Examples of Best Practices from Australia, Indonesia, Thailand and Vanuatu

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Introduction

- The first UNWTO study on Tourism and Intangible Cultural Heritage (T&ICH) is scheduled for publication this summer

Rationale:

- Need to **address gaps in tourism policy and project management involving intangible heritage** by establishing a constructive dialogue between these sectors

- Encourage the **inclusion of intangible-cultural-heritage component** in destinations’ tourism planning, development and management
Objectives of the UNWTO Study on T&ICH

- Provide research on the interlinkages between tourism and intangible cultural heritage (ICH), including risks and opportunities;

- Investigate government-led actions, PPPs and community initiatives in terms of tourism development and ICH;

- Advise on practical steps for developing and managing ICH-based tourism products & destinations;

- Present case studies and best practices from UNWTO Member States;

- Recommend guidelines to policy makers & others to foster sustainable tourism development through safeguarding ICH.
Categories of Intangible cultural heritage

1. Handicrafts and visual arts that demonstrate traditional craftsmanship
2. Gastronomy *
3. Social practices, rituals, and festive events
4. Music and the performing arts
5. Oral traditions and expressions, including language as a vehicle of ICH
6. Knowledge and practices concerning nature and the universe

* Gastronomy is not an official UNESCO category and is used as such only for the purpose of this study
Use of case studies and best practice examples

- More than 40 case studies and best practices from 5 continents
- Lessons which can be useful and relevant to organizations wishing to develop ICH-based tourism products
- Potential for addressing key issues for achieving sustainable and responsible development of tourism
- T&ICH products often include a mix of activities but usually contain aspects that are unique to the area or community concerned
Importance of ICH to communities: A Case Study from Australia

Uluru-Kata Tjuta National Park/World Heritage Site

- Inscribed on the WHS as a natural heritage property in 1987 and as a cultural landscape in 1994

- Acknowledgement of the local Aboriginal community’s view of it as a sacred place
Tourist activities/expectations can be changed to reduce social impacts

- Tourist activities developed in the 1950s-70s are slowly changing

- New management philosophy integrates ICH associated with the Aboriginal view of the cultural landscape

- Shift from a sightseeing recreational experience of climbing the Rock to a deeper engagement with *Tjukurpa* and Aboriginal people as park rangers, guides and hosts in the Cultural Centre
New activities can be added

- New activities offered as a substitute, ex: *Talinguru Nyakunytjaku* walk
- Cultural Centre and park management offer an online video on the reasons for not climbing
- Opportunity to undertake more work with social networking sites to raise awareness among young people
- Working towards definite closure of the climb for visitors’ safety / cultural, and environmental reasons
Partnerships towards greater sustainability: A case study from Java, Indonesia

- ViaVia is the initiator of the project, a local restaurant that has functioned as a hub to attract customers since 1996.

- Key proponents are ViaVia restaurant staff, tour guides (mostly women), and village leaders.

- Partners include: owners of home industries, rice farmers, villagers receiving home visits, students at visited schools, trained local guides, and snack sellers.
Tourist experience

- Typical tour: four hour trip by bicycle or horse cart

- Guides brief tourists on appropriate behaviour (e.g. dress code) beforehand, so as to minimize negative impacts of tourism

- No activities are arranged or staged. Guides stop at interesting sites, asks the locals’ permission, and invite tourists to observe or participate in: rice planting, school lessons, brick making, food preparation (*tempeh, krupuk*), traditional Jatilan dance, weddings, etc.

- Visitor are exposed to Javan language, mythology and cultural expressions
Lessons learned

- **ViaVia** gives examples of how tourism can benefit communities, particularly women.

- The restaurant/tour operator developed a community training program for tourism, in collaboration with the NGOs CHF (Christian Housing Foundation) and ASB (Arbeiter-Samariter-Bund)

- Villagers develop skills to manage tourism projects independently within their communities
Training and empowerment: Case Study from Vanuatu

Roi Mata Cultural Tours (RMCT) & Chief Roi’s Domain WHS

- Focus: life and deeds of Chief Roi Mata, who lived in the late 16th/early 17th century
- Extensive consultations with communities
- The project of oral heritage interpretation for tourists started with a pilot tour in 2006
Tour product development

- Project aims to protect ICH and the community's sensitive knowledge

- It encourages young people to continue their traditions, and to allow tourists an intimate insight into the rules, “nafsan natoon” (similar to tjukurpa in the previous Australian case study)

- Tour relies on local guides’ ability to bring stories and the cultural landscape to life
Training and empowerment

- Capacity-building workshops

- For some village elders, relating legends to train local guides was the first time they addressed the issue in this manner

- The *naflak* system was an inherent part of their life and not considered to be unique or of interest to ‘outsiders’

- RMCT is now an example of fully community owned and operated tour project
Promoting cultural exchange: A Case Study from Andaman Islands, Thailand

- **Andaman Discoveries** tries to provide communities with access to the best available knowledge and practices in tourism development.

- Offers a unique experience for tourists to learn about local customs, handicrafts, and languages, by: staying with local families in a homestays, or by joining the cultural workshops run by villagers.

- Collaboration with Openmind Volunteer Projects, which programs like this to acculturate and orientate their volunteer tourists.

- Programs’ emphasis on learning local languages varies, depending on the roles of volunteers staying with the community.
Recommendations to foster sustainable tourism development through safeguarding and promoting ICH

Key issues raised in case studies:
- Importance of ICH to communities
- Need for careful planning
- Usefulness of partnerships, training and empowerment
- Benefits of government funding and support
- Desirability of promoting cultural exchange, establishing limits of acceptable change (LAC), and monitoring programs for sustainability

Study contains general and specific recommended actions on key issues, for main stakeholders:
- Governments
- Private sector
- Destination marketing organisations
- NGOs
- Local communities
- Educational institutions
- Heritage management sector
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- **Via Via Tours**: [http://www.viaviajogja.com/](http://www.viaviajogja.com/)

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