



Agrotourism Training

Module 1: Introduction to Tourism & Agrotourism



Trainer Guide

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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 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 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. 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) and the Lithuanian website (<https://www.celotajs.lv/en/c/brand/agriheritage/farmslt>) for ideas and to enhance your knowledge of the wide range of agrotourism products possible in similar contexts.
5. Check and understand the CARP programme and how it can provide a potential opportunity for funding for agrotourism businesses: <https://www.carp-iraq.com/>
6. Check that the hyperlinks to the website embedded in the slide (internet icon) are working.

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.

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 1

Unit	Activity #	Resources
1	Activity 1: Has someone you know been a tourist recently?	
	Activity 2: Can you think of any benefits to agrotourism?	Flipchart and markers
	Activity 3: Case Study: Benefits for the Farmer	
	Activity 4: Case Study: Benefits for the Local Community	
	Activity 5: Route tourism examples: South Africa	Midlands Meander map Kurdistan Tourism map
2		None
3	Activity 5: An Agrotourism Tour	
	Tourism product gaps	Handout 1: Tourism Product Gaps
	Activity 6: Agrotourism in your region	

	Activity 7: Case Study: Challenges for Farmers	
	Activity 8: Case Study: Challenges for Farmers	
	Projects	Handout 2: Agrotourism projects and products Internet and weblinks on slides

Training programme

Time	Content
08.30 – 08.45	Module introduction <ul style="list-style-type: none"> • Introductions of trainer and participants • Module overview  Slides: 1 – 2
08.45 – 10.10	Unit 1: Introduction to Tourism & Agrotourism  Slides: 3 – 10 Activity 1: Has someone you know been a tourist recently? Activity 2: Can you think of any benefits to agrotourism?  Slides: 11 – 42 Activity 3: Case Study: Benefits for the Farmer Activity 4: Case Study: Benefits for the Local Community Activity 5: Route tourism examples: South Africa
10.10 – 10.30	Break
10.30 – 12.30	Unit 2: International Agrotourism Experiences  Slides: 43 – 71 Activity 6: An Agrotourism Tour example from Azerbaijan
12.30 – 13.00	Unit 3: Agrotourism Development in the KRI  Slides: 72 – 75 Activity 7: Agrotourism in your area
13.00 – 14.00	Lunch
14.00 – 16.00	Unit 3: Agrotourism Development in the KRI  Slides: 76 – 100 Activity 8: Case Study: Challenges for Farmers Activity 9: Case Study: Challenges for the Farmers Internet
16.00	Module closure  Slides: 101 - 103



Module 1: Introduction to Agrotourism

Module introduction

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

Unit 1: Introduction to Tourism and Agrotourism

Content	Slide	Time	Training instructions	Resources
What is Tourism?	5 – 6	5 min	Show the slides and explain what tourism is and who tourists are. Activity 1: Has someone you know been a tourist recently? 1. Participants must think about anyone they know who travelled recently. 2. They must answer the questions on the slide. 3. They must brainstorm whether the person was a tourist or not, and why they think so.	
What is Agrotourism?	7 – 14	40 min	Define and explain what agrotourism is and how it benefits the farmer and community. Present the series of slides and in between, run Activities 2, 3, and 4. Activity 2: Can you think of any benefits to agrotourism? 1. Participants must take their newfound knowledge and think of any possible benefits agrotourism can offer farmers and the community. 2. Present the slide and facilitate a quick brainstorm on the benefits. 3. Capture their answers on the flipchart in two sides of the flipchart:	

Content	Slide	Time	Training instructions		Resources
				<p>Farmer Benefits</p>	<p>Community Benefits</p>
			<p>4. If they do not have much to offer, ask them a few questions to get them thinking e.g. who will be involved, and how will this be good for them?</p> <p>5. When enough answers have been generated present the next slide and compare it to their answers.</p> <p>Activity 3: Case Study: Benefits for the Farmer</p> <ol style="list-style-type: none"> 1. Show the slide and go over each point of the scenario. 2. Ask participants to identify how the farmer benefitted from starting an agrotourism business. 3. The answers should be along the lines of: <ol style="list-style-type: none"> a. Additional income b. Selling directly to consumers c. Branched into another stage of production d. Marketed their products directly by showing how they were made <p>Activity 4: Case Study: Benefits for the Local Community</p> <ol style="list-style-type: none"> 1. Show the slide and go over each point of the scenario. 		

Content	Slide	Time	Training instructions	Resources
			<ol style="list-style-type: none"> 2. Ask participants to identify how the local community benefitted from the agrotourism business. 3. The answers should be along the lines of: <ol style="list-style-type: none"> a. More job opportunities b. New businesses c. Other businesses growing d. Preservation of culture e. Money being brought into the region 	
Agrotourism as a business opportunity	15 – 18	5 min	<p>Explain why it became necessary for farmers to consider agrotourism.</p> <p>Show the slides and discuss how agrotourism can be a means of living, the basic roles it plays and some facts about agrotourism operations.</p> <p>Discuss what tourists want and why they seek out agrotourism destinations.</p>	
Types of Tourists and why they travel	20 – 22	5 min	<p>Show the slides and explain there are two main types of tourists, and they may have interests in four target markets.</p> <p>Target markets will be discussed in more detail in Module 5.</p>	
The People	23 – 24	5 min	<p>Show the slides and explain that tourists want specific things from their travels, some of which are universal and some specific to different groups.</p> <p>Explain that the farm needs to offer appropriate activities to attract the market they want.</p>	
Buying Tourism Products	25 – 26	5 min	<p>Explain that tourists can purchase tourism products individually or as part of a tour, and how they would go about this.</p> <p>It is important to understand this as it affects how the farmer will sell the agrotourism product.</p> <p>This will be discussed in more detail in Module 5.</p>	
Responsible Tourism	28 – 34	10 min	<p>Explain the three pillars of responsible tourism; what they are and the key concepts behind them.</p>	

Content	Slide	Time	Training instructions	Resources
Route Tourism	36 – 40	15 min	<p>Explain what route tourism is, how it benefits farmers and tourists and show examples of existing tourism routes.</p> <p>Using the links on the slide, click through to the site. It is in English, but the participants can still get an idea of how the maps are presented, and can see the key of numbers that show what products are found along the routes.</p> <p>There are 3 different routes on the same site – click to all of them so that the participants can see that even in the same region, there may be different ‘collections’ of agriproducts that have tourism route potential.</p> <p>Activity 5: Route tourism examples: South Africa</p> <ol style="list-style-type: none"> 1. Show the Midlands Meander booklet from South Africa. It is in English but the participants should be the idea even if they cannot read the content. This route is a very high quality, very well developed and mature product consisting of 5 colour coded routes and a wide range of tourism products in one area. 2. Show the coloured routes and the detail in the book: <ol style="list-style-type: none"> a. Show the product descriptions (even in English) b. Show the icons used to provide information on the key features of each product c. Ask what the participants think of the idea. d. Point out that while this is quite sophisticated, they could start a small and simple route using the same principles. e. If you want, click through to the website and look at the features and functionality: https://midlandsmeander.co.za/. f. Under ‘Activities’ you will find groups of products such as: <ul style="list-style-type: none"> • Activities for children 	<p>Internet Weblinks on the slide</p> <p>Midlands Meander Map</p> <p>Other sample maps and marketing materials</p>

Content	Slide	Time	Training instructions	Resources
			<ul style="list-style-type: none"> • Adventure • Arts and crafts • Birding • Courses and workshops • Fishing • Hiking • Museums • Natural areas • Wildlife <p>3. Show the other map (Kurdistan Map).</p> <ol style="list-style-type: none"> a. Look at the way the map is presented b. Product information and advertising c. Local area information for visitors 	Kurdistan map
Develop a tourism route	41 – 42	10 min	<p>Present the slides and discuss how farmers could work together to develop a route.</p> <p>Refer to the marketing materials you have and show how a route is branded and information is provided on each product.</p> <p>In the next section, you will have the opportunity to click to a couple of agrotourism websites where a combination of agrotourism products are marketed on a single platform. When showing these, note the features such as:</p> <ul style="list-style-type: none"> • Use of icons to show product features (also as shown in print on the Midlands Meander booklet) • Logo or brand name • Product photos and descriptions 	



Unit 2: International Agrotourism Experiences

Content	Slide	Time	Training instructions	Resources
<p>Trainer note: this section is quite visual. The purpose is to show your participants that agrotourism is a large and growing tourism market worldwide. The visuals will help to show examples of how diverse agrotourism can be.</p> <p>The section starts off with California. There are some slides that are 'hidden'. If you are teaching this to tourism students in an academic environment, you may want to unhide them and use them, but otherwise, for farmers, skip these slides and just show the types of agrotourism in California using Slide 44, then continue to Slide 55, Italy, Tuscany.</p> <p>Note that the examples start from far away, then come closer and closer to Kurdistan with examples that are more recognisable the closer they get to 'home'.</p>				
USA: California	44 – 55	10 min	<p>Show the set of slides and explain that the state of California in the USA offers many diverse agrotourism products which attract many visitors and generate a lot of additional income for the region.</p> <p>Show the examples of agrotourism in California and explain what each is, what it has to offer and what is needed for each to be successful.</p>	
Italy: Tuscany	56 – 57	5 min	<p>Show the slides and explain that Tuscany has many farmstays in the rural areas and explain where they are mostly found. Describe the features, target market, and what is needed to operate a farmstay.</p> <p>Website: https://www.agriturismo.it/en/</p>	
Lithuania	58 – 60	5 min	<p>Show the slide and explain that Lithuanian farms focus on heritage and history, they are educational farms.</p> <p>Click to the website to show the participants what a website of agrotourism product looks like.</p> <p>Note and show them the little icons/symbols that show the features of each of the products listed.</p>	Website; internet access
Azerbaijan	61 – 65		<p>Note: there are a number of examples from Azerbaijan as this training material originated there. The country is quite similar to Kurdistan, and their agrotourism is</p>	

Content	Slide	Time	Training instructions	Resources
			<p>starting out with a few good examples already being quite successful. Show the different examples; click through on the links to show a little more about them and how they market themselves online.</p> <p>Trainer note: go to the websites in advance so that you can see what they are and talk more about them.</p> <p>Activity 6: An Agrotourism Tour Example: Azerbaijan</p> <ol style="list-style-type: none"> 1. Show the slide to illustrate to participants how a seven-day tour can include a range of agrotourism experiences. 2. The purpose for this slide is to show participants that there is opportunity to work with tour operators and have them bring groups to their agrotourism attraction. 3. This provides a business opportunity for them. 4. Click through on the link to show the original tour and that it is real, not made up for the training. 	Website; internet access
Turkey	67	5 min	Show the slides and explain that Turkey has so many different landscapes that their agricultural offerings appeal to many markets. Describe the features, target market, and what is needed to operate an educational farm.	
Iran	68 – 70	5 min	Show the slides and explain that Iran has a large number of privately owned, and recreational properties most farms offering agrotourism are horticultural and teach visitors about saffron, dates, barberries, etc.	
Jordan	71	10 min	Show the slide and then click through to the ' BookAgri ' website. Make sure the language setting is Arabic. Go to the 'Experiences' page and slowly scroll so that the participants can see the range of products that are offered. Ask which ones they would like to see more of.	Website; internet access

Content	Slide	Time	Training instructions	Resources
			<p>Got to at least three different products and look at the following with the participants: the <i>Jameed and Mansaf Making Experience</i> is one they may relate to (making cheese and cheese balls)</p> <ul style="list-style-type: none"> • The range of experiences: the wide range of different products on offer • How they are described (product description) • What they include • The duration • How they are priced (This is important as they will see that the more people on the experience, the cheaper it is... this will be explained later in Module 5. Make sure that they take note of this!) • Note the booking functionality of the website. • Criticism of the website: would be good to have more pictures of each activity, not just one. 	

Unit 3: Agrotourism Development in the KRI

Content	Slide	Time	Training instructions	Resources
Challenges of Agrotourism	73	5 min	Discuss the challenges KRI faces as a country and how agrotourism could contribute to solving a few of the challenges.	
The Future of Agrotourism	74	5 min	Explain that the focus needs to be very specific in the short term, a niche needs to be selected and targeted by taking advantage of the countries unique or interesting experiences.	
Agrotourism potential activity	75	10 min	<p>Activity 7: Agrotourism in your region</p> <ol style="list-style-type: none"> 1. Participants must locate their regions on the map and identify what agriculture is present in the region. 	

Content	Slide	Time	Training instructions	Resources
			<ol style="list-style-type: none"> They must then decide which could be used to offer an agrotourism product. Participants must discuss whether they have the potential to form a route by joining up the different potential agrotourism products or attractions. 	
Product Gaps	77 – 90	15 min	<p>Show the slides, explain what a product gap is and show a few selected examples of product gaps that could be filled by new agrotourism products in KRI.</p> <p>Refer the participants to Handout 1 and explain that they have this information to refer to when developing their products. This will help them to identify and develop a product for which there is a demand.</p>	Handout 1: Tourism Product Gaps
Challenges to Agrotourism Development	91 – 94	20 min	<p>Explain the challenges farmers/households may face when starting an agrotourism business. Explain the outside factors that could affect the growth of these businesses.</p> <p>Activity 8: Case Study: Challenges for Farmers</p> <ol style="list-style-type: none"> Read the scenario to participants. Ask the participants to discuss how the challenges negatively impacted the farmer and their visitors. Ask them to discuss how the challenges could have been overcome. <p>Activity 9: Case Study: Challenges for the Farmers</p> <ol style="list-style-type: none"> Read the scenario to participants. Ask participants to think about and answer the question ‘what went wrong?’ and identify how it could have been prevented or improved. 	
Access to funding: CARP fund	95 – 100	15 min	<p>Show the slides and discuss access to the CARP fund funding with regard to:</p> <ul style="list-style-type: none"> Information about the fund Funding available Criteria that need to be met to qualify applicants 	Handout 2: CARP fund Weblinks



Content	Slide	Time	Training instructions	Resources
			<ul style="list-style-type: none"> Website: click through and show them the website and how to download the information and application documents For further information visit: https://www.carp-iraq.com/ 	

Module closure

Content	Slide	Time	Training instructions	Resources
Summary	102	3 min	Briefly summarise the module using the final slide.	
Next module	103	2 min	Inform participants that the next module will be on agrotourism Experiences where they will learn more about the different types of agrotourism experiences that they could offer to visitors.	