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Green Agritainment: VET strategies for Edutainment in European Agritourism

Acronym: Agritainment

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Micro-Credential Model



Contents

1. Context	3
1.1. Agritainment project overview and rationale	3
1.2. Purpose and Objectives of the VET Training Practices	4
1.3. Target groups and their learning needs	5
1.4. Structure of the Handbook	6
2. Structure of the Micro-Credentials	7
2.1. Micro-Credential in Green Transition Edutainment for Children in Agritourism	10
2.2. Micro-Credential in Comedian-Inspired Edutainment for Sustainable Agritourism ..	12
2.3. Micro-Credential in Green Transition Group Games for Agritourism and Hospitality	14
2.4. Micro-Credential in Inclusive Agritainment for People with Disabilities	16
2.5. Micro-Credential in Green Hospitality Edutainment	18
2.6. Micro-Credential in Cultural and Environmental Sustainability through Agritainment	20



1. Context

1.1. Agritainment project overview and rationale

The EU Skills Agenda, the European Green Deal, and the Farm to Fork strategy all give high priority to making agri-food and tourism sustainable, inclusive, and looking forward. Agritourism has a fundamental role to play in this regard as it bridges agriculture with the visitor experience, learning about the environment, and rural development. Nevertheless, despite its potential, agritourism is hindered by key challenges: inadequate formal education of personnel, limited exposure to sustainability-focused visitor engagement, and lacking credible qualifications that integrate entertainment, education, and environmental management.

The Green Agritainment (Agritainment) initiative surmounts these challenges by developing a new model of edutainment in agritourism—a synthesis of farming, culture, sustainability, and visitor engagement. Its primary aim is to provide VET students, trainers, and agritourism operators with green edutainment skills that may be applied to design and deliver visitor experiences that are interactive, enjoyable, and sustainable. In this way, Agritainment further supports the climate performance of rural tourism, sustainable consumption, and social integration.

Based on the field research with over 120 agritourism companies in cooperating countries, the project has set high-priority competence requirements in education for green transition, accessible tourism for people with disabilities, environmental hospitality practice, and valorisation of cultural heritage. According to these findings, Agritainment constructs a portfolio of six micro-credentials, each supported by a series of tested-and-proven training practices. The micro-credentials are:

- Green Transition Edutainment for Children
- Comedian-Inspired Communication for Sustainable Agritourism
- Group Games for Agritourism and Hospitality
- Inclusive Agritainment for People with Disabilities
- Green Hospitality Edutainment
- Cultural and Environmental Sustainability in Agritourism

The justification for micro-credentialing is due to its openness, flexibility, and acceptance by the European Qualifications Framework (EQF). Each module details precise learning outcomes, evaluation processes, and validation tools so that skills gained are transparent, portable, and combinable. This enables VET students and professionals to upskill or reskill according to the demand in the labor market, while VET institutions can integrate the micro-credentials into formal or informal streams of learning.



By embedding learning about sustainability within experiential and interactive methods, Agritainment not only enhances the overall quality of agritourism products but also contributes to wider policy objectives: supporting rural economies, protecting cultural heritage, supporting the green shift, and equipping Europe's workers with the skills that a more sustainable future will require.

1.2. Purpose and Objectives of the VET Training Practices

Agritainment VET training practices have been developed to provide flexible, accessible, and practical training in order to equip agritourism professionals, VET students, and trainers with the competences to transform farm visits into sustainable and participatory learning experiences. The practices integrate education, entertainment, and sustainability such that agritourism services can inform, involve, and inspire visitors simultaneously.

The primary aim of training practices is to prepare agritourism personnel to function as facilitators of the green transition by offering quality, field-proven activities combining environmental sensitivity, rural cultural identity, and innovative communication attitudes. Training practices enable learners to build confidence in applying interactive methods such as games, storytelling, the use of humor, inclusive activities, and sustainable hospitality practices. The learning streams enable them to facilitate pro-environmental attitudes, enhance rural heritage, and enhance visitor satisfaction.

The program is organized in six thematic micro-credentials with 20 VET training practices each:

- Micro-Credential 1: Green Transition Edutainment for Children in Agritourism
- Micro-Credential 2: Comedian-Inspired Communication for Sustainable Agritourism
- Micro-Credential 3: Green Transition Group Games for Agritourism and Hospitality
- Micro-Credential 4: Inclusive Agritainment for People with Disabilities
- Micro-Credential 5: Green Hospitality Edutainment
- Micro-Credential 6: Cultural and Environmental Sustainability in Agritourism

Each training practice is designed to be ready-to-use, low in complexity, and directly applicable in agritourism contexts. The methods are interactive lessons, outdoor demonstrations, role-playing, gamification activities, sensory explorations, and reflection exercises.

The practices support experiential, learner-centered learning by embracing creativity, critical thinking, and cooperation. They also provide systematic assessment and evaluation procedures, leading learners to connect their activities to four pillars:

- Positive Emotions – generating joy, engagement, and memorable visitor experiences.
- Education – promoting awareness of sustainability, biodiversity, and food literacy.



- Sustainability – integrating environmentally sustainable practices into agritourism.
- Valorisation – highlighting local customs, cultural heritage, and rural identity.

By the end of the programme, the learners will have been equipped with both the theoretical basis and the practical skills required to design, implement, and evaluate edutainment activities that advocate for the green transformation. In this way, the Agritainment VET learning approaches become part of the broader European Green Deal strategy, the EU Skills Agenda, and the Farm to Fork Strategy, supporting the role of agritourism as a force behind Europe's sustainable and inclusive future.

1.3. Target groups and their learning needs

Agritainment VET training practices are created to address the learning needs and requirements of the learners and professionals of the rural tourism, agriculture, and hospitality sectors through innovative, inclusive, and flexible learning opportunities. The project acknowledges the skill gaps in sustainability learning, environmental awareness, and edutainment strategies, and aims to fill them through systematic micro-credentials.

Primary target groups:

- VET students from agritourism, agriculture, tourism, and entertainment sectors, who will participate in the online course and acquire competences that comply with the European Green Deal and priorities for green transition.
- Workers from agritourism, agriculture, tourism, and entertainment sectors, who will apply the methods in the workplace and enhance the service quality and tourist experience.
- VET teachers in the target regions, who will integrate the Agritainment practices and the Atlas of VET exercises into their in-field teaching.
- VET centers, which will diversify courses, appeal to students, and certify skills by using the project results through micro-credentials.
- Agritourism, agricultural, and tourism advisers, who will receive training to apply agritainment methods in educational marketing and sustainable promotion strategies.

Secondary target groups:

- Agri-tourism and agricultural confederations, and rural development NGOs, which have the ability to disseminate and popularize agritainment practices at national and local levels.
- Decision makers and policy makers, who are able to utilize the research findings of the project and competence models in order to design conducive environments for sustainable agritourism.



- Consumer associations, which have the potential to upscale further agritourism as a learning hub for sustainability and cultural identity.

By communicating with this wide audience, Agritainment assures that learning practices not only inform individual learners, but are also purposefully geared to benefit enterprises, communities, and policy contexts. The learning needs identified—ranging from sustainability competencies and creative communication abilities to inclusion and cultural valorisation—are addressed directly through the six micro-credentials' modular design.

1.4. Structure of the Handbook

The Agritainment Handbook is the pedagogical core of the project, designed to help VET trainers and agritourism operators adopt edutainment practices that combine learning, sustainability, and visitor engagement. It provides a modular structure with a progressive sequence of exercises so that learners acquire competences in a transparent, useful, and reproducible way.

The six thematic areas are structured to correspond with one of the six micro-credentials developed through the project, with sustainability, inclusion, cultural identity, and innovative entertainment in agritourism. Each section is equipped with ready-to-use exercises, step-by-step guide, and evaluation methods integrated into the Agritainment model (positive emotions, education, sustainability, valorisation).

The outline includes:

2. Introduction – Presents the rationale for agritainment and outlines how the exercises align with the EU Green Deal, the SDGs, and the competence models (GreenComp, EntreComp).
3. Teaching Environmental Skills on the Green Transition Exercises – 20 experiential exercises enabling VET educators and agritourism staff to develop interactive activities for children and youth visitors. Among them are sensory discovery zones, food-chain games, storytelling, and nature instruments, all aimed at raising ecological awareness and environmentally friendly behavior.
4. Comedian-Inspired Speech Techniques Exercises – Communication technique-oriented, the section introduces comedy and storytelling as techniques to induce positive emotions and connect visitors with values. Exercises help workers shift communication styles, identify edutainment goals, map emotions, and use comedy-style oratory for learning.
5. Exercises for Creating Green Transition Group Games – Offers a set of participatory group games (e.g., Sun Power Relay, Nature Bingo Walk, Water Watchers) designed



to engage visitors in group learning regarding energy, biodiversity, waste reduction, and circular behavior.

6. Exercises on Inclusive Agritainment with Disability – Provides methodology and adjustments on how to integrate agritainment activities to be inclusive and accessible, enabling participation of people with disabilities in full edutainment.
7. Exercises for Green Hospitality through Edutainment – Aims at hospitality-related operations (guest rooms, farm cafés, eco-tourism services) and demonstrates how green hospitality can be transmitted and learned using enjoyable, participatory methods.
8. Exercises for Agritourism Cultural and Environmental Sustainability – Emphasizes local identity, traditions, and cultural heritage as essential components of sustainable tourism. Exercises include storytelling, role-playing, and heritage-based workshops to enable visitors to bond with the local culture and environmental dimensions.
9. Epilogue and Annexes – Gives an overview of the approach, key takeaways, and methodologies for assessment. The annexes contain ready-to-use templates, worksheets, and visual aids that trainers can adopt directly for implementation in their training sessions.

Through this modular design, the handbook promises trainers, learners, and agritourism professionals with easy-to-use tools, step-by-step data, and transferable models to be used in different farm situations across Europe.

2. Structure of the Micro-Credentials

The Agritainment training programme is organized around six theme-based micro-credentials, all EQF Level 3 validated and with an estimated 8-hour workload. All the micro-credentials are organized in a logical structure to ensure consistency and transferability across modules. Each consists of 20 VET training practices, which are ready-to-use, learner-centered, and transferable across agritourism contexts.

Each micro-credential is organized around the following structure:

- Knowledge – theoretical understanding of sustainability, edutainment, and cultural identity in module theme.
- Skills – ability to design, adapt, and deliver interactive edutainment activities.
- Competences – competence to implement sustainable practices, inclusivity, and visitor engagement within professional agritourism settings.



- Assessment – formative through participation, role play, and peer assessment; summative confirmation through design and presentation of practical activity or implementation plan.

The six micro-credentials are:

1. Green Transition Edutainment for Children in Agritourism

Scope: Educating children and families through enjoyable learning about sustainability, biodiversity, and food literacy.

Examples of practices: Sensory games of food literacy, nature treasure hunts, storytelling with sustainability champions.

Outcomes:

- Knowledge: Be aware of how to involve children with sustainability topics in experiential activities.
- Skills: Design and lead interactive mini-games, guided walks, and discovery workshops for children.
- Competences: Integrate environmental awareness and education into child-oriented agritourism experiences.

2. Comedian-Inspired Communication for Sustainable Agritourism

Scope: Applying humor and rhetoric to make sustainability education fun and memorable.

Examples of practices: Exaggeration games, comedy bridges, metaphor mapping, role-played speeches.

Outcomes:

- Knowledge: Identify the application of humor and positive emotions in enhancing memory and learning.
- Skills: Apply comedy-inspired methods to rephrase sustainability communication.
- Competences: Provide witty but informative speeches during farm visits and events with confidence.

3. Green Transition Group Games for Agritourism and Hospitality

Scope: Promoting sustainability through cooperative games-based, play-fostered learning practices.



Examples of practices: Sun Power Relay, Nature Bingo Walk, Water Watchers, waste-reduction challenges.

Outcomes:

- Knowledge: Identify the contribution of play-based learning in environmental awareness building.
- Skills: Design and facilitate cooperative games related to sustainability practices.
- Competences: Integrate cooperative group work into agritourism and hospitality training packages.

4. Inclusive Agritainment for People with Disabilities

Scope: Ensuring equal access and participation in agritourism activities for people with disabilities.

Examples of practices: Sensory garden tours, adaptive cooking, accessible eco-crafting, music and movement.

Outcomes:

- Knowledge: Gain understanding of inclusive tourism concepts and accessibility standards.
- Skills: Conduct activities and employ inclusive communication methods.
- Competences: Be able to apply inclusive agritainment with confidence to farm tours and hospitality operations.

5. Green Hospitality Edutainment

Scope: Embedding sustainability in hospitality services and communicating practices through edutainment.

Examples of practices: Eco-certification quizzes, mock sustainable cooking, green marketing role play.

Outcomes:

- Knowledge: Get to know the principles of sustainable hospitality and how they apply in agritourism.
- Skills: Arrange motivating activities that teach and convey green hospitality measures.
- Competences: Applying sustainability standards to enhance the quality and image of agritourism hospitality services.

6. Cultural and Environmental Sustainability in Agritourism



Scope: Protecting local heritage, traditions, and cultural identity and enabling environmental responsibility.

Examples of practices: Narrative circles, workshops based on heritage, seasonal food festivals, eco-cultural paths.

Outcomes

- Knowledge: Understand the role of traditions and cultural heritage in sustainable tourism.
- Skills: Organize and implement cultural and environmental edutainment.
- Competences: Act as ambassadors of local identity and sustainability for agritourism.

2.1. Micro-Credential in Green Transition Edutainment for Children in Agritourism

Learner's Name Surname	Auto fill
Name of the Micro-credential	Micro-Credential in Green Transition Edutainment for Children in Agritourism
Country(ies)/Region(s) of the issuer	EU / Agitainment Project Consortium
Awarding body(ies)	Agritainment Project Consortium
Date of issuing	Auto fill
VET training practices name	Exercises for teaching educational skills about the green transition for kids, mini-games and green practices in the agritourism sector
VET training practices objective (description)	This micro-credential certifies the successful completion of a structured training package consisting of 20 VET training practices designed to equip agritourism workers with the knowledge, skills, and competences to integrate edutainment activities into their farm settings. The exercises combine sustainability education, green transition awareness, and experiential learning through mini-games, creative activities, and nature-based practices. The overall aim is to prepare VET trainers and agritourism workers to design, adapt, and deliver child-friendly interactive experiences that simultaneously entertain, educate, and promote environmental values, enhancing both visitor engagement and the sustainability profile of agritourism enterprises.



Keywords	Agritourism, Edutainment, Sustainability, Green Transition, Experiential Learning, Food Literacy, Waste Reduction, Biodiversity, Creativity, Tourism Education
Notional workload needed to achieve the learning outcomes	Approx. 8 hours
Learning outcomes	<p>By the end of the module, learners will be able to:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none">▪ Understand the principles of sustainability and green transition within agritourism contexts.▪ Recognize the role of educational entertainment in engaging children and families with rural life, food systems, and environmental practices.▪ Identify effective methods for introducing children to biodiversity, food literacy, and local traditions through experiential learning. <p>SKILLS</p> <ul style="list-style-type: none">▪ Design and adapt interactive mini-games, role plays, and sensory activities that combine fun with environmental awareness.▪ Facilitate group work, guided farm walks, and creative workshops tailored to children’s ages and interests.▪ Apply ready-to-use educational resources, maps, cards, and templates to create replicable and scalable activities for agritourism sites. <p>COMPETENCES</p> <ul style="list-style-type: none">▪ Integrate sustainable practices into the daily visitor experience of agritourism enterprises.▪ Foster environmental awareness, cultural appreciation, and responsible behaviors among young visitors through playful learning.▪ Confidently plan, implement, and evaluate edutainment activities that add value to farm tourism offers while reinforcing sustainability.



Level of the learning experience leading to the micro-credential	EQF 3
Type of assessment	Formative assessment through participation in workshops, group exercises, and reflective action planning. Summative assessment through the design of an implementation plan for at least one activity adapted to the learner's agritourism context.
Form of participation in the learning activity (Learning environment)	Face-to-face workshops, group simulations, role play, field-based activities, and guided outdoor discovery experiences, complemented by ready-to-use digital/printable materials.
Qualifications connected to the micro-credentials	<i>Agritourism VET Training – Green Transition Edutainment Skills</i>

2.2. Micro-Credential in Comedian-Inspired Edutainment for Sustainable Agritourism

Learner's Name Surname	Auto fill
Name of the Micro-credential	Micro-Credential in Comedian-Inspired Edutainment for Sustainable Agritourism
Country(ies)/Region(s) of the issuer	EU / Agitainment Project Consortium
Awarding body(ies)	Agritainment Project Consortium
Date of issuing	Auto fill
VET training practices name	Exercises for teaching comedian-inspired speech methods about the green transition in farm visits
VET training practices objective (description)	This micro-credential certifies the successful completion of a structured training package consisting of 20 exercises designed to introduce comedian-inspired speech methods into agritourism visits. The practices support VET trainers and agritourism workers in restructuring their communication style, using humor as a catalyst to generate positive emotions, enhance learning, and direct visitors' attention to the environmental sustainability of agritourism products and services. By integrating techniques such



	<p>as exaggeration, metaphor, personification, cognitive dissonance, and the rule of surprise, participants learn to transform farm visits into memorable edutainment experiences. The objective is to combine education, entertainment, and sustainability to increase visitor engagement, satisfaction, and long-term awareness of pro-environmental behaviors.</p>
Keywords	<p>Agritourism, Edutainment, Humor, Comedy Techniques, Green Transition, Experiential Learning, Storytelling, Sustainability, Public Speaking, Customer Engagement</p>
Notional workload needed to achieve the learning outcomes	<p>Approx. 8 hours</p>
Learning outcomes	<p>By the end of the module, learners will be able to:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none">• Understand how humor and comedy-inspired techniques enhance learning and customer engagement.• Recognize the role of positive emotions in improving memory retention and motivating sustainable behavior.• Identify key comedian-style methods (exaggeration, metaphors, personification, cognitive dissonance, quotation, aprosdoketon, etc.) and their application to agritourism contexts. <p>SKILLS</p> <ul style="list-style-type: none">• Apply humor techniques to restructure communication styles in farm visits and food tastings.• Design and deliver speeches that combine environmental education with positive entertainment.• Facilitate group discussions, customer mapping, and audience analysis to align services with target audiences.• Create metaphors, comedy bridges, and persuasive narratives that valorize local products and promote sustainability. <p>COMPETENCES</p> <ul style="list-style-type: none">• Integrate edutainment strategies into agritourism routines to enhance visitor satisfaction and loyalty.• Confidently adapt communication strategies to diverse audiences, fostering inclusive and engaging experiences.



	<ul style="list-style-type: none"> Promote sustainable values and local cultural identity through memorable, humor-infused storytelling.
Level of the learning experience leading to the micro-credential	EQF 3
Type of assessment	Formative assessment through role plays, speech simulations, and peer/trainer feedback. Summative assessment through the delivery of a final speech integrating multiple comedy techniques and reflecting agritainment principles of education, sustainability, positive emotions, and valorization.
Form of participation in the learning activity (Learning environment)	Face-to-face workshops, classroom simulations, role play, guided speech practice, and practical demonstrations with peer feedback.
Qualifications connected to the micro-credentials	<i>Agritourism VET Training – Green Transition Edutainment Skills</i>

2.3. Micro-Credential in Green Transition Group Games for Agritourism and Hospitality

Learner's Name Surname	Auto fill
Name of the Micro-credential	Micro-Credential in Green Transition Group Games for Agritourism and Hospitality
Country(ies)/Region(s) of the issuer	EU / Agritainment Project Consortium
Awarding body(ies)	Agritainment Project Consortium
Date of issuing	Auto fill
VET training practices name	Exercises for creating green-transition inspired group games in educational setting in agritourism and hospitality
VET training practices objective (description)	This micro-credential certifies the successful completion of a package of 20 group-based training practices designed to prepare VET trainers, hospitality educators, and agritourism professionals to teach sustainability principles through play-based learning. The exercises use interactive group games to connect environmental responsibility with enjoyment, collaboration, and cultural exchange, helping learners to integrate sustainability into



	everyday practices in agritourism and hospitality. The objective is to foster creativity, problem-solving, and teamwork while ensuring that environmental awareness is translated into practice in fun and memorable ways.
Keywords	Agritourism, Hospitality, Group Games, Sustainability, Green Transition, Play-Based Learning, Experiential Education, Teamwork, Innovation, Edutainment
Notional workload needed to achieve the learning outcomes	Approx. 8 hours
Learning outcomes	<p>By the end of the module, learners will be able to:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand how play-based group games can be used as tools for sustainability education in agritourism and hospitality. • Recognize the link between interactive learning and increased environmental awareness. • Identify methods to adapt sustainability-related games to different audiences (VET learners, farmworkers, hospitality staff, or visitors).. <p>SKILLS</p> <ul style="list-style-type: none"> • Design and facilitate interactive games that teach sustainability concepts such as waste reduction, local food sourcing, carbon footprint awareness, and biodiversity. • Adapt games to local cultural and agritourism contexts using ready-to-print templates and replicable formats. • Encourage participation, critical thinking, and problem-solving through role-play, simulation, and cooperative challenges. <p>COMPETENCES</p> <ul style="list-style-type: none"> • Confidently integrate group-based edutainment activities into training and hospitality settings. • Promote sustainability values while ensuring participant motivation, collaboration, and engagement. • Evaluate and adapt group games to maximize educational impact and practical application in agritourism and hospitality enterprises.
Level of the learning experience leading to the micro-credential	EQF 3



Type of assessment	Formative assessment through participation in group games, debriefs, and reflection activities. Summative assessment through the design of an adaptation plan for one or more games, linking them to the learner’s local hospitality or agritourism context.
Form of participation in the learning activity (Learning environment)	Classroom sessions, workshops, farm hospitality spaces, outdoor learning, and interactive simulations using ready-to-use templates and game materials.
Qualifications connected to the micro-credentials	<i>Agritourism VET Training – Green Transition Edutainment Skills</i>

2.4. Micro-Credential in Inclusive Agritainment for People with Disabilities

Learner’s Name Surname	Auto fill
Name of the Micro-credential	Micro-Credential in Inclusive Agritainment for People with Disabilities
Country(ies)/Region(s) of the issuer	EU / Agritainment Project Consortium
Awarding body(ies)	Agritainment Project Consortium
Date of issuing	Auto fill
VET training practices name	Exercises for teaching how to create agritainment activities for people with disabilities; with dedicated activities for mental and physical disabilities
VET training practices objective (description)	This micro-credential certifies the successful completion of a package of 20 inclusive agritainment training practices designed to prepare VET trainers and agritourism workers to design, adapt, and deliver activities that are accessible to individuals with physical, sensory, and mental disabilities. The practices emphasize inclusion, accessibility, and safety while celebrating local culture, biodiversity, and sustainability. Activities include sensory garden tours, inclusive cooking, adaptive games, accessible nature explorations, music and movement workshops, and eco-crafting. The objective is to provide workers with



	structured, ready-to-use resources that ensure all visitors—regardless of ability—can participate in agritourism experiences that foster enjoyment, education, sustainability, and valorization.
Keywords	Inclusive Tourism, Disability Inclusion, Agritourism, Accessibility, Green Transition, Edutainment, Sensory Learning, Sustainable Practices, Cultural Heritage, Social Inclusion
Notional workload needed to achieve the learning outcomes	Approx. 8 hours
Learning outcomes	<p>By the end of the module, learners will be able to:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand the principles of inclusive agritainment and the importance of accessibility for visitors with disabilities. • Recognize different adaptation methods for physical, sensory, and cognitive disabilities in agritourism contexts. • Identify sustainable practices that integrate inclusivity with cultural and environmental awareness. <p>SKILLS</p> <ul style="list-style-type: none"> • Design and facilitate inclusive agritainment activities such as sensory tours, adaptive gardening, inclusive cooking, eco-crafting, and accessible group games. • Apply communication strategies and adaptive tools to engage visitors of different abilities. • Create structured, low-complexity, and replicable activity plans using prepared materials. <p>COMPETENCES</p> <ul style="list-style-type: none"> • Confidently integrate inclusive practices into agritourism and hospitality environments. • Promote equal participation and meaningful engagement for visitors with disabilities. • Demonstrate the ability to combine enjoyment, education, sustainability, and valorization in inclusive agritourism activities.
Level of the learning experience leading to the micro-credential	EQF 3
Type of assessment	Formative assessment through role play, peer practice, and trainer feedback. Summative assessment through the



	development of an inclusive activity plan tailored to the learner’s agritourism site, with reflections on inclusion, sustainability, and visitor engagement..
Form of participation in the learning activity (Learning environment)	Workshops, role play, outdoor farm activities, indoor practical exercises, inclusive group games, and simulations.
Qualifications connected to the micro-credentials	<i>Agritourism VET Training – Green Transition Edutainment Skills</i>

2.5. Micro-Credential in Green Hospitality Edutainment

Learner’s Name Surname	Auto fill
Name of the Micro-credential	Micro-Credential in Green Hospitality Edutainment
Country(ies)/Region(s) of the issuer	EU / Agritainment Project Consortium
Awarding body(ies)	Agritainment Project Consortium
Date of issuing	Auto fill
VET training practices name	Exercises for performing education about green hospitality through the use of edutainment
VET training practices objective (description)	This micro-credential certifies the successful completion of a package of 20 training practices designed to enhance the knowledge, skills, and competences of VET trainers, hospitality professionals, and agritourism workers in promoting green hospitality through interactive edutainment. The exercises integrate sustainability education with experiential learning methods such as role play, gamified scenarios, quizzes, simulations, and collaborative projects. The objective is to build capacity for communicating, demonstrating, and embedding sustainable hospitality practices (energy use, waste management, water conservation, biodiversity, food practices, transport, community engagement, and certification) in ways that are engaging, memorable, and easily transferable to agritourism and hospitality contexts.
Keywords	Green Hospitality, Agritourism, Sustainability, Edutainment, Renewable Energy, Waste Management, Water Conservation, Food Literacy, Biodiversity, Certification, Guest Engagement



Notional workload needed to achieve the learning outcomes	Approx. 8 hours
Learning outcomes	<p>By the end of the module, learners will be able to:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand the principles of sustainable hospitality and their relevance to agritourism. • Recognize the importance of resource management, renewable energy, biodiversity conservation, and guest engagement in sustainable operations. • Identify edutainment techniques (quizzes, role play, group games, campaigns) that can effectively teach sustainability concepts. <p>SKILLS</p> <ul style="list-style-type: none"> • Design and deliver interactive edutainment activities that promote green hospitality practices. • Facilitate group learning on topics such as eco-friendly accommodation, food waste reduction, green marketing, sustainable tourism, and certification. • Apply ready-to-use teaching resources (worksheets, templates, quizzes, action plans) to make sustainability engaging and practical. <p>COMPETENCES</p> <ul style="list-style-type: none"> • Integrate sustainable hospitality practices into daily operations of agritourism and hospitality enterprises. • Promote environmental awareness and responsible visitor behavior through education, entertainment, and storytelling. • Confidently evaluate and improve sustainability initiatives, ensuring continuous development aligned with EU Green Deal goals and SDGs.
Level of the learning experience leading to the micro-credential	EQF 3
Type of assessment	Formative assessment through participation in workshops, quizzes, and group exercises. Summative assessment through the development of an implementation plan or campaign integrating sustainability practices into hospitality or agritourism operations.



Form of participation in the learning activity (Learning environment)	Classroom-based workshops, simulations, group role play, interactive quizzes, outdoor farm/hospitality demonstrations, and blended edutainment activities.
Qualifications connected to the micro-credentials	<i>Agritourism VET Training – Green Transition Edutainment Skills</i>

2.6. Micro-Credential in Cultural and Environmental Sustainability through Agritainment

Learner's Name Surname	Auto fill
Name of the Micro-credential	Micro-Credential in Cultural and Environmental Sustainability through Agritainment
Country(ies)/Region(s) of the issuer	EU / Agritainment Project Consortium
Awarding body(ies)	Agritainment Project Consortium
Date of issuing	Auto fill
VET training practices name	Exercises for performing edutainment activities in agritourism sectors concerning environmental and cultural sustainability also referring to historical elements of places
VET training practices objective (description)	This micro-credential certifies the successful completion of a package of 20 training practices that prepare VET trainers and agritourism workers to design and deliver edutainment activities rooted in cultural heritage, environmental sustainability, and local history. The exercises integrate sensory experiences, storytelling, zero-waste gastronomy, heritage crafts, cultural routes, branding, and seasonal events, ensuring that visitors enjoy authentic and memorable activities that combine learning with entertainment. The ultimate aim is to enable agritourism professionals to become ambassadors of local identity and sustainability, reinforcing both cultural preservation and environmental stewardship.
Keywords	Agritourism, Edutainment, Sustainability, Cultural Heritage, Historical Identity, Storytelling, Zero-Waste Gastronomy, Local Crafts, Biodiversity, Seasonal Events
Notional workload needed to achieve the learning outcomes	Approx. 8 hours



Learning outcomes	<p>By the end of the module, learners will be able to:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand the principles of cultural sustainability and heritage preservation in agritourism. • Recognize the role of storytelling, food, crafts, and traditions in enriching visitor experiences. • Identify environmentally sustainable practices that can be integrated into agritourism offers. <p>SKILLS</p> <ul style="list-style-type: none"> • Design and implement edutainment activities such as eco-cultural walking routes, storytelling corners, sustainable cooking workshops, and seasonal heritage events. • Facilitate authentic visitor engagement through sensory, cultural, and historical activities. • Use practical, ready-to-use resources (maps, templates, props) to create scalable and replicable activities. <p>COMPETENCES</p> <ul style="list-style-type: none"> • Confidently integrate cultural and environmental sustainability into agritourism settings. • Promote local traditions, historical narratives, and ecological responsibility in ways that strengthen visitor appreciation and loyalty. • Act as ambassadors of rural culture and sustainable practices, enriching both the social and economic resilience of local communities.
Level of the learning experience leading to the micro-credential	EQF 3
Type of assessment	Formative assessment through group activities, role play, and reflective debriefs. Summative assessment through the design and presentation of a complete edutainment activity or route plan linking cultural, environmental, and historical dimensions.
Form of participation in the learning activity (Learning environment)	Workshops, group simulations, storytelling.
Qualifications connected to the micro-credentials	<i>Agritourism VET Training – Green Transition Edutainment Skills</i>