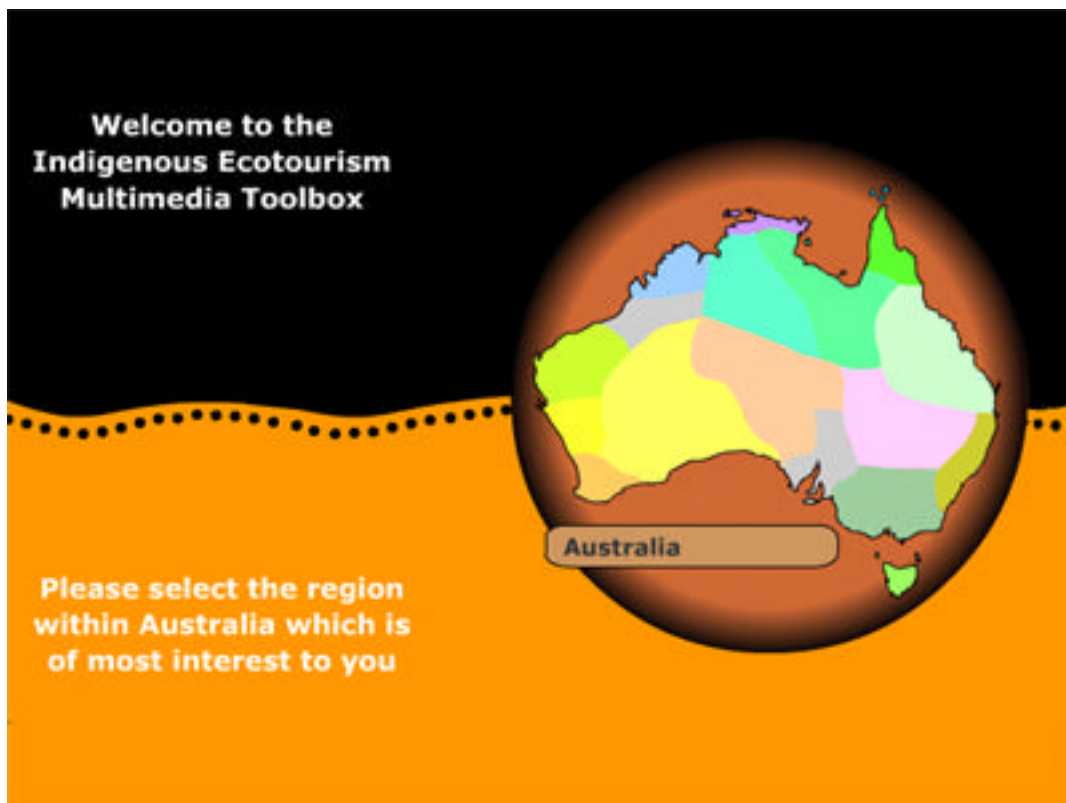


INDIGENOUS ECOTOURISM TOOLBOX



User Guide

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Introduction

What is a Toolbox?

A toolbox is a resource to support delivery of training. It can be accessed by using a web browser such as Netscape or Internet Explorer from a CD or from the World Wide Web, or from a combination of both CD and the Web.

It can be used by both learners and trainers. A toolbox is not a course in itself and is not designed to be the only training tool. It aims to provide activities, tasks and information that will help learners research issues relevant to a training course or training package. The Indigenous Ecotourism Toolbox supports the Tourism Training Package (THT98).

Technical Issues

System Requirements

- IBM-compatible personal computer with:
- 300MHz processor
- 64MB of SDRAM
- 800 x 600 display
- 4 GB hard disk
- 1.44Mb floppy disk,
- CD ROM drive
- Sound card
- 28.8 k modem or higher

or the Macintosh equivalent of the above.

Software and plug-ins

- Internet Explorer 5 or Netscape 4.5 or above
- Macromedia Flash player v. 5 or higher
- Microsoft Word v. 6/95 or above (or a MS Word Viewer which may be downloaded for free from www.microsoft.com)
- Adobe Acrobat reader, v. 4 or higher

Note: If using Netscape 4.5 or IE 5, the Flash player may need to be updated to version 5. Details of how to do this are in the Getting Started page.

Customising the Toolbox

Australia is a land of very diverse ecological regions. Although the toolbox contains information of a generic nature which can be used as is, facilitators of the course may wish to customise the toolbox to better reflect the conditions in a particular region – or community.

Different contexts of delivery, for example, whether delivery is occurring in a centre with a group of learners or whether delivery is to an individual in a remote community may necessitate changes being made to some of the pages.

Or, to save space on computer systems, it may be decided to install just one of the regions.

What can be modified?

The following is a list of components of the toolbox which can be modified if required:

- Tasks and Activities
- Resources
- Portfolio Checklists
- Photographs
- Links to Relevant Websites
- Audio Transcripts (if required)

How to modify the toolbox

The toolbox is organised using an easy to understand folder structure (see Attachment A), and a systematic file naming convention (see Attachment B). It is important to understand the file structure and the file naming convention before making any modification.

The content in all the topics is replicated eighteen times, one copy per region. This is to allow for the customisation of each region independent of all other regions.

To change any component of the toolbox within a region, simply locate the file in the relevant region folder and make your modifications using an html editor such as Dreamweaver, FrontPage or you can modify the html using a text editor such as NotePad.

To install just one region

- 1 Install all components except for the regions directory (folder).
- 2 Delete home.htm and map.swf.
- 3 Create a new folder and call it 'regions'.
- 4 Copy all the region content over into the new regions folder.
- 5 In the html source for the index.html file that is at root level, change the link that points to home.html to point to regions/xx/region_xx.html (xx= your region name as per the file naming convention).
- 6 Again at the root level copy index.html, paste back in root level and rename it home.html.
- 7 Finally, deactivate all unused links in sitemap.html.

For help with the technical aspects of the toolbox installation and customisation contact the Indigenous Ecotourism Toolbox Help Desk:

Telephone: (07) 3017 4350

Email: toolboxhelp@qantm.com.au

Support website: <http://toolboxhelp.qantm.com.au>

Target Audience

The target audience for this toolbox is Indigenous people and communities throughout urban, rural and remote Australia who are interested in planning an ecotourism venture. It is equally relevant to a community in an isolated area as it is to a community in a popular coastal town.

As learners work through the tasks with the support of a trainer, they will be progressively developing an ecotourism plan or strategy.

However, the content and tasks in this toolbox are also relevant to Indigenous people who are seeking training in various areas of the tourism sector. By working through the toolbox learners will also be attaining skills required for various jobs within the tourism industry. These include:

Senior Interpretive Guide	Tour Development Coordinator
Senior Nature-based Guide	Activities Coordinator
Senior Cultural guide	Tour Leader (in outdoor recreation context)
Senior Ranger	

Indigenous Tourism

National Strategy for Indigenous Tourism

ATSIC's National Aboriginal and Torres Strait Islander Tourism Industry Strategy (1997-2001) is very clear about the need for Indigenous people to participate in, manage and benefit from a range of tourism options. This includes operating ecotourism ventures.

The vision for the strategy includes:

- choice for how Indigenous people participate in tourism
- high quality presentation of cultures
- increased Indigenous representation
- increased economic independence
- partnerships with non-Indigenous Australians and the mainstream tourism industry.

Ecotourism ventures can embody this vision for Indigenous people and communities.

This toolbox has been developed with reference to ATSIC policies.

Indigenous Participation in the Tourism Industry

Many communities of Indigenous people directly manage lands which have been returned to them. They also manage areas cooperatively with parks and wildlife, or other state environment and natural resources authorities. These areas of land are often popular with tourists, creating ecotourism venture opportunities.

Two notable examples are Uluru and Kakadu National Parks. Here, traditional owners have embraced ecotourism within a sustainable, managed landcare plan to preserve the ecology and Indigenous cultural heritage.

Indigenous people currently participate directly or indirectly in a range of tourism activities. This includes collaboration with authorities or departments, community-run businesses, joint and owner-operator businesses, involvement as guides, and indirect participation through the sale of art and craft.

Through tourism, Indigenous people and communities have the opportunity to:

- establish economically sustainable businesses
- create employment opportunities
- enhance the opportunity to manage land and natural resources
- control and protect cultural heritage
- take control of Indigenous representation and images in the mainstream tourism sector

Indigenous Ecotourism Ventures

Ecotourism ventures need to be developed with informed regard to the impact on:

- environment and resources (natural and renewable)
- local Indigenous cultural heritage
- social, economic and political dynamics of the local community

The research, planning, development and implementation stages of an ecotourism venture are all crucial, particularly in relation to managing impacts. Each stage requires specialist expertise, not always available in Indigenous communities. However, Indigenous people must be part of the decision-making process, and the control and management of the venture and its activities.

The characteristics of the ecotourism product will be different for each venture. The geographic location, unique cultural heritage and history of the local Indigenous people, and their community values and resources will all affect the nature of the venture and its activities.

Learner's Issues

Literacy and Language Considerations

This toolbox does not target any particular Indigenous community group. The text in the toolbox aims to present complex concepts in plain English, making the information accessible to as many people as possible.

The aim of the toolbox is to present information as simply as possible, without compromising the content or detracting from the seriousness of certain issues that Indigenous ecotourism embodies. These include intellectual and cultural property rights, legal concerns, health, safety and security, ecological sustainability and land management.

Voice overs have been used with text that is considered essential information. The supplementary readings expand on this information. Learners may need the support of their trainer to understand these readings, depending on their levels of English literacy.

The content can be customised to suit the specific needs and the local situation of the learner/s. The facility to customise also allows the trainer to add or modify text with voice overs to suit the learner's needs. This could include translating text into a local Indigenous language.

Learning Online

Learning online is different to learning in a normal classroom. It has different advantages and limitations that can impact on the learner. Ideally, learning online:

- puts the learner's need to know first
- focusses on the outcomes that the learner needs to achieve
- encourages the learner to develop and apply knowledge and skills relevant to real tasks
- takes the learner through activities so that they learn by doing actual tasks

To make the most of online learning, the learner should be supported in and encouraged to:

- play an active role in their own learning
- work with their trainer and other learners to play a role in assessment and feedback
- use the online discussion facilities to share information with other learners
- work with others to solve problems

Research

In order to create an ecotourism plan, learners will need to conduct research in a range of areas. This involves contacting departments and government agencies, conducting field research and networking with community and industry.

Attachment C is provided as a resource for trainers when they start working with learners. It outlines possible sources of information and some research issues to consider.

Toolbox Components

Indigenous Content

The content of the toolbox aims to reflect the diversity of Indigenous cultures throughout Australia. It does not seek to present any community or group of people with priority over another. It also aims to highlight successful Indigenous tourism experiences. Not all ventures could be included.

The opening page shows Australia divided into 18 regions. These regions are based on language groups and are also used by ATSIC. Some of the areas are very large and span states and territories.

Not all Indigenous communities of every region can be represented or referred to in the linked websites. The background information and articles contain information that is general. Case studies about Indigenous tourism experiences have been selected because they highlight issues relevant to the tasks.

The content for each region can be customised to include information and tasks that suit the learning and cultural needs of the local Indigenous community.

Topic Areas

The content of the toolbox has been grouped into six topics, each of which covers a number of units of competence from the Tourism Training Package (THT98) Certificate IV in Tourism (Natural and Cultural Heritage).

The topics are:

Environmental Impact
Culture and Cultural Considerations
Economic and Social Issues
Health, Safety and Security
The Tourism Sector
Developing and Trialling the Plan

For each of these topic areas there are activities and tasks that will lead learners through preparing their plans. A sample ecotourism plan is provided. This is a very general plan that shows how the learners' research can be applied in their own planning.

Tasks & Activities

Most of the tasks require learners to produce written responses or gather documents for future reference. This material will be used for the development of their ecotourism plan – the final outcome of the course.

Tasks can take the form of field research, interviews, collecting documents and networking. Learners submit their responses to the trainer for feedback. The trainer will need to sign off on the tasks. Learners then place the written responses and other relevant documents in their portfolios. This process continues as the learners progress through the tasks.

Each task is accompanied by suggested activities. The activities guide learners in their research and point them to relevant resources. Links to the resources required for each task are listed in the Resources Panel on the Task screen.

Where possible, learners should be encouraged to share their findings by posting messages to the Notice Board. The Notice Board should be used as a means of stimulating discussion between learners, and to network with learners in other communities.

The tasks included in the toolbox are generic. Although they can be used as they are, they can be customised to ensure that they relate more closely to the specific venture being explored and the geography of the area.

This also applies to the activities that accompany the tasks. It may be necessary to modify the activities to make them more relevant to the learners and their situations.

Resources

Content information and supporting resources for each task are listed in the Resources Panel on the Task screens.

The background information for each task needs to be read by the learner before the task is attempted. From the background information page learners can access further readings should they wish to know more about a particular topic.

The Resources list also contains articles and links to external websites which contain information relating directly to the task in hand. These articles and external websites contain information which is very relevant to ecotourism or establishing a venture.

The supporting resources which are listed in the Resources Panel on each of the Task screens are also stored in the Resource Library under topic headings. The resources in the library can be accessed at any time by clicking on the Resource Library icon at the top of the screen.

The Resource Library contains:

- Articles
- Background Readings
- Supplementary Readings
- Case Studies
- Definitions
- Codes of Practice
- Art Galleries
- Photographic Tours

Links to Relevant Websites

External links to the websites of government departments, organisations and businesses are accessible through the Resources Panel.

These Links to Relevant Websites have been customised for each particular region and relate to particular topics or tasks. Up to date information is available through these websites.

There may be a need to add links that the trainer considers useful and the links may need to be updated from time to time. The Links to Relevant Websites are fully customisable.

Noticeboard

As learners work through the tasks they are asked to post their responses or research findings to the Noticeboard. Sharing information is a valuable learning experience.

Where appropriate, trainers should post discussion topics to the Noticeboard and also encourage learners to post a topic of interest or an issue/question for discussion. The Noticeboard should be used as a means of stimulating exchange of ideas between participants.

Portfolio and Portfolio Checklists

The results of the learners' research is to be placed in their portfolios for future reference. Their progress through the tasks is recorded in their Portfolio Checklists which they check off as they complete each task.

Trainers will need to "sign off" on each task on the checklists as they constitute the documentary evidence for formal assessment purposes

Checklists are accessed by clicking on the Portfolio Checklist icon. They are in PDF format. A checklist for each topic area will need to be printed out. Checklists are able to be customised.

Sample Ecotourism Plan

A **sample** ecotourism plan with attachments is provided. Its purpose is simply to give the learner some indication about the type of information usually included in a plan.

The Indigenous community mentioned in the sample plan is not real. Neither are Yaga Bay, Ngawa Point and any other places or geographic features. Many of the organisations, authorities or departments are also not real, but they represent possible stakeholders.

Yaga Bay and its community reflect a typical town (population 5,000) located anywhere on Australia's coast.

The learner is not expected to reproduce this sample plan for their venture, as it is very detailed and not all sections will be relevant to all plans. The size and content for the plan will depend upon the type of venture the learner is planning and the appropriate format.

There is no standard format for developing an ecotourism plan. States, territories and local authorities have different requirements. The format of this sample plan is typical of what a local authority or funding body is likely to require. The trainer will need to help learners obtain the appropriate plan guidelines from the relevant authorities in their areas before starting the course.

The content of the sample plan relates to the tasks that the learners are asked to complete and file in their portfolios. These research findings will be relevant to their plan, regardless of the format.

Every ecotourism venture will be different. The plan will be affected by the size of the venture, proposed activities, community needs and geography and ecology of the area.

As part of the planning process, learners will need to trial their plans to determine if what they propose to do has minimal impact, and is practical and acceptable to community and potential customers.

The sample plan and attachments are in PDF format to make it easy to print out. Because of the size, the sample plan may take extra time to download.

Navigating the Toolbox

Voice-Overs

Voice-overs have been provided for all region, topic, task and background information pages. The speaker icon indicates that the page contains a voice-over.



For an audio transcript of the text, click on the Speaker icon. To turn audio off, click the Speaker icon again.

Navigation Bar



Home

- to go back to the beginning screen (map) from anywhere in the toolbox

Getting Started

- to access the Learner User Guide, a map of the competencies which the toolbox covers, the system requirements, and a disclaimer

RTO Contact

- for information about the RTO (Registered Training Organisation) and how the trainer can be contacted

Assessment

- for an explanation of the assessment process

Credits

- thanks all the contributors to the toolbox and acknowledges copyright clearances

Resource Library

- lists all the resources used in the toolbox and provides access to them

Notice Board

- to share information with other learners and trainers

Portfolio Checklist

- to keep track of progress throughout the course

Site Map

- a quick way of moving around the toolbox and going straight to a particular region, topic or task.

Screens

Opening Screens

The opening screen presents a map of Australia which has been divided into eighteen geographical regions. These regions are based on Indigenous language groups.

Viewers are asked to choose a region. What they are presented with from this point on will be based on the particular region they have chosen.



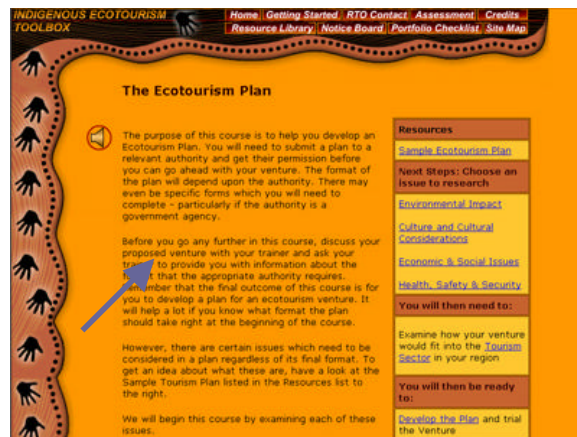
The next screen presents general information about the region which has been chosen. Viewers are also able to visit the websites of ventures which have already been established within that region.

They are then asked to progress to the next section which is 'How to develop an Ecotourism Plan'.



In this screen learners are asked to consider what type of ecotourism venture they would be interested in developing within their chosen region.

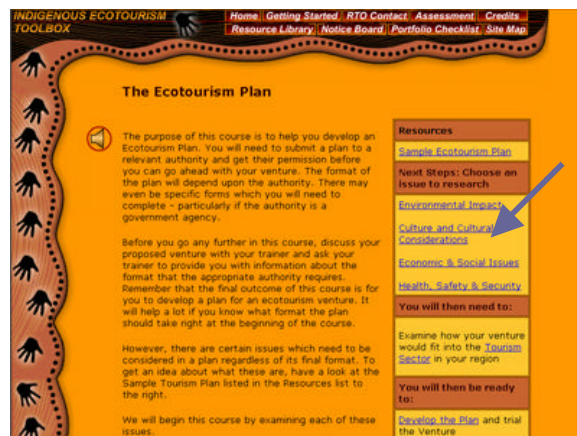
At this point they will need guidance from their trainers. Trainers will be able to provide information about the format that the appropriate authority within the region requires.



(Remember that the final outcome of this course is for participants to develop a plan for an ecotourism venture. It will help if they know the format that plan should take right at the beginning of the course.)

Topic Screens

The next step is to select a topic from the list in the panel on the right of the screen.



Tasks & Activities

This screen presents an introduction to the topic and a list of the tasks learners are required to complete for the particular topic.



Most of the tasks require written responses for future reference. These responses are needed as source material for developing the Ecotourism Plan – the final outcome of the course.

Tasks include field research, interviews, collecting documents and networking.

Responses to the tasks are to be submitted to trainers for feedback.

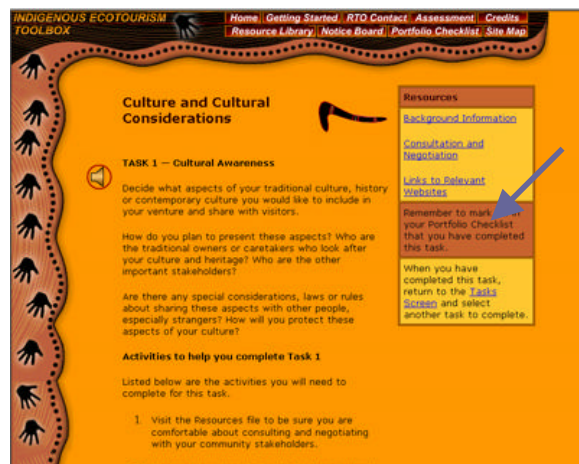


As each task is successfully completed, trainers will sign-off the learners' portfolio checklists. Responses (reports and other documents) are then placed in the learners' portfolio folders. This information is needed for the final phase, the development of the ecotourism plan.

Resources Panel

Also on the task screen there is a panel containing resources which will help in the completion of the task.

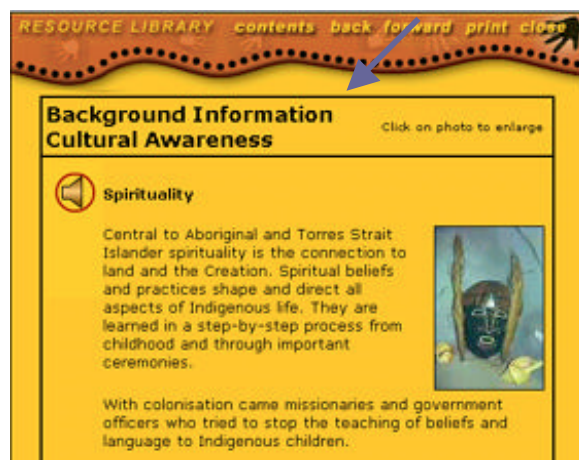
Resources include background information, relevant articles and links to external websites.



Background Information

These pages contain the background information which needs to be read before tasks are begun.

Short readings on particular sub-topics are presented. If readers would like to know more about the sub-topic, they can link to a more detailed article.



Articles

The Resources list also contains articles of particular relevance to each task.

These articles contain essential information and relate directly to the task being completed.

RESOURCE LIBRARY contents back forward print close

Consultation and Negotiation

Because every community is unique, ways of consulting and negotiating with stakeholders will be different. A starting point is to find out what the accepted processes are for your community.

For all communities, it is important to communicate effectively and sensitively when you discuss your venture. You must define issues clearly and allow adequate time for input and feedback.

Stakeholders must know why they are being consulted, their role in the project and what influence they will have over the final decisions and activities.

Listed below are some guidelines for consulting and negotiating:

Links to Relevant Websites

Many websites belonging to external organisations contain information which is very relevant to ecotourism or establishing a venture. These can be accessed through this page.

These external websites will open in a new browser window. After the site has been viewed, the browser window will need to be closed to return to the toolbox.

RELEVANT LINKS close

Links to Relevant Websites

(Central & Ceduna - Economic & Social Issues)

- [Nyngatiyatiara Aboriginal Corporation](#)
- [Central Land Council](#)
- [State Aboriginal Affairs](#)
- [National Indigenous Development Alliance](#)
- [Aboriginal & Torres Strait Islander Commercial Development Corporation](#)
- [Indigenous Land Corporation](#)
- [Indigenous Australia](#)
- [Indigenous Issues \(Local Governments\)](#)
- [Black Pages \(Indigenous Business & Community Services Directory\)](#)
- [Office of the Registrar of Aboriginal Corporations](#)

(These Websites will open in a new window. To return to the Toolbox you will need to close the new window)

Developing the Plan

After all the tasks have been completed learners are ready to prepare their Ecotourism Plans.

They will need to refer to their Portfolios which will contain the results of their research.

The sample Ecotourism Plan can be accessed from this page

INDIGENOUS ECOTOURISM TOOLBOX Home Getting Started RTO Contact Assessment Credits Resource Library Notice Board Portfolio Checklist Site Map

Developing the Plan

Now that you have done all the research for your ecotourism venture, you need to develop a plan ready to be submitted to relevant authorities. Ask your trainer to help you identify relevant authorities.

It is also a good idea to conduct a 'trial run' of your venture and to attach an evaluation of the trial to your plan. By doing this you are demonstrating that what you are proposing is practical. A trial can also indicate how well your venture is likely to be received by potential customers.

To conduct a trial you will need to arrange for some of your friends or colleagues to participate in the activities you have proposed for your venture. Have participants fill in a questionnaire and you will be able to use the results of the questionnaire in the evaluation section of your plan.

The type of 'trial run' you conduct will depend on the type of venture you are proposing. If your venture is one which will require high levels of infrastructure you will probably need to simulate some of the activities.

Resources

- [Sample Ecotourism Plan](#)
- [Sample Questionnaire](#)

Next Step: From Plan to Reality

Working through the tasks and activities in this toolbox has enabled you to develop an Ecotourism Plan.

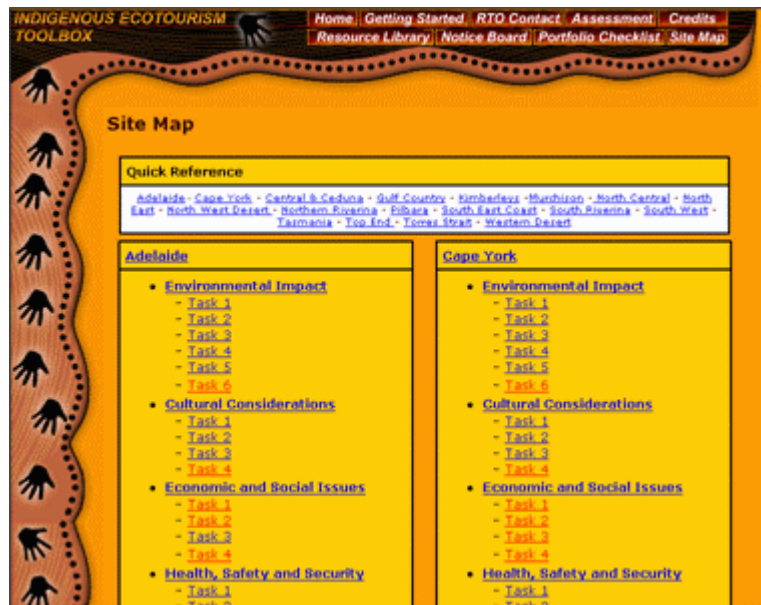
You now have a document which can be used to progress your ideas for a venture into reality.

Your next step will be to develop a Business Plan and seek funding for your venture.

However, you may need to submit your plan to a relevant authority within your region and get their permission before you can

Site Map

A site map is accessible through the Navigation bar. It enables users to go directly to a particular region, topic or task. This could be useful for trainers who wish to use only one or a few components of the toolbox.



Competencies

Units of Competency

Each topic contains a range of tasks. Each task relates to one or more of the units of competency that comprise the Certificate IV in Tourism (Natural/Cultural Heritage).

The units of competency are:

CORE UNITS	
THHCOR01B	Work with colleagues & customers
THHCOR02B	Work in a socially diverse environment
THHCOR03B	Follow health, safety and security procedures
THTTCO01B	Develop and update tourism industry knowledge
THTFTG01B	Work as a guide
THTFTG06B	Prepare and present tour commentaries or activities
THTFTG07B	Research and share general information on Australian Indigenous cultures
THTFTG03B	Develop and maintain the general knowledge required by guides

THTPPD04B THHPPD05B THTFTG05B THHGHS03B THHGLE22A	Plan and implement minimal impact operations Plan and develop interpretive activities Lead tour groups Provide first aid Manage risk
CORE ELECTIVES	
THTFTG12A THTFTG14A	Prepare specialised interpretive content (flora, fauna & landscape) Prepare specialised interpretive content (cultural & heritage environments)
ELECTIVES	
THTFTG08B THTPPD07A THTPPD13A	Interpret aspects of local Australian Indigenous culture Plan & develop culturally appropriate tourism operations Assess tourism opportunities for local communities

Refer to the Map of Competencies (see Attachment D) to see how the elements of competency of each unit relate to the tasks.

Qualifications

The Certificate IV in Tourism (Natural/Cultural Heritage) is designed to reflect the competencies required of people working in specialised guiding or interpretive roles who operate with significant autonomy and responsibility. They may or may not operate extended tours. Possible job outcomes include:

Senior Interpretive Guide	Tour Development Coordinator
Senior Nature-based Guide	Activities Coordinator
Senior Cultural guide	Tour Leader (in outdoor recreation context)
Senior Ranger	

Assessment

The tasks that learners are required to complete while working through the toolbox, together with the Ecotourism Plan based on their research, will constitute their formal assessment.

Evidence of successful completion of the tasks will be the submission to the RTO of the Portfolio Checklists duly signed off by the trainer. Signing off the Portfolio Checklists is the trainer's confirmation that the learner has attained the competencies.

Role of the RTO and Trainer

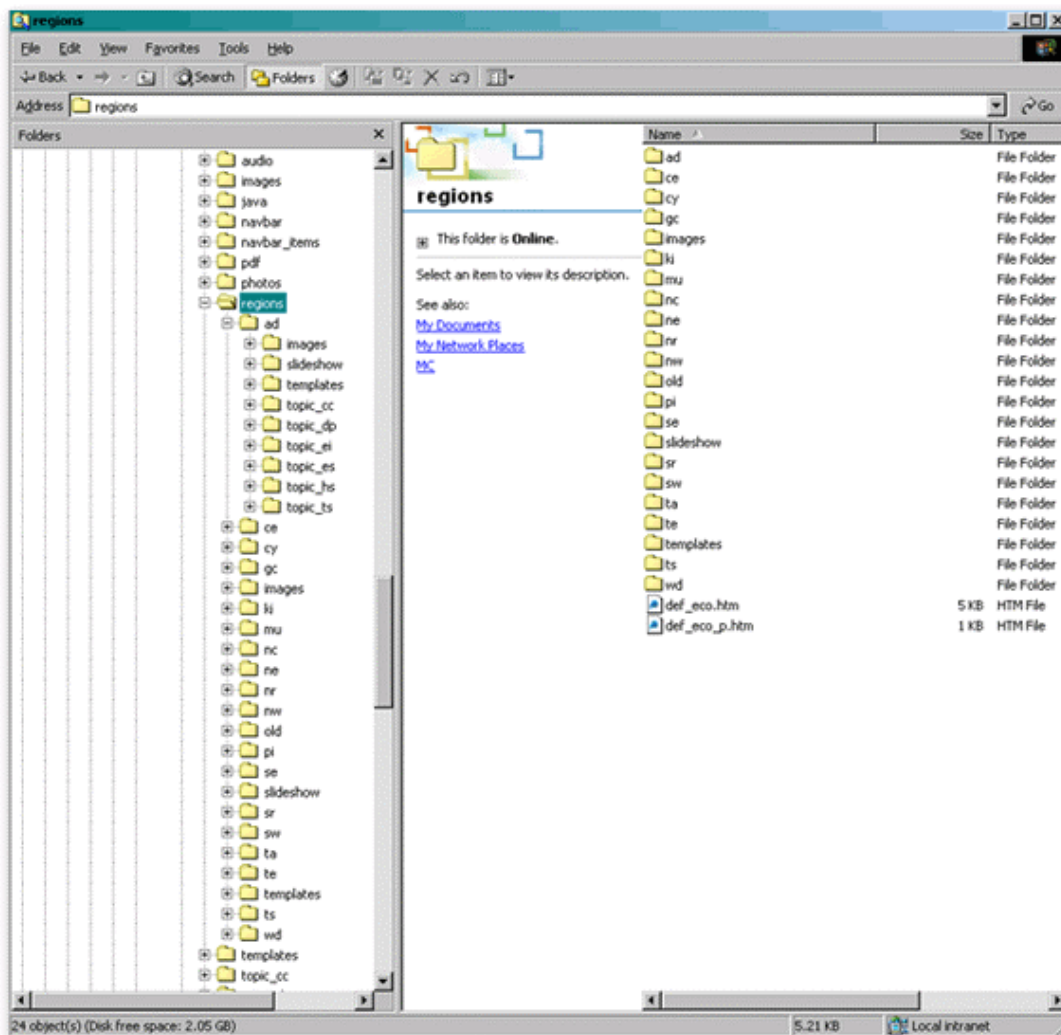
The delivery of the training and assessment is the responsibility of an RTO (Registered Training Organisation). Customisation of the toolbox is also the responsibility of the RTO. However, the RTO will need to appoint a trainer to work closely with learners to guide and support them through the course.

The trainer will be the first point of contact for learners. In collaboration with the RTO, the trainer will set up and confirm individual training plans and will:

- Assist the learner (or group of learners) in the selection of a venture to investigate
- Locate the legislative requirements for that particular venture
- Assist learners with tasks and field exercises
- Make comments and sign-off on the portfolio checklist that tasks have been completed
- Encourage learners to use the Noticeboard
- Initiate Noticeboard discussions
- Moderate Noticeboard discussions
- Recommend to RTO modifications to tasks and activities
- Recommend to RTO additions to the resource library
- Recommend any other modifications, such as voice overs
- Ensure that, where face-to-face contact on a regular basis is not possible, there is constant use of e-mail to stay in close contact with learners
- Ensure that performance criteria have been met in the completion of tasks and activities

Attachment A – File/Folder Structure

The following diagram depicts the file/folder structure of the Indigenous Ecotourism toolbox. If any modifications are to be made to the toolbox it is important that the structure is understood.



The content in all the topics is replicated eighteen times, one copy per region. This is to allow for the customisation of each region independent of other regions.

To change any component of the toolbox within a region, simply locate the file in the relevant region folder and make your modifications using an html editor such as Dreamweaver, FrontPage or you can modify the html using a text editor such as NotePad.

Attachment B – File Naming Convention

File naming Standards

The main file naming standards are shown in the site map diagram at the end of this document. The file name relevant to each page is shown in italics below each page name.

The site map diagram shows the example of the naming for the Environmental Impact topic, abbreviated as EI.

List of Abbreviations

Topic	Abbreviation
Environmental Impact	EI
Culture Considerations	CC
Economic and Social Issues	ES
Health, Safety, Security	HS
Tourism Sectors	TS
Developing the Plan	DP

Item	Abbreviation
Task	T
Background Information	BI
Useful Links or Relevant Links	UL

Region	Code
Adelaide	AD
Cape York	CY
Central & Ceduna	CE
Gulf Country	GC
Kimberleys	KI
Murchison	MU
North Central	NC
North East	NE
North West Desert	NW
Northern Riverina	NR
Pilbara	PI
South East Coast	SE
South Riverina	SR
South West	SW
Tasmania	TA
Top End	TE
Torres Strait	TS
Western Desert	WD

All file names should be in lower case and no more than 15 characters. The underscore character should be used to separate different abbreviations.

For example, *ei_ul01_te* translates as the relevant links page for task01 for the Top End country, for the environmental impact topic.

Attachment C – Research

What you need to know

Research is the key to business success. For planning an ecotourism venture, there are many things you will need to know. These include:

- Local geography, geology, plant and animal life – you will need this to operate a venture that is safe for the environment, staff and visitors. Visitors will also want to know about the environment.
- Cultural heritage and history – You will need to gain permission to present the aspects of culture that you want to share with your visitors. Visitors will also want factual information, so you need to check for accuracy.
- Community involvement – You will need to find out about your community's reactions to your venture. Listen to their ideas and gain their input and support.
- Impacts – You need to manage the negative and positive impacts on your community and environment.
- Tourism industry sectors – You will need to use services and infrastructure that already exists. Some areas to research are:

- accommodation
- carriers (Qantas, Ansett, Greyhound Pioneer Australia, Budget/Hertz/Thrifty Rental Cars Countrylink)
- promotion/distribution
- industry services
- attractions
- tour operators/wholesalers
- retail services
- coordination

- Government and industry bodies – Local, state or territory and federal government bodies have many resources to help your business. Some are:

regional, state and territory tourism organisations
tourism and training body in each state
Ecotourism Association of Australia
Commonwealth Department of Industry, Science and Tourism
Bureau of Tourism Research
local tourism organisations

- Marketing – There are many industry and government bodies that conduct research into market trends and issues for all areas of tourism.
- Legislation – You need to understand the laws including workplace health and safety, consumer protection, liability, equal opportunity and anti discrimination
- Tourism industry codes and standards – There are different codes and standards that a venture should follow and that staff and visitors expect.

Important documents

Some written sources of information include:

- government and industry documents
- historical records
- environment reports and impact studies
- reports and statistics
- legislation
- marketing documents from service providers
- documents from other ecotourism ventures
- web sites on the internet

What else to do to get information

Laws, reports and other texts are good to research. However, there are many other ways of getting information:

- networking with people and groups
- interviews
- meetings
- field research
- informal discussions
- work experience or participation in other ecotourism ventures
- observing
- joining local industry committees or associations
- searching for information on the internet

Network with the right people

Consultants, lawyers, accountants, public servants, academics and journalists can be very helpful. However, they can also be too enthusiastic and not understand your community's needs or the practical aspects of an ecotourism venture. Start with a local tourism body to find out who are the best professionals to talk to.

Your best step is to talk to people who have run an ecotourism venture. Go on one of their tours. Speak to their clients.

Another approach is to join your local tourism organisation or visitor centre. Attend their meetings and network. Find out the people you can trust and who you can't. Get some ideas about which business people are the best (suppliers, advertising agencies, bus companies).

Some practical questions you can ask

These are some questions you can think about when you network:

- How many people are currently coming to your area?
- How long do they stay?
- What do they want to see or do?
- Where do they stay?
- How you can make contact with them?
- What prices do they pay for services?
- Who is the competition and how do they operate?
- What products are successful and what are not?

Keeping up to date with the tourism industry is essential. New information will be shared with staff and made part of your into day-to-day activities.

Attachment D – Map of Competencies

Tasks within topics mapped against elements of Competency

UNIT	ELEMENT OF COMPETENCY	Environmental Impact	Culture & Cultural Considerations	Economic and Social Issues	Health, Safety & Security	Tourism Sector	Develop Plan & Trial Venture
CORE UNITS							
THHCOR01B Work with colleagues & customers	1 Communicate in the workplace 2 Maintain personal presentation standards 3 Provide service to colleagues and customers 4 Work in a team		Task 1 Task 1	Task 1,2 Task 2,3 Task 1	Task 3,5 Task 2	Task 2 Task 1,2 Task 1	✓ ✓ ✓ ✓
THHCOR02B Work in a socially diverse environment	1 Communicate with customers and colleagues from diverse backgrounds 2 Deal with cross cultural misunderstandings		Task 1	Task 1,2 Task 1,4		Task 1,2 Task 2	✓ ✓
THHCOR03B Follow health, safety & security procedures	1 Follow workplace procedures for health, safety & security 2 Deal with emergency situations 3 Maintain safe personal presentation standards 4 Provide feedback on health, safety & security	Task 3,4		Task 3	Task 1,2,3,5 Task 2,5 Task 3,5 Task 4,5		✓ ✓ ✓ ✓
THTTCO01B Develop & update tourism industry knowledge	1 Seek information on the tourism industry 2 Source and apply information on legal and ethical issues which impact on the tourism industry 3 Update tourism industry knowledge	Task 6		Task 1,3	Task 1,4	Task 1,2 Task 1,2	✓ ✓ ✓
THTFTG01B Work as a guide	1 Apply knowledge of the guiding sector 2 Guide tours according to legal, ethical and safety requirements 3 Develop guiding skills and knowledge 4 Communicate with tourism industry operators in English	Task 6 Task 6	Task 4 Task 1,2,3	Task 1,4 Task 2 Task 2	Task 1,2,3,4	Task 1,2 Task 1 Task 2	✓ ✓ ✓ ✓

THTFTG06B Prepare & present tour commentaries or activities	1	Prepare commentaries or activities for presentation to customers	Task 1,2,3,4,5	Task 1,2,3		Task 1	✓
	2	Present commentaries or activities to customers	Task 6	Task 4		Task 1,2	✓
	3	Interact with customers			Task 1,2,3	Task 1,2	✓
THTFTG07B Research & share general information on Australian Indigenous cultures	1	Research general information on Australian Indigenous cultures		Task 1,2,3,4	Task 1		✓
	2	Share general information with customers on Australian Indigenous cultures		Task 1,2,3,4	Task 1,2,4	Task 1,2	✓
THTFTG03B Develop & maintain the general knowledge required by guides	1	Research information on Australia and the local region	Task 1,2,3,4,5	Task 1,2,3	Task 1	Task 1,2	✓
	2	Prepare information for guiding activities	Task 1,2,3,4,5	Task 1,2,3		Task 1	✓
	3	Update general knowledge of Australia and the local region	Task 1,2,3,4,5	Task 1,2,3		Task 1	✓
THTPPD04B Plan & implement minimal impact operations	1	Organise environmentally responsible activities	Task 1,2,3,4,5		Task 1,3	Task 1	✓
	2	Conduct activities with minimum impact	Task 6		Task 1,3	Task 2	✓
	3	Monitor impacts and changes	Task 6		Task 4	Task 2	✓
THHPPD05B Plan & develop interpretative activities	1	Establish need for activity	Task 1,2,3,4,5	Task 1,2,3		Task 1	✓
	2	Develop the activity	Task 6	Task 4		Task 1	✓
	3	Evaluate activity	Task 6		Task 4	Task 1	✓
THTFTG05B Lead tour groups	1	Coordinate group movements	Task 6	Task 4	Task 1	Task 1,2	✓
	2	Encourage group morale and goodwill				Task 1	✓
	3	Deal with conflicts and difficulties				Task 2	✓
THHGHS03B Provide first aid	1	Assess the situation			Task 3	Task 1,2,3,5	✓
	2	Apply basic first aid techniques			Task 2	Task 1,2,3,5	✓
	3	Monitor the situation			Task 3	Task 2,5	✓
	4	Prepare required documentation				Task 4,5	✓
THHGLE22A Manage risk	1	Develop risk management strategies	Task 6	Task 1	Task 1,4	Task 1,2,3,5	✓
	2	Implement risk management strategies				Task 4,5	✓
	3	Monitor risk management strategies				Task 1,4,5	✓

CORE ELECTIVES							
THTFTG12A Prepare specialised interpretive content (flora, fauna & landscape)	1	Research specialised information for presentation	Task 1,2,6			Task 1,2	✓
	2	Prepare specialised information for guiding activities	Task 1,2,6		Task 3	Task 2	✓
	3	Update knowledge of specialised information	Task 1,2,5				✓
THTFTG14A Prepare specialised interpretive content (cultural & heritage environments)	1	Research specialised information for presentation		Task 1,2,3		Task 1,2	✓
	2	Prepare specialised information for guiding activities		Task 1,2,3,4	Task 3	Task 2	✓
	3	Update knowledge of specialised information		Task 1,2,3,4			✓
ELECTIVES							
THTFTG08B Interpret aspects of local Australian Indigenous culture	1	Consult with the local community		Task 1,2,3	Task 1	Task 2	✓
	2	Interpret aspects of Australian Indigenous culture for customers		Task 4	Task 4	Task 1,2	✓
THTPPD07A Plan & develop culturally appropriate tourism operations	1	Plan for culturally appropriate tourism operations		Task 1,2,3	Task 1,3		✓
	2	Develop and implement culturally appropriate tourism operations		Task 4	Task 2,3	Task 2	✓
	3	Monitor operations			Task 4		✓
THTPPD13A Assess tourism opportunities for local communities	1	Seek information about potential tourism			Task 1,3	Task 1,2	✓
	2	Analyse issues relevant to tourism in local communities			Task 1,2	Task 2	✓
	3	Liaise with stakeholders		Task 1,2,3	Task 1,3	Task 1,2	✓
	4	Consult with the community		Task 1,2,3	Task 1	Task 2	✓
	5	Make decisions in relation to tourism opportunities		Task 4	Task 1,4	Task 1,2	✓