

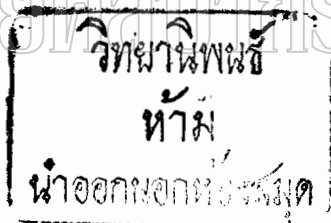
**VOLUNTOURISM: A MODEL FOR THE DEVELOPMENT OF COMMUNITY BASED TOURISM
ACTIVITIES IN NORTHERN THAILAND**



By

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ABSTRACT

VOLUNTOURISM: A MODEL FOR THE DEVELOPMENT OF COMMUNITY BASED TOURISM ACTIVITIES IN NORTHERN THAILAND

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This Business Improvement Project elaborated a voluntourism model for the development of Community Based Tourism activities in Northern Thailand. The model was created to offer a real opportunity to increase the benefits of village tourism, to engage hosts and guests in community development and natural resource management, and to orientate the host-guest relationship towards learning, sharing and giving. The CBT-voluntourism model must support objectives of Community Based Tourism by actively contributing towards community empowerment, allow volunteers to develop a balanced and respectful impression of the host community, and be based on community-defined needs. Combining Community Based Tourism and voluntourism might stimulate hosts and guests to redefine their relationships,

moving from service-based interactions to more profound, shared experiences of giving and receiving, learning and teaching.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Tourism is one of the rapid growth industries in the world. Tourism is vital for many countries and it creates direct and indirect jobs to lots of people. In the past, Mass Tourism is very popular among tourists. Great number of tourists traveled to the major tourist destinations but the ability to carry capacity of destinations is limited and it is not properly managed so Mass Tourism is seriously damaging for the local environment and culture.

The lesson learned from Mass Tourism leads to the question “What is the suitable form of tourism?” Since 1980’s, a new form of tourism became more prominent in the travel sector. Nature based tourism (Ecotourism, Marine Ecotourism, Geotourism, Agrotourism, Astrological tourism), cultural based tourism (Historical tourism, Cultural and traditional tourism, Rural/Village tourism, Ethnic tourism, Edu-Meditation tourism), and volunteer tourism were dubbed “alternative tourism,” as it encompassed activities that were centered on providing opportunities for local people as well as the preservation of the natural and cultural resources (Chatchalerm, 2008).

The shift from mass tourism activities to alternative tourism activities has been due to the increase of more environmentally and socially-conscious travelers. Nature based tourism and cultural based tourism attractions consist of tourist

activities centered on providing some benefits for the local community and for the environment. Volunteer tourism involves travelers contributing their time and income to a project that could fall under the umbrella of nature based tourism and cultural based tourism. Many travelers are now actively seeking vacations during which they can spend some of their time volunteering at their destination (Rattan, 2009).

1.1.1 Volontourism in Thailand

Voluntary activities were happened in Thailand for a long time. Non-government Organization brought foreigners to do voluntary service for local people and they traveled after they had finished. Volontourism has been more interested after Tsunami Disaster in Southern Thailand in 2004. On January, 2005, “The Tsunami Volunteer Center” was founded at Kao Lak, Pang Nga Province. There were 3,500 volunteers aged 19 - 67 from 51 countries around the world. They build new houses and boats and taught English to local people. On Phi Phi Island, Krabi Province, there were 4,000 volunteers came to carry 290 tons of rubbish out from ruins. (Watcharee, 2007)

1.1.1.1 Definition of Volontourism

United Nations World Tourism Organization (UNWTO) and George Washington University’s International Institute of Tourism Studies (IITS) created a website for Volontourism and Volontourism Forum in 2002. They defined the definition of Volontourism that is “Volontourism is the integrated combination of voluntary service to a destination with the traditional elements of travel and tourism – arts, culture, geography, history and recreation – while in the destination”. (Watcharee, 2007)

1.1.1.2 Voluntourists

Since the mid 1980's, increasing numbers of young people have taken 'Gap Years' between finishing their studies and working. Typically, during this time, they spend several months traveling and working overseas. Many professionals also choose to take similar 'career breaks.' Inspired by their consciences and the 'life changing' stories of returned volunteers, many of these travelers enquire after volunteer placements. Demand for extended work, travel and volunteering has led to the growth of specialized 'Gap Year' companies. These companies organize placements for paying volunteers in charities, school, hospitals, and other organizations around the world. (Suansri and Richards, 2008)

'Gap year volunteers' raised the popularity of volunteering. They also inspired a new niche market of travelers who desired the experience of volunteering without making a long-term commitment. Seeing a gap in the market, Product Managers in innovative tour companies began combining short volunteer placements with their standard tour programs. This has become known as 'voluntourism.' Media coverage following the Tsunami of December 26th 2004, sent images of 'Voluntourists' around the globe and gave the profile of volunteering a significant boost. This cataclysmic event also propelled the term 'voluntourism' further into the spotlight of popular culture. (Suansri and Richards, 2008)

Now voluntourists can be individuals, families, voluntourists with special skills, gap year students, school groups, universities, small tour groups, and corporate clients (team building and community service). (Watcharee, 2007)

1.1.2 Volunteer tourism in literature.

Research on volunteer tourism is limited and has mainly focused on the attitudes, values, and motivation of volunteer tourist (Lo and Lee, 2011; Chen and Chen, 2011; Anderson and Shaw, 1999; Dowling, 2003). It is evident that most of the research on volunteer tourism focuses on the volunteer tourist.

Using tourism as a force for social change has not been studied extensively in the volunteer tourism literature (Rattan, 2009). However, it is possible that volunteer tourism can be integrated with a community-based development framework. Therefore, volunteer tourism can act as an alternative or supplement to community based tourism development; which is a new type of alternative tourism in Thailand.

1.1.3 Community Based Tourism in Thailand

Amidst the social changes brought on by globalization, local communities cannot live in isolation. Thai communities and many similar communities around the world have passed the time of absolute self-reliance and are increasingly dependent upon the outside 'urban' world. Interacting with the outside world will not be easy for local communities without sufficient and strong social, cultural, and economic resources. (Suansri, 2003)

Thailand, with a rich tapestry of landscapes, peoples and traditions has been an increasingly popular destination for tourists for over decade. Tourist arrivals rose from 7.76 million visitors in 1998 to 15.93 million visitors in 2010. (Ministry of Tourism and Sports, 2011) During this period, infrastructure and transportation improved, making remote areas safer and more accessible. Meanwhile, tourists became much more adventurous, traveling further and in greater numbers. This

resulted in an explosion of tourism activities located in and around local Thai communities.

Tourism developed in and around Thai villages has often occurred without local consultation or participation. Often, the profits generated by tourism have flowed past local people. Meanwhile, tourism has put great pressures on local natural resources, traditional cultures and social structures. These pressures have been particularly severe in rural areas, where most local people are fishers and farmers who have been forced to compete with the tourism industry for traditionally common resources such as water or sea access.

These impacts catalyzed the search for new, gentler models of rural tourism which would generate greater benefits for Thai people and their environments. Responsible Ecological Social Tours Project (REST) which is now The Thailand Community Based Tourism Institute Foundation (CBT-I) has worked with Thai community for over 15 years to develop 'Community Based Tourism (CBT)'. CBT programs are designed to empower communities as actors in local tourism development, and assist them to design programs which actively support their own development objectives. CBT-I has worked with a range of communities: Muslim, Buddhist and Animist; coastal and forest dwelling; rice farmers, fruit farmers and fishers. CBT models in these sites have some differences. However, broadly speaking, CBT is village tourism which is managed by a formal community group rather than by individuals, empowers local people as actors in tourism by assisting them to define and represent their communities to visitors, is specifically designed to support local community development and environmental objectives, and strives to

stimulate and balance economic, environmental, and socio-cultural sustainability.
(Suansri, 2003)

1.1.3.1 Definition of Community Based Tourism

Responsible Ecological Social Tours Project (REST) defined Community Based Tourism (CBT) as “Tourism that takes environmental, social and cultural sustainability into account. It is managed and owned by the community, for the community, with the purpose of enabling visitors to increase their awareness and learn about the community and local ways of life.” (Suansri, 2003)

1.1.3.2 Community Based Tourism programs

In practice, CBT programs are ‘hands-on’ explorations of local life, guided by local community members. Local people choose activities by identifying special elements of their lives that they feel proud of and want to share with their guests. They then receive training to develop these ‘Good Things’ into a tour program. Programs usually run for between a day and a week. Guests join in typical activities; enjoy cultural exchange; and experience nature and the relationships between the natural environment and the community. Guests may have the opportunity to stay with Thai families; cook and eat local food; try their hands at fishing, farming, and natural dying and weaving; trek through the jungle; or learn about a community’s unique history and achievements. (Suansri, 2003)

Nowadays, an increasing numbers of tourists have shown interest in participating in short-term volunteer activities while on holiday. Many tourists would like to contribute to a community or environmental project. Responding to this trend, several innovative tour operators have begun integrating short volunteer

placements into their standard culture and nature-based programs. This new, hybrid tourism product has been labeled as ‘voluntourism’ (Suansri and Richards, 2008)

CBT-I has worked with communities, tour guides and leaders, tour operators, educators and youth group coordinators to integrate CBT and volunteer activities. Voluntourism programs will offer a real opportunity to increase the benefits of village tourism; to engage hosts and guests in community development and natural resource management; and to orientate the host-guest relationship towards learning, sharing and giving.

1.2 Purpose Statement

The purpose of this study was to elaborate a voluntourism model for the development of Community Based Tourism activities in Northern Thailand.

1.3 Research Questions

1.3.1 What are some voluntourism existing models?

1.3.2 Is there a model that is better?

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A literature review was compiled to answer research questions “what are some voluntourism models?” and “is there a model that is better?” This chapter reviews and evaluates the existing voluntourism programs from case studies in order to find out what goes into establishing a new model for the development of Community Based Tourism activities in Northern Thailand.

2.2 The volunteering program at Australian War Memorial

The volunteer program at Australian War Memorial provides activities in many areas within the Memorial. The major area is the voluntary guides.

Recruitment is conducted on an as-needed basis. New voluntary guides are trained for a period of six to eight months. Volunteer benefits include full access to the research center and facilities, discounts at bookshop and kiosk, concessionary entry to other museums, galleries and institutions in Canberra, and certificates of appreciation on the completion of a project, and badges indicating 200, 500, 1000 or 2000 hours of service. (Holmes and Smith, 2009)

2.3 The volunteering program at Australian Museum

The volunteer program at the Australian Museum in Sydney comprises two area: Public Programs and Behind-the-Scenes. Public Programs invites those people interested in guiding. New volunteers attend a four-day induction course that covers

customer service, basics of museum interpretation and education, museum content, and conducting guided tours. The volunteer is required to evaluate themselves after 50 hours of volunteering. Commitment for Behind-the-Scenes volunteers varies with the type of task performed. Ongoing projects will require regular attendance, while short-term projects will require volunteers for a specified period. Training for Behind-the-Scenes is provided by the respective supervisor. Volunteer benefits include free access to the Museum and special exhibitions, discounts at the Museum shop, and honorary membership of the Australian Museum Society. (Holmes and Smith, 2009)

2.4 The volunteering program at Art Gallery of New South Wales

The Art Gallery has four volunteer bodies: Volunteer Guides, Task Force, Community Ambassadors, and Contempo. The Volunteer Guides provide guided tours of the Gallery's collections and major exhibitions for the public, schoolchildren, and special groups. The Volunteer Task Force is a group of Australian Museum Society members who provide voluntary support to both the Gallery and the Australian Museum Society. The Community Ambassadors program was designed to expand the Gallery's audience into non-English-speaking communities. Community Ambassadors are Japanese-, Mandarin-, Cantonese-, and Vietnamese-speaking volunteers who offer regular tours of the Gallery and on special projects. Contempo is a membership category of the Art Gallery of New South Wales designed specifically for those interested in Sydney's contemporary art scene. The role of Contempo volunteers is to assist in planning, organizing, and managing Contempo events and promote fund-raising opportunities for the Gallery's contemporary art acquisitions program. The benefits of being volunteers include

attending lectures by curators, special exhibitions, and seminars at reduced cost, free access to exhibitions, and badge. (Holmes and Smith, 2009)

2.5 A model for volunteer management

The volunteer programs at the Memorial, the Museum, and the Gallery attempt to match the skills and abilities of the volunteers to organizational tasks. The extent to which each organization matches task requirements with volunteer skills and abilities, and recognizes volunteer needs and interests, has resulted in the high level of satisfaction that both the volunteer and the organization have with the volunteer program. (Holmes and Smith, 2009) Each of the organizations has explicit transactional contracts that direct volunteer participation in the organization. Volunteers have a clear understanding of where they fit into organization and are well informed of the organization's expectations of them in terms of their roles and benefits. However, each of the programs would be better if they increased access to resources and gave more incentive rewards to volunteers.

The volunteer programs from three organizations have been developed from the goals and objectives of each entity but can be explained with reference to a model for volunteer management (see Figure 2.1). Each of the programs attempts to match the skills and abilities of the volunteers to organizational tasks and each program has a recognition system in place. In this way, the organizations are attempting to create environments where the contribution of volunteers is recognized and the recognition system fits within the operational needs of the organization. The programs vary in their integration within the organizations. Integration is important if the program is to continue to develop and is valued for the contribution it can make to organizational objectives. (Holmes and Smith, 2009)

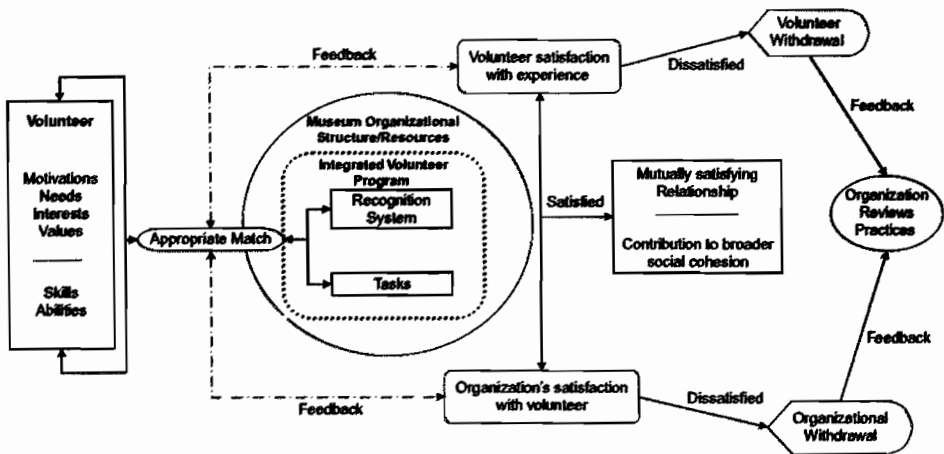


Figure 2.1 Model for Volunteer Management

Unfortunately, there is not a voluntourism model that focuses on delivering a positive impact to the tourism destination especially the destination which is a local community and its resident. However, the model for volunteer tourism suggests that organization matches task requirements with volunteer skills and abilities, and recognizes volunteer needs and interests, has resulted in the satisfaction that both the volunteer and the organization have with the volunteer program. The strength of a volunteer's satisfaction will be moderated by the volunteer's perception that their serious leisure interests are being met through their participation in the organization. The strength of an organization's satisfaction with its volunteers will be moderated by the organization's perception of the volunteers' ability to complete assigned tasks. Organizations should strive for the strongest match in both areas in order to realize a mutually satisfying relationship and contribution to contribution to broader social cohesion (Holmes and Smith, 2009). Based on the volunteer management model, it can infer that assessing organization's needs and volunteer's needs must be a priority to consider in a voluntourism program design. The following chapter will

elaborate a voluntourism model for development of Community Based Tourism activities in Northern Thailand.

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CHAPTER 3

MODEL DEVELOPMENT

The purpose of this study is to develop a model of voluntourism to use in a Community Based Tourism activities in Northern Thailand. The CBT-voluntourism model must support objectives of CBT by actively contributing towards community empowerment, allow volunteers to develop a balanced and respectful impression of the host community, and be based on community-defined needs.

3.1 Concept of integrated CBT-Voluntourism

3.1.1 Contribute towards community empowerment

On arrival in the community, the volunteers should first participate in CBT activities. Then, during the second part of the trip, they participate in volunteer activities. Thus, CBT group members maintain their authority as ‘leaders’ of the cultural exchange process and are empowered as ‘givers’ of knowledge and experience before their guests are empowered as ‘givers’ of assistance. The subsequent volunteer work is not regarded as ‘charity’, but is presented to volunteers, and understood by community members, as a natural extension of cultural exchange, within the Thai tradition “Long kag” which means contributing labor in the fields of neighbors, family and friends for free.

3.1.2 Allow volunteers to develop a balanced and respectful impression of the host community

The CBT program and follow-up discussion between the volunteers, local community guides and Tour Facilitators introduces guests to the strengths and challenges of life in the community, and allows them to develop a balanced view. They have lots of opportunity to get to know their hosts personally, and to ask questions to their hosts, the local community guides, or the Tour Facilitators. These experiences should be sufficient to challenge oversimplified perceptions of the village as simply a 'poor' or 'undeveloped' place.

3.1.3 Based on real needs identified by community members

For voluntours to benefit communities, their contribution must be based on real needs. The challenge is to identify activities which are useful and possible within the limitations of volunteers' time and skills. Needs are different in each community, and designing useful programs requires facilitating a two-way 'product negotiation' process between tour operators and community members. This negotiation took several months, and required compromise and creativity on both sides to match community needs with voluntourists' limitations, and create a product which tour operators felt confident would be attractive to clients.

3.2 The CBT-Voluntourism Product Development

The voluntourism development process is outlined below:

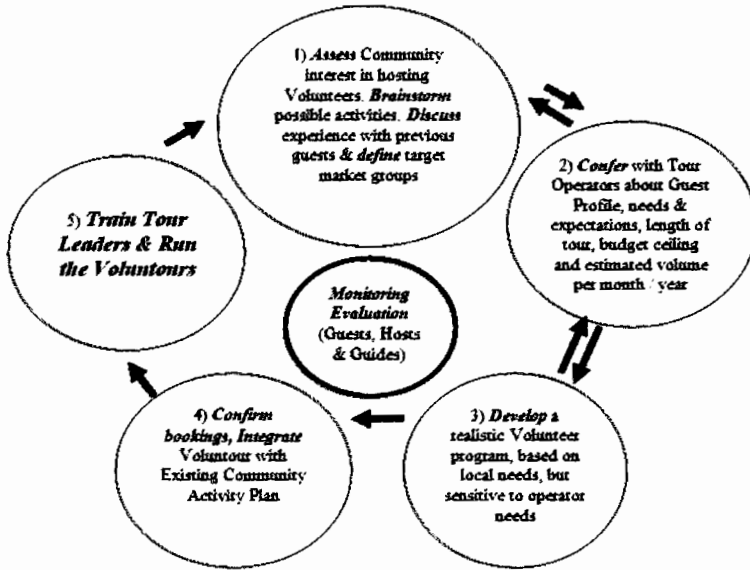


Figure 3.1 the CBT-Voluntourism Product Development Cycle

3.2.1 Assess community interest in hosting volunteers

The first step is choosing a destination. Ask the community whether they need volunteers to come to their community. If the community agrees then brainstorm possible volunteering activities in the community or discuss with previous guests which activities they can do for volunteering in the community. Finally, define target market groups which concern on trip style, budget, age, nationality, and period of stay.

3.2.2 Confer with tour operators

The second step is consult with tour operators about guests profile, needs, and expectation. Moreover, consult about host community profile, length of tour, budget ceiling, and estimated volume per month/year.

3.2.3 Develop a realistic volunteer program

After knowing needs from host community and tour operators, the next step is to develop a tour program that meets local needs and tour operator needs. The

important elements in program design should be concerned are 1) available of appropriate activities and facilities 2) resource capacity and limitation to design enjoyable activities without creating negative impact to community's culture and environment 3) the information appropriate to the target tourist; promote learning process that lead to an understanding and an impression for visitors and hosts 4) program schedule appropriate for tourists, by considering the tourist's interest, age and gender, and in compliance with local culture and carrying capacity 5) coordination and personnel management system 6) methods to monitor tourism impact and 7) methods to evaluate the tourists' appreciation on CBT-Voluntourism product.

3.2.4 Confirm booking and integrate voluntour with existing community activity plan

This step is to integrate the design program which has been developed in the third step to the community activity plan according to community's calendar.

3.2.5 Train Tour Leaders and run the voluntour

The last step is to prepare tour leaders before running the voluntour. Tour leaders from host community and tour operator needs to know all of the information of the tour program in order to facilitate tourists smoothly. After finish the project, monitoring and evaluation is needed for guests, host, and guides.

3.3 Example CBT-Voluntourism program (frame)

Ideally, a voluntour should be at least 4-5 days long. This gives guests enough time to combine CBT activities and volunteering. The typical CBT-voluntour begins with orientation at the CBT club. Hosts and guests are able to share their expectations. The community is able to explain which tasks volunteers will be

involved in, and why these activities were chosen by the group. Then, guests experience the CBT tour. Next, there is a chance for any necessary, simple training before conducting volunteer activities. After that, the guests participate in volunteer activities, before a final sharing meeting.

Day 1:

- Morning: arrival in community and orientation by the CBT Group
- Volunteers and CBT Group members share their expectations
- Afternoon: interactive Thai language and local culture lesson
- Evening: return to homestay family to relax and practice Thai

Day 2:

- Morning / Afternoon: program follows standard CBT program (could be rice, rubber or fruit farming; fishing; practicing local crafts such as weaving, bamboo or pottery; cooking; jungle trekking, etc)
- Evening: return to homestay family to relax and practice Thai

Day 3:

- Morning: program follows standard CBT program
- Afternoon: group discussion / preparation for volunteer activities
- Evening: return to homestay family to relax and practice Thai

Day 4:

- All day: volunteer activities (suggested by communities) include
 - Teaching: English to youth and CBT Club members;

- Information development for the CBT Club (photography, brochures, maps, signs, English to Thai language sheets);
 - Collecting environmental information for CBT Club members (E.g. surveys, mapping species numbers and distribution);
 - Replenishing activities, E.g. mangrove / forest replanting;
 - Beautification of school, temple or mosque areas
 - Manual work such as digging, cleaning, mending, weeding
- Evening: return to homestay family to relax and practice Thai

Day 5:

- Morning: Discussion “What have we learned and shared?”
- Afternoon: Departure

3.4 Examples of CBT-Voluntourism Sites

3.4.1 Baan Huay Hee, Northern Thailand – Mae Hong Son Province:

- Huay Hee Village is an ethnic Karen village in remote Mae Hong Son province, at the foot of the province’s highest peak, Doi Puey.
- After National Park boundaries were extended to include their land, the farmers of Huay Hee were labeled ‘forest destroyers’. They were often arrested for farming and lived under threat of forced relocation.
- Huay Hee worked with local NGO’s to document their traditional Karen agriculture practices, and prove that their way of life wasn’t destructive.

- They have worked with CBT-I to develop CBT as a ‘communication bridge’ to invite visitors to learn more about their farming practices and culture, and to join together in daily activities.
- The CBT program includes trekking up Doi Puey; learning about herbal medicines; and trying out rice farming; weaving and Karen cooking.
- Volunteers in Huay Hee can teach English, create information for the CBT Club, build toilets for the school, and lay water pipes.

3.4.2 Baan Huay Kee Lek, Northern Thailand – Chiang Rai Province:

- Huay Kee Lek Village is an ethnic Akha village on the hill in Chiang Rai province.
 - Water deficiency and forest fires have happened every year during March – May (hot season in Thailand).
 - Huay Hee worked with Thailand Research Fund to document their annual customs, traditions, and livelihoods.
 - They have worked with CBT-I to develop CBT as a ‘communication bridge’ to invite visitors to learn more about their farming practices and culture, and to join together in daily activities.
 - The CBT program includes trekking up Doi Wawee; learning about herbal medicines; participating in Akha rituals and traditions; and Akha cooking.
- Volunteers in Huay Kee Lek can teach English, create information for the CBT Club, afforest, and wildfires protection.

CHAPTER 4

FURTHER DEVELOPMENT

Voluntourism has multiple outcomes for all those involved: volunteers, organizations, communities and the wider society. Valuing the contributions of volunteers and assessing their impacts is challenging. Some outcomes are more obvious and quantifiable; others are less tangible and harder to qualify. There are different ways of measuring the impacts of volunteers with a focus on assigning an economic value to voluntary activities, assessing the community and social value of volunteering or reporting the benefits to the volunteer, linked to their motivations and rewards. Most information is known about the positive outcomes or benefits of volunteering. Ideally, voluntourism should be mutually beneficial but generating benefits volunteering also involves negative outcomes. (Holmes and Smith, 2009)

Voluntourism presents opportunities and risks to local communities. On one hand, it is an opportunity for them to benefit economically and ‘in kind’ from volunteers’ contributions of time and labor. On the other hand, there are many risks associated with commercial, short-term, volunteer tourism. Tour organizers may prioritize the expectations of their unskilled guests over the real needs of community members; perpetuate one-dimensional stereotypes of ‘undeveloped’ local communities; or even experiment’ with community development without sufficient skills and knowledge. These outcomes could have serious impacts on the communities being promoted as ‘beneficiaries.’

However, despite some good examples, short term volunteer projects in Thailand have often been plagued by problems. It is very important that voluntourism practitioners are aware of these potential pitfalls, so that they can avoid them. Some occurring issues include; 1) tourists' limited skills, knowledge, and time 2) a split decision between holiday or work 3) tour operators' limited knowledge and skills and 4) work based on tourists' expectation, not local needs.

The first problem, there is no selection process for joining a rural holiday. This means anyone can sign up. It is difficult to design useful volunteer activities when you have little idea what the volunteers will be able to do, how old they may be, their level of physical fitness, etc. This is compounded by the short time which tour operators often allocate for service activities: sometimes just a few hours. When volunteers have arrived on site, they might have been unable to undertake any useful work. They might have even been a burden to community members, draining their time and monopolizing (or even damaging) valuable equipment.

Secondly, working on a community project requires patience and flexibility. However, because voluntours are a mixture of volunteering and tourism, they attract a mixture of volunteers and tourists. Some 'volunteers' are easily bored or frustrated. Others are very demanding, feeling that they have 'paid for a holiday' and so they are entitled to high levels of service and attention. Both of these situations create stress and work, not benefit, for community members.

Thirdly, in general, while tour operators are experts at program design and tour operations they lack the time and specialist skills needed to establish or coordinate community projects. Most tour operators try to partner with local organizations. However, some operators insist on setting up their own projects

which can have disastrous consequences because they really don't know the best way to work with communities and that is not their area of expertise.

Finally, voluntourists often read articles or hear stories from longer-term volunteers and imagine they will be involved in very significant work like construction, teaching, curriculum design or medical work. As a result, in order to satisfy tourists' expectations, communities are often bullied into identifying these kinds of projects. In some cases, projects are undertaken where there is no real need, or other tasks would be more useful. Volunteers also feel disappointed if they realize their efforts have not really been appreciated by their hosts.

Coordinating successful volunteer work requires specific knowledge and skills. It requires working closely with community members to identify their needs; assessing what is possible within the limitations of volunteers' skills, time and budget; and organizing and implementing the volunteer work. It requires honest advertising and careful management of tourists' expectations so that they are not misleading into believing that they can achieve impossible tasks within a few days. With sound preparation and management, it is possible to ensure that voluntourism will be a benefit rather than a burden.

CBT sites are excellent locations for voluntourism. The participatory planning and management mechanisms already established in CBT communities make it relatively easy to identify useful volunteer activities. CBT's focus on communicating positive aspects of local life means that volunteers are able to develop a balanced, non-patronizing impression of life in host communities. Furthermore, integrating CBT and voluntourism can stimulate communities to analyze their development needs. Perhaps the greatest promise of combining CBT

and voluntourism is that the experience can stimulate hosts and guests to redefine their relationships, moving from service-based interactions to more profound, shared experiences of giving and receiving, learning and teaching.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

APPENDIX A

MOTIVATION FOR INTERNSHIP

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix A

Motivation for Internship



Name: Worakarn Singhato
ID: 52501308
Date of Birth: January 28, 1987
Address: 69/306 Buddhamonthonchai 3 Rd, Taweewattana
District, Bangkok, Thailand. 10170
Telephone: 02-441-1610
Mobile: 081-926-6461
Email: bobotu65@hotmail.com
Nationality: Thai
Passport Number: C696558

Issued at: Ministry of Foreign Affairs
Valid until: October 10, 2010

Emergency telephone number:

081-987-6461

Emergency email address:

bow_w_s@hotmail.com

Expected starting date of Internship based on currently-known academic results: November 16, 2010

Describe your preferred country, type of tourism/ hospitality business, type of company, department and position for the internship:

I would like to use all of my knowledge and potential to help Thailand develops and best utilised our natural resources, human resources, and cultural resources in tourism sector and gains most benefit to everyone in the country. Importantly, it will be my best honour if I am able to share my knowledge and experiences to the young generation.

August 1, 2009

Community Based Tourism is what I am interested in. So I prefer to do an internship at The Thailand Community Based Tourism Institute (CBT-I). Having a great opportunity to do an internship at CBT-I will broaden my horizon and enhance my career profile. CBT-I missions to develop local Thai communities to manage tourism sustainably would greatly help me guide to my future career path.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

APPENDIX B

CURRICULUM VITAE FORM FOR INTERNSHIP INTERVIEW

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix B

Curriculum Vitae Form for Internship Interview

Name: Worakarn Singhato

ID: 52501308

Ambition & Goals: Work in Thailand Tourism Organization

Career plan: In order to help Thailand develops tourism industry, I need to learn from the experts who work for Thailand's tourism as much as I can. Then I will use all of my skills and experiences to develop Thailand's tourism sector. Importantly, I will share my skills and experiences to others especially the young generation. They will be my descendants to keep on developing our country's tourism.

Personal Characteristics (Personal strengths and weaknesses):

I am ready with competition and hard work and I take the highest attempt to handle it. But the tiredness and boredom that easily occur is my hardest difficulty to overcome. I am nice helper.

Whenever someone asks me a favor, I always help with my pleasure. I am friendly interactive with everyone.

Work Experience:

I used to be a trainee in Finance and Administrative Department at Grand Sukhumvit Hotel Bangkok Managed by Accor in 2009. In 2006, I worked as a crew member in front cashier, drive-thru operation, and kitchen station at McDonald's restaurant in New Jersey, United States.

Educational Background:

Currently, I study MBA in Hotel and Tourism Management at Silpakorn University International Collge. Before taking graduate course, I studied Political-Science at Chulalongkorn University.

Hobbies:

Taking pictures, reading books (history, philosophy, psychology, thruth), and traveling.

Additional Information that you feel is important for your personal internship interview:

August 1, 2009

"I want to be working in service of others, helping them to discover all they have to offer." I essentially feel that I am worthy in so far as I am helpful to others. Love is my highest ideal. Selflessness is my duty. Giving to others is my reason for being. Involved, socially aware, usually extroverted, I am a person who remember everyone's birthday and who go the extra mile to help out a co-worker or friend in need.

I am warm, emotional people who care a great deal about my personal relationships, devote an enormous amount of energy to them, and who expect to be appreciated for my efforts. Helping others makes me feel good about myself; being needed makes me feel important; being selfless makes me feel virtuous. I am thoroughly convinced of my selflessness, and it is true that I am frequently genuinely helpful and concerned about others. I am prompt to devote myself to my career, my organization, and my country.

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

APPENDIX C

ASSESSMENT OF SUIC STUDENT BY THE HOST COMPANY

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix C

Assessment of SUIC Student by the Host Company

Student Name: Worakarn Singhato
Host Company: The Thailand Community Based Tourism Institute
Supervisor: Potjana Suansri
Assessment period: From: November 16, 2010 To: May 15, 2011
Date of Assessment: May 10, 2011
Intern's position: CSR Coordinator

Introduction and completion instructions

Your opinion as company internship supervisor is an essential part of the SUIC internship supervisor's assessment of the trainee's performance.

The university finds it very important that this assessment form is completed upon consultation with the trainee. For this purpose we request the trainee and the internship supervisor to endorse this assessment form by placing his signature on the last page.

In the following section, several categories are given to describe the trainee's performance. A number of descriptions are given per category that can be graded on a scale from 1 to 5. The most applicable description can be indicated by circling the correct number. Of course, combinations of grades are also possible.

We would appreciate your comments regarding each part.

The student should return this printed form, duly signed by post or fax to:

<p>Mr Christophe Mercier, MBA program manager SILPAKORN UNIVERSITY INTERNATIONAL COLLEGE 22 Borommarachachonnani Road Talingchan, Bangkok, 10170 THAILAND Fax: +66 (0) 2880 9937</p>
--

Appendix J Assessment Form

August 1, 2009

1. Guest or customer/ service orientation 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
The student is able to anticipate the guest's wishes and acts as a host(ess) in a professional manner. He / she is able to: <ul style="list-style-type: none"> • foster a guest orientated working atmosphere • act in an hospitable manner towards the guest (using the guests' name, positive, active approach towards the guest, etc.) • show alertness in anticipating the guests' wishes (meeting/ exceeding the guests' wishes) • be an excellent example as a host(ess). 	5 4 3 2 1
Comments:	

2. Technical and Professional aspects Criteria 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
The student has knowledge of the duties within the department and has the capability to put them into practice. The student: <ul style="list-style-type: none"> • has knowledge of the responsibilities of a department manager • has knowledge and insight into the equipment within the department • understands the financial flow within the company • understands the relation between the different departments (cause - effect situations) • produces high quality work 	5 4 3 2 1
Comments:	

3. Human Resource Management (if applicable) 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
The student can motivate and stimulate the associates in such a manner that all duties are executed correctly. He / she is able to: <ul style="list-style-type: none"> • provide regular feedback on how well people perform their jobs • coach new associates in their duties and in their learning process • consciously act as a role model for the required skills/behaviour • build teamwork and strive to improve his/her work group performance handle conflicts and resistance	5 4 3 2 1
Comments:	

Appendix J Assessment Form

August 1, 2009

4. Problem solving and decision making 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
The student is able to signal, analyse and solve problems. He /she is able to: <ul style="list-style-type: none"> • recognise and analyse problems within the organisation and department • initiate proposals to solve the problem • show insight into guest problems and the company processes • demonstrate final control and follow up. make a decision when necessary 	5 4 3 2 1
Comments:	

5. Planning 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
The student is able to: <ul style="list-style-type: none"> • establish and plan the duties in a correct manner; • establish the duties (tune his duties to those of the manager and to the duties of the supervisors and associates) take care of a time planning in which all duties can be executed on time, indicating time limits and creating a positive work pressure. 	5 4 3 2 1
Comments:	

6. Organising 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
The student is able to: <ul style="list-style-type: none"> • take care of a neat and careful working procedure regarding registration and administration of data • create circumstances in which the work can be completed efficiently • allocate/ divide the duties over different associates • tune the amount of duties to the expected business organize multiple tasks and projects 	5 4 3 2 1
Comments:	

Appendix J Assessment Form

August 1, 2009

7. Controlling 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
<p>The student is critical towards the process and the quality of the completed duties. He / she is able to:</p> <ul style="list-style-type: none"> • check the quality of the executed duties efficiently and critically • set norms concerning the quality of the work and take these into consideration when assessing the quality • make sure that associates give the best service to guests <p>make sure that new associates have reached the learning goals.</p>	<p align="center"> 5 4 3 2 1 </p>
<p>Comments:</p>	

8. Passion/ initiative/ entrepreneurship 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
<p>The student demonstrates initiative and is able to function in an independent and energetic manner. He / she is able to:</p> <ul style="list-style-type: none"> • work independently as (assistant) department manager / supervisor • take initiative to get things done • show flexibility and an open mind in trying new ideas <p>show perseverance, approaching mistakes as a challenge to learn from and standing to own ideas.</p>	<p align="center"> 5 4 3 2 1 </p>
<p>Comments:</p>	

9. Communication 5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	Points Awarded (Circle One)
<p>The student communicates the right information to the person or department concerned, both orally and in writing. He / she is able to:</p> <ul style="list-style-type: none"> • Listen and give others the opportunity to be heard • Communicate on time in a clear and concise manner in the business language required. • inform people regarding important matters <p>express viewpoints with confidence</p>	<p align="center"> 5 4 3 2 1 </p>
<p>Comments:</p>	

Appendix J Assessment Form

August 1, 2009

10. Co-operation	Points Awarded (Circle One)
5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	
<p>The student has a positive attitude towards management, associates and the entire organisation. He / she is able to:</p> <ul style="list-style-type: none"> • undertake the initiative to co-operate and show a loyal attitude towards colleagues. • demonstrate a positive attitude • show loyalty to associates and management • take over work from colleagues if necessary <p>see different sides of an argument and demonstrate willingness to compromise (win-win)</p>	<p>5 4 3 2 1</p>
Comments:	

11. Tolerance for stress/ self management/ flexibility	Points Awarded (Circle One)
5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	
<p>The student is able to work under pressure and is able to handle changing situations and information in a flexible manner in which performance achievement is demonstrated and the right priorities are set.</p> <p>He / she is able to:</p> <ul style="list-style-type: none"> • handle changing situations and information under pressure in a flexible way. • set priorities • avoid letting stress influence the performance of the group • maintain self-control, even in difficult or emotional circumstances <p>seeks feedback on ways he/she can improve</p>	<p>5 4 3 2 1</p>
Comments:	

12. Integrity/ moral judgement/ responsibility	Points Awarded (Circle One)
5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	
<p>The student can balance the interests of himself, the company and society. He / she is able to:</p> <ul style="list-style-type: none"> • detect, analyse and discuss moral dilemmas • accept responsibility for his/her actions rather than making excuses <p>take into consideration how own actions and decisions impact on others</p>	<p>5 4 3 2 1</p>

Appendix J Assessment Form

August 1, 2009

Comments:	
13. Intercultural sensitivity	Points Awarded (Circle One)
5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	
<p>The student:</p> <ul style="list-style-type: none"> • Is willing and able to handle intercultural/international differences effectively. • has a good knowledge of all cultures in the company • knows how to make people of all cultures feel at home • approaches others in an open and respectful way • adapts own style and business practices to other cultures; for example, sense of time, protocol, etiquette <p>is conscious that other people and organizations do things differently; tries to understand rather than judge</p>	<p>5 4 3 2 1</p>
Comments:	

14. Departmental core tasks	Points Awarded (Circle One)
5 = excellent 4 = good 3 = sufficient 2 = insufficient 1 = poor	
<p>Please list the department core tasks below:</p> <ul style="list-style-type: none"> • <u>Marketing and Product Development</u> • _____ • _____ • _____ • _____ 	<p>5 4 3 2 1</p>
Comments:	

August 1, 2009

The student's strong points are:

Volunteer Spirit

Which areas should be improved?

Presentation Skill

Intermediate appraisal: (if applicable)

What objectives have been set/ agreements made for the next appraisal?

Communication

Final appraisal: (if applicable)

General remarks:

Abilities to work both social work and business work.

Student's Comments:

Abilities to work both social work and business work are good for my career path. Thank you CBT-J for giving me an opportunity to improve myself.

Signature of supervisor of Host Company:

Potjana Samsri

Signature of Student:

กมลวิทย์ ใจบุญ

APPENDIX D

HOST COMPANY BACKGROUND

มหาวิทยาลัยศิลปากร ส่วนลิขสิทธิ์

Appendix D

Host Company Background

The Thailand Community Based Tourism Institute (CBT-I)

In Thailand, tourism development has put great pressures on traditional cultures and lifestyles, accelerating social change and increasing the vulnerability of local people to exploitation.

Thai farming and fishing families, who rely on earth, forest and water to survive, are often forced to compete with the tourism industry for access to land, sea and other essential resources necessary for a healthy and secure life. Meanwhile, although Thailand offers hundreds of commercial village visits, tourism income often fails to reach more than a handful of local people.

What is Community Based Tourism?

Community Based Tourism (CBT) empowers local Thai people to direct tourism development in their communities, for the benefit of community, the environment and their guests. CBT programs are developed and managed by community members, working together in a 'CBT Group'.

Guests learn about local cultures and ways of life through fun, 'hands-on' activities lead by local community guides and host families. Guests could join woodsmen trekking through the forest, cast net into the sea with Southern Thai fishers, try their hand at natural dying, local music, or help their hosts to collect fresh vegetables and cook a tasty local curry.

In addition to being an enjoyable, learning experience for guests, Community Based Tourism is designed to support social and environmental work, build the

skills and knowledge of local community members and distribute economic benefits broadly.

What is the Thailand Community Based Tourism Institute (CBT-I)

Communities require capacity building to develop the knowledge and skills which enable them to develop a CBT program, welcome guests and work with partners in the tourism industry. This includes planning; developing a local organization responsible for CBT, designing activities for guests; and training in management, tour operation, marketing and monitoring.

Beyond this, the tourism industry is a vast and complicated network of actors. Their roles, responsibilities and relationships span grass-roots to global levels. Their different needs and expectations include points of common and conflicting interests. CBT projects need assistance to understand the industry, identify and work with committed partners.

Community members must learn how to develop tourism activities and programs, prices, booking systems, information, promotion and other elements of a successful tour. They also learn how to ensure benefits for community and environment using tools such as queues, or community fund.

CBT-I was established in 2006, under the umbrella of the Thailand Research Fund (TRF) Regional Office, Chiang Mai, Thailand. The vision of the Thailand Community Based Tourism Institute (CBT-I) is to “provide support and facilitate cooperation among stakeholders from grassroots to international levels, in order to strengthen the capacity of Thai communities to manage tourism sustainably.” To achieve this vision, CBT-I works with local Thai communities, Thai government

agencies, tour operators with a firm commitment to responsible tourism, supporting NGO's, academics and media.

CBT-I unites the skills and experience of the Responsible Ecological Social Tour Project (REST) and Thailand Research Fund (TRF), which worked for over ten years supporting Thai communities to develop and market CBT projects, appropriate to their cultural and natural contexts. CBT-I aims to move this work forwards, by catalyzing cooperation among stakeholders in Thai tourism and inviting them to contribute towards a higher quality industry, offering better tourism for hosts, guests and our shared world.

Who does CBT-I work with?

Local Communities and CBT Networks

- Field support for local communities to undertake Community Based Research (CBR) related to community based tourism;
- Capacity building for communities: planning, CBT product development, management, operation, marketing, monitoring;
- Facilitation and hands-on assistance for CBT Networks.

Local and National Government

- Working with national tourism organizations to support CBT;
- Helping to develop rural tourism standards and policies responsive to the needs of local Thai community members;
- Capacity building/ Training of Trainers (ToT) for local and national government.

Responsible Tour Operators

- Assisting tour operators to identify appropriate communities according to their trip concept and the needs of their guests;
- Training tour operators and their staff and to understand CBT and to work effectively with local community members.

Supporting NGOs and Academics

- Advice, training, coaching, study trips and consultancy for grass-roots NGO's supporting CBT programs in the field;
- Joint research and curriculum development with universities.

CBT-I's work has built the knowledge, skills, and confidence of community members across the country, celebrated traditional cultures; supported local rights, contributed towards sustainable natural resource management, and lead to the development of Thailand's largest and most active network of CBT communities.

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APPENDIX E

EXPECTATIONS WITH REGARDS TO THE INTERNSHIP

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix E

Expectations with regards to the internship

Name: Worakarn Singhato

ID: 52501308

What are your expectations of an internship in general?

Learn about Tourism Industry as much as I could.

What are your expectations regarding the host company?

Great opportunity to do an internship here will enhance my career profile and broaden my horizon.

What type of work are you expecting to be involved in during your internship?

Product Development

For this internship, which learning objectives did you adopt for yourself?

Apply MBA knowledge to organization's work.

What may the host company expect from you?

Ability, skills and good spirit.

What challenges to you expect for this internship?

Ability to work under pressure and communication with government organizations.

What are some strong and weak points, which could play a positive or a negative role in the internship?

Strong point to devote myself to work is good for company but my weak point of presenting in front of people might not good.

Which personal aspects would you like to work on during this internship?

Improve my communication skill.

How will you be spending your time off during this internship?

Travel around Chiang Mai.

August 1, 2009

What are your expectations regarding the support by your SUIC internship mentor?

Reply my email as soon as possible.

What are your expectations regarding the support by your host company's supervisor?

Do not hesitate to suggest me in any way.

Which cultural differences would you expect to encounter at your prospective workplace?

Individual working style.

Are there any other expectations you wish to share with regards to the internship?

I expect to go to the communities which organization has worked with as much as possible.

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APPENDIX F

PROGRESS REPORT FORM

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix F

Progress Report Form

Name: Worakarn Singhato

ID: 52501308

Starting date: November, 16 2010

Name of Company: The Thailand Community Based Tourism
Institute

Department: Marketing

Supervisor: Potjana Suansri, Director

Date of Submission 15 December 2010

Progress Report Number: 1 (30 days)

มหาวิทยาลัยศิลปากร ส่วนวนลิขสิทธิ์

Instructions for completing this form

The purpose of progress reporting is to help you reflect on your personal development and to help you follow a standardized reporting system

Please send the full updated report to your SUIC internship supervisor during your internship.

- The First Progress report is due within 30 days
- The Second Progress report is due within 60 days
- The Third Progress report is due within 120 days

August 1, 2009

FIRST PROGRESS REPORT (30 days)

Orientation period

Organization orientation. Introduction of the Thailand Community Based Tourism Institute.

I learned organization's goals, objectives, visions, and what does organization do at present.

I am working at Marketing and Product Development Section.

Ms. Potjana Suansri and Ms.Thiratee Chaijaree are my facilitator.

Learning goals

Tourism development at tourism destinations.

Integrate aspects of cultural dissemination to marketing and organizing tour program.

Relationship between tourists and local communities.

Cultural diversity

Organization's work is priority. Individual's work has been focused after finishing organization's task.

Trends

Up-to-date technology equipments are used in the organization's work such as imac, ipad, iphone, ipod, etc.

People in Chiang Mai have too much SLOW LIFE. It is totally different from Bangkokian which always has RUSH HOUR LIFE.

Business Improvement Project

Make sure your manager is fully aware of the fact that you need to do a Business Improvement Project.

The Business Improvement Project must meet high academic standards.

Company analysis

The Thailand Community Based Tourism Institute has expertise on Community Based Research, Capacity Building and Consultancy especially Training of Trainers. Moreover, they are expert on arranging study tour program for academic purpose.

Project topic

Discuss possible topics with your manager. The manager may already have a specific topic in mind but you may have identified some problem areas during the organisational / departmental analysis.

Topic: VOLUNTOURISM: A MODEL FOR THE DEVELOPMENT
OF COMMUNITY BASED TOURISM

ACTIVITIES IN NORTHERN
THAILAND

General

I have a good suggestion from my direct supervisor. He guided me how to do a project very clear.

Moreover, I am very satisfied with the support from my internship place. There is no problem about communication in organization.

Did you receive, sign and return the original contract to the SUIC coordinator? If not, please do so now, as your internship is invalid without a signed agreement.

August 1, 2009

SECOND PROGRESS REPORT (60 days)

Daily activities

I had opportunity to visit local communities in remote place of Thailand and I had a chance to exchange information with local people.

1st assessment by Host Company

The first assessment have been completed by host company when i have done an internship for two months.

Learning goals

I have learnt so much about how to work with local people. I had a chance to go to communities and work with their members. I can integrate what I have learnt from University and direct experience from field work together.

I have learnt how to be a kindness person and working under pressure from my supervisor.

The following month, I wish to improve the communication skill because this is my weakest point.

(Revise learning goals/ set new learning goals for the coming months including improvement points from assessment).

Cultural diversity (for foreign countries only)

Business Improvement Project

Hand in a preliminary project proposal containing the following:

Community Based Tourism (CBT) is a unique type of tourism with characteristics quite different from mass tourism. Those who intend to put CBT into practice need to fully understand the underlying ideas, principles and components behind CBT.

CBT is not simply a tourism business that aims at maximizing profits for investors. Rather, it is more concerned with the impact of tourism on the community and environmental resources. CBT emerges from a community development strategy, using tourism as a tool

to strengthen the ability of rural community organizations that manage tourism resources with the participation of the local people. However, CBT is far from a perfect, prepackaged solution to community problems. Nor is it a miracle cure or a knight in shining armor that will come to save the community. In fact, if carelessly applied, CBT can cause problems and bring disaster.

Generally, the goal of marketing is to increase sales, but in the case of CBT it is more important to avoid negative impacts by selling to a particular market or providing information to prospective customers before they decide to buy. CBT is still a new concept worldwide, so it's necessary to prepare both the community and tourists.

CBT products are different than other products because the scope is larger: the community is intricately woven into 'the product' in such a way that any problems with 'product' will inevitably affect the community. Other businesses are designed around the needs of their customers, but CBT must focus on the needs and capacity of the community as well because it's difficult to recover what has been lost or destroyed if there are impacts. The goal of marketing CBT is to put sustainable tourism above the quest for higher profits.

With those constraints above, it's quite difficult to promote CBT. We have to concern not to promote CBT as a mass tourism destination. CBT has many rules and regulations for both tourists and tour operators to follow. Thus, it comes out with the small amount of tourists visit CBT.

Project plan containing the following:

Period1: do a research of voluntourism.

Period2: survey communities that have potential to do voluntary activities. Ask needs from local people.

Period3: Design CBT-Voluntourism programs.

Period4: Discuss with Supervisor and communities

Period 5: Collect all information and do BIP report.

August 1, 2009

SUIC& UPVD expect high academic standards with regards to the Business Improvement Project .

Once the internship supervisor has approved the project plan, the Project Agreement Form (**Appendix G**) should be signed by you, the manager and the internship supervisor. Please send this form to the internship supervisor. Please hand in a draft version of the project report to the internship supervisor for feedback.

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August 1, 2009

THIRD PROGRESS REPORT (120 days)

Assessment report

All of the learning goals have been learn when I am doing an internship here.

During my internship, I have been developing my communication skills with people.

Abilities to work both social work and business work are good for my future career path. Thank you CBT-I for giving me an opportunity to improve myself.

I have a plan to continue my work at my internship place.

Final report

Submit a draft of your comprehensive report (Using the template provided by SUIC),

Please make sure that the following are sent to the SUIC supervisor:

2 bound hard copies of the project report + grading sheet filled in and signed by the manager. (Appendix G and Appendix H)

APPENDIX G

BUSINESS IMPROVEMENT PROJECT FORM

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix G

Business Improvement Project Form

Name: Worakarn Singhato

ID: 52501308

Name of Project: Voluntourism: A model for the development of Community Based Tourism activities in Northern Thailand.

Name of Company: The Thailand Community Based Tourism Institute.

Date: 15 November 2010

Commissioned by: Potjana Suansri

Problem Statement: There is not a voluntourism model for the development of Community Based Tourism activities in Northern Thailand. The purpose of this study is to create a model to use for the development of Community Based Tourism activities.

Research Questions: What are some voluntourism existing models and is there a model that is better?

Budget and Resources: Host Company contributed 100% of the travel costs when intern was asked to accompany up-country.

Time: 15 November 2010 - 15 May 2011

Deadline for Presentation: 21 May 2011

Deadline for Final Report: 12 May 2011

Student's Signature

Worakarn Singhato

Ms Worakarn Singhato

Host Company's Manager

Potjana Suansri

Ms Potjana Suansri

For SUIC & UPVD:

Mr Christophe Mercier

To be submitted between the first 30 and 60 days of the Internship

APPENDIX H

BUSINESS IMPROVEMENT PROJECT/THESIS GRADING SHEET

มหาวิทยาลัยศิลปากร สงวนลิขสิทธิ์

Appendix H

Business Improvement Project/ Thesis Grading Sheet

Title of BIP/ Thesis: **VOLUNTOURISM: A MODEL FOR THE
DEVELOPMENT OF COMMUNITY BASED TOURISM
ACTIVITIES IN NORTHERN THAILAND**

Name: **Worakarn Singhato**

ID: **52501308**

	Comments
Format Cover page, title page Acknowledgements, Abstract / Table of contents List of tables, figures, appendices General presentation Correct English grammar & spelling	Good
Introduction Coherent introduction to issue Relevance of the work Context of the work External / internal analysis	Good
Literature review Satisfactory use of available literature Critical evaluation of literature	Need to review Voluntourism package (operate by tour operator)
Issues for investigation Aims and purpose of the work Problem statement Research questions	Develop tool for communities and private sector to work together.
Methodology Clear and detailed outline of research methods used. Competent use of research methods. Reasons for the choice of methods. Validity of methods / limitations of the methods used.	If have time, should interview CBT community members.

Appendix H BIP Thesis Grading Sheet

<p>Implementation (If applicable) Outline of the implementation of the project and monitoring of project.</p>	<p>None</p>
<p>Results (if applicable) Outline of results and impact of the project /findings. Understanding of the nature and importance of the findings. Results & analysis address problem statement / research questions. Reasoning is supported by the facts. Clear distinctions between fact, opinion, interpretation & speculation.</p>	<p>None</p>
<p>Conclusions / recommendations Summary of main points from the research. Conclusions are supported by data. Specific, realistic recommendations. Research / recommendations are useful for company / department.</p>	<p>The recommendation can help organization develop our voluntourism program in the future.</p>
<p>Bibliography / appendices A clear and consistent approach to referencing has been used Concise bibliography Appendices support the text References to appendices within the text.</p>	<p>Good</p>

Overall grading of the project:

Poor

Average

Good

Excellent

Potjana Samsri

Supervisor Name & Signature:

Date: 10/05/201

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BIOGRAPHICAL INFORMATION

Worakarn Singhato was born on January 28, 1987 in Bangkok, Thailand. She did her undergraduate work at Chulalongkorn University in Bangkok, Thailand. She received her Bachelor of Arts in Political Science in 2009. After graduated, she moved to Huahin and began working for the Academic Administration at Webster University Thailand Campus. She began work on her Master of Business Administration in Hotel and Tourism Management in 2009 with the purpose of her interests in tourism industry and tourism development in rural communities in Thailand. In the future, she would like to use all of her knowledge and abilities to help local Thai communities develop and best utilized their natural resource, human resource, and cultural resource.

She hopes that national income that Thailand has earned from tourism will fairly generate to the development of local communities. She will use all of her knowledge and potential to make her dream come true.