



Legal aspects of rural development through traditional products 3 (Part 3)

(Resource ID: 382)

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This teaching resource is allocated to following University:

UL - University of Limerick

Institution:

University of Limerick

<http://www.sustainicum.at/en/modules/view/382.Legal-aspects-of-rural-development-through-traditional-products-3-Part-3>



Group work



5 to 10 students



**Up to 3 lecture
units**



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 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.

Teaching Tools & Methods



Mini-project Written material

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

- Develop an enterprise project based on the needs of the local area
- Present the enterprise project and source funding from local stakeholders
- Appreciate the value and importance of rural development

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

Arrangement of visit to local stakeholders

Access

Free

Assessment

Creation of a mini enterprise project that meets the needs of the rural areas

Credit/Certification Description

Credit for the creation of a mini enterprise project that meets the needs of the rural areas

Sources and Links

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

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