

## Findings of Development Research and Promotion of Community Based Research Regarding Community Based Tourism As An Academic Issue

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### Abstract

This study aimed to investigate processes, conclusions of the study, development, and promotion of Community Based Tourism (CBT) as an academic issue. The sample representatives consisted of (1) five Thai CBT communities, (2) five oversea CBT societies, (3) 10 stake holders of the project, (4) five CBT associations located in neighbor countries of Thailand, (5) 30 people and assistants, who improved CBT knowledge, of CBT communities, and (6) 20 foreign and Thai CBT specialists. The findings found in this study were demonstrated as follows:

1. Study processes, development, and promotion of the study were (1) evaluation of knowledge sources from CBT papers, (2) presentation of qualified Foreign and Thai best practices CBT papers, and (3) arrangement of CBT-Forum.

2. In accordance with conclusions of the study, it was revealed that (1) the overall operation of the project was positive and advantageous for community development and enhancement of quality of life of local people, (2) academic matters were the application of concepts, work flows, evaluation, systematic data collection, knowledge enhancement as knowledge sources, and continue knowledge exchange and implementation among CBT members, and (3) the achievement of CBT should be overall focused since CBT was a part of tourism industry connected to several parties. CBT, additionally, should be employed for teaching and learning in

educational institutions, leading to academic services, social responsibilities, and problem solutions.

**Keywords:** conclusions of the study, study development and promotion for communities, CBT development as an academic issue

### 1. Introduction

The Community-based Tourism focused on the sustainability of environment, social and culture. Also setting direction, managing by communities and for themselves. CBT acted as the owner to exchange knowledge to the public. The components of CBT comprised of

1. Natural Resources and Culture
  - A lot of natural resources and culture-based assets.
  - The communities followed way of live and handled by themselves.
  - A unique culture and tradition.
2. Community Organization
  - The community had an understanding system.
  - A lot of scholars in variety skills.
  - Involved in managing by themselves.
3. Management
  - The community had the regulations to handle with environment, culture and tourism.
  - The representative of organization to manage their tourism club and linked to social development.

- The useful fund for the beneficial social.

#### 4. Learning

- The characteristic of activities could make the understanding perception of way of life and culture.

- The system supported the activities between the tourists and communities.

- Fulfilled the mental system of conservative environment for tourists and communities.

Community Based Tourism Institute (CBT-I) had connections with network countries in Asia in the form of representative participation. CBT-I became the knowledge center for CBT orientation of neighbor countries because of its specialist in Community Based Research (CBR). CBT-I also supported and developed many international cooperation projects. It was recommended by Tourism Authority of Thailand (TAT) as the selection committee of the best tourism community. Also, CBT-I served as a consultant, concerning home stay standards and CBT network studies, of Department of Tourism. For these reasons, knowledge of research and development, concrete knowledge center, cooperation among networks, and processes of human resource development and network associations that CBT-I applied to design courses were useful for societies, scholars, and national and international development works.

## 2. Objective of the study

This study aimed to find processes and conclusions of development studies and promotion of CBT studies as an academic perspective.

## 3. Literature review and related studies

### 1. Community Based Tourism Research: CBR

Communities survived amidst localism focusing on decentralization and community rights as perceived in Constitution of The Kingdom of Thailand, B.E. 2540. The sections 46 and 56 claimed that a traditional community shall have the right to conserve or restore

their customs, local knowledge, arts or good culture of their community and of the nation and participate in the management, maintenance, preservation and exploitation of natural resources. Additionally, the section 78 claimed that the state shall decentralize powers to localities for the purpose of independence and self-determination of local affairs. Community's demands under participant development concept were also focused, so that Thailand Research Fund (TRF), regional office, placed importance on community roles of tourism management under the constitution and globalization. Obviously, Community Based Tourism means an alternative tourism management allowing communities to determine objectives, based on conditions of local people who occupied resources and stake holders. National resources, history, traditions, customs, life style, and local production were used for local capitals and served as tourism management. CBT also helped human resource development meaning that villagers held more knowledge and competence related to decision, planning, performance, knowledge summarization, and sustainable enhancement to their offspring, by considering their natural existence [1].

### 2. Community Based Tourism: CBT

Community Based Tourism means a kind of tourism considering sustainability of environment, society, and cultural heritages organized by people in communities. Villagers get involved in management of their resources and enable learning process among tourists [2].

CBT contexts comprised of four perspectives such as natural resources and cultures, community organizations, management, and learning. Firstly, natural resources and cultures consisted of abundant resources, sustainable dependence and production of the resources, and identical traditions. Secondly, community organizations were systematic communities with scholars, experts, and generalists. Villagers were perceived as owners of communities and they got

involved in development process. Thirdly, management composed of regulations of resource, culture, and tourism management. There were organizations or mechanism for tourism management and connection between tourism and community development. Justified benefits should be generally distributed. In addition, Economic and social development fund in communities should be founded. Finally, the perspective of learning consisted of tourism activity forms creating awareness and consciousness of wildlife and cultural heritages. Mutual learning process between villagers and tourists should be formed. Conscious mind of natural and cultural conservation of such groups should also be made.

The principles of CBT for community development were community's possession, encouragement of people's pride, promotion of quality of life, environmental sustainability, learning of people from different cultures, respect of cultural diversity and human being, and income distribution to public benefits of community.

### 3. Academic concept

Academic perspective included writing papers explaining what writers study, express attitudes, suggest, recommend, or advise, by applying theories or some principles to support such opinions. Reliable data and references and systematic research helped readers held more understanding .in what they read. Formal writing language, generally, was mostly found [3].

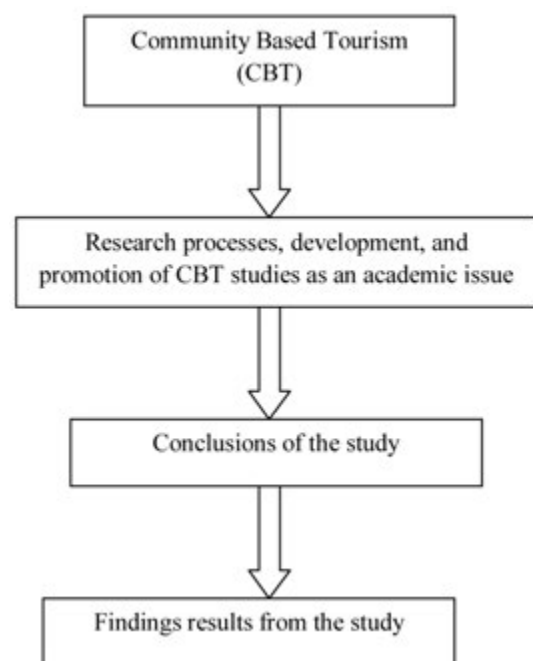
There were several academic works such as technical books, textbooks, course syllabuses, teaching documents, academic articles, reports, research studies, and proceedings of academic conferences.

The academic matters consisted of two perspectives. Firstly, there were updated and correct contents, ideas, and information. Sufficient theories, related studies, and other references of information should be included, resulting in reliable and acceptable works. Contents of papers should be orderly organized

for easy understanding among readers. The contents should be clearly explained with some demonstrative descriptions. Writing with unity, relation, and essence can encourage readers to understand main ideas and writing plots. Additional data could be employed such as graphs, charts, diagrams, statistics, data tables, and pictures, etc. Writers should create a proper connection of these matters to the contents.

Secondly, formal writing language was widely used to show opinions, knowledge, and recommendations. Technical terms may be sometime found.

**Diagram 1: Research framework**



### 3. Performance methods

1. The sample representatives consisted of (1) five Thai CBT communities, (2) five oversea CBT societies, (3) 10 stake holders of the project, (4) five CBT associations located in neighbor countries of Thailand, (5) 30 people and assistants, who improved CBT knowledge, of CBT communities, and (6) 20 foreign and Thai CBT specialists. The non-probability random sampling was applied by purposive and judgmental techniques. Each representative gave related information to the researcher.

2. Creation of academic knowledge sources could be performed by (1) coordination of leading academicians for overall tourism planning, (2) CBT synthesized presentation of the case study of Thailand organized by CBT-I, (3) scholars' selection the studied area by coordination between CBT-I and consultant committee, (4) academicians' survey of 1-2 areas, (5) attendance of CBT-Forum, (6) academicians' synthesis of knowledge source concerning CBT derived from both Thai and international CBT-Forum, and (7) broadcasting academic documents to the public printed in Thai and foreign language versions.

3. Selection and presentation of model CBT in Thailand could be done by (1) invitation of specialists as selection committee and determination of its regulations (2) allowance for CBT communities to sign up, (3) selection of the case study by consideration between CBT-I and the consultant committee, (4) survey of selected areas to arrange workshop with complete case study document and preparation for presentation (presenter/related documents/presentation media).

4. Selection and presentation of model CBT in neighbor countries could be done by (1) social mapping to choose interesting countries with similar background information of Thailand, (2) suggestion the project, invitation of representatives from organizations holding important role for CBT support and establishment of a co-operational project, determination of criteria selection, (3) CBT-I's allowance of voting right to members to select areas by themselves, and (4) academic presentation of selected best practice.

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determination of criteria selection, (3) CBT-I's allowance of voting right to members to select areas by themselves, and (4) academic presentation of selected best practice.

#### **4. Results of the study**

1. Processes of study, development, and promotion of CBT research as an academic issue were knowledge source of academic documents, CBT papers of best practice in Thailand and qualified countries, and CBT-Forum.

2. The findings demonstrated that (1) CBT performance was positive and beneficial for community development and enhancement of quality of life, (2) academic matters were the application of concepts, work flows, evaluation, systematic data collection, knowledge enhancement as knowledge sources, and continue knowledge exchange and implementation among CBT members, and (3) the achievement of CBT should be overall focused since CBT is a part of tourism industry connected to all members. Furthermore, CBT should be employed for teaching and learning in educational institutions, leading to academic services, social responsibilities, and development problem solutions.

#### **5. Discussion**

CBT was widely operated in Thailand. According to CBT-I research in B.E. 2552 (2009), it was noticed that there were 118 communities served as tourism destinations. Some communities were called CBT but they were exactly not. Some departments support CBT but it was not continued. Some held well preparation but lacking of continued tourists. In relation to evaluation of community strength, it was found that there were about 30 % communities having strong and continued CBT [4].

Attentiveness of local tourism and CBT tide has developed as an identical tourism, the real answer of villagers' need. However, it lacked of proper CBT

forethought concerning social and local outcomes. Accepted knowledge sources used for development were inadequate. Some educational institutions developed CBT as their learning curriculums but not extensive. Also, some supported CBT but lacking of working skills [5].

Review of CBT studies and summarization of knowledge used for continued practice is a way to establish a community of practice, resulting in knowledge exchange. If societies need such knowledge, educational institutions must play a significance role to make and develop learning courses for social responsibilities. If CBT could solve problems of the country, knowledge application should be connected to policy based planning and development.

Attempts to drive CBT as an academic agenda aimed to develop new communities, avoiding trial and error method. The investigated information can be review and re-synthesize to find faults and errors. These can create immunity and development measures for people to survive in the current globalization world.

## 6. Conclusions and recommendations

The results of the study indicated that concepts and model of CBT were the knowledge source that could be applied for real practice, the beginning of knowledge and opinion exchanges. Consequently, CBT, used for enhancement of human resources and community and problem solutions, would be efficiently checked and applied.

## 7. Acknowledgements

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