

Women's Entrepreneurship Development for agritourism



VEDA Good Practices Manual

EkoRegion

STIMŪLI
for social change



Center for Social
Innovation

SEV



IVEPE

Leading knowledge & skills



prism
impresa sociale s.r.l.



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Introduction to the VEDA project

The Women's Entrepreneurship Development for agritourism (VEDA) project is a pioneering initiative designed to provide new educational opportunities to women across the European Union and beyond. Its primary objective is to empower women by expanding their existing knowledge and equipping them with new skills, ultimately facilitating their entry into the contemporary labor market. Aligned with the Erasmus+ priority for adapting vocational education and training to meet market needs, the VEDA project anticipates that women participating in its educational activities will not only enhance their employability skills but will also be inspired to engage with small and medium-sized enterprises or, ideally, embark on their entrepreneurial journey by establishing their own small, green businesses.

Furthermore, the development and implementation of VEDA's educational activities are rooted in the current EU strategy for fostering a green philosophy and promoting eco-innovation. This strategic approach aims to contribute to environmental protection and the adoption of eco-friendly solutions to socio-economic challenges. In line with the Erasmus+ priority for environmental awareness and combating climate change, the project anticipates that participants, including women, partner organizations, and representatives of SMEs, will become more environmentally conscious. VEDA envisions fostering a green mentality of learning and working in the EU, wherein all stakeholders actively contribute to and practice green entrepreneurship. Central to VEDA's methodology are new and innovative educational tools designed to enhance participants' digital skills. In recognition of the evolving landscape catalyzed by the COVID-19 pandemic and the increasing digitization of entrepreneurial activities, the project aligns with the Erasmus+ priority for addressing digital transformation. Finally, VEDA aims to empower participants by developing their digital readiness, resilience, and capacity, focusing on improving digital literacy. The anticipated outcome is a cohort of individuals capable of creating eco-friendly, green, and sustainable businesses in the contemporary labor market, contributing to the overall success and impact of the VEDA project.



Activities and Results of the VEDA project



Local Forum & VEDA Training Package Development (WP2)

Aligned with the Erasmus+ priorities of environmental awareness and prevention of climate change, the VEDA project brought together women, partner organizations, representatives of SMEs aiming to nurture environmental conscious attitudes, especially in the sector of agritourism, through participation in local forum (WP2) and workshops. By developing a Training Package of high European value with transnational transferability potential, the VEDA consortium joined their forces to foster a green mentality of learning and working in the EU, wherein all stakeholders actively contribute to and practice green entrepreneurship.

VEDA Toolkit (WP3)

The VEDA consortium developed and implemented a new and innovative educational tool, with the aim to develop participants' digital skills. This tool, the VEDA e-learning Platform (WP3), is also aligned with the Erasmus+ priority of addressing digital transformation, as it seeks to increase participants' digital readiness, resilience, and capacity, with a focus on improving digital literacy. The VEDA Toolkit consists of six modules from the training package (WP2) developed by the project partners, as outlined below or as you can find online ([VEDA Toolkit](#)):

- Module 1: Social Skills
- Module 2: Marketing
- Module 3: Digital-ICT
- Module 4: Entrepreneurship
- Module 5: Innovation & Creativity
- Module 6: Self-empowerment

VEDA Training Package Implementation (WP4)

The main outcome of WP4 is to put the Training Package from WP2 into action to support skill-building and competence development in targeted groups. These activities were delivered through workshops with 15 participants and more in each partner country. Following their implementation, partners developed an Impact Analysis Report, summarizing the processes for analyzing pilot data, reporting outcomes, and gathering best practices to inform future initiatives.

The good practices highlighted in the workshops conducted by each partner country, can be found below.



VEDA Good Practices Manual



After the VEDA Implementation Activities completion, partners – under STIMMULI’s coordination – developed a Manual with good examples of implementation from all partner countries, to be published on the project’s and partners’ website and social media channels, as well as on relevant EU platforms (e.g. Erasmus+ project results platform, EPALE, etc.). The aim of the Manual is to collect examples of Good Practices applied during the Implementation Activities across the partner countries in order to provide a resource for other educators, VET trainers, and organizations interested in replicating or adapting the VEDA training model. Moreover, the good practices of the Manual will promote innovation in the field of agritourism and entrepreneurship training.



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GREECE

GOOD PRACTICES



The photos are from rural
areas in Greece





GOOD PRACTICE 1

Social Skills Training for TCN Women in Entrepreneurship

Type of the practice:	Implementation/Piloting Activity
Initiator of the practice in the context of the EU-funded project VEDA:	Stimmuli for social change with the cooperation of Irida Women's Center
Type of education (VET, adult)	VET- Adults- Third Country nationals
Profile of participants	Participants were TCN women that are part of the community of Irida Women's Center. They were most of them unemployed or had worked in private sector.
Education form (online, offline, or blended)	The activity is implemented face-to-face; however, with some modifications, it can also be adapted for online delivery



In the training activity can participate max 20 people.





GOOD PRACTICE 1

Social Skills Training for TCN Women in Entrepreneurship

Short description

The implementation of the activity started with a small energizer with a name game called, “The circle of names” to get to know each other. Since the participants were meeting as a group for the first time, it was important for them to get to know each other. To facilitate this, a team-building activity called “The Lonely Island” was implemented. In this activity, participants were asked to name three objects they would bring with them to a deserted island. This exercise encouraged them to share their ideas and thoughts, fostering mutual respect and helping them feel more comfortable within the group. Then participants through discussion shared with all their experience regarding conflict and leadership in their previous working environments. Based on that they were introduced to the main characteristics of conflict management. To connect theory with their everyday lives, a role-playing activity was conducted in groups to promote and develop collaboration skills. At the end, participants were introduced to the Non-Violent Communication method, where they practiced a different approach to conflict resolution.

Strengths (impact and replicability)

The participants were disadvantaged refugee and migrant women, and through intercultural communication, the training modules of the VEDA platform became more inclusive. Additionally, a synergy with Irida Women’s Center was established, and through this collaboration, the training center can contribute to the dissemination and exploitation of the training material.

Challenges in implementation

The challenge with this type of activity implementation was the need for additional time, as the participants did not speak Greek or English, requiring the assistance of a translator.





GOOD PRACTICE 2

Self Empowerment Training Course

Type of the practice:	Implementation/Piloting Activity
Initiator of the practice :	IVEPE SEV
Type of education (VET, adult)	VET- Adults
Profile of participants	Participants were according to the target audience of the project, women willing to engage in the agrotourism sector, trainers, stakeholders etc
Education form (online, offline, or blended)	The activity has been implemented online. It can also be implemented face-to-face or blended with no need for changes. The only limitation for the implementation of the training courses is the capacity related to infrastructure to support online / hybrid.



Maximum number of participants should be 25 allowing for a smooth flow of ideas and also to allow space for constructive dialogue between the facilitator and the participants.





GOOD PRACTICE 2

Self Empowerment Training Course

Short description

The activity was implemented online with the participation of 16 trainers and women interested in agroturism entrepreneurship. The participants were exposed to techniques and tools for self empowerment as well as strengthening their motivation towards entrepreneurship.

Moreover the participants were engaged in an open context discussion related to the topic with the facilitator allowing for strengthening their understanding of empowerment through challenging and discussion with the facilitator.

Towards the end of the training session, participants were encouraged to share their perspective on the application of new knowledge as well as debate on potential application to their endeavors.

This way an indirect validation was also conducted to test the purpose of the training course.

Strengths (impact and replicability)

Majority of the participants were active trainers in similar topics. Thus key strength of the piloting is the provision of new techniques and tools to the trainers that can potentially work as an accelerator to the VEDA project.

Challenges in implementation

Challenges in implementation are related to the engagement of the audience. Though the piloting was massively disseminated via social media channels, the conversion to participation has not been anticipated.





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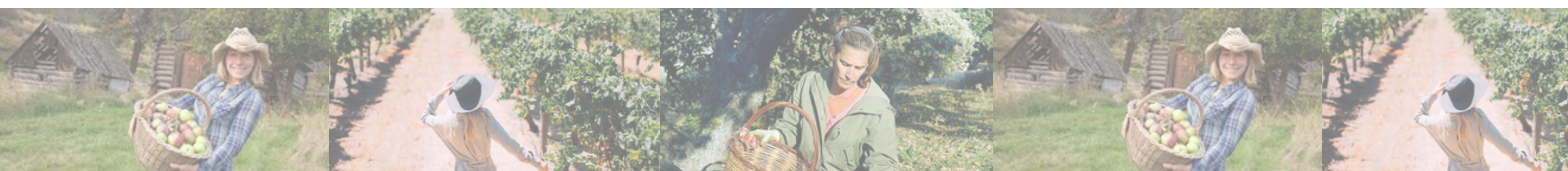


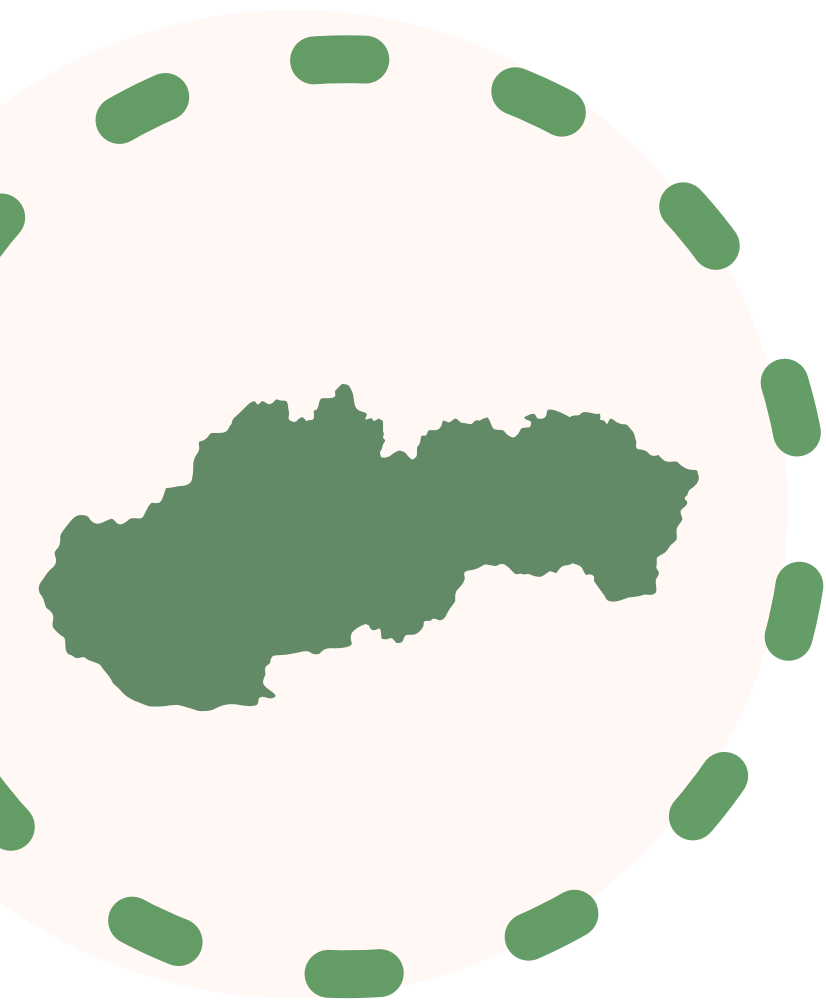
SLOVAKIA

GOOD PRACTICES



The photos are from Slovakia's
rural aera





GOOD PRACTICE 1

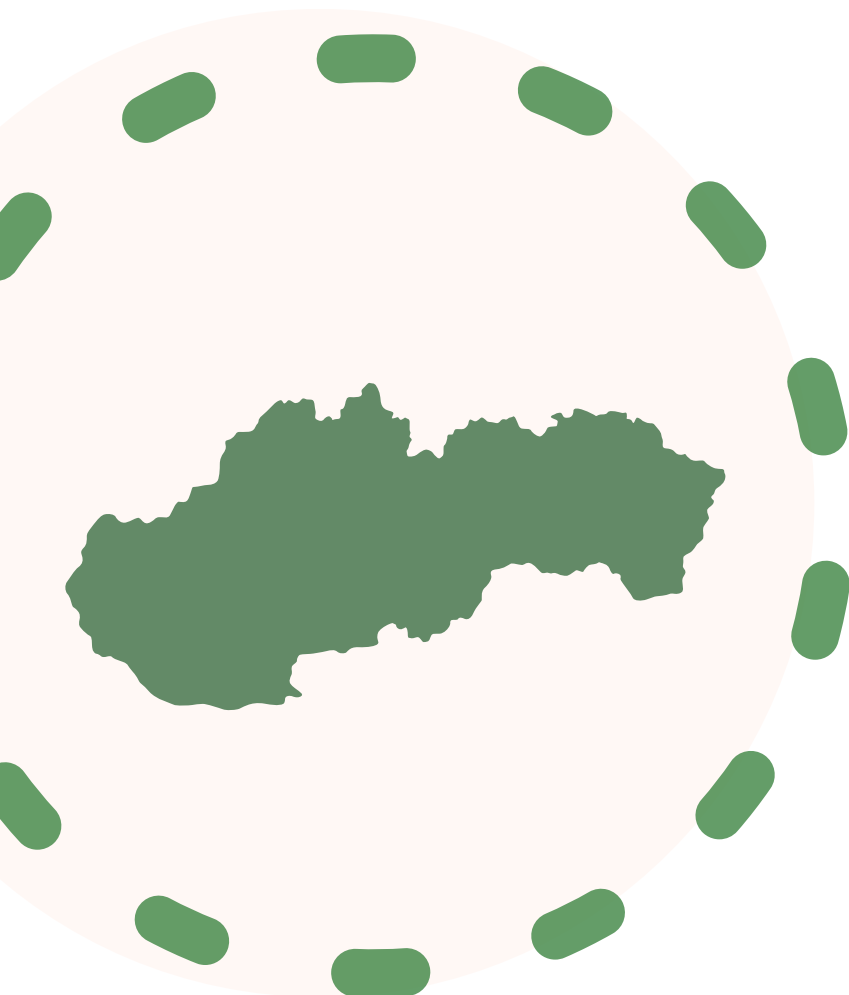
Creating Engagement for VEDA Platform

Type of the practice:	Piloting Activity
Initiator of the practice in the context of the EU-funded project VEDA:	EkoRegion (SK)
Type of education (VET, adult)	VET- Adults
Profile of participants	Learners, Women employees in agrotourism sector, Researchers and academics
Education form (online, offline, or blended)	The activity is implemented face-to-face



In the activity can participate max 100 people.





GOOD PRACTICE 1

Creating Engagement for VEDA Platform

Short description

A series of structured workshops and pilot sessions, the project engaged a wide spectrum of individuals including learners across different fields, female employees from various private sector industries, youth workers, researchers and academics. The participants were encouraged to either scan a QR code to access the learning material or log in manually. The pilot kicked off with an initial recruitment drive via the project's blog and social media channels, attracting countless registered users eager to explore the VEDA platform. Key pilot sessions were conducted face to face, allowing participants to interact directly with VEDA's e-toolkit, test materials in person, and provide valuable feedback through structured evaluation questionnaires. Throughout the pilot, efforts were made to ensure inclusivity and reach across all participant groups, addressing challenges such as varying levels of access to technology and scheduling conflicts through targeted outreach and flexible session arrangements. The project consortium, diligently collected and analyzed participant feedback to refine VEDA's features and content, paving the way for future enhancements and broader implementation.

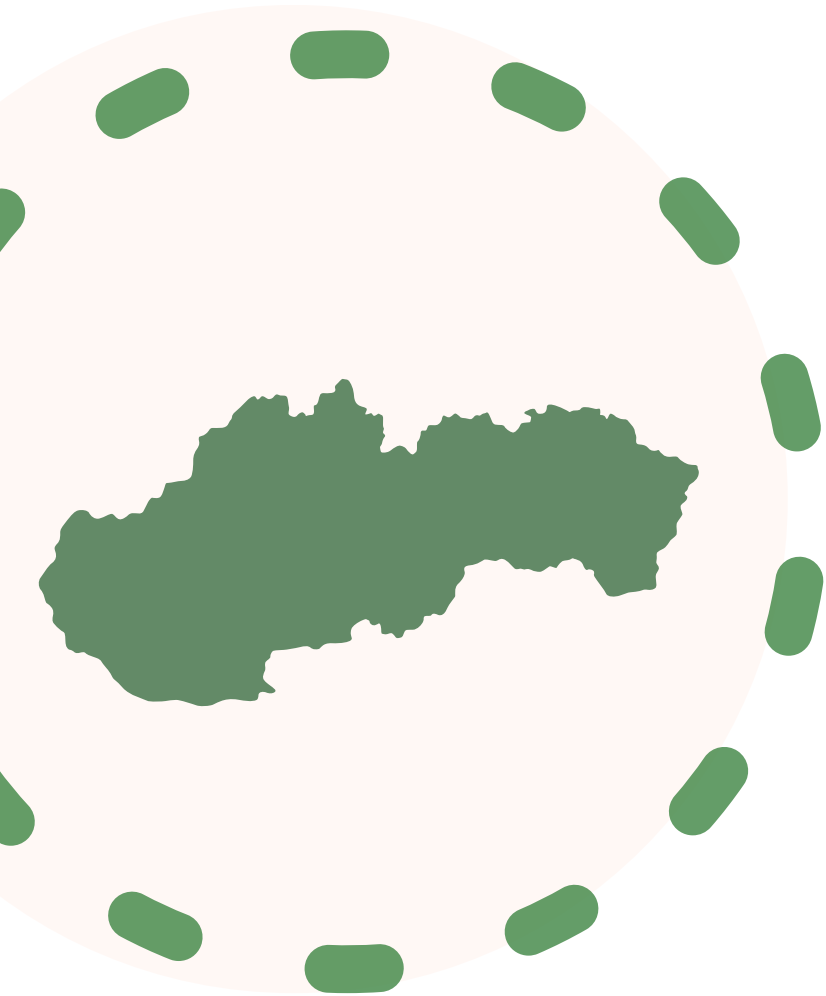
Strengths (impact and replicability)

The VEDA pilot successfully engaged a wide range of participants, including learners, women employees, researchers and academics. By facilitating hands-on interaction with the VEDA platform through workshops and pilot sessions, participants gained practical insights into its functionalities. Tailoring workshops to specific participant groups, such as students and professionals in agrotourism, showcases the platform's adaptability. This approach can be replicated with other industries or fields, customizing educational experiences to meet varied audience needs.

Challenges in implementation

Providing support, ensuring engagement, gathering feedback, and adapting sessions for diverse needs. Not all participants were able to scan the QR code which meant they had to use other methods to access the content on the website.





GOOD PRACTICE 2

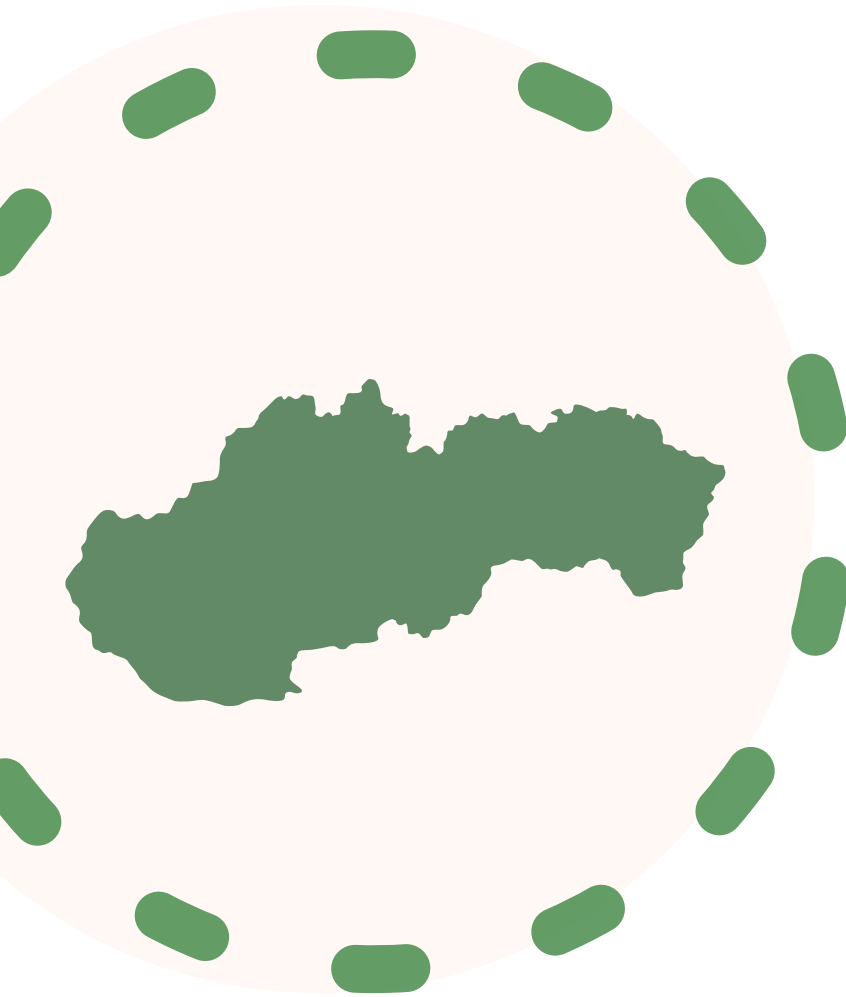
Engagement of VEDA target group in cooperation with the Slovak Anti-Poverty Network

Type of the practice:	Engagement of target group
Initiator of the practice in the context of the EU-funded project VEDA:	EkoRegion (SK)
Type of education (VET, adult)	VET- Adults
Profile of participants	Women in risk of poverty (young female, unemployed women and other), Women employees in agrotourism sector in rural areas
Education form (online, offline, or blended)	The activity is implemented blended



Face-to-face 5,
online unlimited



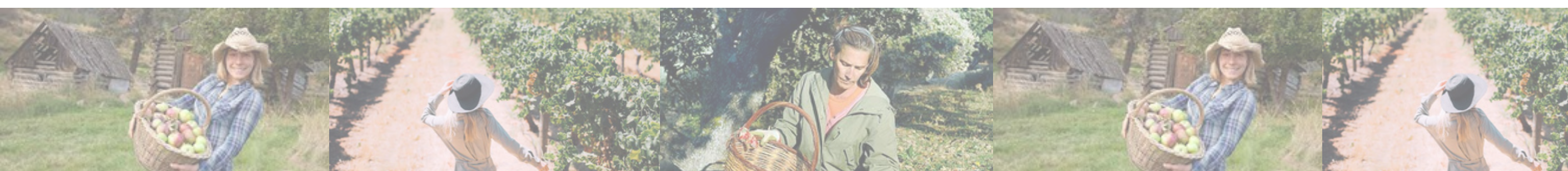


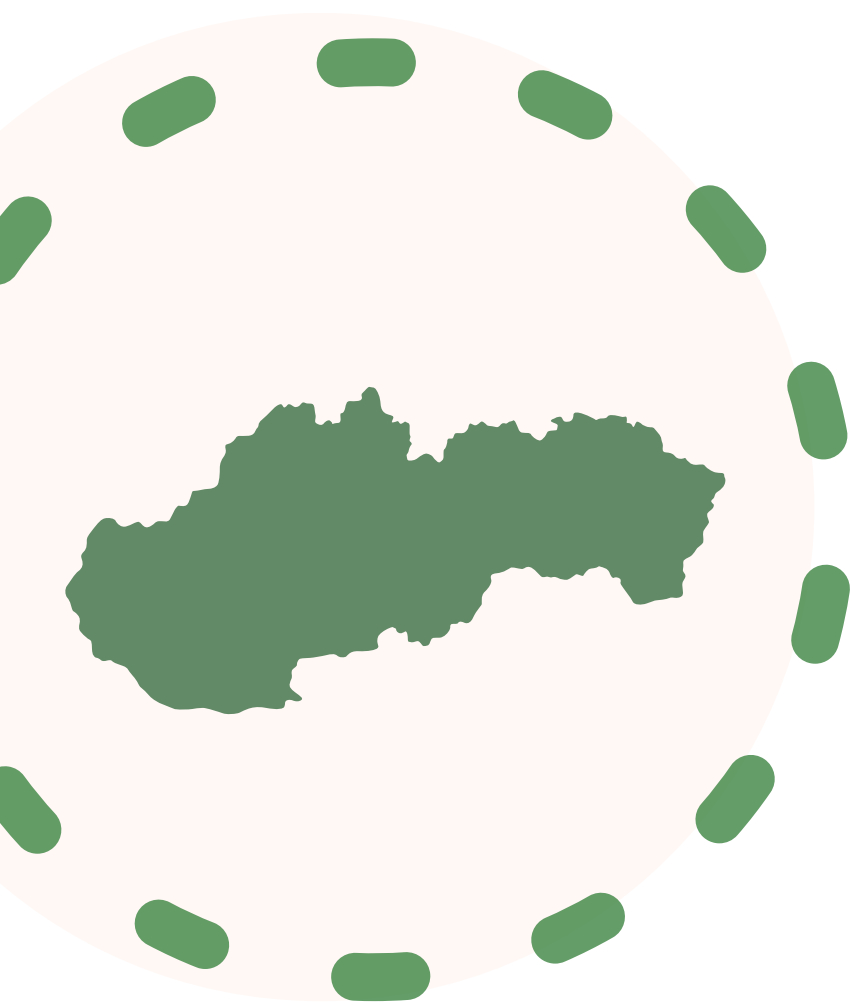
GOOD PRACTICE 2

Engagement of VEDA target group in cooperation with the Slovak Anti-Poverty Network

Short description

Throughout the pilot we developed an educational program and methodology focused on the needs of women, to engage larger number of target group participants. We made research among organizations working in the fields of social exclusion, adult education, women, minorities etc. We chose to work with the Slovak Anti-Poverty Network (SAPN), which is one of the largest organizations, bringing together non-governmental organizations and individual members in the fight against poverty and social exclusion. By signing a memorandum of cooperation we engaged our local Slovak Anti-Poverty Network who has broad network and works closely with VEDA project target group. The SAPN is a member of European Anti-Poverty Network (EAPN), largest of its kind in Europe, active in all 27 EU member states. It is a partner to European Commission in the fields of poverty, social exclusion. Our team met with SAPN representants couple of times throughout the entire project, we worked closely together, received their feedback on the outputs and learning platform. Their knowledge of the given issue and target group is irreplaceable and we appreciate their inputs in the topic very much. In cooperation with SAPN we can be focused on the needs of our target group and widespread our outputs.





GOOD PRACTICE 2



Engagement of VEDA target group in cooperation with the Slovak Anti-Poverty Network

Strengths (impact and replicability)

The engagement of the target group through SAPN was an important step forward to approach higher number of participants as well as to disseminate project outputs to accurate stakeholders, wider audience and target group among excluded, poor and those with lower chances. In the terms of replicability we would recommend to include local anti-poverty network as a stakeholder in the projects where poor and excluded are part of the target group and use their network to approach right audience.

Challenges in implementation

Challenge for VEDA team and for our organization was to meet representatives and public figures active in the field of labor policy, labor market and participation on the events such as labor fair and similar. What might be the future challenges during replication: it is possible that the anti-poverty networks are not established in some countries than in others. However, project partners from other countries could approach other anti-poverty and labor market organizations and NGOs and mitigate the risk of losing a part of relevant stakeholders as well as take part on the events directly connected to the project topic and focus group.





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CYPRUS

GOOD PRACTICES



The photos are from
Cyprus' rural aera





GOOD PRACTICE 1

Slido: Interactive Activity

Type of the practice:	Implementation/Piloting Activity
Initiator of the practice in the context of the EU-funded project VEDA:	CSI - Center for Social Innovation
Type of education (VET, adult)	VET- Adults
Profile of participants	Hospitality Culinary Arts Students
Education form (online, offline, or blended)	The activity is implemented online

 Up to 5000 participants can join SLIDO





GOOD PRACTICE 1

Slido: Interactive Activity

Short description

The purpose of this activity was to invite the Piloting participants, even before the project introduction to break the ice, and interact around the notion Agrotourism Hospitality and Traveling. The college students were invited to join the slido through the QR Code that was provided by the VEDA Project Manager and Piloting Faciliatator. The slido consisted of 3 interactive questions:

- Share a word that comes to mind when you imagine yourself practicing sustainable tourism!

Answers provided by the Hospitality and Culinary Arts students: History, Environment, People, Food, Next Generations, Food waste, Protection, RY etc.

- What's the coolest sustainable travel trend you've heard of? (you can select more than 1 answer)

Answers provided by the Hospitality and Culinary Arts students:

Glamping in eco-friendly treehouses - 11 votes 31%

Renting electric scooters to explore ancient ruins - 6 votes 17%

Taking selfies with endangered species - 8 votes 22%

Dining at farm-to-table restaurants that prioritize locally sourced, organic ingredients - 18 votes 50%

Joining eco-conscious hiking tours that focus on Leave No Trace principles and environmental education - 12 votes 33%

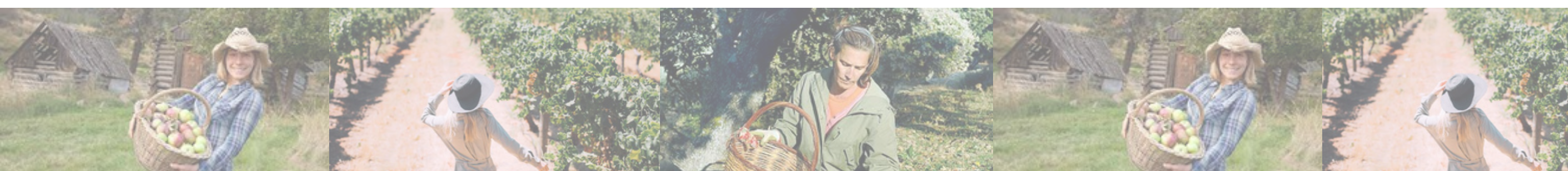
Staying in accommodations made from recycled materials, like repurposed shipping containers - 12 votes 33%

Participating in voluntourism projects to support local communities and conservation efforts - 10 votes

- Give us your top word for describing an ideal sustainable travel destination!

Answers provided by the Hospitality and Culinary Arts students: Fish, Beach, Cyprus, Green adventure, mountains etc.

Following each question, the students were invited to elaborate on their answers, share their thoughts, and discuss their future plans, all while incorporating sustainable practices within the field of Hospitality and Culinary Arts.





GOOD PRACTICE 1

Slido: Interactive Activity

Strengths (impact and replicability)

The benefits of this exercise include:

- its simplicity, requiring minimal time and resources for any Facilitator, Academic, or VET Educator to develop.
- It offers the audience an interactive opportunity to break the ice before any project presentation,
- While also paving the way for discussion on the topic that will follow.

Challenges in implementation

To prevent misuse of the tool for playing or trolling others, especially in front of a large audience, precautions must be taken. If dealing with a big and potentially immature audience, the instructor can refrain from displaying all answers on the big screen. Instead, they can selectively verbalize only the exemplary and constructive responses.





GOOD PRACTICE 2

Double-Sided Printed QR Codes for Registration, Navigation, and Evaluation of E-Toolkit

Type of the practice:	Implementation/Piloting Activity
Initiator of the practice in the context of the EU-funded project VEDA:	CSI - Center for Social Innovation
Type of education (VET, adult)	VET- Adults
Profile of participants	Femme Festival Participants
Education form (online, offline, or blended)	The activity is implemented online

 Unlimited number of participants





GOOD PRACTICE 2

Double-Sided Printed QR Codes for Registration, Navigation, and Evaluation of E-Toolkit

Short description

The purpose of the printed cartons was to be distributed among festival participants to invite them to join the VEDA Platform and evaluate it. Not necessarily one carton should be printed for each participant. In our case, we printed 20 double-sided cartons. On one side, there was a QR Code inviting participants to join the VEDA Platform, while on the other side, there was an evaluation form to assess it.

Each participant was allowed to take their time to check it out. By returning with the platform registration and evaluation completed, they received an aromatic pot.

Strengths (impact and replicability)

- The benefits of this exercise include:
- It is a sustainable practice, requiring no excessive printing.
 - It is practical.
 - It provides additional motivation for the audience to explore the platform and win an aromatic pot of their choice, maintaining environmentally friendly practices.

Challenges in implementation

Not all participants may be able to scan the QR Code.





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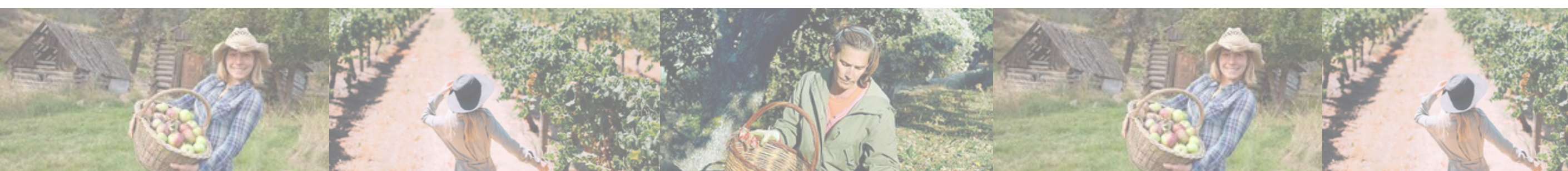


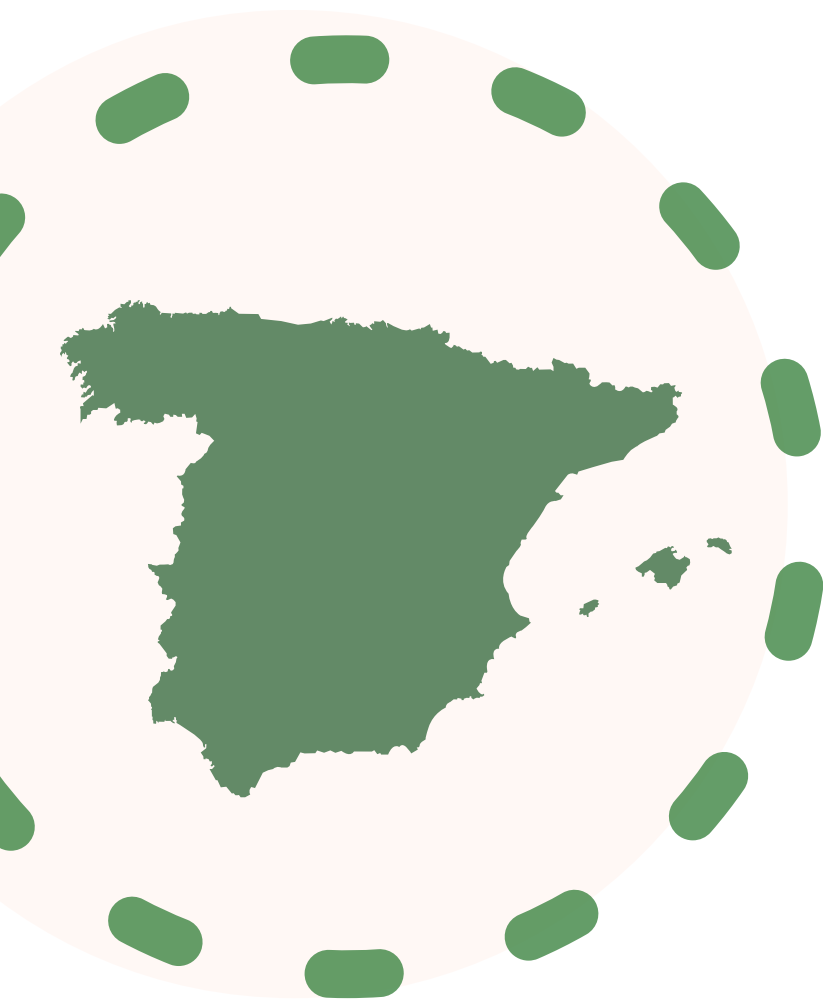
SPAIN

GOOD PRACTICES



The photos are from
Spain's rural area





GOOD PRACTICE 1

Blended implementation to reach a larger audience

Type of the practice:	Piloting Activity
Initiator of the practice in the context of the EU-funded project VEDA:	ITC (ES)
Type of education (VET, adult)	VET- Adults
Profile of participants	Young unemployed adults wishing to be introduced to entrepreneurship world from an agro-tourism perspective
Education form (online, offline, or blended)	Blended implementation (face to face and online)



25-35 face to face plus max
100 online participants



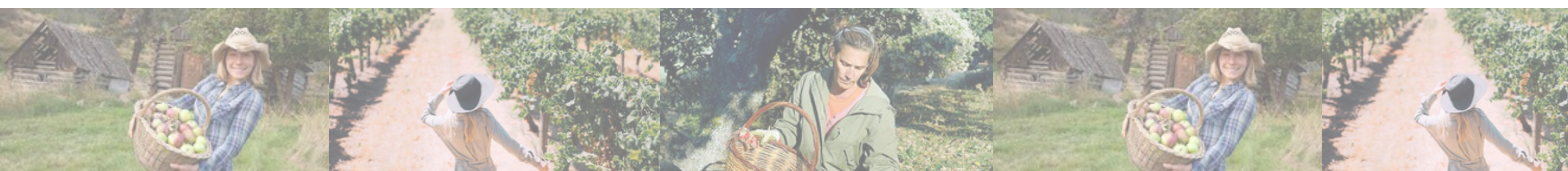


GOOD PRACTICE 1

Blended implementation to reach a larger audience

Short description

The implementation begins with the creation of an appealing call for participants, ensuring that the announcement is both visually engaging and informative, highlighting key details such as the project's objectives, participant benefits, and specific requirements. To maximize outreach and comprehension, the announcement is translated into the local language and distributed through various channels, including social media platforms, community forums, and newsletters. The next stage involves planning an online demonstration event by inviting key stakeholders such as community leaders, educators, and local businesses. A comprehensive presentation outlining the project goals, methodology, and anticipated outcomes is prepared, emphasizing opportunities for collaboration and inclusivity. Accessibility is ensured by considering time zones, language barriers, and technical needs, making the event inclusive to both men and women. Translation and cultural adaptation of evaluation materials, including certificates of participation, are essential to make the content relevant and understandable to the target audience. Following this, two sessions are organized: the first, conducted entirely online, and the second, a hybrid session allowing for both in-person and online participation. Pre- and post-session questionnaires are distributed to collect feedback, which is later used to evaluate the success of the sessions. During the events, photos are taken and testimonials gathered to document the experience. Certificates of participation are then issued via email to all attendees. Finally, an analysis of the feedback, along with the collected testimonials and visual documentation, is conducted to evaluate the overall impact of the project. A comprehensive report is then compiled, summarizing the findings, offering recommendations, and using the testimonials and photographs to enrich the narrative and provide valuable insights for future initiatives.





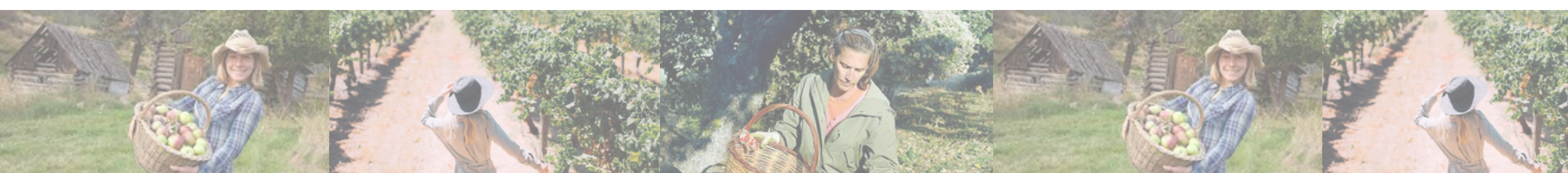
GOOD PRACTICE 1

Blended implementation to reach a larger audience

Strengths (impact and replicability)

- Stakeholder Engagement through an Online Demonstration Event served to Increased Interest. Hosting an online demonstration event prior to the implementation effectively raised interest among key stakeholders. This proactive approach ensured that stakeholders were well-informed and enthusiastic about the project. The event provided a platform for discussing and deciding on the best implementation strategies. Engaging stakeholders in this process not only built a sense of ownership but also helped tailor the project to meet local needs and preferences.
- Blended Format for Broader Engagement as it showed to enhance participation. The blended format, combining both online and face-to-face sessions, proved highly effective in engaging a larger and more diverse group of participants. This inclusivity ensures that people with different preferences and constraints can participate.
- Moreover, properly scheduling the sessions allowed for thorough review and reporting.
- Including QR codes in the presentation to the main links (project website, platform, questionnaires) proved to be very helpful. Distributing feedback questionnaires immediately after the sessions ensured timely and accurate data collection, contributing to a comprehensive evaluation of the project's impact.

By leveraging these strengths, the project not only maximized its immediate impact but also set a strong foundation for future replicability in different contexts and regions.



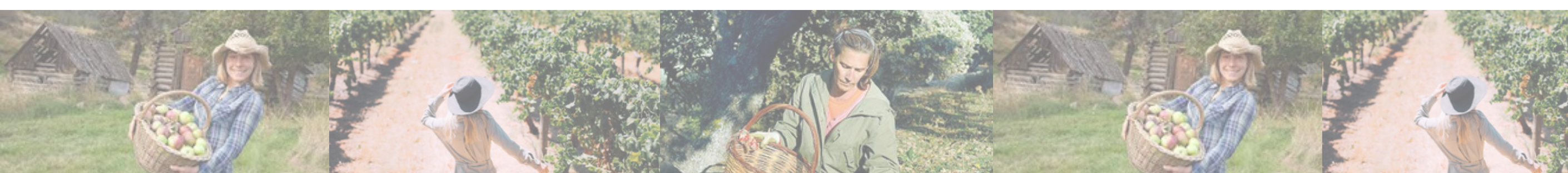


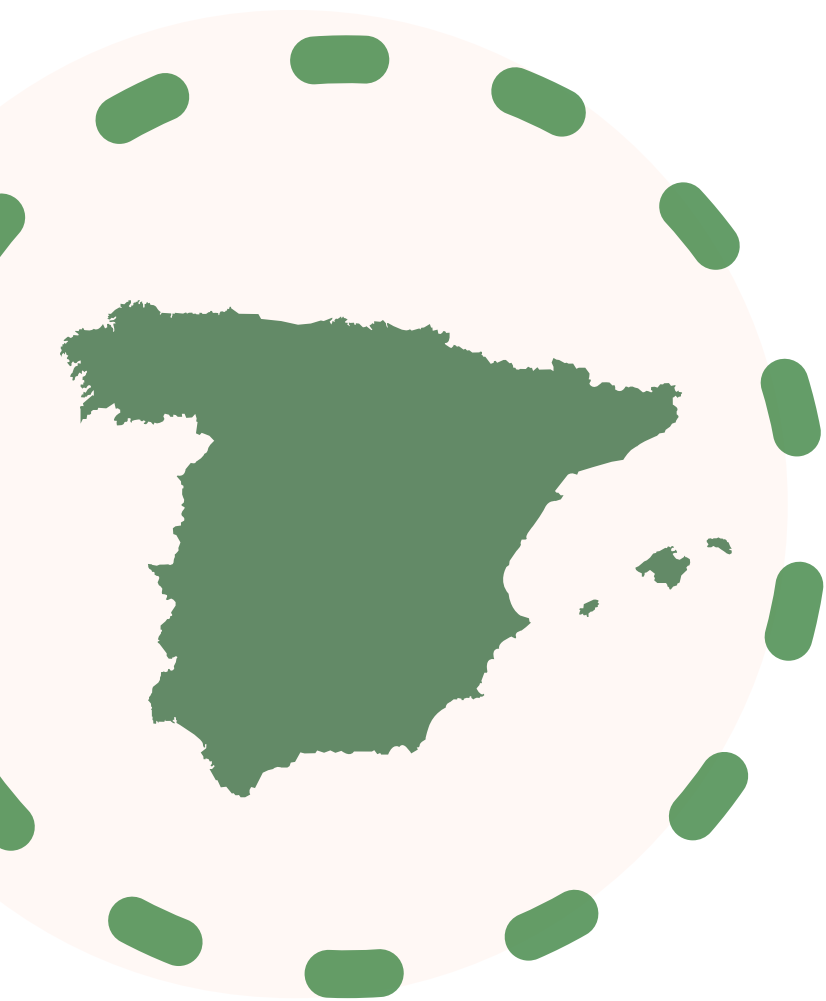
GOOD PRACTICE 1

Blended implementation to reach a larger audience

Challenges in implementation

- Coordinating suitable times for both online and face-to-face sessions proved challenging, especially when accommodating participants from different time zones or with varying availability.
- Ensuring that all activities fit within the scheduled time while allowing for meaningful interaction and discussion required careful planning.
- Managing a blended format necessitated additional logistical efforts, such as synchronizing in-person and online activities and ensuring smooth transitions between the two modes.
- Balancing engagement levels between online participants and those attending in person was challenging, with the risk that one group might feel less included or engaged.
- Participants encountered various technical difficulties, mainly accessing the project portal so it is important to make sure accessibility is eased.
- The online format can hinder the quality of interactions, making it harder to foster a sense of community and engagement compared to face-to-face sessions.
- Ensuring that all participants had equal access to the online components of the project was challenging, particularly for those with limited digital literacy or resources.





GOOD PRACTICE 2

Engaging external stakeholders to implement a workshop on female Entrepreneurs in Agrotourism

Type of the practice:	Piloting Activity
Initiator of the practice in the context of the EU-funded project VEDA:	ITC (ES)
Type of education (VET, adult)	Unemployed Adults
Profile of participants	Local government, local foundations and Universities in Almeria (located in South of Spain, with many active rural initiatives promoted by these keys 3 stakeholders)
Education form (online, offline, or blended)	Hybrid

 5 participants





GOOD PRACTICE 2

Engaging external stakeholders to implement a workshop on female Entrepreneurs in Agrotourism

Short description

The methodology to engage EmpreneUAL, the University of Almeria, and Diputación de Almería as external stakeholders for the hybrid piloting implementation of the VEDA modules began with comprehensive research and mapping of each stakeholder's interests and objectives. This initial step involved understanding their strategic goals and how the VEDA modules could align with their missions, particularly in supporting unemployed individuals. By identifying common interests, the team aimed to create a foundation for collaboration that would ultimately enhance the program's effectiveness.

To initiate outreach, a demonstration event was organized to showcase the VEDA modules. Personalized invitations were sent to key representatives from each organization, emphasizing the potential benefits of their involvement. Following the event after showing their interest, targeted emails summarized the key takeaways and provided a clear call to action for participation in the piloting phase. In addition to email follow-ups, phone calls were made to critical contacts to discuss their feedback and address any questions, reinforcing the importance of their collaboration and building rapport.

As the hybrid piloting sessions commenced, stakeholders were actively involved, providing mentorship and support to the 73 unemployed participants. This collaborative approach fostered a sense of ownership among the stakeholders, enhancing their investment in the project. After the piloting, a feedback session was conducted to evaluate the outcomes, allowing all parties to discuss successes, challenges, and future collaboration opportunities. This methodology not only ensured successful implementation but also strengthened the relationships among the involved organizations.





GOOD PRACTICE 2

Engaging external stakeholders to implement a workshop on female Entrepreneurs in Agrotourism

Strengths (impact and replicability)

The strengths of this approach lie in its collaborative engagement with stakeholders, which fosters a sense of shared ownership and commitment to the VEDA project. By implementing targeted outreach strategies, such as personalized communication and demonstration events, the program effectively builds strong relationships and ensures that stakeholders clearly understand the value of their involvement. This alignment with each partner's strategic goals enhances the relevance and impact of the VEDA modules.

Incorporating a comprehensive feedback loop allows for continuous improvement of the program based on insights from both stakeholders and participants. The active involvement of stakeholders during the piloting sessions provides valuable mentorship to unemployed participants, increasing their chances of success and creating a supportive learning environment. Demonstrating real-time outcomes also builds credibility, encouraging further investment and collaboration.

Additionally, the flexible hybrid format of the implementation allows for easy adaptation in various contexts, making it a scalable model that can accommodate larger groups or new partners. The strong partnerships formed through this approach contribute to sustainability, creating a network of support that can extend beyond the initial project. Finally, the data collected from feedback and evaluations offers valuable insights for future initiatives, ensuring the program remains relevant and effective.



GOOD PRACTICE 2

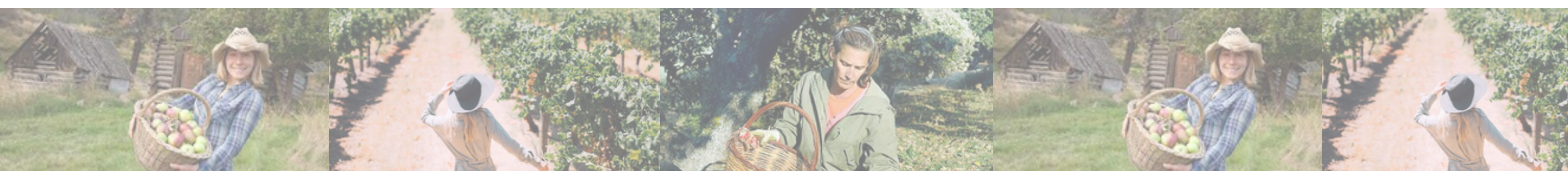
Engaging external stakeholders to implement a workshop on female Entrepreneurs in Agrotourism

Challenges in implementation

Engaging external stakeholders such as EmpreneUAL, the University of Almeria, and Diputación de Almería posed several challenges throughout the process. One primary challenge was establishing a shared understanding of the project's goals and benefits. Each stakeholder had unique priorities and interests, making it difficult to align their objectives with the aims of the VEDA modules. This necessitated clear communication and the ability to articulate how collaboration could meet their specific needs.

Another challenge was the varying levels of commitment and resource availability among the stakeholders. While some organizations showed enthusiasm, others were more hesitant, often due to existing commitments or differing perspectives on the importance of the project. This variability required ongoing engagement efforts and flexibility in addressing concerns or objections to encourage deeper involvement.

Additionally, logistical issues arose, such as scheduling meetings, coordinating participation in events and piloting sessions (we had a problem with the printer and had to use blank sheets for the signatures). Overcoming these challenges demanded persistence, tailored communication strategies, and a proactive approach to relationship building, ensuring that all stakeholders felt valued and invested in the project.





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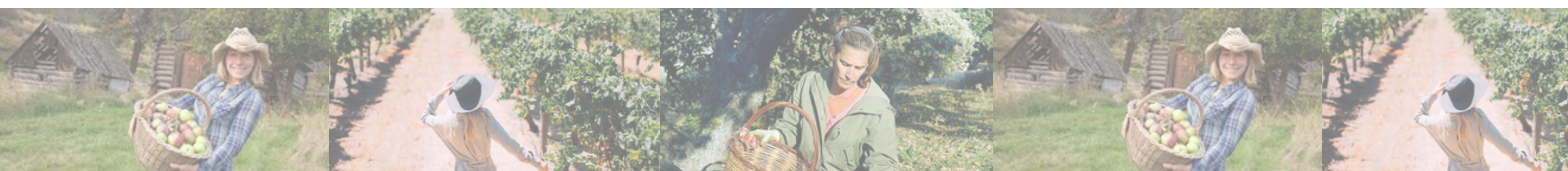


ITALY

GOOD PRACTICES



The photos are from
Italy's rural area





GOOD PRACTICE 1

Innovative Agritourism Workshops for Adult Learners – Blended Learning Approach for Skills Development

Type of the practice:	Piloting Activity
Initiator of the practice in the context of the EU-funded project VEDA:	PRISM Impresa Sociale srl
Type of education (VET, adult)	VET- Adults
Profile of participants	Unemployed individuals, individuals employed in another sector seeking career change, people interested in agritourism entrepreneurship.
Education form (online, offline, or blended)	Blended (combination of online and offline sessions)



50
participants





GOOD PRACTICE 1

Innovative Agritourism Workshops for Adult Learners – Blended Learning Approach for Skills Development

Short description

The VEDA pilot activity implemented by PRISM Impresa Sociale srl in Italy, aimed to test an innovative educational platform designed to enhance skills and knowledge across VEDA target groups.

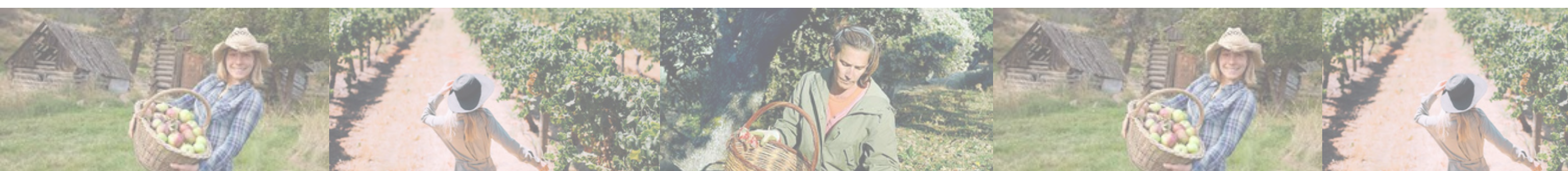
Recruitment for the pilot began with a campaign on PRISM's social media channels and local networks, which successfully attracted many participants. Access to the platform was facilitated, with users either scanning a QR code or logging in manually. The pilot kicked off with an online demonstration event, introducing the VEDA platform's objectives and setting the stage for an in-presence workshop tailored to participants' interests.

The workshops focused on individuals interested in agritourism, introducing them to VEDA's capabilities in this sector. This was part of a series of sessions blending both online and in-presence sessions. Participants, including unemployed individuals and those seeking to transition into agritourism entrepreneurship, gained competencies related to business planning, market analysis, and customer engagement.

The pilot sessions, allowed participants to test the platform's tools and resources. Feedback was gathered through pre- and post-workshop questionnaires, providing valuable insights into the platform's usability and educational effectiveness. PRISM emphasized inclusivity, addressing challenges such as varying technology access and scheduling conflicts through flexible session formats.

Data from the feedback was analyzed to refine the platform further and inform future developments.

In summary, PRISM's implementation of the VEDA pilot in Italy successfully provided participants with essential skills while laying the groundwork for future improvements and a wider rollout of the platform.





GOOD PRACTICE 1

Innovative Agritourism Workshops for Adult Learners – Blended Learning Approach for Skills Development

Strengths (impact and replicability)

The VEDA pilot, implemented in Italy by PRISM, showcased several strengths that enhance its impact and replicability. One key strength was its inclusive engagement of diverse participants, ranging from unemployed individuals to professionals interested in transitioning into agritourism entrepreneurship. The blended learning model, combining online session with an in-person one, provided flexibility for participants with varying schedules and needs, increasing accessibility. Additionally, the pilot's sector-specific focus on agritourism demonstrated how VEDA could be adapted to different industries, making it highly replicable in other fields. The collection and analysis of feedback from participants ensured a data-driven refinement process, further improving the platform's usability and effectiveness for future implementations.

Challenges in implementation

While the VEDA pilot was successful, several challenges emerged during implementation. Technology access posed a hurdle for some participants, particularly those with limited digital literacy or unreliable internet connectivity, requiring additional support and resources. Scheduling conflicts were another challenge, as balancing participants' availability for both online and in-person sessions proved difficult, especially for those with work commitments. Moreover, adapting content to fit the local cultural and industry context required significant effort, as PRISM had to ensure that materials were relevant, accessible, and useful for the target audience. Lastly, sustaining engagement post-pilot was a concern, as participants needed ongoing support to continue using the platform and applying the skills they had learned.





GOOD PRACTICE 2

Interactive Learning Circles for Agritourism Business Planning

Type of the practice:	Workshop activity
Initiator of the practice in the context of the EU-funded project VEDA:	PRISM Impresa Sociale srl
Type of education (VET, adult)	VET- Adults
Profile of participants	Aspiring agritourism entrepreneurs, local farmers, and community leaders interested in agritourism development.
Education form (online, offline, or blended)	Offline (In-person workshop)



30
participants





GOOD PRACTICE 2

Interactive Learning Circles for Agritourism Business Planning

Short description

The "Interactive Learning Circles for Agritourism Business Planning" is a workshop activity designed to enhance the theoretical understanding of business planning within the agritourism sector. This activity, developed by PRISM as part of the VEDA project, aims to engage participants in collaborative learning while fostering critical thinking and creativity.

During the workshop, participants are divided into small groups, each representing a different agritourism venture concept. Each group is tasked with developing a comprehensive business plan outline, focusing on key elements such as target market identification, marketing strategies, operational logistics, and sustainability practices. This theoretical exercise encourages participants to apply concepts learned from the VEDA training modules, stimulating discussion and collaboration.

Facilitators guide participants through the process, encouraging them to utilize brainstorming techniques and strategic frameworks to enhance their business plan outlines. Each learning circle includes a presentation segment where groups share their ideas, allowing for constructive feedback and knowledge exchange among participants. This collaborative atmosphere promotes a sense of community and shared learning, aligning with the VEDA project's goal of fostering entrepreneurship in the agritourism sector.

Feedback on the activity is gathered through post-workshop surveys, which assess participants' engagement, understanding of the concepts discussed, and perceived relevance to their aspirations in agritourism. The activity not only equips participants with essential business planning skills but also creates a supportive environment where they can build relationships and networks.





GOOD PRACTICE 2

Interactive Learning Circles for Agritourism Business Planning

Strengths (impact and replicability)

The "Interactive Learning Circles" workshop presents several strengths that enhance its impact and potential for replication. The emphasis on collaboration and group work fosters a sense of community among participants, essential for networking in the agritourism sector. The focus on theoretical business planning provides participants with a robust foundation, enabling them to approach their agritourism ventures with greater confidence and clarity. The format is adaptable, allowing it to be implemented in various settings and contexts, making it replicable in other regions and countries participating in the VEDA project. Additionally, collecting participant feedback ensures continuous improvement and refinement of the activity for future iterations.

Challenges in implementation

Despite its strengths, the implementation of the "Interactive Learning Circles" workshop may encounter certain challenges. One potential obstacle is ensuring equal participation among group members, as some participants may dominate discussions while others may feel hesitant to contribute. Facilitators must be attentive to group dynamics to encourage inclusive participation. Additionally, varying levels of prior knowledge and experience among participants may affect the depth of discussions and the quality of business plan outlines. To address this, facilitators should provide foundational information and resources beforehand to level the playing field. Lastly, while the theoretical focus is beneficial, participants may seek more practical applications of their learning, necessitating a balance between theory and hands-on activities in future workshops.





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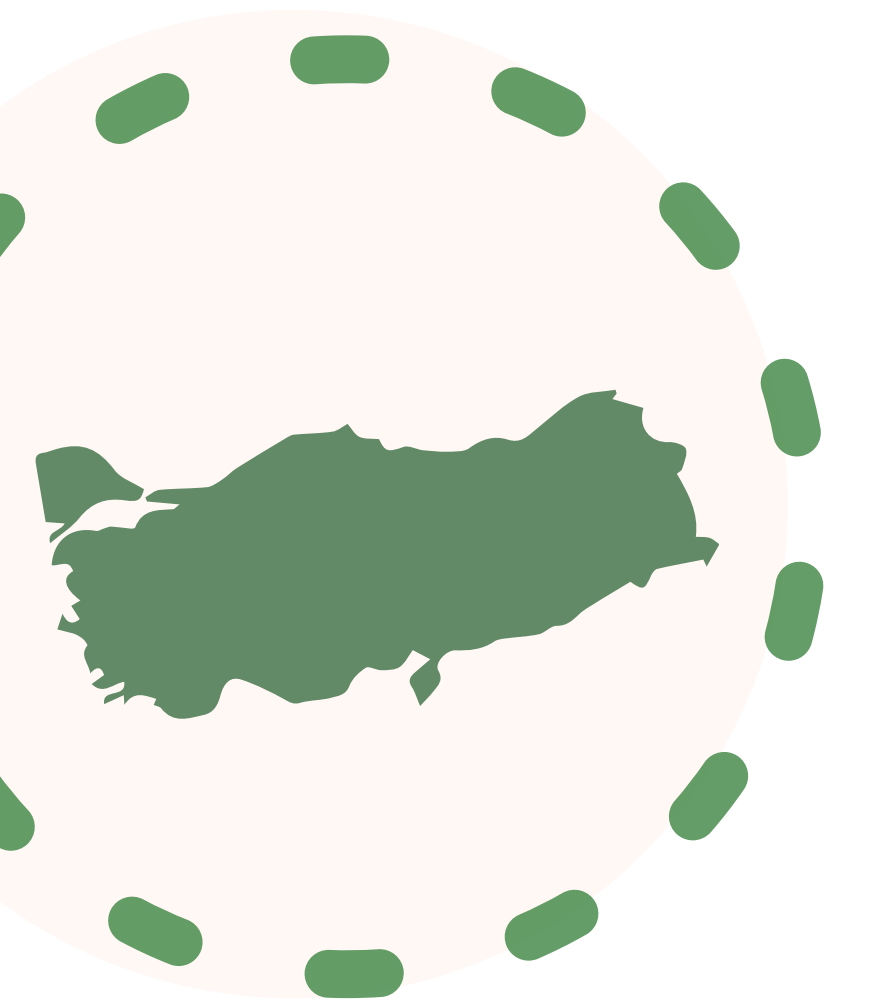
TÜRKIYE

GOOD PRACTICES



The photos are from
Turkey's rural area





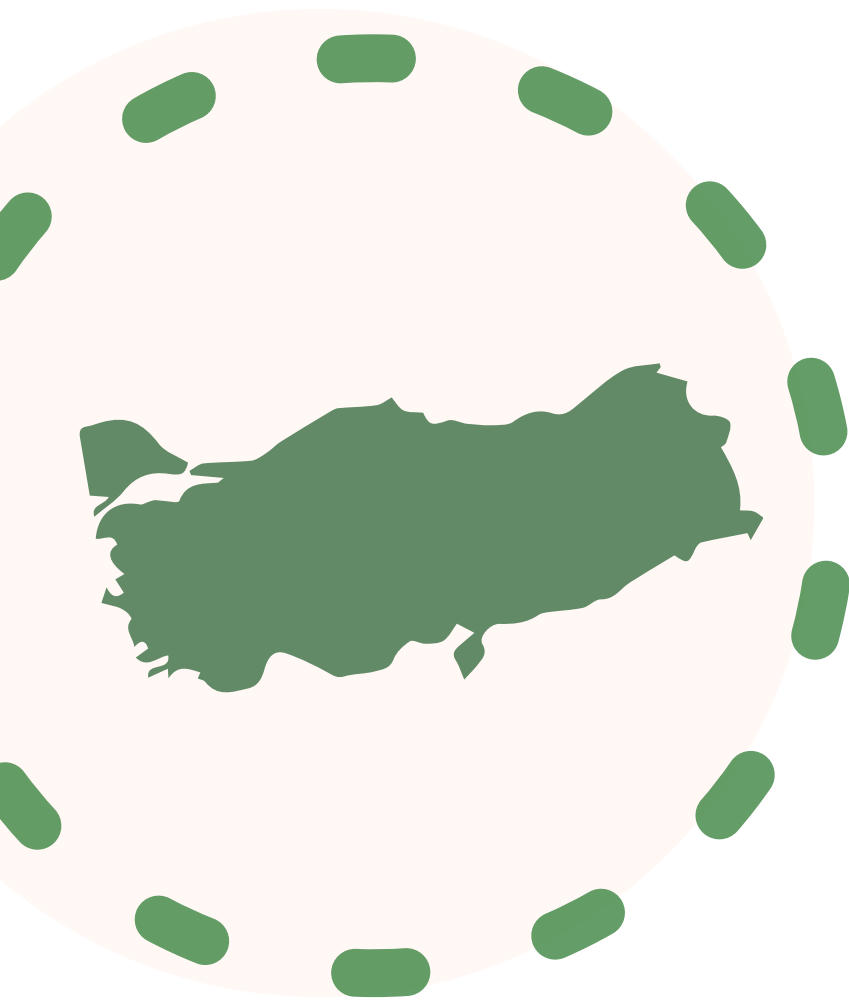
GOOD PRACTICE 1

Innovative Agritourism Workshops for Adult Learners

Type of the practice:	Workshops and Training Sessions
Initiator of the practice in the context of the EU-funded project VEDA:	UUAOSD
Type of education (VET, adult)	VET- Adults
Profile of participants	Unemployed individuals, employed individuals seeking career change, and those interested in agritourism entrepreneurship.
Education form (online, offline, or blended)	Blended (combination of online and offline sessions)

30 participants
per workshop





GOOD PRACTICE 1

Innovative Agritourism Workshops for Adult Learners

Short description

The "Innovative Agritourism Workshops for Adult Learners" practice was developed and implemented by UUAOSD as part of the VEDA project in Turkey. This practice involved a series of workshops designed to provide practical knowledge and skills in agritourism, blending online theoretical modules with in-person practical sessions. The workshops were tailored for adults, including unemployed individuals and those currently employed in other sectors but interested in transitioning to agritourism entrepreneurship. The program began with online modules covering foundational concepts of agritourism, business planning, and market analysis. These modules were followed by in-person workshops where participants engaged in hands-on activities, including site visits to local agritourism ventures, interaction with industry experts, and practical exercises in business planning and customer engagement. The practice aimed to bridge the gap between theoretical knowledge and practical application, equipping participants with the skills needed to start or improve their agritourism ventures. By integrating online and offline learning methods, the practice ensured flexibility and accessibility for adult learners with varying schedules and backgrounds.

Strengths (impact and replicability)

The strengths of this practice lie in its blended approach, which effectively combines the convenience of online learning with the immersive experience of in-person activities. This format allowed for a comprehensive learning experience that was both flexible and engaging. The practice demonstrated significant impact by equipping participants with actionable skills and knowledge, leading to increased interest and participation in agritourism. Its success and adaptable format make it highly replicable in other contexts, providing a model for similar initiatives in different regions or sectors.

Challenges in implementation

One challenge faced during the implementation was coordinating the logistics of the blended format, including scheduling in-person sessions that accommodated participants' diverse availability. Additionally, integrating the online and offline components required careful planning to ensure a seamless learning experience. Despite these challenges, the practice successfully managed to deliver valuable content and engage participants effectively through a well-structured program.





GOOD PRACTICE 2

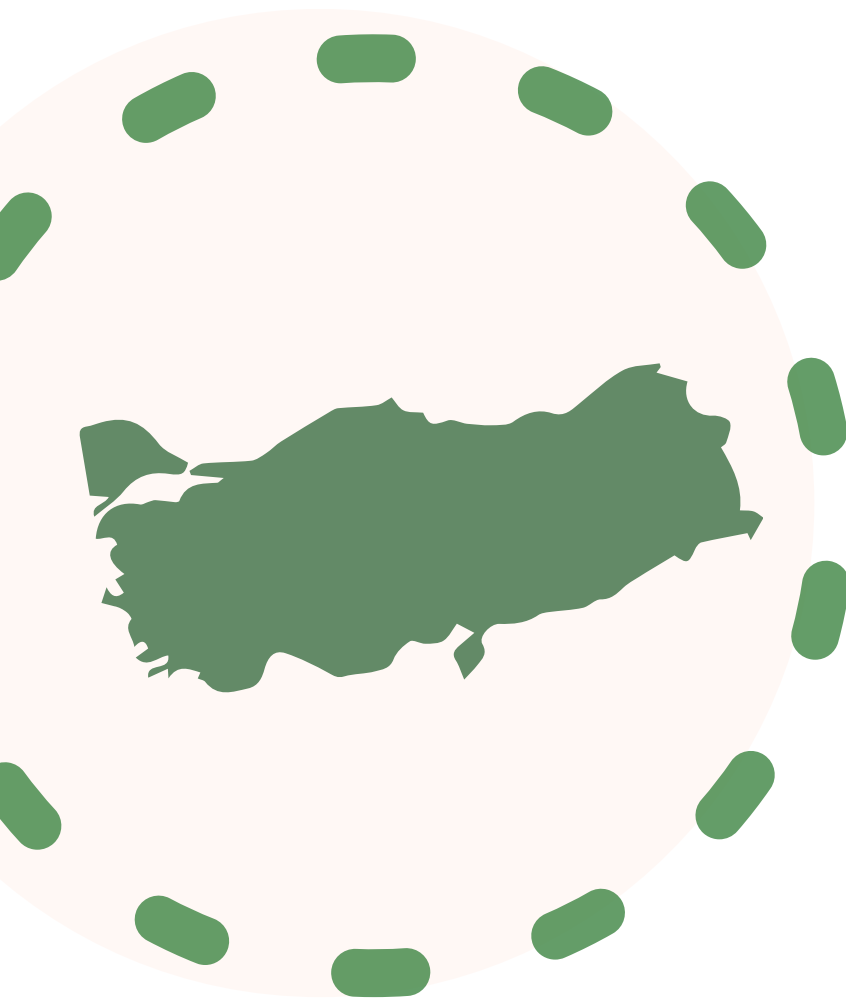
Engagement for VEDA Platform with cooperation with the Akdeniz University in Antalya

Type of the practice:	Workshops and Training Sessions
Initiator of the practice in the context of the EU-funded project VEDA:	UUAOSD
Type of education (VET, adult)	Youth & Adults
Profile of participants	Young unemployed adults aged 18-30 who are interested in exploring entrepreneurship opportunities, particularly within the agro-tourism sector. This includes individuals from rural or economically disadvantaged backgrounds, motivated to develop skills and knowledge in sustainable tourism and entrepreneurship.
Education form (online, offline, or blended)	Face-to-face (can be adapted to online or hybrid formats with adjustments to the program structure and digital tools.)



25-30 participants for face-to-face training





GOOD PRACTICE 2

Engagement for VEDA Platform with cooperation with the Akdeniz University in Antalya

Short description

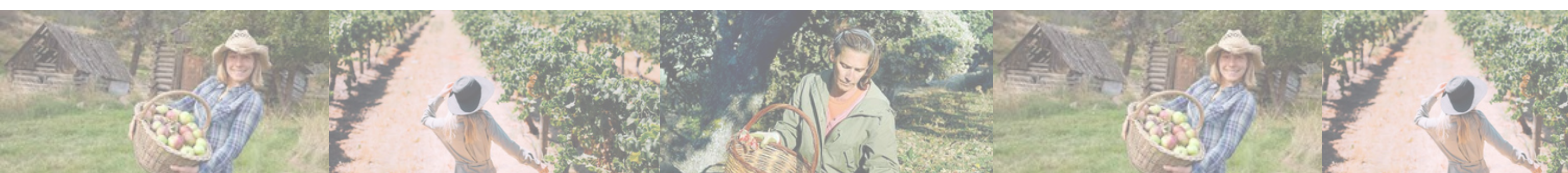
The Engagement for VEDA Platform, run in collaboration with Akdeniz University in Antalya, is an innovative training programme designed to empower young adults by equipping them with essential entrepreneurial skills for the agrotourism sector. This programme is in line with the objectives of the EU-funded VEDA project, which focuses on sustainable tourism development, green entrepreneurship and rural economic revitalisation.

The programme offered an interactive workshop and practical training sessions that guided participants through the basics of entrepreneurship, sustainable tourism practices and the agrotourism business model. Topics covered included market analysis, business planning, sustainable resource management, digital marketing and customer experience strategies in tourism.

Throughout the workshops, expert facilitators from Akdeniz University and guest entrepreneurs from successful agrotourism businesses shared real-life examples to help participants combine theoretical knowledge with practical insights. Participants were encouraged to work in teams to develop their business ideas, with some focusing on tourism activities such as eco-farms, rural accommodation or heritage tours. Case studies relevant to Turkey's tourism landscape highlight the challenges and opportunities unique to the region, such as the use of digital tools to promote sustainable tourism and develop green business models.

The workshops finalised with a business idea pitching session, where participants presented their concepts to a panel of experts for feedback and potential support. Participants received follow-up feedback and access to the VEDA platform to track their progress. The programme concluded with a certificate of participation.

Through the collaboration between UÜAÖSD and Akdeniz University, the project is building strong links between academia and the business community, ensuring the long-term sustainability and impact of the training programme.





GOOD PRACTICE 2

Engagement for VEDA Platform with cooperation with the Akdeniz University in Antalya

Strengths (impact and replicability)

-Impact: The programme successfully increased participants' knowledge of entrepreneurship and sustainable tourism. The practical, interactive approach ensured that participants were able to apply their learning directly.

Replicability: The training model can be replicated in other regions by adapting the content to local tourism opportunities. The inclusion of both academic and business perspectives makes the programme adaptable to different audiences and educational contexts. The VEDA platform's digital support system further enhances scalability, making it suitable for blended and online delivery.

Challenges in implementation

Coordinating schedules between participants, facilitators, and Akdeniz University staff required detailed planning, especially for participants traveling from rural areas.





Conclusion

In conclusion, the good practices gathered from workshops conducted across partner countries have offered insightful contributions that have advanced the project's overall objectives and can be utilized by other organisation, VET centers and stekaholders for their future initiatives. Collectively, these efforts underscore the project's dedication to promoting meaningful, inclusive, and lasting development across diverse communities.



Women's Entrepreneurship Development for agritourism



VEDA Good Practices Manual

EkoRegion

STIMŪLI
for social change



Center for Social
Innovation

SEV



IVEPE

Leading knowledge & skills



prism
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