



South Pacific Regional Environment Program

**Micronesia
Community-based
Marine Ecotourism Workshop
Yap, Federated States of Micronesia
15-26 January 2001**



WORKSHOP REPORT

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1. EXECUTIVE SUMMARY

- The Micronesia Community-Based Marine Ecotourism Workshop in Yap State, from 15 to 26 January 2001, focused on the skills and knowledge needed for communities to plan and develop their own marine ecotourism projects, with an emphasis on community development and conservation principles.
- This workshop was aimed at building the capacity of communities to maintain and manage their marine resources (mangroves, coral reefs, seagrasses, etc.) through marine ecotourism opportunities which allow communities to continue to use their resources without depleting or damaging the resource base.
- The emphasis was on how marine ecotourism allows communities to conserve their marine resources while simultaneously earning revenue in a sustainable manner
- Participants hailed from throughout Micronesia. There were representatives from the Federated States of Micronesia (Chuuk, Pohnpei, and Yap), Palau, Guam, the Republic of the Marshall Islands, and Nauru.
- Lucille Apis-Overhoff of the South Pacific Regional Environment Program coordinated the workshop and facilitated several sessions. The other members of the training team were Robin Aiello and Russell Boswell - independent consultants from Cairns, Australia.
- The Workshop Evaluations recorded high levels of satisfaction and productivity. All learning outcomes were well achieved. Participants reported high confidence levels in regard to implementing actions at their community level.
- Pre-workshop materials were sent to participants to assist in their preparation. The *Community Ecotourism Development Manual*, by *terra firma associates*, was used throughout the workshop as reference material to support the training sessions. In addition, specialized handouts were given out by all trainers.
- The workshop's logistics were well supported by Yap participants, the Yap Visitors Bureau, local communities and agencies. This strongly reinforced the importance of the host community for many participants.
- Field exercises focused on two potential ecotourism locations on Yap. Final outcomes were complete Ecotourism Product Development Plans for both Maa and Riken Villages.
- Numerous Yap State dignitaries and representatives acknowledged the workshop as being very successful from a local perspective. The presence and hospitality of so many distinguished guests and their genuine support demonstrated the commitment of the State to sustainable development and ecotourism principles.
- Follow up activity should focus on monitoring and supporting the implementation of Action Plans developed at the workshop.

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2. INTRODUCTION

2.1 Background

In the Pacific Region marine areas and marine resources such as coral reefs, mangroves, seagrasses and fisheries resources are very valuable because they sustain lives and livelihoods. However these resources are under increasing threats from destructive fishing/harvesting methods, pollution, over exploitation, sand mining etc.

The South Pacific Regional Environment Program (SPREP) assists member countries to build their capacity for sustainable development and management of marine resources (mangroves, coral reefs, seagrasses, etc.) through methods such as Marine ecotourism opportunities which allow communities to continue to use their resources without depleting or damaging the resource base.

The emphasis of the Workshop was on how marine ecotourism allows communities to conserve their marine resources while simultaneously earning revenue in a sustainable manner

The Canada South Pacific Ocean Development Program (CSPODP), the United States government and the Australia government (AusAID) granted SPREP funding for three sub-regional train-the-trainer workshops (for Melanesia, Polynesia and Micronesia) for the sustainable management and development of coral reefs and related ecosystems through marine ecotourism.

The workshop objectives were to provide participants with the skills and confidence to assist local communities to:

- identify suitable tourism opportunities; and
- plan and manage the development of such opportunities for the benefit of both the local communities and the natural environment.

In addition, to assist participants to prepare an action plan for the further development of marine ecotourism activities in their project area for the coming three to six months.

The first of the three workshops was held at Lonnoc Resort in Espiritu Santo, Vanuatu in 1998, and focused on the Melanesian sub-region.

The second workshop was held in May 2000 at Titikaveka in Raratonga, Cook Islands, for Polynesian participants.

The third and final workshop of the series is the subject of this report - The Micronesia Community-Based Marine Ecotourism Workshop in Yap State, from 15 to 26 January 2001.

2.2 Workshop Objectives and Outputs

Objectives

The objectives of the workshop are to provide the participants with the necessary skills and confidence to assist local communities in their project areas to:

- identify suitable tourism opportunities; and
- plan and manage the development of such opportunities for the benefit of both the local community and the natural environment.

In addition, to assist participants to prepare an Action Plan for the further development of marine ecotourism activities in their project area for the coming three to six months.

Learning Outputs

The major outputs of the workshop are the skills and knowledge that participants should gain from the workshop. SPREP has identified nine learning outcomes.

At the completion of the workshop, participants should be able to:

- A. Plan and deliver a basic **tourism awareness programme** to local communities in and around their project area;
- B. Work with a community and/or individual households to **identify the tourism product(s)** that they are willing to offer, and the skills and resources that they will require to successfully develop such tourism products.
- C. Work with a community or individual household to identify skills and resources that they will require to successfully develop tourism products
- D. Understand the structure and **workings of their local tourism industry** and undertake preliminary tourism market research
- E. Prepare **simple marketing material** specifically focused on an individual tourism product or products and targeted at a particular market or markets
- F. Understand the principles underlying the successful management of a community-based ecotourism project in an environmentally sensitive location, and develop and apply appropriate management strategies in their own project area
- G. Prepare an interpretation plan for a specific area
- H. Design simple interpretation materials (e.g. an interpretive commentary for a guided tour, information leaflets)
- I. Prepare an operational plan and costing for a tour
- J. Undertake a basic training needs analysis, and have both the training and extension skills and the confidence to organize and facilitate further training with the assistance of professional trainers.

2.3 Workshop Schedule

Note: Bolding indicates activities done in small, interactive working groups

DAY 1 MONDAY 15 January

Time	Topic
8.30 – 9.30	1. Opening Prayer 2. Official Opening by host government & SPREP 3. Photo Session
9.30 – 10.00	<i>Morning Tea</i>
10.00 – 12	4. Introduction 5. Objectives & Outcomes 6. General introductions 7. Ground Rules
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	8. Participant Status Reports
3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	9. Housekeeping Announcements 10. Workshop Details

DAY 2 TUESDAY 16 January

Time	Topic
8.30 – 10.00	11. Working with a Community
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	Item 11 continued
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	12. Local Tourism Market – Yap Visitor Bureau 13. Ecotourism Overview & Trends
3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	14. Understanding the Tourist 15. Cultural Differences

DAY 3 WEDNESDAY 17 January

Time	Topic
8.30 – 10.00	16. Brief for Site Survey 17. Site Survey Field Trips - Maa & Riken
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	Item 17 continued
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	18. Site Appraisal & Discussion
3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	19. Potential Tour Products for each site 20. Tour Design

DAY 4 THURSDAY 18 January

Time	Topic
8.30 – 10.00	21. Tourism Development Plans 22. Tour Product Development – the 7 Step Process 23. Tour Itineraries
10 – 10.30	<i>Morning Tea – Guest Speakers</i>
10.30 – 12	24. Tour Guiding 25. Operational Plans
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	26. Risk Assessment
3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	27. Interpretation 28. Interpretation Plans

DAY 5 FRIDAY 19 January

Time	Topic
8.30 – 10.00	29. Report Back -- Operational Plan, Itinerary & Interpretation Plans
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	30. Billy Lift Exercise - teamwork/problem solving
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	31. Environmental Resource Management 32. Tourism Impacts in the marine environment
3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	33. Environmental Impact Assessment 34. Brief for Saturday field trip

DAY 6 SATURDAY 20 January

Time	Topic
8.30 – 10.00	35. Environmental Impact Field Work
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	Item 35 continued 36. Management Methods to minimize Impacts
12 – onwards	<i>Free Time</i>

DAY 7 SUNDAY 21 January DAY OFF

DAY 8 MONDAY 22 January

Time	Topic
8.30 – 10.00	37. Apply Tour Product Development to own projects
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	Item 37 continued
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	38. Tourism Industry – the way it works 39. Tour Costing Introduction

3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	40. Tour Costing Exercise
DAY 9 TUESDAY	23 January
Time	Topic
8.30 – 10.00	41. Marketing Strategy
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	42. Design a Brochure Exercise for Yap
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	43. Training Needs Analysis
3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	44. Cultural Tour Field Trip
DAY 10 WEDNESDAY	24 January
Time	Topic
8.30 – 10.00	45. Debrief & Discussion
	46. Recommendations
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	47. Business Planning
	48. SWOT Analysis
	49. Funding
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	50. Business Planning
3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	51. Tourism Law
	52. Case Studies/Discussion
DAY 11 THURSDAY	25 January
Time	Topic
8.30 – 10.00	53. Conservation & Tourism
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	54. Strategy & Action/Implementation Plans
12 – 1.30	<i>Lunch</i>
1.30 – 3 pm	55. Action Plans
3 – 3.30 pm	<i>Afternoon Tea</i>
3.30 – 5 pm	Item 55 continued
DAY 12 FRIDAY	26 January
Time	Topic
8.30 – 10.00	56. Report Back - Action Plans
	57. Review Holding Pad
10 – 10.30	<i>Morning Tea</i>
10.30 – 12	58. Workshop Evaluation & Closing

2.4 List of Participants

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3. WORKSHOP EVALUATION

3.1 The Evaluation

A Workshop Evaluation was handed out to all participants at the conclusion of the workshop. Responses were anonymous to assure that the participants responded truthfully.

The Evaluation assessed all aspects of the workshop, including:

- venues
- accommodation
- styles of presentations and trainers
- effectiveness of the training tools used
- the level of achievement by the participants towards the Workshop Learning Outcomes.

All comments made on the Evaluations have been included verbatim.

A copy of the Evaluation Form is included in Annex 1

3.2 Summary

- The SPREP Community-Based Marine Ecotourism Workshop was very successful.
- Workshop evaluations reflected the appreciative ongoing comments of participants and consistently productive nature of the workshop sessions.
- ***Most importantly, the Workshop Outputs and Learning Outcomes were well met. All participants felt that they had developed the skills and confidence to identify and develop ecotourism opportunities to benefit local community and the natural environment. (see Table 1 below)***
- In the Evaluation Analysis in Annex 2, all participants' ratings and comments are recorded. In addition, a Facilitators' Note is included on some items to provide background, observations and incorporate feedback expressed to facilitators during the Workshop.

Table 1: Summary of Evaluation Responses regarding Learning Outcomes

Learning Outputs	Not Confident	Somewhat Confident	Confident
A. Plan and deliver a basic tourism awareness programme to local communities in and around their project area;	0	4	12
B. Work with a community and/or individual households to identify the tourism product(s) that they are willing to offer, and the skills and resources that they will require to successfully develop such tourism products.	0	2	14
C. Work with a community or individual household to identify skills and resources that they will require to successfully develop tourism products	0	3	13
D. Understand the structure and workings of their local tourism industry and undertake preliminary tourism market research	0	5	11
E. Prepare simple marketing material specifically focused on an individual tourism product or products and targeted at a particular market or markets	0	3	13
F. Understand the principles underlying the successful management of a community-based ecotourism project in an environmentally sensitive location, and develop and apply appropriate management strategies in their own project area	1	3	11
G. Prepare an interpretation plan for a specific area	0	2	14
H. Design simple interpretation materials (e.g. an interpretive commentary for a guided tour, information leaflets)	0	1	15
I. Prepare an operational plan and costing for a tour	0	4	12
J. Undertake a basic training needs analysis , and have both the training and extension skills and the confidence to organize and facilitate further training with the assistance of professional trainers.	0	3	12

4. RECORD OF DISCUSSIONS & FIELD EXERCISES

4.1 Community Issues - Tuesday 16 January

Community issues were addressed by dividing the workshop into four working groups of five people each, and posing a series of questions that they had to brainstorm. The following responses were presented back to the entire group.

4.1.1 What is a Community?

- A village, municipality or whole island
- The main island & neighboring islands .
- Regional communities connected through marine species e.g.; Chuuk & Pohnpei, or Pohnpei & Kosrae.
- The clans within the village or states,
- The public communities & private sector
- The youth & elders
- A group of people that can include government, villages, municipality and interest groups such as traditional leaders or Christian groups.
- Stakeholders sharing the same resources who can disseminate information & effect behavioral change; people from one area with similar customs, ideas and beliefs.

4.1.2 Why do we work with a Community?

- To ensure that future generation enjoy the available resources
- Out of respect because they are the ones with the resources such as land & water
- To empower them so they can utilize, protect, manage & develop their resources
- To make communities part of solution instead of being part of the problem
- In diversity there is strength, one village one product, shared ideas, shared common goal(s), shared unified direction.
- Because we are members, we have common goal(s), island pride, without the community overall tourism will not be a success.
- They are the resource owners, get their approval, need their input & participation, awareness raising, activities that happen will affect these people.
- To make our jobs easier and avoid conflicts; bridging information between the community and the institutions involved with the project(s); help change behaviors, what's allowed & not allowed by education & enforcement.

4.1.3 How do we get communities involved?

- Through public awareness through media, school visits, community workshops
- With personal visits or contact with key individuals within the community.
- In return we get advised in the best approach method to be used.
- Two-way communication.

- We let the communities take control and have ownership of the project.
- Meeting with community chiefs/representatives to have them aware and understand the activities (marine ecotourism); through education system to learn the pros & cons of activities (marine ecotourism),
- Have community members such as the chiefs/ reps to participate in activities like workshops and training courses about ecotourism;
- Communities should be involved in planning and implementation process; communities should be the main decision-makers.
- Educational awareness – formal, traditional; through community leaders, integration of democracy & traditional systems for decision-making, competition.
- Find out who the leaders are; let them involved in the decision making; educate them on the preservation & conservation of marine resources;
- Create activities to eventually instill ownership;
- Recognition of community efforts.

4.1.4 Why do we need to conserve our marine resources?

- To protect the food chain of the marine eco-system;
- To maintain the sustainable development of the resources
- For future generation;
- To control over-fishing, etc.
- To disallow destructive man-made fishing methods;
- Because of social, economic & environmental benefits.
- To protect shorelines from erosion
- To protect mangroves that serve as a filter from the land to the sea (trap sediment that would otherwise harm the seagrass & reef);
- To protect mangroves that serve as breeding grounds for the fish... without the mangroves, fish populations will decrease;
- To protect mangroves that serve as homes for birds, crabs, etc.
- To protect mangroves that protect the shorelines from storms, typhoons, etc.
- To protect mangroves that help meet people's needs (building materials).
- To protect seagrasses that are home for certain types of fish; provide food for fish, filter sediment from the land that would harm the corals/reef;
- To protect the fish, clams, crabs, shrimps, lobsters, etc. on coral reefs
- To protect sea grass & the shoreline;
- To provide fishing grounds for the people.
- Because they are all connected – you harm one, the others are harmed as well;
- For aesthetic value (they are beautiful) - people will pay to see/use these resources
- For tourism activities.
- Future scarcity; livelihood of fisherman/women,
- To maintain the mainstay of a community;
- To increase visitors industry;
- To continue traditional practices;
- To join the world community's efforts (think globally, act locally);
- to prevent impacts on food-chain & its effects on the ocean habitat.

- For your children;
- For community pride;
- To enhance quality of life;
- To gain economic benefits;
- To lead by example; regional, global conservation;
- To increase cultural preservation.

4.2 Ecotourism Issues

Participants were divided into 4 working groups to discuss aspects of tourism in general and ecotourism in specific. They were asked to consider the differences between ecotourism and other kinds of tourism, and to list some advantages of ecotourism. These results were presented back to the workshop.

4.2.1 What is the difference between Ecotourism and other types of Tourism

TOURISM	ECOTOURISM
<ul style="list-style-type: none"> • Mass market • Large impact • Non-environmentally friendly • Business – profit oriented • Income fluctuates with numbers of arrivals • Competitive • Commercialized activities • Foreign influence 	<ul style="list-style-type: none"> • Selective • Less impact • Environmental friendly • Concerned about the environment • Income generating for conservation area • Steady – a slow way of making money, but consistent • Less competitive • Community consultation and participation • Authentic activities – nature, culture, etc. • Eco = ‘home’ – nature, culture, tradition, history

4.2.2 What are the advantages of ecotourism and the disadvantages of mass tourism

Advantages of Ecotourism	Disadvantages of Mass Tourism
<ul style="list-style-type: none"> • Empowers the community • Minimum impact on culture and environment • Educates people to appreciate culture & environment • Increases cultural and environmental awareness • Protects, preserves, conserves • Sustains and maintain resources for future generations • Generates income and creates employment for village communities • Work opportunity • Generates income • Improves infrastructure • Increases international relations 	<ul style="list-style-type: none"> • Can impacts on the natural resources <ul style="list-style-type: none"> • Pollution • Destruction of mangroves • Over harvesting of resources • Can create health hazard • Tourists lack cultural and environmental awareness • Large numbers of tourists degrade infrastructure • Increased tourism can negatively influence community & culture • Can devalues the culture

4.2.3 Types of Tourists

Participants worked in four small groups of four or five people. They were asked to come up with a list of different types of tourists. They came up with the following types:

Group 1: Limay, Richard, Melissa

- Soft adventure
- Conservation aware (environmentally friendly)
- Asian, European, American
- Ethnocentric (no place is better than home)
- Rude
- Culturally insensitive
- Leisure
- Adventure (hard-core)
- Eco-tourist/culturally sensitive
- Rich
- Backpackers

Group 2: Lara, Leti, Gabriel, Grace

- Shoppers
- Conference/workshop participants
- Honeymooners
- Wedding package
- Different nationalities (Taiwanese, Japanese, Koreans, Europeans, Americans, other Pacific Islanders)
- Regional event visitors (FSM games, Yap Day)
- Eco-tourists

Group 3: Bruce, Aterin, Helen

- Shoe-string travelers (e.g. tourists with no money)
- Luxury tourists
- package tourists
- Business oriented visitors
- The ‘ugly Americans’ (no knowledge of culture, but have expectations from that culture)
- Friend of culture
- Intellectual tourist (researchers, scientists etc..)
- Peace-seeking tourists (people looking for relaxation, not to be bothered etc.)
- Adrenaline junkie (adventure, high seeking power maniacs etc.)

Group 4: Robert, Annmarie, Ileb, Terry & Cy

- Environmentally insensitive tourists
- Culturally ignorant tourists
- Cheap tourists
- Environmentally/culturally conscience tourists
- Generous tourists
- Adventure/wildlife tourists
- Rude & unfriendly tourists
- “Spy-tourists” (comparing contrasts of what they have & what they don’t)
- Spoiled & demanding tourists.

4.4 Evaluating an Existing Ecotourism Product - The Kadai Village Cultural Tour

SPREP Workshop participants were able to experience the Kadai Cultural Tour as an evaluation study. Community members through the Kadai Community and Cultural Development Organization (CDO) operate the tour. Board members Stan Fillmed, Grace Yimug and Charles Falmeyog hosted the workshop group.

The tour included an interpretive Stone Path walk, greeting at the village and spectacular traditional dancing. Meeting community members, watching weaving demonstrations and a betel nut tree climb, and enjoying the village area completed the memorable experience.

The Kadai Community and CDO's information brochure states that:

“The cultural Tour serves to have traditional skills and knowledge passed down from the elders to the young, thereby preserving culture and traditions. The young children in the village learn to be appreciative of their own culture and to be proud of the heritage of Yapese values.”

SPREP Workshop participants followed a structured debriefing process to analyze the tour elements and brainstorm suggestions for Kadai community consideration.

Lucille Apis-Overhff of SPREP officially delivered the letter (Annex 3) to the Kadai Community on behalf of the Workshop participants during the closing of the workshop.

5. WORKSHOP PROJECTS

~ Eco-tours for two Yap communities

During the Workshop all theory issues were applied to two Yap community-based ecotourism projects - cultural tours at Maa and Riken Villages

Initially, it seemed that the ecotourism products that these communities wanted to offer were very similar. However, throughout the Tourism Development process used during this Workshop, the participants concentrated on utilizing the best features from each site. They matched these features with the existing and potential tourism market sectors in Yap. The resulting two tours are quite different from one another and will serve to compliment, rather than compete, with each other.

The outcome from the Workshop was a completed Ecotourism Development Plan for both Maa and Riken.

There are 5 parts to each Plan:

1. Site Survey
2. Tour Itinerary, Operational Plan, Interpretation Plan, Business Plan
3. Tour Costing Worksheet
4. Draft Marketing Brochure
5. Action Plan

Lucille Apis-Overhoff of SPREP presented the final report to each community during the Workshop closing on behalf of all the participants.

The full reports are included in Annex 4 & 5

5.1 Maa Spectacular - a Cultural Kayak Eco-tour at Maa Village

5.1.1 The Maa Community

The community of Maa kindly offered their site as a case study for the Ecotourism Workshop. Community members Jesse, Robert Finnginam and Peter Rigyey made valuable contributions of local knowledge.

Maa has many visible traditional elements including a men's house, dancing area with stone money, stone paths, lime factory and other traditional features. It is located on the edge of a mangrove-lined waterway.

Maa community members have already embraced tourism in a number of ways. Combinations of cultural and nature based tour options have developed involving at various times traditional dancing and food, visits to the Men's House and kayaking through the mangroves. Through links with particularly the Traders Ridge Hotel an estimated 6 guests per week have visited in recent months.

Visitation is expected to grow slowly, with new options being developed over time that also benefit the community. These include a handicraft and refreshment hut selling locally made products and a bike track to the next village.

The SPREP Workshop study involved a site assessment and the development of one sample eco-tour.

5.1.2 Product Summary

Tour Name: MAA Spectacular - a Cultural Kayak Eco-tour

This tour aims to attract the slightly adventurous visitors to Yap - including the American and Japanese divers who need something to do on a day off. The tour revolves around Maa's unique position within a mature and beautiful Mangrove area. The tour will be a half-day tour that explores both the cultural and natural features of Maa.

A full Tourism Development Plan for Maa is included in Annex 4. This includes the following:

- Site Survey
- Tour Itinerary, Operational Plan, Interpretation Plan, Business Plan
- Tour Costing Worksheet
- Draft Marketing Brochure
- Action Plan

5.2 Yap Rediscovered - a Cultural Eco-tour at Riken Village

5.2.1 The Riken Community

Although there is no existing eco-tour in Riken, the proposed area is rich with local history and culture. The community of Riken is highly supportive of small-scale ecotourism in their area, and offered Riken to be a study area for this Workshop.

A particular honor was the participation of Riken's Chief, Gabriel Flalay, in the workshop along with Cyprian Mugunbey and Helen Gootinag as local experts.

Riken is a village of approximately 5 families. The proposed tour is a short, easy walk on the stone path, through the lush vegetation, to a secluded beach. There are many traditional and cultural features along the way, including a traditional meeting house, old stone path, Taro pits, traditional dancing grounds lined with stone money, old remnants of stone platforms where the village used to be located, and the ruins of a men's house. There is also a traditional fish trap in the shallow lagoon waters off the beach. It is very beautiful and quiet.

5.2.2 Product Summary

Tour Name: *Yap Rediscovered - A glimpse into Yap culture*

This eco-tour aims to attract Yap visitors who want to experience a small, personalized eco-tour. It will be best suited for older visitors since the path is short and easy to walk. It would also be suited for scuba divers looking to have a half -day tour on their day off from diving (either during the week or on their day off before flying out of Yap).

The tour content revolves around the natural and cultural richness of the area - including a traditional dancing area lined with stone money and betelnut trees, a stone path that leads from the road to the beach, a men's house and taro pits.

Group sizes will be limited to less than 6 tourists, so that the tour can be as interactive and fun as possible.

A full Tourism Development Plan for Riken is included in Annex 5. This includes the following:

- Site Survey
- Tour Itinerary, Operational Plan, Interpretation Plan, Business Plan
- Tour Costing Worksheet
- Draft Marketing Brochure
- Action Plan

6. PARTICIPANT STATUS REPORTS

Representatives from the following seven islands attended the workshop:

- Yap
- Chuuk
- Pohnpei
- Nauru
- Republic of the Marshall Islands
- Palau
- Guam

As a practical, hands-on tool to demonstrate how to achieve a successful ecotourism development plan, workshop participants turned all theory into practice on two Yap community-based ecotourism projects (Maa & Riken). The final reports for these two community-based eco-tours are presented in the previous section - *Workshop Projects* and in Annexes 4 & 5.

Participants also applied the ecotourism development process to projects within their own countries. Participants presented their work back to the Workshop during several sessions.

Each of the following **Status Reports** is comprised of four sub-reports:

- (a) **Ecotourism Status Report** for their country - this report contains the responses to the SPREP pre-arrival questionnaire
- (b) **Site Survey** - an evaluation of the values and tourism considerations for the proposed project site.
- (c) **Ecotourism Project Report** - which includes the tour itinerary, interpretation plan, operational plan and risk assessment
- (d) **Action Plan** - which identified a realistic goal and achievable objectives and actions. It is expected that the participants implement these Action Plans upon returning to their countries

CHUUK REPORT

Prepared by:

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(A) ECOTOURISM STATUS REPORT

~ Answers to SPREP pre-arrival Questionnaire

1. BACKGROUND DETAILS:

1. Name of the person or country team completing this survey.

Aterin Kansou, Chuuk State, FSM

2. What is the name of your conservation area/project?

Tourism

3. What are the tourism resources in your project area? Identify as many as possible.

Hotels, Resorts, Dive Shops, Historical Sites, Underwater shipwrecks, Aquaculture, Coral & Reefs, Mangroves, Crystal clear water, and Sandy beaches.

4. Are there tourism projects already operating within your project area, that use some of the tourism resources of the conservation area?

Yes. Diving, Snorkeling, Land and Sea Tours, Hiking, Swimming, Sportfishing, Kayaking, etc.,

5. If not, when do you expect tourism projects to start in your project area?

We have.

6. How do tourists get to your project area? What is the means of access?

- a) Air Micronesia Continental*
- b) Tour Buses*
- c) Taxi Services*
- d) Boats*

2. TOURISM PROJECT PLANNING

1. What **tourism experience** is there within the community who is operate or want to operate the tourism project?

We have one that is been going on for many years the "Diving of the Wrecks", and there are people who have been operating this diving project. These people

are well trained and very experienced divers and are very knowledgeable in the area of tourism. These people are the owner of the project. This is the Family of the late Kimiuo Aisek.

2. Has this community been involved in planning for the project through **participatory planning or community consultation**?

Yes, this project involved the community in planning through participation and consultation and employment. And also through shared ideas and responsibilities.

3. Has any **tourism awareness** been conducted for communities in your area?

Yes, on the air, in college classrooms, out in the community through workshops and village meetings.

4. What do you want to see achieved by this tourism project? What are the **goals**, or what are the **benefits** that you think will result?

- *Economic capabilities of the communities in the islands*
- *Protection and preservation of the wrecks*
- *Enforcement of law to prevent the removal of the artifacts*
- *Community awareness of the value of the Ghost fleet to the tourist industry*

To better and generate income for better livelihood for the communities in the islands and to make the communities become more responsible in utilizing their environment and resources.

5. What are the main problems that you think your tourism project will have in the future? Are there likely to be **impacts** on the natural environment from tourism, or **cultural impacts**?

The main problem we would acquire in the future might be the destructive man-made fishing method that destroys the reefs, corals and other marine lives. And the removal of the artifacts from the wrecks by divers, who are represented our historical treasures of the underwater world. The increasing of the pollution by people which causes the death of the marine life, and we will have fewer tourists coming to the islands.

3. TOURISM PROJECT CASE STUDY

1. What is the **name** of the project case study?

Trochus Shell Hatchery

2. Who **owns** this project?

Hans Micronesia International Inc.

3. Briefly describe the **tour products** that this project area offers.

Tour of the Underwater and Land Trochus Shell Hatchery, the Exploration of the Marine Life which are the reefs and corals. The Aqua culture.

4. How many **tourists** visited in 1998 and 1999?

Information on this area will be forwarded to you later.

5. Where did these tourists come from? What are the **main markets by country of origin**?

Mostly Koreans & Japanese tourists.

6. What were the **main purposes** of the tourists visit?

Diving, Sport fishing, Snorkeling, and Site Seeing

7. What was the **average length of stay** at the project? Did the tourists usually stay for 2 or 3 days or maybe half a day?

For 2 to 3 days.

8. What is the **marketing strategy**. How does the project attract tourists?

Brochures, Displays, Tradeshow, Website, Media, Word of Mouth

9. What **resources management strategies** are in place. How is the tourism project helping to conserve and look after the tourism resources.

- *Environmental and cultural awareness program in the communities.*
- *Enforcement of Law to prevent the destruction of the Marine Resources.*
- *Provide training for the preservation and conservation of the Marine Life and Resources.*

10. How is the community involved? What **community participation strategies** are in place?

The members of the community are employed by this project owner. They are also trained to maintain the care of the aquaculture. The resource owner's approval and inputs and participation is also encouraged.

11. Does the project have a **Business Plan**? If yes, please provide a copy

12. What **benefits** does the project provide and who receives these benefits? Do local communities benefit?

Most of the members of the communities will be benefit from this project because it will provide more trochees shells to harvest and it will give them a profit. The community is already benefited through the employment of this project.

13. What are, or have been, the **main problems** with the project to date?

So far, None.

(B) SITE SURVEY

~ Sanat Island, Chuuk Lagoon

VALUES	
Natural	<ul style="list-style-type: none"> • Reefs • beach
Cultural	<ul style="list-style-type: none"> • thatched roof house • canoe • legends
History	<ul style="list-style-type: none"> • stories of WWII wrecks
ACCESS	
Boat	<ul style="list-style-type: none"> • good/fair (weather dependent)
COMMUNITY SUPPORT	
Awareness	<ul style="list-style-type: none"> • owner is aware
Support	<ul style="list-style-type: none"> • approved -
Concerns	<ul style="list-style-type: none"> • that the island needs improvement
SAFETY	<ul style="list-style-type: none"> • boat access & weather considerations
IMPACTS	<ul style="list-style-type: none"> • Trees been cut down • Reefs over harvested
POTENTIAL MARKET	<ul style="list-style-type: none"> • guided tours • Japanese & Americans

(C) ECOTOURISM PROJECT REPORT

~ Tour Itinerary, Operational & Interpretation Plan, Risk Assessment

Tour Name: *TOTAI TOUR (Japanese Lighthouse)*

Introduction:

This is a Totai Tour Project, which is going to take approximately three to four hours. This is a tour of the old Japanese Lighthouse in Sapuk Village. Sapuk is located in the eastern part of the island of Chuuk. This tour is arranged to be on a Saturday for the reason that most of the members of this community in Sapuk will be at their homes doing their usual Saturday chores such as preparation of their local foods and other house work. And we would like to have our tourists be able to experience/learn how the Chuukese prepare our basic food called "KON" which is the cooked pounded breadfruit.

Tour Itinerary:

Time	Activities
8:00	Hotel pick up – Truk Stop Hotel
8:10	Brief on what to bring/Protocol
8:30	Arrival at Sapuk Village
8:50	1 st Stop at Chuuk Pacific Resort <ul style="list-style-type: none"> • Tour of the trochus shell hatchery • Brief of the historical events and sites of the tour site • Refreshments
9:00	Leave for the Totai tour
9:15	2 nd Stop <ul style="list-style-type: none"> • Observe the preparation of local food "kon"

9:30	Return to the front of the light house or the totai <ul style="list-style-type: none"> • tell stories of what happened in Chuuk during the WWII • Refreshments
11:00	Depart for Hotel
12:20	Arrive at Hotel

Operational Plan: List of equipment

Pre-booking:	<ul style="list-style-type: none"> • Waiver/consent forms • Health insurance • Appropriate clothing
Safety:	<ul style="list-style-type: none"> • First-aid Kit • Walking Sticks • Sun Lotion • Tourist own medication
Comfort	<ul style="list-style-type: none"> • Air con bus/transport – good condition • Spare tire • Jumper cables • full tank w/gas • Bush knife • Hand fans • Toilet tissues • Cooler with ice/water
Informed:	<ul style="list-style-type: none"> • brochure/maps • info sheet/fact sheet

Interpretation Plan:

- **Bus** – constant maintenance of engine, adequate fuel, safe and trusted driver and two-way radio to radio for assistance.
- **Tour** – from pre-booking to the actual tour, visitors are told what to bring, what not to bring, what they can and can't do, the different uses of plants, brief strops to the nearby homes to sample locally made foods.
- **Refreshments** – there is an area set up for sitting to rest to have some refreshments, future consideration: Set up a handicraft shop to sell locally produced handicrafts to visitors.
- **Ride back to hotel** – leisurely drive with local music and possibly a Q & A session aboard the bus back to the hotel. Tourists arrive back at their hotels in time for lunch and with the remaining of the day off.

Risk Assessment:

Hazard	Management / Control
Tripping while getting into bus	<ul style="list-style-type: none"> • Assist guests getting into bus
Heat exhaustion	<ul style="list-style-type: none"> • Air conditioned bus
Bus breakdown	<ul style="list-style-type: none"> • Adequate fuel • two-way radio • well serviced engine
Slipping on trail	<ul style="list-style-type: none"> • Maintain trails • Good safety brief by guide
Sun strokes	<ul style="list-style-type: none"> • Cool drinks & fans for visitors
Falling coconuts	<ul style="list-style-type: none"> • Constant cleaning to remove coconuts and fronds

(D) ACTION PLAN

~ For Totai Tour

GOAL - *To operate a half-day tour of Nature, Culture, and Historic tour for visitors to Sapuk.*

OBJECTIVES:

1. *To operate once a week*
2. *To provide benefits for the community:*
 - a) *Training*
 - b) *Employment opportunities*
 - c) *Support handicraft sales within the community*
 - d) *Share our cultural knowledge with visitors*
3. *To provide other guiding services on request*
4. *To source out possible funding*

OBJECTIVE	ACTION
<i>To operate once a week:</i>	<ul style="list-style-type: none"> • Provide tours to divers on the day off
<i>To provide benefits for the community:</i>	<p>a) Training</p> <ul style="list-style-type: none"> • community awareness • hire and train managers and guides <p>b) Employment opportunities</p> <ul style="list-style-type: none"> • by providing the tour <p>c) Support handicraft sales within the community</p> <ul style="list-style-type: none"> • Chuuk Visitor Bureau and CSG to provide area for handicraft display and sale. <p>d) Share our cultural knowledge with visitors</p> <ul style="list-style-type: none"> • Tour guides to offer story telling of the area • Villagers and visitors interacting
<i>To source out possible funding:</i>	<ul style="list-style-type: none"> • Research, identify and prioritize funding sources (e.g. CFSM, FSMDB, CSL, SPREB, PREL, SPTO). • Present/submit proposals

TIME FRAME

Implementation is effective immediately. This plan is for 2001 to 2005 and is to be revised according to needs of Chuuk State.

POHNPEI REPORT

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(A) ECOTOURISM STATUS REPORT

~ Answers to SPREP pre-arrival Questionnaire

Due to Mr. Richard Porter's expertise throughout Micronesia, he was requested to assist Ms. Aterin Kansou from Chuuk with her project. In lieu of a full Country Project Report, Mr. Richard Porter provided the Workshop with an overview paper.

Executive Summary for the Federated States of Micronesia

Kaselehlie, Ran anim, Mogethin, Wona and Welcome to the Federated States of Micronesia (FSM). The FSM is comprised of our island states (Chuuk, Kosrae, Pohnpei and Yap). As the FSM more likely acts as a facilitator, Marine related Ecotourism project are State related. This is done with the cooperation with the individual communities concerned.

As this SPREP workshop requires the writing of an Action Plan, it must be mentioned that at present an Action Plan on Sustainable Tourism Development is currently being written. This comprehensive plan covers many aspects, which need improvement from Human Resource Development to Preservation and Protection of our Natural Resources. It is the hope that all the resources, knowledge gained and all other information shall be used to incorporate into the Comprehensive Sustainable Tourism Development Action Plan.

Tourism in the FSM had been for many years heavily dependent upon the Japan market. Between 1994 to the present, the FSM has experienced smaller turnouts from Japan. The three main markets for the FSM are USA, Japan and Australia. For 2001, the overall goal of the FSM is to increase its arrival numbers from the traditional markets and focus on new markets.

For details on Community-based Marine Ecotourism Projects please refer to the individual state reports. Kalangan en Kupur Koroas, Kinisou Chapaur, Kamagar, Kulo Maluhlap and thank you very much.

(B) SITE SURVEY

~ Nan Midol

VALUES	
Natural	<ul style="list-style-type: none"> • mangroves, aquatic life, reefs
Cultural	<ul style="list-style-type: none"> • 200 BC the site was built, site of past kings, very sacred
History	<ul style="list-style-type: none"> •
ACCESS	<ul style="list-style-type: none"> •
Boat	<ul style="list-style-type: none"> • good – can be rough in bad weather
Vehicles	<ul style="list-style-type: none"> • good
COMMUNITY SUPPORT	
Awareness	<ul style="list-style-type: none"> • very high
Support	<ul style="list-style-type: none"> • good • community & state government & local government, traditional chiefs
Concerns	<ul style="list-style-type: none"> • tourism will take away from sacredness
Hopes	<ul style="list-style-type: none"> •
SAFETY	<ul style="list-style-type: none"> • Weather issues with tides and roads • Slip & fall on rocks, cut feet if walking in water
IMPACTS	<ul style="list-style-type: none"> • Visual impacts from dead mangroves cut down by locals • Depletion of aquatic life – corals dying out
POTENTIAL MARKET	<ul style="list-style-type: none"> • Guided only to prevent getting lost • Under research to see what would work • US & Japanese & Australia markets already visiting Pohnpei

NAURU REPORT

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(A) ECOTOURISM STATUS REPORT

~ Answers to SPREP pre-arrival Questionnaire

GENERAL BACKGROUND

Introduction

The Republic of Nauru is an isolated Central Pacific Island lying some 26 miles south of the equator at latitude 0°32' south and longitude 166°55' east. It has a land area of 21km² and is encircled by a inter-tidal fringing reef, which has an area of about 7km². The last census (1992) shows the population at 9,919, which is 69% of Nauruans and, 31% of indentured workers from neighboring Pacific islands.

Economy

Phosphate is the only source of export revenue for the island. Employment opportunities are limited with the government and its statutory bodies. The private sector is rather small and mainly retails imported consumer goods. However, the decreased value of phosphate has resulted in the laying off of workers as lesser revenue limits the budget. Therefore the livelihood of the local people revolves around this single commodity.

NATURAL RESOURCE CONDITION

Tourism Condition

Tourism is limited to short visits for about 2-3 days by foreign visitors en-route to other destinations and transit passengers. The potential for this sector is yet to be developed on a significant scale as in other Pacific island countries. The main setback is the unappealing state of the island as a result of the devastation from the opencast phosphate mining operations.

ENVIRONMENTAL IMPACT

Coastal

Nauru has three (3) man-made channels and two boat harbors, which were excavated on the reef for the purpose of accessing the open sea and freight ships, moored on buoys several meters from the reef. The priority use of the first boat

harbor located on the east side of the island is loading of phosphate, unloading of imported retail goods, fuel and water. On the western side of the island is the recently constructed boat harbor (which is different in size and depth to the eastern harbor) has mooring and berthing capacity for boats as well as a ramp for easier launching.

Almost 90% of the population of Nauru is concentrated around the coastal belt.

Central

Phosphate mining operations and the absence of vegetation has left the central part of the island inhabitable. Rock pinnacles and crevices, remains of mined areas limits the construction of housing structures.

ACCESSIBILITY

Air Nauru with one aircraft operates to and from places such as Sydney, Brisbane and Melbourne; Pohnpei, Guam and Manila; and Nadi and Tarawa. Flights are scheduled weekly to and from its destination with the flights operating non-stop between ports.

CONCLUSION

The Department of Industry & Economic Development (DIED), which is the department responsible for Tourism, proposes to establish a Tourism Strategy Action Plan, of which this workshop will be most valuable in assisting both participants in drafting such a Plan for Nauru's future in Tourism and to assess the feasibility of Tourism.

TOURISM PROJECT CASE STUDY

In view of the fact that Nauru currently has no Tourism Project available, we were unable to provide the information required for this questionnaire.

VISITOR SURVEYS AND MARKET INFORMATION

Due to the fact that tourist visas are not issued, Nauru is unable to provide the information required for this questionnaire.

(B) SITE SURVEY

~ Nauru Island

VALUES	
Natural	<ul style="list-style-type: none"> • Reef & lagoon & Beach
Cultural	<ul style="list-style-type: none"> • museum • arts & craft center (display only), • rehabilitation efforts to conserve environment
History	<ul style="list-style-type: none"> • phosphate mining, • WWII relic museum, • old photos of Nauru
ACCESS	
Airlines	<ul style="list-style-type: none"> • reliable
Vehicles	<ul style="list-style-type: none"> • roads are pretty good • no taxi – but hitchhiking is easy & safe
IMPACTS	<ul style="list-style-type: none"> • over-harvested waters • mining for phosphate has dug out center of island
POTENTIAL MARKET	<ul style="list-style-type: none"> • 3 day layover from airlines

(C) ECOTOURISM PROJECT REPORT

~ Tour Itinerary, Operational & Interpretation Plan, Risk Assessment

Tour Name: "TAMWINEIN NAOERO" TOUR (Reflections of Nauru)

Consideration Factors

- Immigration legislation: non-issuance of Tourist Visas
- Air Nauru schedule: immediate connecting flights
- Type of market: 2-3 days visitors en-route to other destinations
- Tour Group Size: 6-8

Tour Itinerary

TIME	ACTIVITY
8am	Hotel pick-up
8:15	Arrive in Buada District
8:20	Depart Buada District
8:30	Arrive at Black Soil
8:40	Depart Black Soil
8:50	Arrive at a digging site
8:55	Depart digging site
9am	Arrive at main road junction
9:10	Arrive at Expatriate Settlement
9:20	Depart Expatriate Settlement
9:35	Arrive at "Atewong" Frigate Bird catchment shed
9:40	Depart "Atewong"
9:50	Arrive at Hotel

Operational Plan: List of equipment

SAFETY	<ul style="list-style-type: none"> • Bus (equipped with tyres & tools) • 2-way radio and/or mobile phone • general first aid kit without medicines
COMFORT	<ul style="list-style-type: none"> • Cooler with ice & drinks • Wet face towels • Umbrellas • refreshments,
HAPPY	<ul style="list-style-type: none"> • Answered questions, gifts, fresh flowers
WELL INFORMED	<ul style="list-style-type: none"> • Aerial map • brochures on phosphate mining • brochures on Nauru in general • verbal interpretation

Interpretation Plan

- **Pre-tour brochures** (BYO. -hats, sunglasses, walking shoes, light comfortable clothing) – provided at Air Nauru overseas agencies & others
- **Briefing before the tour** (itinerary, do’s and don’ts, rest room issue, last minute reminders on personal medications)
- **Fresh flowers** before boarding bus
- **One on one** interaction
- **Map**
- **Brochures**
- **Well informed tour guide** on phosphate mining history and its logistics, cultural insight
- **Phosphate rock** (gift)

Risk Assessment: 90% of the tour, the visitor will be on the bus

<i>HAZARD</i>	<i>LIKELIHOOD</i>	CONTROL MEASURES
Sunstroke/burn,	Unlikely	<ul style="list-style-type: none"> • Well informed, pre-tour information • wet towel, sun block, umbrella
Falling into crevices	Unlikely	<ul style="list-style-type: none"> • Well informed, briefing, • Stay safe distance from edge
Dehydration	Unlikely	<ul style="list-style-type: none"> • Water, drinks • Pre-tour information • Refreshment
Bus accident	Unlikely	<ul style="list-style-type: none"> • Licensed driver • Sealed roads, good condition gravel roads, • bus service & maintenance • moderate traffic

D) ACTION PLAN

~ For Tamwinein Naoero Tour

Consideration Factors

- Nauru’s current status of low to nil awareness on eco-tourism.
- Aim for self-regulation approach.
- Cultural aspects will gradually be revived as the natural resources/environment is rejuvenated & rehabilitated.

GOAL - *To generate awareness on the sustainable benefits of eco-tourism.*

OBJECTIVES:

1. *Educate custodians on conservation and preservation of their natural (marine, land) resources.*
2. *Establish a Conservation Area.*

Objective	Action	Time Frame
1. <i>Educate custodians on conservation and preservation of their natural resources.</i>	• Meet with stakeholders to identify & assess the benefits of eco-tourism.	4 days
	• Design a survey to assess the knowledge level of conservation & preservation.	1 week
	• Conduct survey.	2 months
	• Collate survey.	1 month
	• Design Workshop Manual based on survey feedback.	2 weeks
	• Implement workshop on eco-tourism awareness.	1 week
	• Evaluate.	
2. <i>Establish a Conservation Area</i>	• Visual identification – select sites.	5 days
	• Identify landowners.	1 day
	• Consult with landowners – verbal permission.	3 days
	• Seek overseas assistance through agencies such as SPREP to provide research worker & funding.	3 weeks
	• Conduct scientific research to identify potential of selected sites, this involves collection of data, etc.	2 months fieldwork; 1-month paperwork.
	• Select a suitable site (preferably small scale) from the recommendations provided by research report.	1 month
	• Obtain endorsement – official permission (stakeholders and at government level).	2 weeks
	• Select and appoint a steering committee.	1 week

MARSHALL ISLANDS REPORT

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(A) ECOTOURISM STATUS REPORT

~ Answers to SPREP pre-arrival Questionnaire

1. BACKGROUND DETAILS:

1. Name of the person or country team completing this survey.

Republic of the Marshall Islands

2. What is the name of your conservation area/project?

Jaluit Atoll Conservation Project, Marshall Islands

3. What are the **tourism resources** in your project area? Identify as many as possible.

Marine Reserve area

(a). ***Coral reef*** - *The coral reef of Jaluit Atoll is in good to excellent condition.*

The ocean side reefs and the lagoon evaluated are pristine.

(b). ***Marine animals*** - *Species abundance and diversity varied considerably within the lagoon. Stock population of fishes and other marine animals of Jaluit atoll are also part of the tourism resources.*

(c). ***Sandy beaches***

Mangrove areas

Jaluit atoll has nine unique mangrove forests located on the islands within the atoll. They vary in size, diversity of flora and fauna, water exchange and usage.

Mangrove forest occur on Jaluit Jaluit, Majrirok, Boknake, Imroj, Kinajon, Mejato, Pingelap, Ae and Taruk islands. The largest mangrove forest is located on Jaluit Jaluit just about 7 miles from where the Guesthouses will build.

Historic site

(a). ***Historic sightseeing*** *can take about the whole day of walking around these ruins from the Japanese during WWII.*

- (b). **WWII wrecks** - Sea plane are amongst other wrecks in the lagoon, and are still in good condition for those who are interested.

Local artifacts

Selling and working of Marshallese handicraft and etc.

Local canoe

- (a). *Local canoes building skills, and sailing are also targeted for us as another part of the resources.*
- (b). *Canoes ranging from 12 footer to the largest one about 30 footer still roaming this lagoon, and using these canoes can be very economical for tourism.*

4. Are there tourism projects already operating within your project area, that use some of the tourism resources of the conservation area?

So far there is none.

5. If not, when do you expect tourism projects to start in your project area?

Hopefully early June 2001

6. How do tourists get to your project area? What is the means of access?

- (a). *Marshall Islands Government owns an Airline operating through out the area, and it scheduled our of Majuro into the CONSERVATION AREA twice a week and it is only a 35 min ride.*
- (b). *Other than that a boat ride can take approx. a half day 5hrs for the faster one and 10hrs for the slowest.*

2. TOURISM PROJECT PLANNING

1. What **tourism experience** is there within the community who is operating or wants to operate the tourism project?

So far only a little training in tourism, and there could be more training as the project proceed toward the future, and also with help from SPREP/SPBCP.

2. Has this community been involved in planning for the project through **participatory planning or community consultation**?

During the last four months, starting from Aug. 2000 and onward to Nov. 2000 there were visits made by the CASO and the coordinating committee, and these visit were done in the 7 major community of Jaluit. The members of the coordinating committee gather together once every 3 months for a quarterly meeting.

3. Has any **tourism awareness** been conducted for communities in your area?

As part of the CASO's works along with the CACC members we have done community meeting please refer to the 4th quarter report as provided.

4. What do you want to see achieved by this tourism project? What are the **goals**, or what are the **benefits** that you think will result?

The main goal for the tourism, as from the project point of view is to help people sustain the life of the marine animal, and to reduce the dependency on the marine resource. To generate income for better livelihood for the community. To protect and conserve the resources available within the community for sustainable development. To provide the community to become self reliance in utilizing the available resources.

Benefit – Economic = Employment, foreign exchange.

Social = promotion of the culture

5. What are the main problems that you think your tourism project will have in the future? Are there likely to be **impacts** on the natural environment from tourism, or **cultural impacts**?

Pollution problem, new diseases such as increase in AIDS cases, and the local population increases, as more jobs will be available or maybe not.

By adopting these type of project the life of these marine animals could be improve.

3. TOURISM PROJECT CASE STUDY

1. What is the **name** of the project case study?

Jaluit Atoll Conservation Area

2. Who **owns** this project?

3. Briefly describe the **tour products** that this project area offers.

None at present.

4. How many **tourists** visited in 1998 and 1999?

Only a few

5. Where did these tourists come from? What are the **main markets by country of origin**?

USA & Japanese

6. What were the **main purposes** of the tourists visit?

Diving, snorkeling, and sightseeing

7. What was the **average length of stay** at the project? Did the tourists usually stay for 2 or 3 days or maybe half a day?

8. What is the **marketing strategy**. How does the project attract tourists?

9. What **resources management strategies** are in place. How is the tourism project helping to conserve and look after the tourism resources.

10. How is the community involved? What **community participation strategies** are in place?
11. Does the project have a **Business Plan**? If yes, please provide a copy
12. What **benefits** does the project provide and who receives these benefits? Do local communities benefit?
13. What are, or have been, the **main problems** with the project to date?

(B) SITE SURVEY

~ Jaluit Atoll

VALUES	
Natural	<ul style="list-style-type: none"> • Wildlife • plants
Cultural	<ul style="list-style-type: none"> • handicraft • daily life
Historical	<ul style="list-style-type: none"> • WWII relics
ACCESS	<ul style="list-style-type: none"> •
Airlines	<ul style="list-style-type: none"> • unreliable, schedule changes
Boats	<ul style="list-style-type: none"> • unreliable schedules, weather
Canoes	<ul style="list-style-type: none"> • good, build more
COMMUNITY SUPPORT	<ul style="list-style-type: none"> •
Awareness	<ul style="list-style-type: none"> • good
Support	<ul style="list-style-type: none"> • - ok
Concerns	<ul style="list-style-type: none"> • Jaluit Atoll Local Government - need more support
Hopes	<ul style="list-style-type: none"> • need more positive support from local & national government & community
SAFETY	<ul style="list-style-type: none"> • Landowner issues
IMPACTS	<ul style="list-style-type: none"> • Coral reef breakage by tourists
POTENTIAL MARKET	<ul style="list-style-type: none"> • Majuro businesses • private operators • Stop over people • Kwajelein military personnel

(C) ECOTOURISM PROJECT REPORT

~ Tour Itinerary, Operational & Interpretation Plan, Risk Assessment

Tour Name: *NARMIJ NATURE TOUR (Jaluit Atoll Conservation Area)*

Consideration Factors

This is only one possible tour being developed as part of a larger multi-tour project for the area. This project also includes traditional ajur guesthouse accommodation

Tour Itinerary

DAY	TIME	ACTIVITY
DAY 1	afternoon	Arrive Jabor by plane <ul style="list-style-type: none"> greet by tour guide with flowers arrive hotel 10 min later go to store (buy supply)
DAY 2	8:00 am	Depart Jabor to site by boat at 8:00am <ul style="list-style-type: none"> while on boat briefing of site visit instruction on cultural events (taboos) boat need to go slow not too fast - this will give enough time for tourist to study the islands and corals in the lagoon carefully and to observe land marks.
	9:30	arrive Narmij Island <ul style="list-style-type: none"> greet by Narmij community women traditional coconut drinks traditional leader of community (the alap) briefing of site, the restricted area, and stories get approval (traditional ways)
	11:00	Depart for site on Traditional Sailing Canoe
	11:30	Arrive at site <ul style="list-style-type: none"> activities - bird-watching, turtle, reef walking, snorkeling or sun-tanning, diving and/or taking pictures, shark baiting et
	4:30 pm	Arrive at Narmij Guesthouse
	5:30 pm	Dinner (provided by community) <ul style="list-style-type: none"> village singing group & cultural or traditional dances handicraft display by local village
	8:00 pm	Finish for night
	DAY 3	9:00 am
10:30		Arrive Jabor <ul style="list-style-type: none"> During which a tourist arrived back to Jabor it could be an option whether he or she would like to continue on to other places. I could only suggest that there are other places to visit, but based mainly on selection
Note Flights: to and from Majuro into Jabor are as of now – Mondays, Fridays, every week and if one wants to stay for 4 days, then he/she can depart Majuro on Monday and leave Jaluit on Friday or take flight to Jaluit on Friday and leave on Monday. Only the airline schedule needs to be reliable or firm.		

Operational Plan: List of equipment

SAFETY	<ul style="list-style-type: none"> • Well trained tour guide • safety briefing – verbally or by sign • Each sites must be accessible
COMFORT	<ul style="list-style-type: none"> • Be equipped • Cooler with ice & drinks
HAPPY	<ul style="list-style-type: none"> • Answered questions, gifts, fresh flowers
WELL INFORMED	<ul style="list-style-type: none"> • Knowledgeable tour guide • Instruction on cultural standard • Story briefing of an area

Interpretation Plan

The area is a conservation area and community reserve.

This area was reserved under the approval of the community of Jaluit in the northern part of Jaluit Atoll. And with support from the Jaluit Atoll local government, and with help from SPREP, the northern community of Jaluit Atoll was able to set it aside for the following reasons:

- a. a sustainable marine resource management
- b. a sustainable terrestrial management plan
- c. community-based management structures
- d. alternative income generating activities
- e. public awareness, training and educational programs
- f. strengthen the capacity of the community to effectively manage a conservation area.

In this way people in this community will be able to develop ways in which they can contribute to the needs of the Marshall Islands citizen at large.

The audience in this case is Jaluit people and the Marshall Islands citizens.

Resources need now and in the future:

- a. Based on budget, skilled people, donor to implement planning.
- b. Equipment and etc.

Risk Assessment:

<i>HAZARD</i>	<i>LIKELIHOOD</i>	CONTROL MEASURES
Equipment failure	Possible but unlikely	<ul style="list-style-type: none"> • Rescue boat on standby
Shark attack	Likely	<ul style="list-style-type: none"> • Limit swim area • tour-guide to keep an eye out
Feet cut on coral	Likely	<ul style="list-style-type: none"> • Wear proper reef safety shoes on site, always have first aid kit available
Exposure to sun	Likely	<ul style="list-style-type: none"> • Have proper lotion for skin care • always have towel to cover skin or wear hat • always in possession of eye-drops
Lost while swimming	Possible but unlikely	<ul style="list-style-type: none"> • Set buoyancy at sites, and flags around areas
Get soiled by birds	Likely	<ul style="list-style-type: none"> • Always carry umbrella while walking in areas where there are birds

D) ACTION PLAN

~ For Narmij Nature Tour

GOAL - *To operate a full-day cultural and natural tour in Jaluit Atoll*

OBJECTIVES:

- (1) *To operate initially once every other week and consider more trips as market expands.*
- (2). *To use the tour to promote conservation.*
- (3). *To provide benefits to the community:*
 - support handicrafts to the community
 - improve community awareness on conservation
 - employment for tour guides and management

Objective	Action	Time Frame
1. . Recruit tour guides	• identify 15 potential tour guides	Jan Feb Mar
	• identify boat operator	Jan Feb Mar
	• identify canoe operators.	Jan Feb Mar Apr
	• identify dive operators	Feb Mar Apr
	• formulation of tour guide association	Feb
2. Identify tour sites	• identify potential sites	accomplished
	• obtain permits from landowner	accomplished
	• compile & write trail interpretations	Feb Mar Apr
	• clean and beautification of sites	Feb Mar Apr
	• establish as 'reserve areas'	Accomplished
3. Marketing & Book-keeping	• business plan	Mar Apr May
	• training of book keeping	Apr May June
	• marketing of tour sites	Feb Mar Apr May
4. Association meetings/works hops	• workshops on association by laws	Feb May
	• election of officers	Feb
	• workshops on tour guide operations	Feb
5. CACC Quarterly meeting		Feb May
6. Formulation of Handicraft Shop	• Coop officers meeting	March
	• Formulate bylaws	March
	• Registration of members	March
	• Election of board of directors	March
7. Handicraft Center	• Identification of site on Jabor	done
	• Approval of site by landowners	March April May
	• Recruitment of Chief Carpenter	done
	• Purchase materials	Jan Feb Mar
	• Construction of center	Jan Feb Mar
	• Dedication of Center	March

PALAU REPORT

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(A) ECOTOURISM STATUS REPORT

~ Answers to SPREP pre-arrival Questionnaire

1. BACKGROUND DETAILS:

1. Name of the person or country team completing this survey.

Ilebrang U. Olkeriil and Abia Madlutk

2. What is the name of your conservation area/project?

Republic of Palau:

(a) Rock Islands Conservation Area (RICA) or Southern Lagoon.

(b) Ngaremeduu Conservation Area (NCA) {items highlighted are information pertaining to NCA}.

3. What are the tourism resources in your project area? Identify as many as possible.

(from 1997, Rock Islands Conservation Area, Awareness and Consensus Building Project, PCS)

(a). RICA:

Location/Size - The Rock Islands are located in the southern lagoon of Palau's main archipelago, south of the heavily populated main islands of Koror and north of the moderately populated island of Peleliu. The size of the CA is about 1,000 km².

Geographical description - it is nearly the entirety of the area of the southern lagoon of Palau that features steep limestone islands rising from the lagoon bottom of 10 to 50 meter depths and bounded by barrier reef system dropping steeply and very deeply.

To the north of the complex there are additional limestone islands but they are a part of or adjacent to the to the urban center of Koror.

These limestone formations increasingly give way to volcanic formations to the north.

Aesthetically - *the complex comprises one of the natural wonders of the world, both below and above the water.*

Economically - *the complex supports Palau's most important sector, marine-based tourism, with the steep walls on the south side supporting some of the most exciting scuba diving in the world.*

Natural resources - *the islands, Mangroves, reefs, and lagoons in the interior provide snorkeling, fishing, picnic, and camping areas for both tourists and residents. (The Jellyfish lake and the other marine lakes (28) in the Rock Islands. Habitat area for the Hawksbill turtle, Micronesian Megapode, and endemic birds and plants.*

Cultural resources – *Ngemelis Island is specifically under the authority of the High Chief Ibedul. This island is also where the legend of the turtle – where Palauans learned of turtles laying eggs on the beach.*

Historical – *Relics from WWII, Ulong island –site for where Capt. Wilson Shipwrecked, Japanese dock and trail, and also the German lighthouse. Archaeological sites with Rock painting, caves, etc.*

Activities in RICA -*The Rock Islands of Palau are world renowned by diving enthusiasts, natural science researchers, and the international conservation community. For Palauans, the Rock Islands are a center for recreation, a source of subsistence, and commercial fisheries, and the foundation for economic development – marine based tourism.*

The tourism industry of Palau - *relies at present almost totally on the natural resources of the Rock Islands.*

About 60 percent of Palau's tourist come to Palau primarily to scuba dive. About 90 percent of all scuba dives takes place in the Rock Islands, mostly along the steep walls outside Ngemelis and neighboring islands.

But according to communications with PVA personnel about 85% of tourists come to Palau for diving.

Also a recent study by JICA the Japanese International Cooperative Association, also states that 80% of tourists visit Palau for Diving.

Most remaining tourists tour the Rock Islands and participate in snorkeling, picnicking, fishing, canoeing and sea kayaking. Efforts are underway to develop a local tourist-based catch-and-release sport fishery.

(b). NCA:

Natural Resources - *Mangroves, rainforests (other types of vegetation), mountains, streams, coral reef, marine life, bird life, river and waterfall areas available for kayak tours, endangered species such as dugong, crocodiles, mangrove crabs, shrimps, etc.;*

Cultural Resources - *cultural relics such as traditional villages, stone paths, sacred stones and platforms, traditional dances and ceremonies, traditional meeting houses (“bai”), artifacts, local knowledge of traditional plant usages,*

religions and oral stories passed down through generations; craft production such as basket weaving and wood carving (storyboards); Palau Organic Farm; traditional meal preparation;

Historical Resources - *historical relics from WWII such as canons and airplanes, archaeological caves, Japanese historical sites, phosphate terraces (German period), Japanese farming areas;*

Social Resources - *Traditional leaderships (chiefs), women's roles ("ourrot"), men's roles ("klobak").*

4. Are there tourism projects already operating within your project area, that use some of the tourism resources of the conservation area?

(a). RICA:

Palau's tourism industry-Palau's fastest growing economic sector- is centered around diving and touring in the Rock Islands.

Ecotourism facilities available for tourist include:

- 1) *Kabekel: Outrigger Canoe Adventure Palau that use a replica of traditional Palauan warfare canoes for tours*
- 2) *Planet Blue Kayak Tours – use high quality kayak equipment with experienced biologist guides. Both tours consist of light paddling combined with snorkeling, birding, hiking, and exploring.*
- 3) *Carp Resort – Bungalow setting resort on a Rock Island in Pelelilu.*
- 4) *Story Board – Bungalow setting, marketed at Highend exclusive tourists.*

Koror State Department of Conservation & Law Enforcement have implemented a Rock Island Face Lift Program that include:

- *Rat control pilot program in Ngemelis, Ngermeaus, and Ulong island*
- *They have built compost toilets in nearly all the Tourist Activity Areas*
- *In addition to Cottages and shelters with barbecue grills*
- *Mooring buoys at major dive sites and channel markers*
- *They have established a beach boys program where they take troubled juvenile boys and have them clean up the Tourist Activity Areas, in which they also can potentially train to become rangers.*

The Jellyfish Lake Trail Program has provided an appropriate infrastructure to improve ease of access and visitor safety and satisfaction.

- *Plus interpretive materials and signage have been provided for visitors to the Jellyfish Lake.*
- *A training program for tour operators and Koror State interpreters has been developed to improve overall satisfaction at the site.*

A new project that will soon be developed is the Dolphin Project, by Morita Corporation.

- *The Morita Corporation Palau Incorporated, is proposing to build the world's largest dolphin facility (Approx. 80,000 sq. meters) in the Rock Islands.*
- *They are planning to lease an area around Ngeruktabel Island across the Malakal Harbor from the main port facility (across Ice Box).*
- *The dolphin facility is proposed to open for operation in July 2001 and they plan to begin research after 3 years of dolphin training and activities.*

- *This facility will provide a place where people interact with dolphins in a natural setting and experience their special qualities*

(b). NCA:

Some very small scale tourism is currently happening in which people doing dives on the reef at the mouth of the bay will come into Ngeremenglui during the lunch break. At this time they may eat lunches provided by community members and then will take a cultural and historical tour of the traditional Palauan sites as well as the WWII relics.

5. If not, when do you expect tourism projects to start in your project area?

(a). RICA:

Koror State Department of Conservation and Law Enforcement plans to the develop the Ngeremdiu Todai Trail into a trail program similar to that of the Jellyfish Lake. Also it will work with the Belau Tourism Association, Ministry of Community and Cultural Affairs to place mooring buoys at frequented World War II sites.

(b). NCA:

Although there is a small amount of tourism occurring in the area, it is not necessarily a project. An ecotourism project in the NCA is proposed to start in the beginning of 2001. The possible sites have been surveyed and community participation in the beginning processes has begun. Guide training and more community awareness are the next goals for the project.

6. How do tourists get to your project area? What is the means of access?

(a). RICA:

The Rock Islands CA is accessible only by boat or by kayaking (on high quality plastic equipment). Eighteen to 25 foot open fiberglass boats with outboards are the norm for private boaters. Twenty five to 35 foot open and cabined fiberglass boats with twin outboards or in-outboards are the norm for tourist operators. All relevant social services are available in Koror, 10 to 40 minutes away by boat. There is no power in the Rock Islands, with exception of a few solar powered lights at camping shelters. Land-to-vessel communication is typically done through VHF radio, and there is one relay station within the Rock Islands.

(b). NCA:

The easiest way to get tourists to the area is by boat, road transport (4WD, vans, sedans) is also possible, but takes a longer time to get there.

2. TOURISM PROJECT PLANNING

1. What **tourism experience** is there within the community who is operate or want to operate the tourism project?

(a). RICA:

Ngeremdiu Todai Trail Potential Project. There are people in the community who want to operate the tourism project (Ron at Planet Blue and Sam's Tour) and these are the same people who have worked in the industry before but unfortunately there are not Palauans although they are considered locals as they have lived in Palau for so long.

(b). NCA:

The few people with tourism experience in the NCA are the guides (mostly State Office personnel) that have taken the dive/lunch tourists around to the cultural/historical sites, waterfall, Japanese sites, etc. between their dives. This essentially included driving to the different sites with some explanation of the history involved. Therefore, several members of the community have a bit of experience in tourism.

2. Has this community been involved in planning for the project through **participatory planning or community consultation?**

(a). RICA:

There has not been any planning or community consultation yet about this tourism project. It has only been discussed with the interested community member and the Koror State Department of Conservation and Law Enforcement. In 1997, under the direction of the President of the Republic, senior political officials including governors and senators were asked to participate in a 1-week Roundtable with the travel industry and NGO's to identify the most pertinent issues regarding sustainability as well as define policies that would respond to them. This action plan document has been endorsed by the 5th Olbiil Er a Kelulau (national Legislature) and the President had recently authorized by executive order the establishment of a committee on Sustainable Policies and Action Plans.

(b). NCA:

The Conservation Area Coordinating Committee (CACC) is comprised of local leaders and individuals in the community. The members of this committee are consulted about any developments in the NCA and have a participatory planning and managerial position. In addition to this, other community members were consulted about their feelings/concerns/desires for any eco-tours projects that could be developed. There was a lot of feedback from the communities about possible management for the project as well as ideas about how the project could be run and about what people want to see develop in their communities.

Community consultation has been carried out in the past to discuss about the an Ecotourism Project for the NCA comprising of kayak tours and eco-trail tours. An Ecotourism Development Plan for the NCA has been drafted and awaiting final approval from the communities.

3. Has any **tourism awareness** been conducted for communities in your area?

(a) RICA:

There has been tourism awareness activities for the past three years by Palau Visitors Authority. The first tourism awareness theme was: Sustainable Development, 1999 theme: Show Pride in Your Island and in Yourself, 2000 theme: Welcome All Visitors Enthusiastically. The Outreach activities have been targeting schools and the rest of the community has been involved through contests, walkathons, etc.

(b). NCA:

During this time of consultation with the community, there were discussions about tourism awareness. Also, the local tourist agency, Palau Visitors Authority (PVA) and other relevant agencies have also conducted tourism awareness programs all over Palau at different times of the year.

4. What do you want to see achieved by this tourism project? What are the **goals**, or what are the **benefits** that you think will result?

(a). RICA:

Goals:

- *An additional tourist activity areas that would lessen the burden of tourists at the Jellyfish Lake*
- *Increase safety, satisfaction, and awareness of all visitors to the trail*
- *Develop interpretive materials and programs for visitor to Todai trail that will increase appreciation for the Rock Islands.*
- *Maintain the historical and ecological integrity of this unique man-made trail*

Likely impact on the environment from tourism or culture includes:

- *Currently, as Palau becomes more westernized there is no longer that traditional ethic and responsibility within people behavior and attitudes. Now, many local tour guides are not aware or they do not have much appreciation of their environment.*
- *In addition the traditional culture conflicts the idea of tourism sometimes in that it's been tradition that knowledge should be passed on to your fellowman not foreigners and thus the increased tourism (in showing them many undisturbed areas or showing them rituals) is not always welcomed.*

(b). NCA:

We want to introduce sustainable projects that would bring forth sustainable economic development to the rural communities. We also want to help make the people more aware of the importance of protecting their natural resources and preserving their cultural heritage. Through general evaluations of the community members, goals for this project include income for community through vehicle/boat hire, local hotels, guides, handicrafts and food. Also, meeting foreign cultures and increasing environmental awareness and teaching the children are possible outcomes. A project like this can also involve all members of the community and help to bring the community together.

GOALS: *To conserve the natural resources in the NCA for the benefit of the communities and future generations.*

BENEFITS: *The tourism projects that we want to introduce will have:*

- *Minimal environmental impacts, which means that the natural resources will be protected and conserved;*
- *Will bring economic development to the communities;*
- *Will increase awareness on the importance of conserving our natural resources;*
- *Will give a sense of pride for being a Palauan and to appreciate our culture (enhance and promote culture) and our natural environment;*
- *Will provide job opportunities for community members.*

5. What are the main problems that you think your tourism project will have in the future? Are there likely to be **impacts** on the natural environment from tourism, or **cultural impacts**?

(a). RICA:

- *Abuse or misuse of the trail for hunting of bird/bats or other misuse*
- *Developing the interpretive program may take a long time*
- *Trail is longer than the Jellyfish Lake and some tourists may get lost if they go off the trail*

(b). NCA:

If the tourism project is not well managed, there will be environmental impacts. Possible impacts on the environment could occur from increased garbage as well as from increased traffic to the area that can affect ecosystems such as reefs and mangroves. If there are too many tourists visiting the area, it could lead to a change in the culture. Tourism could alter the culture if tourists have little respect for the culture or simply by the introduction of new cultures to the existing one. Rules and regulations for tourists need to be posted and enforced from the beginning of the project. The introduction (or increase) of alcohol and drugs into the community is also a concern.

3. TOURISM PROJECT CASE STUDY

1. What is the **name** of the project case study?

(from 1997 Proposal to establish the Jellyfish Lake Trail Program, PCS and the April 1999 Update)

(a). RICA:

The JellyFish Lake Trail Program

(b). NCA:

Planet Blue Kayak Tours

2. Who **owns** this project?

(a). RICA:

The Koror State Government

(b). NCA:

Ron Leidich

3. Briefly describe the **tour products** that this project area offers.

(a). RICA:

Interpretive sign at the Trial (4) Signs with do's and don'ts when swimming in the lake in Palauan, English, Japanese, Madarin. Brochure made in Palauan, English, Japanese, and Mandarin.

NCA:

Kayak adventure tours to the rock islands including lunches and a guide knowledgeable in marine biology and some local history. These tours include 1/2 day tours, full day tours, or overnight tours of up to 7-8 days. Tours include snorkeling, exploring, and relaxing at the Rock Islands (even campfires, fishing, and traditional meals on overnight tours); shuttle service (pick up and drop off at hotels); speed boat shuttles (to and from kayak sites to maximize rock island time while eliminating tired paddlers); kayak rentals include dry bags, waterproof rock island maps, and instructions on tides and logistics.

4. How many **tourists** visited in 1998 and 1999?

(a). *RICA*

Between the period September 1998 and April 1999 approximately 31,327 Rock Islands User Fee and Diver Permits were sold.

An estimated 30,000 tourists per year now visit the lake, often exceeding 100 people per day. Since 1999 due to the increased temperature of the water the Mastigias population died off, the visit to the lake was lowered as the Belau Tourism Association temporarily had members discouraged from bringing customers to the Lake. Currently visitation to the lake has been estimated at about 60 people per day, the numbers may be increasing as the Mastigias are slowly coming back.

Although according to communications with PVA personnel about 75% of arrivals visit the lake that is:

- *about 40,000 for 1998 (54,530)*
- *33, 000 for 1999 (42,819).*
- *For 2000 there were about 40,000 tourists, it is estimated that about 30,000 tourist visited the Rock Islands in which they mostly likely visited the JellyFish Lake.*

(b). NCA

- *approximately 2,000*
- *approximately 2,500*
- *approximately 2,900*

5. Where did these tourists come from? What are the **main markets by country of origin**?

(a). RICA:

Most of these tourists that come to the Jellyfish Lake have been Taiwanese tourists. But generally nearly all divers visit the Lake in between dives, they include mostly the Japanese and the American tourists.

(b). NCA:

Western Europe, United States, Canada, Australia, some from Asia (Japan, Hong Kong, Taiwan)

The main markets for Palau overall:

- ***By country of origin:*** Japan, N. America, and Taiwan
- *According to the 1997 Sustainable Development Policies and Action Plan, tourist arrivals more than doubled from 1990 (23,400) to 1995 (53,230) then increased a remarkable 23,309. The Japanese high-end, resort oriented market has been overshadowed by the mass market volume packages from Taiwan, the People's Republic of China, Korea, and the Philippines which in 1996 collectively totaled 31,000 or one-third more than Japanese.*

6. What were the **main purposes** of the tourists visit?

(a). RICA:

Most tourists come to dive so many of these visitors come to the Lake in between their dives or on the last day that they can't dive and must find another activity. Others come to visit the Lake because its part of their Kayak or snorkeling tour.

(b). NCA:

Most tourists come to dive and then have a last day that they can't dive and must find another activity.

Palau overall:

According to the 1996 Exit Survey of Palau Visitors Authority (PVA) diving activities attracted most visitors to Palau (76% Japan, 59% Europe, 55% America, 40% others). Second source was general tourism activities. (56% of the Taiwanese travelers came to Palau for general tourism. More than one-third of the Pacific Islanders came for business activities. Overall most tourist came for these reasons.

7. What was the **average length of stay** at the project? Did the tourists usually stay for 2 or 3 days or maybe half a day?

(a). RICA:

Most visitors to the Lake, are divers who visit in between dives for about 1-2 hours from Mid-morning or in the afternoon after their dives. For non-divers they can spend anywhere from 2-3 hours at the Lake depending on the size of the group.

(b). NCA:

½ day, 1 whole day, or up to 8 days trip. Europeans tend to stay longer because it is part of their culture to have long holidays (e.g. 4-6 weeks) whereas Americans don't usually stay long.

Palau, overall:

According to the PVA Exit Survey, the majority of European and American visitors stayed between one to two weeks. Pacific Islanders reported 5-6 nights. A great number of respondents, Japanese and Taiwanese stayed between 3-4 nights. Also according to the Public Sector Development (PSD), in 1999 the average length of stay for:

- *Japan 6 days*
- *U.S. 8 days*
- *Australia & New Zealand 9 days*
- *European countries 9 days*

8. What is the **marketing strategy**. How does the project attract tourists?

(a). RICA:

There is currently no set written marketing strategy. Most tourist came through packaged tours from the country of origin. The Jellyfish Lake has been featured in a number of important documentary films, magazine advertisements, local ads, and by PVA, prior to becoming a project. The lake has become famous for the hundreds of thousands of jellyfish of the genera Mastigias and Aurelia that are found there. The project has relied on mostly word of mouth to attract other visitors.

(b). NCA:

Use of brochures which are distributed at dive trade shows; advertisements in dive magazines; websites; press release; by word of mouth. Work with Wilderness Travel to target particular market (eg. High-end tourists)

Palau, overall:

According to PVA their marketing strategy has been targeting in the specialty, high-end travel markets while containing the mass high-volume markets through controlled and sealed development (Sustainable Development Policies and Action Plan, 1997)

9. What **resources management strategies** are in place. How is the tourism project helping to conserve and look after the tourism resources.

(a). RICA:

There is a scientific monitoring program in place, which monitors the Jellyfish population, water quality, mangroves/sediments, and mangroves. The Coral Reef Research Foundation conducts most of the monitoring of the Jellyfish Lake and the other marine lakes. If increasing numbers of visitors result in deleterious changes to the lake, Koror State could modify the rules of behavior at the lake or limit the number of visitors through the system. The trail is being maintained by the Koror State personnel. Interpretive Brochures and Signs

have been made, providing information that has enhanced their visit but also has motivated visitors to minimize negative impacts.

(b). NCA:

The project has tour guides who are biologists or naturalists or who have experience in the environment. The project guides incorporates safety, conservation education/environmental awareness and natural history lectures into the tours. Kayak tours itself minimize environmental impacts by reducing outflow of fuels to the environment. Carrying capacity maximum 10 passengers (split into two groups). Tour guides monitor kayak sites (take notes of environmental changes). Project provides training for tour guides for three weeks.

10. How is the community involved? What **community participation strategies** are in place?

(a). RICA:

The Koror State Government, which has been involved in the project, essentially represents the community because it is a government made up state government officials and traditional leaders. They have been part of the project from the beginning. At every step, the Koror State Department of Conservation and Law Enforcement have been implementing most of the monitoring and other day to day management of the trail. There is no set community participation strategy in place except what was outlined in the original project proposal. Revenue derived from the Rock Island Use Permit that all tourist are required to get before going to the Lake, supports the work of the Koror State Department of Conservation and Law Enforcement.

The Rock Islands CA from the beginning has involved the community through community consultation that was conducted in 1998-1999. This consultation is still ongoing through awareness raising activities such as field trips.

(b). NCA:

- *Project employees are locals (boat captains, some guides, and the cook) – preferential employment.*
- *Subcontract with local guides in Peleliu for overnight trips.*
- *Income is paid to the tourist project first then it is paid to the community involved.*

11. Does the project have a **Business Plan**? If yes, please provide a copy

(a). RICA:

The Project does not have a business plan as its not a tour but different tour operators bring their visitors to the area. It has a management component in the original proposal and it was agreed by Koror State to donate a portion of the funds (\$1 dollar of every \$15 dollar permit) earned from the Rock Island User fees to Palau Conservation Society (PCS) for their assistance with the Lake.

(b). NCA:

No, but the tours are well choreographed, with experienced and trained guides, which has been beneficial to the project.

12. What **benefits** does the project provide and who receives these benefits? Do local communities benefit?

(a). RICA:

The Jellyfish Lake Trail Program has:

- *Improved ease of access and visitor safety and satisfaction, and has addressed the problems that threaten the Lake as a result of increased tourism.*
- *It has maintained the ecological integrity of this unique and fragile ecosystem with its management program that includes a biological monitoring component.*
- *The interpretive materials and programs for visitors to the Lake have increased awareness and appreciation of the lake's fragile and unique ecosystem.*
- *A training program has been established, the Koror State Rangers have been trained and now tour operators have yet to be trained.*
- *An administrative system was originally proposed to provide a sustainable source of funding for all the above activities but this was not established as there is the Rock Island Use Permit already established. It was originally intended that access to the Lake would be by way of a specific "user fee", this concept was put on hold since the Koror State Government at that time recently introduced the Rock Island Use Act that requires tourists to pay a fee to access any of the Rock Islands (including the Jellyfish Lake). The trail is maintained by the Koror State Government with funds raised from the sale of permits to visit the Rock Islands.*
- *The local community has benefited greatly as the trail has made it possible for all types of visitors and Palauans to visit the lake. The CASO in the past has brought women's Interest groups to visit the Jellyfish Lake, and these trips will continue. The local community (Koror State Government) has benefited greatly as this project has increased awareness and appreciation of the Lake from visitors, residents, and Palauans.*

(b). NCA:

Benefits: Jobs for locals; generate revenue in taxes for the government; the project is "paving the road" for future kayak investors. It is also a type of development that is environmentally friendly and considered sustainable.

13. What are, or have been, the **main problems** with the project to date?

(a). RICA:

The interpretive program has only been oriented to the Koror State Rangers. Training of tour operators and guide has yet to be organized as according to the original proposal. The main problems have been mainly abuse of the signs or plant life on the trail

- *There are still some incidents where certain tourist play with jellyfish*
- *Signs have been shot at or the frames of the signs are easily rot from the pests, thus they need continuous maintenance*

(b). NCA:

Urban development in Koror has caused some environmental impacts such as coral reef degradation (causing algal bloom), reduction of fish population, etc. Aesthetically, the developments have become an “eyesore”. Maintaining quality of tours has been hard, too.

(B) SITE SURVEY

~ Ngaremeduu Bay Conservation Area

VALUES	
Natural	<ul style="list-style-type: none"> • 3 rivers flowing into a channel/bay • mangroves • rainforest • streams • coral reef • mountains • endangered species habitat (dugong, crocodiles)
Cultural	<ul style="list-style-type: none"> • 3 states/communities surround the bay • traditional villages, stone paths sacred platforms, trad meeting houses • local handicraft
History	<ul style="list-style-type: none"> • WWII relics • phosphate terraces
Social	<ul style="list-style-type: none"> • traditional leadership • women / men roles,
ACCESS	
Boats	<ul style="list-style-type: none"> • boat (1 hour) – easiest access method
Vehicles	<ul style="list-style-type: none"> • 4 wheel drive (1 1/2 hours from main hotel areas) – only when no rain cause of slippery dirt roads • future paved road planned
COMMUNITY SUPPORT	
Awareness	<ul style="list-style-type: none"> • CACC memberships are high • Good • lots of consultation
Support	<ul style="list-style-type: none"> • high
Concerns	<ul style="list-style-type: none"> • not allowed to fish in the CA • do not want mass tourism
Hopes	<ul style="list-style-type: none"> • revenue & jobs
SAFETY	<ul style="list-style-type: none"> • Boat safety • Road access • Minimal problems
IMPACTS	
POTENTIAL MARKET	<ul style="list-style-type: none"> • guided tours only

(C) ECOTOURISM PROJECT REPORT

~ Tour Itinerary, Operational & Interpretation Plan, Risk Assessment

Tour Name: *NGEREMDIU TODAI ECO-TRAIL TOUR (Rock Islands Conservation Area)*

Consideration Factors

Duration:..... Approximately 6 hours total.

To hike on the trail:... Approximately 2 hours

Conditions:..... Calm and warm weather

Day: To be decided

Tour Itinerary & Interpretation Plan

TIME	STOP	BRIEFING TOPICS	MATERIALS
7:00am	Pick up at Hotel	<ul style="list-style-type: none"> Inform on what to bring – water, some snacks, and proper shoes Briefly mention the safety issues – sharp-edged rock & dangling jewelry discouraged, and warn of the long hike Briefly Inform of the do's and don'ts' 	<ul style="list-style-type: none"> Information/Fact sheet
7:30am	Arrive at dock (possible SAM's Tour - Planet Blue Kayak Tour)	<ul style="list-style-type: none"> Brief of the Area and Outline of Tour Discuss Safety issues and precautions Sign waiver form Equipt boat with necessities especially two-way radio for the guide and boat operator 	<ul style="list-style-type: none"> Map Photo Album Itinerary/Outline sheet Laminated Info. W/translation and identifying plants First Aid Kit (with basic bandages NO MEDICATION)
8:30am	Depart dock	<ul style="list-style-type: none"> Make sure safety precautions are accounted 	<ul style="list-style-type: none"> First Aid Kit and Radio
8:45am	Arrive at Ngeremdiu Todai Trail Dock	<ul style="list-style-type: none"> Brief of the area and Japanese construction Again stress safety and prevention 	<ul style="list-style-type: none"> Photo Album and Outline sheet Laminated Info. Boat operator to continue on the beach to prepare the lunch and setup Tour Guide will accompany the visitors at all times and to help them along the way.
8:30am	Stop 1 – On top of Ridge	<ul style="list-style-type: none"> See the view geology of RI & legend 	<ul style="list-style-type: none"> Laminated Info.
8:50am	Stop 2	<ul style="list-style-type: none"> Native plants & birds 	<ul style="list-style-type: none"> Laminated Info
9:15am	Stop 3	<ul style="list-style-type: none"> Japanese man-made trail 	<ul style="list-style-type: none"> Laminated Info
9:45	Stop 4	<ul style="list-style-type: none"> German lighthouse (have a 	<ul style="list-style-type: none"> Tour guide should

Participant Status Reports - Palau

		break/snack)	have an extra water bottle
10:00	Stop 5	<ul style="list-style-type: none"> History of German occupants & Japanese 	<ul style="list-style-type: none"> Laminated Info.
10:20	Arrive at the beach	<ul style="list-style-type: none"> Lunch & relax 	<ul style="list-style-type: none"> Food would be already prepared. The boat operator will have coconuts ready and will have enough for the remaining of the day
11:30 – 12:00	<p>Kayak tour around Milkyway – up to Jelly fish lake</p> <p>(if still up for it and this is only an option to a tour that exits already this will not be part of the eco-trail tour until later. Thus it will be only be from Item 10 and then 13 onwards).</p>	<ul style="list-style-type: none"> Brief on the geology and interesting facts of the Rock Islands and different bird and marine life 	<ul style="list-style-type: none"> Kayak prepared with necessities –life jacket, waterproof camera bag, and others
2pm	Back to Ngaremedu beach	<ul style="list-style-type: none"> Snacks & drinks 	<ul style="list-style-type: none"> Coconuts and local sweets
2:30pm	Depart (to Sam’s tour)	<ul style="list-style-type: none"> Recap and give a brochure for souvenir 	<ul style="list-style-type: none"> Eco-style brochure with earthy colors and non-glossy recycled type paper
3:00pm	Arrive at Sam’s tour	<ul style="list-style-type: none"> Give brochure – history info & photo Have visitors sign Guest book or answer a survey/questionnaire 	<ul style="list-style-type: none"> Brochure on Stand display Guestbook near by
3:15pm	Depart at Sam’s tour	<ul style="list-style-type: none"> Refer to other tours if the visitors will be in Palau Longer 	<ul style="list-style-type: none"> Other brochures of high quality tours
	Arrive at hotel	<ul style="list-style-type: none"> Goodbyes and thank yous Answer any questions Handshake 	

Operational Plan: List of equipment

<p>SAFETY</p>	<ul style="list-style-type: none"> • First Aid Kit • Two Radio w/ the Boat operator and Tour at Koror. • Mosquito repellent & Sunscreen • Two Radio – check condition • Boat – with full tank and regularly checked engine • Boat operator – experienced and should be trained in water safety rescue, First-Aid, CPR, and know how to fix the boat in case of engine trouble. • Tour Guide – also should know First Aid and CPR, warn of the risks (sharp edged limestone) • Food should be kept in containers and extra food should be taken. • Cooler with ice and drinks(coconuts and others) • A well conditioned Bus • Tour Guide will accompany the visitors at all times and to help them along the way.
<p>COMFORT</p>	<ul style="list-style-type: none"> • Air-condition on Bus • Canopy and cushions on Boat • Coconuts • Sunscreen and Mosquito Repellent • Local food • Food will be prepared when they arrive at the beach
<p>HAPPY</p>	<ul style="list-style-type: none"> • Boat operator to continue on the beach to prepare the lunch and setup • A variety of local food and cold drinks • Eco-conscience brochure • Many options
<p>WELL INFORMED</p>	<ul style="list-style-type: none"> • Briefing at the Hotel • Map • Photo Album • Itinerary/Outline sheet • Laminated Info. W/translation and identifying plants • First Aid Kit (with basic bandages NO MEDICATION)

D) ACTION PLAN

~ For Ngeremdiu Todai Eco- Trail Project, Rock Islands Conservation Area

GOAL - *To develop an alternative eco-trail tour through Ngeremdiu Todai Trail for visitors to the Rock Islands.*

OBJECTIVES:

Objective 1 *Conduct a feasibility study for an eco-trail tour at Ngeremdiu Todai Trail by July 2001*

Activity 1.1 Carry out site survey at Ngeremdiu Todai Trail for eco-trail tour

- Tourism resource (Historical, Cultural, Natural, and Aesthetic resources)
- Community Views
- Logistics

Activity 1.2 Assess community support for the eco-trail project. (Palau Conservation Society (PCS) to assist).

- Conduct interviews with the Koror State Government, Ministry of Community and Cultural Affairs, Palau Visitors Authority, Belau Tourism Association, Women's Interest Groups, and others.

Activity 1.3 Assess the viability of eco-trail tour in Ngeremdiu Todai Trail (Appraisal)

- Discuss with tour operators, community leaders, CA managers, government officials, etc.

- Market
- Community
- Access
- Safety

Activity 1.4 Assess if there is market for eco-trail tours – market research

Activity 1.5 Conduct background research on set up costs of other eco-tour trails in the Region, time needed to set up, etc.

Activity 1.6 Request consultant for technical assistance on eco-trail project

Objective 2 *Assess community support/tourism awareness for the eco-trail project. (PCS and PRA joint to assist)*

Activity 2.1 Continue consultation with key stakeholders (the Koror State Department of Conservation & Law Enforcement, Koror State Governor and Legislature, Ministry of Community and Cultural Affairs, Palau Visitors Authority, Belau Tourism Association, Women's Interest Groups, and others) and obtain full participation throughout the process of the project.

Activity 2.2 Carry out survey/questionnaire to the communities regarding eco-trail tours. A survey will be conducted before and after the project.

Activity 2.3 Conduct an ecotourism awareness program within the Koror community

- Conduct a workshop with the key stakeholder identified previously.
- Activity 2.4 Get community assistance/volunteers to carry out the process as part of the community participation
 - Possible have groups such as the women's interest groups or youth clubs like the Environmental club at PCC to participate
- Objective 3 To help minimize the negative impacts to the JellyFish Lake by providing a different option for new and repeat visitors to the Rock Islands.*
- Activity 3.1 Conduct a survey/questionnaire of Koror State Rangers, interest groups (i.e. youth groups, women's interest groups) tour operators, tourists, and locals of the disadvantages and advantages of the JellyFish Lake Trail Program.
- Activity 3.2 Carry out an environmental impact evaluation of the Trail and compare with the assessment prior to the Trail.
 - Conduct interviews with the Koror State Department of Conservation and Law Enforcement, Palau Conservation Society (PCS) Coral Reef Research Foundation, and Palau International Coral Reef Research Foundation.
- Activity 3.3 Use the recommendations and environmental impact evaluation of the JellyFish Lake to diversify and incorporate into the planning of the eco-trail tour.
- Objective 4 Plan the eco-trail tour at Ngeremdiu Todai Trail*
- Activity 4.1 Develop a Business Plan for the eco-trail tour
- Activity 4.2 Carry out Environmental Impact Assessment (EIA) process
- Activity 4.3 Develop/Prepare Itinerary for eco-trail tour
- Activity 4.4 Prepare Operational Plan for eco-trail tour
 - Prepare also a Risk Assessment
- Activity 4.5 Prepare Interpretation Plan for eco-trail tour
- Activity 4.6 Calculate costs for eco-tour
- Activity 4.7 Initiate marketing procedures (brochures, advertisements, link with other tour operators, etc)
- Objective.5 Establish the eco-trail at Ngeremdiu Todai Trail*
- Activity 5.1 Seek funding from SPREP or other appropriate donor agency (RARE Tropical Center, Packard Foundation, etc.) to pay for labor and costs of establishing the eco-trail tour.
- Activity 5.2 Recruit local community members to help out in establishing the eco-trail (Koror State Department of Conservation and Law Enforcement and possible Ministry of Community and Cultural Affairs).
- Activity 5.3 Site clearing or hardening of Ngeremdiu Todai Trail (if necessary)
 - Use of local materials as much as possible for site hardening
- Activity 5.4 Obtain local materials
- Activity 5.5 Establish the eco-trail

Objective 6 Implement the eco-trail tour

- Activity 6.1 Select and hire eco-trail guides and define their roles and responsibilities
- Activity 6.2 Implement the eco-trail tour
- Activity 6.3 Work with tour companies in Koror to make deals with linked tours (MARKETING SCHEMES)
- Link with other tour agencies, tour operators, tour companies, etc. to established packaged tours (Sam's Tours – Planet Blue Kayak Tours)
 - For example utilize the last days for divers to visit Ngeremdiu Todai Trail before departure
- Activity 6.4 Assess tour quality and tour guide's experience by means of a guest book or survey.
- Activity 1.6.5 Have FAM tours for school groups, environmental clubs, women's interest groups, and others for educational purposes.
- Activity 6.6 Carry out survey/questionnaire to the communities regarding eco-trail tours. Compare with the survey prior to the project and assess for increased awareness and others

TIME FRAME - 2 years Starting from July 2001

GUAM REPORT

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(A) ECOTOURISM STATUS REPORT

~ Answers to SPREP pre-arrival Questionnaire

Since Guam already has such a high level of non-ecotourism development, the participants from Guam responded to the SPREP pre-arrival questionnaire through the following discussion paper, rather than answering each individual question.

Environmental Education Program:

A Practical Guide for Guam Policy-makers

Executive Summary

Given Guam's unusual position in the tourism industry relative to the islands of the western Pacific, the focus of this paper is to (1) address environmental needs to varied target audiences and, (2) to implement an integrated, multi-media approach that fosters an understanding of Guam's environment.

Within this broad context, a diversified approach to Guam's existing tourism includes marine- and land-based ecotourism models of development. In essence, planners recognize that the lure Guam offers visitors is based on the island's history and culture, people, and the environment.

Through the use of an environmental education program, planners hope to offer a holistic and rewarding experience to visitors who visit Guam's shores, as well as to enhance the quality of life for locals and visitors alike, is the bottom line.

Preface

Although ecotourism is in its infancy throughout the islands of the western Pacific, the concept is making inroads with island policy-makers, tourism officials, and economic advisors as a viable option. A leading catalyst for implementing ecotourism models of development is the South Pacific Regional

Environment Programme (SPREP), which conducted the Micronesia Community-based Marine Ecotourism Workshop January 15-26, 2001, in Yap State, Federated States of Micronesia.

Reviewing the viability of ecotourism as a sustainable model of development are representatives from the Republic of Palau, Federated States of Micronesia, Republic of the Marshall Islands, Republic of Nauru, and Guam.

It is apparent that within this ecotourism construct, Guam's situation is an anomaly. In the mid-1990s Guam surpassed two million visitors per year. Although this figure has declined in the late-1990s—reasons include the Asian economic contagion, Super-typhoon Paka and aftermath, and the Korean Airlines crash—the number of visitors per year has slowly but steadily increased. Consequently, Guam's tourism infrastructure is geared towards volume; approximately 80 percent of Guam visitors hail from Japan.

Most of Guam's visitors stay in Tumon Bay. Located on the leeward side of the island facing the Philippine Sea, the five-square-mile stretch of white sandy beaches is dotted with world-class hotels, five-star restaurants, and Duty Free shopping. Diversifying this cash crop to include ecotourism land- and water-based activities is difficult, at best. Select reasons include:

- Policy-makers provide tax incentives to major tourism-related businesses;
- Projected revenue streams from volume tourism provide government and social services;
- Hotel, restaurant, and tour operators have spent millions of dollars in advertising Guam as a resort destination, complete with all necessary Western accouterments.

It is the intention of the authors to highlight community-based tourism models in order for policy-makers to weigh the considerations of diversifying the island's present tourism model. We have identified four possible case studies:

- Environmental Education Camp
- Talofofu Jungle River Boat Cruise
- Apra Harbor
- Village Pilot Program

Presently, the Guam Environmental Protection Agency (GEPA) is in the beginning phase of a five-year Environmental Education awareness program (EE). The intention is to develop community involvement, inter-government agency cooperation, community awareness among select target audiences including policy-makers, and to offer guidelines to potential ecotourism-related businesses.

The models of ecotourism development for individual tours created by SPREP—potential site risk assessment, interpretative plans, operational plans, tour itinerary, and cost analysis—will not be addressed in this presentation. It is hoped that once Guam policy-makers review the strategies contained here within, the tour specifics will be implemented.

In addition, the authors have included an executive summary, mission statement, objectives, activities, and specific case studies relevant to a policy construct. A “Guam Tourism at a Glance” section is located in the appendix and will highlight answers to specific questions requested by SPREP.

Guam’s Five-Year Environmental Plan

Unofficial census data suggests that Guam’s population has declined from the 165,000-peak number established in the early-1990s to about 125,000 in 2001. Although Guam has approximately 225 square miles of land, population pressures, and run-a-way development have placed a serious strain on Guam’s flora and fauna, fresh water, and marine resources. Couple this with more than one million annual visitors to Guam’s shores and there is a crisis looming on the horizon.

To mitigate this potential problem, an Environmental Education Subcommittee was created, which is composed of representatives from, among others, the USDA, Fish & Wildlife Service, Bureau of Planning, GEPA, departments of Education and Agriculture, the University of Guam, as well as concerned citizens, educators, and non-government organizations.

The subcommittee’s vision statement reads: “By 2006, the Environmental Education Subcommittee will have implemented an integrated, multi-media approach fostering an understanding of watersheds, which everyone can apply, effecting a change in behavior. This understanding will create positive environmental ethics and equip our community to make decisions to preserve and manage our water resources.”

(The specific context of the vision statement is directed towards the island’s watersheds and water resources, yet overall, diversified tourism models can be placed within this mandate.)

Goals & Objectives

The EE objectives are abstract and conceptual in scope:

- To raise educated awareness and increase knowledge;
- To provide target groups with tools to effect change and capacity-building;
- To create incentives; and,
- To evaluate, measure, and monitor effectiveness.

To accomplish these goals and objectives, members have identified several activities. For the purposes of this presentation, an integrated curriculum (natural and social science approach) and an Environmental Education Camp are highlighted. The target audiences range from children (kindergarten-grade 12), higher education (community college and university-level), professionals (industry and government), general public, and decision- and policy-makers.

Within this broad conceptual framework, sustainable models of development will be placed, along with various community-awareness projects (see individual case studies).

Activities

Various activities that include all five target audiences have been incorporated so that EE can be implemented within the five-year scope. Some of these activities include:

- Integrated curriculum development;
- Mass media: Electronic—30-minute television programs, public service announcements, radio programs, web sites; print—newsletters, newspaper columns, public service advertisements.
- Art shows on the environment;
- Billboards and highway banners;
- Workshops on soil erosion, water resource regulations, and ecotourism;
- Earth Week activities.

To initiate these and other activities, EE planners have used a wide range of literature including SPREP's Action Strategy for Environmental Education & Training in the Pacific Region, 1999-2003, as well as information gleaned from the Micronesia Community-based Marine Ecotourism Workshop held in Yap. Educational literature that focuses on the integration of natural resources and social impacts will be presented within the five-year scope as a means to educate the next generation.

Case Studies

Given Guam's tourism dynamics, ecotourism models of development that conform to SPREP's vision will fit within the above mentioned goals and objectives. Subsequently, the authors have identified four specific case studies that could serve as a template of appropriate development.

Environmental Education Camp

This one- to two-week camp will offer elementary and high school students the opportunity to learn about Guam's flora and fauna, people's impact on the environment, and the importance of water resource conservation. Land- and marine-based ecotourism models will also be discussed to show the flip side of mass development and the adverse impact on the environment.

Talofofu Jungle River Boat Cruise

This activity is considered to be one of a handful of viable ecotourism models currently in use in Guam. Located in southern Guam, the boat cruise takes tourists on a journey along the Talofofu and Ugum rivers and into the jungle interior. There is a recreation of a pre-contact Chamorro village; original latte can be seen. Residents and tourists alike have taken advantage of the cruise, which offers a hands-on understanding of river ecosystems.

Apra Harbor

Situated within Orote Peninsula, Apra Harbor is Guam's only deep-water commercial port. It is also used by the US Navy, which has placed security restrictions regarding access and use. There are "yachties" who use Apra Harbor as a home base, and private marine-based tourist-related businesses that offer three-hour excursions to tourists wishing to get away from Tumon Bay.

Despite what is perceived to be considerable constraints, marine-based ecotourism is making inroads at Apra Harbor. A large, multi-million dollar private company—Atlantis—is now doing assessment surveys to determine the viability of ecotourism activities. Operational and itinerary plans are being developed on a private basis. Once fully implemented, visitors will embark upon a journey over World War I and II sites, see mangrove and coastal ecosystems, and Chamorro latte along the shoreline and inland. It is expected to take another year to develop the site.

Village Pilot Program

Tourism in Guam is administered by the Guam Visitors Bureau, which offers community-based grants to help develop tourism. The authors have identified a need for village level tourism, a concept that encourages tourists to venture into any one of Guam's 19 villages (instead of staying only in Tumon). Grant monies would provide training and wages to local villagers who serve as tour guides. In turn, the village would maintain historical sites and other landmarks of interest.

Guam Tourism at a Glance

Background Details

- What are the tourism resources in your area?

Guam's tourism resources are centered in Tumon Bay. Numerous hotels, restaurants, shops, and marine activity centers cater to tourists' needs. In addition, Guam's historic and cultural landmarks scattered throughout the island offer tourists a viable option of exploring Guam.

- Are tourism projects already operating?

Tourism in Guam began in 1962, when the US Navy Security Clearance was lifted. Continental Airlines, known throughout the region as Air Mike, began service in 1968. As a result, Guam serves as the hub of transportation and communication in the western Pacific. This concept mirrors tourism development, which has been based on volume. Ecotourism models are not located within the main arena of Tumon, and have been relegated to southern Guam and a privately owned beach resort in northern Guam.

- How do tourists get to your area?

Access to Guam is mostly from air transport from Asia and the US mainland. Once on Guam, tour buses and private rental cars are used; mass transit is underutilized but available.

Tourism Project Planning

- Has any tourism awareness been conducted for communities in your area?

Tourism awareness has been conducted for the community. For example, the acronym WAVE, which stands for Welcome All Visitors Enthusiastically, has been a Bureau slogan. This applies, for the most part, to the main market in Tumon. Ecotourism awareness has yet to be implemented.

- What do you want to see achieved by this tourism project?

Through the implementation of the Environmental Education program, EE members hope to raise the levels of consciousness regarding a diversified approach to mass tourism, including marine- and land-based ecotourism models. Further, members hope to see that the environment plays a greater role in offering visitors a holistic and rewarding experience while visiting Guam.

- What are the main problems your tourism project will have in the future?

As populations increase, land becomes a more valuable commodity. Land issues, military regulations, bureaucratic red tape, and creating a mindset of change are the biggest hurdles planners must overcome. Of course, initial funding and maintenance funding is always a critical problem, hence the need to educate policy-makers.

Tourism Case Study

Note: Given Guam's unusual situation—relative to the islands of the western Pacific—select questions will be answered.

- Tour products

Virtually every tour operation on Guam has brochures, booklets, videos, or some other form of promotional collateral. Ecotourism tour operators do not have tour products due to budget constraints.

- Tourism numbers

Guam's tourism industry began the slow rebuilding process following the 1997 typhoon and Asian economic downward spiral. Approximately 1.2 million visitors experienced Guam in 1998, and 1.4 million in 1999. The eventual goal is 2 million visitors, on a constant basis, by 2005. The vast majority of tourists come from Japan, followed by Taiwan, Korea, the US mainland, and other Pacific Islands.

- Main purposes for tourist visits?

Mostly leisure vacations, with an average stay of four days on Guam.

- Marketing strategy

The Guam Visitors Bureau heavily markets Guam to its premier clients in Japan, Taiwan, and Korea. Ecotourism marketing is virtually nonexistent due to budget constraints. Marketing gurus use a variety of strategies (in Japanese and English), including travel agents manuals, individual tours and attractions, and promotional videos.

- How is the community involved?

Aside from public service announcements and slogans, a substantive work force is employed by the visitors industry. Ecotourism-related businesses have very few employees and a high overhead, thereby reducing their businesses to public exposure.

(B) SITE SURVEY

~ Apra Harbour

VALUES	
Natural	<ul style="list-style-type: none"> • reefs • beach • mangroves
Cultural	<ul style="list-style-type: none"> • latte remains (limestone ‘pillar’ used as pillar for foundations of buildings)
History	<ul style="list-style-type: none"> • submarine wreck • WWII sites
ACCESS	<ul style="list-style-type: none"> •
Boats	<ul style="list-style-type: none"> • restricted by navy
COMMUNITY SUPPORT	
Awareness	<ul style="list-style-type: none"> •
Support	<ul style="list-style-type: none"> • minimal
Concerns	<ul style="list-style-type: none"> • too much naval activity
Hopes	<ul style="list-style-type: none"> • make it an ecotourist destination to promote cultural history
SAFETY	<ul style="list-style-type: none"> • Naval activities in area
IMPACTS	<ul style="list-style-type: none"> • Serious • naval exercises • commercial boating, oil spills • fishing
POTENTIAL MARKET	<ul style="list-style-type: none"> • Japanese (80% of Guam tourists) • military personnel • students – elementary level

(D) ACTION PLAN

~ For the Guam Environmental Education Program

Executive Summary

Guam’s unique position in tourism—relative to the islands of the western Pacific—requires planners to develop a comprehensive Environmental Education Plan (EE) for implementation within a five-year scope (FY 2001-2006). The Guam Environmental Protection Agency is considered the principal in this EE construct and has developed and nurtured a proactive relationship with other government agencies, non-government organizations, and community representatives to ensure community environmental awareness.

Although the comprehensive plan requires many levels of support and understanding, the underlying need is to develop a database of information. Once the foundation has been established, GEPA will then segment the information for various projects, including *inter alia* an integrated curriculum and textbook coupled with teacher workshops, public service advertisements in both the print and electronic media, select workshops, and film documentaries for public consumption.

For the purposes of this paper, the authors have drafted a tentative timetable for implementation of activities, but have decided to focus on the integrated curriculum given the tremendous logistics and volumes of work that is required.

Preface

The EE is a five-year comprehensive program that will encompass the ideas of numerous federal and local government agencies, non-government organizations, and environmentally concerned individuals. Given potential logistical problems—appropriate and timely funding, the political climate, and conformance to curriculum standards—and other problems inherent with mass involvement, GEPA is to serve as the principal investigator to ensure a constant flow of information. This flow will then be collated to serve as a database of information, from which select projects could take place within the EE construct.

To mitigate the tremendous volume of information required to establish the EE, the authors are focusing on the development of curriculum integration within the local public and private school system. Research has shown that, at present, there is only one education textbook pertaining to island eco-systems, and it is at the university level.

The scope of this Action Plan is the next three years, 2001-2003, and is designed only within the integrated curriculum concept.

Goal

To create and implement the Environment Education plan for the benefit of the community of Guam. Peripherally, this may serve as a template for other islands in the western Pacific if and when the need arises.

Objectives

The objectives are multi-faceted, but the bottom line is to enhance a community awareness about Guam's fragile environment given population pressures, water resources, and lack of environmental education awareness. Other objectives include:

- To provide target groups with tools to effect change and capacity-building;
- To create incentives; and,
- To evaluate, monitor, and assess effectiveness.

Feasible Actions

A five-year calendar, with each year divided into quarters, has been drafted and is to be modified and fine-tuned over the next few weeks. A preliminary forecast suggests the following:

Year One

- Second quarter: Adoption of integrated curriculum resolution;
- Third quarter: Proposal presentation and feedback from select government agencies, non-government organizations, and concerned individuals;
- Fourth quarter: Adopt-a-Watershed Educator Workshop; publish RFP for public consumption on coordination and collaboration of information.

Year Two

- All year: Gather information and forward to GEPA for database;
- Curriculum standards to be reviewed for conformance with Dept. of Education

Year Three

- Workshops and implementation of integrated curriculum for review;
- Teacher workshops for integrated curriculum resources.

To accomplish this challenge, GEPA has been in the process of fostering a close association of partners within a broad network, including:

- US Environmental Protection Agency
- Various government of Guam agencies
- Select private sector organizations and members

Time Frame

The tentative time frame for an integrated curriculum program is three years.

Note: Numerous other projects stated in the Environmental Education Master Plan will be created as a result of the information gathered and collated by GEPA.

ANNEXES

- Annex 1** **Yap Workshop Evaluation Form**
- Annex 2** **Participant Evaluation Results**
- Annex 3** **Letter to Kadai Community**
- Annex 4** ***Maa Spectacular* - Product Development Plan
for Maa Village**
- Annex 5** **Yap Rediscovered - Product Development Plan
for Riken Village**

ANNEX 1 Yap Workshop Evaluation Form

SPREP COMMUNITY MARINE ECOTOURISM WORKSHOP

Yap 15 – 26 January 2001



WORKSHOP EVALUATION

Please help make future ecotourism workshops better by completing this evaluation form. Thank you!

1. How would you rate the VENUE for this workshop?

A) YAPCAP

Not Good Good Very Good

B) MARINA

Not Good Good Very Good

Comments _____

2. How would you rate the ACCOMMODATION for this workshop?

A) Village View

Not Good Good Very Good

B) ESA

Not Good Good Very Good

C) Other (Name of Hotel: _____)

Not Good Good Very Good

Comments _____

3. Was the duration of the workshop/ teaching programme

Too Long Too Short Just Right

Comments _____

4. Was the STYLE OF PRESENTATION

Too formal Too informal Just Right

Comments _____

5. Overall, were the WORKSHOP PRESENTERS AND TRAINERS

Not Good Good Very Good

Comments _____

6. Were there enough opportunities for you to CONTRIBUTE YOUR KNOWLEDGE, express your opinions and ask questions?

No Yes

Comments _____

7. Were there enough opportunities for you to EXCHANGE AND DISCUSS ideas with other participants?

No Yes

Comments _____

8. How would you grade the use of the following TRAINING TOOLS in this workshop?

A). *Field Exercises*

(Maa & Riken Site Surveys, Village View Environmental Impact Assessment, Kaday Cultural Tour)

Poor Fair Good Very Good

Comments _____

B) *Lectures from trainers*

Poor Fair Good Very Good

Comments _____

B) *Group Discussions*

Poor Fair Good Very Good

Comments _____

C) *Overhead/ audiovisual material*

Poor Fair Good Very Good

Comments _____

D) Library and reference materials

Poor Fair Good Very Good

Comments _____

F) Handouts (documents during workshop)

Poor Fair Good Very Good

Comments _____

9. Was the content and information of the PRE-WORKSHOP PACKAGE useful?

No Yes

Comments _____

10. How would you grade the content and presentation of the Ecotourism Manual prepared by *terra firma associates*?

Poor Fair Good Very Good

Comments _____

11. After this workshop, how well do you think you could carry out the following tasks?

A) Plan and deliver a BASIC TOURISM AWARENESS programme to local communities in and around your project area

Not confident Somewhat confident Confident

B) Work with a community and/or individual household to IDENTIFY TOUR PRODUCT(S) that they are willing to offer.

Not confident Somewhat confident Confident

C) Work with a community or individual household to IDENTIFY SKILLS AND RESOURCES that they will require to successfully develop tourism products

Not confident Somewhat confident Confident

D) Understand the structure and workings of your local TOURISM INDUSTRY and undertake preliminary TOURISM MARKET RESEARCH

Not confident Somewhat confident Confident

- E) Prepare **SIMPLE MARKETING MATERIALS** (*eg brochures*) focussed on an individual tourism product(s) and targeted at a particular market
Not confident Somewhat confident Confident
- F) Understand the principles for successful **MANAGEMENT OF A COMMUNITY-BASED MARINE ECOTOURISM PROJECT** in an environmentally sensitive location and develop and apply appropriate management strategies (*eg Environemntal Impact Assesements, community and environemntal management strategies*)
Not confident Somewhat confident Confident
- G) Prepare an **INTERPRETATION PLAN** for a specific tour
Not confident Somewhat confident Confident
- H) Design simple **INTERPRETATION MATERIALS** (*eg: interpretive commentary for a guided tour, information leaflets*)
Not confident Somewhat confident Confident
- I) Prepare an **OPERATIONAL PLAN and TOUR COSTING** for a tour
Not confident Somewhat confident Confident
- J) Undertake a **BASIC TRAINING NEEDS ANALYSIS** and have both the training and extension skills and the confidence to **ORGANISE AND FACILITATE FURTHER TRAINING** with the assistance of professional trainers
Not confident Somewhat confident Confident

12. What was the **BEST THING** about this workshop?

.....

.....

.....

.....

13. What was the **worst thing** about this workshop?

.....

.....

.....

.....

14. In what areas of marine ecotourism development, do you feel you need more training/ assistance?

.....

.....

.....

.....

15. General comments on the workshop

.....

.....

.....

.....

**Thank you for your
Participation, Humour and Friendship!**

Annex 2 Participant Evaluation Results

1. How would you rate the VENUE for this workshop?

A) YAPCAP	
Not Good	0
Good	8
Very Good	8

B) MARINA	
Not Good	1
Good	8
Very Good	7

Participants' Comments

- *It got very warm at the YAPCAP in the afternoon. The friendly staff at the Marina, proximity to the YCA and Internet was great.*
- *YAPCAP's got more room, more a/c's.*
- *It was alright but the lighting just set a tired mood.*

Facilitators' Note:

- *Due to other bookings, the Workshop had to change venues after the first week, moving from Yapcap to the Marina*

2. How would you rate the ACCOMMODATION for this workshop?

A) Village View	
Not Good	0
Good	7
Very Good	5

Participants' Comments

- *Excellent! I felt the Workshop could have been conducted at the Village View if we had a blackboard, overhead and pad.*
- *Village View, I like.*
- *Friendly.*

B) ESA	
Not Good	0
Good	3
Very Good	7

C) Other (Name of Hotel: Trader's Ridge)

Not Good	0
Good	1
Very Good	1

Participants' Comments

- *What a great combination of experiences – Village View, ESA and Trader's Ridge. I loved Village View – I felt one with nature.*

Other (Name of Hotel: Blue Lagoon Apartments)

Not Good	1
Good	1
Very Good	1

Participants' Comments

- *It was dirty.*

Other (Name of Hotel: Ocean View)

Not Good	0
Good	1
Very Good	0

Other Participants' comments:

- *N/A*
- *(I am a) Local participant, thus unable to use any of the facility.*

Facilitators' Note:

- *The variety of accommodation offered valuable experiences in tourism product and further insight into Yap's regions.*

3. Was the duration of the workshop/ teaching programme

Too Long	0
Too Short	3
Just Right	13

Participants' Comments

- *I thought the Workshop was going to be stressful because there is usually a lot to cover in SPREP sponsored training. The two weeks helped spread the work.*
- *No comments.*
- *Appropriate two weeks to absorb everything.*
- *Too short, merely because the program was great.*
- *Maybe two and a half weeks is good due to so much info.*

Facilitators' Note:

- *Participants maintained their interest and enthusiasm throughout, and felt the two-week time frame justified. Several of those new to concepts would welcome a longer workshop or follow up sessions to reinforce learning.*

4. Was the STYLE OF PRESENTATION

Too formal	0
Too informal	0
Just Right	16

Participants' Comments

- *Great break-up session, group session, lectures, field trips – learning field trips with a purpose – all added to helping participants learn about ecotourism from several “eyes” (perspectives).*
- *Well done!*

- *The two people, Robin and Russell were excellent presenters.*
- *Complementary I observed and adopted.*
- *Gets more interaction among participants.*
- *Good combination of facilitation style, personality.*

Facilitators' Note:

- *Participants appreciated the variety and informality. The resulting comfort levels made for effective learning experiences.*

5. Overall, were the WORKSHOP PRESENTERS AND TRAINERS

Not Good	0
Good	1
Very Good	15

Participant Comments

- *Approachable, very understanding professionals. I would not have selected anyone else. Great sense of humour.*
- *Create relaxed but productive sessions.*
- *Excellent information transfer, knew info very well.*
- *Good range of presentation style.*

Facilitators' Note:

- *Positive interaction between trainers and participants was evident, confirmed by inquiries from participants regarding future facilitation in home communities.*

6. Were there enough opportunities for you to CONTRIBUTE YOUR KNOWLEDGE, express your opinions and ask questions?

No	2
Yes	14

Participants' Comments

- *Small groups were good.*
- *Opportunities were created but unable to use due to job duties at the time.*
- *Plenty of opportunity.*
- *Way beyond my usual style.*

Facilitators' Note:

- *Participants brought valuable backgrounds to the Workshop. Facilitators continuously requested feedback, input and questioning from participants.*

7. Were there enough opportunities for you to EXCHANGE AND DISCUSS ideas with other participants?

No	1
Yes	15

Participants' Comments

- *Received a lot of ideas through discussions.*
- *The trainers were always open to examples etc.*
- *More than enough.*
- *Participants in each group drew me in.*

Facilitators' Note:

- *A cooperative atmosphere and the mixing of group participants and numbers fostered interaction. Many participants have committed to stay in contact to assist each other develop projects and share experiences.*

8. How would you grade the use of the following TRAINING TOOLS in this workshop?

A). Field Exercises

(Maa & Riken Site Surveys, Village View Environmental Impact Assessment, Kadai Tour)

Poor	0
Fair	0
Good	2
Very Good	14

Participants' Comments

- *The Kadai cultural tour really helped to provide the idea of ecotourism for me and see so many potentials out there.*
- *This was a great learning tool.*
- *Understood from other participants.*
- *Appropriate, easy to relate to.*
- *Strengthens appreciation of culture.*
- *I wish all field exercises were like these.*

B) Lectures from trainers

Poor 0

Fair	0
Good	1
Very Good	15

Participants' Comments

- *Complemented each other (their teaching style).*
- *Very informative and interactive.*
- *Informative, easily understood. Needed these perspectives and experiences.*
- *Never boring, kept me on my toes.*

Facilitators' Note:

- *A variety of teaching and learning styles minimized "chalk and talk" while conveying a broad range of information.*

C) Group Discussions

Poor	0
Fair	0
Good	3
Very Good	13

Participants' Comments

- *Everyone always participated and my compliments to both instructors on how attentive and helpful they were once a group either deviated from or got stuck on the topic being discussed.*
- *It was great to hear other country's input and examples.*
- *Very in-depth but at times only a few commented.*
- *Group members tend to forget ground rules.*

- *I enjoyed these. Found them productive.*
- *It would have been nice to have had more.*

Facilitators' Note:

- *Participants were positive, productive and cooperative in group discussions and presentations.*

D) Overhead/ audiovisual material

Poor	0-
Fair	0
Good	7
Very Good	9

Participants' Comments

- *Should have PowerPoint available also.*
- *Enough.*

Facilitators' Note:

- *Audio Visual materials were limited by some resource factors such as video format, though clearly greater use of elements such as PowerPoint, slide and video presentations and overheads would have enhanced delivery.*

E) Library and reference materials

(Responses were only received from 15 participants)

Poor	0
Fair	0
Good	8
Very Good	7

Participants' Comments

- *No comments.*
- *Not all participating countries contributed, donated.*
- *Need more materials.*

Facilitators' Note:

- *These included industry resources such as ecotourism manuals, brochures, consultancy plans, guidebooks, maps, posters, audio-visual materials.*

F) Handouts (documents during workshop)

(Responses were only received from 15 participants)

Poor	0
Fair	0
Good	2
Very Good	13

Participants' Comments

- *Materials are very good, however didn't have time to read during or after each session.*
- *Too much (only one hole puncher available).*
- *Exceptional.*

Facilitators' Note:

- *Specific handouts were developed by the facilitators to supplement the Ecotourism Manual. Some were information focussed, others activity based (see Appendix). Responses were only received from 15 participants.*

9. Was the content and information of the PRE-WORKSHOP PACKAGE useful?

(Responses were only received from 14 participants)

No	1
Yes	13

Participants' Comments

- *N/A*
- *Package is again very useful but didn't arrive in time for us to be familiar with.*
- *Need more info on the host country, ie: logistics, expectation.*
- *However would appreciate to have info on host country.*
- *Little time to prepare.*
- *Not really – just gave additional work.*

Facilitators' Note:

- *Participants received this with varying lead times before the Workshop. All completed their questionnaires before or during the Workshop.*

10. How would you grade the content and presentation of the Ecotourism Manual prepared by *terra firma associates*?

Poor	0
Fair	0
Good	0
Very Good	16

Participants' Comments

- *Wish I had it two weeks in advance.*
- *Appropriate guideline.*
- *No need to be taken through, very easy to follow, informative.*
- *Excellent manual.*
- *One of the best that I've seen.*

Facilitators' Note:

- *Participants received this during the Workshop. Trainers referred to sections during activities, and emphasized follow up reading.*

11. After this workshop, how well do you think you could carry out the following tasks?

A) Plan and deliver a BASIC TOURISM AWARENESS programme to local communities in and around your project area

Not confident	0
Somewhat confident	4
Confident	12

B) Work with a community and/or individual household to IDENTIFY TOUR PRODUCT(S) that they are willing to offer.

Not confident	0
Somewhat confident	2
Confident	14

- C) Work with a community or individual household to IDENTIFY SKILLS AND RESOURCES that they will require to successfully develop tourism products**
- | | |
|--------------------|----|
| Not confident | 0 |
| Somewhat confident | 3 |
| Confident | 13 |
- D) Understand the structure and workings of your local tourism industry and undertake preliminary tourism market research**
- | | |
|--------------------|----|
| Not confident | 0 |
| Somewhat confident | 5 |
| Confident | 11 |
- E) Prepare simple marketing materials (eg brochures) focussed on an individual tourism product(s) and targeted at a particular market**
- | | |
|--------------------|----|
| Not confident | 0 |
| Somewhat confident | 3 |
| Confident | 13 |
- F) Understand the principles for successful management of a community-based marine ecotourism project in an environmentally sensitive location and develop and apply appropriate management strategies (eg Environmental Impact Assessments, community and environmental management strategies)**
- | | |
|--------------------|----|
| Not confident | 1 |
| Somewhat confident | 3 |
| Confident | 11 |
- G) Prepare an interpretation plan for a specific tour**
- | | |
|--------------------|----|
| Not confident | 0 |
| Somewhat confident | 2 |
| Confident | 14 |
- H) Design simple interpretation materials (eg: interpretive commentary for a guided tour, information leaflets)**
- | | |
|--------------------|----|
| Not confident | 0 |
| Somewhat confident | 1 |
| Confident | 15 |
- I) Prepare an operational plan and tour costing for a tour**
- | | |
|--------------------|----|
| Not confident | 0 |
| Somewhat confident | 4 |
| Confident | 12 |

J) Undertake a basic training needs analysis and have both the training and extension skills and the confidence to organise and facilitate further training with the assistance of professional trainers

Not confident	0
Somewhat confident	3
Confident	12

12. What was the BEST THING about this workshop?

Participants' Comments:

- *It is difficult to state just one best thing about this Workshop when there are several and all of them combined made for a great Workshop. Every island nation team had great experiences to share. This regional focus was great because it will help us form networks and encourage each other to team up in future projects. After all we all have similar problems and challenges.*
- *Field exercises of Maa, Riken. I think everyone gained a lot from this experience. The flexibility was also great.*
- *For the most part, everything has been very useful and helpful to me working as a tour guide for the hotel.*
- *Training prepares the community/island ensure proper use of their habitat/resources.*
- *We got to know people from other countries and their knowledge in the ecotourism workshop and the understanding of the trainers.*
- *Very interesting the things we take for granted could be so useful and attractive to tourists.*
- *Easy going presentation style, which set the mood – enabling me to relax and learn from everyone. If and when I didn't understand I just ask.*
- *Networking and interaction of people who represent various jobs in Micronesia.*
- *The spontaneous nature of trainers and participants alike.*
- *Robin and Russell complement each other by providing useful information to the participants. They are also hardworking.*
- *The information presented and the mixture of different cultures.*
- *Information very comprehensive. Presentations, group discussion, field trips.*
- *The participants and being in Yap. It was also great to have very different facilitators.*
- *I acquire more knowledge in ecotourism in this way I would pass on the knowledge to my village people.*
- *The willingness from the participants to learn and the patience of the instructors to teach.*
- *A lot of ideas and things that it's very important.*

13. What was the worst thing about this workshop?

Participants' Comments:

- *I felt other people/stakeholders/interest groups were missing, eg: folks from the other Yap hotels, tour venues (Bechyal), but I also understand that this Workshop allows each country island to strengthen it's capacity to hold its own similar workshops.*
- *The same kind of food day in day out.*
- *Lack of preparation – notified four days before the Workshop.*
- *Nothing.*
- *No idea.*
- *Not enough time to do all your work.*
- *Not enough variety of tea snacks.*
- *Insufficient lead-time to prepare, advertise and finalise on the necessary arrangements, eg: local presenters, site visits, workshop venue, transportation and unclear as to who was responsible for what part of the Workshop costs.*
- *Being away from loved ones.*
- *Nothing.*
- *The lack of information available prior to the Workshop.*
- *None.*
- *Being bitten by mosquitoes.*
- *Nil.*
- *Not being able to master the art of chewing betel nut.*

14. In what areas of marine ecotourism development, do you feel you need more training/ assistance?

Participants' Comments:

- *Sea / mangrove.*
- *No, just experience.*
- *More training, eg: one months training. It was really fast to learn new things.*
- *In the Tour Costing and Finance, not to mention environment impact assessment.*
- *Not really sure.*
- *Should do more training with dive shops to make sure they are aware of the vulnerability of marine ecosystems.*
- *Just about all the areas.*
- *Training – financial planning, the finer details.*
- *Assistance – other participants and trainers have offered to assist in anyway should required.*
- *More training on facilitating workshops and funding assistance.*
- *Funding, funding, funding!!*

- *At the moment, I can't think of anything, but when I do I will email you.*
- *Proposals and Grants writing; media interaction required but minimised in Workshop.*

15. General comments on the workshop

Participants' Comments:

- *The content, presentation styles, facilitation styles of the different facilitators/trainers complimented each other. I felt really fortunate to be in this Workshop. The expertise of Russell and Robin were valuable. They have a lot of experience we can all learn from. I also found the experience and comments of the other participants helpful and insightful. Overall it was a great Workshop! We had many opportunities to bond, form friendships and network in our fields of expertise. This will help us in our future challenges and endeavours.*
- *Thank you Robyn, Russell, Helen and Lucille*
- *Overall I feel this Workshop was very successful. I learned a lot that is very relevant to situations in Micronesia.*
- *Excellent!!*
- *The training is most appropriate for product development particularly at this level where all the islands are just venturing into the industry. It should help us as a guide to do suitable development in this area.*
- *I think they should give more free time to do own work.*
- *The best workshop I've ever attended. I enjoyed everyone's company, easy going attitude, and the fact that everyone always helped everyone else. Friendly natured bunch of people. Rubbed shoulders with a Chief with a great sense of humour!!!*
- *Materials, lectures, participants assistance were great. Need I say more, I've enjoyed learning about ecotourism.*
- *You learn more when the atmosphere of the training is not stressful. A bunch of misfits with one belief.*
- *Lucille (SPREP) needs to spend more money (eg: evening gatherings). Helen Ng has been very supportive, helpful and friendly.*
- *I think this Workshop is a great way of creating networks between the Micronesian countries.*
- *Excellent – great combination of theory and hands-on training.*
- *Fantastic, spectacular Workshop.*
- *We should have a reunion.*
- *This project contribute a lot to myself and my country and especially for the project that I represent.*
- *One of the best Workshops I've attended. Fun, information and entertaining.*

Annex 3 Letter to Kadai Community



SOUTH PACIFIC REGIONAL ENVIRONMENT PROGRAMME
(SPREP)

Ph: (685) 21929

Fax: (685) 20231

Website: www.sprep.org.ws

To Stanley Filmed and the Community of Kaday

Firstly may we thank you for your generous welcome at the Kaday Cultural Performance on Tuesday evening. It was a great pleasure to meet you and experience some of your rich and proud heritage.

The South Pacific Regional Environment Programme (SPREP) Community-based Marine Ecotourism Workshop aims to assist the development of community-based tourism. The workshop in Yap, 15 – 26 January 2001, has brought together participants from both government and non-government organisations from Yap, Palau, Nauru, the Marshall Islands, Chuuk, Pohnpei and Guam.

To achieve several of the SPREP Workshop objectives, participants visit an existing community ecotourism operation to assess the various key elements necessary for a successful ecotourism venture.

These include community, business and environmental issues.

Community Issues

- Project goals & objectives
- Community participation, awareness and support of the project
- Distribution of financial and cultural benefits
- Authenticity

Business Issues

- Product diversity
- Marketing
- Logistics

Environmental Issues

- Environmental planning
- Natural resource management
- Environmental impact monitoring and management
- Conservation efforts

The Kaday Cultural Performance was a perfect example for us, the participants, to experience and review.

Once again, we thank you for your generosity of letting us participate in your village activities. *The overwhelming reaction from all of us was a sense of wonder and appreciation.*

We feel your tour is fantastic!

The first session of our workshop on Wednesday was devoted to reviewing our experiences in Kaday.

Please understand that we are not familiar with all details of your community and your tour, so while the ideas are presented in good faith, your community will, of course, be the best judges of their value.

We hope that the feedback provided below will not only be helpful, but also provide your community with some worthwhile perspectives and ideas. All comments made during the discussion are included.

Once again, thank you for your kindness and hospitality. We wish you luck and continued success.

Lucille Apis-Overhoff
Wetlands Management Officer, SPREP

Helen F. Ng Lam
DA – Conservation Natural Resources, SPREP

Russell Boswell
Workshop Facilitator, Australia

Robin Aiello
Workshop Facilitator, Australia

Lara Atto
Women's Fisheries Development Officer
Nauru Fisheries & Marine Resources Authority

Limay Uera
Acting Project Officer, Dept. of Industry &
Economic Development, Nauru

Richard F. Porter
Assistant General Manager
Pohnpei Visitors Bureau

Aterin Kansou
Chuuk Visitors Bureau

Ilebrang U. Olkeriil
Palau Conservation Society

Abia Madelutk
Conservation Area Coordinating Committee
Member, NCA, Palau

Leti Abon
Conservation Area Support Officer
Jaluit Atoll, Republic Marshall Islands

Terry Keju
Assistant Policy & Planning Officer
Marshall Islands Marine Resources Authority

Grace O. Garces
Public Information/Education Officer
Guam Environmental Protection Agency

Bruce L. Campbell
Micronesia Travelers, Guam

Robert P. Finnginam
YAP

Helen Gootinag
YAP

Comments from the participants of the SPREP Community-based Marine Ecotourism Workshop to the Kaday Community

► Authenticity of Tour

Participants felt that the *authenticity* of the culture expressed throughout the tour made it a very special experience. The *non-commercial nature and feel of the tour* is a rare and welcome experience for many international tourists.

Preserving the authentic atmosphere is viewed, by us, to be vital to both your tourism product and the community.

The costumes and dance were spectacular, and obviously a major feature of the visit. One thing that was noticed, however, was the visible western clothing under the traditional skirts during the dance. For some of us, this was a distraction. One suggestion was that the dancers could wear shorter shorts under the skirts that would not be as visible.

► Small Group Size

To best present the traditional aspect of Kaday, it was suggested that the **size of groups at each performance be limited**.

It was suggested that groups of only 8 people per guide be led down the stone path at any one time. This would make the walk very personal and interactive, while enabling all visitors to clearly hear the guides' commentary.

It would also assist in 'crowd control' – ensuring that tourists do not wander off the stone path into the vegetation as they attempt to get closer to the guide.

We thought that some of the community youth, in dancing dress, could serve as additional guides. These youth would gain valuable experience interacting with tourists of different cultures, and practicing their communication skills.

Total numbers of tourists at the dance performance should be monitored and kept relatively small. We noticed that some tourists blocked the views of others during the dance while trying to photograph the dancers. Our fear is that if numbers of tourists get too large (more than 20 or 30) the positive experience of the tour will be lessened.

► Interpretation – Information given by guide

Stanley was a most welcoming and informative guide, and we sincerely thank him expressively.

We feel that his knowledge and experiences will contribute greatly to the training of community youth tour guides.

We have a few suggestions for additional information that would even further enhance the existing commentaries.

At the beginning of the tour (where the bus leaves the tourists)

- ***The history of the Kaday tour development*** – that it started as the community's effort to reconfirm their traditions to the youth.
- ***History and tradition of the stone path*** – how they are built (men versus women's roles), when they were built, the complex grid across Yap)

- ***The significance and importance of the green twig*** – a sign of peace when outsiders venture into another village

Before reaching the Men's House

- ***The cultural protocol of Women and the Men's House*** – let the tourists know that the traditional access of men & women to the Men's House and platform have been waived for the tourists. Let them realise that this is a 'gift' to them from the community, so that they can fully appreciate the experience. In this way, if some tourists are more sensitive than others, they can choose to stay off the platform.

Before the dance

- Explain the importance of the dance, its history, when they are traditionally performed and the cultural protocols of these dances
- Tell the story of the particular dance that will be performed.
- Explain the meaning behind the costumes

► ***Minimising Environmental Impacts***

The stone path and village itself were felt to be charming and fascinating, and the effort in restoring many areas was clear. Some suggestions in these areas that you may wish to consider include:

- At the beginning of the trail, there is concern that the **picking of twigs** by too many tourists will strip the bushes bare. One suggestion was that the youth could collect twigs from various other areas and hand them out to the tourists as they start down the stone path. We feel that this would minimise the visual and physical impact of collecting from just one place. Maybe a replanting program for the beginning point of the tour needs to be initiated by the community.
- To avoid unsightly burning piles of vegetation, **trim the vegetation** on either side of the stone path, rather than burn it.
- To keep the stone path in its beautiful condition and free of rubbish and trash, send a few youths down the path prior to the tourists' arrival to **pick up all trash** on and beside the stone path. (Note: litter was seen near the start of the path, and at the base of the tree where the old women's area is located)
- Cigarette butts can be a big problem. One solution is to provide **empty film canisters** to all smokers at the beginning of the path. They can use these as ashtrays, so that they do not drop their cigarette butts along the stone path and in the village. These film canisters can be collected at the end of the tour, emptied and reused on the next tour.
- Also, the **bus drivers could have trash bags** on board for tourists to deposit any trash they have prior to departure on the tour.

► ***Laminated Interpretation / Information Sheets***

An interesting suggestion that came out of our discussion was a **Laminated Interpretation Sheet** that would provide written information for tourists. These could be used to overcome issues regarding tourists who:

- are hard of hearing
- do not speak English
- cannot hear the guide
- like to read rather than listen.

Distribution of sheets

These laminated sheets could be handed out at the beginning of the tour, and collected again in the village. If tourists want to take them home with them as a souvenir, then they can purchase them for a contribution to the scholarship fund.

Content

This laminated sheet could include the following information:

- simple drawn map of the stone path and village with the various stops used by the guide along the path
- brief versions of the stories relating with those stops
- brief history of stone path, men's house, stone platforms, dances
- scientific or other names (eg. Japanese) of plants pointed out on the tour (eg. the name for the football tree)
- cultural protocols that should be followed by tourists
- the environmental and cultural conservation efforts of Kaday
- the scholarship fund – and the welcoming of any contributions on behalf of the community youth.

Different Languages

These sheets could be Japanese on one side and English on the other, or separate languages on separate sheets.

Annex 4 Maa Spectacular - Product Development Plan for Maa Village

1. SITE SURVEY

VALUES	
Natural Values	<ul style="list-style-type: none"> • Flora – plants (particularly mangroves) • Caves • Fruit bats • Birds & fish & crabs • Beautiful scenery
Cultural Values	<ul style="list-style-type: none"> • Traditional uses of plants • Stone money • Handicrafts • Stone pathway • Men’s house • Lime factory • Traditional dancing • Legends • BBQ
Historical Values	<ul style="list-style-type: none"> • Japanese dock • Lighthouse
ACCESS	
Vehicle	• good roads with easy access
Kayak	• good easy access on bay
COMMUNITY SUPPORT	
	<ul style="list-style-type: none"> • Very positive and diverse • Strong leadership
SAFETY	
	• See Risk Assessment
IMPACTS	
Trash	• littering in village and on the water
Erosion	• – at kayak entry point and vehicle parking area
Cultural	• improper clothing of tourists

Potential Tours

1. Kayak of mangroves
2. Village walk & dance show with food
3. Bike tour of village and surrounding area

Product market Mix

TOUR OPTION	TOURIST TYPE			
	<i>USA Diver</i>	<i>USA Seniors</i>	<i>Japanese Divers</i>	<i>Japanese Leisure</i>
1. Kayak Tour	Hi	Med	Hi	Hi
2. Village Walk & Dance show	Med-hi	Hi	Med-hi	Hi
3. Bike tour	Hi	Low	Hi	Low-med

The Tour

MAA SPECTACULAR – A Cultural Kayak Tour

2. Itinerary & Interpretation Plan, Operational Plan, Risk Assessment, Business Plan

Details

Group Size: max 9 people
Conditions: calm weather, high tide
Time of Tour: depends on tide

Itinerary & Interpretation Plan

TIME	STOP	INFORMATION	MATERIALS
11.30am	Hotel Pick up	<ul style="list-style-type: none"> Pre tour information 	
	On Bus trip	<ul style="list-style-type: none"> Greet guests Introduction to tour Commentary on outline of tour – announce any changes to itinerary Commentary on Yap history – the Big Picture Commentary on what to expect at Maa Village Discuss safety and taboos (appropriate clothing and behaviour) 	
12 noon	Arrive Maa	<p>Stone Path</p> <ul style="list-style-type: none"> Commentary on cultural significance of stone path Commentary on flora & fauna, their values and traditional/medicinal uses Commentary on stone path rehabilitation & conservation, community support on these endeavours Hands on pick & eat/apply/smell. Scratch & Sniff. <p>Lime Factory</p> <ul style="list-style-type: none"> Commentary about factory & lime Q & A with lime factory staff 	
12.30 pm	Men's Hut	<p>Stone Money</p> <ul style="list-style-type: none"> Commentary on story & history Palau connection (draw map of proximity of Yap & Palau) Discuss architecture & building materials used (differences around the Pacific Islands – hand out palm fronds) <p>Story telling</p> <ul style="list-style-type: none"> Legends of the area <p>Briefing on Kayaking</p> <ul style="list-style-type: none"> Kayak safety – demonstrations on life jackets, how to get on the kayak, how to paddle Suggest stretching 	

1.00 pm	Depart on Kayak Tour	<p>Paddle through mangroves</p> <ul style="list-style-type: none"> • Show seeds • Commentary on importance of mangroves (pick seeds & release – “send off to the world” to reforest places where mangroves have fallen to developers) • Commentary on types of mangroves (black, red), values (medicinal) & habitat diversity (birds, fish) • Traditional uses (have guests feel bark) • Sit back & listen & be one with the environment (take binoculars) <p>Visit fruit bats</p> <ul style="list-style-type: none"> • Value to Yapese • Value to forests – seed dispersal 	<ul style="list-style-type: none"> • Binoculars • Fish & bird identification on charts
2.00 pm	Return on Kayaks	<p>Walk to Handicraft Hut</p> <ul style="list-style-type: none"> • Discuss different crafts (who made it, how long it took to make, it’s uses, how to weave) • Demonstration • Lime demonstration (it’s uses & taste) 	<ul style="list-style-type: none"> • refreshments • Handicrafts for sale • Book for sale & display
3.00 pm	Depart for hotel	<p>Cassette tape of traditional music</p> <p>Survey form for feedback from tourists</p>	<ul style="list-style-type: none"> • cassette
3.30 pm	Arrive at hotel	Formal good-byes	

Operational Plan

Stop	Well Informed	Comfortable	Safe	Happy
On Bus	<ul style="list-style-type: none"> • brochures (low budget & free) 	<ul style="list-style-type: none"> • Clean • A/C • sarongs • cooler, ice & drinks 	<ul style="list-style-type: none"> • Full tank of gasoline • well maintained • first aid kit • 2-way radio 	<ul style="list-style-type: none"> • friendly tour guide • Umbrella
Driver	<ul style="list-style-type: none"> • uniform 			
Men’s House		<ul style="list-style-type: none"> • hand held fans 		<ul style="list-style-type: none"> • video & photo service
Kayak Briefing	<ul style="list-style-type: none"> • towels 	<ul style="list-style-type: none"> • well kept kayaks • drinking water • mosquito repellent 	<ul style="list-style-type: none"> • life jackets • oars • sunscreen 	
After Kayak		<ul style="list-style-type: none"> • shade to sit • shower with towels 		

Handicraft Hut	<ul style="list-style-type: none"> • tour guide briefing • local decorations 	<ul style="list-style-type: none"> • shade • drinks 		<ul style="list-style-type: none"> • souvenirs • handicrafts for display & sale
Refreshments	<ul style="list-style-type: none"> • explain food types 	<ul style="list-style-type: none"> • healthy food • hygienic 	<ul style="list-style-type: none"> • warning of side effects 	local produce

Risk Assessment

Activity	Risk	Control
Bus	Trip on step of bus	Tour guide to assist tourists on/off bus
	Injury to hand/head hanging out of bus	Inform tourists not to hang out the window
	Bus accident	Safe driving & good bus maintenance
Walking	Slipping on stone path as they are walking	Have tourists sign pre-tour waiver forms Guide to keep an eye on the tourists and help them over slippery areas
	Falling coconuts & leaves	Clean up area before tour Inform tourists to look up
Lime Factory	Trip on planks in Lime Factory	Guide to assist tourists onto planks
	Hot oven in lime factory	Inform tourists not to touch
	Sharp coral	Do not walk on or touch coral
Men's Hut	Hitting head on entry	Guide warn tourists
	Possible fire at oven	Guide to give warning
Kayak Tour	Falling off	Holding kayak for tourists to get on – gives stability
	Current too strong	Guide to give good brief, lead kayaks away from currents
	Overhanging branches	Trim overhanging branches, warn paddlers to keep away from them
	Drowning	Provide life jackets, first aid trained guide
	Sunburn	Provide sunscreen
	Insect bites	Provide insect repellent – traditional use of plants?
	dehydration	Provide clean drinking water & coconuts
Refreshments	Spoiled due to heat & flies	assure proper food preparation (hygienic) and storage

Training Need Analysis

Bus Driver

Mechanical Skills – emergency bus repair & services

Safety - First Aid, Oxygen resuscitation, CPR

Customer Service - Conflict resolution, Crowd control

Cultural Awareness - Understanding the tourists, Knowledge of protocols, Body language

Financial Skills – Bookkeeping, Making change, Accounting

Marketing, Promotions, Communication skills

Interpretation – Knowledge, Communication skills, Presentation style,

Ability to speak 2nd language – English &/or Japanese

Tour Guide Skills

Safety - First Aid, Oxygen resuscitation, CPR, Water Rescue

Customer Service - Conflict resolution, Crowd control

Cultural Awareness - Understanding the tourists, Knowledge of protocols, Body language

Financial Skills – Bookkeeping, Making change, Accounting

Marketing - Promotions, Communication skills

Interpretation – Knowledge, Ability to research, Communication skills, Presentation style,

Ability to speak 2nd language – English &/or Japanese

Public Relations - Talking with media

Mechanical Skills – emergency kayak repair, emergency bus repair

BUSINESS PLAN

Goal - *To operate a half day environmental and cultural tour for visitors to Maa*

Objectives

1. To operate twice a week
2. Minimum of two (2) visitors to break-even
3. To make a profit for the community
4. To conserve environmental and cultural resources present and future
5. To promote community heritage awareness
6. To provide training support for tour guides and retailers
7. Environmental awareness
8. To share our culture and environmental knowledge with visitors

Market Research & Strategy

Current Tourism

- Today Yap receives approximately 3000 – 4000 visitors per year on two (2) flights per week. (according to YVB)

Market Segments (current)

- There are 3 main market segments – USA, Japan, Australia

Target Market (potential)

- Divers, environmentalists, culturalists, adventurers, educators.

Demand

- Cultural and environmental tours create/offer diversity to Yap's main tourism focus – Diving.
- Research indicates that there is demand for this product

Competition

- Currently there is minimal competition due to it's uniqueness -lime factory, mangrove accessibility, highly trained tour guides

- Best of both worlds – land & water

Sales & Marketing

Sales

- Hotels
- Tour operators
- Direct sales
- Visitor Bureau
- Travel Agents

Products – additional options

- Dancing
- Food (preparation & sampling)
- Biking
- Snorkeling

Price

- based on tour costing sheet
- Additional charges depend on ‘ADD-ONS’

Promotion

- Word of mouth
- Website – own homepage or link to hotel, YVB, etc
- Brochure
- Complimentary tours (famils) for hotel staff, YVB staff
- Tradeshows
- Media – TV, radio, travel magazines, newspapers
- Promotional products - t/shirts, cups, caps
- Banners
- Flyers
- Visitor Bureau

Operational Plan

See Operation Plan listed above

Management & Staffing

Management

- Chief and community elders make final decisions

Staff & Jobs

- See Training Needs analysis section above

Training

- See Training Needs analysis section above

Financial Plan

Money Management & Benefits

- Two signatures for withdrawal
- Community allocates funds for community projects depending on needs and priority
- Long term savings for the future

Tour Costs

- See Tour Costing section above

Budget

- See Tour Costing section above

SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Staff know the area and customers 	<ul style="list-style-type: none"> • Lack of guiding experience of staff 	<ul style="list-style-type: none"> • Training workshops • Cooperation with 	<ul style="list-style-type: none"> • Natural disasters • New tours with

<p>systems</p> <ul style="list-style-type: none"> • Community support • Quality product • Accessible by vehicles • Already have good market share • Competitive price • YVB cooperation • Very scenic • Has natural & cultural values 	<ul style="list-style-type: none"> • Lack of infrastructure (eg toilets, showers) • Lack of training • Overhead costs are high • Minimal long term savings • Dependent on hotels for sales 	<p>other businesses</p> <ul style="list-style-type: none"> • Networks within government • Grants to establish ecotourism • Greater demand for cultural activities & tours 	<p>lower prices</p> <ul style="list-style-type: none"> • Politics • Slow down in tourism • Slowdown in foreign economies • Community infighting • Airline monopoly – reduced flights and high prices
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3. TOUR COSTING WORKSHEET

Tour Name: MAA SPECTACULAR

Date prepared: January 22, 2001

A) Individual Costs per person: (list the individual costs here)

coconut.....\$0.50

leis.....\$2.50

TOTAL Individual Cost p.p.: **\$3.00**

B) Group Costs: (list the group costs here)

Guide salary.....\$24.00

Fuel.....\$5.00

Community Fee.....\$5.00

TOTAL Group Costs: **\$34.00**

C) Group Costs per person

No of tourists	1	2	3	4	5	6+
Group Cost per person	$\$34 \div 1 =$	$\$34 \div 2 =$	$\$34 \div 3 =$	$\$34 \div 4 =$	$\$34 \div 5 =$	$\$34 \div 6 =$
	\$34	\$17	\$11.33	\$8.50	\$6.80	\$5.66

Tour Costing Table

No of tourists	1	2	3	4	5	6+
A) Individual Cost per person	\$3	\$3	\$3	\$3	\$3	\$3
C) Group Cost per person	\$34	\$17	\$11.33	\$8.50	\$6.80	\$5.66
TOUR COST per person (A + C)	\$37	\$20	\$14.33	\$11.50	\$9.80	\$8.66
NET COST (20% mark up to cover ongoing costs) (1.2 x Tour Cost)	\$44.40	\$24	\$17.20	\$13.80	\$11.76	\$10.39
RETAIL PRICE (25% commission fee) (1.33 x Net Cost)	\$59.05	\$31.92	\$22.88	\$18.35	\$15.64	\$13.82

- Now...compare these prices to other products in Yap to see if it is too expensive – if it is, revisit costs to see where you can reduce costs. Remember – your percentage values for commission and profit can be adjusted to suit your situation
- To choose the right price, try to realistically estimate average numbers of tourists you think you will get, and choose that price.
- If needed, set a minimum number of tourists (for example – you need a minimum of 2 tourists, and a maximum of 10)

4. DRAFT MARKETING BROCHURE

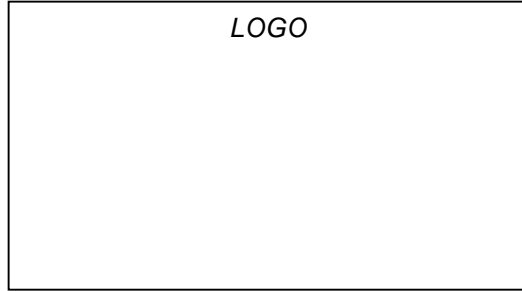
Brochure Style

- Glossy, or two toned
- Use both photos and line drawings

Key Messages	Content
<i>The Tour</i>	<ul style="list-style-type: none">• Informal• Relaxing• Rewarding• <i>Half day</i>
<i>The Culture</i>	<ul style="list-style-type: none">• Maa, a traditional village shrouded in age-old rituals, stone money, dancing and feasting.
<i>The Environment</i>	<ul style="list-style-type: none">• Beautiful mangroves, calm water and lots of bird life.
<i>Conditions:</i>	<ul style="list-style-type: none">• Cancellations as needed for weather and village community activities
<i>What tourists must bring</i>	<ul style="list-style-type: none">• shoes, hat, sunscreen, insect repellent, proper clothing (women with knee length shorts or skirts)
<i>What is included with the tour</i>	<ul style="list-style-type: none">• personal friendly village guide• drinks• Handicraft display
<i>Hotel Pick-up & drop off</i>	<ul style="list-style-type: none">• Time & place
<i>General Itinerary</i>	<ul style="list-style-type: none">• Start/finish times

FRONT PANEL

MAA SPECTACULAR



Experience the REAL Yap

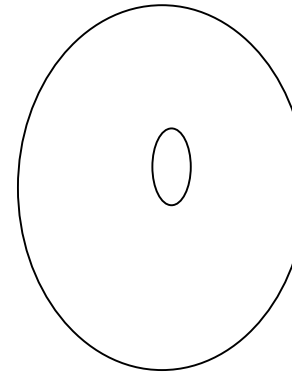
*PHOTO OF MEN'S HUT WITH
BETELNUT TREE & CLIMBER, AND
KAYAKER IN THE DISTANCE*



Maa, a traditional village shrouded in age-old rituals, stone money, dancing and feasting...the real Yap Beckons you!

A half-day at Maa is worth a lifetime of experiences. Trek the famous stone path, learn about plants and their medicinal properties, see exotic dances, or learn about the famous history of the rai (Stone Money)

Of course, there is kayaking... silently gliding along Maa's unique mangrove channels. A wondrous display of birds, fruit bats, and perhaps a turtle will transport you to another world of a bygone era.



viewing area. Historic sites, WWII Japanese dock lie silently, telling their stories to those who visit. Betelnut, Micronesian's bubble gum, is a cultural icon chewed on all islands. In Maa, our lime factory produces lime that is shipped everywhere. It makes for a great experience.

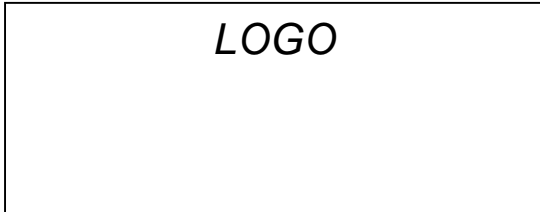
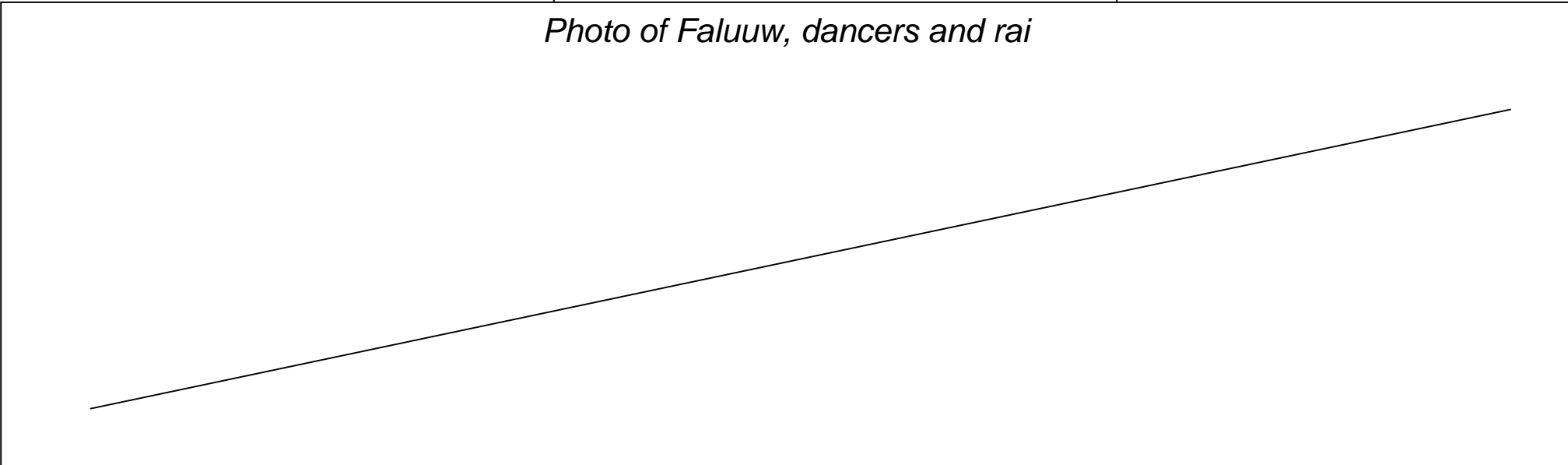


Photo of Faluw, dancers and rai



BACK OUTSIDE PAGE

Maa Village Picture

Photo of staff with biography

Map from Continental Micronesia showing location of Yap in Micronesia

WHAT TO BRING

WHAT TO PROVIDE

HOTEL PICK-UP TIME

HOTEL DROP-OFF TIME

BOOKING INFORMATION

DAYS & TIMES OF TOUR

TELEPHONE & ADDRESS

CONDITIONS

5. ACTION PLAN

GOAL:

To operate a half-day environmental and cultural tour for visitors to Maa

OBJECTIVE 1: *To operate twice a week*

Action

- (a) To provide tours for divers
- (b) To continue to work with hotels to bring in tourists

Time Line - Ongoing

OBJECTIVE 2: *Minimum 2 visitors to break even*

Action

- (a) To continue to show community support for the project

Time Line - Ongoing

OBJECTIVE 3: *To make a profit for the community while conserving environmental and cultural resources present and future*

Action

- (a) Obtain advice on financial plan to continue ongoing efforts.
- (b) To continue to monitor and evaluate progress of the project
- (c) Continue to work closely with YVB

Time Line - Ongoing

OBJECTIVE 4: *To promote community heritage awareness*

Action

- (a) To continue ongoing efforts of the project

Time Line - Ongoing

OBJECTIVE 5: *To provide training support for tour guides and retailers*

Action

- (a) To continue training for the existing tour guides (First Aid, CPR etc).

Time Line - April 2001

OBJECTIVE 6: *To share our environmental and cultural knowledge with visitors*

Action

- (a) Tour guides telling legends
- (b) To continue to have the community involvement in decision making

Time Line

- (a) ongoing
- (b) asap

OBJECTIVE 7: *To establish a conservation area*

Action

- (a) To encourage the community to identify and establish conservation areas

Time Line - asap

Annex 5 Yap Rediscovered - Product Development Plan for Riken Village

1. SITE SURVEY

VALUES	
Natural Values	<ul style="list-style-type: none"> • Beach • Scenic views • Betelnut • Lush vegetation
Cultural Values	<ul style="list-style-type: none"> • Stone pathway • Dance area • Stone money • Meeting house • Men' hut • Village pathway protocol • Traditional food & medicin • Link with Wanyan
Historical Values	<ul style="list-style-type: none"> • unknown
Legends	<ul style="list-style-type: none"> • Well in mangrove
ACCESS	
Vehicle	<ul style="list-style-type: none"> • good road access
Kayak	<ul style="list-style-type: none"> • slippery and uneven, but will be fixed by Riken village
COMMUNITY SUPPORT	
	<ul style="list-style-type: none"> • Good support from locals
SAFETY	
	<ul style="list-style-type: none"> • See Risk Assessment
IMPACTS	
Trash	<ul style="list-style-type: none"> • littering at the site
Compaction	<ul style="list-style-type: none"> • walking off the stone path can create another path that is unsightly

Potential Tours

1. Guided, small group (5-10 people) Cultural walk down path to beach
2. Snorkelling in lagoon and at fish traps
3. Kayaking off beach

Product Market Mix

TOUR OPTION	TOURIST TYPE			
	<i>USA Diver</i>	<i>USA Seniors</i>	<i>Japanese Divers</i>	<i>Japanese Leisure</i>
1. Guided cultural tour	Med - Hi	Hi	Med - Hi	Hi
2. Snorkelling	Low	Med	Low	Low - Med
3. Kayaking	Med	Low	Med	Med

THE TOUR

YAP RESICOVERED - A Glimpse into Yap Culture
A Half Day Cultural Walk

2. ITINERARY & INTERPRETATION PLAN, OPERATIONAL PLAN, RISK ASSESSMENT, BUSINESS PLAN

Other Possible Names:

- ◆ A Cultural Tour with a Story
- ◆ The Riken Cultural Tour
- ◆ The Mystery Tour
- ◆ The Tunmul Tour
- ◆ The Betelnut Tour
- ◆ Riken Eco-Tour

Details

Group Size: 5 – 10 people
Day & Time of Day: Tues afternoon & Wednesday morning
Conditions: Not pouring rain

ITINERARY & INTERPRETATION PLAN

AM TOUR	PM TOUR	STOP	INFORMATION	MATERIALS
8.00 am	1.00 pm	Hotel Pick-up	Brief <ul style="list-style-type: none"> • Itinerary for the day • Where they are going • What to bring • Sturdy footwear • Toilet stops • Proper clothing – sarong hand out • Carry out all trash, esp. cigarette butts • Cultural protocol - clothing • Safety – slippery rocks 	<ul style="list-style-type: none"> • Information Sheets • Translation sheets • Map • Photo album • Sarongs
8.45 am	1.45 pm	Arrive at Riken – Meeting House	Brief <ul style="list-style-type: none"> • Meaning of gifts – lei & fans • Description of where you are • Cultural protocol • History of area/village/ meaning of name • History of Meeting House Safety <ul style="list-style-type: none"> • slippery stone path, mud & coconuts falling Refreshments <ul style="list-style-type: none"> • coconut/water drink 	<ul style="list-style-type: none"> • Information Sheets • Translation sheets • Map • Photo album • Coconuts to drink • Hand Fans • Leis • Walking sticks
9.15 am	2.15 pm	Depart Meeting House	Stone Path <ul style="list-style-type: none"> • Traditional use • How it was built • How old it is • Cultural protocol for different sexes and ages walking on 	<ul style="list-style-type: none"> • Translation sheets • Walking sticks

			<p>different paths through the village.</p> <p>Safety</p> <ul style="list-style-type: none"> • slippery rocks, mud & falling coconuts 	
9.20 am	2.20 pm	Dance Area & Stone Money	<ul style="list-style-type: none"> • History of area • Cultural significance of dancing – what were the special occasions when the villagers danced? • What the dancers looked like (create a visual picture of the dancing) • Significance of the stone money lining the dance area • Significance of the betelnut trees lining the dance area • Story of the stone platforms <p>Safety</p> <ul style="list-style-type: none"> • Slippery rocks & mud 	<ul style="list-style-type: none"> • Translation sheets • Photo album
9.35 am	2.35 pm	Taro Pit	<ul style="list-style-type: none"> • What is taro – what does it look like • How were the pits made • How is the taro planted & harvested • How do you eat it • Traditional ways to prepare • Story of link between Riken & Wanyan – Riken area has all the food growing there <p>Safety</p> <ul style="list-style-type: none"> • slippery rocks, mud & falling coconuts 	<ul style="list-style-type: none"> • Translation sheets • Taro root
9.50 am	2.50 am	Betelnut Taste Test	<ul style="list-style-type: none"> • Identification of betelnut tree • Demonstration of climbing tree • History of betelnut introduction to Yap • What is lime (not the green fruit) • How is lime prepared • Sample to taste <p>Safety</p> <ul style="list-style-type: none"> • can make you dizzy – sit down. Do not swallow (it is not a cookie). 	<ul style="list-style-type: none"> • Translation sheets • Betelnuts • Fresh mustard leaves • Lime • Mats to sit on? • Water • Coconut milk &/or meat
10.20 am	3.20 pm	Stone Money	<ul style="list-style-type: none"> • What is the money made of • Estimate of weight – equal to how many elephants • Explanation of value is related to the history of the particular piece (must get owners permission) – like a family heirloom • History for this particular stone money • Estimated value of stone money – what could it buy (traditionally). • Cultural protocol for handling stone money (do not sit on it) 	<ul style="list-style-type: none"> • Translation sheets • Old photos/art depictions of the quarry in Palau
10.35 am	3.35 pm	Men's House	<ul style="list-style-type: none"> • Cultural significance - taboos • Traditional uses – why men used the house • Cultural protocol - Why women are not allowed, where they can go 	<ul style="list-style-type: none"> • Translation sheets • Display of building materials used

			<ul style="list-style-type: none"> • What it is made out of • Why is it located on the beach • Age of foundation • Methods used to rebuild it – traditional construction 	
10.45 am	3.45 pm	Beach	<ul style="list-style-type: none"> • Legend telling time – the Well, marine life stories • Fish traps and traditional fishing techniques • Traditional roles of men & women and the sea <p>Safety</p> <ul style="list-style-type: none"> • coconut falling 	<ul style="list-style-type: none"> • Translation sheets • Woven mats • Water/coconut • Photos of fish traps
11.15 am	4.15 pm	Leave Beach		
11.30 am	4.30 pm	Depart on bus	<ul style="list-style-type: none"> • Proper goodbye to community • Hand out tourist survey / guest book / comment book 	
12 noon	5.00 pm	Arrive at Hotel	<ul style="list-style-type: none"> • Good byes and thank you's • Answering final questions • Handshake • Retrieve sarongs 	

OPERATIONAL PLAN

SAFETY	<ul style="list-style-type: none"> • Cooler with water and ice • First Aid Kit (no medicines, only bandaids and bandages) • Mosquito repellent & sunscreen • Walking sticks • Good briefs from guides • Coconut removal & awareness – ‘look up’
COMFORTABLE	<ul style="list-style-type: none"> • Air conditioning on bus • Good maintenance of bus – spare tire, full tank, jumper cables, lockable • Sarongs for cover up in village • Coconuts to drink at couple of stops • Portable stool • Hand fans • Toilet stops • Tissues for betelnut tasting • Woven mats to sit on trail & beach
WELL INFORMED	<ul style="list-style-type: none"> • Pre-departure Brochures that can be taken home as a souvenir • Interpretation plan/outlines • Information sheets – facts sheets • Prop kits to be used on the trail (betelnuts, sample of coral that makes lime, bush knife, photographs) • Notebook with photos of dancers, old village, other cultural information • Notebook with explanations in Japanese • Guest feedback forms / Comment Book
HAPPY	<ul style="list-style-type: none"> • Hand fans as a gift

	<ul style="list-style-type: none"> • Leis as a gift • Coconuts & water to drink • Friendly guides and locals
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RISK ASSESSMENT

Activity	Risk	Likelihood	Severity	Control
Bus	Trip on step of bus			<ul style="list-style-type: none"> • Tour guide to assist tourists on/off bus
	Injury to hand/head hanging out of bus			<ul style="list-style-type: none"> • Inform tourists not to hang out the window
	Bus accident			<ul style="list-style-type: none"> • Safe driving & good bus maintenance
Meeting House	Bang head on entrance	likely	insignificant	<ul style="list-style-type: none"> • Have guide warn tourists • Guide to hold hand on the beam
Walk	Over heating	Almost certain	insignificant	<ul style="list-style-type: none"> • Provide fans • Coconut & water • cut tour short if too hot • Wet towels
	Heavy rain fall	moderate	Insignificant - minor	<ul style="list-style-type: none"> • Provide umbrellas • Brief tourists before coming what the weather will be like – give them a choice to pull out
	Slipping on stone path as they are walking	moderate	Moderate - major	<ul style="list-style-type: none"> • Have tourists sign pre-tour waiver forms • Provide walking sticks • Provide good brief • Cancel the trip if too wet & slippery • Guide to provide assistance as needed
	Falling coconuts & leaves	unlikely	catastrophic	<ul style="list-style-type: none"> • Clean up area before tour – de-nut trees • Inform tourists to look up • Direct them to the best places to sit
Betelnut Tasting	Dizziness & 'rush'	Almost certain	minor	<ul style="list-style-type: none"> • Guide to brief them on the possible side effects • Give coconuts & water as needed • Reduce size of betelnut piece given to tourists • Reduce amount of lime given • Provide mat for them to sit on until 'buzz' passes

TRAINING NEEDS ANALYSIS

Primary Tour Guide

Safety - First Aid, Oxygen resuscitation, CPR, Water Rescue, traditional medicines from local plants, emergency response

Customer Service - Conflict resolution, Crowd control

Cultural Awareness - Understanding the tourists, Knowledge of protocols, Body language

Financial Skills – Bookkeeping, Making change, Accounting

Marketing - Promotions, Communication skills

Interpretation – Knowledge (historical, cultural & natural), Ability to research, Communication skills, Presentation style,

Ability to speak 2nd language – English &/or Japanese

Public Relations - Talking with media

Coordinating skills – activities and staff

Assistant Guide & Betelnut Tree Climber (male)

Traditional tree climbing & betelnut retrieval

Money Handling - Collecting fees, making change, book keeping

Husk coconuts in traditional manner

Customer Service - Conflict resolution, Crowd control

Safety - First Aid, CPR, traditional medicines from local plants, emergency response

Cultural Awareness - Understanding the tourists, Knowledge of protocols, Body language

Communication skills

Knowledge of traditional culture

BUSINESS PLAN

Goal - *To provide an income-generating tool, which will enable the community of Riken to preserve and maintain it's unique cultural heritage*

Objectives

1. To operate a half-day tour initially, once a week, and consider more frequent tours as the market demand increases.
2. To obtain outside funding for set-up and ongoing costs
3. To provide benefits for the Riken Community, including:
4. Training
5. Employment
6. Awareness
7. Education of younger generation
8. Sharing of cultural knowledge
9. Other services (local handicraft, etc)
10. To encourage sustainable development

11. To make a profit for the community while conserving environmental and cultural resources and values.

MARKET RESEARCH & STRATEGY

Current Tourism

- Today Yap receives approximately 3000 – 4000 visitors per year on two (2) flights per week. (according to YVB)
- Refer to YVB statistics

Market Segments (current)

- USA, Japan, Australia
- Elderly revisiting WWII sites
- Active adventure types & sport fishermen

Target Market (potential)

- Divers, leisure tourists, culturally interested tourists, , environmentalists

Demand

- Yes, there is a demand for this type of tourism – nature/cultural conservation tourism – ecotourism.

Competition

- Different day operations
- Lower cost tours

Competitive ‘Edge’ for Riken

- More intimate personalised tour (one to one)
- Potential overnight camping
- Story of legend

SALES & MARKETING

Sales

- Local market place (eg hotels)
- YVB
- Provide one-off tours for hotel staff & wholesalers
- Direct sales – tour operator

Products – additional options

- Provide feedback tool to allow tour operator to further improve the tour

Price

- Based on tour costing sheet
- Depends also on other factors such as tourism seasons (high numbers versus low numbers), price of other local tours and commissions

Promotion

- Word of mouth
- Free tours to wholesalers (family tours)
- YVB
- Yap Weekly Newsletter
- Take advantage of tourism workshops
- Use visiting travel journalists/agents
- Arrival at airports – combined stand with brochures, handicrafts with the name of the tour sold at airport
- Letter to airlines including tour information
- Airline magazine/Pacific Magazine
- Embassy/overseas students
- Website – own homepage or link to hotel, YVB, etc

- Brochure
- Tradeshows
- Media – TV, radio, travel magazines, newspapers
- Promotional products - t/shirts, cups, caps

OPERATIONAL PLAN

See Operation Plan listed above

MANAGEMENT & STAFFING

Management

- Chief and community elders make final decisions

Staff & Jobs

- See Training Needs analysis section above

Training

- See Training Needs analysis section above

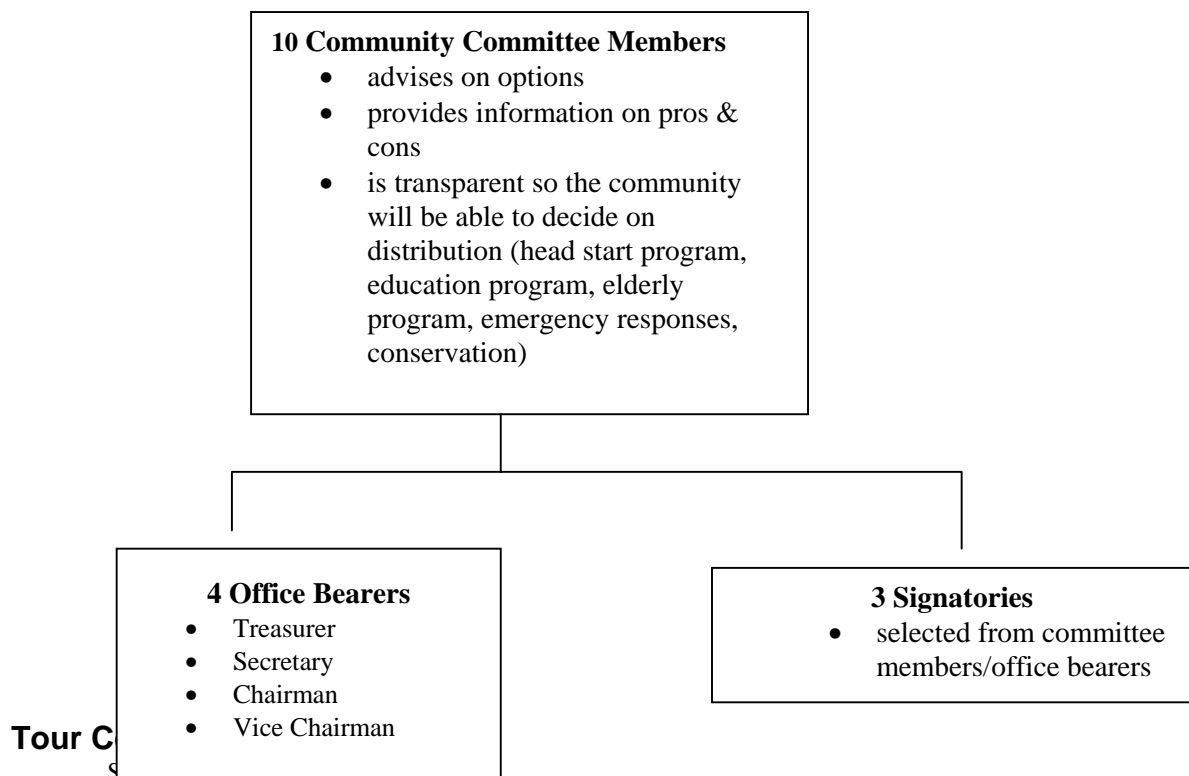
FINANCIAL PLAN

Money Management & Benefits

- Community allocates funds for community projects depending on needs and priority
- Long term savings for the future

Transparency

- Committee Meeting are held with community members
- Financial reporting at meetings
- One meeting every month



Tour C

Budget

See tour costing section above

SWOT ANALYSIS

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Community commitment • Personal tours • Unique selling point – the well Legend • Friendly guide • Environment/natural habitat • Good access • Leadership • Availability of site • Community member is a YVB staff 	<ul style="list-style-type: none"> • Lack of tourist awareness (cultural differences) • Stone path in disrepair • Men’s hut in ruins • Lack of restroom • Lack of set-up money 	<ul style="list-style-type: none"> • FSM Olympics • Increase interest in Yap by divers • Capacity building • Increased tourism awareness • General trends of increased ecotourism demand • Increased networking abilities • Increase airline flights to Yap • Cooperation with other businesses • Greater demand for cultural activities & tours 	<ul style="list-style-type: none"> • Natural disasters • New tours with lower prices • Politics • Slow down in tourism • Slowdown in foreign economies • Community in-fighting • Airline monopoly – reduced flights and high prices • Impacts on the environment • Lack of training providers and facilities

3. TOUR COSTING WORKSHEET

Tour Name: YAP REDISCOVERED – a traditional culture tour at Riken Village

Date prepared: January 22, 2001

A) Individual Costs per person: (list the individual costs here)

	< 5 tourists	> 5
tourists		
Large water bottler.....	\$1.25	\$1.25
2 coconuts.....	\$1.00	\$1.00
2 straws.....	\$0.06	\$0.06
Hand fan.....	\$0.50	\$0.50
Head leis.....	\$1.00	\$1.00
Betelnut/leaf & lime.....	\$0.10	\$0.10
Community Fee (> 5 people).....		\$1.00

TOTAL Individual Cost p.p.:	\$3.90	\$4.90
round up to	\$4	\$5

B) Group Costs: (list the group costs here)

Guide salary.....	\$8.00	(\$2 / hour)
Bus Hire.....	\$30.00	
Community Fee.....	\$5.00	
Box Tissue.....	\$2.50	
Ice for drinks.....	\$2.00	

TOTAL Group Costs:	\$47.50
round up to	\$48

C) Group Costs per person

No of tourists	1	2	3	4	5	6+
Group Cost per person	$\$48 \div 1 =$ \$48	$\$48 \div 2 =$ \$24	$\$48 \div 3 =$ \$16	$\$48 \div 4 =$ \$12	$\$48 \div 5 =$ \$9.60	$\$48 \div 6 =$ \$8

Tour Costing Table

No of tourists	1	2	3	4	5	6+
A) Individual Cost per person	\$4	\$4	\$4	\$4	\$5	\$5
C) Group Cost per person	\$48	\$24	\$16	\$12	\$9.60	\$8
TOUR COST <i>per person</i> (A + C)	\$52	\$28	\$20	\$16	\$15	\$13
NET COST (20% mark up to cover ongoing costs) (1.2 x Tour Cost)	\$62.50	\$33.60	\$24	\$19.20	\$18	\$15.60
RETAIL PRICE (25% commission fee) (1.33 x Net Cost)	\$62.40	\$44.70	\$31.92	\$25.55	\$23.94	\$20.75

- Now...compare these prices to other products in Yap to see if it is too expensive – if it is, revisit costs to see where you can reduce costs. Remember – your percentage values for commission and profit can be adjusted to suit your situation
- *To choose the right price, try to realistically estimate average numbers of tourists you think you will get, and choose that price.*
- *If needed, set a minimum number of tourists (for example – you need a minimum of 2 tourists, and a maximum of 10)*

4. DRAFT MARKETING BROCHURE

BROCHURE STYLE

- Not glossy – two toned
- Use both b&w photos and line drawings
- Written in personalised 1st person voice

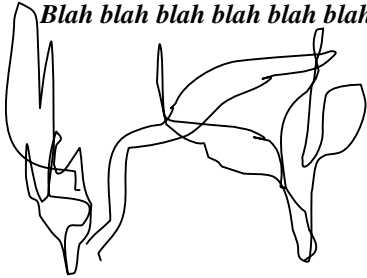
Key Messages	Content
<i>The Tour</i>	<ul style="list-style-type: none">• Small personalised tour with local guide• Easy walking
<i>The Culture</i>	<ul style="list-style-type: none">• Yapese has a rich culture that is alive and well• Many traditional aspects in a small space – stone path, stone money, men’s hut, dance area, meeting house
<i>The Environment</i>	<ul style="list-style-type: none">• Riken is very scenic & beautiful with lush vegetation and clear lagoon waters
<i>Conditions:</i>	<ul style="list-style-type: none">• Cancellations as needed for weather and village community activities
<i>What tourists must bring</i>	<ul style="list-style-type: none">• shoes, hat, sunscreen, insect repellent, proper clothing (women with knee length shorts or skirts)
<i>What is included with the tour</i>	<ul style="list-style-type: none">• personal friendly village guide• drinks• traditional gift
<i>Hotel Pick-up & drop off</i>	<ul style="list-style-type: none">• Time & place
<i>General Itinerary</i>	<ul style="list-style-type: none">• Start/finish times

YAP REDISCOVERED

A glimpse into Yap Culture

The Legend of the Well

Blah blah blah blah blah blah
Blah blah blah blah blah blah
Blah blah blah blah blah blah
Blah blah blah blah blah blah *Blah*
blah blah blah blah blah
Blah blah blah blah blah blah *Blah*
blah blah blah blah blah
Blah blah blah blah blah blah



Traditional Drawing of the story

*Come join us for a very special cultural
tour at Riken Village.*

With group sizes less than 6 we
offer you a very relaxing and
personalised tour.

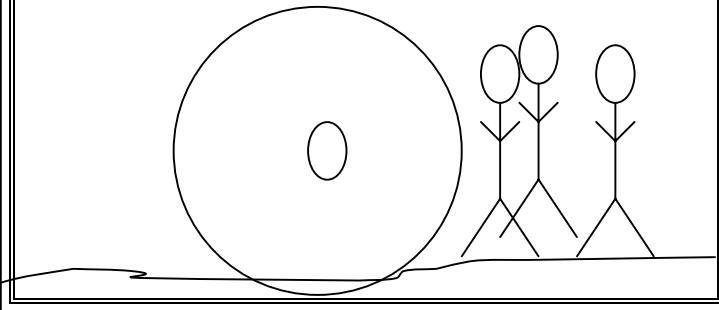
We hope that you will feel apart of
our community, and experience the
calmness and beauty that Riken
offers

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WELCOME MESSAGE

Blah blah blah blah blah blah
Blah blah blah blah blah blah *Blah blah blah blah blah blah*
Blah blah blah blah blah blah *Blah blah blah blah blah blah*
Blah blah blah blah blah blah
Blah blah blah blah blah blah
Blah blah blah blah blah blah *Blah blah blah blah blah blah*
Blah blah blah blah blah blah

Black & White photograph of tour guide & 2 tourists standing near large stone money



INFORMATION ABOUT RIKEN VILLAGE

STONE MONEY STORY

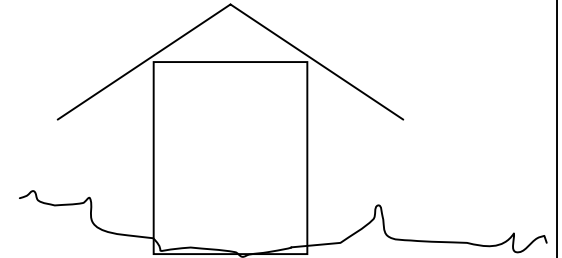
STONE PATH STORY

SPECIAL FOODS IN THE AREA

DANCE AREA STORY

MEN'S HUT & PROTOCOL

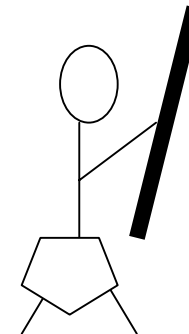
Line drawing of Hut on the beach



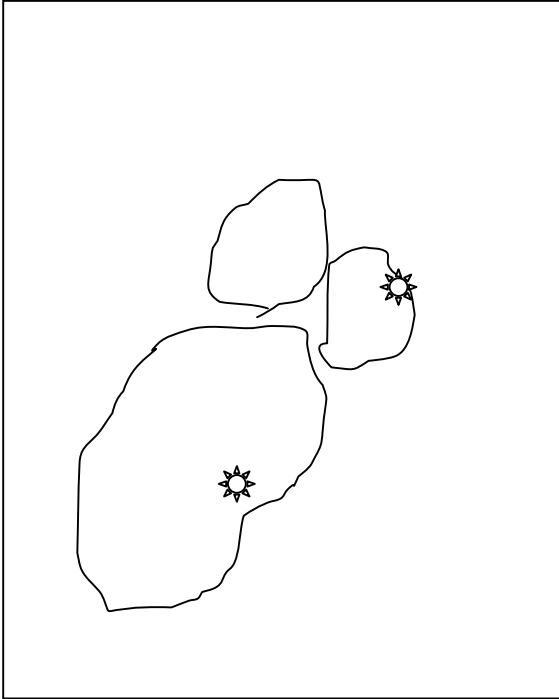
Please Note: It is our culture that women cannot enter the Men's Hut. Please help us preserve our culture, and observe this tradition. Women can look at the hut from a special viewing area.

Drawing or painting of dancers in the Riken traditional dance area with betelnut trees and stone money lining the sides.

Maybe dancers can be like shadows in a drawing of the area as it looks today.



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HOW THIS TOUR IS A ECOTOUR

CONSERVATION EFFORTS BY RIKEN

NOTE: a portion of your tour price goes to the Riken Village Conservation Fund

BACK OUTSIDE PAGE

WHAT TO BRING

WHAT TO PROVIDE

HOTEL PICK-UP TIME

HOTEL DROP-OFF TIME

BOOKING INFORMATION

DAYS & TIMES OF TOUR

TELEPHONE & ADDRESS

CONDITIONS

5. ACTION PLAN

GOAL:

To provide an income generating tool, which will enable the community to preserve & maintain its unique cultural heritage.

OBJECTIVE 1: *To operate a ½ day tour initially, once a week & consider more trips as the market expands.*

Action

- (a) Conduct community meeting regarding the tour.
- (b) Site survey of the project with the community.
- (c) Hire & train possible tour guides.

OBJECTIVE 2: *Obtain outside funding for the project*

Action

- (a) Research possible funding sources. (eg. FSM Development Bank, CFSM, SPREP, JIPA)
- (b) Write proposals or apply for grants

OBJECTIVE 3: *To provide benefits (for Riken Community)*

Action

- (a) Training.
- (b) Employment
- (c) Awareness
- (d) Education of younger generation
- (e) Sharing cultural knowledge
- (f) Other services (eg local handicrafts)

OBJECTIVE 4: *To encourage sustainable development*

Action

- (a) to provide cultural & environmental awareness through community meetings
- (b) To continually re-assess the tour/project and the impact on the environment

OBJECTIVE 5: *To establish a conservation area*

Action

- (a) Community awareness

OBJECTIVE 6: *To make a profit for the community while conserving environmental & cultural resources*

Action

- (a) get advise on financial plan from a professional
- (b) continue to monitor progress of the project
- (c) Produce brochures & coordinate with hotels to promote the project
- (d) Continue to work with Yap Visitors Bureau

Time Line: Effective immediately.

Long Term Time Line: 2001-2005

Early March 2001 - meeting with community

Early June 2001 - training of tour guides (Red Cross, COMFSM, YVB)
- Negotiate with hotels

August 2001 - Start tours

Sept. 2001 – 2005 - Monitor & make changes where necessary.