



Still Tourism Around Yard

STAY

Report of Agrotourism Curriculum Proposal

Project No: 2022-1-SI01-KA220-VET-000087663



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Curriculum design

We wanted to create a programme/curriculum that would best cover all the topics that are important in the provision of agrotourism, which would be strongly aligned with the labour market, as it is aimed at (direct and indirect) training of farmers living in rural areas who want to set up and run their agrotourism businesses to supplement their agricultural income, so registration is automatic. Regarding the curriculum for VET providers and universities, we intend to include the most relevant topics to adapt them to the needs of the labour market.

How we went about finding the right modules/courses

Each partner country has reviewed their country's EQF Level 5 training and education programmes. We assumed that partner countries that have developed legislation on agrotourism would have more programmes than those where agrotourism is not entirely developed.

First, we looked for areas that cover or relate to agrotourism themes. Once we found a suitable school or training provider, we looked at the programmes it offered and selected relevant ones. On the website of each school, it is usually possible to find a catalogue of skills, which describes the content of each module/course in more detail, i.e. the way it is taught, the number of hours, etc.

The courses that matched the selected criteria were entered in a table designed by the Slovenian partner. In the table, we entered:

1. Course name section

Name of the course/module and link to access the educational institution where the course/module is delivered.

2. Content selection

Main topics covered in the course or the main objectives to be achieved by the participant after the course/module.

3. Delivery method section

Delivery method of the content (online, face-to-face, in school, in the field, etc.) and the duration in hours (if this information is provided).

4. Program-level section

ECTS (European Credit Transfer System) for each programme/module, if any. EQF 5 is relevant for vocational colleges.

5. Type of assessment section

Method of assessment—terms that have to be done to obtain the grade, method of obtaining the grade (oral, written), and any additional tasks that the participant must complete to obtain the final grade (exam, seminar exercises, field visit, etc.).

6. Target groups section

For whom the content of the course/module is originally intended (adult education, students, farmers, beginners, etc.).

7. Training/teaching methods section

How many hours are devoted to each part of the course/module - e.g. lectures, practical training, seminar exercises, visits to good practices, etc.

We have covered all the options offered in schools and those freely available or payable through various course providers.

In order to find the appropriate EQF level for the final content and complexity of the curriculum, each partner country has made a brief overview of the curriculum in their country, and in particular, we have researched the possibilities and conditions for secondary and post-secondary education.

This information was most often provided on the primary and secondary school websites. We were careful to ensure that the information was up-to-date. In principle, this type of information is also available on the websites of each country's government. We then listed the duration of each educational programme, the further education options, the EQF level of each academic programme, and the ages of the pupils at the time of secondary and further education. Each partner country collected and reported the data in written form and as a mental sample.



Czech Republic



The education system in the Czech Republic includes: pre-school education for children, compulsory education (primary and lower secondary education- 9 years), upper secondary education, and tertiary education.

EQF level 5 in the Czech Republic is the NSK qualification – Certificate of Professional Qualification Personalista. The NQF is a common framework for initial and adult education that recognises learning outcomes. The NQF allows you to compare qualifications recognised in the Czech Republic with qualifications recognised in other European countries.

Portugal



Secondary education is compulsory in Portugal. Pupils can enrol in either a general or vocational or artistic secondary school. From general secondary school, pupils can go on to enrol in all areas of university study.

Post-secondary education at EQF level 5 is provided in technology specialisation programmes (e.g. computer science, commerce, electronics and automation, tourism, and recreation), where the duration of education ranges from 1–1.5 years, of which 30–46% is in the form of work-based learning in companies, etc., as well as in technical post-secondary programmes. These programmes are run by polytechnics and last for 2 years, with 25% of the total time devoted to work-based learning in enterprises. Through special application procedures, graduates of these programmes can enter first-cycle higher education programmes and integrated master's programmes leading to higher education.

Italy



In Italy, compulsory education lasts for 10 years, i.e. until the age of 16. At 14, pupils choose between general education, secondary vocational schools and training, and regional vocational education and training pathways.

At the post-secondary level, vocational education includes technical programmes for graduates of five-year grammar schools or four-year IFP programmes who pass entrance exams. These include one-year non-academic courses (EQF 4) leading to a Certificate of Higher Technical Specialisation and two- to three-year Higher Technical School (ITS) programmes (EQF 5) leading to a Diploma of Higher Technical Specialisation.

Spain



In Spain, VET is structured at different levels: basic, which consists of 2000 hours; secondary, which consists of 2-3 academic years, of which 25-35% of these hours are internships; and higher level, which also consists of 2-3 academic years and the same percentage of hours as at the secondary level are internships.

In Spain, the intermediate and higher levels of VET correspond to EQF level 5. This level comprises the following criteria:

- **Knowledge.** Extensive factual and theoretical expertise in a specific field of work or study, bearing in mind the limitations of this knowledge.
- **Skills.** The full range of cognitive and practical skills needed to find creative solutions to abstract problems.
- **Competences.**
 - Managerial and supervisory tasks in the context of work or study activities in which unpredictable changes may occur.
 - Reviewing and developing own and others' performance.

Slovenia



Secondary education is not compulsory in Slovenia. It is divided into general education, i.e. gymnasium, and secondary vocational education. Lower vocational education lasts 2-3 years and allows entry into secondary vocational or professional education programmes. Secondary vocational education lasts, as a rule, 3 years and provides enrolment in the relevant vocational-technical education programmes. Secondary vocational education may be continued into vocational-technical education, which normally lasts 2 years and ends with the vocational baccalaureate. This allows admission to higher vocational education programmes and, with the additional pass mark in the General Baccalaureate, to some university programmes. Secondary vocational education usually lasts 4 years and ends with the Vocational Baccalaureate. The Vocational Baccalaureate is a qualification for entry to higher and higher vocational education programmes, and the General Baccalaureate is an additional qualification for entry to some university programmes.

EQF level 5 in Slovenia is higher vocational education. Higher vocational education is also known as practical education, which allows students to have direct contact with employers and gain relevant work experience during their studies. Forty percent of the total study programme consists of an internship or work placement in a company.

2. CURRICULUM PROPOSAL



Reading instructions

- Based on the methodology described above, a curriculum proposal has been developed. The STAY project is a consortium composed of farmers coming from Italy, Belgium, Spain, the Czech Republic, Portugal and Slovenia, where the school systems differ. The curriculum is designed based on EQF level 5 and is adapted to the Slovenian higher education programme in terms of percentage and number of hours. The programme is designed as a curriculum proposal that can be presented to the authorities.
- For ease of understanding, credits and suggested percentages of hours needed to complete the programme are given.
- This is followed by the modules and descriptions of the topics covered in each module. The content is adapted to the situation (data and situations) in each country.

Curriculum of AGROTOURISM

The objectives of the programme are:

- Understanding the wider economic, social, and natural environment of agrotourism.
- Interlinking different areas and aspects of agrotourism.
- Independent development and professional work.
- In-depth understanding, analysis, and application of new methods, organisation and management of agrotourism and human resources.
- Critical thinking and analytical problem-solving concerning agrotourism.
- Assessing entrepreneurial decisions from a social responsibility perspective.
- Cooperation, teamwork, and the acquisition of new soft skills relevant to agrotourism.
- Understanding the use of digital tools and skills in agrotourism.

Teaching and learning methods

- Classical lectures.
- Interactive lectures.
- Multimedia presentations.
- Tutorials and case study discussions.
- Seminar assignments on concrete examples of real problems.
- Project work in groups.
- Guided individual study in research and preparation of peer-reviewed articles.

Total duration

The programme consists of 120 CP* or 2875 hours. These hours include 1052 (34%) contact hours (organised student work), including seminars, laboratory and field exercises, followed by 1223 (42%) hours of individual student work.

*One CP equals 25 hours. The programme is divided into two years: the first year consists of 61 CP, and the second year consists of 59 CP.

Each module is carefully designed to ensure a comprehensive coverage of the essential topics, and the learning units are drafted to build on the skills required by an agrotourism manager progressively. This layout is aligned with the EQF Level 5 outcomes and ensures that students are well-prepared for professional responsibilities in this field.

1. Introduction to Agrotourism (5 CP)

Total annual commitment
4,2% (125 hours)

Contact hours
2,2% (65 hours)

Individual hours
2,0% (60 hours)

Learning unit 1.1: Basics of tourism and history of agrotourism (specific for each country)

Learning unit 1.2: Current trends and future prospects in agrotourism

Learning unit 1.3: Examples of good practices

Learning unit 1.1:

Basics of tourism and history of agrotourism (specific for each country)

- Tourism geography and history of the area.
- Basic definitions of agrotourism, comparison between tourism and agrotourism (pure definitions).
- Development of agrotourism over time.
- Historical development of agrotourism in the country.
- Development of regional and national tourism.

Learning unit 1.2:

Current trends and future prospects in agrotourism

- Digital transformation.
- Experiences and personalisation of the offer.
- Integration into the local community.
- Preserving traditional agricultural practices.
- The impact of agrotourism on community empowerment.
- Sustainable development.
- Educational and research opportunities.

Learning unit 1.3:

Examples of good practices

- An overview of good and bad practices in other countries.

2. Business and legal aspects (10 CP)

Total annual commitment

8,3% (250 hours)

Organised student work

Contact hours

3,3% (100 hours)

Individual hours

+5,0% (150 hours)

Learning unit 2.1: Rural development through legislation

Learning unit 2.2: Obtaining licences for agrotourism accommodation

Learning unit 2.1:

Rural development through legislation

- Requirements for the registration of agricultural establishments and for obtaining the relevant authorisations to carry out agrotourism activities.
- Rules on the use of agricultural land for tourism purposes, which may include restrictions on the construction or conversion of buildings on agricultural land.
- Specific tax exemptions or obligations for agrotourism activities.
- Rules and guidelines for the promotion and sale of local agricultural products to visitors.
- Rules to ensure sustainable development and nature protection in the field of agrotourism.
- Rules on the employment and working conditions of staff employed in agrotourism.

Learning unit 2.2:

Obtaining licences for agrotourism accommodation

- Registration of activities.
- Categorisation of accommodation.
- Obtaining certificates.
- How to combine both the farming and tourist activity (regulations, taxation).

3. Digital and communication skills (8 CP)

Total annual commitment
7,1% (214 hours)

Contact hours
2,9% (88 hours)

Individual hours
4,2% (124 hours)

Learning unit 3.1: Advanced customer service techniques

Learning unit 3.2: Digital tools for agrotourism management

Learning unit 3.1:

Advanced customer service techniques

- Guest structure (exact definition of guests).
- Typology of guests/buyers.
- Precise definition of the four personality types according to Carl Jung.
- The basics of communication skills.
- Application of soft skills in agrotourism.

Learning unit 3.2:

Digital tools for agrotourism management

- Digital skills in the use of various applications enabling advanced advertising/marketing in agrotourism.
- Demonstration of the different platforms used to manage accommodation.
- The basics of website management.
- Social media management.
- Introduction to other communication channels.
- Use of computer programs (advanced - Word, Excel).
- Presentation of other programs used for design.
- Community management (electronic procedures with the Agriculture and Tourism authorities and social media management).

4. Organisation and business operations (18 CP)

Total annual commitment

14,9% (450 hours)

Contact hours

7,1% (215 hours)

Individual hours

7,8% (235 hours)

Learning unit 4.1: Business planning and entrepreneurial skills

Learning unit 4.2: Facilities management and security

Learning unit 4.3: Quality management and customer satisfaction

Learning unit 4.4: Managing the risks associated with food production

Learning unit 4.1:

Business planning and entrepreneurial skills

- Creating a business plan.
- Managing the organisation.
- Management strategies.
- Analysis of the company's performance with financial indicators (expenditure and revenue).
- Sensitivity (risk) analysis of business decisions on the company's profit and loss and financial performance.
- Sustainable business.
- Women's entrepreneurship.
- Entrepreneurial ethics.
- Family entrepreneurship.

Learning unit 4.2:

Facilities management and security

- Personal safety as a factor in tourism.
- Standards to be met by farms to ensure a safe and healthy environment for visitors, including accommodation, food and other services.
- Risks and preventive/protective measures in the workplace.
- Safety at work, property or farm.
- Safety of tourists during activity.
- Property management (investments, renovations, rentals).
- Individualisation and globalisation of modern security.
- Monitoring the security situation (macro and micro tourist destinations).
- The tourist as victim or offender.

4. Organisation and business operations (18 CP)

Total annual commitment

14,9% (450 hours)

Contact hours

7,1% (215 hours)

Individual hours

7,8% (235 hours)

Learning unit 4.1: Business planning and entrepreneurial skills

Learning unit 4.2: Facilities management and security

Learning unit 4.3: Quality management and customer satisfaction

Learning unit 4.4: Managing the risks associated with food production

Learning unit 4.3:

Quality management and customer satisfaction

- The buying process and how sellers can successfully influence buyers and their buying decisions.
- Customer satisfaction and loyalty.
- Customer behaviour research methods: quantitative and qualitative research methods to study customer behaviour.
- Methods for dealing with complaints.

Learning unit 4.4:

Managing the risks associated with food production

- Food processing and food safety (HACCP).
- Safe food and customers.
- Cleanliness of premises and landscaped surroundings.
- Allergic reactions.

5. Marketing and customer relationship (17 CP)

Total annual commitment

14,4% (436 hours)

Contact hours

5,8% (174 hours)

Individual hours

8,7% (262 hours)

Learning unit 5.1: Development of efficient marketing plans

Learning unit 5.2: Creating an advertisement

Learning unit 5.3: Creating brands and new products

Learning unit 5.1:

Development of efficient marketing plans

- Marketing plan.
- Marketing Plans: 7P.
- New product and service development and positioning.
- Price and other costs.
- Sales channel.
- Marketing communication.
- People, relationships.
- Physical evidence.
- Processes.

Learning unit 5.2:

Creating an advertisement

- Creating an advert.
- Basics of photography and video content.

Learning unit 5.3:

Creating brands and new products

- An overview of good and bad practices in other countries.
- Basic concepts of product and brand marketing.
- Product life cycle.
- Development of a new product.
- Brand meaning and trends.
- Brand as a component of an organisation's offer and asset value.

6. Creating the tourist offer (10 CP)

Total annual commitment
8,1% (245 hours)

Contact hours
3,5% (105 hours)

Individual hours
4,6% (140 hours)

Learning unit 6.1: Sustainable development in rural areas

Learning unit 6.2: Activity and product planning

Learning unit 6.3: Cultural heritage and local traditions conservation

Learning unit 6.1: Sustainable development in rural areas

- Sustainable Development Goals.
- Sustainable policies.
- Examples of sustainable agriculture practices.

Learning unit 6.2: Activity and product planning

- Digital transformation.
- Overview of activities and alternatives by region.
- Developing a range of activities in rural areas.
- The importance of a personalised agrotourism offer.
- Green mobility.
- The importance and type of animation on farm.
- Designing suitable culinary experiences.
- Planning activities for different target groups.

Learning unit 6.3: Cultural heritage and local traditions conservation

- The role of cultural heritage.
- Ways of conserving cultural heritage and local traditions (traditional handcrafts workshops, traditional pastries and sweets production, etc.)
- Possibilities for integrating cultural heritage and local traditions into agrotourism.

7. Activities in the countryside (15 CP)*

Total annual commitment

12,4% (375 hours)

Contact hours

5,8% (175 hours)

Individual hours

6,6% (200 hours)

Learning unit 7.1: Crop production and animal husbandry

Learning unit 7.2: Healthy way of life

Learning unit 7.3: Therapeutic and social activities

Learning unit 7.4: Organic food production

Learning unit 7.5: Protection of natural values and biodiversity

Learning unit 7.6: Management of sports facilities

**The compulsory learning unit is Crop production and animal husbandry (9 CP). The student selects two optional subjects, each worth 3 CP, to reach a total of 15 CP for the module.*

Learning unit 7.1:

Crop production and animal husbandry

- Digital transformation.
- The basics of growing plants (soil preparation, fertilisation, selecting or raising suitable seedlings, planting, harvesting, etc.).
- Basic animal husbandry (preparation of the barn, letting out, selection of a suitable breed, etc.) – Basics of fodder production.
- Basics of environmental protection (protection of water, soil, etc.).
- Sustainable farming practices.

Learning unit 7.2:

Healthy way of life

- Digital transformation.
- The importance of a healthy diet.
- Preparing balanced meals.
- The importance and networking of local providers.
- Locally produced food.
- Stress management and relaxation.

Learning unit 7.3:

Therapeutic and social activities

- The healing effects of nature and farm work.
- Use of animals in therapeutic activities (hippotherapy, animal-assisted therapy).
- Adaptation of therapeutic techniques for different target groups.
- Psychology and human development in a rural environment.

7. Activities in the countryside (15 CP)*

Total annual commitment
12,4% (375 hours)

Contact hours
5,8% (175 hours)

Individual hours
6,6% (200 hours)

Learning unit 7.1: Crop production and animal husbandry

Learning unit 7.2: Healthy way of life

Learning unit 7.3: Therapeutic and social activities

Learning unit 7.4: Organic food production

Learning unit 7.5: Protection of natural values and biodiversity

Learning unit 7.6: Management of sports facilities

**The compulsory learning unit is Crop production and animal husbandry (9 CP). The student selects two optional subjects, each worth 3 CP, to reach a total of 15 CP for the module.*

Learning unit 7.4: Organic food production

- Practical work and practice on organic farms.
- The importance of organic food for human health.
- Organisation of organic farms for tourism activities.
- Organic plant production techniques (crop rotation, use of compost, natural pesticides).

Learning unit 7.5: Protection of natural values and biodiversity

- Basics of ecology and biodiversity.
- Strategies and plans for biodiversity conservation.
- Adaptation strategies for the conservation of natural values.

Learning unit 7.6: Management of sports facilities

- Planning and developing sports programmes in agrotourism.
- Sports activities throughout the seasons.

8. Professional English (8 CP)

Total annual commitment
6,6% (200 hours)

Contact hours
3,3% (100 hours)

Individual hours
3,3% (100 hours)

Learning unit 8.1: Professional terminology in English

Learning unit 8.1: Professional terminology in English

- Basic English with an emphasis on the use of professional terminology.

9. Practical Training (24 CP)

Learning unit 9.1: Traineeships in agrotourism

Learning unit 9.2: Preparation of a research thesis

Total annual commitment
6,6% (200 hours)

10. Preparation of a research thesis (5 CP)

- Preparation of the assignment.

Total annual commitment
4,1% (125 hours)

4. GRAPHICAL REPRESENTATION OF HOURS IN %

No.	Name Module	Mandatory	To select	Year	Contact hours	Individual work by the student	The student's total commitment	Credits
1	Introduction to Agrotourism			1	2,2%	2,0%	4,2%	5
1.1	Basics of tourism and history of agrotourism (specific for each country)	●						
1.2	Current trends and future prospects in agrotourism	●						
1.3	Examples of good practices in the EU	●						
2	Business and legal aspects			1	3,3%	5,0%	8,3%	10
2.1	Rural development through legislation	●						
2.2	Obtaining licences for agrotourism accommodation	●						
3	Digital and communication skills			1	2,9%	4,2%	7,1%	8
3.1	Advanced customer service techniques	●						
3.2	Digital tools for agrotourism management	●						
4	Organisation and business operations			2	7,1%	7,8%	14,9%	18
4.1	Business planning and entrepreneurial skills	●		1				
4.2	Facilities management and security	●		1				
4.3	Quality management and customer satisfaction	●		2				
4.4	Managing the risks associated with food production	●		2				
5	Marketing and customer relationship			2	5,8%	8,7%	14,4%	17
5.1	Develop efficient marketing plans	●						
5.2	Creating an advertisement	●						
5.3	Creating brands and new products	●						
6	Creating the tourist offer			2	3,5%	4,6%	8,1%	10
6.1	Sustainable development in rural areas	●		1				
6.2	Activity and product planning	●		2				
6.3	Cultural heritage and local traditions conservation	●		2				
7	Activities in the countryside			1	5,8%	6,6%	12,4%	15
7.1	Crop production and animal husbandry	●		1				
7.2	Healthy way of life		●	1				
7.3	Therapeutic and social activities		●	2				
7.4	Organic food production		●	2				
7.5	Protection of natural values and biodiversity		●	2				
7.6	Management of sports facilities		●	2				
8	Language			2	3,3%	3,3%	6,6%	8
8.1	Professional terminology in English	●						
9	Practical training						20%	24
9.1	Traineeships in agrotourism	●		1				
9.2	Preparation of a research thesis	●		2				
10	Preparation of a research thesis			2			4,1%	5
Total					34%	42%	100%	120

5. GRAPHICAL REPRESENTATION OF HOURS

No.	Name Module	Mandatory	To select	Year	Contact hours	Individual work by the student	The student's total commitment	Credits
1	Introduction to Agrotourism			1	65	60	125	5
1.1	Basics of tourism and history of agrotourism (specific for each country)	●			10	25	35	
1.2	Current trends and future prospects in agrotourism	●			10	25	35	
1.3	Examples of good practices in the EU	●			45	10	55	
2	Business and legal aspects			1	100	150	250	10
2.1	Rural development through legislation	●			60	80	140	
2.2	Obtaining licences for agrotourism accommodation	●			40	70	110	
3	Digital and communication skills			1	88	126	214	8
3.1	Advanced customer service techniques	●			60	81	141	
3.2	Digital tools for agrotourism management	●			28	45	73	
4	Organisation and business operations			2	215	235	450	18
4.1	Business planning and entrepreneurial skills	●		1	90	80	170	
4.2	Facilities management and security	●		1	15	45	60	
4.3	Quality management and customer satisfaction	●		2	80	85	165	
4.4	Managing the risks associated with food production	●		2	30	25	55	
5	Marketing and customer relationship			2	174	262	436	17
5.1	Develop efficient marketing plans	●			75	105	180	
5.2	Creating an advertisement	●			49	62	111	
5.3	Creating brands and new products	●			50	95	145	
6	Creating the tourist offer			2	105	140	245	10
6.1	Sustainable development in rural areas	●		1	45	65	110	4
6.2	Activity and product planning	●		2	35	43	78	3
6.3	Cultural heritage and local traditions conservation	●		2	25	32	57	2
7	Activities in the countryside			1	175	200	375	15
7.1	Crop production and animal husbandry	●		1	130	100	230	9
7.2	Healthy way of life		●	1	25	50	75	3
7.3	Therapeutic and social activities		●	2	20	50	70	3
7.4	Organic food production		●	2	20	50	70	3
7.5	Protection of natural values and biodiversity		●	2	20	50	70	3
7.6	Management of sports facilities		●	2	20	50	70	3
8	Language			2	100	100	200	8
8.1	Professional terminology in English	●			100	100	200	
9	Practical training						600	24
9.1	Traineeships in agrotourism	●		1			300	12
9.2	Preparation of a research thesis	●		2			300	12
10	Preparation of a research thesis			2			125	5
Total in hours					1022	1273	3020	120

6. CONCLUSION

The “STAY Report Curriculum” document describes the development of an agrotourism curriculum aimed to trainers in agrotourism, active farmers and other stakeholders in rural areas to set up and run agrotourism activities. The curriculum is aligned with the needs of the labour market and includes an overview of EQF level 5 training programmes in the partner countries (Czech Republic, Portugal, Italy, Spain, Slovenia). The programme includes objectives such as multifunctional agriculture, rural natural and cultural heritage, innovation and entrepreneurship in agrotourism, business planning for small and micro enterprises, accommodation management, understanding the economic, social and natural environment, interconnection of different fields, critical thinking, networking and the use of digital tools.

The programme covers the needs, special knowledge, skills and competences relevant to setting up and running an agrotourism farm.

The proposed programme is given in percentages and in total number of hours for ease of presentation. The programme is based on the methodology of the partner countries involved in the project and is designed to be presented to the authorities and integrated into the school system. The proposed programme is designed for EQF level 5.

The programme includes classical and interactive lectures, multimedia presentations, seminars, project work and practical exercises, allowing a comprehensive development of the necessary knowledge and skills for the successful management of agro-tourism activities.

The document is the result of the project team’s work and builds on the analysis of the results of the previous work packages, such as the national reports, the summery report and the 18 good practice examples developed by the partners. The results can be found on our website: <https://stay-erasmus.eu/resources>

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