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A2.4. Definition of the model of competences in Agritainment through GreenComp



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Edutainment in European Agritourism

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1. Introduction

This report presents the results of the assessment of the Collection of the Agritourism Competences Definition Models from Europe; which was part of The Green Agritainment: VET Strategies for Edutainment in European Agritourism-Agritainment Erasmus+ project; with a focus on the integration of the GreenComp framework to develop a common EU model of competences for Agritainment. The GreenComp framework, established under the European Commission's initiatives, defines sustainability competences across multiple sectors, aiming to promote sustainable development and responsible citizenship.

This report shows how these sustainability skills can be used in the agritourism industry, focussing on areas like sustainability, skills development, and being ready for the future. The GreenComp framework can help the agritourism industry train and educate a new generation of professionals who are ready to deal with environmental problems, adopt sustainable practices, and come up with new ideas to meet changing needs in society.

GreenComp's integration gives us a chance to change the skills that agritourism workers need so that they can not only protect rural heritage and promote local food experiences, but also help make the agritourism sector in Europe more sustainable and resilient.

2. Definition of the model of competences in Agritainment through GreenComp

The GreenComp system is centered on sustainability competencies across industries, and some of the agritourism competencies directly match these topics. Below are some instances of agritourism competencies that capture the primary sustainability competences of GreenComp:

2.1 Exercises for teaching educational skills about the green transition for kids, mini-games and green practices in the agritourism sector:	GreenComp Area: Embodying sustainability values Related Competence: Promoting nature & Valuing sustainability
	Knowledge <ul style="list-style-type: none"> • Knows about climate-resilient agriculture, soil regeneration, biodiversity, and the principles of ecological farming. • Knows some playful and age-appropriate games about sustainability that fits in agritourism settings.
	Skills <ul style="list-style-type: none"> • Uses practices that are good for the environment and designing educational green games. • Teaches visitors about ecological farming and ways to be more sustainable in the area. • Ease the complex sustainability ideas to make them more entertaining and engaging.
	Attitudes <ul style="list-style-type: none"> • Shows a proactive attitude towards taking care of the environment and restoring ecosystems. • Values both traditional knowledge and new green methods by using fun and creative activities.

2.2 Exercises for teaching comedian-inspired speech methods for teaching the green transition in farm visits:	GreenComp Area: Acting for sustainability Related Competence: Collective action & Political agency
	Knowledge <ul style="list-style-type: none"> • Knows about environmental problems and basic theories of environmental education. • Knowledgeable about EU and national rules on protecting the environment and promoting sustainable tourism. • The function of humor, narrative, and the performing arts in social education.
	Skills <ul style="list-style-type: none"> • Uses strategies for reducing waste, using renewable energy, and creating a circular economy. • Gets guests and people in the area involved in activities that raise awareness about the environment. • Using humour, like clowning and satire, to get across messages about sustainability.
	Attitudes

	<ul style="list-style-type: none"> • Takes the lead in working with others to make environmental practices better. • Fights for policies that are good for the environment at the community or regional level.
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2.3 Exercises for creating green-transition inspired group games in educational setting in agritourism and hospitality:	GreenComp Area: Envisioning sustainable futures Related Competence: Futures literacy & Exploratory thinking
	Knowledge <ul style="list-style-type: none"> • Understands how both tangible and intangible heritage shape a region's identity. • Knows how important it is for sustainability to keep cultural practices alive. • Apply sustainable development and gamification.
	Skills <ul style="list-style-type: none"> • Uses edutainment to explain and promote local crafts, traditions and green transition. • Comes up with creative ways to connect heritage and sustainability through tourism.
	Attitudes <ul style="list-style-type: none"> • Values and respects different cultures and encourages people to understand each other. • Uses new ideas to make sure that heritage stays important and useful for future generations.

2.4 Exercises for teaching how to create agritainment activities for people with disabilities; with a dedicated activities for	GreenComp Area: Acting for sustainability Related Competence: Individual initiative & Adaptability & Collective action
	Knowledge <ul style="list-style-type: none"> • Knows how digital tools like e-commerce, social media, and farm tech can help with sustainability. • Aware of trends in e-tourism, online branding, and data privacy. • Understanding the needs of people with physical, sensory, and cognitive disabilities in rural areas.
	Skills <ul style="list-style-type: none"> • Uses digital tools to run agritourism businesses and spread messages about being eco-friendly. • Making agritainment activities easier to get to and more welcoming.

	<ul style="list-style-type: none"> • Making sure that people with disabilities have safe, meaningful, and fun learning experiences.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Seeks empathy and inclusive mindset. • A commitment to fairness and social justice in sustainability education.

<p>2.5 Exercises for performing education about green hospitality through the use of edutainment:</p>	<p>GreenComp Area: Embodying sustainability values</p> <p>Related Competence: Supporting fairness & Valuing sustainability & Promoting nature</p>
	<p>Knowledge</p> <ul style="list-style-type: none"> • Knows the values of inclusive tourism and sustainable hospitality to educate. • Understands how communication influences visitor education and sustainability commitment.
	<p>Skills</p> <ul style="list-style-type: none"> • Delivers unique service while implanting sustainability narratives in guest interactions. • Uses sympathy and perspective-taking in agreeing matters and communicating standards. • Delivering entertaining and educational hospitality experiences.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Committed to fairness, respect, and inclusivity. • Views customer service as a chance to encourage sustainability awareness.

<p>2.6 Exercises for performing edutainment activities in agritourism sectors concerning environmental and cultural sustainability also referring to historical elements of</p>	<p>GreenComp Area: Embracing complexity in sustainability</p> <p>Related Competence: Systems thinking & Problem framing & Critical thinking</p>
	<p>Knowledge</p> <ul style="list-style-type: none"> • How culture and the environment are connected in rural areas. • The basics of systems thinking and heritage interpretation.
	<p>Skills</p> <ul style="list-style-type: none"> • Making and telling stories about fun and educational activities based on cultural and natural heritage.

	<ul style="list-style-type: none"> Looking at local problems from the points of view of the environment, society, and economy that are all connected.
	<p>Attitudes</p> <ul style="list-style-type: none"> Respect for stories about the environment and cultural traditions. The desire to protect local culture while encouraging sustainability.

3. Agritourism Competencies vs. GreenComp: Specific Needs and Gaps

Agritourism, especially in its agrientertainment form, needs a special mix of knowledge about the environment, cultural storytelling, hands-on participation, and hospitality from the community. GreenComp has a strong framework for sustainability, but because it is a generalist tool, it doesn't work well with the specific, human-centered, and creative aspects of agritourism.

3.1 Future Skills Misalignment Across Countries

Agritourism Practice	Italy's agritourism VET courses include digital marketing and some AI-based tools. Digital technologies are less common in Cyprus, Greece, Romania, and Bulgaria, and AI is not usually included in current training programs.
GreenComp Vision	GreenComp encourages skills that look to the future, like digital innovation, climate resilience, and flexible thinking. This is similar to some parts of the Italian model, but it is still not useful or available in most rural areas of other partner countries, especially where infrastructure or size is a problem.

3.2 Digital Technologies

Agritourism Practice	Italy is the best at e-commerce, CRM tools, and having an online presence. Cyprus and Greece do some digital marketing, but Romania and Bulgaria still focus on traditional, face-to-face interactions in rural areas.
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GreenComp Vision	Its focus on technology (like AI and smart tools) might not work in all places. Countries need to be able to change their digital competence goals based on how ready and useful they are in rural areas.
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3.3 Competence Recognition and Certification

Agritourism Practice	Italy has a national qualifications framework that includes some parts of agritourism. Cyprus, Greece, Romania, and Bulgaria don't have standardised ways to certify agritourism skills, so recognition is often informal or inconsistent.
GreenComp Vision	It can be used as a structural reference point to make certification and competence validation clear across the EU, which will help agritourism professionals get recognised.

3.4 Alignment with EU Rural Development Goals

Agritourism Practice	Italy's policies for agritourism are in line with the EU's plans for rural development. Greece and Cyprus are starting to make progress. In Romania and Bulgaria, policy frameworks are still more fragmented, and EU sustainability goals are not well integrated into rural education or tourism training.
GreenComp Vision	Strongly supports following EU policies like the Green Deal and the Rural Pact. Using this lens can help countries update their agritourism training so that it can help build green, inclusive economies in rural areas.

4. Conclusion

This document aimed to modify the GreenComp framework for the nascent domain of agritainment, where education, sustainability, and tourism converge in vibrant rural settings. GreenComp is a good start for teaching people about sustainability and lifelong learning, but it doesn't do a good job of covering the creative, inclusive, and localised aspects of agritourism as it is done in Italy, Cyprus, Greece, Romania, and Bulgaria.

Our analysis has revealed six essential agritainment competencies grounded in experiential learning, accessibility, environmental education, and cultural storytelling. These competencies, derived from real-world field requirements and substantiated by WP2 research, transcend generic sustainability principles to encapsulate the daily challenges and opportunities faced by rural tourism providers.

This new framework will not only make sustainability training more useful and popular, but it will also give rural professionals the tools they need to become teachers, performers, and protectors of local culture. This will help the EU's goals of unity, green transition, and rural resilience.