



# Legal aspects of rural development through traditional products 1 (Part 1)

(Resource ID: 380)

**Samantha Prior**

samantha.prior(at)ul.ie

This teaching resource is allocated to following University:

**UL - University of Limerick**

Institution:

**University of Limerick**

<http://www.sustainicum.at/en/modules/view/380.Legal-aspects-of-rural-development-through-traditional-products-1-Part-1>



**Group work**



**5 to 10 students**



**Up to 3 lecture  
units**



**Internet  
connection  
necessary**



**English, Shqip**

The teaching resource outline Rural Development (Part 1, 2 and 3) describes the draft of a teaching resource consisting of 3 parts, that has been developed to encourage students to look at the effect globalization is having on rural areas, the students will meet with local residents to see the challenges they face daily and try to create a plan to overcome these challenges. Students will play an active role in encouraging rural development in local areas, creating a more stable economy and optimize the quality of life for those living in the area, thus dealing with the economic and social pillar of sustainability. These teaching resources will incorporate but are not limited to the following methods: • One Problem – Different Points

of View · Interview · Researching · Focus Group · Discussion · A Mini Enterprise Project The teaching set describes three independent teaching resources, which are designed to be completed one after another (but not necessarily), these include: 1. One Problem – Different Points of View 2. Interview with Local Residents and a Focus Group with Stakeholders 3. A Mini Enterprise Project Rural Development (Part 1, 2 and 3) is based (and slightly modified) on the Teaching Resource, “Legal aspects of rural development through traditional products.” The original teaching resource was split into several parts to make it easier to introduce new ideas and teaching methods into lectures, to further develop the learning styles of each of the students and thus enhance their overall learning experience. All parts do not need to be completed.

### **Part 1 – One Problem – Different Points of View**

The lesson will begin with the students working in groups of 6, each group will be given newspaper articles about local rural areas that have become run down and abandoned by businesses and as a result, local people have to travel 20 – 30 minutes to find a grocery store or a doctor. Each person in the group will play a different role - the fact checker, the emotional, the pessimist, the optimistic, the optimistic and the moderator.

#### Main text

Albania is a small country with low levels of development in rural areas. The development of these areas is key to succeed in improving the quality of life and economic well-being of people living in these areas.

The teaching resource aims to bring to the attention of the students issues related to the development of rural areas. Rural development is the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas. Rural areas are facing major challenges today which arise mainly from globalization, demographic changes and the rural migration of young people. Policies for rural areas aim to contribute in recognising and making use of its strengths and opportunities.

These teaching resources give students the opportunity to look closely at the living conditions in the rural areas and the challenges they face on a daily basis. Together, the students and local residents will try to encourage development in these areas by having discussions with local stakeholders, and presenting what they feel is urgently needed by

the local residents.

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## Teaching Tools & Methods



Written material formteaching\_experiment

## Integration of Social Stakeholders

Stakeholders (Politicians and government officials) will play an active part in this teaching resource, as they participate in the focus group and will also meet with students and residents to attempt to source funding for the local enterprise project.

### Strength

- It elaborates an important problem for rural development in Albania
- It makes the students think about a problem and how to resolve it
- It gives the student the basic idea of rural sustainable development through the support of production and marketing of their enterprise projects
- Mutual learning for students and business stakeholders

### Weakness

- The refusal of the stakeholders to provide funding for the enterprise projects
- Stakeholders may ignore students and residents' recommendations
- Difficult to visit all the local areas and get feedback from residents

### Learning Outcomes

- The refusal of the stakeholders to provide funding for the enterprise projects
- Stakeholders may ignore students and residents' recommendations
- Difficult to visit all the local areas and get feedback from residents

### Relevance for Sustainability

- It is directly related to the protection and development of rural areas

- It encourages students think about globalization and its challenges
- The students will work directly with stakeholders to encourage them to carry out developments in rural areas

## Related Teaching Resources

No specific previous knowledge / related resources required

## Preparation Efforts

Low

## Preparation Efforts Description

Sourcing of newspaper articles linked to rural areas

## Access

Free

## Assessment

N/A

## Credit/Certification Description

N/A

## Sources and Links

Original Teaching Resource - <http://sustainicum.at/en/modules/view/344>

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