

# VESURTE

Vocational Education for the Sustainable Development of Rural Tourism Enterprises  
An EU Leonardo Partnership Project  
with partners in Portugal, Spain, Poland and UK

## Report of Third meeting at **Baiao, Portugal**

Hosted by Escola Básica do 2/3 de Baião

16<sup>th</sup> -19<sup>th</sup> April 2013

### Aim to study:

3) Demand and skills (Approach to the training, as analysis of questionnaire)

### Learning points

- ⤴ Importance of common language, mutual understanding, English language.
- ⤴ Importance of cultural understanding, cultural expectations of timing, clothing, hosting, eating.
- ⤴ Rural issues and challenges – rural exodus, migration, brain drain, older people, cultural values different to urban population.
- ⤴ People from urban, sophisticated cultures want to learn rural traditional ways and lifestyles.
- ⤴ Lack of entrepreneurship and innovation in rural sustainable tourism.
- ⤴ Urban tourism - never environmentally sustainable. Rural tourism - possibly environmentally sustainable. Coastal, hotspot tourism - never environmentally sustainable. Always potential sustainable tourism in rural areas.
- ⤴ Student cycle tour guides- excellent youth-led enterprise opportunity, but need for training.
- ⤴ Bikes owned by school could be hired out by a student cooperative, for enterprise in summer holidays.
- ⤴ Practical activities such as tree planting, sheep shearing, soap making, cycle riding etc. could be more developed and promoted for local, small-scale, rural sustainable tourism.
- ⤴ The host school also has a Comenius multilateral project for primary school pupils on planting trees. This has great potential to link with local rural sustainable tourism. This school project links to the regional campaigns to replace the Eucalyptus and Pinus Pinaster monoculture plantations with native oak. See page 17- 20 of [http://www.ias.unu.edu/resource\\_centre/TKB%20Book%20FINAL%20Jan%202013\\_1.pdf](http://www.ias.unu.edu/resource_centre/TKB%20Book%20FINAL%20Jan%202013_1.pdf).
- ⤴ Rural schools can help develop and promote tourism eg. Rui has suggested a development plan for development of riverside car park on the banks of the river Duoro, where there is great sustainable development potential.

### Practical activities from school

These are directly related to tourism:

- ⤴ sheep shearing
- ⤴ bread making
- ⤴ soap making
- ⤴ wine pressing by feet
- ⤴ planting oak trees
- ⤴ campaigning to save water in hotels, restaurants. Eco-schools mirrors this and is a great preparation for exploring sustainable tourism.

### Types of tourism

- ⤴ Wine-tourism - vineyards, casa, tourism leaflets -most promoted. Port houses have great local power and influence. Processing, bottling plant at quinta. Heavy advertising and marketing.
- ⤴ Agro-tourism - farm crops, irrigation, peasant culture, clothes washing, grey water management,

gravity-feed of water needs great community cooperation because of the diversion of water to irrigate particular plots, strips etc.

- ▲ Sport/recreation-tourism - cycling on good cobbled single track rural roads. Maintenance of bikes, saddle, brakes, gears and chain. Use of hats, suntan oil, water or drinks, and relief car for tiredness, punctures, maps, routes etc. Find stopping points, customer care.
- ▲ Nature/biodiversity-tourism - oak forest, drivers, causes-effects, impacts – student powerpoint presentation shown before tour. In July and August use early morning and sunset touring.
- ▲ Heritage tourism - meal and three-piece accordion music/singing. Wood-fired oven cooked lamb, with oven door sealed with dough, home-made chicken sausages, chorizo, prosunto, maize and three cereals flour bread. Then midnight coach trip over rough mountain track to mesolithic dolmen. Three-sided dwelling/shelter on mound with east-facing entrance, carvings in granite rock, viewed with marrow-bone flaming torch.

### **Key sustainable tourism questions - to ask before or during next visit!**

1. What is the curriculum for the tourism student at the school? How far is sustainable tourism included?
2. Has Portugal an accreditation scheme for sustainable tourism destinations, including hotels, restaurants, centres etc?
3. How would local tourism operators answer the 10 key questions identified by the project?
4. What is the source of the meat - pork, lamb, chicken, and the fish - cod? Is it known by the retailer, cook, restaurant owner, customer? Few livestock seen in the terraced plots - only a few goats and sheep, and one donkey. Is the cod from Iceland, Greenland, Baltic? How sustainable is the livestock farming and deep-sea fishing?
5. Do local hotels, restaurants, tourism attractions use/know of any sustainable tourism/ eco-tourism accreditation/certification schemes? How widespread are they? Are they promoted? Is training provided? Do customers ask about environmental/ social impacts of the tourism?
6. Tourism promotion is mainly for wine. Is this because of the power and influence of the port producers?
7. What are the strategic plans for diversifying the tourism so it benefits rural peasant farming communities, and retains young people in rural communities?
8. What are the plans for spreading visitor impacts over a longer season, more than just July and August?
9. What are the conflicts between the promotion of tourism to Porto and the port wine houses/quintas and the rural communities away from the port-growing? How are they resolved? Is there a strategic regional or municipal forum for planning, developing, funding tourism? How do they understand and promote sustainable tourism?
10. What surveys, evaluation of tourism demand by tourists/visitors and supply by tourism operators/staff has been done? Is there a demand for training in sustainable tourism by tourism operators?
11. How is tourism promoted by the local tourism office in Baiao? How is it funded? Is tourism the main employment/economic sector in the Baiao municipality?

### **Tourism operators/businesses**

1. hotel, restaurant owners, staff
2. coach, minibus operators
3. farm owners and staff
4. guides and tourist information centre staff
5. tourism managers, marketing staff in municipality
6. Festival, event organisers

7. Bike, boat etc hire companies

### **Tourists/ Visitors**

1. Diaspora, returning from Brazil, France to relations, friends in local area
2. Spanish and French visitors
3. Caminho walkers/cyclists (pilgrims on the way to Santiago)
4. Port wine tourists

### **Visit Programme**

#### **Day 0 – Tuesday April 16th**

- ^ Arrival at 4ish. Meal at 8 in Flor de Baiao restaurant with accordion music and fado singing from the owner/cook/server.
- ^ Walk around Baiao, (popn. 3,000) - many granite cobbled lanes and tracks. Peasant farming. Small terraced fields and plots. Gravity-fed water irrigation system relying on cooperation from neighbours.
- ^ Stay at Pensao Borges.

#### **Day 1 – Wednesday April 17th**

- ^ Visit school facilities - primary 4 - 10, secondary 11-18, vocational 18-20
- ^ Shown round by 6 Tourism students. Rui Mendes teaches tourism.
- ^ Working session - Changed meeting and hosting dates to coincide with tourism events, festivals.
- ^ Reception with Mayor at town hall.
- ^ Case study – Quinta da Ermida to see wine, food and agro-tourism. Quinta (farm) in the Duoro valley. Bread-making demonstration, Farm-produced food and drink (vina verde, orange juice), wine bottling plant, hydroturbine to feed electricity into national grid.
- ^ Douro riverside parking area as potential for development of sustainable tourism destination.
- ^ Welcome dinner at Casa de Chavaes, with school students and staff.

#### **Day 2**

- ^ Presentation on water saving campaign by group of 4 students.
- ^ Presentation on Eco-School activities and local biodiversity project, with student video, by staff and students.
- ^ Demonstration of making washing soap from waste oils.
- ^ Cycle tour led by tourism students on school bikes.
- ^ Sheep shearing demonstration/ practical activity
- ^ Case study visit to herb farm. Only 8 years old on 8 ha. 4 or so workers weeding, picking, drying, packing. Electric-powered water thin pipe irrigation system is not as sustainable as the more traditional gravity-fed irrigation system. Mulching with long black plastic sheets is not as sustainable as green manure or other natural materials. All herbs are dried. A solar drier could be designed. All grown organically. But no nutrients, especially nitrogen, seem to be added to the granite-rich, mineral-rich soil. The aim is to farm biodynamically. All dried herbs are exported, especially to Belgium. No processing and local trade because there is more profit from export to richer EU countries.

(To send owner some contacts for Soil Association, Baldwins herbalists, Garden Organic.)

- ^ Dinner at Tasquinha do Fumo, on mountain top with wood-fired oven for lamb and wood-cured sausages, chorizo, chicken sausage. With accordion trio.
- ^ Midnight visit to mesolithic dolmen on mountain top.

### **Day 3**

- △ Visit to Porto.

### **Plan for last 4 Meetings**

5) Training material and events (Shared training material as presentation, activities and case studies)  
20 – 25 August 2013 Porto, Portugal

Case study on high season rural events - festivals

6) Training evaluation (Evaluation and certification)

1 – 5 March 2014 Pontevedra, Spain

Case study on off-season rural events - carnival

7) Wider promotion ( Dissemination through website, leaflet, and country-based event)

7 – 11 April 2014 Bialystok, Poland

Case study of rural event – Easter religion

8) Final evaluation

6 -10 July 2014 Cromer, Norfolk, UK

Case study of high season rural, coastal destination – fishing village, coast

### **To Do**

Need ppt file on water and ecoschools, and student film on biodiversity.

See [www.airbnb](http://www.airbnb) website re. Non-chain accommodation eg. Schooner in Lisbon.

See Tuna male student singing group from Portugese universities, science dept. Porto university.