



UKARIMU

# ADVENTURE TOURISM UGANDA

Module 5:  
**Hiking**



# This module is developed by...



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

[www.ukarimuacademy.org](http://www.ukarimuacademy.org)



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

Adventure Tourism Uganda receives support of the Netherlands Enterprise Agency.

[www.adventuretourismug.com](http://www.adventuretourismug.com)

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# What is the purpose of this training module?

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

It exists of two parts:

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

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

# Module overview

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

# Module 5

## Hiking

### Content

# Hiking compared to...

There is considerable overlap between the different activities, but some differences as well.

Hiking Vs. Trekking	Hikers often use marked <b>trails</b> and go through mountains, forests, hills, or other natural environments that people want to explore. Trekking often takes place outside of dedicated trails.
Hiking Vs. Mountaineering	In hiking you typically <b>don't need specialist or technical equipment</b> , whilst mountaineering will require the use of technical equipment (such as rope, a harness, crampons and ice axes).
Hiking Vs. Walking tours	Whereas walking tours are generally short (up to half a day) and require limited effort by most tourists, hiking tours are generally <b>longer and are more demanding</b> .

# What is hiking?

Hiking can be defined as “**walking in nature as a recreational activity.**”

In Uganda’s tourism industry, hiking is often offered as an activity on the slopes of **mountains**. However, as **village walks** often encompass far more than just exploring a village and maybe considered a short hike in their own right. The increasing number of **walking safaris** in and around national parks also form an interesting, growing niche.

Hiking may be done independently by tourists, but in Uganda’s tourism industry guided hikes are the norm.

Tip: see the module on route development for a short vocabulary and an overview of useful online route development and navigation tools.



# Hiking as compared to...

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# Some hiking destinations in Uganda



Virunga Mountains (Mt Sabyinyo, Mt Mgahinga and Mt Muhavura)



Rwenzori Mountains

# Some hiking destinations in Uganda



Mt Elgon



Mountains of Karamoja (Mt Napak, Mt Kadam, Mt Mororo and Mt Morungole)

# Module 5

## Hiking

# Training Outline

# Preparations

## Training participants

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

## Trainers

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

## Training venue

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

## Training materials

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

# 1-Day Training Outline

Time	Activity
8:30-9:00	<i>Arrival of participants &amp; preparation of venue</i>
9:00-9:45	Introduction game, expectation setting, etc.
9:45-10:45	Discussion: a closer look at hiking
10:45-11:30	Q&A with hiking expert on his/her experiences
11:30-11:45	<i>Tea break</i>
11:45-12:30	Brainstorm: the guide's roles and responsibilities in hiking
12:30-13:15	<i>Lunch</i>
13:15-15:30	Practice: guiding a hike
15:30-16:45	Brainstorm on best practices
16:45-17:00	Closure

# Introduction Game (30 min.)

## Steps

- 1) Let the participants team up in pairs.
- 2) Give them 2x4 minutes to interview each other.
- 3) Let them find out each other's names and experience with going on an adventure. Invite all participants to share the answer to this question: **"If you could hike to any destination, where would you go?"**
- 4) Afterwards let participants introduce each other to the rest of the group by summarizing what their partner has shared.

## Learning goals

Participants will be more familiar with each other.

## Additional materials

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

# Expectation setting (15 min.)

## Steps

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

## Learning goals

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

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

## Additional materials

- Sticky notes

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



# Discussion: a closer look at hiking (60 min.)

## Steps

- 1) Divide the participants into three groups and invite them to make a mindmap on hiking. Let them do so on a flipchart.
- 2) Allow them to use whatever resources they can use (guidebooks, online resources, expertise of others, etc).
- 3) After about 20 minutes, invite the group back together and let them present their mindmaps to each other.
- 4) Make sure there is no repetition: whatever has been said by a previous group does not need to be repeated.
- 5) Use your own expertise, as well as the info at the beginning of this document to expand their knowledge.

## Learning goals

The participants learn more about hiking through harvesting the knowledge within the group as well as through exploring other sources of information.

## Additional materials

- Guidebooks, online resources, etc.

# Q&A with hiking expert on his/her experiences (45 min.)

## Steps

- 1) Make sure to have arranged a guest speaker with expertise on guiding hikes.
- 2) Prior to the Q&A, ask the group to help develop a list of questions that they would like to ask the expert. In doing so, they can ensure that the topic stays close to what they want to learn.
- 3) If the participants find it difficult, you can help developing such questions. For example: “What do you believe is the most difficult aspect of guiding a hike?” or “What do you do when you find a lot of diversity within the group of tourists in terms of physical fitness?”
- 4) Let the participants do the Q&A with the expert for about 45 minutes. When necessary, make sure to help facilitate the session and steering it in the right direction. Ask the expert to give examples that help to illustrate his/her points.

## Learning goals

The participants get more expertise on hiking.

## Additional preparations

- Make sure the expert is arranged and is present at the right place at the right time.

**Tip:** If you can't find a speaker to attend the training in person, arrange for an online session. Ensure internet access and speed are checked.

# Brainstorm: the guide's roles and responsibilities in hiking (45 min.)

## Steps

- 1) Write down the following topics, each on a separate flipchart:
  - a) Health & safety
  - b) Coordinating practicalities
  - c) Navigation
  - d) Storytelling and knowledge sharing
  - e) Briefing and instructing tourists
- 2) Ask a volunteer to be responsible for each of the flipcharts and to position him/herself with the flipchart in a different area of the room.
- 3) Ask the participants to go move from flipchart to flipchart to brainstorm on what they know about the guide's role & responsibilities related to that topic.
- 4) The volunteer will stay with his/her topic and flipchart.

- 5) The volunteers will be invited to present out whatever has been written down to the entire group.
- 6) As facilitator you can help to move the process forward by asking questions that help participants better articulate their points.

## Learning goals

By harvesting the knowledge present in the group, the participants will learn more about the role of the guide in hiking activities.

## Additional materials

- None

# Practice: guiding a hike (135 min.)

## Steps

- 1) The participants will now practice with being a guide by hiking a route chosen by the facilitator.
- 2) Make sure it is clear for the participants when they are expected to be back at the training venue.
- 3) Split them up in groups of 4. Everyone will get to take up a role: 1 person will be the guide, 2 people will be tourists and 1 person will make observations.
- 4) The guide will lead the hike. Obviously, this means he/she gets to do a briefing, answer questions, do storytelling, arrange practicalities, etc. The tourists will act naturally. The observer will make observations on the role of the guide.
- 5) The roles will rotate every 30 minutes, so that everyone gets to play each role. Just before switching, the guide will reflect on his/her experiences. The observer and tourists will provide constructive feedback.

## Learning goals

The participants will familiarize themselves with being a guide and will learn to critically reflect upon it.

## Additional materials

- Equipment needed to follow the route (such as a map or phone)
- Comfortable shoes, rain gear (if needed), refreshments, etc.

# Brainstorm on best practices (75 min.)

## Steps

- 1) With the groups back at the training venue, it is now time to reflect on what they learned about the role of the guide during a hike.
- 2) Hand over sticky notes in various colours to each group.
- 3) Ask each group to write down, each on one colour of sticky notes:
  - a) The best practices (behaviour they would recommend to others)
  - b) Aspects of guiding they found challenging
- 4) Ask them to place the sticky notes on a flipchart and help to group them together based on topic.
- 5) As a facilitator, go through the sticky notes and lead a conversation about these notes. Where needed, ask people to elaborate or align the best practices to the challenges. Encourage peer-to-peer learning where possible.
- 6) For example, inexperienced guides may tell stories that are not fully accurate. They can fix this by aligning their stories with those of other guides and by authorizing their stories by experts.

## Learning goals

The participants learn best practices on hiking and how to overcome challenges.

## Additional equipment

- None

# Closure (15 min.)

## Steps

- 1) Hand out a piece of paper to everyone.
- 2) Let them draw a mountain with themselves on top of it.
- 3) Let them fill up the mountain with all the things they learned during this day - so that they are standing on top of a mountain full of learnings.
- 4) Ask a few participants to introduce their mountains to the rest.

## Learning goals

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

## Additional equipment

- None