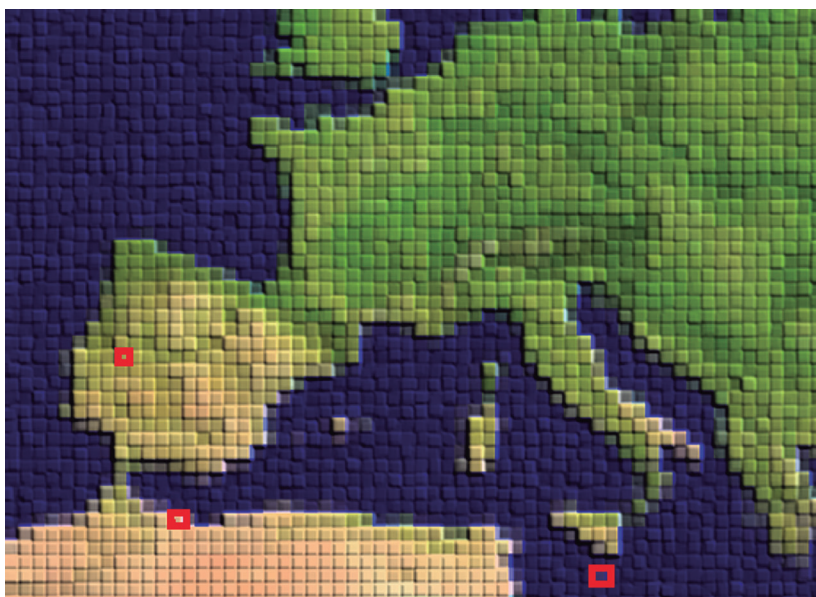


3ECONOMY+ PROJECT HANDBOOK

*Study of regional economic, marketing
and tourism development in three
peripheral european territories:
Alto Alentejo, Malta and Melilla*



3economy+ Project handbook

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(Coord.)

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PREFACE

Welcome to -Economy+ project. When the three universities that participate in this educational project began the collaboration, they were very clear that they wanted to contribute to improving the education of the students in their centres. Furthermore, they wanted to do so by correcting some of the main problems they have in their incorporation into the world of work, those derived from living in areas far from the most significant economic regions of the European Union. The European Nuts-2 regions are: Intermunicipal Community of Alto Alentejo (Portugal), Malta and the Autonomous City of Melilla (Spain)

The development of this Teaching/training Manual 3Economy+ (Economy, Marketing, Tourism) has several objectives in mind. Firstly, to improve knowledge with studies directly related to their regional geographic areas and whose peculiarities are not sufficiently analyzed. Next, to use case studies to personalize the options and problems of each one of them. Furthermore, to serve as a guide for students and for instructors who carry out their teaching and research work in territories with similar situations.

The Manual is organized in four main sections:

1. Presentation of Project 3 economy+ as a proposal for the study of local and regional development from an economic point of view. And it wants to do so by analysing the situation of three peripheral territories of the EU, very different, with different difficulties and challenges, but perhaps with proposals for solutions that can be extrapolated between them.
2. Macroeconomic analysis that allows a comparative description of them and microeconomic analysis by taking as a reference one of the most prestigious companies in each region Nuts-2 and studying the financial ratios and main characteristics that define their business models.
3. Marketing analysis of regions Nuts-2, steps will be developed in the future through the process of how to make a market analysis in three regions utterly different in language, culture and economic context. Current marketing thinking reflects these changes, which include increasing competition accompanied

by technological developments and an increasingly informed and demanding consumer.

4. Tourism analysis of regions Nuts-2. Tourism is an essential part of Europe's economic, social, and cultural activities. Tourism can and must play a vital role in the development of the vast majority of European regions. This role must be a reality, particularly with regard to the economically less developed regions, due to the considerable spill-over effect and job creation potential in this sector. Tourism can help to counteract the uprooting of young people in regions far from economically active areas.

I. ACKNOWLEDGEMENTS

We want to thank all those people and institutions that, directly and indirectly, have made it possible for this manual to be in their hands, allowing this group of teachers and researchers to work together in its preparation.

Firstly, to the three university education institutions participating in the project: Instituto Politecnico de Portalegre (Portugal), University of Malta (Institute for Tourism, Travel & Culture-UoM), and the University of Granada. From the highest positions of responsibility to its auxiliary staff, including the numerous departments, centres, colleagues and students that make up the team, they have facilitated to a lesser or greater extent the numerous procedures that have to be carried out for this multidisciplinary and international team to achieve the objectives that it had initially set itself.

To the European Union and its higher education policies (Erasmus+, KA2 - Cooperation for Innovation and the Exchange of Good Practices KA203 - Strategic Partnerships for higher education) for lending financial support to this project.

To the Spanish Service for the Internationalisation of Education (SEPIE) for processing, we are guiding and advising on participation in the European educational projects mentioned above.

To the authors and researchers cited throughout the work, since consulting their academic studies has allowed us to concretize and apply their knowledge to our areas of work.

To the numerous entities and local public and private organizations (notably the associated partners) and that has allowed knowing the reality of the territories in situ, giving this way a very close and direct vision of the topics that are analyzed.

To the editor, who relies on the quality of our work, and is allowing us to be disclosed.

And finally to thank our families, because they allowed us to dedicate part of our free time to its elaboration.

University teachers who combine their teaching and research activities in the peripheral regions of the European union (EU) very often encounter specific difficulties in understanding and explaining the real situation in which these territories find themselves. More specifically, we refer to three specific areas of the social sciences: the macro and microeconomic analysis and financial study of their companies, marketing and dissemination plans and regional tourism strategies.

The main objective of the creation of a manual for teachers, students and organisations and people interested in their knowledge, is to serve as a guide for carrying out their studies and analyses. For this purpose, the territories of Alto Alentejo in Portugal, Malta and the Autonomous City of Melilla chosen as study models. These are very different regions, both culturally and linguistically, and with different difficulties and challenges. However, at the same time, they have proposals for solutions that can be extrapolated to each other because they share being in peripheral areas of the EU. Fortunately, the local and regional development policies that Europe promotes are guides to where public and private efforts should be head up, through its development, social and cohesion funds.

Therefore, the aim is to help other researchers who find little specific information and statistical shortcomings, as the essential points for analysis are presented in a structured way and also allow them to be comparative examples with other regions with similar situations. Knowing the socio-economic reality of our regions can help us to try to counteract the great uprooting of young people, especially those who are trained in our universities since they consider that they have no future there because they are in regions far from the most economically active areas.



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