

Trainer's Manual

Promoting Innovative Livelihoods
Ecotourism and Value Chains for
Sustainable Landscape Management



About ICIMOD

The International Centre for Integrated Mountain Development, ICIMOD, is a regional knowledge development and learning centre serving the eight regional member countries of the Hindu Kush Himalaya – Afghanistan, Bangladesh, Bhutan, China, India, Myanmar, Nepal, and Pakistan – and based in Kathmandu, Nepal. Globalisation and climate change have an increasing influence on the stability of fragile mountain ecosystems and the livelihoods of mountain people. ICIMOD aims to assist mountain people to understand these changes, adapt to them, and make the most of new opportunities, while addressing upstream-downstream issues. We support regional transboundary programmes through partnership with regional partner institutions, facilitate the exchange of experience, and serve as a regional knowledge hub. We strengthen networking among regional and global centres of excellence. Overall, we are working to develop an economically and environmentally sound mountain ecosystem to improve the living standards of mountain populations and to sustain vital ecosystem services for the billions of people living downstream – now, and for the future.



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Trainer's Manual

Promoting Innovative Livelihoods Ecotourism and Value Chains for Sustainable Landscape Management

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Preface

Sustainable Development Goal Target 17.9 of the 2030 Agenda for Sustainable Development aims to “enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South, and triangular cooperation”. Capacity-building is also mentioned by Target 17.8 in the context of ensuring full operationalization of the “technology bank and science, technology, and innovation capacity-building mechanism for the least developed countries by 2017”.

Many communities in the Hindu Kush Himalaya are inaccessible, existing in fragile conditions, and are thus remotely placed to benefit from development outcomes in general. The drivers of change, both climatic and non-climatic, are leading to socio-demographic and other changes. Accordingly, existing institutional and individual capacities are challenged with as men and youth move out of mountain landscapes looking for economic options and women get challenged with plethora of problems and often beyond their capacity to handle.

On the other hand, in the conservation-oriented development thinking centered on the establishment of protected areas in the HKH since the 1980s, building on livelihood perspectives while practicing conservation has attracted attention in the mountain regions, as it has three advantages for balancing out conservation and development at scale of larger landscapes. First, poverty is still prevalent in the HKH and remote areas are also far from development outreach. Second, the lives and culture of the mountain population are dominated by the range of ecosystem services emerging from the mountains. Third, the climate change discussion in the HKH is hovering around adaptation so that livelihoods are made resilient.

In other words, the strengthening of the capacities of local communities is imperative if we want to ensure that mountain development thinking and practice is updated; only then will these communities benefit from the opportunities offered by the potential of livelihoods. On the other hand, livelihood perspectives are important for integrating insights and interventions beyond disciplinary or sectoral boundaries, thus making application of a value chain-based approach significant for HKH.

Value chains in mountains are different from those in plains and require both a different understanding and customized actions. Mountain value chains are influenced by a set of mountain specificities which provide comparative advantages, but at the same time present challenges in getting long-term higher returns. These specificities, such as the availability of unique and niche products and services, limited accessibility, fragility, diversity, and marginality, have a strong impact on value chain analysis and the selection of value chain development options. The application of the value chain approach, especially in the tourism sector implemented in the HKH, has also demonstrated that building local entrepreneurship must be a complementary aspect of development if responsible tourism is to deliver sustained and inclusive economic benefits. Building entrepreneurship in the HKH, therefore, is equivalent to investing in a local asset that can be cultivated, motivated, and remunerated time to time to counter the emerging impacts of these drivers of change, which unfold at the scale of larger landscapes with multiple stakeholders possessing varying capacity needs.

Therefore, this Manual based on the training approach and field-testing is particularly timely, as it is designed to deliver action-oriented learning in an effective manner. The content and sequence of training tools are suggested to make participants interactive and creative in finding their own customised solutions. The focus of the Manual on honing the skills of prospective trainers will ensure a clear understanding of the concept of innovative livelihoods and integrated landscape management. It also elaborates on a set of essential processes behind the successful organization of a training, the role of trainers, and the importance of training evaluation. With the application of this Manual a significant contribution can be made to building the capacities of practitioners, who will in turn deliver such training for sustained livelihoods and entrepreneurship addressing conservation and development at landscape scale.

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About the Manual

This Trainer's Manual is a result of the "Regional Training of Trainers (TOT) on Promoting Innovative Livelihoods (Ecotourism and Value Chains) for Sustainable Landscape Management," organized through the Landscape Initiative for Far-Eastern Himalayas (HI-LIFE) on 19-24 September 2016.

HI-LIFE is a transboundary landscape initiative jointly implemented by three countries (China, India, and Myanmar) and the International Centre for Integrated Mountain Development (ICIMOD). The Training of Trainers was developed for the key implementing partners in the three countries involved in HI-LIFE, and this Manual is aimed at supporting the Trainers to further facilitate national-level training for communities in the respective countries.

The Manual is based on the experiences of thematic experts and facilitators engaged in ecotourism, value chain enterprise development, and integrated landscape management. The content and structure of the Manual were refined after the regional TOT. The sessions have been enriched with additional exercises and participatory activities.

The objectives of this Manual are:

- to strengthen community capacity to understand the prospects of conservation-linked livelihood opportunities within the framework of sustainable land management;
- to encourage, strengthen, and enhance the entrepreneurial knowledge and skills of the communities and other actors in the mountain landscape; and
- to provide practitioners with a working manual that can be used for training participants from different disciplines.

The beneficiaries of the Manual are:

- community groups, cooperatives, and self-help groups aiming at entrepreneur development;
- state institutions and extension staff working in the field with communities; and
- private institutions, NGOs, and other service providers.

The training outcome will be critical in terms of developing thought process for the trainee on:

- How can we create conditions that enable the development of small businesses in a rural landscape that innovatively support the livelihoods of communities?
- How can we foster the enterprise culture and entrepreneurial capacities and link these to the wise and sustainable use of natural resources?
- How can we increase the participation of microenterprises to promote ecotourism and other potential mountain product-based value chains?

The Manual is based on the training approach that, on the one hand, makes the learning practical and useful to the participants, and on the other, makes it easier for the trainers to effectively facilitate the dissemination of learning. The content and structure are designed to actively involve the participants and make learning cumulative and consultative. While the focus of the Manual is to help the prospective trainers impart a clear understanding of the concept of innovative livelihoods and integrated landscape management to the participants, it also elaborates on essential processes behind the successful organization of a training, the role of trainers, and the importance of training evaluation. We endorse the use of participatory and experiential learning that allows trainees to build upon their past experience and learning.

The text in the Manual is kept simple and minimal to facilitate the translation of the content in regional languages. Each major topic is supplemented by an interactive session in order for participants to practice and gain further insight into the subject matter. The content is designed with a view to more practical applications and contextual use.

The time frame needed to facilitate a training is kept open for the trainers to decide as per the availability of resources, the allotment of time, and the expectations of the participants. Once the decision on the number of thematic sessions is finalised, a rough calculation would be:

- Starting training:
 - Introduction round and expectations: 10-50 minutes
 - Rules of training: 10-15 minutes
- Thematic sessions: Each minimum 3-4 hours
- Closing of training (communication and evaluation): 30-50 minutes

In the case of two-to-three-day trainings, the logistics must be planned well in advance (overnight stay, food, transportation), and a practical field visit/exposure trip is recommended as well.

The “Trainer’s Manual” has three sections:

- **Section 1** elaborates on the basics of how to prepare and organize a training on the topic of innovative livelihoods and the role of a trainer;
- **Section 2** elaborates on conducting the training – the starting phase, thematic sessions with suggested group discussions and games; and
- **Section 3** elaborates on the role of communication and various evaluation forms.

The content of the Manual is flexible, allowing it to be applied to suit the local and contextual needs. The trainer/facilitator should ensure needs assessment prior to any training to determine the knowledge levels of the participants and their specific thematic capacity needs.

The Manual remains a living document, with the expectation that it will improve with feedback from partners after every training. We expect trainers using this resource to apply their own creativity in restructuring the sessions, adding relevant exercises, case studies, and games from their past experiences, as per the level of trainee’s knowledge.





1

Preparations for a Training on Innovative Livelihoods

Innovative Livelihoods in the Context of Integrated Landscape Management

Approach and Principles

Training phases

Training materials

Resource persons

Logistics

Section 1: Preparations for a Training on Innovative Livelihoods

This section explains how to organize and prepare an interesting, relevant, and useful training in innovative livelihoods. In general, all trainings are designed to enhance the capacity of participants in a given thematic context. The trainings are designed and the methods of knowledge transfer used play an important role in effectively communicating the intended objective and thus enhancing the trainee's skills. The more interactive and interesting the learning methods, the greater the chances for trainees to get the sense of replicability or application of learning after the training.

This Trainer's Manual emphasizes a participatory and practical approach to knowledge transfer and skill development. It explains the context of innovative livelihoods in terms of value chains and enterprise development in its relation to integrated land and water management for sustaining ecosystem services. Additionally, it provides recommendations for effective use of the training.

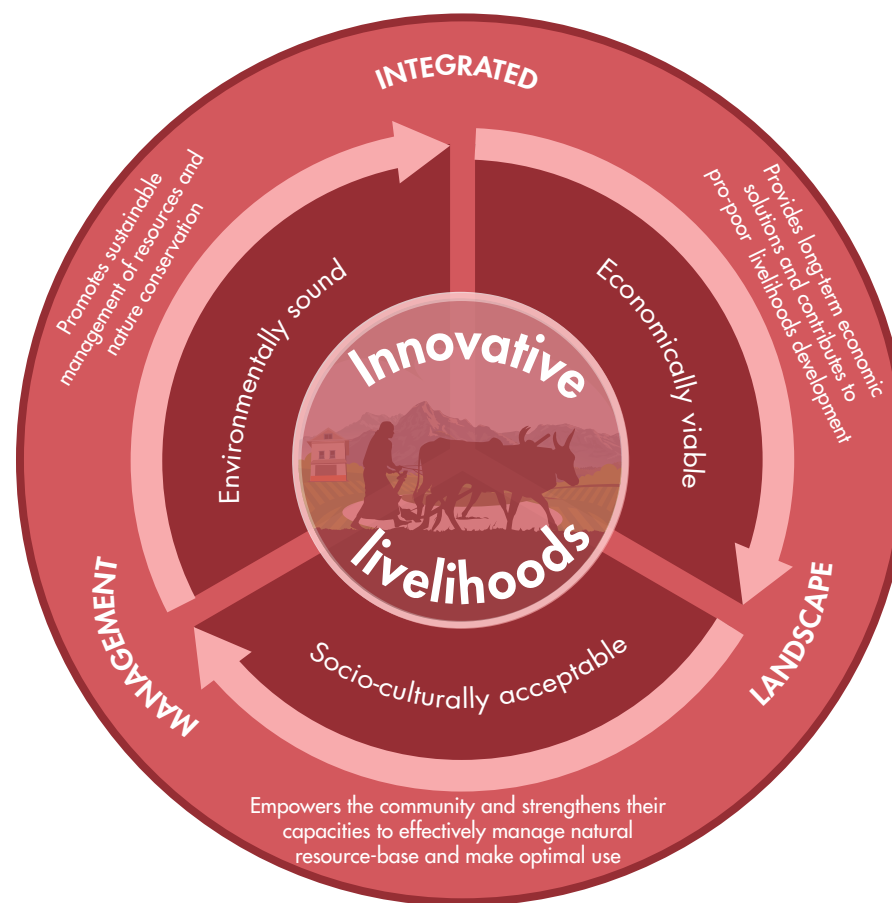
Innovative Livelihoods in the Context of Integrated Landscape Management

"Innovative livelihood" refers to those livelihood opportunities for communities that are environmentally sound, socio-culturally acceptable, and economically viable. These are economic opportunities where communities can make optimal use of both natural and socio-cultural resources, simultaneously contributing to the protection and management of landscape resources.

Innovative livelihood opportunities engage and empower communities to sustainably use available goods and services from the ecosystems and landscape and to diversify livelihoods to strengthen their economic foundation, thereby offering the advantage of adaptation to change.

Innovative livelihoods directly relate to nature conservation and provide a basis for using natural resources as a foundation for "pro-poor" economic growth and development. This approach promotes the sustainable use and conservation of

resources to provide long-term solutions to the economic development of mountain communities who live in close harmony with nature and whose livelihoods are predominantly natural resource-based.



Innovative livelihoods caters to balancing economic, environmental and socio-cultural objectives and aspirations

Approach and Principles

This training adopts the following six principles for training facilitation to impart expected skills and knowledge to the trainee:

Participatory: Being participatory implies to being inclusive and equitable. That is, offering actively and through use of different methods equal opportunities to the participants to engage and express.

Adult learning: Adult learning is about using and acknowledging the experiential and goal-oriented knowledge of the participants. Section 4 on “Role of communications” further elaborates on adult learning process.

Co-learning: Co-learning is about two way learning process where trainer acts as a medium to facilitate exchange of wide range of information, experience, and stories among the participants, as well as between trainer and participants. The trainer here is not a director or the role model but a facilitator.

Demonstrative: Being demonstrative relates to the phrase “Seeing is believing”. That is, the training incorporates several interactive games, field visits, treks and first-hand experience that makes participants feel and connect to various aspects of innovative livelihoods.

Consultative: Being consultative refers to the way knowledge is built during the training and learning process is enhanced. Every session is supplemented with various group works where participants collectively think, discuss, brainstorm and consolidate the knowledge.

Practice oriented: Being consultative refers to the way knowledge is built during the training and learning process is enhanced. Every session is supplemented with various group works where participants collectively think, discuss, brainstorm and consolidate the knowledge.



Training phases

The trainers/facilitators have to think of the training in three phases:

- 1) Planning and preparation phase: where a foundation for the training has to be laid; one has to decide on the aim and focus for the training, as well as duration, number of sessions, target group, and overall setting;

Set of actions trainers have to perform in this phase include:

- Work out the content, purpose and structure
- Work out session details and shape them
- Make logistics arrangements
- Compile resources
- Arrange for facilitators

- 2) Execution phase: where training is imparted and co-learning takes place;

Set of actions trainers have to perform in this phase include:

- Carry out the planned session as per the schedule ensuring meeting of all objectives
- Interact with participants
- Motivate and create conducive learning ambience
- Evaluate daily performance, improvise and improve

- 3) Follow-up phase: where learning from the training is put to use either individually by the participants or collectively by a group of participants and other stakeholders.

Set of actions trainers have to perform in this phase include:

- Explore with participants how learning from the training is being used
- Support uptake and scale-up of knowledge and skill
- Continue interacting with participants to further enhance the content
- Develop road map for use of new insights, knowledge and skills

Training materials

In order to effectively facilitate the learning process, trainer requires adequate training materials. Use the checklists below to organize training materials for your respective trainings:

| Checklists for training materials | Tick |
|--|------|
| Day-wise agenda that outlines detailed training activities | |
| Training stationery and equipment (white boards, LCD projectors and flip charts) | |
| Reading materials for each topic that add to the thematic knowledge | |
| Thematic/technical presentations that introduce each theme | |
| Participant's workbook with practical assignments and to take notes and reflect on key topics and messages | |
| Training evaluation forms | |
| Strategy sheet for post-training follow-up actions | |

Resource persons

Resource persons play a crucial role in making the training an interesting learning experience. Identify and involve resource persons who:

- Have a good understanding of the background of the participants and objectives of the training;
- Have good knowledge on the subject matter;
- Have practical experience;
- Are well-versed in the purpose and approach of the training;
- Have good communication skills and paraphrasing skills to clarify the contents of the training materials;
- Have the ability to connect with participants and understand their general behaviors and body languages;
- Are able to relate to participants' learning abilities and training needs and read their expectations;
- Are flexible enough to allow participants to build on their own learning process;
- Are, polite, respectful, committed, and enthusiastic.

Also, the trainer needs to play different roles during the training; he needs to be a facilitator, a mediator, a mentor, a coordinator, a time manager, a good listener, a resource person, and a good communicator.

Use the checklist below to assess the competencies within the trainer or the team of trainer.

| Checklists for different roles trainer has to play | Tick |
|---|------|
| Facilitator: to provide clear instructions and encourage participants to express their opinions and viewpoints | |
| Mediator: to judiciously deal with group dynamics among the participants and tackle conflicts without being biased | |
| Mentor: to promote positive learning and create an effective learning ambience guiding the entire learning process | |
| Coordinator: to execute and supervise the sessions | |
| Time manager: punctual and leads by example | |
| Good listener: can understand and empathize with the trainees and meet their needs | |
| Resource person: brings in relevant experiences and examples in the context of the training | |
| Good communicator: able to summarize key messages and put learning into perspective | |

Logistics

The organizer and the trainer need to ensure that appropriate logistics arrangement are made for the training. Use the following checklist to see if these logistical matters are addressed:

| Checklists for logistics | Tick |
|--|------|
| The training venue is appropriate for the given number of participants, and is well-lit and ventilated — prior visits made to the venue to assess the local situation | |
| The training setup provides a comfortable ambience for learning and the exchange of ideas and opinions among the participants, and that it offers adequate infrastructure to support thematic learning | |
| Training venue has facility for audio-visual projection, and has adequate space for white board and screens | |
| Arrangements for proper accommodation and food are made if training days are longer | |
| Arrangements for transportation are made if training requires visiting field sites and moving from one place to another | |
| Field personnel/communities are informed before the training and the learning objective is explained in case of training with field interaction | |
| There is a local partner to assist in field-based training sessions and they are regarded as resource persons | |
| Safety/health measures are in place and participants are informed | |
| Participants or trainee if they have any special health conditions or allergies- they must be communicated to the trainers before the training | |
| Participants or the trainee has received proper invitation and pre-training information materials and are informed about field gears | |





2

Conducting the Training and Facilitating the Thematic Sessions on Innovative Livelihoods

Starting the Training

Thematic Session 1: Value Chain Development

Thematic Session 2: Responsible Tourism – Principles and Practice

Thematic Session 3: Ecotourism

Thematic Session 4: Homestays Development

Thematic Session 5: Enterprise Development

Thematic Session 6: Integrated Land and Water Management

Thematic Session 7: Linking to Ecosystem Services

Section 2: Conducting the Training and Facilitating the Thematic Sessions on Innovative Livelihoods

Starting the Training

The introduction and expectation round sets the stage for the training. It is a phase in the training that opens the eyes and ears of participants and trainers to each other — a time at the start of the training to establish expectations and explain the methods and procedures for the training. A huge part of the training's success depends on the atmosphere and openness created during the introduction. Further, the introduction round gives the trainer/facilitator/moderator the chance to give final course directions; in the event that the programme is tailored far away from the expectations of the participants, a short discussion can be started to align expectations and training curricula.

Introducing participants and understanding the training expectations

Calculate the time for the introduction according to the number of participants and NOT as a static time-period. The introduction round can vary from 10 minutes to as much as 50-60 minutes, according to the number of participants.

The introduction of each person should involve both “brain sides” (left and right brain) to assure that knowledge, as well as the feelings of participants, is activated from the very start of the programme. The introduction can be combined with a knowledge exchange about participant expectations from the training.

Explanatory notes to trainer

Examples of introductions:

1. Brief version (half minute per participant)

Introduction of name, organization, official role and any personal topic (e.g., what you love to do, what you like to do after work, what you enjoy most, etc.).

2. Longer version including the expectations (2-3 minutes per participant):

I am, I can, I expect, I love to do/I love to be

Put up four soft boards with titles — I am (white metacard), I can (green metacard), I expect (yellow metacard), and I love to do/I love to be (pink metacard).

Give four colored metacards to the participants and ask them to write their names on each card and answer the following four questions.

1. What is your designation or academic qualification? [Use WHITE metacard]
2. What is your expertise? [Use GREEN metacard]
3. What do you expect to learn from this training? [Use YELLOW metacard]
4. What I would love to be, if not a human being, and why. What I love to do, if not work, etc. [use PINK metacard]

The trainer then asks each participant to read out their cards and pin them on respective soft board; no further details allowed, to assure time management. The trainer then summarizes the strengths and skills among the participants, elaborating on participants' expectations from the training.

3. Active fun version (calculate 10 minutes per round of sorting)

The trainer requests all participants to stand up and sort themselves according to the various questions. The sorting should be along a “geographical map”, in the case of questions according to locations. In the case of questions that sort along professions or institutional background, the sorting has to develop on its own after the trainer/moderator gives suggested groupings.

After each sorting, the trainer will ask all participants: What do you see, what is special about this group (e.g., size, gender, location, etc.)?

For example:

- Where I was born?
- Where I am working?
- What institution do I belong to? (e.g., NGO, local administration, official institution, academic institution)
- What is my main task at work? (e.g., field work, research, management)
- What am I most interested in? (Trainer can give various options of training curricula, as detailed out below in explanatory notes).

Explanatory notes to trainer

Participants' expectations for innovative livelihoods training could be:

- To understand the concepts and practices related to value chains, ecotourism, and enterprise development;
- To understand the prospect of innovative livelihoods;
- To understand ecotourism and its practical applications;
- To understand how value chain intervention adds to community livelihoods;
- To understand how can one start innovative livelihoods; and
- To understand how ecotourism is different from regular tourism.

Setting the training rules

After the introductory session, the trainer, together with the participants, should come up with mutually-agreed training norms or ethics. Let participants come up with their own rules.

Examples could be:

- Cell phones to be kept in silent mode.
- No computer use during training.
- One person to speak at a time (no side-talking).
- Being punctual and keeping time.
- Being respectful to others and maintaining decorum at the training facilities and venue.
- Every question is a good question.
- Everyone will think of their peers' welfare.

Have a discussion about how all training participants will be responsible for following these norms.

Decide in a group whether any suitable penalty should be imposed on any participant who repeatedly breaks the norms of the training.

The commonly-agreed norms should be copied on a big flip chart and hung in the training room so they can be referred to or reflected upon at any point during the training course to remind participants of the norms they have agreed to follow.

Note: In case of a training over several days, it is suggested that the trainer/facilitator group the participants and assign roles:

- Police (for timekeeping and group member rule breaking, to be reported at the end of the day)
- Chief (for taking note of the overall happiness of the participants, to be reported at the end of the day)
- Entertainer (for supporting the trainer/moderator in checking the energy level of the participants throughout the training and suggesting remedies (e.g., games, tea breaks).

Gender sensitivity and awareness

This section is mandatory so that all participants are sensitized to be aware of and considerate of both women's and men's perspectives while promoting any innovative livelihood options with the communities.

Game: Gender privilege walk

[This participatory game explains the importance of considering gendered perspectives, as often these perspectives are shaped by social positions, access and control, roles and responsibilities, interests, needs and priorities, knowledge and capacities, benefits, and concerns. The game is modeled after the game used at ICIMOD's gender sensitivity training, which has been adapted from various gender and social sensitivity trainings. The game works best if there are mixed participants. In the case of women- or men-only groups, request that some participants consider playing the role of a man or woman, respectively to add possible fun and insights.]

Materials required: An open space where participants can move and walk around

Time required: 45 minutes

Ask the participants to form a horizontal line, standing approximately arm's length apart. Make sure there is a lot of space in front of and behind the line. Ask them to listen to the following statements and follow the instructions given.

Give an example, saying, "If you are a businesswoman, take one step forward." Explain that only those participants who are both a "woman" and a "business person" should take a step forward, while the others remain in place. Tell participants that each step should be an average-length step. Encourage them to ask for clarification before moving or staying still if they do not fully understand a statement. Each individual must be the final judge of whether she/he moves or not.

Now, say the following statements one by one:

- If you would feel relatively comfortable walking home alone late at night, take one step forward.
- If you believe that you have ever been paid less for a job because of your gender, take one step back.
- If you believe most major religions argue that you should be the head of your household, while your spouse and children should be subservient to you, take one step forward.
- If you have ever felt uncomfortable about a joke directed at your gender, take one step back.
- If you have ever felt unsafe in public or in private because of your gender, take one step backward.
- If you are reasonably sure that you would never be denied access to jobs or political resources because of your gender, take one step forward.
- Think about people looking "sexy" in the media — in magazines, on TV, in movies, etc. If most of the people portrayed as "sexy" are the same gender as you, take one step back.
- If your personal grooming regime is inexpensive and takes little time, take one step forward.
- If a colleague or contact has ever looked at your body in an inappropriate way in the workplace, take one step back.
- If you are confident that you are very unlikely to be groped or harassed on a crowded public vehicle, take one step forward.
- If your ability to make important decisions or your behaviour capability in general has ever been questioned because of the "time of the month", take one step back.

Ask participants to have a look around. Who is standing at the front? In the middle? At the back? (Clearly those out in front experience more gender-based privilege in their lives and those at the back experience less.) Ask them to talk to the person standing nearest to them and have them answer the questions below, which the trainer can project on the screen as a Power Point slide:

- How do you feel about this exercise? What did you observe?
- Where are the men standing? Where are the women standing?
- Where are YOU standing? Why are you standing there?
- What does the exercise tell us about gender privilege?
- How does this exercise connect to your work?

Explanatory notes to trainer

Conduct a short plenary discussion for participants to share their views. Ask them what conclusions they can draw from the exercise. How is this relevant to the training when we are talking about innovative livelihoods, value chain development, enterprise development, benefits from ecosystem services, and integrated land/water management?

- Will women and men have the same capacity?
- Will women and men have the same opportunity?
- Will women and men have the same knowledge and skills?
- Will women and men have the same interests, needs, and concerns over the choice of livelihoods options?
- Will women and men have the same resources or access to information/technologies to adopt innovative livelihoods options?
- Will women and men have the same roles?
- Are we ready to acknowledge the differentiated roles of women and men?
- Are women and men getting an equal share of benefits?
- Are women and men able to equitably voice their opinions and ideas?
- Are women and men equally involved in planning value chain interventions and complementing each other?

Thematic Session 1: Value Chain Development

Learning objectives

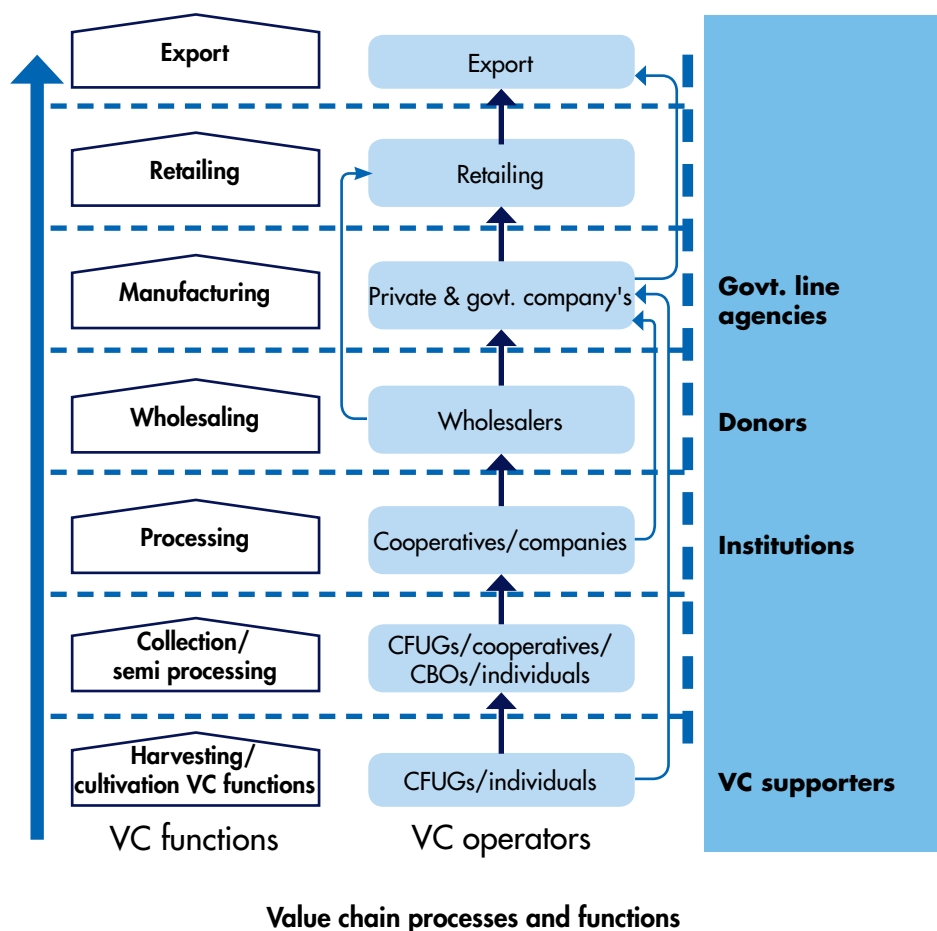
By the end of this session, the participants will be able to understand:

- General concepts of value chains as one of the approaches for promoting innovative livelihoods;
- Various components and steps of value chain development and greening of value chains;
- Which value chain interventions can be selected, improved, planned, and implemented in their contexts; and
- How to analyse natural resources and climate changes in relation to value chain processes.

General introduction

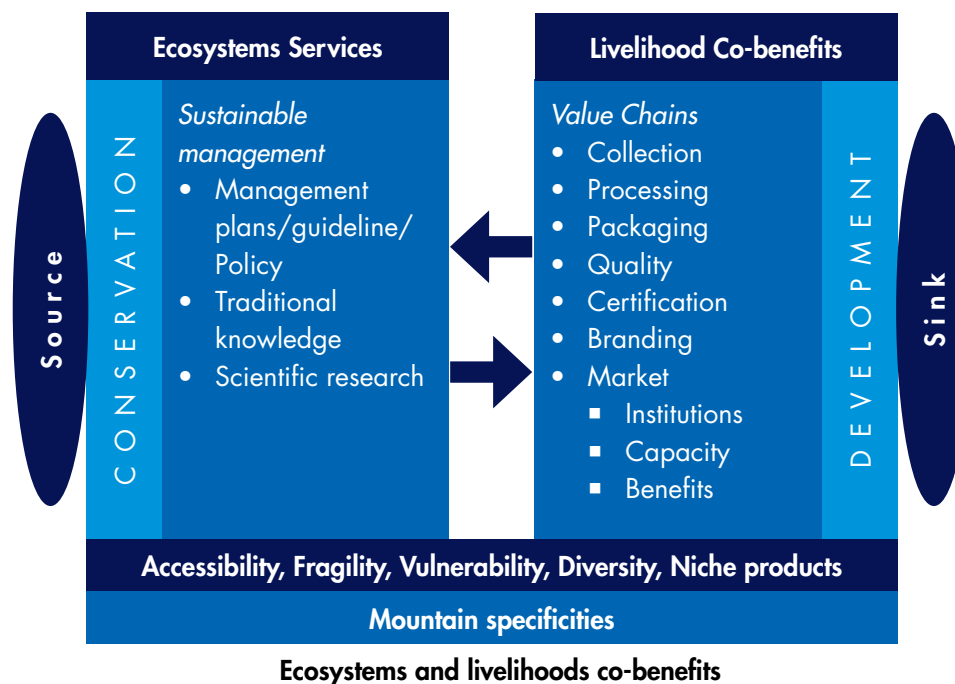
The mountain communities of the Hindu Kush Himalaya are blessed with rich natural and cultural resources. However, communities across these mountain regions have yet to tap these resources for their sustainable economic base. Low volume, distance from market, lack of investments, and lack of entrepreneurial capacities are just some of the major limiting factors. The value chain as an innovative livelihoods development approach aims at integrating economic, environmental, social, and institutional elements to encourage holistic development, especially in the mountain context.

Value chain concept outlines key considerations for **sustainability** (ensuring a viable supply of raw materials and minimal over-exploitation); **equitability** (selecting sectors, sub-sectors, or products, creating opportunities for the poor and disadvantaged, and reducing the workload of women and children); and **capabilities** (acknowledging traditional knowledge, practices, skills and technical infrastructure). This approach contributes to effective natural resource management while also providing livelihoods co-benefits through the engagement of a series of value chain actors. The trainer may use the following diagram to explain value chain functions and operators and other external stakeholders who influence the process.



These steps also outline how markets function and how, through different functions, stakeholders get engaged in the market. This also helps communities to identify leverage points where customers' requirements can be met, and thus helps in designing interventions that increase the profit margin, through the prospect of value additions.

Past experiences of value chains revealed that the initial design of value chain processes is based on the assumption that there is an adequate natural resource base. As the value chain orients towards increasing market economy, pressures on the raw materials increase, leading to depletion of the resource. Thus, the design of value chains should be guided by the understanding that sound ecosystems management is paramount for deriving its sustainable livelihood co-benefits, as shown in below.



Furthermore, the impact of climate change, such as extreme weather events, flooding, and increasing scarcity of water, will continue to pose major challenges to the sustainability of value chains. Knowledge on climate risk factors, adaptation measures, and access to reliable meteorological and climatic data should be an integral part of managing the value chain processes.

Game: Analysing the history of products

[This participatory game helps participants to analyse and understand the manifold actors involved in any product through value chain interventions]

Materials required: Any local product which is widely used for income generation (rice, wood, vegetable, processed food, handicraft, etc.)

Time required: 20 minutes

Step 1: Show one product and ask who is involved into making it. Help the participants to find more and more people and enterprises connected to the product

Step 2: Write down all persons involved in making/producing one product → find as many as possible to show the connectivity of entrepreneurs, the value chain of the product, and all related actors → make people feel a sense of awe seeing the complexity involved in producing any given product.



Game: Understanding yak value chain

[This participatory game helps participants to understand the steps involved in a successful value chain development.]

Materials required: Pre-prepared A4-sized picture series on any topic. This manual uses the example of a yak value chain picture series, shown below: (Picture source: "Community Training Manual: Greening the Yak Dairy Value Chain". ICIMOD Manual 2016/3).



Yak grazing in grassland



Fodder development for winter feed



Breeding management



Milking yak



Community mobilization to form cooperatives



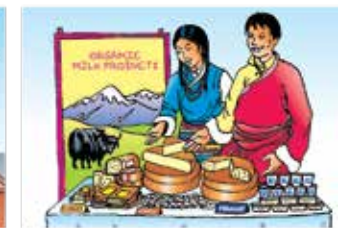
Milk collection at agreed location



Milking transportation to dairy factory



Product development, value addition



Dairy product marketing

Yak value chain exercise

Time required: 1 hour

Step 1: Ask participants to sit in a semi-circle, ensuring there is enough light to see the pictures during the session.

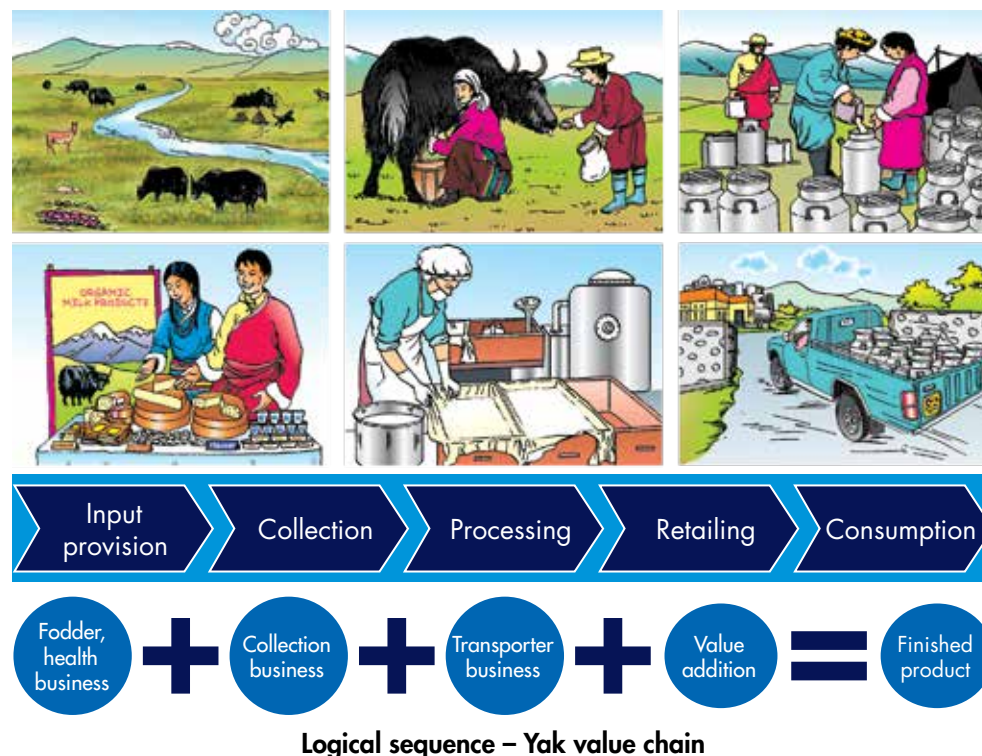
Step 2: Ask one volunteer to come to the front. Give him/her the first picture to show to the audience. It can be any of the pictures randomly selected from the above nine collections. As she/he moves around to ensure that everyone sees the picture properly, ask the question: What do you see in the picture?

Step 3: Encourage the participants to describe what they see in the pictures. At this stage, there is no need to solicit meanings/interpretations or stories behind the pictures. There are no wrong answers, as people are simply interpreting. Make sure participants do not feel as if they are making any mistakes. Do not describe or explain the picture to the participants at any time. If they do not give the desired answers, ask other questions to steer the discussion and to encourage people to consider other points of view.

Step 4: Once you have satisfactory descriptions of the picture, move on to the next picture and volunteer, and follow the same process until all pictures have been used. This means we would now have nine volunteers standing in front of the group, holding the pictures, which may not necessarily follow the expected value chain sequence.

Step 5: Now ask the participants to create stories using the pictures and to arrange them in a sequence that would support the story line. Invariably, the messages from the pictures are so powerful that participants are able to relate and arrange the sequence, mainly from production through to processing and market, which already explains the key messages of value chains. Occasionally, some participants arrange some steps in a different order, which can be discussed and recreated following the generally accepted sequence of a value chain.

For example, the logical sequence can be found.



Explanatory notes to trainer

- A value chain is the full range of activities — including design, production, marketing, and distribution — to bring a product or service from conception to delivery.
- A value chain starts with the raw materials used to make the product, and consists of everything that is added to it before it is sold to consumers.
- Value chains identify each part of the production process, and shows where steps can be eliminated or improvements can be made.
- A value chain highlights different actors and roles: end-markets, private-sector, public-sector, and civil society.
- The value chain considers resource use, its sustainability, ecosystems health, and its good governance. Climate changes also play a crucial role -- besides governance of natural resources — in understanding the sustainability of a value chain. Therefore, the participants should analyse climate-related factors and process needs in connection with selected value chains (greening of value chains).
- Value chains require an understanding of how markets function and how to engage in marketplaces.
- A value chain helps to identify leverage points to meet the requirements of customers.
- Value chains help to design interventions that increase profit margins: a) adding value to products and services; b) bringing processing activities closer to rural sources of produce; c) introducing new technologies; and d) improving business linkages.

Group discussion: Developing picture series captions for bamboo value chain

[This exercise further builds the understanding of value chain processes and helps conceptualize the various activities, products, and actors involved. Since bamboo is used as an example, this exercise will help participants visualize different aspects of bamboo value chain.]

Materials required: Three soft boards, metacards, marker pens, push pins

Time required: 30 minutes

Building from your understanding of the yak value chain, think of developing a similar picture series for a bamboo value chain development. The participants are divided into three groups:

- 1) **“Activities” group:** will think about and discuss picture captions depicting all activities involved in bamboo value chain processes; for example: bamboo propagation in a nursery, healthy bamboo groves in the forest, harvested bamboo stock, etc.
- 2) **“Products” group:** will think about and discuss picture captions depicting raw materials, intermediate products, and final products from bamboo; for example: bamboo fibre, bamboo furniture, bamboo clothes, bamboo shoots, etc.
- 3) **“Actors” group:** will think about and discuss picture captions depicting different actors, institutions, and policies involved in bamboo value chain development; for example: bamboo Industry, transporter taking raw material to the industry, local market with bamboo products, etc.

Each group will write their respective captions visualizing the pictures in mind. If the training is done in the field, we suggest not using the script, but instead letting the participants draw pictures, which have the advantage of being understood by all and having fun while doing and explaining. The metacards/pictures should be displayed on the soft board for sharing in plenary.

| Group A: Activities | Group B: Products | Group C: Actors |
|---|--|--|
| A farmer piles up cut bamboo from nearby community forest | Various products of bamboo for household use | A truck loaded with bamboo |
| A high-tech machinery to make bamboo pulp for paper | Traditional bamboo house | Owner of bamboo tile industry inspects bamboo products |

Each group shares their “picture captions”/pictures in a plenary session..

Explanatory notes to trainer

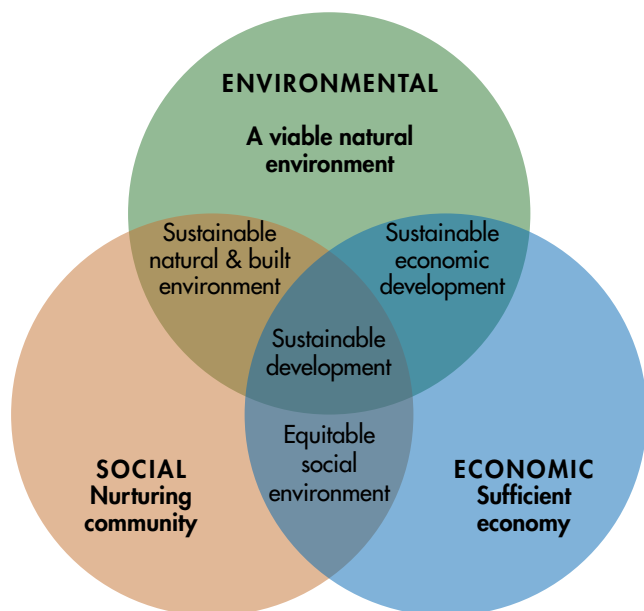
The trainer will have to relate it to the yak value chain to see if participants are able to think of and capture all essential steps in the value chain development process for bamboo.

The “picture captions”/pictures can be referred to if the trainer and/or participants want to develop a similar picture series tool for a bamboo value chain.

Group discussion: Value chain development and pillars of sustainable development

[This exercise helps participant link aspects of value chains with the three pillars of sustainable development.]

Materials required: Soft board, white paper with the following drawing, metacard, marker pens, push pins



The three pillars of sustainable development

Time required: 30 minutes

The trainer draws the diagram on white chart paper and places it on to the soft board.

Divide the participants into three groups as per the three pillars of sustainability: environmental, economic, and social. Reflect on the yak value chain learning and discuss how value chain development contributes to the pillars of sustainability.

Each group writes their discussion points on the metacard and pins it on the soft board in their respective pillar of sustainability.

The trainer summarizes the points, elaborating on how value chain activities and processes contribute to environmental protection, socio-cultural viability, and economic growth.

Explanatory notes to trainer

Environmental sustainability aspect of value chain interventions:

- Environmental concerns such as effective management of farms, off-farm business, viable supply of raw material, sustainable harvesting, and climate change effects of raw materials supply must be considered to sustain long-term economic benefits from the marketing of a natural resource base.
- Environmental sustainability relates to minimizing negative impacts on the natural environment (overexploitation, deforestation, degradation, pollution); maximizing of integrated land, water, and biodiversity management; and adaptation to climate change effects.
- Environmental sustainability is about ensuring innovative green products and green economy business through the sustainable use of resources and the maintenance of the ecological environment.

Social equitability, good governance, and value for traditional knowledge:

- Value chain interventions are often directed to the growth of pro-poor societies in the rural mountains so that they create opportunities for disadvantaged and marginalized communities.
- The value chain interventions create win-win partnerships among stakeholders in various sectors, subsectors, or products, and rely on aspects of good natural resource governance that ensures equality, equity, access, and benefits, participation, and inclusiveness among stakeholders.
- Likewise, the use of indigenous knowledge and sustainable practices is valued. Another integral aspect of strengthening societal integrity/cohesion is the use of institutional elements as enabling factors for effective value chains.
- The institutional dimension of value chain development determines the “rules of the game” that shape market outcomes and allow value chain actors to make use of the opportunities offered by the market.
- Gender issues such as skill development, reducing the work load for women, and women’s self-help group development are integral, too.

Economic growth and value addition:

- Value chains introduce the concept of business and industry in promoting natural resource-based products through value additions.
- The goals of sustainable development, especially for the rural mountain communities, will only make sense if their livelihoods and economic assets are strengthened and supported.
- It aims to also make business mutually beneficial to a wider range of stakeholders and to make it environmentally viable (or green).

(Source: Schneemann and Vredeveld 2015)

Key concepts and their definitions

A value chain connects actors along the production sequence that delivers goods and services to the end consumers. Relationships among different actors and institutions, their linkages, coordination, and communication are crucial for effective value chain functions. One value chain activity can affect another. Interventions can be focused on one node or section of a value chain and not necessarily the entire chain. Some terminologies in the context of value chains in the mountain context are explained as follows:

Value chain functions: It refers to various activities, such as harvesting of raw materials, and the collection, transportation, and value-addition to establishing market linkages.

Value chain operators: It is understood as individual or collective actions that engage in delivering products or services to a specific node or across the value chain functions.

Value chain supporters: An individual or institution (government, non-government, donors, private sector, etc.) that has a stake in promoting the identified value chains.

Producers: Refers to an individual (entrepreneur) or communities (groups, cooperatives) engaged in on-farm or off-farm business for their livelihoods.

Processors: Refers to a business entity (individual, group, cooperatives, and private enterprise) that engages in value-addition activities to the primary resource base obtained from the producers.

Wholesalers: An individual or business entity that deals in selling to another business enterprise for further value-addition or distribution.

Retailers: An individual or business entity that engages in the selling of products to the end consumers through multiple distribution outlets.



Further reading

- Community Training Manual: Greening the Yak Dairy Value Chain* (<http://lib.icimod.org/record/32182>)
- Community Training Manual: Greening the Honey and Chyura Products Value Chains* (<http://lib.icimod.org/record/32529>)
- Dorji, T. Shaoliang, Y., Sharma, H.J., Wallrapp, C., Partap, U. & Shrestha, A. (2016). *Community Training Manual. Greening Yak Dairy Value Chain*. ICIMOD Manual 2016/3
- Ghate, R. & Chaturvedi, D. (2016). *Unpacking the governance conundrum for better natural resource management*. ICIMOD Working Paper 2016/2
- Joshi, S.R., Rasul, G. & Shrestha, A.J. (2016). *Pro-poor and Climate Resilient value chains development. Operational guidelines for the Hindu Kush Himalaya*. ICIMOD Working Paper 2016/1.
- Schneemann, J. & Vredeveld, T. (2015). *Guidelines for value chain selection: Integrating economic, environmental, social and institutional criteria*. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
- WBCSD (2011). *Collaboration, innovation, transformation: Ideas and inspiration to accelerate sustainable growth: A value chain approach*
- Value chain and climate change*: <https://www.giz.de/en/worldwide/30684.html>

Thematic Session 2: Responsible Tourism – Principles and Practice

Learning objectives

By the end of this session, the participants will be able to understand:

- Essentials of responsible tourism so that they can return with clear practical tips to change the way things are being done and lead by example;
- What to do and not do in responsible tourism;
- Value of heritage, natural, and cultural assets, as well as local culture and cuisine; and
- Minimum standards for safety requirements of adventure tourism.

General introduction

- There are many technical definitions of Responsible Tourism, but the simplest is that it is: “a set of ACTIONS that lead to a tourism destination or product being available for the future generation, and not devalued by the negative impacts of tourism.”
- Responsible Tourism also brings tourism closer to the people involved, as it is about being “responsible”, which is very personal. These Actions should be responsible to the environment, to the culture, and to the society in general.
- It is all about practice — actions, actions, and actions.

The trainer at this stage can show the figure given below and ask for examples of practices that are responsible to the three categories — environment, culture, and society; and those that relates to improving knowledge, behavior and attitude.



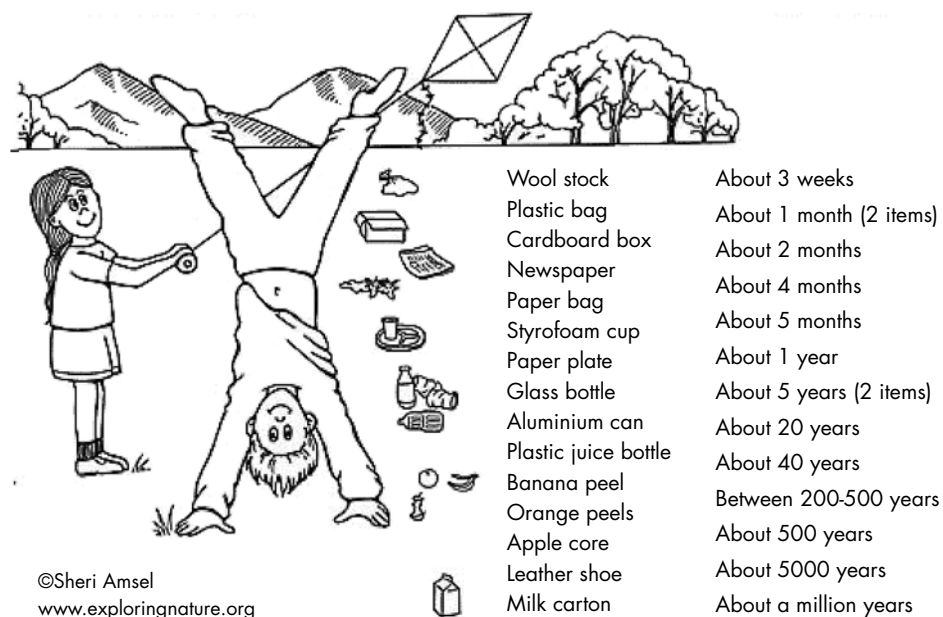
Elements of responsible tourism

Game: The rotten game

[People make lot of garbage. If garbage is left outside in the environment, how long would it take to decompose? This interactive game will sensitize participants to the importance of reducing waste and recycling]

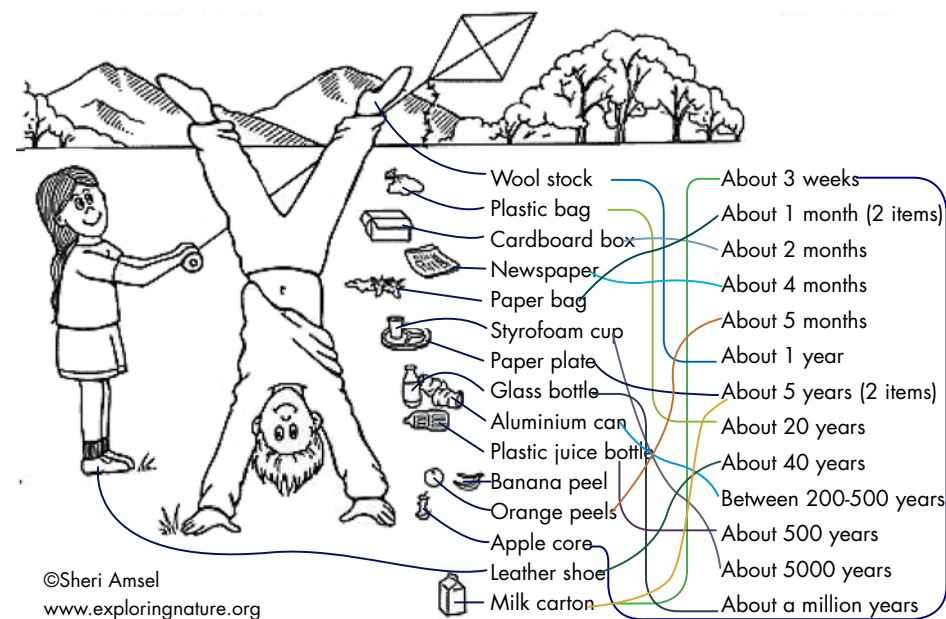
Materials required: Printout of the picture below, pen.

Time required: 30 minutes



Responsible tourism picture for exercise

Ask the participants to draw a line from the garbage to the approximate time it would take to break down or decompose. Discuss in plenary and think of the key messages from the game.



Responsible tourism – explanation picture

Group discussion: Understanding inclusiveness

[This exercise helps participant understand beneficiary reach for tourism value chain and help reflect on actions that makes tourism value chain more locally viable and desirable]

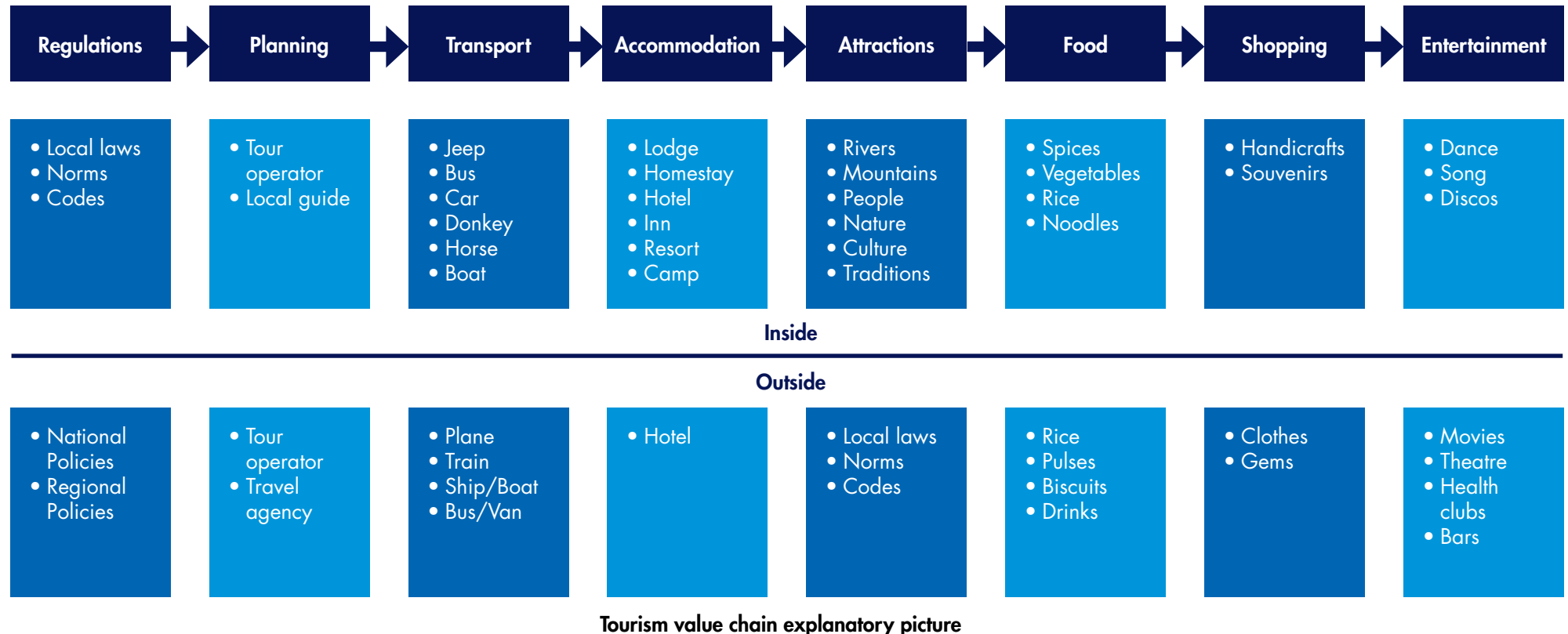
Materials required: white paper, marker pens

Time required: 30 minutes

The trainer projects the tourism value chain picture as given below.

Ask participants to identify whether the list under each category is locally-owned or external (use the drawn pictures by asking them to identify what is on them, put them in sequence, and then address the issue of inclusiveness). Inclusiveness can be worked on by finding strategies for ways to change the externally-owned list to locally-owned (e.g., vehicles, guides, food products, handicrafts, entertainment, etc.), bringing more money into the local area and reducing leakages. Also, it is important to get more people involved in tourism.

Next, ask participants to think of “actions” they would take in these four categories: as travelers themselves, as destination marketers, as private sector, as government — whatever their work is. Put the actions together as takeaway messages.



Explanatory notes to trainer

The tourism value chain provides a great understanding of the tourism process and is a perfect tool to explain inclusiveness — and to bring more people into the tourism fold, ensuring a good distribution of the tourism dollar into the local economy.

Game: Linkages of tourism with other cross-cutting issues

The following are cross-cutting issues linked to the tourism value chain.

Divide the participants into two groups; each group thinks about and discusses how each of the given cross-cutting issues is linked to tourism and to each other.

Discuss in plenary session and capture all essential points from the two groups.



Cross-cutting issues linked to tourism value chain

Explanatory notes to trainer

Trainers can use the following points to discuss the group work.

| Issues | Linkages |
|----------------------------|--|
| Capacity and skills | <ul style="list-style-type: none"> A wide array of skills are required for tourism from individuals, enterprises, and institutions, especially at the government level. All levels of capacities matter. At the individual level vocational skills include cooking, housekeeping, food presentation, hygiene, hotel management guiding, tour management, waste management, accounting, supervising, etc. Entrepreneurial skills apply to all enterprises to effectively manage businesses. Institutional capacities include the decision making capacity of stakeholders for tourism management, conservation, and development, as well as other broader issues related to tourism. |
| Physical assets | <ul style="list-style-type: none"> Examples of physical assets are infrastructure that supports tourism like roads, water supply, electricity, airports, and means of transport, parks, playgrounds, cultural heritage sites, communication towers, and networks. The natural and environmental may also be linked to a certain extent, but they will fall under the domain of environmental assets. |
| Institutions | <ul style="list-style-type: none"> State institutions: immigration, security, law, environment, various ministries like tourism, environment, and culture Market institutions: tour operators, travel agents, transport and hotel operators, food suppliers, restaurants, and caterers Culture: religious sites, ritual places, dance, music, and local clubs, bands, and artists |
| Policies | <ul style="list-style-type: none"> Policy and decisions vary. Travel and visa policies (travel permits, visas, money, rules and regulations) Air travel and attracting air travel services. Permits, safety, security, and citizens' rights, etc. Financial policies related to investment attractions and joint ventures, public-private partnerships Other rules and regulations applicable to the tourism industry |
| Financial resources | <ul style="list-style-type: none"> Availability of cash and credit to entrepreneurs to invest in various business opportunities at reasonable terms and conditions Availability of credit facilities for investors |
| Conservation | <ul style="list-style-type: none"> How a congenial and educational environment is fostered while using natural resources, land, water, plants, and biodiversity, balanced with business opportunities. |

| Issues | Linkages |
|---|---|
| Market | <ul style="list-style-type: none"> How a market operates, and the conditions and factors related to market operability. Room for entrepreneurship to build on opportunities. The investment flow along with entrepreneurship knowledge and skills. The sizes of market opportunities with reference to engaging local people in taking initiatives and ownership. The attraction of physical markets vs. enabling internet and other online transactions and bookings. The roads, transport, and convenience for mobility and timely movement of goods and people. |
| Gender | <ul style="list-style-type: none"> The capacities, environment, and process with which men and women make decisions about various opportunities and challenges in managing affairs of tourism. |
| Knowledge management and communication | <ul style="list-style-type: none"> The flow of information and educational processes/tools available to various stakeholders. Laws, regulatory frameworks, policy briefs, marketing tools, media reports, cultural manuscripts, scientific papers, market intelligence and reports, and strategy papers on various opportunities and challenges. |

Group discussion: Responsible tourism and raising awareness

Read the following case study examples and think about how tour operators, protected area management authorities, and local communities can help raise awareness among tourists and spread the message of responsible tourism in your area or ecotourism site.

| | Tour operators | PA authority, Forest Department, etc. | Communities in the area |
|-------------------------------|----------------|---------------------------------------|-------------------------|
| Knowledge products | | | |
| Strategy | | | |
| Partnerships | | | |
| Means of communication | | | |

Case study example 1: Using environmental interpreters to raise tourists' awareness

Ventaglio, one of the leading Italian outbound and domestic tour operators, runs an Environmental Interpreter Programme. The Programme has three main objectives:

- To raise clients' awareness about environmental issues in their destinations;
- To support the dissemination and integration of sustainability principles and practices to resort staff and management, thus bridging the gaps between the headquarters corporate sustainability policy and the resort-based operational staff; and
- To increase understanding and strengthen cooperation between Ventaglio resorts and the surrounding communities.

Training is provided for all Environmental Interpreters. Among the activities undertaken by Interpreters are presentations on marine biology, guided snorkeling tours, evening slide shows on the local environment, ecological beach excursions, children's activities, and eco-volunteerism activities, such as beach cleanups. The Interpreters' tasks also include briefing clients to inform them about how to have a sustainable holiday, organizing meetings about destinations' key environmental features (coral reefs, mangrove forests, etc.), and establishing and maintaining contacts with local authorities and organizations.

The company's headquarters experience of regularly monitoring the activities of the Interpreters' feedback from destination stakeholders has been positive, in particular on the actions that have been carried out. For example, an excursion in the Dominican Republic has been improved by adding responsibility criteria, resulting in benefits to the local community. At one of Ventaglio's resorts in Mexico, clients are contributing to a turtle protection programme.

To date, the programme has been implemented in ten resorts operated by Ventaglio.

Source: Sustainable Tourism: The Tour Operators' Contribution. Tour Operators' Initiative (2003)

Case study example 2: Tourism product development in the Pantanal, Brazil

A partnership approach has helped to ensure that tourism is a tool for sustainable development in the Pantanal, a protected area in Brazil that covers 2.3 million hectares of mainly private land. The Pantanal park authorities invited selected specialist tour operators for a familiarization trip that involved stays in several pousadas (ranches) which were starting tourism businesses to complement their traditional sources of income. After the trip, a two-day workshop brought together pousada owners and tour operators for feedback on both activities and accommodations offered, including comments and suggestions for improvement.

The tour operators provided expertise in new product development and designed a guide-training programme in nature interpretation and other concepts, and they are currently providing a support network for local landowners to adapt their facilities and services to meet the requirements of the specialized Western ecotourism market. The Pantanal Association for Nature Tour Operators is now a unit working together with the park and the Association of Pousadas to connect the local tourism providers with parts of the international market. The partnership is demonstrating the value of tourism for both conservation and local enterprises.

Source: Leeds Tourism Group (2004). Tourism Supply Chains: Leeds (UK): Leeds Metropolitan University

Explanatory notes to trainer

The domino effect of responsible tourism

- The better the cultural, economic, political, social, physical, and natural environment, the better the flow of eco-tourists will be.
- Responsible operators acknowledge the interrelationship of the elements and help in achieving an affirmative impact to society and the environment.

Role of local community leadership in management

- Effective community leadership can enhance institutional capacity building, and knowledge development on tourism and expedition for successful initiation of tourism in the given area.
- Community leadership can assist in the expansion of grassroots innovations as they require gradual nurturing.

Advantage of biodiversity conservation and management

- The blending of natural and cultural heritage is the foundation of the tourism sector in most places.
- Sometimes, traditional wisdom on conservation can be innovative and recognizable in the international arena.

Key concepts and their definitions

Responsible Tourism: When we use natural resources in an ideal way and conserve the natural heritage and biodiversity at the same time, ensuring sustainable financial advantages to all the stakeholders. In addition, respecting and safeguarding the social and cultural legitimacy for the manmade and natural cultural heritage.

Sustainable Tourism Development: Sustainable tourism balances the needs of the current generation, preserving the beauty and integrity of an area for forthcoming generations via sustainable development principles. The various forms of tourism are Ecotourism, Mass Tourism, Cultural Tourism, Adventure Tourism, Epicurean Tourism, and Rural Tourism.

Further readings

- Caruana, R., Glozer, S., Crane, A. & McCabe, S. (2014). Tourists' accounts of responsible tourism. *Annals of Tourism Research*, 46, 115-129.
- Chan, J. K. L., Chan, J. K. L., Tay, K. X. & Tay, K. X. (2016). Tour operator perspectives on responsible tourism practices: a case of Kinabalu National Park, Sabah. *International Journal of Culture, Tourism and Hospitality Research*, 10(2), 121-137.
- Chiu, Y. T. H., Lee, W. I. & Chen, T. H. (2014). Environmentally responsible behavior in ecotourism: Antecedents and implications. *Tourism management*, 40, 321-329.
- Grimwood, B. S., Yudina, O., Muldoon, M. & Qiu, J. (2015). Responsibility in tourism: A discursive analysis. *Annals of Tourism Research*, 50, 22-38.
- http://www.socialtours.com/images/stories/downloads/socialtours_brochure08.pdf
- Article on Nepal Adventure Industry: <http://nepalitimes.com/page/adventure-tourism-nepal-billion-dollar-industry>



Thematic Session 3: Ecotourism

Learning objectives

By the end of this session, participants should understand:

- Basic concepts of ecotourism and cycles of ecotourism development;
- Aspects of community-based tourism and parameters of success; and
- Ecotourism in protected areas — community participation and conservation of landscape through sustainable tourism practices/principles.

General introduction

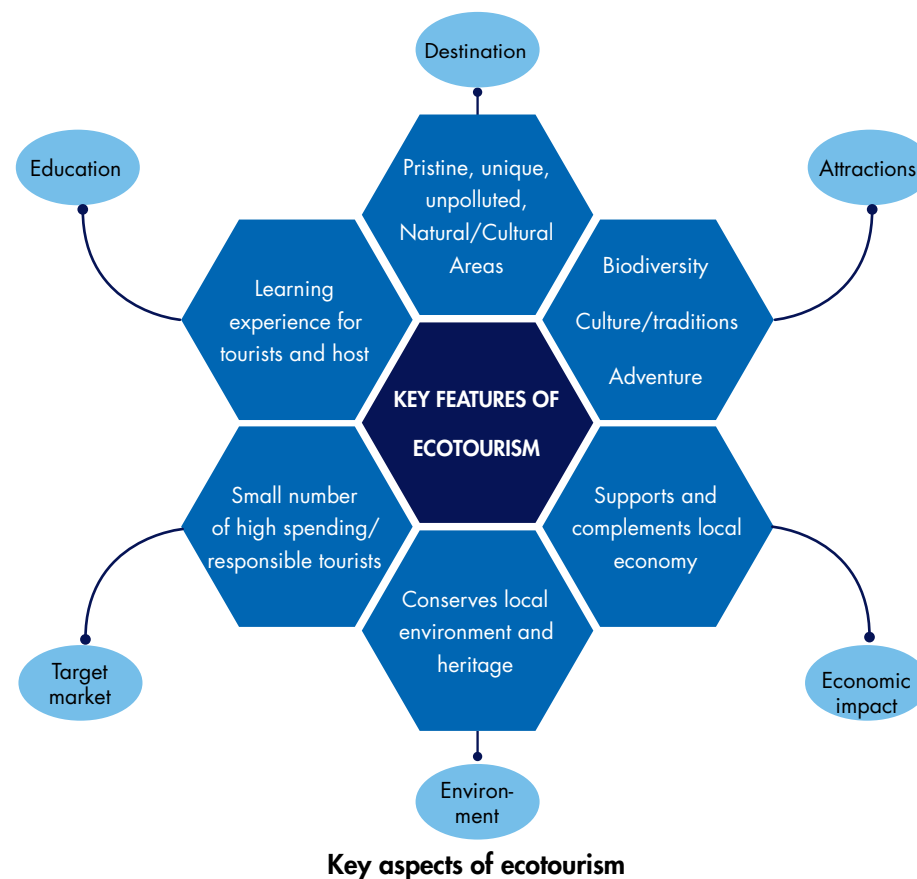
Ecotourism refers to all nature-based forms of tourism in which the main motivation of the tourists is the observation and appreciation of nature, as well as the traditional cultures prevailing in natural areas. It contains educational and interpretation features. It is generally, but not exclusively, organized by specialized and small locally-owned tour operators for small groups. The essence of ecotourism is that it minimizes negative impacts upon the natural and socio-cultural environment and supports the protection of natural areas by:

- Generating economic benefits for host communities, organizations, and authorities that are responsible for conserving natural areas;
- Creating jobs and income opportunities for local communities; and
- Increasing awareness among locals and tourists of the need to conserve natural and cultural assets.

Module 1

Basic concepts and key features of ecotourism

The trainer may project the following diagram to explain the basics of ecotourism. The International Ecotourism Society defines ecotourism as responsible travel to natural areas that supports conservation of the environment and at the same time caters to the wellbeing of local people. Therefore, when we talk about ecotourism, the prerequisites are that it is nature-based; that it is ecologically sustainable, socio-culturally sensitive, and economically beneficial for local communities; and that a knowledge element- education and interpretation is amongst the key aspects of ecotourism.



Group discussion: Exploring the 10 A's of ecotourism

[This field exercise will help participants further their understanding about key elements of ecotourism]

Materials needed: 10 sheets of chart paper, marker pens, and an ecotourism site

Time required: one day (includes a visit to the site and discussion on the field)

Before leaving for the field, the trainer uses the following diagram to explain the 10 A's of ecotourism.

The trainer then asks the participants to make careful observation of the "10 A's" in the field. At the end of the field trip, set aside one hour to share the observations and reflect on the day's field exercise. The trainer uses the chart paper to capture different points from the participants.

| | |
|----------------|---|
| Attraction | The tangible and intangible elements of the ecotourism site |
| Access | The infrastructure and safety concerns to reach at the site |
| Accommodation | The range of accommodation facilities that exists for the visitors |
| Amenities | The various facilities that tourist consume at the site during their visit |
| Activities | The range of indoor and outdoor activities that the tourist can undertake at the site |
| Abilities | The different skill set that the service providers at the destination possess in order to provide services to the visitors |
| Affinity | The level of ownership the local people possess of their surrounding resources which the visitors consume and enjoy |
| Actors | Range of stakeholders involved in the ecotourism enterprise and value chain development |
| Acts | Various local travel norms, code of conduct of the local tourist sites that visitors and local people need to follow |
| Administration | The local administration of the tourism site which oversees the permit, safety, security and other issues of tourism regulations and operations |

The 10 A's of Ecotourism

The participants can be given a set of metacards, on which they are asked to note their observation in the field on metacard – one observation per metacard. During debriefing and sharing sessions, these metacards can be shared in plenary to collate ideas and generate a common understanding of the key elements of ecotourism.

Explanatory notes to trainer

The 10 A's allows participants to remember in a simple way the various aspects of the ecotourism enterprise and value chain. One should be able to relate to both tangible and intangible elements of ecotourism development.

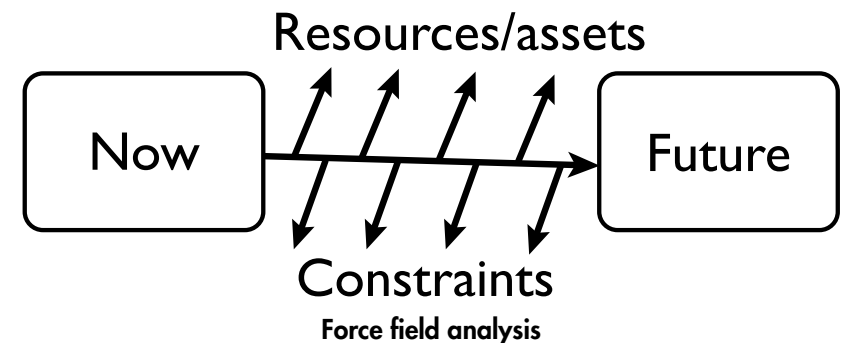
Game: Force field analysis

[This participatory game is to be done after the 10 A's exercise and is based on the same field experience. This exercise will help participants envision the prospects of ecotourism at their respective sites and analyze enabling and inhibiting factors that will influence whether they achieve the envisioned future of ecotourism in the given field site.]

Materials required: Chart paper, marker pen, soft board

Time required: 2 hours

Trainer shows the following figure to the participants.



Divide the participants into five groups:

- Group 1 (Current scenario)
- Group 2 (Future scenario)
- Group 3 (Inhibiting factors)
- Group 4 (Enabling factors)
- Group 5 (Prospective actions).

All participants form a big circle. Group 1 members come to the middle with a chart paper and draw an outline of the village or the ecotourism site they visited. If the trainer can obtain a village resource map from the concerned department and local bodies, Group 1 can use it to draw the outline. Use **BLACK** marker to draw the outline, and draw all current assets and attractions of the site. The other participants can also make suggestions to Group 1 members if they have omitted any major assets. Do not prompt Group 1 while they are working. Offer suggestions only after they have finished. [This gives the current scenario of ecotourism in the given site.]

Once the “Current scenario” is mapped, Group 2 comes to the middle of the room, while the other participants, including Group 1 members, stay in a circle. Using the same resource map and using the **BLUE** marker, draw potential “A’s” that can be or need to be developed in the future. Group 2 should think innovatively about what will enhance the prospects of ecotourism in the site. The other participants can also make suggestions to Group 2 members regarding other assets that have potential. Do not prompt Group 2 while they are working. Offer suggestions to the group only after they have finished. [This gives the future scenario of ecotourism in the given site.]

Once the “Future scenario” is mapped, Group 3 comes to the middle of the room, while the other participants, including Group 2 members, stay in a circle. Using the same resource map and using the **RED** marker, draw or write factors that will hinder the development of future elements. Group 3 will have to critically think of

all the constraints across the 10 “A’s” that will interfere with the achievement of their vision. The other participants can also make suggestions to Group 3 members if any critical factors are missing. Do not prompt Group 3 while they are working. Offer suggestions to the group only after they have finished. [This gives the constraining factors that may hinder ecotourism development in the given site in the future.]

Once the “Inhibiting factors” are listed, Group 4 comes to the middle of the room, while the other participants, including Group 3 members, stay in a circle. Using the same resource map and using the **GREEN** marker, draw or write factors that will support the development of future elements. Group 4 will have to think of what solutions will help minimize risk and address inhibiting factors. The other participants can make suggestions to Group 4 members if they have omitted any important solutions or opportunities. Do not prompt Group 4 while they are working. Offer suggestions to the group only after they have finished. [This exercise lists the enabling factors that may help to achieve the ecotourism development vision for the site.]

Once the “Enabling factors” are discussed, Group 5 comes to the middle of the room, while the other participants, including Group 4 members, stay in a circle. Using the metacard and **BLACK** marker, Group 5 participants write some action points that will enable the group to reach the vision, now that you have the analysis of different assets, vision, challenges, and opportunities. The other participants can make suggestions to the Group 5 members if they have omitted an important action or strategy. Do not prompt Group 5 while they are working. Offer suggestions to the group only after they have finished. [This exercise outlines the actions that stakeholders have to take to achieve the desired and improved future of ecotourism in the given site.]

Group discussion: Empowering women

[This exercise will help participants see how ecotourism empowers women and what roles women can play in strengthening innovative livelihood interventions.]

Read the following case study of the Langtang Ecotourism Project — and reflect on the role of women.

Case study 3: Langtang Ecotourism Project – A Case Study from Nepal

Women in Nepal have lower literacy rates, fewer educational opportunities, and less access to resources, control of assets, and decision-making powers than men. For many women, the task of caring for tourists adds considerably to their daily household duties, especially when their husbands are away working as trekking porters and guides. They are never idle, however — whatever free time they have is spent weaving bags, knitting woolen caps, mittens, and socks, or making handicrafts for sale. Much attention is paid in Nepal to gender issues, but real progress has been rare.

The Langtang Ecotourism Project was established in 1996 to build local capacity for tourism management. Women embraced the program and played a vital role in the transition from trying to meet tourist demand to proactively developing sustainably-managed tourist services. Through a special participatory planning approach, they developed a collective dream of how community-based tourism could look and function in the future. For example, by participating in the assessment of different cooking fuels, they elected to use kerosene instead of wood. A kerosene depot was established and the profits are now allocated to conservation initiatives, such as the planting of 17,500 tree seedlings. Independent of becoming local environmental managers, the women also have coordinated for a cultural revival. Craft cooperatives and traditional dancing and singing are now generating income for the women of the community and promoting pride in their local culture.

Adapted from Brewer-Lama, Cultural Survival Quarterly, 1999

Module 2

Community-based tourism

Community-based tourism is recognized as one of the effective tools to link conservation and community livelihoods development, especially in the mountain context, where there are unique landscapes and associated natural resources, where community livelihoods are dependent on various goods and services from natural resources, and most importantly, where the community as custodians of indigenous and traditional knowledge manage natural resources, culture, and heritage.

Therefore, community based tourism must contribute to:

- Enhancing the conservation of natural resources and cultural heritages;
- Building the local economy by increasing tourism revenues and equitable benefits from other nature-based enterprises to the community, ideally increasing community participation;
- Encouraging local participation in the planning and management of natural and cultural resources; and
- Providing a socially and environmentally responsible experience and learning for visitors and the host community.

Group discussion: Participation as key to CBT

[This exercise helps participants understand why the participation of communities is important in community-based tourism and how their participation can be enhanced.]

Materials required: Two soft boards, metacards, board marker, and push pins

Time required: 45 minutes

The facilitator prepares two soft boards and writes the following two questions as headings (one question per soft board):

Q1: Why is people's participation important in CBT?

Q2: What will enhance community participation?

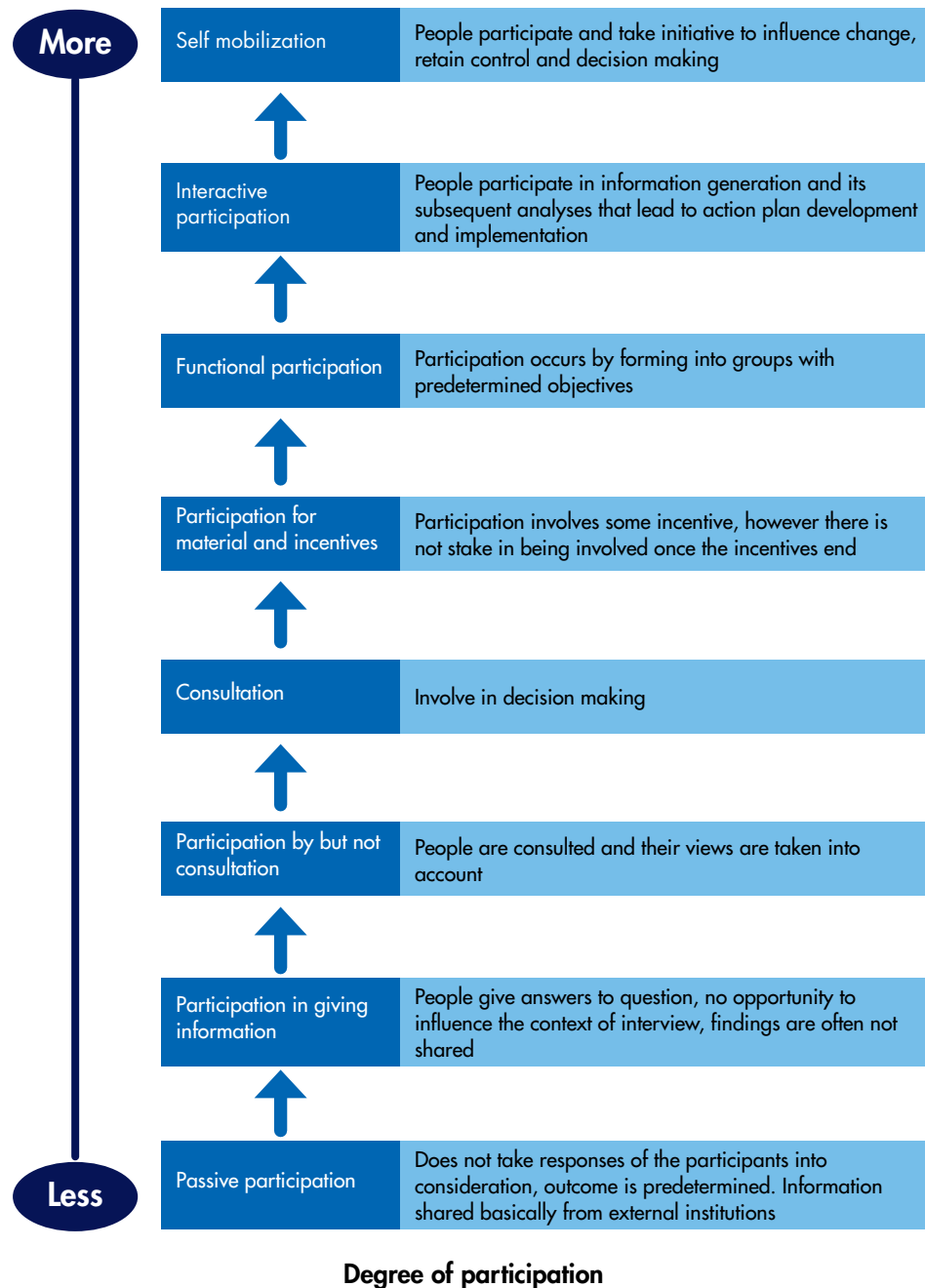
The facilitator provides metacards to the participants and asks them to write their responses to the two questions. The participants pin their respective responses on to the soft board. The facilitator then summarizes the responses in the plenary sessions.

Explanatory notes to trainer

- Participation by stakeholders is key to the success of CBT. For example, if local people have participated in the design of CBT and some activities, invested resources in implementation, and have obtained reasonable returns, then the likelihood of long-term support for CBT, including the conservation of natural resources and economic benefits, increases.
- Community participation is important because it:
 - Helps in generating consensus among the stakeholders and shared decision making
 - Makes the process more inclusive and transparent
 - Increases coordination for the service industry
 - CBT is for, by, and with the people — so they cannot be isolated
 - Builds sustainability and long-term engagement and interest
 - Builds ownership and therefore commitment
 - Promotes unity and sense of partnership among stakeholders
 - Promotes innovative ideas and co-production of knowledge
 - Makes the intervention more cost effective — resources can be shared
 - Gives confidence to the stakeholders for self-driven process and practice

Types of participation

It is often easier to think of participation as a continuum rather than discrete types with defined boundaries of description. The process of learning and decision making may vary for subgroups in a community and for different conditions and combinations of participants. However, having stated the real practical nature of participation, it is useful to be able to distinguish broad categories of participation. Seven types of participation are described, ranging from passive to what many practitioners consider the most active. It may not be possible and wise to immediately start with the most active, as this requires trust, capacity, growth, and resources. Great care must be taken when both using and interpreting the term “participation”, as it has different meanings for different people, and can have clearly different outcomes when implemented. As planners, facilitators, implementers, managers, and so on, the reader is advised to look at the value of each broad type of participation and to discuss the merits of each with participants in the conservation and development process.



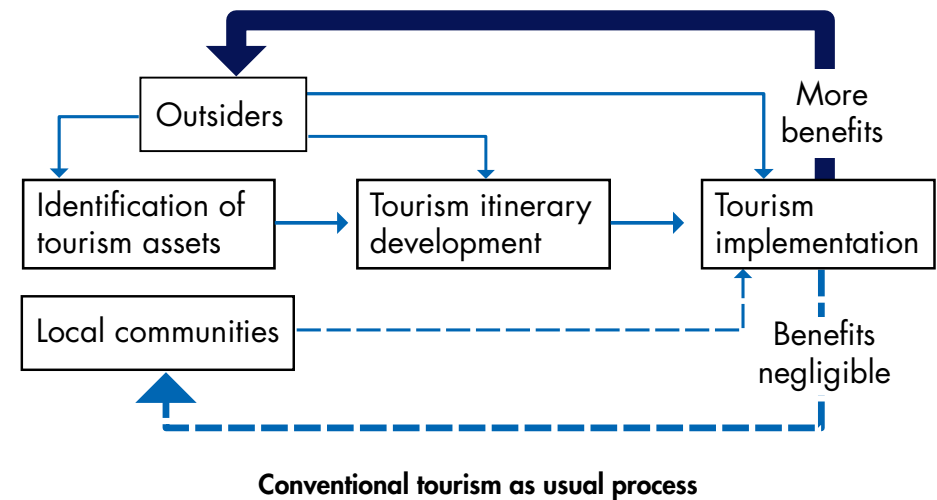
- Community Participation can be enhanced through:
 - Education, awareness, and higher literacy levels
 - Good leadership to motivate and influence, including a conducive policy environment
 - Timely sharing/updates of information on prospects and potentials or challenges
 - Provision of equal opportunity — inclusion of diverse ethnic groups and gender balance
 - Involvement of the community in decision making and delegation of responsibility
 - Incentives in different forms, including capacity-strengthening opportunities and skill enhancement
 - Development of a common/shared vision
 - Appropriate technologies and local resources available
 - Strong local institutions
 - Fair benefit sharing mechanisms
 - Community's enthusiasm
 - Strong socio-cultural identity
 - Openness among community members
 - Community teamwork recognition
 - Villagers have a willingness to take risks

Participatory planning process

Trainers explain the following types of ecotourism planning processes.

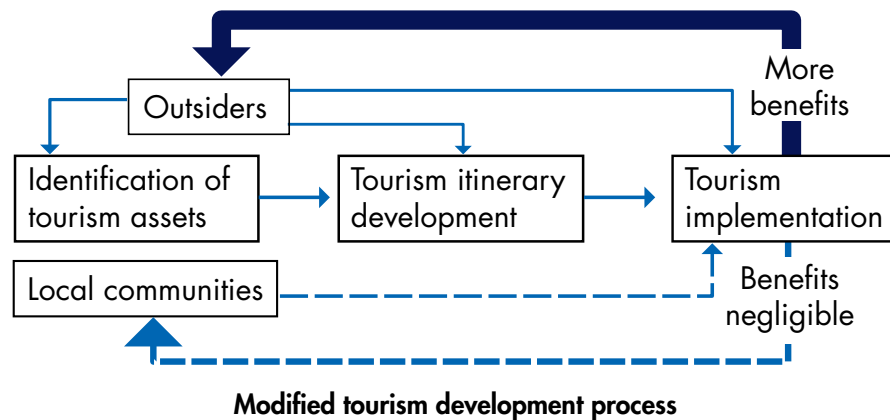
a. Conventional process

Outsiders identify tourism products and develop tourism programmes for their benefit. Local people just follow whatever outsiders design. They are mostly involved in the service sector as waiter, labour, boatman, etc.



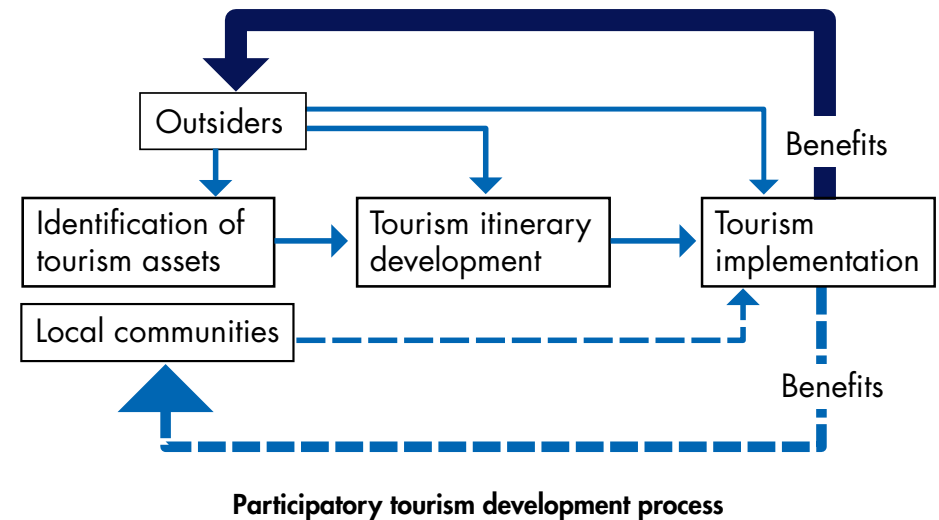
b. Modified tourism development process

Local people are driven by incentives from tourism programmes. They do not understand the nature of the tourism business and do not have any clue about tourism impacts. They risk their own dignity, pride, culture, nature, and so on to tour operators or tourism promotion agencies. Some benefits do go to the local communities.



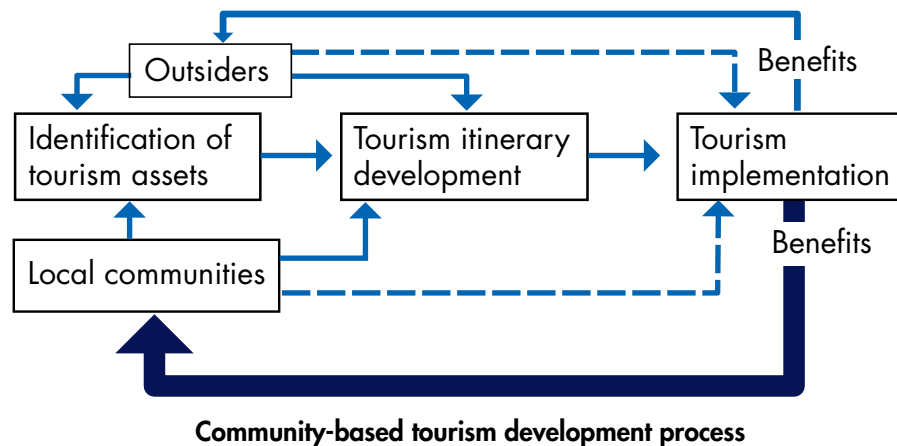
c. Participatory tourism development process

The tourism programme is developed with mutual benefit to tour operators and local people. While they share benefits, they are still higher for outsiders. Local people do not receive as much as they invest in maintaining their natural and cultural assets for tourism. With the passage of time, motivation decreases.



d. Community-used tourism development process

Local people initiate a tourism idea and develop the programme themselves with assistance from outside. The main benefits go to local communities, but outsiders also benefit. There is adequate motivation among the communities to manage and maintain the programme to support tourism that caters to their economic wellbeing.



Group discussion: Perceptions of the travelers/community toward community-based tourism through exposure visit

Organize a visit to a community-based tourism destination. For example, participants can be given the experience of a homestay or may be taken to the local food festival or community-conserved sites.

Divide the participants into two groups:

- Group 1: Travelers or tourists
- Group 2: Community members

In your respective group discuss and list:

- What aspects of community-based tourism were you drawn to?
- What aspects didn't appeal to you?

Module 3

Ecotourism and protected areas

The case of Annapurna Conservation Area Project (ACAP), Nepal

[This case story is an extract from PowerPoint presentation shared by Dr. Siddhartha Bajra Bajracharya during the regional TOT on Innovative Livelihoods, 20 September 2016.]

The case study will help the participants to reflect on how community-based tourism can contribute to the protected area management, and how community engagement can help in raising environmental awareness and promoting a sense of responsibility toward nature and wildlife.

Note: Make as many volunteers as possible read out cards 1-15 and let them explain in their own words the meaning of the card. This way all participants are actively involved, instead of one person reading out or telling.

1
A novel concept of harmonizing and integrating economic development to the benefit of nature conservation

2
First conservation area and largest protected area in Nepal, A home to rich biodiversity and 90,000 local people, it is one of the most popular trekking destination in Nepal

3
There lies some of the world's highest and most beautiful snow peaks, deep gorge, glacial lake, Rhododendron forests, snow leopard habitat, diverse cultural heritage, traditional settlement

4
Over the past years, relationships between people and nature was gradually changing given the growth in population and trekking tourism influenced further weak governance

5
A paradigm shift for protected area management was required that could sustain this balance of nature and people and bring in both environment and economic co-benefit

6
In 1986, a non-governmental organization now coiled "Nepal Trust for Nature Conservation" launched **Annapurna Area Conservation Project (ACAP)**

7
Annapurna Conservation Management Planning adopted integrated conservation and development approach with emphasis on community participation, holistic resources management, and innovative livelihoods development

8
Programmes were launched on natural resources conservation, wildlife management, conservation education and extension services, local infrastructure development, social inclusion and empowerment, alternative energy development, cultural heritage conservation

9
Being the most popular trekking destination tourism was important intervention to systematize. Tourist flow continued to increase growing from approx. 50,000 visitors in 1997 to 120,000 in 2014

10
The area was zoned into: i) a protected core zone, ii) a protected forest and seasonal grazing area, and iii) an intensive use area with human habitation and tourism use

11
Pilot activities were started to help integrate conservation with human needs including the selling up of local forest management committees, lodge management committees, establishing tree nurseries and plantations of fuelwood and fodder

12
ACAP heavily emphasized on participation and empowerment of local communities, including greater engagement of women in community development programmes.

13
One of the significant achievement of ACAP was devolution of administrative power to the local institutions and committees, therefore strengthening their decision making power

14
The other significant move was establishment of equitable benefit sharing mechanism where funds generated in the ACAP remained in the area that speeded the integrated development further

15
ACAP set the paradigm that local institutions if strengthened and empowered can effectively help achieve objectives of both nature conservation and sustainable development

ACAP Community Biodiversity Tourism story

Further readings

- Bhartiya, S. P. & Masoud, D. (2016). Community Based Tourism: A Trend for Socio-Cultural Development and Poverty Lessening. *Global Journal for Research Analysis*, 4(10).
- Burgos, A. & Mertens, F. (2016). Collaborative networks in community-based tourism: implications for participatory management. *Tourism & Management Studies*, 12(2), 18-23.
- Documentary on Ghale Gaun: <https://www.youtube.com/watch?v=P4m3XQ2dBGw>
- Documentary on Bhujung Village: https://www.youtube.com/watch?v=zCi_RBbgd-Q
- Dodds, R., Ali, A. & Galaski, K. (2016). Mobilizing knowledge: Determining key elements for success and pitfalls in developing community-based tourism. *Current Issues in Tourism*, 1-22.
- Ministry of Agriculture and Forest. Ecotourism development in the protected areas network of Bhutan: Guidelines for planning. Royal Government of Bhutan.

Thematic Session 4: Homestays Development

Learning objectives

By the end of this session, participants should understand:

- The basic concept of Homestay and its features in community-based ecotourism development;
- Aspects and parameters for success of homestay operations;
- Role of stakeholders in homestay development; and
- Local people's participation in homestay development.

General introduction

The major feature of ecotourism is to observe and appreciate the natural areas as well as the traditional cultures prevailing in rural areas. Homestay provides an ideal environment to experience these natural and cultural settings. Homestay is a community-based ecotourism experience where there is an enriched visitor-host interaction with meaningful participation by both and which generates economic and conservation benefits for local communities and their environments. Living in a local home with a family allows a visitor to experience the intangible features of hospitality experienced nowhere else. Homestay is the best way to unfold this educational learning experience.

Module 1

Basic concept of homestay and parameters for its success

Basic criteria to qualify as a homestay

- It should be rural-based in a village setting with key features of attractions and activities for the visitors.
- It should provide an authentic experience in which there is ample opportunity for host and visitor interaction.
- The scale of operation is small, restricted to two to three rooms per home.

- It is a two-way learning and sharing process for the host and the visitor.

Homestays are basically meant to provide

- Basic, neat, and clean accommodation; adding touches of modern facilities helps
- Wholesome local, organic food, served in a traditional manner but attending to food hygiene
- Various activities in and around the village, which could include hiking, soft treks, sightseeing, working on a rural farm, birding, and many more
- Cultural immersion with no crowds and personal interaction
- Authentic rural lifestyle and hospitality experience

| Elements of homestays | Group 1 Positive aspect | Group 2 Negative aspect |
|--|----------------------------|----------------------------|
| Infrastructure | | |
| Enabling environment | | |
| Role of culture | | |
| Food and services | | |
| Accommodation facilities and comfort level | | |
| Host and community involvement | | |
| Water/energy management | | |
| Waste management | | |
| Communication and interactions | | |
| Other allied services | | |

However, the homestay experience is achieved by the host-guest interactions; the greater the interaction and interpretation of local values, the greater will be the satisfaction for visitors, and better options and opportunities will be created for the host to manage homestays.

Group discussion: Elements of homestays

[This exercise will help participants analyze various positive and negative aspects of homestays. Ensure that the participants have had an experience of a homestay so that they are able to relate to the exercise.]

Reflecting on your recent experience in a homestay, work out in two groups some of the positive and negative aspects of each of the following elements of ecotourism:

Explanatory notes to trainer

Homestays would feature the following key elements:

- Low-cost investment, as local homes themselves would host visitors and offer hospitality.
- Benefits flow directly down to village-level stakeholders as diversified opportunities for income and employment generation would exist upon arrival of visitors.
- As visitors appreciate the local nature and culture of the people, hosts will have a greater awareness of and pride in their own cultural and natural heritage, leading to conservation of these assets.
- Homestays and tourist visitation promote local traditional skills, such as handicrafts, handlooms, and other enterprises in the rural settings.
- Attracts a different tourism market segment, contributing to additional income for the rural-based family groups.
- Homestays provide local communities with exposure to other cultures and greater learning experiences through enriched host and visitor interaction.
- An altogether unique experience for visitors, as well as for the local host families.

If this training is being done at the community level, it is suggested that trainers use pictures for the nine elements and ask the participants to find a positive and negative aspect of each.

Group discussion: Mapping homestay and community-based tourism assets

[This participatory game will help participants understand the interdependence of various actors and players in successfully operating homestays as part of community-based tourism. This exercise is to be carried out when participants are given the experience of staying in a homestay and interacting with the communities. Participants should find key members in the village who can contribute to the exercise; however, to be inclusive, other cross-sections of knowledgeable residents, in terms of gender, age, and professions should be included.]

Materials required: Flip charts, small sheets of cards or paper, tape, white board, pens

Time required: 3-4 hours

Divide participants into groups for the exercise of mapping homestays and community-based tourism assets. Assign responsibilities of i) an interviewer who will ask questions, ii) a recorder who will take notes of the information that is being generated in the mapping exercise, iii) some observers who will monitor the group dynamics, and iv) participants who will assist the key informants in preparing the map.

Maps are made on the ground using local materials like stones, seeds, and sticks, which can be collected in advance. Select a safe and comfortable site for the mapping exercise and begin by first identifying a prominent landmark of the village like a major trail or road which passes through the community. As the key informants start providing the information, stones, sticks, leaves, seeds, etc. are placed on the ground and the map is plotted. Key features like homestays and community-based tourism assets are mapped progressively.

Ensure that during the mapping process human resources and associated skills such as guides, weavers, and rescue operators are also represented on the map with some symbols. Also, remember to capture other intangible assets or resources that are not easily mapped, such as good views, clean air, friendly hospitable people,

good access, peacefulness, and a multiethnic population in some way, such as with pictures or symbols. You might need to also prepare a list of these for clarity.

The recorder should take notes on all the discussion that arises out of this participatory exercise.

When the participants feel that they have captured all the information and no opinions differ, ask one of them to now copy it on a flip chart using colored pens. Be sure to give the north arrow direction, date, an index, and the names of the key informants who provided the information in the mapping exercise. Thank the key informants for their time and information.

The table below provides guides to the assets to be mapped:

| Natural features | Cultural sites | Facilities and services | Tourism human skills |
|---|--|--|--|
| <ul style="list-style-type: none"> • Scenic and varied landscapes • Forests and vegetation • Streams, rivers, lakes, waterfalls • Mountains, climbing peaks, glaciers • Ocean, sandy beaches, rocky sea cliffs • Wildlife habitats/conservation sites • Wildlife viewing areas • Fishing or scuba sites • Hot springs • Wildlife viewing areas • Bird observation points | <ul style="list-style-type: none"> • Monasteries, temples • Caves, holy lakes • Festival grounds • Pilgrimage routes • Traditional architecture in houses, buildings • Art galleries • Museums • Sacred sites/trails | <ul style="list-style-type: none"> • Lodges, hotels, guest houses, campsites, homestay sites • Restaurants, tea shops • Visitor information centers • Food sales, vegetable cultivation, dairy sales • Supply sales and rentals, e.g., camp and recreational equipment • Toilet/Shower facilities • Check posts, medical aid • Viewpoints and rest stops, sunset and sunrise spots • Trails, bridges, roads, airports, train and bus service • Handicraft production sites • Telephone, health centers, community services • Signposts • Park offices • Guard posts • Ticket counters | <ul style="list-style-type: none"> • Tour, trek, cultural, naturalist guides, mountain climbing guides • Porters, animals • Transport drivers • Special cooks • Handicraft producers (e.g., weavers, wood cutters, bamboo workers) • Artisans • Foreign language speakers • Medical skills • Money changers • Rental outlets |

Explanatory notes to trainer

The trainer should explain how the map can be used to:

- Document the number of households currently benefiting from tourism and the tourism-related skills of those persons residing therein
- Show land ownership
- Show the community tourism assets in relationship to other nearby tourist attractions, roads, trails, airports, etc.
- Highlight sensitive environmental and cultural sites
- Develop brochures or a map informing tourists of interesting sites
- Understand stakeholders' relationships and the importance of collaboration and participation

Module 2

Stakeholders in the homestay development and importance of local people's participation

Homestays in a village would be offered by few providers, while others would be potentially involved in providing tourism services in the form of local porters, guides, escorts, and suppliers of provisions, handicrafts, and entertainment, as well as a tourism management committee. The participation of local people in tourism and homestay activities would lead to an increased awareness among both locals and visitors regarding the need to conserve the natural and cultural assets to sustain tourism activities.

Game: Identifying stakeholders and their role for successful homestay and community-based ecotourism development

[This exercise helps participants to understand who the key stakeholders are in homestay and community-based tourism activities and the roles performed by different stakeholders for a successful homestay in a village.]

Materials required: Flip charts, small sheets of cards or paper, tape, white boards, pens

Time required: 1-2 hours

1. Ask the participant group to appoint a recorder who will not participate in the session but will instead make a note of all the proceedings in the brainstorming session.
2. Ask the participants to think of the various stakeholders and prepare a list of those who are involved in community-based tourism, and the role they play in homestay and community-based ecotourism development activities.
3. Encourage the group of participants to think adventurously. Every idea shared must be noted. Encourage quantity of ideas about the issue rather than the quality; the more ideas the better.
4. Two options for recording brainstorming:
 - a) Participants call out their ideas and the recorder writes each one down on a flip chart or white board. It is basically a collection of all the ideas, with no evaluation or comments on the ideas provided.

- b) Participants write down the issues, their ideas, and questions on pieces of the cards provided earlier. These are then collected and pasted on the board.
5. Cards that are pasted on the board are grouped according to broad topics. Exact duplicates may be removed, but all other cards must remain on the board, even the most outrageous.
6. Participants can join in to cluster the different cards according to the broad topics.

Explanatory notes to trainer

This brainstorming method is quite flexible and can be used for a variety of purposes. It is a very useful way to involve all participants in almost all discussions. Even the most reserved participants feel bold enough to let their ideas flow. Ideas are generated on focused topics, which makes the process very quick.

Game: Enriching traveller and community interactions

[This game will help participants relate to some of the expectations of hosts and communities from the visitors, and vice versa. Trainers must ensure that participants are given the experience of homestays before introducing this game. During the exposure, ask participants to note the role of hosts and the questions they had asked during the interactions. These observations will be used in this role play exercise.]

Divide the participants into two groups: Community members and travelers/Tourists. Each group plays their respective roles – that is, Group 1 members play the role of community members and Group 2 members play the role of tourists visiting the village. Before interaction, ask each group member to list a number of questions they would like to ask the members of other groups. Ask participants to create a scene of action and start interactions doing their respective role of a visitor visiting community and community members receiving the visitors.

After 30 minutes of interaction, call a plenary session in which the trainer facilitates the interactions in terms of the following:

- How does the community feel about your visiting them and asking questions?
- What could communities learn and share?
- What could travelers learn and share?
- What is the best means of learning and sharing?

Explanatory notes to trainer

A role game like the above serves mainly to improve the interactions amongst the participants, create a positive and fun atmosphere, and – above all – let participants actively imagine the behavior of tourists and community members in a given context.

This strong method of learning (role-playing) can be used widely in any training. It requires only a little preparation by the trainer in a given subject, but will produce an immense change in perception, knowledge, and skills among the participants.

Further readings

- Homestay Operators Manual for Phobjikha (2013). Bhutan: Royal Society for Protection of Nature (RSPN).
- Regmi, K. D. & Walter, P. G. (2016). Conceptualizing host learning in community-based ecotourism homestays. *Journal of Ecotourism*, 15(1), 51-63.

Thematic Session 5: Enterprise Development

Learning objectives

By the end of this session, the participants should understand:

- Basic concepts and life cycle of the enterprise and ways to manage each stage effectively;
- How enterprise development is linked to value chain processes;
- Qualities of good entrepreneurs and their roles;
- Tasks of an entrepreneur and enterprise development cycle;
- External conditions that influence or inhibit growth of an enterprise and how to turn issues in favour of business gains; and
- Business planning tools and techniques for improved planning and starting up the enterprise.

General introduction

In the simplest term, **Enterprise** is an entity, an established name for producing or selling goods and services. **Entrepreneurs** (women and men) work to keep the enterprise going. Someone envisions, steers, owns, and manages the whole process, while others provide help and support the collective endeavour. **Entrepreneurship** is an attitude that is open to experience uncertain journeys. Entrepreneurial skills are assets and qualities that help entrepreneurs plan and run the enterprise. Participants are encouraged to discover contextual realities and engage themselves actively in planning and managing enterprises. Regardless of the level of formal education, each participant has a valuable contribution to make and can be an active partner in the learning process.

Module 1

Linking enterprises with value chains

There are many enterprises with varying degree of size, scope, and innovation everywhere and in every sector. Likewise, there are many entrepreneurs who run enterprises successfully or unsuccessfully.

As you are now familiar with the fact that a value chain starts from any product or service idea and continues until the end of consumption with all transformations (from raw product to use). Various enterprises play their role in adding and sustaining value at different intervals or nodes. The cumulative gains are the end product of value chains.

Any value chain would contain a number of enterprises, existing or potential, in a vertical chain. Each enterprise contributes significantly to sustain the value, profit, and linkage within a value chain. All enterprises collectively make any value chain functional and effective.

Group discussion: Identifying entrepreneurs for yak value chain

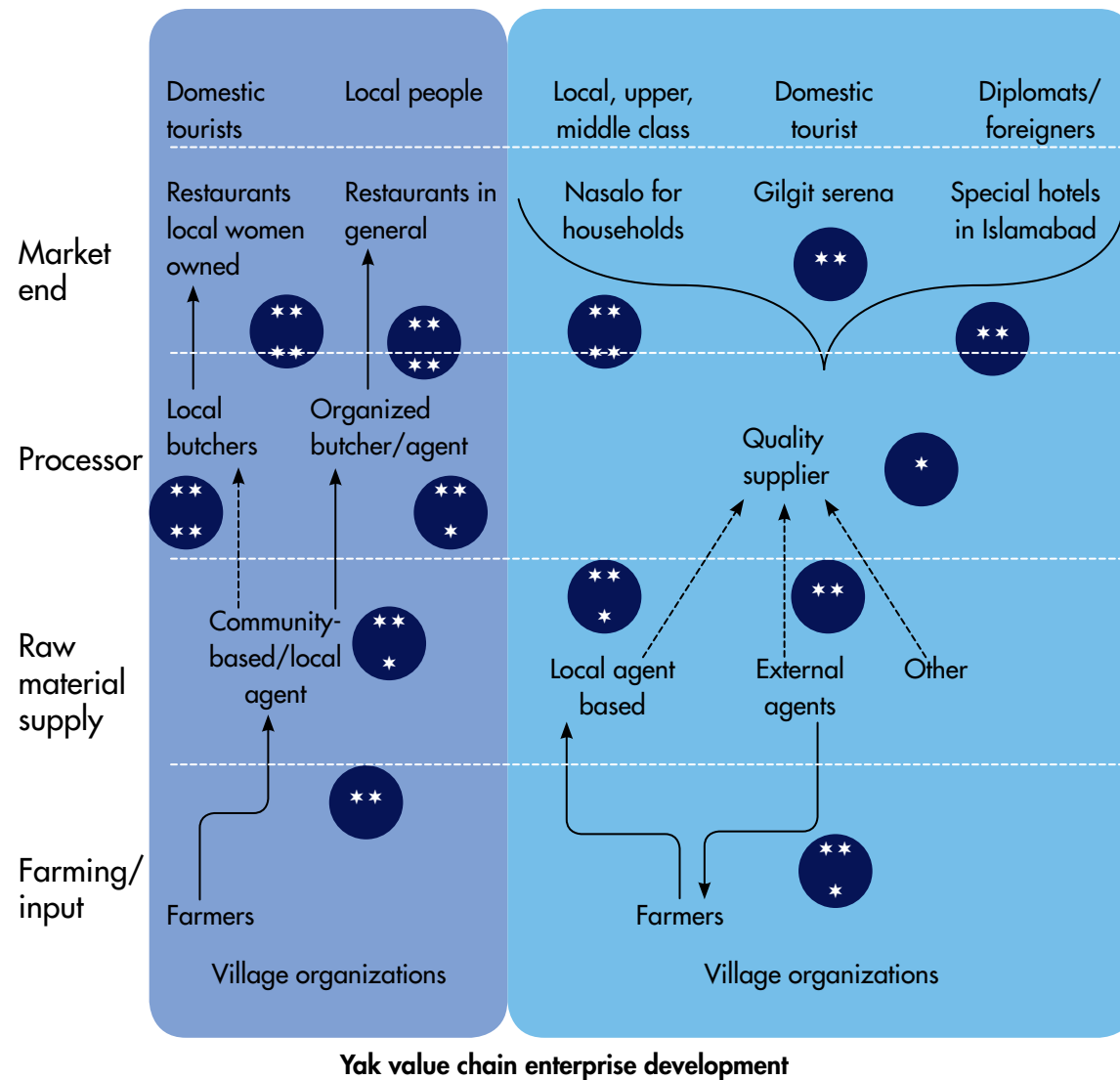
[This exercise helps participants understand how different enterprises are engaged or involved in a yak value chain.]

Material required: Either printouts of the figure below or a slide projection (if projected as a PowerPoint slide, printouts are not required.)

Time required: 45 minutes

Project the figure on the screen or give the printout to each participant. Ask the participants to carefully observe/read the figure and list the total number of potential entrepreneurs and enterprises required to sustain a yak value chain.

After 10 minutes, the trainer can ask a few volunteers to share their observations.



Explanatory notes to trainer

The vertical chain shows the upward moment of the value addition process and the engagement of a number of enterprises. The horizontal extension shows the breadth of market segments (addition of another market). Blue circles show potential areas for enterprises (feasibility), whereas the asterisk (*) shows the number of potential enterprises. The potential for enterprises applies at three broad levels: producer, processor, and market level.

There are thirteen (13) potential enterprise areas and 37 potential enterprises, such as:

- Food stall by community women-owned enterprises – 3
- Adding new dishes to two tourist-oriented food spots/hotels – 2
- Local butchers – 3
- Organized butcher – 1
- Village agents – 4
- Service provisioning – 2
- Financial – 2
- Quality supplier – 1

In a nutshell, there are number of enterprises across yak value chains, and the success of the 37 enterprises would mostly depend on the quality of the entrepreneurship at play. The higher the quality at various levels, the more chances of success and sustainability of the value chain. If you are interested in knowing the actual situation of the yak value chain enterprises, almost all are in the planning and startup phase, while some are at the growth stage. Training and mentoring are used as tools to influence change in entrepreneurs and enterprises.

The purpose of showing this diagram is to highlight an important point: that entrepreneurs and enterprises make the difference in sustaining any value chain. If a number of entrepreneurs are able to see the whole spectrum of enterprises, more lessons and opportunities can be explored, making entrepreneurship and enterprise even more effective.

Source: ICIMOD's Himalica pilots in Gilgit Baltistan, Pakistan

Group discussion: Listing of number of potential enterprises in ecotourism value chain

[This exercise helps participants understand the different enterprises that would be needed for successful development of an ecotourism value chain.]

Materials required: Soft board, metacards, marker pens, push pins

Time required: 60 minutes

Make three or four groups of participants, depending on the total number of participants. Give one enterprise "topic" (such as Transport, Equipment, Homestays, Accommodation and Food, Clothes and Gear, Handicrafts and Culture, etc., as shown in figure below to each group.



Ecotourism related enterprises

Ask the groups to identify the number of enterprises and sub-enterprises in their own contextual setup, and to write this down on a metacard, one name per card. Each group then presents their discussion points in plenary.

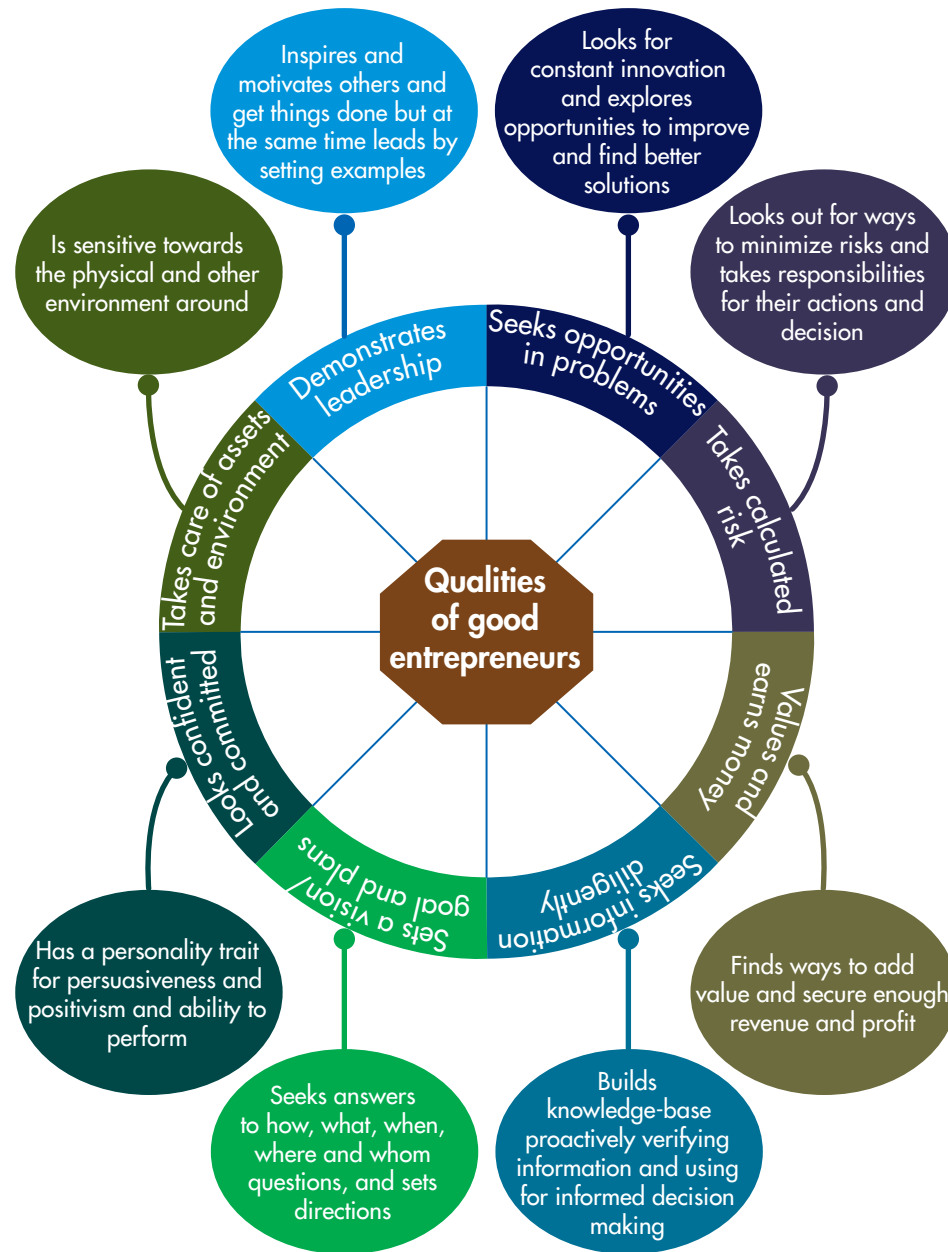
The trainer compiles the names and makes one holistic map of enterprises on ecotourism [use soft board for display].

Module 2

Qualities of a good entrepreneur

Successful entrepreneurs have certain qualities that make them distinct or little proficient in terms of enterprise development.

Note: Any list of parameters, qualities etc. can be written down in advance on metacards and distributed to the participants, who then explain their cards in return. This way active participation is assured, and one-linear knowledge transfer avoided for the improvement of training atmosphere and active participation.



Qualities of a good entrepreneur

Game: Know your entrepreneurial quality in running a homestay enterprise

[This exercise helps participants to explore their own entrepreneurial qualities and think of ways to hone these qualities, apply and use them, and make them part of their daily life.]

Materials required: Picture of a homestay and surrounding ambience [sample given below], soft board, metacard, marker pens, push pins.

Time required: 60 minutes



Example of homestay picture for exercise

Project the picture on the screen. The trainer prepares the “Entrepreneur’s quality cards” — that is, the trainer writes one of the qualities of good entrepreneurs on a metacard [one quality per card], as shown below.



Entrepreneur's quality cards. Trainers have to make the card using metacards of different colours

There must be one card for each participant (each participant gets one “quality card”). Therefore, the “quality” can be repeated as per the number of participants. Distribute the cards randomly to the participants.

Each participant then thinks of one action to sustain and enhance the homestay business that reflects on their quality. For example: You have the quality of “*seeking information diligently*”. Your action is to “*Make a map of a village showing the number of homestays and other tourism assets*”. This reflects your quality as an entrepreneur to systematize knowledge for tourism and verify information on a number of tourism products and features and business potential.

Give participants 5-10 minutes to think and write their responses.

In the meantime, the trainer should draw a table [as shown below] on a chart paper and display it on the soft board. Ask each participant comes to the front, pin their “Quality” and “Action” cards, and read them aloud.

| Quality card | Action card |
|-----------------------------------|-------------|
| 1) Seeks information diligently | |
| 2) Sees opportunities in problems | |
| 3) Looks confident and committed | |
| 4) Earns and values money | |
| 5) Sets a vision/goal | |
| 6) Takes calculated risks | |
| 7) Demonstrates leadership | |
| 8) Takes care of assets | |

Explanatory notes to trainer

For aspiring entrepreneurs, it is important to understand the qualities of successful entrepreneurs in order to learn, improve, and experience high quality business decisions and leadership.

Although entrepreneurial qualities are applicable to everyone and in almost every situation, we have tried to use them in the innovative livelihoods context (the homestay examples) and relate the use of these qualities to supporting community-based business opportunities.

The trainer then projects the following picture on “list of values” and explains how such values build the quality and traits of an entrepreneur.

| | |
|----------------|--|
| Purpose | I believe my life was given for a reason |
| Vision | I believe in a dream of a greater tomorrow |
| Faith | I believe in the existence of unlimited possibilities I do not see |
| People | I believe only through service to other will greatness be attained |
| Focus | I will steadfastly pursue my dream until I succeed |
| Knowledge | I believe my ability to do depend on how much I've learnt |
| Creativity | I believe in coming up with new and better solutions to existing problems |
| Selflessness | I believe in putting others first before myself |
| Integrity | I believe my actions, my thoughts, my words, and myself are one |
| Commitment | I believe in following through on my words regardless of circumstances |
| Contentment | I believe that true happiness does not rest on material possessions |
| Patience | I'll not cut corners to fulfill my dream |
| Humility | I believe I am no superior to any other human being |
| Pragmatism | I believe in adopting simple and practical approaches to doing things |
| Diligence | I believe only through hard work will the dream come true |
| Excellence | I believe it's not 'how far' but 'how well' |
| Teamwork | I believe all by myself I am nothing |
| Passion | I'm in love with my work |
| Risk | I'll step out of my comfort zone despite my fears |
| Discipline | I'll not let external pressures to influence my action |
| Sacrifice | I'm prepared to forego personal gains for a common good |
| Truthfulness | I believe in earning future trust by accurately reporting past facts |
| Responsibility | I believe in knowing and doing what is expected of me |
| Justice | I believe it's my personal responsibility to uphold what is pure, right & true |
| Flexibility | I'm open to new and better ideas even though they didn't come from me |
| Spirituality | I believe I originated from and am connected to a higher source—God |

Source: <https://www.naijapreneur.com/qualities-of-entrepreneurship>

Values that guides entrepreneur's quality

Module 3

Tasks of an entrepreneur

An entrepreneur has to generate business ideas, innovate, add value, develop products corresponding to business models, and deliver results. They also have to test and market the products in order to earn money and to increase their income.

These tasks can generally be classified into four main tasks:

- Adding value to the products, carefully judging and foreseeing business potential;
- Managing resources: staff, people, partners, funds, and suppliers;
- Selling and marketing of products and services; and
- Maximizing benefits and minimizing risk factors.

Game: Perform well and shine your enterprise: Role play

[This role play exercise will allow participants to understand how these four tasks have to complement each other to make an enterprise successful. It also allows participants to be creative and use their own judgment while they perform the task of an entrepreneur.]

Materials required: Prepare three sets of the following readily available materials in a basket or a tray: board marker, colored paper, cap, soap, coin, balloon, wool, water bottle, paper cup, and metacards; also, a soft board and pushpins

Time required: 2.5 hours

Note to the trainer: All the groups should receive the same set of materials.

Divide the participants into three groups (five to six members each). Each team gets the set of materials/resources to build the enterprise. Participants will have to think creatively to make sense of the enterprise from the available materials.

The team members will play the role of an entrepreneur and develop the enterprise using the provided materials. The focus is on how the four key tasks are performed by each group. Each group must select a group head who represents the owner of the enterprise. The rest of the group members will act as other stakeholders — staff, suppliers, consultant, banker, media person, a family member, etc. — and perform

their respective roles. The head of the group will have to assign roles to each team member corresponding to the needs of the enterprise they would like to design. While developing the enterprise collectively, the team will have to perform the four main tasks:

- Add value or package the product or service in such a way that it is more appealing; conduct some feasibility and costing to maximize business returns;
- Organize, pool, and mobilize resources (human, financial, and technical) to make the product/service readily available for marketing to users and customers;
- Market and promote the product or service; and
- Explore ways to increase revenue and reduce costs.

Once the enterprise is ready, each group explains and shares its enterprise.

The trainers and participants from the other groups listen in the role of customers and learn about the enterprise of each group, its products and services. Ask participants to make notes of their queries, concerns, and comments for plenary discussion.

Once all the groups have finished sharing, the trainer facilitates the plenary discussion by presenting the following statements and ranking the performance of the groups on each of the major tasks.

Scoring can be done using the table below, using range of grades: A+ (excellent), A (good), B+ (satisfactory), B (fair), C+ (average), C (not appealing).

| Statements related to the four tasks to evaluate the enterprise | Group A | Group B | Group C |
|---|---------|---------|---------|
| The most appealing product/service | | | |
| The level of value additions | | | |
| Attractive pricing strategy | | | |
| Effectiveness in pooling and organizing resources (financial, human, technical) | | | |
| Innovation and effectiveness in sales and marketing | | | |
| Enterprise displays good prospects | | | |
| Effective cost-cutting strategies and positive revenue return | | | |

Explanatory notes to trainer

The trainer can refer to the following explanation to discuss and evaluate the responses and performances of the groups:

- The product/service is most appealing when it is: unusual, simple, creative, strong, useful, and practical. There is insight and details to address customer needs/problems.
- The level of commitment to solutions, and the quality of thinking and planning to solve the problem or to bring the product out.
- Value additions are more defined and prominent when a product appears more attractive to customers. You can judge them from the means, ways, refinements, and quality of technical solutions or value-adding process that creates significant refinement in products or services with the potential to attract customers.
- Pricing strategy is attractive when the group has different and effective methods for selling their products. It is important to see how effectively they have articulated the art of playing with numbers/units and scenarios. How much are they earning and how much are customers willing to pay, even in time (shortest time to gain market momentum).
- Pooling and organizing resources is effective when the loan or equity is arranged effectively and access to finance and other materials is adequately sought in favor of business prospects. For example, if participants have used additional materials, then the score is higher. The selection of team, training, and maintaining motivation, along with rewards mechanisms, should be evaluated. If there are technical solutions, how well are materials, recipes, and techniques acquired?
- Sales and marketing are effective when the quality of staff and techniques used to attract, retain, and grow the number of customers are effective. Watch for innovations to market the product and the quality of the marketing strategy used.
- The enterprise has good future prospects when there is greater flow of customers, growing sales of products and services, and encouraging feedback or interest from customers and other stakeholders about the solutions/product and business [customer care service in place, for example].
- Cost-cutting strategies and positive revenue returns: Need to see how loopholes in the business that cause an outflow of cash or other resources unnecessarily are identified. How efficiently are details of costs, revenue, and cash flows recorded? Do they have some planning in place to maximize returns and control costs?

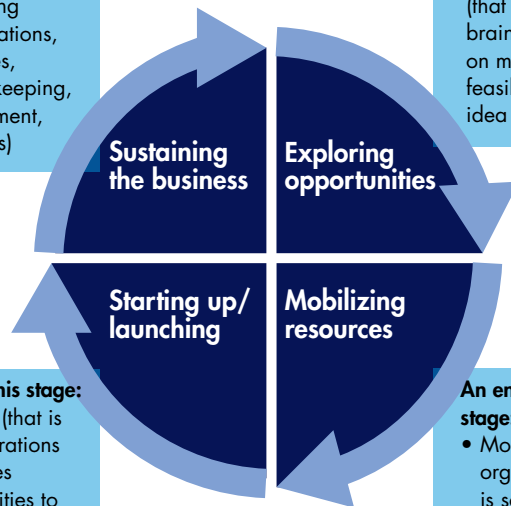
Module 4

Steps to a successful enterprise development

An enterprise gradually develops over time and there are four key steps to its growth and evolution.

An entrepreneur, at this stage:

- Ensure continuous monitoring and improvement (For example, sales and distribution, packing and packaging, branding material, public relations, promotions, taglines, incentives, record keeping, cash flow management, Profitability analysis)



An entrepreneur, at this stage:

- selects the idea with highest promise in success
- Develops a business plan (that is generate ideas, brainstorm and agree on main idea, conduct feasibility and translate idea into actions)

An entrepreneur, at this stage:

- Start implementing (that is takes care of registrations and legal formalities)
- Assigns responsibilities to team
- Organizes formal launching programmes
- Puts pricing for goods and services and ensures quality measures including marketing and branding procedures

An entrepreneur, at this stage:

- Mobilizes, pools and organizes resources (that is sources raw material pricing and contract for supplies, recruit trained human resource, manage finances such as loan, equity, savings, manage technicalities of product or service – recipes, copy rights, trademarks and infrastructures including renting or construction)

Process of development of an enterprise

Group discussion: Understanding elements of enterprise cycles

[This exercise helps participants to decipher the steps to successfully develop and sustain the enterprise. They will be able to think of the various building blocks required for successful enterprise establishment.]

Materials required: A set of four pictures on bamboo enterprise; a set of four pictures on hemp fibre product enterprise.



Enterprise development exercises pictures for group work

Each group presents their case and experience in plenary, with the facilitator highlighting key elements and steps to developing an enterprise.

Time required: 2 hrs.

Divide the participants into two groups:

- Group 1: Gets the set of pictures on bakery product
- Group 2: Gets the set of pictures on bamboo enterprise

Referring to the visual provided, each group thinks about and discusses the four stages of the enterprise cycle and prepares a case of enterprise development, answering the following questions at each stage:

| Stage | Steps/questions |
|-------|---|
| 1 | Exploring opportunities/Planning/Value additions: <ul style="list-style-type: none"> • What opportunity is there? What is the envisioned business goal? • Which market to target? • Which differentiated/innovative products? • Any risk factors? What makes the business viable? |
| 2 | Mobilizing resources: <ul style="list-style-type: none"> • How will necessary resources be pooled? • What types of skills and technology are needed? • What will be the initial financial investment? • What will be the cost of delivery? |
| 3 | Starting up/Launching: <ul style="list-style-type: none"> • What is the means of launching the business? Who is inaugurating and where? • What should the facility or product look like? • How are you marketing to and educating customers about the products? |
| 4 | Sustaining the business: <ul style="list-style-type: none"> • How will you ensure that the business is running properly? • How would you keep records of the revenue? • How is distribution managed? • How will sales be increased and prices made more appealing? |

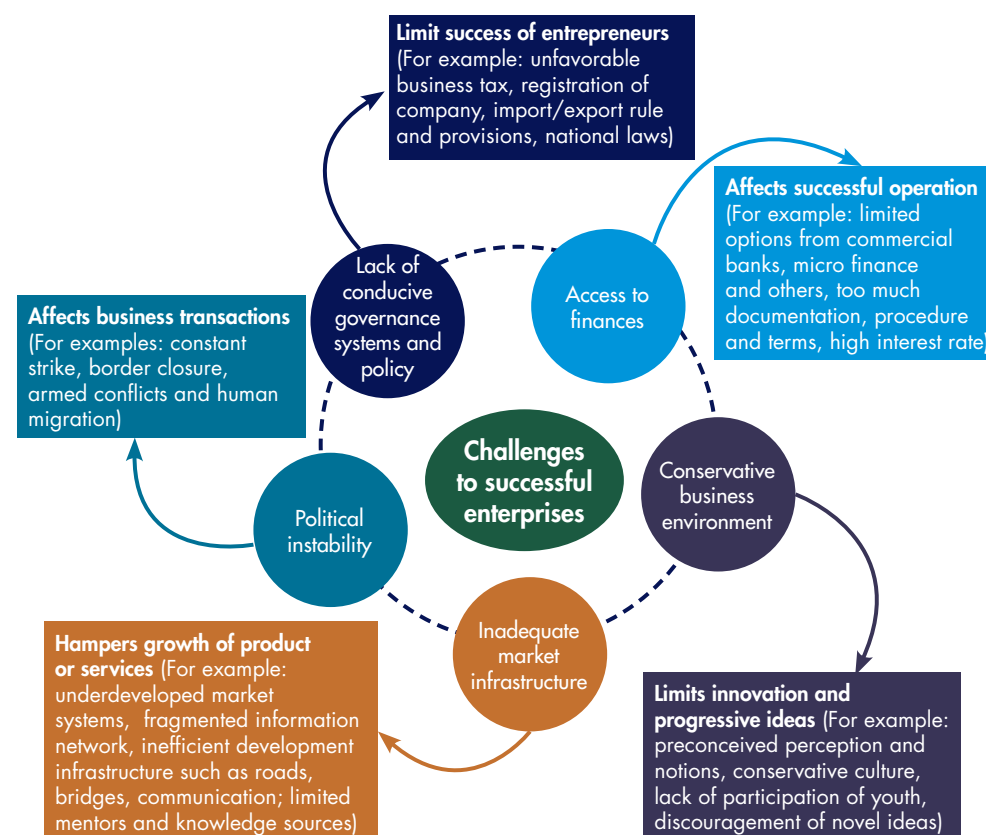
Module 5

External conditions influencing growth of an enterprise

The trainer projects the following diagram and talks about several challenges to a successful enterprise development.

The trainer also explains that key ingredients to best-grown enterprises are to:

- Hone the entrepreneurship skills,
- Get timely mentoring, direction, and support from other stakeholders, and
- Network and build access at all levels.



Challenges to developing successful enterprises

Group discussion: Understanding marketing mix or the 6 P's of marketing

[This exercise helps participants understand marketing tactics to leverage sales and increase revenues. We will be using a case study of “Karma Coffee Boutique” from Nepal for this exercise. The case has been prepared based on the presentation given by Mr Bipin Maharjan during the regional TOT.]

The trainer first explains the 6 P's of Marketing, which are Product, Price, Place, Position, Process, and Promotion.

Product is a ready-to-sell finished product or a refined ultimate value proposition. Products contain all features, attributes, and potential benefits, and are a long-term means for sales and for building communication and relationships among stakeholders.

Price refers to the means that earns the revenue. Pricing affects customer, business, and competition. Pricing needs to identify how much customers are willing to pay, how much gross margin is required to cover the overhead, others' costs, and profits. How much should the profit margin be?

Place refers to the site where products and services are seen, made, sold, or distributed. It is an access point. The attraction of point of access will depend on competition, regions, quality, design, and availability of space, rent, and merchandising techniques.

Promotion refers to all communication activities carried out to make customers aware of products and services and to incentivize their benefits and other opportunities. Strategy — including advertising, discounts, promotions, and direct marketing — is part of promotion. Generally, these are referred to as marketing tactics.

Position refers to continuous struggle of the business to place a particular brand image about the business in the mind of its target audience/customers. The business crafts messages, sends out desired messages, and hopes to be perceived by the audience in the intended way.

Process refers to the processes involved in delivering products and services to the customer. It is also about doing business in a customer friendly manner - saving resources and time.

The trainer now provides the following case study to the participants to reflect on the 6 P's of Marketing, and how they have been combined effectively. What have been the innovations for “Karma Coffee Boutique” in each of the P's of marketing?

Note: The case study should be written on 15 metacards, and volunteers will read out the cards and explain the context as they understand it. This way active participation is guaranteed and participants will remember the story long term.

1

Karma Coffee is a coffee boutique from Nepal, specializes in coffee business. The pioneers in creating tangible value to whole coffee value chain in Nepal

2

It sells brewed coffee, grinded packs, together with foods items, decorative and handicrafts. It exports coffee and caters to the world coffee market.

3

Karma Coffee contracts farmers in far remote villages of Nepal to produce, harvest, grade and sell beans on long-term basis, and helps the producers to produce good quality beans

4

Once it receives beans then it adds value, processes, diversifies the products, packages them and gets all products ready for market. Value addition is continuously supervised so as to cater to satisfaction of the end customers

5

The boutique is the main selling and marketing outlet, and caters to the coffee drinking culture of foreign visitors to Nepal and middle and upper income families in Kathmandu. It is the major access point of this organic coffee brand

6

The boutique is uniquely designed into an attractive place to not only sit and enjoy coffee, but also to brew and prepare ones own cup of coffee. Customers come for this unique service and ambience and enjoy the hospitality offered by staff

7

An interesting feature is there is no price for simple cup of coffee – customers can pay as they want based on “value for money”. However there are several other combination of coffee which have the price that reflect their value and uniqueness

8

Events, parties and networks are main promotional platforms to promote the enterprise and announce its various offers over the year. Karma Coffee customers have significantly increased through such events. Many institutions ask Karma Coffee to regularly put their stall in their vicinity

9

Karma Coffee has a punch line: that is stands for coffee passion, continuous innovation, friendliness, attention and service. The same message is reflected in service delivery so that customers develop the same image in mind

10

The entire value chain processes is simple – through use of simple tools and technology – use of recycle paper; recycling of coffee filter, simple packing depicting brand name, tag lines and contacts

11

The interior of the boutique is simple but artistic, decorated with stories, history and art related to coffee. The sitting arrangement for visitors reflect environmental consciousness. Even trash is converted into a productive use. Staff are accommodating fuelwood and fodder

12

Simplicity and value proposition have been engrained in their enterprise development processes – an inspiring business philosophy. The business is very conscious of people, culture and environment

13

Karma coffee strongly believes in adding value to make business dynamic and adoptive and world class, at the same time capitalizing on the lesser known mountain products from Nepal

14

The owner of the Karma Coffee has the sense of inventiveness to craft 6 P's according to the demand of time and market conditions and competitions.

15

Lo Karma Coffee – they say “Everything matters when it comes to coffee!”

Case of Karma Coffee for group exercise

Module 6

Understanding the Business Canvas Model as a business planning tool

The Business Canvas Model (BCM) is an effective template for planning/developing new business models. It is a visual chart that describes a firm's or product's value proposition, business infrastructure, customers, partners, and finances. It helps entrepreneurs align their activities by illustrating potential tradeoffs.

Various steps in defining the BCM are given below:

- Step 1:** Start with thinking of a **Value Proposition** — the innovative product/services to be developed. [How does the business deliver value to its customers? Or what do you do?]
- Step 2:** List the **Key Resources** required. [How does the company receive its resources to create its value proposition? Or what do you need?]
- Step 3:** Discuss **Key Activities** required to develop the value proposition. [What actions does the company take to operate successfully? Or how will you do it?]
- Step 4:** Identify **Key Partners** needed. [Who does the company work with? Or who will help?]
- Step 5:** Identify **Customer Segments** who would be particularly interested in the product/services. [How does the business segment the market? Or who are we trying to reach or help?]
- Step 6:** Discuss the strategy for **Customer Relationships** to effectively market the product/services. [How does the business develop a relationship and retain customers? Or how do you interact?]
- Step 7:** Identify various **Distribution Channels** to deliver the product to the customer. [How do they reach the customers (market, deliver, support)? Or how would you reach the customer?]
- Step 8:** Work out the **Cost Structure** for investments and gains. [What costs does the business incur? Or what will it cost?]
- Step 9:** Work out the strategy for enhancing **Revenue Streams**. [What are all the areas the company uses to generate its revenue? Or how much will you make?]

The business model canvas template should be shown to participants while explaining:



| | | | | |
|---|---|--|---|---|
| Key partners <ul style="list-style-type: none"> • <i>Who will help you?</i> | Key activities <ul style="list-style-type: none"> • <i>How do you do it?</i> | Value proposition <ul style="list-style-type: none"> • <i>What do you do?</i> | Audience relationships <ul style="list-style-type: none"> • <i>How do you interact?</i> | Audience segments <ul style="list-style-type: none"> • <i>Who do you help?</i> |
| | Key resources <ul style="list-style-type: none"> • <i>What do you need?</i> | | Institutions channels <ul style="list-style-type: none"> • <i>How do you reach them?</i> | |
| Cost structures <ul style="list-style-type: none"> • <i>What will it cost?</i> | | | Revenue streams <ul style="list-style-type: none"> • <i>How much will you make?</i> | |

Business Model Canvas template

Group discussion: Developing homestay business model using the Business Canvas Model

[This exercise will help participants use the BCM frame to plan a homestay business and become familiarized with the various components of the planning tool.]

Materials required: Printout of the model, metacards, marker pens, two soft boards, push pins

Time required: 2 hrs.

Divide the participants into two groups. Each group uses the BCM and prepares an appealing homestay business model. Each group shares their business model in plenary session.

Trainer concludes the session by highlighting the comparative advantage of each group in different sections of the BCM and also points out if groups have missed out on important discussions or have understood it differently.

Explanatory notes to trainer

Trainers should ensure that participants have covered some of the following points in their homestay business model:

| | |
|-----------------------|--|
| Key partners | <ul style="list-style-type: none"> Household Association for homestay Suppliers for food and other household items Protected area park management Tourism and land use-related government departments Tour operators Private sectors |
| Key activities | <ul style="list-style-type: none"> Capacity building of household owners (in hospitality, housekeeping, customer care, cooking, health and sanitation, waste management) Infrastructure development (boarding washroom, dining facilities) Toilets in remote villages Distribution channel-related: marketing through associations, departments, and platforms Relationship-related: constant, careful, and diligent customer care and service For revenue stream: Pricing (how much to charge for room, food, etc.), revenue or cash collection, record keeping |

| | |
|------------------------------|--|
| Value proposition | <ul style="list-style-type: none"> An exotic experience in nature, local way of living, culture, and food Which one of our customer problems are we going to solve? Unfulfilled appetite to explore and experience nature and people. What bundle of products and services are we delivering to the segment? Unique experience for food, stay, local guide, clean infrastructure, hot showers, cultural shows, range of tourism activities, etc. What is the minimum viable product? Willingness of few households or an association to facilitate systematic operation |
| Customer relationship | <ul style="list-style-type: none"> Promotion through tour operators, associations, park management, websites, and other means Build relationships through quality service, providing an opportunity to live with a family Making it worth a fair price |
| Customer segment | <ul style="list-style-type: none"> Foreign tourists/local visitors Most important customer: youth/elders/men & women/foreign and domestic tourists Customer archetype: nature lovers, environmentalists, adventurers, explorers, trekkers, retired personnel |
| Key resources | <ul style="list-style-type: none"> For value proposition Distribution channel Revenue stream |
| Distribution channels | <ul style="list-style-type: none"> What are the different channels? Which one works well? Which one is cost-effective? |
| Cost structure | <ul style="list-style-type: none"> Inherent cost: Homestay does not incur a big cost. It is an arrangement of the space in a constructed house. Only opportunity cost? Food cost is subject to local material, available material, or bringing materials from the faraway markets. Beds, bed sheets, and blankets may be a one-time cost. Most expensive key resources: initial setup cost (rooms, washrooms, and furnishing, etc.). Acquiring a loan for this could be expensive. Most expensive activities: Getting local supplies from local producers and vendors need cash, organizing certain adventures where permission is needed or which are remote |
| Revenue Stream | <ul style="list-style-type: none"> What price is the customer willing to pay? Segregation of prices for foreign and domestic tourists. Revenue model: A collective platform charging the tourist directly. Twenty percent goes to the association and 80% to the owner of the house, etc. (benefit-sharing mechanism) Pricing techniques: For rooms/food: cost + profit margin (%) = price. |

Key concepts and their definitions

Enterprise: A firm, an entity, a business, or an established name which provides products/services to sustain its interest within the industry. Example of enterprises are hotels, restaurants, transport businesses, and entertainment (cultural and art).

Entrepreneur: An entrepreneur is someone who has an idea/solution to a problem and has the courage, resources, and skills to convert those ideas into practice. Someone who is ready to tackle the journey.

Enterprise cycle: An enterprise evolves through four major stages/steps: 1) idea and feasibility, 2) resource pooling, 3) launch or startup, and 4) growth and sustainability.

Qualities of an entrepreneur: The key qualities or characteristics of an entrepreneur are the backbone for quality decision making in any enterprise. The quality of decisions influences the chances of success.

Major tasks of an entrepreneur: The main tasks of an entrepreneur are to come up with business ideas, innovate, add value, develop products, and respond to business models and conditions. They must also test and market the products in order to earn money and increase their income.

Business model canvas: This is a strategic management and entrepreneurial tool. It allows you to describe, design, invent, and pivot the business model.

Enabling environment: Internal and external environments in which the entrepreneur struggles to make things happen.

Further readings

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Walling, R. & Mike, T. (Ed.). (2010). *Start Small, Stay Small: A Developer's Guide to Launching a Startup*.

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Video on Karma Coffee: https://www.youtube.com/watch?v=ADUo_ZH4Sis

Thematic Session 6: Integrated Land and Water Management

Learning objectives

By the end of this session, the participants should understand:

- Basic concepts and importance of sustainable land and water management
- Potential land and water management options for sustainable tourism value chains and innovative livelihoods

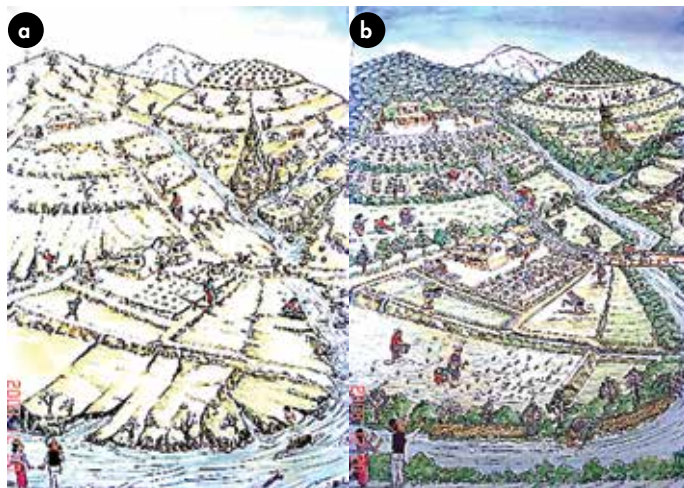
General introduction

This session highlights the importance of integrated land and water management (ILWM) for sustainable tourism value chains and innovative livelihoods using interactive and participatory methods.

Module 1

Understanding different land and water resource systems in a watershed/landscape and how they are interrelated?

Project the following pictures one by one, and enquire what participants see in the two drawings.



a) Unsustainable, b) sustainable Land management practices

Explanatory notes to trainer

- For the first picture, possible answers may be land degradation, visible erosion, hardships being faced by farmers, etc.
- For the second picture, participants might talk about better conditions of natural resources and improved well-being of farmers.
- Then, discuss how different land use systems (forest, agriculture, river, agroforestry, and settlements) are interconnected. Ask if forest and stream/river/springs systems or forest and agriculture systems are linked. What could be the effect of chemical fertilizers and pesticides on water quality, or if forests are cut down? (flash floods may occur, carbon sequestration may be reduced, which is further linked to climate change).
- Conclude by saying that the landscape is a human-natural system made of several parts (as shown in dots). If one part is disrupted, the whole system/chain is affected. There can be on and off-site impacts.

Group discussion: Identifying environmental risk due to tourism value chain

[This exercise helps participants to brainstorm on some of the risks to the environment from ecotourism, which if identified in the beginning can be addressed through promoting innovative land/water management technologies.]

Materials required: flip charts and two board markers — **RED** (for risk) and **GREEN** (for solutions)

Time required: 30 minutes

Project the picture below and let participants imagine that the landscape being shown is the place of their work. Invite participants to share their thoughts on potential environmental risks if a tourism value chain was promoted in their place/landscapes. Note the responses on the flip chart using the RED marker.

Next, ask participants to talk about possible ways to address identified environmental risks. Note the responses on the flip chart using the GREEN marker. Acknowledge the rich knowledge and experience of the participants.



Sustainable land management

Explanatory notes to trainer

The environment has an intricate relationship with tourism. Both the pros and cons are seen as a result of tourism, among which a few hidden environmental risks due to tourism are shown in the table:

| Risks | Solution |
|--|--|
| Increase in water demand | Roof rainwater harvesting system and waste water used for kitchen and garden |
| Waste pollution | No plastic philosophy, waste management |
| Dilution of ethnicity | Understand the instrumentality of local cultural traits |
| Overuse of resources (firewood) | Alternative energy (improved cooking stoves, biogas, solar, LPG, CNG) |
| Degradation of natural resources | High entrance fee at recreational sites |
| Increasing carbon footprint | Mitigation (shower time restriction), sustainable transport |
| Threat to biodiversity (land use, land cover change) | Using information and communication Technology, community, and forest management |
| Disturbance to wildlife habitat | Buffering the areas for wildlife protection |
| Excessive chemical use in agroecosystem | Vermicomposting, improved composting, pitcher irrigation |

Group discussion: Integrated land and water management and tourism

[This exercise helps participants to explore various good and bad practices of tourism that influence land, water, energy, and waste management.]

Materials required: four soft boards, metacards, marker pens, push pins

Time required: 45 minutes

Participants are divided into four groups. Each group takes up one management issue for sustaining a tourism value chain and discusses on 'good' and 'bad' practices.

| Issue | Good practices | Bad practices |
|-------------------------------|----------------|---------------|
| Group 1: Land/soil management | | |
| Group 2: Water management | | |
| Group 3: Energy management | | |
| Group 4: Waste management | | |

Explanatory notes to trainer

This exercise helps deepen the knowledge of participants through cross-learning and brings out more options than presented through slides for sustainable management of land, water, and energy resources.

The participants can be given prints of this group work for field observations.

Module 2

Potential ways to strengthen the environmental sustainability of a tourism value chain

Project the following pictures and talk about how these various options are applicable in a rural mountain context.



Low cost technologies

Explanatory notes to trainer

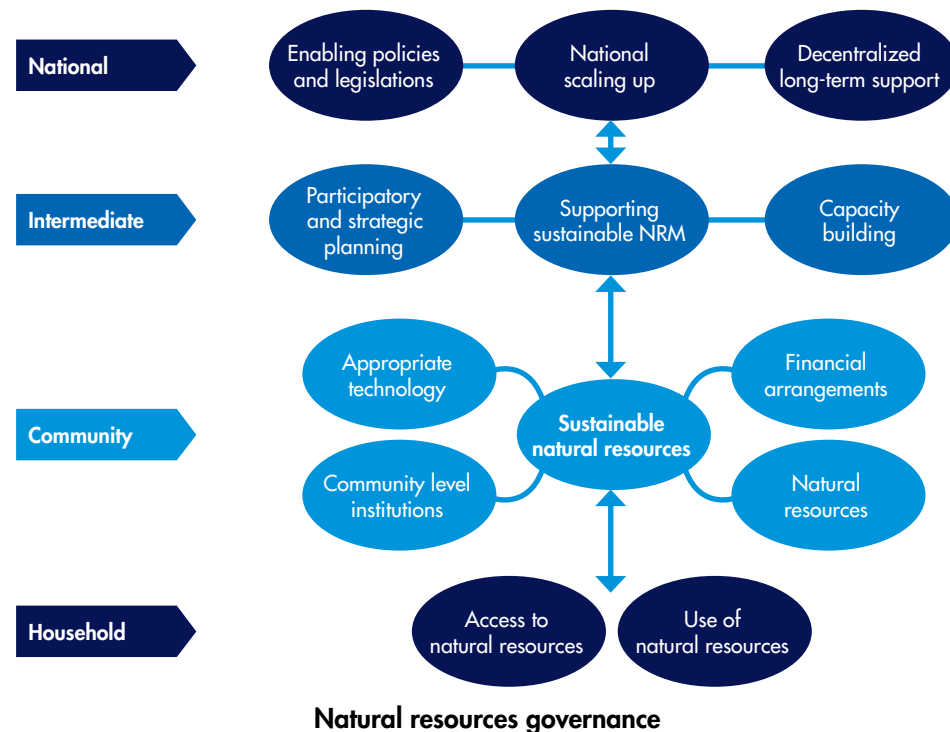
Show one picture/option at a time to guide the collective thought process:

- What do you see → How does it relate to strengthening environmental stability?
→ Gender aspects → Institutional/responsibility aspect of this option?
- While presenting options, also emphasize why many options are also important from a gender perspective. For instance, rainwater harvesting can contribute to reducing the workload of women and girls who have to fetch water, or alternative energy options can reduce women's hardships in collecting fuelwood.
- While these options focus on low-cost rural technologies, it is also important to highlight the roles of different organizations and institutions in ensuring sustainable natural resource management, as well as the blending of traditional knowledge and practices with new methods.
- As human beings are responsible for many land- and water-related issues, they (including local communities — women and men) have to be actively involved in planning for resource management actions.
- At the end of this exercise, the community/participants can prioritise the options according to their circumstances, and a plan of action can be drawn up.

Module 3

Enabling mechanisms and good governance for effective ILWM

Project the following slide to discuss the importance of appropriate policies and innovative institutional arrangements for effective ILWM/natural resource management.



Source: Adapted from Kopper et al. (2009)

The slide highlights the importance of having national policy plans, capacity-building initiatives, a decentralized approach with people in the centre, and a strong community-based approach for effective ILWM.

The key message of this slide is that it is not only the technologies presented earlier that matter, but also good governance which makes any efforts for ILWM sustainable and effective.

Group discussion: Field study: Looking at innovative livelihoods and ILWM from three sustainability pillars

[This exercise helps participants observe different practices on the ground that help the three pillars of sustainability — Environmental, Socio-cultural, and Economic.]

Time required: one day (includes field visit)

Take the participants to visit a village and nearby watershed with a mosaic of land uses, and ask them look for positive building blocks for ecotourism value chains where environmental, social, and economic aims are met in holistic ways.

Once participants are back from the field trip, project the following slide and ask participants to reflect their opinions individually using metacards (one card per participant). Trainer collects the cards and summarizes the linkages between ecosystems, socio-cultural systems, and economic development and how ecotourism helps balance the objectives of all three pillars of sustainability.

Explanatory notes to trainer

- A sustainable value chain provides economic sustainability by creating added value (higher incomes), social sustainability by facilitating a more equitable distribution of added value among stakeholders, and environmental sustainability by reducing ecological footprints throughout the value chain.
- For a sustainable value chain, it is important to go beyond commercial and fiscal viability and focus on the economic wellbeing of the community (including women and men) without harming or depleting natural resource-based environmental resources or at the expense of others' wellbeing.
- The potential effects of climate change also need to be taken into consideration in value chain development. The value chain needs to be "climate proof". How does climate change affect the value chains? What are positive developments, what are negative developments for the sustainable value chain? Does climate change offers new possible value chains, or does it harm the sustainability of a value chain? Integrated land and water management contributes to climate-resilient value chain development.

Key concepts and their definitions

Integrated water resources management (IWRM): IWRM has been defined by the Global Water Partnership (GWP) as "a process which promotes the coordinated development and management of water, land, and related resource, in order to maximize the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems".

Sustainable land management: This is the practice of managing land use to meet changing human needs (agriculture, forestry, conservation), while ensuring long-term socioeconomic and ecological functions of the land. World Bank (1997) states that "Sustainable land management combines technologies, policies, and activities aimed at integrating socioeconomic principles with environmental concerns, in order to simultaneously:

- maintain and enhance production (productivity)
- reduce the level of production risk, and enhance soil capacity to buffer against degradation processes (stability/resilience)
- protect the potential of natural resources and prevent degradation of soil and water quality (protection)
- be economically viable (viability)
- be socially acceptable and assure access to the benefits from improved land management (acceptability/equity)"

Governance: Governance is about the fruitful collaboration of the state (government), private sector, and civil society. Governance involves all three actors and should not be confused with the government (the state). Governance is the process of decision making as well as the process by which decisions are implemented. Moreover, governance operates at different levels — international, national, provincial, district, and community (assets.helvetas.org). At the heart of good governance are certain fundamental, interrelated principles. These principles are: participation, accountability, transparency, rule of law, effective and efficient governance, responsiveness, equity and inclusiveness, and consensus-oriented governance (Ghate and Chaturvedi 2016).

Further readings

Benefits of Sustainable Land Management: (https://www.wocat.net/en/knowledge-base/documentation-analysis/brochures.html?no_cache=1&category=11)

For Sustainable Land Management Technologies and Approaches: www.wocat.net

Ghate, R. & Chaturvedi, R. (2016) Unpacking the governance conundrum for better natural resource management. ICIMOD Working Paper 2016/2 Kathmandu: ICIMOD

https://assets.helvetas.org/downloads/sys1b_context_en.pdf

Joshi, S.R., Rasul, G., & Shrestha Joshi, A. (2016). Pro-poor and Climate Resilient Value Chain Development: Operational guidelines for the Hindu Kush Himalaya. ICIMOD Working Paper 2016/1 Kathmandu: ICIMOD

Koppen, B. van., Smits, S., Moriarty, P., Penning de Vries, F., Mikhail, M. & Boelee, E. (2009). Climbing the Water Ladder: Multiple-use water services for poverty reduction. The Hague, The Netherlands, IRC International Water and Sanitation Centre and International Water Management Institute. (TP series; no. 52). 213 p.



Thematic Session 7: Linking to Ecosystem Services

Learning objectives

By the end of this session, the participants should be able to understand:

- ecosystem services perspectives as wider (socio-cultural, ecological, and economic) values of ecosystems
- linkages between ecosystem services perspectives and people's livelihoods and wellbeing

General introduction

This session elaborates on the perspectives of ecosystem services and the benefits that humans directly or indirectly receive from the ecosystem. The idea is to understand inter-relationships and interdependence within an ecosystem, and their wider values and linkages with the livelihoods and wellbeing of the people.

Game: Web of life participatory game

[The participatory game will help participants understand the interdependency of all living and nonliving elements within an ecosystem, and how the wellbeing of one element influences the others.]

Materials required: Prepared card of different elements associated with ecosystems such as: Sun, Rainfall, Soil, Earthworm, Tree, Forests, Rabbit, Bird, Tiger, Goat, Rice, Wind, Bee, Mushroom, Medicinal plant, River, Stream, Carbon dioxide, Oxygen, House, Festival, Clothes, Money, Flower, Mountain, Fishes; A ball of rope, Scissors, Safety Pin

Time required: 1.5-2 hours (depending on the number of participants, minimum should be 8-10 participants)

- Give one metacard to each participant and ask them to pin the card to their shirts so that others can see them.
- Ask the participants to stand in a circle, give a ball of rope to one participant, and tie its end to his index finger.

- The trainer explains that each metacard represents various assets or components related to ecosystems, and that participants are now the respective components.
- Ask the participant holding the rope to identify another participant they think is directly related to or dependent on her/his element, and give a reason for her/his choice. For example: the participant with the "Tree" card gives the rope to the participant with the "Sun" card and explains that "a tree needs energy from the sun to prepare its food".
- The trainer takes the rope ball from the tree to the sun. The sun then identifies the next component that relates to it.
- The game continues until all participants are connected in a web like manner with the intertwined rope structure.
- The trainer asks the participants about their perception of ecosystems now.
- The trainer then puts some pressure in the centre of the web and asks the participants if they feel the pull.
- Next, using the scissors, the trainer cuts off a section of the rope connection and asks the participants about the consequence.

Explanatory notes to trainer

- All components: physical (sun, soil, water, wind, rain) and living (plants, animals, insects, bacteria, fungus) are connected with each other through various ecological, socio-cultural, and economic processes.
- Each component is a part of a bigger web of life and each component is important.
- There are many drivers of change putting pressure on the system and the impact is felt by all components. But as long as all components are healthy, the web is maintained.
- If one component disappears or is thrown out of the web, the system crumbles.

Group discussion: Identifying ecosystem services

[This exercise helps participants identify both tangible and intangible benefits from ecosystems that if used innovatively, produce benefits for both the environment and livelihoods.]

Materials required: A set of four pictures as given below or any other pictures representing terrestrial, aquatic, and agricultural ecosystems; chart papers, markers.

Time required: 45 minutes



Forest



Wetland



Grassland



Farmland

Pictures of different ecosystem types

Divide the participants into four groups. Give one picture to each group and ask them to identify tangible and intangible benefits coming to people from the given ecosystems/land use. Each group shares their discussion points with the other groups.

Explanatory notes to trainer

The trainers can project the following icons, adapted from The Economics of Environment and Biodiversity (TEEB), to explain the different types of ecosystem services, as outlined within the Millennium Ecosystem Services Assessment Framework (MEA 2005).

- All ecosystems provide tangible and intangible benefits to human beings.
- Tangible benefits are of direct use to the people, such as food, fuelwood, medicinal plants, drinking water, etc. These are called “**Provisioning Services**”.
- There are also intangible benefits. If we link to the web game, ecological processes such as nutrient cycling, evolution, photosynthesis, etc. maintain the ecosystems. These are called “**Supporting Services**”.

- Other intangible services are water regulation, air pollution control, and erosion control. These regulate the functioning of ecosystems and help sustain their health; they are called “**Regulating Services**”.
- Still another category is “**Cultural Services**”, which relates to the knowledge, education, well-being, and spiritual feeling that an ecosystem provides us. It represents the cultural value or the reverence of people for the very existence of the ecosystems.

Key concepts and their definitions

Ecosystem services: Relates to benefits human beings derive from ecosystems and land uses, which can be:

- tangible products or raw materials that can be used directly,
- intangible and symbolic, and either felt or experienced, and
- related to ecological processes that maintain the ecosystems and influence benefits indirectly.

Provisioning services: Tangible, ready-to-use products gained from an ecosystem are known as provisioning services. Examples are food, raw materials, fresh water, and medicinal resources.

Cultural services: The intangible benefits people obtain owing to an ecosystem through recreation and aesthetic feel. Recreation and mental and physical health, tourism, aesthetic admiration, and spiritual familiarity are examples.

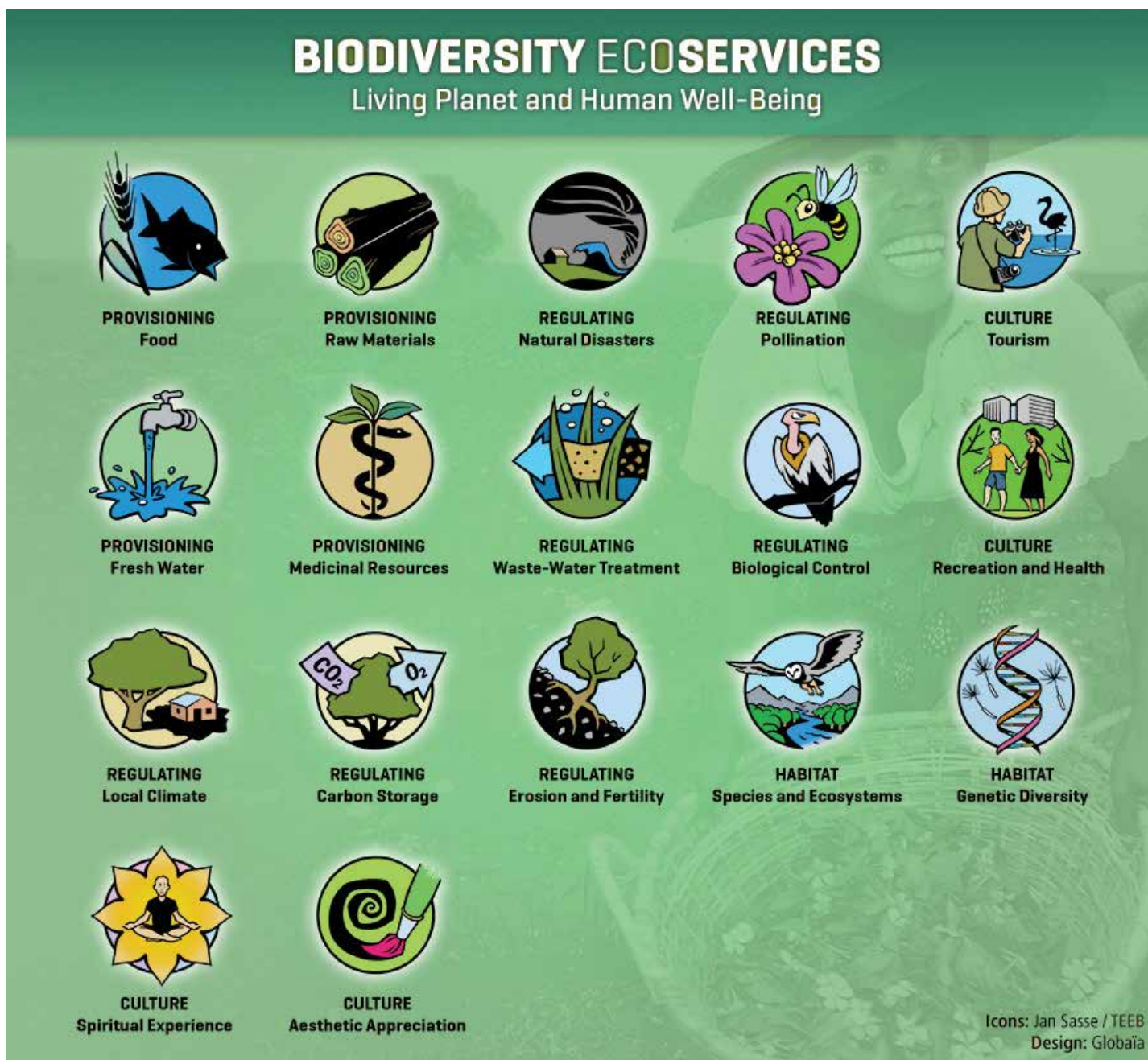
Regulating services: Services gained by regulation of environmental conditions are known as regulating services. Local climate and air quality, carbon sequestration and storage, moderation of extreme events, water purification, erosion prevention and maintenance of soil fertility, pollination, and biological control are examples.

Supporting services: The foundation behind the ecosystem services are the structures and processes known as supporting services. Nutrient cycling, soil formation, and primary production are the examples.

Further readings

<http://www.teebweb.org/resources/ecosystem-services/>

<http://www.millenniumassessment.org/en/Framework.html>





3

Role of Communication and Evaluation of Training

Effective Communication in Trainings

Principles of Adult Learning

Training Evaluation

Overall Training Evaluation

Effective Communication in Trainings

The role of communication is vital for every training. The trainer communicates with the participants and vice versa, and participants communicate with themselves and with each other. Effective communication is important to build a strong bond between the trainer and participants, which is a key ingredient to a successful training.

Communication occurs in verbal and non-verbal forms. It can be aggressive or empathetic, hierarchic or partnership-based, short or long, loud or peaceful, energetic or boring, etc.

Communication is said to be effective when the recipient of a message understands the meaning the sender intends to convey. Importantly, the receiver of the message is able to express that meaning back to the sender and transfer it to other audiences without losing the essence.

For any communication to be effective, it must have the following seven qualities, often called the **7 C's of effective communication**:

- **Correctness** — use of the right level of language and accuracy of facts and figures.
- **Clarity** — implies emphasizing one specific message or goal at a time, rather than conveying many messages at once. It demands the use of simple language and easy sentence structure in composing the message. When there is clarity in presenting ideas, it is easy for the trainees to grasp the meaning being conveyed by the trainer.
- **Courtesy** — concerns valuing trainees' feelings, opinions, and ideas. Much can be achieved by using polite words and gestures, being appreciative, thoughtful, tactful, and showing respect. Courtesy also builds goodwill.
- **Consideration** — putting oneself in the place of trainees (for example, while preparing the training materials). It must take the audience into consideration (i.e., the audience's viewpoints, background, mindset, education level, etc.).
- **Conciseness** — avoiding lengthy expressions in favor of brief and simple sentences that include relevant material. It underlines and highlights the main message and is non-repetitive. Achieving conciseness does not mean losing the completeness of messages.

- **Completeness** — when the message bears all the necessary information to produce the desired response. The trainer should read out all the questions, with facts and figures, and when desirable, include extra details.
- **Concreteness** — being particular and clear about concepts and learning objectives rather than speaking generally. Messages can be strengthened through the use of concrete examples.

Interpretation — confusion and clarity

[This participatory game explains the importance of clear and two-way communication.]

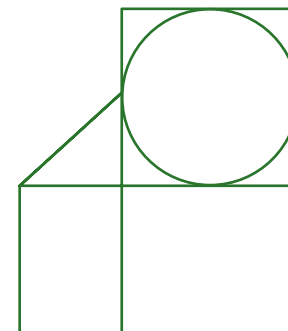
Materials required: plain paper and the diagram sheet

Time required: 45 minutes

Give each participant a plain piece of paper. Ask one volunteer participant to come to the front and explain the given diagram to the other participants and ask the rest of the participants to draw the diagram as interpreted by the volunteer participant.

The game is played in two rounds and the rules are simple. In **Round One**, participants cannot make any queries to the volunteer participant; they simply have to listen to the directions given and then draw. The volunteer participant must face away from the audience and cannot use any hand gestures.

In the **Round Two**, the volunteer participant repeats the direction but this time, he/she faces the audience, can use hand gestures, and the rest of the participants can ask questions and clarify the directions with the presenter.



Explanatory notes to trainer

In Round One, one will observe that hardly any participants can replicate the diagram perfectly. There is only one-way communication; the sender of the message does not know if the recipients are receiving the message correctly. The outcome here depends on how clearly and precisely the presenter is able to describe the message. The rest of the participants will comprehend the directions based on their understanding and it will vary as individuals perceive things differently, just as different stakeholders along the value chain will look at an enterprise differently. If there is no shared understanding, our efforts in promoting innovative livelihoods might fail.

In Round Two, the two-way communication makes it easier for both parties to carefully describe and define the outcome. The presenter can revisit her/his description and understand how others are perceiving it. The other participants now have the opportunity to clarify and understand the process and desire outcome further.

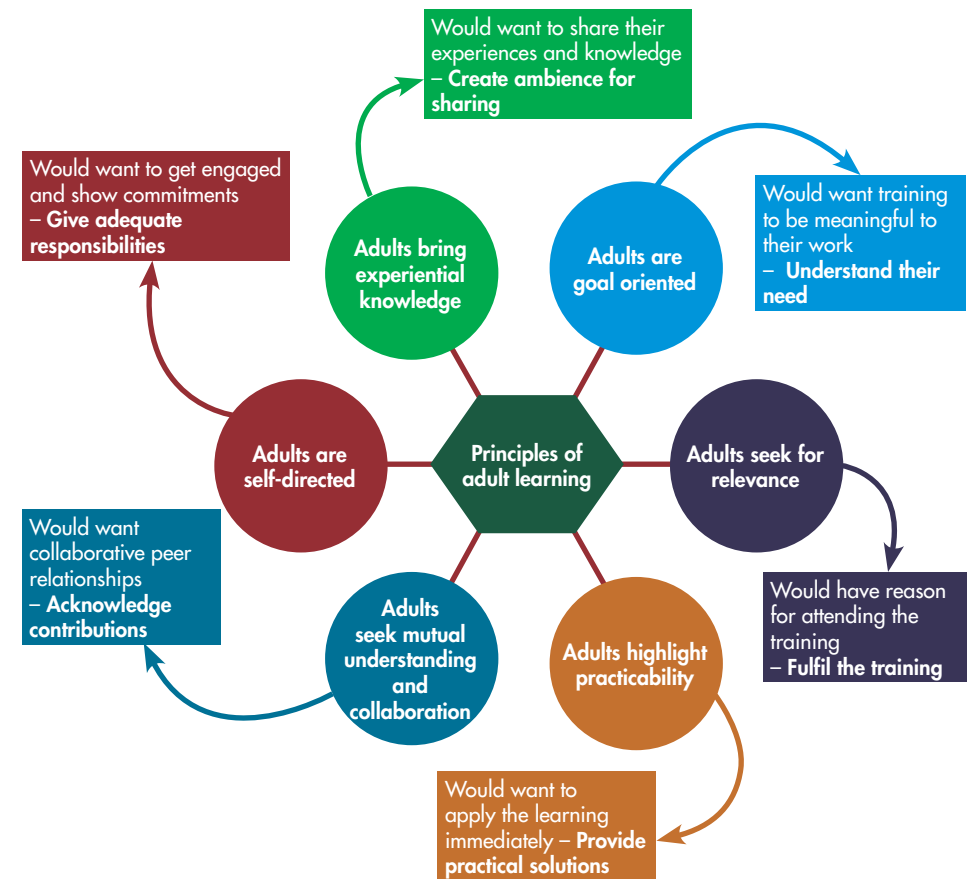
Communication happens not only through words, but through mimicry, understanding, voice use, listening, asking, interpreting, and redefining.

Stakeholders are communicating in different ways and clarifying their roles, positions, and responsibilities. Effective communications diminish conflicts and help create a winning environment in more situations.

When we talk about value chains, there are different stakeholders who perceive things differently. Let us say the company intends to make money (an obvious perception to all), but if the company is thinking of taking innovative livelihoods perspectives and want to be inclusive in terms of earning and benefit sharing, and if intention is not communicated clearly to other stakeholders, the general perception of the stakeholders towards the company will remain, and stakeholders will fail to understand how this creates the win-win situation for all.

Principles of Adult Learning

The kind of trainees we are targeting through this manual are mainly adult individuals. Adults need to be treated differently from children. Adults learn and communicate differently, and the trainer must be aware that lectures are the most inefficient means of adult education and communication at village level. Trainer must learn to communicate differently through learning sessions, participatory meaningful learning experiences (games), and by the right attitude and behaviour towards other adult human beings. Meaningful communication can take place only if we consider the principles of adult learning, which are given below.



Principles of adult learning

The trainer should consider the following communication points while conducting the training:

- **Keep everyone involved** – Encourage all the participants to actively participate in the discussion and group work, and acknowledge their input and ideas.
- **Listen actively** – Communication is a two-way process that involves the exchange of ideas through both listening and sharing. Display your enthusiasm and interest in participants' questions and ideas, listen carefully, respond logically and politely, and acknowledge their contributions. Remember: Every opinion is a valid opinion.
- **Define goals and expectations clearly** – Goals have to be concise, concrete, and complete and should be discussed and communicated in the beginning of the session. Ask individual learning objectives, compile, combine, and come to a consensus on the learning objectives and expected goals for the entire training.
- **Clearly deliver your key message for each session** – Organize, shape, and present your key message clearly and coherently so that it creates a pattern for the participants, allowing them to grasp ideas from each topic and see linkages between topics.
- **Delivery medium** – Messages must be delivered in the best possible format so that they are accessed and understood by all participants. Various communication tools can be used, such as audio-visual (PowerPoint, video), prints (poster, handouts, flyers), verbal (group discussions, brainstorming, interviews), and demonstration (field visits, experiments, use of props, role plays, interactive games). Language also plays an important role and at times it might be helpful to have an interpreter as one of the resource persons.
- **Intercultural communication** – The trainer should be aware of intercultural communication. Sometimes body language, certain phrases, and jokes can have different meanings in different cultures.
- **Follow the schedule** – Always follow the schedule. If there is any variation, communicate it to the participants in advance.

Group discussion: Active reiterating of adult communication needs

[This exercise helps participants to actively examine important behavioral skills in adult communication: what works and what does not work.]

Materials required: metacards with the six adult learning principles

Time required: 20 minutes

There are three steps in this group exercise:

Step 1: Identify six volunteers, or simply distribute the metacards.

Step 2: Request volunteers to come forward and explain the given card by giving an example of this adult learning principle.

Step 3: Summarise after all volunteers' explanations are given. Once again, the importance of considering adults as different from children ("no adult likes or wants to be told what to listen to or do!").

Group discussion: Stakeholder analysis for innovative livelihoods (ecotourism-based value chain and enterprise development)

[This exercise helps participants understand the position of different stakeholders with regard to their interest in and influence on developing innovative livelihood options for communities, and the required mode of communication.]

Materials required: Soft board, white sheet of paper, metacards, markers, push pins

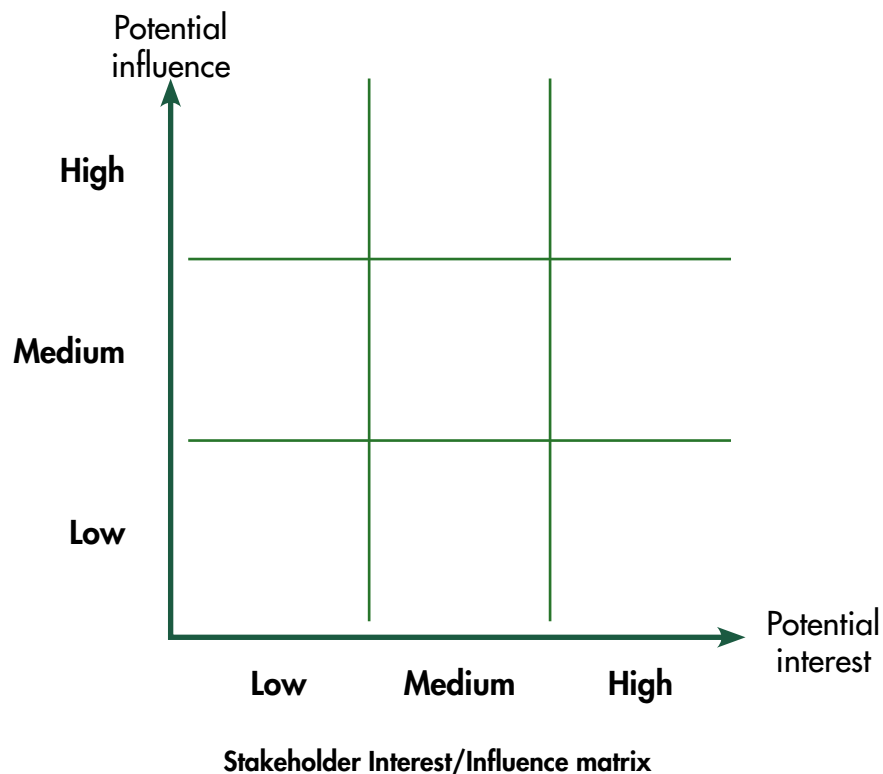
Time required: 2 hours

There are three steps to this group exercise:

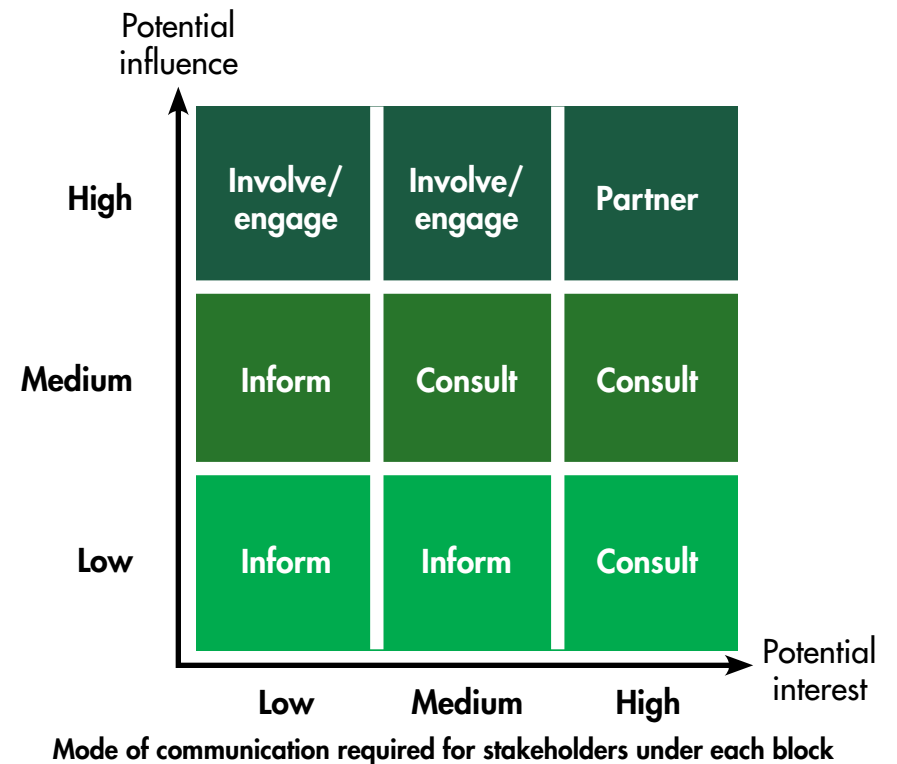
Step 1: Identification and listing of stakeholders related to ecotourism

Each participant proposes a stakeholder needed to develop ecotourism in an area. For example: local communities, tour operators, tourists, researchers, students, customers, suppliers, business partners, financial institutions, competitors, government departments, tourism associations, homestay owners, industry, academic institutions, local institutions, NGOs, traditional institutions, factory workers, transport industry, retailer, wholesaler, etc.).

Step 2: The trainer draws the following “Power-Interest” grid on the white chart paper and asks each participant to pin their stakeholders in the respective grid, providing an explanation of their choice.



Step 3: Once all stakeholders are placed on the grid, the facilitator projects the following figure on the screen and explains about the level of communication required for various grids.



Explanatory notes to trainer

For stakeholders with low-medium interest and influence: We can simply communicate to keep them updated and informed, but the aim is to move them higher in the interest scale.

For stakeholders with medium influence but medium-high interest: We need to make use of their interest through consultation on their area of interest; such stakeholders, given their interest, can act as a supporter or even an ambassador. We also need to inform them regularly and involve them whenever possible

For stakeholders with low-medium interest but high influence: We have to meet their information needs and try to engage and involve them as much as possible, as well as consult and inform them. We need to work on how to increase/maintain their level of interest. The aim will be to move them to the right to make them partners. If not engaged, they could even become a risk factor to your business idea.

For stakeholders with high interest and influence: These are real partners and promoters. We have to communicate regularly with them and through formal means. We need to engage with them and work to maintain the relationships and support.

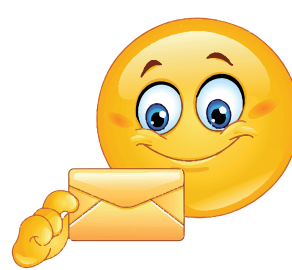
Training Evaluation

Daily feedback

[This method is useful in assessing whether the participants are able to capture the essence of the training components on a daily basis and where training methods and processes need to be improved. It gives a kind of barometer of the satisfaction with the training on a daily basis.]

Put these icons on the chart paper and ask participants to express themselves using sticky notes or putting signs and possibly additionally notes on key learnings, what was good, and what needs improvement.

Alternatively, trainer can carry out short “Oh Wow” and “Oh No” exercise.



What are key learning?



What are key learning?



What are key learning?

Smiley evaluation

Distribute a metacard to each participant at the end of each day. Ask them to write on one side of the card the ‘Oh Wow’ experience of the day, and on the other side the ‘Oh No’ experience or feeling of the day. The trainer can ask each participants to read out the cards to the others. The trainer then collects the metacards and can already have a good overview of the training day.

Reflection on learning, and use and application

[This method captures interest in part of the participants to put their learning in use. This also evaluates on how much participants are able to apply the learning and make a difference.]

Ask the participants to pair off, and have each pair spend some time interviewing each other to answer the following two questions:

- How has this training helped you in strengthening your knowledge/capacity with regard to innovative livelihoods?
- How do you intend to apply the learning after the training?

Invite each pair to the front and ask each participant to share her/his partner’s answer to the whole group. Trainers should make notes of important points to summarize how the training has helped participants gain knowledge and strengthen their capacities, and how efforts on the part of participants are important in taking the learning forward.

Explanatory notes to trainer

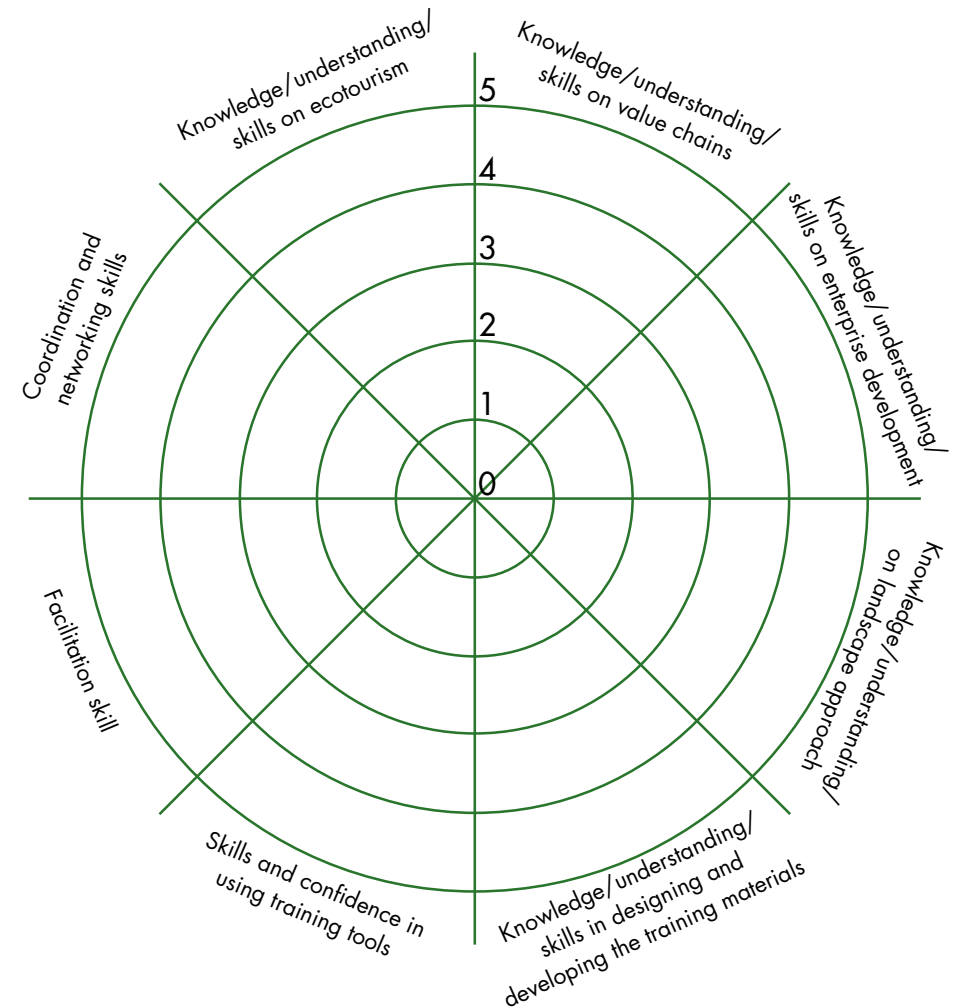
- Development of responsible tourism guidelines for the village
- Starting a “particular product-based” value chain discussion with communities and relevant stakeholders
- Starting a partnership for community-based tourism
- Establish homestays
- Adopting low-cost soil management technology
- Exploring ecosystem services from community forests and nearby protected areas
- Establishing a community-run homestay

Pre- and Post-Session thematic evaluation

[This method is useful in assessing participants' level of understanding, knowledge, experience, and skills related to innovative livelihoods and their progress after the training.]

Print and put up the following web diagram and ask the participants to place the dots against each indicator, rating their knowledge between the numbers between 0 and 5, using the rating guidelines given below.

- 0 = Very new and a beginner in the topic
 1 = Have basic knowledge
 2 = Have good theoretical knowledge but no practical knowledge
 3 = Have good theoretical and some practical knowledge
 4 = Related to my job; have good theoretical and practical knowledge
 5 = Directly relates to my work and academic background; have worked with communities and facilitated innovative livelihoods-based training in the past



Thematic spider diagram evaluation

Overall Training Evaluation

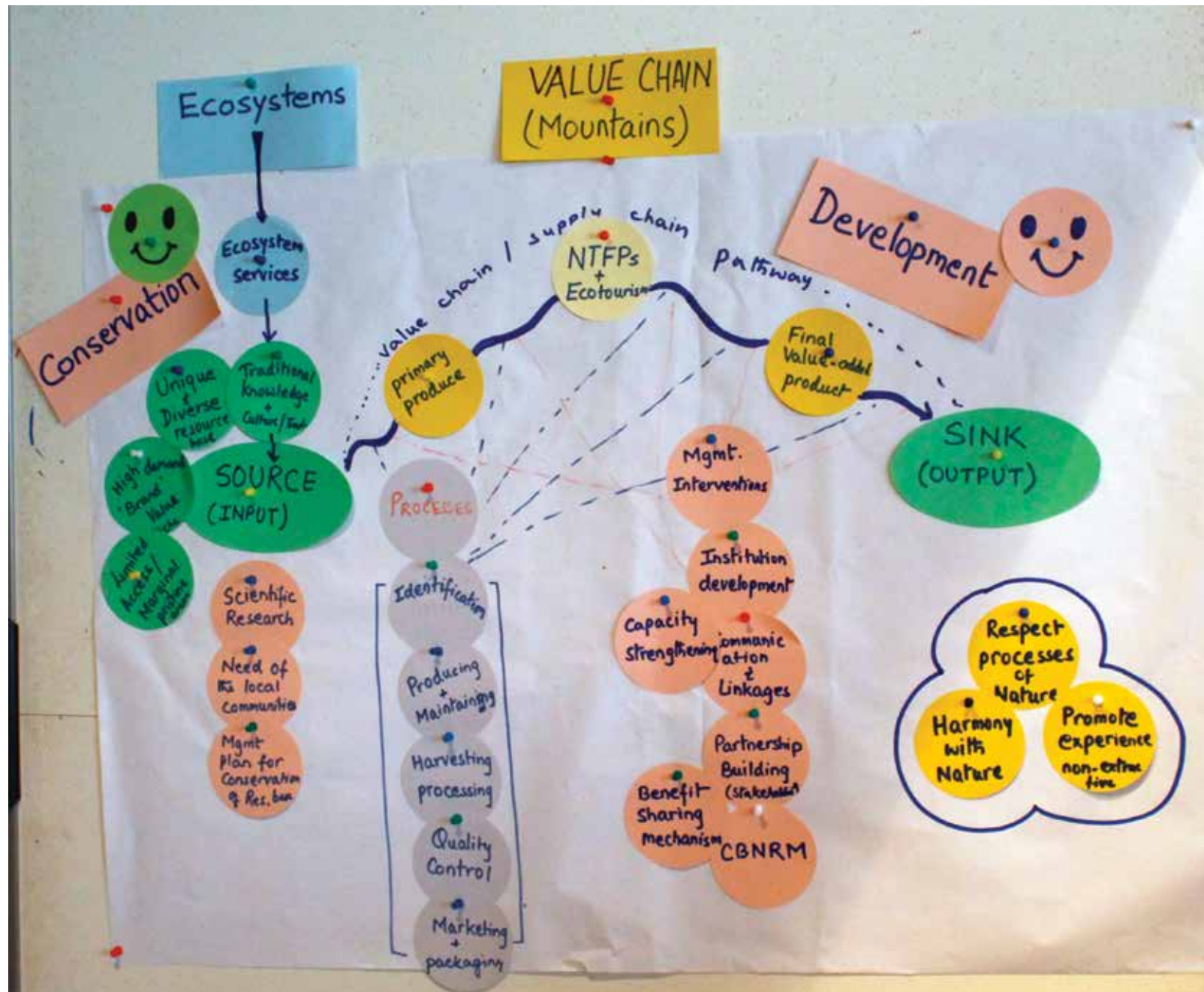
[This method will help the organizers and the trainer to improve the course content, training facilities, presentation methods, and duration of the training.]

The following can be printed and given to all participants toward the end of the training.

| A. Curriculum | | Low | | | | High |
|---------------------|---|-----|---|---|---|------|
| 1 | The training/workshop met my expectations | 1 | 2 | 3 | 4 | 5 |
| 2 | I will be able to apply the knowledge learned | 1 | 2 | 3 | 4 | 5 |
| 3 | The training/workshop objectives for each topics were identified and followed | 1 | 2 | 3 | 4 | 5 |
| 4 | The curriculum content was organized and easy to follow | 1 | 2 | 3 | 4 | 5 |
| 5 | The materials distributed were adequate and useful | 1 | 2 | 3 | 4 | 5 |
| 6 | My institution will benefit from the knowledge I gained | 1 | 2 | 3 | 4 | 5 |
| B. Resource persons | | Low | | | | High |
| 1 | Resource persons were knowledgeable. | 1 | 2 | 3 | 4 | 5 |
| 2 | The quality of instruction was good | 1 | 2 | 3 | 4 | 5 |
| 3 | The presentations were interesting and practical | 1 | 2 | 3 | 4 | 5 |
| 4 | Resource persons helped meet the training/workshop objectives | 1 | 2 | 3 | 4 | 5 |
| 5 | Good training/workshop aids and audio-visual aids were used | 1 | 2 | 3 | 4 | 5 |
| 6 | Participation and interaction was encouraged | 1 | 2 | 3 | 4 | 5 |
| 7 | Adequate time was provided for questions and clarifications | 1 | 2 | 3 | 4 | 5 |

| 8 | Resource persons adequately addressed concerns of the participant. | 1 | 2 | 3 | 4 | 5 |
|---|---|-----|---|---|---|--------|
| 9 | Adequate time was provided for group work | 1 | 2 | 3 | 4 | 5 |
| C. Training/workshop specific questions | | Low | | | | High |
| 1 | How do you rate the training/workshop? | 1 | 2 | 3 | 4 | 5 |
| 2 | The training will help me do my job better | 1 | 2 | 3 | 4 | 5 |
| D. Procedures and information | | | | | | |
| 1 | Did you receive timely, advance training/ workshop information? | | | | | Yes No |
| | If no, what were the problems? | | | | | |
| 2 | Was adequate time given for breaks and meals? | | | | | Yes No |
| E. Training contents | | Low | | | | High |
| 1 | Understanding of ecotourism | 1 | 2 | 3 | 4 | 5 |
| 2 | Understanding of value chain | 1 | 2 | 3 | 4 | 5 |
| 3 | Understanding of enterprise development | 1 | 2 | 3 | 4 | 5 |
| 4 | Understanding of innovative livelihoods | 1 | 2 | 3 | 4 | 5 |
| 5 | Understanding of ecosystem services | 1 | 2 | 3 | 4 | 5 |
| 6 | Understanding of integrated land/water management | 1 | 2 | 3 | 4 | 5 |
| F. Additional comments | | Low | | | | High |
| 1 | Which of the presentations or topics you found most useful? | | | | | |
| 2 | Which of the training/workshop presentations or topics you felt could be improved or made useful? | | | | | |
| 3 | What were the presentations or topics that you expected but not presented? | | | | | |
| 4 | What items or activities would you like to see added to this training/workshop? | | | | | |
| 5 | Other comments: | | | | | |





4

Annex

Template for Post Training Action Plans

Organize a Training

Start a Product-Based Value Chain Intervention

Start a Community Enterprise Development

Annex I: Templates for Post Training Action Plans

It is recommended that participants work out an action plan as a follow-up to the training. Given below are some templates that can help trainers design post-training action plans.

i) Organize a Training

If participants want to organize training on responsible tourism value chains and enterprise development for other stakeholders and communities, the following planning template may be used.

| | | | |
|--|----------------------------|--------------------------------------|-----------|
| Indicate on which date you would like to organize the training. | | | |
| What are the objectives of your training? What are the likely thematic sessions? | | | |
| Where will the training be conducted? | | | |
| Who will be your target participants? | Institution/ Individual | Indicate reason for selection. | |
| How many participants? | Women | Men | |
| Who will be the lead organizer? | | | |
| Who will be co-organizers? | | | |
| Who will be the resource persons and what would be their respective roles? | Name | Role | |
| What are the different activities that you need to undertake to organize training on the proposed date? Who is responsible for those actions and what is the timeline? <i>For example: translation of training materials into the local language; proposal submission to the organizer; preparation of a detailed programme; invitation to participants, etc.</i> | Activities | Responsible person | Timeframe |
| What training materials and tools will be used? | | | |
| What is the total budget required? | | | |
| How will the budget be leveraged? | | | |
| What are the expected outputs of the training? | | | |
| What are your plans for follow-up after the training? | | | |

ii) Start a Product-Based Value Chain Intervention

If participants want to start a product-based value chain intervention with the partners, the following template may be used to start the stakeholders' process and partnerships development.

The broad matrix below, adapted from the Kailash Sacred Landscape (GIZ 2013-draft), can provide a useful guide for starting a product-based value chain intervention.

| | |
|---|--|
| Markets and Infrastructure | <ul style="list-style-type: none"> • Are there existing market linkages to local or regional markets? • Is the existing infrastructure for processing, transportation, and communication sufficient? • Is it feasible to involve the private sector? |
| Policy Environment | <ul style="list-style-type: none"> • Are existing policies supportive for this value chain? • Is the collection/production and trade legal? • Are governmental support structures and services available? |
| Socioeconomic Equity and Pro-Poor Growth Potential | <ul style="list-style-type: none"> • Can sustainable and pro-poor impacts be expected? • Are there backward and forward linkages to the poor and marginalised? • Are benefits and burdens of the value chain intervention gender balanced? |
| Environmental Sustainability | <ul style="list-style-type: none"> • Is the resource base vulnerable to overexploitation or irreversible damages? • Is the carrying capacity for increased production and processing maintained? • Is the sustainable use of energy and water ensured? |
| Environmental and Socioeconomic Change | <ul style="list-style-type: none"> • Is the value chain resilient to climate change influences (increased temperature and/or changing water regime)? • Does socioeconomic change (demography, labour availability, changing values) challenge the value chain interventions? |
| Others | <ul style="list-style-type: none"> • Does the value chain have a regional component (transboundary trade or same VC in different countries)? • Could first impacts be expected in a given timeframe? • Are products sensitive to wildlife depredation? |

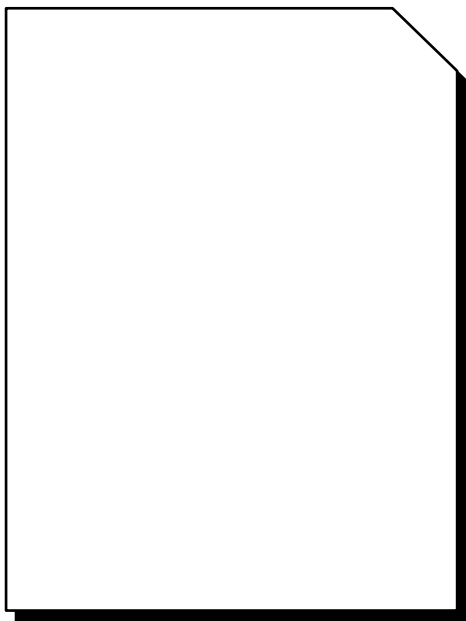
For additional insight, refer to Schneemann, J. and Vredeveld, T. (2015). *Guidelines for value chain selection: Integrating economic, environmental, social, and institutional criteria*. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

iii) Start a Community Enterprise Development

If participants want to start a community enterprise development, the Business Canvas Model template can be used to identify and understand the prerequisites. Refer to the explanation on “Business Canvas Model” under session 3.5.



Business Canvas Model





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