

Instruction File

Title: Rural Development 3 (Part 3)

Authors Name and Institution:

Author of Short Version: Samantha Prior - University of Limerick

Author of Original Version: Andon Kume - UAMD - Aleksandër Moisiu University of Durrës

Short Text:

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 3 – A Mini Enterprise Project

Each group of 6, will create a company that they believe will be of benefit to the local residents in the rural areas mentioned in part 2, they will present these ideas to the local stakeholders in the hope of securing funding, or enticing similar companies in the city to visit these areas at least once a week. For example; a pop-up shop or grocery store could be set up on a Saturday for a couple of hours, or a local doctor could set up a clinic in the local rural areas for a couple of hours, one day a week.

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.