



EUROPEAN COMMISSION
EuropeAid - TACIS
INSTITUTION BUILDING PARTNERSHIP PROGRAMME (IBPP)



THE PARTICIPANTS ' HANDBOOK

Summer School

“Developing Sustainable Rural Tourism – Capacity Building for Rural Development Leaders”

Ukraine, Yaremche , 12-21 May 2006

Organised by
**the Euracademy Association
and the Carpathian Foundation, Ukraine Office**

Compiled by the EURACADEMY Association

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THE PROJECT

“Developing Sustainable Rural Tourism – Capacity Building for Rural Development Leaders”

The above project is co-funded by the European Commission, TACIS IBPP programme, and led by the Euracademy Association. Its main partner in Ukraine is the Carpathian Foundation, Ukraine Office. The National Association of Regional Development Agencies of Ukraine is also participating.

Aims and objectives

The overall objective of the project is to facilitate the development of rural tourism in Ukraine, by enhancing the capacity building process within local/regional authorities, non-profit NGOs, professional associations and SMEs, so that planning, management and animation of rural tourism become more efficient. Within this remit, to the project aims:

- To provide opportunities for managers and animators of rural development to engage in non-formal learning, in order to improve their skills and competences in the field of sustainable rural tourism and become competent to support initiatives originating at local level.
- To provide “training of trainers” so that local development “leaders” (managers and animators of rural development) are enabled to act as trainers of the “actors” of rural tourism, i.e. the local population and entrepreneurs (farmers, craftsmen and other service providers).

More specifically the project intends:

- To transfer knowhow and experience on the development of sustainable rural tourism from all over Europe to existing or potential local development leaders in rural areas of Ukraine, by offering face-to-face structured courses and distance learning courses.
- To introduce peer-learning and experience-based learning methodologies, allowing the target group of the project to improve their competences on a day-to-day, on-going basis.
- To raise awareness on key concepts and practices, such as those referring to the provision of quality tourism, environment-friendly tourism, sound and responsible entrepreneurship and endogenous development of tourism.
- To introduce best practice in the field of sustainable rural tourism that has been successfully tested in EU and Phare countries and guide the target group to develop local tourism initiatives as “pilot actions”.
- To encourage communication and networking among similar organisations and individuals involved in rural tourism development within Ukraine and between Ukraine

and the rest of Europe, to ensure continuous exchange of experience and opportunities for joint work.

- To disseminate the project results as widely as possible in Ukraine and other TACIS countries, and promote networking among relevant actors.

Activities

The activities of the project include:

- **Summer School:** a 10-day residential course in Yaremche, Ukraine in May 2006, on the theme of “Developing Sustainable Rural Tourism”. 40 participants have been accepted, who will take part in learning activities, including lectures, working groups, workshops, a study trip, case studies and presentations in plenary. Peer group learning will be encouraged, combined with hands-on, experiential learning in small groups facilitated by tutors.
- **Thematic Guide:** the Euracademy Thematic Guide on Developing Sustainable Rural Tourism serves as a manual for the summer school, translated to Ukrainian. The Guide will be expanded with case-studies of good practice from Ukraine and with material presented by the lecturers and produced by the participants during the summer school, and published,
- A **distance learning** course based on the learning material included in the Thematic Guide that will be delivered through the internet, assisted by a group of tutors. A group of 60 students are expected to register and they will be assisted by tutors assigned by the project promoter and the co-operating partners, and by assistant tutors drawn from the participants to the Summer School.
- Provision of technical assistance to the participants of the course, who will be asked to undertake initiatives and organise **pilot projects** in their regions to develop sustainable rural tourism. The technical assistance will be provided by European rural tourism experts on location.
- A mid-term **workshop** among pilot project leaders and experts, scheduled for September 2006, to discuss the progress of pilot actions; and
- An international **conference** scheduled for 2007, to promote networking among rural leaders and disseminate the project results.

1. INTRODUCTION TO THE HANDBOOK

This ‘handbook’ is written to help you orientate to the Summer School. It aims to give you an overall idea of the methods that will be used for achieving the training goals of this event, explaining why these particular methods and approaches are used.

The central aim of the handbook is to initiate the learning process –both a personal, and when the Summer School begins, a shared one– for building up knowledge on the subject of **Developing Sustainable Rural Tourism – Capacity Building for Rural Development Leaders**. All of us who will meet in Yaremche already have experience and understanding in this theme from our own areas and countries through our different roles as individuals and professionals. Yet there is always something new to learn and to reflect on, something to share, something new to create and to experience and someone new to meet. We, who are responsible for the Summer School, want both to provide you with fresh ideas and tools to use at your area of work, and to invite you to share your knowledge and experiences with others – thus all of us will have the chance to learn and/or teach and make the most of the capacity building opportunities available during the whole of 10 days and even after!

2. SUMMER SCHOOL CURRICULUM

This section gives you an overview of the Summer School and how it is structured. The particular tasks and methods are described more fully in the following section. The overall schedule for the Summer School is located at the end of this Handbook. More detailed daily programmes will be given to you during the Summer School.

The Summer School has four main parts. **The first –“Open Space”** – will provide you an overview of the coming events and activities and introduce you to the whole structure of the Summer School, along with the training methodology adopted. It also will assist you to get to know the other participants and the Summer School staff and what their interests in the theme of Sustainable Rural Development in general are. We start this part with a plenary, where the above-mentioned themes along with the introduction to this handbook will be presented. This first session will conclude with the handing in of your own case studies and pilot project proposals that you will have brought along from home. Finally, the “get-to-know each other” session will be supplemented by a traditional dinner in the evening.

The second part –“Theory & Practice” – focuses on both basic and specialised lectures on the Theme of Sustainable Rural Tourism. In addition, the workgroups that will be accompanying most of all lectures will provide you with the necessary tools for leadership in Rural Development. Seven sub-themes are explored with keynote speakers, followed by small group sessions and a plenary for sum-ups of the group work, for each theme. The small group discussions will be assisted by facilitators, and the speaker will lead the plenary.

During the Summer School there will also be three workshops lead by expert moderators. In the workshops the participants will present their own case-studies and pilot projects that relate to the themes of the Summer School. The pilot projects to be set up and followed up by the participants and the experts after the summer school.

The third part is the “**Study Trip**”. During the trip you will be able to further explore the themes and questions discussed during the previous sessions and presented in the Thematic Guide. You will work in project groups, and each group will follow a different itinerary, including places of rural tourism interest and interviews with rural tourism entrepreneurs, managers and animators.

The fourth part of the Summer School: **Reflection and sum-up** includes the *Study Trip reports, which will be presented in writing and orally in a plenary session, using a variety of media*. A central part in this is also the *Conclusion Panel* to summarise the main theme of the summer school and the understanding we have about it at the end of the Summer School, after exploring it for 10 days.

The final Evaluation of the Summer School and plans for follow up activities (pilot projects undertaken by summer school participants, distance learning course, national workshop) will also be included in the summing-up session, to conclude the “journey” we will have gone through, as well as for setting our sights to the future possibilities to maintain the network and the relationships we have formed.

3. TASKS AND ASSIGNMENTS FOR THE PARTICIPANTS

During the Summer School and *even before that*, there will be different kinds of tasks and assignments for you to support the learning process. As a preparation for the Summer School, you are asked to write three documents in Ukrainian with a translation in English or a summary: *Presentation of yourself*, *Description of a case-study* of your choice related to Sustainable Rural Tourism and *a Proposal for a Pilot Project* to develop Sustainable Rural Tourism in your area.

During the first day, you will hand-in your Case-studies and your Pilot Project proposals. We will hold a small exhibition whereby case-studies and pilot project proposals will be presented. So it would be useful if you could create an A3 size poster summarising your case-study and project proposal. A poster's purpose is illustrative depiction so please do add pictures on it if possible.

Please bring along your presentation and your case and pilot project proposal in e-form, so that it will be quick and easy to copy and modify these documents if needed.

3.1. To prepare before coming - Your Presentation

Write a short presentation of yourself. The proposed length is one A4, but the style is free. You can write a short CV or just tell on your own words things like: your personal details and your contact information, something about your educational background, description of your professional experience and also something about your hobbies and other interests.

Write also a few lines in Ukrainian with a translation in English or a summary about your expectations and personal goals for the Summer School. What is this that you wish to have experienced, discussed, learnt more about, developed or started up with someone, after you have returned home from Yaremche?

At the end: mention the title of your Case Study and your pilot project proposal, so it is easier for others to connect the right person with the right case and proposal.

3.2. To prepare before coming - Your Case Study

Describe in writing a case of Sustainable Rural Tourism pertinent to one of the themes of the Thematic Guide: e.g. Protecting and managing cultural heritage with tourism, tourism entrepreneurship, synergies etc. Your case will be copied to all the participants to help you to "find the like minds" and also to ease the work in the workshops, where these cases are presented and discussed more thoroughly. Your case may also be used in the revised Thematic Guide after the Summer School.

Your case-study can be either a good or a not-so-good example, and it can support or refute the ideas presented in the Thematic Guide. It should also be a case, which illustrates the theme from your region, but it should describe more the **development process** rather than

just e.g. a single project. And you should, one way or another, personally know the situation described in the case, and be able to discuss it with others.

It would also be a wonderful addition if you could bring photographs and other material with you to illustrate the case. During the Summer School, we will make an exhibition of the presentations, so the photos, brochures etc would really add to the exhibition!

The length of the Case is two A4 maximum. The suggested model is (the subtexts are guide-lines, not compulsory aspects or questions):

1. Two lines description

Describe with a few words what this case is about.

2. Introduction

Describe the starting point of the process you write about, including: what was the situation when the development process started or what happened before the start; timing of the case; main contributors to the case; and who are the main beneficiaries

3. Activities

Explain the objectives of this development process, what recourses are available and used, what are the actual activities or actions taken during the process and what are the main results.

4. Lessons learned; suggestions and conclusions

Evaluate the case you describe. What are the lessons learned and what might be the suggestions for the future? Who are the main actors involved (contributors, animators, beneficiaries) and how have their relationship developed during the process? You may even make a small SWOT analyses (Strengths, Weaknesses, Opportunities, Threats) of the present situation of the process.

In the end provide your own view of the case: your suggestions for future development and your ideas for sustaining the results and contributing to the local area. Finally, add your name and contact details together with those of the person or organisation responsible in your case study (with their consent).

3.3. To prepare before coming - The pilot project proposal.

(related or non-related to the case study)

Prepare a short summary of a proposed pilot project in your area. This pilot project proposal can either be related to your case study (see above) as an extension or further development of it, or completely fresh.

Please don't forget to check the Thematic Guide you will receive so that you can be assisted in developing your proposal; and remember that selected pilot projects will be followed up by the project team after the completion of the Summer School.

The suggested model of your pilot project proposal is the following:

1. Two lines description

Describe with a few words what the project will be about.

2. Concept

Write a few words how this project is related to Sustainable Rural Tourism.

3. Activities

Explain the prospective objectives of the project, what resources will be required, what will be some of the core activities or actions.

4. Expected outcome

Do some kind of an ex ante evaluation of the proposed project. Who will gain and what after the completion of the project?

Please don't forget to add the proposal to your A3 poster, to be used for the exhibition.

4. METHODS FOR CAPACITY BUILDING

The Thematic Guide

The Thematic Guide on Developing Sustainable Rural Tourism is the course manual. It offers a review of the central issues relating to Rural Tourism and the possibilities and challenges of the development of the three dimensions of sustainability in tourism.

The Guide also serves the purpose of creating a common ground for all the participants of the Summer School, introducing certain concepts, definitions and viewpoints. Depending on your background and experience, some of the themes and issues of the Thematic Guide are more or less familiar, but the chapters are meant to orientate you to the particular themes, the keynote introductions and the small group discussions and workshops that follow. So it is advisable to study the Thematic Guide and the cases included in it before the Summer School.

Small Group Discussions

Seven chapters of the Thematic Guide will be explored through the same basic structure. Each will include:

- a plenary introduction by a lecturer
- a small group discussion
- a joint plenary sum-up

The contents for *the small group discussions* will stem from the Thematic Guide, the lecture, and all the experiences and knowledge present in the group. The small groups will change from day to day as well as the methods for approaching a particular theme. A team of facilitators will take on a supporting role, facilitating discussions. However, the small group members will decide by themselves how to conduct the discussion and how to present the results of this discussion to the plenary session, afterwards.

Workshops

The three workshops will be mainly devoted to the presentation and analysis of the case-studies and the pilot project proposals. This will form the bases for future work on Sustainable Rural Tourism in Ukraine that will be revisited at the workshop in the autumn. Pre-arrangements on this will be discussed before the end of the Summer School.

Portfolio

Portfolio is an old, but reinvented method of studying and learning. Perhaps you have met the word before in relation to models, painters and photographers who show their pictures in a portfolio, but the word ‘portfolio’ is also used, in general, to signify that a subject or a process is presented and illustrated. Usually, it is a selection of somebody’s work (as photographs taken of the model) put together for some specific purpose (to get work) and usually

presented, evaluated and graded somehow (employer looks it through and gives the job or not).

We use it as a tool to monitor and reflect on learning processes, and thus as a tool for self-developing, self-evaluation and introspection. Your portfolio will be your personal learning note-book or diary, written, illustrated and collected during the Summer School - not meant for the eyes of others or as an object of discussion - but to entice you to reflect on your learning process and experiences. These personal notes are something to take home and use the best you can and also a storage from where to draw ideas from the activities of the Summer School.

You will all be given a file into which you can collect your notes and reflections, and the start of it might be e.g. the list of ideas you have been asked to produce about the concept of Social Capital and how you perceive it. At the end of plenary and workshop sessions a few minutes will be saved for writing up personal reflections and of course it is possible for you to update your portfolio all the time.

Panel Discussion

The panel Discussion could be defined as "a discussion in a conversational form among a selected group of persons with a leader, in front of an audience that joins in later".

This will be the method for concluding the Summer School with a panel consisting of participants, speakers and other experts of Sustainable Rural Development

Networking, Pilot Projects and National Workshop

In a gathering like the Summer School the possibilities for getting new contacts, finding new possibilities for co-operation and creating new networks are plenty. We want to enhance this prospect from the very beginning and invite everybody attending to the Summer School to through their own activity and initiatives to support the creation of networks and recognizing opportunities for cooperation.

The exhibition will serve this purpose so everybody will have the opportunity to have a look at anyone else's case-studies and pilot project proposals. Do explore them and try to get in touch with like-minded people. You will be surprised to find out how many others are more or less at the "same wavelength" as you are.

Study Trip and the Study Trip Report

During the Study Trip, we get the opportunity to meet rural tourism operators, policy makers and other animators, to discuss the problems and opportunities in their region. The Study Trip forms a major part of the Summer School and is a chance for all participants to merge together their previous knowledge and experience with the ideas and questions that have been raised during the first days of the Summer School.

Study Trips will be planned in groups of 6-8 people and each group will go to one of the 30 spots selected by the organisers. You will go either in two cars or in one van and visit entrepreneurs, local development groups and other actors. At least one of the facilitators will accompany each group and take care of the practical details, but if you are interested in driving in Ukraine, one volunteer driver per group is in demand – and for that you should have your driver's licence with you.

After the groups are formed on May the 16th, you will have some time to plan the way you will work as a group during the Study Trip and also an opportunity to think about the reporting. Participants could work every day in the hotel after coming back from study tour, although the afternoon and evening of Friday the 19th will be devoted to producing the Study Trips reports. Presentations of study trip reports will take place in the morning of Saturday the 20th

The *Study Trip Report* is a result of the process during the Trip. For the planning and preparation of it you will be given some common guidelines and background information, but the actual result depends on the group that will produce it. You are invited to approach the Study trip as a small research project, and set your research problems yourselves according to what elements of Sustainable Rural Tourism are of special interest to the members of the group. For example: what features related the Development of Sustainable Rural Tourism do you want to emphasise on? What are or could be the manifestations of Sustainable Rural Tourism in these areas and communities you visit? What are your suggestions for improving the situation in the localities you have visited?

Evaluation of the Summer School

We want to make the Summer School a good experience to everybody; an open, continuous flow of feedback and information is the best way to do that. So, the evaluation of the Summer School will be an ongoing process. As organisers, we need the feedback from you –both things that are ok and run smoothly and others not so ok– in order to make possible corrections. We see evaluation as a two-way process, not primarily as a means of criticism, but as a joint process of invention and development. The evaluation of the Summer School has three dimensions covering:

- how the Summer School has been organised and implemented
- the staff -their input and their learning
- your own input and your own learning as a participant

There will be several means of evaluation used during the Summer School, e.g.:

- you can always share your thoughts with the facilitators
- at the end of the Summer School there will be a more formal evaluation and we will discuss your comments as a part of the Future Workshop

5. OUR EDUCATIONAL APPROACH

The Euracademy Association has organised so far four Summer Schools (Summer Academies) in different thematic areas, relating to sustainable rural development, and is organising a fifth one this summer. We have thus systematized our educational approach and these are a few keywords that describe it: **adult learning, self-directed learning, learning as a process, learning by doing and group dynamics.**

We have tried to choose learning methods that best serve adult learners and that has led to that there will be plenty of opportunities for joint reflection and discussion, for sharing examples and experiences. But there will also be opportunities for individual reflection and for formulating your own goals and learning outcome. To achieve this, we have designed the tasks and assignments that are described before. To make it all happen is a challenge for us - but also a challenge for you as participants, professionals and animators of Rural Development, who might apply these ideas and approaches to your own work, supporting learning and self-developing adults back home!

As the key words are so central to our way of working at the Summer School, here is a short description of them:

1. **Adult learning** is described by Malcolm Knowles. He calls it andragogy. With this term he wants to emphasise the differences between the way adult people and the children/youngsters learn. Knowles states that adults approach learning as problem-solving and learn best when the topic is of immediate value. Adults need to know why they are learning something and they want to learn experientially. As adults have lots of previous experience and have different reasons for partaking in any educational activity, their expectations on any learning environment vary tremendously. Adults, generally, benefit the most from active participation in the learning process and by given chances to process their own experience through reflection, analysis and critical examination. Instructors and experts are therefore seen more as resources and facilitators than as lecturers or graders.
2. Adults can also be seen as **self-directed learners**. We all have different experiences, and we know different things. Learning styles differ and each adult has his or her way to learn best. On the whole, however, adults can be described as grown-up, independent individuals, who are accustomed to take care of themselves and their responsibilities. They seek solutions to their problems, use their previous experience and knowledge to perform their tasks. Adults also see things in broader perspectives. These are skills that we partly develop as we grow up and in general all adults use these skills– also when learning is involved! This implies that much learning is self-directed. Self-directedness is not, however, the same as acting alone, but other people (participants, facilitators, speakers) involved in the learning process are seen as supporters and sparring partners to reflect ideas with. They are also mirrors that give us feedback and help us to correct

our direction, if it seems to be false in some way. A self-directed learner doesn't have to learn alone. Adults usually want to learn both alone and with groups of different people.

3. Some things we learn at once; let's say for example by watching a model performance and then trying to do the same ourselves. Some factual knowledge can be learned instantly; understood and remembered. But if we see **learning as a process**, it brings to mind the idea, that learning something takes time and effort gathering and processing information and transforming it to knowledge and understanding. Even those two little examples mentioned above can be seen as parts of a process: you have to have some previous idea or assumption or knowledge of it, if you want to understand what the model performance is about - or to what things new factual knowledge can be connected to and used as a part of. As little children we start to learn, gather experiences, observe the world and try to make some sense of it - understand it and connect different things in meaningful and usable ways; construct our knowledge. All this is an ongoing process that never stops - people live and learn all the time. Learning is a comprehensive experience melting together reasoning, emotions, imagination, intuition and experiences. *Studying is a special learning process*, for when studying we set goals for ourselves and our learning and concentrate on certain chosen themes. This Summer School should be taken as a comprehensive learning experience with many different learning processes going on at the same time. When it comes to studying, we all may choose our goals, move towards them and in the end evaluate ourselves if those goals are met or not.
4. **Learning by doing** emphasises experiential learning and that we learn by handling the tasks and problems at hand in our everyday life. Learning by doing emphasises also that when we act, we use our personalities, knowledge and capacities to a fuller extent. For learning by doing to be effective, however, it needs to be combined with reflection. So, learning by doing encourages us both to experiment, seek different approaches, make new assumptions and try to find different solutions to the problems at hand, and to reason, reflect on and evaluate our experiences. That way we can all the time construct our knowledge anew. This is also motivating and even fun! Something to do best with others and socially share the learning experiences into which everybody brings something of their own.
5. Human beings are social by nature and work better when they can solve problems together, set goals together and try to achieve those together - whether it was to kill a mammoth in ancient times or nowadays to recognise the importance of Sustainable Rural Tourism in the development of Rural Europe. But it is not self-evident that any group of people will work together efficiently and harmonically. In fact, even when everyone in a group seems to be in accordance about the common tasks and goals, there may be still serious problems in their capacity to work as a team! The idea of working and learning together, sharing experiences, and making the best out of our various

backgrounds and knowledge, has been touched on already in this handbook. For this to be successful, we need to be aware of that when we work in groups, there are particular kinds of challenges, which have to do with the group setting itself. This is what **group dynamics** is about. A simple, but helpful, way to think about groups, is the FIRO-model (Fundamental Interpersonal Relationship Orientation), developed by Schutz. He suggested that there are three dimensions to account for all interpersonal phenomena:

1. *Inclusion* - the need to socialise, to be in the company of, or in contact with, people
2. *Control* - the need to influence, make decisions, direct, have power over, have impact on,
3. *Openness* - the need to share one's inner thoughts and feelings .

Corresponding to these three interpersonal behavioural needs are three other needs that affect our feelings when interacting with others: *significance* (we all need to feel worthwhile, important, meaningful), *competence*, (we also all need to feel strong, intelligent, capable) and *likeability* (and we need to feel that we are good, attractive, likable).

The interesting thing is that these dimensions can be traced in how groups develop and the FIRO model is often drawn on in leadership trainings. In the beginning of any new group, the focus will be on *inclusion*, and most participants tend to be generous and welcoming, but also rather superficial in their communication with one another. At the back of one mind the central question may be: is this a group that I want to belong to? The next stage, that groups tend to go through, is dominated by the *control* dimension. Then the participants become more aware of their need for control, and the generous atmosphere may be changed into one of more conflict. During this stage the group will handle issues of hierarchy and structure, and the participants will strive to get a position they feel at home in. If the group succeeds in handling the control stage, then a well working team can develop, and the questions of *openness* come into focus. Within the group, openness will dominate, and the group will be able to accept that some participants will be nearer to each other than to others. In relation to other groups, however, the risk is that group members become more closed, and that the group can become rather arrogant and suspicious towards other groups. The FIRO model can be used to understand what happens in groups, both in short term settings (such as a small group discussion session) and over longer time (such as the whole Summer School).

6. TEACHING TEAM

Role of Speakers, Moderators and Facilitators

Our educational approach affects the way we look at the roles of the teaching team of the Summer School. According to adult learning theory, facilitators, moderators and speakers are seen as resource persons and supporters of capacity building of the individuals rather than as lecturers or graders. Successful adult education facilitators have been described as people who:

- view themselves as participating in a dialogue between equals
- are open to change and new experiences and seek to learn from helping activities
- are genuine in entering into personal relationships with learners
- accept and trust the learner as a person of worth (unconditional positive regard)
- have empathy (non-judgemental understanding, both intellectual and emotional) for the learner's perspective.

We also think of learning partly as a social process, and believe that sharing experiences and ideas, networking and collaboration are important for learning. At the same time it should be kept in mind that, in any group, processes of group dynamics are bound to develop. And such processes will stimulate, but may also hinder, the communication in the group.

We have tried to design the teaching team's input according to these ideas. Sessions begin with **an introduction** by a keynote speaker or moderator. This introduction is seen as an input to the discussions that follow either in small groups or in a plenary. **The facilitators** especially in the small groups sessions, will assist more the group process rather than the content of your discussion.

6.1. Speakers and Facilitators (in alphabetical order)

Joan Asby (UK). Joan is the Co-ordinator of PLANED (Pembrokeshire Local Action Network for Enterprise and Development). PLANED and its predecessors have been working with local people to improve their quality of life since 1987. It manages a number of Welsh Assembly Government and EU funded projects including LEADER+ and Rural Community Action (RCA), covering community capacity building, village regeneration, heritage and environmental enhancement, rural tourism, sustainable agriculture, local products and creating a community culture of entrepreneurship. Joan is a member of the Welsh Assembly Government's Rural Partnership for Wales, its Social Enterprise Working Group and its Rural Stakeholder Group. She has considerable experience of working in central Europe and was an advisor to the European Observatory of Rural Development. She is an Honorary Fellow of the Institute of Rural Studies, University of Wales, Aberystwyth, and a founder member of Wales Rural Forum. **Email:** joana@planed.org.uk

Antra Damberga (Latvia). Antra is the rural tourism specialist for the Latvian Country Tourism Association “Lauku ceļotājs”. She is currently participating in development of rural tourism (RT) sustainability criteria and their integration in RT quality scheme. She is also part of a team developing Rural Tourism quality scheme, based on European RT Quality systems and web based RT quality assessment tool and RT provider training tool to requirements of RT quality standards. She also participated in developing the brand “Countryside Bounty” for rural tourism related products and services, involving players from other sectors of rural economy. **Email:** antra@celotajs.lv

Klaus Elhrich (Germany). University Diploma (MA) in Business Administration and Economics Manager of the Andalusian Rural Tourism association RAAR since 1991. President of EuroGites - European Federation of Farm and Village Tourism since 2002. Independent work in consultancy related with Rural Development. **Email:** president@eurogites.org

Andrzej Hałasiewicz (Poland): MA, PhD in Economics, Post Graduate Studies in sociology and political science. He is the Director of Rural and Regional Development Project at the Foundation of Assistance Programmes for Agriculture and Deputy Director of the Institute of Sociology Research at the Nicolaus Copernicus University in Torun. Between 1999 and 2000 he was the Director of the Department at the Ministry of Agriculture and Rural Development. **Email:** a.halasiewicz@fapa.com.pl

Pavlo Horishevskiy (Ukraine); expert in rural tourism, Chairman of the Ivano-Frankivsk Regional Organisation of Union for Promotion of Rural Green Tourism Development in Ukraine since 1998. **Email:** grt@il.if.ua, phorishev@aol.com ,

Marko Koscak (Slovenia). Diploma in Civil Engineering, MSc and PhD in Urban and Regional Planning. He is a part-time Project Manager of the Dolenjska and Bela krajina Heritage Trails Partnership in SE Slovenia since 1996. He is involved in different activities in the field of Rural Development in Slovenia and abroad since 1986, when he started implementing Integrated Rural Development Projects on local-community level. Since then he was a regular consultant with the Ministry of Agriculture, where employed from 1999 – 2001 as an Advisor to the Government in the Sector for Structural policy and Rural development. In the last couple of years he works as an advisor to UNDP LoSD initiative in S-E Balkan countries of Serbia and Montenegro, Bosnia, Kosovo and Macedonia. He is a founding member of the Slovenian Rural Development Network, which is part of the European Network »PREPARE«. His work experiences are primarily on Sustainable Community Development, Rural Tourism, Economic Diversification on farm, Sustainable Heritage Tourism, Regional development, Cross-border Co-operation and Product Development. **Email:** marko.koscak@siol.net

Dezső Kovács (Hungary). Msc. in Management, Dr. Univ. in Management, PhD in Management and Business Admin. A Rural researcher and a Rural Tourism expert, he is an

Associate Professor at the European Studies Institute, Economic and Social Sciences Faculty, Szent István University, Gödöllő Hungary and a Manager of his own private partnership: MEVITUR BT. Pécs. Email: Kovacs.Dezso@gtk.szie.hu

Fouli Papageorgiou (Greece), PhD in Urban and Regional Studies; Managing Director and Partner of PRISMA Centre for Development Studies, based in Athens. She has been involved as a consultant and researcher in a large number of integrated local development studies, structure plans and regional plans, mostly in rural areas, as well as in evaluation of EU Programmes and Initiatives. She has coordinated over 40 transnational projects, most of them funded by the European Commission, involving organizations from all over Europe, and has published several articles and books, many of them “ Best practice Guides”. She is the president of Euracademy Association and one of its founding members. **Email:** foulipapageorgiou@prismanet.gr

Elżbieta Strzelecka (Poland) PhD in Civil Engineering. She is lecturer and researcher in Technical University of Łódź - Faculty of Building and Architecture and in private high school (Warsaw, Olecko) in Poland. Experience particularly in the area of: marketing, strategic planning, strategic management, regional Foresight, sustainable rural development, firm organization and management. Independent work in consultancy related with labour market, company organisation and management, quality management. She took part in Euracademy project as tutor / facilitator on : *Developing Sustainable Rural Tourism* (Sweden, 2002); *Information Society and Sustainable Rural Development* (Greece, 2003) and as the co-organizer of Summer School on *Diversification of Rural Economies and Sustainable Rural Development in the Enlarged Europe* (Poland-Toruń, 2004). She has been involved in a large number of seminars, conferences, workshops connected with vision for rural Europe, sustainable regional/ local development (+tourism) in rural area (Socrates –Grundtvig, PREPARE Gathering; Bulgaria – 2004, Latvia & Lithuania – 2005, Leonardo da Vinci, PHARE, PRELUDE - ECOS – Ouverture, etc). Membership of Polish Consultants Society, Polish Personnel Management Society, Institute of Management, ECOVAST, member- foudet of Euracademy Association . **Email:** elzbieta.strzelecka@neostrada.pl

Contacts

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Ela Strelecka

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7. TO PREPARE BEFORE COMING TO YAREMCHE

The Summer Academy is an excellent opportunity to get the taste of culture and habits of different regions and countries. For enriching that feeling participants of the Summer Academy you are asked to bring something from their home regions, material or immaterial:

- During the Opening Dinner it would be wonderful addition if you could bring something typical from your regions for others to taste -traditional products/ local marks, could present song, music, dance or any examples of traditional details of cloth, examples of handicrafts, slides of region or humor.
- A musical instrument, if you play one, would also be welcome ; during the Summer Academy there will be lots of opportunities to play music, sing songs, play games and stories, every idea from your region will be warmly welcome.
- The Summer Academy is also a perfect time to present the regions, countries of participants as well as their work, projects, cases. You are invited to take part in exhibition of the presentation of the participants and the staff. So please bring booklets, brochures, maps or other materials which can be exhibited/useful.

When packing for the Summer School remember that:

- the sheets and towels will be provided by the hotel, so there is no need to pack them
- if you are willing to drive in the study trip, you need to take your drivers` licence with you
- you are asked to bring with you:
 - ✓ CV or presentation of yourself in e-form
 - ✓ Your case study in e-form
 - ✓ Your proposed pilot project in e-form
 - ✓ A musical instrument, if you play one, would also be welcome
- We recommend you to take the right clothe and shoes; we will need them during study trip (some person will visit mountain`s region)
- Request to bring something special to the reception/dinner at first day.
- Bring swimming gear, it may be useful for fans of swimming in hotel
- Just in case please check if you have proper travel and medical insurance.

Location of Summer School

The town of Yaremche lies in the northern edge of the Carpathian Mountain Range, in the Prut river valley, within the Ivano-Frankvisk region. The population in 2001 was measured

at 21.400 inhabitants. It was founded in 1895, and incorporated the villages of Yamna and Dora, which date back to the end of the 16th century. In 1963 Yaremche was granted city status. Situated 665 m above sea level and surrounded by mountain peaks, the town is famous for its recreational and health resorts. A third of its inhabitants are employed in the tourism industry. There are 2 tourist bases, a youth camp, 6 rest homes, and 2 sanatoriums specializing in the treatment of tuberculosis, rheumatism, and nervous disorders.

Warm welcome to the Summer Academy in Yaremche!

SUMMER SCHOOL

“Developing Sustainable Rural Tourism – Capacity Building for Rural Development Leaders”

to be held in the city of Yaremche, Ukraine

on 12 – 21 May 2006

organised by

the Euracademy Association and the Carpathian Foundation, Ukraine Office

co-funded by the TACIS IBPP programme of the European Commission

Daily Programme

Friday 12th May 2006

- | | |
|---------------|--|
| 09:00 – 12:00 | Facilitators' briefing and training |
| 12:00 – 13:30 | Lunch |
| 13:30 – 17:30 | Welcome of participants to the Summer School and introduction by Tanya Pashchenko and Ela Strzelecka <ul style="list-style-type: none">• Open space, coordinated by Dr Elzbieta Strzelecka• Introduction to the Summer School• Introduction to the use of the Thematic Guide• Presentation of Participants' Handbook• Schedule of Summer School – Learning Methodology• Hand-in case studies and pilot project descriptions by participants |
| 19:30 | Reception / dinner |

Saturday 13th May 2006

- | | |
|---------------|--|
| 09:00 – 09:30 | Greetings <ul style="list-style-type: none">• Roman Tkach, Head of Ivano-Frankivsk Regional State Administration• Anatoliy Pakhlya, the Head of State Tourism Service• Mykola Paliychuk, Yaremche mayor• Representative from the Delegation of the European Commission to Ukraine• Dr Fouli Papageorgiou, President of Euracademy Association: Welcome and presentation of the project “Developing Sustainable Rural Tourism-Capacity Building for Rural Development Leaders” |
|---------------|--|

09:30 – 10:15	• <i>Sustainable Rural Development</i> – lecture by Joan Asby
10:15 – 10:30	• Coffee
10:30 – 12:00	• Workgroups
12:00 – 12:45	• Plenary session – reports from workgroups and discussion
12:45 – 14:00	Lunch
14:00 – 14:45	• <i>Developing Sustainable Rural Tourism</i> - lecture by Dr. Andrzej Halasiewicz
14:45 – 15:30	• <i>Rural Tourism in Ukraine</i> – lecture by Pavlo Horishevskiy
15:30 – 15:45	• Coffee
15:45 – 17:15	• Workgroups
17:15 – 18:00	• Plenary session – reports from workgroups and discussion
18:30	Dinner

Sunday 14th May 2006

8:50 – 09:00	• Good morning, open exercise
09:00 – 09:45	• <i>Entrepreneurship: how to encourage enterprises related to rural tourism</i> - Dr.Kovács Dezső
09:45 – 10:30	• <i>Synergies: How tourism can benefit other parts of the rural economy</i> – Antra Damberg
10:30 – 10:45	• Coffee
10:45 – 12:15	• Workgroups
12:15 – 13:00	• Plenary session – reports from workgroups and discussion
13:00 – 14:15	Lunch
14:30 – evening	Visit to the festival of Kostiliva and dinner

Monday 15th May 2006

08:50 – 09:00	• Good morning, open exercise
09:00 – 09:45	• <i>Developing the Tourism Product</i> – lecture by Klaus Ehlrich
09:45 – 10:00	• Coffee
10:00 – 11:30	• Workgroups
11:30 – 12:15	• Plenary session – reports from workgroups and discussion
12:15 – 13:30	Lunch
13:30 – 14:15	• <i>Protecting and managing the heritage with tourism</i> - lecture by Dr Marco Koscak

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|---------------|--|
| 14:15 – 15:00 | • <i>The local community: how to involve and sustain the local people through tourism</i> – lecture by Dr Fouli Papageorgiou |
| 15:00 – 15:15 | • Coffee |
| 15:15 – 16:45 | • Workgroups |
| 16:45 – 17:45 | • Plenary session – reports from workgroups and discussion |
| 17:45 – 18:30 | • Pilot projects workshop 1 |
| 19:00 | Dinner |

Tuesday 16th May 2006

- | | |
|---------------|--|
| 08:50-09:00 | • Good morning, open exercise |
| 09:00 – 9:45 | • <i>Strategic planning: a formal approach to the long view-</i>
Dr Elzbieta Strzelecka |
| 09:45 – 10:00 | • Coffee |
| 10:00 – 11:30 | • Workgroups |
| 11:30 – 12:15 | Plenary session – reports from workgroups and discussion |
| 12:15 – 12:45 | Preparation of study trips |
| 12:45 – 14:00 | Lunch |
| 14:00 – 16:00 | Preparation of study trips |
| 16:00 – 18:00 | Pilot projects workshop 2 |
| 18:30 | Dinner |

Wednesday 17th May 2006, Thursday 18th May 2006 and morning of Friday 19th May 2006

Study trips

Friday 19th May 2006

- | | |
|---------------|---|
| 11:30 – 12:30 | • Departure to business-centre, preparation of study trip reports |
| 12:30 – 14:00 | Lunch |
| 14:00 – 18:30 | • Preparation of study trip reports continues |
| 18:30 – 19:30 | Dinner |
| 19:30 - | • Preparation of study trip reports |

Saturday 20th May 2006

- | | |
|---------------|--|
| 08:50-09:00 | • Good morning, open exercise |
| 09:00 – 12-15 | • Presentation of study trip reports |
| 12:15 – 14:00 | Lunch |
| 14:00 – 16:00 | • <i>Evaluation of the course. Conclusions</i> - Panel by
Elzbieta Strzelecka, Marko Koscak et al |
| 16:00 – 18:00 | • <i>Preparation for the autumn workshop</i> . Arrangements for
following up the pilot projects, providing support from experts
and for participating in the e-learning course |
| 17:30 | Farewell Dinner and cultural evening |

Instructions for the Study Tours

And here comes what you have all been waiting for – not exactly this piece of paper, but the study trips ! You are going to have a hands-on experience of the situation in rural areas of Ivano-Frankivsk region. Ivano-Frankivsk is a “typical” rural region, in the sense that it presents most of the problems associated with rurality, i.e. remoteness, lack of motivation for economic development, insufficient provision of services, such as education and health, etc. Thus, you have the opportunity to explore the area that you have selected to visit, meet several people there from local authorities and local businesses and work out a plan for local development, based on rural tourism.

The objective of the study tour is to get a taste of the micro-region you visit, work out a rural tourism development plan, and present a report to the Summer School in a plenary session on Saturday, 20 May, in the morning.

Once you select the focus of your local development plan, you start building a scenario for rural tourism development. That is:

- You prepare a brief “diagnosis” of the area. You use, for this purpose, two sources of information: firstly the information that accompanies these instructions (to provide a general framework); and secondly the information that you will collect on location, during the meetings that have been scheduled. You are advised to be as systematic as possible, and prepare in advance the questions you wish to put to the people you are going to meet and the issues you want to raise with them, so that you construct as good a picture of the area and its problems/advantages, as possible.
- Then you work out a SWOT analysis (strengths, weaknesses, opportunities, threats). A more detailed explanation of what a SWOT is, is given in an annex to the instructions
- Then you define the “vision” and the objectives of development.
- You name the stakeholders, their interests and potential conflict. You then think how you can reconcile conflicting interests.
- You also think about the policies needed to achieve your vision and objectives.
- You prepare, in the end, a report of your scenario. Your scenario will tell a “story”. In your presentation you can use whatever medium you wish to tell this story. For example, you may use all forms of art (painting, sculpture, poetry, music, dance, video.....). You are also advised to use IT as much as possible for your presentation!

You need a work plan for your study trip to be efficient and effective

It is essential that you prepare a work plan before you start on your trip, including a list of the primary information you need to collect through interviews, and also allowing for some time to review the statistics and descriptions attached to the instructions.

Friday is the day reserved for the preparation of your report

You are free to decide how and where you want to work for the preparation of your report.

Have an enjoyable, safe and productive study tour!

The Euracademy Team

Note for lecturers

Lecture

You have 45 minutes to present your lecture. If you wish to present a shorter lecture and allow 10-15 minutes for discussion, please let us know. Normally, 45 minutes of discussion is held at the plenary session which follows the workgroups.

You are strongly encouraged to use the Thematic Guide on sustainable Rural Tourism as the background for your lecture, but please do not repeat what is written there. We need your fresh view of things, based on your experience and illustrated with real-life examples. The latter –examples- will also make the lecture more interesting and pleasant. Remember that your lecture will be simultaneously translated, and this usually distracts attention of the listeners. It would be also advisable to meet the interpreters in advance, hand out whatever written text you have, and advise them about your terminology, if you use special terms.

Workgroups

Please make a plan of the way you wish the workgroups to work. You may suggest a simulation game, or give them specific questions to answer, or give them a problem to solve. Whatever you choose, will require a written plan to be handed out to the facilitators to explain. If two lectures share a workgroup session, these lectures are advised to meet in advance and plan jointly their workgroup specifications, so that both lecture themes are included in the group debates.

Language issue for lecturers

English is the official language. In addition, please remember that English is not the first language for the majority of the participants and, to make the task even more interesting for you, some of them have never followed a course in a foreign language.

So, when you present, even more so than at home, please:

- **Use simple English,**
- **Speak in short sentences,**
- **Speak slowly, clearly, and loudly,**
- **Use examples from your own experience to illustrate what you present**
- **Use as many visuals as possible, but not too many,**
- **Don't be afraid to repeat if you see the participants haven't followed.**

The **participants** will appreciate your clarity!

If you are a native English speaker

Do not use colloquial language, and again, pay special attention to the "speed factor": if you have the impression that you are talking at "snail's pace", then you are probably at the right speed!

If you are not a native English speaker

Please remember that although your English is excellent and your accent is good, it may turn out that your accent is in fact very difficult for some people to understand. Please assume that this will be the case and do not take offense. **Simply speak very clearly and slowly so everyone can follow you.**

Visuals

As mentioned earlier, visuals are always of great help for listeners. We strongly recommend that you use a powerpoint presentation, and that you send it in advance so that it can be copied, translated if possible, and included in the participants' portfolios. This will greatly help participants to follow your presentation as well as simplify the note taking process.

Have a pleasant stay in Ukraine!!

The Euracademy Team

Lecturers and Organisers:

- Joan Asby (Great Britain), Co-ordinator of PLANED (Pembrokeshire Local Action Network for Enterprise and Development).Email: joana@planed.org.uk
- Antra Damberga (Latvia), Rural Tourism Specialist for the Latvian Country Tourism Association “Lauku ceļotājs”. Email: antra@celotajs.lv
- Klaus Ehlich (Germany) President of EuroGites - European Federation of Farm and Village Tourism. Email: president@eurogites.org
- Dr.Kovács Dezső (Hungary), Associate Professor at the European Studies Institute, Economic and Social Sciences Faculty, Szent István University. Email: Kovacs.Dezso@gtk.szie.hu
- Dr.Andrzej Halasiewicz (Poland), Director of Rural and Regional Development Project at the Foundation of Assistance Programmes for Agriculture and Deputy Director of the Institute of Sociology Research at the Nicolaus Copernicus University in Torun. Email: a.halasiewicz@fapa.com.pl
- Pavlo Horishevskiy (Ukraine), expert in rural tourism, Chairman of the Ivano-Frankivsk Regional Organisation of Union for Promotion of Rural Green Tourism Development in Ukraine since 1998. Email: grt@il.if.ua
- Dr Marco Koscak (Slovenia), Project Manager of the Dolenjska and Bela krajina Heritage Trails Partnership in SE Slovenia Email: marko.koscak@siol.net
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