



A study on educational agritourism in Cam Thanh Commune, Hoi An: Lessons for tourism development in Southern Vietnam

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ABSTRACT

As an agricultural country, Vietnam aims to make the rural area a “worthy livable place” by connecting agriculture with a dynamic economic sector called tourism. Education plays a crucial role as one of the functions of developing agritourism. Educational agritourism thus becomes a new research topic for scientists and researchers. By using the participatory observational research method and personal in-depth interviews with 20 farmers involved in the agritourism business, the paper analyzed the potential development of educational agritourism, its benefits and the roles of farmers in the development of this model in Thanh Dong Village, Cam Thanh Commune, Hoi An City. The research findings are used as a premise to give some lessons learned to apply and develop the educational agritourism model in the Southern region in the future.

TÓM TẮT

Là một nước nông nghiệp, Việt Nam đặt mục tiêu biến khu vực nông thôn thành “nơi đáng sống” bằng cách kết nối nông nghiệp với ngành kinh tế năng động là du lịch. Giáo dục là một trong những mục tiêu quan trọng để phát triển du lịch nông nghiệp. Du lịch nông nghiệp giáo dục do đó trở thành chủ đề nghiên cứu mới của các nhà khoa học và nhà nghiên cứu. Bằng phương pháp nghiên cứu quan sát có tham gia và phỏng vấn sâu 20 người dân tham gia kinh doanh du lịch nông nghiệp, bài tham luận đã phân tích được tiềm năng phát triển của du lịch nông nghiệp giáo dục, lợi ích và vai trò của người nông dân đối với việc phát triển mô hình này tại thôn Thanh Đông, xã Cẩm Thanh, thành phố Hội An. Kết quả nghiên cứu được sử dụng

làm tiền đề đưa ra một số bài học kinh nghiệm nhằm áp dụng và phát triển mô hình du lịch nông nghiệp giáo dục tại khu vực Nam Bộ trong tương lai.

1. INTRODUCTION

In 2020, due to the impact of the COVID-19 pandemic, Hoi An tourism industry faced many unprecedented difficulties and challenges, with the total number of visitors decreasing by 83.8% and tourism revenue down by 86.75 % compared to 2019 (Hoi An City People's Committee, 2020) [10]. However, while the COVID-19 epidemic has seriously affected the tourism industry, agricultural production activities in Hoi An have remained stable. Agricultural workers are not unemployed like other industries and have temporary stability in income. According to statistics from Hoi An People's Committee in 2021, the total planted area and grain production increased compared to the previous year. The rice yield for the whole year reached 63 quintals/ha, an increase of 3.2 quintals/ha compared to the previous year. Vegetable crops grow well, and yield and price are stable. The government and functional branches of the city, hence, have decided to develop tourism associated with agricultural production in some famous destinations such as Tra Que vegetable village, Thanh Dong organic vegetable garden, Dong Gia organic vegetable garden and Bay Mau coconut forest as a solution to restore the tourism industry of Hoi An post-COVID-19 epidemic.

Not out of that trend, Thanh Dong village, Cam Thanh commune, Hoi An city has developed agricultural tourism not only to serve international tourists but also design many suitable tours to meet the need for experiential

learning of students that facilitate conditions for educational agritourism activities to be born. Although only established in 2017, educational tourism activities are becoming significant sources of income for people in Cam Thanh commune. In the first quarter of 2021, educational tourism activities welcomed more than 700 students coming to study and experience. It shows that the potential of this tourism activity is enormous. To understand the potential of educational tourism activities, the paper focuses on analyzing people's perceptions about their roles and benefits in this tourism activity in Cam Thanh commune - Hoi An, thereby proposing the lessons applied to Southern Vietnam to promote local people's participation in this model.

1.1 Concept of educational agritourism

According to The Agricultural Marketing Resource Center (AgMRC, 2022), agritourism describes “the act of visiting a working farm or any agricultural, horticultural or agribusiness operation to enjoy, be educated or be involved in activities” [1]. Since then, Wu & Lin (2016) have shown that the agricultural sector constitutes a complex and comprehensive industry, including catering, accommodation and entertainment services, or diversifying between farms to combine different leisure activities to benefit visitors [22]. Agritourism provides agricultural learning experiences and cultivates knowledge of environmental functions (e.g. soil conservation, landscape formation and biodiversity), cultural

and social, recreational and educational functions of agriculture and other multifunctional activities.

Therefore, several studies have shown a link between agritourism and education, such as the study of Bhatta & Ohe (2019), Ohe (2017), Tyrvaiven et al. (2001), and Wisudawat (2019) [2],[14],[20],[21] in which agritourism activities integrate with educational tour programs, educational activities and services at agritourism farms in some countries namely Nepal, Japan, Poland and Indonesia. Agritourism is a combination of tourism and agriculture; it creates an ideal ecological environment for education, and if agritourism has an educational function, it will have similar components to educational tourism (Chen et al., 2020) [5]. Besides, Tran Huu Tuan et al. (2019) also pointed out that educational tourism is often a combination of other types of tourism, such as ecotourism, heritage tourism, agritourism and student exchange between educational institutions [19]. Thus, educational tourism trips can help tourists learn agricultural knowledge (experience learning) and participate in local nature conservation (Sulistyaningsih et al., 2017) [18].

In summary, educational tourism is a combination of agritourism and education. Agritourism activities are designed to be educational, providing visitors with agricultural experiences and functional knowledge of ecology, environment and society with the principle of observation and direct experience.

1.2 The importance of educational agritourism

Petroman et al. (2015) in his study mentioned the significance of agriculture in the education

sector and also the people themselves involved in educational activities [16]:

For students, agriculture is a valuable tool, helping participants better understand the traditional rural culture, agricultural products' production and distribution process, the importance of healthy food for human life, and environmental protection. Students can better understand life in rural areas, which may make them want to preserve agricultural culture and maintain traditions. They can experiment with new situations to establish an emotion and get in direct contact with nature. Especially for students majoring in agriculture, agricultural education activities provide students with an in-depth understanding of the public function of agriculture, raising awareness of healthy food, developing healthy food habits, promoting healthy eating habits, and learning how to produce and market agricultural products.

For higher education institutions, the benefits will include introducing eco-friendly agricultural products in the faculty to teach the theoretical and practical knowledge required for new agricultural technology.

For the agricultural producer, educational agritourism is a strategy to use the farm to attract tourists and students for educational purposes, either for entertainment or actively engaged in farm activities or a rural environment. This type of tourism is also an alternative to increasing the income and potential economic viability of small farms and rural communities and a way to support the agricultural economy, as local agricultural producers are no longer competitive.

1.3 Overview of domestic and international research

In rural areas, traditional agriculture remains attractive to tourists (Bhatta and Ohe, 2020) [3]. Agricultural tourists consider the natural setting more attractive than rural life and local culture. Tourists prefer to relax based on natural beauty rather than find something to do. Therefore, it notes that the landscape environment is essential to the tourist's travel experience (Tyrvaiven et al., 2001) [20]. However, a study in the US also showed that agricultural tourists are interested in wildlife, historical sites and cattle ranches, and freshwater and saltwater ecosystems nearby (Gao et al., 2014) [8]. Thus, agricultural tourists are interested in the landscape, agricultural activities, and local cultural heritage. In addition, agricultural tourists are also interested in the convenience, the variety of service offerings of the attractions, and the opportunity to shop for products during and after the trip.

Furthermore, they also want access to information from various sources about farm locations and purchasing opportunities (McGehee, 2007) [13]. From there, agri-tourists expect to have local culinary experiences, which may change the food consumption behavior of tourists (Giaccio et al., 2018) [9]. Similarly, another study conducted in China showed that tourists place more value on agriculture than economic value (Qui and Fan, 2016) [17]. Research on agritourism in Poland has found a weak correlation between student expectations and actual facilities. Carpio et al. (2008) [4] also showed that women with children younger than six years old tend to spend more time on agricultural tours than other subjects. From there,

children and women can be target customers for agritourism in developing countries (Bhatta and Ohe, 2019) [2].

Among the types of agritourism, educational agritourism has been gaining popularity in many countries as an emerging potential market segment of agritourism and with the growing demand for tourism towards experience (Ohe, 2018) [15]. However, educational tourism has not been mentioned extensively (Ohe, 2017) [14]. On the supply side, studies have suggested solutions to diversify educational agritourism services by expanding farmers' cultural identities (Ohe, 2017; Qui and Fan, 2016) [14],[17], agricultural products locally (Bhatta and Ohe, 2019) [2] and the educational activities that farms provide (Chen et al., 2020) [5]. On the demand side, studies show the benefits of educational agritourism for students (Chen et al., 2020) [5], suppliers and lecturers (Petroman, 2015) [16], and students' expectations for the farms serving agritourism and agritourism activities offered in Bali (Wisudawat, 2019) [21]. Research by Chen et al. (2020) [5] shows that educational agritourism programs benefit students' practice, support the development of future learning programs and ultimately have long-term benefits to students' career choices.

Meanwhile, Ioan et al. in their 2015 study argue that educational agritourism benefits teachers and suppliers (Chu Manh Trinh et al., 2020) [7]. It is an opportunity for lecturers to apply theory with practice while implementing the educational tourism program. For suppliers, this is an opportunity to promote agricultural production facilities to tourists who want to learn about agriculture. Research by Kaminska and

Mularczyk in 2015 found a weak correlation between student expectations and actual facilities, with bicycles being one of the devices students feel needed, and female students rated the importance of instructional information such as signage and maps more than male students [6],[7]. Finally, Wisudawati (2019) [21] has investigated and classified educational agritourism activities in Bali, including tourists who directly and indirectly interact with these. Wisniewska and Szymanska in their 2020 research also show that educationally agricultural farms in Poland offer various educational activities with diverse fields and knowledge (Wisniewska and Szymanska, 2020, as cited in Chu Manh Trinh et al, 2019, 2020) [6],[7].

2. RESEARCH METHODS

The method of collecting secondary data and participatory observational research were used to study the potential of educational agritourism activities, from which propose solutions to develop this activity, contributing to the introduction of a new form of tourism to help the tourism industry cope with the difficult situation caused by the Covid-19 pandemic. The research collects secondary data from statistics, reports, and periodicals issued by the Department of Culture and Information of Hoi An City, the Management Board of Cu Lao Cham – Hoi An Marine Conservation, and the Tourism Management Board. In addition, to learn more about educational agritourism activities here, the authors have used the Ethnographic method, a qualitative research method that was participatory observation and in-depth interviews with local farmers. The participatory observation means living and participating in practice with

the research object group, creating a close and intimate relationship. Participant observations allowed researchers to (1) examine definitions of terms used by participants in interviews, (2) observe events that informants may or may not be willing to share when doing so is impolite or insensitive, and (3) observe the situations the informant described in the interviews in order to perceive bias or inaccuracies in the description provided by those providing the information. According to Howell (1972), most participatory observational studies go through four stages: establishing relationships or getting to know people, engaging in the field, recording data, observing others, and consolidating information gathered [11]. According to Jorgensen (2015) [12:1-2]: “By participating in people’s lives, researchers gain direct access to more than not only the observable physical environment but also its underlying reality as meaningful human experiences, thoughts, feelings, and activities.” To have a more multi-dimensional view, this method was implemented based on the observations of two subjects: one was a lecturer who participated in organizing an educational agritourism tour in Cam Thanh commune, Hoi An city, and the others were intern students participating in helping local people to organize educational agritourism activities for two months from February 2021 to April 2021.

The method of personal in-depth interviews was used by semi-structured interviews with 15 local farmers from business households in Dong Gia organic vegetable garden and Thanh Dong organic vegetable garden; 5 farmers participated in tourism activities at Bay Mau coconut forest. Each interview lasted from 45 minutes to 1 hour.

(Source: Trinh, C.M, 2020)

3.1.2 Learning purposes, content, and methods

Based on the observation process as a lecturer organizing an educational agritourism tour for students in Cam Thanh commune, the authors found that the combination of three educational agritourism sites facilitates for learners to know about agriculture, landscape and environment of Thu Bon estuary, Hoi An. The content and form of learning are developed according to tours, routes and attractions based on local resources, indigenous knowledge, skills and initiatives of the community, integrating real stories in the community to serve the learning needs of visitors. The curriculum of educational agricultural tourism activities will be designed by teachers and local people with the support of experts and local authorities in order to provide information, knowledge and skills suitable to the learning purposes and content of the teacher's lessons at school. The development of a learning program must ensure the following criteria:

- Tourism, visitors, tourism product space in harmony with each other
- Learning, a basic need of community study tourism
- Community, participation and benefit sharing
 - Enhance community capacity
 - Community education
 - Build community network
 - Approach to building and developing community learning tourism
 - Management of resources and environment
 - Sustainable Development
 - Guaranteed livelihood
 - Conservation

The study program at Cam Thanh Commune with a combination of many agricultural, ecological and historical destinations provides students with diverse practical knowledge. Specifically, Thanh Dong and Dong Gia organic vegetable gardens provide information to visitors about traditional agricultural production; summary of organic agriculture, technical process of organic vegetable production; guide visitors to visit and practice, experience..., besides providing information on climate change adaptation; protection and sustainable use of environmental resources...

At the educational agricultural tourism site of Bay Mau coconut forest, visitors will be provided with information about the formation process, role, resource value, culture and history of the nipa palm forest in Thanh Tam village; growth and development characteristics of nipa palm trees; introduce the craft of making bamboo and coconut paintings, the craft of making coconut houses; coconut bamboo handicraft production; exploitation and aquaculture, introduction of fishing nets and fishing means; protection and sustainable use of environmental resources, marine conservation...

Thus, with the potentials of agriculture, history as well as culture in Cam Thanh commune, the study program here is designed to be very flexible and diverse, depending on the needs of teachers and learners to provide knowledge appropriate to each subject and specialization.

3.1.3 The current development situation of educational agritourism in Cam Thanh Commune

Table 1 shows that the total number of visitors, studying and researching in Cam Thanh Commune reached 4769 people, with a total revenue of more than 473 million VND from 2018 to 2021. The connecting model between agricultural farms with universities and educational institutions only counted from

3/2018 to 4/2021, there were nearly 35 classes of students and organizations at home and abroad, outside the province to study and participate in Cam Thanh tourism activities (Thanh Dong organic vegetable garden, Dong Gia organic vegetable garden, Bay Mau coconut forest, visit and experience historical and cultural sites).

Table 1. Current development situation of educational agritourism in Cam Thanh Commune

Year	Types of tourists			Revenue (mil. VND)				
	Researcher, students	Visitors	Total tourist arrivals	Compa- red from selling tickets and previous year	Revenue from guffa tour organization	Revenue service	Total revenue (mil. VND)	Compa- red with the previous year
2017	1.116	592	1.708	43,24	16.400	60.650	77,050	210,12
2018	1.245	1.110	2.355	137,88	38.491	91.500	129,991	168,71
2019	1.457	1.336	2.793	118,6			186	143,10
2020	250						13,500	
2021	701						67,055	
Total	4769						473,596	

(Source: Thanh Dong Organic vegetable and tourism Cooperative Report, 2021)

In 2018, the total number of visitors reached 2,355 visitors, an increase of 37% compared to 2017. In 2019, the number of visitors to visit the vegetable garden reached 2,793 visitors, 18% higher than the same period in 2018. 186 million. The income of the community group at the organic vegetable garden is improved compared to the mere activity of growing vegetables. The average income of households in the organic vegetable garden in 2017 was 4,000,000 VND/person, by 2018 and 2019 it will be 7,500,000 VND/person. By 2020, the total number of visitors to participate in educational agricultural tourism activities in Cam Thanh commune will reach 250 visitors, bringing in a

revenue of 13.5 million VND for the people. However, due to the outbreak of the disease, from March 2020 to the end of 2020, educational agricultural tourism will stop operating. In 2021, due to the complicated epidemic situation, the educational agricultural tour will only welcome visitors from January 2021 to April 2021 with the number of visitors coming to visit and study is 701 people. revenue for people is 67,055 million dong. From that, it can be seen that even during the COVID-19 pandemic, educational agricultural tourism still welcomes a significant number of on-site visitors, showing that the tourism potential of this model is huge.

3.1.4 Farmers' perception of their role in educational agritourism

Research by Petroman [15] has shown that agriculture is a useful tool to help participants better understand rural culture, the importance of green agriculture for human health and the

environment. Therefore, it is necessary to study local farmers' perception of the agricultural tourism model because farmers are the "teachers" when tourists participate in learning at vegetable gardens and farms.

Table 2. Farmers' perception of their own role in educational agritourism

ID	Farmers' perception of their own role in educational agritourism	Number of respondent mentioned*
1	Contributing to the protection of the local environment by propagating and reminding visitors' behaviors that affect the environment	15/20
2	Contributing to bringing personal income as well as the development of local economy and tourism; desire to promote local resources, heritage, images to more people	12/20
3	Help bring people in the community together, enhance each individual's responsibility to society	9/20

(Source: Summary of authors, 2021)

Note: * The number of respondents mentioned in the total number of respondents

Through the interview process, the results illustrate that 20/20 respondents have a very clear awareness of their role in educational agritourism activities, which is contributing to spreading the values of organic agriculture in terms of health, environmental and social protection to the younger generation (students). 15/20 respondents said the reason for participating was because they wanted to contribute to protecting the local environment through propaganda and reminding visitors to avoid behaviors that affect the environment. Especially, 12/20 respondents also said that participating in tourism contributes to personal income as well as economic development and local tourism; wishes to promote local resources, heritage and images to more people. In addition, 9/20 respondents are

also aware that participating in educational tourism helps bring people in the community together, enhancing each individual's responsibility to society. To prove the above statement, the research team would like to quote some sharing of farmers during the interview process when asked about this issue as follows:

"I want to spread the value of growing organic vegetables to other communities for a beautiful green environment because it looks organic without using toxic chemicals, safe for people, although the income is not very high, but still wants to do"

"When students come to study, they don't have much money, but they still participate. Previously, they connected with the tourism department of Hoi An city to bring students back

to study 2 classes a day, the cost was not high, you did not ask for any expenses. It's a waste of money because I think youth if we don't introduce organic agriculture to them, we won't be able to develop the country's agriculture in an organic direction in the future, so we have to spend our efforts, even at the disadvantage of yourself, but if you thought it was a disadvantage, you wouldn't be able to do it. Previously, I did not wait until there were groups or classes to study, and individuals who came to study also took the time to discuss with them the purpose of letting them do as much as possible, when the country has achieved clean agriculture. The new country is civilized and advanced.”

“Not only does he take care of his work in the garden, but he also takes care of the heritage, culture and environment to keep for a long time. Uncle still goes here and there to interact with other units so that if he has any ideas he can give about the environment, protecting heritage such as temples, protecting coconut forests, protecting ecology and local culture means for common development. If you do organic work you do well but you don't protect the environment, it's not ecological.”

“Want to let them understand more about the value of agriculture and rural areas, want to inspire them to change their awareness and sense of waste, help students feel about the ecology and environment in the city. This is clean to change in your locality. Moreover, Hoi An is beautiful, but with one more clean and beautiful garden, the overall picture of Hoi An tourism is even more beautiful.”

Through the process of working together and interviewing the respondents, the authors found

that the level of awareness about the responsibility of the people involved in tourism in Cam Thanh commune is very high. They are responsible for transmitting correct information, ensuring the safety of guests when participating in local tourism.

“Participating in tourism must follow local regulations, stories must be authentic, you cannot say otherwise at one time or another tomorrow.”

Thus, through the above comments, it can be seen that people participating in educational tourism activities have a very deep and positive level of awareness, which is what tourists expect when participating in educational tourism, especially the school when taking students back to study. Therefore, authorities at all levels and stakeholders need to come up with more appropriate policies and programs to maximize the role of farmers in the educational tourism model, ensuring the common interests of the community, promoting good relations of members and increasing the reception capacity of people at the destination, attracting more affiliates for development.

People's perception of the benefits of educational agritourism activities

Summarizing the opinions of all local farmers that the author's team has approached, they participate in educational tourism for the following four main benefits:

- Improve spiritual life (18/20);
- Promote the vegetable garden (9/20)
- Improve knowledge (17/20);
- Participating in tourism knowledge training (10/20);
- Raise income, improve family's life (5/20).

Table 3. People's perception of the benefits of participation

ID	People's perception of the benefits of participation	Number of respondent mentioned*
1	Improve spiritual life	18/20
2	Improve knowledge	17/20
3	Participating in tourism knowledge training	10/20
4	Promote the vegetable garden	9/20
5	Raise income, improve family's life	5/20

(Source: Summary of authors, 2021) Note: * The number of respondents mentioned in the total number of respondents

The following comments will prove the above statement:

“When students come to study, farmers can promote their capacity, foster more knowledge when communicating with students, improve their communication and promote the vegetable garden. You can go here and there, your spiritual life is happier, your thoughts improve, and you have more connections to society and friends than before. Actively learn their culture and initiatives.”

“When students come to study, not only do I know everything myself, but I also learn a lot of knowledge from students, broadening my mind. If there are no guests, you are sad, guests like you, exchange experiences, experiences, chat.”

“Participating in tourism gives you income, learns from other countries' experiences, and makes you happier.”

At a glance of Table 3, it is worth noting that the benefit of improving mental life is the most mentioned among the benefits (18/20). Meanwhile, the benefits of raising income and improving family's life are the least mentioned by people (5/20). This shows that people's awareness of community cohesion and spiritual factors play an important role for people. Through the process of supporting the respondents, the authors found

that their presentation ability improved, their communication ability gradually increased, now they are much more open and happy. Thus, it can be seen that the people all receive benefits when participating in educational tourism activities. The above benefits are the conditions for promoting the participation of the people, which is an important basis for providing specific solutions to increase and attract more people to participate in this type of tourism.

3.2 Lessons for developing educational agritourism in Southern Vietnam

The model of agricultural and rural tourism has developed for many years in the Southern Vietnam and has become a typical brand of this region. These include Con Son area (Can Tho), Thoi Son island (Tien Giang), Sa Dec flower village (Dong Thap), Phan Nam farm (An Giang), Muoi Ngot tourist area (Ca Mau),... Agriculture here often works in harmony with community-based tourism, eco-tourism or cultural tourism, thereby creating new and different experiences for visitors from urban areas or other rural areas. . The model of combining agricultural tourism and river cultural tourism in the Mekong Delta is typical, such as garden tourism, floating markets, and islets in Can Tho, Vinh Long, and Tien Giang; enjoy the culture and folk music in Bac

Lieu; Khmer culture in Soc Trang, Tra Vinh; Festival of fruits and flowers in the West. However, the Southern region with full potential and commensurate tourism resources has not yet applied the educational agricultural tourism model. The tourist market served has not yet focused on students.

Therefore, from the successful educational agritourism model of Thanh Dong Village, the authors find that the knowledge and model provided by Thanh Dong Village are very suitable for the application of this type of educational agritourism in the Southern region. The research team has suggestions to apply the model of educational tourism in the South as follows:

For local government and tourism management organisations:

Firstly, launching and promoting tourism programs, stimulating demand in diversifying destinations, attracting tourists to tourism destinations in the Southern region.

Secondly, to promote attraction and create favorable conditions for all economic sectors to invest in tourism development; create conditions for non-governmental organizations (NGOs) to participate in the type of educational tourism in order to support linkages between farmer households and schools in designing educational tourism programs.

Thirdly, continue to conserve and effectively promote the value of historical-cultural relics, intangible cultural heritages, and scenic spots associated with tourism development, creating a solid foundation for tourism development. development and diversification of educational tourism programs.

For farming households:

Firstly, actively propagate and remind tourists, especially students, in protecting the local environment in general and on the farm/farm in particular, to avoid behaviors that negatively affect the environment.

Secondly, create conditions for tourists to visit, study and experience at their farm/farm/vegetable garden to increase income for individuals and households and contribute to economic growth for the city, home province.

Third, actively promote natural and humanistic tourism resources, namely landscapes, historical sites, cultural heritages, images of local destinations to tourists for the purpose of education and learning.

Fourth, improve knowledge by registering for training courses on tourism knowledge and presentations, providing tourists with a lot of information and experiences at their tourism business establishments.

For education institution:

Firstly, taking students to visit and study directly at agricultural tourist sites. Here, students can not only visit and experience history, culture, and agriculture, but also learn practical lessons about sustainable tourism. In addition, this can also raise students' awareness towards a sustainable community (Chu Mạnh Trinh, 2019) [6].

Secondly, combining many courses at schools for students, together with foreign tourism sites, to conduct specific tours to suit the purposes of each module, helping students gain more knowledge. Practical knowledge about each module in the school's educational program. Some of the modules proposed by the authors are

Environmental Science, Environmental Management, Sustainable Tourism Development....

Thirdly, lecturers can bring the model of Thanh Dong Village into teaching so that students/students are aware of educational tourism and practice research on this model. From the official internship at the agricultural tourism sites, students not only have the knowledge about tourism and agriculture for their assignments/essays, but also can change their attitudes positively, connect harmoniously than the natural environment.

Fourthly, to spread the value of ecological services of Thanh Dong, students can study Thanh Dong as a model to apply to agricultural tourism sites in the Southern region. One of the developing models similar to Thanh Dong vegetable garden is Sa Dec flower village (Dong Thap) or Phan Nam farm (An Giang). To develop agri-tourism, the destination needs new ideas from students, volunteer programs and stories associated with the cultural history of the place from local people to attract tourists (Chu Manh Trinh, 2019) [6].

4. CONCLUSION

Within the scope of this paper, the authors have explained the novelty of educational agri-tourism and the benefits of this type of educational tourism to the farming households doing this type of business. A typical model of educational agricultural tourism in Thanh Dong Village, Cam Thanh Commune, Hoi An City has been analyzed, thereby providing lessons for stakeholders in the application of educational tourism in tourist destinations in the South region in the future. This will be a solid foundation for

sustainable tourism development - a new direction following the trend of the market and the world.

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