

Agrotourism Training

Module 5: Business Planning



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 of 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 Module 1: Introduction	Module 2: Agrotourism Experiences	Module 3: Agrotourism Services	Module 4: Develop an Agrotourism product	Module 5: Business Planning and Marketing

Preparation notes

Before the training starts, make sure to 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 if there are any existing agrotourism products that you can refer to.
5. Make sure you understand the rationale of the calculations in the financial section.
6. Go to the Breakeven Calculator and test how it works; insert the data from the activity and see the results – play around with changes to the data such as increasing the price to see the effect on the breakeven number. Do this so you can confidently demonstrate the calculator.
7. Collect marketing materials from existing agrotourism or other tourism products to use as examples when you are talking about marketing tools.
8. Visit the social media accounts that you will click through to in the marketing module so that you know what they look like, and you can show the content with confidence.
9. Test running the embedded video on Slide 67.
10. **Note:** some slides have the KRI flag and an arrow indicating 'Domestic Market'. This means that this strategy or idea is particularly good or useful to the local market.

Facilitation notes

- 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.
- Activity 2 is optional as it can be complex. It is an activity in three slides/parts. Do the first slide as part of the training so that participants can see an example of costing for a tourism product – in this case a cooking class.

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?
General / administration			
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			
Participant stationery (optional)			
Pens	1 per participant		
Pencils	1 per participant		
Erasers	5 – 10		
Pencil sharpeners	2 – 4		
Notebooks	1 per participant		
Other resources			
Examples of tourist maps and route maps			
Examples of any product information on tourism attractions			

Resources for Module 5

Samples of different types of print materials to illustrate what is being presented.

Unit	Activity #	Resources
1	Activity 1: Brainstorm	Flipchart and markers
	Activity 2: Breakeven example	Weblink to breakeven calculator Flipchart and markers
2	Activity 3: Brainstorm	Flipchart and markers
	Activity 4: Target Market	
	Activity 5: Product Description	
	Activity 6: Sales Channels	Flipchart and markers
	Activity 7: Price Calculations	Unit 2 Worksheet 1
	Activity 8: Application: Evaluate these business cards	Examples of good and bad business cards
	Activity 9: Print Materials	Samples of different types of print materials to illustrate what is being presented
	Activity 10: Social Media Application	
	Activity 11: Simple Marketing Action Plan	Unit 2 Worksheet 3
3	Activity 12: Business Model Canvas	Unit 3 Worksheet 1 printed in A3 size: one per participant

Training programme

Time	Content
08.30 – 08.45	Module introduction <ul style="list-style-type: none"> Module overview  Slides: 1 – 3
08.45 – 10.10	Unit 1: Financial Planning  Slides: 4 – 30 Activity 1: Brainstorm Activity 2: Breakeven example
10.10 – 10.30	Break
10.30 – 12.30	Unit 2: Marketing  Slides: 34 – 72 Activity 3: Brainstorm: Marketing Activity 4: Target Market Activity 5: Product Description Activity 6: Sales Channels Activity 7: Price Calculations (see how far you get before lunch)
13.00 – 14.00	Lunch
14.00 – 15.00	Unit 2: Marketing  Slides: 73 – 120 Activity 7: Price Calculations Activity 8: Application: Evaluate these business cards Activity 9: Print Materials Activity 10: Social Media Application Activity 11: Simple Marketing Action Plan
15.00 -15.15	Break
16.00 – 16.50	Unit 3 Business Planning  Slides: 121 – 135 Activity 12: Business Model Canvas
16.50 – 17.00	Module closure  Slides: 136 – 137

Module 5: Business Planning and Marketing

Module introduction

Content	Slide	Time	Training instructions	Resources
Module overview	1 – 3	2 min	Present the slide on the content for this unit. Briefly explain the topics without going into too much detail.	

Unit 1: Financial Planning

Financial planning concepts

Content	Slide	Time	Training instructions	Resources
Introduction	4 – 7	2 min	Show the slide and introduce the unit and what will be covered. Remind participants that when we started in Module 1, we discussed agrotourism as a business opportunity. Different products (e.g. accommodation or farm tours) can bring in different income streams. Each product should be planned properly – do the calculations for breakeven and proper pricing. Remember that the participants are all already running farms – which are businesses, so they should know the basic principles of business – costs, revenue, profit, etc.	
Financial planning terms	8 – 9	2 min	Explain the basic financial terms on the slide: The participants need to know these before starting with the content of the unit so that the unit makes sense.	

Content	Slide	Time	Training instructions	Resources				
Revenue	10 – 11	2 min	Explain what revenue is and what businesses should do to increase profit. Remind the students that profit and revenue are not the same and explain the difference.					
Costs	12 – 14	5 min	<p>Explain what a cost is and describe the difference between fixed and variable costs, then show how these costs are plotted on a graph.</p> <p>Activity 1: Brainstorm: Fixed and Variable Costs for an Agrotourism Business</p> <ol style="list-style-type: none">On a flipchart sheet, draw a line down the middle of the sheet so it is divided into 2 sides.At the top of one side, write ‘Fixed Costs’ and on the other write ‘Variable Costs’.Present the slide and ask the participants what types of fixed and variable costs they can identify for an agrotourism business.Some suggested answers are: <table><tr><th>Fixed Costs</th><th>Variable Costs</th></tr><tr><td><ul style="list-style-type: none">SalariesInsuranceLoan payments</td><td><ul style="list-style-type: none">Freelance staff – guides, caterers, cooksUtilities: electricity, gas, fuelConsumables: food, packaging, ingredients,</td></tr></table>	Fixed Costs	Variable Costs	<ul style="list-style-type: none">SalariesInsuranceLoan payments	<ul style="list-style-type: none">Freelance staff – guides, caterers, cooksUtilities: electricity, gas, fuelConsumables: food, packaging, ingredients,	Flipchart and marker
Fixed Costs	Variable Costs							
<ul style="list-style-type: none">SalariesInsuranceLoan payments	<ul style="list-style-type: none">Freelance staff – guides, caterers, cooksUtilities: electricity, gas, fuelConsumables: food, packaging, ingredients,							
Profit and loss	15	2 min	Explain the difference between a profit and a loss.					
Breakeven principles and calculation	16 – 20	15 min	<p>Explain:</p> <ul style="list-style-type: none">what a breakeven calculation is and what it is used for.the elements of the graph, how it works and how to read it.that breakeven can be plotted physically on a graph, or done digitally (Excel) or online with a breakeven calculator.	BookAgri link: www.bookagri.com				

Content	Slide	Time	Training instructions	Resources																		
			<p>Slide 19: Show the screenshot from the BookAgri site; if you can, click through to the site using the link embedded in the www icon on the top right of the slide. Go to any of one of the ‘Experiences’ examples. Note the price differences for different group sizes. This is simply because the fixed price must be covered, no matter what the number of participants is, and the variable cost must be added to the price per person.</p> <p>Ensure that the participants understand this basic principle.</p>																			
Breakeven calculations	21 – 24	30 min	<p>Activity 2: Breakeven calculation example: Cooking Class</p> <p>1. This activity is presented over a series of 3 slides.</p> <ul style="list-style-type: none">Slide 1 presents the numerical data for the calculation.Slide 2 presents pricing options.Slide 3 presents this data as a breakeven graph. <p>This is based on a calculation of 6 pax per class.</p> <p>Slide 1:</p> <p>2. Present slide 1 and explain the product and the costing number.</p> <table><thead><tr><th>Cost</th><th>Fixed</th><th>Variable</th></tr></thead><tbody><tr><td>Cook / instructor</td><td>\$50</td><td></td></tr><tr><td>Kitchen wear and tear, breakage and losses etc.</td><td>\$15</td><td></td></tr><tr><td>Ingredients</td><td></td><td>\$8</td></tr><tr><td>Overheads (gas, water)</td><td></td><td>\$3</td></tr><tr><td>Drinks</td><td></td><td>\$4</td></tr></tbody></table>	Cost	Fixed	Variable	Cook / instructor	\$50		Kitchen wear and tear, breakage and losses etc.	\$15		Ingredients		\$8	Overheads (gas, water)		\$3	Drinks		\$4	Internet
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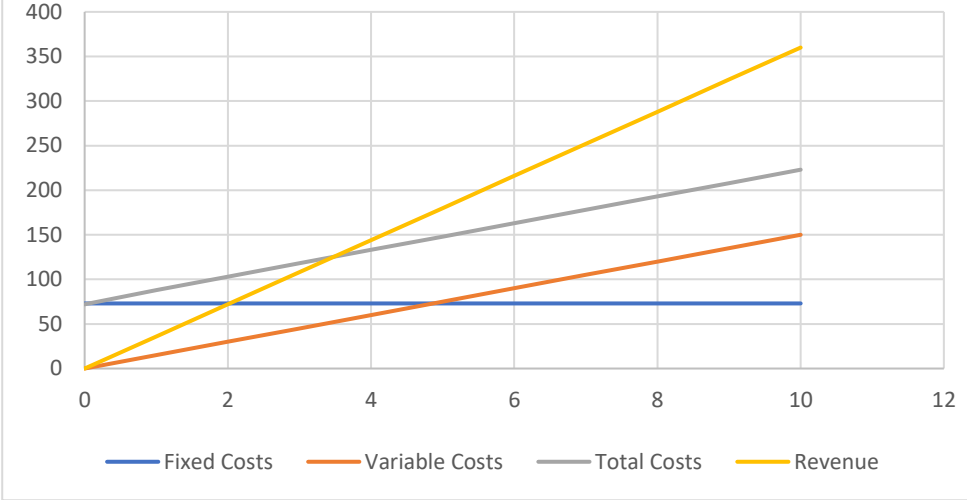
Co-funded by the European Union



Implemented by



Content	Slide	Time	Training instructions			Resources
			Advertisements on Facebook	\$4		
			Cleaning products and laundry	\$4		
			Totals	\$73	\$15	
			Slide 2: Pricing 3. Present the slide about pricing. Assume costs for a group of 5 participants: <ul style="list-style-type: none">Total cost per class: $\\$73 + (\\$15 - 5) = \\$148$Total cost per participant: \$29,60 (breaking even just before 5 pax, however we round up to 5 pax)Price per person: ?? 4. Ask what they think. Once they have come up with ideas, suggest they start with a 20% markup which is \$36 because you will use that for the online calculator. Slide 3: Breakeven graph: 1. Present the slide and show the breakeven graph for this product. 2. Ask them to identify the breakeven number of participants for a cooking class.			

Content	Slide	Time	Training instructions	Resources
			<p style="text-align: center;">Cooking Class</p>  <p>3. Click through to the website to generate a breakeven calculation: https://www.calkoo.com/tr/kara-gecis-noktasi</p> <p>4. Insert the following data:</p> <ul style="list-style-type: none"> • Fixed cost: \$73 • Variable cost per person: \$15 • Expected sales: 5 • Price per unit: \$36 <p>5. It will generate a breakeven point of 3.48 units.</p> <p>6. Play with the numbers; increase the price to 40 and see what happens (BE drops to 2,92 – round up to 3)</p>	

Content	Slide	Time	Training instructions	Resources
			<p>7. Increase costs and see the effect, etc. to demonstrate how to use a breakeven calculator to make business decisions.</p> <p>8. There may be discussion of the issue if, for example, only 2 people book: in such a case, the cook could charge the total fixed price, plus the variable cost per person, plus a markup of say 20%.</p> <ul style="list-style-type: none"> • Fixed cost: \$73 • Variable cost for 2 pax: \$30 • Total cost: \$103 • <u>Markup @20%</u> \$20,60 • Price: \$123,60 (\$124 ÷ 2 = \$62 per person) 	
Financial planning: capital costs	25 – 30	15 min	<p>Present and discuss the slides on:</p> <ul style="list-style-type: none"> • Startup costs (capital) • Running costs at the beginning of the business (working capital) 	
Runway calculations Burn rate & Cashflow (optional)	31 – 33	30 min	<p>There is a series of 3 slides explaining Net Burn Rate, with an example. There is more information in the Trainer Manual.</p> <p>If participants ask how to calculate how much money they need for working capital, these slides and example may be used.</p> <p>There is also additional information with an example of a cashflow projection which may be used if needed.</p> <p>Additional information is also provided in the Trainer Manual. It is useful for you to know and be able to explain this if participants ask questions about more detailed financial planning.</p>	

Unit 2: Marketing Agrotourism products, activities and services

Marketing concepts

Content	Slide	Time	Training Instructions	Resources
Intro activity	34 – 36	5 min	Activity 3: Brainstorm: What is marketing? <ol style="list-style-type: none"> 1. Present the slide and facilitate answers from the floor on ‘what is marketing?’ 2. Write some responses on the flipchart/board. 3. Reveal Slide 31 and compare to what the class came up with. 4. This activity is to tune the participants into the concept of marketing to set the scene for the module. 	Flipchart and marker
Marketing concepts	37 – 38	5 min	Present the 2 slides with the basic concepts of marketing that form a foundation of understanding for this module.	
Target Markets	39 – 48		<p>Show the slides and explain the breakdown of ‘market’ to ‘market segment’ to ‘target market’ and what farmers need to know about their target markets. Discuss the types of questions they need to ask to find out as much as possible about their target markets.</p> <p>Show an example of target markets and explain the differences between them.</p> <p>Activity 4: Your Target Market</p> <ol style="list-style-type: none"> 1. Present the slide with the questions. 2. Ask the participants to write down who they think their target market/s will be: who their product is aimed at? 3. Where do they come from? 4. Give them 5 mins to write down their ideas. 5. Ask one or two participants to tell their ideas to the class. 	Tangerine for demonstration

Content	Slide	Time	Training Instructions	Resources
			6. Provide feedback on their ideas.	
Marketing Mix	49	4 min	<p>Present the slide with the 4 elements of the marketing mix.</p> <p>Explain that some of these elements have already been covered in other modules and in the financial planning of this module.</p> <p>The marketing unit will focus mostly on distribution and promotion, with a little information on the product as well.</p>	

Product

Content	Slide	Time	Training Instructions	Resources
USP	50 – 53	3 min	<p>Remind participants that they have already identified their USP in Module 4.</p> <p>Telling the target audience about their USP is a key element of marketing.</p>	
Product description	54 – 55	20 min	<p>Present the slide and explain that businesses should have a very short, sharp description that they could say in a minute, and which should emphasise what is special about the product.</p> <p>Show the example of the 'ATVs.</p> <p>Activity 5: Product Description</p> <ol style="list-style-type: none"> 1. Present the slide and ask the participants to develop a product description for their product idea following the formula given. 2. Ask them to come up with answers to the questions: <ol style="list-style-type: none"> a. Can this sentence be adapted to different target markets e.g. young people, families, foreign tourists? b. Where would you say this – on what platform or channel? 	

Content	Slide	Time	Training Instructions	Resources
			<ol style="list-style-type: none"> Ask a few participants to read out or say their descriptions. Provide feedback such as it may be too long, does it emphasise the 'USP' enough, etc. 	

Place Distribution

Content	Slide	Time	Training Instructions	Resources
Distribution	56 – 58	5 min	Take some time to explain slide 49 on distribution channels; these are the sales channels that create the options for how to sell products to the end market. Give examples of where/through who visitors could buy or access the agrotourism product using slide 50.	
OTAs	59	10 min	Present slide 51 and explain what an OTA is and what it does. Explain the benefits of registering a tourism business with a suitable OTA, and how to choose the best one.	
Travel agents	60	5 min	Present the slide and discuss the role of travel agents in tourism distribution. Explain what they do.	
Tour operators/DMCs	61	5 min	Present the slide and discuss the role of tour operators/DMCs in tourism distribution. Explain what they do.	
Activity	62	20 min	Activity 6: Sales channels <ol style="list-style-type: none"> Present the slide with the question on 'ways that tourists/visitors could buy their product'. Give the participants 5 minutes. Ask one or two participants to tell their ideas to the class. Answers should include: at the farm/shop itself; making a booking at a local resort or tourism info centre, online, other. 	Flipchart paper and markers

Content	Slide	Time	Training Instructions	Resources
			5. Provide feedback on their answers and give them ideas to expand where they could make their product available for sale.	


Pricing

Content	Slide	Time	Training instructions	Resources
Pricing strategies	63 – 64	5 min	This is an overview slide . Explain that there are four pricing strategies the students need to be aware of, and go into these strategies in detail in the following slides.	
Cost plus pricing	65	5 min	Explain the basic strategy of cost-plus pricing, what it is and how to work out the final price based on a markup.	
Competition-based pricing	66	5 min	Discuss the way competition-based pricing uses similar products and their prices to determine a benchmark for the entrepreneur to price their own product.	
Dynamic pricing	67	5 min	Explain that dynamic pricing is also called flexible pricing. Discuss how in tourism and hospitality the changes are usually time-based.	
Wholesale pricing: methods	69 – 70	5 min	Explain what a wholesaler is and what their role is in selling a tourism product or service. Explain that they are paid a certain percentage of the selling price. Advise that balancing the business mix is a safe way to sell products and services without losing too much of the revenue to third parties.	
Discounts	71	5 min	Explain what wholesale discounts are in tourism. Explain how they are calculated and how they affect pricing. Show and describe the distribution chain and how commission is determined at each tier between the service provider and the customer.	

Content	Slide	Time	Training instructions	Resources
			Explain that payment terms must be strict so that small businesses are paid quickly by tour operators.	
Price calculations	72	20 min	<p>Activity 7: Price calculations</p> <ol style="list-style-type: none"> 1. Show the slide and review the information we already have. 2. Refer the participants to Worksheet 1 and ask them to work through the questions either on their own, in pairs or in groups. 3. Compare the answers by selecting random participants for each of the pricing strategies. 4. Explain how each question should have been answered if there are any questions. <p>Explain that the example is for 4 participants and explain how the total cost and revenue is calculated using this figure.</p> <p>The numbers:</p> <ul style="list-style-type: none"> • Total cost per class: $\\$73 + (\\$15 - 5) = \\$148$ • Total cost per participant: $\\$29,60$ • Selling Price per person: $\\$30 (\\$29,6) + 20\% = \\$36$ • Breakeven number is 3,48 – therefore rounded up to 4 <p>The answers should look like this:</p> <p>Question 1: Cost plus pricing</p> <p>Cost price per person = $\\$29,60$ Round up to \$30 for a simpler calculation</p>	Unit 2: Worksheet 1

Content	Slide	Time	Training instructions	Resources																
			<p>Add 30% = \$9 Selling price could be \$39</p> <p>Question 2: Competitor pricing</p> <table><tr><th>Competitor</th><th>Total price</th><th>Calculation</th><th>Price pp for 4 hours</th></tr><tr><td>A</td><td>\$65</td><td>Divide by 3 and multiply by 4 to get 4 hours: then divide by 2 to get per person</td><td>\$43,33</td></tr><tr><td>B</td><td>\$120</td><td>Divide by 8 and multiply by 4 to get 4 hours: then divide by 2 to get per person</td><td>\$30</td></tr><tr><td>C</td><td>\$85</td><td>Divide by 2 to get the per person price</td><td>\$42,5</td></tr></table> <p>The average price of a cooking class: \$43,33 + \$30 + \$ 42,50 = \$115,83 \$115,83 ÷ 3 = \$38,61 She is well positioned at her price of \$36; could raise it slightly, possibly up to \$40.</p> <p>Question 3: Dynamic pricing In high season it would increase and in low season it would decrease.</p> <p>Question 4: Wholesale pricing She has decided on \$40 as the selling price for her cookery class. She can discount this 10% to \$36 for tour operators. The wholesale price will be \$36.</p>	Competitor	Total price	Calculation	Price pp for 4 hours	A	\$65	Divide by 3 and multiply by 4 to get 4 hours: then divide by 2 to get per person	\$43,33	B	\$120	Divide by 8 and multiply by 4 to get 4 hours: then divide by 2 to get per person	\$30	C	\$85	Divide by 2 to get the per person price	\$42,5	
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Promotion and Marketing Tools

Content	Slide	Time	Training Instructions	Resources
Stories and content	73 – 76	5 min	<p>Present the series of 3 slides on what you would say about your product – telling your ‘product story’. Discuss the content of the stories that participants could tell about their products. Suggest different ways of attracting attention and getting noticed.</p> <p>Note that there is an embedded video on Slide 67 – Run that as a video example by clicking on the ‘play’ icon. The picture on the right is actually a video.</p> <p>Call to action: explain that the story should result in some time of Call To Action for the audience to use or engage with the product in some way.</p> <p>Slide 76 provides some examples.</p>	<p>Embedded video</p> 
Marketing tools	77	5 min	<p>Present slide 77: this slide shows the different types of promotional tools and the various options within each one.</p> <p>The three in the middle are circled as the three most important ones to start with or focus on.</p> <p>If their businesses can afford it or need it, they can do the marketing activities in the outer circle.</p>	
Print: business cards	78 – 80	10 min	<p>Present the series of slides on business cards, including the guidelines, tips, and options for making business cards with online programmes.</p> <p>Activity 8: Evaluate business cards</p> <ol style="list-style-type: none"> 1. Present the slide, which is animated. Different cards will appear when clicked. 2. Ask the participants if they think these are good or bad examples of business cards. 	Samples of good and poor business cards

Content	Slide	Time	Training Instructions	Resources
			<p>3. The first one is terrible! The other two are acceptable. Note that the third one is portrait orientation – and it shows both sides of the card – white front and green back.</p> <p>4. Emphasise good, clear, clean design using these examples.</p> <p>5. This is a very short activity – will take a minute or two.</p>	
Print: brochures, leaflets, flyers	81 – 88	15 min	<p>Present the series of slides on brochures, leaflets, and flyers; explain the content guidelines.</p> <p>Activity 9: Print materials</p> <p>1. Printed materials: Decide what print materials you will produce for your agrotourism business. Write an outline for one of the types of material with the following information:</p> <ul style="list-style-type: none"> ○ Target market ○ Place/s of distribution ○ Content (bullet list) ○ Size and shape ○ Image types <p>2. Give them 10 minutes to think and discuss, then take 5 minutes for different people to each give you one example.</p>	Samples of different types of print materials to illustrate what is being presented
Print: guides, maps, DMO brochures	89 – 90	10 min	<p>Present and discuss the three slides on how to be included in print materials like travel guides, maps and brochures printed by the DMO.</p> <p>If you have any samples or examples, please show them now.</p>	Samples and example
Online: social media	91 – 98	20 min	<p>Present and discuss all the slides on social media as a marketing platform.</p> <p>Emphasise the value of User Generated Content and that readers trust comments and uploads from other readers or product users.</p>	Unit 2 Handout 1: Facebook

Content	Slide	Time	Training Instructions	Resources
			<p>When you get to the section on Facebook, refer the participants to Unit 2 Handout 1 on how to set up a business account on Facebook. You do not have to go through it in detail, but it is for reference for them when they need it.</p> <p>Click through to some sites to show examples: Aspswar horse-riding; ATBT Safaris Look at the types of posts, who has posted them, the images used, how many followers and likes, etc. How many posts are ‘user-generated’?</p>	
Instagram, hashtags and links to other social media	99 – 100	10 min	<p>Explain what hashtags are on Instagram and how they can benefit the viewership of posts from Instagram pages.</p> <p>Discuss how Instagram allows posts to be shared on Facebook when they are shared to Instagram. As the post is being made on Instagram the option to post to a linked Facebook account will be given. Selecting this allows the post to be sent to the business Facebook page, saving valuable time.</p> <p>Remind participants that they may need to go to Facebook and adjust the post text to suit the audience on Facebook, who generally want informational posts and not just images.</p> <p>Remember that different target audiences use different social media, so, to get as wide coverage of a post as possible, make the connecting posts to your other social media pages.</p>	
Social Media Application	101	10 min	<p>Activity 10: Social Media Application</p> <ol style="list-style-type: none"> 1. Present the activity slide. 2. Participants must do the following: <ol style="list-style-type: none"> 1. Based on their chosen target market, identify what social media platform would they use to promote their product idea and why? 	

Content	Slide	Time	Training Instructions	Resources
			<p>2. List the ways they think they could increase their followers.</p> <p>3. Ask a few to share their answers and facilitate discussion and feedback on their ideas.</p>	
Online: website	102	10 min	<p>Present the slide on websites as a possible marketing tool.</p> <p>Show the features of webpages that should be included in good website design.</p>	
Online: travel sites	103 – 107	10 min	<p>Present and discuss the slides on different online travel sites.</p> <p>Go onto TripAdvisor to show where they can list their businesses – do not do the process.</p> <p>Show the other travel sites where they could list their businesses:</p> <ul style="list-style-type: none"> Visit Kurdistan: https://visitkurdistan.krd/index.html <p>Show the three slides with international examples of how individual products and businesses are showcased on one site. This is an idea for local businesses to work together for collective marketing or routes or how they can list their products on sites that are built for this marketing purpose.</p> <ul style="list-style-type: none"> Midlands Meander Lithuania Country Holidays Jordan BookAgri 	Website links Internet connection
Google maps	108	5 min	<p>Explain the importance of pinning the business on Google Maps to enable the self-drive domestic market to be able to find the business.</p>	
B2B: direct sales	109 – 112	10 min	<p>Explain the value and process of making direct sales called to acquire B2B sales.</p> <p>They could also invite these DMCs to come and visit and experience their product in an informal fam trip.</p>	
B2B: fam trips	113 – 115	5 min	<p>Present what FAM trips are and explain how to participate in a FAM trip organised by the local tourism authority or by a group of farmers working together.</p>	

Planning

Content	Slide	Time	Training Instructions	Resources
Toolbox	116 – 117	2 min	Present the slide that remind participants of the array of marketing tools they now have in their ‘toolbox’.	
Marketing action plan	117	2 min	Explain that marketing is a whole science in itself and can be large and complex. However, for a small startup, a must simple tool can be used. Explain that a sophisticated marketing plan has many sections and is based on the marketing mix. However, for the startups we provide a simple planning tool.	
Planning tool	118 – 120	20 min	Show the planning tool template on Slide 118, then click to Slide 119 to show an example of such a plan filled in. Activity 11: Simple Marketing Action Plan 1. Refer the participants to their handouts and to Unit 2 Worksheet 3. 2. They must complete the simple marketing action plan for their business. 3. Give them 10 – 15 minutes to discuss and complete it. 4. Spend 5 – 10 minutes asking them to explain their plans and giving feedback.	Unit 2: Worksheet 3

Unit 3: Business Planning

Content	Slide	Time	Training instructions	Resources
Business Model Canvas	121 – 124	2 min	<ul style="list-style-type: none"> Present the slide and explain the concept of a business model canvas and that it is a tool that they will use during their startup development. Refer participants to Unit 3: Worksheet 1. Show slide 7 and explain the different content that gets filled in in the different sections of the canvas. Explain that at the end of the training they will have enough information to be able to complete the canvas as a tool that collates all their business information into a summary. 	Unit 3 Worksheet 1
Business plans	125 – 134	15 min	<ul style="list-style-type: none"> Present the overview slide of what a business plan contains. Go through the series of slides that provides more detail on each of the sections of a basic business plan. Note that the steps are numbered at the top right of each of the slides: the solid colour bubble is the step discussed in that slide. Where necessary, refer to the elements we have already covered, such as financial planning, costing, marketing plans, etc. Explain that the people who will be selected for advanced training will be required to complete a simple business plan for their agrotourism business, and that you, their trainer/coach, will help them to develop their plans. There is an example of a simple Business Plan in the Trainer Manual. Read the content in the TM, and look at the BP example, including the financials so that you know how to coach and support your coaches. 	Unit 3 Handout 1: Business Plan Template
Activity	135	40 min	<p>Activity 12: Business Model Canvas</p> <ol style="list-style-type: none"> Refer the participants to the instructions on the activity slide. 	Unit 3: Worksheet 1: BMC printed in A3 size

Content	Slide	Time	Training instructions	Resources
			<ol style="list-style-type: none"> 2. Give each participant an A3 sized copy of the Business Model Canvas, and, based on what they have learned during the day, they must fill in the basics for their proposed agrotourism business. 3. Give them 30 minutes to do this. 4. Walk around and help them where needed. 5. Refer to the more detailed information in the Trainer Manual, or even do further online research to enable you to provide support and help with this activity. 6. Each person on the course must produce a completed BMC as these will be used as the basis for identifying which products will qualify for the advanced training. 7. If there is time, ask a few random people to share some of the content on their completed BMCs. 8. Give feedback. 	

Module closure

Content	Slide	Time	Training Instructions	Resources
Summary	136	5 min	Present the slide and do a quick recap on what was covered during the module to summarise and remind the participants about all they have learned.	
Course closure	137	2 min	Closing formalities: speeches, certification, evaluation, as required by the organiser.	