



UKARIMU

ADVENTURE TOURISM UGANDA

Module 9:
Cultural Tourism



This module is developed by...



Ukarimu is an initiative that develops open-source training material for the tourism & hospitality industry.

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Adventure Tourism Uganda is a consortium of tourism companies that aims to further professionalise Uganda's adventure tourism sector.

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What is the purpose of this training module?

This training module serves as guidance to train people in Uganda in offering adventure tourism activities.

It exists of two parts:

- an introduction to cultural tourism
- suggestions on how to train others on the topic

This module can be used as a stand alone training, or as part of a larger training programme that entails other Adventure Tourism training modules.

Module overview

1. Introduction to Adventure Tourism in Uganda
2. Preparations
3. Safety
4. Guiding in Adventure Tourism
5. Hiking
6. Cycling Tourism
7. Running Tourism
8. Route Development
9. **Cultural Tourism**
10. Sustainable Tourism

Module 9

Cultural Tourism

Content

Cultural tourism

A useful definition of cultural tourism is provided by CBI:

“Cultural tourism refers to travel with the intent of experiencing and learning about the culture of a country or region.”

Cultural tourism can focus on **tangible heritage**, such as the Nyero Rock Paintings, the Uganda Martyrs Shrine or the Kisubi Tombs. It can also focus on **intangible heritage**, such as the Karamoja Cultural Festival, the Empaako tradition or the Imbalu ceremony.

Cultural tourism in Uganda

With more than 55 ethnic groups that all have their histories and traditions, Uganda is culturally very diverse. Cultural tourism therefore has potential throughout the country.

With a population estimated to be about 49 million people in 2023, the domestic consumer market for cultural tourism is considerable and may be the primary customer segment for most cultural tourism activities in the country.

Cultural tourism

According to UNWTO (2018) roughly 40% of the tourists worldwide can be considered cultural tourists, but only 10% of that group has culture as its primary interest.

Most often cultural activities are integrated into itineraries dominated by other activities.

What do tourists mean by authenticity?

Authenticity is a buzzword in cultural tourism. But what do tourists generally mean when they say they are looking for something that is authentic?

Authenticity is not really about whether something is pure. Societies and cultures change all the time and that has always been the case. Most tourists know this.

Instead tourists want to have the feeling that the activity could also have happened without them being present.

Community impact

If organized well, the community may benefit from cultural tourism in the following ways:

- Creation of jobs for community members.
- Revenue sharing leading to investments in projects that benefit the community at large, such as schools or medical facilities.
- Protection the cultural heritage through maintenance.
- Strengthening of the the relationship between community members and their cultural heritage.

If cultural tourism is done irresponsibly, it may have the following negative effects:

- A lack of ownership over the heritage, leading to alienation and marginalization.
- Animosity between community members as they do not all benefit from tourism.
- Discomfort among community members as they perceive tourists to ridicule their heritage.
- It becoming more difficult for the local community to continue their traditions (and *use* the cultural heritage) the way they used to do them.

Cultural tourism can be harmful

As mentioned on the previous page, cultural tourism can have harmful effects. It is important to realize that cultural heritage sites and traditions are likely not to have been established for the sake of tourism, a significant influx of tourists may drastically affect the meanings the community gives to these sites and traditions.

That is why cultural tourism needs to be organized responsibly:

- Make sure the community owns the activity and has a say in by whom, when, where and how the activity is being done.
- Make sure that the community benefits collectively from the activity.
- Make sure both tourists and community members are aware of how they can interact respectfully.

10 tips on community based, cultural tourism activities

1. **Show how ordinary life is like.** Tourists want to know authenticity: they want to experience how local life is if they weren't around.
2. **Make sure all site guides are properly trained.** A good site guide can really make a difference... and a bad one can do so too.
3. **Make sure to package your activity well.** Make sure it is exciting, clear and has a reasonable price.
4. **Put effort into market linkages.** Reach out to tour operators and be visible online.
5. **Combine cultural tourism activities with other activities.** Think of a cycling tour or a game drive.

10 tips on community based, cultural tourism activities

6. **Make sure the whole community benefits from visitors, otherwise it will cause trouble.** You need to make clear agreements with the community on how they benefit.
7. **Be respectful towards the cultural views of your visitors.** In return, you may expect them to be respectful towards yours as well.
8. **Consider domestic tourists as well.** Especially with event-based activities you may attract a lot of Ugandan tourists.
9. **Set up your activity with visuals (photos and videos) in mind.** Go outside and make sure the place looks neat.
10. **Souvenirs can create extra revenue.** Make sure they are of a good quality, are original and come with a story!

Cultural Tourism:

*further
reading*

1. [UNWTO report on cultural tourism](#)
2. [CBI Market Study on Cultural Tourism](#)
3. [CBI Market Study on Community-based tourism](#)

Module 9

Cultural Tourism

Training Outline

Preparations

Training participants

This training is accessible to anyone with an interest in adventure tourism. Commitment to the training should be among the recruitment criteria. As this training is written in English, basic literacy and understanding of English are important (although it can also be translated into other languages).

Trainers

The trainers are preferably experts in tourism with some experience with active learning methodologies. Ideally, the trainer is supported by a sidekick who helps in coordinating the training.

Cultural Tourism Activity

This training includes a cultural tourism activity that needs to be arranged in advance. This activity is preferably one that includes various elements:

- 1) A short tour of a physical cultural site
- 2) A cultural performance or workshop
- 3) Preparation and consumption of (traditional) lunch

Training venue

This training can be hosted at a range of training venues. It is helpful however, to do so near a place where the actual cultural tourism activity can take place. To support active learning, choose a spacious venue where people can move around and work in small groups. Ideally your venue also has some outdoor space to host energizers and/or exercises.

Training materials

- Flipcharts, sticky notes, writing equipment
- Projector (especially when showing videos)

1-Day Training Outline: Cultural Tourism

Time	Activity
8:30-9:00	<i>Arrival of participants & preparation of venue</i>
9:00-9:45	Introduction game, expectation setting, etc.
9:45-10:45	Exploring cultural tourism
10:30-11:45	Case studies
12:00-12:15	<i>Tea break</i>
12:15-14:45	Cultural Tourism Activity & Lunch
14:45-16:00	Product Development Exercise
16:00-17:00	Presentations
17:00-17:15	Closure

Introduction Game (30 min.)

Steps

- 1) Let the participants team up in pairs
- 2) Give them 2x4 minutes to interview each other
- 3) Let them find out each other's names and experience with doing cultural activities. Invite all participants to share the answer to this question: **"Which cultural activity do you find particularly fascinating?"**
- 4) Afterwards let participants introduce each other to the rest of the group by summarizing what their partner has shared.

Learning goals

Participants will be more familiar with each other.

Additional materials

It is best to do this activity in a big open space. Take the group outside if possible.

Expectation setting (15 min.)

Steps

- 1) Place the participants in an open circle, in front of a flipchart. Provide everyone with 3 sticky notes.
- 2) Let them reflect for 3 minutes on what they aim to learn during the training and what they can teach others.
- 3) Let them write down their learning goals on the sticky notes and invite them to place the sticky notes on the flipchart. (1 note = 1 learning goal)
- 4) Go through their answers and explain whether each expectation is realistic and reflect on what they can offer each other.
- 5) Emphasise that they should also take their own responsibility in ensuring that they actually learn what they have mentioned. Also emphasize that peer-to-peer learning can be very effective.

Learning goals

Participants are clear on what they aim to learn and take ownership of their learning goals.

Participants realise what they can offer to others and are willing to help each other.

Additional materials

- Sticky notes

Tip: when sharing the learning goals, start with one goal of a participant, read it out loud and ask other participants if they have the same or a similar goal. Harvest and cluster similar answers so you create an overview of different learning themes emerging from the group.

Exploring Cultural Tourism (60 min.)

Steps

- 1) Prior to the activity, make sure to prepare 3 flipcharts, each with one of the following questions:
 - a) What is cultural tourism?
 - b) What kind of cultural tourism activities can be done in Uganda?
 - c) How can the local community benefit from cultural tourism?
- 2) Divide the participants into 3 groups. Give each group a flipchart with one of the questions. Let each group provide answers to their question by writing them on the flipchart.
- 3) After 10 minutes, rotate the flipcharts and let each group elaborate on what the previous group had written. Repeat after 10 minutes.
- 4) Let all groups present the answers written on the last flipcharts they worked on.

- 5) After each presentation, the facilitators can also elaborate their answers. For this they can use (among others) the information given at the content part of this module and the documents provided under “further reading”.

Learning goals

The participants learn more about cultural tourism.

Additional materials

- The content part of this module, as well as the documents under “further reading”.

Case studies (75 min.)

Steps

- 1) Print out the 4 case studies on the next pages. Divide the participants into 2 groups. You and your co-facilitator will also split up and join a group. Give case studies 1A and 1B to all participants of one group, and 2A and 2B to the other.
- 2) Let the first case studies (1A or 2A) be read out loud by volunteers in your groups.
- 3) After having gone through the case study, let the participants discuss the questions that are listed on the same page.
- 4) After about 5 minutes, ask a few participants to share their answers and facilitate a discussion.
- 5) After a fruitful discussion of about 10 minutes, ask someone else to read out case study 1B (or 2B), ask a few participants to respond on the questions and have a short discussion.
- 6) Switch case studies with the other group and repeat steps 2 to 5.
- 7) Do a plenary wrap up where both groups reflect on the process.

Learning goals

The participants learn to critically reflect on the community benefits of cultural tourism.

Additional materials

- The 4 case studies on the next few pages.

Case study 1A: Traditions in the Tesketini Valley

Tesketini Valley is a region in the remote northwest of the dry country of Leboya. The people of this region are called the Tesketo and are herdsmen. They are believed to have lived in the region for thousands of years and have kept a traditional lifestyle where they follow their herds of camels from one water source to the other. They wear beautiful clothing made of camel skins: in fact, the Tesketo camels are known for the dotted patterns on their skins. The Tesketo wear different skins based on their position in society: an elderly man is supposed to wear a golden skin with small dots, whereas a lady who has not yet married is supposed to wear skins with large red dots.

The Tesketo host a celebration each year called the Teskem, whereby all the Tesketo clans gather to engage in a singing competition in which the males of the tribe sing beautiful songs about Tesketo myths and events that happened in the past. Every clan is supposed to bring their most beautiful camels and the clan that sings best is allowed to pick the camel they consider is most beautiful and then ritually slaughter it. The meat will be shared with everybody. The slaughter is the beginning of 3 consecutive days of feasting. In Tesketo culture, it is a great pride to win the singing competition, but it is also a great pride to have your camel chosen by the winners.

The Tesketo are a proud tribe, but looked down upon by other people in Leboya who consider them backwards. For thirty years, tourists have come to watch the Teskem celebration. Recently, the number of tourists has risen to such a number that there are 2 times as many tourists as actual Tesketo present. The tourists are allowed to participate in the singing and also share the meals with the locals. However, the arrival of tourists has led to a conflict among the Tesketo themselves. Some of the Tesketo elderly have grown tired of the tourists as they believe they are not benefiting financially from the tourists, while they are looked upon as museum artifacts. Others claim that the tourists help them to preserve their traditions and have set up small businesses to sell little leather camels to tourists. Recently, there was a scandal in which a large tour operator claimed to help the Tesketo financially, whereas it ended up in the pockets of the owner.

Questions

1. Do you think tourism is beneficial to the Tesketo? Why?
2. What can be done to make sure that tourism is appreciated by all the Tesketo?
3. Do you know of any real life situations that resemble this case? What happened there?

Case study 1B: The Tesketeen Tourism Ambassadors

The community elders in the Tesketini Valley decided that enough is enough. Certainly, as tourists came to the communities they spent some money, but the communities decided this was not the type of tourism they wanted. Luckily there were also many young people who agreed. In various meetings with community groups and tourism stakeholders they collectively decided they wanted to improve the situation.

With the help of a local NGO they came up with a way forward: from then on tourism companies would voluntarily spend 20% of their earnings on a campaign that trained young people in becoming Sustainable Tourism Ambassadors, called the Tesketeens. They received training as site guides and sustainability ambassadors at the same time. They took the lead in cleaning up the towns and developed a sustainability pledge, which was signed by tourism companies, tourists and community groups in which they promised to have respect for the natural and social environment and would cause no harm.

Three years down the line, the Tesketini Valley has improved quite a bit. Of course, there are always challenges as not everyone lives up to their promises, but overall most people are very happy to support the initiative.

Questions

1. What do you think of this initiative?
2. Can something like this happen be replicated in Uganda?

Tip: explain that something comparable is already taking place in Karamoja, Uganda, as the Karamoja Tourism Manifesto. See <https://www.kara-tunga.com/manifesto/> for more info.

Case Study 2A: Ruining the Ruins of Patelstown

Patelstown is a small city in Tamaresh. While Patelstown has just about 80,000 people living there, it attracts about 300,000 tourists per year. This enormous number of tourists has to do with the fact that Patelstown has a rich history as it was once the capital of the Patelian Empire. The ruins of old Patelstown still remain. Some of the ruins are considered holy by the locals. The ruins, which are overgrown with flowers, in combination with the mountains that surround the city, form a beautiful décor for photographs. That is why the tourists take thousands of photos each day, which they spread on social media.

A few sites are particularly popular and are flooded by tourists. Although the tourists are not allowed to do so, they climb the ruins, which results in the ruins breaking down. In the past twenty years, some of the ruins have collapsed almost completely. Tourists throw their garbage everywhere and trample the flowers as they move off the paths. With the arrival of tourists, alcoholism and prostitution has increased dramatically. The tourists also have a very different way of dressing than the locals, who dress very conservatively.

Many locals claim that they cannot live a proper life in Patelstown anymore. That is why it is not uncommon to see things like “tourists go home” written on walls. Recently, a group called the Patelstown Eradication Front (PEF) has decided to take violent action against the tourists as they have beaten up several drunken tourists who were on their way home. One of the victims has died from his injuries. They announced to stop only when the local government takes extreme measures against the floods of tourists. Ironically, there are a few other places in the area which are also beautiful but hardly attract any tourists.

Questions

1. If you were a local, living in Patelstown, what would you think of the tourists?
2. What can be done to make sure to improve the situation in Patelstown?
3. Do you know of any real life situations that resemble this case? What happened there?

Case Study 2B: Pateltown Tourism Taxes

In the recent elections, Pateltown chose a new leader who used to work in tourism before. Mrs. Sangeet promised to stop the enormous influx of tourists. She claimed that Pateltown would benefit if only a certain number and certain type of tourists would come to Pateltown. When she introduced a heavy tourism tax many tourism companies believed she was crazy as this would stop their business. However, she promised to use this money in preserving the cultural heritage and in education projects.

Because of the tourism tax Pateltown became far more expensive for tourists to visit. Overtime, Pateltown started to attract more conscious tourists who were willing to pay more. At this moment the tourism companies are still not making the same profits as before, but Pateltown became a nicer place for residents to live in and the hostility has reduced a lot.

Questions

1. What do you think of this initiative?
2. Can something like this happen be replicated in Uganda?

Cultural Tourism Activity & Lunch (150 min.)

Steps

- 1) Make sure to have arranged a cultural tourism activity for the participants. Ideally, it includes:
 - a) A short tour of a physical cultural site
 - b) A cultural performance or workshop
 - c) Preparation and consumption of a (traditional) lunch
- 2) Before the cultural tourism activity, assign the questions listed on the right to groups of 2-3 participants. They will have to find the answer to their questions by asking questions themselves, by observing and/or by critical reflection. After lunch, each pair will have to answer their question.
- 3) Join the participants on the cultural tourism activity. Make sure to keep time, as there will still be activities taking place afterwards.

Questions

- 1) Who are the target customers for the activity?
- 2) What is the pricing structure of the activity?
- 3) How does the local community benefit from the activity?
- 4) What kind of training do the members of the cultural group get to be able to participate in the performance?
- 5) What kind of briefing is done by the guide?
- 6) What kind of storytelling is done by the guide?
- 7) How participatory is the activity for tourists?
- 8) Are there any arts & crafts sold? Where does the revenue go?
- 9) What do you like about the activity?
- 10) What are things that can be done to improve the activity?

Learning goals

The participants understand what it is like enjoying on a cultural tourism activity and learn to reflect on the activity.

Product Development Exercise (75 min.)

Steps

- 1) Share the guideline on the next page with the participants.
- 2) Participants now get to develop their cultural tourism activity in pairs or small groups. Let them write it down on a flipchart.
- 3) Let them make sure to include all the elements listed in the guideline.
- 4) Help participants in case they do not understand what they are supposed to do or when they get stuck.
- 5) After 75 minutes they will present their cultural tourism activities to each other. Mention that all groups will have 5 minutes to present (see Presentations page).

Learning goals

The participants learn to develop a cultural tourism activity with the help of a guideline.

Additional materials

- Print out the guideline on the next page for each group.

Product Development Guideline

Title of the activity

What is the name of the activity?

Target audience

Who are the typical customers for this activity?

Business Model

How do you create revenue? Who earns from the activity? What costs are being made? Include fixed costs, such as maintenance of the site or fixed salaries and variable costs such as ingredients for meals or fees for part time cultural group members.

Pricing

How much does the activity cost? Are there different pricing options (such as group discount) What costs are being made to do the activity? How much revenue is made?

Detailed description & itinerary of the activity

What does the activity consist of? How long does each element take?

Inclusions, exclusions and add-ons

What things are included in the price and what does the customer have to buy extra? (Think of meals, tips, souvenirs, etc.)

Community benefits

How does the community at large benefit from the activity?

Environmental sustainability

What do you do to minimize the activity's harm to the natural environment?

Marketing

How do you make sure tourists and tourism business are aware of the activity? How do you make sure they get excited about it?

Booking options

How can tourists and tourism business book the activity?

Feedback

How will you generate feedback from your customers? (a feedback form? TripAdvisor or other online registrations?)

Presentations (60 min.)

Steps

- 1) Each group of participants now get to present their cultural tourism activity in 5 minutes.
- 2) For each presentation, ask another group to give written feedback on the following questions:
 - a) Is the activity clear?
 - b) Does the activity fit the target customers well?
 - c) Does the business and pricing model make sense?
 - d) Do you think the activity can attract many customers?
 - e) What can be improved about the activity?
- 3) Ask 2 other participants to tell the group what they liked about the activity and what they believe could be improved.

Learning goals

The participants learn to present their cultural tourism activity and to give feedback on each other's activities.

Closure (15 min.)

Steps

- 1) Let the participants split up in pairs.
- 2) Let them interview each other on what they learned during the training, what they liked about the training and what their next steps will look like in applying the learnings.
- 3) However: they need to act as if they don't speak each other's language. This means they need to find a way to explain it with them with using gestures, sounds and other forms of non-verbal communication.
- 4) After a few minutes they may speak each other's language again and validate whether they understood each other correctly.
- 5) Afterwards they switch roles.
- 6) Invite a few people to reflect on the activity and share what their partners communicated.

Learning goals

The participants learn to reflect on the training and their own learning process.

Additional materials

- None