

# *Agrotourism Training*

## **Module 4: Develop an Agrotourism Product**



## **Trainer Guide**

Version 1 | July 2023



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## Foreword

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) to operate in the field of international cooperation for sustainable development in around 120 developing countries.

The Private Sector Development & Employment Promotion (PSD) Project in Iraq is a multidonor action commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), co-funded by the European Union (EU) and implemented by GIZ.

The PSD Project supports governmental efforts of creating conditions for a growth-oriented business and investment climate in central and south Iraq as well as the Kurdistan Region Iraq. It provides advisory services for economic reforms to government partners and supports fact-based policymaking through promoting the inclusion of private sector representations, academic institutions and civil society organisations into policy-making processes.

In addition, the PSD Project supports the creation of employment prospects in the private sector for young Iraqis, especially women and returnees, following an integrated approach that combines labour market-driven skills development and job placement measures as well as entrepreneurship development, and advisory services for MSMEs. Overall, this multi-donor action puts emphasis on developing long-term abilities of its partners such as Ministry of Higher Education and Scientific Research, Ministry of Labour and Social Affairs, chambers and business associations. Special attention is given to sectors with a strong potential for growth such as agribusiness, solar energy, waste management, and tourism, with a regional focus on Baghdad, Basra, Diwaniyah, Diyala, Erbil and Mosul.

### Agricultural Tourism Development in KRI project:

Agrotourism offers a unique opportunity to connect with the land, learn about traditional farming practices, and taste the delicious local food. The training measures will teach how to provide authentic agrotourism experiences that will attract visitors and boost the local economy.

For local communities, this sub-sector presents opportunities for rural development and economic diversification. The project seeks to assist the development of this emerging sector by increasing business opportunities and developing local capacity to build a sustainable and thriving agrotourism industry in KRI.

### Training program:

The first phase the project trains professionals on agrotourism know-how as experts. These **Innovation Coaches** will act as local experts and focal points with the mission to activate agrotourism in KRI. In the second phase **Agricultural Businesses** will learn how to provide visitors with an unforgettable agrotourism experience, including farm visits, culinary experiences, cultural activities, and much more. These potential entrepreneurs will receive training in agrotourism and **ongoing coaching support to develop business plans**.



The project aims at 3 key outputs:

1. Trained **Agrotourism Innovation Coaches**
2. **Basic training** for potential **agrotourism enterprises**
3. **Advanced business plan development** and coaching for **agrotourism enterprises**

## Course Introduction

### Training schedule

The course schedule is presented below. Each session is 6 hours long. The course is constructed in a flexible way so that the units can be delivered on different days or over a longer period than an intensive 5-days if that is more practical for the participants.

#### Agrotourism Training Programme:

Day 1	Day 2	Day 3	Day 4	Day 5
Course Introduction <b>Module 1:</b> Introduction	<b>Module 2:</b> Agrotourism Experiences	<b>Module 3:</b> Agrotourism Services	<b>Module 4:</b> Develop an Agrotourism product	<b>Module 5:</b> Business Planning and Marketing

### Preparation notes

Before the training starts, make sure do the following preparation:

1. Read the Trainer Manual and the Trainer Guide to ensure you know what you are training, and how you are training.
2. Research and understand the agricultural products in the region where you are training.
3. Research agrotourism products based on the agricultural produce of the area – get ideas from other countries that you could refer to in your training.
4. Check that the hyperlinks to the website embedded in the slide (internet icon) are working.
5. Visit the websites linked to the PowerPoint slides – understand what you will show the participants on the websites. In particular, look at the Jordanian BookAgri website ([www.bookagri.com](http://www.bookagri.com)) to understand the products on offer so that you can compare them to product ideas that may come from your participants.

### Facilitation notes

- **Note:** this is a very practical module where the participants will be applying their learning to their own farms. Your role as facilitator will be to help them think through their farming resources and applying the principles.
- Give them feedback and advice as possible.

- Trainers have the discretion to use the flipchart or board to capture answers if they want to or not during activity discussions and feedback sessions.

## Timing

- This module should be completed in one day: 6 hours of contact training with additional time for breaks.

## General training resources






The following list covers the basic resources needed to deliver the agrotourism programme. The specific resources needed for each unit and topic are listed below.

Resource	Quantity	Remarks	In kit?
<b>General / administration</b>			
Trainer Guide	1		
Trainer Manual			
Attendance Register	1		
Trainer Report Form	1		
Course Evaluation Form	1 per participant		
Whiteboard or flip chart	1		
Whiteboard or permanent markers	8 – 12	Red, blue, black, green	
Tape and/or blutac			
<b>Participant stationery (optional)</b>			
Pens	1 per participant		
Pencils	1 per participant		
Erasers	5 – 10		
Pencil sharpeners	2 – 4		
Notebooks	1 per participant		
<b>Other resources</b>			
Examples of tourist maps and route maps			
Examples of any product information on tourism attractions			

## Resources for Module 4

Unit	Activity #	Resources
<b>1</b>	<b>Activity 1:</b> Quiz: Is agrotourism for me?	<b>Worksheet 1:</b> Agrotourism Quiz
	<b>Activity 2:</b> Worksheet: Assessing farm resources	<b>Worksheet 2:</b> Assessing Farm Resources <b>Handout 1:</b> Farm Resources for Agrotourism
	<b>Activity 3:</b> Worksheet: My agrotourism product ideas	<b>Worksheet 3:</b> Agrotourism Product Options
<b>2</b>	<b>Activity 4:</b> Worksheet: My agrotourism product ideas	<b>Worksheet 3:</b> Agrotourism Product Options
	<b>Activity 5:</b> Worksheet: My agrotourism product Ideas	<b>Worksheet 4:</b> The Elements of my Agrotourism Product <b>Handout 2:</b> Elements of Agrotourism Products
	<b>Activity 6:</b> Worksheet: Activity planning	<b>Worksheet 5:</b> Activity Planning
	<b>Activity 7:</b> Scenario: Dairy farm tour	
	<b>Activity 8:</b> Worksheet: Information planning	<b>Worksheet 6:</b> Information planning
	<b>Activity 9:</b> Worksheet: My agrotourism product ideas	<b>Worksheet 4:</b> The elements of my agrotourism product
	<b>Activity 10:</b> Worksheet: Staff and facilities	<b>Worksheet 7:</b> Staff and Facilities
<b>3</b>	<b>Activity 11:</b> Telephone manners	
	<b>Activity 11:</b> Develop an Inspection Checklist	Flipchart paper and markers, blutac

## Training programme

Time	Content
08.30 – 09.00	<b>Module introduction</b> <ul style="list-style-type: none"> <li>Module overview</li> </ul>  <b>Slides:</b> 1 – 5 <b>Activity 1:</b> Worksheet 1: Quiz: Is agrotourism for me?
09.00 – 10.15	<b>Unit 1: Analyse the potential for agrotourism</b>  <b>Slides:</b> 6 – 27 <b>Activity 2:</b> Worksheet 2: Assessing farm resources <b>Activity 3:</b> Worksheet 3: My agrotourism product ideas
10.15 – 10.30	<b>Break</b>
10.30 – 12.30	<b>Unit 2: Design an Agrotourism Product</b>  <b>Slides:</b> 28 – 66 <b>Activity 4:</b> Worksheet 3: My agrotourism product ideas <b>Activity 5:</b> Worksheet 4: The Elements of my Agrotourism Product <b>Activity 6:</b> Worksheet 5: Activity planning <b>Activity 7:</b> Scenario: Dairy farm tour <b>Activity 8:</b> Worksheet 6: Information planning <b>Activity 9:</b> Worksheet 4: The Elements of my Agrotourism Product <b>Activity 10:</b> Worksheet 7: Staff and facilities
12.30 to 13.30	<b>Lunch</b>
13.30 – 15.00	<b>Unit 3: Operate an Agrotourism Product</b>  <b>Slides:</b> 67 – 87 <b>Activity 11:</b> Telephone manners <b>Activity 12:</b> Develop an Inspection Checklist
15.00 – 15.15	<b>Break</b>
15.15 – 16.30	<b>Module closure</b>  <b>Slides:</b> 88 – 90

## Module 4: Develop an Agrotourism Product

### Module introduction

Content	Slides	Time	Training instructions	Resources
<b>Module overview</b>	1 – 5	15 min	<p>Present the slide on the content for this unit.</p> <p>Briefly explain the topics without going into too much detail.</p> <p>Explain how the previous 3 modules have all been leading up to this one; Module 1 introduced the concept with examples, Module 2 provided understanding of the types of agrotourism that could be offered, and Module 3 presented the services a farmer would have to provide to agritourists.</p> <p>Module 4 will now take all of that and apply it that so the participants can start planning and thinking about their own agrotourism products.</p> <p><b>Activity 1: Quiz is Agrotourism for me?</b></p> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 1</li> <li>2. Have them fill in the quiz as honestly as possible</li> <li>3. They must score themselves</li> <li>4. Randomly ask different participants what their scores were – but be sensitive.</li> <li>5. Ask if there are any who do not think this is for them – or if there are elements that they may struggle with e.g. being friendly to strangers.</li> <li>6. Have a short discussion about the demands that tourism will bring to their agricultural business.</li> </ol>	<b>Worksheet 1:</b> Agrotourism Quiz




## Unit 1: Analyse the potential for Agrotourism

Content	Slides	Time	Training instructions	Resources
<b>The process</b>	7	2 min	Show the slide and briefly explain the three steps of analysing the potential for agrotourism on a farm. This is an <b>overview slide</b> ; each of these steps will be discussed in more detail shortly.	
<b>Assess resources on the farm</b>	8 – 17	45 min	<p>Show the slide and discuss what questions assessment can answer.</p> <p>Show the slides and discuss the different assets and resources available on farms that can be the foundations of agrotourism businesses.</p> <p><b>Activity 2: Worksheet: Assessing Farm Resources</b></p> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 2, and Handout 1. The handout will help them know what to think about when filling in the worksheet.</li> <li>2. Give them 15 minutes or so to fill it in.</li> <li>3. Walk around and help or advise them if needed while they are doing the activity.</li> <li>4. When finished, go through the worksheet and ask a few questions – there may be discussions especially around different products – some farmers may have animals and not crops, etc.</li> <li>5. The objective is for farmers to look at what they have and see if anything has potential.</li> <li>6. Using your own knowledge and experience, provide feedback and suggestions to them in the discussion session.</li> <li>7. Keep this activity to 30 minutes in total.</li> <li>8. If they do not finish, they can complete the activity in their own time.</li> </ol>	<p><b>Worksheet 2:</b> Assessing Farm Resources <b>Handout 1:</b> Farm resources in Kurdistan</p>
<b>Identify Tourism Potential</b>	19	5 min	Show the slide and explain how to identify the tourism potential of the assets identified in the previous section.	Website link

Content	Slides	Time	Training instructions	Resources
			Click through to the link to the Jordanian website and look at the products – see if there is anything there that may match what the participants could do. Have a look at the products and learn from them.	
<b>Local Research / Competitor Analysis (optional)</b>	20 – 21	5 min	<p><b><i>This section is optional depending on the audience. If this is being delivered as part of an academic to tourism students, then please deliver it.</i></b></p> <p>Agrotourism is a new concept in Kurdistan, so there may not be many competitors to analyse. However, advise your participants to look at what there is, what they offer, and see what you can learn from them. Get ideas on what you could do – not to copy them, but to differentiate from them and offer something else or similar in the market.</p> <p>Explain how to do a simple competitor analysis and what they can learn from doing this.</p> <p>Remind participants that there are limitations they need to identify. They also need to keep their neighbours in mind when planning their tourism product.</p>	
<b>USP</b>	22 – 25	15 min	<p>Explain what a Unique Selling Point is and what common USPs are found in agrotourism such as U-Pick. Show and discuss the questions they can ask to identify their UPS.</p> <p><b>Activity 3: Worksheet: My Agrotourism Product Ideas</b></p> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 3. Explain that it has different questions on it, and we will work through them one at a time.</li> <li>2. Have them complete Section 1 on their USP (5 min)</li> </ol>	<b>Worksheet 3:</b> Agrotourism Product Ideas

Content	Slides	Time	Training instructions	Resources
			<p>3. Ask a few participants what they have listed as their USP. Compare this to others and see if there are any that are the same – in which case they are not unique. Get them to think again if needed.</p> <p>4. Help where possible by asking questions like: Do you have any unusual animals, geographical features.</p>	

## Unit 2: Design an Agrotourism Experience

Content	Slide	Time	Training instructions	Resources
<b>Introduction</b>	29 – 32	10 min	<p>Show the slides and remind participants of the assets they have identified. Explain that not all the assets can be used, or activities developed. Have them think about what they can use and remind them to consider that they are used to the environment and might not realise how hard things may be for visitors (e.g. steep slopes or long walks).</p> <p>List and briefly explain the steps of designing and developing their product. Slides 28 – 31 are <b>overview slides</b>. We will discuss each of the steps in more detail with examples. Note the numbering sequence at the top of the slide – each numbered step will have that on the top of the slide. The step number will be highlighted.</p> 	
<b>1. Identify the Product Idea</b>	33 – 34	30 min	<p>Explain that the product must involve the USP. Explain that they are not limited to one idea, they can combine a few ideas to create a whole product.</p> <p>Recommend to the participants that they draw up simple maps of their properties, with possible assets clearly labelled and use the map to identify pros and cons of each activity.</p>	

Content	Slide	Time	Training instructions	Resources
			<b>Activity 4: Worksheet: My Agrotourism Product Ideas</b> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 3 again.</li> <li>2. Have them complete Section 2: Product Ideas</li> <li>3. They can write them down as they think of them, but once they have the master list, they must think of which ones have the best potential</li> <li>4. They must rank/number them accordingly.</li> <li>5. Explain the 5 points on the slide they can use to identify what ideas have the best potential.</li> </ol>	<b>Worksheet 3:</b> Agrotourism Product Options <b>Module 1,</b> <b>Handout 1:</b> Tourism Product Gaps
<b>2. List the Agrotourism Product Elements</b>	35 – 36	30 min	<p>Explain that farmers need to identify more than the product idea. They need to identify what experiences would be enjoyable and what elements can be put into the experience. Show the example of the dairy and cheese farm (Slide 35) .</p> <p><b>Activity 5: Worksheet: My Agrotourism Product Ideas</b></p> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 4 and Handout 2.</li> <li>2. They must fill in the ‘elements’ column of the table by listing the elements of their product idea; they must not fill in the ‘Resources’ column yet – this they will do in Activity 9.</li> <li>3. Handout 2 comes from Module 2, and will remind them of the different elements they need to think about and plan for different types of agrotourism activities.</li> <li>4. Give them 20 minutes for this, and circulate and advise them at the time.</li> <li>5. Ask a 1 or 2 participants to share what they have written and provide feedback, in a discussion session. Keep it to no longer than 5 minutes.</li> </ol>	<b>Worksheet 4:</b> The elements of my agrotourism product <b>Handout 2:</b> Elements of Agrotourism Products
<b>3. Plan the Activity</b>	37 – 40	20 min	<p>Explain that the list of elements can be used to start the development process. They can list the activities they will offer and find ways to make the experience interesting.</p>	

Content	Slide	Time	Training instructions	Resources
			<p>There is a series of slides that gives examples of the planning for different types of activities. These are to give the participants ideas and get them thinking about the planning.</p> <p>Show the examples (wine farm, horse trials, cooking class) and explain the different elements briefly.</p>	
<b>3. Plan the Activity: Tours</b>	41 – 45	30 min	<p>The short series of slides provides specific ideas if planning some form of farm tour. Show the slides and explain the importance of planning, walking and testing the routes before selling the tour visitors.</p> <p>Explain the thought process that goes into choosing suitable routes when doing a walkthrough. Remind them of what activity planning must cover.</p> <p>Show the example of a sheep farm tour and explain how the tour was planned step by step.</p> <p><b>Activity 6: Worksheet: Activity Planning</b></p> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 5 and give them 15 minutes to plan their agrotourism activity on the worksheet.</li> <li>2. Explain they need to focus on the steps and processes they will need for each part of the experience</li> <li>3. Ask one or two participants to share their ideas when they have finished. Keep it short – but provide feedback where necessary.</li> </ol>	<b>Worksheet 5:</b> Activity Planning
<b>4. Scripting a Farm Tour or Activity</b>	46 – 49	30 min	<p>Show the slides and explain the process of this step and explain what scripting is used for and review how to script a farm tour/activity. Remind participants about the importance of the five senses in creating a really engaging and interesting experience.</p>	

Content	Slide	Time	Training instructions	Resources
			<b>Activity 7: Scenario: Dairy Farm Tour</b> <ol style="list-style-type: none"> <li>1. Present the slide and explain the scenario</li> <li>2. Ask participants to identify what senses are being covered by each part of the experience</li> <li>3. They should come up with: sight, touch, taste, smell, hearing, as well as action activities of milking or feeding the cows.</li> </ol>	
<b>5. Provide Additional Information</b>	50 – 59	40 min	<p>Show the slides and explain that information boards provide extra details and can be presented in many ways and give some tips for information boards.</p> <p>Show the series of slides (slides 52 – 58) with examples of the types of information that could be presented on information boards on different types of farms. Point out the quality of the images, how clear and brief the information is, how relevant it is to the experience, etc.</p> <p>Do not worry that the content is in English.. the participants should get the idea of how to present information in different ways, and for a range of different agricultural products.</p> <p>These are examples drawn off the internet – the farmers do not have to do anything so fancy, but the Internet can be a source of good images or infographics.</p> <p><b>Activity 8: Worksheet: Information Planning</b></p> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 6.</li> <li>2. Have them fill in the table with what information can be presented for the product.</li> <li>3. Circulate and help – give ideas or feedback.</li> </ol>	<b>Worksheet 6:</b> Information Planning

Content	Slide	Time	Training instructions	Resources
			4. Ask a couple of participants what information they have listed that they could share with visitors.	
<b>6. Equipment and Resources</b>	60 – 61	30 min	<p>Show the slide and explain that certain experiences require different equipment/ resources and show the three examples on the slide.</p> <p><b>Activity 9: Worksheet: Elements of my agrotourism product</b></p> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 4</li> <li>2. They must fill the table by listing the resources needed for each element of their product idea</li> <li>3. Ask a few participants what resources they have filled in for different elements – and give feedback or suggestions on things they may not have considered.</li> </ol>	<b>Worksheet 4:</b> The Elements of my Agrotourism Product
<b>7. Staffing</b>	62	10 min	Show the slide and explain that staffing in agrotourism might be less formal than in other businesses. There are specific staff needed for different activities, but they may be on the property for typical agricultural work and perform the tourism role when necessary. Give examples of the different staff that might be needed.	
<b>8. Visitor Facilities</b>	63 – 66	30 min	<p>Show the slides and explain each facility and what requirements there are for each.</p> <p><b>Activity 10: Worksheet: Staff and Facilities</b></p> <ol style="list-style-type: none"> <li>1. Refer participants to Worksheet 7.</li> <li>2. They must fill the table with what staff and visitor facilities they need to run this agrotourism activity.</li> <li>3. Ask a few participants what they have filled in for the staff and for visitor facilities for their agrotourism experiences (for example toilets) – and give feedback or suggestions on things they may not have considered</li> </ol>	<b>Worksheet 7:</b> Staff and facilities

### Unit 3: Operate an Agrotourism Product

Content	Slide	Time	Training instructions	Resources
<b>Introduction</b>	68 – 69	5 min	Show the slide and explain that running an agrotourism business is more complicated than just running a farm. Explain what else is included in implementation of tourism related activities.	
<b>Bookings and Ticketing</b>	70	5 min	Explain that the first point of contact for visitors is often the booking or ticketing process. Explain the different ways this process can be done and what equipment or resources the farmer should, ideally, have to make the process as simple as possible.	
<b>Bookings and Ticketing: Telephone Etiquette</b>	71 – 72	10 min	<p>Show the slide and explain what telephone etiquette is and how staff should answer phone calls and behave on phone calls.</p> <p><b>Activity 11: Telephone Manners</b></p> <ol style="list-style-type: none"> <li>1. Present the short scenario on the slide.</li> <li>2. Ask the participants the questions: <ol style="list-style-type: none"> <li>1. What went wrong?</li> <li>2. How should the conversation have gone?</li> </ol> </li> <li>3. Facilitate a short discussion that should reveal the following insights: <ul style="list-style-type: none"> <li>• Answered in a rude tone.</li> <li>• Answered without their name or the name of the property.</li> <li>• Unable to answer a simple question about the property.</li> <li>• Got an attitude when asked to check. Hung up without explanation,</li> </ul> </li> </ol>	
<b>Social Media</b>	73	5 min	<p>Explain that social media needs to be managed and a specific staff member can be responsible for the content posted and for responding to reviews on social media accounts.</p> <p>Remind participants that training in social media management is important to create a successful online presence.</p>	



Content	Slide	Time	Training instructions	Resources
			This will be discussed in more detail in Module 5, Unit 2: Marketing.	
<b>Staff scheduling</b>	74	5 min	Present the slide and discuss the importance of and guidelines regarding rostering staff at an agrotourism activity.	
<b>Maintenance and Quality of Facilities</b>	76 – 87	20 min	<p>Show the slides and explain when it is best to do small and big maintenance projects and remind participants that different aspects of the experience or property will require different maintenance.</p> <p>Explain that there are checklists that need to be followed before activities and explain what needs to be checked in each facility on the property before visitors are welcomed.</p> <p><b>Activity 11: Develop an Inspection Checklist</b></p> <ol style="list-style-type: none"> <li>1. Divide the participants into groups of 3 or 4. Try to divide them into groups that will offer similar products e.g. accommodation, farm tour, shop, etc.</li> <li>2. Refer to the example table on the slide and ask them to draw up a list of things that they need to check regularly to ensure that their facilities are always neat, clean, tidy and well maintained.</li> <li>3. Give each group a sheet of flipchart paper and markers to draw their checklist on.</li> <li>4. Give them 15 minutes to do this.</li> <li>5. Ask each group to present their checklists to the bigger group and give and facilitate feedback.</li> <li>6. The answers should include things like; cleanliness of floors, walls, windows, neatness of presentation of the facility, cleanliness of parking area, cleanliness and neatness of welcome and arrival area/dining area/bathrooms, taps not dripping, rubbish bins empty, etc.</li> </ol>	Flipchart paper and markers; blutac



## Module closure

Content	Slide	Time	Training instructions	Resources
Summary	89	3 min	Briefly summarise the module using the summary slide.	
Next module	90	2 min	Inform participants about the topic of the next module, and that you will continue after the break, or inform them of the planned date, time and venue that it will be presented.	