eTOMATO Exploitation Handbook

Deliverable Work package 9; Dissemination level PU (Public)

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Note:
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DOCUMENT VERSION 01

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1. **The Project and Handbook Scope**

eTOMATO is an initiative of 10 project partners from 4 European countries (Belgium, Bulgaria, Italy and Spain) aimed at creating an educational offer for easing the uptake of new business practices respecting the **Multifunctional Agriculture (MA)** framework, particularly in the domains of Social and Didactic Agriculture, Rural Tourism and Short Food Supply Chains. MA is the approach for diversifying agricultural business through the application of Lean Resources Management practices to promote the Rural Development. The MA outputs generate the so-called the Triple Bottom Line results (Environmental, Social and Economics), carrying benefits to as many stakeholders as possible.

The team is composed by ten partners: University of Foggia (Italy), Ghent University (Belgium), Agricultural University of Plovdiv (Bulgaria), University of Granada, and the farms of El Junquero (Spain), Masseria Redenta (Italy), Blagovesta Vasilieva (Bulgaria) and Gebroeder Vercammens (Belgium).

During the three-year course of the project, there have been developed several tools and resources pertaining the education around Multifunctional Agriculture, which external stakeholders – them being farmers, academics, students, etc. might want to implement themselves.

In the specific, those presented in this Handbook are:

- ➢ Training Needs Report;
- ➢ Readiness Tool;
- ➢ Business Model Canvas;
- ➢ MA Course.

Each of the following sections will provide an introduction to each tool, a contextualization of their design when necessary, and the ways it might be possible to use them.

We hope this handbook will result to be useful to those groups interested in carrying out eTOMATO activities and resources, to continue working and developing the research and expertise in Multifunctional Agriculture.

2. Tools and Resources

2.1. The Training Needs Report
2.1.1. Introduction

The Training Need Report has been developed on WP1 with the intent of identifying the training needs and setting up an identikit of the MA practitioners. Such idenkit **helps to understand the training needs of multifunctional farmers in order for them to become professionally ready for a MA business.** The identification of training needs was based on the input of farmers, students and experts within the field of MA. In the specific:

    i)   Interviews with farmers;
    ii)   Focus group with MA experts;
    iii)   Questionnaire to (graduated) students enrolled in MA programmes.

2.1.2. Results

The training needs analysis made it clear that students lack the skills to start their own MFA company or to work in MFA. MFA companies also indicated that the lack of adequate trained graduates makes it harder to find skilled persons who can directly be involved at a MFA company. It was clear from the need analysis that more training is needed. However, in order to do so, also single points of contact regarding MFA could be interesting. These single point of contacts should make sure that all the knowledge of MFA is present, helping instructors and teachers to develop course material, bring them in contact with good MFA companies and ensure that also other stakeholders (farmers, government, students,…) can easily connect with each other. That single point of contact should also make sure that there is a good overview of the potential trainings regarding MFA, both for students and non-students. People interested in MFA can at the moment not easily find the correct information regarding educational programmes and trainings in MFA in several countries. Regarding the trainings itself, the needs for specific topics differ between the countries suggesting that part of the trainings will need to be country specific.

The main needs for each country are listed below (Table 1):

Table 1. Main training needs for each country under study

Country	Needs
Belgium	• Marketing skills • Law and legislation • Social skills (=> how to interact with clients,…)

	• Practical knowledge on business plans • More specialised knowledge (e.g. through training / internships by students / cooperation with other farmers) • Knowledge regarding management (strategic decisions,…)
Bulgaria	• Knowledge regarding social and didactic agriculture • Development of social skills necessary for practicing social agriculture • Rural tourism and rural development • Additional training in sales and marketing • Knowledge in financial aspects of management and strategic planning • Law and legislation
Italy	• Attitude to think innovative solution to satisfy costumer' needs (apply innovation, but ask yourself what innovation: search for good practices already implemented) • Networking: how to find good practices to be replicated • Source of financial resources (public and private): EU funds for example • Green solutions for energy supply • Circular management of waste • Sales: channels to supply local markets and smart solutions to share the offer (e.g. e-commerce) • Human resources: how to find qualified expertise (reach out HEIs)
Spain	• Lifelong learning. Assistance to farmers setting up multifunctional farming • Students should be in contact with MA during their studies • Platform of MA • Teaching on cooperative and collaborative work • Management of human resources and students • Marketing –short supply chain concretely-, management, project, business administration and financial skills • Social and didactical agriculture –make it profitable- • Social agriculture –communicate what farmers are exactly doing- • Higher knowledge of funds to apply in MA

2.1.3. How to Use the Training Needs Report

The Report provide excellent basis to develop one's research, to help building a professional/training course, create a research question on the topics for the areas

analysed, and all other scenarios for which an insight on the needs necessary to farmers in order to further implement MA practices is needed.

The Report is open access and can be downloaded and used in its integrity. For more information and to download the full Report, please visit:

http://www.etomato.eu/results/

2.2. Practitioner's Identikits

The Practitioner's Identikits are short Infographics developed after activities of brainstorming carried out within the eTOMATO project, in order to identify **the knowledge, skills, outlook of Multifunctional Practitioners across the three fields of MA (Social Farming, Rural Tourism, Short Food Supply Chains).** An example of the Infographics is found below (Figure 1).

Figure 1. Infographic on Short Food Chain farmers

3 · Short Food Chain — Multifunctional Agriculture Practitioner Identikit

> What does a direct-seller farmer know?

Principles of Multifunctional Agriculture & Short Food Chain
How many intermediaries are involved? Why is it needed?

Distribution & Logistics
How to use direct selling, cooperatives, distribution mechanisms...

Marketing & Selling
How to be able to sell and advertise own products effectively

Networking & other Good Practices
What are the good practices around? Which collaborations would be beneficial?

> How does a direct seller farmer looks like?

Is a value-enhancer
Knows how to add value to the products with certifications and labels, is able to get recognized in the market

Is communicative
Is able to attract customers and develop effective advertising channels

Is responsive
Is able to understand market trends and customers' needs effectively and timely

Has an entrepreneurial spirit
Knows to how to target products and how to place them in the market

Is practical
Is able to provide the most convenient solutions, knows about accountancy and selling

The infographics can be used on social media or in printed forms, especially in case a short and faster communication is needed. For more information and to download all three Infographics, please visit:

http://www.etomato.eu/results/

2.3. The Readiness Tool
2.3.1. *Introduction*

The Readiness Tool is a program run on the eTOMATO website ready to be used. It aims at assessing the "readiness" of a agricultural entrepreneur, farmer, or practitioner, to adopt a MA business. The need for a Readiness Tool stems from the need of understanding how close is a traditional farming to a Multifunctional one. The word "Multifunctional" is hereafter understood under the three main domains previously discussed: Rural Tourism, Short Food Supply Chain and Social and Didactic Farming. The assessment is performed on resources already owned by farmer in order to understand to which of the three domains it is closer.

### 2.3.2. *How to Use the Readiness Tool*

The tool can be run on any browser connected to the Internet. The user is asked to select one of the three domains of MA, then the tools and assets in their farm that they would like to have or to improve. Then, on the basis of the availability and necessity for those assets, the program provides a visual representation of the strengths and weaknesses of that concerning the MA areas.

The program can be used by anyone having a background in Multifunctional Agriculture. Therefore, this tool aims at facilitating the demanding activity of framing a business.

An example of the completion of the Readiness Tool can be found below (Figure 2):

Figure 2. Example of the Readiness Tool
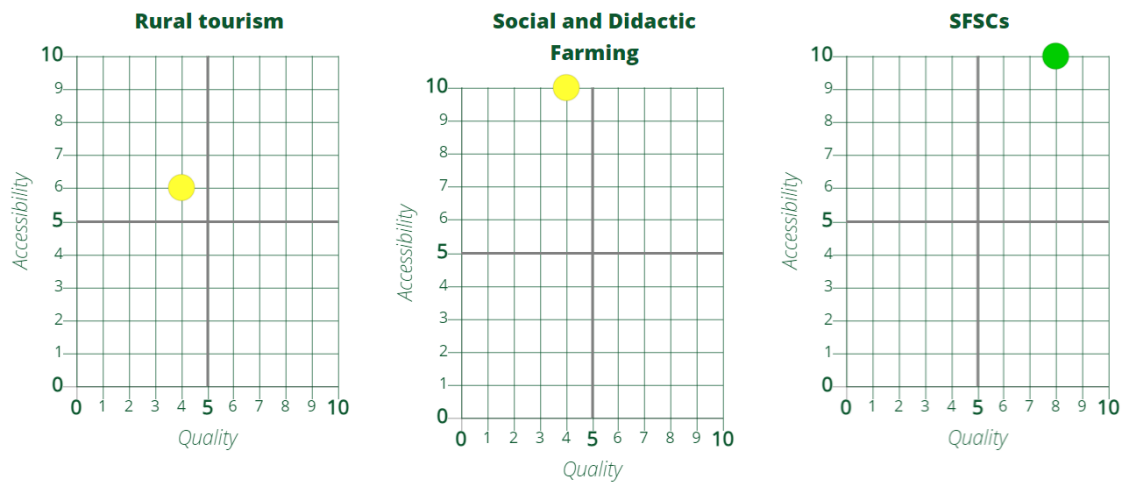
ID	Resource	Category	Availability	Accessibility	Quality	Flag	Action
1	Parking	Social and Didactic Farming	Yes	10	4	▶	... X
2	Internet connection	Rural tourism	Yes	6	4	▶	... X
3	Online sales	SFSCs	Yes	10	8	▶	... X

For more information and to access the Readiness Tool, please visit:

http://www.etomato.eu/tools-for-multifunctional-agriculture/

2.4. The Business Model Canvas
2.4.1. Introduction

The Business Model Canvas (BMC) follows the work of the Readiness Tool (RT). The sequence is due the connection established between the two tools: the establishment of the assets during the RT comes first. From there, one can capitalize the RT results by using the BMC. Therefore, practitioners are always advised to use the two together or at least to make prior use of the RT before utilizing the BMC.

The eTOMATO Business Model Canvas configures the resources organization in the three different domains identified by eTOMATO project: Short Food Supply Chain, Rural Tourism, Social and Didactic Farming. Then, three different BMCs have been outlined. The choice of adopting the BMC instead of the traditional and mostly known business plan, stems from the fact that eTOMATO insists on improving the capacity of creating an innovative and complex inter-sectorial organization. Hence, by raising questions, it supports the practitioners in clarifying the formulation of the initial business idea.

1.1.1. How to Use the BMC

This tool is recommended to be used in the early stage of the nascent organization. By contrast, the business plan aims to assess the feasibility of any undertaking from the technical and economic standpoints. The BMC therefore outlines the mission, the vision and the goals of the organization, when the project idea is well-defined. The early stage of any business organization is crucial to identify the content of the activities that technically and economically the business plan sets up.

Based on these assumptions, the aim of the BMC is to easily bolster the formulation of a creative multifunctional organization, where being "creative" means being sustainable and able to create values for the surrounding communities so that capturing and attracting customers. In turn, creating values means overtaking the old limiting and unsustainable goal of pursuing the simple profit. Value means that the profit is a single component of multiple goals: environmental preservation, social inclusion, community-sense building, heritage appreciation, limited use of the resources, employment of renewable resources and, finally, profit. This latter should therefore be seen as a normal consequence of the paramount achievement of the other objectives.

The BMC is based on the 9 building blocks as proposed by Alexander Osterwalder in 2005. The user is asked to fill the different sections of the canvas relating to one's business, the 9 blocks relating to:

- ✓ Key Partners;
- ✓ Key Activities;
- ✓ Key Resources;
- ✓ Value Propositions;
- ✓ Customer Relationships;
- ✓ Channels;
- ✓ Customer Segments;
- ✓ Cost Structure;
- ✓ Revenue Streams.

Table 2 below is an example of a BMC with question pertaining to a Rural Tourism business.

Table 2. Example of the BMC adapted to Rural Tourism

Key partners	Key activities	Value proposition	Customer relationship	Customer segments
- *Who are your necessary partners?* - *Who are your necessary suppliers?* - *What resources do you need from partners?* - *What activities are necessary from partners to be performed?*	- *Provide value proposition* - *Configure distribution channels* - *Build relationship with customers* - *Build revenue channels* - *Etc.*	- *Which are your targets?* - *What are you providing?* - *What problems are you solving for specific customers?* - *What needs are you fulfilling?* - *What product or service do you provide to each customer?*	- *How will the company Get, Keep, and Grow customers?* - *What type of relationship do each type of our customers expect to build with us?* - *What type of relationship do you have already with the customers?* - *How does it combine with the rest of the business model?* - *How much does maintaining the relationship cost you?*	- *Locals/regional* - *Randomly nature lovers, travelers, tourists* - *Specific tourist groups?* - *Unique tourism?*
	Key Resources *What are the key resources identified in the readiness evaluation?*		**Channels** - *How will you reach your customers? How do you reach your customers today?* - *Which of our channels is the most efficient/cheapest?* - *How are you present on the social media?* - *How are you integrating your channels with customer routines?*	

Cost structure	Revenue streams
- *What are the most important costs?* - *What are the most expensive necessary resources?* - *What are the permanent costs?* - *What are the variable costs?* - *Does most of the income come from accommodation or food/other activities provided?* - *What are the most important sources of income for the survival of the company?* - *Is the business profitable or you use it as a marketing tool?*	- *How will you make money?* - *What pricing model will work for you?* - *What are customers paying today already?* - *How do they prefer to pay?* - *What is the size of the market you are aiming for?* - *Which value do you provide that the customer is ready to pay for?* - *What are the components of each your revenue channels from all your revenue?*

For more information and the guidelines for the Business Model Canvas, please visit:

http://www.etomato.eu/tools-for-multifunctional-agriculture/

1.2.   **The MA course**
1.2.1. *Introduction*

A Multifunctional Agriculture course has been designed during the course of eTOMATO, with the intent of reaching students and professionals to further enrich their knowledge on MA, and in particular in the subfields of Rural Tourism, Social Farming and Short Food Supply Chains.

The course design and training materials is composed of the following structure:

- *Lectures/Classroom classes* (at least 10 hours) – addressed to all target groups, focused on entrepreneurial skills (such as decision making, problem solving, business models implementation, etc.) and overall introduction to Rural Development and MA;
- *e-Learning modules* (at least 10 hours per each module) – concerning the three different domains of MA:
    - a) social/didactical agriculture,
    - b) rural tourism and
    - c) short food supply chain.
- And a *work-based experience* or farm experience.

Attending the classroom classes and the e-Learning Modules was open to any interested student. In order to choose those students participating to the work-based experience, a **business model competition** was designed. The students had to provide a Business Model Plan concerning MA farm and, the evaluation of this combined with the results from the quizzes Module, scored the students deserving to win a farm based experience, where a hands-in approach into MA has been provided by the project farms.

A representation of the structure of the Course can be found in Figure 3 below.

Figure 3. The Student Mobility during the MA Course
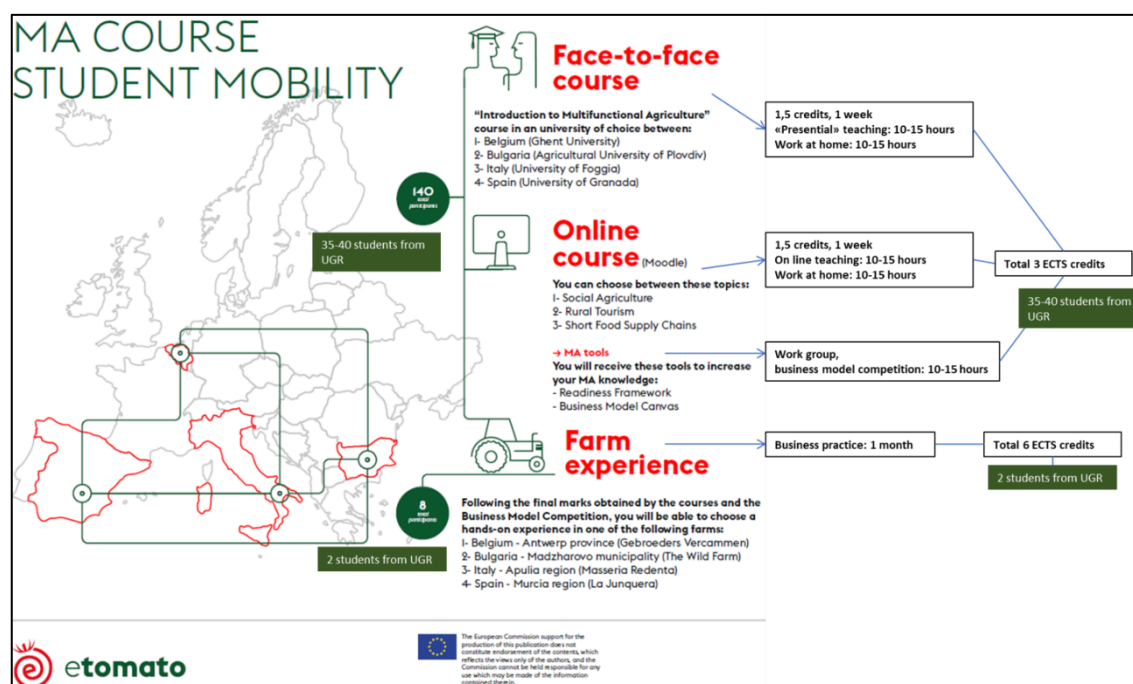
1.2.2. *Planning and design of the course*

The eTOMATO University partners have made use of their field of expertise to create material for each of the sections. Domains and distribution of tasks between the universities is illustrated in the Table 3:

Table 3. Domains and distribution of tasks

DOMAINS	LEADER	FELLOW	PEER-REVIEW
Introduction – Course on Entrepreneurial Skills and Rural Development	UGent	UniFg	UGR AUP
Social and Didactical Agriculture	UniFg	UGR	AUP UGent
Rural Tourism	UGR	AUP	UniFg UGent
Short Food Supply Chain	AUP	UGent	UGR UniFg

To elaborate the modules, Universities have researched the main needs in the field of multifunctional agriculture in the perspective of farmers. Thus, agricultural practitioners working in MA from the project countries were interviewed. In each country were 6 farmers. The designed questionnaire was the following:

Q1.a. What benefits do you recognize from multifunctional agriculture in your business?
Q1.b. What benefits do you recognize from multifunctional agriculture for the community
Q2. Did you receive funds to practice MA?
Q3. How were your higher studies relevant for MA?
Q4. Do you think that further training is needed to turn farmers into multifunctional farmers?
Q5. Did you follow extra training/ evening courses and if yes, in what field and why?
Q6. Do you feel you have sufficient knowledge to run your farm?
Q7. What are the most important challenges you are confronted with to execute your multifunctional farming activities?
Q8. What skills would you like to acquire in the future to perform multifunctional agriculture and why?
Q9. Do you feel a need for a more specialized educational offer related to multifunctional agriculture?
Q10. What changes in the education system of your country would you advise in order to enable farmers to better perform activities in the field of multifunctional agriculture?

The modules were elaborated after the answers received.

It had been agreed that all the material developed by Universities, also for the courses to be carried out in class, would have been uploaded on a **Moodle platform**, this being the most fitting solution to preserve the open source, thus availability, of the content.

The philosophy of the courses has been of "learning by doing" pedagogical method, searching for the **involvement of students** in participatory processes of discussion and reflection on problems faced by stakeholders/farmers in the implementation of strategies, projects and activities; **practical learning**, systematizing experiences, study cases, projects, story telling of farmers, …; and with the following objectives: acquire knowledge; developing analytical techniques through the "learning by doing" process; discussion and the sharing of a case study stimulates analytical reflection; perspective of the "practitioner" or manager: put the student in the role of the manager or "practitioner" with the aim of developing the perspective of the actor involved in a problem; and personal development. In the discussion of a specific case, the classroom becomes a space for personal interaction that fosters the development.

Good practices and study cases have been shown to the students, and inside of these, an activity has been proposed. For good practices (Table 1), those experiences which have obtained successful outcomes (specific topics for every domain, or: innovation, best practices, demonstrative effect, knowledge, economic and social promotion, improvement of quality life, social animation, equity, environmental sustainability, etc.). The **good practices** have been split in categories: Entrepreneurial skills, Agritourism, Didactical and social agriculture and Short supply chains.

Table 4. Example of good practice shared with students

Code	RT/GP/G&R/UGR Rural tourism. Good practice on Resources. University of Granada
Title of the experience	Everything you need is in a cave. Recovering traditional buildings/homes.
Keywords	Rural tourism, local heritage, traditional architecture, local resources, caves
Location	Andalusia, Spain
Short description of the initiative	Cave houses «Tío Tobás» is a rural resort of approved quality, placed near the city of Granada (60 km), among several natural parks, and to 1 hour to the beaches of the Cabo de Gata. It has the European Commitment for Sustainable Tourism, and at the same time, is an information point of the National Park of Sierra Nevada. Inside the caves, traditional home of the area, you can fully rest due to insulation and soundproofing. Every cave is unique regarding architecture and decorations, which provides it with its own personality and brings us to a previous time to enjoy a simple, traditional, comfortable environment. It has 19 sustainable cave houses, swimming pool, restaurant, museum, and souvenir shop (gastronomy and handcraft products of the area).
Actors involved	Directly: entrepreneurs and workers of the company Indirectly: Local Action Group, municipality, Touristic local association; sustainable local association
Results and learned lessons	It is possible the use and the involvement of local resources, harvests, gastronomy or handcraft in a proposal of agritourism or rural tourism Even the inclusion in the tourist package of other attractions, experiences and learnings
Activity	Think how to include some local resources (heritage, gastronomy, handcraft, ...) of your rural area in the tourism offert of your proposal of agrotourism business

The **study cases** dealt with relevant problems which needed decisions, strategies or projects; real history based on events and situations, involving different kind of actors; description moves to creativity, curiosity, including pertinent information, generating expectations, and showing the problems that have to face by actors, focusing on the sequence of events developed and avoiding personal judgment of the writer; and giving the chance to students to develop alternatives not explicit in the case, facing problems unresolved (Table 4).

Table 5. Example of study case shared with students

Code	RT/SC/C&M/UGR Rural tourism. Case study. arketing. University of Granada
Title of the experience	Agroberry. How to increase the number of visitors and tourists in the farm. A young farmer introduced a blackberry plantation into a wheat and barley

	production area and created added value by developing agrotourism and a new range of agrarian products
Keywords	Agrotourism, marketing, attraction of new visitors, multifunctionality, entrepreneurship
Location	Castilla y León, Spain
Short description of the initiative	A female and young farmer who returned to the countryside decided to innovate by introducing a new irrigated crop in a dry area. AS a result, she created added value by developing a whole new range of products. Support from the Rural Development Programme of Castilla y León helped the young farmer to establish an organic blackberries plantation. The plantation is drip irrigated from a well that was drilled for this purpose and a workshop was set up to process the fruit and create a wide range of products. The creation of a store in the young´s farmer´s village is also envisaged, in order to boost sales. Nuria Álvarez is a young farmer from a family with a long tradition in agriculture, At the age of 13, she left her small village, Almendra del Pan, located in the province of Zamora. She went on to study communications; specialising in publicity and public relations and gaining an executive MBA whilst launching her career in marketing. One day she decided that she wanted to start over and run her own business in the countryside. So, after 20 years of absence, she returned to her place of origin and invested in her family´s land. The objective of her project was to innovate by introducing an alternative, high value crop into a dry area that was otherwise specialised in cereals. The plants are grown organically in the open air. In addition, the farmer started preparing gifts for weddings, baptisms and communions. In 2017, in terms of commercial activities, the farm started selling frozen fruit and participating in gourmet food markets. In 2018, the plantation was expanded to 1,800 plants. During the year, a workshop was constructed to process the fruit into jams, chocolates, honey, etc. A research and development contract was signed to explore the potential for producing wine from the fruit. The farm welcomes visitors and openly shares knowledge with interested farmers in the area. The farm also aims to become a destination for agroturism. It is located only two km away from the Visigothic Church of San Pedro de La Nave, a very important tourist attraction. The plantation is not yet certified as organic, because its current year-by-year expansion would require a step-by step process of certification, and this would be far too expensive. The organic certification will be acquired as soon as the plantation is at full capacity. The products are sold directly to consumers and to stores.
Actors involved	A female, young and innovative farmer Local Action Group of the Area Potential visitors and tourist Local business and inhabitants
Results and learned lessons	The farm is becoming an attraction for agritourism, which makes the whole area more visible as a destination. More than 30 people visited the farm in 2018.

	The project will have and impact on the economy of the area and it contributes to broadening the tourist offer. The young farmer has received several awards and she is very visible in the media, which is of significant networking value for the farm
Activity	Stablish a marketing strategy/plan to increase and improve the visits at the farm, being as more creative as possible.
Source/ more information	AGROBERRY Original from Zamora, Nuria Álvarez, nuria.alvarez@agroberry.es, www.agroberry.es ENRD - European Network of Rural Development (2019), Agroberry original from Zamora. https://enrd.ec.europa.eu/projects-practice/agroberry-original-zamora_en

As previously indicated, it has been used a Moodle platform (available at the link: eTOMATO MA course) as a "store" space, and feedback area between students and teachers.

The Moodle is there divided into the 4 Modules:

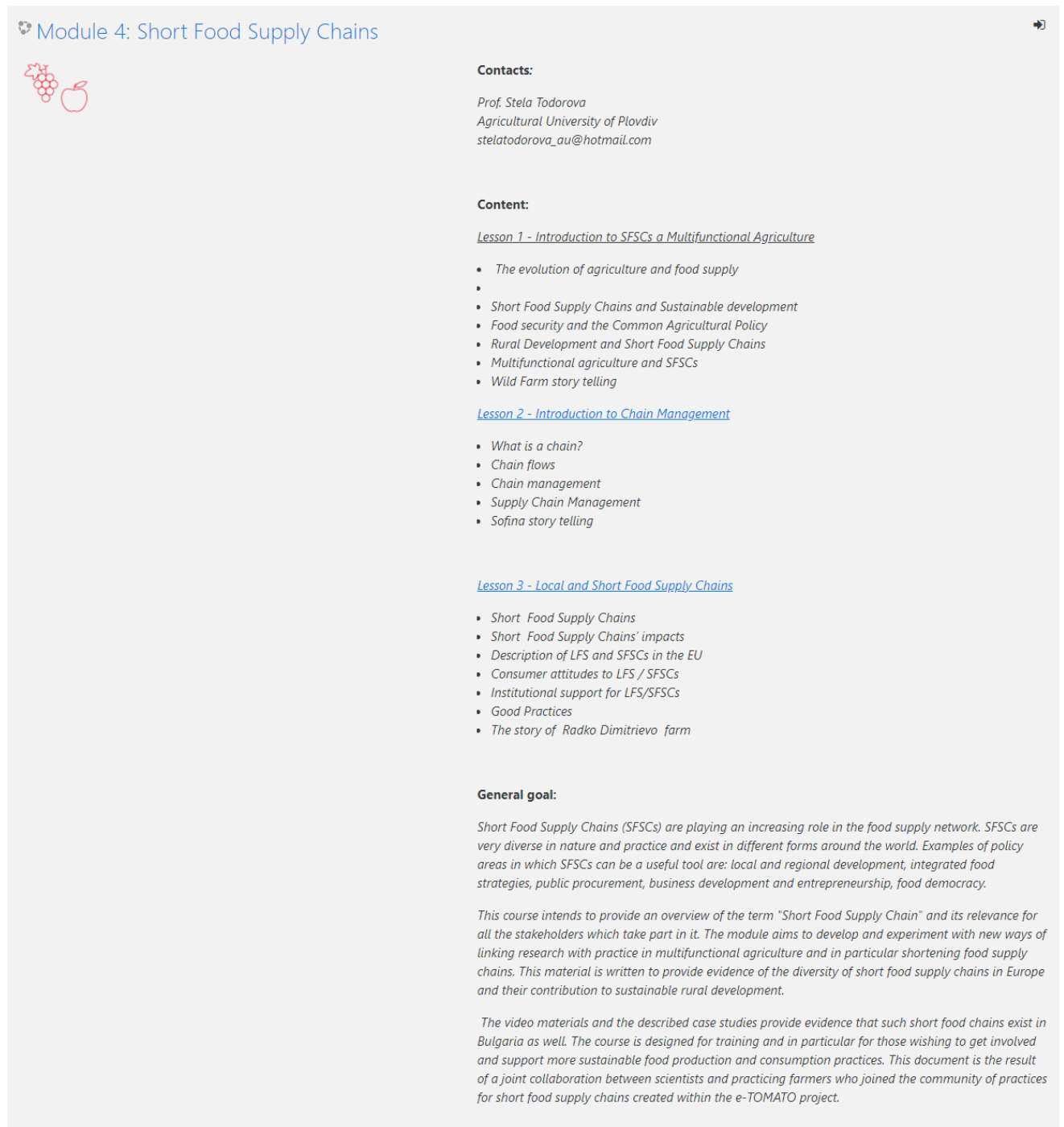1. **Introduction on Multifunctional Agriculture;**
2. **Social and Didactic Agriculture**
3. **Rural Tourism;**
4. **Short Food Supply Chains.**

Each Module presenting the following introductory strucure:

- ✓ Reference contacts;
- ✓ Brief content;
- ✓ Goal;
- ✓ Skills/competences necessary for taking the course;
- ✓ Tasks, activities;
- ✓ Evaluation Criteria;

We have indicated that the skills and competences for taking the course are none for the Introduction course, whereas for the following three an understanding of the content present in the Introduction is advised. Regarding the Evaluation Criteria, a Mid Term and Final Quiz have been created for all Modules, with different content for but same amount of questions.

Figure 4. Screenshot of the Home Page of the MA Course, Focusing on the SFSCs Module

Module 4: Short Food Supply Chains

Contacts:

Prof. Stela Todorova
Agricultural University of Plovdiv
stelatodorova_au@hotmail.com

Content:

Lesson 1 - Introduction to SFSCs a Multifunctional Agriculture

- *The evolution of agriculture and food supply*
-
- *Short Food Supply Chains and Sustainable development*
- *Food security and the Common Agricultural Policy*
- *Rural Development and Short Food Supply Chains*
- *Multifunctional agriculture and SFSCs*
- *Wild Farm story telling*

Lesson 2 - Introduction to Chain Management

- *What is a chain?*
- *Chain flows*
- *Chain management*
- *Supply Chain Management*
- *Sofina story telling*

Lesson 3 - Local and Short Food Supply Chains

- *Short Food Supply Chains*
- *Short Food Supply Chains' impacts*
- *Description of LFS and SFSCs in the EU*
- *Consumer attitudes to LFS / SFSCs*
- *Institutional support for LFS/SFSCs*
- *Good Practices*
- *The story of Radko Dimitrievo farm*

General goal:

Short Food Supply Chains (SFSCs) are playing an increasing role in the food supply network. SFSCs are very diverse in nature and practice and exist in different forms around the world. Examples of policy areas in which SFSCs can be a useful tool are: local and regional development, integrated food strategies, public procurement, business development and entrepreneurship, food democracy.

This course intends to provide an overview of the term "Short Food Supply Chain" and its relevance for all the stakeholders which take part in it. The module aims to develop and experiment with new ways of linking research with practice in multifunctional agriculture and in particular shortening food supply chains. This material is written to provide evidence of the diversity of short food supply chains in Europe and their contribution to sustainable rural development.

The video materials and the described case studies provide evidence that such short food chains exist in Bulgaria as well. The course is designed for training and in particular for those wishing to get involved and support more sustainable food production and consumption practices. This document is the result of a joint collaboration between scientists and practicing farmers who joined the community of practices for short food supply chains created within the e-TOMATO project.

Everybody can access the course at the link http://www.etomato.eu/ma-course/ and fill the form to be registered. Once having obtained the username and password, the Modules can be followed without any time constraint.

Then, each Modules presents the following:

- ✓ Discussion Area;
- ✓ Glossary of the most important terms relating to that Module;
- ✓ Bibliography;

- ✓ FAQs divided into technical (the requirements for using Moodle, questions about enrolling, etc.) and academic (what is expected the student to do);
- ✓ Relevant links/online reading materials;
- ✓ Powerpoints of the lessons;
- ✓ Mid term and Final quizzes;
- ✓ Good Practices and Case Study;
- ✓ Module evaluation and feedback.

An example of the course can be found in Figure 5 below.

Figure 5. Screenshot of the MA Course Module on SFSCs

Table 6. Detailed structure of the eTOMATO courses modules

Module	Lectures	Good Practices	Tools
1. Introduction course **UGent**	Lesson 1 – Rural development models and functionality Lesson 2 – Business plan and business model canvas Lesson 3 - Marketing management Lesson 4 - Financial analysis Lesson 5 - Cost accounting	GP - Agroberry GP - Kondovo GP - El Junquero GP - Menapian pig GP - Vercammens	
2. Social and didactical agriculture **UniFg**	Lesson 1 - Introduction Lesson 2 - Rural development and multifunctionality Lesson 3 - Social and didactic agriculture in action Lesson 4 - The rural-urban partnership and case studies	GP - 't Struisvogelnest at Lier GP - ALVELAL GP - Gerzovitsa GP - El Junquero II GP - Libelle GP - Vercammens	**ETOMATO tools** - Readiness framework - Business Model Canvas
3. Rural tourism **UGR**	Lesson 1 - Concept and Introduction to Multifunctional Agriculture and Rural Tourism/Agritourism Lesson 2 - Resources, Sustainable Tourism and Rural Development Lesson 3 - Policy and Planning. Funds for Rural Tourism Lesson 4 - Cultural and Natural Heritage, Rural Development and Tourism Lesson 5 - Entrepreneurship and Promoters/Human Capital and development Lesson 6 – Territorial and Entrepreneurial Case Studies	GP - Almendrehesa GP - Appelen Roes GP - Catharinadal GP - Segurena GP - Sofina GP - Zwalmbeekhoeve	**ETOMATO tools** - Readiness framework - Business Model Canvas
4. Short food supply chains **AUP**	Lesson 1 - Introduction to SFSCs a Multifunctional Agriculture Lesson 2 - Introduction to Chain Management Lesson 3 - Local and Short Food Supply Chains	GP - Appelen Roes GP - Catharinadal GP - La junquera III GP - Segurena GP - Sofina GP - Zwalmbeekhoeve	**ETOMATO tools** - Readiness framework - Business Model Canvas

Then, examples of the Mid-term and Final Quizzes can be found in the following tables:

Table 7. Mid-term quiz of Rural Tourism Module

Question 1 Which one is not a problem of rural areas?
a. High entrepreneurial initiative
b. Depopulation
c. Low professional qualification
d. Rural exodus
Question 2 Which ones are typologies of rural areas?
a. Mountain areas and peripheries
b. Deep
c. Dynamic
d. All of them
Question 3 The concept of multifunctionality means agricultural areas as:
a. Territorial structures
b. Places of cultural heritage
c. Landscape resourcesas and peripheries
d. All of them
Question 4 Which one is not a typology of tourism in rural areas?
a. Spa tourism
b. Tourism in protected natural areas
c. Agrotourism
d. Urban tourism
Question 5 Choose the false demographic mechanism of depopulation:
a. Immigration has been false
b. Inability to retain youth and women
c. The emigration of old people
d. The rural exodus
Question 6 Choose an example of rural space in Europe
a. La Alpujarra (Spain)
b. Tuscany (Italy)
c. All of them
d. Cochem (Germany)
Question 7 Is "El Junquero" a good practice? True False
Question 8 What is one characteristic that differentiates "Sustainable Tourism"?
a. Rural exodus
b. Depopulation
c. Enhance future opportunities
d. Lower professional qualification
Question 9 In what sense Rural Tourism can be a "turning point" for the contemporary rural challenges?
a. RT is not part of changes in rural areas
b. It develops industry
c. In some rural areas creates jobs in infrastructures
d. It reinforces neoendogenous development
Question 10 What is one of the main causes for the implantation of Rural Tourism in European rural areas?
a. Boring people in EU cities prefers rural areas as a tourism destination
b. Its territorial structures
c. Loss of importance of traditional rural activities
d. Generous EU funds helped

Table 8. Final quiz of Rural Tourism Module

Question 1 Note some basic objectives of LEADER approach
a. Economic diversification, citizen participation and local empowerment
b. Natural protection, climatic change and sustainable development
c. Reduce unemployment
Question 2 Which collectives are essentials for local development?
a. Multinational enterprises
b. Private and public entrepreneurs
c. Self-employed
Question 3 Are LEADER investments equally distributed in rural areas? True/False
Question 4 Frigiliana: why do you think this small village is so attractive for rural tourism activities?
a. All of them
b. Gastronomy
c. Rural landscape
d. Natural and cultural heritage
e. Urban morphology
Question 5 Caminito del Rey, is it a tourist resource or a product?
a. Resource
b. Both of them
c. Product
Question 6 Cueva del Tío Tobás, what are the main strengths of this rural tourism experience?
a. All of them
b. Surroundings full of activities in nature
c. Gastronomy
d. Singular heritage and accommodation
Question 7 Trópolis, what stage has faced this entrepreneurship?
a. Reality as a challenge
b. All of them
c. Delineation and coordination
d. Expression of interest
Question 8 What means "Heritage" in Rural Tourism context?
a. Castles, churches and sculptures in the rural areas
b. There is not a role for "Heritage" in rural tourism
c. Material, immaterial, cultural and natural goods in rural areas
d. Goods and structures made by rural people
Question 9 Why "Heritage" can be useful for the rural tourism and, in general, for the rural transformation?
a. It is not useful at all
b. As a tool to reinforce the local identity
c. Brings immigration
d. Brings financial credit
Question 10 The impact of LEADER project in Andalusia…
a. Took place in consolidated touristic areas
b. Andalusia was not affected by LEADER programs
c. It didn´t create jobs
d. It was focused on medium-sized cities
Question 11 Can be a "Resource" a product in Rural Tourism?

a. Yes, always
b. Yes, but it depends on the management of the destination
c. No, it can´t be in any case
d. It depends on the institutions and the funds

The evaluation form presented the following questions:

1. **How clear was the content in general? (1 = not clear to 5 = very clear)**
2. **Do you think the e-Learning approach is an adequate way to teach Rural Tourism? (1 = not adequate to 5 = very adequate)**
3. **Did you like the teaching methodology? Yes/not**
4. **How useful was the material provided? (1 = not useful to 5 = very useful)**
5. **How adequate was the technical assistance provided to this Module? (1 = not adequate to 5 = very adequate)**
6. **How hard was it to follow the online lessons in English? (1 = not difficult to 5 = very difficult)**
7. **Considering your level of knowledge, you found the course: Too difficult, Adequate, Too basic**
8. **Please, indicate your level of studies: Primary school, Secondary school, Professional diploma, University first level degree, University second level degree (master), Doctorate or post-doctorate**
9. **What were your expectations prior to following this course?**
10. **Have your expectations been met? Yes/No**
11. **Please write any other feedback to this Module you might have some.**

After the classroom and e-Learning Modules, the Business Model Competition was carried out. BMC was a competition running during the eTOMATO course to engage students only in developing their own multifunctional business idea. In particular, the students made use of the eTOMATO tools:

- **Readiness Tool** – to evaluate the available resources according to their accessibility and the expected resulting performance. The resource selection is made through an interactive tool (whose guidelines are also available) and a template for resource evaluation
- **Business Model Canvas** – to organize the selected resources within a logical framework. To do this, guidelines and a Business Model template were available on the eTOMATO website. Both the tools allow the end-users to frame their business idea without conferring magical power, which means that these tools were just to facilitate the development of the design of a multifunctional organization. Facilitation, in turn, means that one should follow the course at first whereby becoming informed on multifunctional agriculture and methods to implement it. During the Business model development, students were assisted, tutored and mentored by the help desk team that was represented by the trainers of each university. Once the business models preparation was concluded, participants were asked to present their business idea to the evaluator(s). The two most convincing

students were accepted to carried out the national mobility to take a one month internship to one of the eTOMATO farms. The internship was financed by the project itself (Figure 6).

Figure 6. Scheme of the Business Model Competition
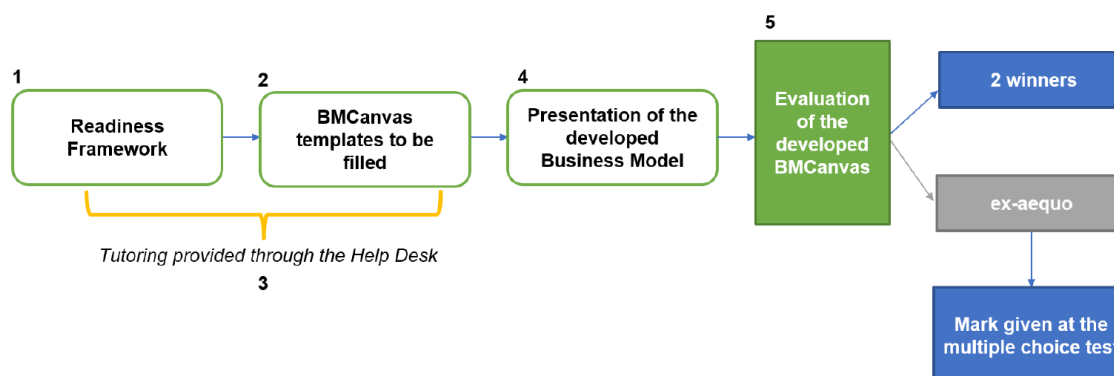
And finally, the farm-experience was carried out during 1 month in the national farm, where the both students selected have known, learnt and put in common, with the actors and farmers, the prototype and proposal designed before.

But the more relevant tool to evaluate knowledge, entrepreneurship, tools and skills of the students has been the **elaboration of a MA project**, which was the activity to select the students who participated later in the work-based experience, two for each country and university. It was based in the elaboration of a proposal of entrepreneurship in MA preparing a project, in which must be included: BMC, marketing plan, and readiness framework tool. The initiatives prepared by the students were the next ones (Table 9).

Table 9. Initiatives proposed by the students in MA per each university

UGENT
Organic farming and agricultural tourism – Nature reserverural tourism
Social & didactic agriculture + SFSC
Snail farm   social & didactic agriculture + rural tourism
NutriGent   social & didactic agriculture + rural tourism + SFSC
SFSC + social & didactic agriculture
Dairy farming SFSC + social & didactic agriculture
Vineyard   SFSC + rural tourism
Seaweed farming   SFSC
Social & didactic agriculture + SFSC
Traditional agriculture   SFSC + social & didactic agriculture
UGR
Sunrise and Sunset. Farcas   rural tourism
Third Landscape Project   social and didactical agriculture
Strenght the rural society of Córdoba (Argentina). Introduction to multifunctional agriculture in the Urban Egidio of the City of Córdoba through Public-Private
Asociatism   social and didactical agriculture/short food supply chains

Coliving La Tala	rural tourism

AUP
Kehayovi bio Farm   Social&Didactic Agriculture
Sun farm Mihaela Kircheva   Rural tourism
Milen Stoyanov Farm SFSC
Eli bio Farm   SFSC
Sofina Farm   SFSC
Georgi Shishkov Farm Rural tourism
Todor Mitkov Farm   Rural tourism
Devin Extreme Farm   Social&Didactic Agriculture
Plamen Kalinov Farm SFSC

Even though in the context of the Covid-19 pandemic, the number of participants throughout the MA course has been reasonable. The interest and expectations was high, but the problems related with the lockdown and the delay in the implementation of the course decreased the number of interested students (Table 9).

Table 9. Participation to the MA course

	UniFg	AUP	UGR	UGent
N. of participants enrolled in the course (considering also those who eventually did not attend the course)	43	88	45	35
N. of students taking part in Introduction module	18	80	10	90 (including pilot test)
N. of students choosing didactical farming Moodle course	NA	35	0	8
N. of students choosing short food supply chain Moodle course	NA	30	0	9
N. of students choosing rural turism Moodle course	NA	25	10	4
N. of practitioners (farmers) taking part in the Introduction course	NA	4	10	0
N. of groups/students taking part in the BMC competition	16	32	10	24
N. of people participanting the National Work-based experience	2	2	2	2

4.1.1. *Implementation of the MA Course*

The MA course has been followed by students from the eTOMATO University partners in the first half of 2021. The completion of the MA course took approximately five months in its totality. The Classroom and Modules took approx. one month, the Business Model Competition from 3 to 6 weeks, and the work-based experience 1 month.

Table 8. Duration of the MA Course during eTOMATO in each of the countries, 2021

	eTOMATO COURSE		BUSINESS MODEL COMPETITION		NATIONAL WORK-BASED EXPERIENCE	
	START DATE	*END DATE*	*START DATE*	*END DATE*	*START DATE*	*END DATE*
UNIFG	March 05th	April 3rd	April 24th	May 31st	June 1st	July 1st
AUP	March 08th	April 9th	April19th	May 31th	June15th	July 15th
UGR	April 19th	May 10th	May 17th	June 7th	July 1st	July 31st
UGENT	February 19th	March 31st	April 2nd	April 30th	July 5th	August 6th

Those interested in implementing a MA course would need then to consider roughly one semester for the completion of the MA course, to be planned according to the availability of the farms. It is indeed preferrable to have a work experience in the late spring/early summer months in order to go along the academic calendar, but those dates also coincide generally with the busiest months for a farm.

The evaluation criteria applied in each module had been divided across topics in percentages, as expressed in Table 9.

Table 10. Evaluation criteria in each MA Course Module

	Evaluation criteria	Percentage
1.	Participation/involvement	10%
2.	Activities for every module:	65%
3.	Global activity domain: prototype of business on agritourism	25%
4.	Individual activity (optional)	10%

4.1.2. *Information on the ECTS recognition process*

The recognition has been carried out in a context of international mobility of students and professors, general framework within the EHEA. Our Project "eTOMATO" gave legal and binding coverage to all Universities and other members who committed after signing the Partnership Agreement.

STUDY AGREEMENT

This has been the document in which the academic activities has been developed in the host university and their correspondence with those of the home university. In the recognition, competences were considered, and not only contents.

ACADEMIC RECOGNITION

- Principle of full recognition:

The joint educational value of the developed academic activities has been taken care of, and not the identity between subjects and programs or the full equivalence of credits. All modules, subjects and credits have been recognized regardless of their nature.

- The Study Agreement has been specified the correspondence between the studies completed and those of the Master/Degree of origin. This correspondence may be by full course, modules, blocks of subjects, subjects, units or, where appropriate, credits.

- The academic activities carried out have been recognized and incorporated into the student's file once their stay has ended and the corresponding certification has been received.

- For this recognition, the host university required academic certification that reflected all the results that have been transferred to the student's file in accordance with the criteria and equivalences established in the Table of Conversion of Grades (UGR has an established one).

- At the end of the course and once the corresponding qualifications have been available and validated, the competent Center has been issue an official academic certificate in the local languaje and English, which has include, in addition to the student's personal data, the name of the exchange program in which they have completed studies, subjects and grades obtained in accordance with the current system.

- From the host center the academic certificate has been sent both to the University of origin and to the student within a maximum period of one month from the end of the corresponding deadline for the delivery of certificates and qualifications.

- Principle of responsibility. The competent body shall guarantee to mobility beforehand that the offer of studies in the host university is adequate to the training needs of its students

STUDY AGREEMENT

It has been binding for the purpose of academic recognition once signed by the three parties involved in mobility: home university, host university and student. The students have been considered full-time students.

CONCRETE DETAILS

Each University has recognized ECTS (European Credit Transfer System) to the students participating in the training path (course introduction + at least one e-learning module; field trip and the work-based experience).

The course introduction and one of the other courses has been recognized by 3 ECTS credits. 1,5 credits per week, being 10-15 hours of "on line" teaching and 10-15 hours of work at home, for both courses, initial course and optative course (Short Food Supply Chains, Didactical and Social

Agriculture, and Rural Tourism). Additionally, for the two students selected for each university, for the "Farm experience", the business practice, being of 1 month of duration, was recognized with 6 ECTS credits.