

INTRODUCTION TO TOURISM

***ADAPTATION GUIDE FOR THE
DELIVERING INSTITUTION***



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Contents

The adaptation guide

Purpose

Learning objectives

Design

The delivering institution's role

Resources

Further study

Recognition of attendance

Modules

Module 1 What is a tourist?

Module 2 What is tourism?

Module 3 Where do tourists go?

Module 4 Why do they come to my village?

Module 5 Good things from tourists

Module 6 Bad things from tourists

Module 7 Things I need to know about tourists

Module 8 Things I need to take care of for tourists

Module 9 Eco tourism

Module 10 Keeping the culture alive

Module 11 Who is involved in tourism in my area?

Module 12 Opportunities for me

The adaptation guide

Purpose

This course is intended to get participants to think about tourists.

It is a basic introduction for people who may not know much about tourists or the way different parts of the tourism business work together in this country.

As they use the workbook, the participants will look at where tourists come from, why they come and the things they like to do when they are here. Participants will also look at the good things and bad things that can come from tourism.

Learning objectives

When the participants have completed this course they should be aware of

- the main parts of the tourism industry in this country
- why tourists come to this country
- what the tourists might be looking for in the area where the participants live
- local opportunities, networks and contacts
- things that tourists might expect, things they won't know about and things that might be dangerous for them
- benefits and problems that tourism can bring for the environment and culture

Design

The package is made up of

- **An Adaptation Guide**, which is mainly for the delivering institution to use. It contains a brief outline of what each module is about and what it aims to achieve. It also explains the resources to be provided by the delivering institution.
- **A Tutor's Guide**, for the tutor leading the participants to use. This contains the teaching material as well as links to the resources to be provided by the delivering institution. It suggests how to use the resources. It also gives some guidance regarding teaching adults. The Tutor's guide has been written in simple, plain English. The language level is higher than that in the Participant's Workbook, but is still quite low. In many cases, translation into a local language will be needed.
- **A Participant's Workbook**. This contains practical activities that the participants can do to reinforce the main points of each module. The language, activities and exercises in the workbook are designed for participants with limited formal reading and writing skills. Graphics, pictures and audio/video are used wherever possible as both activities and discussion topics. The workbook has been written in simple, plain English. The language level is low. In many cases, translation into a local language will be required.

The package is designed in such a way that it should be able to be adapted across several island nations. It is not written to a specific culture. Therefore, much of the presentation support material has to be produced by the delivering institution for the local culture.

The delivering institution's role

The delivering institution must provide a number of resources to complete the Tutor's guide, and additional graphics and written material for specific sections of the Tutor's guide and the Participant's Workbook. These are set out below.

Resources

The delivering institution must provide the following resources. The details are given in the 'Module' sections of this guide.

- Audiotapes
- Tourism and travel videos
- Local photographs and pictures
- Posters
- Charts/maps
- Original case study (written or taped)
- Tourist brochures, travel magazines
- Airline magazines.

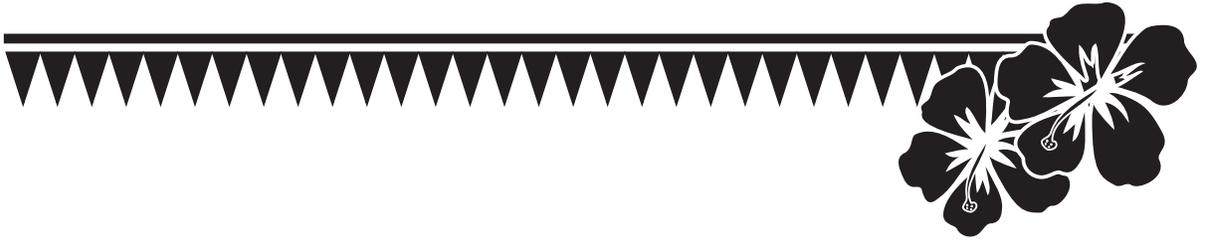
Note on Photographs. The Participant's workbook makes extensive use of photographs. These have been deliberately left blank to allow each country to use actual local material that will be relevant and meaningful to the participants. There are suggestions for actual photographs in the blank photograph frames in the workbook, and there is guidance on the choice of topics in this adaptation guide.

Further study

This final section in the Participant's Workbook should list some of the courses offered by the delivering institution for any participants who want to explore opportunities in tourism or business at a higher level.

Recognition of attendance

This material has not been designed for assessment. However, the delivering institution may want to award the participants with a 'Certificate of Attendance' from that institution, if this is felt to be appropriate.



MODULES



Module 1

What is a tourist?

This module looks at what a tourist is, and some of the reasons they come to this country.

At the end of this module the participants should be able to identify

- who is a tourist
- the differences between international and domestic tourists
- some reasons why tourists come to this country.

Resources

The delivering institution needs to provide:

Photographs: Local photos for the activity in Module 1 of the workbook, showing some of the things tourists look for in this country.

Suggestions are:

- General tourism: Beach/sea scenes with swimming or sunbathing, island scene – ‘get away from it all’
- Business: men and women in a meeting, person with briefcase, person working.
- Family: family group (mum, dad and the kids), relatives at a family occasion – wedding, baptism, funeral
- Culture: custom dance, markets, singing
- Entertainment: casino, ‘downtown’, nightlife
- Sports – surf, sailing, diving, tramping
- Attractions – places, events
- Others

Tourist magazines and brochures.

Tourist information on numbers, origin, groups, business, age etc. These can be from survey statistics but presented simply.

For instance:

If we had a group of 10 tourists (or 50 or whatever),

7 would be Australian, 2 from New Zealand and one from Noumea.

3 would come for business, one to see family and the rest on holiday.

6 would be over 45 years old and 2 would be under 10.

Module 2

What is tourism?

The aim of this module is for participants to

- be able to link together many parts of tourism.
- make the connection between an aircraft/cruise ship/yacht , the hotels and restaurants and the tourists who come to their village.

It tries to give the participants a view of their country through the eyes of a tourist.

Resources and adaptation needed

Ideally this could be done with a **video made for this course**, showing a tourist leaving their home, using a variety of transport to arrive in the country, going through customs and immigration and arriving at their holiday destination.

The video could follow them to their hotel and restaurants, and show the tourists doing the things they want to do (sea/beach/ shopping/ relaxing/markets/places of interest/village attractions). It should show some of the things they want to be doing, and, maybe, some of the sort of things they do NOT want to see (rubbish, destruction, disease).

If a video cannot be made for this course, a **video from the local tourism promotion organisation** could be used instead. The video should show what is of interest to tourists in and about the country. These sorts of videos should be easily available – eg the in-flight video shown by Air Vanuatu. If you use a general video of this sort, you may need to support it with other promotional material showing different travel and destination options.

If no video technology is available to the participants, then supply a pack of **posters** and **promotional material** showing parts of the local tourism industry. The course tutor will need to show and explain this material extensively – so he or she should be given notes, structure and a plan for the session. An alternative module 2 is in the tutor guide for this purpose

This pack should include **pictures** of a variety of: transport, accommodation types, restaurants and eating places (not forgetting McDonalds or equivalent), activities/places and events (surfing, diving, markets, buildings/places and events such as land diving on Pentecost Island, Vanuatu).

Module 3

Where do tourists go?

This module is intended to give the participants an overall ‘big picture’ view of tourism destinations

- in the whole country
- in their own region or island.

Module 4 examines the attractions of the *village* and *immediate surroundings*.

This approach may need to be adapted to suit the actual local situation.

Resources and adaptation needed

Maps/charts of country/island/region showing the main tourist attractions and destinations. These maps need to be included in the workbook and tutor pack. You could also give the tutor large wall charts or floor mats.

Pictures/photos are also needed for the workbook showing typical tourist facilities and places of interest.

The Vanuatu version uses a large **map** of the country (wall chart size) for discussion. A “blank” (empty) version of the map is printed in the workbook as part of an exercise for participants to link pictures with places on the map. The island map (relevant to participants) will be given out as a separate piece of paper by the tutor. Ideally this would be part of the workbook – but this would mean having numerous different printed versions of the workbook.

Region or Island **brochures** on tourist attractions.

Provide a **list** of all of the main places and attractions for the tutor to work from.

Module 4

Why do they come to my village?

This module focuses on the reasons tourists are attracted to the participants' *own village* or *local surroundings*.

- Consider: village life, scenery, tradition/culture, arts/crafts, recreational activities, business, shopping, others.

Resources and adaptation needed

This depends on the actual location and attractions.

The tutor guide needs to include:

- **basic information** on the village – size, number of village people, numbers of tourists
- **Map** of location and any related tourism material

AND

- actual **details** of the village/location attractions,
AND/OR
- **guidance** to the tutor on how to research and prepare material
AND/OR
- **guidance** to the tutor on a brainstorming activity for them to build the information with the participants.

A combination of these approaches may be required.

Module 5

Good things from tourists

This module makes participants think about benefits that they can get from tourism. Note that Module 6 will look at the disadvantages of tourism and Modules 10 and 11 cover the important issues of eco-tourism and guarding the culture from exploitation.

The workbook exercises must be adapted to show the special benefits of tourism for each country or local region. The country's specific laws and policies on tourism and development zones may also impact on the adaptations needed.

Resources

- **Examples** of training courses available.
- **Examples** of good things happening in other places in this country
- **Interview tape**

We suggest an audio or videotape be made. Audio may be easier to make and would work well for this module.

This tape should contain interviews with 'local people' who have quite recently got involved with local tourism. Get them to (briefly) tell their story – the opportunity they saw to get involved in tourism, what they did, how it has worked out AND the good things they have got from it.

Three or four different stories would be enough, each taking about two to three minutes (maximum). The script can all be made up – but it needs to be based on real situations to be believable.

Make it in the local language (Bislama in Vanuatu).

An example outline for a suitable script is on the next page.

Example outline script for the audio or video tape.

My name is.....

I am fromon(Island)

Three years ago, my family and I got involved in tourism.....

We saw that.....(tourists were coming to the village and were asking for.....)

We set up.....(talk about what was set up, how they did it, how things have worked out.....)

It was a lot of workbut.....it now brings us extra money and gives my son/daughter.....plenty to do now they are finished school.....

We like.....too (maybe meeting people, being busy)

I am glad we took that step

The audio or videotape might also include examples of other similar or different experiences,- maybe some less successful.

Module 6

Bad things from tourists

This module is to get participants thinking about the down side of tourism. Note that Module 5 looked at the advantages of tourism and Modules 10 and 11 cover the important issues of eco-tourism and guarding the culture from exploitation.

It is important in this module to be careful not to say that tourism is *always* bad. The module should make the point that there are downsides to tourism, and there is a need to be careful.

The workbook exercises should be adapted to suit each country and region. The country's specific laws and policies on tourism and development zones may also affect the adaptations needed.

Interview tape

We suggest a "Part 2" audio or videotape be made as for Module 5.

This tape could contain interviews with the same 'people' as for the Module 5 tape.

Get them to (briefly) talk about the things that they have experienced that aren't so good.

Again, the stories can all be made up – but they need to be based on real situations to be believable.

Make the tape in the local language (Bislama in Vanuatu).

Example outline script for video or audio tape

Hello, it's..... again fromon(Island)

I told you earlier how we set up.....and how it brought us extra money and work for young.....

Well, that was good – and it still is, but it is a lot of work for the money we earn.

I am also worried about the types of music/dress/language that young.... is picking up from the tourists who come. We are

*having to be careful to make sure s/he still knows our way
of.....*

I am still glad we took that step – but you need to be careful.

Other similar – or different **experiences** that reinforce the need to be careful with tourism and any specific points or issues for your country or region.

Module 7

Things I need to know about tourists

The purpose of this module is to help the participants understand that there are differences in the way that tourists and the people of our country do some things.

It also helps participants understand that there are many things a tourist may not know about our country and our peoples.

The module must be careful not to say that either our way or their way is the *right* way – just that they are different, and it helps if we understand some of the differences.

Resources

The tutor examples used to show differences between local communities and examples of tourists' own countries/lifestyle need to be adapted to suit the country (and perhaps locality). Illustrate common local differences that all of the participants know about in their daily lives. Contrast these with tourists' home places to help show why tourists are used to different things.

- **Some pictures of people in other countries** – for example, cities, rush hour/crowded streets, people in warm clothes, types of houses (inside and outside).
- **Posters, pictures or written examples** about the things a tourist may not understand.
- **An audio/video tape** of a tourist talking about what they expected

This could be a 'tourist' either talking freely about topics – or it could be in the form of an interview with the 'tourist' answering a set of questions from an interviewer. Keep to 5-7 minutes maximum.

An example outline is on the next page, showing the type of questions/topics that could included:

Example outline :

Have you been to this country before?

(Answer: no; OR yes and I came back because.....)

Did you come on holiday or business?

What did you expect to find about the people, their customs and way of life?

(Answer: I didn't know much – just what I had read in.....)

What were you worried about or warned about before you came?

(Answer: Health (malaria, sickness, hygiene, injections etc), security (personal and belongings), standard of accommodation (equipment, cleanliness)

Now that you have been here for a while, were these real problems?

(Answer: depends on what was said above. Bring in the differences you need to illustrate. The tourist needs to talk about real worries and concerns – but concentrate on *Differences* and keep it positive.

How did you get on with:

Talking with locals?

(Answer about: friendliness, helpfulness, language, eye contact etc etc)

The culture and customs? (follow-up question – did you have any problems with taboo sites?(Answer: what's a taboo site)?

Money?

Food?

Driving?

Etc, etc

Will you be coming back again?

- **Audio/video tape** of local talking about tourists

This is the locals' view of the differences on the tourist tape. Again it can be a 'local' just talking about what they think about tourists in certain situations – and/or what concerns, puzzles or amuses them.

Alternatively, it could be an interview– maybe like a news/street interview with different people giving short answers to the same questions.

The answers need to be real feelings and experiences of typical local people. Humour is good – but keep it positive.

5-7 minutes maximum, could be much less.

Module 8

Things I need to take care of for tourists

This module explains to participants that some things in your country are unsafe for tourists. It also helps participants understand that some of these things are OK for most of our people but not safe for tourists.

An additional message is that the tourist may not know that some things are unsafe (what sort of water are they being given to drink?) so the participants may be able to make sure the tourist is kept safe.

This module discusses

- food and water problems for tourists
- other health problems for tourists
- safety and security.

Resources

The participant workbook exercises need suitable **pictures** of particular hazards, dangers and products for your country.

The tutor pack also needs posters, pictures and materials to illustrate the ideas – particularly the water, food, health, and hygiene topics. This material will probably exist already as part of other courses. Remember that this course's needs are very simple and basic.

Maybe **pictures** of the inside of high-rating hotels in this country could illustrate hygiene and sanitation expectations.

Module 9

Eco-tourism

This module is a simple look and reminder that many tourists come to see the country in an unspoiled state and there are many things the participants can do to help preserve their locality and limit damage to the environment.

This module avoids getting deeply into the issues of conservation, preservation, land management, etc. However, links to these worldwide issues should be included in the tutor-led discussions.

The module should point out that, done badly, tourism itself is a major destroyer of the natural environment!

Resources

All of these resources will need adapting to the in-country issues and policies:

- **Pictures** and examples in the workbook exercise.
- **Posters and tourist brochures** are needed to show the type of clean and “unspoiled” places in this country that tourists are shown and so expect to see and enjoy.
- **Material** showing examples of the poor environment in which many tourists live (large cities, industry, no natural environment left).
- **Pictures** showing examples of local places that have been damaged by, for example, waste, inappropriate development and buildings, reef damage, extinct animals/plants.
- **Audio/video tape** about some things participants should avoid doing in this country. We suggest short clips of different locals talking about an issue. Some examples are on the next page.

Examples (from Vanuatu) could include:

Locals visiting the surrounding reefs, either walking or snorkelling/diving looking for shell-fish for dinner. As they do so, they up-turn rocks looking for shellfish, octopus etc. In turning the rocks they disturb the living environment and this leads to the destruction of the reef, its marine life and future food.

Buildings should fit in with your local surroundings They are best when they use local materials and are not too big or too high. Some people say that they should be no taller than a coconut tree. They should not spoil or block the view either.

Have you seen that new concrete monstrosity on the shore front at.....)

It may be OK for we locals to eat fruit and just throw away the skin and leftovers – but we must remember not to discard the western food packages in the same way. The plastic and cans don't rot away or disintegrate – they make a mess for a long time.

Module 10

Keeping the culture alive

This module has similar aims to Module 9 – but deals with cultural, rather than environmental, issues.

It is a simple look and reminder that many tourists come to see the culture of the country. This can put a pressure on local communities to adapt traditional and cultural activities to provide tourist attractions and entertainment. There are many things the participants can do to help preserve their culture and limit damage to their traditions. This module avoids getting deeply into the issues.

It suggests that all traditional activities should be carried out only in original content (what happens) and context (where, when and why it happens).

Guidance on this should be obtained from the appropriate Traditional/Cultural administration such as an island Council of Chiefs that provides guidance, rules or standards of performance for cultural activities.

The module asks participants to think about cultural activities they are happy to share with tourists – and those that are taboo.

Resources

This module largely uses the participants' existing knowledge of cultural activities. However, the tutor needs to know the local culture, cultural policy and any local performance guidance, rules or standards.

Module 11

Who is involved in tourism in my area?

This module gives the participants information and contacts for people in their area who are already involved in tourism.

Resources

Information about the local tourism situation and local operators. This information could come from local networks, associations and operators.

It may cover such areas as:

Village

Farmers
Women's associations
Youth/cultural groups
Church
Families
Chiefs
Local tour guides

Country

Restaurants
Hotels
Shops (and duty free)
Car hire
Tour operators
Post office
Banks
Networks

Module 12

Opportunities for me

This is a summary module to remind participants of what has been covered in the course and to see if the participants can identify opportunities they are interested in.

The workbook pictures in this module should be chosen from the pictures that were used in each module. They are there to provide the student with a reminder and reinforcement of each of the modules.

The student is likely to think of only a few opportunities overall – they are not expected to have one for each module !

The tutor needs to have information on opportunities that reflects the local situation.

Resources

- Information on opportunities, contacts and links to further training. This needs to reflect the actual local situation.
- A **checklist** of steps for participants to go through after the course to explore local opportunities – perhaps visits, discussions, forms to complete etc – would be very useful.