

The International Labour Office
Toolkit on Poverty Reduction through Tourism
Training Package

TRAINER'S GUIDE

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Background

The importance of tourism for job creation and poverty reduction in rural areas of developing countries should not be underestimated. Tourism is increasingly recognized as a major source of economic growth all over the world.

Its value chain and its significant connections to other sectors such as agriculture, construction, utilities and transport can contribute to poverty reduction. With regard to the supply chain in the sector, one job in the core tourism industry indirectly generates 1.5 additional jobs in the related economy. In 2011 the sector's global economy accounted for more than 254 million jobs, equivalent to about 8.7 per cent of the overall number of jobs (direct and indirect), or one in every 11.5 jobs. In 2011 travel and tourism were estimated to have generated about 9 per cent of global GDP, while tourism investments were estimated at 9 per cent of total global investments.

Poverty reduction through tourism is an important part of the ILO's mission to promote decent work. The ILO's Decent Work Agenda directly relates to poverty reduction through an integrated approach that has four pillars: rights at work, employment, social protection and social dialogue.

The Toolkit and Training Package

The Toolkit for Poverty Reduction outlines approaches to poverty reduction and how the ILO is involved within the context of decent work and the United Nations Millennium Development Goals. Recent developments in tourism and a vision for an inclusive, pro-poor tourism industry are summarized.

The training package is a set of PowerPoint presentations with Teaching Notes (not to be confused with this Trainer's Guide) to enable trainers to conduct workshops with the target audience and bring them through the content of the Toolkit. Participants to the workshop will be guided by the trainers to

- Explore how tourism can help their economies
- Understand possible positive and negative consequences of tourism development
- And reflect on their own operations to develop concrete ideas or actions that can be taken to enhance the positive impacts and minimize the negative impacts

Target Audience

While local/rural communities and small enterprises are the primary target group, the toolkit is directed towards a wide range of actors that share an interest and are involved in reducing poverty through tourism. Within this framework, it aims to be useful for:

- national government representatives;
- local/rural authorities representatives;
- local/rural community organizations' representatives;
- representatives of employers' organizations;
- trade union representatives;
- representatives of support institutions (e.g. NGOs); and
- representatives of the local/rural tourism industry.

Structure of the Training Package

The training package is organized into seven modules.

1. Introduction to the Millennium Goals and the work of the International Labour Organization
2. The Tourism Industry and Poverty Reduction – General Overview
3. Human Resources, Decent Work and Social Dialogue
4. Promotion and Marketing in Tourism
5. Tourism Market
6. Tourism Business
7. Wrap-Up

The training package is set up in such a way that it can be presented as an entire course of seven modules but each of the modules can also be presented independently. Each module consists of a PowerPoint presentation with lecture material and group participation / activities. Each module is made up of:

- Learning objectives for each session
- Content condensed and extracted from the Toolkit
- Group or individual exercise(s) from the Toolkit

Duration

Most modules include lectures and exercises and require between 1 -3 hours respectively for completion. The entire package will take two to three full days of lecture and exercises, longer if translation is required.

Training Package Content

	Toolkit	Training Slides	Total slides	Material slides	Exercises	Handouts	Time
		Introduction	27 slides	22 slides	1 exercise	0 handouts	60 minutes
Chapter 1	23 pages (pp. 8-34)	Module 1	35 slides	28 slides	3 exercises	4 handouts	150 minutes
Chapter 2	20 pages (pp. 36-55)	Module 2	28 slides	21 slides	2 exercises	4 handouts	90 minutes
Chapter 3	28 pages (pp. 56-83)	Module 3	31 slides	27 slides	2 exercises	5 handouts	120 minutes
Chapter 4	18 pages (pp. 84-101)	Module 4	30 slides	25 slides	2 exercises	6 handouts	120 minutes
Chapter 5	28 pages (pp. 102-129)	Module 5	35 slides	28 slides	2 exercises	5 handouts	120 minutes
		Wrap-Up	11 slides	9 slides	0 exercises	0 handouts	20 minutes
Total	138 pages	Total	191 slides	154 slides	11 exercises	22 Handouts	710 minutes

Preparation

Overview

- a. If such a video is available, kick off with a video showing tourism development in developing countries, happy guests and happy staff.
- b. Prepare for display at the training venue. An easel is required if the venue does not allow displays on the wall.
 - Detailed workshop agenda and timing
 - Toolkit content and breakdown of the chapters being covered
3. Equipment
 - Overhead projector
 - Microphones for trainer and for audience participation if the room is big
 - Flipcharts and markers. Ensure there are enough flipcharts – a rule of thumb is to divide the total number of participants by 3
 - Paper and pencils for participants for taking notes
4. Layout of the room – preferable to be wide instead of long for better audience engagement
5. Seating style – half rounds i.e. big round tables with only 4-5 seats so that all participants can face the instructor
6. Preparation for each module
 - Review the PowerPoint together with the teaching notes
 - Ensure understanding of the guidelines and teaching instructions provided
 - Suggested script provides the background to the slides and can be shortened or elaborated upon at the discretion of the instructor and subject to the audience' level of understanding
 - All presentation and background materials are provided by ILO and should not be altered without prior approval of ILO
 - Arrive early at the venue to ensure equipment, decorations and supporting material are ready and on stand-by

Use of the Teachings Notes

- Guidelines and teaching instructions are in *grey italics*
- Suggested script is in normal type. Instructor can use his/her discretion on how much of the suggested script to use as well as vary the presentation style. The suggested script provides background information and interesting points to cover for each slide. The instructor needs to review the slides prior to presentation in order to develop appropriate linkages or transitions between individual slides to ensure a smooth flow for the presentation.
- Words in bold indicate that they are already included in the presentation slides.
- If the instructor encounters questions or resistance to any of the content, please document and provide feedback to the ILO supervisor.

Exercises

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- A sample of the materials for recommended exercises is included in the appendix to this document.
- If copies are not provided or there are not enough for usage with the participants, please make enough copies for each exercise prior to the commencement of class.
- Also please note that some exercises may require additional supply of paper, blank cards, markers, flipchart paper etc. Please ensure that these are also made available to you.

Post-Training Feedback Forms

There are two post-training feedback forms at the end of this Trainer's Guide. Please complete the one for the Trainer and ask the participants to complete the one for participants. Please collect completed forms before the end of the last session and return them to the ILO officer in charge.

Points to note about each Module

Introduction:

Estimated time to complete Module 1:

- Ice-breaking exercise: 15 minutes
- Lecture and discussion: 22 content slides approximately 45 minutes
- Total: 60 minutes (1 hour)

Module 1:

Estimated time to complete Module 1 and suggested allocation as follows:

- Lecture and discussion: 25 content slides approximately 60 minutes
- Exercises including presentation: 90 minutes
 - Exercise 1 – 30 minutes
 - Exercise 2 – 30 minutes
 - Exercise 3 – 60 minutes
- Total: 150 minutes (2 ½ hours)

Preparation for Exercises:

1. Exercise 1 Slide 9 **Tourism and Your Economy** – If not provided, obtain and make copies of the tourism statistics for the country/region for the last 10 years including arrival figures, total tourism export, tourism export as a % of GDP, tourism employment and as a % of total employment. Other interesting figures if available could include the growth in number of hotels, travel agencies, airlift and other means of transportation, roadways and tourist attractions
2. Exercise 2 Slide 20 **Poverty-Reduction Approaches** – make sure there are copies of the 2 handouts from the list of Tourism Approaches for Poverty Reduction in the Toolkit Chapter 1 Page 13.

3. Exercise 3 Slide 33 **Tourism Impacts** – make sure there are copies of the chart from the Toolkit Chapter 1 Page 24 for participants to complete.

Module 2:

Estimated time to complete Module 2:

- Lecture and discussion: Total 28 slides. 21 content slides approximately 50 minutes
- Exercises including presentation: 50 minutes
 - o Exercise 1 – 20 minutes
 - o Exercise 2 – 20 minutes
- Total: 90 minutes (1 ½ hours)

Preparation for Exercises:

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1. Exercise 1 Slide 8 **Working Conditions** - if not provided, make copies of the form in the Toolkit Chapter 2 Page 5. One blank form is needed per group of 3-4 people.
2. Exercise 2 Slide 14 **Tourism Situation Diagnosis** - if not already provided, make copies of the Pro-Poor Tourism Measures provided (Toolkit Chapter 2 Page 9) for participants to refer to when doing the exercise. One copy per participant is suggested.

Handouts – if not provided, obtain and make copies of the following 2 slides for everyone

1. Slide 20 – **8 Fundamental Conventions** (Toolkit Chapter 2 Page 14)
2. Slide 21 – **UNWTO Code of Ethics** (Toolkit Chapter 2 Page 15)

Module 3:

Estimated time to complete Module 3:

- Lecture and discussion: Total 31 slides. 27 content slides approximately 60 minutes
- Exercises including presentation: 60 minutes
 - o Exercise 1 – 30 minutes
 - o Exercise 2 – 30 minutes
- Total: 120 minutes (2 hours)

Preparation for Exercises:

1. Exercise 1 Slide 16 **Know Your Tourism Product** – if not provided, make copies of
 - a. The article written about “**Knowing the tourism product**” (Toolkit Chapter 3 Page 10)
 - b. The **Categories of Tourism Products** (Toolkit Chapter 3 Page 11)
 - c. **Seven phases of the Travel Experience** (Toolkit Chapter 3 Page 10)
2. Exercise 2 Slide 30 **The 5Ps** – if not provided, make copies of the blank 5P chart provided in the appendix and pass one to each participant (Toolkit Chapter 3 Page 24)

Module 4:

Estimated time to complete Module 4:

- Lecture and discussion: Total 26 slides. 21 content slides approximately 40 minutes.
- Exercises including presentation: 60 minutes
 - o Exercise 1 – 30 minutes
 - o Exercise 2 – 30 minutes
- 4 handouts for special discussion at 5 minutes each: 20 minutes
- Total: 120 minutes (2 hours)

Preparation for Exercises:

1. Exercise 1 Slide 9 **Cooperating to Increase Competitive Advantage** – if not provided, make copies of the types of cooperation on slide 8 and hand out one to each participant.
2. Exercise 2 Slide 27 **Research Plan and Resources** – if not provided, make copies of the blank table to help participants identify where and how they can gather data and information to support their business needs.

Handouts: If not provided, obtain and make copies of the following for all participants:

1. Slide 21 - **International Profile of the New Tourist** (Toolkit page 13)
2. Slide 22 - **Identifying Potential Consumers** (Toolkit page 13)
3. Slide 24 - **Available Tourism Products and Services** (Toolkit page 14)
4. Slide 26 - **Knowing the Profiles of Competitors** (Toolkit page 15)

Module 5:

Estimated time to complete Module 5:

- Lecture and discussion: Total 35 slides. 28 content slides approximately 60 minutes
- Exercises including presentation: minutes
 - o Exercise 1 – 30 minutes
 - o Exercise 2 – 30 minutes
- Total: 120 minutes (2 hours)

Preparation for Exercises:

1. Exercise 1 Slide 8 **Mapping Economic Steps in a Tourism Value Chain**. If not already provided, secure or make copies of the following for handout to each group to map the tourism value chain.
 - a. A set of blank cards for each group

- b. Some colored stickers for each group
 - c. The diagram showing the linkage of tourism to other industries (Toolkit Chapter 5 Page 5)
2. Exercise 2 Slide 25 **Assessing Tourism Attractions**. If not already provided, make copies of the instructions and blank tourism attraction evaluation criteria form for handout to the participants. One copy per participant is suggested.

Handouts – If not provided, obtain and make copies of the following for all participants:

1. Slide 31 – **Testing the business plan for completeness** (Toolkit Chapter 5 Page 23)
2. Slide 32 – **Testing the business plan for Decent Work** (Toolkit Chapter 5 Page 22)

Wrap-Up:

Estimated time to complete Module 1:

- Lecture and discussion: Total 11 slides. 9 content slides approximately 18 minutes
- No exercises
- Total: 20 minutes (1/3 hours)

Exercises

Module 1 Slide 9 Exercise 1 Tourism and Your Economy

Please secure updated local / regional tourism data for distribution to the participants.

Module 1 Slide 20 Exercise 2 Poverty Reduction Approaches (Toolkit Chapter 1 Page 13) A

A list of common approaches to tourism that contribute to the MGDs and poverty reduction:

- **Inclusive tourism:** fosters links and interaction between the different actors in the tourism industry, partnership with private actors, stimulation of the local economy, integration of women, and involvement of local communities to better understand their needs and wants.
- **Sustainable tourism:** is committed to the enhancement of local prosperity by maximizing the contribution of tourism to the destination's economic prosperity. It should generate income and decent employment for workers without affecting the environment and culture of the tourists' destination and ensures the viability and competitiveness of destinations and enterprises to enable them to continue to prosper and deliver benefits in the long term.
- **Responsible tourism:** minimizes negative economic, environmental and social impacts; generates greater economic benefits for local people and enhances the well-being of host communities, improves working conditions and access to the industry; involves local people in decisions that affect their lives; makes positive contributions to the conservation of natural and cultural heritage, and to the maintenance of the world's diversity; provides more enjoyable experiences for tourists through more meaningful connections with local people, and a greater understanding of local cultural, social and environmental issues; and is culturally sensitive, engenders respect between tourists and hosts, and builds local pride and confidence.
- **Pro-poor tourism:** is tourism that results in increased net benefits for poor people. Pro-poor tourism is not a specific product or niche sector but an approach to tourism development and management. It enhances the linkages between tourism businesses and poor people, so that tourism's contribution to poverty reduction is increased and poor people are able to participate more effectively in product development.
- **Fair trade tourism:** is about ensuring that the people whose land, natural resources, labor, knowledge and culture are used for tourism activities actually benefit from it.
- **Community-based tourism:** is tourism in which local residents (often rural, poor and economically marginalized) invite tourists to visit their communities with the provision of facilities and activities.
- **Ecotourism:** is tourism that unites conservation, communities and sustainable travel. It implies responsible travel to natural areas that conserves the environment and improves the well-being of local people

Module 1 Slide 20 Exercise 2 Poverty Reduction Approaches (Toolkit Chapter 1 Page 13) B

Increase economic benefits	Enhance non-financial livelihood impacts	Enhance participation and partnership
<ol style="list-style-type: none"> 1. Boost local/ rural employment, wages 2. Boost local/ rural enterprise opportunities 3. Create collective income sources – fees, revenue shares 	<ol style="list-style-type: none"> 1. Gender responsive capacity building and training including balanced responsibility. 2. Mitigate environmental impacts 3. Address competing use of natural resources 4. Improve social, cultural impacts 5. Increase local / rural access to infrastructure and services 	<ol style="list-style-type: none"> 1. Create more supportive policy/planning framework 2. Increase participation of the poor in decision-making 3. Build pro-poor partnerships with private sector 4. Increase flows of information, communication

Source: <http://www.propoortourism.org.uk/>

Module 1 Slide 33 Exercise 3 (Toolkit Chapter 1 Page 24)

ACTUAL IMPACTS AND EFFECTS OF TOURISM AND PROPOSED MEASURES TO ENHANCE THE POSITIVE AND MINIMIZE THE NEGATIVE						
EFFECTS	Economic/ poverty	Social	Cultural	Environmental	Women	Specific groups (migrants, children)
Positive						
Negative						
Proposed measures to enhance the positive and minimize the negative						

Module 2 Slide 8 Exercise 1 Working Conditions (Toolkit Chapter 2 Page 5)

EXISTING WORKING CONDITIONS			
Women	Migrants	Youth	Other vulnerable groups (identify)

PROPOSED MEASURES TO IMPROVE EXISTING WORKING CONDITIONS			
Women	Migrants	Youth	Other vulnerable groups (identify)

Module 2 Slide 14 Exercise 2 Pro-Poor Tourism (Toolkit Chapter 2 Page 9)

Pro-poor tourism measures within the decent work-MDG matrix				
Pillar	Rights	Employment	Social protection	Dialogue
Goal				
Reduce poverty and hunger	Help expand tourism work that incorporates rights. Favor suppliers that respect rights	Expand quality jobs and opportunities in tourism and supply chains	Provide jobs that have social protection, support government social reduction	Consult with employers, unions and communities related to tourism on protection poverty
Universal primary education	Encourage staff to allow school	Deny child labor in the children to go to tourism industry and supply chains	Promote parental leave, work flexibility for staff	Consult with schools in family-friendly community
Gender equality	Implement gender	Provide equal job equality in tourism opportunities for women industry	Provide maternity industry	Consult employers, protection in the unions, community, government
Child health	Support children health community	Eliminate child labor in and immunization tourism industry programs in	Provide leave to care for	Consult employers, sick children unions, community, government
Maternal health	Support maternity rights industry	Provide or support health at work in facilities at work	Implement national and standards on maternity protection	Consult employers, international unions in industry, government, community
Reduce HIV, malaria, TB and other disease	Ensure non-people with HIV in tourism jobs	Set up workplace discrimination for information and prevention programs	Support health programs	Consult employers, and facilities in unions in industry, community government, community
Environmental sustainability	Promote rights to environment tourists and staff	Use local labor to sustainable protect and maintain for communities, environment	Ensure sustainable location and	Consult employers, practices in unions, government, consumption community
Build development partnership	Work with development improve industry	Work with development organizations to organizations on pro- rights in the poor job creation	Work with development organizations on industry social protection that benefits the poor	Consult employers, unions, community, development organizations

Module 2 Handout 1 Slide 20 8 Fundamental Conventions

8 Fundamental Conventions

1. Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)
2. Right to Organize and Collective Bargaining Convention, 1949 (No. 98)
3. Forced Labour Convention, 1930 (No. 29)
4. Abolition of Forced Labour Convention, 1957 (No. 105)
5. Minimum Age Convention, 1973 (No. 138)
6. Worst Forms of Child Labour Convention, 1999 (No. 182)
7. Equal Remuneration Convention, 1951 (No. 100)
8. Discrimination (Employment and Occupation) Convention, 1958 (No. 111)

Module 2 Handout 2 Slide 21 UNWTO Code of Ethics

ARTICLES OF THE UNWTO CODE OF ETHICS

1. Tourism's contribution to mutual understanding and respect between peoples and societies
2. Tourism as a vehicle for individual and collective fulfillment
3. Tourism, a factor of sustainable development
4. Tourism, a user of the cultural heritage of mankind and contributor to its enhancement.
5. Tourism, a beneficial activity for host countries and communities.
6. Obligations of stakeholders in tourism development.
7. Right to tourism
8. Liberty of tourist movements
9. Rights of the workers and entrepreneurs in the tourism industry

Module 3 Slide 16 Exercise 1 Know Your Tourism Product (A) (Toolkit Chapter 3 Page 10) A

**Article on CHALLENGING IDEAS
Knowing the tourist product**

“Many do not know what a tourist product is. Sadly, some in the tourist industry hardly know what tourist product is all about. Tourist product is intangible. When a tourist, guided by his motivations and the image of the tourist destination, decides on a trip somewhere outside his usual place of residence or work, he is buying a tourist product – a promise that will soon become a memory once he returns to me.

“Let’s take the case of Aklan, Antique, Capiz, Guimaras, Iloilo or Negros Occidental as individual destinations or a multiple-destination, as the case may be. When one buys a trip to destinations like these, one does so in anticipation of a memorable experience. The experience at the airport, pier or bus station upon arrival in the destination is part of the tourist product. The quality of transportation and the behavior of the driver and other aspects of transport services all form part of the experience in the destination. They are important components of the tourist product. The residents’ attitude towards visitors and tourists forms part of the tourist product, of the tourist experience.

“The facilities and services of the accommodation establishment, shopping places and their wares, restaurants, food, local tours and security are all part of the tourist product. The fiesta and festival, tourist spot, accessibility experiences are all parts of the total tourist experience. All these elements should be attended to by tourism stakeholders in the destination if they want to fill their air, sea and land transport seats, hotel rooms and function rooms, restaurants, souvenir and delicacies stores all year round.”

By Helen J. Camarista

Source: <http://www.thenewstoday.info/2006/03/17/knowning.the.tourist.product.html> (accessed 9 Oct. 2011).

Module 3 Slide 16 Exercise 1 Know Your Tourism Product (B) (Toolkit Chapter 3 Page 11) B

Categories of tourism products (examples)

- **Nature tourism:** exploring conservation areas by walking or riding in the forest, or on the mountain or beach, navigation in rivers, lakes and the sea, observation of flora, fauna and other natural attractions such as waterfalls, caves, etc.
- **Experiential cultural tourism:** living with native communities, including participation in daily life activities and various cultural events, such as music, dance and arts, rites or religious holidays, etc.
- **Agri-tourism:** visiting rural communities to participate in agricultural production, livestock, handicrafts other traditional agricultural activities.
- **Historical tourism:** visiting special sites to see monuments, sculptures, architecture, civil, military or religious artifacts, archaeological remains of ancient cultures, local museums
- and sites of paleontological interest.
- **Health and wellness tourism:** today, increasing interest in fitness, disease prevention, maintaining good health, new age remedies and alternative treatments to alleviate various types of stress are key tourism motivators. Such tourism may include visits to holy sites with communities; participation in rituals and treatments with healers and shamans.
- **Medical tourism:** this has been defined as the practice of travelling across international borders to obtain health care.
- **Religious tourism:** also commonly called “faith tourism”, this involves travel for reasons of faith, for pilgrimage, missionary and other related purposes.
- **Sports tourism:** recreational fishing and hunting, sports that require specialized training and equipment: canoeing, climbing, rappelling, etc.
- **Scientific tourism:** observation and study of flora, fauna and geology, local food plants and ancestral medicinal knowledge and its applications in the conservation of biodiversity.

Seven phases of the travel experience

1. Accumulation of mental images about vacation experiences;
2. Modification of those images by further information
3. Decision to take a vacation trip;
4. Travel to the destination;
5. Participation at the destination;
6. Return home;
7. Modification of images based on the vacation experience.

Module 3 Slide 30 Exercise 2 The 5Ps (Toolkit Chapter 3 Page 24) A

Product	People	Price	Place	Promotion
Attractions	Service	List price	Type of channel	Advertising
Accessibility	Attitude	Competiveness (level)	Principles	Personal selling
Quality	Skills	Relation price-wishes	Selected channel (specific)	Public relations
Facilities/services	Training	Discounts and other promotions - price management	Strategy	Message
	Working conditions		Locations	Media
			Logistics	Budget
			Service levels	

Module 3 Slide 30 Exercise 2 The 5Ps (Toolkit Chapter 3 Page 24) B

Product	People	Price	Place	Promotion

Module 4 Slide 9 Exercise 1 Cooperating to Increase Competitive Advantage (Toolkit Chapter 4 Page 5)

COOPERATION AS A MEANS TO INCREASE COMPETITIVE ADVANTAGE

Exchange of information, knowledge and experiences that generate collective learning processes.

Implementation of efficient production structures, taking advantage of economies of scale and reducing production costs.

Common access to development services, purchase of inputs, market information, training, administration and business management.

Expansion of domestic and foreign markets through marketing strategies that enhance the functions of promotion, distribution and marketing of goods and services, including the creation of collective brands.

Subscription to beneficial business arrangements for members, with either suppliers or corporate and institutional clients.

Increased capacity of representation and negotiation of business partners on their behalf with different economic and institutional actors.

Access to public goods: infrastructure and basic services.

Module 4 Slide 27 Exercise 2 Research Plan and Resources (Toolkit Chapter 4 Slide 11)

AREAS OF INTEREST	TYPE OF INFORMATION	SOURCES (DOCUMENTS) AND KEY INFORMANTS TO BE INTERVIEWED	KEY ISSUES AND KEY QUESTIONS TO ASK
CONSUMERS (PROFILE)	Primary		
	Secondary		
EXISTING SUPPLY	Primary		
	Secondary		
COMPETITORS	Primary		
	Secondary		

Module 4 Slide 21 Handout 1 International Profile of the New Tourist (Toolkit Chapter 4 Page 13)

International profile of the new tourist		
1.	Is a multiple consumer	Looks for cultural experiences, sports, religion, nature, or a combination.
2.	Is more cultured than the average tourist	Is informed and willing to learn and address new topics.
3.	Fragments a holiday	Prefers to make several vacation trips at different times of year.
4.	Searches for multiple options	Compares the different offers and selects the one that best fits his/her needs.
5.	Likes to discover alternative destinations	Enjoys the vacation destinations that may be close and familiar, but also remote and exotic ones.
6.	Consumes without wasting	Is willing to learn about new products and destinations, paying attention to the price.
7.	Wants facts and not promises	Is very demanding about what is offered and wishes to have experiences that match the information provided.
8.	Is active and enterprising	Shows much interest in participating in activities at the sites.
9.	Is interested in social and environmental issues	Has a social and environmental awareness more developed than the average tourist?
10.	Seeks to establish a new sociability	Seeks to engage with other cultures from the perspective of enriching the vision of his/ her own environment.

Module 4 Handout 2 Slide 22 Identifying Potential Consumers (Toolkit Chapter 4 Page 13)

Identifying my potential consumers		
Demand characteristics		Your tourist profile
1.	Source of tourists: domestic tourism, neighboring countries, international tourism	
2.	Main travel motivations	
3.	Predominant age groups	
4.	Gender: female, male or mixed	
5.	Travelling alone, with family and/or friends	
6.	Educational attainment and occupation	
7.	Average family income	
8.	Times of year when there is a greater influx of visitors	
9.	Average length of stay of each holiday period	
10.	Expected average spending per tourist	
11.	Favourite tourist activities	
12.	Most valued services	
13.	Concern/sensitivity regarding decent work and responsible tourism	
14.	Expected growth trends in this market segment	
15.	Other important characteristics (complete)	

Module 4 Handout 3 Slide 24 Available Tourism Products and Services (Toolkit Chapter 4 Page 14)

Available tourism products and services		
Key questions		Characteristics
1.	Which attractions generate greater visitor flows to the region: nature, culture, their combination?	
2.	Which events organized in the area attract more visitors each year?	
3.	What basic tourist services does the community/region provide to the visitor?	
4.	Are these services sufficient? Is there still unmet demand?	
5.	What do users think about the value for money of these services?	
6.	Does the region have a tourist information centre?	
7.	Is signage of sufficient quality and quantity?	
8.	At which level is the community/region being promoted (regional, national, international)?	
9.	Which marketing channels are used most frequently?	
10.	What promotional materials and media are available and used?	
11.	Other relevant questions (complete)	

Module 4 Handout 4 Slide 26 Knowing the Profiles of Competitors (Toolkit Chapter 4 Page 15)

Knowing the profile of my competitors				
Competitors' characteristics		Competitor A	Competitor B	Competitor C
1.	Name of business			
2.	Location			
3.	Origin of tourists			
4.	Similar or different from my tourists			
5.	Type of tourism offered			
6.	Services and activities			
7.	Wages and work conditions			
8.	Quality of service			
9.	Prices they charge			
10.	Distribution channels for their services			
11.	Means of promotion			
12.	Point out the strengths of your competitors			
13.	Point out the weaknesses of your competitors			
14.	Other relevant characteristics (complete)			

Module 5 Slide 8 Exercise 1 Mapping Economic Steps in a Tourism Value Chain Handout (Toolkit Chapter 5 pg 5)



TOURISM RESOURCE EVALUATION SCORES AND INTERPRETATIONS

More than 80 points: *top quality* attraction with great international and national significance and exceptional (potential) capacity to independently generate mass flows of visitors.

70 to 80 points: attraction of *excellent quality*, part of the national heritage; capable of mobilizing mass tourism in its own right or in association with other adjacent attractions.

60 to 70 points: *very good quality* attraction with striking features that can interest visitors who have come to the area influenced by other tourist motivations.

50 to 60 points: attraction of *good quality* that can be considered interesting for the domestic market but is relatively isolated and lacks the conditions to serve receptive tourism. Its use requires prior investment.

40 to 50 points: *fair quality* attraction for domestic tourism as part of a circuit that includes other destinations.

Fewer than 40 points: including this attraction in a circuit will not add any significant value.

WARNING

Given the potential variability of the scores over time, evaluation should be considered an input and not determine an automatic decision to rule out some attractions.

The *originality* of the tourist attractions and the *quality* of the tourism product must meet the demands and expectations of potential customers.

Module 5 Slide 24 Exercise 2 Assessing Tourism Attractions Handout (Toolkit Chapter 5 Page 18) B

Rating and ranking of tourist attractions						
Factor to evaluate		Maximum score	R1	R2	R3	R4
1.	Natural attraction					
2.	Biodiversity					
3.	Experiential culture					
4.	Cultural monuments					
5.	History and traditions					
6.	Accessibility					
7.	Existing tourist places					
8.	Immediate environment					
9.	Fragility					
Total						

Module 5 Slide 31 Testing a Business Plan for Completeness Handout (Toolkit Chapter 5 Page 23)

STEPS	COMPONENTS OF A BUSINESS PLAN	Check if all components are included	Check for the quality of each component	Observations
1.	Inventory and evaluation of the community			
2.	Business idea specified			
3.	Potential consumers identified			
4.	Direct competitors known			
5.	Marketing plan: product, price, place, promotion and participation in networks			
6.	Human resources plan			
7.	Initial investment plan			
8.	Legal status defined			
9.	Management and administration plan			
10.	Test your business plan – conclusion: is your business plan ready to be implemented?			

Module 5 Slide 32 Testing a Business Plan for Decent Work (Toolkit Chapter 5 Page 22)

Pillar	According to the BP	Corrective measures
Standards and rights of work		
Employment creation		
Social creation		
Tripartism and social dialogue		

Post-Training Feedback Form for the Trainer of the Training Program – Poverty Reduction through Tourism

Thank you for conducting the training on the Toolkit on Poverty Reduction through Tourism. We would love to get your feedback on the training material and the overall program. Please complete this questionnaire and provide us with your feedback and suggestions so that we can continue to make improvements to our programs not only for the participants but also for the trainers.

Name: _____

Title: _____

Email: _____

Skype: _____

Affiliation: _____

Training Date: _____

City: _____

Class size: _____

Venue: _____

Module(s) covered (please tick all that applies):

- ☐ Introduction
- ☐ Module 1:
- ☐ Module 2:
- ☐ Module 3:
- ☐ Module 4:
- ☐ Module 5:
- ☐ Wrap-Up

For each of the questions below, please provide a rating based on a scale of 1-5 where

1 = Could be Better and 5 = Perfect

	1	2	3	4	5
	Could be Better		Just Right		Perfect
1. The mix of participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The fit of the material with the level of the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The level of engagement of the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The amount of time allocated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How effective were the following in supporting your training?					
a. The PowerPoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teaching notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The venue					
a. The room layout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The audio/visual setup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Overall service and quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please write down in the space provided below any problems and issues you encountered during the delivery of the training program.

8. Please write down in the space provided below any thoughts or suggestions to help us when we organize this type of training again in the future.

Once again, thank you for conducting the program. Your input will be taken on board to help us improve the quality of our future workshops and seminars.

Post-Training Feedback Form for Participants of the Training Program – Poverty Reduction through Tourism

Thank you for your time and attendance. We hope that this has been a useful program for you. We would love to hear you. Please complete this questionnaire and provide us with your feedback and suggestions to improve the quality of our future programs.

Name: _____

Title: _____

Affiliation: _____

Training Date: _____

Module(s) attended (please tick all that applies):

- ☐ Introduction
- ☐ Module 1:
- ☐ Module 2:
- ☐ Module 3:
- ☐ Module 4:
- ☐ Module 5:
- ☐ Wrap-Up

How did you find out about this program:

- ☐ Communication from the International Labour Organization or other United Nations entities
- ☐ Communication from your regional / local government
- ☐ Communication from your trade / employer / employee association
- ☐ From advertisements and direct mail
- ☐ Referred by friends and/or associates

For each of the questions below, please provide a rating based on a scale of 1-5 where

1 = Below Expectation and 5 = Exceeded Expectation

	1	2	3	4	5
	Below Expectation Expectation		Met Expectation		Exceeded
1. Usefulness of the information for your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Duration of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Timing of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pace of the instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5. How effective were the following in enhancing understanding of the subject matter

d. The trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How effective were the following in stimulating new ideas for implementation in your work?

a. The trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please write down in the space provided below any new ideas or initiatives that you will implement in your work due to what you have learnt from this program.

8. Please write down in the space provided below any thoughts or suggestions for the organizers of this training program.

Once again, thank you for attending the program. Your input will be taken on board to help us improve the quality of our future workshops and seminars.