Workshop Report

IFT-UNESCO Regional Training-of-Trainers Workshop for the Cultural Heritage Specialist Guides Programme:
Planning for National Implementation within the Framework of the UNESCO Regional Knowledge / Skills Standards

12 – 16 January 2009, Macao SAR, China
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1. Introduction to the Cultural Heritage Specialist Guide Training and Certification Programme
1.1 Background and objectives

Worldwide, there are now a total of 878 World Heritage sites which are recognized as having Outstanding Universal Value. These include 679 cultural, 174 natural and 25 mixed properties (combining both natural and cultural features) in 145 countries. In the Asia-Pacific region, there are 182 World Heritage properties, many of which have become major tourism destinations and potential engines for growth, particularly in rural and underdeveloped areas.

The synthesis Periodic Report concerning UNESCO World Heritage properties in the Asia-Pacific region issued in 2003 at the 27th session of the World Heritage Committee pointed out that tourism has been the key impetus for the current boom in heritage promotion in the region. At the same time, it noted with concern that “tourists are powerful forces which must be harnessed and managed in order to safeguard the authenticity and integrity of the properties of outstanding universal value inscribed on the World Heritage List”.

Based on the national reports submitted by State Parties and consultations during the regional meeting on the Periodic Report exercise, a number of recommendations for sustainable tourism management were issued. In particular, as part of the recommendations, it was identified that the “tour operators and guides of World Cultural Heritage properties are required to have training”. Within this context, the Cultural Heritage Specialist Guide (CHSG) programme was initiated in 2005 by the UNESCO-ICCROM Asian Academy for Heritage Management (AAHM).

Since tourist guides operate at the front lines of visitation to World Heritage properties, they can play an instrumental role in educating visitors about the heritage values of the site and influencing visitor behaviour, which can help to improve the visitor experience and to enhance the conservation of the site. Well-trained guides with an awareness of heritage issues can help to implement guidelines for visitation put in place by site managers and tourism policy makers.

The programme has been designed to produce certified cultural heritage specialist guides who will provide the highest level of visitor experience, raise awareness about conservation issues and foster the long-term sustainability of UNESCO World Heritage properties in the Asia-Pacific region.

The programme is meant to complement existing training and certification programmes already in place in each country for professional guides. By providing advanced knowledge and skills, it will help to extend the career potential of these existing guides.

The implementation of the programme entails the following steps:
- **Phase I**: Training-of-trainers through sub-regional workshops;
- **Phase II**: Customization of training materials and training-of-trainers at national level;
- **Phase III**: National level training and certification of guides; and
- **Phase IV**: Re-validation of certification.

1.2 Implementation partners

The programme is implemented through cooperation between the tourism and culture sectors in each country. Implementation partners for training and certification include:

- Training institutions in the tourism sector with existing expertise in tourism (i.e. Asia-Pacific Education and Training Institutes in Tourism [APETIT] members);
- Training institutions in the culture sector with complementary expertise in cultural heritage sites (i.e. AAHM members);
- Public sector tourism agencies with a mandate in certifying professional tourist guides (i.e. Ministry of Tourism [MoT]); and
- Public sector culture agencies with a mandate in managing UNESCO World Heritage sites (i.e. Ministry of Culture [MoC]).

By cooperating with existing training institutions and authorities, the programme puts in place a long-term training platform for reaching out to in-service guides and other interpretation professionals. Through national training and certification, the programme will tangibly contribute to the safeguarding of cultural heritage sites, thereby addressing the concerns of sustainably managing cultural properties in the Asia-Pacific region by mitigating tourism impacts at the front lines of on-site visitation.

Regional technical support is provided by UNESCO and the AAHM members, with oversight by an international advisory board of tourism and heritage experts and educators.
1.3 Programme milestones

In 2005, a regional needs assessment was carried out to determine the priority areas of concern in training tour guides operating at cultural heritage sites in the Asia-Pacific region. The results of this assessment were used to develop the programme’s training approach and training materials.

In 2005-6, the Core Module, two Thematic Modules, two Site Modules and an Instructor’s Manual were developed by members of the AAHM, with the Institute For Tourism Studies (IFT) as the regional focal point. The training modules have been field-tested in a pilot workshop in December 2005, at the Historic Centre of Macao World Heritage Property, China. All training materials were evaluated by the programme’s Advisory Board, and further refined.

In 2005, the programme was adopted under the Asia Development Bank (ADB) South Asia Sub-regional Economic Cooperation (SASEC) Tourism Development Plan (TDP) and Greater Mekong Sub-region (GMS) Tourism Strategy.

In 2006, with ADB sponsorship, Phase I of the programme was completed in South Asia and the GMS through the organization of two sub-regional training-of-trainers workshops in Paro, Bhutan (6 – 11 May 2006) and Luang Prabang, Lao PDR (6 – 14 October 2006). Workshop participants included trainers from Bhutan, India, Nepal and Sri Lanka, along with Cambodia, China (Yunnan province), Lao PDR, Myanmar, and Thailand, respectively.

In 2006-7, the programme entered Phase II, where each country started to identify nodal agencies and to develop mechanisms of implementing the programme at the national level. Relevant authorities in South Asia and Southeast Asia have expressed strong interest in this. Rapid progress has been made towards long-term national implementation, including:
  - Identification of national focal points;
  - Translation of the complete training materials into local language;
  - Preparation of site modules for local cultural World Heritage properties; and
  - Establishment of training and certification procedures.

A number of countries fast tracked into Phase III in 2007 by launching national workshops to train tourist guides. A pilot workshop was organized in April 2007 in George Town, Penang, Malaysia, which was subsequently inscribed on the World Heritage List. A long-term training programme was also launched for Macao SAR, China in July 2007. A national workshop in India for training-of-guides workshop was also organized from 10-15 December 2007.

In 2007, with the cooperation of UNESCAP in the framework of the UNESCAP Project on Human Resources Development in Tourism in the GMS, national training-of-trainers workshops were carried out in the GMS to train both heritage guides and site managers. Partial support was provided by the ADB Mekong Tourism Development Project in Cambodia, Lao PDR, and Viet Nam. The inaugural workshop was held from 23-28 July 2007 at the Hoi An Ancient Town World Heritage property, Viet Nam in conjunction with the Viet Nam Administration of Tourism (VNAT) and the Hoi An Center for Monuments Management and Preservation (HACMMP). The second workshop was held in Bangkok and the Historic City of Ayuththaya World Heritage property, Thailand from 31 July-3 August 2007 with input from the Fine Arts Department (FAD) and the Tourism Authority of Thailand (TAT). The third workshop was held at the Vat Phou Champasak World Heritage property from 1-7 October 2007 in conjunction with the Lao National Tourism Administration (LNTA) and the Champassak Department of Information and Culture. The fourth workshop was held at Angkor World Heritage property, Siem Reap, Cambodia from 11-16 February 2008, in cooperation with the Authority for Protection and Management of Angkor and the Region of Siem Reap (APSARA) and the Ministry of Tourism, Cambodia.

An evaluation seminar for the four national training workshops conducted in the GMS was held at the Mekong Institute from 26-27 May 2008 to evaluate the impact of the training workshops and the effectiveness of the training materials through collaboration with UNESCAP. Country representatives concluded that the training programme provided a useful contribution to improving cultural tourism at World Heritage properties in the countries.

In 2008, with national-level implementation expanding across the region, UNESCO commissioned the development of “Regional Knowledge and Skills Standards (RKSS)” for the CHSG programme in order to standardize training results across the region. The standards are under review by the programme’s international advisory board.
In late 2008, consultations were initiated with IUCN, the Mekong Tourism Coordinating Office, ADB and other partners in the GMS to adapt the programme to train eco-guides operating in protected areas and World Heritage properties. Phong Nha Ke Bang World Heritage property in Viet Nam has been identified as a potential pilot site for training eco-guides in conjunction with park managers and key decision-makers.

National training activities continued to expand. In some cases, programme training materials were mainstreamed into on-going training systems or tourism training curricula. In other cases, specific training activities were undertaken within the scope of the CHSG programme. This included a pilot guides training workshop was organized by Chiang Mai University as part of awareness-raising and capacity-building for potential future World Heritage nominations in northern Thailand from 19-20 December 2008.

In 2009, the draft RKSS were introduced at a regional workshop in Macao SAR, China, which was organized by IFT in conjunction with UNESCO from 12-16 January 2009. Representatives from China, Indonesia, Malaysia, and the Philippines provided feedback on the draft standards. As a step towards national implementation within the framework of the standards, the representatives developed national or local curricula for World Heritage properties in their own countries which would meet these regional standards. A follow-up workshop to review the draft curricula and training materials is planned for Indonesia, Malaysia, and the Philippines at the Borobodur World Heritage property, Indonesia in August 2009.

Other on-going national training activities being undertaken in 2009, such as in Lao PDR at the Plain of Jars Tentative List site, will be designed to meet these standards.

In 2010-2011, national-level training activities within the scope of the programme are being planned as part of UNESCO’s Regular Programme for the Asia-Pacific region, which will expand the training in Central Asia and East Asia.

1.4 Programme recognition

The programme was recognized in 2007 by the World Heritage Committee at its 31st session as “a best-practice example of an initiative aiming at integrating the conservation of World Heritage within the wider sustainable development framework for the benefit of local communities”.

It was also singled out for the Pacific Asia Travel Association (PATA)’s Gold Awards in 2007, in recognition of “exceptional achievement” and setting “industry standards for excellence and innovation, serving as examples for others to follow.”

1.5 Training materials

The programme calls for the development of three kinds of training materials: (i) the Core Module, (ii) Thematic Modules and (iii) Site Modules.

The Core Module focuses on issues concerning tourism at UNESCO World Heritage Properties. It includes a combination of core concepts for sustainable cultural tourism, exercises and selected readings. The six units of the Core Module include:

- Unit 1: The Cultural Heritage Specialist Guide
- Unit 2: Understanding UNESCO World Heritage Sites
- Unit 3: Protecting and Managing Cultural Heritage
- Unit 4: Heritage Interpretation
- Unit 5: Influencing Visitor Behaviour and Experience
- Unit 6: The Cultural Heritage Guide and the Community

In order to customize the Core Module for national level use in each country, it has been translated from English into various languages, namely: (i) Chinese (traditional script and simplified script), (ii) Khmer, (iii) Laotian, (iv) Thai, and (v) Vietnamese. The translations were undertaken or funded by a variety of partners, including national training institutions, the ADB, national tourism organizations and UNESCO Field Offices.

The Thematic Modules cover overarching themes that may extend beyond the scope of a single heritage site. They will enable guides to deepen their knowledge about specific sites and to educate visitors about broad narratives which convey the historic, religious, artistic and architectural linkages
between various heritage sites in the region. Each module varies between sub-regions. Two versions of thematic modules about 'Living Buddhism' are available which were developed for the South Asia sub-region and GMS, respectively.

The Site Modules are designed to provide a definitive guide to a particular cultural heritage site, Tentative List site, or World Heritage site. They explain the significance and conservation issues about the site, offer useful guidelines for interpreting the site, and provide FAQs about the site. The Site Modules are structured to follow the Core Module, to ensure smooth coordination between the theoretical components and the site-specific information. As of April 2009, the following Site Modules are available:

- Bhutan: Paro Heritage Site Module;
- Cambodia: Angkor World Heritage Site Module;
- China: Historic Centre of Macao World Heritage Site Module;
- Lao PDR: Luang Prabang World Heritage Site Module;
- Lao PDR: Vat Phou World Heritage Site Module;
- Lao PDR: Plain of Jars Tentative List site (under development), and
- Viet Nam: Hoi An World Heritage Site Module.

1.6 Regional Knowledge and Skills Standards

The Regional Knowledge and Skills Standards (RKSS) for CHSG provide a framework to ensure regional consistency and rigorous professional qualifications for the trainees who will pass through the training programmes in each country. Used in conjunction with existing professional standards for guides in each country, the standards serve as a regional benchmark which will allow gaps in knowledge and skills to be identified in each national system. These gaps can then be closed through offering specialized training in each country. Finally, it will also provide the assessment framework needed to determine whether trainees have achieved competence as cultural heritage specialist guides.

1.6.1 Prerequisite knowledge and skills

As the CHSG programme is designed to complement and build upon existing guide certification systems in each country, it is required that enrollees will have prerequisite basic guiding knowledge and skills from their previous training and on-the-job experience. These basic qualifications should be recognized by a relevant government body and/or by a relevant professional body. These prerequisites should include, at a minimum, the following:

- **Basics of tourism**
  - Cultural diversity of the world
  - Basic concepts of tourism
  - History of tourism
  - Types of tourism resources
  - Impacts of tourism
  - International tourism organizations

- **Understanding tourist behaviour**

- **Historical knowledge of the country/region**
  - Cultural history
  - Economic history
  - Political history
  - Social history

- **Society and travel information of the country/region**
  - Number and types of tourist arrivals
  - Travel modes and nodes for arriving tourists
  - Travel modes and nodes for travel within the country/region
  - Key tourist attractions and facilities

- **Heritage knowledge of the country/region**
  - History of the country/region
  - Historic/cultural background of heritage resources
  - Historical development of important cultural heritage sites
• Museums and other cultural places/resources

• **Tour guiding principles and skills**
  o Ethics of tour guiding
  o Social responsibilities of a tour guide
  o Professional responsibilities of a tour guide
  o Professional requirements to work as a guide
  o Tour planning and daily preparation
  o Presentation techniques
  o Dealing with emergencies
  o Important reminders for tourists

• **Occupational health and safety**
• **First aid**
• **Food and beverages**

1.6.2 **Specialized knowledge and skills**

RKSS for CHSG have been drafted in consultation with industry experts, practicing professionals and academic specialists in both heritage and tourism sectors. The specialized standards have been structured following the key training areas of the programme:

**Standards Group 1: Understanding UNESCO World Heritage Sites**

**Required knowledge**
- Role of cultural heritage specialist guide in the protection of World Heritage
- Concept of World Heritage
- Concept of Outstanding Universal Values
- World Heritage inscription process and the key parties involved
- Types of World Heritage
- World Heritage nomination details

**Competence in specific skills/abilities**
- Plan visits and tours that centre on the concept of World Heritage and the Outstanding Universal Value(s) of the site(s)
- Explain the key parties and processes involved in World Heritage inscription
- Distinguish accurately the different types of World Heritage
- Inform visitors the following site information: site location(s) and boundaries, criteria under which the site has been inscribed on the World Heritage List and the Outstanding Universal Value(s) of the site

**Standards Group 2: Understanding and Protecting Cultural Heritage**

**Required knowledge**
- Concept of heritage values
- Process of protecting and managing cultural heritage
- Types of conservation interventions
- Role of heritage guides, visitors and local people in the protection of cultural heritage
- Challenges and threats to World Heritage
- Short-term versus long-term protection measures

**Competence in specific skills/abilities**
- Communicate to visitors the heritage values of the site
- Connect heritage values with specific features of the site
- Communicate challenges and threats to World Heritage and inform visitors of the possible mitigation measures
- Distinguish between different types of conservation interventions and provide examples of each type of intervention
- Provide examples of good and/or bad conservation practices
- Provide examples of short-term and long-term protection of cultural heritage
- Inform visitors how they can help the protection of cultural heritage
Standards Group 3: Heritage Interpretation

Required knowledge
- The role of heritage interpretation in the visitors’ understanding of a cultural heritage site
- The role of guides in creating visitor experience
- The relationship between heritage interpretation and heritage protection
- Historical, social, political and economical background of the site
- Outstanding Universal Value(s) of the site(s)
- Festivals, rituals and traditions associated with the site(s)
- Folklore, legends and local stories associated with the site
- Types of interpretation methods and their appropriateness in various contexts

Competence in specific skills/abilities
- Develop and plan a thematic interpretative talk
- Tell (a) complete story/stories of the site and, where appropriate, incorporate viewpoints of different groups
- Incorporate the Outstanding Universal Value(s) of the site in interpretation
- Provide thought-provoking information/insights about the site
- Select appropriate interpretive methods and tools
- Use existing and available resources effectively
- Involve visitors in interpretation by using various interactive activities, including, but not limited to, asking questions
- Satisfy visitors’ queries with complete and accurate answers
- Adjust the pace/style of presentation as necessary or as circumstances dictate
- Where appropriate, make visitors use various senses to understand the site
- Involve relevant aspects of community as part of the activities

Standards Group 4: Influencing Visitor Behaviour and Experience

Required knowledge
- Types of visitors and their behaviour
- Types of visitor/visitation impacts on heritage sites and host communities
- How to influence and encourage responsible visitor behaviour
- Responsible Conduct for visitors at heritage sites
- How to enhance the quality of visitor experience

Competence in specific skills/abilities
- Communicate effectively to visitors the codes of responsible conduct, taboos and cultural rules of the site to be visited and ensure they are respected during the visit
- Explain to visitors their likely and possible impacts on the sites to be visited and the ways they can minimize or eliminate these
- Orientate visitors to the site before arrival
- Inform visitors on culturally, environmentally and physically sensitive/fragile areas on or near the site and instruct appropriate conducts for these areas
- Arrange visits at a culturally, socially and environmentally appropriate time
- Motivate visitors to respect local people and their customs/traditions
- Keep visitors focused on the theme of the visit and the Outstanding Universal Values of the site
- Provide clear and timely instructions on safety
- Handle embarrassing or insensitive questions tactfully

Standards Group 5: Community Involvement

Required knowledge
- The relationship between heritage tourism and sustainable community development
- How cultural heritage specialist guides can benefit community members
- How cultural heritage specialist guides can help minimize or eliminate negative impacts of tourism

Competence in specific skills/abilities
- Communicate to visitors the key concerns and issues of the communities associated with the site
• Give visitors specific suggestions on how they can help address local community concerns and issues
• Give visitors specific suggestions on how they can support local initiatives to improve the community’s life
• Suggest visitors to patronize local establishments to encourage local entrepreneurship and employment
• Encourage visitors to see local communities as hosts and not ‘service providers’
• When appropriate, involve local people in interpretation
• Seek ‘permission’ (approval sought patiently beforehand) to enter social/religious/private spaces of local communities

1.7 Training and certification

Each participating country is expected to develop training and certification systems for Cultural Heritage Specialist Guides within the context of its existing national laws and professional regulations. The training should be delivered through close cooperation between the tourism and heritage sectors. Ideally, training should be offered through existing, recognized, accredited tourism training institutions or agencies. If appropriate, a national training focal point should be nominated. To ensure the financial sustainability of the programme, it is encouraged that training should be conducted on a cost-recovery basis, with national training institutions charging appropriate tuition fees to interested enrollees.

The certification for Cultural Heritage Specialist Guides should likewise be conducted within the framework of existing laws regulating the tourism industry and the guiding profession in each country. In certain cases, amendments to existing regulations or the promulgation of new regulations may be required in order to ensure the appropriate recognition of the newly-trained Cultural Heritage Specialist Guides. Where appropriate, a system of periodic re-certification or re-validation may be put into place.

In order to ensure tourist industry recognition and demand from visitors, national authorities are encouraged to put in place visible branding for the certified guides. Furthermore, higher rates for the specialist guides, commensurate with enhanced performance, may also be considered as an incentive. Moreover, cooperation with tourism industry counterparts should be sought to develop special high-quality tours and tourism products which will make use of the Cultural Heritage Specialist Guides.

A system of monitoring certified cultural heritage specialist guides should be put into place in order to capture feedback from visitors, tourists, site managers and local communities to assess the performance of the specialist guides. This will allow for the continuous improvement of the programme both at the national and regional level.

UNESCO will provide technical oversight in the development of the training and certification systems for Cultural Heritage Specialist Guides to ensure that these systems meet the high quality benchmarks set by the UNESCO Regional Knowledge and Skills Standards for Cultural Heritage Specialist Guides. Additional follow-up support to national authorities in the process of training and certifying guides can also be requested.
2. Regional Workshop, Macao SAR, China
12-16 January 2009
2.1 Workshop summary

The Regional Training-of-Trainers Workshop for the Cultural Heritage Specialist Guides Programme: Planning for National Implementation within the Framework of the UNESCO Regional Knowledge / Skills Standards workshop was held from 12-16 January 2009 at IFT, Macao SAR, China.

The workshop was organized with support from the World Heritage Fund by UNESCO Bangkok, in consultation with UNESCO Beijing and UNESCO Jakarta and in conjunction with IFT, which is the focal point for the programme within the Asian Academy network. (See Annex 4.1 for the detailed programme).

The training team was represented by two lead trainers from IFT, who have been involved in the development of the Core Module, training trainers and guides from around the region, and drafting the RKSS. Additional local resource persons shared their experiences from the CHSG programme for the Historic Centre of Macao World Heritage property, which is the lead programme to be officially launched with full certification system in place in the region. Resource persons from UNESCO also provided additional regional perspectives.

Participants were selected from the key agencies which will play a vital role in developing the CHSG programme at the national level to benefit targeted World Heritage properties. A total of 17 participants attended the workshop, representing China, Indonesia, Malaysia and the Philippines. In particular, the following World Heritage properties were targeted for participation: Mt. Lushan National Park (China), Borobudur and Prambanan Temple Compounds (Indonesia), Georgetown/Melaka (Malaysia) and Vigan (Philippines).

Each country delegation included representatives of the following: (i) World Heritage site management authority for a site which is interested to develop CHSG programme in the future, (ii) Ministry of Tourism or local Department of Tourism which is responsible for tourist guide training and is familiar with national standards for tourist guide training, and (iii) training institutions that are currently offering tourist guide training or can be authorized to offer training for CHSG programme in the future. For China, only the site management authority for the Mt. Lushan National Park was represented. (See Annex 4.2 for the complete list of participants.)

During the workshop, representatives were introduced to the CHSG programme, using the framework of the RKSS. For each group of standards, the training team provided an overview of the available training materials developed by the UNESCO programme. Each country delegation conducted an analysis to compare how the RKSS matched up with the competencies achieved by their guides through existing national training programmes. For some topics, it was found that some countries were already meeting the regional standards to some extent. For most topics, however, it was found that many gaps still existed, as specialized guiding for cultural heritage sites is still inadequately addressed by most general national guides training systems.

At the conclusion of the Macao workshop, country representatives were able to draft national training curricula for CHSG programme which would close the identified gaps in knowledge and skills required for a specialist guide. These draft curricula were designed to dovetail with and build upon existing national training systems for guides, and to meet the requirements of the UNESCO regional standards.

The country representatives also undertook a national planning exercise within the framework of the roadmap towards national implementation outlined by UNESCO. Following the Macao workshop, each delegation planned for national consultations with appropriate counterparts, such as tourism industry representatives, tourism guide associations, and training institutions in order to adopt the training programme and to seek additional inputs to refine the training curricula. These consultations will allow for the identification of national training focal points and the development of training materials such as the Site Modules for targeted World Heritage properties.

The Macao workshop was foreseen as the first of two workshops. The second workshop is planned to be organized at Borobudur World Heritage site in Indonesia in August 2009 by UNESCO Jakarta. The Borobudur workshop will aim to enhance the institutional capacity of each participating country to deliver the programme in the future. It will focus on reviewing the training curricula which have been refined through the follow-up national consultations. It will also be an opportunity for the experts and participants from each country to provide peer feedback to each other on their draft training materials. Finally, training of trainers will be conducted to help build the capacity of individual national trainers who are tapped to deliver the programme in each country.
2.2 Objectives of the workshop

The objectives of the regional workshop were as follows:

- To sensitize participants to the UNESCO Regional Knowledge and Skills Standards (RKSS) for Cultural Heritage Specialist Guides;
- To identify national gaps in existing training programmes and trainers of tourist guides compared to the RKSS for the programme; and
- To cooperate with national representatives to develop national training curricula for training cultural heritage specialist guides that meets the RKSS for the programme.

2.3 Country situation analysis

Prior to the training workshop, participants undertook a country situation analysis questionnaire in order to review the existing system for training tourist guides in their country and to identify the needs for improving guiding at cultural heritage sites. The information obtained from this questionnaire was used during the workshop in order to identify gaps between the existing national standards and the RKSS. The summarized findings of the questionnaire are as follows:

Regarding the tourist guide certification and licensing system in each country, it was found that tourist guides in all countries are licensed either at the national or provincial level. In Malaysia, all non-national tourist guides are categorized as ‘Localized Guide’, because they are strictly confined to a specific area irrespective of products.

In terms of licensing, tourist guides are mostly licensed by a government agency, either at the national or local level. In some cases, other institutions are also authorized by the government to license the tourist guides. For instance, in Indonesia, this includes the Indonesian Guide Association and the Jogja Tourism Training Centre.

Regarding tourist guide training, formal tourist guide training is offered in all countries, mostly by institutions which are authorized by the Ministry of Tourism. The tourist guide training is usually offered on a full-time basis, except for Malaysia, which has both part-time and full-time training courses. Training is usually undertaken through a combination of on-site and in-class lectures. The competency and performance standards used in training and certifying guides in each country vary from one country to another. (Please refer to the Annex 4.3 for more details.)

Regarding the state of cultural heritage specialist guiding, all countries acknowledged that there is a lack of awareness about ‘cultural heritage’ in general among visitors and guides themselves. This is due to various issues, such as lack of knowledge about heritage conservation (Philippines) and lack of guidelines (Indonesia). Consequently, tourist guides at cultural heritage sites in all countries face challenges, including the creation of a better network between tourist guides, experts and on-site professionals (Indonesia) and the promotion of interest in heritage issues (Malaysia). Other challenges include:

- Providing specific courses to teach tourist guides about heritage issues (China);
- Providing specific and professional guidelines for the tourist guides (Indonesia);
- Collaborating with other heritage NGOs, in order to develop and deliver appropriate Continuing Tourism Related Education (CTRE) (Malaysia); and
- Formulating specialized modules for heritage guiding (Philippines).

In terms of the specialized training needs most frequently identified by professional tourist guides at World Heritage properties, these include the following topics: more theoretical background information about heritage and conservation issues, World Heritage issues in general concerning properties outside and inside their countries, practical skills in interpreting sites and managing visitors, more concrete case studies about World Heritage properties, and specific on-site training at the World Heritage properties. Indonesia and Malaysia also noted that tourist guides need to improve their skills in telling history in more interesting way.

With regards to the demand and supply for training cultural heritage specialist guide, all countries answered that there is a demand for such training, but no training and/or licensing system exists yet in any of the participating countries.

Despite the fact that there are many resource materials available in all participating countries, it was acknowledged that finding resource persons is sometimes difficult. In China and Indonesia, it seems there are not enough experts and professionals who could help implement the programme, whereas
Malaysia and the Philippines identified some resource persons. (See Annex 4.3 for the list of available resource materials and resource persons).

In terms of comparing the CHSG programme with the scope of the existing tourist guides training courses available in each country, it was noted that a few topics from the CHSG programme are taught in existing national training programmes. However, most topics are not taught or taught only briefly in lectures.

In terms of preparations needed for implementing the programme in order to improve tourist guiding at World Heritage properties in each country, these include among the following: (i) curriculum development, (ii) improvement or development of new training materials, (iii) development of new or innovative teaching methods, (iv) development of trainers, and (v) networking and new partnership development. As the situation varies from one country to another, please see Annex 4.3 for detailed suggestions.

### 2.4 Overview of workshop activities

During the course of the regional workshop, participants were systematically introduced to the six training topics under the CHSG programme and guided to develop national training curricula suitable for each national context.

For each topic, participants were given an overview of the relevant group of standards under the RKSS, for instance, on site interpretation. Each country delegation was then requested to use the RKSS as the framework to evaluate their own national or local standards. Gaps between the existing national standards and the RKSS were identified.

Subsequently, each country was able to develop a proposed curriculum which aimed to close these gaps. Each session was structured as per the following chart.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Introduction to the regional skills and knowledge standards</td>
<td>• Equipped with knowledge about required knowledge and specific skills and abilities</td>
</tr>
<tr>
<td>Step 2</td>
<td>Compare the regional standards with local standards to identify gaps</td>
<td>• Identified gaps between the RKSS and local / provincial / national competency standards</td>
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<tr>
<td>Step 3</td>
<td>Introduction to the relevant Core Module Unit</td>
<td>• Gained familiarity with the contents of the relevant Core Module</td>
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<tr>
<td>Step 4</td>
<td>Review of the existing national/local curriculum</td>
<td>• Identified gaps between the regional curriculum and local curriculum</td>
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<tr>
<td>Step 5</td>
<td>Developing an outline for national/local curriculum</td>
<td>• Drafted the learning objectives and overall framework for the national/local curriculum, in relation to the existing curriculum</td>
</tr>
<tr>
<td>Step 6</td>
<td>Developing a detailed local curriculum</td>
<td>• Drafted the local curriculum for future implementation, indicating suggested number of contact hours for each topic, the training path, and the content covered under each topic</td>
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In order to provide participants with a practical and real-life example in the implementation of the programme, local resource persons were invited to share their lessons learned in training cultural heritage specialist guides for the World Heritage site in Macao SAR. The coordinator of the training programme offered by IFT shared her experiences with trainees, including examples of specialized topic areas covered in the Macao programme, pedagogical techniques used, observations on training results, obstacles which trainers may face during the training course, and issues concerning the licensing system for guides in Macao SAR, China. (Please see Annex 4.6 for the Macao training pathway.)
In addition, a sample tour of the Macao World Heritage property was conducted by an experienced guide who had passed the Macao CHSG programme. This tour demonstrated to the workshop participants how an experienced cultural heritage specialist guide can guide visitors differently from regular tourist guides, providing in-depth knowledge and demonstrating superior skills.

The examples from Macao SAR proved to be very useful for participants in designing their own draft national curricula.

2.5 Planning for national implementation

Participants undertook planning for national implementation of the programme. Each country group drafted the outline for a national training curriculum which included the following: (i) targeted World Heritage property, (ii) trainees’ criteria, (iii) overall training length, (iv) teaching methods, and (v) assessment methods.

After feedback and plenary discussion, country delegations were then asked to develop detailed draft curricula, which provided more in-depth information concerning: (i) breakdown of the training content (in hours), (ii) detailed assessment methods, and (iii) number of participants.

It should be noted that the plans are draft proposals at this stage, which will be presented to the respective Ministries for official comment and approval.

China

The representative from China proposed to hold the specialized training course at Mt. Lushan National Park World Heritage property to bolster the existing training offered for guides working at the site. The training course should be open to existing national and local tourist guides. Prior to enrolling the training course, trainees should have the basic knowledge about history, culture, nature, law, geology, botany, and basic guiding skills. Training course should also be offered at the university, which has tourism programme.

The training course should be held during the wintertime which coincides with the low tourist season. It should be taught through several methods, including special courses provided by the professors from the university. A self-learning option should also be allowed, in which candidates can self-study prior to sitting the exam.

Both written and practical exams should be provided to assess the trainees and should be administered by the Mt. Lushan Tourism Bureau. Once the applicants receive their license, they can renew their licenses every year.

In terms of the detailed programme structure, it is proposed to have 18 students in one training class. The training course should be 28 hours in total, which involves: (i) 24 hours of lectures, case studies, presentations, fieldwork, and discussions, (ii) 2 hours of revision, (iii) 2 hours closed-book written exam, and (iv) 20 minutes of practical exams. This training course should be held over a period of 6 full days.

The assessment should include the following components: (i) case study assignment—10 percent of overall score, (ii) presentation to demonstrate the guide’s interpretation skills—10 percent of overall score, (iii) fieldwork report from observing tourist behaviour at the site—10 percent of overall score, (iv) group project, which focuses on how the local community can be involved in heritage conservation and sustainable tourism at the site—20 percent of overall score, (v) practical exam—10 percent of overall score, and (vi) closed-book written exam—40 percent of overall score.

In addition to on-site training at Mt. Lushan, it is proposed that overseas field trip to another World Heritage could also be arranged in order to provide trainees a wider perspective about World Heritage. The trip will also serve as an incentive to trainees.

For details about the proposed curriculum, please see Annex 4.4.

Indonesia

In order to sustainably run the programme in Indonesia, the country representatives proposed that the programme should be recognized by the central government, giving strategic priority to implementing at World Heritage properties. In particular, it is proposed that the national curriculum should be legally
endorsed at the national level by the Department of Culture and Tourism. It should also be incorporated into the Draft Guidelines for National Standard Competency of Tour Guides and Tour Leaders. The programme should also be recognized by the tourism industry, particularly for marketing purposes and to generate demand for the specialist guides.

The actual certification and licensing system should be organized by the local or provincial government, depending on the site for which the training course will be held. The training course and certification should be offered by the Provincial Tourism Authority Offices. They should be assessed by written and practical examination methods.

The training course is proposed to be open for local tourist guides. Applicants should meet the following criteria in order to take the training course:

- Indonesian citizen
- Senior high school graduate (year 12)
- Certified basic and intermediate level tourist guide
- Certified tourist guides with more than five years experiences
- Fluent in Indonesian and be able to speak at least one foreign language
- Older than 25 years old

In terms of developing the content, the Core Module should be based on the existing Core Module of the CHSG programme. In addition, Site Modules should be developed for each target site. The Site Module should be developed under the coordination of the Department of Culture and Tourism, together with the following: (i) Department of Culture and Tourism (Directorate General of Tourism Destination Development, and Directorate General of History and Archaeology), (ii) Centre for Tourism Studies of Universitas Gadjah Mada (UGM), (iii) Association of Indonesian Tour Guides (HPI), (iv) PATA, Indonesia, (v) Association of Indonesian Travel Agents (ASITA), (vi) responsible authorities for the management of World Heritage sites, such as PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko, (vii) provincial tourism authority offices, (ix) Indonesian Heritage Trust and (x) the local communities.

It is proposed to hold the training course at the three World Cultural Heritage sites, namely, Borobudur temple compound, Prambanan temple compound, and Sangiran Early Man site.

A total of 28 contact hours is foreseen, consisting of 26 hours of in-class and on-site lectures, Q&A, group discussions, film viewings, field visits, peer teaching, and in-class and on-site role playing. Trainees should be assessed by 2 hours of written exam and 30 minutes of practical exam.

For the details of the proposed curriculum, which also includes learning objectives, assessment methods, and time allocation for each activity, please see Annex 4.4.

**Malaysia**

Representatives from Malaysia proposed to hold a training course at the George Town and Melaka World Heritage Property. The training course should be provided for licensed tourist guides, who have obtained the blue badge and have passed the existing tourist guide training course in both cities. The proposed maximum number of participants is 20 persons per training course.

In terms of developing the training materials and curriculum, the participants noted that there should be various types of stakeholders involved: (i) government agencies, including the Ministry of Tourism and the Ministry of Culture and Heritage, (ii) local authorities, such as the Municipal Council of George Town and the Municipal Council of Melaka, (iii) NGOs, including Badan Warisan Malaysia, Penang Heritage Trust, Melaka Heritage Trust, and the Malaysian Tourist Guides Association and (iv) other technical agencies, including UNESCO, IFT, and also individual resource persons, such as historians and academics.

It is proposed that a training-of-trainers programme should be organized by the Ministry of Tourism in conjunction with UNESCO, IFT, and members of the AAHM. Once the training-of-trainers is completed, the training of guides should be organized by tourism training institutes which are licensed by the Ministry of Tourism. The training content should be delivered by the trained trainers.

In terms of the assessment method, there should be both written and practical examinations, which should be organized by the Ministry of Tourism. The written examination should include one hour of multiple choice questions and two hours of essay questions. The practical examination should consist
of oral and slide test and conducting a heritage walk, with 20 minutes allocated for each. The oral examination should be assessed by the Ministry of Tourism, while the heritage walk demonstration should be assessed by the Ministry of Tourism along with other institutions authorized by the ministry. Trainees should earn a minimum score of 70 percent to pass the exam.

In addition to training guides, it was also proposed that examiners should also undergo training, to ensure that assessment is conducted in line with the programme's regional standards.

Representatives from Malaysia noted that the programme should be sustainably managed. They proposed that new tourist guides for George Town and Melaka should be required to take the CHSG programme training course. Meanwhile, a more flexible approach should be used for existing tourist guides in both towns. A transition period should be set and enrollees can enjoy discounted course fees as an incentive to enroll during the transition period. Other incentives can also be explored. At the end of the transition period, all guides operating in the site will be required to have the certification.

With regards to the detailed programme structure, trainees should undergo a total of 50 hours of training, consisting of 48 hours of lectures and 2 hours of review.

For more details of the proposed curriculum, please see Annex 4.4.

**Philippines**

Representatives from the Philippines proposed to hold the training course at the Vigan World Heritage property. The training course should be implemented by the proposed Vigan Center for Heritage Management and Tourism, under the City Government of Vigan. A Memorandum of Agreement (MoA) should also be established among the Local Government Unit (LGU), University of Northern Philippines (UNP), Department of Tourism, Technical Education and Skills Development Authority (TESDA) and NGOs.

In terms of the development of training materials, three main issues were raised: (i) identification of training module writers, (ii) actual training module writing, and (iii) funding. The training modules should be drafted by the UNESCO-trained trainers, in consultation with experts in the field from the academy and related NGOs. The training module should be developed by experts in the field by gathering them to a seminar. Printing of materials and honoraria for experts and staff may be supported from potential partners such as the Local Government of Vigan, Department of Tourism, and TESDA.

With regards to the detailed programme structure, representatives from the Philippines proposed that total contact hours should be 40 hours, consisting of 32 hours of lectures, script writing activities, oral group presentations, and workshop, and 8 hours of exams. Both a written examination and practical examination will be administered within 5 days of the final lecture, to allow time for trainees to review the materials and practice.

The number of participants should be between 15 to 20 persons. Resource persons may include: (i) local government of Vigan, (ii) UNESCO-trained trainers, (iii) Department of Tourism, (iv) UNP, (v) University of Santo Tomas, (vi) cultural mapping experts, (vii) National Commission for Culture and the Arts, (viii) National Historical Institute, and (ix) other related NGOs.

In order to deliver the programme in the Philippines, funding should be sought from donor organizations and government. Incentives to potential participants should include job offering or referrals in the field of heritage guiding and also academic accreditation.

For more details of the curriculum, please see Annex 4.4.

**2.6 Feedback by participants**

Overall, the participants were very satisfied with the outcomes of the training workshop. The content and structure of the workshop were well organized and logically arranged. The quantity of information was found adequate and sufficient. It was noted that it would have been better to receive more advance notice on the training workshop details in order for the participants to prepare in advance. Nonetheless, there was the general feeling that the training enabled participants to acquire the information and reference materials necessary for them to be able to plan for future training in their own countries.
In terms of the workshop contents, it was noted that sessions on “troubleshooting” for issues that are commonly encountered in implementation and “games and/or exercises” which would make the participants more involved in the programme would have been useful. Some participants pointed out that more opportunities to interact with other country group would have been beneficial in order to understand the common and different issues in each country.

In terms of the training materials, almost all of the participants found that the Core Module contents are very relevant to the needs and situation in their countries. However, in terms of the quantity of the reference materials, all participants found that there were too many materials provided to digest within the limited timeframe of the workshop.

More than two thirds of the participants found that the intensity and length of the workshop were just right, whereas nearly one third of the participants found that the workshop covered too much content in the limited time.

In terms of the programme structure and the balance between the lectures, group work, and site visits, more than one third of the participants were very satisfied. However, some participants found that it would have been useful to have one more site visit, although they noted that it would not have been too practical to undertake it within the limited time available.

The quality of the logistical arrangement made by the IFT was highly praised. A majority of participants stated that the quality of the facilities, transportation, and the meeting kit were “very good”.

For details about the participants’ comments, see Annex 4.5.

2.7 Follow-up action

At the end of the workshop, all country groups were suggested to take the following steps as part of a roadmap for national implementation in their countries:

1. Organize planning meeting with stakeholders to identify and seek inputs from counterparts, including:
   - Implementing focal point (to come to Borobodur follow-up workshop to get feedback on planned programme and training materials)
   - Training material developers
   - Key training institutions
   - Key individual trainers (to come to Borobodur follow-up workshop as a training team to peer teach to get feedback)
   - Local experts
   - Licensing body
   - Assessors
   - Local authorities (site managers, city authorities, etc)
   - Ministry of Tourism (to come to Borobodur follow-up workshop to get feedback on planned programme and training materials)
   - Guide association
   - Tour operators association
   - Heritage trusts

3 Enter into Memorandum of Understandings (MoU) with counterparts, if necessary (some options for MoUs below)
   - between UNESCO and implementing focal point
   - between the Ministry of Tourism and implementing focal point
   - between the licensing authority and implementing focal point
   - between the Ministry of Tourism and guide association

4 Develop detailed draft curriculum with consultation with counterparts (possibly through a workshop)
   - Topics (to be refined from Macao workshop)
   - Number of hours per topic (to be refined from Macao workshop)
   - Teaching methods (to be refined from Macao workshop)
5 Start developing training materials (core, site, or core+site)
• Draft training materials
• Draft synthesized texts (to be newly written, or adapted from existing)
• Additional readings (to be identified and provided as supplementary texts)

6 Develop assessment forms (linked to the Regional Knowledge and Skills Standards)
• Draft written test (to be developed) (after training materials are drafted)
• Draft practical test assessment form (to be developed) (after training materials are drafted)
• Plan for training assessors (optional)

7 Pilot workshop to test curriculum, training materials, assessment forms
• Pilot trainees: licensed tourist guides, government authorities related to the cultural heritage site and tourism department staff, junior tourism lecturers
• Evaluators for effectiveness of training programme: Ministry of Tourism, licensing authority, site managers, heritage trusts, local UNESCO office
• Take written feedback from pilot trainees and evaluators

8 Submit the draft curriculum, training materials, assessment forms, pilot feedback to IFT

9 Send key focal points to the Borobudur workshop (August 2009)
• Implementing focal point (to come to Borobudur to get feedback on planned programme and training materials)
• Key individual trainers (to come to Borobudur as a training team to peer teach to get feedback)
• Ministry of Tourism (to come to Borobudur to get feedback on planned programme and training materials)

10 Launch of training programmes in each country
• Update of relevant legislation to include the programme
• Coordination with tourism industry to ensure programme buy-in and market demand
• Development of monitoring system to ensure positive impact and adherence to established standards

2.7 Evaluation of the workshop

In general, participants were able to develop a good understanding of the Cultural Heritage Specialist Guide programme through a combination of lectures, in-class and on-site exercises and exposure to the lead example from Macao.

Based on their self-assessments prior to the workshop, and exposure to the Regional Knowledge and Skills Standards for the programme, they were able to plan for national implementation effectively in a collaborative and cross-sectoral manner.

In moving towards implementation of the proposed programmes in each country, it was acknowledged that there are many issues which must be resolved. These include: lack of awareness about heritage conservation in general, lack of knowledge and basic skills of existing tourist guides, lack of resource persons to train these tourist guides, and lack of an existing framework to train or certify cultural heritage guides.

All participants actively contributed to the discussion sessions in their country groups. Overall, most country groups were very keen to implement the programme in their countries and expressed their readiness to start preparations for the programme after the workshop was concluded.
3. List of abbreviations
AAHM  Asian Academy for Heritage Management
ADB  Asia Development Bank
APETIT  Asia-Pacific Education and Training Institutes in Tourism
APSARA  Authority for Protection and Management of Angkor and the Region of Siem Reap
ASITA  Association of Indonesian Travel Agents
CHSG  Cultural Heritage Specialist Guide
CTRE  Continuing Tourism Related Education
FAD  Fine Arts Department of Thailand
GMS  Greater Mekong Sub-region
HACMMP  Hoi An Center for Monuments Management & Preservation
HPI  Association of Indonesian Tour Guide
IFT  Institute For Tourism Studies
IUCN  International Union for Conservation of Nature and Natural Resources
JTCC  Jogja Tourism Training Centre
LGU  Local Government Unit
LNTA  Lao National Tourism Administration
MoA  Memorandum of Agreement
MoC  Ministry of Culture
MoT  Ministry of Tourism
MoU  Memorandum of Understanding
PATA  Pacific Asia Travel Association
RKSS  Regional Knowledge and Skills Standards
SASEC  South Asia Sub-regional Economic Cooperation
TAT  Tourism Authority of Thailand
TESDA  Technical Education and Skills Development Authority
TDP  Tourism Development Plan
UGM  Universitas Gadjah Mada
UNESCAP  United Nations Economic and Social Development in Asia and the Pacific
UNESCO  United Nations Educational, Scientific and Cultural Organization
UNP  University of Northern Philippines
VNAT  Viet Nam Administration of Tourism
4. Annexes
4.1 Workshop programme

IFT-UNESCO Regional Training-of-Trainers Workshop for the Cultural Heritage Specialist Guides Programme: Planning for National Implementation within the Framework of the UNESCO Regional Knowledge / Skills Standards
12 – 16 January 2009, Macao SAR, China

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</tbody>
</table>
4.2 List of participants

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### 4.3 Country situation analysis questionnaire

#### General Information

<table>
<thead>
<tr>
<th>Respondent’s First Name:</th>
<th>Last Name:</th>
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<tr>
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<table>
<thead>
<tr>
<th>Name of Agency / Organization / Association:</th>
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<thead>
<tr>
<th>Website:</th>
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#### Tour guide certification and licensing in your country

**Are tour guides in your country licensed?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>China, Indonesia 1, 2, 3, 4, Malaysia 1, 2, 3, Philippines 1, 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Philippines 1</td>
</tr>
</tbody>
</table>

**What kinds of licenses are available for tour guides?**

<table>
<thead>
<tr>
<th>National license</th>
<th>China, Indonesia 2, Malaysia 1, Philippines 1, 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial license</td>
<td>China, Indonesia 1, 2, 3, 4, Philippines 2</td>
</tr>
<tr>
<td>Specialized license</td>
<td>Indonesia 1, Malaysia 1, 2, 3</td>
</tr>
</tbody>
</table>

**Which is the government agency that licenses tour guides?**

- Jiangxi Provincial Tourism Bureau (China)
- Department of culture and tourism (Indonesia 1)
- Indonesian Guide Association (Indonesia 2)
- Local tourism dept, Jogja Tourism Training Centre, and C.P. Hairullah Gazali (Indonesia 3)
- Technical operation unit of tourism training and certification centre (Indonesia 4)
- Licensing division, Ministry of Tourism Malaysia (Malaysia 1, 2, 3)
- Dept. of Tourism and Technical education and skill department authority (Philippines 1)
- Local government units issue the license to tour guides while the DOT accredits tour guides on a voluntary basis (Philippines 2)

#### Tour guide training in your country (or your province)

**Are tour guides in your country required to undergo training?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>China, Indonesia 1, 2, 3, 4, Malaysia 1, 2, 3, Philippines 2</th>
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<tbody>
<tr>
<td>No</td>
<td>Philippines 1</td>
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</tbody>
</table>
If yes, which institutions offer training in your province?

- Jiangxi Provincial Tourism Institute and Jiangxi Teachers College, Jiangxi University (China)
- HPI Training Centre (Indonesia 2)
- JTTC (Indonesia 3)
- Technical operation unit of tourism training and certification centre (Indonesia 4)
- Tourism Training Institutions (TTI) – Individual training institution (which are licensed by the Ministry of Tourism Malaysia), There are 2 TTIs in George Town – SEGI college and Systematic college (Malaysia 1)
- Malaysian Tourist Guide Council (MTGC) and Tourist Guide Association (TGA) (Malaysia 2, 3)
- DOT and Technical Education and Skills Development Authority (Philippines 2)

Is training delivered on a part-time or full-time basis?

<table>
<thead>
<tr>
<th>Usually delivered on a part-time basis</th>
<th>Usually delivered on a full-time basis</th>
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<tbody>
<tr>
<td>China, Indonesia 2, 3, 4, Philippines 1, 2</td>
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Delivered both on a part-time and full-time basis

Full-time The duration of the course is 4 to 6 months (Malaysia 1, 2, 3)

Is training delivered on-site (field) or in-classroom locations?

<table>
<thead>
<tr>
<th>Usually delivered on-site</th>
<th>Usually delivered in-classroom</th>
</tr>
</thead>
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</table>

<table>
<thead>
<tr>
<th>Usually delivered combining both on-site and in-classroom locations</th>
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<tbody>
<tr>
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If possible, please state the number of trainees for the past three years (year by year) in your country OR in your province.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of trained guides</th>
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<tr>
<td>2007</td>
<td>260 (China) 4,193 (Malaysia 1, 2, 3) 30 (Philippines 1) 92 (Philippines 2)</td>
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<tr>
<td>2006</td>
<td>264 (China) 3,295 (Malaysia 1, 2, 3) 25 (Philippines 1) 76 (Philippines 2)</td>
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<td>2005</td>
<td>265 (China) 6,181 (Malaysia 1, 2, 3) 25 (Philippines 1) 61 (Philippines 2)</td>
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Can you explain the national, regional and local tour guide course competency/performance standards used in training and certifying guides in your country?

- National guide courses: need the foreign language, (university graduates), history, culture, guide skills, geology, geography, law, local guide license course, including all the courses alone except for a foreign language. (china)
- Competency standards for guides were developed by Indonesia Australia Partnership Skill Development, Travel and Tourism Project, July 2002 (Indonesia 2)
- (i) Public speaking competency, (ii) Basic knowledge of tourism object, (iii) Special ability of entertaining, (iv) Adapt different character and culture (being able to manage visitors) (Indonesia 3)
- (i) Global code of tourism ethic, (ii) Tourism Development policy (iii) Basic knowledge of special complain handling, (iv) Folklore and tourism, (v) Techniques of guidelines (Indonesia 4)
- The tourist guiding profession training programmes are based on the National Occupational Skills Standards (NOSS) where various modules are specifically tailored to cover and provide all tasks and duties undertaken by an individual tourist guide in all aspects of competency in the job. The NOSS for the tourist guiding profession was developed by the MLVK (National Vocational Training Council). Refresher courses required each year for every certified guide. Different courses are offered for local communities in natural sites-Green badge (restricted to site). Penang Heritage Trust has been offering specialist heritage courses for George Town for the last 5 years – certification by PHT only. 2007, Penang Heritage Trust together with assistance from UNESCO and IFT Macao and with funding from the Ministry of Tourism Malaysia offered the UNESCO Cultural Heritage Specialist Guide course to 37 participants, both certified and non-certified guides. PHT together with ARTS-ED also started a training programme ‘Rakan Warisan’ in 2005 for secondary & University students to conduct heritage walk only
for school students. (Malaysia 1, 2, 3)

• Basic training only (Philippines 1)
• Competency standards—College level, language proficient, skilled in public speaking, knowledge of
country, pleasing personality and good behaviour and Certification or accreditation—certificate of
training (proof of passing the tour guide training) LGU license (Philippines 2)

Cultural heritage specialist guiding

What weaknesses and challenges exist for the quality of guiding at heritage sites, especially at
the World Heritage sites?

• Weaknesses are mainly in the universal value, change of tourism, the importance of protection, deepen
knowledge about heritage site, comparison of all other world heritage sites. (China)
• Lack of information about the heritage conservation (Indonesia 1)
• Weakness—(i) Lack of specialized guides for cultural heritage tourism, (ii) Curriculum and training for
specialized guides for cultural heritage tourism are not developed yet, and (iii) Material and reference for
cultural heritage are rare, Challenges—(i) to create network of expert on cultural heritage, to strengthen
partnership among policy makers, bureaucrats and (iii) experts and guides to improve guiding and
management skills for heritage sites. (Indonesia 2)
• (i) Lack of knowledge about details information and conservation issues of the sites, (ii) No guidelines
provided, (iii) Professional attitude towards the site (Indonesia 3)
• (i) Lack of knowledge of the legal, ethnical, and safety issues to be considered in specific guiding
contexts, (ii) Lack of knowledge of detail information of site and its conservation, (iii) No guidelines
provided, (iv) Little theoretical background about heritage, (v) Little of practical skill in interpreting sites
(Indonesia 4)
• There is a need to boost awareness and understanding of heritage, especially in areas where tourist
guides operate. Training is needed to enable tourist guides to interpret heritage products in an accurate,
objective, unprejudiced manner, and to instill a love for and interest in heritage conservation and
preservation

• The challenges ahead are to: (i) Build a better understanding of what ‘heritage’ means to the people and
the nation, (ii) Inculcate in guides an awareness and knowledge of the value of heritage, and an
understanding of heritage issues, so as to inspire them to promote an interest in heritage amongst both
tourists and locals, (iii) Create an understanding the significance of World Heritage Listing, (iv) Lack of
community involvement and empowerment, (v) Lack of explanation on the aspects of cultural heritage
(vi) Interpretations are buildings oriented, not able to comprehend the holistic picture of a site, (vii)
Designed routes are building oriented, need to encourage thematic guiding. (Malaysia 1, 2, 3)
• Lack of specialized tour guiding knowledge and skills in a heritage site (Philippines 1)
• Tour guides have limited knowledge of the technical aspect of the heritage sites, its cultural & historical
value and how its conservation affect the local community (Philippines 2)

How do you propose to improve the quality of guiding at heritage sites, especially at the World
Heritage sites?

• By giving special teaching courses, provide chances for them to travel abroad (China)
• Government agencies to collaborate and develop a specialized culture and heritage guiding programme
specific to heritage sites (Indonesia 1)
• (i) Produce popular information of cultural heritage sites, (ii) Organize experts who have interests in
cultural heritage (iii) Create network of experts and instructors, (iv) Compile module for special guide
cultural heritage training (v) Conduct training with new approach (Indonesia 2)
• (i) Provide a professional guidelines to manage their guiding, (ii) Provide an official resources or
materials as their main source in order to give accurate information to the visitors (Indonesia 3)
• (i) knowledge of the legal, ethnical, and safety issues to be considered in specific guiding contexts, (ii)
practical skills in presentation and interpretation of the world heritage sites, (iii) practical skills in
managing visitor at the World Heritage sites, (iv) knowledge of the intercultural communication, (v)
Knowledge of the interpersonal communication competency (Indonesia 4)
• It should come in different stages. Firstly, understanding heritage. Then understanding the products at
the heritage sites. Both components must include effective interpretation. This could be achieved by
collaborating with other heritage NGOs and with the Malaysian Tourist Guides’ Council on
- developing/delivering appropriate Continuing Tourism Related Education (CTRE), (Malaysia 1, 2, 3)
- Conduct of specialized trainings and formulation of specialized modules (Philippines 1)

What are the most frequent requests you received from professional guides at World Heritage sites in terms of training improvement?

| Need more theoretical background about heritage conservation | China, Indonesia 1, Malaysia 1, 2, 3, Philippines 2 |
| Need more theoretical background about conservation | China, Indonesia 1, Malaysia 1, 2, 3, Philippines 2 |
| Need more understanding about World Heritage in general | China, Indonesia 1, 3, 4, Malaysia 1, 2, 3, Philippines 2 |
| Need more understanding about World Heritage sites in your country in general | China, Indonesia 1, Malaysia 1, 2, 3, Philippines 2 |
| Need more practical skills in interpreting sites | China, Indonesia 1, 2, Malaysia 1, 2, 3, Philippines 2 |
| Need more practical skills in managing visitors at World Heritage sites | China, Indonesia 1, Malaysia 1, 2, 3, Philippines 2 |
| Need more concrete case studies about World Heritage sites | Indonesia 1, 2, 3, 4, Malaysia 1, 2, 3, Philippines 2 |
| Need more on-site training at World Heritage sites | China, Indonesia 1, 2, Malaysia 1, 2, 3, Philippines 2 |
| Others (specify below) | • Need more knowledge on historical aspect of world heritage site and ability to link with the today’s world and the future of our civilization (Indonesia 2)
• More training in stories telling of the interesting past. Not so much about history (Malaysia 1, 2, 3) |

Is there a demand from tourists for cultural heritage specialist guides?

- Yes, the fast growing demand in the field of tourism licensing (China)
- Yes, there is a real demand but in small number (specific segment of market) (Indonesia 2)
- Yes, for some tourists who have specific interest (Indonesia 3)
- Yes (Indonesia 4)
- Yet to be seen if there is any demand. There are demands in George Town. A lot of requests from researchers, students in architectural studies and conference participants. Most of them requested the ‘best’ or ‘experienced’ heritage guides (Malaysia 1, 2, 3)
- Yes (Philippines 1)
- Not so much demand from the tourist at the on set, but a need to improve the tour guide interpretation at the heritage site. However, as the number of visitor arrivals increase in the provinces so does the need improve tour guide skills at the heritage site. (Philippines 2)

Is there any kind of specialized license for cultural heritage specialist guides in your country?

| No | China, Indonesia 1, 2, 3, 4, Malaysia 1, 2, 3, Philippines 1, 2 |
| Yes | China |
- I think specialized license is needed, because there are some tourists, who have special interests (Indonesia 4)
- Currently no. In 2007, the first batch of cultural heritage guides was trained under the UNESCO programme but accreditation is yet to be implemented. So, a specialized license should definitely be offered. (Malaysia 1, 2)

Are there good textbooks or training materials about World Heritage sites and bringing visitors to World Heritage sites in your country?

| No | Indonesia 1, 2, 3, 4, Malaysia 1, 2, 3, Philippines 1, 2 |
| Yes | China |
• Khoo Su Nin: Street of George Town
• Lim Huck Chin and Fernando Jorge: Malacca Voices from the Street
• Joo Ee Khoo: The Straits Chinese, A Cultural History, Pepin Pr Amsterdam
• Laurence Loh and Ln Lee Loh-Lim: The Blue Mansion
• Laurence Loh: Suffolk House
• Alan Hartfield: Christian Cemeteries of Penang and Perak
• Sarnia Hayes Hoyt: Old Penang
• City Council of George Town: Penang Past and Present
• Khoo Su Nin: Pulau Pinang Magazine
• PHT and ARTS-ED: Thematic brochures, e.g. Muslim Heritage Trail, KOTA KITA community tabloid, traditional and endangered trades’ brochures. (Malaysia 1, 2, 3)

Are there individual experts or training institutions (including universities) that can help to train guides about World Heritage sites in your country?

<table>
<thead>
<tr>
<th>Yes</th>
<th>China, Indonesia 1, 3, 4, Philippines 1</th>
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<tr>
<td></td>
<td>Indonesia 2, Malaysia 1, 2, 3, Philippines 2</td>
</tr>
</tbody>
</table>

• Center for Tourism Studies, Gadjah Mada University, Jogja Heritage Society, and HPI Training Center (Indonesia 2)
• (i) Badan Warisan Malaysia, (ii) PHT, (iii) ARTS-ED, (iv) Various individuals within these organizations including Elizabeth Cardosa, Lin Lee Loh Lim, Laurence Loh, Khoo Salma Nasution and Janet Pillai (Malaysia 1, 2, 3)
• National historical institute, experts from government agencies such as national commission for culture and arts, and some academicians. (Philippines 2)

Benchmarking with the UNESCO Cultural Heritage Specialist Guide training programme

In comparing the UNESCO Cultural Heritage Specialist Guide training programme topics with the scope of the existing guides training courses in your country, please indicate if the following topics are already taught to your tour guides.

<table>
<thead>
<tr>
<th>Does the existing guide training course in your country cover the following topic?</th>
<th>Mastery over this topic by the trained guides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rate from 1-5 (1-Poor, 5-Good)</td>
</tr>
<tr>
<td>The Cultural Heritage Specialist Guide</td>
<td>China</td>
</tr>
<tr>
<td>The importance of cultural heritage</td>
<td>No</td>
</tr>
<tr>
<td>What is a UNESCO World Heritage site?</td>
<td>Yes</td>
</tr>
<tr>
<td>World Heritage sites and challenges of tourism</td>
<td>Yes</td>
</tr>
<tr>
<td>Role of specialized guides at World Heritage sites</td>
<td>Yes</td>
</tr>
<tr>
<td>Becoming a cultural heritage specialist guide</td>
<td>No</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>No</td>
</tr>
<tr>
<td>Understanding UNESCO World Heritage Sites</td>
<td>No</td>
</tr>
<tr>
<td>Understanding World Heritage sites</td>
<td>Yes</td>
</tr>
<tr>
<td>Criteria for the assessment of outstanding universal value</td>
<td>No</td>
</tr>
<tr>
<td>How a heritage site is inscribed on the World Heritage List</td>
<td>No</td>
</tr>
<tr>
<td>Threats to World Heritage sites</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainable conservation of World Heritage sites</td>
<td>No</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>No</td>
</tr>
<tr>
<td>Protecting and Managing Cultural Heritage</td>
<td>No</td>
</tr>
</tbody>
</table>

29
| What is protected in cultural heritage sites? | Yes | No | Yes | No | 3 | 3 |
| How is a cultural heritage site protected? | Yes | Yes | Yes | No | 3 | 3 |
| Authenticity and Integrity | Yes | No | Yes | No | 3 |
| Heritage guides’ contributions to the protection and management of World Heritage sites | Yes | No | Yes | No | 3 |
| Community involvement in protection and management of World Heritage sites | Yes | No | Yes | No | 3 |
| Other (please specify) | No | No | No | No |
| Heritage Interpretation | No | No | Yes | No | 2 |
| The role of site interpretation in the visitor's experience, understanding and enjoyment of heritage | No | No | Yes | No | 3 |
| Interpretation principles | No | No | Yes | No | 2 |
| Interpretation techniques | No | No | No | No |
| Others (please specify) | No | No | No | No |
| Influencing Visitor Behaviour and Experience | No | No | Yes | No |
| Visitors to World Heritage sites | Yes | No | Yes | No | 3 |
| Visitor impact on heritage site and host communities | No | No | Yes | No | 3 |
| Encouraging responsible visitor behaviour | Yes | No | Yes | No | 4 |
| Developing and communicating a Code of Responsible Conduct for visitors | No | No | Yes | No | 4 |
| Creating a quality experience for visitors | No | No | No | No |
| Other (please specify) | No | No | No | No |
| The Cultural Heritage Guide and the Community | No | No | No | No |
| Heritage tourism and sustainable community development | Yes | No | No | No |
| The heritage guide as advocate, leader and change agent in the community | Yes | No | No | No |
| Strategies and guidelines for maximizing the benefits of tourism | Yes | No | Yes | No | 3 |
| Other (please specify) | No | No | Yes | No | 3 |

**Building future collaborations and partnerships to improve guiding at World Heritage sites**

Please elaborate what kinds of preparations are needed to improve guiding at World Heritage sites in your country.

**Curriculum development**

- Develop a pilot training programme, first on the specific site of the trainees (China)
- The course should be applicable and fun, and systematic core module (Indonesia 1)
- (i) Comparing curriculum and module among regions or heritage sites, (ii) Collecting materials and reference to develop curriculum, (iii) Workshop for curriculum development, teaching approach and training techniques (Indonesia 2)
- (i) The course plan should be applicable and easy to be adopted, (ii) a well-planned syllabus to reach goals (Indonesia 3)
- Collaborate with other relevant authorities to develop collaborative courses. Especially for the preparation of the regulation or standardization (National Work Competency Standardization) (Indonesia 4)
- Both product knowledge and interpretation skills (Malaysia 1, 2, 3)
- Collaborate with other relevant authorities and professionals to develop a specialized course with specific training methods. (Philippines 2)
### Improvement or development of new training materials

- More involvement of experts’ experience in the case study (China)
- Updating the issue (Indonesia 1)
- (i) Formulating appropriate model and software, (ii) Make a documentary film and training materials film, (iii) collaborate with research institute to gather data and information on heritage sites (Indonesia 2)
- Updating a sophisticated resources in order to vary the materials (Indonesia 3)
- To consistent meeting for exchange experiences: the local guide association with the tourism industry (all of the stakeholders) at the local, national and international level (transfer knowledge) (Indonesia 4)
- Research access from the local departments (Malaysia 1, 2, 3)
- Through collaboration with other institutions and professionals develop a new training material specific to culture and heritage. Be able to gather reference and manuals for training. (Philippines 2)

### Development of new or innovative teaching methods

- Improve more site research (China)
- Case study, and field visit (Indonesia 1)
- (i) Organize file work for students interested in heritage tourism, (ii) Open lecture from heritage expert, (iii) Develop study tour to other heritage sites (Indonesia 2)
- Case study on site (Indonesia 3)
- Case study about the cultural heritage sites (Indonesia 4)
- Comprehensive Tourism-Related Education programmes (which should be on-going) (Malaysia 1, 2, 3)
- Enhance affiliation with UNESCO and invite heritage professionals (Philippines 2)

### Developing trainers

- Enhance local community to be involved in the programme (China)
- (i) Invite interested groups to participate in developing training, (ii) Identify experts, professionals, and institutions who are interested in the training, (iii) Expand multi-level training to spread out training model and modules to other countries or heritage sites (Indonesia 2)
- Identify heritage professionals to teach in training course/programme (Indonesia 4)
- Certainly. (Malaysia 1, 2, 3)
- Identify culture and heritage professionals to tap as resource speakers/lecturers in the training programme (Philippines 2)

### Networking and new partnership development

- Encourage cultural heritage site to exchange site training and learn from each other (China)
- (i) Partnership between research centres, universities, training centres, (ii) Sharing resources and financial support from business via cooperating social responsibility (Indonesia 2)
- (i) UNESCO or other international organization, (ii) Metro TV and TVRI, (iii) Production House or director of film, airlines (Indonesia 4)
- Networking closely between heritage organizations and the tourist guides bodies (Malaysia 1, 2, 3)
- Be able to develop relationship and partnership institutions, government and private, and share resources to develop a training programme specific to culture and heritage (Philippines 2)

### Others

- Networking and funding (Philippines 1)
### 4.4 Draft local/national implementation plans

**China**

Flowchart of the existing system of training and certification/licensing for tourist guides in China (Mt. Lushan National Park World Heritage site)

<table>
<thead>
<tr>
<th>Present training programme</th>
<th>Proposed training programme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic areas</strong></td>
<td><strong>Additional topic areas</strong></td>
</tr>
<tr>
<td>• History</td>
<td>• Outstanding universal value</td>
</tr>
<tr>
<td>• Culture</td>
<td>• Threats and challenges</td>
</tr>
<tr>
<td>• Nature</td>
<td>• How to influence the tourists to understand the importance of protection</td>
</tr>
<tr>
<td>• Law</td>
<td>• Deeper understanding about the heritage site</td>
</tr>
<tr>
<td>• Preservation methods</td>
<td>• More understandings about other heritage sites</td>
</tr>
<tr>
<td><strong>Trainers</strong></td>
<td><strong>Additional Trainers</strong></td>
</tr>
<tr>
<td>• Teachers from the Universities in China</td>
<td>• n/a</td>
</tr>
<tr>
<td>• Chinese experts</td>
<td></td>
</tr>
<tr>
<td><strong>Session length</strong></td>
<td><strong>Session length</strong></td>
</tr>
<tr>
<td>• 5 days workshop in winter time</td>
<td>• 7 days workshop in winter time/other time of the year could also be arranged</td>
</tr>
<tr>
<td><strong>Training site</strong></td>
<td><strong>Training site</strong></td>
</tr>
<tr>
<td>• Mt. Lushan (field trips to other sites in China can be arranged)</td>
<td>• Mt. Lushan (field trips to other UNESCO World Heritage site(s), outside China should also be considered)</td>
</tr>
</tbody>
</table>
## Programme structure

<table>
<thead>
<tr>
<th>Training material</th>
<th>Core and Site module combined (5 modules and 6 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class size</td>
<td>18 students (3 x 6 groups)</td>
</tr>
<tr>
<td>Hours</td>
<td>28 hours 24 hours lectures, case studies, presentations, fieldworks, discussions 2 hours revision 2 hours closed-book exam 20 minutes practical exam</td>
</tr>
<tr>
<td>Duration</td>
<td>6 full days</td>
</tr>
</tbody>
</table>

## Detailed time allocation

<table>
<thead>
<tr>
<th>Unit</th>
<th>Contents</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 and 2</td>
<td>Lectures (closed-book exam at the end)</td>
<td>4 hours</td>
</tr>
<tr>
<td>Unit 3</td>
<td>• 4 hours lectures</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td>• 2 hours filed-work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• (closed-book exam at the end)</td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td>• 4 hours lectures</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td>• 2 hours presentation</td>
<td></td>
</tr>
<tr>
<td>Unit 5</td>
<td>• 2 hours lectures</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td>• 2 hours field-work, including the observation of the tourists behaviour at the site</td>
<td></td>
</tr>
<tr>
<td>Unit 6</td>
<td>• 3 hours lectures</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td>• 1 hour discussion with the invited community members</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>24 hours</td>
</tr>
</tbody>
</table>

## Assessment

<table>
<thead>
<tr>
<th>Activities</th>
<th>Contents</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>• Challenges and threats to the World Heritage site</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>• Interpreting unit, by demonstrating the interpretive talks learned in the course. • Topics should be related to the site</td>
<td>10%</td>
</tr>
<tr>
<td>Fieldwork report</td>
<td>• Observation of the tourist behaviour at the site</td>
<td>10%</td>
</tr>
<tr>
<td>Group project</td>
<td>• How community can be involved in the heritage tourism and sustainable development of the site</td>
<td>20%</td>
</tr>
<tr>
<td>Practical exam</td>
<td>• 20 minutes interpretive talk on-site</td>
<td>10%</td>
</tr>
<tr>
<td>Closed-book exam</td>
<td>• 2 hours on unit 1 and 2</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Indonesia

Flowchart for the existing system of training and certification/licensing of tourist guides in Indonesia

Existing training course structure for the tourist guides

- **Basic level course**: 5-day training for both local and national level
- **Middle level course**: 7-day training for both local and national level
- **Licensing body**: Provincial tourism authority offices

Existing training course structure for the tour leaders

- **Licensing body**: Department of Culture and Tourism

Proposal to be incorporated into the existing system

- National curriculum will be based on UNESCO-IFT Core Module and the Site Module
- Legal framework will be endorsed and protected under national legal framework from the Department of Culture and Tourism of the Republic of Indonesia
- Competency framework to be incorporated into the Draft of Guideline for National Standard Competency of Tour Guide and Tour Leader of the Republic of Indonesia
• Licensing body will be local government (provincial/regional where the site is situated)
• Recognition will be given by the national tourism industry
• Targeted participants are local guides and community and those interested in getting certification

Issues related to the development of the training materials

Core Module will be based on the UNESCO-IFT Core Module

Site Module will be developed under the coordination of the Department of Culture and Tourism and in consultation with:
- The Department of Culture and Tourism (Directorate-General of Tourism Destination Development, Directorate-General of History and Archaeology);
- Centre for Tourism Studies of Universitas Gadjah Mada (UGM);
- Association of Indonesian Tour Guide (HPI);
- Pacific Asia Travel Association (PATA), Indonesia Office;
- Association of Indonesian Travel Agents (ASITA);
- Responsible authorities for management of the World Heritage sites: PT Taman Wisata Candi Borobudur, Prambanan and Ratu Boko
- Provincial Tourism Authority Offices
- Indonesian Heritage Trust (IHT) and local community

Information sharing and discussion with key stakeholders on the draft curriculum developed during Macao training (12-16 January 2009) for Cultural Heritage Specialist Guide Training and Certification programme for UNESCO World Heritage sites in Indonesia will be carefully considered in the process of developing the national curriculum, and also be shared with relevant central and provincial tourism authorities in Indonesia.

Issues related to the delivery and assessment

- Who will offer the training and certification? (suggested institution: Provincial Tourism Authority Offices)
- Who can join the Basic and Intermediate Certified Guides?
- What is the best way to test the guiding skills and competency? (Written and practical examinations)

Issues related to the sustainability of the programme

- It should be recognized by the central government (World Heritage Sites as the national strategic areas)
- It should be recognized by tourism industry

Proposed detail curriculum for the training programme 1

Proposed sites:
- Borobudur Temple Compounds
- Prambanan Temple Compounds
- Sangiran Early Man Site

Criteria for the targeted audience of the training programme

- Trainees should be Indonesian citizen
- Trainees can be the senior high school graduate (year 12)
- Trainees should have 5 years tourist guiding experience
- Trainees should already be certified the basic and intermediate tourist guiding course
- Trainees should be fluent in Indonesian and at least one foreign language
- Trainees should be more than 25 years old
Proposed curriculum structure

### Unit 1 and 2: Understanding UNESCO World Heritage Sites

<table>
<thead>
<tr>
<th>Session Length</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching method(s)</td>
<td>Lectures and discussions</td>
</tr>
<tr>
<td>Location</td>
<td>In class</td>
</tr>
<tr>
<td>Assessment method(s)</td>
<td>Written and practical exam</td>
</tr>
</tbody>
</table>

#### Learning Objectives
- To understand what is UNESCO World Heritage sites
- To understand the significance of World Heritage
- To introduce the UNESCO world heritage concept
- To understand the role of the cultural heritage specialist guides at the heritage sites

#### Topic Details

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Description</th>
<th>Content</th>
<th>Methods</th>
<th>Teaching Materials</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the UNESCO World Heritage concept</td>
<td>• Concept of World Heritage&lt;br&gt; • Concept of Outstanding Universal Values&lt;br&gt; • Types of World Heritage</td>
<td>In-class lecture&lt;br&gt; Core module</td>
<td>1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Nomination and inscription process</td>
<td>• World Heritage criteria for Inscription&lt;br&gt; • World Heritage inscription process and key parties involved&lt;br&gt; • World heritage sites in Indonesia and significance of the sites</td>
<td>In-class lecture&lt;br&gt; Core module</td>
<td>1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Role of cultural heritage specialist guide (in the promotion and protection of World Heritage)</td>
<td>• World Heritage sites and challenges of tourist guiding at World Heritage sites&lt;br&gt; • Role of the cultural heritage specialist guide at the World Heritage sites</td>
<td>In-class lecture and discussion&lt;br&gt; Core module</td>
<td>2 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** 4 hours

### Unit 3: Protecting and Managing World Heritage Sites

<table>
<thead>
<tr>
<th>Session Length</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching method(s)</td>
<td>Lectures and discussions</td>
</tr>
<tr>
<td>Location</td>
<td>In class</td>
</tr>
<tr>
<td>Assessment method(s)</td>
<td>Written and practical exam</td>
</tr>
</tbody>
</table>

#### Learning Objectives
- To understand the concept of heritage values of the sites
- To understand challenges and threats to the World Heritage sites
- To understand measures for protection and management

#### Topic Details

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Description</th>
<th>Content</th>
<th>Methods</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concept of heritage values of the sites</td>
<td>• Historical value of the site&lt;br&gt; • Architectural value of the site&lt;br&gt; • Social value&lt;br&gt; • Religious/spiritual value&lt;br&gt; • Scientific value&lt;br&gt; • Intangible heritage value associated with the living traditions in the surrounding community</td>
<td>In-class lecture&lt;br&gt; Discussion</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Challenges and threats to the World Heritage sites</td>
<td>• Degree of survival of the archaeological remains, human values, ways of life, customs, land use, events and living traditions</td>
<td>In-class lecture&lt;br&gt; Discussion</td>
<td>0.5 hour</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Description</td>
<td>Content</td>
<td>Methods</td>
<td>Media</td>
<td>Hours</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>Types of interpretation methods</td>
<td>On-site interpretation, Off-site interpretation</td>
<td>In-class lecture</td>
<td>OHT, OHP, Slide Film, Slide Projector</td>
<td>1 hour</td>
</tr>
<tr>
<td>2</td>
<td>Understanding interpretation principles</td>
<td>Access and understanding, Information sources, Context and setting, Authenticity, Sustainability, Inclusiveness, Research, evaluation and training</td>
<td>In-class lecture</td>
<td>Worksheet exercise</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>3</td>
<td>Thematic interpretations</td>
<td>Understand your site: Historical, social, political, religious/spiritual, economic background associated with the site, Festivals, rituals and traditions associated with the site, Folklores, legends and local stories associated with the site, Understand your audience: Who are they? What do they expect? What do they already know about your place? How long will they stay? Who will they come with? Where will they go after they leave the site? When do you want them to</td>
<td>In-class lecture</td>
<td>Discussion</td>
<td>1.5 hours</td>
</tr>
</tbody>
</table>
### Unit 5: Influencing Visitor Behaviour and Experience

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Content</th>
<th>Methods</th>
<th>Hours</th>
</tr>
</thead>
</table>
| 1   | Types of visitors and their behaviour | Types of visitor and their behaviour based on:  
- Age  
- Children  
- Young Adult  
- Adult  
- Physically challenged  
- Senior  
- Profession  
- General  
- Special interest  
- Others  
- Grouping  
- Individual: <10 people  
- Small group: 10-20 people  
- Large group: >20 people | In-class lecture | 1 hour |
| 2   | Managing visitors’ behaviour at World Heritage site | Ways to communicate code of responsible conduct  
Ways to influence and encourage responsible visitor behaviour | In-class lecture, Role play | 2 hours |
| 3   | Measures to enhance the quality of visitors’ experience | Definition of quality experience  
Operating principles for enhancing the quality of visitors’ experience | In-class lecture, Discussion | 1 hour |

Total 4 hours

### Unit 6: Community Involvement

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Content</th>
<th>Methods</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heritage tourism and sustainable community</td>
<td>Understanding issues and concern of the local community surrounding the site</td>
<td>In-class lecture</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
Option 2: Combined Core and Site Modules Programme Structure

Combined Core + Site Module will comprise of:
- Borobudur Temple Compounds
- Prambanan Temple Compounds
- Sangiran Early Man Site

<table>
<thead>
<tr>
<th>Units</th>
<th>Teaching method and location</th>
<th>Training materials</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 and 2: Understanding World Heritage</td>
<td>In-class lectures Discussions (Q&amp;A) Group discussions</td>
<td>Core (60%) Site (40%)</td>
<td>4 hours</td>
</tr>
<tr>
<td>Unit 3: Heritage Protection</td>
<td>In-class lectures Film shows Discussion</td>
<td>Core + Site</td>
<td>4 hours</td>
</tr>
<tr>
<td>Unit 4: Heritage Interpretation</td>
<td>Field/site-visits In-class lectures (Q&amp;A) Peer teachings</td>
<td>Core + Site</td>
<td>8 hours</td>
</tr>
<tr>
<td>Unit 5: Visitor Behaviour</td>
<td>Field/site-visits In-class lectures (Q&amp;A) On-site peer teachings In-class or on-site role-play</td>
<td>Core (30%) Site (70%)</td>
<td>4 hours</td>
</tr>
<tr>
<td>Unit 6: Community Involvement</td>
<td>Field/site-visit In-class lectures (Q&amp;A) On-site peer teachings</td>
<td>Core + Site</td>
<td>6 hours</td>
</tr>
<tr>
<td>Written exam</td>
<td>-</td>
<td>-</td>
<td>2 hours</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>28 hours</td>
</tr>
</tbody>
</table>

**Exams**

Written exam: 2 hours
Practical exam: 30 minutes (e.g. If there are 20 participants, they will be divided into 4 groups (5 participants/group)) It will take 2.5 hours – 3 hours to interpret a designated area/theme
Examiner will develop an assessment form for counterpart group to fill-in

**Group structure**

![Group structure diagram]

39
Flowchart for the existing tourist guide training course

1. Register at Tourism Training Institute (Licensed)
2. Basic course (500 hours)
3. Malaysian Skills Certificate (Interviewed by Ministry of Tourism)
4. Examination (Written & Practical - Coach Test, Slide Test)
5. Licensed Tourist Guide (Blue Batch - Probation)
6. Confirmation Course by Malaysia Tourist Guide Association (2 weeks)
7. 3 CTRE (Continuous Tourism Related Education - Malaysia host & two tourism subjects)

Flowchart for the existing licensing system

1. License Application
2. Approval by Ministry
3. Nature Guide
4. National City Guide (Probation - 2 years)
5. License Renewal (1-2 years)
Requirements for new applications—New applications must:

- pass all required examination conducted by the licensed training institutions
- be 18 years old and above
- have no criminal record
- be in good health and normal physical ability
- be a member of a Tourist Guide Association

Requirements for license renewal—Applications must:

- attend and contribute to the Continuous Tourism Related Education (CTRE) programme
- take the refresher/confirmation course within two years after being licensed
- for nature guides – encouraged to attend Level 3 nature guide course (Specialized)

<table>
<thead>
<tr>
<th>Development of Training Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue</strong></td>
</tr>
</tbody>
</table>
| Developing training materials & curriculum (including training materials for examiners) | Government agencies: Ministry of Tourism and Ministry of Culture and Heritage  
Local authorities: Municipal Council of George Town and Municipal Council of Melaka  
NGOs: Badan Warisan Malaysia, Penang Heritage Trust, Melaka Heritage Trust and Malaysia Tourist Guides |
### Delivery and Assessment of the Programme

<table>
<thead>
<tr>
<th>Issue</th>
<th>Responsible Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery of the programme</td>
<td>Organized by: Ministry of Tourism Malaysia (with UNESCO / IFT representation/ members of the AAHM)</td>
</tr>
<tr>
<td>Training for Trainers Programme</td>
<td>Organized by Tourism Training Institutes</td>
</tr>
<tr>
<td>Training for Guides Programme</td>
<td>Licensed by Ministry of Tourism Malaysia</td>
</tr>
<tr>
<td></td>
<td>Delivered by trained trainers</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Written Examination</td>
<td>Ministry of Tourism Malaysia</td>
</tr>
<tr>
<td>Practical Examination</td>
<td>Oral: Ministry of Tourism Malaysia</td>
</tr>
<tr>
<td>Oral</td>
<td>Heritage Walk: Ministry of Tourism Malaysia and Agencies authorized by the Ministry of Tourism Malaysia</td>
</tr>
</tbody>
</table>

### Sustainability of the Programme

- Mandatory for the new guides for George Town and Melaka to go through the programme
- Existing City Guides
- Mandatory (within transition period to be determined)
- Discounted course fee as incentive during transition period
- Other incentives to be explored

### Option 2: Combined Core and Site Modules Programme Structure

<table>
<thead>
<tr>
<th>Regional knowledge and skills standards</th>
<th>Topic</th>
<th>Teaching method</th>
<th>Assessment method</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2: Understanding UNESCO World Heritage Site</td>
<td>Concept and types of World Heritages sites Concepts of World Heritage Types of World Heritage Concept or Outstanding Universal Values (tangible and intangible) World Heritage inscription process and the key parties involved 10 selection criteria by UNESCO 3 selection criteria fulfilled by George Town and Melaka Federal and local agencies involved World Heritage Nomination Process Why two cities as one site? Role of CHSG in the protection of World Heritage</td>
<td>Lecture and workshop</td>
<td>Written and oral examination</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture and workshop</td>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture and workshop</td>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 hours</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 hours</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>12 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regional knowledge and skills standards</th>
<th>Topic</th>
<th>Teaching Method</th>
<th>Assessment Method</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 : Understanding and Protecting Cultural Heritage</td>
<td>Concept of heritage values (recap) Process of protecting and managing cultural site Legal framework (Enactment, Act, Guidelines) Management Framework Challenges and threats to World Heritage Types of conservation interventions Concept of authenticity and integrity Protection of heritage site</td>
<td>Lecture, lecture</td>
<td>Written, on-site oral presentation test</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture, site-visits and workshop</td>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture,</td>
<td></td>
<td>4 hours</td>
</tr>
</tbody>
</table>
UNESCO and Local Guidelines for restoration, reconstruction and renovation. Short-term versus long-term protection measures Role of heritage guides, visitors and local people in the protection of cultural heritage

| Total | 10 hours |

<table>
<thead>
<tr>
<th>Regional knowledge and skills standards</th>
<th>Topic</th>
<th>Teaching Method</th>
<th>Assessment method</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Heritage Interpretation</td>
<td>The role of heritage interpretation in the visitors’ understanding of a cultural heritage site Interpretation principles and techniques Thematic trails for different visitor background</td>
<td>Lecture, workshop, role-play</td>
<td>Written exam and heritage / architectural on-site interpretation test</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td>Historical, social, political, architectural and economical background on the site Tangible and intangible examples of Outstanding Universal Value(s) Community and economic activities (e.g. Blacksmith Street, Little India) Festivals, rituals and traditions associated with the site(s) (e.g. San Pedro Festivals, Thaipusam, Chinese New Year) Regular religious observances Folklores, legends and local stories associated with the site (e.g. Hang Tuah, Francis Light Jungle Clearance, Chung Keng Kwee Temple and Hai San Well)</td>
<td>Specialized heritage tour by expert(s)</td>
<td></td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>12 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regional knowledge and skills standards</th>
<th>Topic</th>
<th>Teaching Method</th>
<th>Assessment method</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Influencing Visitor Behavior and Experience</td>
<td>Types of visitors’ behavior Understand visitors special interests Types of visitor/visitation impacts on heritage sites and host communities How to influence and encourage responsible visitors’ behavior Responsible conduct for visitors at heritage sites Visitors’ Do’s and Don’ts How to enhance the quality of visitor experience Pre, during and post visits information and feedback Safety measurement</td>
<td>Lecture and workshop</td>
<td>Assignments</td>
<td>4 hours</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>4 hours</td>
</tr>
<tr>
<td>Regional knowledge and skills standards</td>
<td>Topic</td>
<td>Teaching Method</td>
<td>Assessment method</td>
<td>Duration</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>----------</td>
</tr>
<tr>
<td>6: Community Involvement</td>
<td>The relationship between heritage tourism and sustainable community development Trade (Retail) (e.g. Kebaya Nyonya and Clogs Maker) New arts and craft Foods Agro and processed food products Development of heritage</td>
<td>Lecture and workshop</td>
<td>Written exam</td>
<td>1 ½ hrs</td>
</tr>
<tr>
<td></td>
<td>Merchandise Homestay programme Culture, customs and traditions (e.g. Clan Kongsi houses, Baba and Nyonya, Trishaws (Penarik beca)) How cultural heritage specialist guides can benefit community members Organize heritage tour (thematic) at the community area Encouraged visitors to buy local product Local involvement</td>
<td>Lecture and workshop</td>
<td></td>
<td>1 ½ hrs</td>
</tr>
<tr>
<td></td>
<td>How cultural heritage specialist guides can help minimize or eliminate negative impacts of tourism Eviction (commercialization and gentrification) Loss of traditional lifestyle (e.g.; economy, trade and food) Loss of authenticity and integrity</td>
<td>Lecture and workshop</td>
<td></td>
<td>1 hour</td>
</tr>
</tbody>
</table>

Total 4 hours

<table>
<thead>
<tr>
<th>Hours</th>
<th>Lecture: 48 hours Review: 2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment methods</td>
<td>Written examination Paper 1 (Multiple questions): 1 hour Paper 2 (Essay): 2 hours Practical examination Oral &amp; Slide test: 20 minutes per person Heritage walk: 30 minutes per person</td>
</tr>
<tr>
<td>Passing marks (Minimum)</td>
<td>70% for each examination</td>
</tr>
<tr>
<td>No. of participants (Maximum)</td>
<td>20 persons</td>
</tr>
</tbody>
</table>
Philippines

Existing tourist guide training course

Two types of guides are existed in the Philippines:
Local tourist guides (who go through the basic training course for 5 days)
National tourist guides (who go through 22 days training course)

Flowchart for the existing tourist guide training course

Development of training materials
- Identifying module writers
- UNESCO trained trainers
- Experts from the academic and NGOs
- Actual module writing
• Seminar on module writing
• Funding
• Printing of materials
• Honoraria for experts and staff

Delivery and assessment
• Implementers
  Vigan Center for Heritage Management and Tourism (under the City Government of Vigan)
  MoA among LGU, University of Northern Philippines, Department of Tourism, Technical Education and Skills Development Authority and NGOs.
• Development of instrument for assessment
• Written and practical tests

Sustainability of the programme
• Funding sources
• Tuition
• Donor organizations
• Government
• Incentives to participants
• Job placement and referrals
• Academic accreditation

Option 2: Combined Core and Site Modules Programme Structure

Programme duration: 5 days

<table>
<thead>
<tr>
<th>Units</th>
<th>Teaching method and location</th>
<th>Notes</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Lectures/ppp/Vigan Culture and Trade Centre(VCTC)</td>
<td>Orientation and overview</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of basic tour guiding knowledge</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Lectures/ppp/VCTC</td>
<td></td>
<td>4 hours</td>
</tr>
<tr>
<td>Unit 3</td>
<td>-do-</td>
<td></td>
<td>4 hours</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Lectures/ppp/group work</td>
<td>4 hours lectures, 4 hours scrip-writing activity, 2 hours oral presentation by group</td>
<td>10 hours</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Lectures/case studies/video presentation</td>
<td></td>
<td>4 hours</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Lectures/ppp/workshop/brainstorming</td>
<td>4 hours lecture, 2 hours workshop</td>
<td>6 hours</td>
</tr>
<tr>
<td>Written exam</td>
<td></td>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td>Practical exam</td>
<td></td>
<td></td>
<td>6 hours</td>
</tr>
<tr>
<td>Total contact hours</td>
<td></td>
<td></td>
<td>40 hours</td>
</tr>
</tbody>
</table>

No. of participants 15 to 20 participants (must have undergone basic tourist guide training)

Resource persons/lectures/facilitators
Local Government of Vigan
UNESCO trained trainers
Department of Tourism (DoT)
University of Northern Philippines (UNP)
University of Santo Tomas
Cultural Mapping Experts
National Commission for Culture and the Arts
National Historical Institute
NGOs

Funding Sources
Local Government of Vigan
Department of Tourism
Technical Education and Skills Development Authority (TESDA)
Tuition Fees
Donors

Implementers Vigan Center for Heritage Management
### 4.5 Consolidated evaluation form

#### Workshop Evaluation: Overall

<table>
<thead>
<tr>
<th>General Evaluation</th>
<th>5 – very good</th>
<th>4 – good</th>
<th>3 – satisfactory</th>
<th>2 – less than satisfactory</th>
<th>1 – poor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you have a clear idea about the objective and contents of the workshop before coming to Macao SAR?</td>
<td>5%</td>
<td>25%</td>
<td>50%</td>
<td>12%</td>
<td>12%</td>
<td>Had only a fairly vague idea of how it would be. (e.g. I expected us to use the core module in the binder much more than we did.)</td>
</tr>
<tr>
<td>Was the programme logically structured?</td>
<td>5%</td>
<td>37%</td>
<td>50%</td>
<td>12%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Is the Core Module content relevant to the needs/situation in your country?</td>
<td>5%</td>
<td>45%</td>
<td>45%</td>
<td>9%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Are the contents of the workshop applicable in your country?</td>
<td>5%</td>
<td>37%</td>
<td>50%</td>
<td>12%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Was there a good balance between the lectures, the group works and the site visits?</td>
<td>5%</td>
<td>31%</td>
<td>56%</td>
<td>12%</td>
<td>0%</td>
<td>Unit 3 – 6 can be incorporated in on-site explanation. Another site visit would have been welcome thing / probably not practical in the time.</td>
</tr>
<tr>
<td>Was the workshop long enough to cover the content in adequate depth?</td>
<td>too short</td>
<td>25%</td>
<td>just right</td>
<td>75%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>How was the intensity of the workshop?</td>
<td>too intense</td>
<td>19%</td>
<td>just right</td>
<td>81%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Were there sufficient reference materials?</td>
<td>too few</td>
<td>0%</td>
<td>too many</td>
<td>100%</td>
<td>0%</td>
<td>Very useful reference materials.</td>
</tr>
<tr>
<td></td>
<td>just right</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Workshop Evaluation: Logistics

<table>
<thead>
<tr>
<th>How did you find the quality of the following:</th>
<th>5 – very good</th>
<th>4 – good</th>
<th>3 – satisfactory</th>
<th>2 – less than satisfactory</th>
<th>1 – poor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities – were the venue, technical equipment, workspace, etc. appropriate?</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>Excellent</td>
</tr>
<tr>
<td>Meals and coffee breaks</td>
<td>50%</td>
<td>44%</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
<td>Nice coffee breaks.</td>
</tr>
<tr>
<td>Local transportation</td>
<td>5%</td>
<td>50%</td>
<td>3%</td>
<td>19%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Meeting kit</td>
<td>62%</td>
<td>31%</td>
<td>3%</td>
<td>6%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

#### Workshop Evaluation: Final Comments

Please rate the workshop on the following scale:

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Less than satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>69%</td>
<td>31%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Please make suggestions about how we can improve the next workshop:

- To incorporate more site visits for unit 3, 4, 5, and 6.
- To include a session on “troubleshooting” that commonly encountered in many world heritage sites.
- To include a session on “games or exercises” for different units in order for participants to ‘remember’ and...
The only shortcoming was in the area of advance preparation and notice of programme details. Thus, more consultation in advance between UNESCO and the organizers on one hand and participants on the other hand will be necessary, although workplan/roadmap Macao-Borobudur goes long way to provide this.

Tell us what documentation to bring and what materials to study before the course at least 3 weeks in advance. It was very difficult to prepare properly given the short notice of what was received. Everything else was exceptionally good.

It might be good to increase interaction between countries. Only one exercise involved grouping together people from different countries.

With the same model contents, the length of the workshop shall be extended to 7 days instead of 5 days.

Just wanted to hear more of the Macao experience of trainers’ feedback after IFT conducted the training workshop.

Please share feedbacks from clients / participants of the Macao training
Please provide interaction of recipients and other community members / stakeholders / governments.
Maybe in the next workshop, in the afternoon, we can have some free time or site teaching.

More groupworks to share the good experiences.

Identification of the stakeholders is a big issue.
Willing to forward the local content or atmosphere from Macao to the next workshop.
Group discussion should not have been always by country, but mix to extend ideas from different contexts, so we gain knowledge to best implement in our country.

To have further information / lessons learned from other country, seating arrangement is better not to always by country.

Interpreter (simultaneous)
Checklist for documents to bring to workshop next to be sent earlier. It was short of time.
Earlier invitation letter and reading materials.

Do you have any final comments regarding the workshop?

- The workshop was very good and the coordinators of the workshop were friendly and helpful.
- Very good hospitality by the organizers.
- The choice of Macao as venue for this workshop was most appropriate. First, IFT is first-rate institution with considerable experience to share. Second Macao itself as World Heritage site is excellent model for particularly for George Town.
- Except the advanced notice, the organization and delivery were outstanding. Given Every effort was made to provide variety and interest and maintain attention. The high level of participation and interaction was very successful. The venue is great. The food was great. The friendliness, approachability and helpfulness of the trainers were perfect. Outstanding hospitality.
- I found the workshop is the right platform to develop. Cultural heritage specialist guide programme in ASEAN countries in the world heritage sites with participants from various ASEAN countries could exchange and share information feelings, real challenges and issues in implementing the programme.
- The UNESCO team and IFT trainers have done a terrific and wonderful job in deliver the workshop.
- Overall, the workshop was done very well. This workshop had given us the clear idea how to develop the structure and module to implement the programme in our place.
- The workshop is beneficial for places hosting heritage sites.
- I hope this would go on so that more people will be able to appreciate the importance and value of world heritage sites in the development of nations. The workshop gave me an idea in coming up with a new programme on heritage and tourism management in my city, Vigan.
- Excellent trainers, very good training center. Very good training design, useful to own local needs.
- Congratulations. The staff and the programme are very good. Thank you very much.
- The workshop was a very successful one.
- Very nice workshop, I learnt a lot.
- Everything was OK. But for me, too difficult to understand the Core Module. It’s a new issue. Hard to understand what it is all about. I was lucky to have nice trainers. Thank you to be patient leading us to make it clear.
- Very good and have experienced better than before coming to Macao.
- Excellent hospitality and arrangement.
4.6 Macao workshop pathway

The training programme

- Tour guide course (180 hours)
- Macao heritage tour guide course (36 hours)
- UNESCO Cultural Heritage interpretation Course (24 hours)

Tour guide course (180 hours)

- March and September (18:30 – 21:30)
- Course contents
  - Introduction to tourism (36 hours)
  - Macao history and culture (30 hours)
  - Macao tourist attractions (42 hours)
  - Theory and practices of tour guiding (57 hours)
  - First aid course (15 hours)

Macao heritage tour guide course (36 hours)

- March and October (19:00 – 22:00)
- Course contents
  - Theory (23 hours)
  - Discussion (4 hours)
  - Fieldtrip (6 hours)
  - Practical exam (3 hours)
- Objectives
  - To deepen the knowledge of local tour guides in the area of cultural heritage of Macao.
  - Upon the completion of this level, students should be able to have insight into the historical, social and cultural significance of each heritage site which are included in the historic centre of Macao.

UNESCO Cultural Heritage Interpretation Course

- April and November (19:00 – 22:00)
- Course contents
  - Theory (21 hours)
Written exam—multiple choice and essay (3 hours)

Objectives
- To strengthen students’ understanding upon the significance of World Heritage sites.
- Introduction of different levels of interventions
- Interpretation techniques
- The role of a cultural heritage specialist guide
- The significance of influencing visitors’ behaviours at heritage sites = How can heritage guide helps in preserving heritage sites?

Time allocation
- Chapter 1: Different kinds of contributions that heritage sites offer to human (3 hours)
- Chapter 2: Types of heritage and the different Outstanding Universal Values (3 hours)
- Chapter 3: Protecting heritage sites and different levels of interventions (4.5 hours)
- Chapter 4: Visitor management and heritage interpretation (4.5 hours)
- Chapter 5: Influencing visitor’s behaviours (3 hours)
- Chapter 6: Sharing benefits with local community