

# fresh from the field



Practical experiences developing and marketing  
community based cultural tourism in Kayah, Myanmar  
through tourism supply chains.



2017  
INTERNATIONAL YEAR  
OF SUSTAINABLE TOURISM  
FOR DEVELOPMENT

myanmar  
TOURISM FEDERATION  
MYANMAR TOURISM MARKETING



CBT  
CONSIDER  
CONCEIVE  
CRAFT  
CONNECT  
CONSERVE










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## ACKNOWLEDGEMENTS

Our team give sincere thanks to our donors, public, private and local community partners, who worked so hard to support the NTFIII project and pilot the innovative approaches shared in this manual. Special thanks to: Ms. Jeanette Scherpenzeel, Program Manager, CBI, Netherlands Enterprise Agency; The NTFIII Project Steering Committee (PSC); Mr. Aung Soe, DG, Myanmar Trade Promotion Organisation, Ministry of Commerce and PSC Chairman; Ms Thidar Win Htay, Deputy Director, Strategic Trade Promotion Division, Myanmar Trade Promotion Organisation, Ministry of Commerce; Mr. Aung Phyo Assistant Director, Tourism Promotion Department, Ministry of Hotels and Tourism; Mr. Lin Zaw Htut and staff of the Directorate of Hotels and Tourism in Loikaw, The Union of Myanmar Travel Association (UMTA) and Myanmar Tourism Marketing (MTM). Thank-you to local CBT coordinators, U Tee Reh, Daw Htwe Myar, U Mg Tha, Daw Hten Hten Lui and Daw Mu Lon for believing in possibility. Thank-you to Kayah State Government for your support.

Thanks to all ITC staff who helped to craft the project, including: Mr. Anders Aeroe, Director, Division of Enterprises and Institutions, ITC and Mr. Matthias Knappe, Program Manager, Netherlands Trust Fund Program Phase III (NTF III). From the NTF III Myanmar Inclusive Tourism Project Focusing on Kayah State: Project advisors Mr. James Howe, ITC Senior Advisor, International Marketing and Branding and Ms. Ludovica Ghizzoni, Adviser on Export Quality Management; Ms. Marie Claude Frauenrath, Project Manager; Ms. Giulia Macola, Associate Program Adviser; Ms. Nathalie Metrot, Admin Assistant; Ms. Alice Hluan Sui, National Program Coordinator; Mr. Pascal Khoo Thwe, National Consultant; Dr. Frederic Thomas, Consultant for Kayah Association Strengthening and Creative Tourism Development; and consultants Dr. Andrea Valentin; Ms. Namrata Pandita Wakhadoo; Ms. Khin Ni Ni Soe; Ms. Sorcha Hellyer; Ms. Uller Kroeber, Ms. Minke Vorstenbosch and Mr. Daniel Ruggiero.

**“Fresh from the field”** was synthesised and written by Mr. Peter Richards, Consultant on Cultural Tourism Development and Market Access; Ms. Potjana Suansri, Consultant on Cultural Tourism Development and Capacity Building and Mr. Marlon Van Hee, Consultant on Export Promotion Training and Tour Operator Coaching. The manual was translated into Burmese by Ms. Winnie Mai, National Project Assistant. Graphic Design by Mr. Somphop Yeejaw-haw (Rosaniyomdee) and Ms. Juthamas Pramoolmak. Thank-you to Dr. Nicole Hausler for your comments on the draft, and the Myanmar context of ‘CIT’. Thank-you to Ms. Jeanette Scherpenzeel for useful input on the final section: working effectively with Government.





## FOREWORD

Myanmar is one of the world's most fascinating cultural tourism destinations. From north to south and east to west, Myanmar offers a rich tapestry of cultures, environments and ways of life to explore. Well managed tourism can create skills, confidence, jobs and income for local people, contribute to poverty alleviation and preserve natural and cultural heritage.

The Ministry of Commerce and The Ministry of Hotels and Tourism are proud to have been core partners of the innovative **NTFIII Inclusive Tourism Project with a focus on Kayah state**, which was generously funded by CBI, under The Ministry of Foreign Affairs of The Netherlands and implemented by the United Nations International Trade Center (ITC).

One important aspect of this project was developing inclusive, community-based cultural tours, which give tourists opportunities to experience life in ethnic villages in Kayah State.

Community Based Tourism (CBT) is currently gaining attention in Myanmar. Between 2014 and 2017, the number of CBT destinations in Myanmar has grown from 6 pilot projects, to over 30 destinations (HSF, 2017). Behind successful CBT initiatives is a step by step process to build the capacity and confidence of rural villagers to work with responsible public and private sector partners, develop outstanding experiences of local life, and welcome tourists.

During the project, many innovative techniques were used in local communities, Yangon, and Europe; to develop and market new cultural tours to European tourists, hoping to experience life and culture in Kayah. The MOC and MOHT are pleased to see the valuable lessons learned from this work summarised in: **"Fresh From The Field: Practical experiences developing and marketing CBT in Kayah, Myanmar through tourism supply chains."**

This manual is not generic or theoretical. It illustrates concrete working steps of the project. It shows how regional and international best practices were adapted to local conditions in rural Myanmar. It provides many simple, practical suggestions which will be useful for CBT initiatives across the country. It is a must-read for everyone involved in Myanmar CBT.

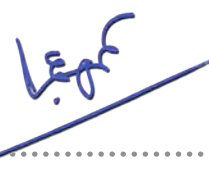


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## ABOUT THE INCLUSIVE TOURISM PROJECT IN KAYAH STATE

This Manual presents first-hand experiences, tools and lessons learned between 2014 and 2017, implementing the project **NTF III Myanmar: Inclusive Tourism focusing on Kayah State**. Overall, **the NTF III aimed to contribute to poverty alleviation and to enhance the trade competitiveness of the tourism sector in Kayah State, Myanmar**. The project built the capacity of actors along Myanmar-Europe tourism supply chains; to offer higher quality products and services to international tourists seeking authentic, local, cultural experiences.

The NTF III project was generously funded by CBI, the Department for the Promotion of Exports from Developing Countries of The Netherlands. The project was implemented by the International Trade Center of the United Nations (ITC), in close partnership and collaboration with The Ministry of Commerce (MOC) and The Ministry of Hotels and Tourism (MOHT) of Myanmar, The Union of Myanmar Travel Association (UMTA) and Myanmar Tourism Marketing (MTM), Myanmar tourism businesses, local communities and CSO's.

One focus of the NTF III project was to **develop and market cultural tourism experiences** in Pan Pet (ethnic Kayan), Hta Nee La Leh and Daw Ta Ma Gyi (ethnic Kayah) and Htay Khu (ethnic Kayaw) communities. ITC's team of national and international experts built upon two decades of consistent work by CBI, ECEAT, ITC, CBT-I Thailand and other regional initiatives.

**The project highlight is that strategic actions were taken at each step along EU tourism supply chains: through local communities and SMEs, ground handlers, Destination Management Companies (DMCs), tourism associations and international tour operators.**

Results of this work included 20 new cultural tours; over 30 new business partnerships between Kayah ground handlers and Yangon destination management companies (DMCs); and direct employment and income for over 100 actively participating community members, offering cultural tourism services. The project team built human capacity and confidence in skills such as tour operation, tour guiding, book-keeping, communication and food hygiene.

By the end of the project, Kayah state had achieved a 140% increase of visitors and increased visitor spend of almost 400%. Over 50% of tourists arriving in Kayah state in 2016 visited one of the NTF III Project's partner communities. By the end of the first high season (2016/17), the new cultural tours had already generated over \$10,000 USD of direct income to actively participating community members. At the time of writing, bookings for the 2017/18 high season, through ground handlers based in Kayah, indicate an expected growth of over 250%.

At the end of the NTF III project, partners and stakeholders requested this learning manual.



from the field









# COMMUNITY BASED TOURISM (CBT)?

Around Asia, hundreds of community based tourism (CBT) programs have been developed by local communities, with support from governments, tour operators and NGOs. Successful CBT inspires tourists, nurtures cross-cultural understanding, creates skills, jobs and income for community members and helps to fund grassroots social and environmental initiatives.

On a CBT tour, you could learn about local culture and traditions from a community tour guide, trek into the forest with an expert woodsmen, learn to cook grandma's favourite recipe, or spend the night in a village lodge. CBT is managed and operated by community members, working together in a CBT club or

group, sometimes in partnership with a tour operator or NGO. Local tour guides provide gentle advice on important 'do's and don'ts.'

A percentage of income from CBT is donated to a Community Fund, which is used to support local community development work and / or nature conservation. Examples of this can include scholarships for local students, welfare for village elders, maintenance of local, sacred sites, etc. Working as a team makes it easier for local people to tackle challenges which effect the whole community, such as the sustainable management of shared, natural and cultural resources; waste management, etc.



# MYANMAR CONTEXT : COMMUNITY INVOLVEMENT IN TOURISM

Since 2012, the Ministry of Hotels and Tourism (MoHT) has initiated the gradual development of responsible tourism in Myanmar. This includes policies and pilot projects to increase the involvement of local communities in tourism, which was previously discouraged under the military government. Pioneering policies included the 'Responsible Tourism Policy' (2012) and the 'Policy on Community Involvement in Tourism (CIT)' (2013). The 'CIT' policy aimed to increase opportunities for local community members to participate in tourism, and to minimize the negative impacts of tourism growth. The CIT policy was based on a robust process of consultation workshops, on site in Yangon, Bagan, Inle Lake, Kyaing Tong and Loikaw.

During these workshops, the level of community participation in tourism planning and development was discussed. The majority of participants agreed that Myanmar was not ready to give all decision-making power to local communities. However, local communities should be involved more in such processes in the future. In this spirit, in 2013, 'Community Involvement in Tourism' (CIT) was chosen as a more appropriate term than 'Community Based Tourism' (CBT). Importantly, both policies were conceived as 'living documents.' The policies' aims, principles, and action points are not carved in stone. They were foreseen to be continuously adapted to the evolving state of tourism development in Myanmar.



**The 2013 Policy on Community Involvement in Tourism officially gave communities the opportunity to participate in regional tourism development decision making.**

*“Local Community Participation in Tourism Must be Informed and Willing - Prior to any involvement in tourism, local communities must be provided with sufficient information about the tourism industry to be able to make informed decisions regarding how their future will be impacted. Local people should be willing to participate in tourism and be aware of the potential impacts as well as learn about mechanisms to manage the impacts from the very beginning” (MoHT 2013, 14).*



# INCLUSIVE, PARTICIPATORY, SUPPLY-CHAIN APPROACH?

At the time of writing this manual, CBT is a key tourism policy priority in Myanmar. During the past two decades, multiple CBT initiatives have been developed in Asia and around the world. Historically, many CBT's have failed due to insufficient preparation, weak internal management, and insufficient attention to market feasibility, planning and partnerships.

The NTFIII Inclusive Tourism project team made sincere efforts to learn from past successes and failures. As a result, the NTFIII is not 'a CBT project.' It is a rigorous and systematic effort to mobilize local communities, develop marketable cultural tourism products, and facilitate market access partnerships. Strategic actions along tourism value and supply chains helped to overcome bottlenecks at many points, from people to products to markets. The project built capacity among (1) tourism service providers and products in Kayah state and tour operators in Yangon, (2) tourism sector associations and (3) national and state government. Project partners shared the common aims of enhancing Myanmar's tourism industry, linking to international markets, and reducing poverty, especially in remote rural communities.

B2B marketing channels, through Myanmar and EU tour operators were prioritized because this strategy can enable communities to welcome regular groups of well-prepared visitors, interested in authentic cultural experiences, and accompanied by professional tour guides, who can speak foreign languages.

Key work steps included community mobilization and capacity building; developing inspiring cultural tourism experiences; building trusting partnerships between local communities, ground handlers and national tour operators; organising FAM survey trips for tour operators and journalists; coaching Myanmar tour operators in product development, export marketing and sustainability; and supporting these tour operators to promote Kayah to international tourism markets, at EU tourism fairs including the ITB Berlin and WTM London.

***The goal of this manual is to summarise and share our practical experiences developing and marketing community based tourism (CBT) in the Myanmar context, through this 'end to end' supply chain approach.*** The manual shares the processes and tools which were used at each step along the supply chain, from local villages to international tourism fairs.

The project team recognise that no project is perfect. Therefore, the manual also draws attention to challenges we faced, so that readers can anticipate and learn from obstacles, alongside successes. We sincerely hope that '**Fresh From The Field**' will serve as a valuable learning document for future CBT projects to adapt and apply to their specific contexts.

## FROM PILOT DESTINATIONS TO FIELD LEARNING CENTERS

The Kayah Inclusive Tourism project team included local (ethnic), national and international staff. The team inputted expertise across a range of activities; including cultural tourism product development, marketing, food hygiene, handicrafts and waste management. Activities took place in remote rural villages, city offices, and international tourism fairs. Staff spent long periods of time in the villages, building trust and providing on the job coaching. The lessons summarised in this manual clearly required significant investments of people, time and money. ***It is important to consider what conditions are necessary for this investment to represent best value for money, and deliver optimum return of investment?***

On one level, the success of the project will be judged by how many visitors arrive in Kayah and the project partner communities in the next 5 years; how much money they spend; how much money villagers and business partners earn; how much the visitors and community members enjoy their experiences; and the overall balance of benefits and impacts in the villages. Currently, local ground handlers based in Kayah have over 30 business partnerships with DMCs in Yangon. They are reporting strong bookings for the upcoming 2017/18 season.

***However, the deep value of a pilot project such as the NTF III lies in potential for replication, and motivating positive change at national and international levels.***

Two decades of experiences in ASEAN countries like Thailand and Indonesia show that investments in community based tourism pilot projects are optimized when these local destinations become recognised, productive field learning centers. ***When concrete examples of best practice exist, CBT development processes can be replicated by local teams, on local salaries, without large development funds.*** The value of the Kayah Inclusive Tourism Project will be fully realised when the project destinations evolve into field learning centers; where government, private sector and NGO staff can learn how to develop and market inclusive cultural tours. This requires a long-term commitment to CBT development.



Tourism management students from NHTV Breda University studying CBT Management in Pan Pet village, Kayah.



## WHO IS THIS GUIDE FOR?

This guide will be useful for anyone who wants to learn how to create fun, safe, inspiring, cultural tourism experiences, which benefit local people in and around tourism destinations. This guide is specifically aimed at tourism and community development professionals, who are responsible for developing and marketing community based tourism (CBT) programs.






### THERE ARE TWO KEY TARGET GROUPS:

- **Community Based Tourism Facilitators** : Government, NGO, Academic, CSO and CBO staff, who are responsible for developing and marketing CBT programs;

- **The Product and Operations Staff** of socially and environmentally responsible tour operators, wanting to develop their capacity to develop and market CBT programs.

## HOW IS THE GUIDE DESIGNED?

This guide shares tools for developing a CBT project, building local capacity and facilitating partnerships so that CBT programs can reach markets. The guide is divided into 5 sections:

-  **1) CONSIDER** : How to select a CBT destination, build trust and assess potentials;
-  **2) CONCEIVE** : How to shortlist and design marketable experiences and programs;
-  **3) CRAFT** : How to build local capacity to welcome tourists and offer tourism services;
-  **4) CONNECT** : How to build trusting marketing partnerships and business linkages;
-  **5) CONSERVE** : How to sustain and build on this work, after the project finishes.

Each section is divided into 5 subsections: describing actions taken during the project.

Each sub-section is organised under 3 headings:

- I. *What's the issue?* A brief explanation of why this step is important;
- II. *In the field* : tools and processes which our team used during the project;
- III. *Be prepared* : insights into potential challenges or obstacles.

# OVERVIEW OF KEY SUPPLY CHAIN ACTORS AND PARTNERS

The project focused on building trust and business relationships along B2B supply chains.

'Key actors' who work together, along the chain, from the villages to the market are:

**1) CBT** : Local communities offering cultural tourism experiences;

**2) LCG** : Local community tour guides. These are local villagers who were trained by the project to lead CBT tours in their home villages. They usually cannot speak English;

**3) LTG** : These are licensed, professional tour guides. They are trained and licensed by the Ministry of Hotels and Tourism (MOHT). They are employed by DMC's (below) or ground handlers to lead tours. They are expected to be able to speak English well;

**4) LGH** : Local ground handlers operate tours at state level. On one hand, they work with local communities: sending tourists to participate in their CBT programs. On the other hand, they work with DMCs to operate their tours on the ground;

**5) DMC** : Destination Management Companies (DMCs) are national level tour operators, based in major cities. DMC's develop and offer tour itineraries which cover the entire country to international, outbound tour operators in source markets like Europe;

**6) ITO** : International, outbound tour operators are based in source market countries. They develop tours in partnership with DMCs, and sell them to international tourists.

Other organisations, which played key supporting roles, but are outside the supply chain include government ministries and tourism boards, tourism associations (TA's), local and international NGO's, academic organisations, and community based organisations (CBO's).

**IMPORTANT** : There are many potential markets and marketing channels for CBT. This manual focuses exclusively on marketing CBT through business to business (B2B) links.

**You cannot assume that this approach will work for your destination.** B2B Marketing through tour operators is one good strategy for well-located destinations, which have the potential to attract significant numbers of international tourists. Other destinations may be more successful focusing on Independent travellers (FIT), domestic or regional markets, or developing partnerships outside traditional tourism supply chains, such as educational trips.

The guide is designed to be a concise road map of key steps and training content. It does not seek to replicate existing training materials, for example on food safety, hospitality, etc. Many good resources are online at the Mekong Tourism Coordinating Office online e-library.



# Market Access :

Key actors along Kayah Europe B2B Tourism Supply Chains...

**CBT Community + local guides (LCG)**



**Government / Academics / NGO / CSO**



**Tourists**



**International Tour Operators (ITO)**

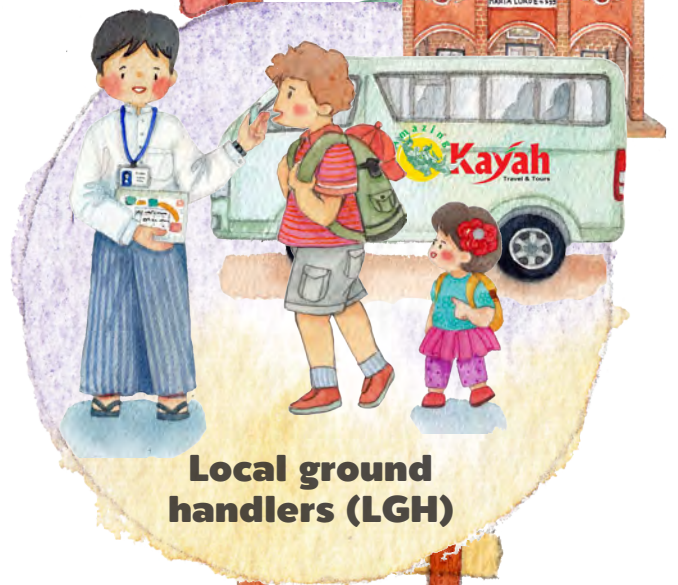




**Licensed tour guides (LTG)**



**Tourism Associations**



**Local ground handlers (LGH)**



**Destination Management Companies (DMC)**



# AN OVERVIEW OF THE FLOW AND CONTENTS OF THE GUIDE

Developing successful CBT relies on 2 key professional skill sets: tourism and community development. This manual presents a roadmap of tools and processes which integrate these two pillars. However, working with people is not only a technical exercise. Therefore, the manual is designed to illustrate that successful CBT also requires empathy and social skills.



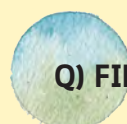
## KEY STEPS :

1. Prepare yourself and your team
2. Survey and identify a destination
3. Invest time and effort building trust
4. Raise awareness and understanding about tourism and CBT
5. Organise a study tour



## Q) DOES THE COMMUNITY WANT TO CONTINUE?

6. Conduct a community study
7. Brainstorm potential experiences and services
8. Shortlist marketable opportunities
9. Design products and a program
10. Facilitate a Community Agreement



## Q) FIRM COMMITMENT TO MOVE FORWARD?

11. Build capacity and systems to manage CBT
12. Train community guides and resource people
13. Train local food providers
14. Showcase local souvenirs
15. Agree on prices





**(4)  
CONNECT**



- 16. Engage and support local ground handlers
- 17. Train professional, licensed tour guides
- 18. Engage and support national level DMC's
- 19. Hold a FAM trip and product feedback
- 20. Create a destination buzz in the market



**(5)  
CONSERVE**



**FOUNDATIONS OF SUSTAINABILITY**

- 21. Build a team of local volunteers
- 22. Promotion in hub destinations
- 23. Backstop CBT Coordinators
- 24. Collect and use data
- 25. Work effectively with government



Training by the CBI and ITC team at the Union of Myanmar Travel Association (UMTA)



# PART 1 : CONSIDER



*“Think carefully  
before making a decision....  
Take into account  
when making a judgement.”*

**(Oxford living dictionary)**







# PREPARE YOURSELF AND YOUR TEAM

## WHAT'S THE ISSUE?

Your team need two core knowledge and skills sets: tourism and community development. You also need empathy, and social skills to connect with people who live very different lives.

## IN THE FIELD



**Tourism** knowledge and skills which you need in your team include:

- ✓ Identifying potential target markets, their profiles, needs and expectations;
- ✓ Knowing which market channels are suitable to reach different types of tourists;
- ✓ Working as a team with villagers to develop safe, fun, cultural tourism experiences;
- ✓ Adapting these experiences to the needs of specific, target markets;
- ✓ Identifying, assessing and reducing / managing risks related to safety and hygiene;
- ✓ Understanding how to include CBT tours into longer routes and multi-day itineraries;
- ✓ Developing close relationships, trust and confidence with tour operators;
- ✓ Marketing and communicating authentic local experiences with passion and energy;
- ✓ Producing materials to brief and influence tour operators, tour guides and tourists;
- ✓ Coordinating effectively with local people for bookings, confirmation, payment, etc.

**Community development** knowledge and skills you need in your team include:

- ✓ Deep listening and observation skills: always questioning your own assumptions;
- ✓ Questioning skills, to find out complex information using very simple language;
- ✓ Social skills to earn the trust and confidence of local leaders and villagers;
- ✓ Mobilizing and motivating villagers to join meetings, trainings and other activities;
- ✓ Facilitating discussion and consensus, and diplomatically managing disagreements;
- ✓ Designing and delivering CBT trainings at an appropriate level for your trainees;
- ✓ Working with tourism colleagues to guide product / experience development;
- ✓ Managing and monitoring social, economic, cultural and environmental impacts;
- ✓ **Working long, working late, staying cheerful, loving villages and never giving up.**

At the crossroads between tourism and community development, your team need to understand how **tourism can be used as a tool to support community development and positive social change**. For example, a pure tourism perspective will see food only as a service. If food in the village is not good enough quality, then food will be brought in from outside. A community development perspective sees opportunities to help local people cultivate new crops, develop more delicious and nutritious menus, improve food hygiene practices, improve their health and create extra income by selling much better meals to tourists.

## Attitude...

Respect is a requirement for success. People know when they are respected. Community development workers experience more success when we respect 'project beneficiaries' as our equals and colleagues, and work as a team, towards common goals. Our advice is to:

- ✓ Beware of our attitudes and assumptions. They guide how we think, speak and act;
  - ✓ Enjoy village life: you are unlikely to be able to develop great CBT tours if you do not;
  - ✓ Aim to work with diverse groups: elders, women, youth, formal and informal leaders;
  - ✓ Be curious to meet local community members and learn about local ways of life;
  - ✓ Try to connect with people and understand their different perspectives and needs;
  - ✓ Cultivate a balanced appreciation of strengths and challenges in the community;
  - ✓ Accept that your project / task is not necessarily the top priority for local people;
  - ✓ Be flexible and adapt to local work schedules, especially during busy farming periods;
- ✓ Be prepared to stay overnight when working in villages. This gives opportunities to:
- Observe peoples' daily routines from early morning until evening;
  - Observe family relations and role division between sexes and generations;
  - Observe standards of living and quality of life: e.g. food, bedding, toilets;
  - Observe relations between extended family, generations, neighbours, etc.;
  - Be flexible and talk to people informally, when they have free time;
  - These experiences will help you to identify local priorities for community development and potentials for product and experience development.

### BE PREPARED

Put bluntly, one of the biggest obstacles to success is to consider villagers as ignorant, poor and pitiful. This leads one to underestimate peoples' potential and fail to appreciate their strengths. Pity can also foster a sense of entitlement, which undermines peoples' sense of responsibility. This impacts the project later on, when local people need to take ownership.

Faced with challenges, community workers need to maintain confidence in the potential of community members, and work to identify their strengths and skills. ***Our job as community workers is to build local peoples' capacity and confidence to solve their own challenges.***

Working with communities is challenging. Expectations are limitless, while circumstances are often very limited! Do your best. Work consistently. Don't give up. Good is good enough.

*Note: International tourism bridges countries and continents. The ITC project benefited from a combination of international, national and local expertise. You will benefit from a team which can offer local to international perspectives, insights, knowledge and networks.*





# SURVEY & IDENTIFY A DESTINATION

## WHAT'S THE ISSUE?

Many internal and external factors influence the potential and success of a CBT destination. Successful destinations require a combination of tourism potential (e.g. product highlights and markets), and community potential (e.g. local capacity, effort and cooperation). In the past, many CBTs have failed because they did not have sufficient potential. It is crucial to carefully assess the potential and feasibility of a new destination before starting work.

## IN THE FIELD

A recommended first step for identifying a CBT destination is to develop a **'long list'** of several possible communities, and then a **'short list'** of communities which have highest potential.

- I. Identify people with knowledge of tourism /local communities. Interview and ask them to suggest potential cultural tour destinations (e.g. Tour operators, experienced tour guides, Tourism Ministry or Tourism Board staff, local NGO's / CSO's / CBO's);
- II. Mark the locations of this 'long list' of potential communities on a map of the area;
- III. Form a team of 5 or 6 team members / partners / knowledgeable stakeholders;
- IV. Discuss each village and score it carefully with a criteria (see opposite page);
- V. Shortlist between 3 to 6 communities\* which seem to have the highest potential;
- VI. Report the shortlist to project partners for feedback (e.g. government officers);
- VII. Contact the shortlisted villages and organise a 2 day field survey per village;
- VIII. Conduct the field study together with community representatives;
- IX. Analyse the results of the field survey with the project team and partners;
- X. Select the final 1 or 2 communities for the next steps of engagement.

\*depending on resources available for field surveys



# USEFUL CRITERIA FOR IDENTIFYING A POTENTIAL CBT DESTINATION

## EXTERNAL

- Market potential (market research\*/ interviews with ITO's / DMC's / tourism associations confirms there is demand for the area and for cultural tour activities);
- Connectivity and frequency of transport services by air /road / rail / bus / bicycle;
- Location is less than 2 hours or 'on the way' between tourism hubs, all year access;
- Potential to include in popular national and local routes ('close by' or 'on the way');
- Active support from government and alignment with government policies and plans;
- Local organisations are prepared to support and backstop CBT (MOHT, NGO, CSO);
- Potential local business partnerships (e.g. local tour operators, tour guides, hotels).

## INTERNAL

- Highlights are unique, special or unusual, compared with competing destinations;
- Living culture, welcoming people, interesting way of life, food, costume, music, etc.;
- Attractive, unspoiled nature / scenic spots / viewpoint / indigenous forest knowledge;
- Interesting people and livelihoods: with potential to develop hands-on experiences;
- Availability of basic facilities (e.g. running water, toilets, community hall);
- Good management and cooperation (villagers can work together / manage money);
- No extreme sensitivity (e.g. drugs, smuggling, prostitution, ongoing conflict, etc.).

**\*MARKET RESEARCH** : make sure that you have market potential before investing in CBT

- I. Read market research to identify different types of tourists who are interested in local, cultural experiences. E.g. by AMADEUS, CBI, FORBES, SKIFT, WTTC, UNWTO;
- II. Interview tourism associations and major DMCs / ITOs organising tours to your country. Does your destination have potential for community based tours?;
- III. Learn which types of tourists (e.g. number of visitors, nationalities, ages, reasons for travel) either already visit your area, or visit close by your area, or travel past your area. Is there sufficient demand to support new CBT products?;
- IV. Based on this, decide which types of tourists offer most opportunities for CBT products? What channels can you feasibly use to attract them? E.g. working with tour operators, clubs and associations, schools, or using online marketing?

## BE PREPARED

**Use your criteria.** Think carefully before choosing an established tourism community which you know is experiencing serious challenges. Instead, consider choosing a new destination with the potential to be a successful model. Other communities, which are experiencing problems, can learn from this practical example later, after CBT has been developed.



# INVEST TIME AND EFFORT BUILDING TRUST

## WHAT'S THE ISSUE?

First, confer with community leaders, to learn if they are interested to consider developing community based cultural tours. If the leaders agree, then, **before beginning formal activities, take some time to get to know and build trust with local people.** At this point, the project is our business, not their business. We need to earn interest, by showing interest first.

## IN THE FIELD

### Build Trust

- I. Conduct home visits to meet local people and learn what they do during the day;
- II. Offer to join local people in the fields, or on the farm to experience their daily work;
- III. Try to learn a few words of local language, and offer to 'have a go' at daily activities;
- IV. In many cases, people enjoy talking about and asking about family, children, etc.;

### Listen carefully

- V. Ask about the history and traditions of the village, occupations, faith, festivals, etc.;
- VI. Ask local people what their challenges are and what they would like to learn to do;
- VII. Learn what people understand about tourism and might expect from the project;
- VIII. Observe and record motivations and / or potentials to develop cultural tourism.

This information will also help us to plan forward. For example, we will know if the villagers have no expectations, or expect income, or are simply happy to follow the leaders' decision.

ITC international consultants  
learn to prepare pig food and  
sieve rice in Pan Pet, Kayah! . . .







ITC national consultants helped to win trust and build local capacity in Pan Pet, Kayah

Working with colleagues from the same ethnic group as target communities can help you to connect with community members and earn trust. In the field, ethnic Kayah ITC consultants Mr. Pascal Khoo and Ms. Winnie Mai helped to build trust with the community members.

### BE PREPARED

**Another trust building technique is to respond quickly to a specific request** made by the villagers. This shows that your team is sincerely interested in local priorities. In Pan Pet village, several local ladies run small crafts stalls, by the roadside. These ladies expressed a desire to learn some English, to help them sell handicrafts. The ITC team offered to hold a spontaneous English class. Most of the ladies were illiterate. Therefore, they could not write down the words they had learned, to revise and use later. Nevertheless, the process of teaching English was enjoyable for the villagers. It acted as an icebreaker and helped to plant seeds of trust.



**Some communities have experienced conflict and very traumatic events** in the past. Questions about history and ‘how the village used to be’ can stir traumatic memories. Therefore, consult carefully with local colleagues before asking questions about village history. Nevertheless, if an area is a well-known conflict site, it is highly likely that tourists will ask about this history. In this case, the team will need to work sensitively with the villagers to help them to prepare for these questions and answer in the way they feel most comfortable.



# RAISE AWARENESS & UNDERSTANDING ABOUT TOURISM & CBT

## WHAT'S THE ISSUE?

The next step is to introduce local leaders and community members to tourism, tourists, CBT and some of the positive and negative impacts of tourism. This can be achieved by holding an introductory workshop. At the end of the workshop, trainees should understand that tourism is not a quick activity. Preparation, training, time and effort will be required to develop CBT.

## IN THE FIELD : Introductory workshop

### Preparation

- ✓ Find out if you will have electricity, so you know what types of media to prepare / use;
- ✓ Prepare **simple** laminated photographs, posters or PowerPoint slides of key content;
- ✓ If you have electricity, also prepare short videos showing examples of community based cultural tours in the region (e.g. in Cambodia, Laos, Thailand or Vietnam);

### Delivery

- ✓ Introduce your organisation, team, the aims of the workshop and the agenda;
- ✓ Show videos or laminated photographs / slides which illustrate the main content;
- ✓ Ask participants simple questions or give observation tasks, to focus on the content;
- ✓ Participants work in small groups and present, followed by an open discussion.

### Content

Issue	Key media / content to elicit / introduce
What is tourism?	Photos / slides showing examples of tourists using transport, food, accommodation, activities, souvenirs, tour guides.
Who are (different types of) tourists?	Photos of tourists of different ages, nationalities, types of group. E.g. couples, families, students, seniors, volunteers.
Why do tourists travel?	Photos of tourists doing different activities. E.g. relaxing, romantic dinner, family activities, listening to music, shopping
How do tourists arrive?	Photos which 1) show the different actors in the supply chain (travel agents, tour operators, DMC's, etc.; and 2) show the different types of transport tourists may take to arrive. A key point is to show a lot of work is required before tourists arrive.
Why do tourists want to visit our village?	Photos of cross-cultural exchange, visiting local sacred sites, artistic performance, eating local food, visiting scenic spots...
What is community based tourism?	Photos which clearly illustrate: DO, LEARN, FEEL, SHARE, BENEFIT, MANAGEMENT. Please see below for more details.
What are the main steps of CBT development?	E.g.: community study, study tour, product and experience development, training in food safety, management, FAM trip
What are the opportunities and risks of tourism?	E.g.: skills, income, teamwork, nature and culture conservation / litter, overcrowding, conflict and jealousy, ...

A simple, non-technical frame to introduce key elements of CBT is:

- ✓ **DO** : a hands on experience of local life - not just taking photos
- ✓ **LEARN** : the chance to learn something about local life and culture
- ✓ **FEEL** : the experience stimulates excitement, interest, wonder, pride, etc.
- ✓ **SHARE** : experiences with travel companions and local community members
- ✓ **BENEFIT** : local community members benefit from offering CBT tours
- ✓ **RESPECT** : experiences create mutual understanding and respect between hosts and guests.

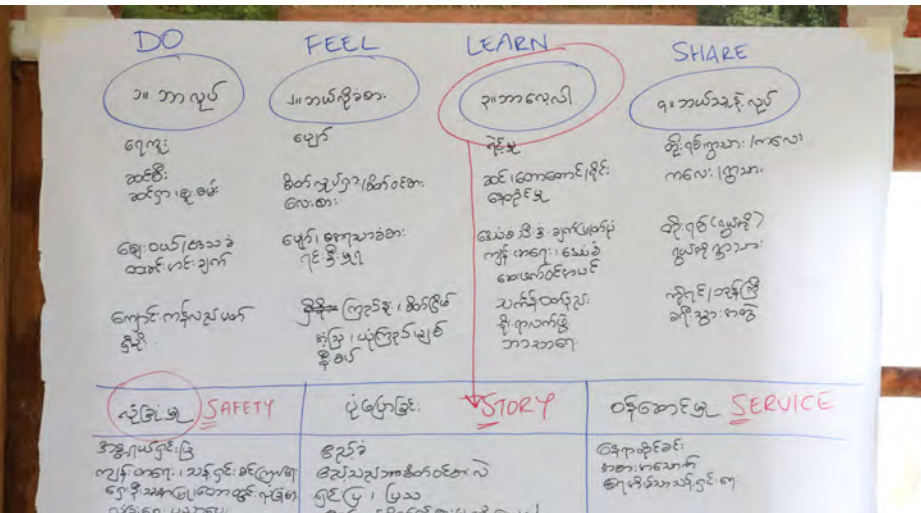
Emphasise that successful CBT requires

- ✓ **Participation** by local people
- ✓ A fairly long **commitment** of time and energy (18 months is normal)
- ✓ **Preparation** to welcome and satisfy guests
- ✓ Good **management** : e.g. bookings, payments, accounts.

**Lead discussion with a video, presentation or laminated photos and the questions below.**

What is Community Based Tourism?

- ✓ Who are the visitors?
- ✓ What are they **doing**?
- ✓ What are they **learning** about?
- ✓ How do they **feel**?
- ✓ Who are the visitors **sharing** the experience with? (travel companions / local people)
- ✓ How are local people benefiting?
- ✓ What kind of training and preparation is needed to deliver this kind of experience?



**BE PREPARED**

Remember to make appointments in advance with formal and informal leaders. Try to invite a cross-section of local people to attend the meeting and learn about CBT services and activities, roles, positive and negative impacts. If you are being assisted by community leaders, local NGO staff, etc. (e.g. as small group discussion facilitators or translators of ethnic languages) make sure to brief them in advance about the objectives of the workshop, key content and questions, so they can help motivate villagers to engage and discuss.



# EGG, FLOWER, MONEY, BOOK, STONE

This is a useful small group exercise to explore the positive and negative impacts of tourism. It is a useful activity, because it relates positive and negative aspects of tourism development to familiar objects, which community members will be almost certainly be used to seeing in their daily lives. The activity is flexible and adaptable. The process below is only a suggestion.

## Objective of activity:

- Invite community members to consider the elements / positive and negative impacts of community based tourism, through creative comparison with familiar objects.

## Preparation

- Some wild flowers
- A medium sized stone
- A bank-note
- An egg
- A book

## Delivery

- Participants are divided into small groups.
- Distribute the objects: 1 object per group.
- Participants are asked the following questions:

o To explore the elements of tourism / or CBT:

- Compare your object to tourism
- What aspects of the object could be positive or negative, when compared to tourism?
- How is your object a necessary element of successful tourism?



o To explore the positive and negative impacts of CBT:

- Imagine that your object is part of CBT.
- How can tourism benefit the community / environment?
- How could tourism be a risk to the community / environment?

	Flower	Stone	Money	Book	Egg
Necessary for tourism	E.g. nature, scenic areas, beauty.	E.g. history, infrastructure, construction	E.g. income, investment, salary, tax	E.g. training, knowledge, permission	E.g. food, creativity
Positive impacts	E.g. protect environment, beautiful	E.g. unity / team work	E.g. income, jobs, reduce poverty,	E.g. training, new skills / knowledge	E.g. create / restore / new opportunities
Negative impacts	E.g. easy to lose beauty / freshness	E.g. interrupt / burden on family life	E.g. conflict / jealousy / materialism	E.g. outside guides mis-represent us	E.g. fragile, easy to break

# e WORKSHOP STATION - လှုပ်ငန်းဆင်ယင်မှုတွေ့လာခြင်းနောက်

HOUSE CLEANING  
ဆိပ်သန့်ရှင်းခြင်း



PREPARE MATERIALS  
နောက်ပြင်ဆင်ခြင်း



HELLO  
ဟိလို...



WOW

MY NAME IS  
ကျွန်ုပ်နာမည်မှာ.....

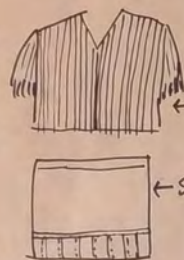


## 1 PLACE & MATERIAL PREPARATION

နောက်ထိုင်ခင်းပြင်ဆင်ခြင်း

## 2 WELCOME GUEST

ဆွဲသည့်ကြိုဆိုခြင်း



## 3 Kayaw COSTUME LEARNING

ကယောစိုးရောဝတ်ဆံ့  
တွေ့လာသင်ယူခြင်း

## 4 WORKSHOP

လှုပ်ငန်းဆင်ယင်မှုတွေ့လာခြင်း



## 5 WEAR KAYAW DRESS & TAKE FOTO

ကယောဝတ်ဆံ့ဆင်ခြင်းနှင့်  
ဓာတ်ပုံရိုက်ခြင်း



## 7 FAREWELL

နှုတ်ဆက်ခြင်း



## 6 SELL PRODUCT

ကုန်ပစ္စည်း  
ရောင်းခြင်း





# ORGANISE A STUDY TOUR

## WHAT'S THE ISSUE?

The value of organising a study tour / field trip to an existing CBT destination is:

- ✓ Community members can directly experience and better understand CBT;
- ✓ They can listen to other community members' experiences offering CBT;
- ✓ They can learn more about the potential positive and negative impacts of tourism.

## IN THE FIELD: study trip preparation and delivery

### Preparation of study tour destination / community / key resource people

**I. Confirm how much budget you have.** This will define how far you can travel;

**II. Identify and choose a CBT destination** with a similar socio-cultural or natural context (so that lessons learned are as relevant as possible). Consider language barriers;

**III. Contact potential partners** to organise the study tour if necessary (e.g. local government, NGOs or specialist tour operators based close to the community);

**IV. Prepare key resource people** in the study tour destination, by briefing them on your participants, learning objectives and expected outputs (what you want trainees to learn / experience). Ask for their input on the best program to meet your objectives;

**V. Ensure that specific local resource people** with unique experience / knowledge / skills will be available and have time to demonstrate / discuss with your trainees;

**VI. The study tour should not be a 'one man show.'** It is important that the trainees see how roles are divided between different community members to deliver CBT.

### Preparation of participants and study frame

**I. Carefully select at least 5 community members** to participate in the study tour, ensuring a variety of roles and perspectives. E.g.: leaders, elders, women and youth;

**II. Carefully consider and plan an appropriate learning process** for the participants' level of education and experience; language and literacy, and levels of self-confidence;

**III. Prepare field assignments** for community members to conduct during the study trip;

**IV. Design an appropriate group dynamic.** E.g.: individual work / couples / small groups.



## Delivery

- V. **Divide participants into groups**, and delegate responsibility for data collection;
- VI. Key activities are 1) **participation** in CBT activities, 2) **observation** and 3) **discussion**;
- VII. Ensure that the study tour visits the agreed people, places, and activities;
- VIII. **Actively facilitate discussion** between local people and study tour participants;
- IX. Participants should consider how they will **apply their learning** in their own village.

## After the study tour

- X. Ensure participants **share their experiences** with villagers who could not join the trip.

## Recommended issues to focus on during study tour, field assignments include:

**A. Product:** What services / experiences are offered? How have local nature, culture, and people been included in CBT program design? How are products and experiences priced? What training was delivered for food, guides, etc.?

**B. Tourists:** what kinds and volumes of tourists visit the community (age, nationality, etc)? How do these tourists arrive (e.g. through tour operators, self-drive, etc)? What is the behaviour of different types of tourists? What are the specific benefits and challenges of welcoming different kinds of tourists?

**C. Management and People:** What are the roles and responsibilities of CBT staff? How do the communications, bookings and accounting systems work? How do communities work with DMC's? How do local community guides work as a team with licenced tour guides to deliver a successful and safe CBT program?

**D. Impacts:** What are positive and negative impacts for society / economy / environment / culture / cooperation? How are benefits shared and managed? How are negative impacts reduced and managed? Any community fund? How does the fund work?

## BE PREPARED

During field assignments, you will need to decide whether to **group** or **mix** participants by language, ethnicity, home village, age, roles, etc. When assigning groups and tasks to participants, be aware that language barriers and social norms between participants of different ages, status, etc. can be an obstacle. Ensure that you have enough translators.





## **SUMMARY:**

### **Action Points- 'C' Consider**

#### **Prepare yourself and your team**

- ✓ You need a balance of skills and knowledge in tourism and community development;
- ✓ Tourism: product development, pricing, sales and marketing, operations and guiding;
- ✓ Community development: know how to use tourism as a tool to support community development. Be able to mobilize, facilitate cooperation, train and coach;
- ✓ Success requires empathy, respect and appreciation for local people and ways of life.

#### **Survey and identify a destination**

- ✓ Successful destinations require a combination of tourism and community potentials;
- ✓ Always assess the potential and feasibility of a new destination before starting work;
- ✓ Confer with local tourism stakeholders to identify a 'long-list' of possible communities;
- ✓ Use clear criteria (see page 25) to define a 'short list' and select a final CBT destination;
- ✓ Beware of destinations with a high level of internal conflict. This is a serious red flag.

#### **Invest time and effort building trust**

- ✓ At the start of the project, take time to get to know and build trust with local people;
- ✓ Remember that at the beginning, our project may not be local peoples' priority;
- ✓ Meet people, join in daily local activities, explore the area and try to build trust;
- ✓ Be prepared to spend long periods of time in the field / stay overnight / stay positive;
- ✓ A good, initial trust building technique is to respond quickly to a specific request.

#### **Raise awareness and understanding about tourism and CBT**

- ✓ A first formal step is to introduce community members to tourism, tourists and CBT;
- ✓ A useful frame to introduce CBT is: Do, Learn, Feel, Share, Benefit, Management, Respect;
- ✓ Be open that CBT requires participation, commitment and preparation. It takes time;
- ✓ The 'Egg, Flower, Money, Book, Stone' game (see page 30) is a good activity to explore the positive and negative aspects of tourism, because it is based on familiar objects.

#### **Organise a study tour**

- ✓ A study tour helps community members to have direct experience of CBT;
- ✓ Look for a study tour destination with a comparable socio-cultural / natural context;
- ✓ Rigorously prepare the hosts (study tour destination / resource people) and trainees;
- ✓ Prepare an assignment for participants: CBT products, tourists, management, impacts.



**Community Mobilization**  
for community tourism management

Yuh Shing-ai  
Cultural Tourism  
Development,  
May 2015  
Hta Nee La Leh  
Kayah State, Myanmar

International  
Trade  
Centre







In the field: ITC volunteers and villagers conduct a field survey in a 'shortlisted' community



Back in the office, to discuss and analyze results of field surveys.





Villagers from the Kayah and Kayaw ethnic groups participating in a hands-on study tour to Pan Pet, Kayan community.



# PART 2 : CONCEIVE



*“To create by fertilizing...  
To form or devise  
a plan or idea.”*

**(Oxford living dictionary)**









# CONDUCT A COMMUNITY STUDY

## WHAT'S THE ISSUE?

**A community study** helps to **assess key strengths and weaknesses before developing CBT**. The study is conducted by the field team, working together with local community members. Strengths, opportunities and serious challenges can be identified. The field team can:

- ✓ Observe how active and enthusiastic leaders and community members are;
- ✓ Observe how work and roles are divided between community members;
- ✓ Identify skilled, knowledgeable and motivated local people to work with;
- ✓ Identify suitable people, places and activities for developing a CBT program;
- ✓ Collect information to be used by tour guides and for future CBT promotion;
- ✓ Observe serious '**red flags**' such as low trust and cooperation among community members, high workloads, and conflicts managing money or other resources.

## IN THE FIELD

### Preparation

- I. Contact the community well in advance. Explain the purpose of the community study;
- II. Ask the local leader to identify and invite a cross-section of community members to voluntarily assist the community study (must be fluent / literate in local languages);
- III. Decide which key issues to study, taking into account the local context and priorities;
- IV. Train your team how to use important data collection tools (e.g. maps, calendar, etc.);

### Delivery

- V. Brief the village volunteers on the purpose of the study and tools which will be used;
- VI. Participate, observe and learn through home visits, survey and transect walks;
- VII. Hold meetings, discussions and interviews in small groups and with individuals;
- VIII. Conduct internal and external mapping. Research agricultural and cultural calendars;
- IX. Study local history and visualise change over time in the community using timelines;
- X. Collect this information in a team with local community members and then work together to summarize lessons learned and identify strengths and weaknesses;
- XI. Present the results back to community leaders to verify the results / get feedback.





## Frame for collecting information during the community study

Your team can use the criteria from Step 2, to recheck information while traveling to the community, and inside the community. Additional levels of detail can be added to the criteria.

### Internal criteria:

- ✓ **Highlights:** identify and survey unique and / or special people, places or activities. Observe how they are different from competing communities / tourism products;
- ✓ **Culture:** Attractive, living culture, interesting history, faith, traditions, ceremonies and festivals. Ask about social norms and taboos. *What are outsiders forbidden to do?*
- ✓ **Nature:** attractive nature, scenic spots, viewpoints, potential for outdoor activities, indigenous knowledge of the environment, natural resource and land management;
- ✓ **People and livelihoods:** Welcoming, special skills, interesting occupations, agriculture, local crafts / products, arts and crafts, performance, potential for hands-on activities;
- ✓ **Facilities:** running water, electricity, road conditions, tables and chairs, bedding, etc.;
- ✓ **Experience welcoming tourists:** are tourists already visiting? How do they arrive in the community (e.g. via ground handlers / licensed tour guides)? Ask community members for contact details of any LGH's/LTG's so you can invite them to join future activities;
- ✓ **Management and cooperation:** Learn about formal / informal / spiritual leaders; family and clan systems. Division of roles and responsibilities. Relationships between men and women / youth and seniors. Look for concrete examples of cooperation, including: functioning (or failed) community groups, community savings / rice banks.
- ✓ **Sensitivity:** e.g. Be alert for any history of illegal drugs, corruption and financial mismanagement, encroachment into protected areas, entrenched jealousy or conflict.

**External criteria:** Information on market potential and government policy must be researched separately. However, we can check other external factors on route and during the study:

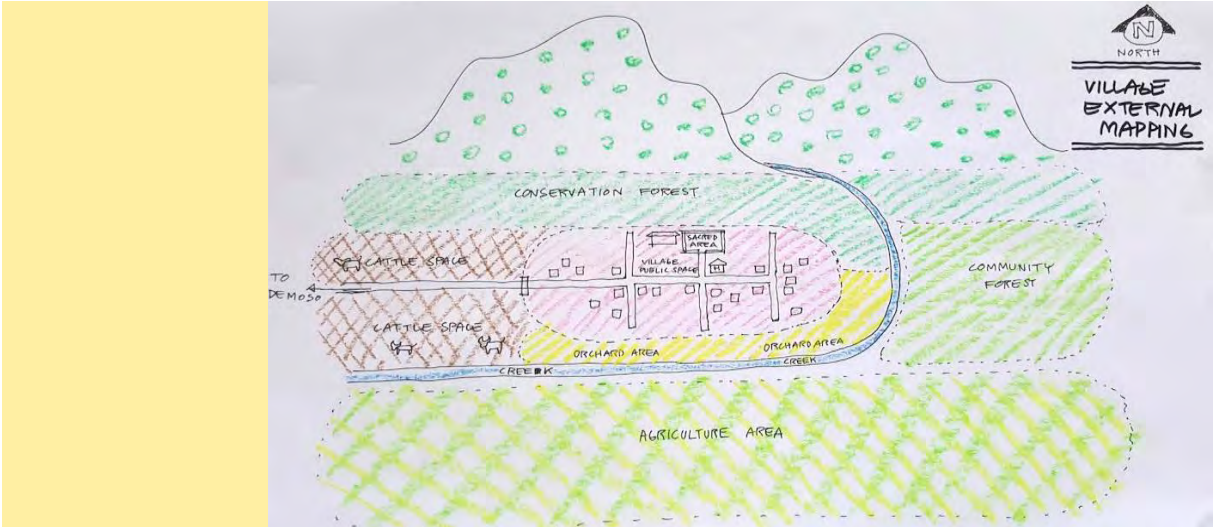
- ✓ **Connectivity** and frequency of travel services? Road conditions in different seasons?
- ✓ **Location:** Actually less than 2 hours away? Actually accessible all year?;
- ✓ Potential to **connect / route** the community with popular local tourist attractions;
- ✓ Potential **local business partners** (e.g. observe local hotels, restaurants en route);
- ✓ **Local, supporting organisations.** Check if NGO/CSOs are working in the community.



# COMMUNITY STUDY TOOLS

Very useful tools in a community study are 1) External and internal maps; 2) Cultural / agricultural calendars; and 3) Timelines, to show change over time, and identify **“What do we want to conserve and what do we want to change in our village?”** These simple tools can help to collect a lot of important information, which can be analysed using **SWOT** (Strengths, Weaknesses, Opportunities, Threats) and used as a foundation to plan CBT development.

## External village map showing natural resources, boundaries and land management rights



By studying this map, you can identify natural resources, farming and common areas, land rights and boundaries. You will know if you need to cooperate with Protected Area officials. You can see potential for nature-based activities, such as trekking or bird watching. Make sure to mark cultural sites (burial grounds, sacred springs, etc.) which may have special taboos. Scenic, ‘natural’ areas can be full of sacred, historic sites.

## Internal village map of infrastructure and potential tourist attractions in the village. The map identifies leaders, and the distribution of roles and responsibilities in the village



By studying the map and researching which households have which roles, we can see who is active, who is overworked and who may have more time to participate in CBT activities. We can identify people with special skills, to join the CBT tour (e.g. artisans and musicians).

**Tool for understanding agricultural and cultural calendars / cycles in the community**

**CULTURAL / AGRICULTURAL CALENDAR**

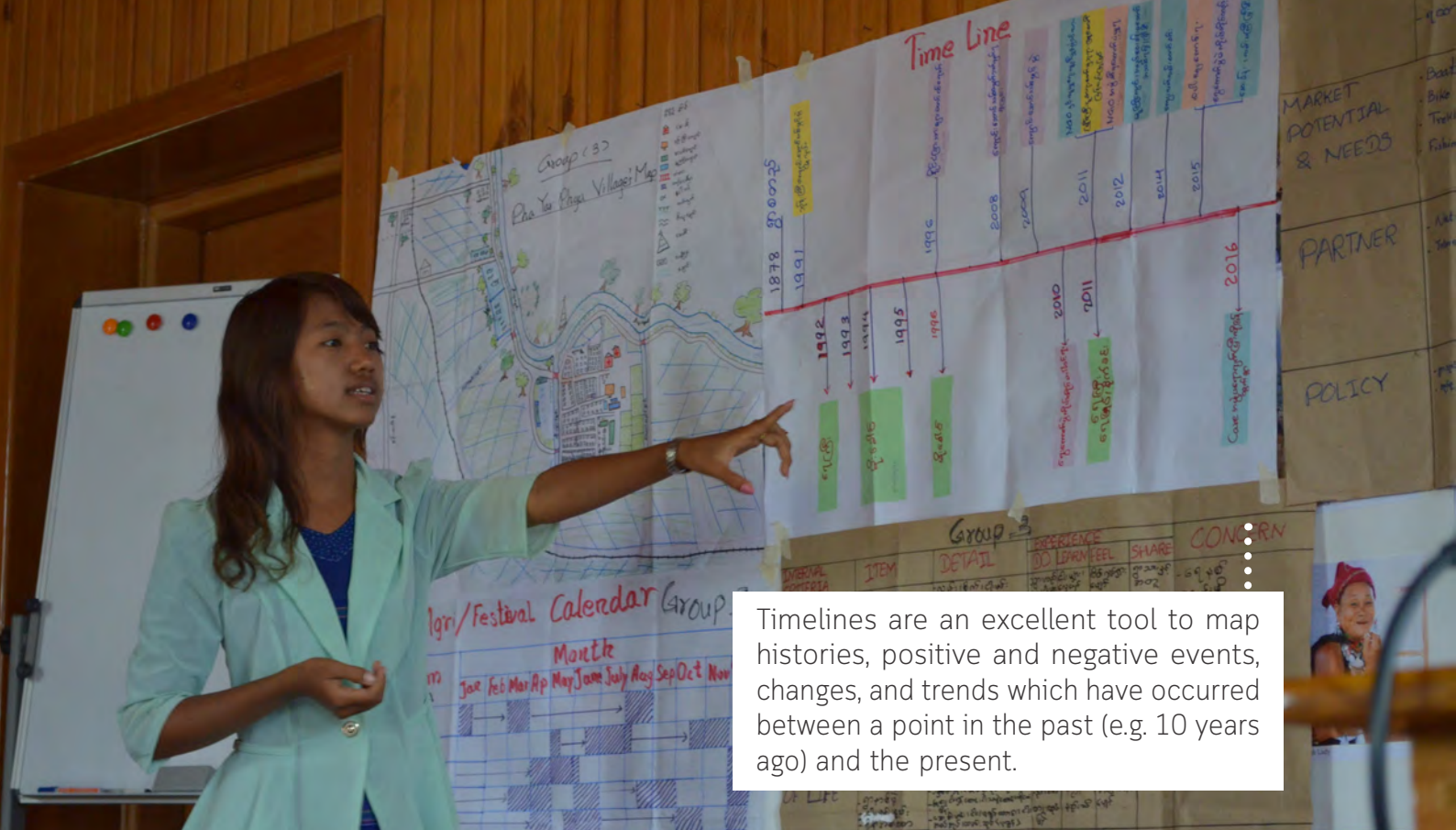
NO.	ITEM	MONTH												DETAIL / REMARK		
		JAN	FEB	MAR	APR	MAY	JUN	JULY	AUG.	SEP	OCT	NOV	DEC			
1.	VILLAGE SHRINE WORSHIP			■												
2.	SPIRIT HOUSE WORSHIP			■	■											
3.	SACRED MOON CEREMONY					■	■									
4.	RICE HARVEST CEREMONY										■	■				
5.	TRADITIONAL MARRIAGE PERIOD				■	■										
6.	TRIBE NEW YEAR		■													
1.	RICE						■	■	■	■	■	■	■	■	■	■
2.	CORN															■
3.	SOY BEAN					■	■									■
4.	GARLIC					■	■									■
5.	SESAME					■	■									■
6.	BAMBO SHOOT															■
7.	MASHROOM															■

This tool helps to identify busy times of year. The information helps community members to manage their time, and prevent overlapping schedules. We can consult over which festivals, farming seasons etc. are suitable for welcoming tourists. We can design tours to join special festivals or celebrations, which villagers feel proud and comfortable to share with visitors. We can mark with a coloured quadrant how busy villagers are: 25% / 50% / 75% or 100%.

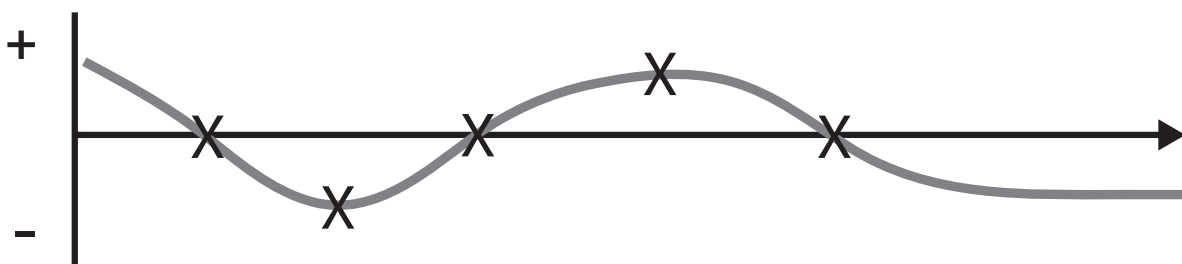
**ITC volunteers help community members to prepare community study presentations.**







Timelines are an excellent tool to map histories, positive and negative events, changes, and trends which have occurred between a point in the past (e.g. 10 years ago) and the present.



*Identify turning points and reasons for change...  
What impacts did these changes have?*

**Facilitating questions:**

- ✓ What happened? Was it positive or negative?
- ✓ What were the reasons for key changes?
- ✓ What would we like to maintain / conserve / restore / change?
- ✓ What aspects are possible to change?
- ✓ How could tourism / CBT help us to achieve these goals?

It is useful to separate timelines, and map different types of changes over time by theme. For example, environmental changes, socio-cultural changes, and economic changes. Different colours can be used to map different timelines. This helps to visualise, for example, when economic gains may have been at the expense of environmental losses. The facilitator helps the villagers to identify the causes of positive and negative trends. Why did forest cover increase or decrease? Why did village health improve or decline? Next, the **villagers consider which aspects of their lives they wish to conserve or change**. Finally the facilitator helps the villagers to consider if tourism is the most suitable tool to reach their goals?

Information from history timelines can be used by tour guides to improve interpretation.

# HOLDING A COMMUNITY MEETING TO REVIEW THE COMMUNITY STUDY RESULTS

A community meeting should be held to share / check the information. Try to invite a variety of participants, including formal and informal leaders, youth, elders, men and women. This will alert the team to contrasting / conflicting opinions, which may impact future activities. The facilitator helps community members to assess the Strengths, Weaknesses, Opportunities and Threats of developing tourism, and decide whether to continue developing CBT.

## Villagers can participate in analyzing the results of the community study through:

- Presenting the results of different tools (e.g. timeline history of the community);
- Open floor discussions;
- Peer group and small group discussions with presentations to the floor;
- 'Ranking' games to prioritize the importance of specific ideas, goals, or actions.

## Key issues for community members to consider and analyze

- Key strengths and weaknesses, potentials and risks of developing CBT;
- If it is possible / feasible to overcome or manage the most serious risks?
- What do people at the meeting want to improve, preserve or restore?
- How can tourism be harnessed to support our goals / vision for the future?
- **How can CBT be harnessed as a tool to support community development?**

### BE PREPARED

There is not always time to study all of the issues discussed above. Key issues that we must assess are the **community's human, cultural and natural tourism potential; the most serious community development needs; and how well people in the community work as a team.** A good frame cannot replace active listening and observation of the real situation. The frame for the community study must be adapted if necessary, to include very important, local issues.





# BRAINSTORM POTENTIAL EXPERIENCES AND SERVICES

## WHAT'S THE ISSUE?

Next we build on the work done in the community study to identify interesting people, places and activities which local people **feel proud and comfortable to share with guests**. **This will become a 'long list' with potential to develop into CBT services and experiences.**

## IN THE FIELD:

Coordinate with village leaders to organise a workshop. Be sure to invite community members who are interested to be active participants in CBT. Key questions we will ask are:

- I. **Who** could we meet (people)?
  - II. **Where** could we go (places)?
  - III. **What** could we do (activities, food)?
- {

 ✓ culture  
 ✓ nature  
 ✓ people
- IV. What are the most important **people, places** and **activities** in the community which visitors shouldn't miss? (think about nature, culture, and people with special skills.)
  - V. After brainstorming this list of people, places, activities; **for each one consider:**
    - a. What can tourists **do**?
    - b. What can tourists **learn**?
    - c. What special **feeling** can one have in this place?  
During what time of day?
    - d. What experiences can visitors **share** with travel companions or local people?
  - VI. **Check: What do villagers feel most proud and comfortable to show visitors?**
  - VII. **Check carefully for red flags :**
    - a. Are there any safety issues or risks?
    - b. Are there any taboos / anything outsiders are forbidden from doing?
    - c. Is there anything you feel uncomfortable to share?  
Too private, sacred, etc.?
    - d. Are there any times when it's not possible to visit this place / person?
    - e. Is there a risk of serious conflict with other groups which also have a stake in local resources? E.g. Protected Area managers, or neighbouring communities.



**CULTURE**



**NATURE**



**PEOPLE**

Next, visit each place / person / activity to double-check information, and to observe:

- Distances, times and terrain between different attractions (for program design);
- Any particular environmental or cultural sensitivities (how serious are they?);
- How many tourists can be welcomed in each site without putting unacceptable pressure on the environment, or disturbing local families / work / study, etc.;
- Check to make sure that village artisans, musicians, etc. actually want to participate;
- Check what times of day are convenient, or would be too hot or uncomfortable, etc.;
- The facilitating team should remain observant for any additional people, places or activities which community members may have overlooked, simply because they are so familiar that they do not seem special, but may be very interesting to a visitor.

Discuss the results of the survey again and make a final decision about which places, people and activities will be proposed to develop into a pilot CBT program in the community.



Brainstorming what we feel  
**proud and comfortable**  
to share with visitors!

### BE PREPARED

Different generations can have different opinions about which aspects of culture are 'open to outsiders' and which are not. Try to ensure that senior elders and spiritual leaders attend the workshop, so that any objections can be brought to attention and discussed quickly.





# SHORTLIST MARKETABLE OPPORTUNITIES

## WHAT'S THE ISSUE?

You now have a list of people, places and activities. Next, you need to know which have most potential to develop into marketable tourism services and activities. What will sell? A good strategy is to organise meetings with DMCs to introduce product ideas and request feedback.

## IN THE FIELD

### Preparation

- I. Identify national level DMCs, with an interest in cultural tourism, which sell tours to your target tourists. To do this, search online and look closely at the tour operators' profiles, or contact Tourism Associations, Tourism Ministries or specialist NGOs;
- II. Make a brief (1 page) overview of possible products. Send this to the tour operators;
- III. Explain that the products are not 'ready to sell yet.' You are looking for suggestions;
- IV. Request a meeting with DMCs to provide information and request their feedback;
- V. Prepare a presentation of 10 minutes, showing potential products and experiences;

### Delivery

- VI. You will make a good impression by travelling to meet at the tour operators' offices;
- VII. Introduce yourself. Ask for more information about the tour operator, their markets, and the types of tours which they specialize in. Do they sell your destination yet?
- VIII. Introduce the 'long list' of potential products. Ask them to choose 3-5 ideas which they think **would be most interesting for their clients**. Keep a record of these scores;
- IX. Ask DMC's if they are interested to be kept up to date with progress. Request the email address of the most relevant staff member (product or operations manager);
- X. At the end of the meetings, calculate which activities have the highest scores;
- XI. Prioritise development of the top 3 to 5 services / experiences / activities.



## CONSULTING WITH TOUR OPERATORS: WHICH ACTIVITIES WOULD BE MOST ATTRACTIVE TO YOUR CLIENTS?

### Take the time to get to know national DMCs and understand their customers

- I. Who are their clients / partners? What kinds of services / activities do they like?
- II. What kinds of programs do they buy now? What are the group sizes?
- III. What kind of experiences are they (or their clients) looking for, but can't offer yet?
- IV. What different nationalities / ages do they sell to? What are the preferences of different nationalities and ages for activities, food, accommodation, etc.?
- V. What are their clients' specific needs for service and safety standards?
- VI. What are their needs for languages / guides?
- VII. Are their clients interested in any particular themes? E.g. agriculture, history, food?
- VIII. Are the draft CBT activities / services a good match for any of their target groups?
- IX. What could be improved / adjusted to make the draft ideas more attractive to specific target markets (e.g. shorter treks for seniors or families with children)?
- X. How can we make the program more attractive for their international partners?
- XI. What do they know about Kayah / our destination? Where do they see potential?
- XII. Can they easily include Kayah / our destination into their current programs?
- XIII. How could we make it easier for them to add Kayah / XXX to your program?
- XIV. Don't forget to ask about demand from domestic and regional tourists. There are also many potential opportunities from Asian / ASEAN tourists.





Field testing a 'jungle picnic' for a trekking program

# DESIGN PRODUCTS AND PROGRAM

## WHAT'S THE ISSUE?

Now you know which local people, places and activities have the most potential to develop into marketable CBT experiences. Next, you need to weave them into a great, pilot program.

## IN THE FIELD

- I. Report the results of your meetings to the community members and explain which activities / experiences / services received the best feedback from tour operators;
- II. Try to involve local ground handlers and regional tour guides in these meetings;
- III. Hold a workshop to design one or two pilot programs, combining these experiences;
- IV. Ask volunteers to be responsible for developing different services/activities. E.g.:
  - a. Local community tour guides for activities inside and outside the community;
  - b. Cooking groups for home meals or picnics;
  - c. Transport providers;
  - d. Artisans, musicians or performers who wish to welcome visitors at home;
- V. Test the products and programs, and assess needs (e.g. equipment, training, etc.);
- VI. Make an agreement and action plan for the next phase of training / coaching.

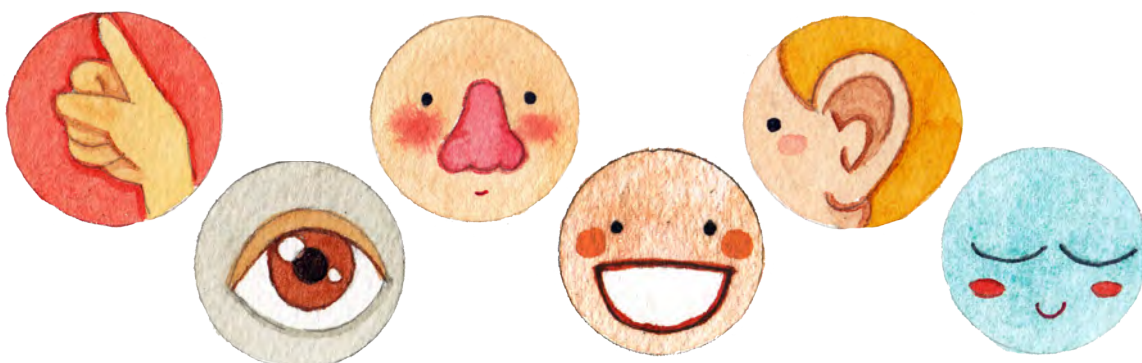


# PRINCIPLES & GUIDELINES FOR SUCCESSFUL CBT PRODUCT DEVELOPMENT

- I. Activities need to be appropriate for your main target tourists. Think about the age, physical condition, interest, attention span of the tourists who you aim to attract;
- II. Services and activities need to be affordable, profitable and good value for money;
- III. CBT should be fun, safe and educational. Something to **do, learn, feel** and **share**;
- IV. Develop 'Hands-on' activities, rather than observing. Use 5 senses and imagination!
- V. Activities show the relationship between local people, culture and the environment;
- VI. Make sure there are opportunities for tourists to meet and speak to local people;
- VII. Consider whether to design:
  - a. A **GENERAL** tour offering a **VARIETY** of experiences of culture and nature. **OR**
  - b. An **IN DEPTH** tour, focusing on a specific **THEME** or set of experiences. E.g.: different beliefs and traditions, arts and crafts, local foods, treks, etc.
- VIII. Develop several options for half-day and full day programs;
- IX. Initially, prioritise programs which are possible to run all year-round;
- X. The tour should begin with a warm welcome and an introduction to the community;
- XI. Start the tour at the most important places in the community so tourists experience 'the big picture'. E.g. most important spiritual sites, most important occupations;
- XII. The tour moves from 'the big picture' to explore 'smaller details' of daily / domestic life. E.g. through home visits and meals, meeting local artisans and musicians;
- XIII. Carefully consider the sequence and length of activities, and the best times of day to run different types of activities. Include some free time. Don't try to do too much;
- XIV. Think about when and where tourists will eat, drink, and be able to take toilet stops;
- XV. Identify risks and make sure that any necessary preparation / equipment is available;
- XVI. Make sure local guides are well trained and always give the same information.

## BE PREPARED

A key motivation for tourists is who they travel with. For example, parents usually wish to spend quality time with their children. Graduates and work mates often want to spend time with their friends. Design activities which give your guests fun opportunities to share their experience with local people and their travel companions. For example, a family could learn a local dance, or make a set of bamboo cups under the guidance of a local artist or musician.







# FACILITATE A COMMUNITY AGREEMENT



## WHAT'S THE ISSUE?

Prior to this point, community members may have had little knowledge of tourism. It may have been unclear whether there would be sufficient potential to develop CBT or not. By this point in the process, the community should understand tourism and CBT more clearly. It should be easier to assess if there are real market opportunities to develop a CBT program.

From this point on, supporting organisations or tour operators will need to invest significant time and funds to train community members and get CBT products and services up and running. It's important that the community members understand this, and realise that developing CBT requires resources, effort, work and time by many people and organisations.

## IN THE FIELD

To succeed, individual community members will need to be available for training, and later to offer services during CBT tours. This requires a commitment by community members. One way to emphasise that this is a serious commitment is to introduce a simple, formal community agreement, which is signed by community leaders/members and the project.

- I. Prepare a simple **letter of agreement** between the community and the supporting organisation or business, translated accurately into the local language;
- II. Hold a meeting to review all of the work undertaken so far. Explain about the next steps of the CBT process, and describe the future commitments which are required;
- III. Introduce the letter of agreement. Consult with community leaders about who / which organisations should be the signatories. This may include local leaders, tour operators, government, civil society and/ or community based organisations;
- IV. Give the villagers enough time to discuss among themselves and set a deadline to return the signed letter of agreement. Inform the villagers that they have the right to decide not to continue if they wish. However, if they decide to continue, they must:
  - a. Guarantee the consent and support of formal community leaders;
  - b. Discuss together and agree on a list of at least 15 people who voluntarily and happily agree to make a commitment to joining future CBT trainings;
  - c. These people must happily and voluntarily sign the letter of agreement;
- V. Communicate and coordinate with other, external organisations working in the community, (e.g. government, CSO, NGO) so they are aware of the agreement.



# FRAME FOR AGREEMENT

## Commitment to work alongside ITC and partners to develop CBT

### Below, is the actual agreement signed by Daw Ta Ma Gyi and Htay Khu communities:

Developing CBT requires a significant investment of time and money by the ITC team and partners. In order for CBT to be successful, local community members will need to:

- I. Propose a team of community members who are interested in CBT, and agree to commit time to join ITC training activities (approximately 1 week per month).
- II. Participants need to be the same people, coming consistently to trainings.
- III. Join training on how to develop tourism activities, and skills (e.g. hygiene training for cooking groups, training for local community tour guides, training for CBT coordinators on CBT management, taking bookings and accounting);
- IV. Join occasional visits to other CBT communities (e.g. Hta Nee La Leh / Pan Pet) to learn from the experiences of other community members in Kayah state;
- V. Communicate with ITC about challenges or problems, and work as a team with ITC to solve these issues, so CBT can be successful and useful to the community.

ITC are committed to good cooperation with political and social groups / CSOs / NGOs, which are influential in Htay Kho and Daw Ta Ma Gyi communities. ITC will inform these groups of our project activities. After being informed and being satisfied with the objectives and process of CBT development, ITC request these groups to make a formal commitment to the project. This commitment can be formalized by signing and dating the attached agreement.

Please see the next page for a copy of the agreement

## BE PREPARED

Even with a letter of agreement, local communities can be very dynamic. People are not necessarily used to making formal commitments, or placing great emphasis on documents. Community members can sometimes be pushed by community leaders to participate, which will not be sustainable in the future, when they need to work hard and be reliable. So, make sure there are definitely sufficient, motivated local people with a genuine interest in welcoming guests. **Although an agreement is a useful tool, it is not a guarantee that things will not change.**

## Example Community Agreement

### Commitment to working with ITC to develop community based tourism in 2016 / 2017.

I \_\_\_\_\_ (name) have been informed of and understand the aims of community based tourism development in Htay Kho / Daw Ta Ma Gyi.

I support the development of community based cultural tourism, and agree to:

- Freely invest time to join ITC training activities and study tours (with prior notice);
- Work with ITCs partners (e.g. local tour operators and tour guides) and youth trainees;
- Work to the best of my ability to develop safe, enjoyable tour programs for visitors;
- Communicate openly with ITC in the case of any challenges, and cooperate to find solutions.

I understand that this is an agreement of good faith, rather than a legally binding document.

Name \_\_\_\_\_

Community \_\_\_\_\_

Role \_\_\_\_\_

Organization \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Note:** ITCs request is to engage with and invest time in the training process. Following training, community members retain the right to decide whether or not they wish to offer CBT tours.





# SUMMARY :

## ACTION POINTS - 'C' CONCEIVE

### Conduct a community study

- ✓ A community study assesses strengths and weaknesses before developing CBT;
- ✓ The outputs of the community study are used to SWOT tourism and human potentials;
- ✓ Tools include interviews, walks, internal and external maps, calendars, timelines;
- ✓ Hold a community meeting to check / review results and SWOT the potential for CBT.

### Brainstorm potential experiences and services

- ✓ Community members brainstorm special aspects of local life, culture, nature and people which the community feel proud and comfortable to share with visitors;
- ✓ Highlights: people / places / activities. What can tourists DO, LEARN, FEEL, SHARE?
- ✓ Check carefully for red flags. What places / people / activities are off limits to tourists?
- ✓ Define a 'long list' of places /activities / people with potential for a CBT program.

### Shortlist marketable opportunities

- ✓ Consult with tour operators / DMCs to request feedback on potential CBT products;
- ✓ Ask about DMC's profile, trip styles, key target markets, product development needs;
- ✓ Ask which long-listed ideas would be most attractive to clients or meet a need / gap?
- ✓ Ask the DMCs to score the ideas on your long list. Use the scores to define a short-list.

### Design products and program

- ✓ Report back to community members on the 3-5 most popular CBT product ideas. These will be the priority experiences / products / services / for development;
- ✓ Good cultural tours progress gradually from symbolic to domestic highlights;
- ✓ A general tour offering a variety of experiences OR an in-depth, themed tour?
- ✓ Survey all proposed tour routes in detail, assessing timings, highlights, facilities, etc.

### Facilitate a community agreement

- ✓ Explain to community members that the next steps require significant commitment;
- ✓ Community members will need to commit to attending several months of training. It is important that the same community members consistently attend trainings;
- ✓ Develop a simple, formal community agreement, to be signed by community leaders;
- ✓ Give the community members enough time and a deadline to return the agreement.









# PART 3 : CRAFT



*“Skill in making things by hand... skills involved in carrying out one’s work....”*

**(Oxford living dictionary)**



# BUILD CAPACITY & SYSTEMS TO MANAGE CBT

## WHAT'S THE ISSUE?

By this point in the process, the community have developed some understanding of tourism products and services. They have understood that it will require time and effort to develop and manage tourism. Therefore, now is an appropriate time to discuss and clarify the aims of CBT, and the 'how to' of CBT management with community leaders and community members.

The key areas of management are 1) a CBT Club; 2) a CBT Coordinator and communications system; 3) Service providers with clear roles and the skills to do them; 4) CBT Bookings and Accounts system; 5) Community Fund and 6) Monitoring of positive and negative impacts.

## IN THE FIELD

Community service providers need to be active, reliable and clear about their roles and responsibilities. This can be supported by establishing a CBT Club or Group. Each community also needs at least one CBT Coordinator. This is a contact person for tourists, tour guides and tour operators to make enquiries and bookings. The coordinator keeps a booking schedule, informs local service providers in advance of tours and manages payments. To increase transparency, it is better if a second community member is made responsible for accounting.

A key question is "Why should community members work as a group to manage CBT?"

The facilitator should ask community members to consider and discuss this question. E.g.:

- CBT aims to create benefits for individuals, families and the broader community;
- Successful community development and nature conservation require teamwork;
- It is easier to manage negative impacts of tourism if people plan and work together;
- 'Community Based Tourism' implies that it is representing the whole community;
- For the first few years, rural, farming communities will have little experience in tourism. It will be helpful for local people to work and gain experience as a team.

How about supporting local entrepreneurs?

As community members develop experience welcoming tourists, individuals may wish to establish their own, private, tourism related small businesses, such as restaurants, coffee shops, or accommodations. This can be managed by developing the CBT Club into an association. The members continue to meet regularly to discuss and plan tourism development, and contribute in cash/kind towards community and environmental initiatives.

## ESTABLISHING A CBT CLUB

Invite local community members to discuss how **natural and cultural resources, people, work** and **money** will need to be managed, if they decide to develop a CBT program.

- I. Hold a workshop to establish a **CBT Club or Group**. Important roles\* include:
  - a. **Chairman**: Calls and facilitates meetings and helps to resolve disagreements;
  - b. **Coordinator**: Takes and records bookings; coordinates with tour operators and guides; manages CBT job queues and reminds service providers of bookings;
  - c. **Finance staff**: Takes payments, provides receipts and manages bank account;
  - d. **Secretary**: Takes notes during CBT Club meetings and reports on agreements;
  - e. **Leaders of service groups** (e.g. guides, food providers, artisans): Monitor and oversee the quality of group services, advise and train group members, communicate members' concerns to coordinator, attend monthly meetings;
  - f. **Group members**: Understand their jobs, are reliable and punctual, attend training when requested, contribute 10% of income to the Community Fund.
  - g. **Advisory committee**: Give advice and help to solve problems as they occur. Monitor that the Community Fund is being used as intended and agreed;
- II. Discuss and agree on the **goals of CBT**, and set **rules and regulations** for the CBT Club;
- III. CBT goals need to be based on local needs, or they will not be able to motivate action;
- IV. Discuss, agree and record the **tasks, responsibilities and expectations** of each job role;
- V. **Bookings** can be managed and coordinated using a simple **bookings system**;
- VI. **Financial transparency** can be achieved with a **simple accounting system**;
- VII. **Challenges** can be identified and solved quickly by holding **monthly meetings**;
- VIII. A **Community Fund** can help to cement **good relations** between active CBT Club members and other community members, and increase **broad community benefits**.

Group management requires people who have the following qualities:

- Active leadership by example;
- Volunteer spirit: prepared to give time for meetings, trainings, and assisting others;
- Sense of responsibility and reliability for work which they have taken on.

\*One person may take on more than one role.





# KEY SYSTEMS AND TOOLS



## Booking System

A **booking system** helps the CBT club to plan and prepare services and staff such as food, local homes, transport, and community guides. A booking system also helps supporting organisations to foresee when the community will reach maximum capacity, and plan when to develop new products and destinations, based on the number of visitors. If the community receives many advanced bookings (e.g. series bookings from tour operators), additional training for additional local tour guides, food providers, etc. can be organised well in advance.

Additional information can be included in the booking system, such the **types of tourists** and **booking channels**. This can help supporting organisations (e.g. government and NGOs) to develop new products based on the interests of important markets. E.g. programs for families, students or volunteers. **A queue or rotation** system for service providers can also help the coordinator to spread opportunities and benefits between community members.

- **Bookings system : to record bookings and know your top customers and partners**

Below are some suggested types of information to collect when taking bookings:

- o Date of booking and time of arrival;
- o Number of tourists;
- o Half day or full day tour;
- o Activities and services (e.g. local guide, lunch, trekking, artisan home visit);
- o Type of tourists (e.g. general, student, volunteer, club or society, professional on study tour, company team building. Solo traveller, couple, family, senior);
- o Booking channel (e.g. tour operator, regional guide, school, company, other);
- o Contact person / telephone number of guide or tour leader;
- o Any special needs? (E.g. vegetarian, no pork, low level of fitness).

### CBT booking sheet for Pan Pet, Kayan community, Kayah state

Booking Sheet သို့ကပ်စာရွက်  
CBT Daw Ta Ma Gyi ဒေါတာကြီး ရပ်ရွာအခြေပြုရေးသွားလုပ်ငန်း

Month ၀၀ .....

No စဉ်	Date ရက်စွဲ	Arrival Time ဧည့်သည် ချိန်	Tourist info(ဧည့်သည် အချက်အလက်)			Go With Whom(အသံ/သွားသူ)			Meet Resource Person (အသံ အချက်အလက်)				Lunch ဧည့်သည် စာ	Dance အက	Guide ပို့က်		Contact person (ဆက်သွယ်သူ)	Tel.(ဖုန်းနံပါတ်)
			no of tourists ဦးရေ	Type အမျိုးအစား	Nationality နိုင်ငံသား	Tos တစ်ဖက်	RG ပို့က်	Other အခြား	Weaving ရက်ကန်း	Musician ဂီတသမား	craft Product လုပ်ငန်း	Other အခြား			Half Day ဝက်နေ ကျန်	Whole Day တစ်နေ့ ကျန်		



# Accounting System

A solid **accounting system** is an essential foundation for responsibility, transparency and ownership. Not keeping accounts is a recipe for failure. Accounts show exactly how funds are received and used, which can prevent misunderstandings and conflicts over money. Accounts enable CBT Club members and supporting organisations to compare expenses against income, calculate profit, and make informed decisions about when to increase prices.

However, it is also essential to recognise that rural farmers may have no experience managing money systematically. They may never have had a bank account. Therefore, the accounts systems needs to be as simple as possible. **During the ITC project, the ITC team had to simplify our own systems several times.** The ITC team finally set the following systems in place:

- Receipts book, containing :**

- o Description of services (e.g. local guide, lunch, home visit)
- o Unit price\*Quantity of Units = Total Amount
- o Signed by the person who **receives** money.
- o Make 2 copies: 1 for the CBT Club and 1 for the customer.

**Example receipt for Pan Pet, Kayan community, Kayah state**

Book No  
စာအုပ်နံပါတ်

Bill No  
စာရင်းနံပါတ်

Pan Pet Community Tourism Group (ပန်ပက်  
ခရီးသွားလုပ်ငန်းအဖွဲ့)

**RECEIPT ( ဖြတ်ပိုင်း )**

Customer  
(ပေးသူအမည်) \_\_\_\_\_

Date  
(နေ့၊ ခွဲ) \_\_\_\_\_

Address (လိပ်စာ) \_\_\_\_\_

No	Description အဖွဲ့အစည်း	Unit Price နန်း	Quantity ဦးရေ	Amount ကျပ်
1	Guide 1.1 Half Day / ခန့် ခုတ် 1.2 Whole Day / ထပ်နေ့ကုန်			
2	Work Shop လုပ်ငန်းဆောင်ရွက်မှု 2.1 Bracelet (လက် ခတ်) 2.2 Bamboo / ဝါ 2.3 Weaving / ဆုတ်ကုန် 2.4 Sculpture/ ရုပ်တု 2.5 Other / အခြား			
3	Lunch မနက်လည်စာ 2.1 Jungle lunch/ ထပ်မံလုပ် 2.2 at Home / အိမ်			
4	Other အခြား			
Grand Total (စုစုပေါင်း)				

Collector အသွင်းပေးသူ \_\_\_\_\_





- **Cash book** : details of all income, expenses and contributions to the Community Fund;

**Example cash book, Kayah state**

**CASH BOOK** စာရင်းစာအုပ်

Month လ .....

Date နေ့စွဲ	Name of organisation အဖွဲ့အစည်းအမည်	Total Receive စုစုပေါင်းရငွေ	Description အကြောင်းအရာ	Income ဝင်ငွေ	Expense ထွက်ငွေ	Balance (10%) for community fund လက်ကျန်	Signature လက်မှတ်

- **Job queue** : To ensure that opportunities for work are distributed between members.



Ms. Winnie Mai, ITC, coaches Pan Pet community members in the accounts system

## COMMUNITY FUND

A Community Fund is a useful tool to deliver benefits beyond individual service providers. It also builds confidence in the capacity of the community to manage money. Service providers agree to contribute a modest percentage of their income to establish the fund. E.g. 10% of their income from food, guide

fees, etc. These funds can be used to 1) contribute to phone bills, meeting costs and travel outside the community by CBT team; 2) pay for work by the CBT Coordinators / accounting team, etc. and 3) support local social and environmental work.

If community funds are not established carefully and transparently, they can create conflict.

Introducing the concept and use of community funds to the CBT Club and service providers:

- I. The CBT club will inevitably have some administrative expenses. The club will require money to pay for communication, travel, promotion, attending meetings, etc.;
- II. Initially, CBT Coordinators can be volunteers. However, as the number of tourists increases, coordination becomes a bigger job, which should be compensated. The CBT fund can provide a modest salary for CBT community coordinators, accountants, etc.;
- III. CBT does not only aim to create income for CBT service providers. The CBT Club are using common / shared resources, so the overall community should also benefit;
- IV. Community funds can be used to support community development. Examples of contributions include scholarships for students who study in the city; welfare for elders who are living alone; funding rice banks; or nature conservation activities;
- V. If community members do not observe any broad benefits, they may oppose CBT.

### How to manage community funds?

- I. **Payments for CBT services should be paid only to CBT Club Coordinator by clients;**
- II. The CBT Coordinator **deducts 10%** from each individual's service fees as a contribution towards the community fund, and pays the balance (90%) to the service providers;
- III. The coordinator records these service **payments** and **deductions** in the accounts book.
- IV. At least 1 time every 2 weeks, the Community Funds are **deposited in the bank;**
- V. The **CBT Club members discuss**, decide and record how the funds will be used;
- VI. Usually, a percent (e.g. 30%) will be retained for group administration costs, and a further percent (e.g. 30%) will contribute to the time of the CBT Coordinator(s);
- VII. Remaining funds support social/environmental work to benefit the whole community;
- VIII. A **Community Fund Committee** is established, which includes CBT club members and non-CBT club members (e.g. teachers, elders, spiritual leaders). Every 6 months, the size of the fund is reported to the committee / the whole village at a village meeting;
- IX. The committee / villagers are invited to propose how these funds could be used (e.g. for welfare of elders, scholarships for students, repair of public buildings, events);
- X. The committee makes a final decision, and reports the results back to the community.



## MANAGING AND MONITORING POSITIVE AND NEGATIVE IMPACTS

It is essential to manage and monitor the positive and negative impacts of CBT. However, in practice, local villagers are pragmatic. Most people are more concerned with problem solving today than abstract discussions about 'what might happen' in the future. Community members also can not prioritise data collection above existing daily tasks. So, keep it simple.

Moreover, many impacts are not easily captured by quantitative systems. For example, when considering carrying capacity, it makes sense to assume that smaller groups of tourists will have fewer negative impacts than bigger groups. However, in practice, small groups of poorly prepared tourists with high demands and unrealistic service expectations can be a much worse experience for local people than welcoming 60 to 100 students, who are polite, energetic, and genuinely interested to meet local people and experience local life. Local people also become able to welcome more, different types of visitors as they gain experience.

For these reasons, **it is important to see CBT as a dynamic process**. The role of the FT is to help the CBT club to observe and discuss changes and challenges as part of their routine. In this way, challenges can be identified and solutions can be proposed as quickly as possible.

### **Routines: important work which needs to be done every trip, week, month and year**

#### **Daily / every trip:**

- ✓ Take bookings, inform and remind service providers of upcoming tours;
- ✓ Receive payments, issue receipts, make payments to local service providers;
- ✓ Record income, expenses and community fund contributions in the cash book;
- ✓ Discuss with LGH's and LTG's. Note / summarise feedback, issues or challenges.

**Every month: Monthly Meeting** to ensure open communication between CBT Club members, recognise progress and successes, discuss challenges and agree on solutions quickly.

#### **Preparing for Monthly meetings:**

- ✓ This is done by the CBT Coordinator\*;
- ✓ Make an appointment with CBT Club members;
- ✓ Make sure the bookings and cash book are up to date;
- ✓ Prepare a simple financial report (see opposite page for guidelines);
- ✓ Identify any important issues or challenges which need to be discussed.

*\*Local MOHT, CSO, or NGO teams should back-stop this work during the first 12-18 months.*

### Example of the content of a financial report

1. From (start date of report) to (end date of report);
2. Number of tourists;
3. Income from tourists;
4. Number of groups of tourists;
5. Number of partners;
6. Number of tourists / groups / income per partner;
7. Distribution of income to members (E.g. Community Guide, Food, Artisan, Ox-cart);
8. Expenses (general, staffs, cash in hand & bank);
9. Community Fund: income, expenses, results.

### Holding and following up Monthly meetings:

- ✓ Hold the meeting (see agenda items below);
- ✓ Make a simple report of the meeting and agreements made;
- ✓ Make sure that responsible people take follow up actions as agreed.

### Recommended agenda for monthly meetings:

- ✓ **Report / follow up progress** on any agreements made during last meeting;
- ✓ **Financial report:** No. of tourists/ Income/ Expense/ cash in hand and in bank;
- ✓ **Community Fund:** income, expenses, results, plans for the upcoming month;
- ✓ **Cooperation with LTG / LGH / DMC / MOHT**, etc. Issues or challenges communicated by villagers or by partners, agreed solutions, responsible persons and deadlines;
- ✓ **Consider priority issues** most relevant to the local context. Challenges communicated by villagers or partners, agreed solutions, responsible persons and deadlines;

Some priority issues which were identified to 'consider every month' in Kayah were:

- ✓ **Visitor Management and behavior** (due to cultural sensitivity)
- ✓ **Waste and water management** (due to water shortages)
- ✓ Requests for CBT Coordinator by members / feedback by CBT club to Coordinator;
- ✓ Any other business.

**Biannual: household interviews and village walk** to assess / update+ /- impacts of tourism;

**Annual: Partners Meeting** with MOHT / tour operators / regional guides to discuss strengths and weaknesses of cooperation, review and agree on program and price for next season.





Hta Nee La Leh CBT club monthly meeting

Accounting and book keeping training in Hta Nee La Leh community





# TRAIN LOCAL COMMUNITY TOUR GUIDES AND RESOURCE PEOPLE

## WHAT'S THE ISSUE?

Local community tour guides have one of the most important roles in CBT. They represent the community and tell their stories to visitors, often with the help of professional guides. From a market perspective, local guides make the experience of visiting a local community much more intimate and authentic. Tourists love to hear local people tell their own stories.



## IN THE FIELD

A useful frame for training local community guides is the 3 S's: Safety, Story and Service (CBT-I). The 3 S's are simple to understand and practice. Key steps of 3S guide training are:

- I. Invite local people who are interested to become guides to join a training;
- II. Present information about tourism, tourists, and community based tourism;
- III. Review the steps which have been taken so far to develop CBT in the community;
- IV. Brainstorm the overall roles / responsibilities of a tour guide, grouped by the 3S frame;
- V. Survey and map the proposed CBT route, clearly marking each place / person / activity which is included in the tour;

## VI. SAFETY :

- A. Identify potential risks on the route and mark them on the map with a 'X';
- B. Plan how to reduce each risk by considering exactly what actions can be taken:
  - I. Before tourists arrive in the community;
  - II. Before starting each activity (e.g. briefings, equipment, etc.);
  - III. During each activity (how can we keep tourists safe from the risks);
  - IV. In the event that an accident or emergency actually takes place;
- C. Agree exactly who will be responsible for these actions (by role/name);
- D. Record the plan into a document, and keep it in a public place;
- E. Do several practice runs. Give feedback.  
Manage safety issues as they arise.

**SAFETY**



Local community guides conduct a safety mapping exercise.





## VII. STORY :

- A. Villagers discuss and practice briefly explaining “why each person / place / activity is special and important to the community?” in 3-5 sentences;
- B. Villagers discuss and agree extra information for each place/person/ activity;
- C. Practice storytelling and asking / answering questions on the spot;
- D. Practice an engaging style of storytelling: **Clear, Confident and Caring;**
- E. Practice how to adapt content, time and delivery to customers (e.g. children);
- F. Practice welcoming visitors and briefing them on the overall tour program;
- G. Practice working with artisans / musicians etc. to demonstrate their skills:
  - i. First introduce the artisan. Ask them direct questions, so that they can participate, rather than just ‘explaining’ who they are to guests;
  - ii. The artisan demonstrates their special skill to the tourists;
  - iii. The tourists have a chance to have a go / try their hand;
  - iv. The tourists have a chance to ask questions to the artisan;
  - v. The tourists have an opportunity to buy a souvenir.



Training local community tour guides to confidently welcome tourists to Htay Khu village

## VIII. SERVICE :

The facilitator should prepare some 'example situations' of bookings by tourists of different ages, fitness levels, dietary needs, group sizes (from 2 people to 30 people), etc. Give the CBT team the task to plan how they will prepare food, drink, equipment, toilet stops for each group. They need to plan the exact number of guides, meals, drinks, toilet stops, etc.

### Welcome meeting

It is very important to conduct a brief **welcome meeting** when tourists arrive at the village. First, the licenced tour guide introduces the tourists to the CBT Club / local community guides. Next, the community tour guide welcomes tourists to the village and briefs them on the CBT tour. The meeting emphasises the important role which local community guides play in the CBT program. This increases the likelihood that tourists will respect and pay attention to the community guides during the tour. Typical content of a welcome meeting includes:

#### Part 1: Overview of the community

- Warm welcome to the village by local community guide;
- Introduce the CBT Club guides and other members (if they attend);
- Explain briefly about why the community developed a CBT program;
- The population and number of households;
- Occupations and main sources of income;
- Faith / religious beliefs in the community.



#### Part 2: Overview of the CBT program today

- Explain that the CBT program shares very special people, places and activities which local community members feel proud and comfortable to share with guests;
- Key content: Where will we go / who will we meet / what will we do today?
- Using a map, briefly introduce the route, sequence and rough timing of activities;
- Explain where and what time the tourists will eat / can take toilet stops;
- Warn the tourists of any significant risks, and explain what they can do to keep safe;
- Brief them on adventure activities. E.g. the length of treks, protective clothing, etc.;
- Discuss any important taboos / do's and don'ts / rules for photography.



Local guides welcome visitors to Hta Nee La Leh community, and brief the CBT program







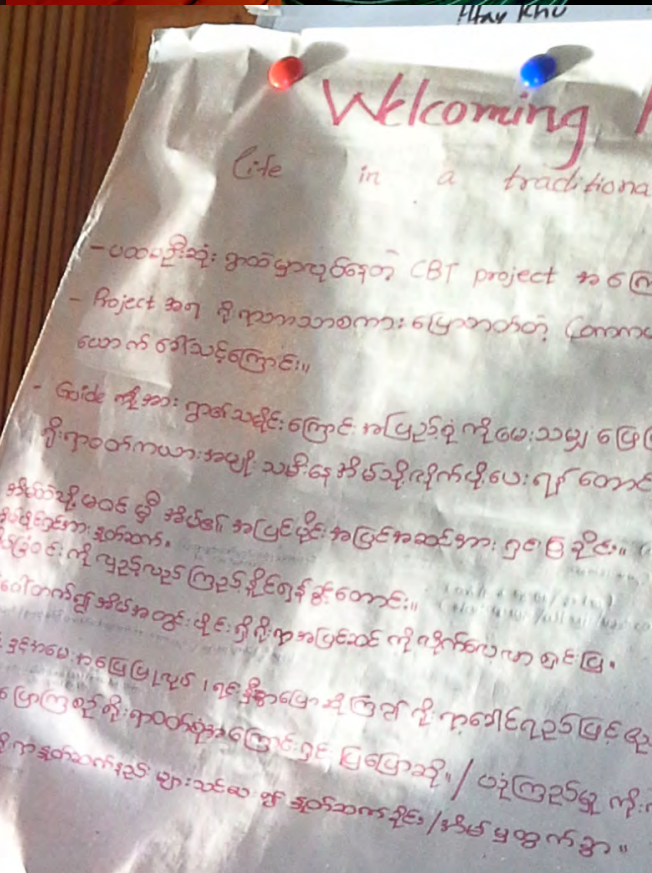
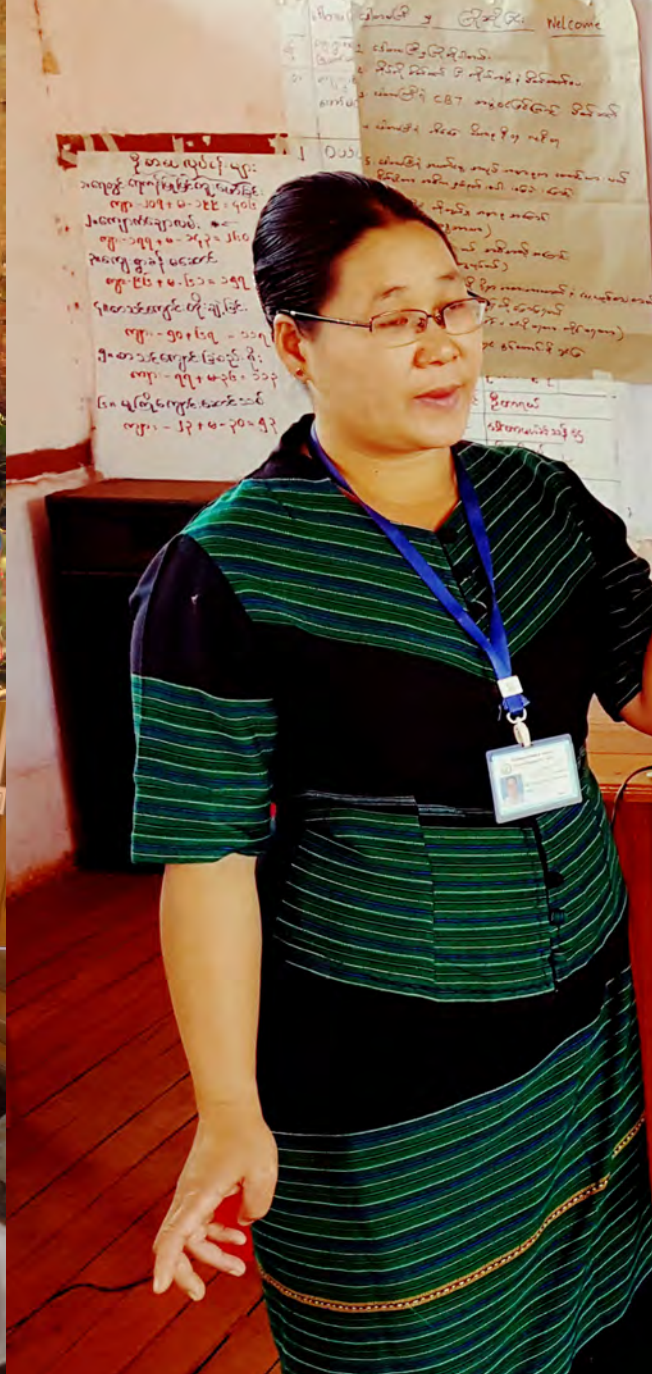


**Local community guides,**  
telling our stories in our voices

**Safety, Story, Service**

**Confident, Clear, Caring**











# TRAIN LOCAL FOOD PROVIDERS



## WHAT'S THE ISSUE?

Meals and food are an important part of guests' memories. Tourists are not only buying 'food' to relieve hunger, but also to experience local life. Local dishes and spices, fruits and vegetables offer new taste sensations to tourists. It is important to craft an enjoyable experience and great memories. Food hygiene and safety are also crucially important.

On the other hand, offering food services can give community members opportunities to proudly share their local food heritage, earn income, and improve their own food hygiene practices and diet choices for the whole family. Offering food can also motivate community members to plant their own crops and raise their own animals, in order to save costs.

## IN THE FIELD

- Identify community members who are interested to offer food to tourists;
- Brainstorm about different seasonal ingredients, special local dishes, and beliefs associated with particular dishes (e.g. special foods only eaten at ceremonies);
- Ask community members if they are happy for tourists to visit their homes to eat;
- Explain to community members why tourists are interested to try local food. E.g.:
  - o Enjoy a tasty meal and a new, authentic, local experience in the community;
  - o Learn how particular dishes are important to local culture and beliefs;
  - o Help to create income for local people;
  - o Perhaps learn how to cook local dishes.
- Explain that food hygiene and safety are essential when offering food to tourists. Most important are to CHILL, CLEAN AND SEPARATE INGREDIENTS, COOK FOOD WELL;
- Cooks also need to be physically clean, wearing clean clothes, hats or hairnets, etc.
- Provide simple training / coaching in seasonal menu development and food hygiene;
- Meals need to be included smoothly into the overall program. Therefore, it is important to consider where food will be prepared, how it will be delivered (or carried) and where and what time food will be eaten. E.g. at a local home, at a temple or village hall, on a viewpoint, during a trek, or at a scenic spot close to the village at sunset, etc.
- Develop menus and packaging which are appropriate to the place where the meals will be transported to and eaten. E.g. soups may not work well for picnic lunches;
- The ITC team experienced the best results for food hygiene training when:
  - o The trainers were able to speak the ethnic language of the trainees. This gave the trainees confidence that the lessons would not be too difficult for them;
  - o The trainers were able to make recommendations which were fully adapted to the reality of life in the village: i.e. no fridges, very simple kitchens, etc.







Food safety and hygiene training by Nwe Oo, a professional, ethnic Kayan chef.



The Kayah Barbecue, result of several months of menu and food hygiene training



# SIMPLE AND ESSENTIAL ACTION TO IMPROVE FOOD HYGIENE AND SAFETY

## Personal Hygiene and Habits:

- Be clean. Take a bath every day;
- Wear a hat, headscarf or hairnet, and take off jewelry;
- Wash your hands:
  - Before starting work;
  - Immediately after going to the toilet;
  - Any time one touches dirty/contaminated material;
  - Between touching raw and cooked meats / fish;
- No spitting, smoking, sniffing, scratching, coughing, sneezing, nail biting.

## In the kitchen:

- Wash all vegetables before cooking, with clean water;
- Prepare all vegetable and ingredients on the table instead of on the floor;
- Store all of the ingredients in clean food containers, with lids;
- Separate the cutting boards for vegetables and meat;
- Always use the cutting board. Never 'cut onto your hand;'
- Select and store water carefully, in clean containers;
- Use only clean water. Boil water before use;
- Allow sufficient space for washing ingredients;
- Collect, store, and dispose of waste carefully, and away from food;
- Keep drains clean;
- Keep domestic animals and livestock away from the kitchen.

## Menu development

- Identify which seasonal vegetables are available (Winter/ Summer/Rainy Season);
- Brainstorm / learn recipes for soup, stir fry and curry using your own vegetables;
- There should be at least 3 different dishes. E.g.: soup, curry, stir-fry, vegetables;
- Salads may be another option, if you can guarantee that water is clean, and that all vegetables / fruits are peeled on site, immediately before eating the salad;
- The experience can be made more interesting by
  - 1) inviting guests to collect food from the farm with the cooks, and / or 2) teaching guests how to cook the dishes;
- These should be optional activities. Many people will prefer to rest and eat.





## THE DINING EXPERIENCE :



- Clean the dining room in advance;
- Clean the toilet;
- Set the table attractively, with a table cloth (best if it is a traditional, ethnic design);
- Make sure clean water is available;
- Each guest must have their own, individual plate / bowl and cutlery;
- Serve at least 3 different dishes and rice. E.g. soup, curry, vegetable dishes;
- Place one of each dish on the table and refill the dishes if necessary;
- Place a fork on the left and a spoon on the right;
- Place 'common' serving spoons for every dish;
- Prepare a water bowl for washing hands;
- Serve small amounts of rice and refill as needed;
- Place the tea cup on the right;
- At the start of the meal, explain what each dish is called, and what the ingredients are;
- Explain which dishes are vegetarian;
- Explain what types of meat and fish are in the other dishes;
- Offer extra chili / salt for people who like spicy food.



## PICNICS

- Clean the picnic area in advance;
- Make sure you have clean picnic blankets;
- Make sure you have sufficient cutlery;
- Make sure you have sufficient water.

The facilitator should help the CBT team to prepare and practice the whole process of brainstorming menus, preparing the food, packing the food and serving food. Use biodegradable packaging such as banana leaves or washable packaging such as lunchboxes. The facilitator should help the CBT club members to practice explaining the food and any related stories. E.g. stories of food which is only eaten during special ceremonies or seasons.



## BE PREPARED

Local food is a highlight of CBT. Success relies on local capacity. Initially, food providers will probably lack confidence. Good feedback and on the job training will help them to improve. Practice, practice, practice. The facilitator observes and comments on different stages of preparation and delivery. Practice, practice, practice again, taking into account feedback. Finally, after you have enough experience, set a price for the food, based on market costs, lost opportunity costs, any travel costs which are necessary to bring food from local markets.



# SHOWCASE

## LOCAL SOUVENIRS

### WHAT'S THE ISSUE?

Souvenirs are an important part of tourism. They can create lasting impressions of the value and beauty of traditional skills and knowledge. Souvenirs can also provide great memories of the people and places which tourists encounter, leading to word of mouth recommendations. Buying souvenirs allows tourists to support local skills, increase local pride, and support the local economy. In many cases, producing souvenirs for tourists has enabled local people to practice, maintain and even restore cultural heritage, and pass it on to the next generation. Souvenirs provide an important economic incentive to continue producing traditional crafts.

### IN THE FIELD

Supporting organisations can help artisans to find a workable balance between preserving traditional, authentic designs; while also assisting community members to apply or adapt traditional designs in new and creative ways, which can meet modern needs and functions.

Observing and making crafts can also be developed into 'hands on' experiences for tourists. E.g.; a short visit to a local home to meet an artisan and learn about their craft, or longer crafts workshops which allow tourists to practice several different stages of production.

- Survey the community to identify local handicrafts and artisans. Also try to find information about traditional handicrafts which are no longer found in the village;
- Assess if it is possible to include these arts / crafts in hands-on activities for tourists;
- Consider what protective measures must be taken if materials are expensive, or production is very complex, and tourists may accidentally damage arts or crafts;
- Identify good locations to hold activities, relative to different group sizes. If peoples' homes are small, fragile or unsafe then alternative locations should be considered;
- Assess how these crafts connect with other aspects of local culture, so they can be connected to a certain theme (e.g. crafts used to decorate temples during festivals);
- Collect and record the stories connected to these crafts, to add value to experiences;
- Assess how crafts could be adapted as souvenirs with new functions. E.g. earrings may be used as a key-ring. In Pan Pet village, the ladies used the traditional, cloth decorations adorning their brass rings to decorate bags and shirts for tourists;
- Observe important cultural symbols which could be used to inspire new handicraft designs. For example, the Kayah people eat '**Deku**' on special occasions. Deku are three pouches of glutinous, sticky rice, wrapped in triangle shapes and tied together to represent unity. Deku could be a model for keyrings, bags or other decorations.







## TRAINING AND PREPARING ARTISANS



### PREPARATION AND TRAINING

- Family members should be consulted in advance, and agree to welcome visitors;
- Train artisans how to present their crafts and beliefs / stories associated with them;
- Train artisans how to demonstrate stages of production, and the different tools used during production. E.g. tools used to spin and weave cotton, carve instruments, etc.
- This helps tourists appreciate the value of crafts and motivates them to buy souvenirs;
- The team should assist villagers to develop a range of marketable products;
- Small souvenirs are easier to carry and take back home in bags / on planes;
- Sizes may need to be adapted to physically bigger tourists. E.g. longer bag straps;
- To avoid misunderstandings, souvenirs should be clearly and consistently priced.

### WORKSHOPS

- Artisan visits can be great fun. Allow sufficient time for tourists to i) meet artisans, ii) observe their skills, iii) ask questions, iv) have a go and v) buy souvenirs if they wish;
- Artisan's homes, or learning stations (e.g. community halls) should be clean;
- Prepare the equipment used at each stage of the production process in advance;
- Prepare enough equipment for several tourists to 'have go' at the same time;
- If the production process is very long or confusing, prepare a photo album;
- Prepare a language sheet with greetings and useful words. This can help to break the ice between sellers and buyers, and make both sides feel happier and less awkward.
- LTG's and tour leaders should always help to translate, so that tourists and community members can communicate and do not lose interest in the experience;
- If artisans wish to sell souvenirs, they should set up an attractive presentation on a shelf or table, and present this at the end of the visit. Never push tourists to buy;
- LTG's and tour leaders should explain to tourists that selling crafts gives local women opportunities to stay with their families, and earn a living, without needing to travel.

#### BE PREPARED

Tourists searching for 'authenticity' can react negatively when encountering 'commercial' aspects of local life. Markets are an integral part of life in South East Asia, even in remote villages. Many villagers have had extensive life experiences, and lived challenging lives as refugees. They have limited choices and opportunities. Guides should gently manage tourists' expectations and **encourage tourists to respect how local people chose to make a living.**





From product to experience: meeting artisans in Htay Kho village, Kayah.



Learn some local language: cartoons with the names of products in Kayan



**Ka Gao**  
( Scarf )

International Trade Centre









**From crafting products,  
to crafting hands-on experiences**



# AGREE ON PRICE

## WHAT'S THE ISSUE?

Tour operators promote their programs in advance, and usually only change their prices one time per year. Therefore, communities which want to sell their CBT programs through tourism supply chains need to be able to guarantee fixed prices for at least 1 year.

## IN THE FIELD


### Pricing CBT

- I. **Try to identify an attractive and competitive price for your products and services.**  
This price cannot be too expensive. Ask tour operators / ground handlers / tour guides what they consider to be a fair price for a meal, local guide fees, a workshop, etc.;
- II. Identify the **most commonly quoted** price and use it as a point of reference;
- III. Organise a meeting with all of the CBT service providers. It is essential that **everyone agrees on prices**. It will be very difficult to change anything after you have promoted;
- IV. **Cost plus Price:**
  - A. COST PLUS PRICE means the TOTAL COST OF YOUR PRODUCT + PROFIT.
  - B. Work with community members to identify the costs of **raw materials** for their services. E.g. How much will it cost them to buy ingredients for a meal?
  - C. Consider **Transport** costs if materials must be brought from outside;
  - D. How much profit (as a percentage or service charge) do you want to earn?
  - E. Is this price attractive for you and attractive for your business partners?
- V. **Lost opportunity cost:** How much would you earn as a farmer or labourer if you didn't accept work as a community guide, cook, etc.? How much do you need to be paid to prioritise working in tourism, rather than simply taking existing job options?
- VI. **Value added price:** If your service is unique or very special, you may be able to charge more. However, you need to be able to satisfy the expectations you raise;
- VII. **Package price:** Consider charging a fixed price for a half day or full day package.



## AVOIDING PRICE CHALLENGES

- I. During the first year, consider adding a **small buffer of 5-7%** to your prices to allow for any mistakes or unforeseen changes in the prices of raw materials;
- II. **Always test prices.** Before deciding a final price, make sure to carefully **deduct all expenses and community fund contributions** from income, and see how much money actually remains. Make sure that community members are satisfied with this amount;
- III. **Be clear about tourists' expectations** for service. **Always use tourists' service expectations as a foundation for calculating prices.** Do not use villagers' service expectations. E.g.: Local people many enjoy eating very fatty meats, but tourists do not. Removing fat may increase the costs of meat (30% of the meat is fat and wasted);
- IV. Clarify exactly **what is included or free.** E.g. fruit from the villagers' orchards?
- V. **Consider the impact on prices if materials must be brought from outside the village (e.g. food brought from the market). Make sure that the price will cover your costs;**
- VI. Do you need to set a **minimum number of guests** for meals or activities?
- VII. Do you want to offer **Free of Charge (FOC)** to professional tour guides or drivers?
- VIII. If local guides regularly stop to meet an important local leader, herbalist, shaman, etc. who is not a paid CBT service provider **consider giving this person a modest financial contribution towards their time** at the end of the year, from the CBT Fund.



Earnest discussions about pricing trekking and village tours in Htay Khu village, Kayah

### BE PREPARED

Always include community fund contributions when considering costs and prices. Community members may be satisfied with profit based on income minus expenses, but may not be satisfied if an additional 10% is deducted. Consider any investments which must be recovered from the cost.



# SUMMARY :

## ACTION POINTS - 'C' CRAFT

### Build capacity and systems to manage CBT

- ✓ Establish a CBT Club, CBT Coordinator, Bookings and Accounts systems;
- ✓ Agree the goals of CBT, and define roles, rules and regulations for the CBT Club;
- ✓ Establish a system of regular, monthly meetings to monitor progress and challenges;
- ✓ Establish a Community Fund and a Committee to steer and oversee the CBT Fund.

### Train local community tour guides and resource people

- ✓ Local community guides have a crucial role in the success of CBT;
- ✓ Build skills through the simple 3S's training system: Safety, Story, Service (see page 69);
- ✓ Build confidence and delivery style using the 3C's: Clear, Confident, Caring;
- ✓ Develop a village map showing the CBT route and train guides to give a welcome briefing.

### Train local food providers

- ✓ Identify interested community members and research seasonal menus;
- ✓ Provide training on a variety of seasonal menus, food safety and hygiene;
- ✓ Prioritise trainers who speak local languages / are able to provide tailored advice;
- ✓ Community members should practice introducing dishes, and the stories behind them.

### Showcase local souvenirs

- ✓ Help artisans to add value to their products by creating a memorable experience;
- ✓ Balance preserving traditional designs with meeting modern needs and functions;
- ✓ Develop a home visit to meet artisans, learn about their crafts, and 'have a go';
- ✓ Train villages in a 'soft sales' approach, using presentations, real equipment, and local language cartoons. Show visitors how crafts are made before trying to sell products.

### Agree on prices

- ✓ Define clear, profitable, marketable, competitive prices, valid for at least one year;
- ✓ Carefully consider all costs, lost opportunity costs, and a satisfactory profit margin;
- ✓ Test prices, based on tourists' service expectations and community fund deductions;
- ✓ Consider package pricing, special offers, free of charge (FOC) for tour guides / drivers.





Local community tour guides practice 'S' for Safety during trekking.



# PART 4 : CONNECT

Engage and  
support local  
ground handlers

Train  
professional,  
licensed  
tour guides

Engage and  
support National  
Level DMC's

FAM Trip  
and product  
feedback

Create a  
destination buzz  
in the market

*"Join together so as  
to provide access and  
communication...  
Form a relationship  
or feel an affinity."*

(Oxford living dictionary)



# ကျောက်တောင်

LET THE JOURNEY BEGIN





# ENGAGE AND SUPPORT LOCAL GROUND HANDLERS

## WHAT'S THE ISSUE?

The term 'local ground handler' (LGH) refers to tour operators at the state level. Their offices are usually located in the nearest tourism destination to the CBT communities. They operate tours and arrange services for DMCs in major commercial centres like Yangon. They also offer tours to FIT travellers, who arrive in destinations independently by plane, bus, train, etc.

Local ground handlers are crucial to the success of CBT. They are located close enough to the communities to be able to develop long-term, trusting relationships with community members. They can help to support / backstop CBT while community members gain capacity and experience. Involve LGH's in CBT development as soon as possible. This familiarises them with the CBT programs and builds trusting relationships with community members.

## IN THE FIELD

Some actions which CBT supporting organisations can take are:

Build LGH's understanding and support for CBT:

- ✓ **Introduce** yourself to local ground handlers as soon as possible;
- ✓ Organise a **presentation** on 'what is CBT?', including successful examples;
- ✓ Share information on **market demand** for local experiences and responsible tourism, and the expectations of national and international tour operators for local partners. This will provide an incentive for LGH's to become interested in the project and CBT;
- ✓ **Invite** ground handler staff to join ongoing CBT field training and meetings;
- ✓ **Request** feedback from ground handlers as CBT products are developed and tested.

Build the capacity of the ground handlers to reach markets:

Local ground handlers in emerging destinations often face significant challenges. They require training and access to networks, in order to build their own capacity and market access.

- ✓ **Learn** about ground handlers' successes and challenges in B2B markets. Organise training or study tours to build capacity and motivate them to support the project;
- ✓ Be prepared. **Training may need to be very simple**. E.g. building knowledge and skills across the basic Tour Operator functions of i) product development and contracting; ii) sales and marketing; iii) operations; and even iv) admin and financial systems;
- ✓ If DMCs or ITO's visit your destination, for a FAM or inspection visit, help to organise table-top meetings, inspections etc. so LGH's can meet potential business partners.







## Case study: coaching and table top networking sessions for local ground handlers in the state capital of Loikaw.

Two key activities designed to support Loikaw ground handlers were coaching, delivered by the Yangon tour operator Marco Polo Travel; and a table-top networking session during a FAM trip (this means a familiarisation / inspection trip).

### Coaching in tour operator department functions

- Introductions to the key functions, roles and responsibilities of a tour operator:
  - o Product development, pricing and contracting;
  - o Sales and marketing;
  - o Operations and tour guiding;
  - o Sustainability.
- Participants practiced:
  - o How to write an attractive program (for tourists and for potential business partners);
  - o How to price tours;
  - o Drafting contracts.

### Table top networking and business matching between LGH and DMC's

#### Preparation

- Briefing for LGH, hotels, restaurants and tour guides through local associations. Participants were informed that table top networking would be part of the FAM for Yangon DMC's;
- Local businesses were advised to prepare promotional materials, and name cards;
- They were recommended to develop a short 1-2 minute pitch, supported by photos.

#### Implementation

- Over 30 Yangon based DMCs joined the FAM trip and 1 hour table top networking session;
- Every 8 minutes, the facilitator wrung a bell. DMC representatives moved to a new table, exchanged business cards, shared their clients' needs and learned about local product offers.



Coaching and table top networking for ground handlers based in the state capital of Loikaw




## Case study: tour operating study tour to Yangon for local, Loikaw ground handlers

In the other direction along the supply chain, a study tour was organized for local ground handlers, licensed tour guides and local community representatives, to visit Yangon, Myanmar's commercial hub, and broaden their knowledge about Myanmar's tourism industry. The program provided participants with unique insights into the tour operating business, ground handling standards, how to improve marketing-promotion, and how to implement sustainability best practices. The study tour also strengthened cooperation between tour operators and local ground handlers and communities.

The study tour included the following activities:

- Visit to national associations (UMTA) and tourism promotion organizations (MTM);
- Presentation on the roles of associations and the benefits of association membership;
- Training on tour operating (focusing on functions by department) and tour guiding;
- Discussion of the expectations which DMCs have for LGH's, LTGs' and CBT's;
- Discussion on the expectations which community members have for business partners;
- Discussion of the positive impacts of tourism, CSR and how to increase positive impacts;
- Discussion of the negative impacts of tourism, CSR and how to reduce negative impacts;
- Visits to specific tour operators to learn more about day to day work in each department;
- Site visits to major tourist attractions to observe site management techniques;
- Site visits to social enterprises to understand SE philosophy, products, and target markets;
- Participants had the opportunity to 'feel like a tourist by joining tourist activities;'
- Participants experienced 'culture shock' by eating pizza in downtown Yangon!



Training for local ground handlers in basic tour operator functions and systems

*"The advice from businesses that we visited as well as best practices on how to provide services to guests were very valuable and gave me a lot of inspiration on how we can further prepare activities and services in our communities."*  
**(Mr Kwe Htoo, Community guide, Pan Pet Village, Kayah State)**

*"It was a big opportunity for us to link with Yangon tour operators and UMTA! We got a lot of information on how to improve marketing-promotion for Kayah State! It was very nice to learn about the work of MTM: how they work and share their knowledge with the travel industry. By visiting the Yangon companies we learned a lot about how to further improve the service levels for our future clients."*  
**(Mrs Zune Zune Pyae Phyo, Managing Director, Amazing Kayah Travels and Tours)**



# TRAIN REGIONAL AND NATIONAL LICENCED TOUR GUIDES

## WHAT'S THE ISSUE?

Tourists usually arrive in the community accompanied by a licensed tour guide. Licenced guides arrive from Yangon or another important tourism hub. Or, they work at the destination level. For example, regional licenced tour guides at state level. Licenced guides play an important role in CBT because of their language skills and understanding of tourists' needs.

## IN THE FIELD

Strong teamwork between community and licenced guides is a key success factor for CBT. Cooperation between local community guides and licensed guides needs to be managed sensitively. Local community guides are responsible for leading the CBT program in the community, storytelling and coordinating with local service providers. Professional tour guides are responsible for the safety and overall enjoyment of their customers. It can be challenging for professional tour guides to trust local community guides, and give them the necessary space to do their jobs. The following activities can significantly increase success:

- I. Organise a **classroom training** for professional tour guides. Content can include:
  - A. What is community based tourism?
  - B. How have local communities been prepared to welcome tourists?
  - C. Market demand for authentic local experiences;
  - D. How does employing local community guides create better experiences for tourists, and benefits for local communities and local tourism businesses?
  - E. Opportunities for licensed tour guides who understand and support CBT;
  - F. Why train licensed tour guides and community guides to work as a team?
  - G. How can professional and community guides cooperate to deliver the 3S's?
  - H. What are potential challenges to cooperation (for example when duties overlap)?  
What kind of teamwork can help to overcome these challenges?



Classroom and field training for licensed, regional guides, in Loikaw, Kayah



II. Organise a **field training**, for professional tour guides to experience the CBT program, and **practice working as a team with the community guides**, including:

A. WELCOME TO THE COMMUNITY

- i. 'Ten Minute Toilet' break when tourists arrive. This gives tourists the chance to go to the toilet, and the guides to update any information;
- ii. Introduce tourists to guides and home-owners in the community;
- iii. Ask tourists to listen to the 'welcome briefing' and help to translate;

B. SAFETY:

- i. Be familiar with any risks or dangers during the CBT program;
- ii. Learn how community members plan to manage these risks;
- iii. Share information about customers' health issues with local guides;
- iv. Consult with local guides in the case of dangers or an emergency;
- v. Ensure that tourists follow important instructions when requested;

C. STORY:

- i. Learn about the most important people / places in the program;
- ii. Learn about rules, cultural taboos / do's and don'ts / Codes of Conduct;
- iii. Explain to tourists that the local community guides will stop along the route to tell stories and give information about important local people and places;
- iv. Help to encourage customers to listen to the local community guides;
- v. Help local community guides by translating their stories into English;
- vi. Help to translate customers' questions for local community guides to answer;

D. SERVICE:

- i. Be familiar with CBT staff, tour timings, routes, food and toilet stops;
- ii. Brief tourists on the schedule, meal times, toilet breaks, etc;
- iii. Share information about dietary requirements, allergies, etc.
- iv. Inform local community guides if guests are getting overtired;
- v. Help to solve problems, and backstop community members.

## BE PREPARED

Before licensed guides can be trained in the field, the community must have clear CBT services, programs and prices; sufficient, well trained local community guides and service providers; effective communication, booking and accounting systems; and benefit sharing systems (e.g. job queues, community fund). Manage the expectations of the guides so they know that all aspects of the tour will not be perfect in the beginning. Practice makes perfect.

There is a 'freeriding' risk associated with training licensed guides. Some licensed guides lead their own customers along the CBT routes without using community tour guides. This undermines trust and motivation of the CBT members, and is ultimately damaging to CBT. This is very difficult to manage. The best solution is that the community members cooperate and insist that licensed guides are always accompanied by a trained community tour guide.





.....  
Licenced tour guides learn about hands-on, CBT experiences in the field.







# ENGAGE AND SUPPORT NATIONAL LEVEL DMCs

## WHAT'S THE ISSUE?

In the past, ITO product managers used to travel to find new products. Nowadays, DMC's are increasingly regarded as THE experts on destinations. They are expected to follow market trends closely, identify new products, and send creative proposals to their partners in ITO's.

DMCs, based in major commercial centres, are the central hub of the supply chain. They buy products from local ground handlers and sell them to international tour operators. An effective strategy, and a significant innovation of the NTF III Inclusive Tourism Project in Kayah, was to support Myanmar DMC's in both directions: up and down the supply chain.

This means that DMCs are being provided with useful information about CBT products by teams working on the ground; and DMCs are also being supported with knowledge and skills to market and sell CBT products successfully to European or other target tour operators.

## IN THE FIELD

### Upstream: Promote, educate and motivate DMC's to be interested in the CBT Project

- I. Partner with national tourism associations and government to organise product presentations and Q&A sessions for their members (many of which are DMCs);
- II. Use e-mail and personal visits to update tour operators regularly, and build interest;
- III. Invite tour operators to join site inspections and FAM (familiarisation) trips;
- IV. Provide tour operators with good quality product descriptions and photographs;
- V. DMCs cannot create a program based only CBT. They need information on hotels, restaurants, etc. Create a Sales Manual with full information on services in the destination.



Product presentations for Yangon tour operators and the Kayah Sales Manual



## Downstream: Proactively support national tour operators to reach international markets

### Basics of export marketing coaching (The CBI Netherlands Model)

- I. Advise, support and coach DMCs how to bring their products, processes, marketing and management up to the standards required by European markets;
- II. Ideally, delivered as a combination of group training and one on one coaching;
- III. Inform about demand for CBT (trends, consumer types, source countries, ITO's);
- IV. Inform them about what distributional channels are available (B2B, B2C);
- V. Inform about specific handling standards for different kinds of business partner.

### Supporting successful participation in tourism trade fairs (e.g. ITB Berlin, WTM London)

The actions below should be taken by the Destination Management Companies (DMCs)

- I. Conduct market research, to identify which international tour operators will attend;
- II. Make a shortlist of ITO's which may be interested in CBT in Myanmar (they already sell Myanmar / neighbouring destinations, or they specialise in cultural tours);
- III. Contact international tour operators 1 month in advance, to make appointments;
- IV. Prepare a short pitch / presentation of new products and experiences. Lead with the visitor experience highlights, and also showcase any key sustainability highlights;
- V. Listen to international tour operators carefully. Ask about their clients and needs;
- VI. Show how your new CBT products can be fitted into existing programs and routes;
- VII. Make short reports of all meetings, insights, and agreements made by each party;
- VIII. To have results from your participation, follow up your meetings and agreements;
- IX. Try to present offers which are adjusted to meet the needs of the tour operators.



**HIGHLIGHT:** During the ITC project, Kayah experts offered to join meetings between Myanmar DMCs and their European ITO partners. This enabled the ITC team to fully support the DMC's to market CBT's, with extra details and information about the CBT programs.



## CASE STUDY : Organising Myanmar's first ever travel trade road show to Scandinavia

A key activity to raise awareness of Myanmar and Kayah, and facilitate business opportunities for Myanmar DMCs was to organise Myanmar's first travel trade road show to Scandinavia. A total of 12 DMCs visited Copenhagen (Denmark) and Stockholm (Sweden) to showcase their products and meet with Scandinavian outbound tour operators, travel press and media, bloggers, airlines etc. DMCs represented a range of scales and product types.

### WHY ORGANISE A ROADSHOW?

- An effective activity to quickly raise destination brand awareness, develop concrete business contacts and penetrate a niche market;
- An alternative to fair trade participation, which is expensive and requires competing for attention alongside many other destinations and companies.

### PREPARATION

- **Analysis and identification of a suitable road show destination**, based on: market size and growth; income levels; percentage of income spent on travel; length/frequency of holidays; and demand for similar types of experiences in neighbouring destinations;
- **Coordination of funding** to run the roadshow (in this case from CBI);
- Roadshow **program development**; and finding and booking suitable **venues**;
- **Preparation** of presentations, posters and videos to promote the destination and CBT;
- Preparation of a **'Media Kit'** for media and trade: promotional materials, newsletter, press release, sponsors' brochures and individual promotional materials by each DMC;
- **Development of an event website**, including the Roadshow program, venue, an overview of participating companies and an overview of Kayah state / your destination;
- **Development of DMC profiles**, including target markets and trip styles to enable logical match-making;
- **Practical information**: visas, maps, flight connections, festivals, upcoming FAM trips.

### PROMOTION AND INVITATIONS

- Development of a targeted and tailored **inventory** of travel trade, press, travel writers, and other relevant contacts in the roadshow destinations, through:
  - o Contacting National tourism associations in roadshow destinations;
  - o Shortlisting and prioritising association members selling Myanmar / neighbouring destinations, to be invited to the events;
  - o Requesting assistance from key travel influencers in each market to promote the event (e.g. the president of Sweden's national travel writer association);
  - o Researching and using databases developed by previous research projects.
- **Promotion** of the event through social media and travel associations;
- **Invitations** by bulk emailing, including follow up and registration instructions;
- **Registration** in this case was conducted through the website eventrite.com.



## IMPLEMENTATION

- Nominating a volunteer **'Roadshow Coordinator'** within the group of participating DMCs, to act as a first point of contact and coordination.
- Preparation of roadshow registration space:
  - **Function room** with capacity for presentations and B2B meetings;
  - An eye catching **banner** to alert participants about the location of the event;
  - **Registration desk**, with collection of business cards;
  - **Information kits**, in bags, ready for arrival of participants.
- Roadshow program:
  - o **Registration and do's and don'ts** (e.g. request to turn off phones);
  - o **Clarify the event sequence:** e.g.: no selling until the B2B networking session;
  - o **Welcoming speech** by a senior Tourism Association representative;
  - o **Speed presentations** by each Myanmar DMC;
  - o **Promotional videos** on Myanmar and Kayah / the destination;
  - o Destination **launch** by a local destination expert (in this case, well known Kayah author, Mr. Pascal Khoo helped to create buzz and media attendance);
  - o Q&A;
  - o Coffee break;
  - o **B2B Networking:** Myanmar DMCs to meet Scandinavian ITOs;
  - o **Bespoke introductions** between DMCs and ITO's facilitated by CBI expert;
  - o Note: DMCs added colour to the event by wearing traditional dress.
- Additional 'side' events:
  - o Breakfast seminars were organised as side events.

Roadshow event website, registration portal and promotion through tourism associations

**MYANMAR – First ever travel trade road show to Scandinavia**  
Copenhagen, March 14th 2017 – Stockholm, March 16th 2017

HOME Programme Venue Participating companies Kayah state Sponsors

**Join Myanmar's first ever Travel Trade Road Show to Scandinavia!**

More than 10 destination management companies from Myanmar will be visiting Copenhagen and Stockholm on March 14<sup>th</sup> and 16<sup>th</sup> 2017. This road show provides Scandinavian Travel Trade, press and media with the opportunity to directly interact with the participating Myanmar inbound tour operators to discuss about traveling to and in Myanmar and to source new and innovative packages.

On our sub-page **'Participating companies'** you will find an overview of the incoming agents from Myanmar catering for different target groups including adventure travelers, cultural explorers, bird lovers, business travelers etc.

During the road show, Kayah State will be launched as a new cultural travel destination in Myanmar.

Please go to our sub-page **'Kayah State'** for our **press release**, award winning **Kayah State video** and our **brochure** including community tours.

**REGISTER HERE**

Who can join?

**FROM "LOW SEASON" TO "GREEN SEASON"**

Myanmar's hope of becoming a travel hub in Asia would be far from a reality if the nation fails to rebrand itself as a destination for international visitors, according to a panel.

Tint Thwin, director-general of the Directorate of Hotels and Tourism, said now is time to focus on rebranding so that foreigners choose Myanmar as a place for leisure.

"2017 is a very important year for our tourism industry. We still need to make sure to attract more visitors here. But that, we need more discussions with industry players to set action plans and ensure effective implementation on the ground," he said.

That Thwin said the tourism industry would cooperate with all the stakeholders to unleash Myanmar's potential by upgrading existing destinations and creating new ones. He said he was confident that tourism would become a major driver of Myanmar's economy in the next future.

"Foreigners are usually willing to visit the Golden Rock Pagoda, Bagan, and Inle Lake. But we have many other places of natural beauty that are yet to become new destinations," he said.

But Lwin Tin, chairman of Union of Myanmar Travel Association (UMTA) and managing director of Myanmar Voyager, said that a white paper would be issued to raise brand awareness by properly changing the current motto, slogan, and logo. He said that tourism, both inbound and outbound – would develop as more Myanmar nationals visit Singapore and Thailand for leisure, shopping and medical purposes.

Zayar Mye Aung, a director of the tourism ministry, said that Myanmar should focus on digital branding, as well as participation in international tourism fairs.

"Newspaper social networks such Facebook and Viber are the most cost-effective tools for spreading information. International events play a key role in our brand awareness but it costs a fortune to go there. But a recommendation by a famous blogger who has thousands of followers is really effective," he said.

According to Zayar Mye Aung, the tourism ministry partly supported international appointments by tour operators. He suggested making good use of media and sending international bloggers to shoot in the nation's key destinations.

"We must reduce dependence on seasonality. We need to make sure to let the world know that Myanmar is a year-round destination. It will reduce all the costs," he said.

Kaung Aye Khin, assistant secretary of Myanmar Tourism Marketing, said that Myanmar should change its logo and motto terminology. For instance, he suggested replacing the word "low season" with a more positive "green season" to raise visitors' interest like when Canadian Tourism changes from low season to "summer season".

"We need to change visitors' perception that Myanmar is expensive and only a land of pagodas. To reduce costs, we need more visitors. If our hotels enjoy full occupancy rate and airlines enjoy satisfactory capacity, we will not be expensive any more," he said.

"Some visitors do not want to visit Myanmar in the rainy season. But it is the best time to visit such destinations as Bagan and Mandalay that are usually hot in the peak season," he added.

Aung Tin, chairman of Myanmar Tourist Guide Association, said that he preferred eco-tourism, i.e. attendance and hospitality of tourism practitioners. He suggested production of TV programmes that show Myanmar's key attractions on their own television channels and promotion of seasonal festivals on a monthly basis.

Therese Aung, a historical researcher and project manager at Yangon Heritage Trust, urged creating unique new activities. She suggested transforming Yangon into the nation's travel hub rather than a gateway city. To him, Yangon's forgotten colonial heritage and religious buildings would be key to visitors' interest, as they are situated within a walking distance.

That Zan Myint, executive committee member of UMTA, suggested content writing for each cluster in the industry. He said that beautiful places, lovely culture and friendly people would attract more visitors.

**First roadshow to Scandinavia**

During Myanmar's first ever travel trade roadshow to Scandinavia the Kayah State was launched as a new tourist destination in Myanmar.

Tourism in Myanmar has been concentrated on the traditional highlights: The bustling capital of Yangon, the temples of Bagan and the beauty of Inle Lake.

Kayah State is recently opened destination in the east of Myanmar for pioneers seeking inspiring travel and immersion with local ethnic communities. The government has worked to develop suitable cultural and recreation products, also preparing local communities for the arrival of Scandinavian visitors.

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39 Travel Trade JOURNALING - Scandinavia



## SUSTAINABILITY COACHING: SUSTAINABLE OPERATORS ARE MORE PROFESSIONAL BUSINESS PARTNERS

A further element of CBI's support to the Kayah Inclusive Tourism project was sustainability training, based on the EU Travelife for Tour Operators sustainability certification system.

Consumers increasingly want to buy from tour operators which support local communities and protect the environment. As a result, ITOs increasingly value DMCs that operate in an ethically and socially responsible manner. Non-legal requirements concerning reliability, liability, sustainability and the protection of children are also common in the tourism sector.

When sustainability is approached systematically, it improves overall product quality, coordination between departments, and other professional traits which are highly valued by international tour operators. It motivates tour operators to make literally thousands of better choices for people and planet. Elements of the Travelife for Tour Operators system include:

- ✓ Sustainability management and legal compliance;
- ✓ Internal management: social policy and human rights;
- ✓ Internal management: environment and community relations;
- ✓ Partner agencies, transport, accommodations, excursions and activities;
- ✓ Tour leaders, local representatives and guides;
- ✓ Destinations;
- ✓ Customer communication and protection.



Coaching in export marketing and sustainability by European tourism experts







## TIP ON COMMUNICATING AUTHENTIC, LOCAL EXPERIENCES EFFECTIVELY

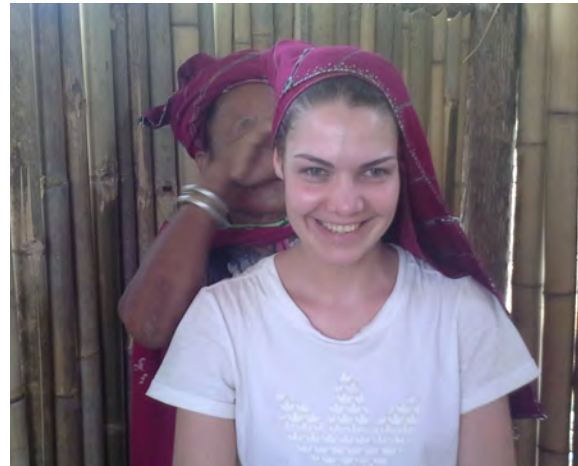
Tourists and tour operators are looking for authentic experiences, which benefit local people.

However, most tourists and tour operators value experience above sustainability. Sustainability is a decision tipper between products of similar quality and price. Therefore, to successfully attract tourists and business partners, we must be able to show how CBT is a better experience for different target markets (e.g. senior, families, high-end, students, Etc.).

Lessons learned marketing sustainable products can help us communicate CBT more attractively. Research has proven that tourists say they care about the environment and local communities. There is increased awareness. However, consumers increasingly feel confused, don't know what to do first, and fall back on price, habit and convenience (c.f. UNEP, 2006.)

To succeed in attracting tourists and tour operators, our marketing messages must be:

- Simple
- Fun
- Hopeful
- Inspiring
- Offer easy choices: make tourists feel all the hard work is being done for them (Font, 2015)



During the NTF III project, marketing messages which were successful in attracting DMCs and ITOs to include Kayah Community Based Tourism / Cultural tours in their offer included:

- A warmer welcome by local people
- A better experience than similar excursions
- More fun and hands-on
- More unique and inspiring (local people telling their own stories in their own voices)
- Fresher and tastier food
- Deeper, local insights
- Although life can be confusing, we're not so different (hosts and guests)
- We can make the world a little better







Communicating the CBT experience: a warmer welcome



Communicating the CBT experience : we're not so different



# FAM TRIP AND PRODUCT FEEDBACK

## WHAT'S THE ISSUE?

One of the most effective tools to motivate tour operators to sell your product is a familiarisation or FAM trip. This allows you to promote and gain valuable feedback, which can be used to improve CBT products. It's recommended to organise FAM trips in cooperation with a tourism association (e.g. UMTA) or a government tourism organisation (e.g. MOHT).

## IN THE FIELD

### Preparing for a FAM Trip

- I. **Identify** tour operators with an interest in cultural tourism and your destination;
- II. Prepare an attractive 1 to 2 page **overview of the FAM program**;
- III. Complement your CBT product presentation with general information about the destination: accommodation, transport, restaurants, banks, hospitals, etc.;
- IX. **Inform and invite tour operators** to attend the FAM at least 3 months in advance. Be sure to invite decision makers;
- X. Provide a **deadline**. Follow up and remind DMC's of the invitation at least 2 times;
- XI. Be clear about **what is included** and what the tour operators will need to pay for;
- XII. Set a **clear limit to the number of participants** and communicate this clearly;
- XIII. As you get closer to the dates of the FAM prioritize your follow up to DMCs which specialise in cultural tours / have a particular interest in responsible tourism / CBT;
- XIV. Provide clear information about meeting places and times, how to travel from airport / bus / train stations to the meeting point, any free transfers provided.

### Delivering a FAM Trip

- I. If possible, **meet participants** from their flights;
- II. Organise a **welcome dinner** and introduce the FAM program;
- III. If necessary, **divide participants into small groups** to ensure an intimate experience;
- IV. After the site visit, organise a **wrap up session** to listen to tour operators' **feedback**;
- V. Don't only focus on CBT. Organise **hotel inspections, table top networking** etc. to give DMC's an opportunity to meet potential local partners (hotels, tour operators);
- VI. Ensure that tour operators know who / which companies to contact to book a tour,







Over 30 Yangon tour operators visit Pan Pet community on a FAM Trip

## FOLLOWING UP A FAM TRIP

- I. Contact all tour operators to thank them for participating in the FAM trip;
- II. After approximately 3 weeks, contact the tour operators again to follow up progress and ask if they require any further assistance or contacts, to be able to offer CBT.





# CREATE A DESTINATION BUZZ IN THE MARKET

## WHAT'S THE ISSUE?

Hundreds of destinations around the world are competing for the attention of different tourism markets. Some destinations focus on family travel. Other destinations focus on winter sun, sports, art and music. Every destination has competitors. To stand out from competing destinations, and get noticed, is increasingly challenging. The NTF III project did not run a full destination marketing campaign. However, many actions were taken to increase the visibility of Myanmar and Kayah, in key EU markets with a particular interest in cultural tourism.

## IN THE FIELD

Some of the key activities which were implemented by the team to create a buzz included:

- I. Branding support for Myanmar:** The NTF III team developed a tagline for Myanmar, evoking the excitement and mystery of a new destination - **Myanmar: Let The Journey Begin**. National branding guidelines were developed, to help create a distinctive positioning in the market. Training was delivered on how to roll out the brand. The brand was used at the national Myanmar stand in international tourism fairs, and gained significant interest among international tour operators and media;
- II. Stage events and press conferences at major EU tourism fairs:** Participations in international tourism fairs were enhanced through a full program of events and press conferences, supported by H.E. the Union Minister of Hotels and Tourism. Presentations were made to mainstream tour companies at major events, and to niche, cultural, responsible and eco-tour operators at high-profile side events. Presentations were designed to be simple with powerful, attractive messages;
- III. Product presentation roadshows in key target markets:** The team organised roadshows in Scandinavia. Scandinavia was identified as a promising market for Myanmar due to high interest in cultural tourism, and relatively low saturation and competition compared to the most mature EU markets (e.g. UK, Germany, Holland);





**IV. Press FAM trips:** The team welcomed several journalists from high-end newspapers, radio and guidebooks. In each case, contacts were made at the EU trade shows. Having Kayah experts at the EU trade shows helped to add depth to discussions with journalists, who were eager to visit Kayah. **Key lesson:** when organising a FAM trip for tour operators, it is common for tour operators to travel as a group. However, when organising media FAM trips, each journalist has a particular interest or angle. They require long periods of time with specific individuals to conduct interviews. Therefore, it is more effective to invite journalists individually than together in a group;

**V. An online presence for the project:** The project **Facebook page** was not directly a promotional tool. It aimed to be a ‘real time’ window into project activities. The Facebook page was updated regularly. The page built a strong earned, organic fan base. At the end of the project, the page had more than 8,500 followers. However, the Facebook fan page was mentioned by several DMCs in Yangon as an influencing factor to decisions to add Kayah CBT to their product offer. Because, the DMCs could see that project activities had been serious and consistent, over more than two years, which gave them confidence in the quality of the experiences and services.



Dieter Wulf, German radio journalist enjoying cultural and musical exchange in Kayah.



# SUMMARY :

## ACTION POINTS - 'C' CONNECT

### Engage and support local ground handlers

- ✓ **Invite local ground handlers to the field, to build awareness and understanding about CBT, and to nurture trusting relationships with local community members;**
- ✓ Build LGH's capacity across key functions: product, sales and marketing, operations;
- ✓ Help LGHs to network with potential B2B business partners (e.g. national level DMC's);
- ✓ Organise a study tour for LGH's to meet DMCs and learn about their clients and needs.

### Train regional and national licenced tour guides

- ✓ **Teamwork between community and licenced guides is a key success factor for CBT;**
- ✓ Organise classroom and field training at a CBT destination for licenced tour guides;
- ✓ Licenced guides and community guides should practice working together as a team;
- ✓ Licenced guides must introduce the CBT team, and help them to translate to tourists.

### Engage and support national level DMCs

- ✓ **Promote, educate and motivate DMC's to be interested in the CBT Project;**
- ✓ Visit DMCs to make product presentations, and provide good quality information;
- ✓ Build capacity to access international markets, seeking responsible, cultural tourism. E.g. Consider coaching at trade fairs, or supporting road shows in growing markets;
- ✓ Support DMCs to improve their sustainability understanding and performance.

### FAM trip and product feedback

- ✓ **Invite DMCs to visit the CBT destinations and test the new services and experiences;**
- ✓ Invite well in advance. Always follow up and ensure participants are decision makers;
- ✓ Always hold a wrap up session. Request feedback and suggestions from participants;
- ✓ Follow up the FAM trip. Make sure that DMC's have contact details for LGH's / LTG's.

### Create a destination buzz in the market

- ✓ **Success at local level requires the wider destination to be 'on the tourist map';**
- ✓ National level: branding campaigns, national / local destination marketing campaigns;
- ✓ Create a buzz at tourism fairs: stage events, press conferences, promoting FAM trips;
- ✓ Create a buzz using traditional and new media: newspapers, TV, radio, online, social.

### Tips on communicating authentic, local experiences effectively

- ✓ **Great new CBT products will require creative, distinctive marketing to succeed;**
- ✓ Do not promote 'CBT.' Promote inspiring, fun, unique, responsible, local experiences;
- ✓ Be exciting and reassuring: **'inspiring local experiences' but 'we're not so different.'**
- ✓ Making a responsible choice is easy: **'together, we can make the world a little better.'**











# PART 5 : CONSERVE

Build a team  
of local  
volunteers

promote  
in hub  
destinations

Backstop  
CBT  
Coordinators

Collect  
and use  
data

Working  
effectively with  
government

*"Carry on with something  
that one has begun.  
Remain in existence  
or operation."*

(Oxford living dictionary)



# BUILD A TEAM OF LOCAL VOLUNTEERS

## WHAT'S THE ISSUE?

A key aim of the NTF III Inclusive Tourism project was to build the skills of local Kayah tourism professionals to develop community based tourism. From the beginning of the project, work was done by a team of national and international colleagues, which allowed for some knowledge transfer. However, an important turning point for the project was the decision to actively reach out to local volunteers who were interested to learn how to develop CBT.

## IN THE FIELD

The project team engaged with volunteers in the following ways:

- **An open invitation to Loikaw based regional tour guides and the staff of local ground handlers** to join all field trainings (not only tour guide / ground handler trainings). The ITC field team communicated continually with LTG's and LGH's about project activities. Volunteers frequently travelled to the villages using their own transport;
- Through **inviting the junior staff of the state MOHT office to join all field trainings**. After 6 months, the team had established trust with the Loikaw MOHT team. Junior staff were keen to have field experiences. The ITC team made a formal request to the MOHT for junior staff to be able to join, observe and participate in field work;
- Through volunteer **lectures at Loikaw university**, which enabled us to meet young people who did not have regular work, and were eager to gain work experience;
- Through volunteering time to **support Regional Tour Guide training being implemented by the MOHT** from Nay Pyi Taw and Loikaw state office.

After the first six months of the project:

- Volunteers were so active and enthusiastic that when ITC was requested to work in a further two villages in Kayah state, our team offered a simple Training of Trainers (ToT) program for volunteers to practice many of the key steps to developing CBT;
- During the second year of the project, the ToT trainees assisted the ITC project team in many useful ways. E.g.: visiting target villages to collect information; visiting target villages to prepare the community members for upcoming study tours; helping to translate project documents and training presentations into Myanmar language;
- The ToT used a three step model. First, the team introduced the trainees to different field tools / processes. Next, trainees went to the field to practice. Finally, the ITC team organised a wrap up session, to reflect on experiences and lessons learned.



- Finally, trainees included representatives of:
  - o Different sectors: government, private sector, CSO and CBO;
  - o Different ethnic groups, including groups which had historic conflicts;
  - o Different ages and levels of experience, from 18 to over 60 years old;
  - o Different levels of education.
- Reaching out to local volunteers was one of the key success factors of the project.

## BE PREPARED

Most trainees were not able to join every training session, especially in the high season.





# PROMOTE IN THE CLOSEST HUB DESTINATION

## WHAT'S THE ISSUE?

International tourism supply chains are a powerful marketing channel. However, they are also slow. It can take as long as 2 or 3 years before companies agree to include a CBT program in their offer, then actually produce their annual brochures, market, sell and operate a tour. Therefore, marketing to independent travellers inside the destination is also essential.

## IN THE FIELD

Some of the techniques used to market CBT tours to independent travellers included:

- Producing impactful **posters and pamphlets** to promote the tours;
- Organising CBT tours / **site inspections** for local tourism stakeholders;
- **Training the junior staff of the MOHT** how to present the new CBT tours;
- **Delivering briefings** to tour operator, tour guide and hotel associations and requesting all members to be allowed to promote the tours in their premises;
- **Continual communication and trainings** for regional tour guides based in Loikaw;
- **Offsite training** for tour guides based in Inle Lake.


Pamphlet to promote community based cultural tours in Kayah

## WELCOME TO KAYAH

### COMMUNITY CULTURAL TOURS


**Better, more inspiring experiences**

Would you like to explore Kayah's mountains with expert woodsmen, try your hand at traditional weaving, or learn to play a tune on an ancient, bamboo guitar? Perhaps you would like to taste authentic Kayah food in a local family home, enjoy a lakeside picnic, or enjoy a 'jungle lunch' with a stunning mountain view? If the answer is 'Yes', these tours are for you!



**Deeper insights**

The tours are designed to share very special aspects of local life, which community members feel proud of and are comfortable to share with guests. Trained, local community guides ensure that you learn about local life, from local people, in their own words.




**Benefiting local people**

Before welcoming guests, community members were trained in skills as diverse as safety, hygiene, guiding, and bookkeeping. They were introduced to responsible business partners, and assisted to work as a team with tour guides and tour operators. Local people designed the experiences and defined the prices.

### PAN PET, KAYAN VILLAGE


**Trek into the green heart of Kayah**

In Prem Song hamlet, nature enthusiasts can enjoy forest treks, with stunning views of the local countryside. Village guides share fascinating stories about local livelihoods and beliefs. The trek takes 2 hours. A tasty "jungle picnic" is available.



**Share the life of local artisans**

In Salong Karia hamlet, guests can visit the homes of local artisans making traditional Kayan arts, jewellery and textiles. You can try your hand at craft-making. Lunch at home is available. In Rang Ku and Doh Khes hamlets, you can meet local musicians, and visit small handicrafts shops, run by the fun loving "Long-necked", Kayan people.




\*Prices depend on activities. Tour operators can book a tour and organize an English speaking tour guide for a 10% service fee

### HTA NEE LA LEH, KAYAH VILLAGE


**Discover ancient traditions**

In Hta Nee La Leh village, local guides are proud to introduce you to their spiritual beliefs and local legends. Visit the Kaetoebu animist hall, hunting shrine, and lotus pond. A fun way of exploring the village is travelling by traditional ox cart!



**Enjoy a traditional Kayah barbecue by the 7 Lakes**

A highlight of visiting Hta Nee La Leh is tasting a delicious local barbecue, on the banks of the 7 Lakes, one of Kayah's most scenic spots (price based on min. 6 guests). Smaller groups can enjoy a barbecue or seasonal menus at a local home (price based on min. 3 guests).



**Experience Kayah dress and music**

Local artisans continue to conserve traditional Kayah dress, and a collection of unique musical instruments, including bamboo guitars. Guests can meet artisans at their homes. Large groups can be accommodated at the community hall.



# Meet the people and experience the real Kayah on a creative, cultural tour

Deeper insights, more inspiring experiences, local benefits

Share the life of local artisans and take scenic treks with local guides in Pan Pet's Kayan hamlets



Discover ancient traditions, and enjoy a Kayah barbecue in Hta Nee La Leh community



Learn to make Kayah sausage, the state's signature dish, visit Loikaw Weaving Centre and explore the Natural Dyeing Trail



## For more information:

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NTF III Myanmar: Inclusive Tourism focussing on Kayah State project is implemented by ITC in collaboration with CBI and funded by the Dutch Government  
[www.intracen.org/itc/projects/ntf-3/myanmar/](http://www.intracen.org/itc/projects/ntf-3/myanmar/)

**myanmar**  
LET THE JOURNEY BEGIN

Promotional poster for  
Kayah community based  
cultural tours

## BE PREPARED

Independent travellers are very price sensitive. Desire for an 'unmanaged' and authentic experience often dissuades them from using the services of tour guides or LGH's. They often try to negotiate cheaper deals with local taxi drivers. A lesson learned from this project was that our team should have engaged more with informal sector workers, especially taxi drivers.



# BACKSTOP CBT COORDINATORS

## WHAT'S THE ISSUE?

Despite training and coaching, it is not easy for CBT Coordinators to work un-assisted on bookings / accounting, etc. Simple, unintended mistakes can easily be made, such as accounting errors. Mistakes may draw suspicion of financial mismanagement to coordinators, when there has actually been no intention to act dishonestly. It is useful if a local organisation is on hand to backstop CBT Coordinators for the first 18 months following training.

## IN THE FIELD

In Loikaw, the ITC team worked together with the local MOHT office to build the skills of junior MOHT staff to backstop the CBT community coordinators. This was part of a bigger initiative to develop a 'CBT Check In Center' at Loikaw MOHT, with five key responsibilities including:

- ✓ Giving information about Kayah tourism / CBT;
- ✓ Supporting CBT Coordinators post-project;
- ✓ Collecting key data to show project progress and achievements;
- ✓ Creating attractive media to promote the CBT destinations;
- ✓ Using data to plan CBT development (still a work in progress).

Training was provided to the junior MOHT staff to travel to the villages and help the CBT Coordinators to summarise their accounts, prepare for monthly meetings and solve problems.



Junior MOHT staff assisting CBT coordinators to summarise data in the villages

### Be prepared

It is necessary to allocate responsibility and travel budgets for this model to be sustainable.







# COLLECT AND USE DATA

## WHAT'S THE ISSUE?

Data is necessary for:

- Transparency and preventing conflicts and misunderstandings in the village;
- Proving the results and impacts of the project to outside stakeholders;
- Using as a foundation for evidence based planning and balancing supply / demand;
- Adding value to promotion by showing how local people benefit from CBT.

Despite this importance, collecting data is (unsurprisingly) not a priority for rural farmers. Most people working on CBT initiatives prioritise agricultural work, which can consume time from dawn until dusk during busy periods such as plowing, planting and harvesting seasons.

Therefore, although communities may collect data, actually using the data requires support.

## IN THE FIELD

Training in the classroom and field was provided to junior MOHT staff on:

- The booking and accounting systems used in the CBT villages;
- Meeting the CBT Coordinators and practicing helping to collect data;
- The general value and uses of the data being collected;
- Practicing summarising key information, including:
  - o Total income
  - o Total income per service
  - o Total number of tourists (International / Domestic)
  - o Total number of tourists per channel (LGH/LTG)
  - o Type of tourist
    - General tourist
    - Couple
    - Family
    - Senior
    - Student / academic
    - Government study tour
    - NGO study tour
    - Team building
    - Special interest group
    - Volunteer
    - Unsure





- Practicing how to use the data to extract useful information. E.g.:
  - o The value of the total income in real terms. For example, illustrating that the income is equal to 'X' kilos of rice, 'X' meals, 'X' months of education, etc.
  - o Identifying and The most popular and profitable services;
  - o Identifying the most popular channels to market;
  - o Identifying which LGH and LTG are using the CBT services and which are not;
- Practicing how to use 'headline figures' (e.g. total income to villagers and what that represents in real terms) to create powerful media to promote the benefits of CBT;
- Practicing how to make short promotional videos for Kayah cultural tours, which include the highlights of the tour, plus key figures on benefits to local people.

### BE PREPARED

Our experiences in the field confirmed that it is possible to rely on local community members to collect data on income and visitor numbers, but not to collect more sophisticated types of data. So far, it has been too difficult for the CBT coordinators to observe the 'types of tourists'. Collecting data needs to be practiced, monitored and improved, one step at a time.



Junior MOHT staff working on data summaries and analysis



# WORKING EFFECTIVELY WITH GOVERNMENT

## WHAT'S THE ISSUE?

In Myanmar, government support is necessary to keep sectors and stakeholders moving at all levels. The private sector will offer more support to a project with government support. State and local level officials will only cooperate if they are sure of national level support. Specific tools were used at national and state levels to ensure strong cooperation with government.

## IN THE FIELD

### National level cooperation

- **A lead ministry** must be identified to define and coordinate roles, responsibilities and expectations. This ministry helps identify key stakeholders to be project partners;
- The **Project Steering Committee** (PSC) met every 6 months and included participation by senior public and private sector stakeholders. A PSC is a tool to maintain communication and support from start to the end of the project. This channel allows updating progress, providing feedback, and making formal requests across sectors;
- **Focal point staff were appointed by the Ministry of Commerce and The Ministry of Hotels and Tourism to work with the project team.** The selection of staff was well managed. In both ministries, senior, focal point and supporting staff were extremely active, genuinely interested in the project and hard working. There is no doubt that the choice of government counter parts was a very significant success factor;
- **Government staff joined field activities from the beginning of the project.** The PSC joined field trips every year. This meant that they saw progress after only 6 months.







Keeping government colleagues up to date, and building capacity of junior staff.

**Local level cooperation**

- The regional / state level must be given a mandate by National level government;
- Strategies to build good working relationships with the Kayah MOHT included:
  - o **Regular briefings** on project progress;
  - o **Informal meetings** to update and share ideas;
  - o The junior MOHT staff were a key target group for **training**. In this way, the state level MOHT staff could see a clear benefit from supporting the project;
  - o Training often took place at the MOHT office. This helped to build a sense of momentum and to built confidence in the usefulness of the ITC project;
  - o Sometimes, the Kayah MOHT required permission from Nay Pyi Taw to implement ideas. The ITC team assisted by making requests to Nay Pyi Taw.
- Inviting junior MOHT staff to train alongside junior private sector staff helped to build friendly relationships, which are likely to generate positive outcomes in the future;
- The CBT Check In initiative was designed to ensure sustainability at the end of the project. Junior MOHT staff were trained to give information about the CBT programs, backstop the CBT coordinators, and help to collect data on visitor arrivals and income.

**BE PREPARED**

It is important to maintain good, open communication with government staff at national and state levels. If government staff feel that they cannot follow the progress of the project, then they can loose interest in the project. Even after developing good personal relationships with government staff, it is still important to respond to formal requests in good time. For example, sending formal letters of invitation for government staff to join meetings or events.







# SUMMARY :

## ACTION POINTS - 'C' CONSERVE

### Build a team of local volunteers

- ✓ **Identify young people who are interested in tourism, searching for opportunities;**
- ✓ Reach out to local tourism businesses. Explain how CBT can benefit their businesses;
- ✓ Invite volunteers / students / junior staff to accompany / volunteer for field activities;
- ✓ Consider Training of Trainers as a strategy to keep skills in the destination post-project.

### Promote in the closest hub destination

- ✓ **Selling through tourism supply chains is slow. Also promote CBT locally to FIT's;**
- ✓ Develop posters and pamphlets showing the CBT tours, and how they can be booked;
- ✓ Present CBT to local associations and request help to display the posters / pamphlets;
- ✓ Train gov. staff to present CBT product highlights / booking channels to FIT travellers.

### Backstop CBT Coordinators

- ✓ **For the first 12-18 months, local CBT coordinators will lack experience, and need support to continue the CBT management systems such as bookings, accounts, etc.;**
- ✓ You need to identify a team to i) backstop CBT coordinators, ii) collect key data to show project progress / achievements, and iii) use data for planning and promotion;
- ✓ It is necessary to allocate clear responsibilities and travel budgets to be sustainable.

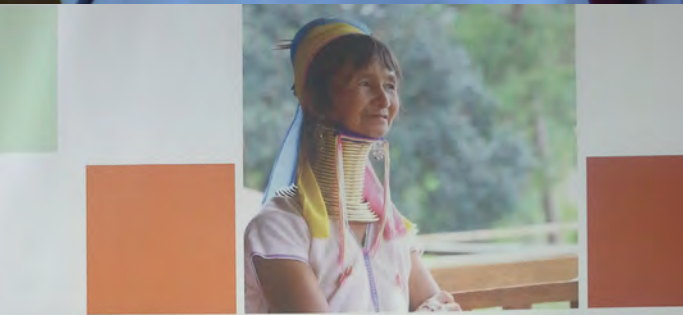
### Collect and use data

- ✓ **Data on visitor numbers / income, etc. is necessary for transparency, preventing conflict, proving results, planning how to balance supply / demand and promotion;**
- ✓ Data collection must be kept as simple as possible to be feasible for rural farmers;
- ✓ Train local government or NGO staff to collect data from the communities. Use the data to forecast and prepare for increased tourist arrivals. E.g. by training additional community staff, food providers, local homes and resource people for artisan visits;
- ✓ Also use data to plan the right time to develop new CBT communities. Only develop CBT in additional communities if there is sufficient demand to support their products.

### Work effectively with government

- ✓ Identify a lead ministry and 'focal point' staff. Establish a Project Steering Committee;
- ✓ Keep government counterparts updated, using correct / timely protocol as necessary;
- ✓ Invite national / state government to join field activities, to observe project process;
- ✓ Create direct opportunities for ministry staff through trainings / coaching, etc.









  
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Myanmar













CBT  
CONSIDER  
CONCEIVE  
CRAFT  
CONNECT  
CONSERVE

