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## **Educational aspects of agritourism business in Poland**

### KEYWORDS

ecology, young people, school education, extracurricular education, agritourism

### ABSTRACT

The paper addresses the problems of education, including environmental and cultural education, of children and young people offered by agritourism farms. The study also indicates the need for school education and extracurricular education of families involved in agritourism. Professional employees in agritourism represent precious human capital for rural areas and guarantee high quality of services, e.g. educational services for tourists, including children and young people. The particular focus was on education in the field of ecology and rural cultural heritage. Institutions in one way or another involved in education in agritourism were also discussed. The paper was written based on literature and results of empirical studies.

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### **Foreword**

Agritourism, as one of the types of tourism, is associated with agriculture and means the stay of tourists in an active agricultural farm, where agricultural production and animal breeding are one of the most important tourist attractions. What is also important for tourists are the advantages of rural environment, such as: peace and quiet and access to natural resources and rural cultural heritage. In Poland, agritourism has been increasingly popular for more than a decade, which is due to changing tourist preferences and revival of the good old 19th century

tradition of spending summer holidays in the countryside. Accordingly, agritourism is also becoming the object of interest in the academic circles of economists, sociologists, culture anthropologists and educators<sup>1</sup>. In line with the EU strategy of multifunctional development of rural areas, agritourism yields major economic as well as social and educational effects.

This article focuses on the educational aspects of agritourism. Its purpose is to present the importance of school education and extracurricular education offered by institutions to persons engaged in this kind of activity. Educated human resources in agritourism on the one hand constitute vital human capital in rural areas and on the other hand guarantee high quality of services. The article also characterises agritourism activities of agricultural farms as such, which have a broad educational dimension, as they respond to various cognitive needs of tourists, especially children and young tourists.

This article is based on an analysis of the literature on the subject and results of nationwide research conducted by government institutions as well as own research.

## 1. Educational dimension of an agritourism farm

Tourism has an educational function, as it enables a tourist to develop his cognitive interests, broaden his knowledge about the country and the world and acquire the ability to make a good use of that knowledge. "The educational function of tourism may be fulfilled both in the cognitive and practical aspects. A tourist, when becoming familiar with the surrounding natural, social and cultural reality, also learns certain skills and habits that he may use in practice"<sup>2</sup>. Discovering, through agritourism, the natural, cultural and social rural environment by means of direct observation, experience and self-education is a way to verify knowledge learnt in school or from books, newspapers and the television. The educational function of agritourism is very important not only for young people. The educational dimension of agritourism may also be interesting for other tourists, regardless of their age, education, different needs and interests or socio-economic status.

The stages of human life may be classified in a number of ways, e.g. based on age or on the fact of establishing a family and the status of the family, so-called do-

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<sup>1</sup> A. Stocki, *Niektóre zadania w zakresie edukacji związane z rozwojem agroturystyki*, in: *Wychowanie dla turystyki. Wspomaganie uczestnictwa dzieci i młodzieży w turystyce*. R. Gałecki, A. Gotowt-Jeziorska, W. Ruszniaik (ed.), Polskie Stowarzyszenie Turystyki, Warszawa 2000, p. 99.

<sup>2</sup> W.W. Gaworecki, *Turystyka*, PWE, Warszawa 2003, p. 395.

mestic age. Each of those stages is characterised by different interests and possibilities of travelling. Tourism specialists have noticed that domestic age plays a more important role than physical age. Based on this criterion, there are five basic stages in human life<sup>3</sup> that affect the decision on and form of rural tourism.

Childhood. Travelling with parents. When a child is 10-12 years old, he starts travelling without parents, usually on school trips (e.g. "Green schools").

Youth. The period of spending time with peers, becoming independent and curious about the world; having a lot of free time and intensive tourism activity, usually determined by financial possibilities. Agritourism farms offer cheap holidays.

Marriage. This is a period of stability, having children and achieving one's life goals. Investing in a home, job, raising children - these factors reduce tourism activity in the form of long and distant travel. An alternative are family trips to agritourism farms that are informative and educational for the whole family and enable the parents to spend more time with their children and each other.

The "empty nest" stage. Adult children leave the family home; they are no longer dependent on the finances and time of their parents, which results in increased tourism activity of both parents and children.

Old age. The elderly, i.e. persons of "third age", love traveling. However, the tourism of Polish "seniors" is limited by financial obstacles. Nonetheless, this particular social group are existing and potential visitors to agritourism farms, quite often accompanied by their grandchildren. The countryside is a good tourist destination for children due to its high cognitive and educational value.

Agritourism farms and rural environment may satisfy the different needs of all those groups of persons interested in taking their holidays in the countryside. This is becoming an extracurricular place of education in the field of tourism, folk culture, ecology and economy<sup>4</sup>. The broad educational possibilities of an agritourism farm show that agritourism has a high educational value. An agritourism farm and its vicinity offer various possibilities for active and passive tourism and leisure (trekking, cycling, horse riding, fishing, football, walking, mushroom or berry picking, playgrounds or helping in the farm).

The educational function of an agritourism farm may include knowledge about new trends in breeding, agricultural production or horticulture. It will provide

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<sup>3</sup> I. Sikorska-Wolak, *Turystyka jako system dydaktyczno-wychowawczy*, in: *Turystyka wiejska a edukacja - różne poziomy, różne wymiary*, ed. J. Sikora, Wyd. Akademii Rolniczej w Poznaniu, Poznań 2007, p. 15.

<sup>4</sup> J. Sikora, *Agroturystyka. Przedsiębiorczość na obszarach wiejskich*, Wyd. C.H. Beck, Warszawa 2012, p. 232.

knowledge and skills in the area of fieldwork and its annual schedule, the species and variety of arable plants as well as species and breeds of farm animals and pets, knowledge of the species of ornamental plants, trees and bushes, and of growing and cultivating plants.

Agritourism meets one of the important human needs, which is the need to know. Staying in the countryside and experiencing the life and work of an agritourism farm also gives a chance to discover the potential of rural and local community cultural resources. It provides contact with the local physical culture, such as: architecture and regional buildings (wooden or brick houses, granaries, windmills, churches, bell towers, chapels, palaces, manor houses, former manor house parks, granges); spatial arrangement of villages, farming methods, traditional handicraft, clothing, regional dishes. An important example of cultural heritage is intangible culture, which involves religious beliefs, customs, traditions or value systems and is manifested in local feasts, church celebrations, fairs or local dialects.

The educational function of agritourism also involves enabling the exploration of the local cultural heritage by organising cultural trails based on local cultural assets. The countryside has a major potential of cultural resources that ought to be managed and promoted in such a way as to encourage tourists to discover and explore that which is unknown and undervalued. Agritourism is for a tourist a medium of knowledge and for the countryside and agritourism farm - a way to save the cultural heritage from oblivion<sup>5</sup>. Agritourism also gives an opportunity to compare the culture of a tourist's place of residence and the rural culture. On the one hand, it shows the diversity of the two cultures, and on the other hand, it teaches tolerance and dialogue between the respective cultures<sup>6</sup>.

The countryside, apart from being an attractive world of culture, is also an important world of nature, which is one of the elements of agritourism portfolio. Thus, importantly, the educational function of agritourism is combined with raising environmental awareness, which involves respecting the laws of nature and avoiding the consequences of excessive exploitation of natural resources. Agritourism may highlight the problem of the condition of the natural environment and promote sustainable tourism, which provides not only for natural resources but also for social (including cultural) resources and economic benefits.

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<sup>5</sup> I. Firlik, *Kultura bogactwem turystyki wiejskiej, czyli o skarbach ukrytych w puszczy*, in: *Turystyka wiejska a edukacja. Różne poziomy, różne wymiary*, ed. J. Sikora, Wyd. Akademii Rolniczej w Poznaniu, Poznań 2007, p. 208.

<sup>6</sup> I. Sikorska-Wolak, *Turystyka jako system dydaktyczno-wychowawczy*, in: *Turystyka wiejska a edukacja*, op. cit., p. 18.

An agritourism farm not only enables a tourist to experience the nature but it may also indirectly contribute to its restoration. An example of such activity are “Green School” programmes that offer a platform to teach about the rules of behaviour in landscape parks, national parks, nature reserves and protected areas and enable all-year day and night-time observations of various animals and their behaviour. “Green Schools” involve all kinds of natural educational paths within a farm or in its vicinity, with stops in a garden, field, forest or meadow; also, tourist may help look after farm animals or learn how to grown plants in an organic way. Education in “Green Schools” provides for the preservation of cultural heritage involving organic farming at an agritourism farm.

An example of educational activity for children and youth within the framework of “Green Schools”, which engages also local agritourism associations or specific agritourism farms as well as the managers of landscape parks, are numerous nature and education projects. For example, in recent years, there was a project implemented in Kujawsko-Pomorskie voivodeship, entitled: “Establishing the ‘Mint Grove’ Environmental Education Centre”, which functions as a “Green School”. In Lubuskie voivodeship, the Polish-German project entitled: “The youth form natural tourism and environmental education” was concluded. The project involves the “Warta River Mouth” Landscape Park. Educational activity involves organising workshops in the Park, during which children and youth from Polish and German schools discover the natural, historic and cultural assets of the area. The project activates environmental awareness in children and youth through their active participation in determining the routes of trips and their description and promotion using the latest technologies, e.g. GPS devices. Opolskie voivodeship implemented the project entitled: “Supporting environmental education by developing the educational base. Mobile centre of environmental education”. The project involved creating a mobile field base consisting of an off-road vehicle and trailer with teaching aids for research and observation of the natural environment. What is innovative about these activities is that they involve going to interesting natural places and doing open-air fieldwork. In Wielkopolskie voivodeship, the powiat office in Poznań implements the programme: “Promoting Ecology through Education”, which involves organising fora for the exchange of environmental experience in environmental education centres. Those meetings are attended by teachers from schools in Poznań powiat, village mayors, powiat councillors and representatives of gminas.

These examples prove that there are environmental centres with accommodation and educational facilities across the country, which organise, among other things, plein-air painting, photography workshops, rallies, expeditions or feasts. Education-

al activity that is each year participated by more than 460,000 children and youth is diversified and interesting, and an attractive supplement to school learning<sup>7</sup>.

Such environmental education, understood as a psychological and pedagogical process of influencing a person to develop his environmental awareness is also a part of educational tourism offered by agritourism farms<sup>8</sup>. Environmental education involves introducing environmental protection themes to school curricula on every level of education. It is a part of numerous subjects and subject units - both in their educational goals and the tasks of a school, the content of teaching and the expected pupil performance. Thus, the basic task of the entire school community - the principals, teachers, pupils and parents - should be to release and maintain in pupils the need to live in harmony with the principles of sustainable development<sup>9</sup>.

All kinds of educational activities promote and deepen knowledge about the environment, make tourists and hosts more sensitive and increase environmental awareness, thus contributing to active environmental protection and yielding measurable benefits that help maintain and increase biodiversity<sup>10</sup>.

The educational dimension of agritourism is reflected in forming environmental awareness of the family that runs an agritourism farm, the local community, the local authorities and agritourists themselves. Each stakeholder of agritourism gains direct or indirect economic benefits. The benefit for agritourist is the low cost of agritourism services; the local community may earn extra money on having tourists; the local government gets more taxes from local businesses. The owner of an agritourism farm and his family also calculate the profitability of agritourism business<sup>11</sup>.

An agritourism farm that offers educational functions influences the personal image of the host with such important features as: physical appearance, personality, knowledge, skills, motivation, engagement. A farmer becomes a person who can share with a tourist his experience, knowledge, tradition and contemporaneity

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<sup>7</sup> Cf. T. Haładkiewicz, *Informacja o działalności parków krajobrazowych na konwencie marszałków województw w Kielcach*, in: *Biuletyn Parków Krajobrazowych Wielkopolski*, vol. 20 (22), Poznań 2014, p. 69.

<sup>8</sup> A. Wartecka-Ważyńska, *Obszary przyrodniczo-chronione możliwością rozwoju turystyki edukacyjnej. Studium przypadku ścieżki edukacyjnej, przyrodniczo-leśnej Kani Rudej*, in: *Turystyka na obszarach przyrodniczo cennych* (ed.) M. Jalinik, Oficyna Wydawnicza Politechniki Białostockiej, Białystok 2010, p. 268.

<sup>9</sup> [www.mos.gov.pl](http://www.mos.gov.pl) (access 07.08.2015).

<sup>10</sup> R. Kurczewski, *Edukacja ekologiczna w agroturystyce*, in: *Turystyka wiejska a edukacja*, op. cit., p. 256.

<sup>11</sup> J. Sikora, *Agroturystyka. Przedsiębiorczość*, op. cit., p. 61.

based on his own work<sup>12</sup>. He encourages friendliness, tolerance, understanding and openness in other villagers, which make it possible to establish deeper bonds between tourists and the local community.

Agritourism promotes values that are also expressed in educational goals. These are: protecting natural assets, protecting the physical assets of folk culture, promoting rural cultural values, implementing sustainable rural tourism, respect and tolerance between customers and villagers. The specific dimension of the above goals pursued by agritourism farms is presented in table no. 1.

Table 1. Educational advantages of an agritourism farm

No.	Educational advantages	Description
1	2	3
1	Learning by doing	Direct experience by doing: observation, touching, trying, independently exploring the nature, agricultural products and farmer's work
2	Learning the methods	Acquiring skills that improve overall learning processes (ability to observe, analyse, compare, communicate, associate new and old information, build knowledge in the inductive way)
No.	Educational advantages	Description
1	2	3
3	Experiencing emotions	Situations that are accompanied by emotions (close contact with animals in nature) are remembered for longer and form human personality
4	Learning to be and work in a group	Developing psychosocial skills and socialisation: teaching children to be and work in a group - joint decision-making, cooperation, coordination of activities
5	Having fun	Didactical animation is based on fun, which stimulates motivation to learn and is an effective way to make children fond of rural life and work
6	Getting to know and discovering	Independently looking for answers to various questions (satisfaction with finding them); careful observation, asking questions, comparing hypotheses and explanations about the life of plants and animals to what they can see for themselves in the countryside
7	Developing the senses	The impact of sounds, smells and tastes on child's senses, developing the ability to perceive signals from the environment and recognise food products

<sup>12</sup> L. Chojnacka-Ożga, W. Ożga, M. Kobiałka, *Gospodarstwo dydaktyczne jako jedna z form działalności agroturystycznej na przykładzie włoskiej Prowincji Mantui*, in: *Turystyka w rozwoju obszarów wiejskich*, ed. I. Sikorska-Wolak, Wyd. SGGW, Warszawa 2007, p. 190.

8	Developing the ability to express oneself	The flexibility of activities encourages one to express one's personality, develop creativity and, most importantly, do manual work
9	Exploring rural culture	Getting to know the life and work of former generations of villagers, rural traditions and customs, proverbs that originate from folk wisdom
10	Acquiring experience	Gaining knowledge in an environment that is completely different from a classroom and through experience

Source: L. Chojnacka-Oźga, W. Oźga, M. Kobiałka, *Gospodarstwa dydaktyczne jako jedna z form działalności agroturystycznej na przykładzie włoskiej Prowincji Mantui*, in: *Turystyka w rozwoju obszarów wiejskich*, ed. I. Sikorska-Wolak, Wyd. SGGW, Warszawa 2007, p. 190.

The educational values that the children and youth who visit an agritourism farm can acquire are: learning respect for the natural and cultural rural environment; getting to know the work of a farmer; learning about various plant and animal species; promoting knowledge of healthy food products (table no. 1). The educational aspects of an agritourism farm cause increased interest in agritourism, and consequently require trained and educated personnel, made up particular of the host of an agritourism farm and his family.

## Institutional dimension of education for agritourism

Farmers who engage in agritourism business need to be properly trained and educated to do this kind of work. Hosting visitors, providing for their various needs, getting to know their customs, dressing styles, quality of consumer goods, ways of spending their free time, for the service providers means the need to gain knowledge, improve education and learn languages<sup>13</sup>. Vocational training and education in the field of agritourism is offered, as has already been mentioned, in two ways: through a system of secondary and higher schools that provide specialist vocational education and by institutions and associations that organise courses teaching basic and more advanced competencies in and knowledge of the business.

Among the institutions and associations offering agritourism education, particularly noteworthy are agricultural counselling centres that organise various courses and trainings for persons who intend to engage in agritourism business. The education they provide includes, e.g., knowledge of the development of the agritourism product, healthy food, marketing, legal bases of agritourism, web-

<sup>13</sup> M. Marks, A. Jaszczak, E. Marks, *Relacje między agroturystyką a edukacją środowiskową*, in: *Turystyka a edukacja*, op. cit., p. 44.



site creation, economic profitability and financing sources of agritourism, foreign languages, service provider's personality, free time animation, customer service, providing for customer needs, health and safety regulations applicable to agricultural farms, aesthetics of the farmstead, tax regulations applicable to agritourism business.

In fact, agricultural counselling services were the first institutions to promote this kind of business in rural areas. Thus, the basic goal of agricultural counselling centres is to provide education and information to farmers. The informational and counselling services important for the development of agritourism include:

- Offering trainings to farmers and other villagers concerning the development of entrepreneurship in rural areas;
- Promoting local and regional products;
- Projects aimed at preserving rural cultural and natural heritage and environmentally-friendly and functional organisation of agricultural farms;
- Promoting the countryside as an attractive tourist destination;
- Offering training in how to apply for financial aid or co-financing from EU funds (including financing for agritourism business).

The main forms of educational and counselling services include courses and trainings, both basic and more advanced. The value of trainings offered to the owners of agritourism farms consists not only in learning new knowledge from specialists but also in exchanging experiences with other service providers.

Educational services in agritourism are also offered by agritourism associations. Members of those associations exchange experiences between themselves and cooperate with other associations to share information. Agritourism associations enable farmers to increase their qualifications and knowledge in the field of tourism services. They mainly organise training for their members and persons interested in starting agritourism business. They review agritourism farms, develop and issue folders and catalogues, attend domestic and international fairs and advertise in the media. Agritourism associations are becoming an increasingly numerous and powerful form of non-government organisations in rural areas.

In order to strengthen the training function of local agritourism associations, the Polish Rural Tourism Federation "Guest Farms" (PRTF "GF") was established, to which the associations may, but are not obliged to, belong. The PRTF "GF" offers various trainings, concerning, e.g.:

- Legal regulations in agritourism;
- The importance of local cultural heritage for agritourism;
- Interpersonal communication skills;
- Acquiring funds for the development of agritourism;

- Provision of tourism services in protected areas;
- Verification and training of inspectors for the classification of rural accommodation.

Extracurricular education in agritourism is also offered by some regional chambers of agriculture and companies engaged in the acquisition of EU funds. A chamber of agriculture operates on a regional basis. Its basic duties include to support agriculture, influence agricultural policies, participate in the implementation of agricultural policies, and in particular provide counselling on agricultural business, rural households and additional sources of income for farmers<sup>14</sup>. A rural chamber is also obliged to undertake projects to develop agricultural and rural infrastructure and improve the agrarian structure; to increase the qualifications of the persons working in agriculture; to form and disseminate the principles of ethics and diligent conduct in economy; to raise environmental awareness among agricultural manufacturers; to increase the quality of means and devices used in agriculture and to improve the conditions of work and safety in agriculture. All the tasks of a chamber of agriculture are associated with agritourism business, which, however, is of minor interest to those institutions.

The broad range of the competencies of chambers of agriculture, which include educating farmers engaged in agritourism, are not positively evaluated by villagers. This is shown by the answers given to the following question: "What do you think about the work of chambers of agriculture in your region?" asked in a country-wide survey about the problems of Polish rural areas, each year conducted by the Ministry of Agriculture and Rural Development. According to the survey, only 19% of villagers evaluate the work of chambers of agriculture as very good or good, 5% as bad or very bad, 45% of the respondents know nothing about any chambers of agriculture in their regions, and 31% of villagers have no opinion about the work of those institutions<sup>15</sup>. Thus, it seems that the role of rural chambers in the countryside is very weak.

Agritourism is also covered by the secondary and higher education system.

On the secondary level of education, agritourism is taught in tourism and hospitality schools and agricultural schools as well as in various public and non-public post-secondary schools. On the higher level of education, agritourism as specialty and subject is taught in various public and non-public educational institutions. Graduates have basic knowledge of agricultural production in a multidisciplinary

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<sup>14</sup> K. Walkowiak, *Rola izb rolniczych w rozwoju wsi i rolnictwa w Polsce*, Wyd. Wyższej Szkoły Bankowej w Poznaniu, Poznań 2004.

<sup>15</sup> *Polska wieś i rolnictwo 2013. Prezentacja wyników badania*. Ministerstwo Rolnictwa i Rozwoju Wsi, Warszawa 2013, p. 179.

agricultural farm that they may use in agritourism business. They learn how to use plants and animals in agritourism and leisure, and about provision of foodservices in farmhouses, guesthouses and hotels. Graduates are trained to undertake the process of planning and starting an agritourism farm and its surroundings. They also learn humanistic knowledge that helps them understand human needs as well as social relations and processes<sup>16</sup>. An important part of humanistic knowledge is ethics in agritourism<sup>17</sup>.

The specialty of agritourism in university studies used to be the most elaborate in former agricultural academies, and currently it is offered by universities of life sciences and other universities with agricultural faculties, such as the West Pomeranian University of Technology in Szczecin, Warsaw University of Life Sciences or Warmia and Mazury University in Olsztyn.

Notwithstanding formal education offered by various secondary and higher schools or courses organised by competent institutions, providers of agritourism services may update and broaden their knowledge through self-learning, using available literature and online resources. Some of the websites that contain information on self-learning in agritourism are the following: [www.witrynawiejska.org.pl](http://www.witrynawiejska.org.pl); [www.agrinpol.pl](http://www.agrinpol.pl); [www.agroturystyka.pl](http://www.agroturystyka.pl); [wbn.agroturystyka.pl](http://wbn.agroturystyka.pl); [www.agroturystyka.edu.pl](http://www.agroturystyka.edu.pl); [www.zagrodaedukacyjna.pl](http://www.zagrodaedukacyjna.pl)<sup>18</sup>.

It is necessary for persons engaged in agritourism to increase their professional qualifications in order for this business to develop. The human capital - including education, knowledge, qualifications - makes it possible to see its good and bad sides, to stimulate the profit and loss and to more effectively educate families engaged in agritourism business<sup>19</sup>.

The abovementioned institutions of national, local and private administration as well as non-government organisations show that it is possible to provide direct or indirect educational support to agritourism farms. Both parties should be interested in such cooperation, for their mutual benefit. The development of agritour-

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<sup>16</sup> M. Prochorowicz, *Formy edukacji w zakresie świadczenia i poprawy jakości usług turystycznych na wsi*, in: *Turystyka wiejska a edukacja*, op. cit., p. 55.

<sup>17</sup> J. Sikora, A. Wartecka-Ważyńska, *Etyka w kształceniu kadr dla branży turystycznej*, in: *Kształcenie kadr dla gospodarki turystycznej i rekreacji. Stan obecny i prognozy* (ed. S. Bosiacki), AWF w Poznaniu, Bogucki Wydawnictwo Naukowe, Poznań 2015, p. 83.

<sup>18</sup> M. Pisarek, *Wykorzystanie internetu w doskonaleniu zawodowym właścicieli gospodarstw agroturystycznych województwa podkarpackiego*, in: *Turystyka wiejska a edukacja*, op. cit., p. 102.

<sup>19</sup> J. Sikora, A. Wartecka-Ważyńska, *Kapitał ludzki i kapitał społeczny czynnikiem rozwoju agroturystyki*, in: *Współczesne problemy funkcjonowania gospodarki turystycznej, Ekonomiczne Problemy Turystyki*, ed. B. Meyer, A. Panasiuk, No. 12, Wyd. Naukowe Uniwersytetu Szczecińskiego, Szczecin 2009, p. 325.

ism should engage all the partners on the regional and local market. Regional and local non-government organisations, local government organisations and local communities, knowing the strengths and weaknesses of agritourism, are able to faster and more effectively organise and support education for agritourism, this way making a more rational use of all the budgetary and extra-budgetary allocated for this purpose, including EU funds. Without such support, agritourism cannot independently ensure an adequate standard of services.

Farmers, who can rely only on themselves, will provide themselves with the education they need. However, they may choose the institutions they want to cooperate with. Thus, it should be noted that education in the area of agritourism needs not to be solely dependent on agritourism associations or their federations, or the local government, or agricultural counselling centres. Owners of agritourism farms may collaborate with chambers of agriculture, chamber of tourism or other non-government organisations. It is good, if local educational activity of farmers takes into account the traditional environments and the existing personal authorities of rural leaders, and gives hope of higher profits to villagers. Prospering agritourism farms inspire other farmers to gain education, to follow the example and to launch other innovative businesses related to agritourism. If farmers are not positive about agritourism education, they remain reluctant to agritourism itself.

## Conclusion

Agritourism satisfies the cognitive needs of tourists, especially children and youth visiting the countryside. This business is an interesting example of tourism education that generates economic, environmental and social values. Agritourism requires farmers to have adequate knowledge. Farmers who receive tourists need to be trained to host their visitors, animate their free time and promote local culture. They must improve their foreign language skills. These needs inspire the development of relevant institutions offering education that is relevant to the abovementioned issues.

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