

PROJECT PROPOSAL

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- Advisors:
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Project title:	Environmental Education Engagement in Responsible Tourism in Southeast Ohio
Implementation organisation:	Rural Action
Counterpart organisation(s):	Center for Campus and Community Engagement, Ohio University
Proposed budget:	\$6,150
Project commencement date:	Jan, 2016
Project location:	Southeast Ohio
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INTRODUCTION

Environmental education is identified as an essential element to promote the awareness of natural resources values. As defined by the International Union for Conservation of Nature, environmental education is “the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among humans, their culture and biophysical surroundings. Environmental education also entails practice in decision- making and self-formulation of a code of behaviors about issues concerning environmental quality” (IUCN, 1970). The concept of environmental education has been proliferated by many educational institutions to provide young people with opportunities to appreciate the nature resources and to be aware of existing problems that contribute to the degradation of natural resources. These young people are expected to respect the ecosystem, and therefore, adjust human behaviors in socio-economic activities for a sustainable future.

Environmental Education is also considered as a contemporary approach to place-based education that leverages the sense of place literature, a decades-old concept that emphasizes first-hand experiences with nature to connect children to the world (Carson, 1965). Environmental Education has been engaged in not only academic institutions but also various business sectors including tourism, which can considerably affect the natural resources. The rapid development of the tourism industry contributes to socio-economic development. However, tourism also entails more challenges for environmental protection and conservation efforts. Mass tourism, which is known for unsustainable practices that exceed the carrying capacity of the destinations, needs a shift towards a more responsible travel, which is ecotourism. Ecotourism that involves education and environmental interpretation could have high potentials for contributing to both socio-economic development and conservation goals if it is properly planned and developed, and if tourists are more aware of natural resource use and environmental protection (Weaver, 2001).

Consequently, integrating environmental education in tourism, especially nature-based tourism, could significantly contribute to a transition to sustainable ecotourism.

SUMMARY OF THE NEED

Hocking Hill State Park, which is nestled in Hocking Hills County, is well known as natural and historical destination in Southeastern Ohio that receives a high number of tourists from 42 US states and 32 countries (Hocking Hills Tourism Association, 2014). In 2013, there were 195 million visitors to Ohio, contributing \$38 billion. Among those, visitors to Hocking Hills State Park in 2013 generated \$3.2 million local tax, and there were more than 1,000 jobs were supported by tourism in this park (HHTA, 2014). Obviously, tourism is significantly contributing to the socio-economic development of Ohio. However, there are concerns that the increasing tourism activities will negatively impact the conservation and may not create more jobs for local people whose livelihoods are still heavily dependent on natural resources.

In the recent years, ecotourism has been identified as a driver for transformational changes in the use of natural resources in Southeastern Ohio. Rural Action, an outstanding non-profit organization that engages sustainable initiatives into community development in the Appalachian Ohio, has recently seen that the growing tourism sector in the region needs to promote sustainable travel. The organization identifies its role of advocating the tourism-related stakeholders for a responsible ecotourism development in the area. Also, the organization also recognizes that environmental education should be incorporated into tourism activities as a means of ecotourism development. The organization has recently developed an ecotourism strategy that applies the environmental education model in Costa Rica as a successful case study to engage environmental education into tourism activities (Rural Action internal report, 2015). Additionally, the organization has long significant experience in carrying out different environmental education programs for primary to high school students and teachers in the region. However, there is still a

need to develop environmental education programs that have deeper involvement of local communities, the non-profit organizations, and especially higher educational institutions, where students are expected to apply the knowledge of natural resources conservation in their work after graduation. Therefore, the project of Engaging Environmental Education into Responsible Tourism is seen as an effort of Rural Action in initiating the connection of tourism-related stakeholders, academic institutes, and the communities for responsible travel that both serve socio-economic development and conservation.

The project will allow Rural Action to mobilize human, financial, and technical resources for a two years program that critically leverages a future sustainable ecotourism in the region. The organization has the capacity to develop a comprehensive environmental education program that is incorporated in tourism products such as trails and recreational events for students as well as local people. Additionally, Rural Action is familiar with building up capacity of local community, which comprises knowledge and skill sets in the tourism sector.

PROJECT DESCRIPTION

1. Project Goals

The project of Environmental Education Engagement into Responsible Tourism aims at a long-term cooperation between Rural Action and Ohio University, and their partnerships with local community organizations. The goals of the project are to highlight environmental knowledge and awareness of faculty and college students and to promote sustainable tourism practices that benefit both local communities' socio-economic development as well as conservation. The project also focuses on providing students with opportunities to be involved in community development activities that are linked to the curriculum through a public-private partnership with Ohio University.

This project proposal is the result of a long development process, where the key partners have been actively engaged in developing the framework of the project. The process brought some of these partners together for the very first time, and this has already created very fruitful discussions and fostered the development of partners' networks. The project is basically about supporting this collaboration amongst the relevant partners, and facilitating the cooperative opportunities among them. In particular, participation and real involvement of local community members are essential for long-term sustainability of the initiatives that are fundamental for this project proposal.

Thus, the project will basically address two immediate objectives, which focus on (1) *utilizing environmental education as a means of teaching tool to maximize educational goals and promote responsible tourism in the area*, and (2) *benefiting local communities via tourism-related services and community engagement activities*.

2. Project partners

The project will be implemented with a synergy between Rural Action as key actor, and Center for Campus and Community Engagement at Ohio University as a key partner. The cooperation between the two partners will be recognized by a Memorandum of Understanding that fosters the joint-efforts in a wide range of activities within the scope of the project.

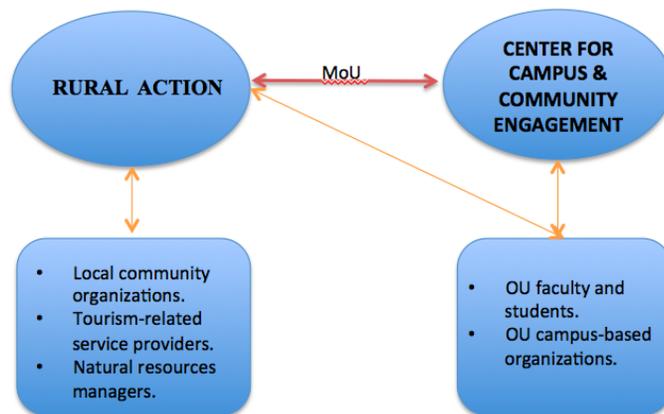


Fig. 1 Partnership organization chart

Rural Action

Located in Southeast Ohio, Rural Action's mission is to foster social, economic, and environmental justice in Appalachian Ohio. Rural Action has 25 years of expertise in natural resources management, community-based economic development, environmental education, and community leadership. Also, the organization has close links and partnerships with both public and private stakeholders with strong synergies that help leverage our efforts in strengthening community's capacity and involvement into socio-economic development. Initiating this project will also distinguish Rural Action as a social entrepreneur who is committed to community development and supporting the maximization of educational benefits in the community.

Rural Action will act as a service provider to faculty members and students through a broad range of activities that will be carried out in cooperation with organizations of Ohio University. The organization will play its a role of a service provider: cooperate with various partners such as local community organizations and individuals, natural resources managers, and tourism-related providers for the field trips, service learning hours, and other educational activities developed from this project. Rural Action will also be proactive in working with other OU organizations with the support of CCCE for events that maximize the educational goals.

In the meantime, Rural Action will also serve as a community liaison to community members who are involved in tourism activities. The organization will help build up capacity for local members by providing them tourism skill sets by training. The organization will also contribute to creating job opportunities for local members in tourism-related activities as well as community engagement activities within the scope of the project.

Center for Campus and Community Engagement

The Center for Campus and Community Engagement oversees community outreach and engagement Ohio University. The Center functions as a bridge to connect the academic institution and the community organizations in Southeastern Ohio. The Center has initiated a full range of educational support services to faculty members, students, and community members through community engagement activities, training courses, service learning, and mini-grants. The Center envisions its role in driving OU as an academic institution that pioneers community involvement for collective benefits.

The Center has ongoing experiences in working with different community organizations in the surrounding areas. For this project, CCCE will function as a key partner with Rural Action as a local-based non-profit organization to give administrative and educational supports for the project implementation. Additionally, CCCE will also work as a coordinator between RA and OU's departments, organizations, and faculty members, and students to strengthen the cooperative relationships between the parties and to ensure the alignment of educational goals and betterment of the community.

Other partners:

Other partners/ stakeholders that both directly and indirectly are involved in the project include OU's organizations and faculty members, natural resource managers, and tourism services providers. The OU faculty and organizations that choose to participate in the project will cooperate with the two key partners to create integrative curricula that advance students' knowledge and experiences. The tourism services providers who are direct and indirectly involved in the project will also benefit from the support and facilitation of the projects. The natural resources managers who engage in the cooperation will maximize their conservation goals through environmental education activities that the project implements.

3. Target groups

Students are identified as the primary target group of the project that receives both personal intellectual and developmental benefits from the project activities. The project will provide students with opportunities to interact with nature and local people. Students will better understand the history and community life as a part of the whole ecological system and therefore understand the importance of natural resources for community life. They will become sensitized to the environmental conservation efforts in the region. Also, students are trained to develop their knowledge and interpersonal skills throughout a wide range of hands-on activities that they are directly involved in. The internships opportunities will provide students with the learning-by-doing approach to prepare for the future career path in environmental and tourism-related fields. Additionally, students can have opportunities to gain a Community Engagement honors distinction provided by Honors Tutorial College on participating in the project activities as a part of the planned certification program.

Community members are identified as a key target group as well as partners that directly and indirectly benefit from the project. Because ecotourism development in the communities expected to generate job opportunities for the communities in the region, particularly in Athens county where there are 20-31.6% population living in the poverty (Ohio Development Services Agency, 2016), RA sees a great potential in responsible tourism for improving livelihoods and leadership empowerment. Therefore, it intentionally seeks to select the community members that are marginalized in the areas such as farmers, former coal miners, and other individuals with knowledge of the history and culture of the region. Tourism services and products associated with this project implementation will involve community members and ensure that they have more opportunities to directly supplement their families' income. The involvement of community

members into the project also help promote a mutual understanding that close the gaps between the academic institutions and the community. Additionally, through out the field trips and associated activities such as gardening, organic lunches, etc., a value chain of food systems will be focused and it will consequently promote the sustainable farming practices in the region. When possible, the tours will contract local restaurants to provide lunches as an income generating opportunities for local people.

4. Project objectives and outputs

The project plan does not identify exactly which kind of services and goods will be promoted and delivered in the communities. A lot of good suggestions have been made by the relevant stakeholders, but the project and its stakeholders will need to undertake a more thorough assessment to verify the needs of faculty and students, the motivation of the community, and that the expected quantity of the services can be achieved. The project will focus on enhancing practical knowledge and experience for students and fostering income-generating activities for the community. Supports for the project will be based on business plans and cost-sharing mechanisms developed by the two key partners with a participatory approach that includes involvement of faculty and community members, demonstrating that the partnerships can become sustainable.

Immediate objective 1: Environmental education and responsible tourism are used as a teaching tool to develop a sense of place that contributes to the educational goals of Rural Action and Ohio University.

- Output 1.1: Environmental education programs incorporated into tourism activities will be developed for Ohio University's courses.
- Output 1.2: Partnership between Rural Action and Ohio University enhances student learning and contributes to Rural Action's mission

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- Output 1.3: An internship program for Ohio University students will be developed that recognizes Rural Action's roles in students' learning experiences.

Immediate Objective 2: Responsible tourism directly benefits local communities.

- Output 2.1: Local community is better-involved tourism activities in the region.
- Output 2.2: Responsible tourism activities are better promoted in the region.
- Number of training programs that are delivered for community members.

5. Project periods and activities

The project activities can be found in the logical framework (Appendix 1).

The most important activities related to the object 1 are: developing field trips to natural reserves and attractions for OU students, developing lectures/presentations for OU classes that escalate students' understanding of the environmental issues, and establishing a partnership with CCCE as a primary partner for project implementation.

The most important activities related to the objective 2 are engaging community members with local knowledge contribute to field trips for OU students/faculty, and building up capacity for local community members in tourism related skills.

6. Project key success criteria/indicators

Particular indicators and means of verifications will measure the objectives and outputs of the project accordingly. The key project success indicators include:

- Number of field trips, service learning hours, and projects participated by OU students.
- Number of lectures given by RA's representatives
- A Memorandum of Understanding between RA and CCCE for the collaboration in the project activities and potential community engagement activities.
- Number of internship positions at RA for OU students.

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- A cost-sharing mechanism and reinvestment plan for environmental education.
 - Number of community members engaged in the project activities and a benefit sharing mechanism between RA and community members.

ASSUMPTIONS AND RISKS

The following assumptions and risks have been identified as follows:

- OU faculty are willing to design the courses that have field trips, service learning, class projects, and internship opportunities.
- CCCE will maintain partial financial supports for courses that engage field trips and service learning.
- The partnerships between RA and natural resources managers, and service providers are already in place.
- Community members are ready to involve in EE programs.
- A potential risk of the project is the commitment of the implementer and its partners that may challenge the success of the project. A diversion of initial goals may arise when the project is unable to fully involve of the community members and there is limited benefits for community members is found.
- Community members may feel like they are being studied.

The assumptions and risks are not considered big threats to the project implementation as partners and stakeholders have shown a great interest in the project and provided feedback to the methodology of the project. However, the project implementer will be aware of these assumptions and risks and work actively with the partners and stakeholders during the implementation of the project in order to reduce the risks.

MONITORING AND EVALUATION

It is of utmost importance for the project implementer to systematize the experiences gained from implementation. In order to be able to document best practices and build on these in further initiatives, a Monitoring and Evaluation (M&E) system should be developed within and after the implementation of the project. Therefore, the means of information verification regarding the indicators will be collected as follows:

- An M&E system of the project include the project evaluation that reflects the project activities and stakeholders' involvements at annual basis will be developed. Monitoring will be conducted throughout the project implementation, while Evaluation will be periodically carried out based on the given indicators.
- Dialogues and interviews with community members, and OU faculty and students will be conducted to evaluate the efficiency of project activities.

The means of verification information can be found in Appendix 1 (logical framework)

PROJECT ORGANIZATION

Rural Action is the primary organizer of this project. Rural Action will assign its personnel to implement the project including working with partners and stakeholders. The project's key personnel include:

- a project coordinator,
- an environmental education specialist,
- an administrative and finance staffs,
- and OU interns.

The Project coordinator will be in charge of the overall management of the project, and ensure that outputs are delivered and objectives met as well as the dialogue and reporting to the organization's CEO, partners, and stakeholders.

The Project coordinator will manage the day-to-day contact and monitoring of the project, including close contact to the partners (CCCE), communities, and stakeholders such as natural resources managers and tourism services providers. The project coordinator will organise all practicalities related to the project activities and coordinate the staffs and interns.

The staff's salary will be responsible by Rural Action. The project office is located at Rural Action's headquarter at the Plains, Ohio.

APPENDIX

Appendix 1: Logical Framework

Appendix 2: Budget plan & timeline

Appendix 3: Memorandum of Understanding Rural Action and Center for Campus and Community Engagement

REFERENCE

IUCN (1970). International Working Meeting on Environmental Education and the School Curricula (Carson City, Nevada, USA)

Carson, R. (1965). *The Sense of Wonder*. Harper.

Weaver, D., B. (2001). *Ecotourism*. John Wiley & Sons Australia, Limited

DiscoverOhio.com

<http://www.explorehockinghills.com/about/>

Hocking Hills Tourism Association

Rural Action (2015). *Environmental Education as a Means to Grow Ecotourism: Rural Action's Adaptation of the Costa Rican Model*. Internal Report.

Ohio Development Services Agency (2016). *The Ohio Poverty Report*
<https://www.development.ohio.gov/files/research/p7005.pdf>.

Memorandum of Understanding

Between the

Center for Campus and Community Engagement Ohio University

and

Rural Action

This Memorandum of Understanding (the Memorandum) is made by and between The Center for Campus and Community Engagement at Ohio University (hereinafter referred to as the CCCE) and Rural Action (hereinafter referred to as RA) for the purpose of achieving aims and objectives relating to community engagement projects.

1. Scope and purpose

- 1.1. The CCCE and RA as parties to this Memorandum undertake a partnership to promote academic and cultural collaboration between the Institutions.
- 1.2. The Institutions agree to cooperate in order to advance learning and create strong communities through service-learning and community engagement through activities that:
 - Foster opportunities for collaborative teaching, service learning, internship, and community engagement;
 - Promote community outreach initiatives for faculty member and students for the purpose of personal and professional development;
 - To facilitate the connection between students and community members via community-engaged courses, field trips, and internship program;
 - Provide cultural and intellectual enrichment opportunities for staff and students of both parties.

2. Academic standards and quality

- 2.1. Any taught programs leading to recognised academic qualifications that are developed as a result of this Memorandum will be the subject of separate agreements between the OU's faculty members and RA program directors. Such agreements will specify responsibilities for academic standards and quality, learning support and personnel designated for each activity.
- 2.2. The Institutions understand that the course instructors and the program organizers are fully responsible for the quality of the programs, including but not limited to content instructions, teaching materials, event quality, and physical safety of the students participating in the programs.

3. Accountability of students

- 3.1. The Institutions agree to foster student accountability for their performance of classwork, field assignments, internship's terms of appointment, and service learning by developing helpful connections and instructions.

4. Feedback

- 4.1 The Institutions agree to establish a supportive channel to keep students engaged on the mutual programs, and to keep students responded of their progress and completion of their responsibilities.
- 4.2 The Institutions agree to develop a system for evaluating this partnership together and the programs it produces.

5. Funding

- 5.1. Financial support will be established by mutual agreement between the two Institutions at the beginning of each activity.
- 5.2. RA undertakes to meet its own costs which are not covered through project funding from the CCCE incurred in the implementation of the project in accordance with mutual agreements between the faculty members and RA's program directors.
- 5.3. CCCE agrees to sponsor mini-grants for the purpose of assisting courses provided by faculty members that engaged community outreach, including but not limited to field trips, and service learning hours in collaboration with RA.
- 5.4. CCCE agrees to make a connection between Rural Action and OU's organizations for a partnership on sending work-study students as RA's interns.

6. Designated points of contact

The primary point of contact and liaison from each Institution to this MOU is as follows:

For CCCE: Diana Marvel

Lindley Hall

Room 041A

Ohio University

Attention

Telephone: 740-597-1206

Email: marvel@ohio.edu; communityengagement@ohio.edu

For RA: Joe Brehm

9030 Hocking Hills Drive

The Plains, OH 45780

Telephone: 740-677-4047

Email: joe@ruralaction.org; michelle@ruralaction.org

7. Confidentiality

- 7.1. The Institutions agree that neither party, without the prior written consent of the other party shall, either directly nor indirectly, to any extent whatever, divulge, disseminate, communicate or otherwise disclose any confidential or proprietary information provided by the party as a result of executing of this Memorandum.

8. Resolution of disagreements

- 8.1. Any disputes arising from the interpretation or implementation of this Memorandum will initially be addressed at an informal level by the relevant staffs involved in the dispute. Where a resolution cannot be achieved informally, the dispute shall be referred to the signatories of this Memorandum (or their successors), or to their nominated representatives.

9. Operation of this Memorandum

- 9.1. Nothing in this Memorandum shall be construed as creating any legal or financial relationship between the Institutions. This Memorandum is a statement of intent to foster genuine and mutually beneficial collaboration.
- 9.2. This Memorandum will be valid from the date of signing for a period of years subject to a favourable review by both Institutions after the first year of operation.
- 9.3. The renewal or lapse of the Memorandum should be negotiated by both Institutions at least 6 months prior to the end of the period of operation.
- 9.4. Should either Partner wish to withdraw from the Memorandum prior to the end of its period of operation they may do so by giving three months notice, in writing, on the condition that they fulfil any outstanding commitments under the Memorandum.

On behalf of CCCE:

On behalf of RA:

Date

Date

Appendix 1: Logical Framework

Objectives	Activities	Objective verifiable Indicators	Means of verification	Assumptions
Immediate objective 1: Environmental education and responsible tourism are used as a teaching tool to develop a sense of place that contributes to the educational goals of Rural Action and Ohio Univeristy				
<i>Output 1.1:</i>				
Environmental education programs incorporated into tourism activities will be developed for Ohio University's courses.	<ul style="list-style-type: none"> ○ Identify potential educational programs at OU that offer service learning, class projects, and internship opportunities relevant to RA's works. ○ Develop field trips to natural reserves and attractions for college students. ○ Develop lectures/presentations for OU classes that escalate students' understanding of the environmental issues and weave Rural Action's experience into the course materials. 	<ul style="list-style-type: none"> ○ Number of courses and programs offered by OU that have service learning, community projects. ○ Number of field trips, service learning hours, and projects participated by OU students. ○ Number of lectures given by RA's representatives ○ Student feedback to professors about guest lectures/presentations 	<ul style="list-style-type: none"> ○ M&E system of the project that reflects the quantity and quality of field trips, lectures, projects after one academic year. 	<ul style="list-style-type: none"> ○ Professors are willing to design the courses that have field trips, service learning, class projects, and internship opportunities.
<i>Output 1.2:</i>				
Partnership between Rural Action and Ohio University	<ul style="list-style-type: none"> ○ Rural Action establishes a partnership with Center for Campus and Community 	<ul style="list-style-type: none"> ○ Signed agreement between RA and CCCE. 	<ul style="list-style-type: none"> ○ Review the agreement. 	<ul style="list-style-type: none"> ○ CCCE will offer grants for courses that

<p>enhances student learning and contributes to Rural Action's mission</p>	<p>Engagement (CCCE) of OU that connects RA with class field trips, lectures, and internship opportunities.</p> <ul style="list-style-type: none"> ○ Encourage professors to certify their courses as service learning courses through the CCCE. ○ Strengthen the relationships between Rural Action and community organizations and individuals who contribute to student learning. ○ Enhance the partnerships between Rural Action and Wayne National Forest, Ohio Department of Natural Resources, and other public land managers. 	<ul style="list-style-type: none"> ○ Dialogues between RA and CCCE and OU professors regarding the field trips, service learning hours, projects. ○ Dialogues, meetings, and cooperation between RA and community members. ○ Dialogues, meetings, and cooperation between RA and natural resources managers. 	<ul style="list-style-type: none"> ○ Dialogues and interviews with professors and CCCE representatives regarding the partnerships. ○ Dialogues and interviews with community members and natural resources managers about the partnerships. ○ Proof of income from EE programs of community members 	<p>have service learning, projects, and field trips.</p> <ul style="list-style-type: none"> ○ The partnerships between RA and natural resources managers are already established.
<p><i>Output 1.3:</i></p>				
<p>An internship program for Ohio University's students will be developed that recognizes Rural Action's roles in</p>	<ul style="list-style-type: none"> ○ Develop an internship program for college students in both environmental education and sustainable tourism that meet OU's requirements and fulfill RA's missions. 	<ul style="list-style-type: none"> ○ Number of internship positions with job descriptions. ○ A cost-sharing mechanism and reinvestment plan for 	<ul style="list-style-type: none"> ○ M&E system reflects the numbers of internship positions and evaluation of the programs. 	<ul style="list-style-type: none"> ○ OU promotes the internship opportunities for students. ○ OU appreciates RA's role in

students' learning experiences.	<ul style="list-style-type: none"> ○ Establish the cost sharing mechanism between Rural Action and OU for internship credits. 	environmental education of RA given the reimbursement from OU.	<ul style="list-style-type: none"> ○ Report of RA's revenue and reallocation for the EE program. 	maximizing educational goals of OU via existing partnerships, and that OU is willing to share management costs for internship program.
Immediate Objective 2: Responsible tourism directly benefits local communities.				
<i>Output 2.1:</i>				
Local community is better involved tourism activities in the region.	<ul style="list-style-type: none"> ○ Community members with local knowledge contribute to field trips for OU students/faculty and are reimbursed for their contributions ○ Rural Action serves as liaison to community members engaged in responsible tourism activities ○ Strengthen partnerships with tourism related services providers in the locality. 	<ul style="list-style-type: none"> ○ Number of community members engaged in field trips, lectures, etc. ○ Engaged community members report that tourism activities have benefits to them ○ Contracts/agreements with service providers. ○ Number of training programs and training materials for community members 	<ul style="list-style-type: none"> ○ Dialogues and interviews with tourism service providers. ○ Review of the training materials. ○ Dialogues and interviews with community members. 	<ul style="list-style-type: none"> ○ Community members are ready to involve in EE programs. ○ The partnerships between RA and tourism related service providers are in place.

	<ul style="list-style-type: none"> ○ Build up capacity for local community members in tourism related skills. 	<ul style="list-style-type: none"> ○ Dialogues with community organizations and individuals. 		
<i>Output 2.2:</i>				
Responsible tourism activities are better promoted in the region.	<ul style="list-style-type: none"> ○ The environmental education programs will be widely promoted via linkable websites of tourism operators in the region. ○ OU will be a key partner to advertise the environmental education and responsible tourism events that are relevant to OU's goals for community engagement and enhancing students' experiences. ○ College of Arts and Sciences faculty will promote events to their students that augment learning in themes such as Sense of Place 	<ul style="list-style-type: none"> ○ Number of websites that promote EE programs. ○ Number of advertisement materials (website, flyers) delivered by OU. ○ Number of OU students and faculty attending relevant events 	<ul style="list-style-type: none"> ○ Review the advertisement materials 	<ul style="list-style-type: none"> ○ Assume that OU agrees to post advertisement of EE program on its website, and OU schools and departments agree to promote the programs via student orientations.

Appendix 2: Activities plan with budget allocation & timeline

Activities	Budget in USD (01 year)			Year 2016											
	Rural Action	Other sources	Total	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Output 1.1 Environmental education programs incorporated into tourism activities will be developed for Ohio University's courses.	500	2,000	2,500												
Identify potential educational programs at OU that offer service learning, class projects, and internship opportunities relevant to RA's works.	200		200												
Develop field trips to natural reserves and attractions for college students.	100	2,000	2,100												
Develop lectures/presentations for OU classes that escalate students' understanding of the environmental issues and weave Rural Action's experience into the course materials.	100		100												
Output 1.2 Partnership between Rural Action and Ohio University enhances student learning and contributes to Rural Action's mission	400	-	400												
Rural Action establishes a partnership with Center for Campus and Community Engagement (CCCE) of OU that connects RA with class field trips, lectures, and internship opportunities.		-	-												
Encourage professors to certify their courses as service learning courses through the CCCE.	100	-	100												
Strengthen the relationships between Rural Action and community organizations and individuals who contribute to student learning.	100		100												
Enhance the partnerships between Rural Action and Wayne National Forest, Ohio Department of Natural Resources, and other public land managers.	200		200												
Output 1.3 An internship program for Ohio University's students will be developed that recognizes Rural Action's roles in students' learning experiences.	-	-	-												

Develop an internship program for college students in both environmental education and sustainable tourism that meet OU's requirements and fulfill RA's missions.			-												
Establish the cost sharing mechanism between Rural Action and OU for internship credits. (Reimburse Rural Action for managing OU's students)			-												
Output 2.1 Local community is better involved tourism activities in the region.	500	2,500	3,000												
trips for OU students/faculty and are reimbursed for their contributions		500	500												
Rural Action serves as liaison to community members engaged in responsible tourism activities	500		500												
Strengthen partnerships with tourism related services providers in the locality.			-												
Build up capacity for local community members in tourism related skills.		2,000	2,000												
Output 2.2 Responsible tourism activities are better promoted in the region.	250	-	250												
The environmental education programs will be widely promoted via linkable websites of tourism operators in the region.	250		250												
OU will be a key partner to advertise the environmental education and responsible tourism events that are relevant to OU's goals for community engagement and enhancing students' experiences.			-												
College of Arts and Sciences faculty will promote events to their students that augment learning in themes such as Sense of Place			-												
Administrative cost	-	-	-												
Total cost	1,650	4,500	6,150												