



Community Based Ecotourism Curriculum



Nam Ha
Ecotourism Project



Introduction	3
How to use the Curriculum	3
Internal Planning – Theory at the Macro Level	4
Initial Product Selection and Concept Actualization	6
Agreement	11
Skills Development	16
Infrastructure	22
Marketing	24
Monitoring	28
Reference Materials	30

Introduction

This curriculum was designed by the tourism practitioners of Luang Namtha Province to promote community-based ecotourism throughout Lao. The curriculum is based on their personal experiences in the tourism sector over the past seven years. Since community-based tourism has rapidly grown throughout the country and the skills of tourism practitioners continue to advance this curriculum should not be considered a static document. It should continue to evolve and improve along with the community-based tourism industry.

This curriculum draws on the myriad of training materials developed in Lao PDR over the past seven years as the needs of community-based ecotourism have expanded. These materials have been developed in conjunction with the Lao National Tourism Administration and the Luang Namtha Provincial Tourism Office through the support of the UNESCO Nam Ha Ecotourism Project, the Asian Development Bank Mekong Tourism Development Program, the European Union Small Enterprise Development Project, the Wildlife Conservation Society, the Netherlands Development Service (SNV) and the German Development Service (GTZ) as well as the private tour company Green Discovery.

How to use the Curriculum

The following pages consist of outlines for the seven main focus areas for the development of community-based ecotourism. These focus areas vary in their breadth of scope. The curriculum does not aim to provide an overview of all trainings for all aspects of community-based tourism. Instead it takes a broad view of the development of community based ecotourism product development and guides the users through the seven focus areas to achieve a broad understanding of what is needed to successfully develop community ecotourism based activities. Certain focus areas such as skills development require additional trainings for specific groups such as local or village guides and hospitality workers. Such trainings are not elaborated upon within the curriculum but additional materials are identified to guide trainers towards more detailed information.

This curriculum should be used when introducing the concepts of community-based ecotourism to those being introduced to its development for the first time such as a new District Tourism Office, guide service or small business. Obviously the materials listed within can also be modified to meet a number of other training needs especially refresher courses for existing community-based ecotourism practitioners.

Internal Planning – Theory at the Macro Level

Suggested Participants: Core group of product developers such as business owners, core guides or District Tourism Office leaders

Ideal Number: 3-6 people

Teaching Objective	Content	Method	Materials	Indicator
Setup Goals and Objectives – Principles of CBE	An overview of the National Ecotourism Strategy and Action Plan to familiarize participants with the principles of CBE in Lao PDR and guide them towards the development of a CBE product that abides by these principles	Self-study or Presentation from NTA/PTO with extensive experience in CBE development	LNTA - SNV. National Ecotourism Strategy and Action Plan 2005-2010 Summary. 2002 (English) LNTA - SNV. National Ecotourism Strategy and Action Plan. 2002 (Lao)	Participants understand the principles of CBE in the Lao context
Educate Staff/Project Personnel	Familiarize staff/project personnel with existing CBE products in the area as a way to generate ideas for the development of new products	Study tour to neighboring CBE Products		Participants have an idea of what a CBE Product will look like and can envision how their own CBE product will take shape

Teaching Objective	Content	Method	Materials	Indicator
Market Research, General Trends, Identify Opportunities	Study the local conditions for tourism development to understand if a CBE product will be viable	Familiarize the group with Tourism Statistics through presentations or self study	<p>LNTA - ADB - WCS. Biodiversity Conservation and Ecotourism in Lao PDR. 2004. (Green Book)</p> <p>Visitor Survey Example</p> <p>National Tourism Administration Tourism Statistics</p>	Participants can analyze the available statistics for their area and decide if developing a CBE product is possible
Product Concept, Why? – Goals and Objectives	Design the Goals and Objectives of a CBE Product while defining what the product is going to be and why they are developing it.	Use a hypothetical example to provide examples of the Goals and Objectives of a CBE Product	<p>LNTA - SNV. National Ecotourism Strategy and Action Plan 2005-2010 Summary. 2002 (English)</p> <p>LNTA - SNV. National Ecotourism Strategy and Action Plan. 2002 (Lao)</p>	Participants can design the goals and objectives of a CBE Product based on their baseline research and conceptual understanding of CBE

Initial Product Selection and Concept Actualization

Suggested Participants: Participation will vary based on the size and scope of the CBE Product. Participants should include Project Team, District and Provincial Government Officials, Community partners, local guides etc.

Ideal Number: Numbers will vary based on size and scope of CBE Product and could exceed 50 people

Teaching Objective	Content	Method	Materials	Indicator
Identify Stakeholders	<p>Understand the concept of stakeholders</p> <p>Identification of all possible stakeholders in relation to the CBE Product</p> <p>Understanding the various roles and responsibilities of the potential stakeholders.</p>	<p>Analysis of a hypothetical CBE product or review of an existing CBE product.</p> <p>Potentially include direct discussions with major stakeholders such as tour companies, communities, government offices etc.</p>	<p>Previous stakeholder analyses such as for the Protected Area Ecotourism Strategies</p>	<p>Participants can identify and clearly define the roles of relevant project stakeholders</p>

Teaching Objective	Content	Method	Materials	Indicator
<p>Raise Awareness amongst Provincial and District Stakeholders</p>	<p>Once provincial and district stakeholders have been identified assess their understanding of CBE</p> <p>If they do not have an understanding of CBE be able to raise awareness to facilitate CBE development</p>	<p>Study Tours</p> <p>Site Visits</p> <p>Lectures from Tourism Practitioners</p>		<p>Provincial and District Stakeholders understand the principles of CBE and are supportive of its continued development.</p>

Teaching Objective	Content	Method	Materials	Indicator
Get Permission for area to develop CBE	As the Lao PDR continues to develop there are a number of development agencies often working in the same area. It is very important to understanding the projects working in the surrounding area to ensure that the development of CBE will have the support and resources needed for its continued success. Each CBE product should work closely with the PTO to ensure an officially recognized and endorsed product.	Review of development procedures in the provinces updated by the latest regulations.		Participants understand the procedures to secure permission to develop CBE

Teaching Objective	Content	Method	Materials	Indicator
Develop Project Team	Outline roles and responsibilities of the project team including Project Leader, Accountant/ Administrator, Marketing/Material production	Class discussion of skills needed for project development. Direct interaction with an establish CBE Project team Hypothetical Project Design		Participants understand the need for a team based approach and can identify the skills needed to build a successful team
Visitor Surveys	Overview of Information Needs Design of a visitor survey Interview techniques	Hypothetical Visitor Survey	Visitor Survey Example	Participants can conduct and analysis a visitor survey directed towards a specific CBE product
Logistical Field Surveys, – (Access times, facilities, attractions...)	Identify CBE Product attributes Identify CBE Product needs Design CBE Product based on known logistical parameters	Field Trip to access field conditions	Field Survey Example	Participants should be able to access a site for it attributes and needs and build an achievable timeline for its execution

Teaching Objective	Content	Method	Materials	Indicator
Current Status and Knowledge of Guides	Knowledge needs of guides Testing mechanisms for guides Systems for organizing guides	Field visit to guide association or tourism company	Guide Test Example	Participants understand the various systems for organizing guides and can identify the appropriate system and needs for CBE products.
Product Selection – SWOT Score	Strengths, Weaknesses, Opportunities and Threats of CBE Products	Hypothetical SWOT example	Ecotourism Assessment Matrix	Participants can identify the S, W, O, T of a CBE product and make an informed decision on its actualization.

Agreement

Suggested Participants: Project Team, Villagers, District and Provincial government as appropriate

Ideal Number: Dependent on size of village. Consultations should aim to cover all residents insuring gender equality

Teaching Objective	Content	Method	Materials	Indicator
Secondary surveys	Similar content to original logistical surveys with greater village participation and more concrete outcomes	Field Trip to revisit site previous assessed Direct discussion with villagers with existing CBE experience		Participants understand the importance of partnership with a village and one they have chosen a product can include villagers in its development
Village-based Tourism Awareness Seminars and Community-based Conservation Awareness Activities	Overview of CBE for villagers Review of why Tourists want to visit villages and forest areas Conservation Awareness Raising for sound resource management and tourism product management	Direct discussions with villagers actively involved in CBE activities		Participants understand the role of education and awareness when working with villagers on CBE

Teaching Objective	Content	Method	Materials	Indicator
Study tours	<p>Overview of a CBE Product</p> <p>Discussion of issues with other CBE practitioners</p> <p>Direct interaction with tourists interested in CBE products</p>	<p>Direct observation of existing CBE Products</p>		<p>Participants should have their own experience with CBE products and make their own conclusions from the experience</p>
Trail Tours Small Groups of Tourists	<p>CBE products should have a trial period where small problems can be rectified and communities can get direct experience of the type and extent of work needed to take care of CBE tourists.</p>	<p>Independent assessment of an existing CBE product</p> <p>Hypothetical examples of common problems encountered in other CBE Products</p>		<p>Participants should have direct experience with assessing the issues encountered when conducting CBE</p>

Teaching Objective	Content	Method	Materials	Indicator
Analyze Tourist, Guide and Village Feedback on the Trial Tours	CBE Practitioners should understand the importance of cooperation between product stakeholders Feedback is at the center of a successful cooperative system Systems should be designed to facilitate regular feedback to ensure successful product implementation	Analysis of feedback on existing CBE products. Activities based on solving hypothetical problems related to a CBE product	Feedback Form Example	Participants should be able identify problems in CBE products and propose viable solutions for their resolution
Village decision	Villagers should participate as an equal partner in CBE products. The ultimate decision for product development should rest with them. This is such an important point it should be stressed specifically in every training	Clear explanation of village participation in community-based ecotourism activities Attend and observe meetings with villages from an existing CBE Product Conduct hypothetical village meeting		Participants should understand the role of villagers in the CBE Product Development Process

Teaching Objective	Content	Method	Materials	Indicator
Approval of Local Authority and other stakeholders	Once village approval has been granted. All other stakeholders should agree on product development How to hold a stakeholder meeting and how to reach consensus with stakeholders	Clear explanation of other stakeholder participation in CBE activities Attend and observe meetings with stakeholders from an existing CBE Product Conduct hypothetical stakeholder meeting		Participants understand the importance of consensus and participation of all stakeholders
Establish Village-based Administration Rules and Regulations (Price, Benefit Sharing, Problem Solving...)	Outline the importance of clear rules and regulations for CBE Products. Provide examples of rules and regulations developed by other CBE Products Understand the national rules and regulations outlined by the NTA governing CBE development	Review Rules and Regulations set out by other CBE Products Visit a village with an active CBE Product and discuss their systems. Discuss with relevant PTO about NTA Rules and regulations governing CBE	Village Rules and Regulations Example	Participants understand the role of rules and regulations in the development and execution of CBE products

Teaching Objective	Content	Method	Materials	Indicator
<p>Village Agreements - Establish Village-Based Ecotourism Reserves</p>	<p>Highlight the different responsibilities of all active stakeholders in the CBE Product Understand the importance of clarity when assigning responsibilities to limit confusion and potential conflicts</p>	<p>Review existing agreements from an active CBE product Visit with PTO, NPA, Tour Company and Village to discuss the development and use of agreements</p>	<p>Green Discovery village agreement Example LNT-PTO village agreement Example</p>	<p>Participants understand the importance and the role of agreements between all active stakeholders</p>

Skills Development

Suggested Participants: Participation varies dependent on skills needed for each position. Managers should attend all trainings to understand the skills of their staff.

Ideal Number: Dependent on training. 12 is the ideal group for a single trainer but large groups can be accommodated if there are multiple trainers sharing the responsibilities.

Teaching Objective	Content	Method	Materials	Indicator
Guide Training	<p>Within this curriculum the importance of well trained guides should be stressed</p> <p>It is not the aim of this curriculum to completely review the existing guide training materials. They are listed under Materials and have received a great deal of attention elsewhere</p>	<p>Visit a tour company or guide service</p> <p>Discuss CBE with experienced guides</p> <p>Role play as guides and tourists to identify some of the more commonly encountered challenges of guiding.</p>	<p>LNTA - ADB. I Want to be a Tour Guide: a training manual for provincial tour guides. 2006. (Purple Book)</p> <p>LNTA - ADB. Interpreting Your Local Knowledge: a training manual for female and male local tour guides in Lao PDR. 2005. (Gold Book)</p> <p>LNTA - ADB - WCS. Biodiversity Conservation and Ecotourism in Lao PDR. 2004. (Green Book)</p>	<p>Participants should understand the time and investment it takes to train good guides.</p> <p>They should also be aware that bad guides will make or break any CBE product</p>

Teaching Objective	Content	Method	Materials	Indicator
<p>Guide Training - continued</p>			<p>WCS - Birdlife. A Field Guide to the Birds of Lao PDR. 2003.</p> <p>Lao National Front for Construction. The Ethnic Groups in Lao PDR. 2005.</p> <p>LNTA - ADB. English for Ecoguides 2006.</p> <p>LNTA. Do's & Don'ts in Laos: A guide to Culturally Sensitive Travel in the Lao PDR. 2004 (English)</p>	
<p>Village Guide Training</p>	<p>As with Local Guides, this curriculum does not include a guide for training village guides.</p> <p>The focus should be on the importance of village guides as generators of income for the community and as ambassadors for the village</p>	<p>Visit a village and discuss CBE with experienced village guides</p> <p>Role play as village guides, local guides and tourists to identify some of the more commonly encountered challenges of guiding.</p>	<p>LNTA - ADB. I Want to be a Village-based Guide: a training manual for village-based tour guides. 2006. (Yellow Book)</p> <p>LNTA - ADB. English for Ecoguides 2006.</p>	<p>Participants should understand the role of village guides and see their use and training as further investment in the community and quality CBE</p>

Teaching Objective	Content	Method	Materials	Indicator
Hospitality Management Training for Village Service Providers	<p>Overview of the importance of village service and the methods for training villagers to provide services to tourists</p> <p>Within the curriculum this does not replace a Hospitality Management Training it merely emphasizes the need and the reasons for that need to those developing a CBE product</p>	Discussions with Village Service Providers regarding their roles and responsibilities as well as the challenges they face in working with tourists	LNTA - ADB. English for Ecoguides 2006.	Participants should understand the need for quality service and the need to invest in that service to have a successful CBE product
Tourism Regulatory Workshop	<p>Overview of the role of the PTO in the planning and regulation of tourism activities</p> <p>Stress the importance of following regulations to limit lost investments and strained relationships</p>	Discussions with PTO on the regulations governing CBE development in the target province		Participants should understand the regulatory framework they are working within.

Teaching Objective	Content	Method	Materials	Indicator
Form a District Ecoguide Service or private company	Overview of the different systems for managing CBE products in Lao PDR focusing the similarities and differences between the main systems as well as the pros and cons of each system	Visit both a district guide service and private tour company and compare and contrast their operating systems and approaches to CBE		Participants should understand there is more than one model for CBE Product creation and management. They should be able to understand the differences between the systems and choose the most appropriate for their situation
Handicraft Design and Marketing Seminars	<p>Brief overview of the opportunities for village income generation through the sale of handicrafts.</p> <p>Basic understanding of the products that tourist wish to buy</p>	Discussions with Handicraft producers, sellers and consumers to understand what opportunities and constraints exist	LNTA - ADB. Producing and Selling Handicrafts to Tourists at the Village Level: Recommendation for village-based producers in the Lao PDR. 2005.	<p>Participants understand the role of handicraft sales in CBE</p> <p>Participants will encourage the production of appropriate handicrafts that can be effectively marketed and sold to tourists</p>

Teaching Objective	Content	Method	Materials	Indicator
<p>Village Cultural Activity Trainings (Planting Rice, Cultural Performances, fishing, diving, local sports...)</p>	<p>Overview of the concept of experiential tourism and what tourists are looking for in a CBE setting.</p>	<p>Brainstorming on the types of activities available within the CBE product that tourists may be interested in seeing.</p> <p>Village visits and discussions on the types of activities villages currently present to tourists.</p>		<p>Participants understand the role of participation in the village life as part of CBE</p>
<p>Develop District Tourism Management Plan</p>	<p>Overview of the role of the PTO and DTO in tourism planning.</p> <p>If a Management Plan exists for the area of focus review the primary sections of the plan</p>	<p>Review of example District Management Plan</p> <p>Discussion of management needs and roles of PTO and DTO in tourism planning</p> <p>Presentations from DTO or PTO on their roles regarding tourism planning</p>	<p>District Tourism Management Plan Example</p>	<p>Participants should understand the importance of management planning, understand the role of PTO and DTO in the tourism planning process</p>

Teaching Objective	Content	Method	Materials	Indicator
Waste Management Plan	<p>Overview of waste management</p> <p>Review of existing waste management plan</p>	<p>Field visit to see good and bad waste management practices</p> <p>Discussion of waste management needs and comparison with example management plan</p>	Waste Management Plan Example	Participants understand the need for and can design and implement an effective waste management plan

Infrastructure

Suggested Participants: Guest House Managers, Villagers building accommodation for tourists, other tourism related businesses with accommodation needs, local construction contractors

Ideal Number: 6-8 people

Teaching Objective	Content	Method	Materials	Indicator
Construct Small Scale Ecotourism Support Infrastructure	<p>Overview of the types of accommodation enjoyed by tourists</p> <p>Overview the facilities expected by different levels of tourism</p> <p>Overview the construction methods used to build appropriate guest houses</p> <p>Overview interior design issues for guesthouse</p> <p>Overview appropriate bathroom technology</p>	<p>Field Visit to existing Guest Houses</p> <p>Review of plans and photos showing quality guest accommodation</p> <p>Critical thinking regarding poor and good guest house examples</p>	LNTA - ADB. Examples and Plans for Ecolodges in Lao PDR. 2005	<p>Participants will be familiar with a variety of styles and ideas for quality guest house design and construction</p> <p>Participants will use this knowledge to limit needless waste of capital when designing CBE products</p>

Teaching Objective	Content	Method	Materials	Indicator
Develop work and cost sharing agreement with village to encourage participation and ownership	Overview of methods to ensure clear ownership and responsibility for maintenance	<p>Discussions with villages and associated tour companies</p> <p>Review of cost sharing agreements</p> <p>Hypothetical scenarios regarding non-defined responsibilities</p>	Cost sharing agreement Example	Participants will understand the importance of clear agreements regarding maintenance and ownership and be able to negotiate them for their own CBE product

Marketing

Suggested Participants: PTO Staff, Tourism Company Staff, Information Office Staff

Ideal Number: 2-12 people

Teaching Objective	Content	Method	Materials	Indicator
<p>Training for information providers</p>	<p>Overview of what tourist are looking for</p> <p>Examples of what tourists are interested in seeing, hearing and dreading</p> <p>Focus on high quality attentive service to ensure positive reactions from tourists</p> <p>Warning on the variability and at times strange demands of tourists</p>	<p>Visit to an active information centers</p> <p>Open discussions with tourists as well as review of feedback forms.</p> <p>Hypothetical role plays based on possible tourism scenarios</p>	<p>LNTA - ADB. May I Help You?: training manual for tourist information center staff in Lao PDR. 2006.</p> <p>LNTA - ADB. English for Ecoguides 2006.</p>	<p>Participants understand the needs and desires of a wide range of tourists and are prepared to provide the best possible information in any situation.</p>

Teaching Objective	Content	Method	Materials	Indicator
Networking with other tourism businesses	<p>Overview of improving efficiency through partnerships</p> <p>Outline the values of information sharing and collaboration</p> <p>Highlight the need to have similar agreements and policies at the village level to avoid conflicts within the village.</p>	<p>Discussions with multiple tour companies to understand their respective roles and responsibilities and where they see collaboration as a positive part of doing business.</p> <p>Hypothetical examples of collaboration and conflict between tour companies</p>		Participants should be able to assess when a partnership would be beneficial to their CBE product as well as knowing when such a partnership is not necessary
Understanding customers/market	<p>Who the customer is</p> <p>What the customer wants</p> <p>Where does the customer look to get their information</p> <p>What the potential for the market is</p> <p>What are the constraints to market growth</p>	<p>Overview of a particular tourism market</p> <p>Review of sales statistics from a DTO or Tour company</p> <p>Discussions with tourists and tourism sales people</p> <p>Also look at Media</p>		<p>Participants understand the market they are working within and their opportunities to benefit from the market</p> <p>Participants understand the types of CBE products that are viable in their market and will not needlessly waste time and capital</p>

Teaching Objective	Content	Method	Materials	Indicator
Way to write to attract tourists	<p>Writing tour descriptions</p> <p>Designing signs</p> <p>Designing pamphlets</p> <p>Overview of promotional writing techniques</p> <p>Overview of the use of color and style in advertising</p>	<p>Examination of existing materials</p> <p>Critiquing good and bad materials and making suggestions on how they could be improved</p>		Participants can write and design effective promotional materials
Realistic and honest advertising	<p>The importance of honesty in CBE</p> <p>Like village decision making this is a very important point that needs to be made explicitly to reduce the threat of ruining the relationship between the tourists and a CBE Product</p>	Hypothetical examples of when dishonest advertising results in increased problems and decreased market share		Participants understand the importance of honest advertising in the design and execution of CBE products

Teaching Objective	Content	Method	Materials	Indicator
Media	<p>Overview of the changing uses of media in the tourism industry</p> <p>Review the use of media such as Internet websites, Guide books, Advertising in newspapers and magazines, Posters, Stickers, Notice boards, Pamphlets, Word of mouth, Radio, etc.</p>	<p>Direct review of different media relating to the tourism industry. Visiting websites, reading guide books, critiquing advertisements, etc.</p>		<p>Participants are familiar with and comfortable in using a variety of different types of media to promote their CBE product and to further their understanding of the large tourism market that they are a part of</p>

Monitoring

Suggested Participants: Tourism Company, DTO or PTO, Focal Villages

Ideal Number: Dependent on village size and extent of monitoring could be several tens of families.

Teaching Objective	Content	Method	Materials	Indicator
Design Monitoring System based on data needs	Overview of what CBE needs to monitor including benefit sharing, benefits to villagers, distribution within a village between families.	<p>Overview of existing monitoring system</p> <p>Direct discussion with PTO, DTO, Tour Companies who are reliant on monitoring data</p> <p>Hypothetical data analysis and problem solving to see what type of data can be used for what types of analysis</p>	<p>WCS. Wildlife and Threat Monitoring and Patrolling in the Nam Ha National Protected Area, Lao PDR. 2002</p> <p>LNTA - UNESCO. Monitoring the Success and Impacts of Community-based Ecotourism: A Manual for Ecotourism Guides and Managers. 2001.</p> <p>REST Community Based Tourism Handbook</p>	Participants can understand their data needs and design a monitoring program that will provide those data

Teaching Objective	Content	Method	Materials	Indicator
Training in CBE Monitoring	Focus on field based interview skills, question design and non-threatening participation	Field practice and extended discussions and questioning of villagers Hypothetical interviews between trainees to understand participatory interview techniques	WCS. Wildlife and Threat Monitoring and Patrolling in the Nam Ha National Protected Area, Lao PDR. 2002 LNTA - UNESCO. Monitoring the Success and Impacts of Community-based Ecotourism: A Manual for Ecotourism Guides and Managers. 2001. REST Community Based Tourism Handbook	Participants are comfortable asking questions in a village setting and can do so in a non-threatening and participatory way
Using Monitoring information to improve tourism products and solve problems	Overview of basic spreadsheet software on how to analyze raw monitoring data Training on how to use databases to streamline the process and focus on the Nam Ha Monitoring Database	Direct hands on experience analyzing monitoring data using both a spread sheet and the Nam Ha CBE Monitoring Database	Nam Ha CBE Monitoring Database (To be developed)	Participants understand how to interpret and analyze monitoring data and are familiar with a number of technologies to do so.

Teaching Objective	Content	Method	Materials	Indicator
Begin Conducting Regular Monitoring Activities	Overview of time-frame and repetition of surveys to understand longer term change associated with the CBE product	<p>Look at multi-year data sets</p> <p>Discussions of long term change based on data</p> <p>Discussions at the field level to compare villager's perceived change with actual quantified change</p>	Monitoring Data Set Sample	<p>Participants understand the differences between perceived change and quantified change and can make use of both.</p> <p>Participants can undertake regular monitoring activities in association with their CBE Product</p>

Reference Materials

LNTA - ADB. I Want to be a Tour Guide: a training manual for provincial tour guides. 2006. (Purple Book)

LNTA - ADB. I Want to be a Village-based Guide: a training manual for village-based tour guides. 2006. (Yellow Book)

LNTA - ADB. May I Help You?: training manual for tourist information center staff in Lao PDR. 2006.

LNTA - ADB. English for Ecoguides 2006.

LNTA - ADB. Interpreting Your Local Knowledge: a training manual for female and male local tour guides in Lao PDR. 2005. (Gold Book)

LNTA - ADB. Examples and Plans for Ecolodges in Lao PDR. 2005 (Lao - PDF, English - PDF)

Lao National Front for Construction. The Ethnic Groups in Lao PDR. 2005.

LNTA - ADB. Producing and Selling Handicrafts to Tourists at the Village Level: Recommendation for village-based producers in the Lao PDR. 2005. (Lao - PDF)

LNTA - ADB - WCS. Biodiversity Conservation and Ecotourism in Lao PDR. 2004. (Green Book)

LNTA. Do's & Don'ts in Laos: A guide to Culturally Sensitive Travel in the Lao PDR. 2004 (English)

WCS - Birdlife. A Field Guide to the Birds of Lao PDR. 2003.

LNTA - SNV. National Ecotourism Strategy and Action Plan 2005-2010 Summary. 2002 (English)

LNTA - SNV. National Ecotourism Strategy and Action Plan. 2002 (Lao)

WCS. Wildlife and Threat Monitoring and Patrolling in the Nam Ha National Protected Area, Lao PDR. 2002 (English - PDF)

LNTA - UNESCO. Monitoring the Success and Impacts of Community-based Ecotourism: A Manual for Ecotourism Guides and Managers. 2001. (English - PDF)

National Tourism Administration Tourism Statistics

Previous stakeholder analyses such as for the Protected Area Ecotourism Strategies

Visitor Survey Example

Field Survey Example

Guide Test Example (English - PDF)

Ecotourism Assessment Matrix Example

Feedback Form Example

Village Rules and Regulations Example

Green Discovery village agreement Example (English - PDF)

LNT-PTO village agreement Example (English - PDF)

Cost sharing agreement Example

REST Community Based Tourism Handbook

District Tourism Management Plan Example

Waste Management Plan Example

Monitoring Data Set Sample