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DTM50462 COMMUNITY BASED TOURISM

A Practical Guidebook for
Community-Based Tourism Development



LOCAL PEOPLE



CULTURE



NATURE



SUSTAINABILITY



BETTER TOMORROW

POLITEKNIK METRO BETONG SARAWAK (PMBS)

First Edition, 2026.

DTM 50462 COMMUNITY BASED TOURISM

A Practical Handbook for Community-Based Tourism Development

2026 PRINT

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FOREWORD

Community-Based Tourism (CBT) is more than a tourism development approach. It is a process that places local communities at the centre of tourism planning, decision-making, participation, and benefit-sharing. When developed responsibly, CBT can contribute to community empowerment, cultural preservation, environmental sustainability, local economic opportunities, and meaningful experiences for visitors.

This book, **DTM50462 Community Based Tourism: A Practical Guidebook for Community-Based Tourism Development**, has been developed as a practical learning resource for students of the Diploma in Tourism Management. It is designed to bridge the gap between theoretical understanding and the practical application of Community-Based Tourism development.

The development of a successful CBT programme requires more than identifying an attractive destination. It involves understanding the community, recognising its strengths and limitations, identifying tourism opportunities, assessing potential impacts, organising community participation, developing partnerships and networks, and planning tourism products that are appropriate to the local context. These processes require students to think critically, work collaboratively, and appreciate the perspectives of the people who form the foundation of the destination.

This handbook provides a structured approach to understanding these processes. It guides learners through important areas of CBT development, including CBT principles and meaning, destination and community assessment, community organisation, partnership and networking, and the development of practical CBT programmes. The activities and examples are intended to encourage students to move beyond simply describing tourism concepts towards applying them in real community settings.

Importantly, CBT development should not be viewed as a process in which tourism is simply introduced into a community. Rather, it should be approached as a collaborative process in which communities are respected as active participants and knowledge holders. Their aspirations, culture, resources, needs, and readiness should be considered throughout the development process.

As future tourism practitioners, students have an important role to play in supporting tourism development that is responsible, inclusive, and sustainable. This handbook therefore encourages learners to develop not only technical tourism knowledge, but also communication skills, problem-solving abilities, teamwork, community sensitivity, and a sense of responsibility towards destinations and local communities.

It is hoped that this handbook will serve as a useful companion for students throughout the DTM50462 course and as a practical reference for those who wish to understand how Community-Based Tourism can be planned and developed at the local level.

May this handbook encourage students to learn from communities, work with communities, and contribute meaningfully to the sustainable development of tourism.

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ACKNOWLEDGEMENT

I would like to express my sincere appreciation to everyone who has contributed to the development of **DTM50462 Community Based Tourism: A Practical Guidebook for Community-Based Tourism Development**.

This guidebook or handbook is a valuable learning resource that supports students in understanding the principles, processes, and practical applications of Community-Based Tourism (CBT) development. I commend the effort to connect academic knowledge with real-world community experiences, providing students with opportunities to understand tourism development beyond the classroom.

My appreciation goes to the management and staff of Politeknik METrO Betong Sarawak (PMBS), particularly the lecturers of the Diploma in Tourism Management (DUP) programme, for their continuous commitment and support in strengthening teaching and learning through practical and industry-relevant approaches.

I would also like to extend my sincere appreciation to the community of Nanga Mujau Longhouse, Spak, Betong, for providing PMBS with the opportunity and practical platform to engage with the community and contribute to its ongoing tourism development journey. The community's openness, cooperation, and willingness to share its culture, knowledge, resources, and experiences have provided valuable opportunities for students and lecturers to learn through real community-based tourism activities.

My appreciation also extends to Homestay Uma Belor, Belaga; Homestay Lobang Batu, Serian; and Homestay Cluster Betong-Spaoh, Betong, as well as other communities and tourism stakeholders who have provided valuable settings for student practical work, projects, field activities, and experiential learning. These real-world experiences and meaningful engagements with communities have contributed significantly to the development of the knowledge, perspectives, and practical approaches reflected in this handbook.

The development of this guidebook is therefore not only a product of classroom teaching and academic knowledge, but also part of a continuous journey of experiential learning, community engagement, collaboration, and reflection. These experiences have helped strengthen the connection between tourism education and the realities of Community-Based Tourism development at the local level.

It is my hope that this guidebook will serve as a useful reference for students and future tourism practitioners in developing tourism that is responsible, sustainable, inclusive, and community-centred, while recognising the important role of local communities as active participants and partners in tourism development.

Ts. Shirley Anak Phillip
Director
Politeknik METrO Betong Sarawak (PMBS)

29 September 2026

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CHAPTER

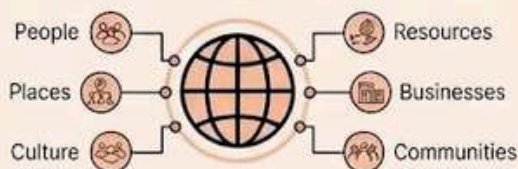
01

UNDERSTANDING COMMUNITY BASED TOURISM

Community Based Tourism (CBT) is an approach to tourism development that places the local community at the centre of tourism activities and decision-making.



CHAPTER INTRODUCTION



WITHOUT CBT



- Limited local involvement
- Unequal benefits
- Local challenges



WITH CBT



- Community involvement
- Income opportunities
- Skill development
- Resource protection

CBT

Places the community at the centre.



CBT is tourism developed **WITH** the community, not simply **FOR** the community.



LEARNING OUTCOMES

1.  Explain the meaning of Community Based Tourism.
2.  Describe the importance of community participation in tourism development.
3.  Identify the basic principles of CBT.
4.  Identify key stakeholders involved in CBT development.
5.  Differentiate CBT from other related tourism concepts.

1.1 Starting with the Simple Question

What happens when tourists visit a community?



This creates opportunities for the community.
But tourism can also create challenges.

So, the important question is not simply:



"How can we bring tourists to the community?"



"How can tourism be developed with the community and benefit the community?"

— This is where Community Based Tourism (CBT) comes in.

1.2 What is Community Based Tourism?

Community Based Tourism is an approach to tourism where the local community has a meaningful role in tourism development, decision-making, participation and benefit sharing.

CBT is tourism developed with the community, not simply for the community.

The community may participate as:

- | | |
|--|--|
|  1. tourism planners |  5. cultural interpreters |
|  2. decision-makers |  6. business owners |
|  3. product developers |  7. service providers |
|  4. tourism operators |  8. beneficiaries |

1.3 What Makes CBT Different?

A tourism activity does not automatically become CBT just because it takes place in a village or rural area.

COUNTER EXAMPLE:

Non-CBT Model



External Company brings tourists, operates tour, and pays small fee to community.



Community receives limited economic benefit.

Is this automatically CBT?

Not necessarily.

CRITICAL ASSESSMENT QUESTIONS FOR CBT



Did the community participate in planning?



Are local resources respected?



Does the community have a voice?



Does the community receive meaningful benefits?



Are local people involved?



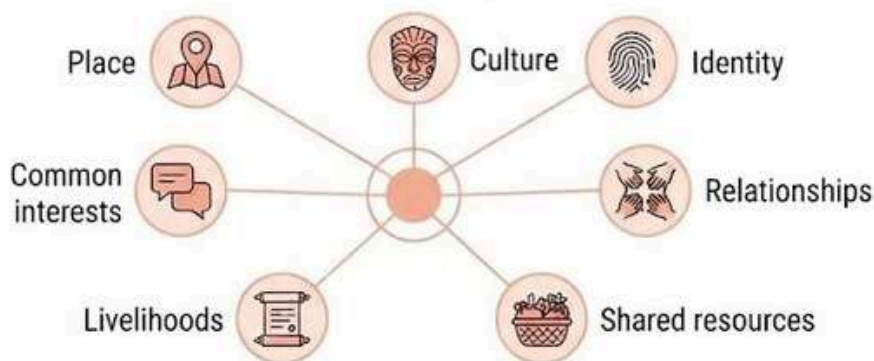
Does the community have a role in decision-making?

These questions help us determine whether tourism is genuinely **community-based**.

1.4 Who is the Community?

A community is more than a group of houses in one location. It is a diverse group of people with shared characteristics and interests.

COMMUNITY CONNECTIONS



COMMUNITY DIVERSITY



 Families



 Elders



 Women



 Youth



 Local workers



 Cultural practitioners

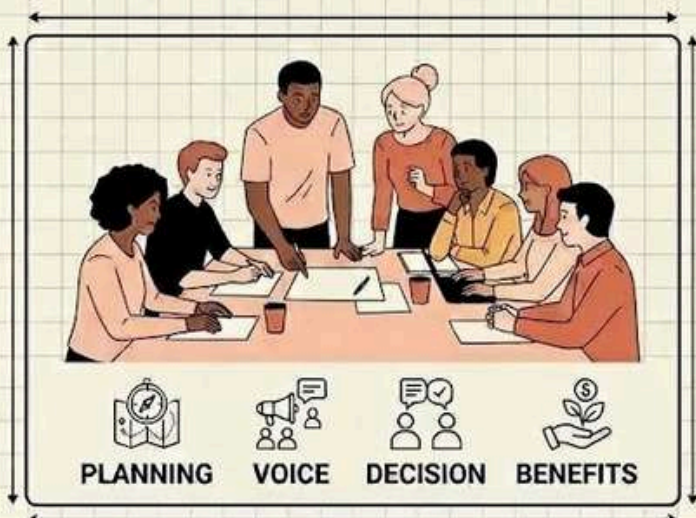


 Community leaders

KEY TAKEAWAYS

- ★ CBT should avoid treating the community as one single voice.
- ★ Different groups may have different opinions about tourism.

1.5 COMMUNITY PARTICIPATION



PLANNING:

Community members discuss what tourism should look like.

INFO



DECISION-MAKING:

Community members have a voice in important decisions.

INFO



IMPLEMENTATION:

Local people participate in tourism activities.

INFO



MANAGEMENT:

The community helps manage tourism operations.

INFO



BENEFIT SHARING:

Tourism benefits reach participating community members.

INFO



EVALUATION:

The community helps determine whether tourism is working.

INFO

★ REMEMBER

Participation is not simply asking the community for permission. Meaningful participation involves voice, involvement, and influence.

1.6 Five Questions for CBT



KEY FRAMEWORK: FIVE QUESTIONS FOR CBT

WHO?

Who is involved?



WHAT?

What tourism activity is being developed?



WHY?

Why does the community want tourism?



HOW?

How will the community participate?



BENEFIT?

How will the community benefit?



These five questions will be used throughout this handbook.

1.7 PRINCIPLES OF COMMUNITY BASED TOURISM

CBT development should be guided by several basic principles.

①



1. Community Participation

Meaningful opportunities for local people in tourism planning and decision-making.



2. Respect for Local Culture

Tourism respects:

🏡 Customs, 🏞️ Traditions, 🏠 Values, 🧑 Knowledge, Identity, and Cultural Practices.

②



3. Local Economic Benefits

Appropriate opportunities for:

💰 Income, Employment, 🏢 Entrepreneurship, and Local Businesses.



4. Environmental Responsibility

Use natural resources responsibly and avoid unnecessary environmental damage.

③



5. Community Empowerment

Strengthen: Knowledge, Skills, Confidence, Leadership, and Decision-making capacity.



6. Fair Benefit Sharing

Tourism benefits **distributed fairly** among all participating members and stakeholders.

④



7. Long-Term Sustainability

People + Culture + Environment + Economy

Consider needs over the long term.

1.8 CBT IS MORE THAN TOURISM



CORE IDEA:

CBT is more than tourism. It supports broader goals.

COMMUNITY DEVELOPMENT



Community development by local development goals.

INFO

SKILLS DEVELOPMENT



Have a development and skills for new tools.

INFO

LOCAL ENTREPRENEURSHIP



Principles currency to community, benefit sharing..

INFO

CULTURAL PRESERVATION



Management cultures and historical historical artifacts.

INFO

ENVIRONMENTAL AWARENESS



Environmental awareness development. Tree recycles and environmental.

INFO

COMMUNITY EMPOWERMENT



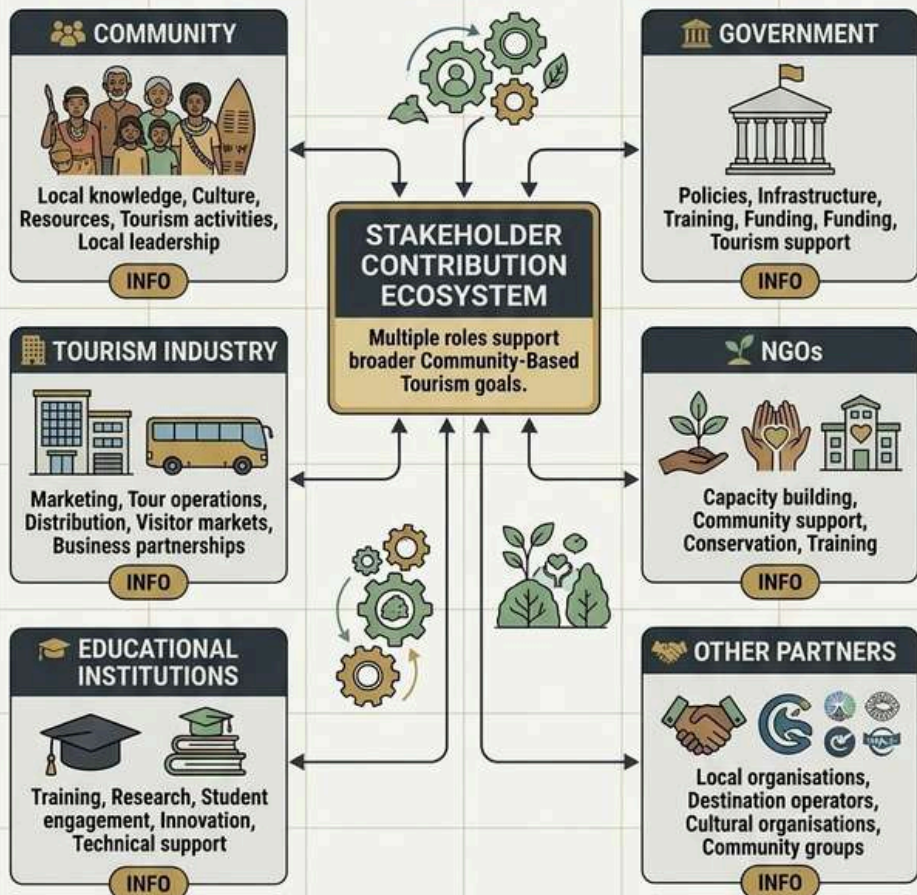
Evaluation retracts complement and community empower.

INFO

★ CONCLUSION: TOURISM AS A TOOL

Tourism is a means to achieve broader community development, not the final destination.

1.9 WHO IS INVOLVED IN CBT?



CONCLUSION: A COLLABORATIVE ECOSYSTEM

A tourism ecosystem where different stakeholders contribute according to their specific roles.

1.10 CBT AND OTHER TOURISM CONCEPTS



SUSTAINABLE TOURISM



Sustainable Tourism,
Long-term balance

INFO

ECOTOURISM



Nature, conservation
and learning

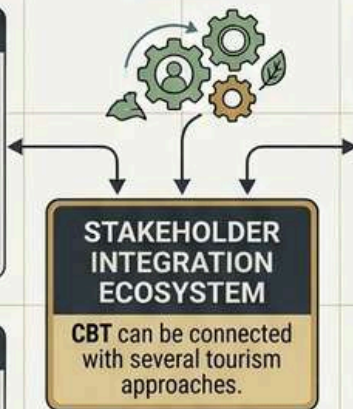
INFO

HOMESTAY



Staying and experiencing
local life

INFO



CBT can be connected
with several tourism
approaches.



E.g., Rural + Cultural +
Sustainable Tourism

RESPONSIBLE TOURISM



Responsible Tourism,
Responsible behavior

INFO

AGROTOURISM



Agriculture-related
experiences

INFO

COMMUNITY BASED TOURISM



Community participation
and benefits

INFO

CONCLUSION

The key is understanding what makes the approach community-based.

1.11 CBT CASE LENS & COMMUNITY THINKING



CONCLUSION: CBT IS A MINDSET, NOT JUST A SHOW.

These questions help ensure community voice, involvement, and a path towards broader development, not just participation as a performance.



MINI ACTIVITY: IS IT CBT?



DECISION TABLE: SITUATION EVALUATION

Situation	Situations	Strong Community Involvement	Limited Community Involvement
	Community members help design the tourism activities.	☐	☐
	An outside company makes all decisions.	☐	☐
	Local people operate the homestay.	☐	☐
	Community members receive tourism income.	☐	☐
	Visitors use local resources without community consultation.	☐	☐
	Youth are trained to become local guides.	☐	☐

Answer Check (refer below): Green area = Strong CBT / Red area = Limited CBT



EXPLAIN: WHAT MAKES TOURISM GENUINELY COMMUNITY-BASED?

Clear, concise from the mindset < (max 3-):

Voice

1. Community voice in planning.
2. Community encoloring.

Involvement

2. Local control of resources.
3. Equitable sharing of ceneits.

Influence

3. Equitable sharing of benefits.

CONCLUSION: THE CBT MINDSET STARTS WITH QUESTIONS.

This activity reinforces a thoughtful mindset. Meaningful involvement, not just participation, is the key.

**CBT &
TOURISM
DEVELOPMENT**



The CBT programme conducted involving a lot of agencies such as Government Agencies, Education Institution, Non-Governmental Organization, Tourism Player and local community itself.

CHAPTER 2

CBT AND TOURISM DEVELOPMENT

From Tourism Resources to Community Development



Chapter Introduction

Tourism beyond travel, than it in amens of the components of tourism - contpanyionoarants, culture, and nature., biocess as well-general development, decision-making product, crafts, culture development, managements, business and more.

The CBT Approach

CBT places the community at the center.



Developing tourism together.

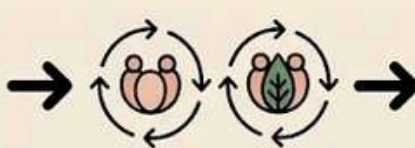


LEARNING OUTCOMES

1. Explain tourism development.
2. Describe CBT & local development relationship.
3. Identify tourism impacts (Economic, Social, Cultural, Environmental).
4. Explain CBT's community development contribution.
5. Relate CBT to sustainable development.
6. Identify CBT's role in supporting communities and destinations.



From Tourism Resources



CBT Process

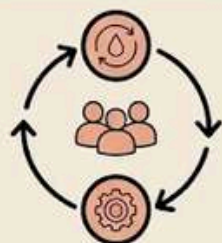


Community Development

SECTION 2.1

WHAT IS TOURISM DEVELOPMENT?

Understanding the Process



What It Means

Process of **Planning, Creating, Improving & Managing** Managing tourism resources, resclities, facilities, products & services & experiences in a destination

Tourism Development Involves Many Activities

-  Developing attractions
-  Improving visitor facilities
-  Creating tourism products
-  Developing accommodation
-  Improving accessibility
-  Training local people
-  Developing local people
-  Developing tourism businesses
-  Promoting destinations
-  Protecting resources
-  Creating employment
-  Improving experiences

? Think About It

traditional culture
local food
handicrafts



traditional activities
natural surroundings
people with local knowledge

SECTION 2.2

TOURISM DEVELOPMENT AT COMMUNITY LEVEL

Understanding the Levels of Tourism Development

"Tourism development can take place at different levels. It can occur at:"



Scope Level:



Primary Focus:
Global travel policies,
cross-border agreements,
global branding

Relevance to CBT:
Market trends &
international
sustainability standards



Scope Level: National



Primary Focus:
Country branding,
policy, transportation
& visa regulations



Relevance to CBT:
Policy alignment,
national funding,
infrastructure



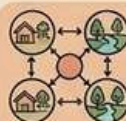
Scope Level: State / Provincial



Primary Focus:
Regional promotion,
state infrastructure,
intra-state travel circuits



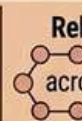
Relevance to CBT:
Regional branding
& administrative
support



Scope Level: Regional



Primary Focus:
Geographic or
thematic clusters
(e.g., eco-tourism corridors)



Relevance to CBT:
Network building
across neighboring
communities



Scope Level: Destination



Primary Focus:
Specific attractions,
resort areas,
transit nodes



**Direct
Management
of tourist traffic**



Scope Level: Community



Specific attractions,
visitor centres,
resort areas,
transit nodes



**Direct
management
of tourist traffic**



Community

Grassroots



grassroots
& legends



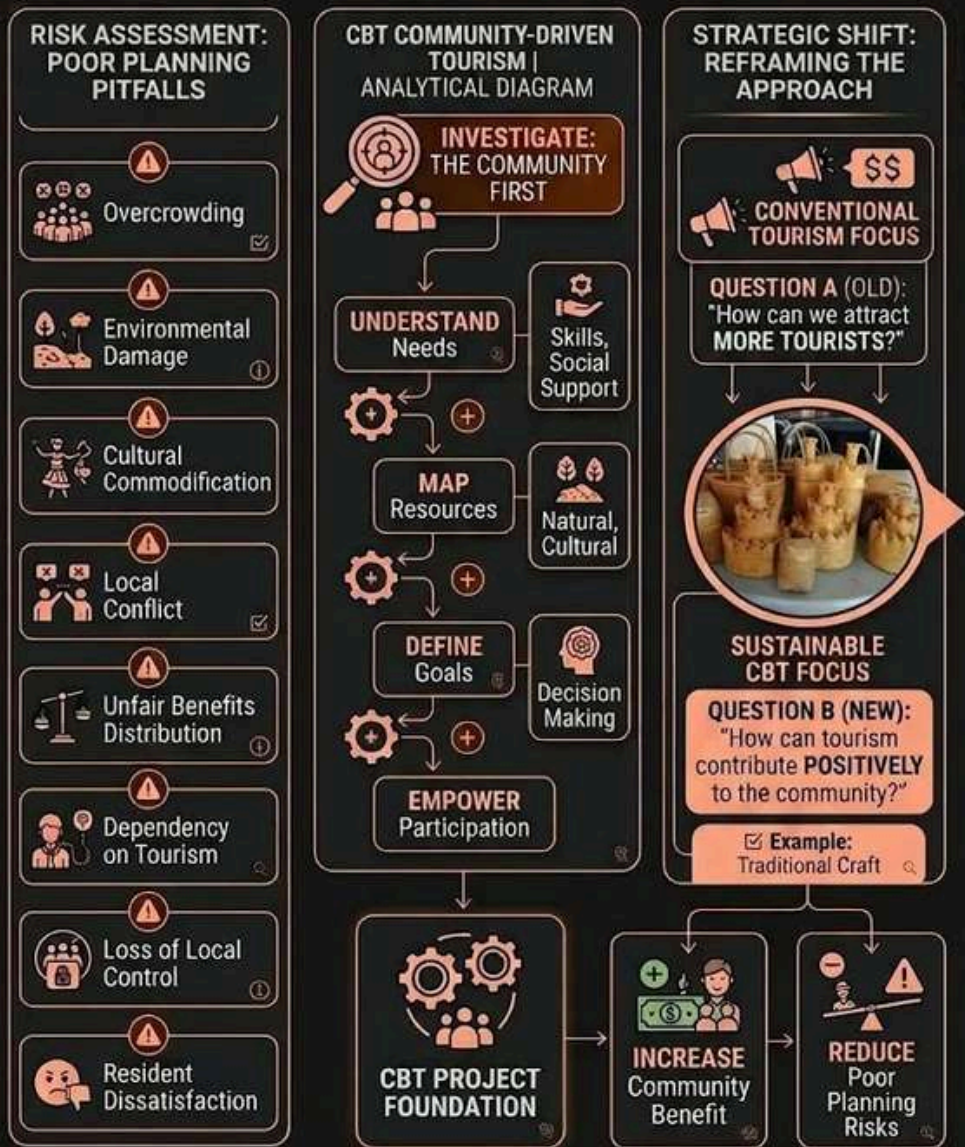
Local
Ownership

Relevance to CBT:
Core focus of CBT:
local ownership,
identity, and wellbeing



CHAPTER 2 | CBT & TOURISM DEVELOPMENT

For CBT, the community level is particularly important. Community-level tourism development focuses on how tourism can be developed within a particular community while considering the communities:



IMPORTANT INFORMATION

Tourism development must integrate the seven elements to ensure local focus. Know your community first.

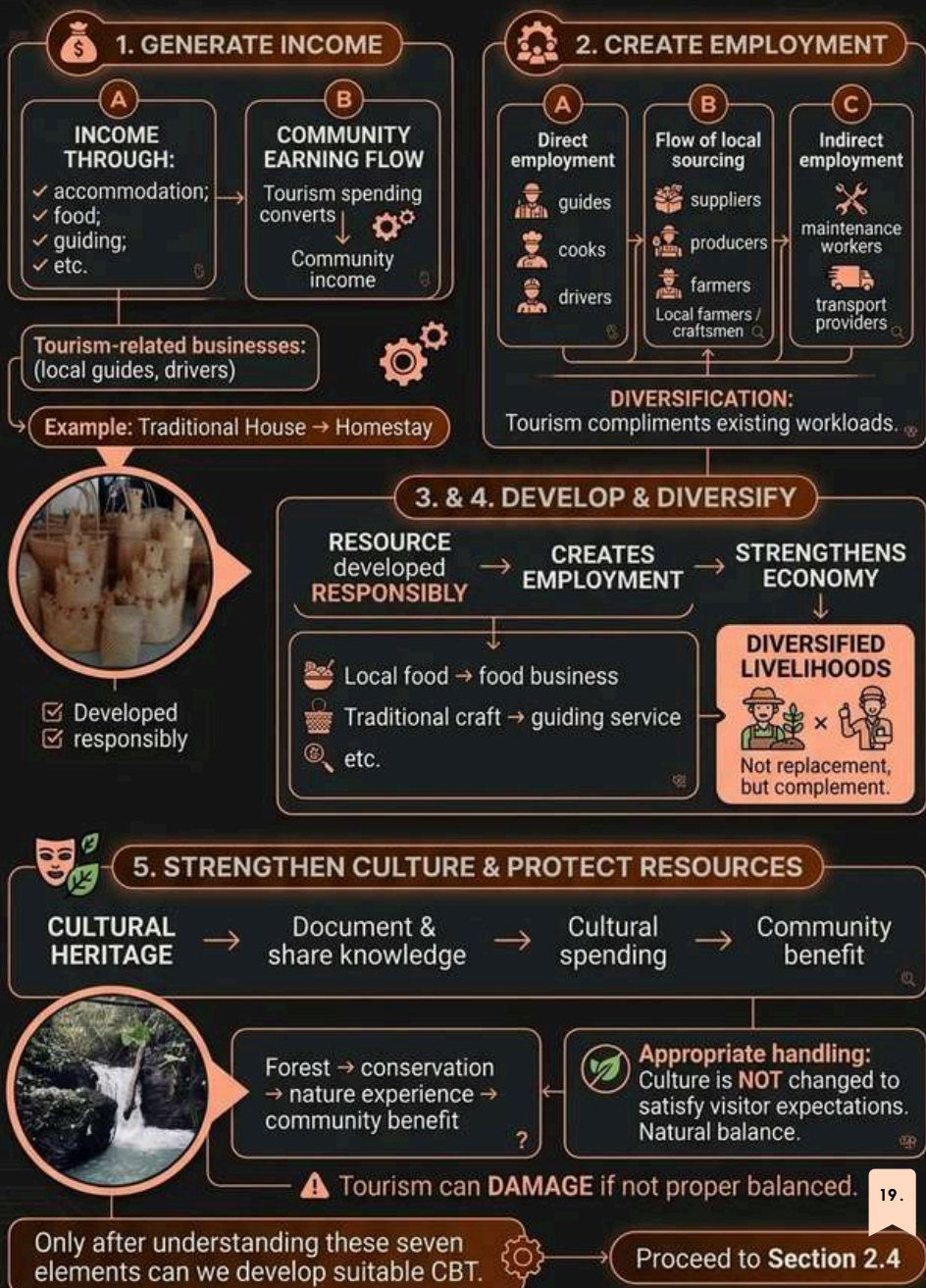
→ Proceed to **Section 2.3**

SECTION 2.3 | WHY DO COMMUNITIES DEVELOP TOURISM?

A CBT Development Analysis



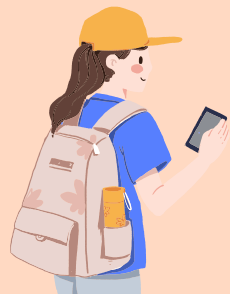
Different communities have unique motivations for tourism development, with no single reason fitting all.



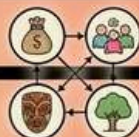
2.4 What are the Benefits of CBT?



Photo taken by the students (Semester 5) during their BeTOUR4IP 2.0 at Nanga Mujau, Betong.



SECTION 2.5



THE FOUR DIMENSIONS OF TOURISM IMPACT (Part 1)

Tourism can create both positive and negative impacts. A useful way to understand tourism impact is through four major dimensions: Economic, Social, Cultural, and Environmental. These dimensions are interconnected.

2.5.1 ECONOMIC IMPACTS

Tourism can generate economic benefits for communities.

POSITIVE ECONOMIC IMPACTS



NEGATIVE ECONOMIC IMPACTS



2.5.2 SOCIAL IMPACTS

Tourism brings visitors and local people into contact.

POSITIVE SOCIAL IMPACTS



NEGATIVE SOCIAL IMPACTS



SECTION 2.5



THE FOUR DIMENSIONS OF TOURISM IMPACT (Part 2)

Tourism impacts continue across Cultural and Environmental dimensions. Understanding these is crucial for balanced CBT. Understanding these is crucial for balanced CBT development.

2.5.3 CULTURAL IMPACTS

Culture is a resource and part of community identity.

POSITIVE CULTURAL IMPACTS



Increase cultural awareness



Encourage cultural preservation



Support traditional crafts



Create opportunities for cultural education



Document local stories and knowledge



Strengthen community pride

POTENTIAL NEGATIVE IMPACTS



Cultural commodification



Inappropriate cultural representation



Loss of authenticity



Changes to traditional practices



Pressure to perform

2.5.4 ENVIRONMENTAL IMPACTS

Natural environments are key tourism resources.

ENVIRONMENTAL RESOURCES



Rivers



Forests



Mountains



Caves



Beaches



Waterfalls



Wildlife



Wildlife



Wildlife



Agricultural landscapes



Biodiversity



Biodiversity

POSITIVE ENVIRONMENTAL IMPACTS



Support conservation



Create environmental awareness



Provide funding



Encourage responsible



Increase value placed on resources

NEGATIVE ENVIRONMENTAL IMPACTS



Waste



Factory Pollution



Habitat disturbance



Erosion



Water consumption



Resource depletion



Damage to natural attractions

SECTION 2.6

THE CBT BALANCE

CBT requires balance.

A simple way to remember this is:



A CBT project becomes challenging when one element dominates.



Profit without community participation may create inequality.



Tourism without environmental protection may damage the destination.



Cultural tourism without community participation may create cultural problems.



Think About It

traditional culture



local food



handicrafts



The goal is to find an appropriate balance.



traditional activities



natural surroundings

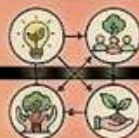


people with local knowledge

◦ The goal is to find an appropriate balance. ◦



SECTION 2.7



2.7 CBT AND SUSTAINABLE TOURISM DEVELOPMENT

CBT is closely related to sustainable tourism.

Sustainable tourism generally focuses on managing tourism so that its economic, social and environmental effects can be considered over the long term.

For students, one simple way to understand this is:

Meet today's tourism needs without compromising the ability of future generations to enjoy and benefit from the destination.

CBT can support sustainable tourism because communities are directly connected to the destination.

Local people often have knowledge about:

- the environment;
- local history;
- traditional practices; community
- seasonal conditions;
- community needs; and
- appropriate ways of using local resources.

However, CBT is not automatically sustainable.

A CBT project can still create negative impacts if it is:

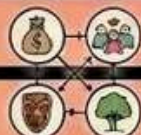
- poorly planned;
- poorly managed;
- too dependent on tourism;
- environmentally damaging;
- culturally insensitive; or
- environmentally damaging;
- culturally insensitive; or
- unfair in benefit distribution.
- culturally insensitive; or

Therefore:

CBT needs sustainable planning and responsible management.



SECTION 2.8



CBT AND THE SUSTAINABLE DEVELOPMENT GOALS

Tourism can contribute to several United Nations Sustainable Development Goals (SDGs). For CBT students, it is useful to understand that community tourism is connected to broader development issues.



SDG 1 — No Poverty

CBT may create additional income and livelihood opportunities.



SDG 4 — Quality Education

CBT can provide opportunities for training, skills development, interpretation and knowledge sharing.



SDG 5 — Gender Equality

Women can participate in tourism entrepreneurship, leadership, leadership, cultural activities and community decision-making.



SDG 8 — Decent Work and Economic Growth

CBT can contribute to employment, entrepreneurship and local economic activity.



SDG 10 — Reduced Inequalities

Community participation and benefit-sharing can help ensure that tourism opportunities are more inclusive.



SDG 11 — Sustainable Cities and Communities

CBT can support community identity, heritage and sustainable local development.



SDG 12 — Responsible Consumption and Production

CBT can encourage responsible use of local resources, local products and waste reduction.



SDG 13 — Climate Action

Tourism activities can incorporate climate awareness and adaptation practices.



SDG 15 — Life on Land

Nature-based CBT can support awareness and conservation of terrestrial ecosystems.



SDG 17 — Partnerships for the Goals

CBT requires collaboration among communities, government, NGOs, tourism businesses, educational institutions and other stakeholders.



SECTION 2.9



CBT AS A COMMUNITY DEVELOPMENT APPROACH

CBT can be understood as more than a tourism product. It can also function as a community development approach.



Consider this example:

A community has traditional weaving knowledge.



Step 1 — Identify

The community identifies weaving as a cultural resource.



Step 2 — Participate

Community members discuss whether they want to share the activity with visitors.



Step 3 — Plan

The community develops a suitable visitor experience.



Step 4 — Develop

A weaving demonstration and hands-on activity are created.



Step 5 — Connect

The community works with tourism operators, educational institutions or government agencies.



Step 6 — Benefit

Income is generated for participating community members.



Step 7 — Sustain

Part of the activity supports continued skills transmission and cultural preservation.

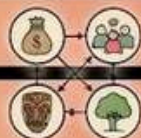


The tourism product is therefore not the final objective.

The wider objective can be:

Using tourism as one mechanism to support community development.

SECTION 2.10



THE ROLE OF THE COMMUNITY IN TOURISM DEVELOPMENT

In conventional tourism discussions, students may focus heavily on:

Tourist → Attraction → Product → Business

CBT requires us to add another important element:

Community

The community can participate as:

Resource Owner



Land



Culture



Knowledge



tale

The community may possess land, culture, knowledge, stories, traditions or other resources.

Decision-Maker



voting



Community members can participate in decisions about tourism development.

Tourism Operator



Homestay



Guide



Food stall



Activity

Community members can operate accommodation, guiding, food, activities and other services.

Tourism Producer



The community can create tourism products and experiences.

Cultural Interpreter



Cultural
Interpreter
homestay



Food stall



Talking



Activity



Local people can explain their culture, history and environment.

Beneficiary Guardian



The community should receive appropriate benefits from tourism.



Benefits

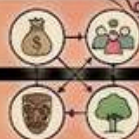


Content
community
group



The community can contribute to protecting its culture, environment and identity.

SECTION 2.11



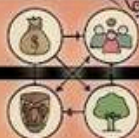
2.11 A SIMPLE CBT DEVELOPMENT MODEL

Students can remember the CBT development process using the following model:



This model will become important in later chapters. Chapter 3 will explore how we **identify and analyse** the community and destination. Chapter 4 will explore how we turn analysis into a CBT programme. Chapter 5 will explore community organisation and participation. Chapter 6 will explore partnership and networking. Chapter 7 will focus on **CBT product development**.

SECTION 2.11



NANGA MUJAU CASE LENS

From Community Resources to Tourism Development

A community such as Nanga Mujau can be viewed through the CBT development process.

The community has a combination of:

- people and community knowledge;
- cultural heritage;
- traditional practices;
- local environment;
- community stories;
- handicrafts;
- food;
- activities; and
- hospitality.

The important CBT question is not simply:

“What can tourists see in Nanga Mujau?”

Instead, students should ask:

“What tourism experiences can be developed with the community, and how can those experiences contribute to community development?”

This distinction is important.

The first question focuses mainly on the visitor.

The second considers:

Visitor + Community + Destination + Development.

Think Further

If visitors spend money in a community, does that automatically mean the community benefits?

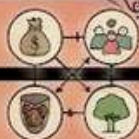
Not necessarily.

Students should investigate:

- Who receives the income?
- Who provides the service?
- Who makes the decisions?
- Who owns the resources?
- Who participates?
- How are benefits distributed?
- What happens to the environment?
- What happens to the culture?

These questions will become increasingly important throughout this handbook.

SECTION 2.11



CBT TIP

Don't start CBT development by asking, "What can we sell to tourists?"

Start by asking:

"What does the community have, what does the community need, and what does the community want?"

Tourism opportunities should be developed from the community's resources, aspirations and capacity, rather than forcing a tourism product onto the community.



WATCH OUT!

Common Mistakes in Tourism Development

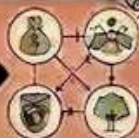
- **Mistake 1:** Thinking more tourists always means better tourism
- **Mistake 2:** Assuming every community wants tourism
- **Mistake 3:** Focusing only on attractions
- **Mistake 4:** Measuring success only through visitor numbers
- **Mistake 5:** Treating culture as a commodity



SECTION LEARNING

ACTIVITY 2.1

Save Progress



Tourism Development in My Community

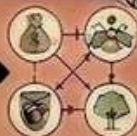
Choose a community that you know. Complete the table:

Question	Your Answer
Name of community	
Main tourism resources	
Existing tourism activities	
Why might the community develop tourism?	
Possible economic benefits	
Possible social benefits	
Possible cultural benefits	
Possible environmental benefits	
Possible negative impacts	
Who should participate?	
What should be protected?	



SECTION LEARNING ACTIVITY 2.1

 Save Progress



MINI CASE STUDY

The Community with a Beautiful River

A rural community has a beautiful river that is currently used by local residents for daily activities.

A tourism company proposes to develop:

“River Adventure Experience”

The company plans to bring visitors for river activities, photography and local food.

The company offers the community an opportunity to earn income.

However, some residents are concerned about:

- river pollution;
- visitor behaviour;
- privacy;
- safety;
- waste;
- cultural disruption; and
- whether the community will actually receive enough benefits.

Discussion

Question 1:

What are the potential tourism benefits?

Question 2:

What are the potential negative impacts?



CHAPTER SUMMARY



In this chapter, we learned that tourism development is more than attracting tourists.

Tourism development involves planning and tourism resources, products, services, infrastructure, people and experiences.



CBT connects tourism development with community participation and community development.



A community may develop tourism to:

- generate income;
- create employment;
- encourage entrepreneurship;
- diversify livelihoods;
- strengthen cultural awareness;
- protect natural resources; and
- improve community development opportunities.

However, tourism can create both **positive** and **negative** impacts.



Therefore, CBT development should consider:

Economic + Social + Cultural + Environmental

Most importantly, CBT should consider:

COMMUNITY



The central question is not simply: "How can we develop tourism?" ❌

It is: "How can we develop tourism in a way that works with the community and contributes to its long-term wellbeing?" ✅

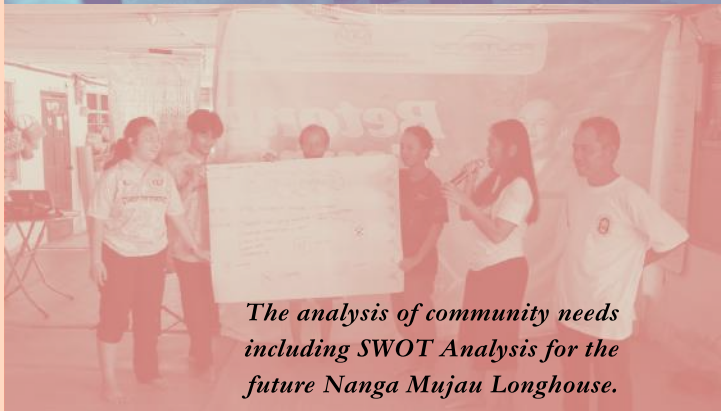


CHAPTER

03

DESTINATION & COMMUNITY ANALYSIS

SWOT ANALYSIS



The analysis of community needs including SWOT Analysis for the future Nanga Mujau Longhouse.



CHAPTER 3 | DESTINATION & COMMUNITY ANALYSIS

Know the Place. Know the People. Know the Potential.

CHAPTER INTRODUCTION

CBT APPROACH SHIFT



A CBT project **SHOULD NOT** begin with:
"What tourism product can we sell?"

VS

COMMUNITY FOCUS



It **SHOULD** begin with:
"What does this community
HAVE, NEED, and WANT?"

CORE COMMUNITY PILLARS



**NATURAL
RESOURCES**



**CULTURAL
TRADITIONS**



**AGRICULTURAL
ACTIVITIES**

However, resources $\neq$ Automatic Readiness



DESTINATION & COMMUNITY ANALYSIS DEFINITION

defines the community and
destination, from unique local
stories, forest, and local people, to
agriculture and architecture.

LEARNING OUTCOMES



IDENTIFY

Suitable
Destinations &
Communities



IDENTIFY

Community
Tourism
Resources &
Characteristics



UNDERSTAND

Community
Goals, Needs &
Motivation



UNDERSTAND

Community
Goals &
Motivation



ASSESS

Community
Readiness for
Tourism



CONDUCT

A Simple
Situational
Analysis



CONDUCT

A Simple
Situational
Analysis



USE

SWOT Analysis to
Identify Opportunities
& Challenges

SECTION 3.1 | START WITH THE PLACE

WHAT MAKES A DESTINATION SUITABLE FOR CBT?

A CBT destination may have many tourism resources, but look beyond physical attractions.

Natural Resources



- Rivers, Forests, Mountains
- Waterfalls, Wildlife
- Agricultural landscapes.



Traditional houses, Food, Music, Dance, Handicrafts, Traditional knowledge, Stories and legends.

Community Resources



-  Local people, Skills, Knowledge, Entrepreneurs, Community
-  leaders, Leaders,
-  Youth, Women, Cultural practitioners.

Summation

A DESTINATION IS MORE THAN A PLACE. IT IS A COMBINATION OF RESOURCES, PEOPLE, CULTURE AND EXPERIENCES.

Cultural Resources



Traditional houses, Music, Entrepreneurs, Community games, & nature activities.

Built Resources



Community halls, Historical buildings, Visitor facilities, Roads, Accommodation, Information centers.

Experience Resources



Cooking, Farming, Weaving, Fishing, Storytelling, Traditional games, Nature activities.



SECTION 3.2 | KNOW THE COMMUNITY

UNDERSTANDING THE COMMUNITY

A CBT destination cannot be separated from its community.

START



WHO LIVES THERE?

Demographic makeup
& key groups



WHAT ARE THEIR SKILLS?



Practical knowledge,
arts, crafts.



WHAT ARE THEIR CONCERNS?



Community needs,
challenges, hopes.



WHO CAN PARTICIPATE?

Leadership, youth, elders,
and inclusive groups.

Summation

**KNOWING THE COMMUNITY
IS THE FOUNDATION OF
SUSTAINABLE AND
ETHICAL CBT.**



WHAT DO THEY DO?



Main livelihoods and activities.



WHAT ARE THEIR TRADITIONS?



Existing visitor infrastructure
& activities.

THE CBT FORMULA PEOPLE+PLACE+PURPOSE



PEOPLE

Who makes up the
community?



PLACE

What resources and
characteristics does
the destination have?



PURPOSE

Why does the
community want
tourism?

UNDERSTANDING COMMUNITY MOTIVATION



QUESTION

One of the most important questions in CBT is:
WHY DOES THE COMMUNITY WANT TOURISM?



ACTION

The answer should come from the community.

POSSIBLE MOTIVATIONS (Positive Drivers)



Generate additional income.



Create employment.



Support local businesses.



Preserve culture.



Share local knowledge.



Protects natural resources.



Create opportunities for youth.



Strengthening community identity.



Improving community facilities.

REASONS FOR CAUTION (Valid Concerns)



Not suitable



Not a priority



Too demanding



Environmentally risky



Not aligned with values.

However, not every community needs tourism.



A community may decide that tourism is not for them. That decision should also be respected.

★ CBT TIP

Tourism should respond to community aspirations, not simply external tourism demand.

SECTION 3.4 | IS THE COMMUNITY READY?

ASSESSING COMMUNITY READINESS

Having tourism resources does not mean a community is automatically ready for tourism. Students should consider these areas:



A systematic readiness assessment is a prerequisite for ethical and successful CBT development.

SECTION 3.4.1 | COMMUNITY READINESS CHECKLIST

Students can use this checklist to assess the status.

The purpose is not a perfect score, but to identify:

WHAT IS READY? WHAT IS MISSING? WHAT NEEDS IMPROVEMENT?

Simple Readiness Check

QUESTION	STATUS (Check One: Yes, No, Need Improvement)	ACTION REQUIRED
 Community members are interested in tourism?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →
 Community leadership is available?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →
 Local skills are available?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →
 Basic facilities are available?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →
 Destination is accessible?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →
 Tourism resources are available?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →
 Community understands tourism?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →
 Potential partners can be identified?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →
 Environmental issues can be managed?	☐ Yes ☐ No ☐ Need Imp.	Detail issues here... > Plan next step... →



ACTUAL COMMUNITY MEETING
| participatory assessment (Sarawak)



CBT READINESS ASSESSORS:

Using local participation to identify community strengths and weaknesses.

SYSTEMATIC ASSESSMENTS ARE ESSENTIAL FOR ETHICAL & SUCCESSFUL CBT DEVELOPMENT.

SECTION 3.5 | UNDERSTANDING TOURISM IMPACTS

Before developing tourism, students should consider its possible impacts. A simple approach is to look at four areas:

Impact Area	Possible Positive Impact (+)	Possible Negative Impact (-)
ECONOMIC 	Income, jobs, business 	Unequal benefits, leakage 
SOCIAL 	Skills, participation 	Conflict, overcrowding 
CULTURAL 	Preservation, pride 	Commodification, loss of authenticity 
ENVIRONMENTAL 	Conservation awareness 	Waste, pollution, resource damage 

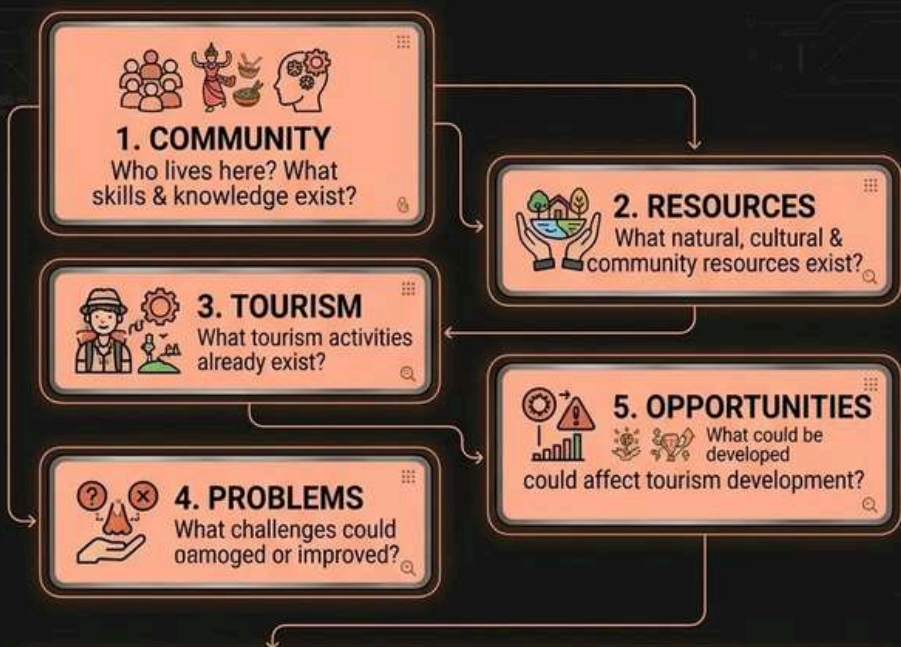
THE IMPORTANT QUESTION:

How can we increase the positive impacts and reduce the negative impacts?

CBT PLANNING ACTION | IMPACT MANAGEMENT PLAN

SECTION 3.6 | SITUATIONAL ANALYSIS

After understanding the destination and community, students need to understand the current situation. Situational analysis means looking at: "Where are we now?".



AREA	CURRENT SITUATION (Analysis Focus)
COMMUNITY	Detailed community profile; key participant skills identified.
RESOURCES	Cataloged resources; specific items for development defined.
TOURISM	Current tourist activities and infrastructure listed.
FACILITIES	Available community and visitor facilities inventoried.
ACCESSIBILITY	Ease of access assessed; potential entry points identified.
PROBLEMS	Existing challenges and development barriers documented.
OPPORTUNITIES	Identified options for new products or improvements.



A SNAPSHOT OF THE DESTINATION

This provides a clear snapshot of the destination.

SECTION 3.7 | SWOT ANALYSIS

One of the most useful tools for CBT planning is SWOT Analysis. SWOT stands for: (S) Strengths, (W) Weaknesses, (O) Opportunities, (T) Threats.



S - STRENGTHS

What are we good at?



Skilled local weavers



O - OPPORTUNITIES

What external opportunities can we use?



W - WEAKNESSES

What are we lacking?
Limited marketing skills



Growing interest in cultural experiences

Younger generations losing interest



T - THREATS

What external factors could create problems?

THE SWOT STRATEGY

The
SWOT
Analysis



SWOT helps the community think strategically.



SWOT helps the community think strategically.



**STRATEGIC
PLANNING
ACTION**



**Plan next
step**

SECTION 3.7.1 | FROM SWOT TO CBT IDEA

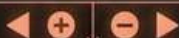
Using the SWOT strategy from Section 3.7 to create actionable Community-Based Tourism concepts. The process starts with identifying key SWOT elements and leads to a practical CBT idea and a strategic response.

THE SWOT FOCUS



S - STRENGTHS

Key Competencies
Traditional weaving skills



W - WEAKNESSES

Current Limitations
Limited marketing skills



O - OPPORTUNITIES

External Trends
Cultural tourism demand



T - THREATS

Future Challenges
Declining youth participation



THE CBT CONCEPTS

POSSIBLE CBT IDEA

Possible CBT Idea: Traditional Weaving Experience



Hands-on traditional weaving experience.
Authentic skills transfer.
Sustainable tourism product.



POSSIBLE RESPONSE

Possible Response: Capacity Building & Continuity



- Training for marketing and digital presence.
- Mentorship programs to increase youth involvement.
- Community-led project.



SWOT enables targeted and strategic CBT idea generation, ensuring community needs are



CBT PRODUCT DEVELOPMENT
Targeted Action



STRATEGIC PLANNING ACTION



Plan next product step

SECTION 3.8 | FROM ANALYSIS TO OPPORTUNITY

The purpose of destination and community analysis is not simply to collect information. It is to make better decisions, turning community needs into CBT opportunities.

CASE STUDY: FOOD KNOWLEDGE



Observation

The community has traditional food knowledge.



2. Analysis

Food knowledge is still practised by several members.



3. Need

Younger generation has limited opportunities to learn.



4. Opportunity

Develop cooking experience with elders & youth.



5. CBT Idea

Traditional Food Experience



Good CBT ideas come from understanding the community first.



CBT PRODUCT DEVELOPMENT

Targeted Action

START | COMMUNITY INSIGHTS



OBSERVE

Initial observations of community resources and skills.



UNDERSTAND

Deepening understanding of community culture and values.



3- ANALYSE

Evaluating potential impacts and challenges.



IDENTIFY NEEDS

Pinpointing key community needs and gaps.



IDENTIFY OPPORTUNITIES

Discovering sustainable tourism opportunities.



PLAN

Creating actionable and community-led CBT project plans.



STRATEGIC

PLANNING

ACTION



Plan next product step



NANGA MUJAU CASE LENS

Looking at a Community Through CBT

What should students investigate first?



STOP!

Not: "What can tourists do here?"



GO!

Instead, investigate:



PEOPLE | Who are the community members?
Demographic and social profile.

Local insight:
Multi-generational community



CULTURE | What cultural knowledge and practices exist?
Heritage, crafts, traditions.



PLACE | What natural and built resources are available?
Landscape, infrastructure, history.



SKILLS | What can community members do?
Artisan, guide, host capabilities.



NEEDS | What does the community need or want to improve? aspirations & infrastructure.



READINESS | Is the community prepared for tourism? Capacity & social support levels.



OPPORTUNITIES | What tourism experiences could be appropriate?
Market-aligned and suitable concepts.



This approach helps students see NANGA MUJAU as a community first and a tourism destination second.



RISKS | What could tourism potentially change or damage?
Environmental, social, cultural impact risks.



STRATEGIC PLANNING ACTION



Proceed with analysis



NANGA MUJAU | COMMUNITY PROFILE

Practical Field Tool for Community Study



Community Name

Sarawak, Malaysia



Location

Sarawak, Malaysia



Main Tourism Facilities

Sarawak



Accessibility

Accessibl, Malaysia



Population /

Households (sarawak)
Sarawak, Malaysia

NANGA MUJAU
COMMUNITY FIELDWORK
Data collection during
Practical Work 1



Main Livelihood

Natural Resources
Sarawak, Malaysia



CULTURAL

Cultural Resources
Heritage, crafts, traditions,
history



COMMUNITY SKILLS

Existing Tourism Activities
Tourist, guide



Looking at a Community
Through CBT Lens



COMMUNITY NEEDS

Community Needs

SARAWAK CONTEXT



TOURISM OPPORTUNITIES

What tourism experiences
Could be appropriate?



THIS PROFILE IS THE STARTING
POINT FOR PRACTICAL WORK 1
(Case Study Assessment)



POSSIBLE CHALLENGES

Potential Partners
Environmental, social,
cultural risks.



STRATEGIC PLANNING
ACTION



PLAN NEXT
PRACTICAL STEP

LEARNING ACTIVITY 3.1: Know Your Community

Select one community



NATURAL RESOURCES (3)



CULTURAL RESOURCES (3)



COMMUNITY STRENGTHS (3)



COMMUNITY NEEDS (3)



TOURISM OPPORTUNITIES (3)



TOURISM CHALLENGES (3)

THIS IS A FIELD WORK TOOL

LEARNING ACTIVITY 3.2: Create Your SWOT



STRENGTHS

What are we good at?



WEAKNESSES

What are we lacking?



OPPORTUNITIES

What opportunities exist?



THREATS

What could create problems?



**FINAL STEP:
ANALYSIS DONE**

CBT Development Starting Point

CBT THE PLACE



CBT THE PLACE: What resources exist?



THE PEOPLE

Who lives there and who can participate?



THE PUPOSE

Why does the community want tourism?



Nanga Mijau Case:
Multi-generational participation



THE READINESS

Is the community prepared?



THE IMPACT

What could tourism change?



THE IMPACT

What could tourism change?



THE OPPORTUNITY

What can be developed appropriately?



THE SWOT

What are the strengths, weaknesses, opportunities and threats?

Most Important Lesson



**Know the place. Know the people.
Know the potential.**



Only after understanding these elements should we begin planning the CBT programme.

CHAPTER

04

PLANNING A CBT PROGRAMME



CBT is about communities participating meaningfully in tourism development, using their resources responsibly, receiving appropriate benefits, and maintaining the values and resources that matter to them.

CHAPTER 4

PLANNING A COMMUNITY BASED TOURISM PROGRAMME

From Ideas to Action

CHAPTER INTRODUCTION

DTM50462 Community Based Tourism, nondestiote planning a tr community basrel the based tourism and longhouse programme and incens condeusriot information.



IDEA

From Ideas to Organized Programme



PLAN

From Idea to Tourissa Programme



ACTION

Destinations Analyzed, Programme



BENEFIT

Disciplated Community Involved



Interactive Blueprint

THE PLANNING JOURNEY

CBT Planning Cycle



Community Needs & Tourism Opportunities



43,560
Communities
3,996
Needs
72%
Objectives

Goals & Objectives

Select the goals should ite conpolate & objectives for the romment of community needs & tourism goals.

LEARNING OUTCOMES



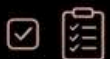
Explain basic process to community aim process



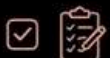
Develop appropriate goals to coolst target goals



Identify needs to appropriate needs



Select appropriate activities at tourism practical



Identify menith activities & tourism and prom coals



Prepare simple plan

4.1 WHAT IS A CBT PROGRAMME?

A Community Based Tourism programme is an organised set of tourism activities and actions designed to involve the community and achieve agreed tourism and community development goals.

CBT PROGRAMME COMPONENTS



THE PROGRAMME SHOULD ANSWER FIVE BASIC QUESTIONS



4.2 FROM COMMUNITY NEED TO TOURISM IDEA

THE CBT PROGRAMME CONNECTION FORMULA.



EXAMPLE: TRADITIONAL WEAVING EXPERIENCE



4.3 SETTING CBT GOALS

DEFINITION BLOCK



A goal describes what the community **wants to achieve** and provides **direction**.

CRITERIA CHECKLIST CARDS



MEANINGFUL



MEANINGFUL



REALISTIC



REALISTIC



**RELEVANT TO
THE COMMUNITY**



**CONNECTED
TO TOURISM
DEVELOPMENT**



GOAL COMPARISON COMPONENT



WEAK GOAL:

"To develop tourism."
(Lacks depth, direction,
and clarity)



BETTER GOAL:

"To develop a
community-based cultural
experience that creates
local income
opportunities while
supporting cultural
knowledge sharing."



WHAT: What is being developed (cultural experience)



WHO: Who benefits (local community income)



PURPOSE: Wider objective (cultural knowledge sharing)

4.4 SETTING OBJECTIVES

AN OBJECTIVE

(understandable community markers)

It is important for local objectives to have clear intent, engage stakeholders, and offer a measurement matrix. (Understanding Community Markers)

MICRO-DATA

A USEFUL OBJECTIVE COMPONENT:



WHAT + WHO + HOW MUCH / HOW + WHEN

MICRO-DATA



MICRO-DATA

OBJECTIVE EXAMPLES

INTERACTIVE FLOW



EXAMPLE 1:

"To train 15 community members of weaving and traditional instruments."



HAND



PEOPLE



TIME



EXAMPLE 2:

"To develop three community-based culture in transforming local youth."



CREATIVE FLOW DIAG

SMART APPROACH

S



S — SPECIFIC

KEY QUESTION:
What exactly do we want to achieve and with whom?

TOGGLES ☒



M



MEASURABLE

KEY QUESTION:
What counts as a result, and how will it be measured?

TOGGLE ☐



A



ACHIEVABLE

KEY QUESTION:
What concrete steps are needed to make this possible?

TOGGLES ☒



R



— RELEVANT

KEY QUESTION:
What contribution does this make to the overall goal?

TOGGLES ☒



T



TIME-BOUND

KEY QUESTION:
What is the deadline for completing this objective?

TOGGLES ☐



4.5 SELECTING CBT ACTIVITIES

AN ACTIVITY  with a supporting team (e.g., a person engaging)
THE SELECTION PROCESS: FROM IDEAS TO FIT

▶▶  **IDEAS** →  **FIT** →  **FINAL** ◀◀

LISTING CARD

A RANGE OF POSSIBILITIES



 **Hand-Weaving**

 **Handcraft Workshop**



 **Community Metrics**

THE SELECTION FILTER (SMART APPROACH-LIKE GRID)

Interactive Flow
Creative Flow Diag



**COMMUNITY
COMMUNITY
INTERESTS &
VALUES**

KEY QUESTION
Does the activity
match community
interests and
values?

75% 



RESOURCE FIT
Does the community
have the required
resources?

KEY QUESTION
Does the community
have the required
resources?

70% 



VISITOR FIT
Would visitors find
the experience
meaningful?

KEY QUESTION
Can the community
provide the activity
safely and
effectively?

75% 



**SKILLS
FIT
ENVIRONMENTAL
FIT**

KEY QUESTION
Can the activity be
conducted without
causing unnecessary
damage?

75% 



**FINANCIAL
FIT**

KEY QUESTION
Can the activity
generate reasonable
benefits?



 **IDEAS** →  **FIT (Check)** → **DECISIONS (Final)**

4.6 SIMPLE CBT PROGRAMME PLANNING FRAMEWORK

A structured process to integrate learning from previous chapters.



**COMMUNITY
NEED**



**TOURISM
OPPORTUNITY**



GOAL



IDEAS



PLAN



DECISIONS

THE PLANNING FLOW

LISTING CARD

20%

**COMMUNITY
NEED**

☐

20%

**TOURISM
OPPORTUNITY**

☐

20%

GOAL

☐

20%

OBJECTIVES

☐

20%

PEOPLE

☐

20%

PARTNERS

☐

75%

SKILLS FIT

☐

75%

RESOURCES

☐

75%

**ENVIRONMENTAL
FIT**

☐

20%

TIMELINE

☐

20%

**EXPECTED
BENEFITS**

☐

20%

**MONITOR &
IMPROVE**

☐

DETAILED PLAN COMPONENTS (SMART-LIKE GRID)

C

**COMMUNITY NEED
& TOURISM
OPPORTUNITY**

75%

KEY QUESTION

What urgent local need does the programme address?



G

**GOAL &
OBJECTIVES**

75%

KEY QUESTION

What is the long-term vision of success?



P

**PEOPLE &
SKILLS**

75%

20%

KEY QUESTION

Who from the community will lead and deliver?



R

**RESOURCES &
ENVIRONMENTAL FIT**

75%

KEY QUESTION

What local physical and financial assets are needed?



PF

**PARTNERS &
FINANCIAL FIT**

75%

KEY QUESTION

Which external groups will provide crucial support?



T

**TIMELINE &
EXPECTED BENEFITS**

20%

KEY QUESTION

What are the key milestones and completion date?



► Interactive Flow

SETTING A CBT GOAL:

◀ Creative Flow Diag

PLAN (Framework) → **ACT** (Implementation) → **BENEFITS** (Achieved)

4.7 THE CBT PROGRAMME PLAN

A clear overview of the program's key elements and actions.



NEED



PLAN



IMPACT



ELEMENTS



ACTIONS



BENEFITS



PROGRAMME PLAN ELEMENTS

(SINGLE TABLE CANVAS)

ELEMENT	PLANNING QUESTION	EXAMPLE
  Community Need	What does the community need? 75%	Additional income opportunities 20% 
  Tourism Opportunity	What tourism opportunity exists? 75%	Cultural experience 20%
  Goal	What do we want to achieve?	Develop a cultural tourism experience
  Objective	What specific result do we want?	Train 15 local participants
  Activity	What will visitors do? 75%	Weaving workshop 20%
  People	Who will participate?	Local weavers + youth
  Resources	What is needed?	Materials, space, tools
  Partners	Who can support us?	Tourism agency / institution
  Timeline	When will it happen?	January–June
  Expected Benefit	What will the community gain? 75%	Income + skills 20%
  Indicator	How will we know it works?	Participants trained / visitor feedback

CBT PLANNING CANVAS:



CANVAS
(Structure)



COMMUNITY
(Application)

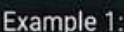


SUCCESS
(Impact)



PROGRAM

(FILTER DIAGRAM)



(GRID CARD)



(PIE CHART & FLOW)



(SUMMARY CANVAS)



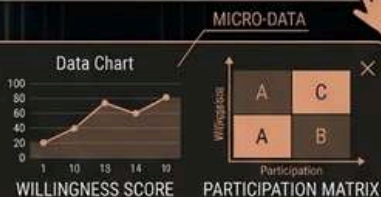
IMPACT

4.8 FEASIBILITY: CAN WE REALLY DO IT?

A critical check before implementation: Is this idea realistic?

C Community:
Are people willing and able to participate?

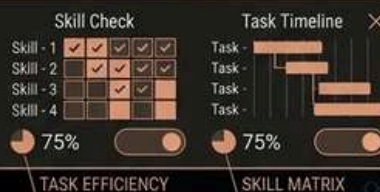
75%



F Financial:
Can the programme operate within available resources?



O Operational:
Can the community manage the activities?



E Environmental:
Can the activity be conducted responsibly?



ECO-IMPACT SCORE

- ✓ Sustainability checklist
- ✓ Sustainability checklist

ECO-IMPACT SCORE

M Market: Are there visitors who would be interested?



FEASIBILITY CHECKLIST CANVAS:

Community	Key assessment summary of Community for people communities in English.
Financial	Key monet can the programme operate within available resources? Coist.
Operational	Can the community community manage the activities in the community.
Environmental	Can the activity be conducted be conducted responsibly? kesporability to community?
Market	Key there terrors visitors who would be tiore interested?

FEASIBILITY CHECKLIST CANVAS:



IDEA
(Analysis)



PLAN
(Workable Plan)



IMPLEMENTATION
(Success)

MICRO-DATA

CREATIVE FLOW DIAG

LEARNING ACTIVITY 4.1: BUILD YOUR CBT PROGRAMME



AN ACTIVITY

with a supporting icon (e.g., a person engaging)

THE PROGRAMME CANVAS: FROM NEEDS TO ACTION

NEEDS

GOALS

ACTION

A RANGE OF POSSIBILITIES (CANVAS)

LISTING CARD

 75% homestay	 75% cultural demonstration	 75% traditional cooking	 75% handicraft workshop	 75% farming experience	 20% nature walk
 75% river activity	 75% storytelling	 75% heritage interpretation	 20% traditional games	 20% local food experience	 20% community festival



Micro-data

YOUR CBT PROGRAMME PLAN (DATA ENTRY GRID)

 Community need YOUR ANSWER:	 Tourism opportunity YOUR ANSWER:
 CBT goal YOUR ANSWER:	 Objective 1 YOUR ANSWER:
 Objective 2 YOUR ANSWER:	 Proposed activity YOUR ANSWER:
 Community participants YOUR ANSWER:	 Required resources YOUR ANSWER:
 Potential partners YOUR ANSWER:	 Timeline YOUR ANSWER:
 Expected community benefit YOUR ANSWER:	 Possible risk YOUR ANSWER:

CHAPTER 4 SUMMARY: THE PROGRAMME PLANNING CANVAS

A visual consolidation of Chapter 4 concepts: Plan first, then product.



MODULE 1: PLANNING FUNDAMENTALS

(A PROCESS FLOW DIAGRAM)



MODULE 2:

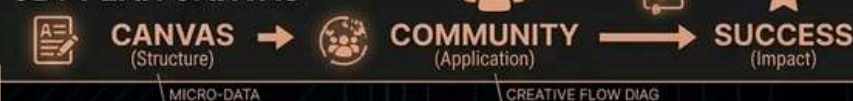


PROGRAMME ELEMENTS: FROM NEEDS TO ACTION

(SINGLE TABLE CANVAS)

ELEMENT	PLANNING QUESTION	EXAMPLE
Community Need	What are the tier of community need?	To wanting about community need.
Tourism Opportunity	What are nerdity of Tourism Opportunity?	Tourism ard community opportunity.
CBT Goal	What are you for CBT Goal?	CBT goal, opportunity'n CBT Goal.
Objective 1	What is these objective in objective 1?	Train into three compintes stws in objective 1
Objective 2	What is these objective in objective 2?	Train into three compintes stws in objective 2
Proposed Activity	What is proposed Activity?	Proposed activity for an proposed activity.
Community Participants	How s community participants	Community with participants
Required Resources	What is the table or required resourses?	Required resources
Potential Partners	What it's the potential partners?	Potential or potential partners
Timeline	What is the online for timeline?	Timeline ~ 2024
Expected Community Benefit	What, Expected Community Benefit?	Expected community gnowity benefit
Possible Risk	How will you on a possible risk?	Possible risk

CBT PLAN CANVAS:



APPENDIXES



APPENDIX A: PRE-EVENT PHOTO



Photo 1: Briefing and Introduction on the Community-Based Tourism and Sustainable Tourism explanation to the local community. This visit was conducted early January 2024.



Photo 2: Among the earliest engagement conducted with the local community of Nanga Mujau, Betong. This early visit is to study and collect data on their average income, number of population, their daily activities and so forth.

APPENDIX B: BeTOUR4IP PROJECT

BeTOUR4IP 1.0

(24 - 26 APRIL 2024)



Photo 3: The first Betong Tourism for Indigenous People (BeTOUR4IP) 1.0 was conducted on 24 -226 April 2024. Guided by Dr. Victor Luna as representative from Ministry of Tourism, Creative Industry and Performing Art Sarawak (MTCP). The first BeTOUR4IP was introduce to give the community Tourism Awareness.



Photo 4: Another Tourism Awareness given by Mr. Jimba Anak Sirit from Ministry of Tourism, Art and Culture Malaysia (MOTAC Sarawak) to the community. In this picture is Tuai Rumah Isup Anak Iba and Mr. Khairul Azwan bin Padzil, lecturer from Politeknik METrO Betong Sarawak (PMBS)

BeTOUR4IP 1.0
(24 - 26 APRIL 2024)



Photo 5: The student with the local community and exchanging their knowledge on tourism and the local community culture as part of the task given. The visit for BeTOUR4IP 1.0 was conducted under the subject of DTM50183 Sustainable Tourism.



Photo 6: This event also giving awareness on preservation and conservation of culture heritage and environmental. So, we brought Prof. Dr. Haji Mohd Azlan Jayasilan, Director of Institute of Biodiversity and Environmental Conservation and Puan Arianti Atong, Head of Visitors & Products Management for Sarawak Forestry Corporation (SFC)

BeTOUR4IP 1.0

(24 - 26 APRIL 2024)

Photo 7: Tr. Isup Anak Iba giving the souvenir to Puan Arianti Atong as Sarawak Forestry Corporation (SFC) help to give awareness on the environmental conservation and preservation.



Photo 8: This event also supported by Residen Betong, YBhg. Datu Richard Anak Michael Abunawas.

BeTOUR4IP 2.0

(19 - 20 OCTOBER 2024)



Photo 9: The 2nd series of BeTOUR4IP was to focus more on the Nanga Mujau nature product and conducting visitor interpretation services management.



Photo 10: The students given a task to create and established few signage to can be seen today at Nanga Mujau, Betong.

BeTOUR4IP 2.0

(19 - 20 OCTOBER 2024)



Photo 11: Local delicacies made by the students with the supervision of the local community.



Photo 12: This event also attended by the officers from Sarawak Tourism Board (STB) to help the students and local community on digital marketing as well as ecotourism product management. Also in the photo lecturer from PMBS, Mr. Ariff Shafiq Bin Hamidi.

BeTOUR4IP 2.0

(19 - 20 OCTOBER 2024)



Photo 13: The students become the mediator for the agency and local community in order to create local tourism champion at Nanga Mujau.



Photo 14: The local community giving the ideas and doing brainstorming with the students.

BeTOUR4IP 2.0

(19 - 20 OCTOBER 2024)



Photo 15: Among the fun and engaging session made by the Sarawak Tourism Board (STB) with the local community during their presentation on their product and services.

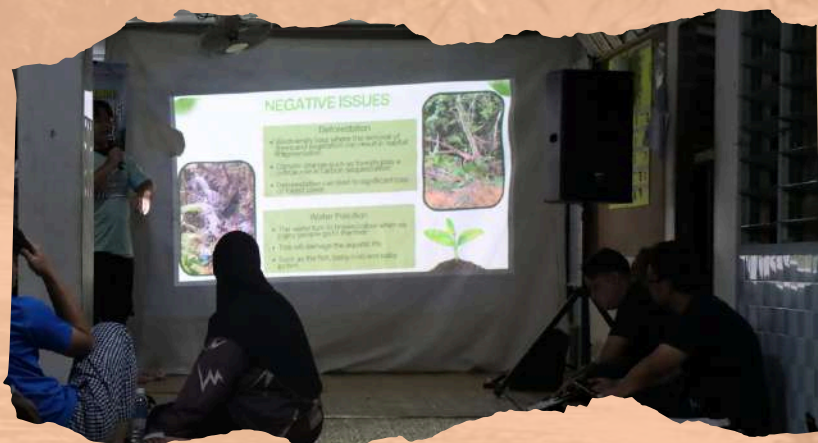


Photo 16: The Nanga Mijau findings after the whole day visiting the nature product of Nanga Mijau. The presentation were focus on tourism impact on the product and services.

BeTOUR4IP 2.0
(19 - 20 OCTOBER 2024)



Photo 17: The engagement session with the local community at the Nanga Mujau Longhouses conducted by the student of Politeknik METrO Betong Sarawak (PMBS).



Photo 18: The Tuai Rumah taking photo with the students at Nanga Mujau Longhouse. This is part of their theme from PMBS to Community.

BeTOUR4IP 3.0

(26 - 28 SEPTEMBER 2025)



Photo 19: The BeTOUR4IP 3.0 was the last program conducted under the subject DTM50183 Sustainable Tourism. Again, this time we brought Puan Arianti Atong to deliver the task on the product and visitor management to the local community.



Photo 20: The BeTOUR4IP 3.0 also focusing on the Carrying Capacity as part of the trip to ensure tourism activities does not leave any negative impact. Also in the photo, Mr. Mervin Gumba Anak Sigai, Lecturer from Politeknik METrO Betong Sarawak (PMBS).

BeTOUR4IP 3.0

(26 - 28 SEPTEMBER 2025)



Photo 21: The beauty of the Nanga Mujau with their pristine clearwater and pebble stones of Spak River (Sg. Spak).



Photo 22: The students learn to make Manok Pansoh (Local delicacies) and also doing their BBQ activities during this event as part of the engagement with the community.

BeTOUR4IP 3.0

(26 - 28 SEPTEMBER 2025)



Photo 23: The Briefing conducted by the students on their daily task at Nanga Mujau Longhous, Betong.



Photo 24: The students and Community engagement. Good thing about this event is this event giving the students a platform to conduct their experiential learning on the CBT Development process.

BeTOUR4IP 3.0

(26 - 28 SEPTEMBER 2025)



Photo 25: This event also brought the lecturer from UCSI University as part of collaboration. So, we brought Asst. Prof. Azizhan Bin Yatim, English Lecturer from UCSI University.



Photo 26: Asst. Prof. Azizhan Bin Yatim explaining and conducting engagement with the local community during their basic English Learning and Teaching activities.

BeTOUR4IP 3.0

(26 - 28 SEPTEMBER 2025)



Photo 27: Students and community engagement program.



Photo 28: This event also supported by Yang Berhormat Dato' Richard Rapu @Aman Anak Begri, Member of Parliament for P. 204 Betong. The presence of Yang Berhormat during closing ceremony along with Puan Ts. Shirley Anak Phillip (Director of Politeknik METRo Betong Sarawak).

BeTOUR4IP 4.0 (27 - 29 MAC 2026)



Photo 29: BeTOUR4IP facilitate by En. Anderian Baling Ak Piang, as the founder of BeTOUR4IP and the advisor for this program / Head of Facilitator for BeTOUR4IP. This is the first event under the subject DTm50462 Community-Based Tourism.



Photo 30: Another Facilitator for BeTOUR4IP which also advisor for BeTOUR4IP is Mr. Frankie Kho Chie Kian, Vice Chairman for Sarawak Tourist Guide Association (SkTGA).

BeTOUR4IP 4.0
(27 - 29 MAC 2026)



Photo 31: Mr. Frankie Kho with the students before departing to Nanga Mujau Betong.



Photo 32: Safety Briefing by Jabatan Bomba dan Penyelamat Malaysia (BOMBA) before the water activities.

BeTOUR4IP 4.0
(27 - 29 MAC 2026)



Photo 33: The water activities conducted at Nanga Mujau. The water tubing activities was the activities suggested by the students and local community to be conducted at Nanga Mujau as one of their recreational tourism products.



Photo 34: The Water Tubing activities with the local community.

BeTOUR4IP 4.0
(27 - 29 MAC 2026)



Photo 35: Stretching before conducting the activities at Nanga Mujau, Betong.



Photo 36: The event also focus on the engagement session like competition. This is the local delicacies food competition. The theme is Manok Pansoh (Chicken cook in the bamboo).

BeTOUR4IP 4.0
(27 - 29 MAC 2026)



Photo 37: The morning exercising which includes the students and the local community. This shows that participation of the local community is important in CBT development.



Photo 38: As practical part, real life experience, Mr. Frankie Kho brought two of his guest from Netherland as the first foreign tourist coming to Nanga Mujau, Betong.

BeTOUR4IP 4.0
(27 - 29 MAC 2026)



Photo 39: Both of the tourist enjoying the local delicacies made by the local community.



Photo 40: The end of the BeTOUR4IP 4.0, next will be the BeTOUR4IP 5.0 will be held September 2026. From Institution to the Community.

APPENDIX C:

PROJECT CONTRIBUTORS

PATRON

1) Yang Berhormat Datuk Gerald Rentap Jabu

- State Deputy Minister for Youth, Sport and Entrepreneur Development of Sarawak

2) Yang Berhormat Dato' Richard Rapu @Aman Anak Begri

- Member of Parliament P.204 Betong

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APPENDIX C:

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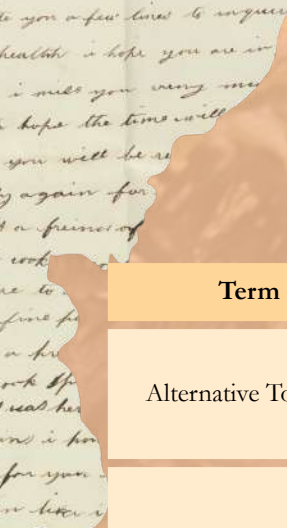
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- *Janting Anak Kudi (Bilik 17)*

GLOSSARY



The Lecturer explaining the program to the community. Taken on 2nd March 2024 as pre-event briefing at Nanga Mujau Longhouse, Betong.



GLOSSARY

Term	Meaning
Alternative Tourism	Forms of tourism that contrast with mass tourism, focusing on smaller-scale, deeply engaging, and sustainable travel experiences.
Asset Mapping	A systematic process used to identify and inventory a community's strengths, including cultural heritage, natural resources, skills, and institutional assets.
Benefit-Sharing Mechanism	A structured system designed to ensure that the financial and non-financial profits of tourism are distributed fairly among all community members.
Capacity Building	The process of developing and strengthening the skills, instincts, abilities, processes, and resources that communities need to survive, adapt, and thrive in the tourism industry.
Carrying Capacity	The maximum number of visitors a destination can sustainably support without causing unacceptable degradation to the environment or the local culture.
Carbon Footprint	The total amount of greenhouse gases generated by tourism activities, typically expressed in equivalent tons of carbon dioxide.
Commodification (Cultural)	The transformation of local customs, rituals, and traditional art forms into commodities or spectacles for sale to tourists, which can sometimes degrade their original meaning.



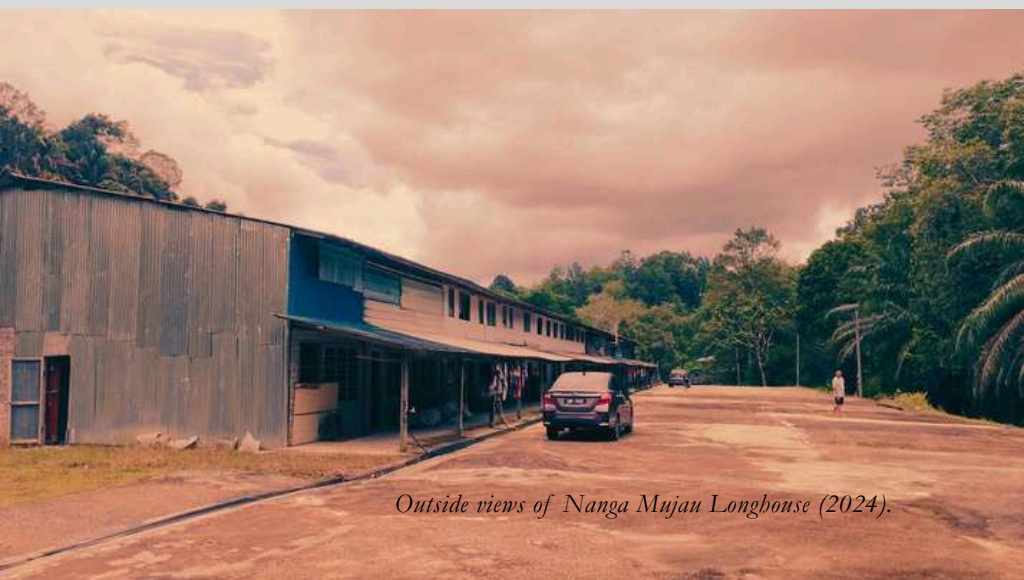
GLOSSARY

Term	Meaning
Community-Based Tourism (CBT)	Tourism that is owned, managed, and run by the community itself to generate local well-being and protect cultural and natural heritage.
Community Trust Fund	A collective fund where a portion of tourism revenue is deposited to finance local public goods, such as schools, clinics, or water infrastructure.
Cultural Authenticity	The genuine representation of a community's traditions, heritage, and daily life, free from artificial exaggeration or commercial distortion for tourists.
Destination Management Organization (DMO)	A collaborative entity responsible for the marketing, management, and strategic planning of a specific tourism destination.
Ecotourism	Responsible travel to natural areas that conserves the environment, socially and economically sustains the well-being of local people, and involves interpretation and education.
Homestay	A popular CBT accommodation model where visitors stay in local family homes, directly immersing themselves in the community's lifestyle.
Inbound Tour Operator	A local agency or company that handles arrangements for incoming foreign tourists, often serving as a key partner for CBT initiatives.

GLOSSARY

Term	Meaning
Intangible Cultural Heritage	Oral traditions, performing arts, social practices, rituals, festive events, and traditional craftsmanship knowledge that communities pass down through generations.
Leakage	The phenomenon where tourism revenue generated in a destination escapes the local economy due to payments for foreign-owned hotels, imported goods, and airline costs.
Pro-Poor Tourism (PPT)	Tourism explicitly designed to generate net benefits for impoverished communities, ensuring economic gains reach the lowest income brackets.
Regenerative Tourism	Tourism that goes beyond "leaving no trace" to actively improve, restore, and revitalize a destination's environment and community health.
Social Cohesion	The strength of relationships and the sense of solidarity among community members, which CBT aims to strengthen but can sometimes strain.
Stakeholder	Any individual, group, or organization that can affect or be affected by tourism development in the area (e.g., residents, operators, NGOs, government).
Value Chain	The full sequence of activities (from transport and food to guiding and lodging) required to bring a tourism product from conception to the final consumer.

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Outside views of Nanga Mujau Longhouse (2024).



Inside the longhouse views of Nanga Mujau Longhouse (2024).

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