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Addressing the Regional Labour Market Needs through Development and Certification of New Programs for Adult Education

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Intellectual Output 7

Adult Education Programme for North West Region in Romania

Rural Tourism – A Sustainable Alternative

Skopje, Bucharest, Bonn

2017



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Introduction

The Adult Education programme *Rural Tourism – A Sustainable Alternative* was developed as an intellectual output in the frame of the project Addressing the Regional Labour Market Needs (Adult – Reg) through Development and Certification of New Programmes for Adult Education, funded by the Erasmus+ Programme of the European Union. The project is part of the KA2 Strategic Partnership Programme delivered through National Agency for European Educational Programmes and Mobility in Macedonia.

The project is implemented by Lifelong Learning Center from Skopje Macedonia in partnership with Euro Adult Education Association from Bucharest Romania, DVV International from Bonn Germany, Community Development Institute from Tetovo Macedonia, Open Civic University Joska Svestarot from Strumica Macedonia, "Gheorghe Sincai" Bihor County Library from Oradea Romania, and Popular Art School from Ramnicu Valcea Romania.

The Adult Education programme *Rural Tourism – A Sustainable Alternative*, is one of eight Adult Education Programmes which were developed as a result to prior assessment of labour market needs in four regions in Macedonia and Romania including the North West Region in Romania, which this programme is aimed for. The assessment has provided on time and reliable inputs in identification of the Adult Education Programmes relevant to the specific requirements for the labour market needs in North West region.

Development of this Adult Education Programme is done by professionals from three countries Macedonia, Romania and Germany. Their role was to structure, develop, review and finalise the programme.

The programme is in piloting phase and certification process.

The expertise on rural tourism and sustainable development was provided from Ligia Antonia Mirișan and Teodora Chifor. The development of the final programme including reviews, improvements and completion was provided by the expertise on Adult Education from Lifelong Learning Center, Euro Adult Education Association and DVV International.

I	Programme Title		Rural Tourism - A Sustainable Alternative
II	Description of the programme		
	<ul style="list-style-type: none"> - The program applies to people in rural areas and to unemployed individuals who want to start small businesses in the rural tourism field in their households that are placed in touristic areas. - The program supposes competences that are necessary to identify development sources for businesses in tourism, by using modern methods of sustainable rural tourism. - Developing activities specific to the program supposes an initial theoretical preparation combined with practical sessions, easy to understand by the beneficiaries, regarding ways of applying development technologies in sustainable rural tourism activities. - The capacity to identify opportunities, creating a sustainable business plan that is adapted to the needs and specificities of rural areas with touristic potential, the capacity to think strategically (with anticipated objectives and results), the capacity to work and provide welcoming and quality tourism services for customers from various regions of the country and from abroad, anticipating and planning activities, promoting the business in specialised online media, knowing a basic English vocabulary, are all specific aptitudes, necessary for an entrepreneur in rural tourism. - The program regards the development activity for some business plans in the field of sustainable rural tourism. - The activity involves issues related to the planning and organization of the workplace specific to rural tourism. - The activity involves outstanding responsibilities in terms of personal and room hygiene. - The activity also supposes collaboration between team members, involving family members, as well as general competences specific to rural tourism. 		
III	Modules and learning outcomes		
	Modules		Learning outcomes
	1	Developing an individual business plan in rural tourism	✓ Developing the ability to use correctly concepts related to entrepreneurship;

			<ul style="list-style-type: none"> ✓ Developing the ability to choose the best model for their own business idea; ✓ Developing the ability to identify elements of entrepreneurial profile and the necessary qualities; ✓ Developing the ability to use and understand the steps for creating a company or an authorized activity in rural tourism; ✓ Developing the ability to use and understand obligations foreseen by legislation related to taxes; ✓ Knowing basic fiscal and accountancy notions for a business in rural tourism; ✓ Knowing basic elements of strategic thinking and the elements for developing a business plan; ✓ Developing the ability to analyze the market and the competition, as well as making business decisions based on the analysis results; ✓ Knowing the basic elements of financial analysis of a business in rural tourism; ✓ Knowing the basic criteria and basic legislation regarding equipping requirements in rural tourism; ✓ Knowing basic elements regarding legislation in the work field – depending on the case.
	2	Marketing General Knowledge	<ul style="list-style-type: none"> ✓ Developing the ability to state the objectives for the marketing strategy and to define the

			<p>most adequate marketing tools and methods, adapted to the targeted customer types;</p> <ul style="list-style-type: none"> ✓ Developing the ability to define products and services based on market requests; ✓ Developing the ability to position the business, the products and services: Unic Sales Points; ✓ Developing the ability to define types of customers (buyer persona) and to suggest product packages / services adapted to differentiated needs of customer types; ✓ Developing the ability to develop a product structure and determine prices; ✓ Developing the ability to make partnerships with other companies; ✓ Developing organizational communication skills specific to rural tourism; ✓ Developing teamwork skills specific to rural tourism (especially inside the family): stating objectives, tasks control and communication tools, professional behaviour; ✓ Acquiring a basic vocabulary in English, specific to services in rural tourism.
	3	General Principles of Alternative Tourism	<ul style="list-style-type: none"> ✓ Being able to identify correctly climate conditions in the area and potential sources of pollution; ✓ Knowing the principles and benefits of alternative tourism; ✓ Knowing how to make specific steps for a sustainable development of a lodging space

			<p>in the rural area;</p> <ul style="list-style-type: none"> ✓ Knowing the environment requirements in rural tourism; ✓ Knowing requirements regarding the efficient use of resources, adapting to and softening climate change, principles of protecting biodiversity.
	4	Management General Knowledge	<ul style="list-style-type: none"> ✓ Knowing management tools, useful for an efficient business in tourism; ✓ Knowing the advantages of using management tools in tourism activities; ✓ Applying knowledge regarding SWOT analysis; ✓ Analysing and planning business in rural tourism from the point of view of: strengths, weaknesses, opportunities and threats.
	5	ICT General Knowledge	<ul style="list-style-type: none"> ✓ Knowing the basic ICT elements ICT applied to tourism specifically; ✓ Knowing the basic elements: online payments, processing orders, reservations, calendar; ✓ Developing an online marketing plan for tourism businesses; ✓ Discovering and knowing ICT notions in rural tourism and online presence, specific tools: booking etc.; ✓ Implement and develop ICT tools for online marketing and promotion of tourism.

IV	Target groups		
	<p>People in the rural area – who want to develop small businesses in rural tourism in their own households, in areas with high tourism potential.</p> <p>Unemployed people in the rural area – who want to develop small businesses in rural tourism in their own households, in areas with high tourism potential.</p>		
V	Modules		
	1	Title of the module 1	Developing an individual business plan
	1.1	Learning outcomes	<p>Participants in this course/training:</p> <ul style="list-style-type: none"> ✓ Will develop the ability to use correctly concepts related to entrepreneurship; ✓ Will develop the ability to choose the best model for their own business idea; ✓ Will develop the ability to identify elements of entrepreneurial profile and the necessary qualities; ✓ Will develop the ability to use and understand the steps for creating a company or an authorized activity in rural tourism; ✓ Will develop the ability to use and understand obligations foreseen by legislation related to taxes; ✓ Will know the basic fiscal and accountancy notions for a business in rural tourism; ✓ Will know the basic elements of strategic thinking and the elements for developing a business plan; ✓ Will develop the ability to analyze the market and the competition, as well as making business decisions based on the analysis results; ✓ Will know the basic elements of financial analysis of a business in rural tourism; ✓ Will know the basic criteria and basic legislation regarding equipping requirements in rural tourism; ✓ Will know basic elements regarding legislation in the work field – depending on the case.

1.2	Indicators	<p>Trainees can:</p> <ul style="list-style-type: none"> • Identify the characteristic and to choose the best model for their own business idea; • Work with the fiscal and accountancy notions for a business in rural tourism; • Handle and use in their everyday activity elements of strategic thinking like: objectives setting, planning, operational plans for day, week and month activities and results; • Work with and use the basic legislation and how to search for legislative information and equipping requirements for rural tourism entities; • Work with and use the financial plans and track for a business; • Work and plan their own business plan, the elements, the importance and how to keep the track of their business development. 								
1.3	Time required	<p>17 school class hours (1 school class hour last 45 ')</p> <p>The total number of hours provided will be distributed as follows:</p> <table border="1"> <tr> <td>Practical input</td> <td>11 hours</td> </tr> <tr> <td>Theoretical Input</td> <td>3 hours</td> </tr> <tr> <td>Evaluation</td> <td>3 hours</td> </tr> <tr> <td>Total Number of Hours:</td> <td>17 hours</td> </tr> </table>	Practical input	11 hours	Theoretical Input	3 hours	Evaluation	3 hours	Total Number of Hours:	17 hours
Practical input	11 hours									
Theoretical Input	3 hours									
Evaluation	3 hours									
Total Number of Hours:	17 hours									
1.4	Compulsory	<p>Each participant is required to attend at least 75% of classes (total projected duration) of the module;</p> <p>All participants are required to do exams, i.e. to take part in the evaluation process.</p>								
<p><u>Methodology:</u></p>										

<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input checked="" type="checkbox"/> Practical problems solving	<input checked="" type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input checked="" type="checkbox"/> Individual work	<input type="checkbox"/> Exposition method	<input checked="" type="checkbox"/> Group discussions	<input type="checkbox"/> Home learning
<input checked="" type="checkbox"/> Visualisation	<input checked="" type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input type="checkbox"/> Video Presentations	<input checked="" type="checkbox"/> Role play	<input checked="" type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Peer reviews	<input checked="" type="checkbox"/> Analyses of examples	<input checked="" type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning	
<u>Equipment and Materials:</u>				
<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input checked="" type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input checked="" type="checkbox"/> Paper clips
<input checked="" type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input checked="" type="checkbox"/> Interactive board	<input type="checkbox"/> Stickers	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assessment</u>				

<input type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	<input type="checkbox"/> Final test
<input checked="" type="checkbox"/> Problem solving	<input checked="" type="checkbox"/> Working in groups and simulations	
<input checked="" type="checkbox"/> Application of knowledge through practical examples		
<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework
<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Practical exercises
<input type="checkbox"/> Expert hearings	<input checked="" type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination
<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations
<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz
1.5	Topic 1	<i>Understanding Various Business Models and Identifying the suitable model for participants</i>
<u>Description:</u>		
<p>In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing to transmit and use information; ✓ Engaging in discussions on professional themes; ✓ Identifying their own role inside a team; ✓ Developing activities towards achieving goals; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role play; ✓ Applying in everyday activity, the concepts that are specific to entrepreneurship and learning to choose the suitable model for their own business idea; ✓ Identifying and using elements of entrepreneurial profile and necessary qualities; ✓ Knowing how to apply and follow the steps for starting a company or an authorized activity in rural tourism; 		

<ul style="list-style-type: none"> ✓ Knowing the obligations foreseen by legislation related to taxes in tourism, especially rural tourism. 		
1.6	Topic 2	<i>Strategic Thinking: Elements of a Business plan and planning a business</i>
<p>Description:</p> <p>In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing how to send and use information; ✓ Getting involved in professional discussions; ✓ Identifying their own role inside the team; ✓ Performing activities meant to meet objectives; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays; ✓ Knowing how to use basic elements of strategic thinking and elements for developing a business plan; ✓ Knowing how to analyse the market and the competition and how to make business decisions based on analysis results. 		
1.7	Topic 3	<i>Financial Resources</i>
<p>Description:</p> <p>In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing how to send and use information; ✓ Getting involved in professional discussions; ✓ Identifying their own role inside the team; ✓ Performing activities meant to meet objectives; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays; ✓ Knowing how to apply basic elements for the financial analysis of a business in rural tourism; ✓ Knowing how to use the presented tools: cash flow, financial analysis, financial control keys for the business in rural tourism. 		
1.8	Topic 4	<i>Material Resources</i>
<p>Description:</p> <p>In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing how to send and use information; 		

<ul style="list-style-type: none"> ✓ Getting involved in professional discussions; ✓ Identifying their own role inside the team; ✓ Performing activities meant to meet objectives; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays; ✓ Knowing how to apply basic criteria and legislation regarding equipment requirements in rural tourism. 		
1.9	Topic 5	<i>Necessary Resources: Human Resources</i>
<p>Description: In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing how to send and use information; ✓ Getting involved in professional discussions; ✓ Identifying their own role inside the team; ✓ Performing activities meant to meet objectives; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays; ✓ Knowing how to apply basic knowledge regarding labour legislation – depending on each case. 		
2	Title of the module 2	Marketing General Knowledge
2.1	Learning outcomes	Participants in this course/training: <ul style="list-style-type: none"> ✓ Will develop the ability to state the objectives for the marketing strategy and to define the most adequate marketing tools and methods, adapted to the targeted customer types; ✓ Will develop the ability to define products and services based on market requests; ✓ Will develop the ability to position the business, the products and services: Unic Sales Points; ✓ Will develop the ability to define types of customers (buyer persona) and to suggest product packages / services adapted to differentiated needs of customer types; ✓ Will develop the ability to develop a product structure and determine prices; ✓ Will develop the ability to make partnerships with other companies; ✓ Will develop organizational communication skills specific to rural tourism;

		<ul style="list-style-type: none"> ✓ Will develop teamwork skills specific to rural tourism (especially inside the family): stating objectives, tasks control and communication tools, professional behaviour; ✓ Will acquire a basic vocabulary in English, specific to services in rural tourism. 								
2.2	Indicators	<p>Trainees can:</p> <ul style="list-style-type: none"> • Identify and work with the marketing tools and methods, adapted to the targeted customer types; • Define tourism products and services for their business; • Create a product structure and determine prices for their services; • Work with a communication plan for their internal activities of the business; • Create and identify the team roles for the rural tourism business; • Communicate and use a basic vocabulary in English, specific to services in rural tourism. 								
2.3	Time required	<p>13 school class hours (1 school class hour last 45 ')</p> <p>The total number of hours provided will be distributed as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Practical input</td> <td style="text-align: right;">9 hours</td> </tr> <tr> <td>Theoretical Input</td> <td style="text-align: right;">3 hours</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: right;">1 hours</td> </tr> <tr> <td>Total Number of Hours:</td> <td style="text-align: right;">13 hours</td> </tr> </table>	Practical input	9 hours	Theoretical Input	3 hours	Evaluation	1 hours	Total Number of Hours:	13 hours
Practical input	9 hours									
Theoretical Input	3 hours									
Evaluation	1 hours									
Total Number of Hours:	13 hours									
2.4	Compulsory	<p>Each participant is required to attend at least 75% of classes (total projected duration) of the module;</p> <p>All participants are required to do exams, i.e. to take part in the evaluation process.</p>								
<p><u>Methodology:</u></p>										

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input checked="" type="checkbox"/> Practical problems solving	<input type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input type="checkbox"/> Individual work	<input type="checkbox"/> Exposition method	<input checked="" type="checkbox"/> Group discussions	<input type="checkbox"/> Home learning
<input checked="" type="checkbox"/> Visualisation	<input checked="" type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input type="checkbox"/> Video Presentations	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Peer reviews	<input type="checkbox"/> Analyses of examples	<input type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning	<input type="checkbox"/>
<u>Equipment and Materials:</u>				
<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input checked="" type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input checked="" type="checkbox"/> Paper clips
<input checked="" type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input checked="" type="checkbox"/> Interactive board	<input type="checkbox"/> Stickers	<input type="checkbox"/>	<input type="checkbox"/>

<u>Assessment:</u>		
<input type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	<input type="checkbox"/> Final test
<input type="checkbox"/> Problem solving	<input checked="" type="checkbox"/> Working in groups and simulations	
<input type="checkbox"/> Application of knowledge through practical examples		
<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework
<input checked="" type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Practical exercises
<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination
<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations
<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz
2.5	Topic 1	<i>Creating a Marketing Strategy</i>
<u>Description:</u>		
In this section we will talk about the following themes:		
<ul style="list-style-type: none"> ✓ Knowing how to send and use information; ✓ Getting involved in professional discussions; ✓ Identifying their own role inside the team; ✓ Performing activities meant to meet objectives; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays; ✓ Being able to apply Marketing Mix notions: the 4P strategy: product, place, price, promotion; 		

		<ul style="list-style-type: none"> ✓ Knowing how to apply specific elements regarding market positioning – what, how, plan; ✓ Being able to apply product strategy notions, structuring the services on offer and the price policy; ✓ Knowing how to apply Unic Sales Points-type elements – unicity; ✓ Knowing how to apply the promotion and market presence policy: online booking platforms; ✓ Being able to apply and develop customer service skills, marketshare, geography.
2.6	Topic 2	<i>Partnership, networking</i>
<p>Description: In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Being able to apply knowledge and skills for networking and partnerships vs. The competition (in the context of globalization); ✓ Acquiring, discovering and applying the advantages and benefits of collaboration. 		
2.7	Topic 3	<i>Organizational Communication – The Key to success in tourism</i>
<p>Description: In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing how to send and use information; ✓ Getting involved in professional discussions; ✓ Identifying their own role inside the team; ✓ Performing activities meant to meet objectives; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays; ✓ Being able to apply basic communication elements and successfully using them in tourism services; ✓ Knowing how to apply communication, team work and professional behaviour notions; ✓ Knowing how to apply notions related to delegation, task management, control management. 		
2.8	Topic 4	<i>Open to the World: Internationalisation, English Skills</i>
<p>Description: In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing how to send and use information; 		

<ul style="list-style-type: none"> ✓ Getting involved in professional discussions; ✓ Identifying their own role inside the team; ✓ Performing activities meant to meet objectives; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays; ✓ Learning and using a basic English vocabulary, specific to services in rural tourism; ✓ Knowing how to apply multiculturalism notions in dealing with customers in rural tourism; ✓ Being able to apply skills acquired in daily work. 		
3	Title of the module 3	<i>General Principles of Alternative Tourism</i>
3.1	Learning outcomes	<p>Participants in this course/training:</p> <ul style="list-style-type: none"> ✓ Will be able to identify correctly climate conditions in the area and potential sources of pollution; ✓ Will know the principles and benefits of alternative tourism; ✓ Knowing how to make specific steps for a sustainable development of a lodging space in the rural area; ✓ Will know the environment requirements in rural tourism; ✓ Will know requirements regarding the efficient use of resources, adapting to and softening climate change, principles of protecting biodiversity.
3.2	Indicators (if necessary)	<p>Trainees can:</p> <ul style="list-style-type: none"> • Identify correctly climate conditions in the area and potential sources of pollution and to prevent the pollution; • Work and implement the promote the principles and benefits of alternative tourism and use them in promoting their business; • Use efficient the available resources.
3.3	Time required	<p>2 school class hours (1 school class hour last 45 ')</p> <p>The total number of hours provided will be distributed as follows:</p>

			Practical input	1 hours
			Theoretical Input	1,5 hours
			Evaluation	0,5 hour
			Total Number of Hours:	3 hours
3.4	Compulsory	Each participant is required to attend at least 75% of classes (total projected duration) of the module; All participants are required to do exams, i.e. to take part in the evaluation process.		
Methodology:				
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input checked="" type="checkbox"/> Practical problems solving	<input type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input checked="" type="checkbox"/> Individual work	<input type="checkbox"/> Exposition method	<input checked="" type="checkbox"/> Group discussions	<input type="checkbox"/> Home learning
<input type="checkbox"/> Visualisation	<input checked="" type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input checked="" type="checkbox"/> Video Presentations	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Peer reviews	<input type="checkbox"/> Analyses of examples	<input checked="" type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning	

<u>Equipment and materials :</u>				
<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input checked="" type="checkbox"/> Folders	<input checked="" type="checkbox"/> Cards	<input type="checkbox"/> Interne	<input checked="" type="checkbox"/> Paper clips
<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> Teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input checked="" type="checkbox"/> Interactive board	<input type="checkbox"/> Stickers		
<u>Assessment:</u>				
<input type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	<input type="checkbox"/> Final test		
<input type="checkbox"/> Problem solving	<input type="checkbox"/> Working in groups and simulations			
<input checked="" type="checkbox"/> Application of knowledge through practical examples				
<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework		
<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input checked="" type="checkbox"/> Practical exercises		
<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination		
<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations		
<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz		

3.5	Topic 1	<i>Integrating the Sustainable Development Principle into the Profile and Activities of Rural Tourism</i>	
Description:			
In this section we will talk about the following themes:			
<ul style="list-style-type: none"> ✓ Integrating the principle of sustainable development into the profile and activities of rural tourism; ✓ Principles/benefits of alternative tourism; ✓ Concrete steps for sustainable development of a company; ✓ Requirements for efficient use of resources. Softening and adapting to climate change, principles of protecting biodiversity. 			
4	Title of the module 4	Management General Knowledge	
4.1	Learning outcomes (list)	Participants in this course/training: <ul style="list-style-type: none"> ✓ Knowing management tools, useful for an efficient business in tourism; ✓ Knowing the advantages of using management tools in tourism activities; ✓ Applying knowledge regarding SWOT analysis; ✓ Analysing and planning business in rural tourism from the point of view of: strengths, weaknesses, opportunities and threats. 	
4.2	Indicators (if necessary)	Trainees can <ul style="list-style-type: none"> • Use and implement management tools in business, • Use the SWOT analysis for their own business. 	
4.3	Time required	4 school class hours (1 school class hour last 45 ')	
The total number of hours provided will be distributed as follows:			
		Practical input	2 hours
		Theoretical Input	1 hours

			Evaluation	1 hours
			Total Number of Hours:	4 hours
4.4	Compulsory	Each participant is required to attend at least 75% of classes (total projected duration) of the module; All participants are required to do exams, i.e. to take part in the evaluation process.		
Methodology:				
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input checked="" type="checkbox"/> Practical problems solving	<input checked="" type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input checked="" type="checkbox"/> Individual work	<input type="checkbox"/> Exposition method	<input checked="" type="checkbox"/> Group discussions	<input type="checkbox"/> Home learning
<input type="checkbox"/> Visualisation	<input type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input type="checkbox"/> Video Presentations	<input type="checkbox"/> Role play	<input type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Peer reviews	<input checked="" type="checkbox"/> Analyses of examples	<input type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input checked="" type="checkbox"/> Quiz
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning	
Equipment:				
<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input type="checkbox"/> Whiteboard

<input checked="" type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input type="checkbox"/> Interne	<input checked="" type="checkbox"/> Paper clips
<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input checked="" type="checkbox"/> Interactive board	<input checked="" type="checkbox"/> Stickers		
<u>Assessment:</u>				
<input type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	Final test		
<input checked="" type="checkbox"/> Problem solving	<input type="checkbox"/> Working in groups and simulations			
<input checked="" type="checkbox"/> Application of knowledge through practical examples				
<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework		
<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Practical exercises		
<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination		
<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations		
<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz		

4.5		Topic 1	<i>Business Management Tools: SWOT analysis, benchmark, CRM applied to tourism</i>
<p>Description: In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing how to send and use information; ✓ Getting involved in professional discussions; ✓ Identifying their own role inside the team; ✓ Performing activities meant to meet objectives; ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays; ✓ Applying management tools that are useful in making tourism businesses more efficient; ✓ Discovering and analysing the advantages of using management tools in tourism activities; ✓ Applying skills they have learned regarding SWOT analysis: strengths, weaknesses, opportunities and threats in order to analyse and plan their business in rural tourism. 			
5		Title of the module 5	ICT General Knowledge
5.1		Learning outcomes (list)	<p>Participants in this course/training:</p> <ul style="list-style-type: none"> ✓ Will know the basic ICT elements ICT applied to tourism specifically; ✓ Will know the basic elements: online payments, processing orders, reservations, calendar; ✓ Will develop an online marketing plan for tourism businesses; ✓ Will discover and know ICT notions in rural tourism and online presence, specific tools: booking etc. ✓ Will implement and develop ICT tools for online marketing and promotion of tourism.
5.2		Indicators (if necessary)	<p>Trainees can:</p> <ul style="list-style-type: none"> • Use basic ICT elements applied to tourism specifically: excel sheets, word to make documents,

			<ul style="list-style-type: none"> • Use online marketing tools for tourism businesses: Social Media pages... • Use online marketing tools for tourism businesses: booking... 								
	5.3	Time required	<p>4 school class hours (1 school class hour last 45 ')</p> <p>The total number of hours provided will be distributed as follows:</p> <table border="1"> <tr> <td>Practical input</td> <td>3 hours</td> </tr> <tr> <td>Theoretical Input</td> <td>-</td> </tr> <tr> <td>Evaluation</td> <td>1 hour</td> </tr> <tr> <td>Total Number of Hours:</td> <td>4 hours</td> </tr> </table>	Practical input	3 hours	Theoretical Input	-	Evaluation	1 hour	Total Number of Hours:	4 hours
Practical input	3 hours										
Theoretical Input	-										
Evaluation	1 hour										
Total Number of Hours:	4 hours										
	5.4	Compulsory	<p>Each participant is required to attend at least 75% of classes (total projected duration) of the module;</p> <p>All participants are required to do exams, i.e. to take part in the evaluation process.</p>								
<p><u>Methodology:</u></p>											

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input checked="" type="checkbox"/> Practical problems solving	<input type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input checked="" type="checkbox"/> Individual work	<input type="checkbox"/> Exposition method	<input type="checkbox"/> Group discussions	<input type="checkbox"/> Home learning
<input type="checkbox"/> Visualisation	<input checked="" type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input type="checkbox"/> Video Presentations	<input type="checkbox"/> Role play	<input type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Peer reviews	<input type="checkbox"/> Analyses of examples	<input type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning	
<u>Equipment:</u>				
<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Paper clips
<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input type="checkbox"/> Teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input checked="" type="checkbox"/> Interactive board	<input checked="" type="checkbox"/> Stickers	<input type="checkbox"/>	<input type="checkbox"/>

<p><u>Assessment:</u></p> <table border="0"> <tr> <td><input type="checkbox"/> Knowledge/ proficiency tests</td> <td><input type="checkbox"/> Electronic test</td> <td><input type="checkbox"/> Final test</td> </tr> <tr> <td><input checked="" type="checkbox"/> Problem solving</td> <td><input type="checkbox"/> Working in groups and simulations</td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Application of knowledge through practical examples</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Onsite skills testing</td> <td><input type="checkbox"/> Simulations</td> <td><input type="checkbox"/> Homework</td> </tr> <tr> <td><input type="checkbox"/> Group exercises</td> <td><input type="checkbox"/> Questionnaires</td> <td><input type="checkbox"/> Practical exercises</td> </tr> <tr> <td><input type="checkbox"/> Expert hearings</td> <td><input type="checkbox"/> Projects</td> <td><input type="checkbox"/> Spoken examination</td> </tr> <tr> <td><input type="checkbox"/> Role play</td> <td><input type="checkbox"/> Logs</td> <td><input type="checkbox"/> Simulations</td> </tr> <tr> <td><input type="checkbox"/> Teaching sheets</td> <td><input type="checkbox"/> Personal interviews</td> <td><input type="checkbox"/> Quiz</td> </tr> </table>			<input type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	<input type="checkbox"/> Final test	<input checked="" type="checkbox"/> Problem solving	<input type="checkbox"/> Working in groups and simulations		<input checked="" type="checkbox"/> Application of knowledge through practical examples			<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework	<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Practical exercises	<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination	<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations	<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz
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5.5	Topic 1	<i>General Knowledge of ICT Tools for a Business in Rural Tourism</i>																								
<p><u>Description:</u></p> <p>In this section we will talk about the following themes:</p> <ul style="list-style-type: none"> ✓ Knowing how to send and use information ✓ Getting involved in professional discussions ✓ Identifying their own role inside the team 																										

	<ul style="list-style-type: none"> ✓ Performing activities meant to meet objectives ✓ Getting involved in activities that are to be performed: presentations, work in groups, role plays ✓ Applying basic ICT elements, applied specifically to rural tourism ✓ Being able to apply and develop a series of tools/basic elements: online payment, order processing, reservations, calendar ✓ Being able to apply ICT skills in rural tourism and online presence, specific tools: booking etc. ✓ Implementing and developing ICT tools for online marketing and the promotion of tourism 				
	Methodology				
VI	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Presentations <input checked="" type="checkbox"/> Visualisation <input checked="" type="checkbox"/> Video Presentations <input type="checkbox"/> Peer reviews <input type="checkbox"/> Curriculum	<input checked="" type="checkbox"/> Exercises in small groups and pairs <input checked="" type="checkbox"/> Individual work <input checked="" type="checkbox"/> Case studies <input checked="" type="checkbox"/> Role play <input checked="" type="checkbox"/> Analyses of examples <input type="checkbox"/> Monitoring	<input checked="" type="checkbox"/> Practical problems solving <input type="checkbox"/> Exposition method <input type="checkbox"/> Practical learning on the spot <input checked="" type="checkbox"/> Workshops <input checked="" type="checkbox"/> Testimonials of practitioners <input type="checkbox"/> Simulations	<input checked="" type="checkbox"/> Debate <input checked="" type="checkbox"/> Group discussions <input type="checkbox"/> Classification exercises <input type="checkbox"/> Identification exercises <input type="checkbox"/> Mentoring provided by professionals <input type="checkbox"/> Self-directed learning	<input type="checkbox"/> Individual lessons <input type="checkbox"/> Home learning <input type="checkbox"/> Production of essays <input type="checkbox"/> Laboratories <input checked="" type="checkbox"/> Quiz
	Equipment and materials				
VII	<input checked="" type="checkbox"/> LCD-projector <input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Tablets <input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Internet connection <input checked="" type="checkbox"/> Pens	<input checked="" type="checkbox"/> Flipchart <input type="checkbox"/> Whiteboard

	<input checked="" type="checkbox"/> Tape	<input checked="" type="checkbox"/> Folders	<input checked="" type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input checked="" type="checkbox"/> Paper clips
	<input checked="" type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
	<input checked="" type="checkbox"/> Magazines and brochures	<input checked="" type="checkbox"/> Interactive board	<input checked="" type="checkbox"/> Stickers		
	Assessment				
VIII	<input checked="" type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	<input type="checkbox"/> Final test		
	<input checked="" type="checkbox"/> Problem solving	<input checked="" type="checkbox"/> Working in groups and simulations			
	<input checked="" type="checkbox"/> Application of knowledge through practical examples				
	<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework		
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	<input type="checkbox"/> Expert hearings	<input checked="" type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination		
	<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations		
	<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz		

IX	Entry criteria for participants						
	Participants should be minimum 18 years old. They should be individuals and unemployed people in the rural area, who are willing to start small businesses in rural tourism in their own households, placed in areas with a strong tourism potential.						
X	Timetable for implementation of the program						
		Module 1	Module 2	Module 3	Module 4	Module 5	Total
	Theoretical input	3	3	1,5	1	-	8,5
	Practical Input	11	9	1	2	2	25
	Evaluation	3	1	0,5	1	1	6,5
Total	17	13	3	4	3	40	

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