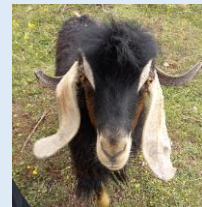


Agrotourism Training

Module 2: Agrotourism Experiences



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 sessions 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. Check if there are any existing agrotourism products that you can refer to.
5. Check if the link for Activity 7 works; if not, use the video provided: save it to your computer and hyperlink it to the slide using the internet icon as the place to link it. Watch the video so you know what you are looking for in the activity.

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 training. 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		

Resources for Module 2

Unit	Activity #	Resources
1	Activity 1: Case Study: Honey Farm	
	Activity 2: Application: Farm Work Experiences	Module 1 Handout 1: Agrotourism Product gaps
	Activity 3: Case Study: Berry Farm	
	Activity 4: Application: Education and Learning experiences	Module 1 Handout 1: Agrotourism Product gaps
2	Activity 5: Application: Leisure and Recreation Experiences	Module 1 Handout 1: Agrotourism Product gaps
3	Activity 6: Application: U-Pick Activities	
4	Activity 7: Shop and product presentation	Internet connection or Instagram video: Tahini Shop
	Activity 7: Application: Food Products and Gastronomy Experiences	Module 1 Handout 1: Agrotourism Product gaps

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: Farm Work Experiences  Slides: 4 – 24 Activity 1: Case Study: Honey Farm Activity 2: Case Study: Berry Farm Activity 3: Application: Farm Work Experiences
10.10 – 10.30	Break
10.30 – 12.30	Unit 2: Education and Learning Experiences  Slides: 25 – 42 Activity 4: Application: Education and Learning Experiences
12.30 – 13.00	Unit 3: Leisure and Recreation Experiences  Slides: 43 – 68 Activity 5: Application: Leisure and recreation experiences Activity 6: Application: U-Pick Activities
13.00 – 14.00	Lunch
14.00 – 16.00	Unit 4: Food Products and Gastronomy  Slides: 69 – 93 Activity 7: Shop and product presentation Activity 8: Application: Food Products and Gastronomy Experiences
16.00	Module closure  Slides: 94 – 95

Module 2: Agrotourism Experiences

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.	
Overlap of experiences	3	2 min	Present the slide and explain that this module will explain different types of agrotourism experiences. Show the graphic and explain that an agrotourism attraction may offer more than one type of agrotourism experience at a time, so these are not in isolation from each other, but often complementary, offering a range of experiences to visitors.	

Unit 1: Farm Work Experiences

Content	Slide	Time	Training instructions	Resources
What is a farm work experience?	5 – 12	30 min	<p>Show the slides and explain what farm work experiences are and why visitors want to participate. Slide 6 gives an overview of the different types of experiences. The following slides provide more detail on each of the types.</p> <p>People may go and work on farms for the experience – exchanging their time/labour for accommodation and meals. An international platform of such farm (and other) work is Workaways (https://www.workaway.info). The site is in English but click through to have a look at the options offered if it would add value. Look for farming experiences in different parts of the world.</p> <p>There is an international website where volunteer jobs can be posted. While the volunteers do not pay for the experience, farmers can host volunteers and provide</p>	Internet connection and link to Workaway.

Content	Slide	Time	Training instructions	Resources
			<p>meals and accommodation in exchange for their labour. This is a way of saving money on labour costs and getting additional help on a farm during busy times such as planting, harvesting, food processing, etc.</p> <p>Using this series of slides to explain the different types of farm work: livestock, horticultural, general farming and agri-processing.</p> <p>Activity 1: Case Study: Honey Farm</p> <ol style="list-style-type: none"> 1. Read the scenario to the participants 2. Ask the questions and encourage discussion between participants 3. Possible answers include: <ul style="list-style-type: none"> • Good things would be the visitors are allowed to participate in part of the process while learning about beekeeping and honey, the farmer liked to share more about the process with interested people. • Bad things would be the visitor was not provided adequate PPE, he was not trained to be where he was, the hives were damaged which is a loss of income, the PPE was also damaged and would need to be replaced. • The experience was handled well before the incident, visitors got to learn and have fun and be involved in the process. After the incident there may have been more resistance to allowing visitors near the hives, it could have made the farm seem dangerous and visitors would be less likely to visit. 	
Pros and cons	13	10 min	Show the slides and discuss the advantages and disadvantages of running a farm work experience business.	
Challenges and opportunities	14 – 15		Explain some challenges and some opportunities that come with farm experiences on horticultural and livestock farms.	

Content	Slide	Time	Training instructions	Resources
Processes and elements	16 – 23	30 min	<p>Show the overview slide (Slide 17) and then explain each point in the slides that follow.</p> <p>Describe the roles of all involved clearly and explain the precautions set in place for the safety of all involved.</p> <p>Activity 2: Case Study: Berry Farm</p> <ol style="list-style-type: none"> 1. Show the slide and explain the scenario of how a farm work experience berry farm became a U-Pick farm and discuss how this change was good and bad. 2. Some answers can include: <ol style="list-style-type: none"> a. The farmer protected his crop and produce b. The farmer gained a new market c. The farmer expanded his business d. He would have needed more people and more infrastructure 	
Application activity	24	20 min	<p>Activity 3: Application: Farm Work Experiences</p> <p><i>Note: if there are no possible opportunities for education and learning experiences amongst the farmers in the group, then skip this activity. However, this is unlikely as there is a lot of scope.</i></p> <ol style="list-style-type: none"> 1. Participants must think of any opportunities their farm has to offer Farm Work experiences. 2. Remind them to consider the product gaps they learned about in Module 1 – and they can refer to Handout 1 for ideas 3. Allow them 10 – 15 minutes to work through the questions on their own: <ul style="list-style-type: none"> ➤ Describe how you would offer such an experience: ➤ The duration – how long would it be? 	<p>Module 1</p> <p>Handout 1:</p> <p>Agrotourism</p> <p>Product gaps</p>

Content	Slide	Time	Training instructions	Resources
			<ul style="list-style-type: none"> ➤ The content – what would the visitors do? ➤ Who would teach, help and supervise the visitors? ➤ Where would they stay? ➤ Who would cook for them? ➤ Where would they eat/have meals? ➤ How many visitors could you take at one time? <ol style="list-style-type: none"> 4. Circulate and help them while they are working. 5. When they are finished, ask a participant or two to present their thinking and their answers to the questions to the class. 6. Give feedback and guidance on their thinking. 	

Unit 2: Education and Learning Experiences

Content	Slide	Time	Training instructions	Resources
Introduction to Educational Farm Experiences	25 – 33	10 min	<p>Show the slides and explain what these experiences are and give examples using the series of slides and photos:</p> <ul style="list-style-type: none"> • Livestock farm tours and activities • Agri-processing: tahini, dairy products, nanaqaisi, bottled vegetables 	
Pros and cons	34	5 min	<p>Show the slide and explain the advantages and disadvantages of running an educational farm experience.</p> <p>Discuss and give examples if possible.</p>	
Challenges and Opportunities	35	5 min	<p>Show the slide and discuss the challenges and opportunities of running an educational farm experience.</p>	
Processes and Elements	36 – 41	10 min	<p>Show the slides and explain each step of the average educational farm experience and what is often involved in the process, e.g. informational signage.</p>	

Content	Slide	Time	Training instructions	Resources
Application activity	42	30 min	<p>Activity 4: Application: Education and Learning Experiences</p> <p><i>Note: if there are no possible opportunities for education and learning experiences amongst the farmers in the group, then skip this activity. However, this is unlikely as there is a lot of scope.</i></p> <ol style="list-style-type: none"> Participants must consider the opportunities their farms have to offer Remind them to consider the product gaps they learned about in Module 1 – and they can refer to Handout 1 for ideas Allow them 10 – 15 minutes to work through the questions on their own. <ul style="list-style-type: none"> ➤ Describe how you would offer such an experience: <ol style="list-style-type: none"> What is the product? How would you present it to visitors – in a tour, with information signs, etc.? What visitor facilities would you need to have in place? What staff would you need to have? Circulate and help them while they are working. When they are finished, ask a participant or two to present their thinking and their answers to the questions to the class. Give feedback and guidance on their thinking. 	<p>Module 1</p> <p>Handout 1:</p> <p>Agrotourism</p> <p>Product gaps</p>


Unit 3: Leisure and Recreation Experiences

Content	Slide	Time	Training instructions	Resources
What are Leisure and Recreation Experiences?	43 – 50	15 min	Show the slide and explain what leisure and recreation experiences are and give a few examples as presented on the slides: horse trails, quad biking, hiking, picnics, kapor (riverside tents) sites and locations for photoshoots.	

Content	Slide	Time	Training instructions	Resources
			Ask participants if they have other ideas for leisure and recreation.	
Pros and cons of	47	5 min	Discuss the advantages and disadvantages of offering leisure and recreation experiences on farms or natural areas.	
Challenges and Opportunities	48	5 min	Explain and discuss the challenges and opportunities of both leisure and recreational experiences.	
Processes and Elements	50 – 53	15 min	Show the slides and explain the processes usually followed in these kinds of experiences, including a brief explanation of how each element is done.	
Application activity	58	20 min	<p>Activity 5: Application: Leisure and Recreation Experiences</p> <p><i>Note: if there are no possible opportunities for leisure and recreation experiences amongst the farmers in the group, then skip this activity. However, this is unlikely as there is a lot of scope.</i></p> <ol style="list-style-type: none"> Participants must consider the opportunities their farms have to offer Remind them to consider the product gaps they learned about in Module 1 – and they can refer to Handout 1 for ideas Allow them 10 – 15 minutes to work through the questions on their own. <ul style="list-style-type: none"> ➤ Describe how you would offer such an experience: <ol style="list-style-type: none"> What is the activity or experience? How would you offer it to visitors? What visitor facilities would you need to have in place? What staff would you need to have? What specialized equipment would you need? Circulate and help them while they are working. When they are finished, ask a participant or two to present their thinking and their answers to the questions to the class. 	<p>Module 1</p> <p>Handout 1:</p> <p>Agrotourism</p> <p>Product gaps</p>

Content	Slide	Time	Training instructions	Resources
			6. Give feedback and guidance on their thinking.	
U-Pick activities	59 - 67	30 min	Explain what a U-Pick experience is and how it generates income for the farmer. Explain the advantages and disadvantages of running a U-pick farm. Explain the process and elements of offering U-Pick experiences to visitors.	
Application activity	68	20 min	<p>Activity 6: Application: U-Pick Activities</p> <p><i>Note: if there are no possible U-pick opportunities amongst the farmers in the group, then skip this activity.</i></p> <ol style="list-style-type: none"> Participants must consider any opportunities their farms have for U-Pick experiences and identify what they are, if any. Allow them 10 – 15 minutes to work through the questions on their own. <ul style="list-style-type: none"> ➤ Describe how you would offer such an experience: <ol style="list-style-type: none"> What is the product? How would it be collected and sold – by unit, by weight, other? What visitor facilities would you need to have in place? Circulate and help them while they are working. When they are finished, ask a participant or two to present their thinking and their answers to the questions to the class. Give feedback and guidance on their thinking. 	

Unit 4: Food Products and Gastronomy Experiences

Content	Slide	Time	Training instructions	Resources
What are Gastronomy Experiences?	69 – 75	10 min	<p>Show the slides and explain what gastronomy is and what it means in terms of agrotourism. Give a few examples of gastronomy from an agrotourism perspective:</p> <ul style="list-style-type: none"> • Meals for visitors: day visitors, overnight visitors, hiking groups passing through, etc. • Cooking classes and demonstrations • Product tastings e.g. nana quesí • Farm shop or stall 	
Pros and cons	76	5 min	Explain the advantages and disadvantages of running a gastronomy experience	
Challenges and Opportunities	77	5 min	Discuss the challenges and opportunities of running a food and gastronomy experience	
Process and Elements	79 – 91	15 min	<p>Show the slides and explain the typical processes and elements of a food and gastronomy experience.</p> <p>Note: The image on the right on Slide 86 is a video – click on the play button to run it.</p> <p>Activity 7: Shop and product presentation</p> <ol style="list-style-type: none"> 1. Present the activity slide and brief the participants that you will show them a video... they need to concentrate on the background of the shop and not so much on what the man is saying. 2. Click through to the video on the internet icon; show the video. 3. After the video, facilitate a discussion about the shop itself: <ol style="list-style-type: none"> a. How is it decorated? (very attractive, specially done décor and shop fittings, traditional elements, plants, shelving, stove with copper kettles, nice ambience, clean, tidy, very well done to enhance sales.) b. How are the products presented? (Nicely presented on shelves) 	<p>Embedded video</p>  <p>Internet connection or Instagram video: Tahini Shop</p>



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Content	Slide	Time	Training instructions	Resources
			<p>c. What does it look like outside? (Good signage, interesting exterior décor, makes people want to stop and check it out/go inside, product display outside.)</p> <p>4. Referring to the photo on the slide of the tahini jar, discuss the product packaging and labelling. Make note that it actually has a brand name.</p>	
Hygiene and Safety	92	20 min	<p>Show the slide and explain the importance of food hygiene and safety when offering a gastronomy experience or selling food.</p> <p>Explain the property will have to be exceptionally clean and all staff who handle food products should be trained on safe and hygienic food handling.</p>	
Application activity	93		<p>Activity 8: Application: Food products and Gastronomy Experiences</p> <ol style="list-style-type: none"> Participants must identify any experiences they could offer on their farms Remind them to consider the product gaps they learned about in Module 1 – and they can refer to Handout 1 for ideas Allow them 10 – 15 minutes to work through the questions on their own. Circulate and help them while they are working. When they are finished, ask a participant or two to present their thinking and their answers to the questions to the class. <p>Give feedback and guidance on their thinking.</p>	Module 1 Handout 1: Agrotourism Product gaps

Module closure

Content	Slide	Time	Training instructions	Resources
Summary	95	3 min	Quickly summarise the module using the final slide.	
Next module	96	2 min	Inform participants of the arrangements for the next module:	