FINAL REPORT

Training-the-Trainers Workshop for Heritage Guides in the South Asia Sub-region

6 – 11 May 2006
Paro, Bhutan
I. EXECUTIVE SUMMARY

1.1 Background

Living Buddhism has been identified as one of the key themes under the South Asian Sub-regional Economic Cooperation (SASEC) Tourism Development Plan (TDP) sponsored by the Asian Development Bank (ADB). The SASEC members have agreed that a cooperative approach must be taken to heighten awareness of the Living Buddhism attractions and improve the quality of the Living Buddhist tourism products through marketing, product development and training. Key pilgrimage sites in the sub-region have been targeted, including sites in Bhutan, India (Dharamshala, Ladakh, Sikkim, Arunachal Pradesh), Nepal (Kathmandu Valley and Nepal Himalaya) and Sri Lanka. Human resource development of tourism industry personnel at all levels, including those operating at the front line, like guides, is a key priority under the plan.

In response to related concerns about capacity building within the framework of fostering sustainable tourism, the UNESCO-ICCROM Asian Academy for Heritage Management launched the regional Cultural Heritage Specialist Guide Programme in 2005. The programme seeks to raise capacity of the guides; improve heritage interpretation; foster safeguarding of heritage sites, particularly World Heritage sites; and increase socio-economic benefits for local communities through out the Asia-Pacific. This rigorous, practical and internationally-recognized training and certification programme is being implemented through active partnerships between members of the Asian Academy, training institutions from the UNESCAP Asia Pacific Education and Training Institutes in Tourism (APETIT) network and National Tourism Organizations (NTOs). The Institute for Tourism Studies serves as the focal point with UNESCO providing technical advisory and oversight.

The Cultural Heritage Specialist Guide Programme includes the following steps:
1. Training of trainers
2. Customization of the training material for each country
3. Training and certification of guides at World Heritage sites

1.2 Background and objectives of the workshop

As the first step in the programme, a training-the-trainers workshop for the SASEC countries aimed to introduce the issues of guiding visitors to heritage sites, with a focus on Living Buddhism sites. The objectives of the workshop were as follows:
1. Introduce the trainers to the programme
2. Teach the trainers the core and sub-regional thematic material
3. Refine lesson plans and teaching methods for the core and sub-regional thematic material
4. Plan for national implementation of the programme in the SASEC countries

1.3 Workshop summary

The Training-the-Trainers Workshop for Cultural Heritage Specialist Guides at UNESCO World Heritage Sites was held from 6 – 11 May 2006 at the Zhiwaling Hotel in Paro, Bhutan. The workshop was organized by the Royal Government of Bhutan in conjunction with the UNESCO-ICCROM Asian Academy for Heritage Management under the framework of the ADB-supported Human Resource Development component of the SASEC Tourism Development Plan (TDP). (See Annex A for full workshop programme.)
The workshop brought together 21 participants from the tourism and heritage sectors in Bangladesh, Bhutan, India, Nepal and Sri Lanka, with the majority representing National Tourism Organizations (NTOs). Participants were divided into cross-country groups for the purposes of interactive group work and sub-regional exchange. (See Annex B for full participant list.)

The training team was composed of member institutions of the UNESCO-ICCROM Asian Academy for Heritage Management, with the Institute for Tourism Studies (Macao SAR, China) and the University of Hong Kong (China) serving as the lead training focal point. Other resource persons included experts from the Penang Heritage Trust (Malaysia), the Namgyal Institute of Tibetology (India), the Institute for Language and Culture Studies of the Royal University of Bhutan, UNDP Bhutan, the Royal Government of Bhutan (Department of Tourism and the Ministry of Culture and Home Affairs), ADB and UNESCO.

1.4 Workshop training scope

The workshop was designed as an intensive, hands-on and engaging experience. The theoretical material was taught through lectures in the morning and evening. Interactive group activities building on each module furthered the participants’ understanding. From a training-of-trainers perspective, the activities provided a platform to field-test the lesson plans developed by the lead training team.

During the six days, participants were introduced to the three-part curriculum of the Cultural Heritage Specialist Guide Manual, comprising core, thematic and site-specific modules, as follows:

The core modules focus on issues concerning tourism at UNESCO World Heritage Sites. The six units include:

1. Unit I: The Cultural Heritage Specialist Guide
2. Unit II: Understanding UNESCO World Heritage Sites
3. Unit III: Understanding and Protecting Cultural Heritage
4. Units IV and V: Guiding Visitors at Heritage Sites (Heritage Interpretation and Influencing Visitor Behavior and Experience)
5. Unit VI: Sharing the Benefits

The thematic module focused on Living Buddhism, in accordance with the SASEC TDP theme. Of a sub-regional scope, the thematic module covered overarching background issues such as religion, architecture and cultural norms. These will enable guides to learn about linkages between various heritage sites in the region and thus deepen their knowledge about specific sites where they operate. Lectures included topics such as the “life and teachings of the Buddha” and “intangible heritage” associated with living Tibetan Buddhism.

Two local heritage sites were chosen for the field assignment: Paro Dzong (a living dzong that also functions as a museum) and Druk Gyel Dzong (the ruins of a historically significant dzong). The Department of Tourism and the Ministry of Culture and Home Affairs of the Royal Government of Bhutan collaborated to develop written profiles and on-site lectures, which comprised the site module. Multiple visits to the sites allowed the participants to improve their practical application of the modules through an iterative learning experience. Participants were assigned to role play heritage guides catering to two prototypical audiences – a group of conservationists and a South Asian family. Through developing and leading an interpretive tour of the sites, the participants were able to synthesize their newly-acquired knowledge concerning the significance and safeguarding issues regarding these valuable Buddhist sites.
1.5 Workshop evaluation

In general, the participants were able to demonstrate a good understanding of the concepts regarding heritage guiding as a contribution to sustainable tourism. Even the participants who had little familiarity with heritage issues or Buddhism prior to their arrival were able to perform well in the practical on-site exercise guiding visitors to the Bhutanese Buddhist heritage sites. They were able to incorporate the principles of safeguarding of heritage sites, in particular living heritage sites, such as Buddhist sites. In particular, the participants showed an awakened commitment to the role of guides serving as the positive link between the tourism industry and local communities.

These issues are relatively neglected in the standard training curricula of the tourism industry, therefore this specialized heritage guides material was met as a welcome addition. Indeed, a number of participants commented that they would have liked to learn even more about conservation and heritage management. This would allow them, for instance, to explain with confidence to visitors how to distinguish between old and new parts of a restoration project, and whether these techniques are appropriate or not. As most of the participants were professional trainers engaged in training tourist guides, they were able to see the immediate relevance of the specialized curriculum for transmitting to their students in the future.

Although the Living Buddhism theme has been agreed upon by SASEC members as part of the Tourism Development Plan, hence its prominence in the workshop, the key criticism of the curriculum was that the focus on Living Buddhism was not relevant for everyone. In particular, participants from Bangladesh and India were particularly concerned on this point, and noted that additional topics, such as other religious heritage for instance, would be more readily applicable for them.

Regarding the workshop teaching techniques, there was overall satisfaction with the teaching methods, which balanced between lectures, group activities, special presentations by industry experts, interaction with local community members and real-life practicum in the field. It was found that more interactive techniques, such as videotaping activities and presentations on-site and reviewing them collectively back in the lecture hall, were very useful, and should be used more in future workshops.

However, owing to the complexity of the material and the brevity of the training period, it was found that participants may not have achieved total mastery of all the material, in particular, the Units relating to the significance and safeguarding of World Heritage sites. Due to budget constraints, the workshop was shortened from its earlier foreseen length of 7 full days to 5 ½ days, which impacted the effectiveness of the training. In the future, it is recommended that a minimum of 7 days, and preferably 10 days, would be required for deeper coverage of the material. This longer period will allow the participants an opportunity to visit the site more thoroughly within the first two days. By decompressing the schedule, with shorter days and a half-day break midway through the workshop, it is likely that the participants will be able to absorb the material more effectively.

In addition, in order to facilitate a more personal understanding of the material, it is recommended that the participants should present a heritage site from their own country which relates to the thematic module. This will allow the participants to link the workshop material more easily to their own experiences, and will help them apply their new knowledge better upon their return.

In summary, both trainers and trainees found that the workshop was able to meet its objectives of introducing the participants to both the programme and the training material
well. However, more time would be needed in order to more fully meet the training-the-trainer objective of “refining lesson plans and teaching methods for the core and sub-regional thematic material”. The training team had prepared a full instruction guide for trainers to use in teaching the material in their own country. Unfortunately, there was not enough time to use this material to its full potential by actively going through, evaluating and improving the instructional guidelines. In order to more thoroughly prepare the participants as future trainers, it is recommended that in follow-up workshops, adequate time should be allocated to allow this objective to be more extensively incorporated into the workshop teaching plan.

1.6 Future planning

The workshop ended with the development of national action plans for further implementation of the Cultural Heritage Specialist Guide programme in the SASEC member countries. Participants identified national training focal points and planned the training strategy required for their country.

The representatives from Bangladesh recommended that the NTO, which is already in charge of certifying guides, should serve as the national training focal point, in cooperation with Jahangirnagar University, which would provide the supplementary knowledge in heritage issues. In order to customize the curriculum, additional thematic modules on Muslim and Hindu heritage should be developed. The World Heritage sites with highest priority for inclusion in the training would be the Sunderbans and Paharpur. The specialized heritage guides training could be offered as a supplementary certificate to the existing national certificate course run by the National Hotel and Tourism Training Institute. The certification should be run on a self-recovery basis with the guides paying the tuition fees by themselves. In the meantime, during the programme development, in-kind support would be sought from other organizations such as UNESCO and the Asian Academy.

The representatives from Bhutan recommended that the Department of Tourism, which is already in charge of training guides, should serve as the national training focal point, in cooperation with the Ministry of Culture and Home Affairs and the Royal University, which would provide the supplementary knowledge in heritage issues. In order to customize the curriculum, additional thematic modules on arts and crafts and natural heritage should be developed. The material would also have to be translated into Dzongkha. The heritage sites with highest priority for inclusion in the training would be the Jambay Lakhang and Wangdicholing Dzong Palace. The specialized heritage guides training could be offered as a supplementary certificate to the existing national certificate course run by the Department of Tourism. The certification should be offered on an annual basis at a subsidized charge of 2500 Ngu for the guides. In the meantime, during the programme development, financial and in-kind support would be sought from other organizations such as external donors, UNESCO, and the Asian Academy.

The representatives from India recommended that the Ministry of Tourism, which is already in charge of certifying guides, should serve as the national training focal point, in cooperation with INTACH and SAVE, which would provide the supplementary knowledge in cultural and natural heritage issues, respectively. In order to customize the curriculum, additional thematic cultural modules on Hindu, Mughal and tribal heritage, ancient Indian caves and traditional handicrafts should be developed. The World Heritage sites with highest priority for inclusion in the training would be the Nalanda Ruins and the Ajanta and Ellora Caves. The material would also have to be translated into all national languages in the schedule of languages. The specialized heritage guides training could be offered as a supplementary certificate to the existing national certificate course run by the Ministry of Tourism. The certification should be run on a subsidized basis with the guides paying partial tuition fees. In the meantime, during the programme development, financial and in-
kind support would be sought from other training agencies and organizations such as UNESCO, the Asian Academy, UNDP and JICA.

The representatives from Nepal recommended that the NTO, which is already in charge of certifying guides, should serve as the national training focal point, in cooperation with Nepal Academy of Tourism and Hotel Management and the Department of Archaeology, which would provide the supplementary knowledge in tourism and heritage issues, respectively. In order to customize the curriculum, additional thematic cultural modules on Hinduism and shamanism should be developed. The World Heritage sites with highest priority for inclusion in the training would be the Lumbini-Kapilavastu-Ramgram and Boudanath-Swaymbhunath-Pashupatinath. The specialized heritage guides training could be offered as a supplementary certificate to the existing national certificate course run by the Nepal Academy of Tourism and Hotel Management. The certification should be run on a subsidized basis with the guides paying partial tuition fees. In the meantime, during the programme development, financial and in-kind support would be sought from the NTO, the Ministry of Tourism, the private sector, and other organizations such as UNESCO, the Asian Academy, ILO and ADB.

The representatives from Sri Lanka recommended that the NTO, which is already in charge of certifying guides, should serve as the national training focal point, in cooperation with the University of Kelaniya, which would provide the supplementary knowledge in cultural heritage issues. In order to customize the curriculum, additional thematic modules on ruins and national parks/rainforests should be developed. The World Heritage sites with highest priority for inclusion in the training would be Sigiriya and Kandy. The specialized heritage guides training could be offered as a supplementary certificate to the existing national certificate course run by the National Tourism Board. The certification should be run twice a year on a self-recovery basis with the guides paying tuition fees of US$150. In the meantime, during the programme development, in-kind support would be sought from other training agencies and organizations such as UNESCO and the Asian Academy.

1.7 Follow-up action

UNESCO will liaise with the ADB and SASEC institutions, in particular NTOs and other tourism training institutions, in order to further develop the implementation of the programme. In particular, customized training materials, including site-specific modules, will be developed by the focal point institution. The training curriculum, core and sub-regional materials will be updated in response to comments from the Paro workshop. These will be deployed during the next training-the-trainers workshop in Luang Prabang, Lao PDR, organized in conjunction with the Lao National Tourism Administration under the framework of the ADB-sponsored Mekong Tourism Development Project.
Programme Details and Timetable
(Final version)

SASEC Training-the-Trainers Workshop for Heritage Guides
(Core and Living Buddhism Thematic Modules)
6 – 11 May 2006
Paro, Bhutan

1. Background and objectives of the programme

Living Buddhism has been identified as one of the key themes under the ADB-sponsored South Asian Sub-regional Economic Cooperation (SASEC) Tourism Development Plan. The SASEC members have agreed that a cooperative approach must be taken to heighten awareness of the Living Buddhism attractions and improve the quality of the Living Buddhist tourism products through marketing, product development and training. Key pilgrimage sites in the sub-region have been targeted, including sites in Bhutan, India (Dharamshala, Ladakh, Sikkim, Arunachal Pradesh), Nepal (Kathmandu Valley and Nepal Himalaya) and Sri Lanka. Human resource development of tourism industry personnel at all levels, including those operating at the front line, like guides, is a key priority under the plan.

In response to related concerns about capacity building within the framework of fostering sustainable tourism, the UNESCO-ICCROM Asian Academy for Heritage Management launched the regional Cultural Heritage Specialist Guide Programme in 2005. The programme seeks to raise capacity of the guides; improve heritage interpretation; foster safeguarding of heritage sites, particularly World Heritage sites; and increase socio-economic benefits for local communities throughout the Asia-Pacific. This rigorous, practical and internationally-recognized training and certification programme is being implemented through active partnerships between members of the Asian Academy, training institutions from the UNESCAP Asia Pacific Education and Training Institutes in Tourism (APETIT) network and National Tourism Organizations (NTOs), with the Institute for Tourism Studies serving as the focal point and UNESCO providing technical advisory and oversight.

The Cultural Heritage Specialist Guide Programme includes the following steps:
(i) Training of trainers
(ii) Customization of the training material for each country
(iii) Training and certification of guides at World Heritage sites
2. Structure of the programme

The Cultural Heritage Specialist Guide course curriculum comprises core, thematic and site-specific modules.

<table>
<thead>
<tr>
<th>Core module</th>
<th>Thematic module</th>
<th>Site module</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Heritage Specialist Guide</strong> focusing on tourism at heritage sites (C)</td>
<td><strong>Thematic modules</strong> of sub-regional interest (T)</td>
<td><strong>Heritage site information</strong></td>
<td><strong>UNESCO-Certified Cultural Heritage Specialist Guide</strong></td>
</tr>
</tbody>
</table>

3. Background and objectives of the workshop

As the first step in the programme, this six-day training-the-trainers workshop for the SASEC countries will introduce the issues of guiding visitors to heritage sites, with a focus on Living Buddhism sites. It will include tutorials, group activities, presentations from industry experts, site visits and on-site practicum. The objectives of the workshop are as follows:

(i) Introduce the trainers to the programme
(ii) Teach the trainers the core and sub-regional thematic material
(iii) Refine lesson plans and teaching methods for the core and sub-regional thematic material
(iv) Plan for national implementation of the programme in the SASEC countries

4. Structure of the workshop

The training programme for this workshop is geared toward giving official recognition to participants representing SASEC countries as Certified Trainers of Cultural Heritage Specialist Guides specializing in Living Buddhism sites. The programme equips them to implement the training programme in their own countries.

<table>
<thead>
<tr>
<th>Core module</th>
<th>Train-the-Trainer module</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Heritage Specialist Guide</strong> (C)</td>
<td><strong>Train-the-trainer workshop</strong> (W)</td>
<td><strong>UNESCO-Certified Trainer of Cultural Heritage Specialist Guides</strong></td>
</tr>
</tbody>
</table>
5. Participants of the workshop

- Trainers of tourist guides from the Ministries of Tourism, NTOs, and relevant tourism training organizations, including from the APETIT network
- Site managers from relevant Buddhist UNESCO World Heritage sites or national heritage sites
- Specialists in cultural heritage and cultural site interpretation, particularly from the UNESCO-ICCROM Asian Academy for Heritage Management
- Representatives from tourism industry or private sector, including associations of tourist guides
- Representatives from UNESCO

6. Organizers and cooperating institutions

- Asian Development Bank
- UNESCO Bangkok (Office of the UNESCO Regional Adviser for Culture in Asia and the Pacific)
- Bhutan Department of Tourism
- Asian Academy for Heritage Management
- Institute for Tourism Studies, Macao SAR, China
- Architectural Conservation Programme, the University of Hong Kong, Hong Kong SAR, China
- Namgyal Institute of Tibetology, Sikkim, India
- Bhutan Ministry of Home and Cultural Affairs
- Penang Heritage Trust, Penang, Malaysia
- Institute of Language and Culture Studies, Royal University of Bhutan
- UNDP Bhutan
- SASEC National Tourism Organizations and Ministries of Tourism
## 7. Program timetable

### Day 01

#### 06 May 2006, Saturday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lead Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Arrival in Paro, Bhutan (participants &amp; trainers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check-in: Zhiwaling Hotel</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Visit to the National Museum, Paro</td>
<td>Dr. Richard Engelhardt (UNESCO)</td>
</tr>
<tr>
<td>12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:30</td>
<td>Opening Ceremony of the Workshop</td>
<td>Director General, Department of Tourism</td>
</tr>
<tr>
<td>13:45</td>
<td>Opening Remarks</td>
<td>Mrs. Elizabeth Nanda, ADB Consultant</td>
</tr>
<tr>
<td>14:00</td>
<td>Welcome remarks and introduction to the UNESCO Cultural Heritage Guide Training Programme and Workshop</td>
<td>Dr. Richard Engelhardt (UNESCO)</td>
</tr>
<tr>
<td>14:30</td>
<td>Introduction of participants and trainers</td>
<td>Mr. Sharif Shams Imon (HKU)</td>
</tr>
<tr>
<td></td>
<td>Introduction of the training structure and activities of the next 5 days</td>
<td></td>
</tr>
<tr>
<td>16.00</td>
<td>Visit to Druk Gyel Dzong</td>
<td>Dr. Richard Engelhardt (UNESCO)</td>
</tr>
<tr>
<td>18.00</td>
<td>(T) Lecture 1 on Living Buddhism: Life and teachings of Buddha and emergence of Mahayana Buddhist Schools</td>
<td>Ven Kunga Y. Hochotsang (Namgyal Institute of Tibetology)</td>
</tr>
<tr>
<td>19.30</td>
<td>End of Day 1</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

- **(T)** – Thematic module on Living Buddhism
- **(C)** – Core module for Cultural Heritage Specialist Guide
- **(W)** – Train-the-trainer workshop
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lead Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00</td>
<td>(C) UNIT 1 Introduction: WHS and the Cultural Heritage Specialist Guide</td>
<td>Mr. Sharif Shams Imon (HKU) and Mr. Ong Chin Ee (IFT)</td>
</tr>
<tr>
<td>10.15</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td>(C) UNIT 2 Understanding UNESCO World Heritage Sites</td>
<td>Mr. Sharif Shams Imon (HKU) and Mr. Laurence Loh (PHT) with Mr. Ong Chin Ee (IFT)</td>
</tr>
<tr>
<td>12.30</td>
<td>(C) Concluding discussion on Units 1 &amp; 2</td>
<td>Mr. Sharif Shams Imon (HKU) and Mr. Laurence Loh (PHT) with Mr. Ong Chin Ee (IFT)</td>
</tr>
<tr>
<td>13.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13.45</td>
<td>(W) Group activity: Units 1 &amp; 2</td>
<td>Ms. Michelle Kane (IFT) and Ms. Lin Lee Lim (PHT)</td>
</tr>
<tr>
<td>15.30</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>16.00</td>
<td>Visit to Paro Dzong</td>
<td>Dr. Richard Engelhardt (UNESCO) and Mr. Rinchen Khandu (Department of Tourism)</td>
</tr>
<tr>
<td>18.00</td>
<td>(T) Evening Lecture 2 on Living Buddhism: Temple architecture and symbolism</td>
<td>Ven Kunga Y. Hochotsang (Namgyal Institute of Tibetology)</td>
</tr>
<tr>
<td>19.30</td>
<td>End of Day 2</td>
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</tr>
</tbody>
</table>

**Notes:**

(T) – Thematic module on Living Buddhism  
(C) – Core module for Cultural Heritage Specialist Guide  
(W) – Train-the-trainer workshop
## Day 03
### 08 May 2006, Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lead Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00</td>
<td>(C) UNIT 3 Understanding and Protecting Cultural Heritage</td>
<td>Mr. Sharif Shams Imon (HKU) and Mr. Laurence Loh (PHT)</td>
</tr>
<tr>
<td>10.30</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10.45</td>
<td>(C) UNIT 4 Guiding Visitors at Heritage Sites (i): Heritage Interpretation</td>
<td>Ms. Lin Lee Lim (PHT) and Mr. Sharif Shams Imon (HKU)</td>
</tr>
<tr>
<td>12.30</td>
<td>(C) Concluding discussion on Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>13.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14.00</td>
<td>(W) Group activity: Units 3 &amp; 4</td>
<td>Ms. Michelle Kane (IFT) and Ms. Lin Lee Lim (PHT)</td>
</tr>
<tr>
<td>16.00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>16.15</td>
<td>Visit to Kichu Temple</td>
<td>Mr. Rinchen Khandu (Department of Tourism)</td>
</tr>
<tr>
<td>18.00</td>
<td>(T) Evening Lecture 3 on Living Buddhism: &quot;To Buy or Not to Buy: Responsible Souvenir Purchasing in Bhutan&quot;</td>
<td>Mr. Joseph Lo (UNDP Bhutan)</td>
</tr>
<tr>
<td>19.30</td>
<td>End of Day 3</td>
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</tbody>
</table>

**Notes:**

- (T) – Thematic module on Living Buddhism
- (C) – Core module for Cultural Heritage Specialist Guide
- (W) – Train-the-trainer workshop
### Day 04
**09 May 2006, Tuesday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lead Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00</td>
<td>(C) UNIT 5 Guiding Visitors at Heritage Sites (ii): Visitor Behavior and Experience</td>
<td>Mr. Ong Chin Ee (IFT) and Mr. Sharif Shams Imon (HKU)</td>
</tr>
<tr>
<td>10.45</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>(C) UNIT 6 Sharing the benefits</td>
<td>Mr. Sharif Shams Imon (HKU) and Ms. Lin Lee Lim (PHT)</td>
</tr>
<tr>
<td>12.45</td>
<td>(C) Concluding discussion on Units 5 &amp; 6</td>
<td>Mr. Sharif Shams Imon (HKU), Ms. Lin Lee Lim (PHT) and Mr. Ong Chin Ee (IFT)</td>
</tr>
<tr>
<td>13.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14.00</td>
<td>(W) Group activity: Units 5 &amp; 6</td>
<td>Ms. Michelle Kane (IFT) and Ms. Lin Lee Lim (PHT)</td>
</tr>
<tr>
<td>15.30</td>
<td>Assignment Brief</td>
<td>Mr. Sharif Shams Imon (HKU)</td>
</tr>
<tr>
<td>16.00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>16.15</td>
<td>(T) Lecture 4 on Living Buddhism: Rituals and intangible heritage</td>
<td>Dr. Francoise Pommaret and Jamyang Tenzin (ILCS)</td>
</tr>
<tr>
<td>18.00</td>
<td>(T) Lecture 5 on Living Buddhism: Drametse ngacham dance, a masterpiece of World Intangible Heritage</td>
<td>Dr. Francoise Pommaret and Jamyang Tenzin (ILCS)</td>
</tr>
<tr>
<td>19.30</td>
<td>End of Day 4</td>
<td></td>
</tr>
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</table>

**Notes:**
- **(T)** – Thematic module on Living Buddhism
- **(C)** – Core module for Cultural Heritage Specialist Guide
- **(W)** – Train-the-trainer workshop
### Day 05
10 May 2006, Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lead Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.30</td>
<td>Final preparation before site visits, consult with training teams (optional)</td>
<td>Sharif Shams Imon (HKU)</td>
</tr>
<tr>
<td>09.00</td>
<td><strong>Briefing on the day's activities</strong></td>
<td>Sharif Shams Imon (HKU)</td>
</tr>
<tr>
<td>09.30</td>
<td>Groups depart for assigned dzongs (Paro Dzong and Drugyel Dzong)</td>
<td>Paro Dzong: Mr. Rinchen Khandu (Department of Tourism), with resource persons and Mr. Tashi Densapa (NIT)</td>
</tr>
<tr>
<td></td>
<td><strong>On-site briefing about the site by Living Buddhism module instructors</strong></td>
<td>Druk Gyel Dzong: Ms. Dorji Yangki, Bhutan Ministry of Home and Cultural Affairs, with resource persons Dr. Franciose Pommaret and Jamyang Tenzin (ILCS), Ven Kunga Hochotsang (NIT)</td>
</tr>
<tr>
<td></td>
<td><strong>On-site lectures by core module instructors</strong></td>
<td>Sharif Shams Imon (HKU), Ong Chin Ee (IFT), Lin-Lee Lim (PHT), Lawrence Loh (PHT) and Michelle Kane (IFT)</td>
</tr>
<tr>
<td>13.30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14.30</td>
<td><strong>Preparation for interpretative talks in consultation with teaching team (Two teams per site with two different target audiences)</strong></td>
<td>All teaching staff</td>
</tr>
<tr>
<td>17.00</td>
<td>End of Day 5. Evening free. (Participants prepare for presentation/evaluation)</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

(T) – Thematic module on Living Buddhism
(C) – Core module for Cultural Heritage Specialist Guide
(W) – Train-the-trainer workshop
### Day 06
11 May 2006, Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lead Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00</td>
<td><strong>Group presentations</strong>&lt;br&gt;  All groups depart for Paro Dzong. Groups split into two buses according to their target audience type. Groups presenting at Druk Gyel Dzong act as tour group for those presenting at Paro Dzong.</td>
<td>All groups and all teaching staff</td>
</tr>
<tr>
<td>10.45</td>
<td><strong>Continuation of group presentations</strong>&lt;br&gt;  All groups depart for Druk Gyel Dzong. Groups remain split into two buses according to their target audience type. Groups who presented at Paro Dzong act as tour group for those presenting at Druk Gyel Dzong.</td>
<td>All groups and all teaching staff</td>
</tr>
<tr>
<td>13.15</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14.00</td>
<td><strong>Evaluation and assessment</strong></td>
<td>All teaching staff</td>
</tr>
<tr>
<td>15.30</td>
<td><strong>Planning for national training activities by trainer teams</strong></td>
<td>Dr. Richard Engelhardt (UNESCO)</td>
</tr>
<tr>
<td>17.00</td>
<td><strong>Closing remarks, word of thanks and presentation of certificates</strong></td>
<td>UNESCO and Department of Tourism, Royal Government of Bhutan</td>
</tr>
</tbody>
</table>
Day 7
12 May 2006, Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lead Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Check-out: Zhiwaling Hotel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depart from Paro, Bhutan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(participants &amp; trainers)</td>
<td></td>
</tr>
</tbody>
</table>

8. Instructors and members of the organizing team

Instructors for core module:

- Mr. Ong Chin Ee, Institute for Tourism Studies, Macao SAR, China (IFT)
- Mr. Sharif Shams Imon, the University of Hong Kong, Hong Kong SAR, China (HKU)
- Ms. Lin Lee Lim, Penang Heritage Trust, Malaysia (PHT)
- Mr. Laurence Loh, Penang Heritage Trust, Malaysia (PHT)

Instructors and speakers for Living Buddhism thematic module and site module:

- Mr. Tashi Densapa, Namgyal Institute of Tibetology, India (NIT)
- Ms. Dorji Yangki, Ministry of Home and Cultural Affairs, Bhutan
- Mr. Ven Kunga Y. Hochotsang, Namgyal Institute of Tibetology, India (NIT)
- Mr. Rinchen Khandu, Department of Tourism, Bhutan
- Mr. Joseph Lo, UNDP Bhutan
- Dr. Françoise Pommaret, Institute of Language and Culture Studies, Royal University of Bhutan (ILCS)
- Mr. Jamyang Tenzin, Institute of Language and Culture Studies, Royal University of Bhutan (ILCS)

Instructors for train-the-trainer (TTT) workshop:

- Ms. Michelle Kane, Institute for Tourism Studies, Macao SAR, China (IFT)
- Ms. Lin Lee Loh Lim, Penang Heritage Trust, Malaysia (PHT)

UNESCO:

- Dr. Richard Engelhardt
- Mr. Ricardo Favis
- Mr. Paul Street
# Annex B

### Participant, Trainer & Observers List of the SASEC Training-the-Trainers Workshop for Heritage Guides

**Date:** 06 – 11 May 2006  
**Venue:** Zhiwaling Hotel, Paro, Bhutan

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(Paro, Bhutan, 6-11 May 2006)

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