1.4 Implementation aspects (social movement)
1.5 Stages of local community animation

Unit 2. Diagnosis stage – identification of resources and possibilities
2.1 Diagnosis of the existing living conditions of local communities, interpersonal relations and dominant ways of thinking and patterns of action.
2.2 Reconstruction of local social networks, The usage of different sociological and other tools for proper diagnosis of the community.
2.3 Reconstruction of the history of community. The role of historical background for animation processes. The role of “definition of situation” possessed by the local community in defining the quality of life and other issues.
2.4 Diagnostics tools: Information systems (GIS, public services, www. etc)
   • Own empirical studies
   • Outside expertise
   • Stakeholder analysis
   • SWOT analysis

Unit 3. Discussion stage - finding the way to solve the problem
3.1 Initiation – awareness of the problem. Handling group discussion.
3.2 Stimulation - finding means to change the present situation. The role of socio-techniques.
3.3 Leadership. Types of leadership. Preparation for the Animator’s Lab.
3.4 Public participation as a tool for local animation.

Unit 4. Planning stage - drafting the action strategy
4.1 Planning - strategic / regional / local / territorial / spatial / sustainable
4.2 Dissemination of action plan:
   • Personal and impersonal communication channels
   • Creation of social networks
4.3 Public decision making. “Grass-root” democracy.
Unit 5. Implementation stage - execution of the action plan
5.1 Rural project management
5.2 Third sector management
5.3 Fundraising
5.4 Cost –effectiveness tools
5.5 International cooperation

Unit 6. Evaluation stage - assessment of the stage of project implementation and its social efficiency
6.1 Types of evaluation: ex-ante / on-going / ex-post
6.2 Selected evaluation procedures
6.3 Social functions of evaluation

Unit 7. Rural Animator Lab
7.1 Practical workshop with special attention to: development of leadership skills.

Analysis of best practices and case studies
About 20 case studies (2/3 for each unit) from different countries of Europe will be provided.

VI.- SKILLS TO BE ACQUIRED
Description of skills that students will acquire with completion of the module.

- Ability to conduct local diagnosis processes.
- Planning of common actions.
- Animation socio-techniques. Animation procedures.
- Project management.
- Fund-raising.
- Evaluation of animation processes.
- Raising the awareness of local community towards common values.

VII.- SOCIAL ABILITIES
Description of the social abilities that students will have acquired with the completion of this module.

- Social bonding
- Cooperation and communication skills
- Ability to organize group work.
Curriculum

- Leadership skills.
- Social conflict management.

VIII.- REFERENCES AND SUPPORTING MATERIAL

Basic bibliography:


IX. METHODOLOGY

This module consists on two main parts:

- Theoretical knowledge on animation techniques
- Rural Animator’s Lab

The module will be taught using a mix of online lectures and seminars including the use of the online forum for discussion of topics presented in the lectures while in a virtual classroom students will present examples of animateurs and rural animation processes from their local environments.

Important part of the module is Animator’s Lab, where students equipped with theoretical knowledge will be exercising leadership skills and socio-techniques related with public decision making.

X. EVALUATION OF LEARNING

Preparation of model for animation of chosen local community. The model will be assessed during virtual classrooms, as well as during the Animator’s Lab.

Final assessment by online multiple choice test.
Module 1. Sustainable Agriculture

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II. INTRODUCTION TO THE MODULE

Sustainable agriculture is a relatively new concept that represents a response to natural resources depletion which is associated with capital and technology intensive farming systems (McIsaac and Edwards 1994). Farming is nowadays viewed as a system with many interacting components (e.g. environmental, economic, social-cultural). As a result, sustainable agriculture comes forward as a way to manipulate agroecosystems in order to maintain or increase productivity within a certain social and economical context for the long term and with fewer negative environmental impacts. Agriculture has major and measurable impacts to the environment and amongst others, the quality of a rural landscape and biodiversity encompassing essential economical, cultural and societal values.

Module 1 “Sustainable Agriculture” provides students with tools to critically review different management approaches in sustainable agriculture with regards to productivity, environment and current European legislation. Its completion should enable students to answer the three following questions:

- What are the main farming systems and their components and characteristics related to sustainability?
- What are the impacts of farming systems to the environment and the related EU legislation?
- What are the most controversial issues in agriculture production in the 21st century?
Conceptual map of Module 1

**Unit 1. Diversity of Agricultural Systems in Europe and Sustainable Agriculture**
Facilitates classification of different production systems, their comparison and large scale management and familiarizes with the essential ecological terms and definitions of sustainable agriculture.

**Unit 2. European Agro-environmental Legislation and Fund Raising**
Provides an overview of the European legislation on agriculture as well as opportunities and strategies for fund raising.

**Unit 3. Issues in Contemporary Agriculture**
Familiarizes with current issues in contemporary agricultural systems and explores opportunities and threats for the agro-ecosystem, rural areas and society.

### III.- VOLUME OF WORK

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TOTAL VOLUME OF WORK: 180 h
6 ECTS
Equivalent to 60 h of conventional lectures
IV. GENERAL and SPECIFIC OBJECTIVES

- To become familiar with the impacts of different farm management practices and their connection with the term sustainability.
- To become familiar with environmental impact assessment applications in agriculture.
- To acquire a general understanding of the methodologies and indicators used to assess sustainability of different (conventional, low input, ecological) agricultural production systems.
- To grasp the importance of agrobiodiversity, its components and interactions. A general understanding of methodologies assessing agrobiodiversity at field, farm and landscape scales is expected.
- To be able to research international and EU legislation concerning agricultural systems and products but also develop further skills at consultation level.

V.- CONTENTS

This section describes the units that integrate the module. This includes the relation of theoretical and practical contents, and a brief description of the units and/or key concepts.

Unit 1. Diversity of agricultural systems in Europe and Sustainable Agriculture

1.1 Overview of agricultural production systems
1.2 Agroecology - Agroecosystem components and interactions
1.3 Sustainability in agroecosystems - role of biodiversity
1.4 Nutrient and energy balance in agroecosystems
1.5 Transition to sustainable food systems
1.6 Comparing the environmental impact of different farming systems

Unit 2. European Agro-environmental Legislation and Fund Raising

2.1 Overview of Legislation: Directive 93/43/EEC on food hygiene. Codex Alimentarius Commission
2.2 Primary Production Standards (Organic Farming, Integrated Crop Management, Good Agricultural Practices; Standards created and recognised by wholesaler and retailer chains and organisations)
2.3 Agri-environmental policies and supporting programs (e.g. "cross compliance" of the EU)
2.4 Sorting, Packing and Processing Standards
2.5 Inspection and Certification Systems: The EN 45004, EN 45011 and EN 45012 Standards for bodies performing Inspections, Product Certification and System Certification, respectively; Accreditation of such Bodies; Product vs. system certification, correlation to the Standards presented in 3 and 4 above; Second and Third Party Audits
2.6 Fund raising opportunities and strategies
Unit 3. Issues in contemporary agriculture

3.1 Agrobiodiversity degradation (e.g. endangered species, protected areas)
3.2 Climate change/global warming and agriculture
3.3 Genetically Modified Organisms (GMO); issues, opportunities and threats
3.4 Food quality and safety
3.5 Trade of agricultural commodities (e.g. fair trade, direct sales, Products Denomination of Origin, farmers groups)
3.6 Water quality and soil degradation
3.7 Eutrophication
3.8 Energy plants (e.g. bioethanol production, biodiesel, etc)

VI.- SKILLS TO BE ACQUIRED

- Ability to review literature and extract necessary information and tools
- Utilization of extracted tools for project development, consultation and decision making
- Analytical and critical thinking leading to independence
- Sense for collaborative team work
- Ability to plan and deliver on time (commitment and punctuality)

VII.- SOCIAL ABILITIES

- Comprehension of modern issues of rural production and environmental issues
- Ability to compare the above with societal and political realities
- Ability to undertake and submit group work tackling “real world” challenges
- Inquire knowledge and critically interact in an academic forum

VIII.- REFERENCES AND SUPPORTING MATERIAL

Basic bibliography

- Altieri, M.A. (1999), The ecological role of biodiversity in agroecosystems, Agriculture, Ecosystems and Environment 77, pp. 19-31. [link to paper]
Curriculum


Complementary bibliography


Web pages / links

- http://europa.eu.int/
- http://www.ifoam.org/

**IX. METHODOLOGY**

The Module introduces students to the complex and multidisciplinary world of sustainable agriculture in a highly interactive manner. As such, the Unit is composed of:
Curriculum

- E-lectures based on PowerPoint presentations,
- Web-based literature review
- Textbooks, articles
- Team field work (indoor and outdoor)
- Group interaction and discussion (when possible)
- Assignment writing

X. EVALUATION OF LEARNING

The purposes of evaluation are many, but first and foremost is to improve learning. It indicates the degree of compliance with the objectives set at the beginning of the module, and therefore, to know what the student has learned throughout the module.

Please, describe the evaluation method/s that will be adopted for monitoring and evaluating the students’ performance in relation to the module.

You may choose a continuous evaluation throughout the module (e.g. evaluating the different activities/exercises that have been developed during the module); a final evaluation (e.g. a final test with close items/mix of close and open items/open items, the resolution of a practical case, etc.); or a combination of both types.

An evaluation test with multiple choices, which will test the knowledge acquired regarding the labour market phenomena.
Module 2. Human and Social Capital, Welfare

I.- IDENTIFICATION DATA

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II.- INTRODUCTION TO THE MODULE

This module proposes to provide basic knowledge on the relationship between sustainable rural development, human and social capital and welfare problems in rural areas. Also to provide knowledge on rural development and the general frame of resources available for the rural communities in development.

Rural communities are more and more present on agenda of international organizations. The actual concept of rural community development is based on lasting development and has some essential features:

- Sustainable, an equilibrated and fair economic development with high level of social cohesion and inclusion, and protection of environment,
- Extensive or integrated rural development, means extension of information and communication of activities in rural settlements in the direction of non-agricultural activities and with agriculture with information transfer,
- Multi-sectorial rural development is referring to creation of networks and partnerships between international organizations, national agencies or civil organizations for a multi-sectorial reason.

Rural community development is influenced by two directions: the relation of agricultural sector with the non-agricultural one, and the problems of environment. Agriculture has an important role in the rural economy. Agriculture is sustained much more by political than economical reasons.

The EU policy rural developmental aims are: agricultural restructuring, care of environment, and diversification of non-agricultural activities. Maintenance of agriculture is less important, than wellbeing of people, animals and plants, the environment conservation, care of nature and healthy nourishment.

Community development is discussed as self-organization by mobilization of local resources, obtaining solutions for different social problems and needs and for a real wellbeing of the members.

In the developed countries the individual and collective problems are resolved in the relation between the individual and the global economy/state. The well-being of people are solved by individual economic efforts in the market economy, which is offering for “cash” goods and services which the individual needs; complementary the “welfare-state” offers the necessary
support for those individuals who can not be integrated in the economic system, by social benefits and by social assistance services.

In the developed countries, the topic of community development appeared not in the so called “normal” communities, integrated in the global market economy, but the exceptions, economically marginal communities, being in chronic crisis, so undeveloped. Some communities couldn’t be integrated in the economic grows, an important role having those crisis which were generated by the restructuration of market economy (by diminishing or disappearing some economic sectors as mining, metallurgy etc).

In the underdeveloped countries, the fragility of the economic system is creating systematically a deficit of opportunities for an important segment of the society to be integrated in the global development. There is a new strategy based on the “bottom-up” intervention, based on the development of the own community capacity to change, on possibility motivation of communities to make some efforts by mobilization of own resources, as poor as are they, by completing own resources with external financial support. This strategy consist of community development by own resources. The essential instrument of this strategy is creation of community cohesion and crystallization of cooperation capacity. In this strategy the key concept is human and social capital. The state and public authorities are not able to create such community developmental process. For this reason other actors, as NGOs, rural animators are those who can act to initiate and administrate such processes.

The module is structured in six units. After a general presentation of the issues of community, human and social capital (Unit 1) a more detailed discussion of the concepts, definitions and related theories follows (Unit 2). Unit 3 reviews the mechanisms of creation of social and human capital, making a distinction between the “bottom-up” and “top down”-type mechanisms. Related to the latter, Unit 4 overviews the social policies of European states, presenting also methods of identifying disadvantaged social groups in rural communities. Unit 5 and Unit 6 are more practical in their aims, presenting the function of human and social capital as an economic agent, respectively their role in the preservation of the cultural and environmental heritage.
Conceptual map for Module 2.

Human and social capital, welfare and local development in rural areas

The relationship between human and social capital and rural development (concepts and problems)

The social problems of rural areas

Agents of social capital, mechanisms of creation

Strategies of local development related to human and social capital

Best practices ← Recommendations
III.- VOLUME OF WORK

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TOTAL VOLUME OF WORK | 180 h

IV- GENERAL AND SPECIFIC OBJECTIVES

The objectives of the module are:

- To analyse the relationship between human and social capital, welfare policies and rural development;
- To present the basic means of creating human and social capital;
- To present the rural social problems, policies, techniques of identifying disadvantaged rural social groups;
- To present possible strategies of using human and social capital in local development.
V. - CONTENTS

Unit 1.  General introduction
1.1 Rural development and the general frame of resources available for the rural communities in development.
1.2 The extended use of the concept of capital (Bourdieu 1986).
1.3 Financial-material, environmental, human, cultural and social capital (Goreham 1997).
1.4 The creation and functioning of human and social capital in developmental projects.
1.5 Community development, developmental and social policies.

2.1 The appearance of the concepts of human and social capital in the social sciences.
2.2 Forms and components, qualitative and quantitative aspects of human capital (Schultz 1971).
2.3 Forms and components of social capital (Coleman 1988, Portes-Sensenbrenner 1993).

Unit 3. The functioning of social and human capital. Mechanisms of creation of social and human capital.
3.1 Endogenous, “bottom-up” approach in the creation of social and human capital.
   • The role of community development in the creation of social capital
   • The relationship between social and human capital, the role of the family and the community in school success
3.2 Creating social and human capital “top down approach” by government agencies and formal organisations.
   • The role of developmental and social policies in facilitating and strengthening social and human capital

Unit 4. Facilitating the creation of human capital by social policies.
4.1 Social policies in comparative perspective.
   • Comparisons of social support policies
   • Comparisons of wellbeing regimes
4.2 Identification of disadvantaged social groups in rural communities: minorities (both ethnical and social), unemployed, elderly, women, immigrants, low-educated and unskilled people, economically poor people, people with disabilities.
   • The experience of different European countries

Unit 5. Social and human capital as economic agents.
5.1 The influence of social capital on the cooperation in development and entrepreneurship in local communities.
5.2 The role of informal economy – both positive and negative aspects.
5.3 Local exchange networks
5.4 Alternative food networks – farmers and consumers’ networks
5.5 Networks of knowledge in rural communities

Unit 6. Social and human capital, cultural and environmental heritage
6.1 Cultural capital as a contributor to social well-being
6.2 Cultural capital as a contributor to economic development
6.3 Community spirit, local identity and local pride as animation tools
6.4 Interpretation of the past as a tool for local development
6.5 Interpretation of nature as a part of cultural capital

VI. - SKILLS TO BE ACQUIRED

• Interest in rural issues
• Authonomy in thinking
• Ability to work out developmental plans
• Understanding the differences in approaches towards social policies across Europe with regard to rural issues
• Persistence in work

VII. - SOCIAL ABILITIES

• Social sensitivity
• Ability to work in group and interrelate with local and regional stakeholders

VIII.- REFERENCES AND SUPPORTING MATERIAL

Basic bibliography:
Curriculum


Complementary bibliography:


IX. - METHODOLOGY

Combination of theoretical and practical knowledge, use of examples for all the basic topics.

X. - EVALUATION OF LEARNING

Evaluation of the different activities and exercises developed in the module and final evaluation by a final test as a combination of open and close items.
Module 3. Environmental Planning and Management

I. - IDENTIFICATION DATA

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II. - INTRODUCTION TO THE MODULE

Based on economic and ecological basic conditions module No.3 obtains methods and fundamental contents of planning and management in the rural areas. Therefore the students will compile short village portraits.

A comprehensive inquiry method puts the participant into the position to recognize and understand the complexity of the „phenomenon village and landscape“. By an even selected practical example they have to seize the status quo, work out problems and formulate first development targets. By small exercises solutions have to be developed and to be presented and discussed in front of fellow students in a virtual classroom. Depending on personal preference these suggestions will be from the range of landscape and garden planning, urban planning or architecture. The presentation of the realizations from different nations of Europe sharpens consciousness for similarly problems and increases the own supply of visions and solutions.

The strategic recommendation at the end of the village portrait could be combined with contents of other modules of the EMRA program. At least the planning module is able to integrate all electable modules using the skills of the core course and the special skills of the other 7 modules.

The central issues of module No. 3 are:

- Which natural and anthropogenic factors determined the individual development of rural areas in Europe in the past? Are culture landscapes and settlements still inseparably connected with the natural local conditions?
- To which ecological, economic and social basic conditions rural areas find themselves confronted with?
- Which instruments for initiation and management of rural development are available and how do we use them?
- Which examples do preservation and development strategies for landscape and settlement in our rural areas follow? How do we convert these?
III. – VOLUME OF WORK

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IV. – GENERAL AND SPECIFIC OBJECTIVES

The aim of the Environmental Planning module is to provide students with a basic understanding of planning in rural areas. Based on economic, environmental and social considerations of the processes that take place in rural areas they should learn to collect and analyze the strengths and weaknesses of regions and villages. Equipped with a supply of good practice examples, the participants of this module will formulate development models, in which they discuss opportunities and adversities of possible development scenarios. Finally these scenarios should be weighed.

At the end of training in this module, the participants have a method that allows them to collect, understand and evaluate the complex interdependencies of rural settlements and smaller regions. On this basis they will be able to formulate goals for conservation and development of structures. For this they will be able to outline a strategy for implementing.

The student learns to know the ways of thinking and working methods of related disciplines that are involved in the development of rural areas. The very heterogeneous teaching units in this module make him familiar with the main activity fields of the rural actors. As the initiator and manager of rural development processes, he will coordinat strategies of different disciplines. In dialogue with the affected population he has to ensure an integrated approach to action. Planning provides the methodological basis for this.

The substantive aspects of the module will be taught in online courses and will be discussed in a virtual classroom. In a final project the participating students have to adapted them to the specifics of their home countries. The online attendance is mandatory. On the basis of the respective parties, students will then examine a village or a small region and document their findings in a village profile. These portraits will be presented to students in an online presentation.

V. – CONTENTS

Unit 1. Introduction

1.1 The ecological approach

- The principles of ecology – a guideline for human acting?
  - The adjustment to the location
  - The use of natural resources
  - Building circles of matter and energy
  - Diversity and integration
  - Autonomy and adequate density
  - Macro- and microclimate
  - “Social ecology” – integrating the inhabitants

- Environmental problems of today
- Men in the ecosystem
- The finiteness of natural resources – we are facing a post fossil epoch
- Carbon dioxide emissions and the effects on the global and local climate
- Impacts on the environment
- Impacts on the agriculture
- The decline of biodiversity

1.2 Basics of planning
- Legal framework of the European Union - Agricultural policy and control instruments in the rural area
- Hierarchy and types of planning processes – from land use regulations to zoning maps

1.3 Methods of planning
- Time flow of planning – from the idea to the conversion
- Stocktaking and SWOT- Analysis – discussion of development guidelines
- Discussion of planning variations
- Principles and methods of inhabitant’s participation

Unit 2. Social topics in the village:

2.1 Networks and cooperation's – in the field of:
- Direct marketing of agricultural products
- Contract nature protection
- Rural tourism
- Settlement development
- Road and path networks
- Bio energy production
- Neighbourly help and organisation of voluntary work

2.2 Seniors in rural areas
- The dimension of the demographic change in Europe’s rural areas
- The ongoing agrarian structure change
- Increasing vacancy rates in historic villages
- Shortfall of supply with everyday’s commodities
- The problem of medical supply in rural areas
- Nursing home or wilful aging at home

2.3 Children and youth in rural areas
- Job situation – reasons for the rural exodus
- School system and education
Unit 3. Landscape planning, Landscape design and landscape aesthetics

3.1 Land development – a global overview
3.2 Landscape planning as a contribution to a sustainable development of rural areas
3.3 Land use planning and landscape development between region and globalization
3.4 Integration of the landscape planning in master planning processes - presented at Applied case studies
3.5 European environmental protection law as the basis of landscape planning
3.6 Protection and development of historical culture landscapes

Unit 4. Rural settlement and building;

4.1 Village typology as a result of human action in the environment - a short historical review
4.2 The rural house and its location
   • Historic house typologies depending on agricultural husbandry
   • Local geographical conditions
   • “Form follows function” – principles of ground plan organisation
4.3 Rural building structure of today
   • Houses without use – a potential of the future?
   • Conservation of ancient monuments
   • Improvement of accommodation and conversion of historic building
   • Architectural design – do we need a new regionalism?
   • Conversion, redensification or housing development – sustainable settlement development
4.4 Basic principles of ecological building
   • Preservation of energy
   • Renewable energies
   • Active and passive use of solar energy
   • Wind-, water- and bio energy
   • Closed circuits in house and settlements
   • Air budget – local climate and structural requirements
   • Water balance and water supply - decentralised or centralised
   • Principles of water catchment, preparation and wastewater treatment
   • Principles of waste treatment and waste minimisation
Unit 5. Accessibility of rural areas – traffic planning

5.1 The significance of mobility for rural areas – the need for mobility
- Individual traffic versus public transportation systems
- Agricultural traffic, commuter traffic, pupil transport, the drive to purchase – who is the user of traffic systems?
- Channelization of traffic and exploration systems for new settlements

5.2 History and typology of traffic systems
- Rural roads – a place of functional varieties
- Between footpath and highways – typology of traffic systems

5.3 Road design under functional and aesthetical criteria

5.4 Environmental protection along roads
- Sealing and infiltration
- Sound sources and noise protection
- Animal protection along the road

5.5 Traffic calming
- Constructive measures
- Measures in the roadside area

Unit 6. Project based unit

6.1 Draft – as a part of the village project – to be compiled during the term
- Development of functional and creative requirements
- Correction of preliminary drafts
- Intermediate presentation and discussion
- Final presentation and disputation of the results

Analysis of best practices and case studies

About 20 case studies (4 for each unit, with the exception of module 6) from different countries of Europe will be provided.

The studies will be delivered with the teaching material.

VI- SKILLS TO BE ACQUIRED

Description of skills that students will acquire with completion of the module.
- Critical analysis and planning methods
- Ability to visualize ideas in plans
- Ability to compare different effects of strategic decisions
Curriculum

- Ability to link and interpret interdisciplinary knowledge
- Flexibility and creativity
- Ability to search / research / compare further information

VII. - SOCIAL ABILITIES

Description of the social abilities that students will have acquired with the completion of this module.

- Communication ability
- Ability to work in a team
- Ability to present and advocate research results

VIII. - REFERENCES AND SUPPORTING MATERIAL

Basic bibliography:


Complementary bibliography

IX. - METHODOLOGY

Three different methods are applied in the environmental planning module. Lectures are accompanied by seminars online. At the start of the event, a task to make a village portrait will be given to the participating students. Two intermediate presentations in a virtual classroom will be used to discuss the results and to give methodical guidance. The students will be able to learn from the improvement of their fellow students and will also get an impression of the situation in different countries. This project has to be processed during the semester and will be finished with a final presentation and report.

In consultation with the supervisor, the student chooses one village or a small region to examine. Here he has to charge various structural features which have to be processed and presented in an appropriate form. A verbal presentation of the chosen object of investigation is to be given in the first intermediate presentation. The analysis of the inventories and initial development targets are to be shown and discussed in the second intermediate event. The final presentation will show one possible model for the future of the village/the region and will give first strategic instructions for its implementation.

X.- EVALUATION OF LEARNING

Every lecture or other unit content will be followed by multiple choice question, which allow a student a self-evaluation. All delivered components of the different lectures are essential for processing the final project. On the assessment of this project (unit No 6) the entire module will be evaluated by the teaching stuff. This final project will be presented to the fellow students and reflected by the teacher. Each participant has the opportunity to self-reflect, by comparing his own work with the work of his fellow students.
Module 4. Culture for local development in rural areas

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</table>

II.- INTRODUCTION TO THE MODULE

This Module aims at providing basic and fundamental knowledge, as well as methodologies regarding culture as tool for territorial development of rural areas. The rise and consolidation of the local development paradigm has brought policies, programs, economic resources and technical capacities to the territories. At the same time, the challenges derived from the globalisation process (increased inter-penetration between economic, social and cultural systems) demand effective actions and strategies from local actors that suit best the specificities and needs of each territory. Culture is one of the development factors that have not traditionally been widely incorporated in local development strategies. The diversity of rural areas in the old Europe contains all types of cultural heritage in different states of conservation and use. Much of this “culture” is valued for its uniqueness or because it represents a sign of identity for the population who live there. In other cases, assets can be transformed into a cultural resource and integrated into a development strategy.

This module aims to provide students with the knowledge, tools and attitudes needed to tackle the issue of culture as a resource for local development in rural areas.

The module is structured on the following units: Unit 1 “Culture and rural development” introduces the main theoretical and conceptual aspects of the relationship between culture and development with special focus on rural areas; Unit 2 “The European Cultural Policy Framework” presents and analyses the main political strategies and instruments for the promotion of culture (ie. The European Agenda for Culture, the Green Paper, etc.); Unit 3 “Strategies and tools to promote cultural development from the territory” is the largest unit gathering a diversity of issues and methods to deal with promotion, management and planning of culture for rural development (ie. Issues like assessing the potential of cultural resources, the Agenda 21 of Culture, citizen participation, networking, promoting cultural entrepreneurship, etc., are included); Unit 4 “Guidelines and recommendations to build an integrated cultural development strategy” guides the student in an “step by step” method to a cultural strategy that works; finally, Unit 5 “Analysis of best practices and case studies” presents a series of examples of good integration between culture and development.

The notions acquired from the fields mentioned above are very useful for the “rural animator”. Through this Module, the student must discover the relevance of culture as an element of territorial identity and local development. Become familiar with the regulatory landscape of.
the European Union and the main tools for local management of culture. At the same time, learn the importance of legitimizing cultural planning process through public participation processes. Finally, acquire an applied knowledge related to elements of study of practical cases.

Conceptual Map of Module 4
## III. – VOLUME OF WORK

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Hours</th>
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<tr>
<td>Equivalent to 60 h of conventional lectures</td>
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</table>

**Curriculum**
Curriculum

IV.- GENERAL and SPECIFIC OBJECTIVES

General objectives

• Know the role and importance of culture in rural development at different scales, overall at local level
• Learn and understand European policies and strategic objectives about culture
• Practical illustration of rural communities which succeed or not in enhancing and empowering their cultural identity as an extraordinary symbol of their region
• Understand the importance of public participation in territorial development programmes.
• Be acquainted with Agenda 21 development models

Specific objectives

By the end of the module, the students are expected to:

• Build up integrated territorial development approach including culture development as a key issue on the rural territorial development.
• Know, develop, use and create tools and mechanisms to achieve and promote cultural development in rural territories.
• Have the ability to assess the conditions and impacts that cultural patrimony suffers in rural regions (e.g. through indicators).
• Acquire the skills to promote, improve and maintain the cultural patrimony/identity (traditions, monuments, folklore festivities, etc.) of rural regions.
• Have the ability to monitor, assess and evaluate cultural development strategies and policies.

V.- CONTENTS

The module “Culture for local development in rural areas” starts with the more theoretical aspects of the relationship between culture and development, with a focus on rural areas. This initial section will try to answer to the fundamental questions of how culture contributes to local and rural development, and which is the relevance of culture beyond economic development. Once the theoretical background has been presented, the EU Cultural policy framework is introduced for the student to learn and be familiar with the political strategies and instruments available. Module 4.3 contains the core contents of the subject focusing on the strategies and tools to promote cultural development from the territory. Among other, this section explains aspects as cultural development policies at the local level (module 4.3.1), available methods and tools to assess the potential of cultural resources (module 4.3.2), the Agenda 21 of culture (module 4.3.3), the potential of citizen participation as legitimating tool for cultural development strategies (module 4.3.4), the networking of cultural figures as development factor to enhance tourism and increase attractiveness among rural regions (module 4.3.5), strategies to promote entrepreneurship in the field of cultural and creative industries (module 4.3.6), the role of education and training in increasing cultural capital (module 4.3.7), and the need for monitoring and evaluation cultural development policies and programmes (module 4.3.8). The knowledge gained in the previous sections is, then,
structured into guidelines and recommendations to build an integrated cultural development strategy (Module 4.4), and illustrated with an analysis of best practices and case studies (Module 4.5).

**Unit 1. Culture and rural development**

1.1 Culture and development: concepts and theories
1.2 How culture contributes to local and rural development?
1.3 The relevance of culture beyond economy

**Unit 2. The European cultural policy framework**

2.1 The European Agenda for Culture
2.2 The strategy of the EU: Unlocking the potential of cultural and creative industries
2.3 EU actions in the field of culture

**Unit 3. Strategies and tools to promote cultural development from the territory**

3.1 Cultural development policies at the local level
3.2 Assessing the potential of cultural resources: adding value through local cultural planning
3.3 Agenda 21 of culture
3.4 Citizen participation as legitimating tool for cultural development strategies
3.5 Networking of cultural figures as development factor to enhance tourism and increase attractiveness among rural regions
3.6 Promoting entrepreneurship in the field of cultural and creative industries
3.7 Increasing cultural capital through education and training
3.8 Monitoring and evaluation of cultural development policies and programmes

**Unit 4. Guidelines and recommendations to build an integrated cultural development strategy**

**Unit 5. Analysis of best practices and case studies**

**Task suggestions, practical work for the Module:**

- Self evaluation exam (20 short, multiple choice questions)
- Essay: from the analysis of relevant policy documents and experiences, the students discuss which can be considered best practices and pitfalls, identify the key elements that make a cultural policy and/or strategy a best practice, and analyse at least 3 examples of implementation of cultural development processes with elements of good or bad practice
- Case study analysis: students carry out an in-deep analysis of the “Megalithic Project” in Spain ([http://www.cuenca-minera.es/?q=node/91](http://www.cuenca-minera.es/?q=node/91)) to check the following: (i) describe which are, in your opinion, the essential elements of the project; (ii) who are the stakeholders? How they participate? Is this a project of the local community or somebody is excluded? Which can be the effects of this exclusion? (iii) How culture plays as local development factor? Could be improved?, (iv) is the project effectively contributing to rural development from the territory and if so, how?
Mini-project: in groups (3-4 students), develop a project proposal based on culture as development factor for a territory of the European Union (sub-regional scale). The project must contain, at least, the following elements:

- Geographic description (ie. location, demography, history, etc.)
- Cultural resources: description and analysis
- Stakeholders analysis
- Cultural policies and strategies: the governance of culture
- Diagnosis and prognosis
- A development strategy based upon culture

VI.- SKILLS TO BE ACQUIRED

Skills to be acquired include:

- Identifying, studying and analysing literature and other documents relevant to the topic.
- Learning the policy framework for culture and local development at the European level.
- Being able to identify and characterise the stakeholders in the process of cultural development.
- Learn to build an integrated cultural development strategy in a local context.
- Being able to analyse in a systematic way study cases and extract conclusions.
- Being able to summarise key observations in written reports (essays).

VII.- SOCIAL ABILITIES

Description of the social abilities that students will have acquired with the completion of this module.

- Autonomy
- Discipline

VIII.- REFERENCES AND SUPPORTING MATERIAL

Basic bibliography

Unit 1

- Kayser; Sánchez Maldonado et al, 2006; Pike et al, 2006


Curriculum


Unit 4

Web pages / links

IX. METHODOLOGY

**Theory.** The aim of these sessions is the delivery of the contents of the syllabus of the subject and its analysis by different methods. The characteristics of the sessions are as follows: the materials that are taught in each teaching session will be available in advance through the Virtual Classroom of the master. The student must at least have reviewed these materials prior to classroom theory session in order to determine the contents and to contribute actively as appropriate. Part of the theoretical sessions attended (approximately 50%) will be considered as Participatory Lectures. Although other methodologies can be seen on time, it is usual that the content classroom theory sessions are structured as follows: (i) exposure of the contents of the issue through a presentation by the teacher with some “techniques to prevent the decline of attention” (brief stops to check the notes, ask students to write a question that may arise what is being explained for further discussion, leave a minute of silence for reflection on an idea, etc.), (ii) the presentation conclude with a "learn more" guide with two parts: one mandatory and one optional. The compulsory part readings include the contents of which will be assessed either directly (exercise) or indirectly (for review material). The optional part consists of readings or indications for gaining knowledge that will be evaluated but may always be valued positively in the face of the final evaluation, through two mechanisms provided for the compulsory part. The other part of the theoretical sessions will be devoted to discussion and debate of the contents set during the first hour. The central factor in this second hour is participation. It aims to create learning situations based on the contents set in the first hour with the participation of the student group.
**Practice.** These sessions will be devoted to the implementation of classroom practices that includes the subject. This is analytical work and / or application of the theoretical contents that are made in groups of 3 or 4 students. These groups will constitute the beginning of the course, during the first practice session, and are maintained throughout the teaching period. Are planned total of four practices in relation to the availability of teaching sessions. It is considered to work in group practices as an essential component to develop some of the skills this course aims. Specifically, group work enables the development of leadership skills, participation, organization, autonomy, responsibility, cooperation and solidarity, among others. In this regard, will evaluate the quality of work and the working procedure used.

Work outside the classroom. Practical work outside the classroom include the following modalities: (i) Years of reflection and problem solving, (ii) Research Project,

<table>
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<th>X. Evaluation of learning</th>
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We propose a continuous evaluation method. To this end, shall take into account the following components of assessment (Figure 4.7):

1. **Assistance to the theoretical and practical sessions.** Will be mandatory and shall be monitored by periodic controls. Any student who engages in more than two unexcused absences for these sessions will be disqualified.

2. The **attitude toward the learning process** (significant contributions in theoretical sessions, attitude and contributions to teamwork, effective use of tutorials, animation and participation in forum, etc.) will be a valuable component of the final evaluation. The final course grade may vary by 10% up or down according to this criterion.

3. **On time resolution and delivery of exercises and problem solving** will have a maximum value of 2 points over the final rating. The exercises will be scored individually and, depending on the final number of exercises, calculate the value of each on the top rating of 2. All exercises will have the same weight.

4. **The execution and delivery on time and practices** in the classroom will have a maximum value of 2 points on the final grade. The rating is identical for all group members provided they meet all the attendance requirement.

5. **Assistance to field trips and conducting related tasks will have a maximum value of 1 point** over the final grade. The rating is the same for all members of the group provided that all meet the attendance requirement

6. **At the end of the course a written test consisted of solving a case study and / or questions in relation of the contents.** This test will have a maximum value of 2 points on the final grade. The student may use any materials they deems necessary for the completion of the test. The purpose of this written test to evaluate the development of skills, strategic capabilities and skills in relation to the subject

7. The student will have to do a **research work.** The maximum score achievable with this work is 3 points.

The components of the evaluation system will have minimum scores students must achieve to pass the subject.
Module 5. Sustainable Rural Tourism

I. - IDENTIFICATION DATA

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<td>Partner responsible:</td>
<td>Széchenyi István University Győr Hungary</td>
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II. - INTRODUCTION TO THE MODULE

The **aim** of the module is to make students aware of the different interpretations of rural tourism, the characteristics of its types. Further objectives of the module are to provide competences for the student in order to be able to plan and manage the balance among the economic, environmental and social sustainability in rural tourism and to develop and improve marketing skills of students in order to be able to animate actors in sustainable rural tourism, and to animate partnership between actors related to rural tourism. All interests and tools of each actor in sustainable rural tourism are described from the supranational level even to the level of local communities.

- How natural values, cultural and historical traditions as business profit generation attractions can be preserved in their present state in a manner that it could remain a prospering branch at the same time?
- What are the main marketing tools which lead to the successful commercialisation of rural tourism products and how to use them in the planning process?
- How to create tourism package and business plan for the entrepreneurs in rural tourism?
- What is the animator’s role to improve the relationship between the different actors especially the entrepreneurs of community?
III. – VOLUME OF WORK

<table>
<thead>
<tr>
<th>TOTAL VOLUME OF WORK</th>
<th>180 h</th>
</tr>
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<tbody>
<tr>
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<td>TOTAL VOLUME OF WORK</td>
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</table>
IV SPECIFIC OBJECTIVES

• To become aware of the different interpretations of rural tourism, the characteristics of its types, the goals of the sustainable rural development and the problems of the affected territories;
• To develop professional competences which would make students capable to manage, develop and plan rural attractions and activities.
• To become able to manage all interests and tools of sustainable rural tourism and its stakeholders, from the supranational level down to the level of local communities.
• To become able to plan and manage the balance between protection of environment and economy
• To become able to manage the conflicts
  - between local inhabitants and tourists
  - between local inhabitants and businesses in rural tourism
  - between businesses and local governments
• To be able to encourage businesses and generate new activity in rural tourism

V. - CONTENTS

Unit 1. Position of rural tourism between tourism sector and sustainable rural tourism
  1.1. Position of rural tourism in tourism sector
  1.2. Sustainable rural tourism in the global world
  1.3. Relation of sustainable rural development and sustainable rural tourism
  1.4. Typology and features of rural tourism

Unit 2. Learning path for creating, developing and marketing the rural tourism products
  2.1 Analyses of Specific elements of the supply and demand, introduction of trends in tourism and its impact.
  2.2 Understanding competition and competitiveness: identity of competitors, definitions of competitive factors
  2.3 Marketing tools in rural tourism: 2C instead of 4P, communication tools, ATL tools, BTL tools
  2.4 Marketing control: consumer’s satisfaction, sustainability of investments
  2.5 The tourism product and its marketing: the role of locality, evaluation of efficiency of local product and developing process of labelling system – the way to quality assurance

Unit 3. Local partnership, synergies in rural tourism
  3.1. Building synergies: process of building local partnership, culture of cooperation, network building
  3.2. Management of enterprises in rural tourism: SME, as a business form in rural tourism, strategic and business plan for enterprises
Unit 4. Analysis of best practices and case studies

10 case studies from different countries of Europe are provided.

**VI. - SKILLS TO BE ACQUIRED**

Skills to be acquired include:
- Conflict management skills
- Understanding spatial aspect in management and planning tourism development
- Understanding of rural economy – encouragement of rural tourism as an economic activity
- Ability for researching the market in rural tourism

**VIII. - REFERENCES AND SUPPORTING MATERIAL**

**Basic bibliography:**

**Complementary bibliography:**
- Bessiere, J. (1998): Local development and heritage: traditional food and cuisine as tourist attractions in rural areas, Sociologia Ruralis, 8: 21-34.
- Calado, L. Rodrigues, A. Silveira, P. Dentinho (2011): Rural tourism associated with agriculture as an economic alternative for the farmers. Source:
http://iconline.ipleiria.pt/bitstream/10400.8/448/1/9_ejthr_vol2_issue1_Rural_tourism_associated_with_agriculture.pdf

**IX. METHODOLOGY**

Combination of theoretical and practical knowledge, use of examples for all the basic topics.

**X. EVALUATION OF LEARNING**

The students will be evaluated according to the quality of essay and results of the test.

a) **Test**

The test will control the theoretical knowledge of the students on sustainable rural development, rural tourism and sustainable rural tourism by the help of definitions and examples.

b) **Essay**

Essay is a result of a project work in topic of sustainable rural tourism. The essay certifies that the student can process the national and international literature and is able to create a spatial strategy in sustainable rural tourism by creative tools and methods in order to analyse, plan, generate, realize, coordinate and control businesses in rural tourism.

The students can select from the topics offered by the module or topics proposed by the students are also accepted. The writing phase of the essay starts already from the beginning after consultation with the host of the topic.

**Content criteria:**

- The examination and analysis should conduct in a micro region (statistical small region, natural protected area etc.)

**Formal criteria:**

- 12–15 pages
- Times New Roman, 12 pt
Module 6. Innovation for Rural Economic Development

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II. - INTRODUCTION TO THE MODULE

Rural areas are not typically understood to be the most innovative environments. But different kind of rural areas have still their own strengths and weaknesses, which should be considered when promoting innovation and entrepreneurship. The aim of this module is to teach rural animators how to adapt existing innovation policies and practical management tools to the needs of SMEs taking into account business attributes and environmental factors.

Important questions addressed by this module are:

- What are the differences between innovation, invention and innovativeness?
- How should the innovation practices be developed among different actors and central players?
- What kind of innovation tools and creative problem solving techniques can one choose for creating of social (or other) innovation in the rural environment?
Conceptual map of Module 6

INNOVATION FOR RURAL ECONOMIC DEVELOPMENT

Unit 3. Innovation in rural economic policy

Unit 1. Rural areas and innovation

Unit 2. Innovation processes

Unit 4. Support for rural innovation in practice
III. – VOLUME OF WORK

<table>
<thead>
<tr>
<th>TOTAL VOLUME OF WORK</th>
<th>180 h</th>
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<td>Read study materials &amp; presentation of examples of innovative products</td>
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<tr>
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<tr>
<td>Read study materials &amp; present case of good innovation practice</td>
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IV. – GENERAL AND SPECIFIC OBJECTIVES

The general aim of the Innovation for Rural Economic Development module is to provide students with a basic understanding of how to adapt existing innovation policies and practical management tools to the needs of SMEs taking into account business attributes, economic and environmental factors in rural areas.

Based on economic, environmental and social considerations of the processes that take place in rural areas students will learn to analyse the strengths and weaknesses of different innovation practices and how these can enhance their economic strength.
Through the examination of case studies students will gain an understanding of how innovative practices can support the development of new products and services and how to integrate innovation into company business planning processes. Students will appreciate the value of effective business planning and entrepreneurial processes and at the end of the module will be able to identify the key success factors involved in managing of SMEs.

The module will be primarily taught through online courses and in discussions and case study presentations in the virtual classroom but a significant element of the learning will be through personal study of the recommended reading materials and research for case study presentations.

By the end of the module, the students are expected to:

- Be able to identify the special characteristics of rural areas as innovation environments.
- Be able to set the key drivers of innovation and development in the rural context.
- Understand the role of SMEs in the innovation processes.
- Understand the value of effective business planning, the importance of good entrepreneurship and other key success factors in managing of SMEs.
- Be able to identify the different types of innovations in different sectors.
- Know the main objectives of the key European, national and regional innovation and development policies and programmes relevant to rural areas.
- Understand the processes of creativity and how to utilise these in innovation and sustainability.
- Be able to identify and use innovation support tools and mechanisms relevant to rural actors, especially SMEs.

**V. – CONTENTS**

**Unit 1. Rural areas and innovation**

1.1 The nature of innovation, measurement of innovation
1.2 Drivers of innovation in rural areas
1.3 Types of innovations and historical perspectives
1.4 Innovation in different rural economic sectors

**Unit 2. Innovation processes**

2.1 In rural SMEs
2.2 As a management process: open innovation, coaching, people skills and managing knowledge
2.3 Innovation and enterprise development, creating new products and services
2.4 Innovations and change in different rural areas and economic sectors
2.5 Creativity: creativity stimulation in individuals and organisations
Curriculum

Unit 3. Innovation in rural economic policy
3.1 Innovation policy at EU, national and regional level
3.2 Social innovation
3.3 Creativity, innovation and sustainable competitive advantage

Unit 4. Support for rural innovation in practice
4.1 Tools for supporting innovation, managing information, networks, connections and clusters; overcoming barriers.
4.2 Integrating innovation into a business plan
4.3 Case examples of good innovation practices

VI- SPECIFIC SKILLS TO BE ACQUIRED
Skills to be acquired include:

- Identifying, studying and analysing literature and other documents relevant to the topic; e.g. policy documents, key factors and steps of innovation process
- Knowing and using tools and techniques for business plan creation and innovation and the management of creativity
- Identifying business model generation tools and evaluating their usability to potential entrepreneurs and SMEs in rural areas
- Finding practical solutions to the needs of (potential) customers based on theoretical knowledge and tools
- Being able to summarise key observations in written reports (essays).

VII- SOCIAL ABILITIES
Description of the social abilities that students will have acquired with the completion of this module.

- An ability to communicate in written and oral format and to use internet based discussion media
- An ability to work in a team
- An ability to present and defend research results

VIII. - REFERENCES AND SUPPORTING MATERIAL

Curriculum


- OECD (2010), OECD Studies on SMEs and Entrepreneurship; SMEs, Entrepreneurship and Innovation, OECD Publishing.


IX. – METHODOLOGY

The module will be taught using a mix of online lectures and seminars including the use of the online forum for discussion of topics presented in the lectures while in a virtual classroom students will present examples of innovative new products and services and their case examples of good innovation practice.

The students will be able to learn from each other and will also gain an understanding of innovation as it is practiced in different countries. This course will be delivered within one semester and will be completed with a final presentation and report on the case example of good innovation practice.

X. – EVALUATION OF LEARNING

There will be two assessments during the module, the first will be submission of an essay relating to innovation in rural areas during unit one. The second will be the case example of good innovation practice and assessment will be based upon both the oral presentation and defence of the case during the virtual classroom session and a written submission of the case.
Module 7. Education and Lifelong Learning for Rural Development

I.- IDENTIFICATION DATA

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<td>Responsibility:</td>
<td>N. Copernicus University</td>
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II.- INTRODUCTION TO THE MODULE

Module no. 7 aims to provide a basic grounding to students in order to understand the role of education and lifelong learning in rural development in the context of the European knowledge economy and processes of globalization. Students will become familiar with different types of delivery of lifelong learning (LLL), including learning methods and pedagogies, stakeholder identification and need satisfaction, web-based learning tools, territorial implementation strategies, multi-stakeholder planning policies and social learning. Examples of these questions that are addressed in this module are:

- Defining Life Long Learning in the European knowledge Economy – how does it differ from ‘traditional’ education systems?
- What European institutions and processes affect the development of life-long learning and how do they shape rural areas?
- How can rural stakeholders use the web to support their sustainable development?
- What is the experience of the Life-Long Learning and Learning Regions processes in the EU? What good practice can be taken from the European and global levels of information to support the development of life-long learning?
- What methodologies can you follow to establish LLL in rural areas?
- What sources of funding and other resources can be found to support LLL for rural development at the regional, national and European levels?
- What is the relation of LLL in rural areas to quality assurance systems such as European Qualification Framework?
- TEL me what I need to know - what ICT tools for Life Long learning are on the market now?
- What Neuro-linguistic Programming (NLP) skills and tools are suitable for Life Long Learning for rural animators?
- What is the future of Life Long Learning in rural areas?
Conceptual map of Module 7: Education and Lifelong Learning for Rural Development

Module Components

- The concept of LLL
- LLL and ICT for processes for rural areas
- The application of web-based LLL tools to establish LLL processes
- The European experience – looking for good practice

Personal Skills for LLL

Other Moduleless

Assignments

Student Skills
- A critical understanding of education systems and pedagogical approaches
- A systemic understanding of the knowledge economy
- Competencies in the use of ICT for education and learning

3. Critical analysis and reasoning about LLL courses
4. Guidance skills for LLL to rural inhabitants by stakeholder interest group
   Ability to design a virtual Topic Learning Area and a Destination Learning Area
   Ability to initiate and coordinate a Learning Area
### III. – VOLUME OF WORK

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IV. – GENERAL AND SPECIFIC OBJECTIVES

By the end of the module, the students are expected to:

- Understand the concept of Life-Long Learning (LLL).
- Be familiar with the concept of the knowledge economy.
- Recognise the added value of LLL in rural areas.
- Be aware of the opportunities of LLL in rural environments.
- Recognise the potential of TEL (technology enhanced learning) and its use in rural areas.
- Understand how to access the www for LLL purposes.
- Learn how to use LLL for innovation.
- Be able to mentor people to use web technology for LLL purposes be able to work with local partnerships in rural areas for the promotion of life-long and life-wide learning.
- Be familiar with the Learning Areas approach to LLL systematic implementation.
- Understand the value of APEL (accreditation of prior experiential and learning).
- Be able to advise rural inhabitants on how to choose appropriate LLL systems.
- Be aware of the supporting roles in LLL.
- Develop a personal LLL programme.

V. – CONTENTS

Unit 1. The concept of LLL

1.1 Formal, Non-formal and informal education – a brief history of pedagogical development
- Education throughout the ages – the development of formal education systems (lecture and discussion 2 hours)
- Definition of Life Long Learning (ppt lecture and discussion 2 hours)

1.2 The rise of the knowledge economy
- Agenda 21, the European Knowledge Economy and the role of EU Institutions (ppt lecture and discussion 2 hours)

1.3 De-schooling Society - From the Pedagogy of the Oppressed to the World Wide Web
- Rethinking education in the age of the Internet (ppt, lecture and discussion 2 hours)

Assignment: Describe how education has changed according to social development, discussing the rise of LLL in the modern European Knowledge Economy.

Unit 2. LLL and ICT for educational processes in rural areas

2.1 Technology Enhanced Learning.
- How can we best use information technology development to enhance the learning experience? (ppt, lecture and discussion 2 hours)
Curriculum

2.2 Using the Web as a resource base for Life long Learning.
   • How can we use the internet to develop LLL – an overview of websites, portals, Content Management Systems, apps, programmes, social media, multi-media and other learning tools. (ppt, lecture and discussion 2 hours)

2.3 Open and Distance Learning opportunities for rural stakeholders.
   • An Internet Tour of Formal Non-formal and informal Learning Opportunities (ppt + on-line surfing 2 hrs)

2.4 The Physical Infrastructure of Rural Education–
   • Rural-Urban Roles of Schools for implementing LLL. The role of the school in LLL (ppt, lecture and discussion 2 hours)

Assignment: Create an education programme for rural village school-leavers (aged 18-24) or women returning to work, using a local school’s facilities.

Unit 3. The application of web-based LLL tools to establish LLL processes

3.1 Creating an on-line office to manage LLL development in rural areas. Internet tools for on-line working (ppt, lecture discussion 2 hours)

3.2 Networking your stakeholders in rural areas.
   • Linking up key stakeholders in LLL development in rural areas (ppt, lecture and discussion 2 hours)

3.3 The Learning Areas Approach – working in territories with tourism potential
   • An introduction to Tourism Learning Areas (ppt, lecture and discussion 2 hours)

Assignment: Describe the networking process needed to establish a LLL programme for a rural tourism destination.

Unit 4. The European Experience – Looking for Good Practice

4.1 Understanding and implementing of accreditation systems (APEL, EQF, NVQs etc...).
   • A review of European accreditation systems (ppt, lecture and discussion 2 hours)

4.2 Regional models for LLL.
   • Examples of regional LLL processes in rural areas (ppt, lecture and discussion 2 hours)

4.3 Examples of good practice.
   • An overview of good practice examples (ppt, lecture and discussion 2 hours)

4.4 LLL for Micro & SMEs in rural areas.
   • LLL for small businesses (ppt, lecture and discussion 2 hours)

Assignment: Taking one good practice example, apply its lessons to assist enterprise development in a rural area of your choice, and provide documentation of the process to replicate it in other situations.
Curriculum

Unit 5. Personal Skills for LLL

5.1 Presentation qualities and skills for promoting LLL
   • An introduction to Neuro-linguistic Programming Skills (ppt, lecture and discussion 2 hours)

5.2 Developing Tutoring skills - Mentoring systems for LLL
   • Training the trainer – NLP tutoring skills for delivering learning experiences (ppt, lecture and discussion 2 hours)

5.3 Designing and resourcing regional LLL systems
   • Modelling and resourcing regional LLL systems for rural areas (ppt, lecture and discussion 2 hours)

Assignment: Develop a funding application concept note for improving ICT course delivery by a rural school, and prepare a 10 minute video presentation that justifies your application.

VI. – SKILLS TO BE ACQUIRED

Skills to be acquired will include:
• A critical understanding of education systems and pedagogical approaches
• A systemic understanding of the knowledge economy
• A systemic understanding of Agenda 21
• Critical analysis and reasoning about LLL courses
• Ability to design a virtual Topic Learning Area and a Destination Learning Area
• Ability to initiate and coordinate a Learning Area

VII. – SOCIAL ABILITIES

Description of the social abilities that students will have acquired with the completion of this module.
• Ability to organise a life-long learning programme for educational establishments
• Competence in the use of ICT for education and learning
• Guidance skills for LLL to rural inhabitants by stakeholder interest group

VIII. – REFERENCES AND SUPPORTING MATERIAL

Curriculum

- Freire P. and M. Bergman Ramos, The Pedagogy of the Oppressed Unwin Books 1972
- Innovation in Tourism How to Create a Tourism Learning Area DG Enterprise European Commission 2006 ISBN 92-79-00095-0. ©European Communities

IX. METHODOLOGY

Combination of theoretical and practical knowledge, use of examples for all the basic topics.

X. EVALUATION OF LEARNING

Evaluation of the different activities and exercises undertaken by the student in the module:

- Online exercises
- Written projects
- Exercise programmes

Important part of the evaluation will be the assessment of students’ activities during virtual.
Module 8. Diversification of Rural Areas

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II.- INTRODUCTION TO THE MODULE

This module tries to answer some questions that can be considered fundamental for understanding a central issue in the current socio-economic system of rural areas, referring to the diversification in the sources of income of the rural population and, more specifically, of the population employed in agriculture. The issue of diversification addresses four important “fields” and their players: farms/ farmers; small and medium-sized businesses; public services and infrastructure; human capital. These fields are approached from different perspectives, i.e. environmental, cultural, technological, financial, and last but not least – from the perspective of local and global economy. In parallel, a more general (historical and sociological) perspective is also adopted, underlining that rural areas have always been pluriactive, and therefore their inhabitants, particularly those connected with agriculture, carried out a variety of activities that were adapted to the changes in the global economy.

The questions addressed by this module are:

- Why do ever growing numbers of European farmers, as well as other rural inhabitants, have to search for ways of diversifying their sources of income?
- Is this phenomenon influenced by the process of globalisation of the world socio-economic system and, if so, how?
- Will the enlargement of the European Union, which took place a few years ago, simplify the diversification of sources of income of the rural population, particularly in the rural areas of the 12 countries preparing to absorb CAP resources and those of Structural Funds?
- What are the most important fields of diversification of sources of income of rural inhabitants?
Conceptual map of Module 8: Diversification of rural economies

- Perspective of various cognitive approaches
- Why/what/where
  - Sources as a historical characteristic of rural economic systems
  - The context of globalization and European integration
  - European Union policy
  - From Farms to Consumer Networks
  - SME’s
  - Human and Social capital
  - Public Services and Infrastructural Capacity

Sustainable rural development
III.- VOLUME OF WORK

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IV.- GENERAL and SPECIFIC OBJECTIVES

As a result of the module the student should:

- Gain knowledge about the nature, historical and contemporary conditions of the process diversification of rural economy and its role as a rural development strategy;
- Obtain knowledge of the empirical nature, reflecting areas and forms of life activity of the rural inhabitants, within which they gain and can generate additional incomes.

V.- CONTENTS

This section describes the units that integrate the module. This includes the relation of theoretical and practical contents, and a brief description of the units and/or key concepts.

Unit 1. Diversification of sources of income in perspective of various cognitive approaches

1.1 What does diversification of income sources means
1.2 Why must we diversify sources of income
1.3 Diversification of income sources as a historical characteristic of rural economic systems.

- Diversification of rural economies in pre-industrial (agricultural) societies
- The "dual profession" (peasant-worker) pluriactivity in industrial societies
- Secondary pluriactivity in post-industrial (late modernity) societies
- Pluriactivity as the lifestyle of rural inhabitants

1.4 Diversification of income sources in the context of globalization processes in the world economic system and European integration.

- The pluriactive and multi-functional model of economic activity on European rural areas and its foundations:
  - Technological change;
  - The logic of 'productivist' agriculture;
  - Organisational changes in agriculture - concentration of land and the specialisation;
  - The crises as the founder of pluriactive and multi-functional model of economic activity on European rural areas; Reconstruction of the history of community, that makes it easier on the conscious rejection of the past or take it over for the present
  - Proces of globalisation and its influence on the economic activity of rural inhabitants
  - ICT media and the opportunity of regenerating of system of work and production on rural areas

1.5 European policy of stimulating the process of diversification of income sources of inhabitants in rural and agricultural areas.

- The European Union’s policy framework
- The Common Agricultural Policy (CAP);
- European Countryside Campaign 1987 too 1988;
- The European Commission report ‘The Future of Rural Areas’.
- Agenda 2000;
- LEADER Initiative;
- Reforms of the Common Agricultural Policy and Structural Funds;
- National policies

Unit 2. From Farms to Producer- Consumer Networks

2.1 Value added to a traditional agriculture production - local product.

2.2 New functions of farm households – preserving heritage

- Narrowing of traditional functions of farm (food production)
- Redefinition of farm resources - new sources of farm income
- Added value from produced raw materials;
- Incorporating activities favouring environmental protection by cultivating the landscape, nature and local culture;
2.3 A farm household as a provider of services.
   - Implementing agricultural services connected with renting out agricultural Machinery;
   - Implementing non-agricultural services, by using machinery for communal services.

2.4 Social-cultural aspects of diversification of income sources in farm households.
   - Linkage between agriculture, local food, nature protection and tourism
   - The social background of diversified farm activity:
   - Own initiative and family strength, as well as organisation of family capital;
   - Wide application of ICT and other new technologies;
   - Horizontal integration (the cooperative movement);
   - Dialectical connection between financial resources and cultural values, new technologies and organisational systems of the local environment.

Unit 3. Small and medium rural enterprises
3.1 Social-economic role of SME as a form of economic activity and diversification of income sources of rural population.
   - Small – scale entrepreneurship as a response to the income problems tormenting the rural population
   - Restraining centralist tendencies in the global and national economy;
   - Introducing modern information technologies;
   - Limiting the outflow from rural areas of raw materials and energy carriers of agricultural or forest origin;

3.2 Basic requirements for SME’s development in rural areas.

3.3 Spontaneous and voluntary nature of processes of generating entrepreneurship in rural areas.
   - New solutions in the sphere of social and financial policy;
   - Participation of local administrative institutions and the support of territorial self-government.

Unit 4. Provision of Public Services and Infrastructural Capacity
4.1 Underdevelopment of technical and social infrastructure as an area for diversification of income sources of rural population.

4.2 New forms of services.

Unit 5. Human and Social Capital from the perspective of diversification of rural economy
5.1 Increased resources of human capital as an income diversification issue for the rural population.
   - Rural areas - underdeveloped technical and social infrastructure as well as services as opportunities for new types of services and jobs (“backwardness rent”).
Curriculum

• Rural areas - needs of new types of services and technical infrastructure as opportunities for new types of services and jobs:
  - nature conservation within the framework of regional environmental protection programmes;
  - growing interest in the localisation of educational and research centres;
  - require a modern technical infrastructure and services network linked with the protection of the natural and cultural environment.

5.2 Strengthening of human capital as an income diversification issue for the rural population.

• Human capital as resources of knowledge, know-how, health and vital energy inherent in man, providing the capacity of developing himself and his social entourage.

• The reinforcement of human capital generally follows on rural areas as opportunities for new types of services and jobs;
  - intensification of education at all levels, including adult education;
  - development of social services including medical care and social security;
  - limitation of migration by creating local jobs and reinforcing assimilation programmes for those who have had to change their social environment;
  - wide access to information about the job market, income prospects and professional consultation.

About 20 case studies from different countries of Europe is provided (also see: Euracademy Thematic Guide Three)

VI. – SKILLS TO BE ACQUIRED

Skills that students will acquire with completion of the module:

• Understanding historical background for diversification of rural economies.
• Understanding the concepts of: pluri-activity, micro-entrepreneurship and economic micro-development.
• Understanding the necessity for diversification of different rural economies in contemporary economical context.
• Ability to gather and analyse knowledge on different strategies for diversification of rural economies.
• Understanding of relationships between different stakeholders in rural community.

VII. – SOCIAL ABILITIES

Social abilities that students will have acquired with the completion of this module.

• Acceptance of different lifestyles and survival strategies of farm families in different cultures.
Curriculum

- Ability to connect both economic and social theoretical knowledge.
- Business development skills.
- Application of innovative ideas into the social environment.

VIII.- REFERENCES AND SUPPORTING MATERIAL


Web pages / links:
EURACADEMY - www.euracademy.org
ECOVAST – www.ecovast.org
http://www.euracademy.org/images/stories/doc/GUIDE3_FINAL.pdf

IX. – METHODOLOGY

The Module introduces students to the complex and multidisciplinary world of sustainable agriculture in a highly interactive manner. As such, the Unit is composed of:

- E-lectures including lectures based on PowerPoint presentations and videos online
- web-based literature review;
- textbooks, articles;
- group interaction and discussion during virtual classrooms

X. – EVALUATION OF LEARNING

- Evaluation of students’ activity during virtual classrooms, when they will be asked to present at least one case study of diversification of rural economies from their own region. The case study will be assessed by the lecturer.
- Overall evaluation of learning will be provided by the final test - online multiple choice test.