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TRAINING COURSE CURRICULUM

# Education in rural entrepreneurship

through producing and valorizing herbs  
that are endangered or available only  
from spontaneous flora

COURSE AUTHORS:

Dina Popluġa  
Aina Muška  
Līga Paula  
Lāsma Līcīte

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## *Foreword*

Many rural areas in European Union have seen their local populations decline due to low education level, social exclusion, unemployment, and poverty, lack of occupational, social and economic alternatives and migration of workforce. Although agriculture is the economic engine of socio-economic development in rural areas, skilled workers in agriculture represents only 20% of the total employed population. At the same time, the processing industry of medicinal and aromatic plants is a growing market, where the demand has not covered yet. Such considerations shows that there is a free niche in agricultural production and cultivation of aromatic and medical plants could be very good business opportunity for many rural people. If you want to work for yourself and your family; if you want to work in a profitable field; if you want things to better change and have a better life, than training course “Education in rural entrepreneurship through producing

and valorizing herbs that are endangered or available only from spontaneous flora” is just for you. The aim of this training course is to raise the education rate in rural areas, to develop new entrepreneurial skills and competences and contribute to the establishment of small/subsistence/or family farms in communities with fewer opportunities. This training course is designed in such manner that it ensures practical application of manual “Entrepreneurship in rural areas through the production and exploitation of medicinal and aromatic plants” and helps to understand what is the basic rules for rural entrepreneurship, how to grow medicinal and aromatic plants, how to plan business.

Training course was developed with the support of the Erasmus+ Strategic Partnerships Key Action 2 programme project “Education in rural entrepreneurship through producing and valorising of medicinal and aromatic plants”, 2016-1-RO01-KA204-024635.

## General description of course

### COURSE DURATION

→ 20 contact hours (5 h of non-formal training and 15 h of practical activities)

→ 40 h for individual independent tasks

### TARGET GROUP OF THE COURSE

Potential rural entrepreneurs without previous knowledge or little experience interested in growing and producing

endangered herbs or those available only from spontaneous flora.

### ANNOTATION

During the course, participants acquire knowledge, skills and competence necessary for rural entrepreneurs to develop business in growing and producing herbs that are endangered or available from spontaneous flora. Through the theoretical and practical problem-based and student-centred learning approach, the participants are introduced with growing and producing medical herbs, advantages and challenges of rural entrepreneurship, and *writing a business plan*. A number of different creative teaching methods are used in the study process according to the

expected learning outcomes and specific topic of the curriculum to promote deepening of the gained theoretical knowledge, verifying and applying it to practice. At the end of the course, participants have basic knowledge in growing medical herbs; they are able to formulate their business ideas and to develop an adequate business plan. The participants are also competent to assess their business plan critically, to identify problems in the field of an entrepreneurial activity as well as to develop alternative solutions if required.

### COURSE PURPOSE AND OBJECTIVES

The aim of the course is to train potential entrepreneurs on opportunities to develop business in rural areas by cultivating and

processing medicinal herbs as well as to provide both theoretical and practical knowledge in elaborating a business plan.

## General description of course

### LEARNING OUTCOMES (KNOWLEDGE, SKILLS AND COMPETENCES) AND EVALUATION OF ACHIEVED LEVEL

COURSE OUTCOME	EVALUATION METHOD	AVERAGE ACHIEVED LEVEL	OPTIMUM ACHIEVED LEVEL
<b>KNOWLEDGE:</b> Training course participants can demonstrate a comprehensive knowledge of the socio-economic role of aromatic and medicinal herbs, their cultivation opportunities, and a specific knowledge of business start-up	Discussions during the lecture, practical assignments and a business plan developed	In some matters, no sufficient understanding of herbs and herb cultivation opportunities, and knowledge of business start-up	A deep understanding of the socio-economic role of herbs and herb cultivation, and knowledge of business start-up
<b>SKILLS:</b> Employing the theoretical knowledge and skills acquired, training course participants can generate and justify a business idea (choose the most appropriate herb under the particular circumstances) and do necessary activities to start-up the business	Role play, case study, practical assignments	Sometimes, training course participants have an inability to use the knowledge acquired	Skill to independently use the knowledge acquired
<b>COMPETENCES:</b> Training course participants can integrate knowledge and skills of diverse fields to design and implement a high-quality business plan	A business plan developed, case studies, problem tasks, problem solving	The content of the business plan meets the requirements; the information is logically structured, while calculations are insufficiently justified; in some matters, no deep knowledge and skills to implement the business plan in practice	The content of the business plan fully meets the requirements; the information is logically structured, calculations are justified; competence in implementing the business plan in practice

## General description of course

### THE COURSE OUTLINE

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The training course is organized around specific topics and is based on the manual developed for writing a business plan. It comprises **non-formal training** in the form of interactive lectures involving group discussions and case studies (5 h), **practical activities** carried out individually and as group tasks in the classroom (15 h), and **individual tasks** carried out independently as home tasks (40 h). According to a particular topic, all of these forms of teaching and learning activities are sequentially offered to training course participants in order to provide a deeper

knowledge and to develop respective skills and competence. Results of the individual tasks are intended to be discussed in the classroom during the next group meeting. Teaching and learning methods are chosen in view of the expected learning outcomes and specific topic. A number of different innovative and creative teaching and learning methods will be used in the study process promoting deepening of the gained theoretical knowledge, verifying and applying it to practice, thus developing the skills in expert, individual activity.

### THE TRAINING COURSE COVERS THE FOLLOWING TOPICS:

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#### 1. Non-formal training (5 h):

- ▶ The status of medicinal plants and the reasons for their cultivation (1.5 h)
- ▶ Cultivating medicinal plants as an alternative rural business (1.5 h)
- ▶ Entrepreneurship in rural areas and developing a business plan (2 h)

#### 2. Practical activities in the classroom (15 h):

- ▶ Virtual photo and video tour for the cultivation of two medicinal herbs (4 h)
- ▶ Developing a business plan (7 h)
- ▶ Presentations and critical analysis of the business plans (4 h)

#### 3. Individual tasks (40 h):

- ▶ The role and opportunities of cultivating endangered medicinal plants or available from spontaneous flora (2 h)
- ▶ Analysis of the experience of growers: examples from the manual (2 h)
- ▶ Research on technologies of cultivation, harvesting, processing and storage of two medicinal plants (herbal descriptions in the manual) (2 h)
- ▶ Selection of medicinal herbs for

## General description of course

cultivating (2 h)

- ▶ Elaboration of a business plan: selection of a plant or product and writing a

business plan (30 h)

- ▶ Preparing a business plan presentation (2 h)

### KNOWLEDGE CONTROL

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Discussions and case study analysis during the lectures are provided, self-check questions about each topic are offered. The results of the individual tasks are discussed during

the lectures or practical. At the end of the course, the training course participants receive feedback from the tutor and group members on their business plans.

## 1. The Status of Medicinal Plants and the Reasons for Their Cultivation (1.5 h)

**THE PURPOSE OF THE LESSON** is to provide participants of the course with a comprehensive knowledge on problems of the use and degradation of natural resources, on the socio-economic role of medicinal

herbs, and on opportunities for cultivating endangered medicinal plants or those available from spontaneous flora as well as on getting the benefit of their cultivation.

**TEACHING METHODS:** lecture, case study.

CONTENT OF THE LESSON	TEACHING METHOD	DURATION	THE WAY TO TEST LEARNING OUTCOMES	WHERE TO FIND IN THE MANUAL?
Problems of the use and degradation of natural resources	Introductory lecture	1 hour	Group discussion Self-check questions	Page 37 - 41
Socio-economic role of medicinal herbs				
Opportunities for cultivating medicinal herbs				
Benefits of cultivating medicinal herbs: plant markets, prices, diversity of products, etc.				
Experience of other countries (e.g. Romania, Latvia)	Case study	30 min	Group discussion Self-check questions	Throughout the manual

## 1. The Status of Medicinal Plants and the Reasons for Their Cultivation (1.5 h)

### OBJECTIVES OF THE LESSON:

1. To familiarise training course participants with the problems of the use and degradation of natural resources.
2. To analyse the socio-economic role of medicinal herbs and benefits from the cultivation of endangered medicinal plants or those available from spontaneous flora.
3. To familiarise training course participants with the experience of herb production in various countries, focusing on differences and similarities.

### LEARNING OUTCOMES

Participants of the course have a comprehensive knowledge of medicinal herbs as an important natural resource, the socio-economic role and cultivation opportunities for

the herbs, as well as the benefits of cultivating endangered medicinal herbs or those available from spontaneous flora.

### SUGGESTIONS

Although the course is intended for people without prior knowledge in entrepreneurship and cultivating medicinal herbs, it is desirable to find out whether the course participants have any former experience and knowledge in the field, particularly in growing, harvesting, processing and realizing medicinal herbs. If there are more than one participant with prior knowledge, it would be worth considering to

split them in different smaller participant groups during group work, as sharing experience would help other group members to gain deeper insight into the particular topic and to strengthen a new knowledge.

At the end of the lesson, the participants receive home tasks for the next time: they should fulfil the task independently and be ready to discuss it during the next lesson.

## 1. The Status of Medicinal Plants and the Reasons for Their Cultivation (1.5 h)

### INDIVIDUAL HOME TASK (TO BE PRESENTED AT THE NEXT LESSON)

The role and opportunities of cultivating endangered medicinal plants or those available from spontaneous flora (2 hours):

→ course participants independently seek information (e.g. on the Internet) by their own choice about possibilities to grow a particular endangered wild plant and to analyse its use opportunities;

→ on the basis of information provided during the lecture, course participants look for detailed plants markets, prices, products, etc.

### SELF-CHECK QUESTIONS:

→ Which endangered wild plant species are often grown and used as herbs?  
 → How the cultivation of endangered wild plant species can prevent them from extinction in the wild?  
 → Which wild plant species are

cultivated in your country? Why?  
 → What purposes herbs are grown for nowadays?  
 → What opportunities for herb use should be further developed? Why?

## 2. Practical Activity. A Virtual Photo and Video Tour for the Cultivation of Two Medicinal Herbs (4 h)

**THE PURPOSE OF THE PRACTICAL** is to provide participants of the course with practical knowledge on growing medicinal herbs and to analyse the stories and cases of

experienced growers, which is presented in the manual.

**TEACHING METHODS:** lecture, case study, role play, problem solving.

CONTENT OF THE PRACTICAL	TEACHING METHOD	DURATION	THE WAY TO TEST LEARNING OUTCOMES	WHERE TO FIND IN THE MANUAL?
1. Participants are introduced with information included in the manual	Introductory lecture	30 min	Group discussion	Throughout the manual
2. Discussions about individual homework "The role and opportunities of cultivating endangered medicinal plants or available from spontaneous flora"	Group discussion	30 min	Feedback from a tutor	Foreword Page 37 - 41
3. Through the manual, participants independently explore and discuss in detail how they will grow, harvest, process, store and use selected plant/ plants	Case study	1,5 hours	Group discussion Self-check questions	Page 42 - 127
4. Analysis of medicinal plant growers' experience, identification of problems and finding solutions	Problem tasks Problem solving	1,5 hours	Group discussion	Throughout the manual



## 2. Practical Activity. A Virtual Photo and Video Tour for the Cultivation of Two Medicinal Herbs (4 h)

### OBJECTIVES OF THE PRACTICAL:

1. To familiarise course participants with a manual and other materials developed within the project.
2. To contribute to the understanding of specifics of herb production, potential problems and solutions to the problems, based on an examination of experienced herb producers.
3. To develop skills to identify and tackle problems, tackling various problems individually or in a team.

### LEARNING OUTCOMES

Participants of the course are able to analyse the experience of medicinal plant growers in cultivating, harvesting and processing herbs;

they are able to define business problems and to identify respective solutions in the field.

### SUGGESTIONS




















1. The participants of the course are shortly introduced with the structure and content of the manual. In order for learning and practical classes to be successful, it is advised to provide every course participant with a manual and other learning materials.
2. At the beginning of the lesson, a short discussion is necessary about home tasks in order to strengthen the knowledge of wild herbs and opportunities for their use.

## 2. Practical Activity. A Virtual Photo and Video Tour for the Cultivation of Two Medicinal Herbs (4 h)

3. Using the manual, the project website and all available learning aids designed within the project (herb descriptions in manual, photographs and videos from project web page <https://remap-project.eu/intellectual-outputs>), course participants

examine and analyse various herb growing, harvesting, storage and use examples. The participants have to choose two out of the mentioned plants and do a case study in order to learn the specifics of cultivating, harvesting and using the plants.

### ONE HAS TO CHOOSE AMONG THE FOLLOWING HERBS:

- |  |  |  |
|--|--|--|
|  <i>Achillea millefolium</i>  |  <i>Cichorium intybus</i>     |  <i>Lythrum salicaria</i>       |
|  <i>Alchemilla vulgaris</i>   |  <i>Eryngium planum</i>       |  <i>Melilotus officinalis</i>   |
|  <i>Althaea officinalis</i>   |  <i>Eupatorium cannabinum</i> |  <i>Nepeta cataria</i>          |
|  <i>Angelica archangelica</i> |  <i>Hypericum perforatum</i>  |  <i>Sanguisorba officinalis</i> |
|  <i>Artemisia vulgaris</i>    |  <i>Inula helenium</i>        |  <i>Stachys betonica</i>        |
|  <i>Borago officinalis</i>    |  <i>Leonurus cardiac</i>      |  <i>Taraxacum officinale</i>    |
|  <i>Chelidonium majus</i>     |  |  |

The task has to be performed individually, yet later the results of case studies are discussed within the group. To examine as many plants as possible and avoid a situation where a few

plants are chosen for analysis (for example, the most popular plants could be chosen by many participants), the participants may be asked to draw a lot – a particular plant.

4. Course participants independently seek information in the manual that describes the experience of herb producers in growing the herbs, identify related problems and
  - ▶ Small herb producers often face problems with selling their products, as they are not able to produce their

jointly, in the group, discuss potential solutions. The course deliverer can offer earlier prepared problem examples as problem tasks, for example:

products in large quantities in case there is a high demand for the products. What

## 2. Practical Activity. A Virtual Photo and Video Tour for the Cultivation of Two Medicinal Herbs (4 h)

to do in this situation?

- ▶ Incorrect storage might result in pests residing in the dried out herbs, e.g. food moths. How to control the pests that can damage the products during storage?
- ▶ Herb producers have an opportunity to choose among various approaches to growing their herbs. What are the

advantages and disadvantages of organic farming, compared with conventional farming?

- ▶ At the end of the lesson, the participants receive a home task for the next time: they should perform the task independently and be ready to discuss it during the next lesson.

### INDIVIDUAL HOME TASK (TO BE PRESENTED AT THE NEXT LESSON)

#### ANALYSIS OF THE EXPERIENCE OF GROWERS: EXAMPLES FROM THE MANUAL (2 H):

- Course participants independently reread all the examples mentioned in the manual (page 129 - 250) and prepare an overview in writing on challenges related herb production and processing and suggest solutions;
- Due to time limits, the next lesson might be too short to discuss

everything in detail; therefore, the overview is submitted by the training course participants to the tutor who evaluates it;

- Worksheets with a table, which are prepared in advance, could be used for performing the task:

PRODUCTION PROCESS STAGE	PROBLEMS	SOLUTIONS
Herb growing		
Herb harvesting		
Herb drying		
Herb storage		
Herb processing		

## 2. Practical Activity. A Virtual Photo and Video Tour for the Cultivation of Two Medicinal Herbs (4 h)

### SELF-CHECK QUESTIONS:

- What problems are most often faced by herb producers and processors?
- What is the difference between organic farming and conventional farming?
- What essential aspects have to be considered in herb production?
- What essential aspects have to be considered in harvesting herbs?
- What essential aspects have to be

- considered in drying and storing herbs?
- What risks herb production involves?
- How long various herbs could be stored?
- How to control herb pests?
- What factors could affect the quality of herbs during growing, harvesting, storing and processing the herbs?

### 3. Cultivating Medicinal Plants as an Alternative Rural Business (1.5 h)

**The purpose of the lesson:** to deliver knowledge to course participants about agro-ecological factors and their impacts on the

technologies used in growing, harvesting, storing and processing herbs.

**TEACHING METHODS:** lecture, case study.

CONTENT OF THE LESSON	TEACHING METHOD	DURATION	THE WAY TO TEST LEARNING OUTCOMES	WHERE TO FIND IN THE MANUAL?
Choice of herbs to be cultivated, their characteristics	Lecture	1 hour	Group discussion Self-check questions	Page 42 - 127
General characteristics of production technologies				
Characteristics of agro-ecological factors				
Herb harvesting and storage conditions				
Discussions about the homework "Analysis of the experience of growers (examples from the manual)" Herb uses and the demonstration of particular examples	Case study	30 min	Group discussion Feedback from a tutor	Page 131 - 258

### 3. Cultivating Medicinal Plants as an Alternative Rural Business (1.5 h)

#### OBJECTIVES OF THE LESSON:

1. To familiarise course participants with agro-ecological factors and their impacts on herb production.
2. Deliver knowledge about how to correctly choose herb species to be grown under diverse climatic and agro-ecological conditions.
3. Deliver knowledge about technologies used in growing, harvesting, storing and processing herbs and to contribute to the understanding of the choice of appropriate technologies for particular herbs.

#### LEARNING OUTCOMES

Training course participants can demonstrate a comprehensive knowledge of technologies used in growing, harvesting,

storing and processing herbs, choosing the most appropriate herb under the particular growth conditions.

#### SUGGESTIONS

Based on the knowledge acquired in the current and previous lessons, course participants can describe and justify in detail the technologies to be used in growing and processing particular herbs. At the end of the lesson, the participants receive a home task for the next time, where they can show their knowledge and competence in selecting appropriate technologies. Training

- ▶ Course participants can freely choose (or by lot) two herbs they wish to grow;
- ▶ A description of technologies is prepared

course participants should perform the task independently and be ready to discuss it during the next lesson.

Individual home task (to be presented at the next lesson)

Research on technologies of cultivation, harvesting, processing and storage of two medicinal plants (herbal descriptions in the manual) (2 h):

for the herb selected on the following worksheet:

### 3. Cultivating Medicinal Plants as an Alternative Rural Business (1.5 h)

PRODUCTION PROCESS STAGE	TECHNOLOGY CHOSEN	ADVANTAGES	DISADVANTAGES	IS AN ALTERNATIVE POSSIBLE? WHAT?
Herb growing				
Herb harvesting				
Herb drying				
Herb storage				
Herb processing				

#### SELF-CHECK QUESTIONS

- How growth conditions affect the quality of herbs?
- How to correctly choose herbs for production, taking into account the agro-ecological conditions?
- How to ensure that one and the same

- herb could be grown on a farm for a long period?
- Name the technologies used in growing, harvesting, storing and processing herbs.
- 

### 4. Entrepreneurship in Rural Areas and Developing a Business Plan (2 h)

The purpose of the lesson is to familiarise training course participants with the characteristics of rural entrepreneurship, the key principles for business start-up and the key

stages, as well as the nature of a business plan and its role in the business start-up.

Teaching method: lecture, role play „Talk to your customer”.

CONTENT OF THE LESSON	TEACHING METHOD	DURATION	THE WAY TO TEST LEARNING OUTCOMES	WHERE TO FIND IN THE MANUAL?
General characteristics of rural entrepreneurship, potential sectors, the socio-economic role	Lecture	1 hour	Group discussion	Page 20-32
Business start-up – the key principles and stages			Group discussion	Page 11 - 20
Nature of a business plan and its role in business start-up			Self-check questions	Page 131
Business plan development steps			Self-check questions	Page 132 - 137
„Talk to your customer”	Game – a role play	1 hour	Group discussion	-

## 4. Entrepreneurship in Rural Areas and Developing a Business Plan (2 h)

### ROLE PLAY „TALK TO YOUR CUSTOMER” (1H)

#### → THE IDEA OF THE GAME

How to identify the needs of the customers and how to respond on them? To whom and what product can be offered? How to make an offer? The idea of the game is to practice the first face-to-face conversation with a potential client or customer already before the business idea is ready. This is one of the ways how to test and to find out quickly what works and what probably not, so to avoid spending much efforts on elaborating ideas and products that nobody

will want to buy. How to do that? The course participants have to learn how to sell their ideas to different clients and they also have to be able to specify their potential clients. At the end of the game they may come to conclusion that their business idea is 1) good and feasible; 2) should be improved and probably something needs to be changed; 3) the idea will not work out and should be changed completely.

#### → THE COURSE OF THE GAME

Group is divided in two sub-groups: one sub-group is customers and another – producers/growers. At the end of the game, the producers have to find at least one potential client. According to the group size, the course deliverers may decide to assign the roles of different types of clients, for example, suppliers, manufacturers, dealers, individual

customers, or distributors. This is because the same product or business idea developed by the „producer” might be interesting for one type but useless for another type of clients/customers. After the first round, the players change their roles. When everybody has tried to talk to the „customer”, short group discussion and feedback from a tutor is welcome.

#### INSTRUCTIONS FOR THE PLAYERS

##### (TO BE PREPARED AND SPREAD TO THE COURSE PARTICIPANTS)

#### → PREPARE FOR YOUR TALK WITH A CLIENT/CUSTOMER:

1. First of all you have to understand who might be your potential clients and customers: suppliers, manufacturers, dealers, customers, distributors, etc.;
2. Prepare for the 7-10 minutes interview with your potential client/customer and think of the first impression you will make on your client: try to imagine or gather information

## 4. Entrepreneurship in Rural Areas and Developing a Business Plan (2 h)

about your potential client, think of your questions focusing on his/her needs, try to define your business idea clearly and be ready to explain it in brief and how will you be able to respond on customer's needs;

3. Keep flexibility and be open minded: you have to be ready to react on any unexpected information or answer you receive, and you also have to collect meaningful information to improve your offer in a future;
4. Develop questions that help to get you relevant data that can be later tested and avoid questions which may lead to subjective or speculative answers. Remember that you can ask also some wrong questions

therefore you can finish with a question: „What did I not ask?”. This will allow you get some missing and additional information;

5. You can also ask for suggestions whom else to talk to as this is great way to get more targeted contacts from other people or companies in the industry.
6. Summarize the results of your conversations: is your business idea viable and feasible? What should be improved?

### OBJECTIVES OF THE LESSON:

1. To create an understanding of motivation and problems when commencing a business as well as to build up theoretical knowledge of and practical skills in implementing a business idea.
2. To explain the nature of and need for a business plan.
3. To familiarise training course participants with the structure of a business plan, the logic of designing it, the content of its chapters and the ways of representing its information.
4. To deliver knowledge of business plan development steps to the training course participants, building up their theoretical knowledge of and practical skills in designing a business plan.

## 4. Entrepreneurship in Rural Areas and Developing a Business Plan (2 h)

### LEARNING OUTCOMES

Course participants comprehend their knowledge on the nature of and need for a business plan and can independently design a business plan. They are able to demonstrate a specific knowledge of business start-up and realise the complexity of entrepreneurship and the need for business planning. They can also generate and justify a business

idea (choosing the most appropriate herb under the particular conditions) based on their theoretical knowledge and skills and to perform necessary activities for business start-up. Course participants have experience to formulate business ideas and to identify the needs of potential customers to test the viability of their business ideas.

### SUGGESTIONS

In order for course participants to get deeper insight into the development of a business plan, it is useful to align the lesson on the development of a business plan with the content of the manual. In this way, it is easier for the training course participants to perceive the information and follow it, thinking of their business plan. To encourage the course participants to develop their own business ideas, a discussion and a brainstorm could

be started about what new they can suggest under the current competition conditions.

The first part of the lesson is organized as a lecture, but the second – as a role-play to identify a business idea. At the end of the lesson, the participants receive a home task for the next time: they should perform the task independently and be ready to discuss it during the next lesson.

### INDIVIDUAL HOME TASK (TO BE PRESENTED AT THE NEXT LESSON)

#### SELECTION OF MEDICINAL HERBS FOR CULTIVATION (2H):

→ Inspired by the results of the role-play, the course participants choose a particular herb, for which a business plan is going to be designed and justify their choice.

→ The training course participants define their business idea they will develop in details during the next lessons.

## 4. Entrepreneurship in Rural Areas and Developing a Business Plan (2 h)

### SELF-CHECK QUESTIONS

- What is typical of entrepreneurship in rural areas?
- What industries could be developed in rural areas?
- How can I identify the needs of the customers?
- Who may be my customers?
- What are the basic principles for business start-up?
- What the term business plan means and why it is necessary?
- What are the most popular goals and tasks of developing a business plan?
- What is the target audience of a

- business plan and why?
- What are the key components of a business plan?
- What key rules have to be complied with while developing a business plan?
- What information has to be presented in the summary?
- What general information on the enterprise could be given in a business plan?
- Why the characteristics of the industry have to be given in a business plan? What the characteristics encompass?

## 5. Practical Activity: Developing a Business Plan (7 h)

**THE PURPOSE OF THE PRACTICAL** is to provide course participants with practical knowledge of and skills in drawing up a business plan, as well as to develop their skills and competences in assessing competitiveness

and business risks.

**TEACHING METHODS:** lecture, problem solving, problem tasks, individual work, case studies, consultations with a tutor.

CONTENT OF THE PRACTICAL	TEACHING METHODS	DURATION	THE WAY TO TEST LEARNING OUTCOMES	WHERE TO FIND IN THE MANUAL?
1. A business idea is defined (the choice of a herb or a product to be produced, its feasibility)	Introductory lecture	1 hour	Group discussion	Page 138 - 241
2. Filling in a business plan form (product characteristics, market analysis, competitor analysis etc.)	Individual work, consultations with a tutor	4 hours	Feedback from a tutor Self-check questions	
3. Practical work on assessing competitiveness	Problem solving	1 hour	Feedback from a tutor Self-check questions	
4. Analysis of entrepreneurship risks: defining problems	Problem tasks	1 hour	Group discussion Self-check questions	Page 242 - 258 www.remap-project.eu

### ANALYSIS OF ENTREPRENEURSHIP RISKS: DEFINING PROBLEMS

The purpose of this task is to train the skills of the participants to define problems and recognize risks. The course participants work in small groups (4-5 people). Each group

have to analyse 6 pictures that contain many potential issues (crops destroyed by the pests, low quality herbs in different stages of their production, outdated technologies, work safety

## 5. Practical Activity: Developing a Business Plan (7 h)

breaches, etc.) Pictures can be substituted with small videos. The course participants are asked to define the issues they can see and

what questions they would ask or additional information they would want to help define the problems.

### OBJECTIVES OF THE PRACTICAL:

1. To familiarise training course participants with the structure of a business plan, the logic of designing it, the content of its chapters and the ways of representing its information.
2. To deliver knowledge of business plan development steps to the training course participants, building up their theoretical knowledge of and practical skills in designing a business plan.

### LEARNING OUTCOMES

Course participants comprehend and can independently develop a business plan. They are able to employ various competitiveness assessment methods and do market studies, can independently acquire, select and analyse information and use it in the development of the business plan, can project sales and production volumes, develop a financial plan and manage

risks in business. Based on the planned incoming and outgoing cash flows, they can identify the necessary amount of investment and choose the most appropriate source of finance. They can integrate knowledge and skills of diverse fields to develop and implement a high-quality business plan.

### SUGGESTIONS

During the lesson, course participants commence writing a business plan according to the instructions given in the manual. During teamwork (3-4 training course participants), they analyse the competitiveness aspects of future companies and perform an analysis of

entrepreneurship risks. The information and examples of herb producer experience available in the manual are used to perform these tasks.

Since the development of the business plan is a large piece of work, and 30 h of independent work are planned in the course, it is advised

## 5. Practical Activity: Developing a Business Plan (7 h)

to take at least a one-week break after this lesson, so that training course participants can prepare the business plan and its presentation. During the development of the business plan, individual consultations have to be available for the training course participants in case of

need.

At the end of the lesson, the participants receive a home task for the next time: they should elaborate their own business plan and to present it in front of the group.

### INDIVIDUAL HOME TASK (TO BE PRESENTED AT THE NEXT LESSON)

**Elaboration of a business plan: selection of a plant or product and writing a business plan (30 h):**

→ The business plan is developed independently, based on the information available in the manual.

→ If necessary, any training course participant is provided with individual consultations.

**Preparing a business plan presentation (2 h)**

→ The business plan is prepared and printed and submitted to the tutor for evaluation.

→ A presentation in Power Point is

prepared and presented within the training course participants' group. The duration of the presentation depends on the size of the group.

## 5. Practical Activity: Developing a Business Plan (7 h)

### SELF-CHECK QUESTIONS

- What are the key business plan development stages?
- What are the characteristics of goods or services produced by the enterprise?
- Where the enterprise gets information for the description of the sales market?
- What characteristics are used to describe the sales market for the enterprise in a business plan?
- What methods are used by the enterprise to analyse its competitors.
- What competitive advantages do you know?

- What a marketing plan consists of?
- What is a price policy?
- Name price determination methods and price tactics!
- What could be distributions channels for the goods of the enterprise?
- What is the purpose of a financing strategy and what it represents?
- What risks are faced by herb producers and processors?
- What stages risk management consists of?
- Why annexes are needed in a business plan and what information and materials the annexes contain?



## 6. Practical Activity: Presentations and Critical Analysis of the Business Plans (4 h)

**THE PURPOSE OF THE PRACTICAL:** to deliver knowledge to course participants about assessing a business plan.

**TEACHING METHODS:** presentations, role play, critical analysis, problem solving.

CONTENT OF THE PRACTICAL	TEACHING METHODS	DURATION	THE WAY TO TEST LEARNING OUTCOMES
Participants present their business plans	Presentations	2 hours	Group discussion Feedback from a tutor
Critical analysis of other business plans developed by the group member	Role play Critical Analysis	1,5 hours	Group discussion Feedback from a tutor Self-check questions
Discussion of business plan assessment results	Problem solving	30 min	Group discussion

### OBJECTIVES OF THE PRACTICAL:

- Course participants demonstrate the knowledge and skills acquired during the course by presenting their business plans.
- The course participants develop their skills and competences to critically assess the strengths and weaknesses of their business plans through actively participating in assessing one another's business plans.
- The course participants build up skills, identify problems and find solutions to the problems and engage in business in the herb industry.

## 6. Practical Activity: Presentations and Critical Analysis of the Business Plans (4 h)

### LEARNING OUTCOMES

Presenting their business plans at the end of the course, training course participants demonstrate their abilities to convincingly and clearly outline their business ideas, they

can critically assess other business plans, find alternative solutions, identify and define their own solutions to entrepreneurship problems in the herb industry.

### SUGGESTIONS

Course participants present their business plans, and anyone participating in the presentation may ask questions. Due to time constraints and limitations, depending on group size, the process of presentations can be organized in different ways. If the group is not large, all can see the presentations; however, if the group is large, it is split into two parts and the presentations are made in parallel. If necessary, the tutor gives written comments/corrections and recommendations to every participant in relation to how to enhance the

business plan.

An important objective of this lesson is to build up skills to critically analyse both one's own business plan and those of others. Training course participants could role-play presenting their business ideas – a member of the group could present his/her business idea, while the others role-play, e.g. an investor. Afterwards, the roles are changed. In this way, the role-play participants learn to look at their work from the outside and put themselves in the role of an evaluator.

### SELF-CHECK QUESTIONS

- Have I described all the required sections in my business plan?
- Are my argumentation skills sufficient?
- Can I convince the audience of my business idea?
- What weaknesses can I identify in the

- business plans written by others?
- What strengths do other business plans have?
- How can I enhance my business plan?

