

MODULE 08

DIGITAL ENTREPRENEURSHIP

DIGITAL RURAL EUROPEAN ART
AND MEMORY



Project partners





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How to use this E-book

You can use this e-book before, during or after the learning session. The sections build step by step from understanding entrepreneurship and value creation to developing a local heritage idea, planning the resources it needs and identifying possible funding.

Each section includes explanations, examples or short practical activities. Use these tasks to gradually develop your own idea rather than trying to complete everything at once. At the end of the e-book, you will use what you have learned to prepare a Mini Heritage Venture Application. You do not need previous business or funding experience. The aim is to practise turning a simple local idea into a clear and realistic project concept.



Bojnice Castle, Slovakia

MODULE INFORMATION

 Module number 08	 Level Beginner
 Topic Digital entrepreneurship through local heritage	 Format Hybrid learning
 Duration 3 hours	 Main output Mini Heritage Venture Application

About this module

Digital entrepreneurship is not only about starting an online business or using the newest technology. It begins with recognising an opportunity or a need and finding a useful way to respond to it. Digital tools can support this process by helping people communicate, share knowledge, organise activities, reach new audiences or deliver products and services in new ways.

In rural communities, entrepreneurial ideas can grow from resources that already exist locally: stories, skills, traditions, landscapes, objects, relationships and community knowledge. This module will help you explore how these resources can be developed responsibly into a small project, service or initiative. You will learn how to identify a real need, define the value your idea could create, choose a useful digital element, plan activities and resources, and look for suitable funding or support.



Learning Objectives

- Explain entrepreneurship as creating value for others.
- Describe how digital technologies can support an entrepreneurial idea.
- Identify a local heritage asset, a real need and the people who could benefit.
- Choose a simple digital element that supports the purpose of the idea.
- Connect an objective with activities, results, resources and costs.
- Identify which resources are already available and what additional financial support is needed.
- Find and check an official funding or support opportunity.
- Prepare a simple simulated application for a heritage-based entrepreneurial idea.

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0. Before You Begin: My Starting Point

Before starting the module, rate each statement from 1 to 5. Use 1 when you cannot do the task yet and 5 when you can do it independently. This is not a test. It is a way to notice your starting point and later recognise your progress.

- I can identify a community need that could become a project, service or small venture.
- I can explain who would benefit from my idea and what would improve for them.
- I can identify a local story, skill, tradition, place or object that could be developed responsibly.
- I can search for an official funding or support opportunity.
- I can check whether a funding opportunity is trustworthy and relevant.
- I can prepare a simple objective, activity plan and budget.

Keep your ratings. You will return to the same statements at the end of the module.

1. Entrepreneurship as Creating Value

Entrepreneurship is often associated with companies, profit and risk-taking. The European Entrepreneurship Competence Framework, known as EntreComp, uses a broader and more useful definition for learning: entrepreneurship is the capacity to act on opportunities and ideas and transform them into value for others (Bacigalupo et al., 2016). This value can be financial, cultural, social or environmental, and the action can take place in a business, a public institution, an association, a classroom or a community initiative.



Key Concepts

Entrepreneurial competence combines ideas and opportunities, resources and action.

The Council of the European Union (2018) also recognises entrepreneurship competence as the capacity to act upon opportunities and ideas and transform them into value for others, including through creativity, critical thinking, problem solving, initiative and collaboration.

This understanding is especially relevant in rural communities. A person does not need to register a company before thinking entrepreneurially. A craftsperson may create a new workshop or service. An unemployed adult may develop a skill into self-employment. A village association may prepare a project that responds to a community need. They have noticed something that could be improved or developed and have taken steps to make it happen.



Key Concepts

Opportunity: A situation in which a need, resource or change creates the possibility for useful action.

Value: A beneficial change created for a person, group, community or environment.

Entrepreneurial action: The organised steps taken to turn an idea into a useful result.

Venture: A project, initiative, service or business developed to create value.



Practical Task

Think of four people or groups in your area: for example, a craftsperson, a local association, an unemployed adult and a cultural institution. For each one, write one action that would be entrepreneurial even if it did not involve starting a new company. Explain what value the action could create.

2. Value Is More Than Profit

A strong **community idea** may create several kinds of value at the same time. It may bring income or work, strengthen relationships, keep knowledge or language alive, improve access to local culture, or reduce unnecessary use of materials and travel. For example, a paid craft workshop may earn money for the craftsperson, but that is only one part of its value. The same workshop may bring generations together and help pass on a skill that is becoming rare.



Key Concepts

Economic value includes income, savings, employment and local trade.

Social value includes participation, inclusion, relationships and wellbeing.

Cultural value includes the transmission of knowledge, identity, language, skills and memory.

Environmental value includes lower waste, responsible travel and more sustainable use of materials and natural resources.

When you describe the value of an idea, be specific. Phrases such as “promote the village” or “support culture” sound positive, but they do not tell us what will actually change. A clearer description says who should benefit, what should improve for them and how the idea will help.

Type of value	What it may mean	Simple heritage example
Economic	Income, savings, work or local trade.	Paid craft workshop or guide service.
Social	Participation, inclusion, relationships or wellbeing.	Intergenerational memory event.
Cultural	Knowledge, identity, language or heritage transmission.	Digital archive or audio route.
Environmental	Lower waste, responsible travel or sustainable use of resources.	Reusable exhibition and low-data materials.



Practical Task

Choose one simple community idea. Identify the most important type of value it should create and at least one additional type of value. Then complete the sentence: “This idea is valuable because it will help _____ to _____.”

3. What is Digital Entrepreneurship?

Digital entrepreneurship is entrepreneurship in which digital technology forms part of the product, service, communication, delivery or organisation of the idea. Hull et al. (2007) define it as “a subcategory of entrepreneurship in which some or all of what would be physical in a traditional organization has been digitized” (p. 293). In simple terms, this means that digital technology becomes part of how an idea creates and delivers value (Nambisan, 2017).

Importantly, a digital venture does not have to exist entirely online. A traditional activity can become partly digital when technology is used to communicate with customers, organise bookings, deliver information or provide part of a service. In other cases, the product or service itself may be digital. Hull et al. (2007) therefore distinguish between ventures with a relatively small digital element and ventures in which most or all activities depend on digital technologies.

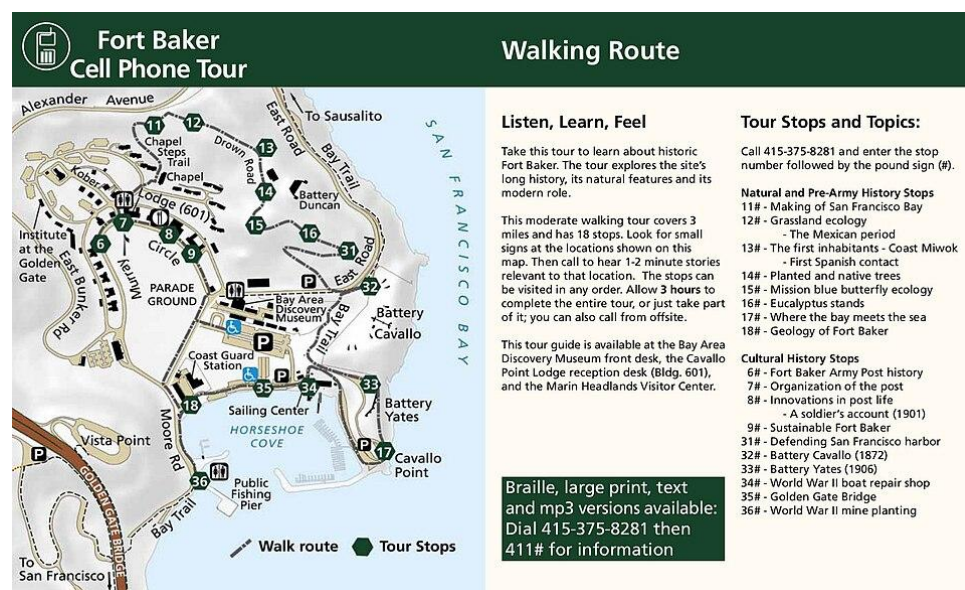
What parts of an entrepreneurial activity can be digital?

Digital product or service: The product, service or part of the experience exists in digital form.

Example: A local guide creates a downloadable heritage map or an audio tour.

Figure 1

Example of an online map



Note. From NPS fort-baker-walking-tour-map [Photograph], by U.S. National Park Service, 2017, Wikimedia Commons (https://commons.wikimedia.org/wiki/File:NPS_fort-baker-walking-tour-map.jpg). In the public domain.

Digital marketplace and communication: People discover the activity, ask questions, make bookings or place orders online.

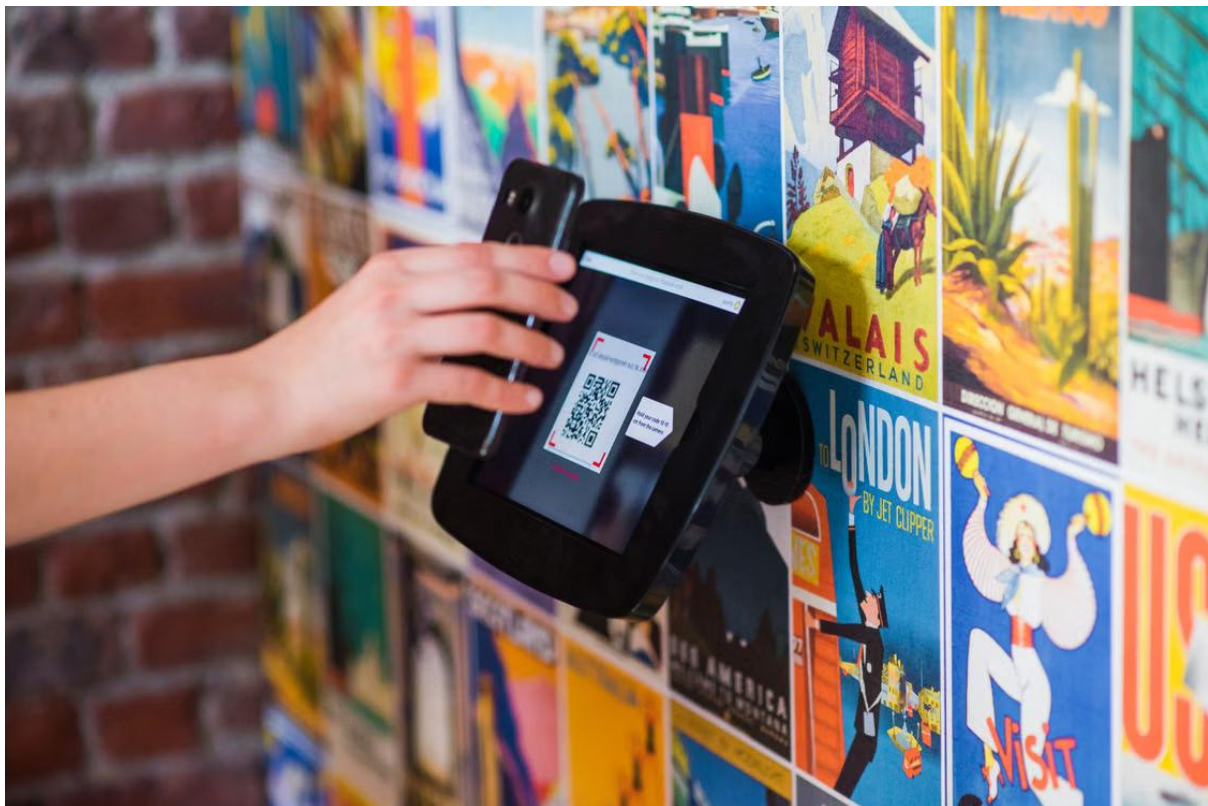
Example: A craftsperson presents workshops on a simple webpage and accepts bookings through an online form.

Digital delivery and distribution: Digital technology helps the product, information or service reach the user.

Example: Visitors scan a QR code to listen to stories about buildings along a heritage route.

Figure 2

Example of accessing a service through a QR code



Note. From Cellphone and scanner [Photograph], by Proxyclick Visitor Management System, n.d., Pexels (<https://www.pexels.com/photo/cellphone-and-scanner-2451622/>). Pexels License.

Digital work and organisation: Digital tools are used behind the scenes to organise activities, information, partners or customers.

Example: A community association uses shared online documents to coordinate volunteers and plan a cultural event.

Digital entrepreneurship can therefore combine **physical** and **digital elements**. A person may still produce a physical object, meet customers face to face or organise an activity in a real location while using digital technology where it makes the activity easier to access, organise or develop.

Remember: *Digital entrepreneurship is not about using as much technology as possible. Digital tools should support the purpose of the idea and the people it is intended to serve.*

4. Digital Entrepreneurship in Rural Communities

Digital tools can make entrepreneurial activity less dependent on distance. They can help people communicate, organise requests, present products or cultural activities, share knowledge, reach visitors and work with partners outside the immediate area. However, digital entrepreneurship remains shaped by place. Rural areas may face weaker connectivity, fewer specialist services and unequal access to digital skills, so technology does not automatically remove every barrier (Gerli & Whalley, 2022).

This is why small, practical solutions often work best. A small provider may need a basic booking form rather than a complex website. A community archive may need a moderated contribution form and a supported collection day rather than an open platform. A local guide may use compressed audio, transcripts and QR codes so that visitors can access stories on a mobile phone without downloading a large application.

Rural entrepreneurship also grows from knowledge of the place itself: local skills, relationships, traditions, landscapes and ways of working. Wider networks can then provide things that are harder to find locally, such as specialist advice, marketing, finance or technical knowledge (Korsgaard et al., 2015). Digital tools can help build these connections, but they should remain realistic for the people who will use them.

Examples of Low-Barrier Digital Formats

Digital audio route: short local stories accessed through a mobile-friendly page or QR code.

Online directory: a simple list of craftspeople, producers, services or cultural activities.

Remote workshop: short low-data demonstrations combined with a live or face-to-face session.

Digital booking or order form: a simple way to organise requests without building a full online shop.

Community archive: a moderated collection of photographs, memories and descriptions under agreed rules.

One-page catalogue: a mobile-friendly overview of products, workshops or community activities.



Practical Task

Choose one of the formats above. Describe the rural barrier it could reduce, the people it would help and one new barrier it might create. For example, a digital route may reduce the need for a guide at every visit, but it may exclude people with weak connectivity unless a printed alternative is available.

5. Local Heritage as an Entrepreneurial Resource

In rural areas, many entrepreneurial ideas begin with things that are already part of local life: knowledge, skills, relationships, landscapes, traditions and places. The Faro Convention describes cultural heritage as resources inherited from the past that people recognise as expressions of their values, beliefs, knowledge and traditions (Council of Europe, 2005). Some of these resources are physical, such as buildings, tools, photographs, documents or landscapes. Others are living: recipes, songs, crafts, celebrations, working methods, stories and knowledge of nature. There are also community resources that are easy to overlook, such as trust, language, local contacts, meeting places and shared memories. Any of these can become the starting point for a useful activity or service.

The point is not to turn every tradition into something to sell. A **heritage-based idea** should respond to a real need and respect the people connected to the heritage. A historic path might become an accessible audio route because visitors struggle to understand it without a guide. A traditional recipe might become the basis of a workshop because the knowledge is no longer being passed on. Community-based enterprise research similarly shows that economic, social, cultural and environmental goals often overlap in local development (Peredo & Chrisman, 2006).

Figure 3

Example of a traditional craft as a local heritage resource



Note. From Bobbin lace [Photograph], by Cgoodwin, 2008, Wikimedia Commons (https://commons.wikimedia.org/wiki/File:Bobbin_lace.JPG). CC BY-SA 3.0.

6. Start With a Need, Not With an App

A useful digital idea should begin with a **real need**, not necessarily with a piece of technology. It is easy to say, “We should make an app,” because an app sounds modern. But if nobody needs it, cannot use it or has no reason to return to it, the technology has not solved anything. It may simply have added cost and work.

A strong entrepreneurial process can start by looking at the community:

- What is currently missing, difficult or at risk in my community?
- Who experiences this need?
- What evidence, observation or experience shows that it matters?
- Could a simple digital tool make the response more useful or accessible?

A Need-First Example

Need: Young residents cannot access the knowledge of the last local basket makers.

Response: Record five short demonstrations with captions and combine them with a face-to-face workshop. The videos support access, but the practical encounter remains central.

What value was created? The activity helps transmit local knowledge, creates an opportunity for different generations to meet and makes the demonstrations available to people who cannot attend in person.

Which digital element did we include? Short videos hosted on a simple mobile-friendly page.

An **asset** becomes the basis of an entrepreneurial idea when it is connected to an observed need, a realistic response and a clear form of value. The process can be expressed as a simple chain: **local asset** → **observed need** → **possible response** → **value created**.

Local asset	Observed need	Possible response	Value created
Old family photographs	Names and stories are being lost.	Community scanning and caption day.	Cultural memory and social connection.
Traditional food knowledge	Visitors know the product but not its history.	Low-data recipe and story route.	Income, education and heritage transmission.
Historic walking path	The route is difficult to understand without a guide.	Accessible audio stops and printed map.	Visitor experience and local participation.
Minority-language songs	Young people rarely hear or understand them.	Recorded sessions with translation and permissions.	Language continuity and inclusion.



Practical Task

Choose one item from your heritage inventory and work through the same logic: what is the asset, what is the need, what could you do about it and what value could that create? Ask another learner whether the connection between the four parts makes sense.

7. Choosing an Asset and Defining the Targets

Choose a heritage asset that you know something about or can discuss responsibly. It may be a story, skill, place, landscape, object, collection or community event. Do not choose something only because it looks attractive. Think about whether you can reach the people connected to it, whether you can learn enough about it and whether permission may be needed before you record, publish or develop the idea.

Possible starting points include:

- **Story or memory:** a migration story, local legend, work memory or account of community change.
- **Skill or practice:** a craft, recipe, farming method, music, dance or maintenance technique.
- **Place or landscape:** a building, path, vineyard, river, market place or cultural landscape.
- **Object or collection:** a photograph, tool, clothing item, document, artwork or family collection.
- **Community event:** a festival, ritual, fair, gathering or seasonal practice.

Next, decide who the idea is really for and what they need. Answers such as “everyone” or “we want to promote the village” are too broad to guide a project. A useful problem statement names a particular group and explains what is currently difficult, missing or at risk for them.

Problem Statement

_____ needs a better way to _____, because currently _____.

The main group might be local families, older residents, unemployed adults, craftspeople, schools, visitors, cultural organisations, people with disabilities, minority-language communities or new residents. More than one group may benefit, but choosing a primary group makes the next decisions much easier.



Practical Task

Choose one local asset and complete the problem statement. Add one sentence explaining what makes you think the need is real. The evidence can be simple: something you have observed, a conversation, feedback from participants, a local document or a small survey. If you do not have evidence yet, say what you would need to find out instead of inventing a statistic.

8. Defining Value and Choosing a Useful Digital Element

Once the people and the need are clear, describe the value the idea should create. A useful value statement tells us who should benefit, what should improve and how the idea will contribute to that change.

Compare “We will promote culture online” with a more specific statement such as: “For local families and schools, we will make five craft demonstrations easier to access through short captioned videos and two practical workshops.” The second version is easier to plan because we know who the idea is for, what will be created and how people will use it.

Value Statement

For _____, our idea will _____ by _____.



Practical Task

Write a value statement for your idea and choose one digital element that would genuinely support it. Briefly explain why you chose it instead of a more complicated alternative. Also think of a non-digital or assisted option for someone who could not use the digital route independently.

9. Planning Activities, Resources and Partners

An idea starts to become a project when you can explain what will actually happen. **Activities** should follow a sensible order and connect directly to the need and the value you want to create. In a heritage project, this may involve talking to the people connected to the heritage, agreeing permissions, gathering information, creating or testing materials, delivering an activity and collecting feedback. It also helps to separate activities from **results**. “Run two workshops” is an activity. “Twenty people practise the skill and five demonstrations are documented” describes what the project produces. This distinction becomes important later because project applications usually ask for both.

One possible sequence is:

1. Meet the people connected to the heritage and agree on purpose, participation and consent.
2. Collect or confirm the information, objects, stories or demonstrations needed.
3. Create the first version of the digital and non-digital materials.
4. Test the materials with a small group and record what is difficult or unclear.
5. Improve the materials and prepare the activity, service or public presentation.
6. Deliver the activity and collect participant feedback.
7. Store, update or hand over the results according to an agreed continuation plan.

Resources are everything the project needs in order to carry out those activities. They include people, skills, time, places, equipment, materials, permissions and relationships, not only money. A partner may provide a room, lend equipment, help with translation, introduce participants, promote the activity or contribute expert time. Rural projects often combine local resources with wider networks that provide specialist support (Korsgaard et al., 2015). Once you have listed the activities and resources, look at what is already available and what is still missing. This is the point where the project begins to connect with financing.

Imagine that the community already has a room, a smartphone and volunteers who can help organise a workshop. Those resources are real contributions even though nobody is paying for them. The project may still need to buy materials, cover travel or pay for a service that no partner can provide. The costs that remain after you count the resources already available make up the funding gap. Money used to start or carry out an idea is often called **financial capital**. A **grant** can provide some of that capital, but it is only one possible source.

10. From an Idea to Funding

Once the idea is clear and you know what it needs, you can decide how to cover the remaining costs. This is a much better starting point than searching for a grant first. Funding should help a useful idea happen; it should not decide what the idea is.

Not every contribution has to be money. An organisation may provide a room, equipment or staff time. A local business may donate materials. Participants may pay a small fee, or the activity may earn income from a product or service. Community donations and crowdfunding are other possibilities. These contributions can be combined with public funding from local, regional, national or European programmes.

Money available to start or develop an idea is financial capital. A grant is one possible source of that capital, but it comes with conditions: the applicant and activities must be eligible, deadlines have to be respected and the money must be used and reported according to the rules.

Where can the missing resources come from?

Own resources are things you or your organisation already have, such as equipment, a room, staff time or materials.

Partner contributions are resources provided by another person or organisation. A municipality may provide a venue, a museum may lend equipment, or a volunteer may contribute time.

Earned income comes from the activity itself, for example participant fees, ticket sales or the sale of products.

Donations or crowdfunding can provide support from individuals or the wider community.

Grants provide financial support for activities that meet the aims and rules of a particular funding programme.

11. Finding Official Funding and Support

If a grant seems appropriate, the next challenge is finding a real funding opportunity rather than relying on an old link, a social-media post or a general search result. Start with the institution that is responsible for the programme and work from official information.

For cultural and creative ideas, the European Commission's CulturEU Funding Guide can help you see which EU programmes may be relevant. It is a starting point rather than an application form: once you find a possible programme, you still need to read the current call and its rules (European Commission, n.d.-a).

For rural projects, it is also worth knowing about LEADER. Through this approach, Local Action Groups bring together local organisations, public authorities, businesses and residents to support community-led rural development. Each Local Action Group has its own local strategy and priorities, so the opportunities differ from one area to another (European Commission, n.d.-b).

A Simple Search Routine

1. Name the type of support you need: equipment, training, cultural activity, employment, rural development, digitalisation or another purpose.
2. Search the project topic together with the responsible municipality, region, ministry, national agency, programme or European institution.
3. Confirm the organisation and the full website address.
4. Open the official call page and save the call text, guidelines and annexes.
5. Record the publication date, deadline, contact point and version of the documents.
6. If the information is unclear, contact the official helpdesk before investing significant time in an application.



Practical Task

Find one official funding or support source that could be relevant to your idea. Record the institution responsible for it, the title of the page or call, the web address, the date you checked it and the contact point. You do not need to find the perfect open call; the aim is to practise finding trustworthy information through an official route.

12. Checking Whether a Funding Call Fits

Finding a grant that sounds interesting is only the beginning. Before you spend time preparing an application, check whether the call actually fits your idea. The applicant, location, purpose, people, costs and timing all need to make sense together.

Seven Relevance Checks

1. **Applicant:** Can a person, business, association, municipality, institution or informal group apply?
2. **Location:** Is the country, region or local area eligible?
3. **Purpose:** Does the call support the type of activity you are planning?
4. **People:** Does the target group fit the programme priorities?
5. **Costs:** Are the main costs eligible, and are any important costs excluded?
6. **Deadline:** Can the application and required documents be prepared in time?
7. **Co-financing:** Must the applicant contribute money, staff time or another form of support?

If the basic conditions fit, continue with the details: the project period, minimum and maximum grant, partnership rules, language, registrations, payment schedule, reporting and evaluation criteria. If the call does not fit, record the reason and move on. Changing the people or the purpose of a good idea only to match an available grant usually weakens the project.

Remember: *If the applicant, location or purpose is not eligible, stop the detailed review. Save the reason and move to another opportunity.*



Practical Task

Use the seven relevance checks on the official source you found. Mark each item as yes, no or unclear. For every unclear item, record the section of the call document or the official contact point that could provide the answer.

13. Guided Demonstration: From a Heritage Idea to an Application

Most application forms look different, but they usually ask for the same basic logic. They want to know what is happening now, what you want to change, who the project is for, what you will do, what results you expect and what resources and money are needed to do it.

A useful way to read an application is as a connected story: the starting situation creates the reason for the objective; the objective guides the activities; the activities produce results; and the activities also create the budget. If the budget contains something that cannot be linked to a real activity, it probably needs another look.

The example below is fictional. It shows how an idea can be translated into the kinds of questions that often appear in a small project or grant application.

Worked Example: Basket-Making Knowledge

Part of the application	What the form is really asking	Basket-making example
Starting situation / need	What is happening now, and why is this worth doing?	Only a small number of local craftspeople still practise traditional basket-making, and younger residents have few chances to learn the skill directly.
People / beneficiaries	Who is directly involved or expected to benefit?	Local residents interested in the craft, especially younger adults, together with the craftspeople who hold the knowledge.
Objective	What realistic change should the project achieve?	Run two intergenerational workshops and create five short captioned demonstrations so that the skill can be learnt in person and revisited afterwards.
Activities	What will you actually do?	Agree the plan and permissions with the craftspeople, prepare materials, run two workshops, record the key steps, edit and caption five short videos, and test the materials with participants.

Part of the application	What the form is really asking	Basket-making example
Results and benefit	What will exist or be better because of the activities?	Two workshops and five short videos will be completed. Participants gain direct access to the skill, and part of the local knowledge is documented for later use.
Digital element	Why is technology useful in this project?	The short mobile-friendly videos let people revisit the demonstrations after the workshop without replacing the practical experience.
Actors / partners	Who needs to be involved, and what will they contribute?	The craftsperson teaches and approves the documentation. The community centre provides the room. A local association organises participants and communication.
Resources and budget	What do you already have, and what still costs money?	The room and recording phone are available through partners. The project still needs craft materials, travel support and possibly small editing or captioning costs.
Funding fit	Why might outside funding make sense?	A small cultural or rural-development grant could be useful if the applicant, location, activities and main costs are eligible.
Continuation	What can remain after the funded activity?	The videos can stay available, and the workshop can be repeated or adapted with other local craftspeople.

Keep the scale believable. Two workshops and a few short videos may improve access to a local skill and strengthen contact between generations. They cannot solve every problem connected to the loss of traditional knowledge, and the application should not pretend that they can.

The **budget** should follow the activities. Begin with categories rather than exact figures: people and expert time; travel and transport; venue and accessibility; equipment and materials; digital services; translation and interpretation; communication and printing; insurance or permissions; and contingency where permitted. Check whether each cost is necessary, proportionate and eligible.

Basic Budget Questions

- Which activity creates this cost?
- How was the quantity estimated?
- Is the cost paid in money or contributed in kind?
- Is the cost eligible under the funding rules?
- Could a simpler method achieve the same result?
- Does the budget include accessibility, consent and safe data management where needed?

14. Final Activity: Mini Heritage Venture Application

Now take the heritage idea you have been developing and turn it into a small project application. Work on your own or with another learner. The aim is to practise the questions, not to submit a real application, so do not use real personal, banking or other sensitive information.

Use what you have already worked out in the earlier activities. Keep the answers clear and specific. A short answer that explains the project is more useful than a long answer full of general statements.

Application section	Your answer
1. Project or venture title	
2. Heritage asset and starting situation	<i>What heritage element are you working with? What is happening now?</i>
3. Need and evidence	<i>What needs to improve? What observation, conversation, feedback or local source shows that the need is real?</i>
4. People / beneficiaries	<i>Who should participate or benefit? Be specific.</i>
5. Objective	<i>What realistic change should the project achieve? Write one main objective.</i>
6. Value created	<i>What economic, social, cultural or environmental value will the idea create, and for whom?</i>
7. Digital element	<i>What simple digital tool, content or process will support the idea? Why is it useful?</i>
8. Main activities	<i>List 3-5 activities in a logical order.</i>

Application section	Your answer
9. Expected results and benefit	<i>What will be produced or changed? What will be better for the people involved?</i> _____ _____
10. Actors and partners	<i>Who needs to be involved? What will each person or organisation contribute?</i> _____
11. Resources already available	<i>Which people, skills, places, equipment or contributions do you already have?</i> _____
12. Missing resources and basic budget	<i>What is still missing? List the main cost categories that require money.</i> _____ _____
13. Possible funding or support source	<i>Name one official source. Does it appear to fit the applicant, location, purpose, people, costs and timing?</i> _____
14. Continuation	<i>What could continue or remain after the initial activity or funding ends?</i> _____

Before you finish, read the application once as a whole and check whether the parts still fit together.

Need → Objective: Does the objective respond to the problem you described?

Objective → Activities: Does every activity help achieve the objective?

Activities → Results: Will the activities produce the results and benefit you promise?

Activities → Budget: Can every cost be linked to a real activity or resource need?

Funding → Idea: Does the funding opportunity fit the idea without forcing you to change the people or purpose just to match the call?

15. Sharing and Peer Review

Exchange your Mini Heritage Venture Application with another learner or pair. Ask them to read it before you explain it. If the project makes sense on the page, the reader should be able to understand the main idea without having the creator beside them.

Guiding Questions

- Can we understand the starting situation and the need?
- Is the target group specific?
- Does the objective respond to the need?
- Do the activities clearly support the objective?
- Are the expected results and benefits realistic?
- Does the digital element have a clear purpose?
- Are the roles of partners or other actors clear?
- Do the main costs follow from the planned activities?
- Does the possible funding source appear relevant?
- What is the strongest part of the idea?
- What is the one most important change before the next step?

After the review, change at least one part of the application. The best revision is not necessarily to add more. You may need to narrow the target group, make the objective clearer, remove an activity that does not help, simplify the digital element or adjust a cost that is difficult to justify.

16. Digital Wellbeing Tip



Digital Wellbeing Tip

Protect Your Energy During Information Search

Searching online can become tiring when there are too many results, uncertain sources and repeated comparisons. Endless searching can create the feeling that one more page will provide certainty, even after a suitable official source has been found.

Try this: Use the rule search, verify, save, stop. Search for the official source, verify the institution and current document, save the relevant information and then move to the next project task.

Reflection question: Which source is trustworthy and relevant enough to continue with, instead of searching more?

17. Basic Glossary

Applicant: The person or organisation formally eligible to submit an application.

Asset: A resource that can support an idea, such as knowledge, a place, a skill, an object, a network or equipment.

Beneficiary: A person or group that participates in or benefits from the project.

Co-financing: Money or another contribution that the applicant or partners must provide alongside the grant.

Community-based enterprise: Entrepreneurial activity rooted in community resources, participation and local development.

Digital element: The digital tool, content or process that supports the purpose of the project.

Eligible cost: A cost that can be funded under the rules of a particular programme.

Entrepreneurship: Acting on opportunities and ideas and transforming them into value for others.

Heritage asset: A story, place, tradition, skill, object, collection, landscape or knowledge connected to cultural heritage.

Objective: The realistic change a project intends to achieve.

Output: A concrete product or activity produced by the project, such as a workshop, route, recording or guide.

Partner: A person or organisation that contributes resources, expertise, access or responsibility.

Result: A concrete change or benefit produced by the project.

Venture: A project, service, initiative or business developed to create value.

18. Module Closing

Digital entrepreneurship is not the addition of technology to any local idea. It is a process of recognising an opportunity, understanding a need, creating value, mobilising resources and taking responsible action. In rural communities, strong ideas often begin with knowledge of place and grow through cooperation between heritage contributors, local organisations, learners, public institutions and wider networks. A useful project does not have to begin at a large scale. It may begin with one conversation, one small test, one official funding search or one clear A4 concept. The first version should make the logic visible: the people, need, value, digital element, activities, resources, costs, responsibilities and next step.

By the end of this module, you should be able to explain entrepreneurship as value creation, identify a local heritage opportunity, choose a useful digital element, connect activities with resources and costs, identify a funding gap, check an official funding opportunity and prepare a simple Mini Heritage Venture Application.

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