

# **Enhancing Rural Livelihoods Through Sustainable Community Tourism**

## **CIDA Project**

### **Workshop Report on Developing a Masters' of Science Program Curriculum**

**Uganda June 19<sup>th</sup> and 20<sup>th</sup>, 2007**



**Developing list of skills, knowledge and competencies**

## **Summary**

Curriculum development followed a modified DACUM process and began with a 2 day workshop in Kampala on June 19th and 20th and was attended by representatives from a variety of tourism stakeholder groups including; Uganda Wildlife Authority, Uganda Tourist Board, Uganda guides association, Uganda Community Tourism Association, National Forest Authority, the Ministry of Tourism, the Canadian and Makerere project teams and student representatives from the faculties of veterinary Medicine, Gender and Women's Studies, and the department of geography at Makerere University. Information collected during the workshop identifying key skills, knowledge, and traits of graduates will be incorporated into the final course curriculum for the program and submitted to all stakeholders for review, revision and input.

**Arranged and Hosted by:** The Dean Faculty of Veterinary Medicine for CIDA-Makerere-Manitoba collaboration.

**VENUE:** Shangri-La hotel, Kampala

**TIME STARTED:** 9:40 AM TO 1PM

### **Facilitators:**

Professor Michael Campbell (University of Manitoba, Canada)

Dr Leslie King (University of Manitoba Canada)

### **Invited Participants:**

- Ministry of Tourism, Trade and Industry
- NGO Forum
- Uganda Community Tourism Association (UCOTA)
- Uganda Tourism Association (UTA)
- Uganda Tourism Board (UTB)
- Director of Women and Gender studies
- Dean, Faculty of Forestry and Nature conservation
- Dean, Faculty of Veterinary Medicine
- Director MIUENR
- Head of Department Zoology
- Head of Department Botany
- Head of Department WARM
- Director Graduate School
- Director Uganda Wildlife Authority
- Director Field Operations, UWA
- Prof. Nyakaana Jockey, Head of Department Geography, Arts
- Prof Obua Joseph, Faculty of Forestry and Nature conservation
- Associate professor Christine Dranzoa
- Dr John Bosco Nizeyi, WARM Department
- Dr Consolata Kabonesa
- Prospective masters and PhD students/candidates from different faculties as the course/program will be multidisciplinary.

The project Director CIDA-makerere project welcomed the participants to the workshop and hoped for better results at the end of the discussions that would help come up with a curriculum that would help the nation.

The Dean, Faculty of Veterinary Medicine, represented by the head of Department of WARM (Wildlife Animal Resource Management), gave opening remarks.

The CIDA-Manitoba project Director welcomed the workshop participants and gave a brief background on the Masters program.

This was followed by self introductions before progressing with the agenda.

Dr Leslie King, the Co-facilitator introduced the DACUM method of developing a curriculum which in full means Develop A Curriculum (DACUM).

Using this method, the participants answered the question, “WHAT DO YOU WANT THE GRADUATES TO BE ABLE TO DO?” after completing this masters program.

The participants raised several knowledge competences and skills that they wanted the graduates to have on completion of this masters’ program including.

1. Planning

The participants wanted the graduates to have planning skills for community partnership development and also be resource managers. They should also be able to develop tourism management systems. They should be able to understand the link between natural resources and development and have land use planning and management skills. *In addition, they should be able to do site planning.*

2. Resource management

This would require training in resource economics, biodiversity conservation, anthropology and ability to resolve natural resource conflicts. They should be able to change attitudes and behaviours of local communities around protected areas towards biodiversity conservation. *They should also be able to add value to identified tourism resources, identify and manage tourist health, safety and security issues.*

3. Entrepreneurship

Should be able to add value to the tourism experience thus create the ultimate expedition. The graduates should be able to initiate and manage tourism ventures. *Good public relations are mandatory for this particular field to start and market tourism.*

4. Research- Keeping statistics

- Monitoring
- Impact assessment

Under this, the graduates should be able to assess the impacts of tourism on the poor/ pro-poor tourism and on communities’ generally negative and positive impacts of tourism. They should be able to monitor, evaluate and produce concrete data on the results found

and be able to publish those findings for the tourism sector. *They should also be able to source or lobby for funds for research and implementation of projects.*

5. Marketing

They should be able to identify and develop tourism resources, have knowledge of product packaging and designing to attract a bigger market. *The graduates should be persuasive or have a good bargaining power to sale their products.*

6. Policy and legislation

Graduates should be able to engage in tourism policy development and execution, should understand the local leadership at local, national and international levels.

7. Product development

Should be able to diversify tourism products on identification, develop them by adding value, package them and eventually be able to market them.

8. Management/ administration/ finance.

Should be able to work in ministries such as the tourism ministry and other administrative institutions to develop policies, programs and implement them. *They should have management skills for people (human resource) and resources.*

9. Communities/Tours

- Pro-poor livelihoods

Should produce leaders and advocates of tourism, information providers or consultants, tour operators and resource interpreters. Should demonstrate to local communities the benefits of tourism, apply modern concepts of tourism and promote conservation of natural resources outside protected areas.

10. Communication

- Language skills are important to target different tourists of different origins.

In addition, one must be a good listener and fluent in the local languages to easily identify with the communities.

11. Gender

Involve both women and men in tourism activities, tourism training for different professions and produce more tourism educators. Develop new approaches to tourism and minimise sex tourism and prostitution. *Should be sensitive to different sexes and ages.*

12. Guiding/ interpretation

- Environmental education

They should be able to do nature interpretation, have technical skills, health and safety as far as first aid is concerned

13. Hospitality

Empathy, kindness, welcoming, outgoing and honesty some of the traits the graduates must have to attract tourists and keep them. This will encourage a bigger market even

when these tourists go back to their countries; they keep referring others to a place where they were treated well. *Generally, customer care is highly required of the graduates for this particular competence.*

#### 14. Health, safety and security

The health of communities where tourist activities are concentrated is important to the health of the tourists. This therefore entails issues of public health and safety and First aid must be mandatory. Issues like Bioterrorism should also be addressed in this section.

#### 15. GIS/ Tools

To map tour sites and natural resources, assist in tourism research and ease tour operations. This can also be used in health to map diseases and their reoccurrence, changes in climate, and how it's related to disease.

The above competencies were further prioritised by the participants' general vote according to how much they would benefit the graduates and the employers who would need to recruit these graduates in the different areas where gaps were identified.

The prioritised knowledge competencies were categorised in order of need as below:

1. Resource management
2. Entrepreneurship
3. Communities and Tourism
4. Policy and legislation
5. Product development
6. Marketing
7. Planning
8. Health
9. Research
10. Guiding/ interpretation
11. Education
12. Hospitality
13. Gender
14. Management
15. Community

The participants raised several skills, knowledge competencies and traits that they would want in the program graduates. The different skills and knowledge competencies were summarised as in the table below.

<b>Course</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Traits</b>
1. Resource Management	<ul style="list-style-type: none"> <li>• GIS</li> <li>• Marketing</li> <li>• Negotiation</li> <li>• Data base management</li> <li>• Env't Impact Assessment( EIA)</li> <li>• Conflict resolution</li> <li>• Site planning</li> <li>• Communication Skills</li> <li>• Human resource mgt</li> <li>• Driving skills</li> <li>• Bush equipment technology/mechanical</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Resource identification</li> <li>• Policy and Legislation</li> <li>• Regional/international landscape ecology</li> <li>• Natural resource economics</li> <li>• Geography of resource location and distribution</li> <li>• Natural history</li> <li>• sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Multitask ability</li> <li>• Flexibility</li> <li>• Stimulating</li> <li>• Humorous</li> <li>• Engaging</li> <li>• Collegial</li> <li>• Empathetic</li> <li>• Patience</li> <li>• Friendly</li> <li>• Outgoing</li> <li>• Gender sensitive</li> <li>• Think smart</li> <li>• Independent</li> <li>• Proactive</li> </ul>
2. Entrepreneurship	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Accounting</li> <li>• Budgeting</li> <li>• Computer/Web survey</li> <li>• Traditional medicine healing</li> <li>• Communication skills</li> <li>• Ability to smell opportunities</li> <li>• Public relations</li> <li>• Quality producer</li> </ul>	<ul style="list-style-type: none"> <li>• Market identification</li> <li>• Target Market</li> <li>• Product identification and development</li> <li>• Finance and Administration</li> <li>• Business planning</li> <li>• Human resource management</li> <li>• Quality control and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Risk taker</li> <li>• Honest</li> <li>• Reliability</li> <li>• Hospitable</li> <li>• Customer friendly</li> <li>• Innovative</li> <li>• Creative</li> <li>• Persuasive</li> <li>• Competitive</li> <li>• cooperative</li> <li>• Ethical</li> <li>• Commitment</li> <li>• Persistence</li> <li>• Resilient</li> </ul>
3. Community Conservation	<ul style="list-style-type: none"> <li>• Ability to engage community</li> <li>• Communication</li> <li>• Language</li> <li>• People skills</li> <li>• Research skills</li> <li>• Community mobilization</li> <li>• Marketing</li> <li>• Negotiation</li> <li>• Advocacy</li> <li>• Lobbying</li> <li>• Leadership</li> <li>• Planning community resources e.g. land, etc</li> <li>• Quality service provision</li> <li>• organizational skills</li> <li>• Security</li> <li>• Public relations</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Resource interpretation</li> <li>• Community dynamics</li> <li>• Impact of tourism on community/poor</li> <li>• Use tourism to benefit poor</li> <li>• Integration of policies</li> <li>• Community mobilization</li> <li>• Project development and management resources</li> <li>• International community tourism( practical)</li> <li>• Policies impacting tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful</li> <li>• Patient</li> <li>• Gender sensitive</li> <li>• Pro-poor</li> <li>• Innovative</li> <li>• Leadership</li> <li>• Resourceful</li> </ul>
4. Policy and Legislation	<ul style="list-style-type: none"> <li>• Analytical</li> <li>• Planning</li> <li>• Negotiation</li> <li>• Political skills and awareness</li> <li>• Diplomatic issue identification and solving</li> <li>• Lobbying</li> <li>• Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Political systems/gov't</li> <li>• International development</li> <li>• Institutional development</li> <li>• Civil society power</li> <li>• Local gov't workings</li> <li>• Law(s) Diplomacy (CHOGM)</li> <li>• Planning</li> <li>• Conflict resolution</li> <li>• Policy &amp; law formulation process</li> </ul>	<ul style="list-style-type: none"> <li>• Visionary</li> <li>• Political instincts</li> <li>• Strategic</li> <li>• Sympathetic</li> <li>• Trustworthy</li> <li>• Honest</li> <li>• Action oriented</li> <li>• Charisma</li> <li>• Patient</li> </ul>

<b>Course</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Traits</b>
5. Product Development	<ul style="list-style-type: none"> <li>• Research</li> <li>• Data analysis</li> <li>• Networking</li> <li>• Negotiation</li> <li>• Impact assessment</li> <li>• Interpretation skills</li> <li>• Communication</li> <li>• Packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Market</li> <li>• Product identification</li> <li>• Product/market match</li> <li>• Value addition</li> <li>• Research economics</li> <li>• International development</li> <li>• Leisure and recreation</li> <li>• Culture &amp; heritage</li> <li>• Community dynamics</li> <li>• Value systems</li> <li>• Natural resources</li> <li>• Appropriate technology</li> <li>• Healthy and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Creativity</li> <li>• Daring/personal</li> <li>• Cultural sensitive</li> <li>• Gender sensitivity</li> </ul>
6. Marketing	<ul style="list-style-type: none"> <li>• Branding</li> <li>• Web skills</li> <li>• IT</li> <li>• ICT</li> <li>• Negotiation</li> <li>• Packaging</li> <li>• Patenting to law</li> <li>• Networking</li> <li>• Information dissemination</li> <li>• Documentation</li> <li>• Data analysis</li> <li>• PR Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Product development</li> <li>• Forecasting</li> <li>• Research</li> <li>• Knowledge of products</li> <li>• Advertising &amp; promotion</li> <li>• ICT knowledge</li> <li>• Distribution networks</li> <li>• Patent law</li> <li>• Visitor experience</li> <li>• motivation</li> <li>• Demand &amp; supply</li> <li>• Laws/policies</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Trust Reliable</li> <li>• Reliable</li> <li>• Social / outgoing</li> <li>• Persuasive</li> </ul>
7. Planning	<ul style="list-style-type: none"> <li>• GIS</li> <li>• Quantitative/qualitative</li> <li>• Organisation</li> <li>• Research</li> <li>• Data analysis</li> <li>• Collection</li> <li>• Env't assessment &amp; monitoring</li> <li>• Negotiation</li> <li>• Advocacy</li> <li>• Participatory approaches</li> <li>• PRA/RRA</li> </ul>	<ul style="list-style-type: none"> <li>• Resource base</li> <li>• Policy and legislation</li> <li>• Theory &amp; practical</li> <li>• Of planning</li> <li>• Natural resource planning</li> <li>• Organisations</li> <li>• Environmental degradation</li> <li>• Impacts of cultural divisions &amp; values</li> <li>• Local community impacts</li> <li>• Governance/ institutions</li> <li>• Integrated env'tal planning</li> <li>• Generational impacts</li> <li>• Handicapped access</li> </ul>	<ul style="list-style-type: none"> <li>• Visionary</li> <li>• Committed</li> <li>• Gender sensitive</li> <li>• Cultural sensitive</li> <li>• Even tempered</li> <li>• Patient</li> <li>• Age sensitive</li> </ul>
8. Health, safety and Security	<ul style="list-style-type: none"> <li>• First aid</li> <li>• Communication</li> <li>• Search and Rescue</li> <li>• Diagnostics</li> <li>• Calming information</li> <li>• Networking</li> </ul>	<ul style="list-style-type: none"> <li>• Policies</li> <li>• HIV/AIDS</li> <li>• Security/safety issues</li> <li>• Communicable diseases</li> <li>• Safe food/water supply</li> <li>• Risk management</li> <li>• Environmental pollution</li> <li>• Solid waste mgt</li> <li>• Sanitation</li> <li>• Search &amp; rescue</li> <li>• Insurance policy</li> <li>• World &amp; local events</li> <li>• Disasters</li> <li>• Confidentiality/privacy</li> <li>• Malaria/schisto vectors</li> <li>• Travelers' illness</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping cool</li> <li>• Alert</li> <li>• Discrete</li> <li>• Discretion</li> <li>• Empathetic</li> <li>• Calm</li> <li>• Not shy</li> <li>• Confidential</li> <li>• Not squeamish prudish professional</li> </ul>

<b>Course</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Traits</b>
9. Research	<ul style="list-style-type: none"> <li>• Identify problems</li> <li>• Designing/ implementation of resource projects</li> <li>• Conceptual skills</li> <li>• Data analysis collection</li> <li>• Synthesize</li> <li>• Presentation</li> <li>• Report writing</li> <li>• Interviewing</li> <li>• Record keeping</li> <li>• Organized paperwork</li> <li>• Language skills</li> <li>• Networking</li> <li>• Communication</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Resource process</li> <li>• Confidentiality</li> <li>• Ethics</li> <li>• Design</li> <li>• Funding opportunities</li> <li>• Statistics</li> <li>• Qualitative and quantitative methods of research</li> <li>• Philosophy of science</li> <li>• Epistemology</li> <li>• Interpretation</li> <li>• Project planning and budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Ethical</li> <li>• Logical</li> <li>• Creative</li> <li>• Patient</li> <li>• Gender sensitive</li> <li>• Adventurous</li> </ul>
10. Guiding	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Driving</li> <li>• Communication</li> <li>• Social</li> <li>• Branding</li> <li>• Planning</li> <li>• Customer care</li> <li>• Mechanical Skills</li> <li>• Language</li> <li>• Explanation</li> <li>• Story Telling Skills</li> <li>• Entertain</li> <li>• Leadership</li> <li>• First Aid</li> <li>• Rescue and search</li> <li>• Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts of taxonomy</li> <li>• Basic Ecology</li> <li>• Natural History</li> <li>• Cultural Dynamics</li> <li>• Product knowledge</li> <li>• Service quality</li> <li>• Carrying capacity</li> <li>• Indigenous knowledge</li> <li>• Policy legislation</li> <li>• Code of conduct</li> <li>• Wildlife behaviour</li> <li>• human behaviour</li> <li>• Group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitivity</li> <li>• Humour</li> <li>• Empathy</li> <li>• Knowledge sensitivity</li> <li>• Discerning</li> <li>• Discretion</li> <li>• Concern</li> <li>• Cautious</li> <li>• Ethical</li> <li>• Entertainment</li> <li>• Persuasive</li> <li>• Leadership</li> <li>• Perfection</li> </ul>
11. Hospitality	<ul style="list-style-type: none"> <li>• Customer care</li> <li>• Accounting</li> <li>• Communication</li> <li>• Time management</li> <li>• Problem id recognition</li> <li>• Problem solving</li> <li>• Proactive</li> <li>• HR Skills</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Service quality</li> <li>• Background</li> <li>• Market/ Clientele</li> <li>• Health/Rescue</li> <li>• Up to date world events</li> <li>• Visitor satisfaction/ evaluation</li> <li>• Cultural Values</li> <li>• Housekeeping</li> <li>• Hygiene maintenance</li> <li>• Business management</li> <li>• Sanitation</li> <li>• Motivation</li> <li>• Catering</li> <li>• Transport</li> <li>• Human resource</li> <li>• Communication/Cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Reliability</li> <li>• Outgoing</li> <li>• Inventive</li> <li>• Creative</li> <li>• Positive</li> <li>• Patience</li> <li>• Friendly</li> <li>• Empathetic</li> <li>• Organized</li> <li>• Punctual</li> <li>• Responsive</li> <li>• Timely</li> <li>• Problem solver</li> </ul>



<b>Course</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Traits</b>
12. Gender	<ul style="list-style-type: none"> <li>• Negotiation skills</li> <li>• Advocacy</li> <li>• Conflict resolution</li> <li>• Convey information</li> <li>• Data analysis</li> <li>• Interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Access and availability of resources</li> <li>• Women &amp; gender roles</li> <li>• Gender analysis</li> <li>• Concept of gender in improving livelihoods</li> <li>• Gender mainstreaming</li> <li>• Differential impacts</li> <li>• Human behaviour/sexism</li> <li>• Code of conduct on sex tourism</li> <li>• Animal gender roles</li> <li>• Sexual harassment</li> <li>• HIV/AIDS</li> <li>• Public health</li> <li>• Reproductive impacts</li> <li>• Language</li> <li>• Gender and resources&amp; labour</li> <li>• Human rights law</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitivity</li> <li>• Assertiveness</li> <li>• Respectful</li> <li>• Persuasive</li> <li>• Open</li> <li>• Flexible</li> <li>• Patient</li> <li>• Kind</li> <li>• Diplomatic</li> <li>• Ethical</li> </ul>
13. Management	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Human resource</li> <li>• Planning</li> <li>• Leadership</li> <li>• Communication</li> <li>• Inter-personal relations</li> <li>• Conflict resolution</li> <li>• Strategic thinking</li> <li>• Motivator</li> <li>• Team builder</li> </ul>	<ul style="list-style-type: none"> <li>• Systems finance and planning</li> <li>• Gender</li> <li>• Accounting</li> <li>• Budgeting</li> <li>• Human resource management</li> <li>• Policy and legislation</li> <li>• Procurement</li> <li>• Tourism resource base</li> <li>• Organization behaviour</li> <li>• Management/ theory&amp; practical</li> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Organized</li> <li>• Leadership</li> <li>• Gender sensitive</li> <li>• Visionary</li> <li>• Inspiring</li> <li>• Strategic</li> <li>• Fair</li> <li>• Open</li> </ul>
14. Communication	<ul style="list-style-type: none"> <li>• Multi-lingual</li> <li>• Presentation</li> <li>• Reading people and landscapes</li> <li>• Writing</li> <li>• IT</li> <li>• Technical skills</li> <li>• Design skills</li> <li>• Interpretation</li> <li>• Listening skills</li> <li>• Analytical</li> <li>• Synthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Communication theory</li> <li>• Body language</li> <li>• ICT</li> <li>• Cultural background</li> <li>• Human behaviour</li> <li>• Human resource/ mgt</li> </ul>	<ul style="list-style-type: none"> <li>• Observant</li> <li>• Gender sensitive</li> <li>• Cultural sensitive</li> <li>• Creative</li> <li>• Professional</li> <li>• Open</li> <li>• Good</li> <li>• Regulars</li> <li>• Imaginative</li> <li>• Accurate</li> <li>• Confident</li> </ul>

These competence concepts would be built on further basing on the facts found on the ground from the field trip in communities around three protected areas i.e Bwindi Impenetrable National park, Queen Elizabeth and Kibale National Parks.

The workshop was closed with a word of thanks to the participants for their continued support and involvement in tourism and conservation activities for a better world by the project directors from the two universities i.e. Manitoba and Makerere.