

# AN ECOTOURISM CURRICULUM FOR HIGHER EDUCATION INSTITUTIONS

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## SUMMARY

Ecotourism is one of the fastest-growing sectors of the tourism industry worldwide. Sustained development and success of the industry depends on the availability of suitably trained manpower. Formal educational programmes to service the ecotourism industry are, like the term ecotourism, a relatively new phenomenon and higher education programmes to educate and train human resources for this important sector are relatively rare. Although a number of higher education institutions in South Africa are offering specialisation courses in ecotourism, these do not seem to be altogether successful in meeting the needs of industry.

The aim of this study was to design an ecotourism curriculum for higher education institutions in South Africa, with special reference to technikons, which could also be used as a basis for developing programmes in other institutions and countries.

A two-pronged approach was followed: a literature study as well as a survey. The survey included focus group meetings, workshops, questionnaires and interviews. The Delphi technique was used, consisting of 4 rounds of electronic questionnaires that were sent to 80 selected panel members.

The study endeavoured to differentiate ecotourism from other forms of tourism as a base on which to justify the development of formal educational programmes. Jobs and career-paths within the ecotourism sector were identified, followed by an identification of the knowledge, skills and attributes required for the career paths and the levels within each career path. This resulted in a comprehensive database of the desired outcomes for an ecotourism programme. This was consequently compared with the curriculum of the existing 4-year B Tech: Ecotourism Management programme offered by 3 technikons in South Africa, which highlighted the deficiencies in the existing programme. Additional educational themes were identified, including the following: Tourism Anthropology and Cultural and Heritage Tourism, as ecotourism is not only the interpretation of the natural environment but also of all the cultural manifestations of the particular destination; English Communication, as employees in the tourism industry need to be confident and expert

in the skills of speaking and writing; a foreign and an indigenous language; Information Management; Leisure Appreciation; and IT applications focusing on the ecotourism industry, such as e-commerce and on-line marketing. Subject themes with too high a credit value in the existing programme were found to be Biology, Wildlife Management and Interpretation.

On the basis of the above an ecotourism curriculum was developed, based on jobs and career-paths identified by stakeholders in the ecotourism sector of the tourism industry and designed by academics, knowledgeable in the field of both tourism/ecotourism education and curriculum design.



## OPSOMMING

Ekotoerisme is een van die snel-groeiendste sektore van die toerismebedryf wêreldwyd. Volgehoue ontwikkeling en sukses van die industrie is afhanklik van die beskikbaarheid van opgeleide mannekrag. Formele opvoedkundige programme is, soos die term ekotoerisme, 'n relatief nuwe verskynsel en hoër onderwysinrigtings betrokke by die opleiding van mannekrag vir hierdie belangrike sektor is relatief skaars. Alhoewel daar 'n aantal hoër opvoedkundige inrigtings in Suid-Afrika is wat spesialisasiekursusse in ekotoerisme aanbied, blyk hierdie kwalifikasies nie heeltemal in die behoeftes van die bedryf te voorsien nie.

Die doel van hierdie studie was om 'n ekotoerisme kurrikulum vir hoër onderwysinrigtings in Suid-Afrika te ontwikkel, met spesiale verwysing na teknikons, wat ook deur ander inrigtings en lande as basis gebruik kan word in die ontwikkeling van ekotoerisme programme.

'n Tweeledige benadering is gevolg: 'n literatuurstudie en 'n opname. Die opname het fokusgroepvergaderings, werkswinkels, vraelyste en onderhoude ingesluit. Die Delphi-tegniek is gebruik, bestaande uit 4 rondtes van elektroniese vraelyste wat aan 'n paneel bestaande uit 80 lede gestuur is.

Die studie het gepoog om ekotoerisme te differensieer van ander vorme van toerisme as basis om die ontwikkeling van formele onderrigprogramme te verantwoord. Betrekkings en loopbane in die ekotoerisme sektor is geïdentifiseer, gevolg deur 'n identifikasie van die kennis, vaardighede en eienskappe wat vir die loopbane en vlakke binne elke loopbaan vereis word. Die resultaat was 'n omvattende databasis van die gewenste uitkomst van 'n ekotoerisme program. Dit is vergelyk met die kurrikulum van die bestaande 4-jaar B Tech: Ekotoerismebestuur program wat deur 3 teknikons in Suid-Afrika aangebied word. Die program is daarna geëvalueer wat die tekortkominge in die bestaande program uitgewys het. Addisionele opvoedkundige temas is geïdentifiseer, insluitende die volgende: Toerisme Antropologie en Kulturele- en Erfenistoerisme, aangesien ekotoerisme nie slegs die interpretasie van die natuurlike omgewing is nie, maar ook van die kulturele manifestasies van 'n spesifieke bestemming; Kommunikasie in Engels, aangesien werknemers in die

toerismebedryf selfversekerd en bedrewe moet wees in die toepassing van spreek- en skryfvaardighede; 'n vreemde en inheemse taal; Inligtingsbestuur, Rekreasiewaardering; en inligtingstegnologietoepassings wat op die ekotoerismebedryf van toepassing is, byvoorbeeld e-handel en web-bemarking. Daar is bevind dat Biologie, Natuurlewebestuur en Interpretasie temas was met 'n te hoë kredietwaarde in die bestaande program.

Op grond van bogenoemde is 'n ekotoerisme kurrikulum ontwikkel, gebaseer op betrekkings en loopbane wat deur insethouers in die ekotoerisme sektor van die toerismebedryf geïdentifiseer is en deur kundige akademici op die gebied van beide toerisme/ekotoerisme-onderrig en kurrikulumontwerp saamgestel is.

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## LIST OF ACRONYMS

The following acronyms are frequently used in the thesis:

B Tech	Baccalaureus Technologiae
BEST	Business Enterprises for Sustainable Travel
CHE	Council on Higher Education
EAA	Ecotourism Association of Australia
FGASA	Field Guiding Association of South Africa
GDP	Gross Domestic Product
GPS	Global Positioning Satellite
IUCN	World Conservation Union
NGO	Non-governmental organisation
NQF	National Qualifications Framework
PU vir CHO	<i>Potchefstroomse Universiteit vir Christelike Hoër Onderwys</i>
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SAN Parks	South African National Parks
SATSA	Southern Africa Tourism Services Association
SETA	Sector Education and Training Authority
TFC	Tourism Forecasting Council
THETA	Tourism and Hospitality Education and Training Authority
TIAA	Travel Industry Association of America
WCED	World Commission on Environment and Development
WTO	World Tourism Organisation
WTTC	World Travel and Tourism Council
WWF	World Wildlife Fund

# **CHAPTER 1**

## **PROBLEM STATEMENT AND RESEARCH METHODOLOGY**

### **1.1 INTRODUCTION**

Until 1994, with South Africa's first democratic election, tourism development was largely a missed opportunity. The Economist Intelligence Unit of 1994 estimated the value added by tourism in South Africa to be no more than 2% of the gross domestic product (GDP) (South Africa, Department of Environmental Affairs and Tourism, 1996:2). More recent projections of the growth in the African, Southern African and more specifically South African tourism industry, made by the National Research and Development Foresight Project, paints a very different picture:

- long haul travel to Africa is expected to grow at 7,5% per annum in the next two decades;
- arrivals in Africa will grow from 26 million to 46 million in 2010;
- the South African Development Community (SADC) is expected to capture 45% of inbound African tourism; and
- tourism contributes 8,2% of the GDP and directly provides 600 000 jobs, while an additional 500 000 are created indirectly (South Africa, Department of Arts, Culture, Science and Technology, 1999:46).

The tourism profile of the SADC is essentially one of developing regions. The countries are well endowed with a range of attractions, primarily based on non-renewable natural and cultural resources and the sustainable management of resources is therefore a key issue. Tourism, however, has also become a fiercely competitive business and in destinations the world over – as indeed is also the case in South Africa - competitive advantage is no longer only natural, but driven by science, technology, information and innovation. As such, it is not simply South Africa's stock of natural



resources that will determine the country's competitiveness in tourism, but rather, how these resources are managed.

Honey (1999:4) places the importance of the part that ecotourism has to play within this arena into perspective when she states that in countries around the world *"ecotourism has been hailed as a panacea: a way to fund conservation and scientific research, protect fragile and pristine ecosystems, benefit rural communities, promote development in poor countries, enhance ecological and cultural sensitivity, instill environmental awareness and a social conscience in the travel industry, satisfy and educate the discriminating tourist, and some claim, build world peace."* These are benefits that all countries, including South Africa, aspire to. South Africa has features that make it a most attractive ecotourism proposition, such as the country's accessible wildlife, varied and impressive scenery, unspoiled wilderness areas, diverse cultures and virtually unlimited opportunities for special activities, such as whale and bird-watching. Internationally known attractions such as Table Mountain, the Kruger National Park and the Garden Route, as well as unrivalled opportunities to visit other internationally known regional attractions such as the Victoria Falls and the Okovango Swamps make South Africa an almost complete tourist destination, and Southern Africa an unrivalled eco-destination of the world (South Africa, Department of Environmental Affairs and Tourism, 1996:1).

Various authors, including Cater and Lowman (1994), Reingold, as cited by Blamey (1995), Myburgh and Saayman (1999) and Wearing and Neil (1999) have concluded that ecotourism is one of the fastest growing sectors of the tourism industry, which places South Africa in a favourable position to increase tourist arrivals. Ecotourism is providing increasing opportunities for employment and studies and forecasts on future trends suggest that it will continue to provide employment opportunities in the future (Tourism Forecasting Council, 1996:638). Literature on the subject has drawn attention to a number of questions regarding the nature of the employment provided by the ecotourism industry, which raises issues relating to the type of ecotourism education and training required. Some of the questions that need to be answered are the following:

- Is the perceived growth in ecotourism resulting in increasing employment opportunities?
- What jobs are available, and what skills, experience and training are employers looking for in applicants?
- Does the ecotourism industry offer a spectrum of opportunities, seeking employees with a range of skills and experiences?

The above-mentioned highlights the need for formal educational programmes to ensure that high quality industry standards are met and that best practices in ecotourism are adopted. Once this has been achieved South Africa could become one of the top five tourism destinations of the world (Pizam, 2001). This study therefore endeavours to differentiate ecotourism from other forms of tourism as a base on which to justify the need for the development of formal educational programmes.

The purpose of this chapter is to formulate the statement to the problem of the research, as well as the goals and objectives of the study, to indicate what methods of research were used and to explain the definitions and terms pertaining to the study. An exposition of the research report in the form of a chapter classification is also provided.

## **1.2 STATEMENT OF THE PROBLEM**

The origins of the term ecotourism are not entirely clear, but one of the first to use it appears to be Hetzer (1965). The term was first used in published material during the 1980s, amongst others by Romeril (1985), Ceballos-Lascurain (1987) and Ziffer (1989). Since then the term ecotourism has become the subject of much debate - what it is, what it should be and how it can work, continue to dominate literature.

The idea of visiting areas for the purposes of observing and experiencing elements of the natural environment pre-dates the term ecotourism. African safaris to view wildlife were popular among explores and adventurers from Western Europe as early as the 1800s (refer to Adler, 1989). Many of the activities that can now be labelled

under the term ecotourism existed long before the term itself was conceived. The successful evolution of the term ecotourism is, however, related to three main issues:

- It is a reaction against the negative impacts of mass tourism (Weaver, 1998: 6-7).
- It has developed in response to the growth of tourism based on natural environmental attractions (Orams, 1995:4).
- As an outcome of the growing understanding and acceptance of the principles of environmental conservation and sustainability (Orams, 1995:5).

There are many definitions of ecotourism and many papers discussing these definitions, amongst others Valentine (1990), Figgis (1993), Miller and Kaae (1993), Moore and Carter (1993), Hvenegaard (1994), Orams (1995), Goodwin (1996), Higgins (1996) and Fennell (1999), and analysis of these definitions is important in order to understand the range of 'types of ecotourism'. While there may be a general acceptance of what the basic concept of ecotourism includes and a corresponding general acceptance of what it does not include, there is little agreement regarding those activities that don't clearly fit into either scenario (Orams, 2001:24).

Formal educational programmes to service the ecotourism industry are, like the term ecotourism, a relatively new phenomenon. Australia was the first country to develop ecotourism degree programmes. The need for formal educational programmes was recognised as a means of ensuring that high quality industry standards are met (Allcock *et al.*, 1994:41) and the Australian National Ecotourism Strategy called for the development of environmental education modules to encourage the adoption of best practices in ecotourism (industry, conservation groups, higher education institutions). The Queensland Ecotourism Plan was more specific, referring directly to undergraduate and postgraduate degree courses that include ecotourism components, but are also productive and active research programmes aimed at the delivery of quality ecotourism products. According to the Plan "*ecotourism operators and their employees require specialized training*" (Queensland, Department of Tourism, Small Business and Industry, 1997:30). Australian institutions identified ecology,

environmental education, environmental and resource management, communication and business skills for inclusion in ecotourism degree programmes. The Charles Sturt University in New South Wales, in cooperation with industry and government agencies, also identified a range of knowledge, skills and attitude requirements that need to be developed in students to ensure that on graduation they will contribute to the development of the ecotourism industry (Lipscombe & Thwaites, 2001:630). These outcomes are clearly desirable in other ecotourism destinations as well.

Public higher education institutions in South Africa have recently followed suit and 3 technikons and a university have developed degree programmes in ecotourism, in order to provide qualified manpower for this booming sector of the tourism industry. The first was the 4-year Bachelor's Degree in Technology in Ecotourism Management (B Tech: Ecotourism Management) which was instituted by Technikon Pretoria in 2001. This programme includes all the elements identified by the Charles Sturt University. (It should be noted that technikons in South Africa offer national qualifications. The curriculum design process requires 70% consensus of technikons on the core curriculum, as well as proof from industry that there is a demand for such a qualification). Although the first students will only be qualifying at the end of 2004, there are already doubts regarding the main focus and content of the programme, which is strongly biased towards nature conservation rather than tourism. This lead to a job and qualification analysis of related qualifications offered by technikons in South Africa. Career-paths for the ecotourism sector were identified during a brainstorming session held in Pretoria on 27 October 2001. This exercise resulted in a spectrum of opportunities with different skills requirements. Many of the jobs require low skills, yet industry representatives emphasised that there are many positions in their respective organisations that require specialised skills. These positions are extremely difficult to fill, as candidates with suitable skills are limited.

The inter-relationship between tourism and conservation has created a number of problems. It is a 'marriage' between natural sciences and social sciences, and nature conservation and tourism practitioners often have divergent views on how ecotourism should be practised, and what should therefore be included in an ecotourism curriculum that would meet the requirements of the ecotourism sector of the tourism industry. Even within the South African tourism establishment there are different

viewpoints on how to deal with the changed environment within which ecotourism finds itself. Before 1994 the main focus of the national parks in South Africa was on conservation, with a small component catering for domestic tourists. These parks were initially heavily subsidised by government. Increased pressure on public funds to address a plethora of social issues that resulted from the previous political dispensation, forced the post-Apartheid government to decrease funding for parks and like many other countries around the world, national parks in South Africa had to find alternative ways to fund conservation. The most obvious vehicle to do so was tourism. South Africa's re-entry into the international community boosted international tourist arrivals, and parks personnel find themselves in the position where they have to deal with more demanding international and domestic clientele.

The main question that this study therefore needed to answer is what the focus and content of an ecotourism programme should be in order to meet the needs of the ecotourism sector of the tourism industry. If the full potential of South Africa's ecotourism industry is to be reached it is vital that there is a highly skilled workforce with the capacity to market, interpret and deliver ecologically, culturally, socially and financially sustainable products. A credible tourism industry is dependent on training and education that provides these skills.

### **1.3 GOAL AND OBJECTIVES OF THE STUDY**

The following goal and objectives guided the research:

#### **1.3.1 Goal**

The purpose of the research was to determine the desired outcomes of an ecotourism curriculum for higher education institutions in order to design a curriculum that would meet the human resources needs of the ecotourism sector of the tourism industry. To accomplish this, career paths within the ecotourism sector of the South African tourism industry needed to be identified, and ultimately, the nature of the education and training required in terms of focus and content, had to be determined.

### **1.3.2 Objectives**

The specific objectives of the study were to:

#### **Objective 1**

To differentiate ecotourism from other forms of tourism as a base on which to justify the need for the development of formal educational programmes.

#### **Objective 2**

To determine the different career paths of the ecotourism sector of the tourism industry in South Africa.

#### **Objective 3**

To determine the knowledge, skills and attributes required within the career paths and levels within each career path.

#### **Objective 4**

To do a comparison between the B Tech: Tourism Management, the B Tech: Ecotourism Management, the B Tech: Hospitality Management and the B Tech: Nature Conservation that are offered by technikons in South Africa, in order to determine what jobs graduates qualify for, in order to determine what the overlap of jobs are and if there is a need for a specialisation in ecotourism.

#### **Objective 5**

To identify the components necessary to design an ecotourism curriculum for higher education institutions in order to achieve the desired outcomes.

## **Objective 6**

To evaluate existing ecotourism programmes offered by public higher education institutions in South Africa on Level 7 of the South African National Qualifications Framework (NQF).

## **1.4 RESEARCH METHODOLOGY**

The study was analytic and interpretive as well as empirical. Triangulation was used to increase the reliability of the results, and to compensate for the limitations of each method. Methods employed were a literature study, workshops and focus group meetings, informal interviews and questionnaires. Research methods used for gaining empirical data will be discussed in more detail in Chapter 5.

### **1.4.1 Literature review**

The literature study was based on a qualitative study, which included all types of sources: books, monographs, dissertations, reports, journals, video tapes, films, documentaries, the Internet and other tourism-related literature, as well as sources on education and research. Information searches were conducted mainly on library catalogues and indexes, as well as the Internet.

Information searches with various combinations of the following descriptors/keywords were conducted: Ecotourism, Sustainable Tourism, Alternative Tourism, Nature-based Tourism, Environmentally Sustainable Activities, Tourist Guides, Tour Operators, Trekking, Front Office Management, Hospitality Management, Meetings and Convention Management, Entrepreneurs, Human Resources Management, Management, Education, Training, Tourism Industry, Tourism.

### **1.4.2 Survey**

A survey was conducted employing both qualitative and quantitative research methods. Qualitative methods included focus group meetings and workshops with an eye to identify jobs, career paths and skills not identified by the literature study, and informal interviews. The quantitative approach was used to gain additional information regarding knowledge and skills requirements, as well as input on the design of an ecotourism curriculum, through questionnaires which were sent out to a selected panel of stakeholders in the ecotourism sector of the tourism industry.

#### **1.4.2.1 Population**

The population consisted of 60 panel members, identified mainly from participants in the *Business Enterprises for Sustainable Tourism (BEST)* think tank with the theme *Building a Sustainable Tourism Curriculum*, that was held at the Bongani Mountain Lodge, located in the Mthethomusha Game Reserve of South Africa, from February 24 - March 1, 2001, as well as a number of South African academics, offering or intending to offer an ecotourism qualification, as well as key industry stakeholders. A number of international academics, known for their expertise in curriculum issues and ecotourism, who had been revealed by the literature study, also formed part of the population.

#### **1.4.2.2 Data collection**

A questionnaire was compiled in co-operation with Prof. Melville Saayman of the Institute for Tourism and Leisure Studies at the *Potchefstroomse Universiteit vir Christelike Hoër Onderwys*, who is the supervisor of this study. The questionnaire covered a wide range of variables that were divided into 4 categories:

- 1) General information
- 2) Industry sector and employment
- 3) Career paths
- 4) Curriculum information
  - General Education



- Languages
- IT
- Business Education
- Tourism-specific Education
- Other
- Industry Courses

The questionnaires made use of the Delphi technique and 4 rounds of the questionnaire were sent out. Table 1.1 outlines the research process in determining the career paths within the ecotourism sector of the tourism industry of South Africa.

**Table 1.1: Steps in determining the career paths of the ecotourism industry**

STEPS	PROCEDURE
Identify the relevant career paths	Determine career paths from future scenarios, literature, focus group meetings and informal interviews, as well as suggestions from panel members.
Prepare the different levels of each career path	Identify clear and precise career paths and the different levels within each career path.
Select and establish panel of experts	Identify public and private ecotourism enterprises for selection of panel of experts and identify suitable panel members.
Mail Delphi questionnaire	Specify questions determining career paths. Send summary information to panel members.
Round 1 questionnaire	Add career paths and levels within each career path. Solicit information on ambiguous career paths and levels. Edit career paths.
Round 2 questionnaire	Request panel members to re-evaluate their Round 1 responses based on summary distributions. Request panel members to provide reasons for changing or not changing their responses. Prepare response summary distribution for Round 2.

Table 1.2 outlines the research process in determining the knowledge, skills and attitudes graduates require within the different career paths and levels of each career path.

**Table 1.2: Steps in determining the knowledge, skills and attitudes graduates require within the different career paths and levels of each career path.**

<b>STEPS</b>	<b>PROCEDURE</b>
Identify the relevant knowledge, skills and attitudes within each career path	Determine the relevant knowledge, skills and attitudes within a career path from future scenarios or literature, as well as suggestions from panel members.
Prepare the knowledge, skills and attitudes within the different levels of each career path	Identify clear and precise knowledge, skills and attitudes for each career path and the different levels within each career path.
Select and establish panel of experts	Identify public and private ecotourism enterprises for selection of panel of experts and identify suitable panel members.
Mail Delphi questionnaire	Specify questions determining knowledge, skills and attitudes within the different career paths and levels of each career path.
Round 1 questionnaire	Send summary information to panel members. Add knowledge, skills and attitudes within career paths and levels within each career path. Edit knowledge, skills and attitudes within the different levels and different career paths. Solicit information on ambiguous career paths and levels.
Round 2 questionnaire	Ask panel members to re-evaluate their Round 1 responses based on summary distributions. Prepare response summary distribution for Round 2.
Round 3 questionnaire	Request panel members to provide reasons for changing or not changing their responses. Request panel members to place the different themes in a specific year of offering.
Round 4 questionnaire	Circulate the curriculum for final comment.
Interviews with industry	Conduct telephonic interviews with key stakeholders in the South African ecotourism sector to introduce the curriculum and invite comment.

A number of jobs within the ecotourism sector of the tourism industry were identified by the literature study as well as during focus group meetings in Pretoria in November 2001 and September 2002. The career opportunities of other tourism related qualifications offered by technikons in South Africa were analysed to determine the job opportunities of these qualifications in order to establish whether there was an

overlap, and if so, the extent of the overlap, between these qualifications, and if specialisation in ecotourism was required. Jobs requiring unique or additional skills as that of tourism related qualifications were used as a starting point to develop the career paths. The knowledge, skills and attitudes required for these jobs were determined to develop that section of the questionnaire. Four rounds of the questionnaire were electronically mailed to the panel. In Round 1 panel members were requested to evaluate and add jobs as well as skills that had not been identified previously. In Round 2 panel members were forced to identify those jobs and skills they deemed necessary for employees in the ecotourism sector of the tourism industry. The purpose of Round 3 was to place the skills and knowledge in the different year of offering. Once the jobs and skills had been identified, in-depth interviews with key industry stakeholders were conducted in order to determine the career-paths. The result was a comprehensive database of the desired outcomes. These career paths, levels and outcomes were then compared with the curriculum of the existing B Tech: Ecotourism Management offered by a number of technikons in South Africa. The existing B Tech: Ecotourism Management was consequently evaluated and adjustments were identified to meet the requirements identified by this study.

#### **1.4.2.3 Data analysis**

Processing of the data for descriptive purposes was carried out by the Statistical Consultation Services of Technikon Pretoria. Pearson correlation coefficients were done for themes within the different educational clusters to determine their correlation with each other and to assist in placing those that have a high correlation within the same subject.

### **5.1 DEFINITION OF CONCEPTS**

The following concepts are relevant to this study:

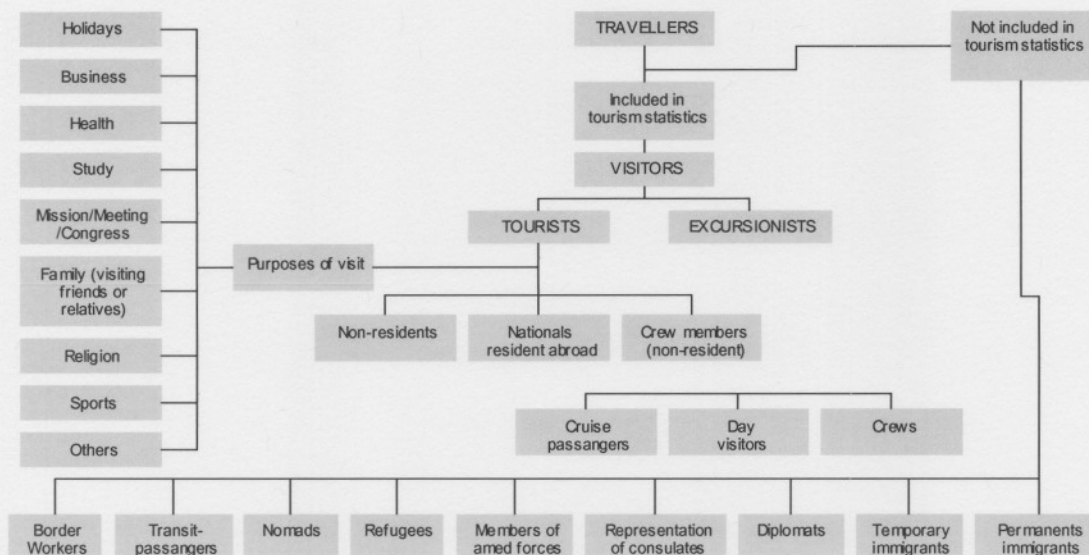
### 1.5.1 Tourist

Various authors have endeavoured to define the term tourist. Table 1.3 contains selected definitions of a tourist.

**Table 1.3: Definitions of the term tourist**

SOURCE	DEFINITION	CRITICISM
League of Nations (1937) (Holloway, 1998:2)	A tourist is someone who travels for a period of at least 24 hours in a country other than that in which he usually resides.	The principle weakness of this definition is that it ignores domestic tourism.
The United Nations Conference on International Travel and Tourism (1963) (Holloway, 1998:2)	A visitor is any person visiting a country other than that in which he has his usual place of residence, for any reason other than following an occupation remunerated from within the country visited.	The definition covers a tourist and excursionist.
World Tourism Organisation (1963) (Holloway, 1998:2)	Tourists are temporary visitors staying at least 24 hours outside their normal place of residence for the purpose of leisure, or business, family, mission or meetings.	The WTO does however include visitors staying less than 24 hours as excursionists.
Davidson (1993:2)	A tourist is a person being away from home, on short term, temporary visits, for particular 'tourism' purposes.	
Mathieson & Wall (1982:1)	Tourism is seen as an activity comprising three basic elements: (1) a dynamic element, which involves travel to a selected destination; (2) a static element, which involves a stay at the destination; and (3) a consequential element, resulting from the above two, which is concerned with the effects on the economic, social and physical subsystems with which the tourist is directly and indirectly in contact.	

Figure 1.1 illustrates the guidelines produced by the World Tourism Organisation to classify travellers for statistical purposes.



**Figure 1.1: Classification of travellers**

(Holloway, 1998:3)

Figure 1.1 is self-explanatory. However, there are loopholes in the definition as it excludes pensioners who choose to retire abroad in order to benefit from the lower costs of living in other countries, or people who wish to escape harsh winters and who enjoy an improved climate and those facilities that attract tourists to the same destination. Conceptually, then, it is all but an impossible task to define tourism precisely. For the purpose of this study the WTO definition will be used.

### 1.5.2 Tourism

Various authors have defined the term tourism. While it is relatively easy to agree on technical definitions of particular categories of tourism, the wider concept is still ill-defined. Attempts to define tourism are made difficult by the fact that it is a highly complicated amalgam of various parts. Subsequently it is difficult to arrive at a consensual definition of what tourism actually is. Table 1.4 analyses the definitions of tourism and highlights their shortcomings.



**Table 1.4: Definitions of the term tourism**

SOURCE	DEFINITION	CRITICISM
Institute of Tourism in Britain (Holloway, 1998:2)	Tourism is the temporary short-term movement of people to destinations outside the places where they normally live and work, and activities during their stay at these destinations; it includes movement for all purposes as well as day visits or excursions.	Broad definition but very simplistic.
International Conference on Leisure-Recreation-Tourism (1981) (Holloway, 1998:2)	Tourism may be defined in terms of particular activities selected by choice and undertaken outside the home environment. Tourism may or may not involve overnight stay away from home.	This definition does not stipulate the length of time that a person should be away from home.
World Tourism Organisation (1991) (Holloway, 1998:2)	Tourism comprises the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business or other purposes.	
Mathieson and Wall (1982:1)	The study of tourism is the study of people away from their usual habitat, of the establishments, which respond to the requirements of travellers, and of the impacts that they have on the economic, physical and social well-being of their hosts.	
Bull (1991:1)	It (tourism) is a human activity, which encompasses human behaviour, use of resources and interaction with other people, economics and environments.	

From the WTO definition it can be inferred that tourism involves some element of interaction with a different type of environment to the one found at home. The consequences of this interaction are commonly referred to as the 'impacts of tourism' and can be categorised into three main types: economic, social and environmental. Recognition of the impacts that tourism can have on a destination's environment is noted in the definition of Mathieson and Wall. The last word of this definition (hosts) implies an invitation from people who are happy to receive tourists. It has received criticism from academic, NGO and the more socially aware quarters of the tourism industry, as it is now recognised that in some cases tourism is something that is

tolerated or even forced upon communities as opposed to being welcomed. Mathieson and Wall's definition adds a further dimension to the concept of tourism by introducing a behavioural dimension, that is, the 'study of people away from their usual habitat'. Thus, tourism cannot exist without tourists, understanding the motivations of tourists and the effect of their behaviour on the environments of destinations. Bull reiterates the behavioural and impact aspects of tourism, whilst also introducing a resource dimension. From Bull's definition tourism can be interpreted as a form of development involving the use of natural resources. This adds another perspective to tourism's interaction with the environment, as a user of natural resources for wealth creation. Today the focus of using tourism for national wealth creation lies predominantly in the countries of the less developed world. However, the extent to which environmental resources should be used for tourism is both debatable and contentious, raising ethical and political questions. Similarly, ethical questions can be raised over tourism's 'interaction with other people', and the extent to which this is beneficial for local or indigenous communities.

As the definitions of tourism indicate, tourists travel for different reasons, seeking various psychic and physical experiences and satisfactions. The nature of these will largely determine the destinations that are chosen and the activities enjoyed. Table 1.5 provides a classification of the different types of ecotourism/nature-based vacations.

**Table 1.5: Classification of types of nature-based/ecotourism vacations (based on Van Harssel, 1994:129)**

TYPE OF TOURISM	DESCRIPTION	EXAMPLES
Nature tourism	These are individuals who enjoy the outdoors, beautiful scenery and wildlife.	Vacationers in this group will seek the beauty of national parks or the excitement of an African safari.
Cultural tourism	These individuals' primary interest lie with the history and folklore of the destination.	These travellers will visit museums, stay at country inns and attend cultural events of local significance.
Active tourism	This type of tourism attracts the tourist with a challenge to accomplish a predetermined activity on his vacation.	These tourists might want to improve on a foreign language skill, or explore the geology of a certain area.
Recreation tourism	This type of tourism attracts the individual whose primary reason for a trip lies in the enjoyment of participating in activities.	Activities would include camping, organised games and learning new skills.

As noted before tourists participate in a wide variety of activities while they are on vacation and these activities are what the tourism industry is all about.

### 1.5.3 Tourism industry

In order to measure the economic impact of tourism it is also described as an industry. The World Travel and Tourism Council (1993) defines the tourism industry as *“the network of businesses that are engaged in the transport, accommodation, feeding, entertainment and care of the traveller.”*

Travel and tourism contributed directly and indirectly to the global economy in 1999 by providing

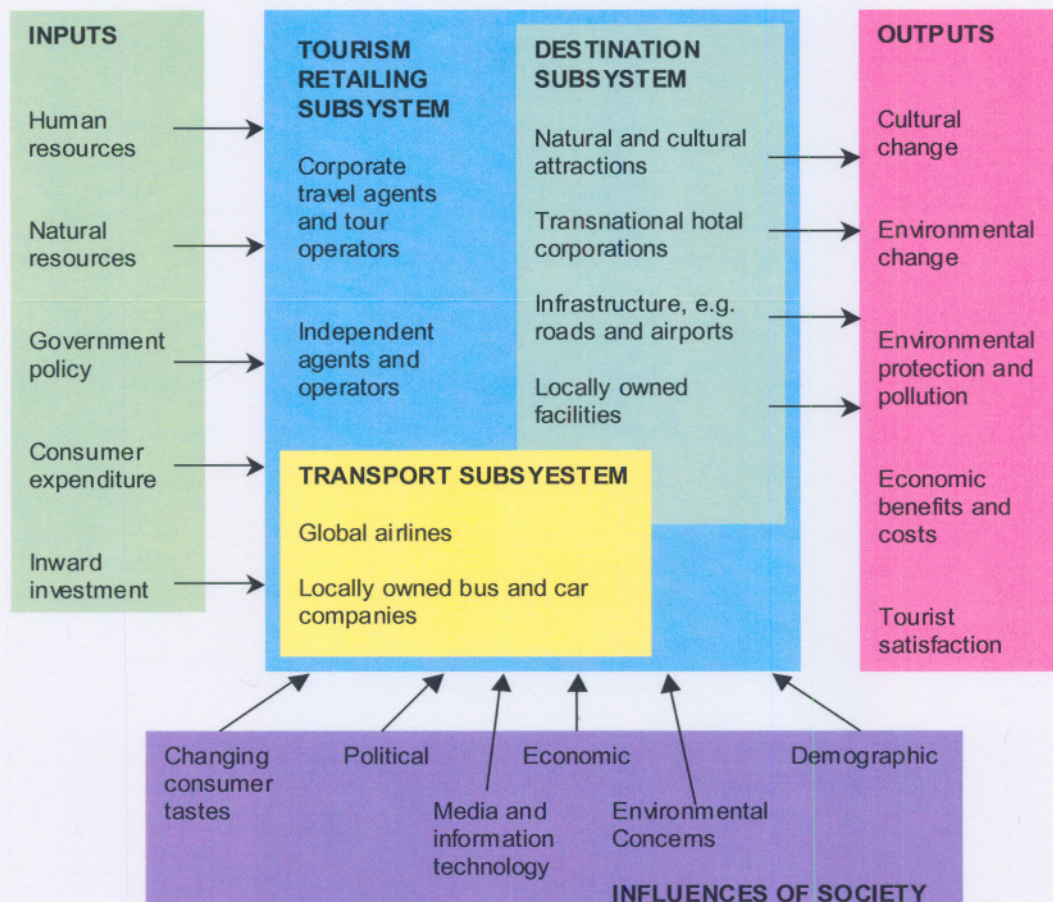
- 11 percent of the Gross Domestic Product;
- 200 million jobs;
- 8 per cent of total employment; and will generate
- 5.5 million new jobs per annum until the year 2010 (World Travel and Tourism Council (1999)).

From the WTTC (1993) definition it is clear that the tourism industry comprises all those businesses that cater for the tourist while away from home. Tourism is a fragmented industry with many parts and varied activities and trying to define the tourism industry is extremely difficult. The problem of defining the term is summarised as follows by Lickorish and Jenkins (1997:1): *“the problem in describing tourism as an ‘industry’ is that it does not have the usual production function, nor does it have an output which can physically be measured, unlike agriculture or beverages.”* They add that the vague nature of the tourism industry has made it difficult to evaluate its impact upon the economy relative to other economic sectors. Similarly, in destinations where tourism development has taken place and environmental problems have arisen, it is not always that easy to disaggregate tourism’s contribution to these problems from contributions of other economic sectors. Furthermore, as a young industry, tourism has not yet achieved the cohesiveness necessary for all the components to work together for the common good.



Each segment makes its own contributions to the total tourism picture, yet all the segments are interrelated and depend on each other.

The fact that each segment makes its own contributions to the total tourism picture yet all the segments are interrelated and depend on each other, leads to another approach to understanding tourism and that is to think of tourism as a system, incorporating not only businesses and tourists, but also societies and environments. It is therefore important that managers involved in any part of this system understand its complexity and possess a holistic *vis-à-vis* reductionist view of their business operations. The decisions and actions that are taken by businesses will have consequences for the other components of the system. According to Page (1995:17-19) the advantage of a system approach is that it allows the complexity of the real life situation to be accounted for in a simple model, demonstrating the inter-linkages of all the different elements. Mill and Morrison, as cited by Holden (2000:8) use the analogy of a spider's web to illustrate the inter-relatedness of different parts of the tourism system, in which touching one part of it induces a ripple effect throughout the web, while Laws, as cited by Holden (2000:8-9) points out that the advantages of interpreting tourism as a system are that it avoids one-dimensional thinking and facilitates a multi-disciplinary perspective. Such an approach is beneficial with a topic that can be interpreted from a range of disciplinary perspectives including economics, psychology, sociology, anthropology and geography. Figure 2.2 illustrates the components of the tourism system to include a heightened environmental perspective.



*Figure 1.2: The tourism system: an environmental perspective (Holden, 2000:9).*

This model incorporates a range of different elements that together form the tourism system. Important inputs to the system from an environmental perspective include natural and human resources, the use of which are encouraged by both consumer demand in the market system for tourism, and government policy aimed at increasing entrepreneurial activity and inward investment in the sector. Within the overall system, three distinct subsystems are recognisable, all of which overlap and are interrelated. Incorporated in these subsystems are the businesses that have been developed to cater primarily for tourists, such as tour operators, international hotel companies, global airlines, and locally owned enterprises. Within the destination subsystem, the importance of natural and cultural attractions is emphasised as the basis for attracting tourists. The outputs of the system suggest that tourism will bring environmental and cultural changes. These changes can either be positive or negative. Tourism can both conserve and pollute the physical environment, whilst it can also bring positive and negative cultural changes, such as employment opportunities for



women or result in women being forced into prostitution. Similarly it can create economic opportunities for communities but can also result in over-dependence on tourism and encourage inflation. Another output of the system, which is essential for ensuring the profits of enterprises based upon tourism and helping to secure the economic benefits desired by governments, is tourist satisfaction. Finally, the tourism system is subjected to a range of influences exerted by changes in society. These may be classified, using a term borrowed from Poon, as cited by Holden (2000:9), as 'framing conditions'. Within the context of this model the term applies to those conditions in society that influence the working of the system. For instance, Poon refers to changing consumer tastes typified by the emergence of the 'new tourist'. These tourists display characteristics of being more environmentally aware, independent, flexible and quality conscious than the tourists who form the bulk of the mass market. Subsequently the tourism retailing subsystem must adjust its products to facilitate this new market segment and local governments and municipalities must plan and develop their destination in a way to attract this market segment. Economic, technological and political changes can also influence tourism by making it accessible to a wider proportion of the population. For instance, rising levels of disposable income, longer holidays and greater political freedom will all encourage travel. Similarly, technological advancement, such as the development of the jet engine, has made international travel easier and has encouraged tourism. Media and information technology developments have made more information and images available about potential tourism destinations than in any previous period in the history of society. Increasing access to, and use of, computers, means it is also possible to book airline seats and holidays directly from home via the computer terminal, facilitating travel. At the end of the twentieth century environmental concerns began to exert an influence upon tourism, such as ecotourism, and evidence of a growing environmental commitment in some quarters of the tourism industry.

#### **1.5.4 Tourism employment**

Leiper (1979:400) defines tourism employment as "*all those firms, organizations and facilities which are intended to serve the specific needs and wants of the tourists.*"

### 1.5.5 Ecotourism

The first formal definition of ecotourism is generally credited to Ceballos-Lascurain. Table 1.6 lists selected definitions of the term ecotourism.

**Table 1.6: Definitions of the term ecotourism**

SOURCE	DEFINITION
Ceballos-Lascurain (1987:14)	Travelling to relatively undisturbed or uncontaminated natural areas with the specific objective of studying, admiring, and enjoying the scenery and its wild plants and animals, as well as any existing cultural manifestations (both past and present) found in these areas.
The Ecotourism Society (1991a)	Responsible travel to natural areas, which conserves the environment and improves the well being of local people.
Ecotourism Association of Australia (1992:1)	Ecologically sustainable tourism that fosters environmental and cultural understanding, appreciation and conservation.
Tickell (1994:ix)	Travel to enjoy the world's amazing diversity of natural life and human culture without causing damage to either.

Ecotourism is a complicated subject, involving specialised niche markets that may share many characteristics, preferences and motivations, or vary by these same attributes. Markets today reflect greater sophistication, as well as changing lifestyles, attitudes, values and interests. They exhibit well-defined expectations, and seek new experiences and purposes for travel based on these diverse interests and preferences. For the purpose of this study the Ecotourism Society definition will be used.

Ecotourism markets are not homogeneous. However, it may be that ecotourism cannot be segmented well and that ecotourists are frequent or occasional. In a market demands assessment conducted in North America in 1994 it was found that ecotourists were more generally interested or experienced (HLA Consultants & ARA Consulting Group, 1994). In any event studies have revealed a variety of segments with distinctive differences and similarities, as summarised in Table 1.7 and Table 1.8.

**Table 1.7: Profiles of ecotourists**

MARKET CHARACTERISTICS	NORTH AMERICAN ECOTOURISTS	CANADIAN ECOTOURISTS	AUSTRALIAN ECOTOURISTS	UNITED KINGDOM ECOTOURISTS
HOUSEHOLD INCOME	No information	57%>CDN \$50,000	Higher incomes	13%<GBP 10, 000 15% GBP 10-15000 22% GBP 15-20, 000 17% GBP 20-25, 000 12% GBP 25-30, 000 21%>GBP 30, 000
AGE	2% 18-24 20% 25-34 28% 35-44 28% 45-54 23% 55+	46% 45-64 22% 35-44 11% 25-34 11% 70+	36% 20-29 23% 30-39 27% 50+	7% 17-24 15% 25-34 27% 35-44 24% 45-54 18% 55+
GENDER	Males and females vary by activity	50:50	55% Female 45% Male	54% Female 46% Male
HOUSEHOLD	47% couples	No information	No information	58% married 34% single 8% divorced
EDUCATION	82% college graduates 14% some college 4% high school 1% some high school	64% university education 24% some post secondary	All levels, but potential ecotourists tend to be more highly educated	38% first degree 25% secondary education 23% post graduate 15% high school
PARTY COMPOSITION	59% couples 15% family 13% alone	No information	30% couples 14% family/friends 45% alone	66% one 18% two 9% three 4% four 3% other
OCCUPATION	No information	No information	Professional greatest number	No information

The activity preferences of ecotourists are illustrated in Table 1.8.

**Table 1.8: Preferences of ecotourists**

MARKET CHARACTERISTICS	NORTH AMERICA	AUSTRALIA	UNITED KINGDOM
Activity preferences	Hiking (60%) Rafting (25%) and other boating (13%) Cycling (25%) Camping (21%) Wildlife viewing (15%) Scenery other than mountain/ocean (13%) Skiing (13%) Canoeing (13%) Kayaking (13%) Fishing (12%)	National parks (50%) Bush walking (19%) Scuba/snorkelling (13%) Aboriginal sites (11%) Outback safari (3%) Rafting (2%) Horse-riding (2%) Rock-climbing/mountaineering (2%)	Educational guided tours (72%) Admiring nature (72%) Observing animals (68%) Bush walking (54%) Adventure tours (46%) Nature photography (45%) Observing flowers

Local cultures (12)

(40%)  
 Snorkelling (38%)  
 Bird-watching (35%)  
 Whale-watching  
 (31%)  
 Horse-riding (22%)  
 White-water rafting  
 (22%)  
 Scuba-diving (22%)  
 Rock-climbing  
 (19%)

Accommodation	66% cabin/cottage 60% lodge/inn 58% camping 55% bed and breakfast 41% hotel/motel 40% ranch 56 % mid-range luxury 38% basic/budget	National parks visitors: 70% hotel/motel 42% friend/relative 8% camp 6% rented house/flat 4% youth hostel	60% hotels/motels 41% tent 31% cabins 30% bed and breakfast 29% eco-lodges 20% inns 6% ranches 58% mid-range luxury 40% basic/budget
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(Travel Industry Association of America, 1994; HLA Consultants & ARA Consulting Group, 1994; Blamey and Hatch, 1998; Diamantis, 1998).

Like other travellers, ecotourists at the aggregate level tend to be educated, time-poor, and desire value for money. They are interested not simply in a menu of choices, but in quality customer service, customisation, interpretation by knowledgeable guides, a sense of authenticity, and opportunities to experience a number of destination areas, all conveniently packaged or available to FIT.

### 1.5.6 Protected area

A 'protected area' is defined by the World Conservation Union (1994) as "*an area of land and/or sea especially dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means.*"

### 1.5.7 Alternative tourism

Fennell (1999:9) defines alternative tourism as "*a generic term that encompasses a whole range of tourism strategies (e.g. 'appropriate', 'eco', 'soft', 'responsible', 'people to people', 'controlled', 'small scale', 'cottage', and 'green' tourism) all of*

*which purport to offer a more benign alternative to conventional mass tourism in certain types of destinations.”*

#### **1.5.8 The nature-based tourism sector**

McKercher (1998:2) describes the nature-based tourism sector as typified by businesses, which are *“run by owner-operators who have few or no full-time staff other than family members. Most have no formal business or tourism training. Many of the businesses are marginal, and many owners are forced to seek a second income to keep them operational. Too many operators say they are in the tourism game as a ‘lifestyle’ choice. Distressingly, the dropout rate of failed businesses is extremely high’.*

#### **1.5.9 Curriculum**

A curriculum is an integrated course of academic study.

#### **1.5.10 Credit**

A credit means that value assigned by SAQA to ten (10) notional hours of learning (SAQA, 2001:30)

#### **1.5.11 Notional hours of learning**

Notional hours of learning means the learning time that is conceived it would take an average learner to meet the content defined, and includes concepts such as contact time, time spent in structure learning in the workplace and individual learning (SAQA, 2001:31).

### **1.6 CHAPTER CLASSIFICATION**

The study comprises six chapters. Chapter 1 includes the problem statement, aims, and method of research and definition of terms. Chapter 2 differentiates ecotourism from other forms of tourism as a base on which to justify the need for the

development of formal educational programmes. Chapter 3 reports on a situation analysis of ecotourism education and training and identifies the problems faced by educators. In Chapter 4 the different career paths of the ecotourism sector of the tourism industry are identified, as well as the knowledge, skills and attitudes required for the career paths and levels within each career path. The empirical research methodology and the analysis and interpretation of the data are addressed in Chapter 5. Chapter 6 contains conclusions as well as recommendations.



## CHAPTER 2

### PROFILING ECOTOURISM

#### 2.1 INTRODUCTION

The idea that social and environmental benefits can be derived from ecotourism burst into public consciousness in the late 1980s. Ecotourism became a virtual phenomenon in the 1990s (Hall & Lew, 1998:1). The publication of the Brundtland report *Our Common Future* by the United Nations Commission on Environment and Development in 1987 was the catalyst that saw a major worldwide rise in environmental consciousness. Ecotourism appeared to offer a sustainable development option for countries, regions and local communities, which could provide an incentive to retain and manage their wild lands and wildlife and the crucial biodiversity of life (Cater, 1994a:70; Honey, 1999:4; Moutinho, 2000:6), and be an alternative to rapacious resource extraction of logging and mining (Wearing & Neil, 1999:i). It could earn the desperately sought foreign currency and bring in revenues to properly manage protected areas (Cater, 1994a:70).

Ecotourism also holds promise to alleviate another dilemma of our age. The twentieth century has seen the tragic and rapid demise of the rich cultural heritage of the world's indigenous people by the relentless pressure of modern industrialised society. Environmentalists view this as both a human and ecological tragedy. Ironically, as the diversity and integrity of native cultures and natural places are increasingly under threat, the world's educated and environmentally aware travellers are increasingly seeking contact with them (Moutinho, 2000:6). Low key tourism appears to offer an economic return to such communities for conserving and celebrating their cultures.

The ecotourism concept was to a certain degree the right idea at the right time. Tourist interests were looking for areas where their countries had a competitive advantage and new angles to market their countries or regions. Environmentalists were looking for reasons why governments should conserve land, as well as examples of green

industries and alternatives to the model of mass tourism. Indigenous and rural communities were looking for alternatives to destructive industries, new employment opportunities, particularly ones that could enhance their communities. Governments were looking for economic development, income from their protected area assets and lower costs in land management.

Although the origin of the term ecotourism is not entirely clear, it appears to have been used for the first time by Hetzer (1965). Other earlier references to ecotourism can be found in Miller's work on national parks planning for eco-development in Latin America (Miller, 1978) and documentation produced by Environment Canada in relation to a set of broad-based 'ecotours' that they developed from the mid-1970s to the early 1980s. Ecotourism developed 'within the womb' of the environmental movement in the 1970s and 1980s (Honey, 1999:19). By the mid-1980s a number of countries had identified ecotourism as a means of achieving both conservation and development goals. After a decade of ecotourism, however, it was found that the benefits associated with ecotourism were not always easy to deliver. Ecotourism was seen as the thin end of the wedge in allowing development in protected areas and fragile environments. Spreading benefits to local communities is also fraught with problems and often inadequate to offset the appeal of short-term but more lucrative extraction industries. Tourism is after all an industry frequently locked into the dynamics of short-term profit before long-term social, cultural or ecological sustainability (Moutinho, 2000:10).

This chapter will attempt to profile ecotourism within the tourism context and will also identify the different types of ecotourism. As ecotourism is a complex subject, involving specialised niche markets that may share many characteristics, preferences and motivations, or vary by these same attributes, destinations and operators need to be able to provide convenience and customisation for these diverse markets. Ecotourism markets are dynamic and diverse, therefore operators have to increase the value of their products and respond to the needs and preferences of ecotourists.

Training people for this specialised sector of the tourism industry is necessary to analyse the globally significant markets. This chapter will also clarify the relationship between ecotourism and other types of tourism that are commonly associated or disassociated with ecotourism.

## **2.2 GLOBAL GROWTH AND MAGNITUDE OF ECOTOURISM**

People like to travel. Proof of this is the fact that the demand for travel and tourism services is growing at a faster rate than ever before (Naisbitt, 1994:141; World Tourism Organisation, 1998b:3; Wearing & Neil, 2000:xiv; Pera & McLaren, 2002:1). Tourism was the world's largest industry in 1985 and made up 11.4% of the global gross national product (GNP). Global spending for domestic and international tourism was larger than the GNP of any country in the world, except the United States (Waters as cited by Schulman & Greenberg, 1994:57). Despite 11 September 2001 and the Bali tragedy, international tourist arrivals increased by 3.1 percent (World Tourism organisation, 2003:1). As tourist numbers increase around the world, the types of activities they choose to undertake during their trips also increase. Not only is there a market for these new types of tourism, but trends also indicate that the market for alternative tourism is growing faster than anticipated. The focus of this section is the growth and magnitude of ecotourism.

Tourism is increasingly built on the marketing of nature and natural resources, which have become its central elements. The growth of interest in wildlife-based tourism over the last decade has been phenomenal (Shackley, 1996:119) and the popularity of ecotourism has been a topic of debate since 1989 with authors such as DeCourcy Hinds, as cited by Whelen (1991:6), indicating that in that year alone, 265 million international and domestic tourists visited the national parks of the USA.

Table 2.1 forecasts international tourist arrivals for the period 1995-2020.

*Table 2.1: Forecast of international tourist arrivals 1995-2020*

TOURIST ARRIVALS (MILLIONS)				
REGIONS	1995	2000	2010	2020
EUROPE	335	390	527	717
EAST ASIA/PACIFIC	80	116	231	438
AMERICAS	110	134	195	284
AFRICA	20	27	46	75
MIDDLE EAST	14	19	37	69
SOUTH ASIA	4	6	11	19
TOTAL	563	692	1047	1602

(World Tourism Organisation, 1998a:3-11).

Trends indicate that the growth in ecotourism, coupled with the larger market segment of nature tourism, surpasses that of tourism in general by far. While the lack of clear differentiation between ecotourism and other forms of nature tourism makes it difficult to track ecotourism development, it is obvious that travel to natural areas is increasing at a tremendous rate. This sector has grown by 10 to 30 percent annually in recent years, prompting the United Nations to declare 2002 the international year of Ecotourism (Mastny, 2002:1).

Surprisingly little is known about the economic impact of visitors to protected areas although it is widely thought that nature-orientated visitors spend more than the more conventional tourists. The World Wildlife Fund (WWF), as cited by Shackley (1996:122) suggests that nature tourists spend less time than conventional tourists in a country, but more money. Growing environmental awareness worldwide, coupled with advances in transportation and communication, will be of great help in fostering future ecotourism growth (Eadington & Smith, 1995:1). In addition ecotourism development will continue to expand and increase in importance as more communities around the world begin to accept it as an essential strategy for their overall sustainable development plan.

## 2.3 TYPES OF ECOTOURISM

As with many other types of tourism, the concept of ecotourism is surrounded by a good deal of confusion (Cater, 1994b:1). This is to a large extent a result of different stakeholders adopting different perspectives (Blamey, 1997:110). Although still in the early stages of development, ecotourism and nature tourism have become a significant portion of the tourism industry in general (Laarman & Durst, 1993; Parker, 1993; Anon, 1997, 1998). The markets for these types of sustainable tourism are likely to expand as more people in the world achieve the financial resources needed to travel.

The origins of the term ecotourism are not entirely clear. Hetzer (1965:1-3) identifies four 'pillars' or principles of responsible tourism: minimising environmental impacts (later discussed by Bilsen, 1987), respecting host cultures, maximising the benefits to local people (later discussed by Holden, 1984) and maximising tourist satisfaction. Since then the rise of the term ecotourism has been relatively rapid (Miller, 1978) and has become the subject of much debate (refer to Mowforth, 1992; Hvenegaard, 1994; Orams, 1995:3-8; Higgins, 1996) as complex problems, such as managing tourists' impacts on ecosystems, seldom have simple answers. Ecotourism does not provide the ultimate answer to problems caused by nature-based tourism but it is certainly a concept that is of value as a conservation tool.

The successful evolution of the term ecotourism is related to three main issues. First, it is a reaction against the negative impacts associated with mass tourism (refer to Weaver, 1998). Second, it has developed in response to the growth of tourism based on natural environmental attractions and third, it has developed as an outcome of the growing understanding and acceptance of the principles of environmental conservation and sustainability (refer to Orams, 1995).

It is difficult to consider types of ecotourism without having a clear definition or understanding of what ecotourism actually is. An analysis of the definitions of ecotourism in Chapter 1 indicates that the main essence of the concept of ecotourism is that it should be

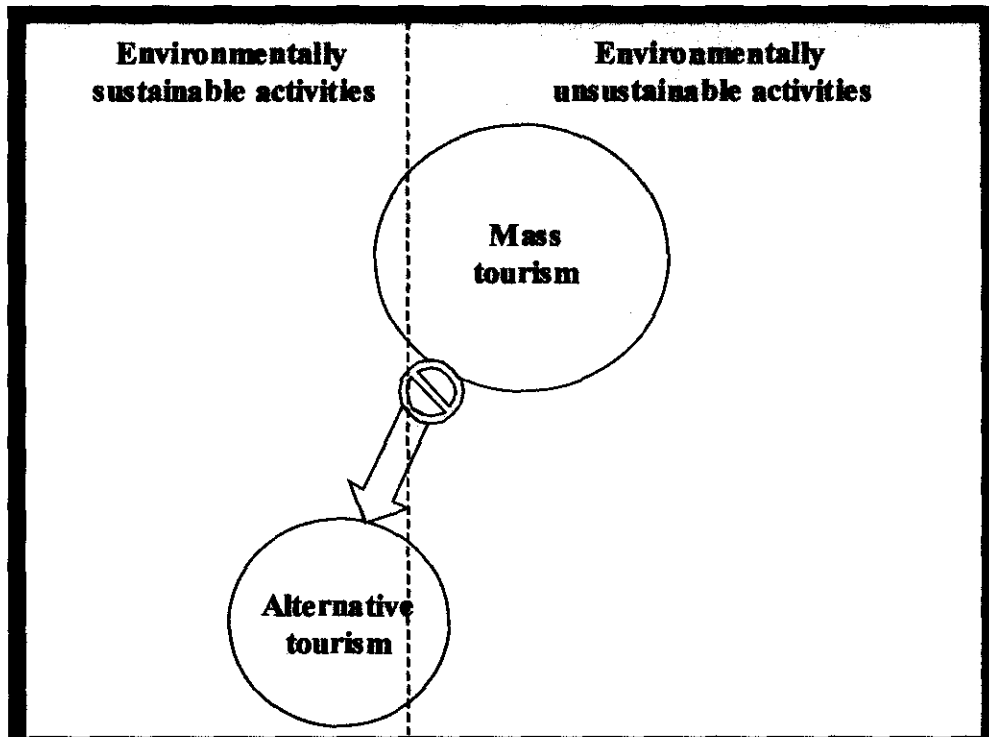
- nature-based,
- environmentally educated, and
- sustainably managed.

While there may be a general acceptance of what the basic concept includes and a corresponding general acceptance of what it does not include, there is little agreement regarding those activities or operations that don't clearly fit into either scenario. In order to understand the range of types of ecotourism it is helpful to clarify what the range includes.

### **2.3.1 Mass and alternative tourism**

According to Fennell (1999:7) ecotourism exists within the broader classification of tourism types, which, at an initial level can be divided into 'mass tourism' and 'alternative tourism'. Mass tourism is seen as the more traditional form of tourism development where short-term, free-market principles dominate and the maximisation of income is paramount (Fennell, 1999:7). Because of the problems caused by mass tourism there has been a need to identify an alternative approach to tourism development that lessens the negative consequences of the mass tourism approach. Thus the alternative tourism perspective as defined by Fennell (1999:9) has become a popular paradigm: *"Alternative tourism is a generic term that encompasses a whole range of tourism strategies ('appropriate', 'eco', 'soft', 'responsible', 'people to people', 'controlled', 'small scale', 'cottage', and 'green' tourism) all of which purport to offer a more benign alternative to conventional mass tourism in certain types of destinations."*

Figure 2.1 illustrates the relationship between mass tourism and alternative tourism.



**Figure 2.1: Relationship between mass and alternative tourism**  
(Weaver, 1998:32)

### 2.3.2 Nature-based tourism versus ecotourism

Tourism that demands opportunities to interact with nature has rapidly increased (Jenner & Smith, 1992:4; Moutinho, 2000:10; Anon, 2002:1, Diamantis, 2003:2). This type of tourism has been applauded by many as a suitable saviour for threatened wildlife populations (refer to Davies, 1990; Groom *et al.*, 1991; Barnes *et al.*, 1992; Burnie, 1994) and thus is widely viewed as ecotourism. However, many authors point out that significant negative environmental impacts can result from nature-based tourism (refer to Butler, 1990; Wheeler, 1991; Zell, 1992; Pleumarom, 1993; Wheeler, 1994). Wallace and Pearce (1996) argue that ecotourism is travel that is based not only on nature but also on the people who live nearby, their needs, their culture and their relationship to the land. This inclusion of a human component within ecotourism is a significant extension of the concept.

Ecotourism is therefore seen as a subset of nature-based tourism that may not always be beneficial to the natural environment, but attempts at the very least to minimise its negative impacts.

It is clear that a great variety of definitions of ecotourism exist and an even greater variety of tourism operators and agencies that have adopted the label with different interpretations. Any debate over who has the right to call themselves ecotourism operators is consequently meaningless. What can be done is to review the range of ecotourism types and to categorise them according to the nature of their operations or the definitions that they subscribe to.

### **2.3.3 Soft – hard ecotourism**

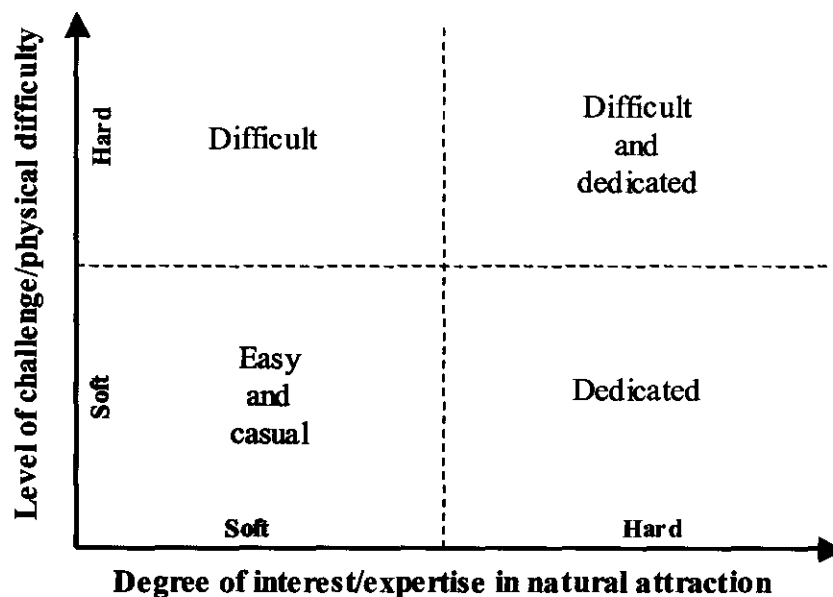
Laarman and Durst, as cited by Fennell (1999:35) describe ‘hard’ and ‘soft’ dimensions of ecotourism as representing differing dispositions regarding the level of physical challenge and comfort that ecotourists wish to experience. They may for instance have the desire to live basically, with few comforts, and travel in difficult circumstances for long periods within the wilderness context in order to truly experience nature. Hard-core ecotourists have a deep level of interest and often expertise in the subject matter. The soft ecotourist has a casual interest in the natural attraction but wishes to experience that attraction on a more superficial and highly mediated level. These tourists are less prepared to accept discomfort and physical hardship and may be content to spend a considerable time in an interpretive centre. Soft ecotourists engage in ecotourism as one element of a multi-purposed and multi-dimensional travel experience (Laarman & Durst as cited by Fennell, 1999:34). At a more fundamental level, types of ecotourism can be considered in terms of their relationship with nature.

Some researchers and practitioners demonstrate a strong bias in favour of hard ecotourism, sometimes even to the point of excluding the soft perspective as a legitimate expression of the sector. This elitist approach, however, may be seen as misguided for a number of reasons. In reality, this type of ecotourism involves such a small number of participants as to render it almost irrelevant in terms of its economic impact on a destination, and its capacity to foster adequate lobbying clout in the face of larger stakeholders such as mining, forestry, etc. Soft ecotourism is far more accessible to those who are not wealthy, young or healthy. However, even here there is a risk, especially in the possibility that such mode of ecotourism might mutate into the sort of conventional mass tourism that academics have been criticising for so



many years – and in answer to which, ironically, ecotourism was originally conceived as a more appropriate alternative. The hard-soft spectrum was also implicitly embraced in Chapter 1. It shows that ecotourism, perceived in this way, constitutes a substantial portion of the overall market. Furthermore, ecotourism is a rapidly expanding sector, as evidenced by the growth of indicators such as the provision of ecotourism-related education opportunities, the formulation of strategic plans and policies, and the availability of funding from international agencies.

Hard and soft dimensions of ecotourism are graphically depicted in Figure 2.2.

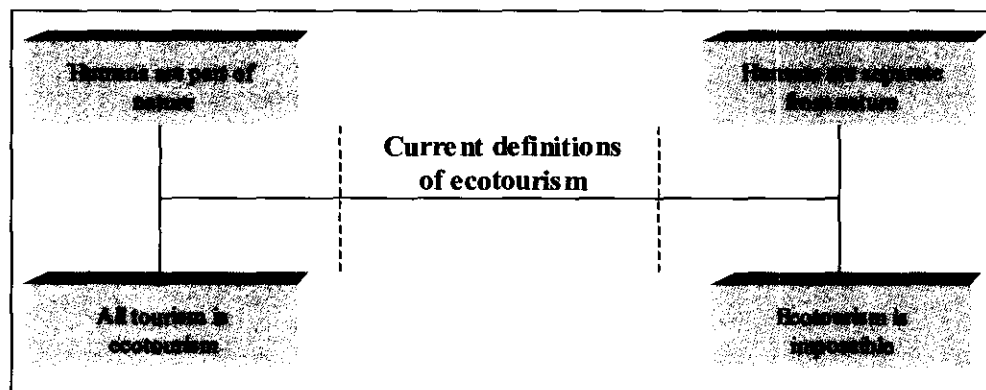


**Figure 2.2 Soft – hard ecotourism**

(Laarman & Durst as cited by Fennell, 1999:35)

### 2.3.4 Natural – unnatural ecotourism

Miller and Kaae (as cited by Orams, 2001:29) describe the diverse number of definitions and applications of the concept of ecotourism as part of a continuum of relatedness to nature, as indicated by Figure 2.3. At one end of the scale there is the view that all tourism, including ecotourism, impacts negatively on the natural world. At the other extreme, humans are viewed as living organisms (fauna) whose behaviour is inevitably ‘natural’. This view holds that humans are part of the natural process and as a result, people are literally unable to behave unnaturally. There is, therefore, no difference between ecotourism and other forms of tourism in terms of their ‘naturalness’ and thus, all ecotourism is tourism and vice versa.



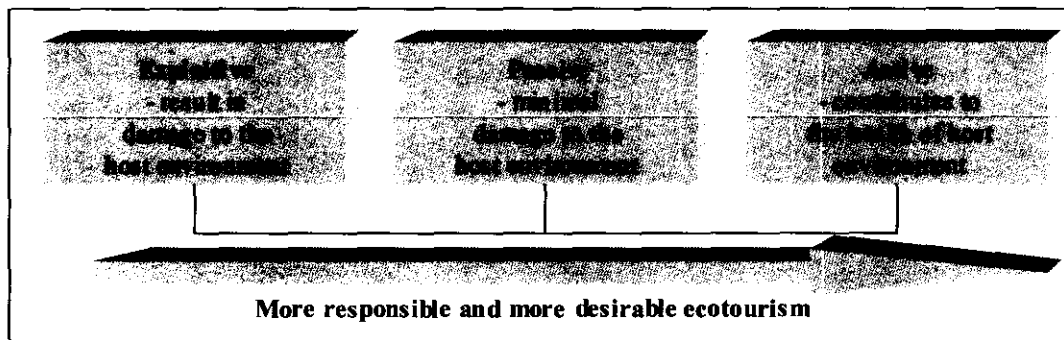
**Figure 2.3: Humans as natural and unnatural influences and ecotourism**

(Source: Miller and Kaae, 1993)

### 2.3.5 Exploitive - passive-active ecotourism

Ecotourism can also be classified according to the tendency to be consistent with the degree of impact on natural environments. This classification is linked with a consideration of ethics in ecotourism. Almost all definitions of ecotourism suggest that ecotourism attempts to ‘do the right thing’. Ecotourism operations that actively contribute to the improvement of the natural environment can be viewed as ‘better’ or as more positive and responsible (Orams as cited by Weaver, 1998:16-17). Operations that detract from the quality of the natural environment can be viewed as a ‘bad’ or more exploitive and irresponsible. Between these types of ecotourism there are those types that can be viewed as more natural and passive - operations that simply seek to

minimise their impact on the natural environment. This kind of conceptual approach is represented diagrammatically in Figure 2.4. It acknowledges that there are many different types of ecotourism but argues that some are better than others.



**Figure 2.4: Continuum of ecotourism types**  
(Weaver, 1998:16)

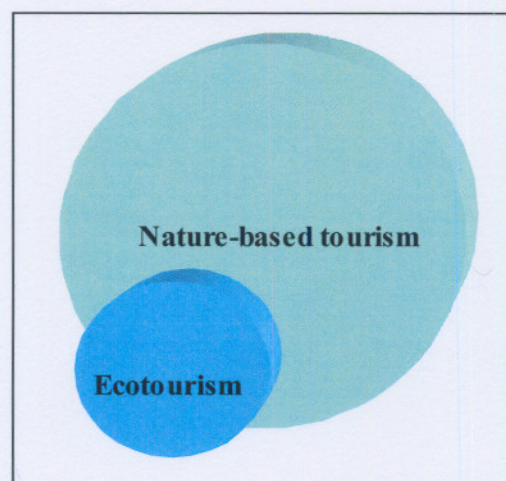
When examining ecotourism it is difficult not to become cynical regarding its application. Warren and Taylor (1994:1) believe that ecotourism is the answer to tourism development and claim that ecotourism is the only tourism development that is sustainable in the long term. The argument that ecotourism should only incline towards the active and hard end of the continuum and contribute to the health and vitality of the natural attractions upon which it is based, is an appealing one. However, these aspirations appear to be unattainable in many situations, and are possibly incompatible with dominant market behaviours and expectations. Studies done by Weaver (1998), indicating that the majority of international tourists visiting South Africa, as well as Botswana and Zimbabwe in the south and Kenya/Northern Tanzania in the north, with more limited activity in Southern Tanzania, Zambia and Malawi, suggest that most of the ecotourism activities in the northern and southern parts are of the soft variety. This is apparent from a pattern of overnight accommodation that emphasises urban or 3S resorts as well as luxury safari lodges closer to the actual parks. Also, most wildlife viewing takes place from comfortable safari vehicles that travel along a relatively small number of roadways within the parks. Of over 950 000 visitors to South Africa's Kruger National Park in 1997, only 4 654 participated in wilderness trail walks (Ferreira & Harmse, 1999:325). These tourists could therefore be regarded as falling within the spectrum of soft ecotourism. This should obviously be taken into consideration in the education and training of future employees for the ecotourism sector.

## 2.4 ECOTOURISM IN THE CONTEXT OF OTHER TYPES OF TOURISM

The term ecotourism has been freely used in the literature and by the tourism industry since the mid-1980s. It has co-evolved along with a number of related terms, including nature-based tourism, alternative tourism, trekking, adventure tourism, non-consumptive tourism and sustainable tourism. Such terms are often used synonymously with ecotourism (Fennell, 1999:9).

### 2.4.1 Nature-based tourism

In the early literature (as reported by Sherman & Dixon, 1991), ecotourism was often portrayed as being indistinguishable from 'nature-based', 'nature-orientated' or 'nature tourism'. Analysts such as Ziffer (1989) argue for a differentiation between ecotourism and nature-based tourism while practitioners such as Goodwin (1996) and Ceballos-Lascurain (1998) suggest that ecotourism is but one component within the broad category of nature-based tourism. As a matter of fact, Goodwin includes 3S-type mass tourism, adventure tourism, trekking and ecotourism within this category. Ecotourism is differentiated from the other forms of nature-based tourism by factors such as sustainability (as nature-based tourism is not necessarily sustainable) and between the nature of the interaction between the tourist and the attraction. Ecotourism, however, is not entirely subsumed under this category, and this recognises the fact that certain past and present cultural attractions may constitute a secondary component of ecotourism. Figure 2.5 illustrates this view.



*Figure 2.5: Nature-based tourism and ecotourism (Weaver, 2001:74).*



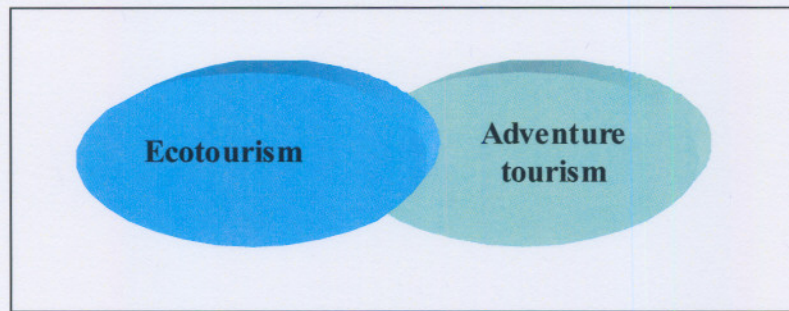
### 2.4.2 Adventure tourism

The term adventure tourism has sometimes been used interchangeably with ecotourism. Authors such as Fennell (1999) are of the opinion that ecotourism is related to adventure tourism only inasmuch as it shares similar environmental settings, while others, such as Hall (1991) and Ewart (1998), differentiate between ecotourism and adventure tourism, the distinguishing characteristics of an adventure tourism activity being

- an element of risk in the tourism experience,
- higher levels of physical exertion, and
- the need for specialised skills to facilitate successful participation.

Although there is a tendency to associate adventure tourism with natural settings (refer to Sung *et al.*, 1996/1997, Wight & Associates, 1999), this form of tourism also has a connection with non-nature-based venues. On the nature side, activities typically associated with adventure tourism include white-water rafting, wilderness hiking, skydiving, sea kayaking, caving, orienteering, mountain climbing, diving and hang-gliding (Sung *et al.*, 1997:47-67; Fennell, 1999:49). Aside from the characteristics listed above, the essential factor that tends to place such activities within adventure tourism and not ecotourism, is the nature of interaction with the surrounding natural environment. Whereas ecotourism places the emphasis on an educative or appreciative interaction with that environment or some element thereof, adventure tourists are primarily interested in accessing settings that facilitate the desired level of risk and physical exertion. There is, however, a partial overlap between ecotourism and adventure tourism, as illustrated in Figure 2.6. This limited scope of overlap is probably due to the fact that only the harder and more dedicated forms of ecotourism, which account for only a very small proportion of all ecotourism activity, will entail a significant element of risk.





**Figure 2.6: Adventure tourism and ecotourism**

(Weaver, 2001:75)

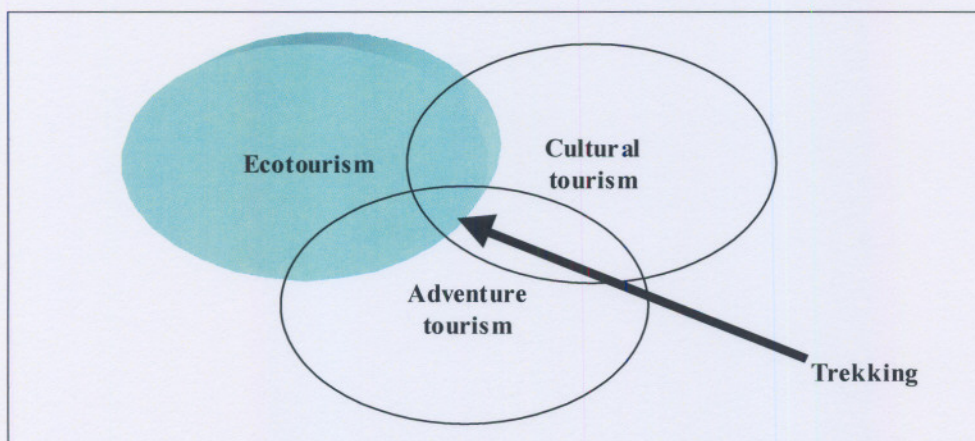
### **2.4.3 Safari tourism**

Prosser (1994:35-36) identifies the term safari tourism and uses this form of tourism interchangeably with what could also be sustainable tourism. He bases his opinion on lessons learnt from Kenya and emphasises education of the local community, especially the leaders, to show that conservation of the environment can be economically valuable and integrated into the community way of life. He argues that this tourism can only be sustainable if tourist numbers and distribution are controlled and local populations take responsibility for the conservation of their wildlife and the management of tourism. Chalker extends the term safari tourism to include safari hunting (Chalker, 1994:93). Mowforth and Munt (1998b:258) support the term hunting safari and extend it to walking safaris and photo safaris. All authors include community involvement when using the term safaris.

### **2.4.4 Trekking**

Trekking is a form of tourism activity usually associated with mountainous venues such as the Himalayas and Northern Thailand (Cohen, 1989:30-31; Rai & Sundriyal, 1997:235). A trek typically entails some combination of distance hiking, visits to local villages, adventure experiences and nature/scenery appreciation (Dearden & Harron, 1994:82). Therefore, trekking can legitimately be portrayed as an amalgam that incorporates, in varying degrees, elements of cultural tourism, ecotourism and adventure tourism as indicated in Figure 2.7.





**Figure 2.7: Trekking and ecotourism**

(Fennell, 1999:53)

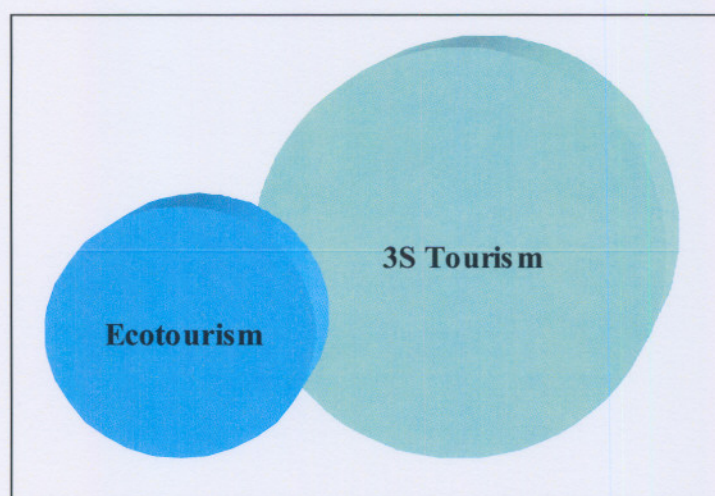
#### **2.4.5 3S tourism**

With its resource base of 'sea, sand and sun', 3S tourism clearly fits into the category of nature-based tourism. However, given its affiliation with mass tourism and its emphasis on hedonism, a link is rarely made with ecotourism, which is usually positioned at the opposite end of the spectrum. There is, however, one major cluster of activities that account for an area of overlap. This group includes scuba diving, skin-diving snorkelling, sub-marine tours and other types of marine observation. Such activities are commonly associated with 3S-orientated vacations, yet can be entirely consistent with widely accepted definitions of ecotourism if they focus on the observation of the marine environment and are pursued in a sustainable manner.

According to Honey (1999) and Saayman (2002) a 4<sup>th</sup> S can be added to 3S tourism that would then include sex tourism. It is acknowledged that to rigidly separate sex tourism from other forms of travel and tourism involving sex, is to over simplify a complex set of interrelationships and interactions. Commercial organisations use exotic images to promote many different forms of tourism and business travel. From the marketing of seats on international airlines to the use of red light districts as tourist attractions (without necessarily implying participation), the line between commercial sex and tourism becomes blurred. It is however not the purpose of this study to debate these issues.



Figure 2.8 represents the overlap between 3S tourism and ecotourism.



**Figure 2.8: 3S tourism and ecotourism**

(Weaver, 2001:76)

This section has attempted to clarify the relationship between ecotourism and other types of tourism that are commonly associated with ecotourism. In summation two distinct patterns are apparent. With all the descriptive terms (i.e. nature-based, adventure, trekking and 3S), the association with ecotourism as depicted in the Venn diagrams is one of overlap. The overlaps allowed for in this section depend on the specific way in which each term, including ecotourism, is defined. A different conception of ecotourism, such as more emphasis on its hard component or more accommodation of cultural attractions, would obviously yield a different measure of overlap in the relevant case.

The above, as well as the fact that South Africa has been established as a soft eco-destination (refer to Weaver, 1998; Ferreira & Harmse, 1999), will have an effect on the type of training and education future employees of this sector will have to receive for the country to deliver a world-class ecotourism product.



## 2.5 ECOTOURISM VENUES

In addition to the type of biome that accommodates ecotourism, it is necessary to consider the generic venues that play host to this activity. This will further impact on the type of training/education future employees of the ecotourism sector will require to deliver a quality ecotourism product. One particular kind of setting, the 'protected area', has attained a virtual monopoly with respect to the provision of ecotourism opportunities (Lawton, 2001:287). This is not too surprising, as many of the over 30 000 protected areas currently in existence facilitate the three basic criteria of ecotourism by preserving a usually outstanding component of the natural environment from activities that are deemed harmful to this environment (Weaver, 2001:283). A few areas within protected areas are currently accommodating most of the visitors (Lawton, 2001:287). This situation is likely to intensify further, given the rapid rate at which unprotected natural environments are disappearing. One increasingly popular response is the establishment of private protected areas. One general advantage of private protected areas is their provision of environmental protection in a way that does not require public subsidy. The profit motive may induce managers/owners of private protected areas to provide quality ecotourism experiences that will ensure the continued safeguarding of the natural environment that they harbour.

Another issue of using wilderness for ecotourism is complicated by the presence of indigenous groups around the world, who have vigorously asserted their traditional rights to a substantial portion of the world's remaining natural environmental areas and are emerging as one of the major stakeholder groups in the ecotourism sector (Allcock *et al.*, 1994:3; Ross & Wall, 1999:123-125). Community empowerment in implementing ecotourism on indigenous lands, which includes having control over the land itself, has become an important factor in the quest for success. The hoped-for scenario is that of mutual benefit, where ecotourism provides the incentive to enhance the environmental and socio-cultural sustainability of the destination, which in turn makes for quality ecotourism products.

## 2.5.1 Public protected areas

The World Conservation Union's definition of a public protected area emphasises preserving the natural environment and the associated cultural resources that are managed through legal or other effective means (World Conservation Union, 1994).

With their emphasis on preserving the natural environment, protected areas have obvious appeal for the ecotourism sector, which is based primarily on natural attractions. Such areas constitute by far the most important venues for ecotourism activities, a status that is reflected in the ecotourism literature (refer to Ceballos-Luscurain, 1996; Weaver, 1998; Butler & Boyd, 2000).

### 2.5.1.1 Growth, distribution and types of public protected areas

Although publicly protected areas have been in existence for at least 3000 years, it is only within the last century that they have accounted for a significant proportion of the world's landscape. Yellowstone in the USA is widely regarded as the world's first national park. In 1993 the World Conservation Union estimated a global population of 8 619 public protected areas, covering 792 million hectare or 5.9% of the world's land area (World Conservation Union, 1994) while Green and Paine (1997) report that there are 1 388 different types of protected areas. These protected areas consist of six different categories as described in Table 2.2.

**Table 2.2: Protected areas categories**

CATEGORY	DESIGNATION, NUMBER AND AREA (1997)	DESCRIPTION
Ia	Strict Nature Reserve, 4389: 97,9 million ha	Area of land and/or sea possessing some outstanding or representative ecosystems, geological or physical features and/or species, available primarily for scientific research and/or environmental monitoring
Ib	Wilderness Area, 809: 94,0 million ha	Large area of unmodified or slightly modified land, and/or sea, retaining its natural character and influence, without permanent or significant habitation, which is protected and managed so as

		to preserve its natural condition.
II	National Park, 3384:400 million ha	Natural area of land and/or sea, designated to (a) protect the ecological integrity of one or more ecosystems for present of future generations, (b) exclude exploitation or occupation inimical to the purposes of designation of the area and (c) provide a foundation for spiritual, scientific, educational, recreational and visitor opportunities, all of which must be environmentally and culturally compatible.
III	Natural Monument, 2122: 19,3 million ha	Area containing one, or more, scientific natural natural/cultural feature which is outstanding or unique value because of its inherent rarity, representative or aesthetic qualities or cultural significance.
IV	Habitat/Species Management Area, 11,171: 246 million ha	Area of land and/or sea subject to active intervention for management purposes so as to ensure the maintenance of habitats and/or to meet the requirements of specific species.
V	Protected Landscape/ Seascap, 5578: 106 million ha	Area of land, with coast and sea as appropriate, where the interaction pf people and the nature over time has produced an area of distinct character with significant aesthetic, ecological and/or cultural value, and often with high biological diversity. Safeguarding the integrity of this traditional interaction is vital to the protection, maintenance and evolution of such an area.
VI	Managed Resource Protected Area, 2897: 360 million ha	Area containing predominantly unmodified natural systems, managed to ensure long-term protection and maintenance of biological diversity, while providing at the same time a sustainable flow of natural products and services to meet community needs.

### ***2.5.1.2 Relationship between ecotourism and public protected areas***

The historical relationship between tourism and higher-order protected areas is characterised by an ambivalence that stems from doubts about the actual compatibility between tourism and environmental preservation. Many park systems were founded strictly on a non-profit environmental mandate, yet are becoming increasingly reliant on tourism-based revenues. The irony here, and thus the essential basis of the ambivalence, is that the continued integrity of the parks is becoming dependent upon higher levels of activity that potentially threatens this integrity (Whelen, 1991:11; Shackley, 1996:xvi). Increasingly, the revenues from tourism are large enough to constitute an incentive for maintaining the parks in the face of growing pressure from competing resources such as farmers, loggers, ranchers and miners. Yet, intensive levels of tourism activity can result in impacts that are equally detrimental. Short of prohibiting tourism altogether and assuming reliance on alternative sources of funding, the logical solution to this dilemma would be to ensure that tourism within protected areas is carried out in an environmentally and socially sustainable manner. The ideal relationship is where parks provide a high-quality venue and freedom from incompatible competitors to tourism, while sustainable tourism (mostly in the form of ecotourism) provides the revenue to maintain their quality, and the exposure to the public that contributes to continued popular support.

### ***2.5.1.3 Optimal utilisation of the protected area system***

On international level ecotourism is associated with only a few high-profile units within most of the national park system. Costa Rica (Poas, Manuel Antonio, Irazu and Santa Rosa) for example, accounts for two-thirds of all visitors. The same is true for the USA, where many of the more accessible national and state parks are overwhelmed during peak summer months (Whelen, 1991:12-13). This pattern can lead to a situation where the carrying capacity threshold of some parks are breached, while other parks are not even close to fulfilling their tourism potential. Investigations into the feasibility and appropriateness of dispersing tourists more widely are warranted in most countries.

#### **2.5.1.4 Integration with mass tourism**

However much the ecotourism clientele is dispersed throughout a protected area system, and however much these systems are expanded, one may anticipate that visitation pressures on public protected areas will continue to increase as global tourism maintains its relentless rate of growth (Lawton, 2001:297). One common response to this pressure is to regard the tourist fundamentally as an enemy or necessary evil, and the introduction of mass tourism as the worst fate that could befall the protected area. Such an attitude among park managers are still surprisingly common, and is responsible for a bio-centric tendency in training and philosophy, as well as a compelling body of evidence that documents the negative impact of rapid tourism growth within protected areas. Managers should consider the revenue-generating opportunities that arise from increased visitor flows, and concentrate their efforts on managing these flows in a sustainable way. Quotas, site-hardening measures and consumer education have been outlined as appropriate management strategies under such circumstances (Hall & Lew, 1998:75-91; Wearing & Neil, 1999:53-56). Zoning is another relevant strategy (Fennell, 1999:81,118,125; Orams, 1999:80-81; Wearing & Neil, 1999:37). It is possible to accommodate very large numbers of visitors in a sustainable and satisfying manner within a very small area. The majority of visitors in most of the more accessible protected areas already happily confine themselves to the 1 or 2% of the park that is zoned for intensive visitor use. In essence the message here is that many sustainably managed protected areas are already mass tourism venues or will become so, and that this scenario should be regarded as an opportunity rather than a threat that should be resisted at all costs. Relevant training and education of personnel could play a valuable role in addressing this problem.

#### **2.5.1.5 Privatisation**

The notion of an unequivocally public protected area is being challenged by an increased tendency towards privatisation and private sector involvement (Charters *et al.*, 1996; Fennell, 1999:184-188). Only the most extreme free market supporters advocate a complete privatisation of protected areas, but a surprisingly large number

of stakeholders accept the principle that at least some elements of the operation are best left to the private sector.

Concessions, accommodation, tour operations and services such as waste collection are examples of areas where the private sector are already being conceded a more important role. The Kruger National Park has for instance already outsourced its restaurants and gift shops. Areas of potential expansion include sponsorships, interpretation, policing and other facets of resource management. While the concept of a partnership between the public and private sectors is supported by authors such as Carter (1996) and Fennell (1999), there is concern that the profit motive will take precedence over environmental sustainability regarding those aspects of the protected area controlled by the private sector. Figgis (1996) expresses concern over the level of degradation in Australia's Kosciuszko National Park and the Victorian Alps associated with the ski industry. The rapidly growing town site in Banff National Park in the Canadian Rockies is another illustration of private sector involvement run amuck.

#### ***2.5.1.6 Relationship with local communities***

It is often contended that the long-term survival of protected areas and tourism depends on the maintenance of community goodwill (Drake, 1991:132; Shackley, 1996:82; Sproule, 2003:1). This is due to the ability of disaffected residents to sabotage both sectors through hostile and destructive acts such as poaching, both within and outside parklands. There are numerous examples where ecotourism in public protected areas has contributed to the alienation of adjacent local communities through the resentment caused by resource use restrictions, and/or the insufficient generation of alternative revenue through involvement in ecotourism. The extent to which ecotourism can foster a viable economic base for these local communities is often exaggerated. For example, less than 1 100 of the 87 000 working-age residents in the vicinity of Nepal's Royal Chitwan National Park, one of Asia's most visited protected areas, are employed directly in park-related ecotourism (Lawton, 2001:300). In South Africa the Wildlands Trust runs a number of projects on community level. Examples are the education centre at Ndumo Game Reserve, which offers courses for teachers and students, the Isivuno model for tourism development at Lala Nek, that has brought the community into an equal share partnership with the private sector, and

the provision of funds at Sodwana Bay for the development of an infrastructure for the Coastal Forest Reserve. Ecotourism however, has not proved to be the godsend for local communities, as is claimed by some of its supporters. This should be a matter of great concern, given the size and expectations of local communities, and hence the demand for resources, throughout most of the world. For national governments the issue is in part finding a compromise between the 'good of the nation' and the welfare of local residents, which do not always coincide.

The fact that the area occupied by public protected areas is continuing to expand at an impressive rate implies that these spaces will consolidate their status as the dominant venue for ecotourism-related activities. The relationship between protected areas and tourism is likely to become even more complicated as managers are compelled to maintain the ecological integrity of their parks while accommodating an ever-increasing level of visitor demand. According to Laubscher (2002) there is a serious lack of trained personnel who can address this problem as a matter of extreme urgency. Ecotourism can reinforce the environmental mandate of the parks by providing sufficient revenue and public support to fend off incursions from competing resource users. The challenge is to manage ecotourism so that it remains ecotourism - educational, nature-based tourism that is environmentally and socially sustainable. Management strategies should include the implementation of escalating user fees, sustainable site-hardening measures and consumer education. The protected area system should also be utilised more efficiently. Concurrent issues that will have to be addressed include privatisation and the retention of positive relationships with local communities, including indigenous groups.

### **2.5.2 Privately-owned protected areas**

Privately-owned protected areas are proliferating throughout much of the world. Despite this expansion, they have received little coverage in the literature and descriptions and analyses of them have generally been indirect (refer to Zube & Busch, 1990; Barborak, 1995; Murray, 1995; Uptoff & Langholz, 1998). Research into the ecotourism aspects of privately-owned protected areas has been even rarer. The World Conservation Union (IUCN) has launched a number of projects to learn more about this relatively new conservation tool. What Dixon and Sherman (1990)

described as a small but important development in protected area management a decade ago, has evolved into a notable new direction in conservation.

For the purpose of this study private nature reserves are considered to be lands that are

- not owned by a governmental entity at any level,
- larger than 20 hectares, and
- intentionally maintained in a mostly natural condition.

The reasons for the rapid increase in private parks remain relatively unstudied.

Langholz (1996:271-280) suggests three closely related factors:

- government failure to adequately safeguard biodiversity,
- rising societal interest in biodiversity, and
- ecotourism expansion.

The first factor stems from the unwillingness or inability of governments to meet the demands of society regarding nature recreation and conservation. Government failure to protect biodiversity has occurred both outside protected areas and in poor quality of protection of lands designated as protected (Amend & Amend, 1992:4; Van Schaik *et al.*, 1997:66). The second factor contributing to private nature reserve proliferation stems from the emergence of biodiversity onto the world stage over the last two decades, culminating in the 1992 Biodiversity Convention. Supplementing this legal mandate has been extensive documentation of the value of biodiversity to humanity.

The relationship between ecotourism and the private reserves are often mixed. In some cases, nature is conserved primarily as a vehicle for promoting profit-motivated tourism. In other cases the opposite is true, and tourism occurs principally as a means to support nature conservation. Occupying the middle ground between these extremes are reserves where the goal is to combine profit with conservation. Lastly, there are numerous sites worldwide where owners have viewed ecotourism as economically competitive land use compared with conversion to other uses, and the revenue from tourism alone has been sufficient to stop such conversion. In other cases, the potential for income generation through multiple land and resource use has been a major factor



in the establishment of private protected areas (Brandon, 1996). Africa has a long-standing tradition of using private lands for tourism as a supplement to agriculture, ranching and other activities (Langholz & Brandon, 2001:305).

#### ***2.5.2.1 Prevalence of ecotourism in private nature reserves***

The level of ecotourism in private reserves varies substantially from site to site. Studies indicate that ecotourism is an extremely common activity in many privately owned protected areas. According to Alderman (1994:273) tourism accounted for 40% of operating income in 63 private reserves in Latin America and Sub-Sahara Africa in 1989. Many private reserves adjacent to the Kruger National Park, for instance Sabi Sabi, Mala Mala, Koka Moia, Ula Saba and many more, derive most, if not all, their income from ecotourism. In 1993 a follow-up study of the same private reserves indicated that this dependency on tourism had increased to 67% of their operating income (Langholz, 1996:272).

#### ***2.5.2.2 Emergence of non-governmental organisations (NGOs) and community-managed reserves***

Private reserves can be categorised in different ways. While 'private' is often thought of as equivalent to ownership by a limited number of people or a corporation, it may also include lands owned by communities or indigenous groups, provided that these groups are non-governmental. There are three different kinds of private reserves established and maintained by NGOs, which all include ecotourism as a key component. The first is a large reserve managed by a NGO primarily for biodiversity conservation. The second is a reserve created by contiguous small holders joining sections of their lands to be managed in a communal manner. The third category, an outgrowth of the community emphasis on joint smallholder plots, is of areas owned, leased or managed as reserves by a community through usufruct rights, with the objective of tourism. What these three models of private reserves have in common is that all tend to be supported by national or international conservation organisations. One of the best-known cases of a large reserve managed by a NGO primarily for biodiversity conservation is the Rio Bravo Conservation and Management Area in

Belize. Ecotourism development in this reserve has been viewed as one of the primary mechanisms for supporting its management costs.

#### ***2.5.2.3 Non-tourism activities in private reserves***

Very few studies have been conducted on non-tourism activities in private reserves. However, in a project carried out by Alderman it was found that ranching and agriculture provided for 17% of the income of reserves at that time (Alderman, 1994:281). Non-governmental reserves such as those related to CAMPFIRE in Zimbabwe, often rely on hunting as a source of revenue (refer to Metcalfe, 1993; Shackley, 1996; Baker, 1997). Other activities include personal enjoyment, research projects, harvesting logs for construction, collecting firewood for home use, harvesting decorative or medicinal plants, grazing cattle, and harvesting wild food plants for nursery or home use. The clear message is that private reserve owners rely on a variety of revenue-producing activities that can supplement ecotourism revenues.

#### ***2.5.2.4 Profitability of private nature reserves***

Sustainability not only requires the maintenance of ecological integrity, but also attention to social and economic factors. The results of Alderman's research indicate that 38% of reserves had been profitable during the year (1988) preceding the data collection (Alderman, 1994:278). Given the ongoing expansion of ecotourism, it is likely that this trend towards higher profitability will continue and many of the newer private reserves worldwide have been established to specifically cater for the increasing ecotourism market.

#### ***2.5.2.5 Key issues and problems of private nature reserves***

The success of private ecotourism ventures depends on the tourist's perception of the general environmental quality of the region. Budget deficiencies, poaching and lack of cooperation from government entities are considered by owners to be the biggest threats to their reserves (Alderman, 1994:297-298). Other problems mentioned by landowners include political unrest in the country, community opposition to loss of

access to reserve resources, squatters and community opposition to tourism. Other common problems are:

➤ ***Fluctuations in the ecotourism market***

Although ecotourism continues to expand globally, there is no guarantee that this trend will continue indefinitely. Reserves located in politically unstable countries are especially vulnerable. Reserve owners in South Africa were for instance rather uneasy during the country's potentially explosive political transition during the 1990s. The rapid growth of tourism in general and more specifically in ecotourism, can however, lead to overly ambitious development of lodging. This can cause a rebound effect when the supply of ecotourism destinations outpaces demand. Biodiversity conservation is such an important and long-term endeavour that it should not be subjected to tourism's short-term and potentially lethal fluctuations. Private conservation efforts should continue to play a supplementary role to larger governmental efforts to protect natural areas.

➤ ***Conflicts of interest***

Reserve owners may be tempted to cut corners, pitting profit versus protection. This temptation appears to be rising as newcomers, who are attracted to private reserves as financial investments, join older conservation-minded private reserve owners. Some of these new entrants are clearly more business-minded than conservation-minded - people willing to make conservation trade-offs in the interest of making or saving money.

➤ ***Competition with public parks***

Privately owned protected areas tend to be located directly adjacent to larger public parks. This close proximity has important ecological and economic implications, as it helps to extend ecosystem functions and stabilise habitats and enhance tourism (Alderman, 1994:303). Private reserves can drain benefits from publicly managed parks and may not necessarily meet the criteria of conservation

and local benefits that most ecotourists would like to believe are taking place (Langholz, 1999:101). Private parks are often protected informally, with no official government regulation. This makes it especially difficult to ensure that biodiversity conservation is really taking place and in many developing countries governments have difficulty maintaining and monitoring conditions within their public park systems, and are even less likely to regulate private ones. As private reserves and ecotourism continue to expand, it will become increasingly important to ensure that conservation is really taking place.

As ecotourism and privately owned protected areas continue to expand, it is increasingly important to learn more about them as even the most basic information about private reserves and ecotourism are still lacking. Given the ongoing habitat loss and recent reductions in public expenditures for protected areas, such an effort would make a major contribution to protecting the world's natural heritage.

### **2.5.3 Modified spaces**

Ecotourism fundamentally relies on the natural environment for its attraction base. It is therefore not surprising that an emphasis is placed on relatively 'natural' or 'unmodified' landscapes as the most appropriate venue for ecotourism related activities (refer to Ceballos-Lascurain, 1996; Weaver, 1998; Myburgh & Saayman, 1999; Butler & Boyd, 2000). Many species of wild animal make extensive use of altered environments and therefore there is no inherent reason for neglecting spaces that have been modified by various forms of human activity. On the contrary there is a potential scope for ecotourism within landscapes that have been extensively modified as a result of human intervention. Modified spaces can harbour higher wildlife populations and diversity than natural environments and may also provide better opportunities and scope for viewing because of their greater accessibility to population concentrations. Being already altered from their natural state, they have greater resilience in terms of their carrying capacity for accommodating ecotourism activities. In addition, the mobilisation of such lands for ecotourism will serve to alleviate the pressure that is being exerted by this rapidly growing sector on the ever shrinking inventory of natural landscapes. Ecotourism may even provide an incentive for the restoration of modified spaces, or at the very least for the management of these

lands so that they remain viable as wildlife habitat. It should also be emphasised that most of the world's population already has access to open modified spaces. Ecotourism in such locations would be less costly and more egalitarian than ecotourism that is confined to natural environments, and wilderness landscapes in particular.

Although it is not the purpose of this study to accommodate all these landscapes, it is important to note that they do warrant further investigation. Categories could include agricultural land, urban and peri-urban land, artificial reefs, service corridors and devastated spaces.

#### **2.5.4 Wilderness**

When the terms wilderness and ecotourism are combined one inevitably thinks of environmental impacts and the potential, or lack thereof, for such pristine environments to support any form of wilderness recreation use. This section will focus on present wilderness tourism use in the developing and developed world, the potential of wilderness to support ecotourism, and the future management and conservation issues.

##### ***2.5.4.1 What is ecotourism and what is wilderness?***

Although many definitions have been suggested there is no global definition for wilderness. There are however, two major aspects of all definitions that distinguish wilderness from other environments, i.e. the degree of 'naturalness' and 'solitude-primitiveness'. The purpose of this section is not to debate the definitions of wilderness but to define it within broad terms, indicate its place in ecotourism and its potential to support the ecotourism industry.

Physically, wilderness refers to places or regions that are uncultivated and uninhabited such as swamps, forested areas, grass plains and savannah, and mountains. Areas such as the oceans have also been classified as wilderness (Hill, 1994:6). In terms of ecotourism, wilderness is a place where one can obtain a primitive travel and recreation experience away from society and the built-up environment.

More recently Honey (1999:4) defined ecotourism as *“travel to fragile, pristine and unusually protected areas that strives to be low impact and (usually) small scale. It helps educate the traveller; provides funds for conservation; directly benefits the economic development and political empowerment of local communities; and fosters respect for different cultures and for human rights.”*

While a very large area of minimal human interaction may be classified as wilderness, a small but isolated island in the ocean may also qualify as wilderness. The presence or absence of people can therefore not be regarded as a qualifier for an area to be wilderness. In the Western perception of wilderness there is however a dissociation with people. This dual notion of wilderness has led to management conflict, including the deliberate expulsion of native people from protected areas. Such practices have significant implications concerning the sacrifice of socio-cultural sustainability in order to purportedly bring about environmental sustainability.

#### ***2.5.4.2 Present use of wilderness for ecotourism***

Tourism depends on the local environment whether it involves natural, social or cultural resources. The quality of environmental assets is often the key determinant of travellers' choice of destination (Coccossis, 1996:6-7; Shackley, 1996:xv). However, the environment is not infinite and there is a limit to the expansion of tourism. Wilderness has value and therefore a tolerance of the amount of use it can sustain. The use of wilderness for ecotourism is a highly debatable issue. In developed countries, wilderness is generally protected by stringent management policy, usually determined at national level, and used for tourism in an appropriate and sustainable manner. In the USA, for example, the Wilderness Act of 1964 established strict guidelines for the designation and use of wilderness areas. The more than million acres that have been designated and protected under the Act are all managed by site-specific guidelines and those guidelines specified by the Act. In the USA all of these areas are nationally protected from change for the benefit of future generations. Land is usually acquired by the government or conservation organisations before restrictions and policy are implemented to avoid disputes over who is at 'loss' from the conservation or preservation of an area. Normally economics are the basis for preservation disputes because when areas are set aside they deprive someone of

potential income (Rosenburg, 1994:46). Thus, governments in developed nations have realised that one of the easiest ways to preserve pristine areas is to purchase and acquire the land. On a global scale large areas of wilderness are not protected. In the developing world areas of Africa, Asia and Latin America are used for tourism with minimal protection.

#### ***2.5.4.3 Issues in wilderness ecotourism management***

Some impact on wilderness is inevitable where ecotourism is present. The question that arises is how much impact is too much and when does wilderness cease to be wilderness as a result of these impacts. In short, there must be tolerable limits to change. If wilderness is used for ecotourism in a sustainable manner then these limits need to be objectively stated to ensure effective wilderness management. Because of the interdependence of tourism on both the environment and socio-cultural resources, multiple impacts are generated. Justification to keep wilderness areas in relatively underdeveloped countries are often dependent on tourism, which can have significant indirect impacts in addition to direct impacts on the actual wilderness itself. Ecotourism not only affects the wilderness resource, but also other resources outside the conserved area. If the park management is unable to provide and maintain accommodation to affluent western visitors, private companies tend to build high quality visitor accommodation outside major parks. This has an inflationary effect on land prices for the construction of accommodation. Local populations will also pay higher prices for properties. Seasonality is also an issue to be addressed as demand can overload environmental resources at peak visitation times (Pearce, 1992:20).

Wilderness can be effectively protected from ecotourism impacts through sustainable planning, and through use restrictions where necessary. However, indirect impacts will prevail in adjacent non-wilderness areas that are not as strongly conserved.

#### ***2.5.4.4 Wilderness ecotourism opportunities***

Management for ecotourism needs to adopt a proactive approach. A primary objective of wilderness ecotourism management is to conserve the natural biodiversity of an area while secondarily providing for an acceptable level of tourism or recreation.

Ecotourism, when based on the biological-cultural conservation of wilderness ecosystems, can help to save the wilderness. Conservation-based ecotourism in wilderness can be legitimate land use and serve as a source of revenue for managing and sustaining wilderness areas. However, the management of wilderness and protected areas for ecotourism is complex, as the intervention of ecotourism itself could fundamentally change the nature of the wilderness so that it may become something else altogether. Finally, wilderness ecotourism opportunities will not be the same, or even similar, for the variety of wildernesses in the world. A spectrum of wilderness ecotourism opportunities must serve as the basis for planning and managing ecotourism in wilderness. The spectrum must be based on the biological, cultural and social sustainability of wilderness, with a spectrum of ecotourism opportunity classes suited for different types of wilderness-ecotourism interactions.

### **2.5.5 Indigenous territories**

Indigenous peoples and ecotourists both value the land. Ecotourists seek out *“relatively undisturbed or uncontaminated natural areas with the specific objectives of studying, admiring, and enjoying the scenery and its wild plants and animals, as well as any existing cultural manifestations (both past and present) found in those areas”* (Ceballos-Lascurain as quoted by Boo, 1990:xiv). This search, in turn, often leads them to indigenous territories - land that is under the legal control of indigenous peoples as defined by the sovereign state where these lands exist, or more commonly, lands of ‘aboriginal title’ derived from a history of occupation and use. In an ideal world, ecotourism is an activity in which entrepreneurs, governments and tourists establish sustainable relationships with the environment while improving the welfare of the indigenous peoples who occupy these territories. Yet, even moderate success in this regard is not likely to happen by accident. The purpose of this section is to highlight the unique character of indigenous territories as venues for ecotourism activity. This will be done by addressing the current land claims, the significance of land within indigenous cultures, the motivation of indigenous peoples who have adopted ecotourism within their territories, the prominent issues that are associated with ecotourism on these lands and finally by presenting basic principles to guide the planning and management of ecotourism in these areas.



#### ***2.5.5.1 Indigenous land claims***

It is only relatively recently that the notion of legitimate tenure rights on land for indigenous peoples has gained widespread legal recognition. A case in point is South Africa. In those instances where a sovereign state has recognised specific indigenous land titles in law, there will be explicit legal obligations associated with ecotourism operations on these lands. The success of ecotourism ventures in such areas is also dependent on the support of their indigenous hosts. Even in the absence of any active opposition from indigenous peoples, ecotourism operators have a moral obligation to recognise and protect the interests of these people as they often represent an integral part of the environment of the destination territory.

#### ***2.5.5.2 The significance of land within indigenous cultures***

If satisfying ecotourism experiences are to be created for tourists to indigenous territories, an appreciation of what the land means to indigenous peoples is necessary. Traditionally, indigenous peoples have drawn much of their self-identity from the land of which they are part. To many the land is the essence of their life. Control of the land from the perspective of indigenous peoples differs from non-indigenous people as the relationship between indigenous peoples and their land is unique. There are two aspects to this relationship. On the one hand the relationship rests on the importance of resources for the continuing existence of the group, while on the other hand the territory is an area deeply associated with the identity of the people as a whole, which each generation keeps in trust for the future. The typical depth of the attachment of indigenous peoples to their territories is much deeper than the connection that non-indigenous people normally have with the land. Two implications of this attachment are particularly important in the context of ecotourism. First, because indigenous peoples do not see the land as a possession, they are very wary of treating it as a commodity. Second, because of their deep attachment to the land they attach unique, and often complex, meanings to places that go beyond its physical properties. This includes spiritual meaning, which they more often than not choose not to share with visitors. Despite their reluctance to treat the land as a commodity, indigenous peoples are increasingly open to non-traditional uses of the land as long as these uses do not compromise their sense of the land's and therefore their own

integrity. Ecotourism is one of the new activities that have been introduced to these traditional lands. The question being asked by indigenous peoples about ecotourism is whether it is a friend or foe. Will it help or hinder them in their quest for cultural survival? The answer to this question seems to hinge on the concept of control. Indigenous peoples need to retain control if ecotourism is to be successful on indigenous lands and their willingness to entertain ecotourism as a land use in their territories is a reflection of a variety of motivations that they harbour.

#### ***2.5.5.3 Motivations for adopting ecotourism on indigenous territories***

While economic benefits feature prominently, there is generally an underlying desire that the net social and environmental impacts will be positive. Indigenous peoples also have distinct motivations related to political issues.

##### **➤ *Political motivations***

The decision for indigenous peoples to open up their territories to ecotourism is often a political one in that it is based on issues of control. This is particularly true in the context of unsettled land claims whereby indigenous peoples are trying to demonstrate that their territories are not 'empty lands', that they are occupied and used. Indigenous peoples have pursued a similar strategy when they see the establishment of protected areas within their territory as being in their best interest (Stevens, 1997:4).

##### **➤ *Economic motivations***

The essence of economic motivation lies in the anticipated benefits associated with economic diversification, job creation and increased income, which are particularly valued given the relative poverty found in many indigenous communities.

➤ *Socio-cultural motivations*

Socio-cultural motivations exist on two levels: a cross-cultural level and one that is internal to the indigenous group. At a cross-cultural level, it is hoped that ecotourism will foster understanding between guests and hosts (D'Amore, 1988:10-11). Within indigenous cultures, important socio-cultural issues include the increasing schisms that have emerged between generations and between the people and the land. Ecotourism on indigenous lands is seen as an opportunity for young people to integrate contemporary and traditional lifestyles. To do this successfully, these young people need to reconnect with their elders, as reconnecting with their elders is in fact reconnecting with their culture. Contemporary lifestyles and pressures have also weakened the relationship that indigenous youth have with the land. Given the sense of identity that indigenous people historically derive from the land, these youth have, in effect, lost part of their identity. Ecotourism is seen as an effective strategy for re-establishing this connection.

**2.5.5.4 Prominent issues**

A broad range of issues will have to be addressed for indigenous peoples to capture the full potential of ecotourism in their territories. At the heart of these are political concerns related to the control of land, power relationships between the various partners throughout industry, and the relationship between non-indigenous visitors and indigenous hosts. These issues are manifested in the economic, environmental and socio-cultural realms. By exploring the dynamics within each of these three realms, the political issues will emerge.

➤ *Economic realm*

A significant portion of the economic benefits should accrue to the indigenous peoples associated with their territory. A more difficult issue to deal with is the distribution of these benefits. Clearly, if it is agreed that an indigenous community is an important part of the attraction, then the community as a whole must be seen to benefit from it, and not just the more entrepreneurial-minded individuals found

within the community. Mechanisms need to be put into place to ensure that an equitable distribution of these benefits is achieved.

➤ *Environmental realm*

While ecotourists and indigenous peoples tend to share genuine interests for the sustainability of the environment, their different approaches to achieving this end represent significant issues that must be addressed. One of the most important issues in this area is the consumptive orientation of indigenous peoples versus the non-consumptive orientation of tourists (Hinch, 1998:120). Given these contrasting perspectives, conflict is likely to occur. Potential problems also exist in terms of the apparent contradiction between the espoused environmental values of indigenous peoples and the litter that is found in many indigenous communities.

➤ *Socio-cultural realm*

At the core of the socio-cultural realm is the question of whether ecotourism on indigenous territories will erode the integrity of the host cultures. Ecotourism is a commercial activity and, to the extent that indigenous cultures are part of the attraction, these cultures will be commercialised in the process of producing an experience for the tourist. Critics of the commercialisation of culture for tourism argue that in the process of commercialisation, the culture of the host will be eroded as it becomes an economic activity devoid of deeper meaning (Greenwood, 1977:17). Another major socio-cultural issue concerns the fact that indigenous cultures are dynamic. The romantic image that non-indigenous people have of natives living by traditional means is no longer accurate and in many cases never was. The contrast between tourist expectations of indigenous people living traditional lifestyles presents challenges for ecotourism within indigenous territories.

#### ***2.5.5.5 Guiding principles for ecotourism on indigenous lands***

The fundamental principles of ecotourism will work well in the context of indigenous territories. A genuine respect for indigenous peoples must form the foundation of ecotourism operations on their lands. This means that significant control must be located with the indigenous hosts whether they are the actual operators of the ecotourism operation or not. Fennell (1999:227-228) identifies five key factors that need to be considered if productive relationships are to be established between non-indigenous and indigenous peoples in a tourism context.

##### **➤ *Community involvement***

Indigenous peoples should be involved although the level and nature of their involvement may be negotiated between stakeholders.

##### **➤ *Community benefit***

A fair share of the benefits should accrue to the indigenous hosts. A general rule should be that benefits that indigenous peoples accrued before the introduction of ecotourism should be maintained or compensation should be negotiated if these benefits are reduced in some way.

##### **➤ *Scale***

Ecotourism operations should be relatively small scale and the temptation to continually expand these operations to meet demand should be resisted.

##### **➤ *Land ownership***

The legal status of the territories in question should be classified in order to foster effective partnerships between stakeholders.

➤ *Sensitivity to the needs of area residents and visitors*

Ecotourists and indigenous hosts need to have a well-developed understanding and respect for each other.

Ecotourists are increasingly seeking out indigenous lands to pursue their travel motivations. Ideally, the outcomes of these interactions between visitors and hosts will be beneficial to all: ecotourists will have satisfying tourist experiences, natural resources will be sustained and indigenous hosts will enjoy significant benefits. In reality there is no guarantee that these outcomes will be achieved.

## **2.6 CONCLUSION**

As ecotourism is still in its infancy and as there is currently no consensus as to the meaning and interpretation of the term itself, this chapter strove to demonstrate how ecotourism could adhere to its core criteria yet embrace a spectrum of motivations, ranging from 'hard' to 'soft' types of ecotourism and from 'active' to 'passive'.

The relationship between ecotourism and other types of tourism was explored. Ecotourism was found to be a subset of both nature-based and sustainable tourism and overlaps with adventure, cultural and 3S (sea, sand, sun) tourism. In many cases, as with trekking, ecotourism hybridises with these other sectors, making it impossible to differentiate the constituent components.

The type of biome that accommodates ecotourism and the generic venues that play host to this activity were investigated. One particular kind of setting, the 'protected area', has attained a virtual monopoly with respect to the provision of ecotourism opportunities, at least if the literature is any indication. Only a few areas within a few protected areas are accommodating most of the visitors. This can have both positive and negative implications for managers. High concentrations suggest the possibility that existing site-carrying capacities may be breached. However, some concentrations offer economics of scale that justify sophisticated site-hardening measures as well as the comprehensive services and facilities that are desired by soft ecotourists. At a system-wide level, these same soft ecotourists tend to congregate in protected areas

that are accessible to coastal resort areas and international gateways. This skew pattern allows limited resources to be focused on just a few parks, and creates opportunities for synergy between ecotourism and resort or business tourism - a significant detail when considering a curriculum for future ecotourism employees. However, it also means that local communities throughout most of the country cannot capitalise on the economic opportunities afforded by an appreciable influx of ecotourists.

The rapid rate at which unprotected natural environments are disappearing leads to even greater pressure on cash-starved public protected areas authorities. One increasingly popular response is the establishment of private protected areas. One general advantage of private protected areas is their provision of environmental protection in a way that does not require public subsidy. However, this same non-governmental role could mean that the profit motive takes priority over sustainability, and that protected status could give way to some other less benign land use. Also, private reserve managers may not have the skills or funds to cope with such necessary tasks as policing, providing services, etc. This should be considered in designing a curriculum. Yet, perhaps to a greater extent than in the case of public areas, the profit motive may induce managers of private protected areas to provide quality ecotourism experiences that will ensure the continued safeguarding of the natural environments that they harbour.

Another factor to consider is that ecotourism planners may need to pay greater attention to accommodating ecotourism within spaces, whether controlled by the private or the public sector, that have already experienced modification to the extent that they cannot be classified as natural areas.

It was further suggested that highly modified environments could provide high-quality opportunities for observing certain types of wildlife. Examples include cropland, grazing land, parks, cemeteries, golf courses, high-rise structures and zoos and botanical gardens. Such extensions not only relieve tourism pressure on vulnerable natural spaces, but do so in a way that does not threaten to undermine the already modified setting, and may even instil the desire to further enhance the capacity of such areas to accommodate wildlife.

At the other extreme, there is considerable debate about the appropriate role of ecotourism in wilderness settings. This issue is complicated by the presence of indigenous groups around the world, who have been vigorously asserting their traditional rights to a substantial portion of the world's remaining natural environmental areas. As this process continues, indigenous peoples are emerging as one of the major stakeholder groups in the ecotourism sector. Another factor to consider is that growing numbers of satisfied ecotourists may inadvertently lead to negative socio-cultural impacts within these communities. Despite the threat, indigenous people often support this mode of development as it is perceived to be more benign than other alternatives for raising much needed revenue, and may assist in attempts to establish political control over their territories. As in the case of all other venues, the hoped for scenario is mutual benefit, where ecotourism provides the incentive to enhance the environmental, socio-cultural sustainability of the destination, which in turn makes for quality ecotourism products.



## CHAPTER 3

# PROFILING ECOTOURISM EMPLOYMENT AND EDUCATION

### 3.1 INTRODUCTION

Despite the rhetoric that people are the tourism industry's most important asset, many remain unconvinced that this is borne out by empirical evidence (refer to Price, 1994; Wood, 1997b; Scottish Tourism Research Unit, 1998). Douglas Coupland's pejorative reference to 'McJob', whom he describes as a *"low-pay, low-prestige, low-dignity, low-benefit, no-future job in the service industry, frequently considered a satisfying career choice by people who have never held one"* (Coupland, 1993:5), captures the *Zeitgeist* of many. In a more academic vein the collection of essays edited by MacDonald and Sirianni (1996) also recognises the challenges of living and working in a service society which, according to them, is characterised by two kinds of service jobs: large numbers of low-skilled, low-pay jobs, and a smaller number of high-skill, high-income jobs, with few jobs between these two extremes. At the outset of this chapter it is important to add a caveat about generalisability of the conditions of the tourism employment sector throughout the world. Hence, Baum (1995:151), reflecting on the diversity of employment within the sector, notes that *"in some geographical and sub-sector areas, tourism and hospitality provides an attractive, high-status working environment with competitive pay and conditions, which is in high demand in the labour force and benefits from low staff turnover...The other side of the coin is one of poor conditions, low pay, high staff turnover, problems in recruiting skills in a number of key areas, a high level of labour drawn from socially disadvantaged groups, poor status and virtual absence of professionalism."*

If tourism is where the jobs of the future are, attempts should be made to broaden thinking about manpower planning beyond estimates to include investigative

techniques in a way that may offer insight into economic planning in both tourism and tourism education.

In many countries, ecotourism is presently at the stage of policy consideration and initiation, recognising that further political and socio-economic coordination must exist for it to proceed. The delay in policy development is largely due to the lack of consensus as to what constitutes appropriate ecotourism development and activities. This has been the case in Hawaii, as identified by the Center for Tourism Policy Studies (1994). If the above is true for tourism then it is even more so for ecotourism. Good research is the key to the development of a reliable knowledge base upon which sound management decisions can be made. The findings of Backman and Morais (2001) therefore give cause for concern. According to them some kind of quantitative approach to the collection of data has so far been used in much of the leading edge ecotourism research. The majority of these exploratory studies have not progressed beyond simple frequencies and distributions, and statistical techniques that demonstrate cause-and-effect relationships or facilitate categorisation and analysis, or analysis of variance, are notably conspicuous. Few attempts have been made to test or propose general theories or even engage in comparative case study analysis. In short, ecotourism (like tourism in general) has yet to demonstrate the same rigour in the application of methodology that characterises some of the more mature social sciences. Until it does, the reliability of its underlying database will be a matter of concern.

As the ecotourism sector becomes increasingly complex and competitive, the need for a higher level of knowledge and expertise across an array of areas becomes necessary. Product managers must provide quality interpretation in order to ensure visitor satisfaction, which means that the standard and knowledge of guides need to be constantly improved. The information needs and sources that are currently available may not be accessible to, or known by, the relevant practitioners. The information that is available is in a highly fragmented form, and often in disciplines not directly related to ecotourism or tourism in general. Eagles (2001:596) is adamant that good ecotourism management will require the kind of broad and rigorous training that only the higher education sector can provide.

Since ecotourism education is still a relatively new phenomenon and in its infancy as focus of research and practice, note should be taken of the issues that have arisen during the short history of ecotourism, especially in Australia, as this was the first country to develop specific ecotourism degree programmes (Lipscombe & Thwaites, 2001:627). The purpose of this chapter is therefore to assess the quality and diversity of tourism employment, the skills level required, and how far ecotourism training and education has evolved during the past 15 years, focusing on Australia as leader in this field. The interaction between the higher education sector and the industry that will eventually absorb most of the ecotourism graduates will also be investigated.

### **3.2 TOURISM/ECOTOURISM EMPLOYMENT**

This section will investigate the characteristics that make tourism employment attractive, the level of accessibility of tourism employment, the quality and diversity of jobs in the industry, the skills level required, remuneration of different categories of jobs and the levels of job satisfaction. Advancement opportunities for local residents will be investigated and finally ecotourism employment will be addressed.

#### **3.2.1 Attractiveness and accessibility of tourism employment**

The image and reputation of an occupation is an important stimulus in choosing a career, relating to both its content and its wider setting, particularly its social prestige. Occupations with a poor image tend to be regarded as unattractive, as occupational titles are seen as 'social currency' (Coxon & Jones, 1978). However, the relationships within this fusion may not be congruent and can be the subject of 'trade-offs'. Status and earnings can move in separate directions, as it is possible to trade a decrease in status for higher pay and vice versa.

In the case of tourism, employment is blighted by the confusing complexity of its own image. On the one hand there is an image of glamour, while on the other hand there is evidence of low pay and low status, as well as long hours and minimum training. Positive characteristics include opportunities to travel, meeting people, using foreign languages and variety. The general tourism literature depicts the tourism industry as a

low-skilled employer (refer to Mathieson & Wall, 1982; Jafari *et al.*, 1990) and the tourism employee is often seen as “*uneducated, unmotivated, untrained, unskilled and unproductive*” (Pizam, 1982:5). A large proportion of first-jobbers are taken in, therefore image plays a key role in recruitment and standards (Riley *et al.*, 2002:18).

In an international research project, *Tourism as a Factor of Change: a Socio-cultural Study*, which was undertaken under the auspices of the Vienna Centre in 1989, it was found that in general tourism jobs do not have much status or command respect. The most respected occupations in the industry were found to be hotel and restaurant managers, tourist guides and mountain refuge managers. A significant finding in the study was that despite the image problem, the majority of the respondents in each country expressed a willingness to take up a job in tourism (Jafari *et al.*, 1990:470).

The World Tourism Organisation (1983) provides a useful analysis of the status of jobs and professions across the different sectors of tourism and across a number of countries in the early 1980s. The major findings of its report are:

- Government organisation professions generally enjoy good status, probably as a result of the entry requirements, career opportunities and conditions of employment.
- As a result of growth in organisational size, higher entry requirements, development of vocational education and training and the involvement of regulatory and voluntary bodies, managers and supervisors in the accommodation sector enjoy improved status. Lower level jobs in this sector do not enjoy the same status.
- The transport sector, and especially air transport, enjoys favourable status.
- Apart from those working for the most prestigious tourist attractions, people working in this sector and the entertainment sector rarely enjoy high status.

- Those who engage in the central operations of tour operations enjoy reasonable status as opposed to the field staff in this sector, who generally have a low status.
- The status of travel agency occupations is generally low.
- Tourist guides tend to be self-employed and often work part-time. Their status varies from country to country. The status of the job is highest in countries with strong cultural values and where the entry requirements are high.

The variation in the appraisal and image of tourism occupations is probably most apparent in the comparison of developing and developed economies. Although most hotel jobs are regarded as menial, they pay better wages in developing countries than jobs in agriculture, and are therefore appraised relatively favourably (Cukier-Snow & Wall, 1993:197). Diamond (1997:551-553) comments that the appraisal of the skills level of tourism jobs is not absolute but depends on the general skills and education level of the country.

A general conclusion on the image of tourism occupations is that there is a great deal of ambiguity. Apart from the obvious contrast of glamour on the one hand and low menial status on the other, images also vary between countries. Evidence suggests that the image of tourism employment is generally closely identified with the actual work undertaken rather than evolving from some culturally influenced national occupational prestige hierarchy (Riley *et al.*, 2002:23). The implication of this is that actual experience of tourism work influences the construction of image in general as well as personal interpretation.

### **3.2.2 Characteristics of tourism employment that determines its attractiveness**

The tourism industry accommodates a great variety of skills, ranging from high technical skills to relatively low or non-relevant skills.

As a result of constant fluctuations in consumer demand, both in terms of quality and quantity, improvisation and flexibility are important, and routine plays a minimal role.

Tourism offers an attractive alternative for many when compared to monotonous occupations such as factory work. The lack of routine and close supervision results in a positive attitude amongst employees to their low-paid jobs.

Tourism employment may be attractive because of the relative ease of entry. The ease or difficulty of access affects the value placed on the occupation and easy access could mean that potential incumbents place a low value on that occupation. This is however not the case where the occupation requires higher technical skills as is the case with management and entrepreneurial positions.

### **3.2.3 Diversity and quality of tourism employment**

It is widely acknowledged that the tourism industry is currently the largest generator of jobs in the world and has become increasingly important in developing and developed nations as they reinvent themselves as service economies. Since hospitality and tourism enterprises capitalise heavily on manpower resources, it has also established itself as the largest generator of jobs worldwide. The WTTC predicts that in the decade of 2005 the tourism industry will add one job every 2.3 seconds and create approximately 125 million new direct and indirect jobs, thereby accounting for 350 million jobs (Singh, 1997:299). This seems high if compared to the figures given in Section 3.1. However, it is not surprising that a body such as the WTTC will seek to aggrandise the number of people employed in the tourism industry as the organisation is seeking greater influence over governmental decision-making, which is likely to affect the industry (Nickson, 2000:170). Wood (1997a) foresees real difficulties in securing reliable statistical data because of the flawed interpretation of tourism employment statistics. According to Wood there is broad consensus on the core travel and tourism industries, which includes the hotel trade, restaurants, cafes and similar eating places, public houses and bars; night clubs and other licensed clubs; other forms of tourist accommodation; tourist offices and similar services; travel and related sectors, such as travel agencies and airport services. More controversial are the other industries such as libraries, theatres, museums, sport and related leisure provision, with a proportion of retail employment as the most controversial. Wood's criticism of the inclusion of these industries is directed not so much at the acceptance that a proportion of this employment is reliant on tourist activity, but more at the

actual number of jobs that are created by the tourism industry. It could of course be argued that the argument is merely a semantic one, however, more substantive and searching questions are raised by the fact that in a country such as the UK where tourism has frequently been viewed as a panacea for employment, all-inclusive definitions of tourism and tourism potential raise unrealistic hopes that the quality and quantity of jobs in tourism industries can in the short-term, compensate across the economic board for erosion of the nation's manufacturing base (Wood, 1997b:7)

Notwithstanding the above, travel and tourism is a key source of employment in both developed and developing countries. Moreover, within the broad classification of travel and tourism, there is massive diversity in the types of jobs generated, in relation to their technical skills demands, educational requirements, terms and conditions and the type of person likely to be attracted to employment in them (Baum, 1993).

For the purpose of this study only direct employment in the tourism industry and more specifically the ecotourism sector of the tourism industry, will be considered. Although an overlap with jobs in tourism and hospitality is inevitable, some applications in the ecotourism sector may be different. The purpose of the development of a curriculum for the ecotourism sector is not to duplicate skills required in tourism, hospitality and conservation, as there are already a number of qualifications that cater for these needs. Where duplication does exist it will be in entry level skills and the career path progress to careers that need additional skills in their application than those in tourism, hospitality and conservation. The following scenario provides an example: Like mass tourists, ecotourists need a place to stay. However, the employees running a lodge in an environmentally sensitive area need to consider waste, water and energy management more carefully than their counterparts in a city hotel. Apart from interpreting nature, and, in order to maximise visitor expectations while minimising impacts on sensitive areas, nature guides need to be aware of visitor management techniques, especially those that are applied to environmentally sensitive areas. The tables in the following sections identify jobs that successful candidates could pursue on completion of their respective qualifications.

### ***3.2.3.1 Diversity of tourism employment***

When attempting to define tourism employment the first problem encountered is the definition of tourism. Most of the definitions are supply orientated as they approach tourism as an aggregate of businesses and organisations (for example the definition of Leipers in Chapter 1). When trying to collate a list of these facilities the inherent difficulties in finding the boundaries of tourism employment become apparent. The greatest source of diversity is the variety of jobs associated with different sectors of the industry - diversity in size, business type and the extent of fluctuation of customer demand at establishment level. Even within sectors considerable organisational diversity, accompanied by a huge variety of occupations and skills, are apparent. It is therefore not surprising that the forms of employment, contractual obligations, working conditions and remuneration vary considerably between sectors and within sectors and by organisational size across all sectors. This diversity ensures that a variety of different types of workers are employed by the industry. The same job may vary in content depending on its context. Differentiating factors include standard of service, size of enterprise, type of product, type of clientele, location, seasonality and the required skills level (Burns, 1993:81-96). Although tourism is seen as a service industry, in the parlance of operational research its tasks also include materials processing, customer processing and information processing. There are also variations in employment status, as the industry offers jobs both on a full-time and part-time basis and requires stable and casual, seasonal and migrant labour (refer to International Labour Office, Hotel, Catering and Tourism Committee, 1989).

There is also significant process diversity within occupational diversity. Manufacturing tasks, service tasks and information processing tasks occur at the simplest level and are sometimes duplicated within one job. Added to this diversity is the modern operational management approach of mass customisation where mass demand is satisfied only by quasi-individualised products and services. The implication of such diversity for planning and research is that information about jobs has to be surrounded by descriptive variables that place the job in the correct industrial context. A considerable number of variables are needed to capture diversity, including job title, job content, job tenure, level of remuneration, level of skill, sector



employed, type of organisation, size of organisation and status or class of organisation.

### ***3.2.3.2 Quality of tourism employment***

For most tourists the quality of their experience is likely to be reliant to a large degree on the interactions they will have with the variety of front-line staff in the travel and tourism industry. Carlzon (1997:51) classifies these encounters as 'moments of truth' and suggests that they are crucial for organisational effectiveness, success, competitiveness and profitability. Indeed, within an industry that is characterised by diversity and heterogeneity in terms of the purpose, size, ownership and demands of the enterprise, the only real point of homogeneity is delivering service to customers and the need to manage people in such a way that they offer quality service. A fair deduction would therefore be that such front-line staff would be well paid, trained and motivated to offer outstanding service. The reality, however, is that such staff often have the lowest status in the organisation, are the least trained and the poorest paid employees of the company. To assess the implications of this situation an examination of the perceived quality of travel and tourism employment is needed.

Although the tourism industry is fragmented and spans many sectors, there are a number of universal themes in international tourism that are of concern to human resource professionals. Baum (1993:9-10) admits that these themes are likely to be apparent to a greater or lesser extent depending on the enterprise or destination context. He terms them as follows:

- Demography and the shrinking employment shortage, particularly in developed countries.
- The tourism industry's image as an employer.
- Cultural and traditional perceptions of the industry.
- Rewards and benefits/compensation.

- Recruitment, retention and staff turnover.
- Education and training, both within colleges and industry.
- Skills shortages, especially at higher technical and management levels.
- Linking human resource concerns with service and product quality and especially a limited recognition of the importance of human resource development in the provision of high quality products and services.
- Poor management and planning information about human resource matters in the tourism industry.
- The tendency to develop human resource policies, initiatives and remedial programmes that are reactive to what is currently happening rather than proactive to what is likely to occur.

Choy (1995:129) identifies four commonly held beliefs about tourism employment:

- tourism generates primarily low-skilled jobs,
- tourism generates low-paying jobs,
- tourism jobs do not offer high levels of job satisfaction, and
- tourism offers limited opportunities for advancement for local residents.

These beliefs are discussed in more detail below.

#### **3.2.4 Skills level**

In a research project conducted by Choy (1995), it was found that the predominance of hotels, and eating and drinking places drives the perception of the tourism industry as being relatively low-skilled. Only around 30% of the occupations in this category

are supervisory and/or skilled occupations. These findings correlate with a study by Riley (1991) on the skills profile of the British hotel and catering sector, which also has 30% supervisory and (skilled) craft jobs along with 6% managerial jobs. The remainder are semi-skilled or unskilled operative positions. Baum (1997:207-209) offers an alternative view and argues that subjective euro-centric views of skills levels are inapplicable to developing countries, where most tourism employment is likely to involve a relatively high level of skill, status and job security. Nonetheless, Riley (1993:48) suggests that as a consequence of the predominance of semi-skilled and unskilled jobs and the low entry barriers to employment, tourism often “*finds itself awash with newcomers*”. This means that a high level of on-the-job training is required which is costly to organisations. The low skills base results in a tendency for the industry to be low-paid.

### **3.2.5 Remuneration and reward**

The downward pressure on wage levels in the tourism industry is the result of a number of structural features as outlined by Baum (1995) and Riley (1993). The most important are:

- Small unit structure of the industry – The majority of businesses are small and medium-sized enterprises, and the industry is highly fragmented and heterogeneous.
- Fluctuation in levels of business activity – Consumer demands vary across large and small time periods.
- Cost pressures introduced by competition.
- A reliance on vulnerable and so-called marginal workers. These are the people in the labour market with little bargaining power such as young people, students, married women returning to work and ethnic minorities.

Note should be taken that despite these fundamental features there are differences in regions and sub-sectors.

Low pay is the primary reason for people leaving an employer in the tourism industry and plays a key role in the high levels of labour turnover. This has a range of attendant costs to the organisation, such as lost productivity, loss of customer service skills, time taken to train and inculcate new members of staff to the organisational culture and the possible loss of repeat business.

An interesting fact is the classification of tourism-related employment and a possible disjuncture between hospitality and tourism employment in terms of its level of 'glamour' as raised by Wood (1997b). Wood's concern lies in the perception that non-hospitality related tourism employment might be perceived as having a more positive image than hotel and catering employment. Baum (1996:1-2) refutes this argument and argues that tourism also includes work that is low-paid and exploitive in character and states that this is a character of the small business environment.

It seems sensible to acknowledge that low pay remains a major and enduring problem in a number of sub-sectors and regions throughout the world and plays a key role in sustaining a general negative view of many areas of tourism employment.

### **3.2.6 Levels of job satisfaction**

Choy's study on the levels of job satisfaction indicates that a large majority (88%) of tourism industry workers are satisfied with their jobs (Choy, 1995:134). There is however little detail as to why these workers are satisfied.

### **3.2.7 Advancement opportunities for local residents**

With the globalisation of the tourism industry, multinational companies (MNCs) are increasingly becoming major role-players. They have located themselves throughout the world and face choices in their utilisation of parent country nationals (PCNs), host country nationals (HCNs) or third country nationals (TCNs). Choy (1995) found in the context of Hawaii that despite the increasing number of foreign-owned MNCs operating within Hawaii, the opportunities for local residents remained encouraging. Obviously this trend cannot be generalised and situations elsewhere may be different

as MNCs may be over-reliant on the use of expatriate labour. Nonetheless good practice would support the development of local residents by travel and tourism MNCs as far as this can reasonably be achieved.

### **3.2.8 Ecotourism employment**

The White Paper on Tourism (South Africa, Department of Environmental Affairs and Tourism, 1996) indicates that South Africa has become a global leader in ecotourism and proposes responsible tourism as the key guiding principle for tourism development. South Africa has risen as top destination in Africa, ranking 25<sup>th</sup> among the world's top destinations in 1998 (rising from 55<sup>th</sup> place in 1990) - proof that tourism increased dramatically since the country's first democratic election in 1994. From these figures it is evident that ecotourism is providing increasing opportunities for employment and will continue to do so into the future (South Africa, Department of Arts, Culture, Science and Technology, 1999:10-12). However, a number of questions arise regarding the nature of the employment provided, which further raises issues relating to the type of ecotourism education and training required. The following questions could be asked regarding the industry sector and employment growth:

- Is the perceived growth in ecotourism resulting in increasing employment opportunities?
- Is ecotourism really growing, or is there just increased recognition of the place of certain nature-based operations within the overall market?
- Is there a growing demand for qualified employees?
- What jobs are available, and what skills, experience and training are employers looking for in applicants to fill these jobs?
- What does the ecotourism industry expect of prospective employees?

- Does the ecotourism industry offer a spectrum of opportunities, seeking employees with a range of skills and experiences?
- Is there a growing demand for graduates in ecotourism?
- Do ecotourism operators need to employ university/technikon graduates?
- Where do graduates trained by universities/technikons and THETA (Tourism and Hospitality Training Authority of South Africa) fit into an ecotourism job spectrum?

During the brainstorming session held in Pretoria in November 2001 (refer to Chapter 1) the conclusion was drawn that the National Parks Board was the single biggest employer for ecotourism graduates in South Africa, and that a large number of employment opportunities existed in the eco-lodge business. Inbound tour operators, specialising in ecotourism are limited in this sector of the South African tourism industry. Most skilled employees enter this sector either on the accommodation side or as field guides. The curriculum must therefore emphasise entrepreneurship, as many of the students will probably start their own businesses once they have successfully completed the programme. Specialisation in ecotourism education programmes will raise the level of professionalism of the sector, create entrepreneurs, provide better service and create meaningful experiences for tourists, ensuring repeat business, and hopefully creating more and better employment opportunities within the sector.

### **3.2.9 Conclusion**

A number of key areas within tourism employment have been reviewed to assess whether the quality of this employment is 'good' or 'bad'. There is no universal truth, but there is much talk about the need to move towards a virtuous circle approach of high quality products and services, high training standards, good terms and conditions of employment, high skills and low labour turnover. John Naisbitt predicts that "*the global economy of the 21<sup>st</sup> century will be driven by three super-service industries - telecommunications, information technology and travel and tourism*" (Naisbitt as cited by Kelley, 1997:2). As travel and tourism is now widely acknowledged as the

largest employer in the world, it is increasingly imperative that regions, nations, organisations and managers address the problems of poor human resource management practices, if the new 'super-service' industry is to offer a significant proportion of the world's population a positive employment experience.

In order to address the above-mentioned problems there is a need for tourism leaders to support tourism studies. Currently the industry is dominated by small businesses led by entrepreneurs and self-made men who have no formal tourism training and who do not necessarily recognise the need to support tourism courses and to increase the overall professionalism of the industry (Cooper *et al.*, 1996:48). Furthermore, tourism is a relatively young subject area that developed from sector-based vocational courses offering narrow skills training. The approach to tourism education is also fragmented, accentuating a lack of clear direction for sustained development (Cooper *et al.*, 1996:48). Tourism education is further affected by the nature of the tourism industry, which is diverse and fragmented and cuts across many sectors impinging upon a wide range of operations. Definition is thus extremely difficult and the development of suitable and appropriate study at all levels to meet the needs of an indefinable industry is a difficult task. Although many of the employment opportunities created in tourism and hospitality are low-skilled, low-paid jobs, at least 30% of the more than 200 million employment opportunities worldwide are for skilled employees and at least 6% of these are managerial positions (Choy, 1995:131). It is for these positions that higher education institutions need to develop programmes. As better and more scientifically developed tourism courses are designed, and more educated professionals enter the industry, tourism can truly become one of the three super-service industries of the 21<sup>st</sup> century.

### **3.3 TOURISM/ECOTOURISM EDUCATION AND TRAINING**

As noted in the previous section, travel and tourism generate jobs across the employment spectrum from high-tech managerial posts to limited skill entry level and 'shop floor jobs'. The tourism industry is however, often depicted as one of drudgery which suggests that once in these jobs many employees suffer from low pay, anti-social conditions, limited or no training, a lack of job security, poor treatment from employers and contempt from customers (Baum, 1995). All these factors suggest that

education and training could play a key strategic role in ensuring the professionalism of this growing industry.

### **3.3.1 Extent and nature of tourism education**

At the beginning of the 21<sup>st</sup> century tourism educators are in the enviable position of witnessing not only the growth in the tourism industry worldwide and the expansion of tourism employment, but also a growth in tourism courses. The number of tourism courses has shown a marked increase over the past two decades. According to Cooper *et al.* (1994:35-36) and Busby *et al.* (1997:105) tourism courses at undergraduate level increased more than tenfold in the five years between 1986 and 1991, while Airey & Johnson (1999:229) report that there was also a significant growth in postgraduate provision in the 1990s. This dramatic increase is due to the significant number of applicants attracted by tourism and the fact that courses in tourism are relatively cheap to offer. According to a study conducted in Australia by Stear and Griffin, many courses have a distinct leaning towards hospitality and in one case it was very difficult to find any broader tourism content (Stear & Griffin, 1993:49). Gunn (1998:75) indicates that most tourism and hospitality courses provide training for specific jobs and are therefore vocationally motivated. This is not necessarily the case with the provision of ecotourism courses. This section will therefore investigate the extent and nature of tourism education and more specifically ecotourism education in Australia and South Africa.

### **3.3.2 Problems in tourism education**

There is a discernable move in further and higher education to establish tourism as a recognised area of study. However, there are still many problems associated with the development of tourism. These need to be considered and overcome if tourism really is to be accredited with the recognition it deserves. Cooper *et al.* (1996:45-48) list the following problems:

- Tourism is often seen as contributing case study material to add interest to and enrich other disciplines such as economics or geography. This has important implications for the credibility of the subject area and the political influence



tourism educators have within their institutions. The disadvantage of using tourism to enliven more traditional subjects makes tourism subservient and perhaps less credible as an activity in its own right.

- Tourism possesses elements that are attractive to other disciplines. The multi-disciplinary approach to tourism education where the human dimensions of tourism are accentuated, is attractive to geographers, whilst the commercial activity associated with tourism absorbs economists.
- The multi-disciplinary nature of tourism makes it difficult to handle institutionally and may result in political in-fighting. If tourism or tourism educators begin to pose any threat to the more established disciplines, departments and institutions may tend to retreat behind the façade to the traditional disciplines which are considered more acceptable at the expense of tourism.
- As a relatively young subject area tourism lacks the history and evolution of some of the more mature fields of study. The theoretical underpinning is still lacking in tourism.
- Without this theoretical basis upon which the subject can develop and grow, a fragmented approach to tourism education currently exists. This accentuates a lack of clear direction for sustained development, an absence of theory and focus and the lack of an embracing and comprehensive framework within which the subject may be effectively taught.
- Without this framework the subject may disintegrate, with the different elements that currently make up the tourism curriculum reverting back to their parent disciplines.
- The general view that leisure as an area of study is somewhat 'soft'. Ignorance and a lack of credibility for the subject seem to be widespread and ingrained.

- There is a lack of historical numerical data and information, which is required to facilitate cross-cultural comparisons and valid research. Furthermore, tourism lacks the established methodologies that must be developed and adopted in the pursuit of subject development.
- Tourism education is also affected to a large extent by the nature of the tourism industry. The industry is diverse and fragmented, cutting across many sectors and impinging upon a wide range of operations. Definition is difficult and the development of suitable and appropriate study at all levels to meet the needs of an indefinable industry is a difficult task. Despite this, the education-industry relationship is better defined at the lower levels of training. The definition of skills-based and technical expertise is easier to identify and to fit within education curricula. It is also difficult to develop links with one sector of the industry without alienating the other, so a decision has to be taken as to whether to develop specialist or generalist programmes.
- There is no guarantee that the sector as a whole is interested in employing graduates.
- The industry is dominated by small businesses, and everyday operating costs and pressures leave little time to invest in training or education.
- There is often mistrust of education, as many tourism businesses are led by entrepreneurs and self-made men who have no formal training in tourism, and who do not necessarily recognise the need to support tourism courses and to increase the overall professionalism of the industry.

Tourism as a subject area is interesting, exciting and dynamic, however it does not lend itself easily to study. It is difficult to teach and difficult to learn. To handle tourism education effectively, the subject needs to be broken down and simplified. In doing so, there is the danger that something may be lost in the translation, as linkages between sectors and areas are not made explicit. Consequently, developing a framework within which tourism education can develop is a very difficult task.

### **3.3.3 General criteria for the selection of curriculum content**

The identification of content necessary in higher-level tourism courses is problematic (Cooper & Shepherd, 1997:34-47) mainly because tourism as a subject “*sprawls inconsiderately across industrial sectors and academic disciplines*” (Cooper & Westlake, 1989:70). According to Cooper & Messenger (1991) and Fletcher (1996:11) many courses have evolved due to the initiatives of individuals, which make teaching staff reluctant to give up the right as to what is taught. Four criteria for the selection of content have been proposed by Hunter-Jones (1997:339-340):

- Law relevant to tourism.
- The major areas of the tourism industry and their needs to be respected.
- The discipline must reflect the obligations of managers to consumers, employees and the community at large.
- The course must reflect the opportunities of organisations to develop and carry out their business.

### **3.3.4 The core curriculum debate**

Despite international moves to standardise tourism curricula, there is still immense diversity in the ways in which tourism as pedagogical subject is taught and interpreted by individual educators and departments. Because of this diversity a tourism core curriculum, that identifies the main subject areas that are considered important, is advocated in the higher education sector. Surveys that have been carried out show considerable support for the core curriculum approach. Those in favour of introducing a minimum core curriculum see it as an attempt to develop a consensus-based approach to teaching tourism, which, they argue, would be instrumental in improving overall quality (Cooper *et al.*, 1996:179-180). According to the supporters a minimum core curriculum would help minimise confusion amongst students as to what a tourism qualification actually involves and give a more general understanding within the industry as to what should be expected of graduates of tourism who emerge from

tourism-specific programmes with a higher level qualification. Those opposed to a core curriculum argue that it is neither necessary nor appropriate and do not concede that an agreement outlining the desirable elements of a minimum core curriculum would add anything to the standard or quality of teaching or learning. They argue that all it would accomplish would be to inhibit the creativity and innovation that currently exist within the teaching of tourism (Cooper *et al.*, 1996:179-180).

Core curricula for tourism studies have been developed and modified by a number of bodies. Table 3.1 includes the body of knowledge as proposed by three initiatives.

**Table 3.1: Core body of knowledge as proposed by Burkhart & Medlik (1974), the Tourism Society (1981) and the National Liaison Group (1995)**

<b>Burkhart &amp; Medlik (1974)</b>	<b>Tourism Society (1981)</b>	<b>National Liaison Group (1995)</b>
<ul style="list-style-type: none"> <li>• Historical development</li> <li>• Anatomy of tourism</li> <li>• Statistics of tourism</li> <li>• Passenger transport</li> <li>• Accommodation</li> <li>• Tours and agencies</li> <li>• Marketing in tourism</li> <li>• Planning and development</li> <li>• Organisation and finance</li> <li>• Future of tourism</li> </ul>	<ul style="list-style-type: none"> <li>• What is tourism</li> <li>• Historical development of tourism</li> <li>• Determinants and motivations in tourism</li> <li>• Statistical measurement and dimensions</li> <li>• Significance of tourism</li> <li>• Component sectors</li> <li>• Marketing</li> <li>• Physical planning and development</li> <li>• Organisation</li> <li>• Finance</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning and nature of tourism</li> <li>• The structure of the tourism industry</li> <li>• The dimensions of tourism and issues of measurement</li> <li>• The significance and impact of tourism</li> <li>• The marketing of tourism</li> <li>• Tourism planning and management</li> <li>• Policy and management in tourism</li> </ul>

Table 3.2 provides an exposition of the themes identified by the National Liaison Group, as identified by both academics and practitioners as important for the study of tourism.

**Table 3.2: Exposition of the themes of the National Liaison Group (1995)**

THEME	
The meaning and nature of tourism	Definition, social and other conditions and determinants of tourism and tourism motivations.
The structure of the tourism industry	The interrelationships of the main component sectors and their operating characteristics of the industry.
The dimensions of tourism and issues of measurement	The sources and data, and the management of information. Scope, geographical knowledge and perspectives, patterns and determinants of demand and other sources of tourism.
Significance and impact of tourism	Economic costs and benefits of tourism, as well as social and environmental consequences.
The marketing of tourism	Application of marketing theories.
Tourism planning and management	Sustainable tourism, destination and site planning and partnership issues.
Policy and management in tourism	Public sector policy, organisation in tourism and visitor management issues.

According to Riley *et al.* (2002:179-180) tourism education tends to become more managerial as tourism becomes more commercial.

Note should also be taken of the post-Fordist paradigm of industrial production with its emphasis on flexibility and flatter management hierarchies. This has led Young (1998:74) to recommend a generic core of knowledge and skills that is connected to specialised study. The concept of connective specialisation as he terms it, stems from two issues: the opportunity for students to make choices and combine different kinds of learning in new ways, and improving coherence - the sense of clarity that students need to have in order to know what they need to learn. His concept emphasises the importance of specialists *"sharing an overall sense of the relationship between their specialisation and the whole curriculum"* (Young, 1998:77).

A review of the types of tourism degrees should also consider the issue of work experience as training in practical skills is regarded as essential by the industry. This is reflected in the integration of an industrial year or professional stage into the majority of degree level course structures (Cooper & Shepherd, 1997:35).

### **3.3.5 Industry/academia cooperation**

The need to establish closer links between business and academia is recognised in most parts of the world. In this context an implicit goal should be to improve the relevance of the education to the needs of the business community. Educational institutions should do more to make students aware of the requirements of the industry for which they are being trained beyond those attributes provided by their course. More could be done to facilitate work experience programmes and more emphasis should be placed on the development of business management skills and personal communication skills.

#### ***3.3.5.1 Influence of industry upon curriculum content***

Tourism comprises too many sectors for any one, or even a few, professional bodies to control employment (Busby, 2001:35). Making use of the relevant professional bodies would do little more than magnify the diversity of opinion. Holloway (1993:108) points out that a dedicated tourism course could reflect the views of an influential section of travel employers but that may prove too narrow in scope for long-term career development. It is however most important that industry's inputs are accommodated in curriculum design. South African technikons rely on industry advisory committees in order to achieve this. For each programme offered at a technikon, an advisory committee, consisting of faculty members and experts from industry, is appointed to assist and advise on market demands and needs. These committees are also used to facilitate issues such as in-service training, curriculum development, identification of industry courses and so forth. As the courses offered by the technikons are career-focused, the importance of a curriculum that reflects an appropriate balance between practice and theory is paramount. This view is shared by Go (1994:336).

The implicit influence that industry could have on the curriculum through frequent involvement with university staff and students, is emphasised by Busby (1994). Several other authors however, are of the opinion that educators, influenced by their

individual biases, design tourism curricula with little/no input from the tourism industry (refer to Keyter, 1982; Knutson, 1989; Golden, 1992).

The results of a study conducted by Koh (1995b), where he specifically solicited the views of industry on the types of human resources that would be most needed by industry and the scope of the knowledge/skills that 4-year tourism graduates would be expected to possess, indicated that the curriculum should comprise 40% general education, 30% business education, 25% tourism education and 5% experiential training. The themes identified for each educational cluster are contained in Table 3.3.

**Table 3.3: Knowledge and skills required from 4-year tourism graduates as proposed by industry (Koh 1995)**

<b>EDUCATIONAL CLUSTER</b>	<b>THEMES</b>
<b>GENERAL EDUCATION</b>	Written communication skills, interpersonal relations, ethics/social responsibility, societies and cultures of the world, use of natural resources and related issues, computer literacy, arithmetical skills, government and citizenship, leisure appreciation and foreign languages.
<b>BUSINESS EDUCATION</b>	Management theories, marketing theories, principles of service management, entrepreneurship and innovation, accounting principles, principles of finance and principles of economics.
<b>TOURISM EDUCATION</b>	Dynamics of the travel industry, tourism geography, tourism development policies, hospitality operations, principles of tourism planning/design, planning for special events/conventions, tourism research methodologies, statistics for tourism research and the laws for the travel industry.
<b>EXPERIENTIAL EDUCATION</b>	Three summer internships to be offered during the first three years of the programme, each internship varying from 300 to 500 hours

(Koh, 1995a:68-72)

It was advised that this curriculum should be reviewed periodically to maintain its relevance to the needs of students and industry. The conclusion was that a marketing approach to curriculum design could be a win-win strategy for all parties concerned.

The curriculum would be more in line with industry's needs and expectations and students could look forward to a multitude of challenging job opportunities awaiting them in a dynamic industry.

### ***3.3.5.2 Formal education/training for tour operators and tourist guides***

It is important to take note of Lipscombe and Thwaites (2001:630), who is of the opinion that a credible tourism industry is dependent on training and education that provides specialised skills, especially at the tourist/operator interface: the guide. At this level particular emphasis needs to be placed on training that includes a significant proportion of environmental and cultural content, combined with training in interpretation.

In Australia, as in South Africa, formal education and training programmes for tour operators and tourist guides are still relatively new. While the tourism industry has well-established education and training programmes and awards for the management and hospitality/travel consultants sectors, programmes for tourist guides and tour operators remain outdated with a focus on service-related functions. In a tour guide standards review done by the EAA in Australia (Ecotourism Association of Australia, 1998), the standards do not reflect the dramatic changes in the tourism industry in the last decade, with the market becoming increasingly sophisticated, increasingly knowledgeable on environmental and cultural issues and demanding more authentic experiences. This is especially interesting as the South African Tourism and Hospitality Education and Training Authority (THETA) appears to differ from this approach. Steyn (2001), a director of Drumbeat College, currently one of the few THETA accredited institutions to train guides, finds these attributes entirely unnecessary in especially nature/field/ecotourism guides. It should be kept in mind that THETA offers vocational skills and this might be the reason for their position on the guiding issue. As previously mentioned, tourists have become much more sophisticated. In most countries frontline staff such as tourist guides, determine the experience of the tourist and their conduct and the information they provide will determine whether the expectations of the tourist have been met. It is therefore important that higher education institutions train guides to enable tourists to have memorable experiences.



### ***3.3.5.3 Industry accreditation***

The Ecotourism Association of Australia has instituted an industry accreditation programme in an endeavour to increase service delivery standards. The programme is designed to provide a range of benefits for ecotourism businesses, potential ecotourism clients, natural areas where ecotourism occurs, natural area managers and local communities where ecotourism could or does occur (Ecotourism Association of Australia, 1996:3). This self-assessed programme is comprehensive in identifying the accreditation criteria and bringing industry closer to its professional association. It places very little emphasis on the need for operators and/or guides to have attained a recommended level of education and training, and does not differentiate in any way the value of the numerous levels of education and training available.

In South Africa THETA represents industry interests. It has developed qualifications and registered these qualifications in the form of unit standards with the South African Qualifications Authority (SAQA). Most of the qualifications focus on hospitality and general tourism and are currently offered as learnerships. Learnerships have been introduced by the Department of Labour in order to address the inequalities of the past and enables learners to obtain formal qualifications in the workplace. Learnerships are formal qualifications that include practical experience as well as theoretical knowledge and are offered in cooperation with employers.

### ***3.3.5.4 Industry's expectations of graduates***

An important issue for industry and education, not addressed to date, is the need for both groups to be realistic about their expectations of new graduates. Although students mature during their first 3 years of academic study in a training/educational institution, and fieldwork/placements provide some experiential learning, employers should not expect a graduate to be a fully-fledged professional. Experience gained during the early years of employment, complementing previous education and training, is a necessary aspect of professional development for graduates. This potential for misunderstanding on both sides contributes to the importance of developing effective mechanisms for liaison between parties (Prosser, 1990:5).

### **3.3.5.5 *In-service training***

The schism between academic learning and knowledge gained by actually performing the multiple tasks required of any position in the workplace has led the tourism industry to express concern about the lack of correspondence between theory and practice. In answer to these concerns educators have devised models and methods of experiential learning. Educators acknowledge that students should be actively involved and be able to apply relevant learning to seek flexible solutions to immediate practical problems. Other relevant objectives of experiential learning include developing an understanding of the interactive nature of the relationship between theoretical concepts and practice, consideration of the perceptions and professional assumptions of an occupational group, flexibility in responding to situations and awareness of the demands of professional practice (Weil & McGill, 1990:4-7). From an industry perspective this is best done through active involvement in industry through placing students in industry during the training course.

### **3.3.6 Ecotourism education and training**

Although all the aspects discussed in this chapter thus far is also applicable to ecotourism education, ecotourism faces different challenges than other types of tourism or tourism in general, and therefore needs different considerations when developing a curriculum to address the needs of this specific industry sector. It enforces the argument that a curriculum should be developed to specifically address these needs. If ecotourism is to reach its full potential, a skilled workforce with the capacity to market, interpret and deliver ecological, cultural, social and financial sustainable products, is of vital importance.

The concept of ecotourism and a growing awareness of environmental issues and interests in natural and cultural heritage conservation have evolved simultaneously in recent decades. Worldwide, commercial operators are finding it economically viable to offer tour experiences that focus on the natural and cultural values of an area and/or which are provided in a natural setting (Buckley & Pannell, 1990:28). It is also evident that there is a growing emphasis on ecologically sustainable practices with respect to activities and development.

### 3.3.6.1 The nature of ecotourism education

There are a number of principles that set ecotourism apart from other types of tourism, which in turn, create different educational challenges when compared to mainstream tourism programmes. These principles are explained in Table 3.4.

**Table 3.4: Principles that set ecotourism apart from other types of tourism**

PRINCIPLE	EXPLANATION
<b>NATURAL AREA FOCUS</b>	Ecotourism relies on the use of natural areas, and/or places with special biological, ecological or cultural interest.
<b>EDUCATION AND INTERPRETATION</b>	Ecotourism should include components of education and interpretation of natural and cultural aspects of a place. Visitors should learn about and develop a respect for the culture of the places they visit, develop an understanding of nature and natural processes of that place and, through this process, for other places and conservation.
<b>ECOLOGICALLY SUSTAINABLE MANAGEMENT</b>	Ecotourism is managed to avoid or minimise negative impacts and to confer benefits on host communities and environments, for present and future generations.
<b>CONTRIBUTION TO CONSERVATION</b>	Ecotourism must be low impact or at least well-managed and must therefore benefit conservation. The benefit can be a net benefit: changed community norms through education and consequently, changed political and social priorities.
<b>BENEFITS TO LOCAL COMMUNITIES</b>	Ecotourism should generate economic, cultural and social benefits for local people. This may be in the form of increased employment and entrepreneurial opportunities or, it may be by way of strengthening specific cultural traits or values. At the very least ecotourism should have net benefits for social and economic development.
<b>CULTURAL CONTENT</b>	Ecotourism recognises that it is possible to identify and apply management approaches that reduce the stresses on

communities and maximise the flow-on benefits to them.

(Based on Lipscombe & Thwaites, 2001:628).

An analysis of ecotourism definitions identifies three dimensions that represent the main essence of the concept. According to this interpretation ecotourism is

- nature-based,
- environmentally educated, and
- sustainably managed.

The last dimension is taken to encompass both the natural and the cultural environments (Buckley, 1994:661). Another feature of the ecotourism experience is education and interpretation of the natural environment and any associated cultural manifestations. The main purposes of education and interpretation involves satisfying the tourist's need for information regarding natural and cultural attractions and changing, in a pro-environmental way, the knowledge, attitudes and/or behaviour of the tourist, with a view to minimising negative impacts and producing a more environmentally and culturally aware citizenry. In terms of ecologically sustainable management, this term was brought to prominence with the publication of *Our Common Future*, a report by the World Commission on Environment and Development (WCED) in 1987. The WCED defines sustainability as "*meeting the needs of the present without compromising the ability of future generations to meet their own needs*" (World Commission on Environment and Development, 1987:8). The sustainable development concept appears to take one of two main forms. The first is a generalised, normative and energised response associated with the pursuit of synergism and balance among environmental impacts, economic development, participatory processes, inter-generational and intra-generational equity, sustainable livelihood and so on. This perspective, therefore, tends to see the pursuit of sustainable tourism development as involving the balancing of social, economic and environmental goals (Wight, 1993:3). The second perspective is narrower and involves the development of formal rules for sustainability.

Formal rules for sustainability have been developed by Bramwell and Lane (1993) and the Tourism Concern (1991). The two principles that are commonly highlighted in the ecotourism context are that ecotourism should support both local economies and conservation. This can take a variety of forms. Potential economic benefits include foreign exchange earnings, employment, infrastructure development, long-term economic stability and economic diversification (Wight, 1994:39-56).

Various authors have however raised concerns ranging from impacts on host communities (Finucane, 1992:13, Pearce, 1992:29-30), on the creation of commercialised culture (Scheyvens, 1999:246) and on the kind and amount of tourism that should occur. Honey (1999) addresses the social and environmental capacity of tourism and Twining-Ward (1999) the issues of scale and the intensity of tourism development. Ecotourism is, however, more than just sightseeing - it is an experience that differs fundamentally from the mass tourism experience and although it offers a less problematic form of tourism than mass tourism, it is potentially as diverse as the problems associated with mass tourism. Butler (1992:33) mentions that tourism can have detrimental impacts with regard to price rises (labour goods, taxes, land); changes in local attitudes and behaviour; pressures on people (crowding, disturbance, alienation); loss of resources, access, rights, privacy; denigration or prostitution of local culture; reduction of aesthetics; pollution in various forms; lack of control over the destination's future; and specific problems such as vandalism, litter, traffic and low-paid seasonal employment.

Many of these problems are addressed by the sustainability principles. However, ecotourism often offers an alternative to mass tourism in ways that do not necessarily fall within the sustainability principles. Tourists seek authenticity, immersion, self-discovery and quality rather than quantity (Hall & Weiler, 1992:4-6).

From this discussion it is clear that there are a number of issues involved in ecotourism that differ from mainstream mass tourism. The development of a curriculum to address the education of this sector should include these aspects.

### **3.3.6.2 The importance of interpretation**

An ecotourism experience is usually associated with learning and environmental consciousness. Bragg (1990:12) describes ecotourism as involving *“active appreciation, education or interpretation...[it] strengthens environmental awareness, concern and commitment, through an increased understanding and appreciation of nature.”* It follows that if ecotourism seeks to promote responsible travel, its foundation should be education, and it should aim to include both the local community and domestic and international travellers.

In the ecotourism context interpretation and education should serve two distinct roles, the first being to satisfy visitor information needs and the second that of visitor management. Interpretation has an important role, as it allows the ecotourist a better understanding, awareness and appreciation of the natural and cultural environment. Ecotourist activities often involve active participation, and education and interpretation create the potential to provide the ecotourist with an environmental consciousness and to facilitate long-term attitudinal and behaviour changes. Educating the tourist about the nature of the host community and the region, addressing natural resource management issues, informing them of the consequences of their actions, enhancing their experience and encouraging them to engage in sustainable behaviour can all be achieved by interpretation. It is important for natural resource managers as well as industry operators to disseminate information to ecotourists on appropriate behaviour in fragile social and natural settings, especially with the increasing numbers of people visiting heritage sites.

Interpretation is also a management tool in the natural resource management profession, where these strategies previously focused on physical and regulatory controls. It has the capacity to reduce inappropriate behaviour on a voluntary basis through education (Frost & McCool, 1988:6; Alcock, 1991:15) and is an essential management function for every park, recreation area and reserve (Herbst, 1979:2). These programmes, however, must be well planned and regarded as an integral part of the ecotourism planning and development process in order for them to be successful. While these programmes have traditionally been provided by government agencies, such as national park and forestry organisations, ecotourism operators are in an excellent position to provide environmental and cultural interpretation, and have

recognised its importance in terms of meeting the needs of the tourist as well as protecting the resource.

### ***3.3.6.3 Ecotourism degree programmes on offer in Australia***

The literature study revealed that there has been a worldwide proliferation of tourism courses in recent years. This is true for both the public and private higher education sector. Although many of these programmes include an ecotourism component, there are very few specifically tailored to the ecotourism sector of the tourism industry. Australia has been a leader in this field and important progress has been made in establishing ecotourism-specific degree programmes in higher education.

When developing their Bachelor of Applied Science Degree in Ecotourism the Charles Sturt University in New South Wales consulted various industry and government agency representatives on course structure and content. A range of knowledge, skills and attitude requirements, which would need to be developed in students to ensure that on graduation these students could contribute to the development of the ecotourism industry, were identified. These requirements are contained in Table 3.5.

***Table 3.5: Educational requirements identified by Charles Sturt University, industry and government representatives***

<b>REQUIREMENT</b>	<b>THEMES</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Contemporary philosophy and ethics towards ecotourism.</li> <li>• Basic ecological and geomorphological principles pertaining to Australia.</li> <li>• Australian wildlife and vegetation dynamics and interrelationships.</li> <li>• Environmental impact occurrence and management relating to ecotourism.</li> <li>• Ecologically sustainable development and environmental management principles.</li> <li>• Cultural heritage and cultural heritage management principles.</li> <li>• Business management theory.</li> <li>• Ecotourism business practices.</li> <li>• Communication and interpretation theory relating to natural and cultural heritage.</li> </ul>

	<ul style="list-style-type: none"> <li>• Leadership theory.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to apply philosophical and ethical practice in ecotourism management.</li> <li>• Skills in communicating the dynamics, interrelationships and management of natural and cultural heritage.</li> <li>• Skills in business management and ecotourism business practices.</li> <li>• Skills in the application of leadership theory.</li> <li>• Skills in recognising, evaluating and resolving tourism-related environmental, social and cultural impacts.</li> <li>• Ability to implement ecologically sustainable development principles pertaining to ecotourism.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• An appreciation of ecologically sustainable development principles.</li> <li>• An appreciation of ethical business practices.</li> <li>• An awareness of the importance of environment and heritage management to the ecotourism industry.</li> <li>• An appreciation of an ethical profile of ecotourism to the public through environmentally responsible ecotourism operations.</li> </ul>

(Lipscombe & Thwaites, 2001:630).

Busby (1994) reports on the Tourism Management Degree modules offered by the University of Plymouth. To qualify for a BSc (Honours) degree in Tourism Management, a student must achieve 120 credit points at each of three stages. Although stages 1 and 2 equate to years, stage 3 will not necessarily mean that a 3<sup>rd</sup> year student will undertake a 12-month sandwich placement. Table 3.6 illustrates the typical composition of the qualification.



**Table 3.6: Module structure of the BSc (Honours) Tourism Management of the University of Plymouth**

<b>STAGE 1</b>	<b>STAGE 2</b>	<b>STAGE 3</b>
<b>First semester</b>	<b>First semester</b>	<b>First semester</b>
Tourism Studies I	Tourism Planning and Management	Tourism Case Study
Tourism and the Environment	Financial Management II	Financial Management III
Financial Management I	Quantitative Methods	Business Strategy
Information Technology	Language	Honours Project A
Language	Accommodation Management I	Language
Front Office Service		Sustainable Tourism
<b>Second semester</b>	<b>Second semester</b>	<b>Second semester</b>
Tourism Studies II	Tourism Research Methods	Contemporary Issues
Tourism Behaviour	Marketing	Integrating Case Study
European Business Environment	Human Resources Management	Quality Management
Tourism and Hospitality Industries	Language	Honours Project B
Language	Accommodation Management II	Language
Accommodation Services		Advanced Research
		Methods and Tourism Forecasting

Stage 1 is concerned with introducing students to the phenomenon of tourism and is heavily orientated towards descriptive material rather than substantial analytical reviews. At Stage 2, students undertake two double credit modules, one being Tourism Research Methods. Business Management modules allow orientation towards the tourism industry.

#### **3.3.6.4 Ecotourism degree programmes on offer in South Africa**

Public higher education institutions in South Africa have been somewhat slower than private companies and very few have as yet designed courses to address the needs of this sector of the economy. As indicated in Table 3.7 there are currently a number of public higher education institutions offering either ecotourism or conservation modules which are applied to tourism.

**Table 3.7: Higher education institutions in South Africa offering ecotourism qualifications**

<b>INSTITUTION</b>	<b>PROGRAMME</b>	<b>DURATION</b>	<b>FROM</b>
<b>Technikon Pretoria</b>	<b>B Tech: Ecotourism Management</b>	<b>4 years</b>	<b>2001</b>
<b>Durban Institute of Technology</b>	<b>B Tech: Ecotourism Management</b>	<b>4 years</b>	<b>2003</b>
<b>Port Elizabeth Technikon</b>	<b>B Tech: Ecotourism Management</b>	<b>4 years</b>	<b>Approved by the CHE, implementation date January 2005</b>
<b>PU vir CHO</b>	<b>M Sc Ecotourism Management</b>	<b>3years</b>	<b>2002</b>

The B Tech: Ecotourism Management offered by the technikons (which includes the Durban Institute of Technology) includes all the modules identified by the Charles Sturt University.

It should be noted that technikons offer national qualifications and that all the technikons interested in offering a qualification, as well as their respective advisory committees, are involved in developing a core curriculum which forms the basis of a specific institution's programme. The core curriculum may however be enriched by 30% in order to accommodate regional and other requirements. Table 3.8 expounds the B Tech: Ecotourism Management offered by technikons in South Africa.

Note that the qualification is structured according to the prescriptions of the National Qualifications Framework (NQF) which provides for exit levels during a higher education programme after completion of 120 credits. In the case of a 4-year degree the 1<sup>st</sup> exit level is a National Certificate representing 120 credits, the 2<sup>nd</sup> exit level is a National Higher Certificate representing 240 credits, the 3<sup>rd</sup> exit level is a National Diploma representing 360 credits and the 4<sup>th</sup> exit level a B Tech degree representing 480 credits. To achieve 120 credits normally takes one academic year.

**Table 3.8: Subject themes of the B Tech: Ecotourism Management offered by technikons in South Africa**

<b>SUBJECT THEME</b>	<b>YEAR 1: NATIONAL CERTIFICAT E</b>	<b>YEAR 2: NATIONAL HIGHER CERTIFICAT E</b>	<b>YEAR 3: NATIONA L DIPLOMA</b>	<b>YEAR 4: B TECH DEGREE</b>
<b>Ecotourism Management</b>	Management of a small business	Financial management	Strategic planning	Advanced strategic management
	Entrepreneurship	Human resources management		Integrated case studies
	Business plan			
<b>Ecotourism Development</b>	Overview of the tourism industry	Marine tourism Rural tourism Cultural tourism	Sustainable tourism	Resort planning and strategies
	Tourist motivations			Leisure facility planning
	Distribution channels			Environmental management
	Transportation			
	Accommodation			
	Attractions and entertainment			
	Impacts of tourism			
	Future tourism trends			
<b>Biology</b>	Five Kingdom systems of classification	Use of botanical keys	Utilisation of plants	Problem plants
	Organography of plants	Animals: vertebrates	Animals	Conservation
	Animals: invertebrates	Ecology	Ecology	Biology
	Ecology			Ecology

<b>Ecotourism Practice</b>	Global eco-destinations	Tour operations		
	Tourist guiding	Guest house and lodge management		
	Conferences and other eco-events	Customer care		
		Resort management		
<b>Ecotourism Interpretation</b>	Communication skills	Interpretive planning and interpretation techniques	Field guiding	
<b>Wildlife Management</b>	Animals	Animal behaviour		
	Plants	Game diseases		
	Geology and soils			
	Astronomy			
	Game farm management			
<b>Ecotourism Marketing</b>	Product pricing, distribution, retailing and wholesaling	Motivations		
		The marketing mix		
		Sales techniques		
		Branding and franchising		
		Trends in the market		
<b>Computer Studies</b>	Introduction to computer software and the Internet	Implementing the marketing concept		
<b>Experiential Training</b>				
<b>Research</b>				Introduction to scientific

Methodology				research methodologie s
				Project proposal

Table 3.8 indicates that the focus of the B Tech: Ecotourism Management is on the management aspects of ecotourism, the development aspects and the conservation aspects. The percentage within this particular qualification devoted to conservation is 43% and the tourism-related issues carry a weight of 57%.

The division of the subject themes in the B Tech: Ecotourism Management into subjects is provided in Table 3.9.

**Table 3.9: Structure of the B Tech: Ecotourism Management offered by technikons in South Africa**

YEAR	SUBJECTS	YEAR/SEMESTER SUBJECT
<b>1<sup>st</sup> year</b>	Ecotourism Biology I	Year
	Ecotourism Development I	Year
	Ecotourism Management I	Year
	Ecotourism Marketing I	Year
	Ecotourism Practice I	Year
	Ecotourism Interpretation I	First semester
	Ecotourism Interpretation II	Second semester
	Wildlife Management I	Second semester
<b>2<sup>nd</sup> year</b>	Ecotourism Biology II	Year
	Ecotourism Development II	Year
	Ecotourism Management II	Year
	Ecotourism Marketing II	Year
	Ecotourism Practice II	Year
	Ecotourism Interpretation III	Second semester
	Wildlife Management I	Second semester
	Computer Usage I	Year



YEAR	SUBJECTS	YEAR/SEMESTER SUBJECT
3 <sup>rd</sup> year	Ecotourism Biology III	First semester
	Ecotourism Development III	First semester
	Ecotourism Management III	First semester
	Experiential Training I	Second semester
4 <sup>th</sup> year	Ecotourism Biology IV	Year
	Ecotourism Development IV	Year
	Ecotourism Management IV	Year
	Research Methodology	First semester
	Ecotourism project	Second semester

### ***3.3.6.5 Problems in developing ecotourism degree programmes in the technikon sector in South Africa***

All the problems mentioned in Section 3.3.2 are applicable to ecotourism education, even more so than for mainstream tourism. The problem regarding the multi-disciplinary nature of tourism (and ecotourism) which makes it difficult to handle institutionally, has proved to be very true in the technikon sector. Differences between the tourism departments and the more established departments of nature conservation and hospitality management regarding subject content and the main thrust of the programme, have not been resolved, and the tourism departments are not quite satisfied that the subject content that they feel should be included, have in fact been included in the existing ecotourism degree curriculum. The first higher education institution in South Africa to institute the B Tech: Ecotourism Management, was Technikon Pretoria, who did so in 2001. It was however, felt right from the start that the programme did not quite meet the requirements of industry, or of academics in the Department of Tourism for that matter, who feel that the qualification does not provide graduates with all the necessary skills and knowledge for following career paths to managerial level.

A problem not addressed in Section 3.2.2, and which specifically applies to the technikon sector in South Africa, is the practical problem of the time from inception

to implementation of a new programme. It should be noted at this stage that there are 3 sectors offering higher education in South Africa: universities, technikons and private institutions. Universities are autonomous and may curriculate and implement educational programmes without consultation from other institutions. Technikons on the other hand, offer national qualifications and all technikons in the country interested in offering a new qualification, as well as industry, are involved in the curriculum process. Curriculum development is therefore a long and cumbersome process, that may take anything up to 3 years from inception to implementation. Once consensus has been reached on the content of the curriculum, the qualification has to be registered with the South African Qualifications Authority (SAQA), after which an individual technikon may apply to the Committee for Higher Education (CHE) to offer the qualification. In the case of a vibrant subject field such as tourism, the curriculum may from industry's viewpoint, be outdated before implementation. Most of the private higher education institutions offer qualifications developed by the Sector Education Training Authorities (SETAs), of which the Tourism and Hospitality Education and Training Authority (THETA) is one. THETA has developed a number of tourism and hospitality-related qualifications ranging from certificates to national diplomas and is in the process of developing degree courses. The major difference between the qualifications offered by universities, technikons and institutions offering THETA-accredited qualifications, is that universities tend to offer more generic qualifications, technikons career-focused qualifications and the THETA-accredited providers more vocational qualifications.

### **3.4 CONCLUSION**

This chapter highlighted the fact that the tourism industry comprises various sectors. The principles that set ecotourism apart from other types of tourism and which create different educational challenges when compared to mainstream tourism programmes, were identified. Attention was paid to the quality and diversity of tourism employment, skills levels, and how far ecotourism has evolved during the past 15 years with respect to ecotourism training and education. This chapter also investigated the interaction between the tertiary sector and the industry that will eventually absorb most of the ecotourism graduates. This however seems to remain an issue for those in industry who have reached a high level of achievement without tertiary qualifications

and who regard business experience as being more relevant than a tertiary qualification.

Formal education and training programmes developed to service the ecotourism industry were explored with emphasis on ecotourism courses offered by tertiary institutions in Australia and South Africa. The focus on Australian courses were primarily because of its leadership in this field of study, and as such, issues identified by tertiary institutions in that country, that have arisen during the short history of ecotourism.

Although it appears evident that ecotourism is providing increasing opportunities for employment, a number of questions arise about the nature of employment provided, which further raises issues relating to the type of ecotourism education and training required. While the number of students undertaking ecotourism or related studies across Australia has increased rapidly since 1994, the fact that courses are so different in terms of depth, breadth and duration of study poses a dilemma for industry. This dilemma stems from the lack of a clear understanding of the nature of the education acquired by the diversity of graduates from the different courses and institutions. Furthermore, industry's perception and knowledge regarding the diversity of education and training opportunities available, and its suitability for meeting employment requirements, need to be addressed.

As is the case with general tourism qualifications, industry tends to favour 'real life' experiences, while graduates complain that industry does not value the analytical and theoretical skills that are obtained in a higher education environment. There is also a growing concern about the flexibility and portability of ecotourism-specific courses with ecotourism as part of the qualification. The question arises whether institutions are not providing a disservice to graduates by including the term ecotourism in the name of the qualification, as they do not always end up in the industry at which these qualifications are aimed. The question could also be asked whether it is a useful marketing tool for graduates to have ecotourism as part of the title of their qualification. The experience of graduates from Charles Sturt University suggests that it may be useful for a small number of jobs and employers, but for a large group of employers, and a greater number of jobs, it has little meaning or importance.



## **CHAPTER 4**

### **CAREER PATHS AND SKILLS FOR THE ECOTOURISM SECTOR OF THE TOURISM INDUSTRY**

#### **4.1 INTRODUCTION**

Within the broad classification of travel and tourism, there is a diversity in the types of jobs generated, in relation to their technical skills demands, educational requirements, terms and conditions, and the type of person that is likely to be attracted to employment in them (Baum, 1993:3-21).

Tourism is big business and is the largest industry in the world (World Travel and Tourism Council, 1993:2). This interest in travel and tourism is widening the scope and diversity of tourism destinations and experiences – from ecotourism to cultural heritage. In recent years increasing concerns about ecology and ‘green issues’ has been an important social trend that has changed people’s attitudes towards the effects of products and operational processes on the environment. Following developments such as the publication of the WCED report in 1987 (the so-called Brundtland Report), the Earth Summit in Rio de Janeiro in 1992 and the Summit on Sustainable Development in Johannesburg in 2002, there has been increasing commitment to the principle of sustainable development in many industries, including tourism, hence the world-wide growth in ecotourism (Evans *et al.*, 2003:163).

Many people regard ecotourism ideologically rather than as a business enterprise as tourism businesses are often regarded as being interested in profit only. According to McKercher (2001:521) the net positive benefits from ecotourism can only accrue if it is a self-supporting activity, which means that it must be commercially viable, as non-viable activities represent a net drain on scarce resources and expose host communities to exploitation. Likewise, ecotourism is only a powerful tool for conservation when it provides an attractive economic alternative to more resource-consumptive activities. While being at the heart of ecotourism, business

considerations have been the subject of relatively little discussion in either academic or mainstream literature and no reference is made to career paths for employees in the ecotourism sector of the tourism industry.

From a South African perspective, there is a need for managers and entrepreneurs with relevant skills to manage and develop the ecotourism sector in a sustainable manner. This will require tourism, hospitality, conservation and managerial skills, which will result in the duplication of some of the content of training programmes. It will also mean that graduates will compete for some of the same jobs, especially in the case of entry-level positions.

The purpose of this chapter is therefore to develop career paths for graduates with an ecotourism qualification to progress to managerial positions and to determine the skills and knowledge required. This includes the percentage of the curriculum that should be devoted to the identified disciplines. As there is an overlap of jobs in terms of the qualifications currently on offer in South Africa, the objective of this chapter is to analyse existing tourism, hospitality and nature conservation qualifications in order to determine the jobs that graduates of these qualifications can compete for, identify career paths that will give students transferable skills and at the same time equip them to operate as professionals, and to design a curriculum to meet the human capital needs of the ecotourism sector of the tourism industry.

#### **4.2 CAREER PATHS FOR THE ECOTOURISM SECTOR OF THE TOURISM INDUSTRY**

To gain a clear picture of how careers progress in a market-led industry, career analysis needs to be linked to labour market dynamics, as it is impossible to understand how careers are planned and developed without considering the labour market characteristics within which they operate. Central to this idea are career opportunities and structure. The size and structure of the industry or profession for which the individual is qualified will determine the career opportunities. According to Ladkin and Riley (1996:443-452) the size of the industry, the degree of fragmentation in the industry, the shape of the organisational pyramid, the distribution of knowledge, and the technological specificity are some of the structural features. Large companies

normally promote bureaucratic career structures. Where the structure is fragmented, the units small, the technology level low and the knowledge homogeneously distributed about the pyramid, there is a greater propensity for mobility that will encourage a high level of self-directed mobility for career progression (Riley, 1991:242-244). Figure 4.1 depicts the organisational pyramid in small and medium tourism enterprises and the propensity for mobility.

#### **4.2.1 Career analysis and labour market analysis linking career analysis with labour markets**

This section will investigate career analysis, labour market analysis and link the aforementioned with each other.

##### ***4.2.1.1 Career analysis***

Career patterns and processes are a detailed investigation of an individual's career. This research technique is a form of work history analysis and is concerned specifically with examining a person's career over time. Support for this research methodology comes from a variety of sources in the social science field and is called a career analysis that can generate both quantitative and qualitative data (Riley *et al.*, 2002:111). A detailed career analysis is useful as it indicates how individuals build careers over time and can be carried out either longitudinally over time or by using the recall method.

##### ***4.2.1.2 Labour market analysis***

The relationship between employment and education is a widely debated subject, largely as a result of criticism by industry that tourism educational courses are not meeting their required needs (Goodenough & Page, 1993; Cooper & Shepherd, 1994; Cooper & Shepherd, 1997). If tourism education is to be taken seriously as a worthwhile mechanism to provide the workforce with the right skills for the tourism industry, the importance of the relationship between employment and education cannot be ignored. One of the ways to understand this relationship is to adopt a labour market perspective previously used to examine a range of issues relating to tourism

and hospitality employment (refer to Riley, 1993; Ladkin & Riley, 1996; Szivas & Riley, 1999). In all these cases an understanding of the labour markets is central to the understanding of education, careers and mobility in the industry. The labour market approach takes the view that employment opportunities are the guiding principle for the development of tourism education. It is the nature and availability of tourism jobs that shape the course of tourism education. The labour market approach argues that the development of tourism education must be guided by the needs of the tourism labour market.

In order to understand labour in industry, it is crucial to understand the way in which labour markets behave. Labour market dynamics refer to the structure of a particular labour market in terms of its characteristics and the behaviour that accompanies that structure. In a sense it describes the moving physical characteristics of a market that determine both stability and change over time. There are characteristics common to all labour markets and those specific to the tourism industry, but in essence the labour market comprises a number of variables that will affect the job opportunities available, such as the number of jobs, the type of jobs, rates of pay, geographical boundaries, specificity of skills, size of organisations and the required educational attainment. These structural characteristics form the basis of the opportunity structure of the industry. Individual career choice and opportunity is therefore constructed by the nature and characteristics of the labour market.

#### ***4.2.1.3 Linking career analysis with labour markets***

A career is, in its most basic form, a series of jobs arranged over time. There are however issues at both individual and organisational level that make careers more complex. On a personal level, individual careers are comprised of personal choices, abilities and decision-making processes that occur continuously throughout an individual's working life. From an organisational perspective, careers are a reflection of the nature and workings of complex organisations and labour markets. The internal and external labour market provides the opportunity from which career decisions can be made.

#### **4.2.2 Career planning and development in the tourism industry**

In order to understand how careers are planned and developed in the tourism industry, this section will consider the size and structure of the industry, the degree of fragmentation in the industry, the shape of the organisational pyramid, the distribution of knowledge and the technological specificity.

##### ***4.2.2.1 Size of the industry***

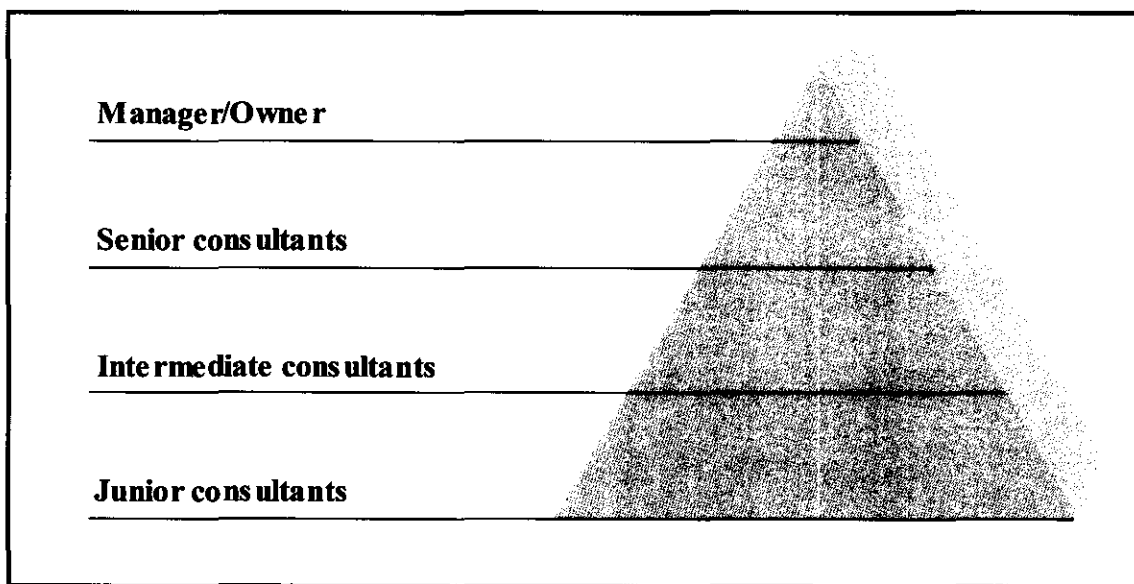
Tourism is a major industry throughout many regions of the world. Various authors, including Hall (1991), the World Travel and Tourism Council (1993), Van Harssel (1994), Nickerson (1996), Holloway (1998), Riegel and Dallas (1998) and the World Travel and Tourism Council (1999b) have declared tourism as the world's largest industry. According to results in 2000 an estimated number of 699 million international tourist arrivals were recorded (World Tourism Organisation, 2003:1). According to General Francesco Frangialli, Secretary of the WTO, the 21<sup>st</sup> century will see *"a higher percentage of the total population travelling, especially in developing countries, and people will be going on holiday more often, sometimes three or four times a year"* (World Tourism Organisation, 1997:15).

##### ***4.2.2.2 Degree of fragmentation in the industry***

Because of the many sectors that represent the industry, various authors have noted that tourism is a highly fragmented industry, consisting of various suppliers ranging from multi-national companies to small family-owned businesses. To complicate the issue even more, businesses in the ecotourism sector span different sectors of the tourism industry. Businesses range from national parks such as the Kruger National Park to private game reserves, research and breeding centres, lodges, botanical gardens, and so forth. For the purpose of this study only those operations dealing with ecotourists in the hospitality, wholesale and attractions sector will be considered.

#### ***4.2.2.3 Shape of the organisational pyramid***

An investigation of the structure of any large organisation reveals that there are usually three levels of management, namely top, middle and lower management. The lower the level the more people are employed and the lower the level of specialisation. Many tourism enterprises are however small to medium-sized and thus the organisational pyramid is flatter and allows the luxury of specialisation to a much lesser extent, even at lower levels. Figure 4.1 is a case in point, illustrating wholesale inbound tour operations. It is however acknowledged that there are bigger operations such as Springbok Atlas that will have more layers within the organisational pyramid. It is also true for South African national parks and some of the game lodges. This will be discussed in more detail in the following section, with examples from the hospitality sector.



***Figure 4.1: Organisational pyramid for an inbound wholesale tour operation***

As illustrated by Figure 4.1, graduates will enter many of the smaller wholesale tour operations as junior consultants. Many of these businesses are family-owned and the manager is normally the owner. They will move to intermediate and senior positions as they gain experience. Almost all of the managerial functions reside with the owner/manager who acts as general manager, marketing manager, human resources manager and in many cases also as financial manager. As the purpose of the B Tech:

manager and in many cases also as financial manager. As the purpose of the B Tech: Ecotourism is to educate the future owners and managers, all these aspects will have to be included in the programme. In larger corporations such as SAN Parks divisional managers are employed to manage specialised departments.

#### ***4.2.2.4 Distribution of knowledge***

Tourism offers a wide variety of jobs with diverse human capital requirements. The accessibility of tourism occupations and the fact that the industry can accommodate those with a variety of skills, ranging from low or non-relevant skills to highly technical skills is one of the characteristics of tourism employment that determine its attractiveness. Entry-level skills in some divisions of the hospitality sector, such as housekeeping, require minimal skills if for example compared to chefs, who require higher qualifications. While many entry-level positions require vocational skills, progression up the corporate ladder requires highly technical skills. At lower levels skills are transferable but less so at higher levels.

#### ***4.2.2.5 Technological specificity***

The impact of new technology has been less profound for the service sector in contrast to the manufacturing sector. Like the financial sector, tourism is the exception to this rule, and the delivery and management of tourism and travel services in the future will be heavily influenced by the developments in the technical environment, as well as by the evolution of information technology in particular. The degree to which tourism involves 'hard' technologies to provide travel and hospitality services is unusual for a service industry. In developed countries technology is seen as a tool to enhance performance and competitiveness. Computer reservation systems, air transport and traffic technology have been particularly significant in improving the ability of the travel industry to make new travel experiences available to the masses at affordable prices (Moutinho, 2000:27).

The above discussion indicates that there are characteristics that make the tourism industry unique. This should be kept in mind when career paths are developed. The following section will examine the ecotourism labour market.

### 4.2.3 Labour market analysis of the ecotourism sector of the tourism industry

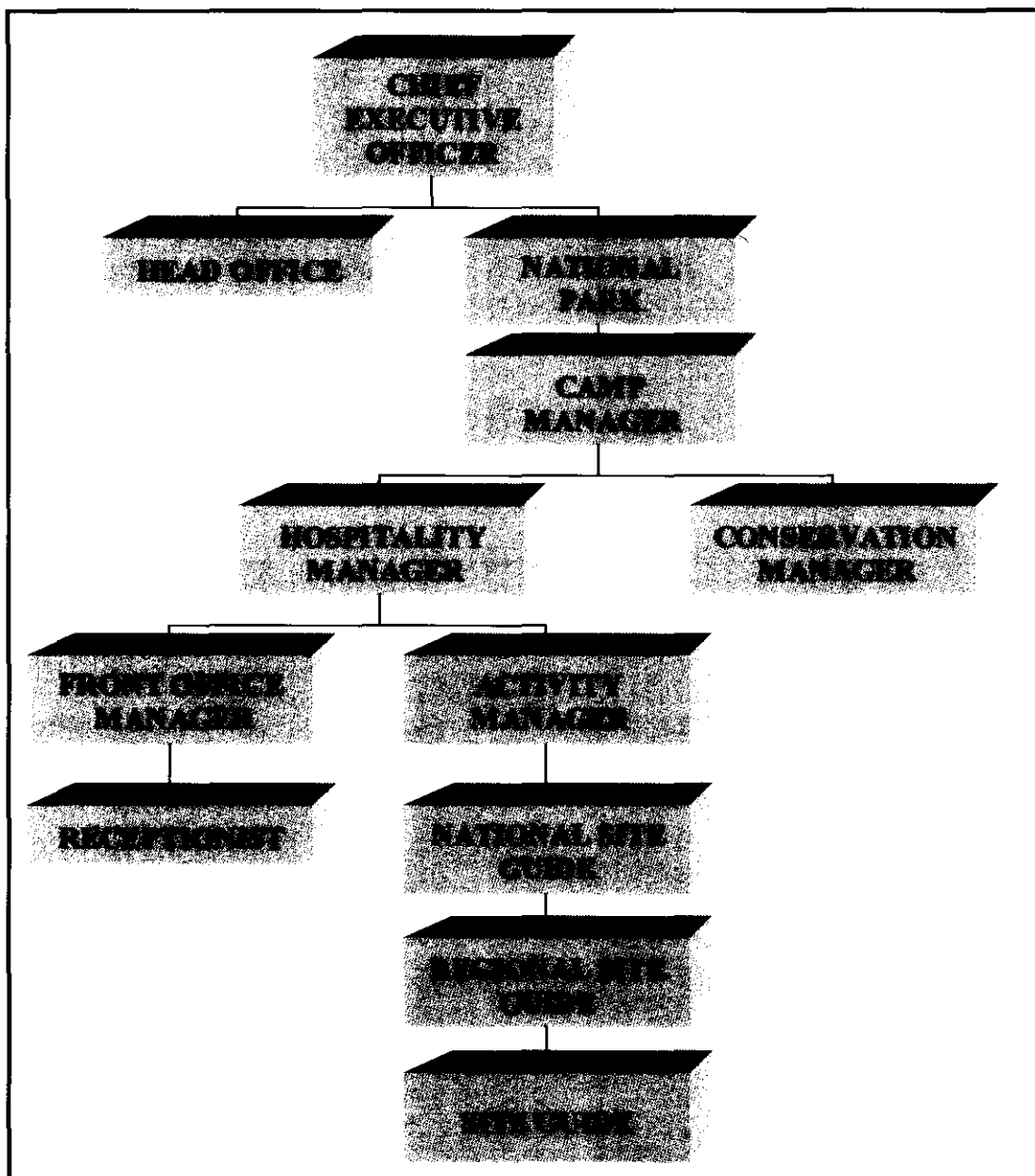
When analysing the sectors of the tourism industry, the literature on the subject also indicates sectors where ecotourism creates job opportunities. Components of the sector where graduates can find employment were also identified in Chapter 2. These employment opportunities are indicated in Table 4.1. Where duplication of jobs in different components exist, they will only be indicated once in Table 4.1.

**Table 4.1: Jobs in the ecotourism sector of the tourism industry**

NGOs	HOSPITALITY	ATTRAC-TIONS	INTER-MEDIARIES	PUBLIC	PRIVATE
<i>Community development</i>	<i>Front Office</i>	<i>Natural &amp; socio-cultural</i>	<i>Outbound tour operator</i>	<i>Planning &amp; development officer</i>	
<b>Entertainment, arts and crafts, fundraiser</b>	Front office manager, receptionist, cashier, mail and information section	Field guide, trail guide, cultural guide	Reservations, marketing, supervisor, manager	Local, regional, provincial and national government	Field guide Level I, II & III
	<i>Reservations</i>		<i>Inbound tour operator</i>	Research	Planning & development officer
	Reservations clerk, reservations manager		Reservations clerk, reservations manager, marketing manager, manager	Director	Private consultant
	<i>Marketing manager</i>			Lecturer	Research consultant
	Sales representative		<i>Tour manager</i>		
	<i>Banqueting manager</i>		<i>Incentive travel planner</i>		
	Meetings & convention planner				
	<i>Human resources</i>				
	<i>Camp manager</i>				
	<i>Game farm manager</i>				



As mentioned in Chapter 3, jobs within the tourism industry span many sectors and require different skills ranging from low skills to advanced technical skills. For the purpose of this study only those skills that require higher education are included in Table 4.1. The table indicates that there are a number of possible career paths. Graduates can pursue a career in ecotourism and enter the industry through the hospitality, intermediary, attractions, Non Government Organisation (NGO), public or private sector. Figure 4.2 illustrates a career path in a public national park.



*Figure 4.2: Career path for a public national park*

It should be noted that the career path in Figure 4.2 is not the only one for public national parks officials. Graduates can enter this career as a field guide and progress to a trail guide, adventure activity manager, camp manager, park manager and to chief executive officer (CEO). To further complicate the issue, there are different components within the sector with different levels of progression as is the case at game lodges and with inbound wholesale tour operators, which will be discussed in Chapter 5.

The government is also a possible employer in this sector. The Department of Tourism provides opportunities for graduates to enter the work environment as planning and development officers who can progress to research assistants and then to assistant directors and directors. The same is true for the private sector. Auditing firms, especially the bigger ones, such as KPMG in South Africa, are establishing tourism departments. Graduates can enter as planning and development officers, advance to consultants and eventually start their own firms. Lecturing positions may also be available in public as well as private institutions of higher education. For the latter students will however have to acquire post-graduate qualifications.

A variety of jobs are available in NGOs, for instance community development officers.

This section identified certain jobs and employers within the ecotourism sector. The following section will attempt to determine the knowledge, skills and attitudes required for these positions.

### **4.3 KNOWLEDGE, SKILLS AND ATTITUDES FOR ECOTOURISM GRADUATES**

The ecotourism operator is the organisation that takes people on tours of ecotourism sites. Although there are many different types of ecotourism operations available, relatively little information is available on this sector (Higgins, 2001:542). Ecotourism involves introducing people to natural or near-natural areas and a complex set of relationships must exist to link the prospective tourist with the operator. Inbound, outbound and local tour operators all have a role to play in successful

ecotourism. Likewise, there are many different operators ranging from conservation associations that run ecotourism as a fundraising activity, to community groups, universities and commercial tour operators. Each has a slightly different focus and a slightly different operational ethos.

As far as tour guides are concerned, tourists often regard the guide's role as that of an interpreter who can make the site come alive. From an operational perspective the guide's role is far more complex, including ensuring that the tour runs smoothly and considering the safety and comfort of clients.

Studies conducted by McKercher (2000) revealed that many ecotourism businesses are only marginally viable, which has led some people to question the true size of the commercial ecotourism market. McKercher states that ecotourism operators face the same challenges as all other small businesses: a lack of business planning, a lack of marketing expertise, a shortage of start up and working capital and unrealistic expectations on entry.

Although there is an overlap with existing tourism qualifications, the focus of ecotourism is entirely different. Specialists are therefore required to develop and maintain this sector of the tourism industry as they face entirely different challenges than mainstream tourism operators.

The following section will investigate the different sectors, including accommodation, tour operators, tourist guides and government sectors in order to determine the relevant knowledge and skills required for graduates in the ecotourism sector of the tourism industry.

#### **4.3.1 Accommodation sector**

Like many other businesses, hotels have been affected by shifts in emphasis in the world's living patterns. Demographics play an important role and will continue to do so in the foreseeable future. Populations are older, healthier and better educated than previous generations. These facts will present new challenges and opportunities to all business managers. Technology in the form of computers and labour-saving

mechanical equipment has had, and will continue to have, a major effect on the ways in which hotels and lodges are managed and operated. The concept of market segmentation will dictate hotel structures, organisations and management tactics that are designed to pay particular attention to these market segments. The well-documented change in the complexion of the economy from emphasis on goods to one on services has kindled a number of new ideas about the way in which the design and delivery of these services should be managed. Hotels, restaurants and travel services are now seen as unique entities that dictate special kinds of managerial techniques and strategies. This is especially true for the ecotourism accommodation sector. These establishments operate in environmentally sensitive areas and their clientele increasingly expect so-called 'green' and environmentally friendly products.

Apart from the foregoing issues and influences other phenomena of economic, cultural and social nature have come to the fore, further complicating hotel management. As indicated above, hotels are expected to address 'green' issues. The Toyne Report in the UK stresses the importance of integration of environmental issues across all areas of the curriculum in further and higher education; its ultimate objective being to raise environmental awareness in the workforce. After the launch of the International Hotels Environmental Initiative (IHEI) in February 1993, the hospitality industry slowly responded to environmental or 'green' issues, albeit mostly on an individual and fragmented basis. Becoming 'green' not only involves effort, but in its initial stages it can also involve considerable financial investment.

As indicated before, the lower the level of the job the more the vocational skills required, while graduates moving up to managerial levels will increasingly require more managerial skills.

For the purposes of this study special attention needs to be paid to the career path of a lodge manager. In an investigation into the career path of hotel managers in the UK (which is also applicable to lodge managers), respondents were asked to recall their job levels from the time they left full-time education, to reaching their first general managerial job. The respondents identified the following seven levels:

Level 1 = Proprietor/ General manager

Level 2 = Deputy general manager  
Level 3 = Functional specialist  
Level 4 = Departmental head/Assistant manager  
Level 5 = Departmental section head  
Supervisor  
Operative  
(Riley, 2002:115).

This section will investigate the managerial skills required by the hospitality sector of the tourism industry, as well as all the other technical skills, to ensure that this sector will be able to compete with other international destinations. As one of the identified career paths includes lodge management, managerial skills are transferable and will benefit graduates opting for careers as tour operators, as well as those entering other public and private enterprises.

#### ***4.3.1.1 Managerial skills***

Managers, supervisors and employees need more knowledge and skills than ever before to enable them to perform effectively in today's fast-paced and competitive business world. In the past hospitality managers were of the opinion that good hosting was the only prerequisite for success (Fourie & Zsadanyi, 1995:135). While other industries developed and implemented new management techniques, the hospitality industry lagged behind and it was only when low occupancy rates, high staff turnover and high operating costs began to plague the industry that it became apparent that contemporary management techniques needed attention. This section focuses on the nature, levels and tasks of management.

##### ***➤ The manager and the nature of managerial work***

In order to understand the role of a manager there must be a clear distinction between the functions of managers and subordinates. The accepted difference between managers and subordinates is that the manager has to plan, take decisions, lead, organise and control, whereas the subordinate has to implement the plans and decisions taken by the manager. There is a vast difference between the work done by a manager and the work done by subordinates. Managers

generally do managerial work, while subordinates mostly perform technical work.

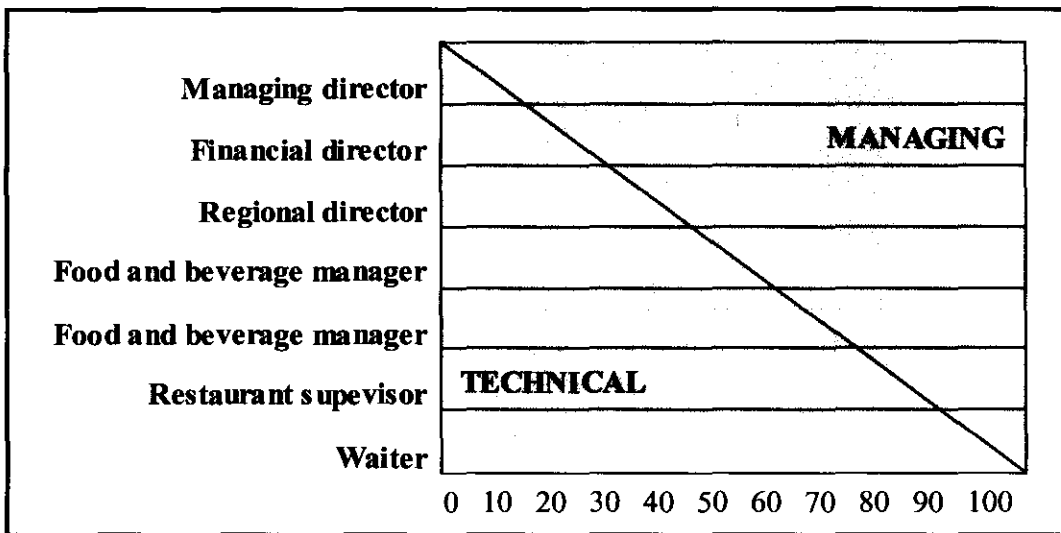
Table 4.2 lists a few examples of each category of work to illustrate the point.

**Table 4.2: The nature of technical and managerial work**

<b>TECHNICAL WORK</b>	<b>MANAGERIAL WORK</b>
<ul style="list-style-type: none"> <li>• Checking in guests</li> </ul>	<ul style="list-style-type: none"> <li>• Pit checks</li> </ul>
<ul style="list-style-type: none"> <li>• Authorising credit card purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling staff needs for a month</li> </ul>
<ul style="list-style-type: none"> <li>• Setting up the Christmas buffet</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and organising the Christmas lunch</li> </ul>
<ul style="list-style-type: none"> <li>• Completing the stock-taking reports</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing the stock-taking results</li> </ul>
<ul style="list-style-type: none"> <li>• Handling customer complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching and training employees to handle customer complaints</li> </ul>

It is clear from the above that technical work requires a great deal of physical activity, and that managerial work mostly requires mental input. The amount of time the manager spends on managerial and technical work varies in accordance with the managerial level.

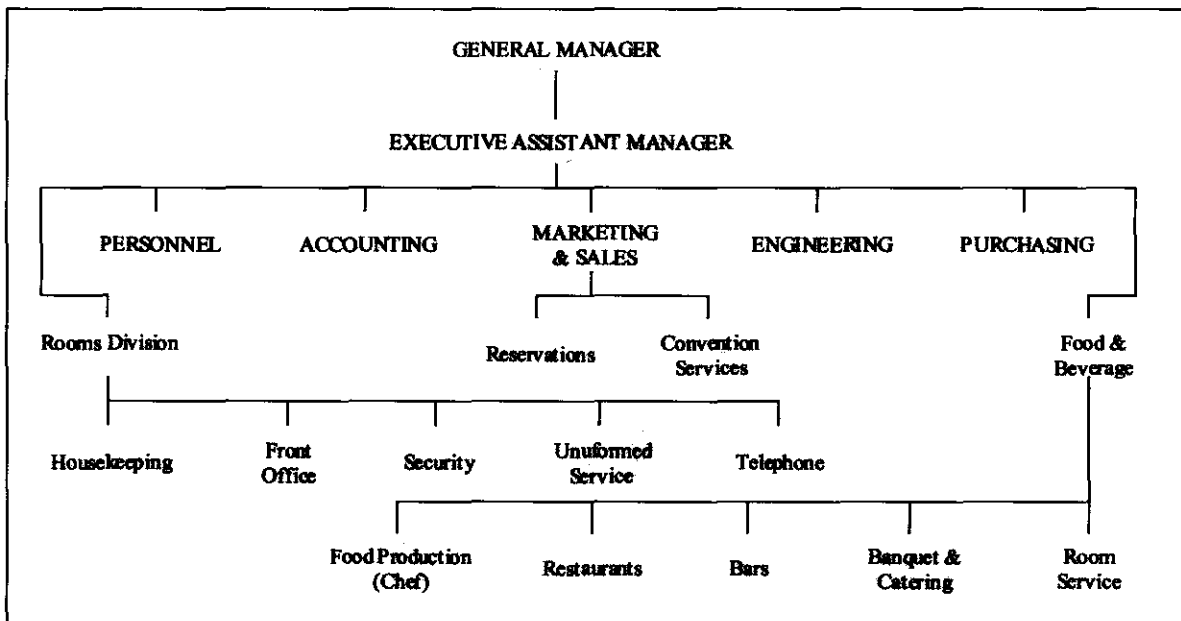
The higher one moves up the organisational hierarchy the greater the amount of time spent on managerial tasks. As an example Fourie and Zsadanyi (1995:136) mentions that a food and beverage manager will spend about 40% of his time doing technical work such as helping with preparations and 60% of his time on managerial tasks such as planning the Christmas lunch. The manager of the property on the other hand can spend as much as 90% of his time on managerial tasks and 10% on technical work. Figure 4.3 provides an indication of the time different levels of the organisational hierarchy spend on technical versus managerial tasks.



**Figure 4.3: Time spent on technical versus managerial work** (Adapted from Southern Suns, 1991)

➤ **Levels and types of managerial work in the tourism industry**

As mentioned in 4.2.1.3 there are usually three levels of management, namely top, middle and lower management. The lower the level the more people and specialisation. Figure 4.4 depicts the relationship between the management levels and the organisational structure in a hotel.



**Figure 4.4: Managerial levels in a tourism establishment** (Rutherford, 1990:31)

Figure 4.4 indicates that the top management level only comprises the general manager (GM) and the executive assistant manager (EAM). As one moves down the hierarchy the number of people increases. Higher up in the hierarchy the need for broader knowledge increases and the need for specialised knowledge decreases.

#### 4.3.1.2 Skills categories

Effective managers require certain managerial skills. The major categories that are crucial to effective management include technical, communication, human, analytical, decision-making and conceptual skills. The skills and abilities of top management differ from those required by supervisory managers. Figure 4.5 illustrates the skills and highlights the management levels at which they are applied. It is obvious that although top management does not require much technical skill, it does demand a high level of communication, analytical, decision-making and conceptual skills. Supervising on the other hand, requires a high level of technical, communication and human skills and only limited analytical, decision-making and conceptual skills.

LEVELS					
Top				Decision-making	Conceptual
Middle	Communication	Human	Analytical		
Lower or Supervisory	Technical				
KNOWLEDGE AND SKILLS REQUIRED					

**Figure 4.5: Managerial skills needed at different managerial levels**  
(Van Niekerk, 1988:79)

Table 4.3 provides a list with brief description of the managerial skills required by managers.

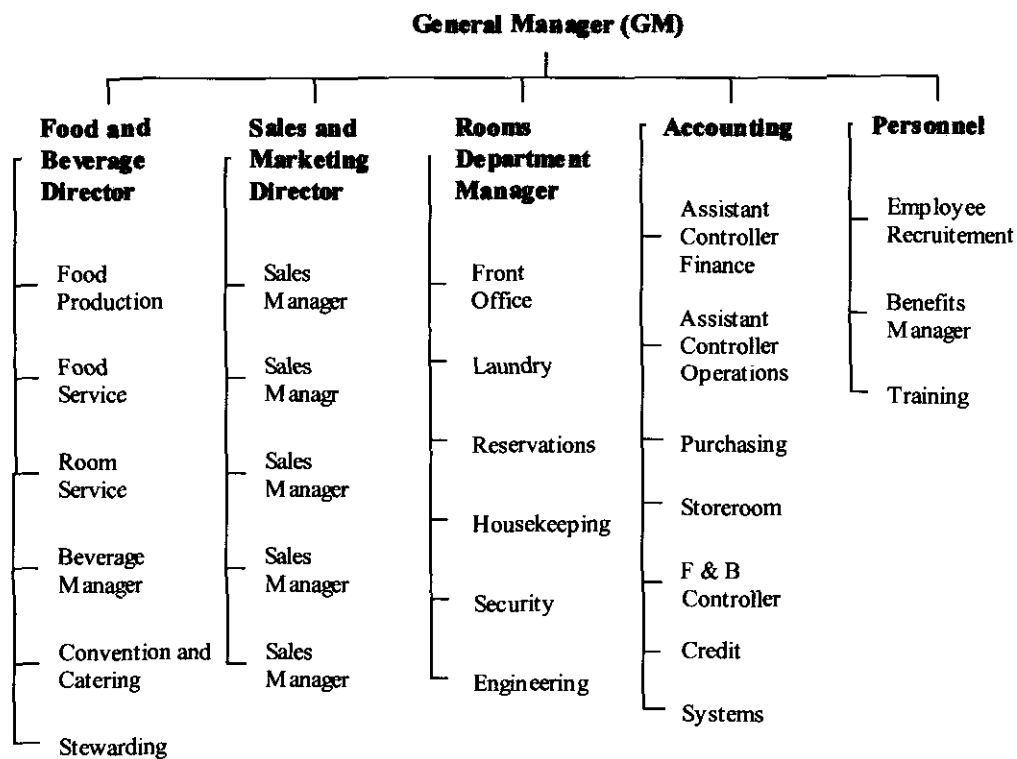


**Table 4.3: Description of managerial skills**

<b>SKILLS</b>	<b>DESCRIPTION</b>
<b>Technical skills</b>	This is the ability to use specialised knowledge, methods and expertise in completing various tasks in the workplace. These skills are crucial to the effectiveness of lower level managers and supervisors because these managers are directly responsible for employee job performance.
<b>Communication skills</b>	This is the ability to impart written or oral information to others in an effective and understandable manner. This is particularly important when managers are dependent on the efforts of others in the organisation. The manager of a hospitality operation is not only required to communicate with his subordinates but also with customers.
<b>Human skills</b>	These skills are required to work with, understand and motivate people. Managers are expected to play an effective role in group activities, and to lead the organisation. Middle managers spend more than half their time interacting with others. These skills are hence crucial to the success of any middle or supervisory manager. Human skills are generally also vital for success in the tourism industry.
<b>Analytical skills</b>	These skills are crucial at top management level but are also important at other levels of management. This is the ability to apply logic and scientific approaches and techniques when analysing problems and identifying business opportunities.
<b>Decision-making skills</b>	To select a course of action from several possibilities in order to solve a problem, best describes this skill. Successful businessmen rate this the most important managerial skill. Obviously decision-making skills is very important at higher levels of management and less so at supervisory levels.
<b>Conceptual skills</b>	There is an increased demand for individuals at higher levels of the hierarchy to be able to view the organisation and its parts as a whole. Conceptual skills involve the ability to use abstract, reflective thinking to develop concepts that are appropriate for determining organisational objectives and formulating and implementing strategic plans.

(Bennet, 1995:106-108)

Apart from the above-mentioned managerial skills, graduates will require additional skills to enable them to advance to managerial positions. It is therefore necessary to identify the different departments within hotels. Figure 4.6 is an illustration of the organisation of a mid-size hotel, and most of the eco-lodges currently operating in South Africa would include all of these functions.



**Figure 4.6: Organisation of a mid-size hotel (Rutherford, 1995:37)**

#### ➤ **Food and beverage director**

This section of the lodge will include functions such as the following: food production, food service, room service, beverage manager, convention and catering and stewarding. As most technikons offer B Tech degrees in Food Service Management, employees could be recruited from graduates with this qualification. As meetings and conventions form an increasingly important part of eco-lodge business this should be included in a curriculum for eco-qualifications.

➤ ***Sales and marketing director***

These managers are currently posted at lodges' head offices and sales and marketing should be included in the curriculum.

➤ ***Rooms department manager***

Front office and reservations should be included in an ecotourism curriculum as it gives students the skills to enter a job at a reasonably lower level and afford them the chance to move up the corporate ladder in a relatively short time. Modules such as Fedelio/Lanmark, yield management and revenue management should be included.

➤ ***Accounting***

To enhance transferability of skills modules in accounting should be included in the curriculum.

➤ ***Personnel***

Modules in personnel management should be included in the curriculum as the lodge management route provides an excellent career path for employees in the ecotourism sector of the tourism industry.

***4.3.1.3 Technical skills***

It is possible to identify certain characteristics that are common to all types of accommodation. However, because of market segmentation, it is also possible to distinguish between properties that cater for business and leisure, group and individual travel, domestic and international travel and last, but certainly not least, between city hotels and eco-lodges.

As the objective of this study is to design a curriculum for higher education institutions, lower-skilled jobs need not be included in the skills training. It is however imperative to include some industry training in the curriculum to enable students to find positions at junior level, but also to enable them, with the necessary education and skills, to advance to more senior positions in a relatively short space of time.

#### **4.3.1.4 Additional skills**

As most of the lodges are situated in environmentally sensitive areas, the curriculum should address topics such as environmental management, water and energy management, materials and waste management and management of the indoor environment.

Graduates should also have a basic knowledge of facility planning as the accommodation facility enhances the overall experience of the visitor.

#### **4.3.2 Tour operators**

Tour operators perform a critical part in the tourism industry, given their role as intermediaries who design, organise, package, market and operate vacation and other tours. The purpose of this section is to discuss the role and status of tour operators within the ecotourism sector.

Although tour operators have become major role-players in the global travel industry, very few studies have investigated their character. Examples of such somewhat dated studies are Ascher (1985), Sheldon (1986), Delaney-Smith (1987), Urry (1990) and Vellas & Becherel (1995). Urry (1990:41) argues that specialisation in the tourism industry, which includes the establishment of eco-tour operators, has changed tour production from a concentrated, mass-market complex into a more segmented, post-Fordist economic system. A diversity of new tourism products have appeared in the marketplace during the past two decades and specific products have become associated with new tourism themes, some of which are the following: adventure tourism, cultural tourism, ecotourism, farm and rural tourism, festival tourism, food

tourism, environmental tourism, heritage tourism, nature tourism, scientific tourism, soft tourism, sustainable tourism and wine tourism (Mowforth & Munt, 1998a:188-236).

Given the wide scope of these new tourism themes it is important to note the diversity, potential for overlap and tension that may be found within these new themes, as each of these tourism segments has its own set of stakeholders. Thus operators need not only to consider specific activities, but also to integrate their product with broader themes, and this has consequently provided both opportunities and challenges. The increasing diversity of specialised interest, growing number of clients and segmentation of the market offer substantial opportunities for savvy businesses. Most eco-tours include a variety of activities and integrate more than one of these tourism themes. The challenge is therefore to assure that the integration of diverse activities does not alienate a particular market segment or muddle the overall character of the trip. Only large eco-tour operators may expend considerable resources over the course of a year to assess and plan a new trip that may involve preliminary assessment of market demand, visiting potential venues, determining costs and negotiating contracts for new eco-tour experiences. Despite the lack of research, all the eco-tour business publications stress the importance of the eco-tour product development and offer suggestions for itinerary planning themes and pricing (McKercher & Robbins, 1998:175).

#### ***4.3.2.1 Classification of eco-tour operators***

The most common framework to conceptualise eco-tour operators and production is to distinguish between outbound and inbound eco-tour operators.

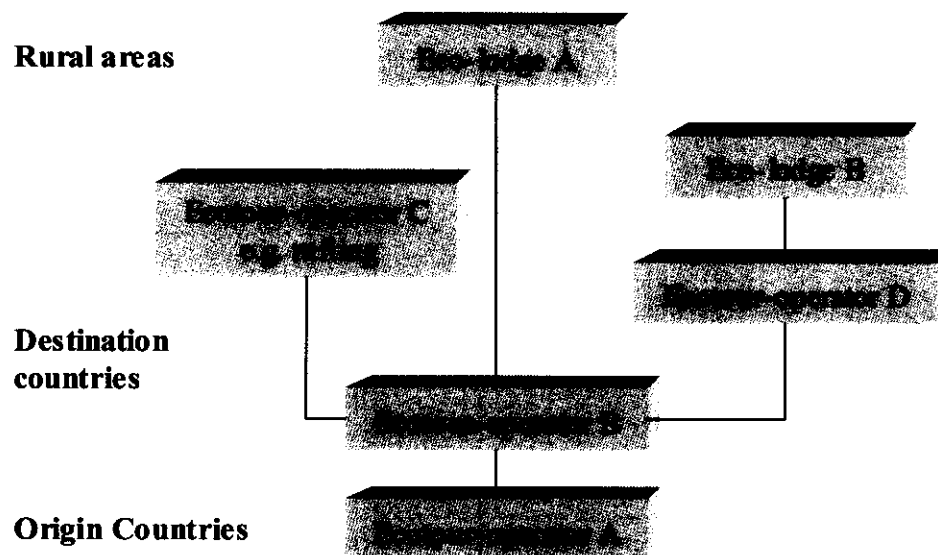
##### **➤ *Outbound eco-tour operators***

Outbound eco-tour operators are based primarily in the industrialised countries. These companies normally have purchasing agreements with international airlines as well as one or more inbound tour operators that are responsible for ground transportation, food and accommodation in the destination country.

➤ ***Inbound eco-tour operators***

Inbound eco-tour operators are found in international gateway cities of destination countries. These companies could be independent or a subsidiary company that is wholly owned by the outbound tour operator or a joint venture involving a local business and the outbound operator. Inbound operators normally provide a package of goods and services, usually offered by smaller, independent operators who lack the necessary distribution resources to enter the international marketplace, which the outbound operator can link with airfare to provide an easy-to-purchase product for the tourist. These connections are clearly pivotal for eco-tour operators of all kinds and sizes. Figure 4.7 illustrates the integrated network of businesses required to create an integrated package.

Technological advances, such as the internet, computer reservation services and so forth has, however, had a significant impact on tourism product distribution (refer to Mason & Milne, 1998; Milne, 1998; Milne & Gill, 1998) since it has become easier for ecotourists from industrialised countries to independently arrange their own eco-tours by contacting inbound and local tour operators in the destination countries directly, thus enabling the local destination operators to sell their products directly to international consumers.



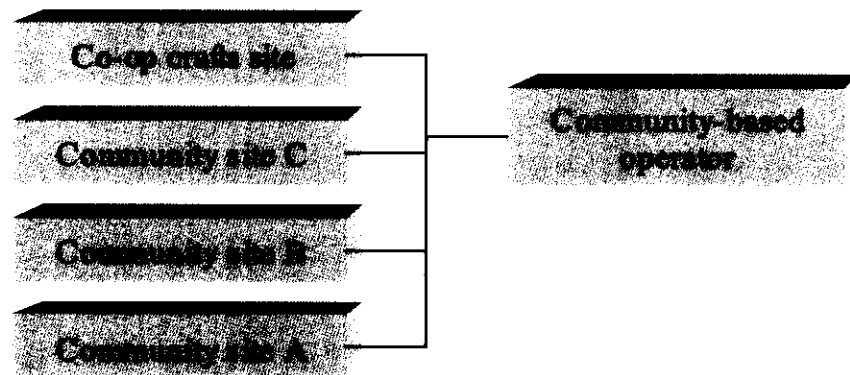
***Figure 4.7: Vertical operator network*** (Higgins, 2001:541)

- ***Local operators***

Local operators are located in the rural service-centers of destination countries.

- ***Community-based operators***

Community-based operators have a number of special features in that they are based within indigenous communities and that they are typically designed to serve a particular village or group of communities. This distinguishes them from the majority of eco-tour operations that are usually established for control by an individual or family (see Figure 4.8).

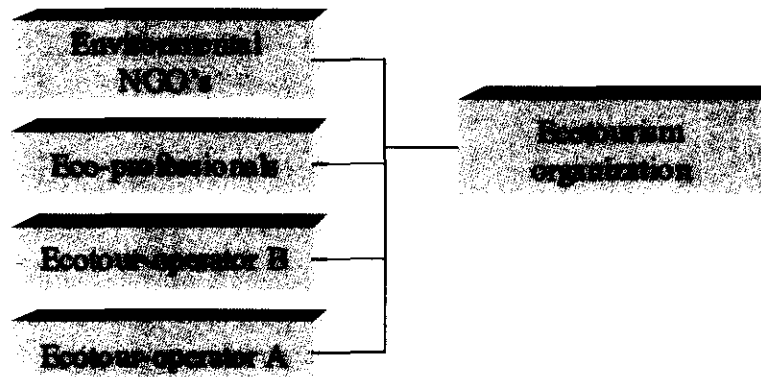


***Figure 4.8: Community-based operator*** (Higgins, 2001:542)

- ***Ecotourism associations***

Trade or industry associations are another form of operator collaboration, which usually involves creating a hybrid organisation with a strong focus on the needs and perspectives of tour operators, and also includes other tourism stakeholders and interests. These groups are frequently formed at national level and not only include eco-tour operators but environmental NGOs as well as professionals and academic researchers (see Figure 4.9). Building broad-based organisations that

may share business services, providing branding, improve marketing and advocate policy alternatives for sustainable tourism is a key component of these networks. The advantage of such organisations are that they provide client references and marketing for members as well as developing plans and projects to serve their broader interest. In addition to this they also provide alternative methods to deal with the negative impacts of tourism as well as to advocate sustainable tourism guidelines.



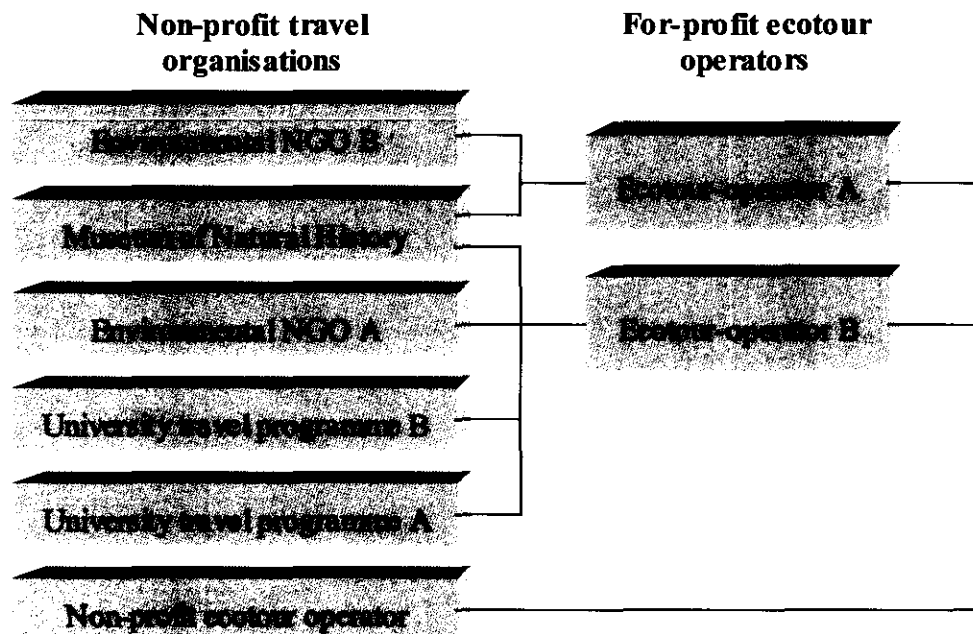
**Figure 4.9: Ecotourism associations** (Higgins, 2001:541)

➤ ***Non-profit environmental organisations offering travel***

The tremendous growth in the number of organisations, their membership and the amount of global funding for environmental NGOs have influenced eco-tour operators in a number of ways. The significant funds that these organisations receive and their collaboration with bilateral and multilateral development agencies have had a significant impact on the scope of international conservation initiatives. In addition many of these organisations have developed travel programmes for their members. Another recent development in non-profit travel organisations has been the growth of university travel programmes. Alumni and educational travel programmes offer travel alternatives that usually include trips highlighting nature, conservation and local communities. Although extensive in the USA, these travel programmes are generally less common in other parts of the world. It is however important to note that these non-profit organisations contract for-profit tour operators to conduct almost all of this foreign travel. Together the growing number of ecotourists from environmental NGOs and university travel



programmes has created a distinctive and substantial eco-tour operator niche as shown in Figure 4.10.



**Figure 4.10: Non-profit organisations** (Higgins, 2001:544)

#### ➤ *Eco-resort complexes*

The recent construction of inclusive eco-lodges on private nature reserves with quality guides and eco-packaging has created alternative ecotourism products. Upscale lodges have become more environmentally sensitive and appreciative of indigenous design. Because of criticism of large-scale projects, architects, landscape architects, land planners and developers have been working to improve the sustainability of the lodges and parks for some time. This hybrid alternative is termed an eco-resort complex, offering the following: recreational activities, nature reserve, accommodation, food, entertainment and interpretation (Andersen 1993:116-130). This is fundamentally different from the other networks since it seeks to integrate a wide variety of tour components with corporate management into one site or complex. Although this has been a well-known strategy of international resorts for many years, developers have only recently attempted to

integrate mega-project elements with increased sensitivity to the environment and the experience and place.

#### **4.3.2.2 Skills for eco-tour operators**

In a study conducted by Geldenhuys in 2000 the various skills necessary to operate successfully as a tour operator were identified. The skills are divided into different categories, consisting of vocational skills, general education, business education and tourism-specific education (Geldenhuys, 2001:65-82). These skills are also advocated by Howell and Uysal (1987:62) who are of the opinion that they are critical to the tourism industry, especially to the direct service component. They argue that vocational skills taught in a vacuum, without relating them to other aspects of the tourism industry, will not benefit the employee, employer or the industry as a whole. Table 4.4 lists the vocational, general education, business education and tourism-specific education required for tour operators in South Africa, as identified by Geldenhuys.

**Table 4.4: Technical skills, general education, business education and tourism-specific education for tour operators**

<b>TECHNICAL SKILLS</b>	<b>GENERAL EDUCATION</b>	<b>BUSINESS EDUCATION</b>	<b>TOURISM-SPECIFIC EDUCATION</b>
<b>CENTRAL RESERVATION SYSTEMS</b>  Galileo Worldspan	<b>COMPUTER SKILLS</b>	<b>MANAGEMENT THEORIES</b>	<b>TOURISM GEOGRAPHY</b>
<b>COMPUTERISED ACCOUNTING SYSTEMS</b>  Tour operators felt that this was a worthwhile skill to have although the one listed was not their preferred one	<b>ARITHMETICAL SKILLS</b>	<b>HUMAN RESOURCES</b>	<b>PRODUCT KNOWLEDGE</b>
<b>FARES AND TICKETING COURSES</b>  Global Fares, Focal Point, Domestic	<b>COMMUNICATION SKILLS</b>  Telephone Skills Business Writing Listening Skills	<b>RESORT MANAGEMENT</b>	<b>PRINCIPLES OF FACILITY PLANNING</b>

Fares, Introduction to International Fares and Advanced International Fares were regarded as extremely important	Language Skills		
<b>OTHER INDUSTRY COURSES</b>  BSPZA	<b>NEGOTIATION SKILLS</b>	<b>MARKETING THEORIES</b>	<b>SPECIAL EVENTS</b>
	<b>PRESENTATION SKILLS</b>	<b>SELLING SKILLS</b>	<b>TOURISM LAW</b>
	<b>INTERPERSONAL SKILLS</b>	<b>PRINCIPLES OF SERVICE MANAGEMENT</b>	<b>TOURISM RESEARCH METHODS</b>
	<b>LEADERSHIP AND SOCIAL SKILLS</b>	<b>ENTREPRENEURSHIP AND INNOVATION</b>	<b>TOURISM DEVELOPMENT POLICIES</b>
	<b>ORGANISATIONAL SKILLS</b>	<b>ACCOUNTING PRINCIPLES</b>	<b>HOSPITALITY OPERATIONS</b>
	<b>RESEARCH SKILLS</b>	<b>PRINCIPLES OF FINANCE</b>	<b>SOUTH AFRICAN CULTURES</b>
	<b>ETHICAL/SOCIAL RESPONSIBILITIES</b>	<b>PRINCIPLES OF ECONOMICS</b>	<b>CONDUCTING TOURS</b>
	<b>SOCIETIES AND CULTURES OF THE WORLD</b>		<b>PRINCIPLES OF TOURIST GUIDING</b>
	<b>CULTURAL SENSITIVITY</b>		
	<b>USE OF NATURAL RESOURCES</b>		
	<b>LEISURE APPRECIATION</b>		
	<b>LANGUAGES</b>  English Afrikaans Indigenous language Foreign language		

A large number of tour operators in the ecotourism sector will be small businesses, focusing primarily on inbound tourism. The literature identified additional skills, which are listed in Table 4.5.

**Table 4.5: Additional skills for ecotourism operators**

<b>VOCATIONAL SKILLS</b>	<b>GENERAL EDUCATION</b>	<b>BUSINESS EDUCATION</b>	<b>TOURISM- SPECIFIC EDUCATION</b>
			<b>ECOLOGY</b>
			<b>ENVIRONMENTAL EDUCATION</b>
			<b>RESOURCE MANAGEMENT</b>
			<b>RECREATIONAL ACTIVITIES</b>
			<b>YIELD MANAGEMENT</b>
			<b>REVENUE MANAGEMENT</b>

### **4.3.3 Tourist guides and interpretation**

Because education and/or interpretation are key elements of ecotourism, the role of the tourist guide's use of interpretation is the focus of this section.

#### **4.3.3.1 The role of the ecotourist guide**

Cohen's model (1985) acknowledges both the traditional path-finding role and the more recent mentoring role of all tour guides. This model recognises that guides have accountability both within the group (i.e. to facilitate learning and enjoyment of individual clients, and to nurture and manage interaction between clients) and outside the group (i.e. to facilitate and mediate interaction between clients and host communities). Weiler & Davis (1993) adds a third dimension to the model for nature-based tour guides: interaction with the natural environment itself. A number of studies have investigated the roles and impacts of both mainstream tour guides as well as specialist guides, including eco-tour guides (Holloway, 1981; Weiler & Richins, 1990; Weiler *et al.*, 1992).

The tour operator employs guides on a permanent, casual or freelance basis and the guide, regardless of this status, is presumed to deliver what is specified in his/her job description. Traditionally, much of what the tour operator expects of the guide is

determined by an informal agreement. Increasingly, however, operators are able and willing to articulate what they perceive to be the duties, and to a lesser extent, the outcomes and performance indicators of their guides. From a tour operator's perspective the duties of a guide would often include:

- Ensuring the safety, health and comfort of clients.
- Providing courteous and quality customer service.
- Responding to the needs and expectations of visitors from other cultures and those with special needs due to age, a disability or special interest.
- Managing interactions within client groups.
- Delivering the tour cost-effectively.
- Providing high quality, informative and entertaining commentary.
- Meeting the legal and moral obligations and expectations of protected area managers, host communities and clients.

Recent inputs from operators and guides have led to the development of industry-wide competency or occupational standards, which have been instrumental in standardising employer expectations. The conditions under which tour guides work, the remuneration associated with satisfactory performance, and the extent to which guides are held accountable for what they do on the job, vary widely. The delivery of tour commentary, however, is assumed to be part of every guide's job, but the extent to which the guide is expected to practise principles of effective interpretation varies widely. Many operators have little or no idea what interpretation is and have no idea whether their clients' understanding and appreciation of nature and culture are enhanced as a result of their guided tour experience (refer to Weiler *et al.*, 1992; Weiler, 1993).

Visitor satisfaction is the ultimate measure of success in any tourism business (Ryan as cited by Weiler & Ham, 2001:551). Meeting visitor expectations is usually necessary for producing satisfied clients who will become repeat customers for the company and/or recommend the tour to others, both of which are extremely important in the ecotourism industry. Research conducted by Lopez (1981) and Geva & Goldman (1991) has demonstrated a link between the quality of guiding and tourist satisfaction. Hughes (1991:166-171) identifies the ability to effectively interact with the group, provide a commentary of interest and ensure smooth running of the tour as the most important components of the guide's role. It should, however, be noted that because of the vast range of market segments, each with its own unique set of motivations and expectations, the appreciation of quality interpretations may vary depending on individual ecotourists, their motivations and their expectations of each particular tour.

On tours to indigenous sites or communities and tours in foreign countries, the tour guide fulfils an additional role as he/she acts as mediator between the visitors and hosts (Cohen, 1985:10). In some cases the operator is legally required to consult and gain approval from indigenous communities, and even if this is not the case, the ethics and essence of ecotourism are that tours are conducted in a way that minimises negative socio-cultural impacts and contribute in a positive way toward the host community. In order to do this the tour guide's role is to provide accurate and cultural appropriate interpretation in a way that enhances the visitors' understanding of the indigenous culture, history, contemporary lifestyles, values and issues (Harvey & Hoare, 1995). Although there is some debate as to whether a local guide is 'better' than a foreign guide, the training and employment of local guides will ensure that more of the economic benefits are left in the host community. Local guides would also be more sensitive to the protocols associated with visiting and experiencing cultural sites and communities within the host country. Awareness of the visitors' values and attitudes could be addressed by good training.

Within national parks, protected area managers increasingly rely on commercial tour operators to deliver interpretation. Concessions and outsourcing of guided activities within parks have been put in place in many countries without a clear understanding of whether commercial tours can and do meet the objectives of land management

agencies. Land managers are increasingly dependent on tour guides and operators to monitor their own and their clients' impacts on the natural environment, and to articulate and model minimum impact practices for their clients. It is also the application of interpretive principles that will ensure that visitors gain an understanding and appreciation of the parks they visit.

From the perspective of all stakeholders, it is thus apparent that tour guides play a pivotal role in ecotourism and are critical in meeting the needs and expectations of operators, clients, host communities, managers and the wider tourism industry. The foregoing discussion provides a backdrop against which the guide's current role as interpreter, facilitating understanding and appreciation of natural and cultural phenomena, can be critically examined. Clearly, interpretation is not just one of the roles that an eco-tour guide plays; when it is done well, it is the distinguishing feature of 'best practice' in guiding.

#### ***4.3.3.2 Skills for ecotourist guides***

Ecotourist guides are often confused with game rangers and tourist guides. A game ranger manages a specific area where wild animals are found. The tour guide profession embraces a vast complexity of specific areas or an entire country, guiding tourists in town, cities, museums and many place of interest, placing the accent essentially on man-made environments and cultural-historical aspects. The ecotourist guide leads people into the natural areas of the environment. This form of guiding is not necessarily confined to walking trails. It could include vehicle drives, horse backing, canoeing and other outdoor activities. The eco-guide's interest relates to ecology and nature.

The study conducted by Geldenhuys (2001) identified the subjects to be included in a curriculum for tourist guides. Note should be taken of the fact that the study focused on city and provincial guides and not field guides. Table 4.6 includes the components the respondents regarded as important in a curriculum designed to meet the requirements of their profession.

**Table 4.6: Technical skills, general education, business education and tourism-specific education for tourist guides**

<b>TECHNICAL SKILLS</b>	<b>GENERAL EDUCATION</b>	<b>BUSINESS EDUCATION</b>	<b>TOURISM-SPECIFIC EDUCATION</b>
<b>CENTRAL RESERVATION SYSTEMS</b>  Were not regarded as important	<b>COMPUTER SKILLS</b>  Important	<b>MANAGEMENT THEORIES</b>  Important	<b>TOURISM GEOGRAPHY</b>  Important
<b>COMPUTERISED ACCOUNTING SYSTEMS</b>  Not important	<b>ARITHMETICAL SKILLS</b>  Not important	<b>HUMAN RESOURCES</b>  Important	<b>PRODUCT KNOWLEDGE</b>  Important
<b>FARES AND TICKETING COURSES</b>  Not important	<b>COMMUNICATION SKILLS</b>  <u>Telephone Skills</u> Not important  <u>Business Writing</u> Important  <u>Listening Skills</u> Important  <u>Language Skills</u> Important	<b>RESORT MANAGEMENT</b>  Not important	<b>PRINCIPLES OF FACILITY PLANNING</b>  Important
<b>OTHER INDUSTRY COURSES</b>  Not important	<b>NEGOTIATION SKILLS</b>  Important	<b>MARKETING THEORIES</b>  Important	<b>SPECIAL EVENTS</b>  Important
	<b>PRESENTATION SKILLS</b>  Important	<b>SELLING SKILLS</b>  Important	<b>TOURISM LAW</b>  Important
	<b>INTERPERSONAL SKILLS</b>  Important	<b>PRINCIPLES OF SERVICE MANAGEMENT</b>  Important	<b>TOURISM RESEARCH METHODS</b>  Important
	<b>LEADERSHIP AND SOCIAL SKILLS</b>  Important	<b>ENTREPRENEURSHIP AND INNOVATION</b>  Important	<b>TOURISM DEVELOPMENT POLICIES</b>  Important
	<b>ORGANISATIONAL SKILLS</b>  Important	<b>ACCOUNTING PRINCIPLES</b>  Important	<b>HOSPITALITY OPERATIONS</b>  Not important



	<b>RESEARCH SKILLS</b> Important	<b>PRINCIPLES OF FINANCE</b> Important	<b>SOUTH AFRICAN CULTURES</b> Important
	<b>ETHICAL/SOCIAL RESPONSIBILITIES</b> Important	<b>PRINCIPLES OF ECONOMICS</b> Important	<b>CONDUCTING TOURS</b> Important
	<b>SOCIETIES AND CULTURES OF THE WORLD</b> Important		<b>PRINCIPLES OF TOURIST GUIDING</b> Important
	<b>CULTURAL SENSITIVITY</b> Important		
	<b>USE OF NATURAL RESOURCES</b> Important		
	<b>LEISURE APPRECIATION</b> Important		
	<b>LANGUAGES</b>  <u>English</u> Important  <u>Afrikaans</u> Important  <u>Indigenous language</u> Important  <u>Foreign language</u> Important		

Eco-guides have to operate in the natural environment and therefore extensive knowledge on fauna and flora is a prerequisite. Graduates will also need training in first aid.

It is interesting to note that both tour operators and tourist guides identified similar subjects as important to their respective careers. One can therefore conclude that there is a natural progression in careers by entering the industry as a guide and advancing to senior levels of tour operations.

#### **4.3.4 Planning and management**

If ecotourism is to function effectively, proper planning and policy development at all levels of government, non-governmental organisations and business are essential. This was an important finding of the report of the WCED (World Commission on Environment and Development, 1987) which implied that planning and decision-making involving the tourism industry and government could solve problems of environmental development. Modules on these management themes should therefore be included in the curriculum.

Ecotourism involves tourists, residents, suppliers and managers who are engaged in a symbiotic relationship revolving around the idea of tourism as a means of economic development and as a means of promoting conservation of natural resources. To develop and sustain this sector of the tourism industry it is necessary to understand the connections between conservation and tourism. This should also be addressed by the curriculum.

Lessard *et al.* (1999:35) argue that managers must adapt strategies and goals as they are faced with more and more decisions regarding social, economic and environmental issues. Their suggested framework involves a continuing process of action-based planning, assessment, monitoring, research and adjustment with the objective of improving implementation and achieving desired goals. Fennell and Eagles (1990) describe a framework for understanding and integrating conservation and visitor use. This module includes marketing, visitor management and visitor attitude.

Another such framework is the one developed by Boyd & Butler (1996) and is called the ecotourism opportunity spectrum (ECOS). Potential opportunities for ecotourism may be identified by management and can aid tourism marketers in attracting and maintaining the desired and appropriate type of ecotourist to a destination.

Branch, as cited by Backman (2001:447), indicates that planning involves many actions, participants, fields of knowledge, and levels of decision-making and implementation and that it is thus essential that ecotourism researchers and practitioners are aware of and utilise the best knowledge from available literature. Tourism planning must consider a number of universal principles that include a focus on the present, a perspective that goes beyond economic development, and the incorporation of all three tourism sectors (business, non-profit organisations and governments), an interactive approach, and integration of three planning scales (community, destination and region) (Gunn, 1994).

In order to determine if, or to what extent, existing qualifications already meet the skills and knowledge requirements of the sector, it is necessary to analyse existing courses that may possibly include ecotourism components.

#### **4.4 SECTORS AND JOBS FOR GRADUATES WITH TOURISM AND TOURISM-RELATED QUALIFICATIONS FROM TECHNIKONS IN SOUTH AFRICA**

The diversity of the tourism industry in terms of sectors and size, with no real agreement on definitions between industry, educators and the government as to what tourism constitutes, poses a problem for the development of educational programmes. This education-industry relationship is better defined at the lower levels of training and the definition of skills-based and technical expertise is easier to identify and to fit within education curricula. A great deal has been made of the ease with which skills and knowledge can be acquired, to the extent that the true value of education in tourism is misrepresented. There is a clear role for education to meet the higher and deeper levels of knowledge required by industry. Education is the major platform for the development of human capital for the industry.

The purpose of this section is to analyse the B Tech: Tourism Management, B Tech: Hospitality Management, the B Tech: Conservation Management and the B Tech: Ecotourism Management currently offered by technikons in South Africa, in terms of the job opportunities they offer to successful graduates. As already mentioned, the new ecotourism qualification will necessarily duplicate some of the content of these

qualifications and ecotourism graduates probably compete for some of the same entry-level positions as graduates from the other qualifications. The areas where duplication may exist, will therefore also receive attention. The analysis of the qualifications should provide a clearer indication of the career paths available to ecotourism graduates and provide a better picture of additional skills that will add value to the qualification. It will also determine whether there is a need for this specialisation and whether existing qualifications cannot provide the required skills and knowledge.

For the purpose of this study only those skills that require higher education to be obtained, are included. Table 4.7 indicates the sectors and jobs that graduates with a B Tech: Tourism Management are able to compete for, based on sectors and jobs as identified by Van Harssel (1994:279-298).

**Table 4.7: Sectors and jobs for B Tech: Tourism Management graduates**

<b>SECTORS OF THE INDUSTRY</b>	<b>JOB'S THAT GRADUATES HAVE THE REQUIRED SKILLS AND KNOWLEDGE FOR</b>	<b>OVERLAP WITH OTHER QUALIFICATIONS</b>
<b>AIRLINES</b>	Flight attendant	Age prerequisite and a qualification will be beneficial
	Ground hostess, ticketing consultant, reservation consultant & passenger service representative	NONE – skills are transferable and the advantage is that graduates can be used in any of the mentioned positions without additional training
	Marketing & sales manager, will enter as marketing and sales representative	ALL excluding B Tech: Hospitality Management – including other marketing qualifications. Does however have an advantage because of industry-specific knowledge and skills
	Airline/airports manager	NONE – with enough experience graduates can progress to this position as they have the required skills and industry knowledge
<b>TRAVEL AGENT</b>	Junior, intermediate, senior consultant, branch manager, regional manager	NONE – this is another exclusive career opportunity for graduates. They have the skills to progress to managerial level
	Forex clerk, Forex sales representative	NONE – exclusive employment opportunity for graduates
	Customer liaison officer, marketing	ALL excluding B Tech: Hospitality Management. In the larger corporations this presents another opportunity. Graduates

		have the advantage that they have all the required industry knowledge.
	Human resources manager	ALL - other transferable skills will be to graduates' advantage.
	Assistant to the accountant	ALL - do not have the specialised skills but know industry remittance systems such as BSPZA.
<b>TOUR OPERATOR</b>	Reservations, supervisor, reservation manager, general manager	B Tech: Ecotourism - graduates have the skills to progress in this career path. They face competition
<b>MARKETING</b>	Sales representative, marketing assistant and marketing manager	B Tech: Ecotourism Management.
<b>CAR RENTAL</b>	Reservation agent, supervisor, reservation manager	NONE
	Sales representative, marketing assistant, marketing manager	B Tech: Ecotourism Management
	Depot manager	NONE
<b>TRAVEL INFORMATION SERVICES</b>	Information clerk	NONE
<b>TOURIST GUIDE</b>	Site, city, regional, national	NONE
<b>INCENTIVE TRAVEL</b>	Consultant, sales representative, manager	NONE
<b>MEETINGS AND CONVENTION PLANNER</b>	Consultant, sales representative, manager	NONE
<b>CRUISES</b>	Reservations, supervisor, reservation manager, general manager	NONE
	Sales representative, marketing assistant and marketing manager	NONE
	Social director	NONE
	Marketing manager, sales representative	ALL excluding B Tech: Hospitality Management
<b>HOTELS/GUEST HOUSES</b>	Front office: front office manager, receptionist, information section, cashier	B Tech: Ecotourism Management & B Tech: Hospitality Management

As indicated in Table 4.7, airlines provide B Tech: Tourism Management graduates with exclusive employment opportunities. Graduates have the skills to enter this industry in a number of positions. Most of the skills can be used in a number of positions such as ground hostess, or reservation and ticketing consultant. The greatest opportunity for progression in this sector will be marketing and sales, as this is a major subject and is applied to services and the tourism industry, in contrast to generic marketing courses that focus on consumer goods.

It is acknowledged that Table 4.7 does not represent all the employment opportunities in the airline industry. Careers such as pilot, flight engineer and traffic controller have

deliberately been excluded as these careers require specialised training and graduates from the B Tech: Tourism Management do not even meet the entry requirements for these positions. It should be noted that human resources and financial positions have also been excluded. Although students do modules covering these functions, the level of knowledge only enables them to apply for very junior positions. Graduates do not have the specialised skills to advance to managerial positions, especially not in large corporations such as most of the airlines. These skills should be sourced from graduates with specialised qualifications.

Travel agencies provide a great number of exclusive employment opportunities for B Tech: Tourism Management graduates. These graduates do however face competition from a number of private providers that focus exclusively on this sector. Students have the skills and knowledge to progress to managerial level in retail travel agencies. At larger corporations marketing and sales can also be a very attractive career option. In smaller agencies it provides graduates with additional skills that could be used to their advantage and therefore provides graduates with a competitive edge when they apply for a position. Human resources and financial management are included in the careers for this sector, mostly because the sector consists of a large number of small businesses and specialisation in all aspects of the business is too costly. Human resources normally reside with the manager and the module on human resources provides the manager with a working knowledge of this function. Even the smaller businesses in this sector employ accountants. The module in financial management introduces students to basic financial principles and although not experts, they should at least be able to do tasks under supervision.

In tour operations there is an overlap between the B Tech: Tourism Management and the B Tech: Ecotourism Management. Specialised outbound tour operators are one of the identified career paths for ecotourism graduates. In this case graduates will probably not compete for the same positions as B Tech: Tourism Management graduates will probably prefer outbound operations that do not exclusively focus on eco-products. Both qualifications do however provide the required skills for this sector. The importance of the marketing function will result in competition for marketing positions between the different tourism qualifications. It is expected that ecotourism graduates will fill marketing positions in ecotourism. It is unlikely that an

ecotourism graduate will prefer a marketing position at an airline if he/she has the choice of one at a game lodge.

Car rental also provides exclusive employment opportunities for B Tech: Tourism Management graduates. Their transferable skills enable them to progress on the operational side as well as in marketing and sales. It is once more acknowledged that Table 4.1 does not represent an exhaustive list of employment opportunities as technical jobs such as mechanics and so forth have been excluded for obvious reasons. As is the case with airlines, travel agencies and tour operations, marketing overlaps in both qualifications. As explained before it is doubtful that an ecotourism graduate will seek employment at a car rental company.

Travel information services also provide an exclusive employment opportunity for B Tech: Tourism Management students. In most cases there is no career progression in this sector as many of these employees work for city councils. If this function reports to SA Tourism, marketing skills will advance opportunities for promotion.

Tourist guiding in the B Tech: Tourism Management focuses on man-made attractions, while field guiding as offered in the B Tech: Ecotourism Management focuses on the natural and cultural environment. There may however be an overlap in the cultural aspects of guiding between the two qualifications.

Incentive travel is normally generated by corporate travel accounts. Many travel agencies have a specialised incentive travel division. Graduates with the B Tech: Tourism Management, irrespective of the organisational chart, will have the skills to progress to management level.

The B Tech: Tourism Management focuses on meeting and conference planners who work independently from venues hosting these events. Although the B Tech: Ecotourism Management includes meetings and conventions as an entry-level job, graduates with this qualification will execute the conference at the venue. There is however a certain amount of overlap in the content of the modules.

Cruises also offer exclusive employment opportunities for B Tech: Tourism Management graduates. As with airlines and car rental companies, Table 4.1 is not

and exhaustive list of employment opportunities, and many of the jobs have been excluded mostly because of the specialised training that is required for these positions, or the fact that other qualifications focus on skills such as the food service qualifications that will educate restaurant staff, barmen and chefs. Marketing and sales provide a career path in this sector and although it overlaps with the B Tech: Ecotourism Management, it is doubtful whether graduates with the latter qualification will compete for these positions.

Both the B Tech: Tourism Management and the B Tech: Ecotourism Management offer an introductory module in hospitality management and a module in front office management as well as a central reservation system. The vast employment opportunities in these sectors have necessitated the inclusion of these modules in the B Tech: Tourism Management. Game lodges is an identified career path in the B Tech: Ecotourism Management.

When analysing the B Tech: Tourism Management it is clear that there are careers that overlap with the B Tech: Ecotourism Management, the B Tech: Hospitality Management and to a lesser extent the B Tech: Conservation Management. The overlap is largely at entry-level positions such as receptionist and in the majority of cases the qualifications differ in focus, as in the case of tourist guiding, and meetings and conventions. The business and management modules are the same for the tourism qualifications with the exception that the modules are offered and more applied to the sector they serve.

Table 4.8 indicates the sectors and jobs that graduates with a B Tech: Hospitality Management are able to compete for, based on sectors and jobs as identified by Knowles (1998:96-99).



**Table 4.8: Sectors and jobs for B: Tech Hospitality Management graduates**

<b>SECTORS OF THE INDUSTRY</b>	<b>JOB THAT GRADUATES HAVE THE REQUIRED SKILLS AND KNOWLEDGE FOR</b>	<b>OVERLAP WITH OTHER QUALIFICATIONS</b>
<b>ROOMS DIVISION</b>	<b>Front Office:</b> receptionist, cashier, mail and information, night audit  <b>Reservations:</b> telephone and switchboard  <b>Housekeeping,</b> uniformed services  <b>Maintenance</b>	B Tech: Tourism Management & B Tech: Ecotourism Management B Tech: Tourism Management & B Tech: Ecotourism Management  NONE  NONE
<b>FOOD AND BEVERAGE</b>	<b>Food &amp; beverage manager</b>  Restaurant manager, bar manager, chef, room service manager  Banqueting manager Meetings & Conferences Events Manager	NONE  NONE  B Tech: Ecotourism Management
<b>MARKETING</b>	Marketing manager, sales representative	B Tech: Tourism Management & B Tech: Ecotourism Management
<b>HUMAN RESOURCES</b>	Human resources manager, benefits manager, training manager, administrative staff	B Tech: Tourism Management & B Tech: Ecotourism Management
<b>ACCOUNTING</b>	Assistant controller finance, assistant controller operations, purchasing, storeroom, F&B controller, creditors, systems	NONE
<b>GENERAL MANAGER</b>	General Manager, Facility Manager	B Tech: Tourism Management & B Tech: Ecotourism Management

Because of the obvious overlap with the B Tech: Ecotourism Management, an analysis of the B Tech: Hospitality Management was also done. Duplication of content exists in front office management, marketing and sales and human resources management. However, in the B Tech: Ecotourism Management the front office positions, such as receptionist, is regarded as an entry-level skill to allow progression to managerial positions in lodges. Additional modules on topics such as environmental management, water, energy, material and waste management are included in the ecotourism qualification, to enable graduates to run lodges in a more environmentally friendly manner. The B Tech: Ecotourism Management includes subjects such as Sustainable Planning and Development where modules such as

Facility Planning add valuable additional skills. Staff for food and beverage, housekeeping and so forth in lodges, could be sourced from the hospitality or food services qualifications.

There is an overlap between the careers addressed in the B Tech: Hospitality Management and the B Tech: Ecotourism Management, the similarity primarily existing in the areas of front office management, marketing and sales, and the management subjects. It is however improbable that graduates with these qualifications would compete for the same positions as the ecotourism graduates would work in game lodges while the hospitality graduates would opt for city hotels. This conclusion is based primarily on the different personality types of the students that enrol for the respective qualifications.

Table 4.9 indicates the sectors and jobs that graduates with a B Tech: Nature Conservation qualify for after completion of their qualification, based on sectors and jobs as identified by Faculty members of the Department Nature Conservation at Technikon Pretoria.

***Table 4.9: Sectors and jobs for B Tech: Nature Conservation graduates***

<b>SECTORS OF THE INDUSTRY</b>	<b>JOB THAT GRADUATES HAVE THE REQUIRED SKILLS AND KNOWLEDGE FOR</b>	<b>OVERLAP WITH OTHER QUALIFICATIONS</b>
Conservation	Assistant conservator, reserve or resource manager, game ranger, law enforcement officer, research assistant, environmental education, community based conservation specialist guide, senior manager, eco-tour consultant, researcher.	Guide, eco-tour consultant with B tech Ecotourism Management

Table 4.10 indicates the sectors and jobs that graduates with the B Tech: Ecotourism currently offered by Technikon Pretoria and the Durban Institute of Technology are

qualified to compete for, based on sectors and jobs as identified by Van Harssel (1994:279-298), Knowles (1998:96-99) and Weaver (2001:283).

**Table 4.10: Sectors and jobs for B Tech: Ecotourism Management graduates**

<b>SECTORS OF THE INDUSTRY</b>	<b>JOB'S THAT GRADUATES HAVE THE REQUIRED SKILLS AND KNOWLEDGE FOR</b>	<b>OVERLAP WITH OTHER QUALIFICATIONS</b>
<b>NATURE GUIDE</b>	Site, regional and national nature guide	B Tech: Conservation Management
<b>TOUR OPERATOR</b>	Outbound tour operator, reservations, marketing, supervisor, manager	B Tech: Tourism Management NONE
	Inbound tour operator, reservations clerk, reservations manager, marketing manager, manager	NONE
<b>LODGE MANAGEMENT</b>	<b>Tour manager</b>	
	<b>Rooms Division: Front Office:</b> front office manager, receptionist	B Tech: Hospitality Management
	<b>Reservations:</b> Reservations clerk, reservations manager	B Tech: Hospitality Management & B Tech: Tourism Management
	<b>Marketing manager, sales representative</b>	B Tech: Tourism Management
	<b>Banqueting manager</b> Meeting & Conference Manager Events Manager	B Tech: Hospitality Management B Tech: Hospitality Management & B Tech: Tourism Management
	<b>Human resources manager</b>	
<b>NATIONAL PARKS</b>	<b>Camp manager/resort manager</b>	NONE
<b>PLANNING AND DEVELOPMENT</b>	Camp manager Planning & development officer, private consultant, research consultant	B Tech: Tourism Management
<b>PUBLIC SECTOR</b>	Planning & development officer in local, regional, provincial and national government	B Tech: Tourism Management
<b>NON-GOVERNMENTAL ORGANISATIONS</b>	Research director, lecturer Community development: Entertainment, arts and crafts Fundraiser	NONE
<b>ENTREPRENEUR</b>	Variety SMME's within the sector	ALL

When analysing the identified jobs the weight allocated to each component of the curriculum should be identified. Most of the employment opportunities seem to be in the tourism plant and therefore should carry more credits than conservation.

#### **4.5 CONCLUSION**

The literature study identified jobs within the ecotourism sector of the tourism industry to be tested in a questionnaire that will be mailed to a panel of international and national experts from industry and academics in order to determine the career paths for the ecotourism sector.

The jobs identified by the literature study were analysed in order to determine the required skills and knowledge that these professionals will need in order to develop and sustain the sector. Management aspects in both the hospitality and the planning and development areas received attention as agencies interested in ecotourism are multifaceted, and as such operate under many conflicting mandates at times. It is therefore likely that there may be conflict between stakeholders in the management process. Management tools focused on an integrated approach to decision-making and can provide more relevant and cost-effective information than a limited perspective. In focusing on the needs of the ecotourist, and balancing this with the resources and the capabilities of the agency, better experience development and resource management can be achieved.

The B Tech: Tourism Management, B Tech: Hospitality Management, B Tech: Conservation Management and the existing B Tech: Ecotourism Management were analysed in order to determine for which sector of the tourism industry these qualifications provide human capital. Although the B Tech: Ecotourism overlaps with the other three qualifications, many of the duplicated jobs are at entry-level or provide a career path to managerial levels. The B Tech: Ecotourism is a mix of five different qualifications to provide the focus necessary to manage ecotourism sustainably. The challenge will be to determine what the focus on each of the disciplines should be.

## **CHAPTER 5**

### **EMPIRICAL RESEARCH METHODOLOGY AND RESULTS**

#### **5.1 INTRODUCTION**

In Chapter 4 the career paths for the ecotourism sector of the tourism industry were identified, as well as the skills necessary to be able to operate in these career paths. This was accomplished by doing an extensive literature study.

The aim of this chapter is to report on how the empirical research was conducted and to present and discuss the findings in order to determine what knowledge and skills should be included in an ecotourism curriculum. The process of identifying the possible career paths and the panel that participated in the research is explained and the composition of the questionnaire and the different rounds of the Delphi technique that was used, are discussed. The curriculum that was the outcome of the research is presented and the B Tech: Ecotourism Management currently offered by technikons in South Africa is evaluated by comparing it with the curriculum identified by this study.

#### **5.2 EMPIRICAL RESEARCH METHODOLOGY**

This section will discuss the research methodology used in this study.

##### **5.2.1 Research design**

Qualitative as well as quantitative approaches were used in this research. The qualitative approach was used to gain information through focus group meetings and workshops in order to identify jobs, career paths and skills not identified by the literature study. The quantitative approach was used by issuing questionnaires to a selected panel of stakeholders from industry, in order to identify any additional knowledge and skills requirements, and to solicit their inputs on the design of the ecotourism curriculum.

### **5.2.2 Identification of possible career paths and skills**

Apart from the career paths and skills identified by the literature study, a focus group meeting with faculty members from the Departments Tourism Management, Nature Conservation Management and industry stakeholders was held in Pretoria on 27 October 2001 in order to identify possible jobs, which were then organised into career paths. Once these career paths had been identified the skills to perform the required jobs within each of the career paths were identified. Although consensus was reached on the jobs, career paths and skills, no consensus could be reached on the depth and focus of the qualification. To address this issue, two additional workshops with faculty members of the Departments of Tourism Management and the Department Nature Conservation of Technikon Pretoria were held in February 2002 and in March 2003 to determine how the content of the curriculum should be divided to address the required skills for the different career paths.

### **5.2.3 Identification of the panel**

A think tank organised by the organisation *Business Enterprises for Sustainable Tourism* (BEST) with the theme *Building a Sustainable Travel Curriculum*, was held at the Bongani Mountain Lodge, located in the Mthethomusha Game Reserve of South Africa, from February 24 - March 1, 2001. The Bongani meeting, the first of three think tanks, attracted 57 participants representing 28 universities, NGOs and tourism practitioners from nearly 30 countries. Because of their expertise in curriculum development and sustainable tourism, these participants were identified as panel members. Additional members who were invited, and who were included in the list of panel members, were South African academics, especially those who expressed an interest in implementing an ecotourism qualification and those already offering such a qualification, as well as key industry stakeholders. International academics, known for their expertise in curriculum issues and ecotourism, who had been revealed by the literature study, were also added to the list of panel members. The GSA, a South African tourism industry magazine, was used to identify additional South African industry stakeholders (see Appendix A).

#### **5.2.4 Population**

The population initially consisted of 60 invited panel members. Of the 60 panel members 7 out-of-office reminders were registered. A total of 24 respondents took part in all 4 rounds of the questionnaire and a response rate of 42% was achieved.

#### **5.2.5 Questionnaires**

A questionnaire was compiled in co-operation with Prof. Melville Saayman from the Institute for Tourism and Leisure Studies at the *Potchefstroomse Universiteit vir Christelike Hoër Onderwys*, who is the supervisor for this study. The aim of the questionnaire was to determine the career paths for the ecotourism sector and to identify the knowledge and skills for each level of the different career paths.

The questionnaire covered a wide range of variables that were divided into 4 categories:

- (1) A general section
- (2) Industry sector and employment
- (3) Career paths
- (4) Curriculum information

The questionnaire was prepared as an Excel spreadsheet to enable respondents to complete it electronically, and contained both open-ended and closed-ended questions (see Appendix B). The Delphi technique was used and 4 rounds of the electronic questionnaires were sent to 60 panel members.

The Statistical Services Division of Technikon Pretoria was used to process the data for descriptive purposes.

##### **5.2.5.1 Round 1**

Apart from the General Section which included demographic and institutional/occupational information, respondents were requested to rate the importance of

specialisation in ecotourism on a Likert scale of 1 to 5: 1 being extremely important, 2 very important, 3 important, 4 less important and 5 not important at all. In an open-ended question they were asked to give reasons for their answer. Section 2 of the questionnaire aimed to gain insight into the respondents' perceptions of the ecotourism sector employment growth, which they again had to rate on a Likert scale from 1 – 5. Section 3 of the questionnaire consisted of possible jobs in the ecotourism sector of the tourism industry, which were arranged into logical career paths. Respondents were requested to indicate whether they agreed with the jobs identified by the literature study and the focus group, and were asked to add additional jobs and careers that had not been included. Section 4 consisted of the possible skills that graduates would need in order to perform the functions required by the identified jobs and careers. The curriculum information was divided into the following educational clusters: General Education, Languages, IT, Business Education, Tourism-specific Education, Ecotourism-specific Education, Industry Courses, Experiential Education and Other (the last being a section where subject themes that did not fit in elsewhere could be placed). Respondents were asked to rate the identified subject themes on a Likert scale as explained above and were given the opportunity to add additional themes that were absent after each of the above-mentioned sections of the curriculum (see Appendix B).

#### **5.2.5.2 Round 2**

In Round 2 respondents were requested to complete the General Section by indicating their country of origin and their institutional/occupational positions. In Section 2 the respondents were again asked to rate their perception of ecotourism employment growth on a Likert scale as explained in Round 1. In Section 3 the respondents were asked to indicate whether the jobs and career paths, that included the additions that were made in Round 1, were legitimate ecotourism employment opportunities. In Section 4 the respondents were requested to indicate if curriculum themes that had been identified in the previous round by a 3 (important) on the Likert scale, should be included or excluded from the curriculum (see Appendix C).



#### **5.2.5.3 Round 3**

In Round 3 of the questionnaire respondents were requested to indicate in which year of offering in the programme (1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>) they would place the educational themes that had been identified in Round 2 (see Appendix D).

#### **5.2.5.4 Round 4**

In this round respondents were presented with the final curriculum and were asked to comment and make additional recommendations (see Appendix E).

#### **5.2.5.5 Presentation of curriculum to key industry stakeholders in South Africa**

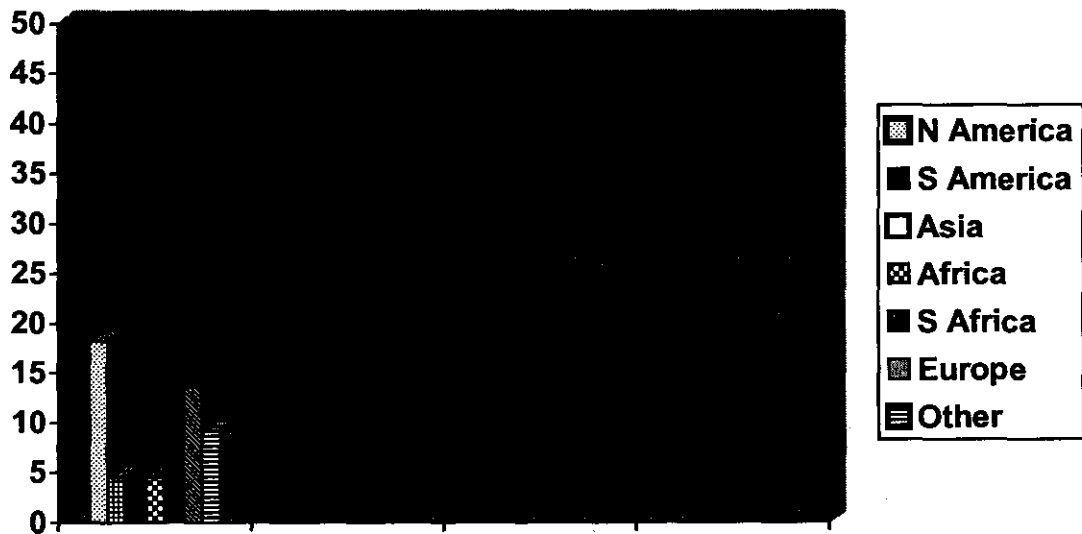
As the response rate from respondents in industry was poor, the curriculum was presented to 5 key South African industry stakeholders for comment. This was done telephonically and additional inputs were invited.

### **5.3 RESULTS OF THE QUESTIONNAIRE**

#### **5.3.1 General information**

This section of the questionnaire was designed to obtain biographical information on the respondents and their perceptions on the importance of a specialisation course in ecotourism.

The country of origin of the respondents is illustrated in Figure 5.1.



**Figure 5.1: Country of origin of respondents**

The above figures indicate that 45,45% of the respondents were South Africans, 18,18% were North Americans and 13,64% were Europeans. Asia, Africa and South America respectively made up 4,55% of the remaining respondents, while Middle Eastern countries accounted for 9,09%.

Figure 5.2 illustrates the institutional/occupational information of the respondents.



**Figure 5.2: Institutional representation of respondents**

The above figure indicates that 40,91% of the respondents were academics at universities, 18,18% at colleges, 22,73% at technikons and 18,18% were from the private sector. There was no representation from technical colleges.

In Figure 5.3 the perceptions of the respondents as to the need for a specialisation course in ecotourism is illustrated.



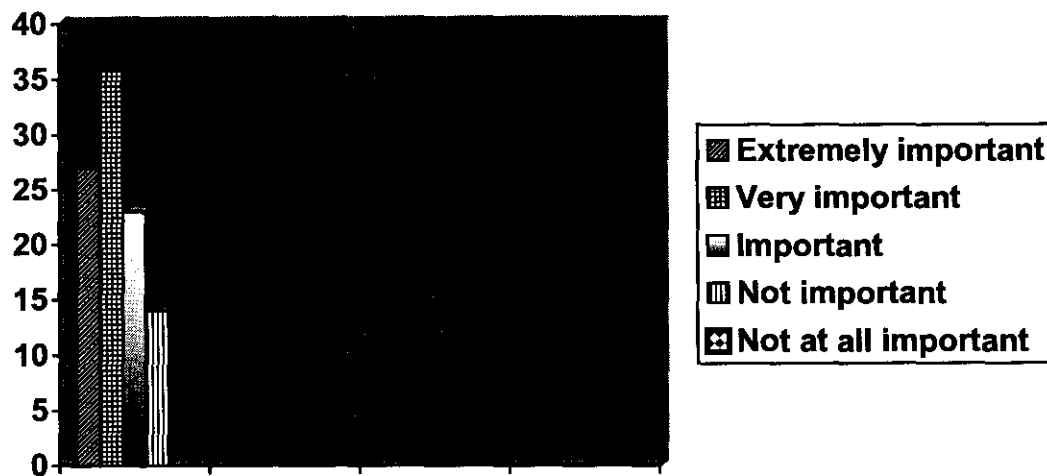
**Figure 5.3: Need for a specialisation course in ecotourism**

The majority of the respondents indicated that there was a need for specialisation in ecotourism. 41% thought that it was extremely important, 19% indicated it as very important and 23% thought that it was important. A cumulative percentage of 83% rated a specialisation course in ecotourism as at least important.

### **5.3.2 Industry sector and employment growth**

The General Section of the questionnaire also focused on the respondents' perceptions on growth and employment opportunities within the ecotourism sector.

Figure 5.4 illustrates the results of respondents' perceptions of employment opportunities as a result of growth of the ecotourism sector.



**Figure 5.4: Increasing employment opportunities as a result of growth**

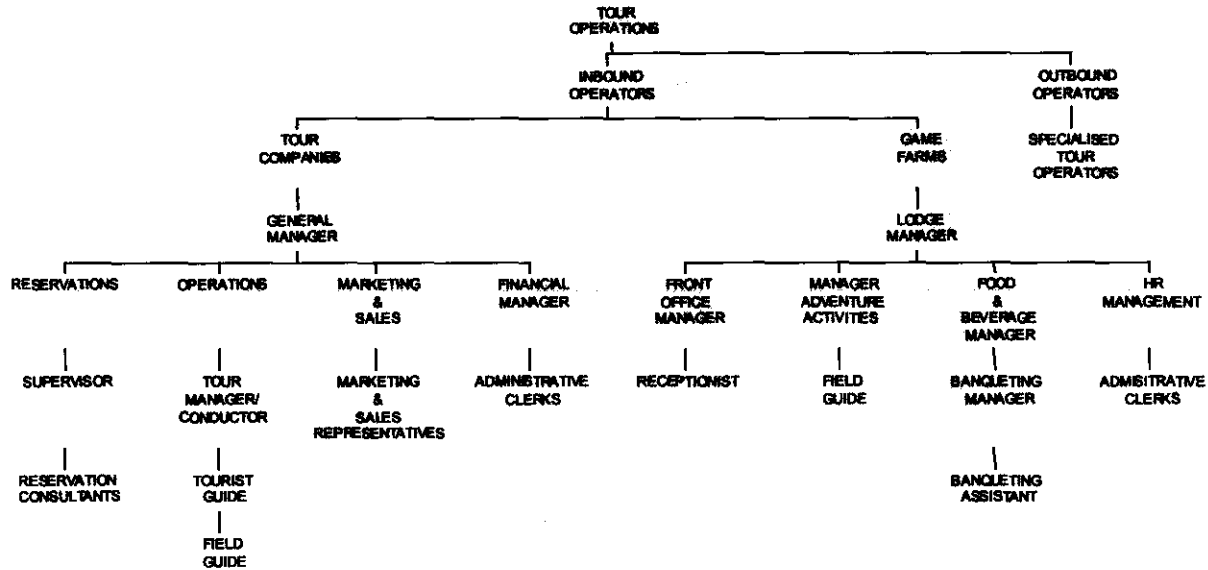
A cumulative percentage of 86% of the respondents felt that there is a correlation between the perceived growth in ecotourism and employment opportunities. The perception of 27% of the respondents was that the growth of the industry was an extremely important factor with regards to increased employment opportunities within the sector. 36% thought it was very important and 23% thought it was important. The same percentage of respondents also felt that there is a growing demand for qualified employees. It is interesting to note that only 68% of the respondents were of the opinion that these employees should be ecotourism graduates. 32% of the respondents did not think that graduates should fill the growing demand for employees in the ecotourism sector. The reason might be that they believed that there are many occupations within the tourism industry and also within the ecotourism sector that do not require graduate skills. Many of the housekeeping positions as well as kitchen staff and maintenance personnel at lodges will not have, and do not need, further education skills. A majority of 95% felt that in-service training for tourism graduates is at least important. Studies conducted by Busby, Brunt and Baber (1997) and Leslie and Richardson (2000) correlate with these findings.

### **5.3.3 Career paths in the ecotourism sector in South Africa**

The focus groups and literature study identified possible jobs within the ecotourism sector. In Section 3 of the Round 1 questionnaire, respondents were asked to list the missing jobs or categories. The jobs were categorised as tour operations, tourist guiding, game lodges, national parks, the public sector and the private sector. The different jobs in these categories are discussed in detail in the following section.

#### ***5.3.3.1 Inbound tour operators***

The survey originally categorised tour operations as a tour wholesaler. The respondents then included other inbound operators, and when these were compared with membership of the Southern Africa Tourism Services Association (SATSA), it was found that game lodges, wholesale tour operators and private parks were members. Figure 5.5 illustrates the results of the questionnaire with the Round 2 inputs of the respondents taken into account.



**Figure 5.5: Suggested career paths for eco-operators and game lodges**

Figure 5.5 distinguishes between inbound and outbound wholesale operators. Within the inbound sector a distinction is made between tour companies and game lodges. The inbound wholesale tour operations include at least 4 divisions that provide employment opportunities for eco-graduates: the reservation division, the operations division, the marketing division and the financial division. The reservations manager will head the reservations division, with supervisors reporting to him/her, and reservation consultants as frontline staff. The skills required for progression in this division include core skills such as communication skills, written communication skills, computer literacy, tourism and especially eco-destination geography and reservations systems. To progress to supervisor level business education is required. Graduates will have managerial skills and supervisory skills, marketing and selling skills, human resources skills as well as financial skills. With enough experience graduates can progress to managerial level and eventually start their own businesses.

Within the operational level all the above-mentioned skills are required as well as tourist guiding and tour conducting skills. Within the marketing division a graduate will enter as an assistant to the marketing manager or as a sales representative. Graduates will have the marketing knowledge to progress to the marketing manager position. The inclusion of financial management in the curriculum is to provide

entrepreneurial-minded graduates with a working knowledge of finances and not to provide the industry with financial specialists. These specialists should be sourced from relevant qualifications.

It is acknowledged that there are qualifications offered at higher education institutions that specialise in human resources management, marketing and so forth. The tourism industry has unique requirements in both these fields. These subject themes are offered applicable to the tourism industry and therefore these skills can be used in a wide variety of tourism enterprises. All companies have functions such as human resources management, financial management and marketing and at many of the smaller companies all these functions reside with the manager, which in many cases is also the owner of the business. In larger enterprises these functions will probably reside with the company's head office.

The suggested career paths for ecotourism graduates on game farms will be through the Hospitality Division. The lodge manager will head this operation with a front office manager, an adventure activities manager, a food and beverage manager and a human resources manager, financial manager and a marketing manager reporting to him/her. Graduates will enter lodges as receptionists, progressing to front office manager and then to lodge manager and game farm manager. The curriculum should include hospitality management, front office operations and a reservations system such as Fedelio. All the other skills, such as human resources, marketing and so forth, are transferable to progress to lodge manager position.

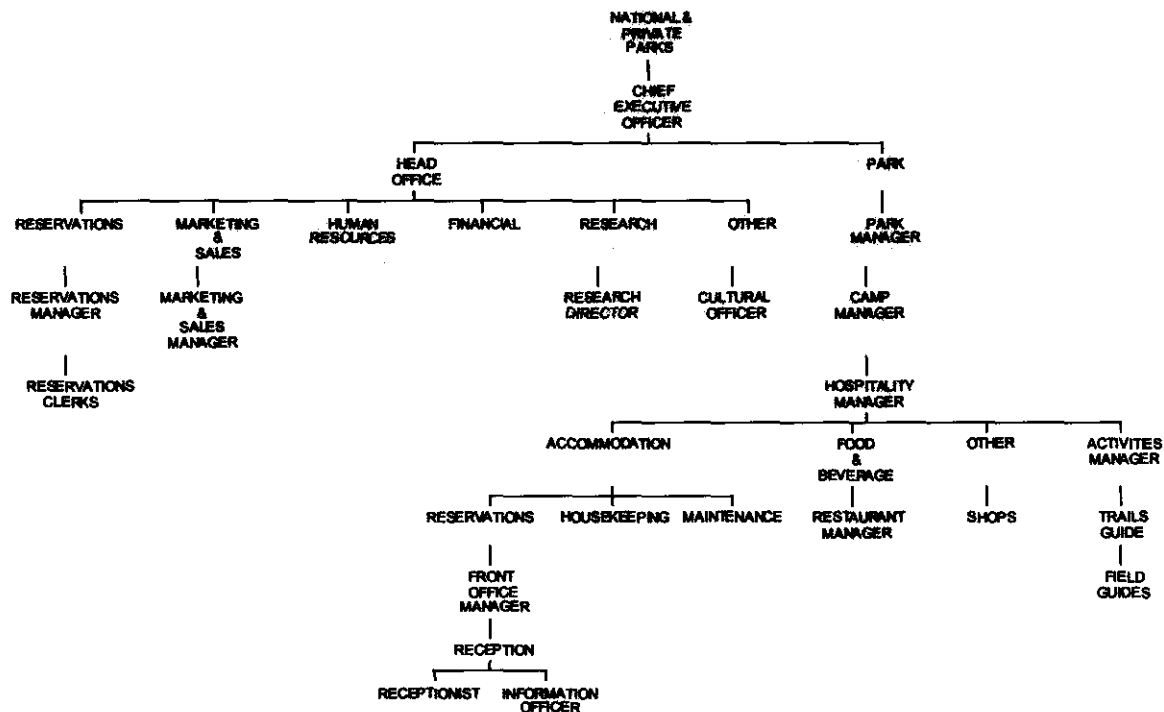
It is acknowledged that it is not only the banqueting manager that reports to the food and beverage manager. However, the B Tech: Food Service Management offered at technikons is aimed at training chefs, restaurant managers and so forth and personnel that require these skills should be sourced from that qualification. Ladkin *et al.* (2002:116-119) point out that the functional areas in hospitality careers are hotel manager, food and beverage manager, front office, housekeeping, accounting and financing, sales and marketing, personnel/human resource management/training, other (hotel) and other (not hotel), and that many of these positions such as food and beverage, housekeeping and so forth, are already sourced from existing tourism and

hospitality qualifications. Their research indicates that although a larger percentage of general managers have a food and beverage background, there is a high percentage of managers who worked in the front office and personnel functions. The new ecotourism qualification should include a hospitality career path to enable graduates to move to managerial positions. Graduates will have the additional conservation knowledge to run operations in environmentally sensitive areas. To include modules in hospitality management, front office management and convention management will increase entry-level opportunities for students with the new qualification in ecotourism.

In the case of an outbound operation, it will probably function as a specialised wholesale tour operation, packaging tours, which they will sell directly to customers or through intermediaries. Outbound and inbound operations will require similar skills, with the exception of the skills required by a tour manager, which will be provided at the destination by the inbound operator.

An additional career path within national parks and private parks were included. In Southern Africa this is the single largest employer. Figure 5.6 illustrates the employment opportunities for ecotourism graduates in this very important sector.





**Figure 5.6: Suggested career paths for national and private parks**

A distinction was made between Head Office and parks positions and feedback from respondents has been incorporated into Figure 5.6. At Head Office the chief executive officer (CEO) is the most responsible position, with managers for Reservations, Marketing and Sales, Human Resources, Financial, Research and Other reporting to him/her. The skills that students acquire during their studies will enable them to reach managerial positions with the exception of financial management. It is not the purpose of the new ecotourism qualification to teach this very important and specialised skill - there are numerous institutions and qualifications where people with these skills could be sourced from.

A park manager, who is responsible for all the activities in this setting, runs a national park. Most national parks in South Africa have more than one camp which is the ultimate responsibility of the camp manager. Reporting to the camp manager will be a hospitality manager, who is responsible for all activities involving tourists, and a conservation manager, who is responsible for conservation issues within the park. It is however not the purpose of this qualification to teach conservation aspects as there are other qualifications addressing these skills.

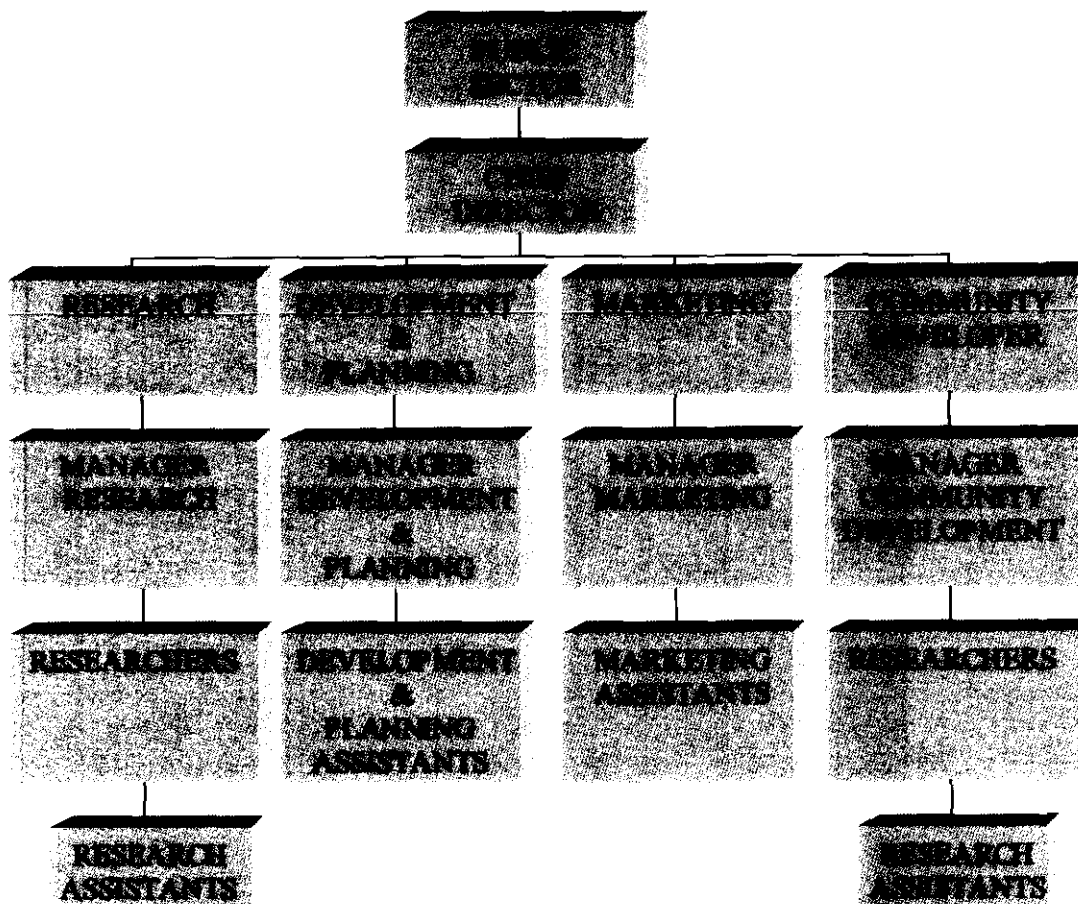
On the next level of the organisational chart are accommodation, food and beverage, an activity manager and a manager responsible for other services. The reservations manager, maintenance manager and the housekeeping manager report to the accommodation manager. Once again, housekeeping and maintenance will not be discussed as there are other qualifications aimed at these skills and there is no need for these employees to have knowledge of conservation issues. For the purpose of this study the food and beverage manager was included, merely because national parks are now, on a limited basis, starting to host smaller conferences, as is the case with private parks. To include a module on meetings and conference planning will give graduates in possession of the new ecotourism qualification an additional entry-level job opportunity. Most of the restaurants within the national parks are outsourced to private enterprises and even if this was not the case, chefs, restaurant managers and so forth can be sourced from B Tech: Food Service graduates.

As in the case of private parks, respondents included an adventure activity manager, to whom trail guides and field guides will report. Graduates will enter as field guide and after gaining some experience move to trail guide. Although the guiding techniques are the same, trail guides normally need more in-depth ecological knowledge in order to provide interpretations that meet customer expectations.

Graduates will have the necessary knowledge and skills to perform the functions related to the jobs as discussed above. Most of the skills are transferable and in many cases the inclusion of an additional module can open up a new entry-level position for graduates.

#### ***5.3.3.2 Public sector career paths***

This section addresses employment opportunities in the public sector for which ecotourism graduates can qualify. Figure 5.7 illustrates positions in the public sector.

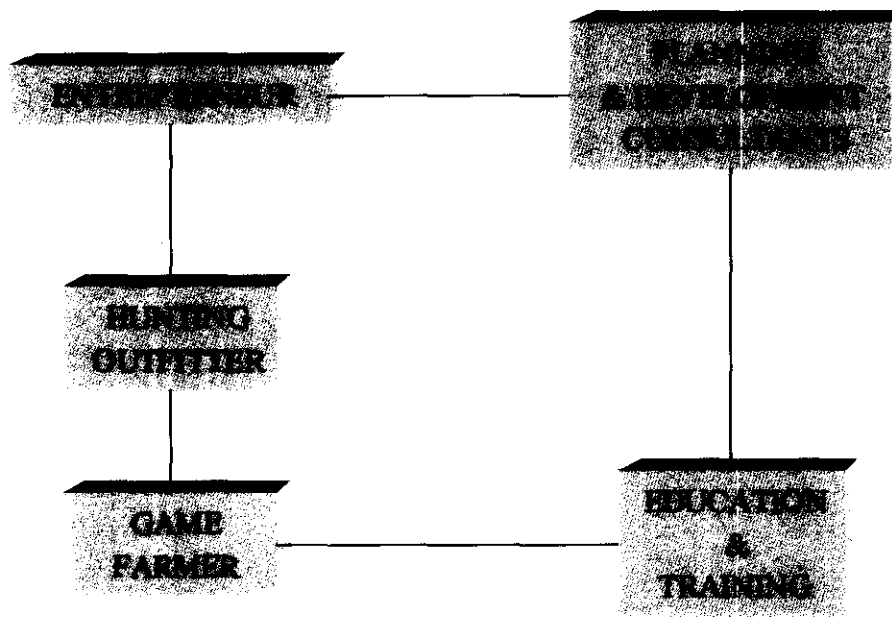


***Figure 5.7: Suggested career paths for the public sector***

As indicated in Figure 5.7 a chief director will lead at both national and provincial level in the public sector. For the purpose of this study only the careers that fall within the scope of the education and training provided by the proposed new ecotourism qualification will be discussed. Students wishing to enter this career path will enter as administrative clerks in research, development and planning, marketing or community developer. In all these sections they will have the skills to advance to managerial positions once they have gained enough experience.

### ***5.3.3.3 Private sector career paths***

The private sector also provides employment opportunities for ecotourism graduates as indicated in Figure 5.8.



***Figure 5.8: Suggested careers in the ecotourism private sector***

Most of the opportunities within the private sector are of an entrepreneurial nature. The proposed new curriculum will focus strongly on entrepreneurship, and it is anticipated that a large number of this qualification's graduates will become small business owners or managers. Only if this happens will the true benefits of ecotourism be realised as additional jobs are created, foreign exchange earnings are increased and international tourist arrivals increase. Conservation will no longer have to rely so heavily on tax earnings and government support, and the managers of this sector will be able to ensure sustainable development, taking the tourists' experiences and expectations into consideration, ensuring repeat business so that the ecotourism sector can continue to grow. Jobs in this sector include hunting outfitters, game farmers, lecturing positions at private institutions, ecotourism planning and development consultants and entrepreneurs.

To ensure the sustainable development of this very important sector of the South African tourism industry, future managers and owners will require specialised skills. Now that the career paths for management have been determined, the skills they require can be identified and a curriculum to obtain these skills can be designed.

#### **5.3.4 Skills and knowledge for ecotourism graduates**

Skilled managers are essential in order to enhance the sustainable development of the ecotourism sector in South Africa. These managers should, apart from managerial skills, have extensive tourism industry knowledge, as well as a working knowledge of conservation aspects.

As stated in Chapter 1 current managers in national parks have for many years come from conservation backgrounds. Their key responsibility was to conserve the environment and funds to do so were provided by government. As is the case in many countries, increased obligations of governments to other social claims such as education, welfare and so forth, have left national parks agencies with little government support. Parks around the world have had to find alternative sources to pay for conservation and the most natural vehicle for doing so has proved to be tourism.

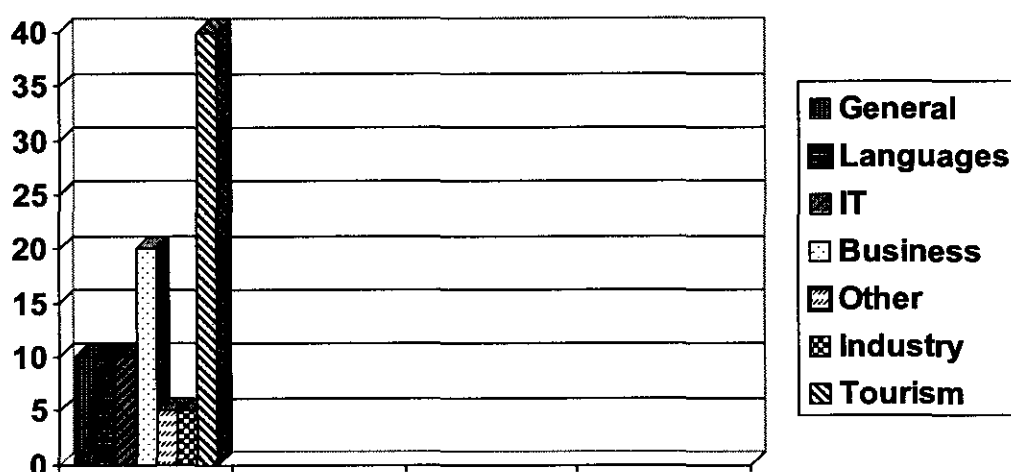
Although national parks catered for tourists in the past, they now have to do so on an extensive basis and many of the parks are not ready to cater for larger numbers of, and more demanding, tourists. Many of these managers still feel that tourists are a nuisance that has to be tolerated, and that they have a damaging effect on conservation efforts. A new breed of managers need to be trained to ensure that tourists have memorable experiences in national parks, thus ensuring return visits, and to ensure that the increasing number of tourists are managed in such a way that they have minimum impact on the environment.

#### **5.3.5 The ecotourism curriculum**

This section reports on the findings regarding curriculum design and content.

### 5.3.5.1 Curriculum design

Respondents were requested to allocate a percentage of time to the educational clusters within the curriculum. The percentage of time allocated to the various educational clusters is illustrated in Figure 5.9.



**Figure 5.9: Percentages of the curriculum allocated to the different educational clusters in the curriculum**

The respondents allocated an average of 10% to General Education, 10% to Languages, 10% to IT, 18% to Business Education, 40% to Tourism-specific Education, 7% to Industry Courses and 5% to Other (education).

Respondents were then requested to indicate at which level of the undergraduate programme the identified course content should be offered. The curriculum was divided into specific categories, consisting of General Education, Languages, IT, Business Education, Tourism-specific Education, Other and Industry Courses. Respondents were also asked to rate the importance of a 6-month internship.

### 5.3.5.2 General Education

Table 5.1 represents the responses to the Round 3 questionnaires, concerning General Education. Columns 2, 3 and 4 reflect respondents' placement of the different General Education subject themes in a specific year of offering. The figures in the columns

indicate the percentage of respondents who advised that a theme should be offered in that specific year.

**Table 5.1: Placement of General Education subject themes in a specific year of offering**

<b>SUBJECTS</b>	<b>1<sup>ST</sup> YEAR</b>	<b>2<sup>ND</sup> YEAR</b>	<b>3<sup>RD</sup> YEAR</b>
<b>General Education</b>			
Computer literacy	30	60	10
Communication skills	10	15	75
Written communication skills	10	40	50
Negotiation skills	30	45	25
Presentation skills	10	55	35
Interpersonal skills	0	30	70
Leadership and social skills	5	45	50
Organisational skills	0	40	60
Ethical/social responsibilities	5	30	65
Cultural sensitivity	0	35	65
Natural resource use and related issues	0	45	55
Research skills	20	45	35
Societies and cultures of the world	15	65	20
Leisure appreciation	35	45	20
Cultures of the world	20	65	15
Countryside and coast management	16	52	32
Ecology	10	37	53
Conservation management	10	35	55
Planning	10	45	45
Interpretive skills	10	40	50

From the results in Table 5.1 the following conclusions can be drawn:

➤ *Computer literacy*

60% of the respondents opted for offering computer literacy courses in the second year of study. In the B Tech: Ecotourism Management currently offered by certain technikons in South Africa, this is also the case, although in other tourism qualifications, such as the B Tech: Tourism Management, the subject End-user Computing is offered in the 1<sup>st</sup> year of study. There are pros and cons for both scenarios. In a developing country like South Africa, many learners have never had the opportunity to work on computers during their secondary school years, and do not have the luxury of having a computer at home. Many of the 1<sup>st</sup> year students who enrol at higher education institutions are therefore computer illiterate. The content for this subject covers the basics and it is thus suggested that computer literacy should be addressed in the 1<sup>st</sup> year of study. Part of the content of this course should include familiarisation with the Internet. Projects should include:

- Location of people, places and things
- Job search
- Vacation planning
- Business travel
- Financial information
- Marketing a business

Higher education institutions may prefer offering IT-related courses in the 2<sup>nd</sup> year as there are fewer students and because by this time students have matured considerably. Experience has however shown that the content of this subject is more than can be covered in a single year, especially since this study has indicated that respondents allocate 10% of the total curriculum to IT-related content. Tourism businesses around the world increasingly rely on e-commerce, e-marketing and electronic reservations systems. It is therefore



suggested that IT-related subjects be offered in both the 1<sup>st</sup> and 2<sup>nd</sup> year of study.

➤ ***Communication skills***

The core skill of communication is most important in all jobs in industry, commerce and public service organisations. It is therefore surprising that the majority of respondents were in favour of offering communication skills only in the 3<sup>rd</sup> year of study. Only 25% wanted this offering type in either the 1<sup>st</sup> or 2<sup>nd</sup> year. As the responses indicated that an internship of at least 6 months should be included in the 3<sup>rd</sup> year of study, limited time is left for other offerings. If one takes into account that communication skills, which include languages such as English and an indigenous language, should be at least 10% of the total content of the curriculum, time constraints will not allow the effective mastering of these skills if only offered in the 3<sup>rd</sup> year of study. It is therefore suggested that communication skills be offered in the 1<sup>st</sup> and 2<sup>nd</sup> year of study.

➤ ***Written communication skills***

Written communication skills were allocated to the 3<sup>rd</sup> year of study with 10% and 40 % of the respondents indicating that it should be offered at 1<sup>st</sup> and 2<sup>nd</sup> year level respectively. As indicated in Table 5.1, 50% of the respondents placed written communication skills the 3<sup>rd</sup> year of study. Seraydarian & Pywell (1994:10) are of the opinion that *“expressing oneself systematically and accurately in writing and copying with the nuances of English grammar are problems shared by a significant number of practitioners from all levels of the managerial spectrum”*, and that this difficulty manifests itself most frequently among first-line junior managers, especially for those whose previous training has been essentially of a practical ‘hands-on’ nature. The delayering of the organisational structure and the consequent flatter management structures, have served to present these problems even further. Hardly a week goes by in the life of a contemporary first-line manager in which he/she is not required to commit thoughts, ideas or recommendations to paper, often in the

knowledge that these literary efforts will, in due course, surface as board meeting papers. Given the importance of this core skill, written communication skills should not be offered as a separate subject only, but as an outcome of all the subjects offered in this programme. It is suggested that this skill, like communication skills, should be offered from 1<sup>st</sup> year level through to 3<sup>rd</sup> year level.

➤ ***Negotiation skills***

A cumulative percentage of 75% of the respondents placed negotiating skills in either the 1<sup>st</sup> or 2<sup>nd</sup> year, with 30% in the 1<sup>st</sup> year of study, 45% in the 2<sup>nd</sup> year and only 25% in the 3<sup>rd</sup> year of study. Negotiation skills could be offered simultaneously with language courses. Once the techniques are mastered, these skills could be an outcome of a number of other subjects/courses offered within the curriculum. It is therefore suggested that negotiation skills not be offered as a separate subject or course but that this skill should be developed over the 3-year period and be integrated into the content of other subjects.

➤ ***Presentation skills***

The majority of respondents, 55%, opted to place presentation skills in the 2<sup>nd</sup> year of study. Only 10% indicated that it should be offered in the 1<sup>st</sup> year while 35% preferred the 3<sup>rd</sup> year. Once students are competent with the techniques, this should also be an outcome of a number of courses/subjects. Presentation skills should therefore be included throughout the curriculum in all subjects that are suited to address this skill.

➤ ***Interpersonal skills***

None of the respondents thought that interpersonal skills could be developed in the 1<sup>st</sup> year of study, only 30% thought it could be done in the 2<sup>nd</sup> year and 70% of the respondents placed this offering in the 3<sup>rd</sup> year of study. This is again a skill that is developed over time. It should be included in all offerings and be developed from the 1<sup>st</sup> year.

➤ ***Leadership and social skills***

A cumulative percentage of 95% of the respondents indicated that leadership and social skills should be addressed in the 2<sup>nd</sup> or 3<sup>rd</sup> year. Although 50% of the respondents allocated this section of the curriculum to the 3<sup>rd</sup> year of study and classified it under General Education, it is recommended that leadership and social skills be offered in the 2<sup>nd</sup> year with business education and that this subject theme should focus on supervisors and managers. Leadership theories could be an additional theme.

Social skills are extremely important for people working in the tourism industry and even more so for those who find employment in the hospitality sector. Students should be sensitised to work on their social skills throughout their studies.

➤ ***Organisational skills***

Organisational skills were placed in the 3<sup>rd</sup> year of study with 60% of the respondents indicating that it should be offered at this level. 40% of the respondents placed this part of the curriculum in the 2<sup>nd</sup> year. It is suggested that organisational skills be offered in the 2<sup>nd</sup> year as part of the subject Information Management IA. Students have projects and assignments that require organisational skills throughout their studies and to wait until the 3<sup>rd</sup> year will deprive students of the opportunity to enhance the skills necessary to find and organise information relevant to their studies.

➤ ***Ethical/social responsibilities***

Ethical/social responsibilities were placed in the 3<sup>rd</sup> year of study by 65% of the respondents. Only 5% thought that it should be offered at 1<sup>st</sup> year level and 30% thought that it should be offered at 2<sup>nd</sup> year level. Ethics and social responsibility and themes such as business ethics should be included in the 3<sup>rd</sup> year with entrepreneurship and innovation. The bigger employers normally provide guidelines for these issues. As many of the graduates from the new

qualification may possibly start their own businesses, they will have to set the example for their employees.

➤ ***Cultural sensitivity***

The majority of respondents felt that this theme should be offered at 3<sup>rd</sup> year level. None of the respondents placed it in the 1<sup>st</sup> year and 35% placed it in the 2<sup>nd</sup> year of offering. Tourism is an industry where employees are constantly exposed to different cultures and cultural insensitivity will have a detrimental effect on the tourist's experience. It is therefore suggested that this aspect of the curriculum be covered in the subject Tourism Anthropology IA in the 1<sup>st</sup> year of study and that students should be sensitised as to the importance of cultural sensitivity throughout their studies.

➤ ***Natural resource use and related issues***

None of the respondents placed natural resource use and related issues in the 1<sup>st</sup> year of offering. 45% felt that it should be offered at 2<sup>nd</sup> year level and 55% felt that it should be offered at 3<sup>rd</sup> year level. Ecotourism is tourism in a natural environment, and it is therefore suggested that students should be exposed to this theme early on in their studies. It is also suggested that the above-mentioned theme be covered in the 1<sup>st</sup> year in the subject Ecology IB with conservation management. It should be noted that the focus of the qualification is not to educate nature conservation specialists but to give future managers a working knowledge of the issues they will encounter later in their careers.

➤ ***Research skills***

Most of the respondents felt that research skills should be offered at 2<sup>nd</sup> year level with 45% indicating that they would prefer this option. 20% favoured this offering in the 1<sup>st</sup> year and 35% in the 3<sup>rd</sup> year of study. It should be noted that research skills should not be confused with research methodologies. Research skills are especially important for tourism employees, such as tourist guides, tour operators and so forth. These skills should therefore be developed

during the entire 3 years of study and incorporated into a variety of subjects. The techniques and methods of information gathering and organising should however be taught and then be exercised in different subjects to master the application thereof.

➤ *Societies and cultures of the world*

The majority of respondents felt that societies and cultures of the world should be a 2<sup>nd</sup> year offering with 65% being in favour of this option. Only 15% preferred it in the 1<sup>st</sup> year and 20% in the 3<sup>rd</sup> year of study. In order to optimise the tourist experience, the cultures of at least South Africa's generating countries should be addressed. A module on South African cultures should also be included as international, and for that matter also domestic, tourists require more information on the cultures of South Africa.

➤ *Leisure appreciation*

Only 20% of the respondents favoured leisure appreciation as a 3<sup>rd</sup> year offering with the majority of respondents opting for the 2<sup>nd</sup> year and 35% for the 1<sup>st</sup> year. Travel and tourism is a discretionary expense and it is therefore important that students have knowledge of leisure trends. Without this knowledge they would be ignorant of their competitors.

➤ *Countryside and coast management*

This theme was not identified by the literature study. A cumulative percentage of 68% opted for this theme to be offered in the 2<sup>nd</sup> year. Only 15,79% and 31,58% thought that this section of the curriculum should be covered in the 1<sup>st</sup> and 3<sup>rd</sup> year respectively.

➤ *Ecology*

Only 10,53% of the respondents included ecology in the 1<sup>st</sup> year, 36,84% in the second year and 52,63% in the 3<sup>rd</sup> year of study.

➤ ***Conservation management***

55% of the respondents felt that conservation management should be offered in the 3<sup>rd</sup> year, while 35% were of the opinion that it should be offered in the 2<sup>nd</sup> year and 10% felt that it could be dealt with at 1<sup>st</sup> year level.

➤ ***Planning***

A cumulative percentage of 90% of the respondents were of the opinion that planning should either be offered at 2<sup>nd</sup> year level, with 45% favouring this option. The remaining 45% felt it was better suited at 3<sup>rd</sup> year level. Only 10% of the respondents felt that it could be a 1<sup>st</sup> year offering. The ecotourism sector of the South African tourism industry is still in a developing stage. There is a shortage of skills, especially at provincial and local level. It is therefore suggested that planning and development themes be offered at 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year level and that it includes sustainable development policies.

➤ ***Interpretive skills***

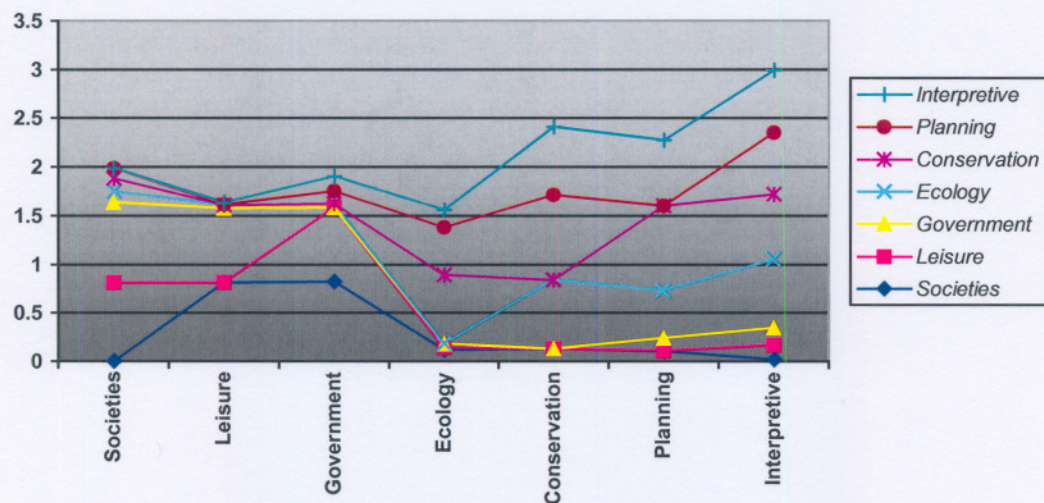
As with planning a cumulative percentage of 90% of the respondents indicated that interpretive skills should be offered at 2<sup>nd</sup> or 3<sup>rd</sup> year level. 50% however, indicated that it should be at 3<sup>rd</sup> year level and 40% at 2<sup>nd</sup> year level. Only 10% indicated that this theme should be offered at 1<sup>st</sup> year level. The techniques associated with this skill should be offered at 3<sup>rd</sup> year level.

It is interesting to note that respondents excluded arithmetical skills, government and citizenship, mass communication skills and psychology as skills required under the General Education Section. This is probably because it was felt that students at higher education level would have mastered arithmetical skills at this stage, and that government and citizenship would have been addressed at secondary school level. Mass communication might be a skill required by events managers and planners and this skill, should it be required, could be sourced from other qualifications, especially



since it is very unlikely that ecotourism specialists would ever host such an event in an environmentally sensitive area.

Correlations were done with the different themes within the educational clusters to determine which themes could be offered in conjunction with each other. Figure 5.10 illustrates the Pearson correlation coefficients between the different themes in the General Education cluster.



**Figure 5.10: Correlation between themes in the General Education cluster**

It was found that there is a correlation between societies and cultures of the world, leisure appreciation, government and citizenship. This is because culture has an influence on people's perception of leisure, and governments, through policies and the availability of leisure activities, have an important influence on the perceptions of the leisure attitudes of their citizens. These themes could be addressed in one subject.

Very little correlation was found between societies and cultures of the world and ecology, conservation management, planning and interpretive skills. There is however a very strong correlation between ecology, conservation management, planning and interpretive skills, and consideration should be given to the viability of offering these themes as a single subject.

There is also very little correlation between leisure appreciation and ecology, conservation management, planning and interpretive skills. There is however, a strong

correlation between leisure appreciation, societies and cultures, and government and citizenship.

There is a very strong correlation between government and citizenship and conservation management. The reason could be that it is generally accepted that it is government's responsibility to preserve the natural environment. Respondents did not include government and citizenship in the final curriculum but it is suggested that government's role in the conservation process should be included in the conservation management module.

The correlation between ecology and interpretive skills are higher than average. This is to be expected as field guides and trail guides are required to interpret the natural environment and ecology will be a prerequisite. It is suggested that this section of the curriculum be offered either as an integrated module or close together.

A very high correlation was found between conservation management and planning, which means that sustainable planning and development should include the human aspects of tourism development and that conservation management should not be offered in isolation but as an integrated part of the planning theme.

The correlation between the different themes was expected and they should be integrated in subjects (see Appendix F).

#### ***5.3.5.3 Languages***

Table 5.2 represents the respondents' placement of the languages in the required year of offering. The figures in the columns indicate the percentage of respondents who advised that a language/theme should be offered in that specific year.



**Table 5.2: Placement of Languages subject themes in a specific year of offering**

SUBJECTS	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR
<b>Languages</b>			
English	5	25	70
Indigenous languages	32	47	21
Foreign languages	45	50	5
Written communication	10	45	45
Negotiation skills	15	50	35
Presentation skills	0	55	45
Interpersonal skills	5	40	55

➤ **English**

Only 5% of the respondents were in favour of offering English in the 1<sup>st</sup> year of study. The majority of 70% of respondents opted to place this offering in the 3<sup>rd</sup> year, while 25% preferred the 2<sup>nd</sup> year. Most of the tourism qualifications offered Technikons in South Africa offer English as a 1<sup>st</sup> year subject. For many of these students English is a 2<sup>nd</sup> or even 3<sup>rd</sup> language. English has however become the business language of South Africa and the language of instruction of most higher education institutions. This being the case, it is debatable if English as 2<sup>nd</sup> language can only be offered at 3<sup>rd</sup> year level, especially within the South African context.

➤ **Indigenous languages**

47% of the respondents indicated that an indigenous language should be offered in the 2<sup>nd</sup> year of study while 31% felt that it should be offered at 1<sup>st</sup> year level. In the existing B Tech: Tourism Management, Afrikaans is offered as a 1<sup>st</sup> year subject. Students have the choice of either Afrikaans or English in their 1<sup>st</sup>. The new ecotourism qualification will provide students with the option of 1 of the 9 other official languages of South Africa. English is thus

compulsory but students can choose one of the other official languages of South Africa. Most of the modules have been placed in the 2<sup>nd</sup> year of study and consideration should be given to place this module at 1<sup>st</sup> year level. It should also be a requirement that students should enrol for an indigenous language that is not their home language.

➤ ***Foreign language***

Respondents were divided on the issue of foreign language offerings during the 1<sup>st</sup> or 2<sup>nd</sup> year: 50% were in favour of offering a foreign language in the 2<sup>nd</sup> year of study, while 45% placed it in the 1<sup>st</sup> year. Only 5% indicated that it should be offered in the 3<sup>rd</sup> year. The B Tech: Tourism Management currently offered at technikons in South Africa offers foreign languages in the 2<sup>nd</sup> year. Students have the choice to continue to the 2<sup>nd</sup> level of the language of their choice in there 3<sup>rd</sup> year but they do not receive additional credits. A foreign language is not included in the existing B Tech: Ecotourism Management, and should be included in the new qualification if the findings of the research are taken into consideration.

➤ ***Written communication***

Respondents included written communication skills as part of language and general modules. Written communication skills should be an outcome of all modules and/or subjects offered in the new ecotourism programme but should primarily be addressed in the language cluster of the curriculum.

➤ ***Negotiation skills***

As in the case of written communication skills, respondents included negotiation skills in both General Education and Languages. This skill could also be developed in tourist guiding and tour operations modules. It is therefore suggested that negotiation skills should be an outcome of various modules/subjects but should be offered primarily as part of the language cluster of the curriculum.

➤ ***Presentation skills***

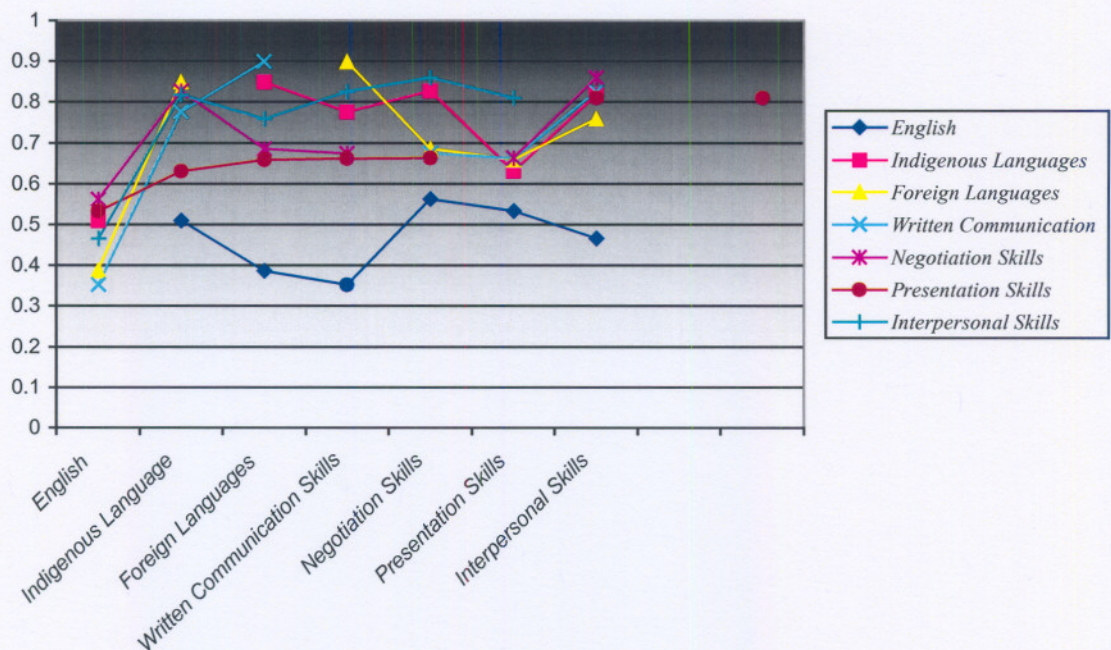
Presentation skills were also a component of General Education. All over the world thousands of presentations are given and attended each day, ranging from researchers presenting new findings, salespeople presenting products, organisations presenting new policies, and so forth. Once the techniques for speaking with confidence, choosing audio-visual aids and dealing with questions from an audience have been mastered, presentation skills can be applied to a number of modules.

➤ ***Interpersonal skills***

Good interpersonal skills are in most industries the key to success in any job. In a working situation, where employees are in continuous contact with each other and with the public, the ability to interact and communicate well is essential to the outcome of much of the work they do. This is especially true for the tourism industry, where good interpersonal skills are a major part of everyone's job. Whether dealing with a complaint or taking a telephone enquiry, employees will need to demonstrate good communication skills in listening and questioning techniques, and building up rapport with the customers. The standard of service that customers receive depends ultimately on training and development of staff. Staff may possess excellent product knowledge and a high degree of technical skills, but tourism enterprises will fail to win and keep customers if they do not have the requisite interpersonal skills. Furthermore, interpersonal skills play an important part in the development of good working relationships and effective communication in the workplace. Managers who lack these skills will be less able to motivate, lead and develop their staff to meet the standards of the business. The degree of interpersonal skills exhibited by management is always reflected in the way that staff are treated, and in the way that staff relate to their customers.

Given the above it is suggested that interpersonal skills be developed from the 1<sup>st</sup> year of study to the 3<sup>rd</sup>, even though 55% of the respondents placed this component of the curriculum in the 3<sup>rd</sup> year.

Figure 5.11 illustrates the correlation between the language skills.



**Figure 5.11: Correlation between language skills**

The Pearson correlation coefficients indicated lack of a strong correlation between English, negotiation skills, presentation skills and interpersonal skills. Surprisingly enough this correlation is much higher with an indigenous language and is also true for foreign languages. These skills should therefore be incorporated in the indigenous language and foreign languages (see Appendix F).

Languages could therefore be presented as follows:

- English: written communication and business writing.
- Indigenous language, including negotiation, presentation and interpersonal skills.
- Foreign language, including negotiation, presentation and interpersonal skills.

#### **5.3.5.4 IT**

Although computer literacy was placed in the General Education Section, respondents felt that IT-industry applications should comprise 10% of the curriculum. The industry computer applications that were identified, are indicated in Table 5.3 as percentages of the respondents' placement of the themes in a specific year of study.

**Table 5.3: Placement of IT subject themes in a specific year of offering**

SUBJECTS	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR
On-line marketing	15	45	40
Cultural sensitivity	20	55	25

#### **➤ On-line marketing**

Technological development will have major effects on the tourism industry in the future. Computers can in the near future be expected to have ultra-high resolution screens, 3-D graphics, high-level interactivity and artificial intelligence. Destination sites will be experienced through video simulations and a range of hypermedia databases that will enable individuals to tailor a trip to the needs of the consumer. CD-ROM technology is already capable of creating electronic catalogues to replace traditional marketing of the industry. Destinations and individual enterprises without this expertise will in the short term most certainly loose out on business, and might find that it has a detrimental long-term effect.

Respondents indicated that this subject theme should be offered in the 2<sup>nd</sup> year.



➤ **Cultural sensitivity**

This subject theme was placed in the 2<sup>nd</sup> year of study. It is not certain why respondents included this theme under IT-related offerings. Cultural sensitivity is addressed in the subject Tourism Anthropology in the 1<sup>st</sup> year of study.

**5.3.5.5 Business Education**

Table 5.4 represents the respondents' placement of the business subject themes in a specific year of offering, expressed as a percentage of the number of respondents who placed the theme in the specific year.

**Table 5.4: Placement of Business Education subject themes in a specific year of offering**

SUBJECTS	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR
<b>Business Education</b>			
Principles of management	15	45	40
Ecotourism business practices	5	30	65
Principles of service management	0	45	55
Human resources management	5	70	25
Financial management	5	60	35
Entrepreneurship and innovation	5	45	50
Strategic management	5	50	45
Quality management	15	40	45
Management theories	35	55	10
Business management theories	30	55	15
Business strategy	0	70	30
Marketing theories	10	65	25
Selling skills	10	55	35
Economics of tourism	10	70	20
Leadership theory	25	65	10
Service quality	5	35	60

➤ ***Principles of management and business management theories***

An overwhelming majority of the respondents placed principles of management in the 2<sup>nd</sup> or 3<sup>rd</sup> year of study. Only 15% thought that this theme should be offered at 1<sup>st</sup> year level. The theme should attempt to review the management function, furnish students with the required basic knowledge and serve as a framework for expanding on that knowledge. It should introduce students to the theory of management as a science. It is therefore suggested that principles of management be offered as a 1<sup>st</sup> year subject theme, which includes management theories.

➤ ***Ecotourism business practices***

Most of the respondents, 65%, thought ecotourism business practices should be offered in the 3<sup>rd</sup> year of study. The focus of this subject theme should be on the management of small businesses in general, and applied to ecotourism businesses in particular. It should give students the necessary information to understand the relevance of the small business sector in the wider economic and social context, and explore the management aspects that particularly affect the success or failure of the small enterprise. It is suggested that this subject theme be offered in the 3<sup>rd</sup> year of study where it could be offered in combination with entrepreneurship and innovation.

➤ ***Principles of service management and service quality***

Principles of service management should be offered in conjunction with service quality. The theme management theories are addressed in the 1<sup>st</sup> year and principles of service management has the central philosophy that people make the difference in providing an efficient and 'quality' service. Principles of Service Management could be offered in the 1<sup>st</sup> or 2<sup>nd</sup> year. Human capital in service industries is the most expensive resource and in the case of the tourism industry an organisation's greatest resource. It should not be seen as a function of the human resources manager but rather a function of the

operations manager, making the most effective use of resources – primarily through the involvement and the motivation of the people with whom they work, including suppliers of goods and services through to the end user of the service. Respondents placed both subject themes in the 3<sup>rd</sup> year of study, but given the fact that entrepreneurship and ecotourism business practice will be addressed in this year, it is suggested that principles of service management and service quality are offered with financial management in the 2<sup>nd</sup> year.

➤ ***Human resources management***

It is the objective of the new ecotourism qualification to educate managers and entrepreneurs to develop the ecotourism sector in South Africa. In larger companies such as SAN Parks, specialists are appointed to these positions. In SME's this function will probably resort with the owner. Human resources management should for the purposes of this qualification be adapted to the tourism and hospitality industry as it is a mistake to assume that all small businesses are simply smaller versions of their larger counterparts. In addition, tourism and hospitality SME's have other defining characteristics that set them apart from large organisations. These businesses offer jobs that have limited prospects of career progression and a feeling of transience because of cyclical demand fluctuations. Thus, many jobs are part-time with poor rates of pay. In addition, management styles tend to be despotic and non-supportive of workers. These issues help to create an unstable workforce where employees are difficult to recruit and retain.

Over recent years the international market place for the tourism and hospitality industry has become increasingly dynamic and competitive. The nature of demand has changed where service providers are increasingly faced with better-educated, well-travelled and altogether more sophisticated consumers. This translates into higher customer expectations, and organisations must ensure that they provide a service that satisfies these new customer dynamics. Future organisational success will therefore depend heavily upon the management of service provision that acknowledges the essential role employees play in service delivery. It is therefore imperative that human



resources are adapted to meet the required needs of the tourism industry in general and more specifically the ecotourism sector, as this sector also has a number of unique characteristics that should be taken into account.

The majority of the respondents placed human resources management in the 2<sup>nd</sup> year of study.

➤ ***Financial management***

60% of the respondents placed this component of the curriculum in the 2<sup>nd</sup> year of study. As it is not the objective of the proposed qualification to educate financial experts, but merely to give graduates a working knowledge of financial management, no prior knowledge of accounting should be required and it is agreed that this subject theme should be offered in the 2<sup>nd</sup> year.

This theme should focus on financial records and external reports in all the main areas of financial accounting record keeping, and how to prepare the reports of a variety of business organisations, from sole trader to ownerships and limited companies. It should also examine the ways in which internally generated information is recorded and reported for management decision-making, and how these records and reports can be used to improve or maximise the profitability of the organisation. In conclusion the theme should serve to instruct students in the assessment and analysis of financial performance and status.

➤ ***Entrepreneurship and innovation***

Only 5% of the respondents placed entrepreneurship and innovation in the 1<sup>st</sup> year of study. 45% and 50% placed it in the 2<sup>nd</sup> and 3<sup>rd</sup> year respectively. Entrepreneurship is about the actual process of getting a new venture started and growing, successfully harvesting it and starting again. There is a substantial body of knowledge, concepts and tools that entrepreneurs need to know, many of which are underpinned in other subjects. It is therefore

suggested that entrepreneurship and innovation be offered in the 3<sup>rd</sup> year of study.

➤ ***Strategic management and business strategy***

The majority of the respondents placed strategic management and business strategy in the 2<sup>nd</sup> year of study. The important human phenomenon of tourism and the industry which has grown up in order to support it – the travel industry – have grown to represent one of the world's most important industrial sectors. This industry exhibits a number of distinctive characteristics and it is therefore appropriate to consider the strategic implications of managing this important and rapidly developing industry and apply strategic management concepts to a service context and particularly to the travel and tourism industry and the hospitality sector. Because of the importance of this section of the curriculum and the logical sequence of the management theme, with the principles of management and human resources in the 1<sup>st</sup> year, financial management and the principles of service management and service quality in the 2<sup>nd</sup> year and entrepreneurship and innovation and ecotourism business practices in the 3<sup>rd</sup> year, strategic management and business strategy should only be offered in the 4<sup>th</sup> year of study.

➤ ***Quality management***

45% of the respondents indicated that this subject theme should be offered in the 3<sup>rd</sup> year of study, with 40% preferring the 2<sup>nd</sup> year and only 15% the 1<sup>st</sup> year. Although the majority opted for the 3<sup>rd</sup> year, it is recommended that it be offered at 2<sup>nd</sup> year level. On completion of this subject theme students should have a basic knowledge of quality management. The subject should not be offered in too much detail as graduates from other qualifications could be sourced to perform this very specialised task.

➤ ***Marketing theories***

The marketing of services, of which tourism is one, calls for a different approach than is required in the marketing of goods: a different marketing

mix, different distribution systems, a different emphasis on sales and customer servicing. Tourism is a people industry, in which the product is inseparable from the staff who render it. Each member of the industry has a marketing function to perform in their dealings with the public, and it is therefore vital that they acquire and put into use the practical skills of marketing.

65% of the respondents placed this component of the curriculum in the 2<sup>nd</sup> year of study. It is however suggested that marketing should be offered in both the 1<sup>st</sup> and 2<sup>nd</sup> year of study, because of the important influence of this function on service delivery.

#### ➤ *Selling skills*

Selling tourism is more difficult than selling consumer goods as it has often been said that selling tourism is selling dreams. Since April 1994 with the first democratic election, the South African economy has opened up. This is especially true for the tourism industry, with international arrivals figures soaring since 1994. Customers are more discerning and demanding and international competition, with world-class standards of performance, has come to the fore. Technology has delivered information and power not only into the hands of salespeople, but also into the hands of buyers and consumers. Products and services are easily and quickly duplicated, so that the only edge salespeople often have, is in the quality of their skills, the sharpness of their minds and the professionalism of their service. The overall objective of this subject theme should be to provide students with the insights into the role of the sales manager, moving away from the stereotypes of yesterday and providing them with tools such as the use of computers in selling and so forth.

One of the career paths identified for ecotourism graduates is marketing and sales and these subject themes should be offered simultaneously in the 1<sup>st</sup> and 2<sup>nd</sup> year of study. 55% of the respondents placed this offering in the 2<sup>nd</sup> year.

➤ *Economics of tourism*

Travel and tourism worldwide represents an increasing percentage of economic activity and tends to have a far wider impact on host communities than many other industries. Tourism managers and entrepreneurs should have a basic understanding of the micro-economic and macro-economic picture of tourism's role within national economies so that they can better understand the impact of tourism on other segments of the economy and recognise and facilitate current and future economic trends in tourism.

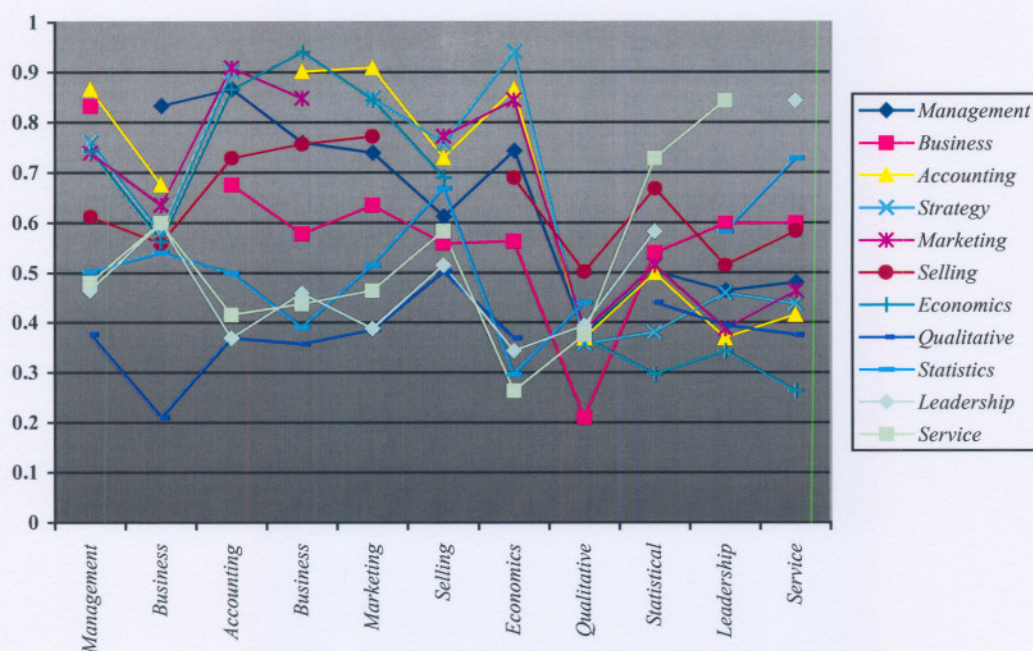
Most of the respondents placed this offering in the 2<sup>nd</sup> year of study. Should it however be found that this subject theme needs to be offered in great detail and depth, it is recommended that it be offered at 3<sup>rd</sup> as well as 4<sup>th</sup> level.

➤ *Leadership theory*

As there is a significant gap in skills and knowledge between operative and supervisory level, this subject theme should develop a sound understanding of the role of the supervisor. It should cover the leadership role of supervisors, front-line managers and managers and identify the administrative aspects of this important job.

65% of the respondents placed this offering in the 2<sup>nd</sup> year of study. It is suggested that it be offered as a module together with the service management and service quality subject themes as a sound understanding of workflow planning, staff scheduling and quality management will be necessary for managing this subject theme. These skills are extremely important as the career opportunities for tourism and hospitality supervisors are excellent.

Figure 5.13 illustrates the Pearson correlation coefficients between the different subject themes in Business Education.



**Figure 5.13: Correlation between Business Education subject themes**

When measuring the Pearson correlation coefficients between the different subject themes in Business Education, a high correlation is found between management theories, business management theories, accounting, business strategies, marketing theories and selling skills, while there is a low correlation between qualitative methods, statistical measurement and dimensions. Respondents excluded these two themes from the final curriculum. There is a very high correlation between management theories and business management theories and these subject themes do not differ significantly and could therefore be offered as a single module. The same is true for marketing and selling skills (see Appendix F).

#### 5.3.5.6 Tourism-specific Education

Table 5.5 represents the respondents' placement of subject themes within Tourism-specific Education in the required year of offering. The figures in the columns indicate the percentage of respondents who advised that a theme should be offered in that specific year.



**Table 5.5: Placement of Tourism-specific Education subject themes in a specific year of offering in percentages**

SUBJECTS	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR
<i>Tourism-specific Education</i>			
Dynamics and significance of tourism	5	30	65
The structure of the tourism industry	15	30	55
The significance and impacts of tourism	10	30	60
Product knowledge	0	15	85
Tourism development policies	5	40	55
Sustainable tourism planning and development	0	15	85
Principles of tourism planning and design	5	30	65
Facility planning	15	60	25
Sustainable tourism	5	5	90
Conducting tours	10	50	40
Tourist guiding	20	40	40
Tourist safety and security issues	5	55	40
Risk management	10	70	20
Contemporary issues in tourism	20	35	45
Tourism geography	20	45	35
Special events, meetings and conferences	30	65	15
Hospitality management	25	45	30
Tour operations	30	45	25
Tourism law	45	45	10
Statistics for tourism research	35	50	15
Integrating case studies	15	40	45
Cultural and heritage tourism	5	55	40

The results of Table 5.5 is discussed briefly below.

➤ *Dynamics and significance of tourism, the structure of the tourism industry and the significance and impacts of tourism*

The majority of the respondents placed these subject themes in the 3<sup>rd</sup> year of study. The tourism industry is both dynamic and diverse and the aim of these themes should be to give students a thorough overview of how the tourism industry and its component parts operate and interact, and how external forces moderate and influence the industry in its activities at destinations and abroad.

The module should be structured in such a way that students will understand the tourism industry as a whole, as well as the reasons for the growth of the industry and the role of government as regulator and promoter of tourism. Students need to become acquainted with the main types of travellers and the channels of distribution and the role of automation in selling and distributing tourism. Apart from the above-mentioned, students should also understand the difference and significance of the modes of transportation and the different types of accommodation. Students should be sensitised as to what goes into the development of a tourist destination and the many different kinds of destinations. Once students understand all this the students should be introduced to tour operations and the packaging of the different components of tourism. Students should be introduced to the meeting and convention sector and incentive travel. They should also be made aware of the fact that the world's biggest industry does not operate in a vacuum but that tourism has impacts on the natural and cultural environment, the economy, politics and so forth.

It is suggested that the dynamics and significance of tourism, the structure of the tourism industry and the significance and impacts of tourism be offered as a single module in the 1<sup>st</sup> year of study as students have to know the industry and how the different components of the industry interact not only with each other but also with socio-cultural, natural and economical environment.

➤ ***Product knowledge***

85% of the respondents placed product knowledge in the 3<sup>rd</sup> year of study. Knowledge of products and competitors will give students an added advantage. Doing this module in the 3<sup>rd</sup> year just before experiential training will add value to this component and increase the value that the student brings to the experiential training employer.

➤ ***Tourism development policies, sustainable tourism planning and development, principles of tourism planning and design and sustainable tourism***

The argument is increasingly heard that the growth of tourism offers a means for Third World countries to escape the confines of under-development, and that new forms of tourism allow this transition to be achieved sustainably and equitably. This is especially true for South Africa, where ecotourism forms a significant proportion of the overall tourism product. Natural environments and indigenous cultures are vulnerable and if the tourism industry does not develop these aspects in a sustainable manner, the country could destroy its greatest tourism attractions. In order to achieve sustainable tourism development, valid and practical means of planning tourism need to be devised to meet the collective needs of travellers, host communities, government, non-governmental organisations and the private sector. Frameworks for linking tourism planning activities with contemporary policy concerns fall within the scope of tourism development policies, sustainable tourism planning and development, principles of tourism planning and design and sustainable tourism.

Even though respondents suggested that all these subject themes be offered at 3<sup>rd</sup> year level, it is recommended that they be combined and not offered in isolation. Because of the scope of these themes they should be offered from 1<sup>st</sup> year through to 3<sup>rd</sup> year level with the possibility to extend more complicated aspects to 4<sup>th</sup> year level.



➤ ***Facility planning***

60% of the respondents placed facility planning in the 2<sup>nd</sup> year of study. In the past few decades the hospitality industry has changed beyond all recognition. Market expansion has been associated with an ever more discerning consumer, who has come to expect that hospitality facilities and services reach a minimum standard of comfort and convenience. These expectations often present challenges to managers of hospitality units, whose primary area of expertise is usually in operations and managing people. The task often falls on the unit manager to fulfil the important task of developing and maintaining the property, not least because they have local knowledge and the primary responsibility for making the business succeed. This subject theme should include the process of developing a hospitality property, who should be consulted at the different stages of the project, what difficulties may be experienced, and so forth.

➤ ***Conducting tours***

The position of tour manager has become one of the most sought after jobs in the tourism industry, because of the perception that tour managers are paid to see the world. The reality is that it is not quite as easy as it looks. This subject theme should not only provide students with information on how to conduct a tour, but should also focus on the peculiar psychology of group behaviour, the ethical behaviour of tour managers, tricks that can make guide commentary more effective, and so forth. Respondents placed this module in the 2<sup>nd</sup> year of study.

➤ ***Tourist guiding***

40% of the respondents placed tourist guiding in the 2<sup>nd</sup> year of study and 40% placed it in the 3<sup>rd</sup> year. The remaining 20% placed this subject theme in the 1<sup>st</sup> year. Guides play an increasingly important part in tourism because of the interface between locals and visitors, and their role extends well beyond welcoming and informing tourists. Not only do they ensure the tourist's

enjoyment, but also ensure that the local ecology is not upset. It is suggested that this subject theme be placed in the 3<sup>rd</sup> year of study when students already have a basic knowledge of guiding as a result of the module on conducting tours. (Note that there are also higher education institutions in South Africa, for example the University of South Africa (UNISA) that offer tourist guiding qualifications, as well as the Tourism and Hospitality Education and Training Authority (THETA). Within the South African context guides also have to be accredited by the Department of Environmental Affairs and Tourism (DEAT), which involves an accreditation examination).

➤ *Tourist safety and security issues*

55% of the respondents placed tourist safety and security issues in the 2<sup>nd</sup> year of study. This theme should include health issues, warning tourists about illicit drugs, tips on safe drinking and eating, crime, dealing with the media and so forth. It should be offered in planning and operational modules such as guiding, conducting tours and in hospitality management.

➤ *Special events, meetings and conferences and risk management*

It is suggested that special events, meetings and conference and risk management be offered together as a single module. 65% of the respondents placed all these subject themes in the 2<sup>nd</sup> year. Special events, meetings and conferences were included in the 1<sup>st</sup> round questionnaires merely because it should give graduates the opportunity to enter the workplace through another entry-level job, especially at game lodges, where smaller conferences are increasingly being hosted. The respondents in the 2<sup>nd</sup> round questionnaire included risk management.

➤ *Contemporary issues in tourism*

The majority of respondents, 45%, placed contemporary issues in tourism in the 3<sup>rd</sup> year of study. It is suggested that this theme be incorporated in the

module on strategic management that should be offered either in the 3<sup>rd</sup> or the 4<sup>th</sup> year of study.

➤ ***Tourism geography***

Although 45% of the respondents favoured this module in the 2<sup>nd</sup> year, it is recommended that tourism geography be offered in the 1<sup>st</sup> year, the reason being that it focuses on eco-destinations of the world, knowledge of which students must have mastered before doing the theme on outbound specialist tour wholesalers in the 2<sup>nd</sup> year.

➤ ***Hospitality management***

45%, which represents the majority of respondents, placed this subject theme in the 2<sup>nd</sup> year of study. Although respondents excluded front office management from the curriculum, it is recommended that it should be included and offered with hospitality management as this will offer graduates an entry-level position in game lodges.

➤ ***Tour operations***

The majority of respondents placed this subject theme in the 2<sup>nd</sup> year. It is suggested that tour operations, tourist guiding and conducting tours be offered in the same year as there is a certain amount of overlapping. Specialised wholesale tour operations was also identified as a job opportunity that offers tour managers and tourist guides a career, as it is the natural progression to an entrepreneurial option.

➤ ***Tourism law***

The respondents were equally divided, with 45% placing tourism law in the 1<sup>st</sup> year of study and 45% placing it in the 2<sup>nd</sup> year. The subject Law for Tourism is currently offered in the 2<sup>nd</sup> year of the B Tech: Tourism Management. Textbooks reveal that the authors of these books are of the opinion that this

aspect of tourism should be at post-graduate level. Depending on the depth and detail in which this subject theme will be presented, it is suggested that it should be at 2<sup>nd</sup> year level as advised, but that it should not only focus on the main features of the legal system but also on the law that specifically applies to tourism.

➤ ***Statistics for tourism research***

Respondents included this subject theme in the 2<sup>nd</sup> round of the questionnaire. The majority of the respondents placed this offering in the 2<sup>nd</sup> year of study. It is however surprising that they included this theme but not tourism research methodologies. It is therefore suggested that statistics for tourism research and tourism research methodologies be included at post-graduate level in the 4<sup>th</sup> year.

➤ ***Integrating case studies***

40% and 45% placed case studies in the 2<sup>nd</sup> and 3<sup>rd</sup> year respectively. It is suggested that case studies be used when and where the curriculum and the subject allows this method of course presentation. It is however acknowledged that the analytical thinking of students are better developed later in their studies and will probably only add value at 2<sup>nd</sup> and 3<sup>rd</sup> year level.

➤ ***Cultural and heritage tourism***

55% of the respondents indicated that they favoured cultural and heritage tourism in the 2<sup>nd</sup> year of study. Cultural and heritage sites are extremely attractive to contemporary visitors. This poses many problems for site management, notably the need to preserve a delicate balance between conservation and the provision of visitor facilities. This subject theme should identify the problems involved in site management, look at the functions of the different organisations involved in cultural and heritage attractions, introduce world cultural heritage sites, and so forth.

### 5.3.5.7 Ecotourism-specific Education

Table 5.6 represents the respondents' placement of the Ecotourism-specific Education subject themes in a specific year of study. The figures in the columns indicate the percentage of respondents who advised that a theme should be offered in that specific year.

**Table 5.6: Placement of Ecotourism-specific Education subject themes in a specific year of offering (in percentages)**

SUBJECTS	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR
<i>Ecotourism-specific education</i>			
Contemporary philosophy and ethics towards related to ecotourism	15	20	65
Environmental education	10	30	60
Basic ecological and geomorphologic principles	20	30	50
Resource management	0	35	65
Water management in eco-lodges	5	60	35
Energy management in eco-lodges	10	45	45
Materials and waste management in eco-lodges	10	50	40
Ecological sustainable development and environmental management principles	0	10	90
Environmental impact occurrence and visitor management relating to ecotourism	0	20	80
Wildlife management	5	65	30
Wildlife and vegetation dynamics and interrelationships	10	60	30
Interpretation (natural environment and any cultural manifestations)	5	40	55
Community development	0	50	50
Cultural heritage and cultural heritage management principles	0	65	35

Ecotourism-specific Education as illustrated in Table 5.6 is discussed briefly below.

➤ ***Contemporary philosophy and ethics towards related to ecotourism***

Some ecosystems are more vulnerable than others and sensitivity to human cultures is often forgotten. In many places around the world the remains of old cultures and pristine environments have been put to risk as a result of over-enthusiasm. A vital requirement for ecotourism to succeed is that developers and visitors should show respect for both the environment and the people who live in it. Ecotourism is based primarily on nature-based attractions, and should be conducted in such a way that it is environmentally, economically and socio-culturally sustainable. Ecotourism is therefore a form of sustainable tourism and as such this theme should be addressed in modules on planning and development.

➤ ***Resource management***

65% of the respondents indicated that they would place this component of the curriculum in the 3<sup>rd</sup> year. Resource management should be offered as a module in combination with environmental impact occurrence and visitor management relating to ecotourism, which 80% of the respondents also placed in the 3<sup>rd</sup> year.

➤ ***Environmental education***

60% of the respondents placed environmental education in the 3<sup>rd</sup> year of study. The focus of the ecotourism qualification is to prepare future guides for interpreting nature to visitors. It need not be covered in as much detail as a similar module in a nature conservation programme and it is suggested that both environmental education and basic ecological and geomorphologic principles be covered in the 1<sup>st</sup> year in the 1<sup>st</sup> semester. Natural resource use and related issues as well as conservation management can be offered in the 2<sup>nd</sup> semester of the 1<sup>st</sup> year.

➤ ***Water, energy, materials and waste management in eco-lodges***

Most of the respondents felt that these subject themes should be offered at 2<sup>nd</sup> year level. This is also the year in which the hospitality career path is addressed and thus it makes good sense to include all aspects concerning hospitality in the same year. It will not be possible to offer all these aspects in a single subject but offering them all in the same year will give students a holistic view of the hospitality career path.

➤ ***Wildlife management, wildlife and vegetation dynamics and interrelationships***

60% of the respondents indicated that these subject themes should be offered in the 2<sup>nd</sup> year. The strong correlation between the conservation themes makes it possible to offer wildlife management, wildlife and vegetation dynamics and interrelationships in the 2<sup>nd</sup> year with ecological sustainable development and environmental management principles.

➤ ***Community development***

Respondents were equally divided between offering community development in the 2<sup>nd</sup> and the 3<sup>rd</sup> year, while 0% opted for this theme in the 1<sup>st</sup> year of study. It is suggested that this module be a 2<sup>nd</sup> year offering.

➤ ***Cultural heritage and cultural heritage management principles***

60% of the respondents indicated that this subject theme should be offered at 2<sup>nd</sup> year level. There is a strong correlation between community development and cultural and heritage tourism. By offering both themes in the same year students will obtain a more holistic view of this very important component of the curriculum.

#### **5.3.5.8 Other**

Respondents included yield management as a subject theme that should be included in the new ecotourism curriculum.

➤ ***Yield management***

Although 52.63% of the respondents indicated that yield management should be offered in the 2<sup>nd</sup> year, and that the entry level skills for the game lodge career path should be addressed in this year, it is suggested that yield management focus on its value as a strategic tool and be addressed in the 4<sup>th</sup> year with strategic management. Certain components that focus specifically on the hospitality sectors should however be addressed in the 2<sup>nd</sup> year.

***5.3.5.9 Industry courses***

Only one industry course was suggested by the respondents for inclusion in the curriculum. |

➤ ***FGASA 3 SKS***

The Field Guiding Association of South Africa (FGASA) is a non-profit organisation that represents individuals and organisations involved in offering professional field guiding services to members of the public. FGASA sets standards for field guides throughout Southern Africa and accredits training institutions to offer recognised courses. A prerequisite for registration is a valid recognised First Aid certificate.

43%, which represents the majority of the respondents, placed this course in the 3<sup>rd</sup> year of study. Although the content of the FGASA 3 SKS will be covered as part of the curriculum, it is suggested that they write the official FGASA examination as well in order to add value to the qualification. The FGASA certificate is highly regarded by industry.

***5.3.5.10 Experiential Education***

Respondents indicated that in-service training should form an integral part of the curriculum.



➤ *Internship of 6 months*

80% of the respondents suggested an in-service training period of 6 months in the 3<sup>rd</sup> year of study.

**5.3.5.11 Curriculum as suggested by the respondents**

The content of the curriculum as suggested by the respondents is in line with the content revealed by the literature study. However, there is an uneven spread of the subject themes over the years of study and the design of the curriculum therefore needs attention. Table 5.7 indicates the spread of subject themes over the different years.

**Table 5.7: Year-by-year offering as suggested by the respondents**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
<b>General Education</b>	Computer literacy Negotiation skills Presentation skills Research skills Societies and cultures of the world Leisure appreciation Cultures of the world Countryside and coast management Planning	Communication skills Written communication skills Interpersonal skills Leadership and social skills Ethical/social responsibilities Cultural sensitivity Natural resource use and related issues Ecology Conservation management Planning Interpretive skills Organisational skills
<b>Languages</b>	<b>Languages</b> Indigenous languages Foreign languages Written communication Negotiation skills Presentation skills	<b>Languages</b> English Written communication Interpersonal skills
<b>IT</b>	<b>IT</b> On-line marketing Cultural sensitivity	<b>IT</b>

<b><i>Business Education</i></b>	<b><i>Business Education</i></b> Principles of management Human resources management Financial management Strategic management Management theories Business management theories Business strategy Marketing theories Selling skills Economics of tourism Leadership theory	<b><i>Business Education</i></b> Ecotourism business practices Principles of service management Entrepreneurship and innovation Quality management Service quality
<b><i>Tourism-specific Education</i></b>  Tourism law	<b><i>Tourism-specific Education</i></b> Facility planning Conducting tours Tourist guiding Tourist safety and security issues Tourism geography Special events, meetings and conferences Hospitality management Tour operations Tourism law Statistics for tourism research Cultural and heritage tourism Risk management	<b><i>Tourism-specific Education</i></b> Dynamics and significance of tourism The structure of the tourism industry The significance and impacts of tourism Product knowledge Tourism development policies Sustainable tourism planning and development Principles of tourism planning and design Sustainable tourism Tourist guiding Contemporary issues in tourism Integrating case studies
<b><i>Ecotourism-specific Education</i></b>	<b><i>Ecotourism-specific Education</i></b> Water management in eco-lodges Energy management in eco-lodges Materials and waste management in eco-lodges Wildlife management Wildlife and vegetation dynamics and interrelationships Community development Cultural heritage and cultural heritage management principles	<b><i>Ecotourism-specific Education</i></b> Contemporary philosophy and ethics towards ecotourism Environmental education Basic ecological and geomorphologic principles Resource management Energy management in eco-lodges Ecological sustainable development and environmental management principles Environmental impact occurrence and visitor management relating to ecotourism Interpretation (natural environment and any cultural

<i>Other</i>		manifestations) Community development
	<i>Other</i>	<i>Other</i> Yield management
<i>Industry Courses</i>	<i>Industry Courses</i>	<i>Industry Courses</i> FGASA 3 SKS
		<i>Experiential Education</i> Internship of 6 months

As illustrated in Table 5.7 the only subject theme that was suggested for offering in the 1<sup>st</sup> year is tourism law, while most of the subject themes/subjects/modules were placed in the 2<sup>nd</sup> and especially the 3<sup>rd</sup> year of study. It should also be borne in mind that the 2<sup>nd</sup> semester of the 3<sup>rd</sup> year is spent on full-time experiential training in industry, during which time students are not available for contact sessions. The curriculum therefore needs to be redesigned so that there is a more even, yet meaningful spread of subject matter over the different years. The redesigned curriculum then has to be presented to the respondents and industry for approval. The redesigning of the curriculum will be addressed in Chapter 6.

#### **5.4 EVALUATION OF THE B TECH: ECOTOURISM MANAGEMENT CURRENTLY OFFERED BY TECHNIKONS IN SOUTH AFRICA AS COMPARED TO THE ECOTOURISM CURRICULUM PROPOSED BY THE RESPONDENTS**

In this section the B Tech: Ecotourism Management currently offered by technikons in South Africa is analysed and evaluated by comparing it with the curriculum content identified by this study. Table 5.8 indicates which of the identified subject themes within the educational clusters are present in the existing B Tech: Ecotourism Management and the new ecotourism curriculum as proposed by the respondents.



**Table 5.8: Comparison between the educational clusters and subject themes in the existing B Tech: Ecotourism Management and the ecotourism curriculum proposed by the respondents**

<b>EDUCATIONAL CLUSTERS</b>	<b>B TECH: ECOTOURISM MANAGEMENT</b>	<b>NEW ECOTOURISM CURRICULUM</b>
<b>General Education</b>		
Computer literacy	Yes	Yes
Negotiation skills	No	Yes
Presentation skills	No	Yes
Research skills	No	Yes
Societies and cultures of the world	No	Yes
Leisure appreciation	No	Yes
Countryside and coast management	No	Yes
Planning	Yes	Yes
Communication skills	Yes	Yes
Written communication skills	Yes	Yes
Interpersonal skills	Yes	Yes
Leadership and social skills	No	Yes
Ethical/social responsibilities	No	Yes
Cultural sensitivity	No	Yes
Natural resource use and related issues	Yes	Yes
Ecology	Yes	Yes
Conservation management	Yes	Yes
Interpretive skills	Yes	Yes
Organisational skills	No	Yes
<b>Languages</b>		
Indigenous languages	No	Yes
Foreign languages	No	Yes
<b>IT</b>		

Fedelio	No	Yes
On-line marketing	No	Yes
Ecotourism e-commerce	No	No
<b><i>Business Education</i></b>		
Principles of management	Yes	Yes
Human resources management	Yes	Yes
Financial management	Yes	Yes
Strategic management & business strategy	Yes	Yes
Management theories & business management theories	Yes	Yes
Marketing theories	Yes	Yes
Selling skills	Yes	Yes
Economics of tourism	No	Yes
Leadership theory	No	Yes
Ecotourism business practices	No	Yes
Principles of service management	No	Yes
Entrepreneurship and innovation	Yes	Yes
Quality management	No	Yes
Service quality	Yes	Yes
<b><i>Tourism-specific Education</i></b>		
Facility planning	No	Yes
Conducting tours	Yes	Yes
Tourist guiding	Yes	Yes
Tourist safety and security issues	No	Yes
Special events, meetings and conferences	Yes	Yes
Hospitality management	No	Yes
Front office management	Yes	No
Tour operations	Yes	Yes
Tourism law	Yes	Yes



Statistics for tourism research	No	Yes
Cultural and heritage tourism	No	Yes
Risk management	No	Yes
Dynamics and significance of tourism	Yes	Yes
The structure of the tourism industry	Yes	Yes
The significance and impacts of tourism	Yes	Yes
Product knowledge	No	Yes
Tourism development policies	Yes	Yes
Sustainable tourism planning and development	Yes	Yes
Principles of tourism planning and design	Yes	Yes
Sustainable tourism	Yes	Yes
Contemporary issues in tourism	Yes	Yes
Integrating case studies	No	Yes
<i>Ecotourism-specific Education</i>		
Water management in eco-lodges	No	Yes
Energy management in eco-lodges	No	Yes
Materials and waste management in eco-lodges	No	Yes
Wildlife management	Yes	Yes
Wildlife and vegetation dynamics and interrelationships	Yes	Yes
Community development	Yes	Yes
Cultural heritage and cultural heritage management principles	No	Yes
Contemporary philosophy and ethics towards ecotourism	Yes	Yes

Environmental education	Yes	Yes
Basic ecological and geomorphologic principles	Yes	Yes
Resource management	No	Yes
Energy management in ecotourism	No	Yes
Ecological sustainable development and environmental management principles	Yes	Yes
Environmental impact occurrence and visitor management relating to ecotourism	Yes	Yes
Interpretation (natural environment and any cultural manifestations)	Yes	Yes
Community development	Yes	Yes
<i>Other</i>		
Yield management	No	Yes
<i>Industry Courses</i>		
FGASA 3 SKS	Yes	Yes
First Aid	Yes	No
GDS	Yes	No
<i>Experiential Training</i>		
6 months in service training	Yes	Yes

It is apparent from Table 5.8 that there are a significant number of themes that are not addressed in the existing B Tech: Ecotourism Management and that the re-evaluation of this qualification has become a matter of importance. Important subject themes/subjects such as languages, tourism anthropology and quality management to name but a few, have been excluded and could enhance the performance of graduates dramatically. Without the necessary language and communication skills graduates will find it extremely difficult to deliver meaningful interpretations and the inclusion of the cultural manifestations of the country will enhance the tourist experience.

## 5.5 CONCLUSION

Although most of the jobs in the ecotourism sector were identified by the literature study, the career paths identified by the literature study were categorised differently by the respondents, who categorised them all as inbound operators. Although this is technically correct, there are different career paths within inbound tour operations, namely inbound tour wholesale operations, specialised outbound operations, game lodges, national and private parks. The public and private sector also provides career paths for graduates. When analysing the different levels of jobs within the different career paths, it was found that knowledge and skills required for one position could be transferred to a job in a different career path. Adding a module such as front office operations and meetings and convention planning, could make additional jobs at entry level possible for these graduates. There is a certain amount of overlap between the different tourism, hospitality and nature conservation qualifications, especially in entry-level positions. This means that graduates from the different qualifications will compete for the same positions. Ecotourism graduates do however have different skills, such as conducting tours as tour managers, whereas the graduates from the B Tech: Tourism Management will compile tour itineraries. The focus of the new qualification is however to provide the sector with managers and entrepreneurs and there is no other qualification that includes tourism, hospitality, management and conservation subject content in one qualification.

The B Tech: Ecotourism Management currently offered by technikons in South Africa has a strong focus on the conservation aspects that accounts for 43% of the curriculum, while the tourism and business-related content together make up 57%. Many of the conservation issues have a strong correlation with planning and development issues, as is indicated by this study. It therefore seems reasonable to conclude that many of these issues can be addressed, and in all probability should be addressed, in the sustainable development component of the curriculum and not in isolation as part of the content of a conservation subject.

The curriculum design needs further attention as the respondents placed most of the subject themes of the curriculum in the 2<sup>nd</sup> and 3<sup>rd</sup> year. The respondents also indicated that in-service training should be included in the formal qualification and



that it should take place in the 3<sup>rd</sup> year, which only leaves 1 semester in the 3<sup>rd</sup> year to cover a extensive proportion of the curriculum. The placement of subjects and the content of the subjects will be addressed in Chapter 6 as part of the recommendations of the study.

The comparison between the B Tech: Ecotourism Management and the proposed new ecotourism curriculum indicated the lack of formal language instruction, leadership and social skills, tourism anthropology, the inclusion of industry-IT application, principles of service management, quality management, cultural and heritage tourism, to name but a few, in the current qualification. On the other hand respondents excluded a number of industry courses such as Fedelio.

Although the B Tech: Ecotourism Management addresses all the educational clusters, except languages, the qualification excludes a number of themes in most of the educational clusters. The existing B Tech: Ecotourism Management needs urgent re-curriculation if it is to meet the needs of this very important sector of the South African tourism industry.

## **CHAPTER 6**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

The purpose of this study was to design an ecotourism curriculum for higher education institutions. The differentiation of ecotourism from other forms of tourism as a basis on which to justify the need for the development of formal educational programmes was addressed in Chapter 2. Career paths for the different sectors of ecotourism were then determined and an analysis of related qualifications currently offered by technikons in South Africa was done to determine the overlap of skills between the different qualifications and to ascertain whether the new ecotourism qualification is not a duplication of other programmes already on offer. With the predetermined career paths the necessary knowledge, skills and attitudes were identified for each level within each career path. Once this was done a curriculum was designed to meet the required outcomes. An analysis of the existing B Tech: Ecotourism Management and the proposed ecotourism curriculum was made in order to include educational themes that the existing B Tech: Ecotourism Management does not address..

This chapter presents the conclusions, which were drawn from the research as well as recommendations. It concludes with recommendations for further research.

#### **6.2 CONCLUSIONS**

This section will deal with two major aspects of this study namely the career paths and the ecotourism curriculum.

##### **6.2.1 Career paths for the ecotourism sector of the tourism industry**

The following career paths were identified:

#### ***6.2.1.1 Inbound wholesale tour operations***

Inbound wholesale tour operations traditionally operate at destinations and receive inbound tourists. Inbound tour operators can only provide one component of the package tour or package a number of the tourism components to include all aspects of the itinerary. Graduates can enter these types of operations and follow a variety of careers that will eventually lead to management positions. On the reservation side a graduate will enter as a reservation consultant and, depending on the size of the organisation, progress to supervisor and reservations manager. On the operational side a graduate will enter as a guide, progress to tour manager and then to operational manager. In larger organisations with a marketing department, a graduate will enter as marketing and sales representative and progress to marketing manager. Human resources and financial management were included in the curriculum to provide entrepreneurs with the know-how to manage these functions. In larger organisations personnel with these skills should be sourced from graduates with qualifications that focus on these specialised skills. Once a graduate has moved to any of the divisional manager positions and has gained enough experience, he/she has the required skills to become general manager/owner. None of the tourism qualifications in South Africa focus on inbound wholesale tour operations, but it is acknowledged that there is a degree of content overlap between inbound and outbound operations. The ecotourism qualification therefore concentrates on conducting tours. This is also a growing market.

#### ***6.2.1.2 Game lodges***

Although there are many institutions such as technikons and private hotel schools that offer hospitality qualifications, the reason for the career paths in lodge management is to provide graduates with entry level skills in lodges. The general idea is for these graduates to become the managers of the future. Graduates will enter lodges in the banqueting section and as receptionists. This will enable them to progress to front office manager and eventually to general manager. These managers will have the necessary tourism and hospitality training as well as a sound understanding of the natural environment. They can also follow the marketing route. Ecotourism managers

face additional challenges, such as getting local rural communities involved in tourism, preservation of the natural environment, trail development and visitor management. Not one of the existing hospitality qualifications includes these aspects in their programmes.

#### ***6.2.1.3 National and private parks***

The new ecotourism curriculum is aimed at educating the managers of the future. Currently this section of the ecotourism sector is by far the biggest provider of ecotourism job opportunities and the focus of the new qualification is to provide future managers for national and private parks. The qualification includes entry-level skills for jobs in the hospitality division as well as the adventure activities division. Graduates will have the skills to progress to divisional managers and with enough experience, to camp manager and park manager. As is the case with lodge managers, this qualification includes the managerial, planning and development, hospitality and conservation skills that will ensure the sustainable development of South Africa's national parks.

#### ***6.2.1.4 Public sector***

Graduates opting for this career path will have development and planning skills, a thorough insight into the tourism industry, and the research skills required to make a meaningful contribution to sustained research and development of this sector of the tourism industry at national, provincial and local level.

#### ***6.2.1.5 Private sector***

Graduates can, with enough experience, enter this section of the sector as consultants and lecturers at private higher education institutions. They will however need post-graduate qualifications to obtain all the required skills.

### **6.2.2 Required skills for ecotourism specialists**

The literature identified the majority of the required skills and educational clusters. Respondents excluded arithmetical skills, government and citizenship, mass communication skills and psychology in the General Education cluster. This is probably due to the fact that students at higher education level are expected to have mastered the required arithmetical skills at secondary school level. The exclusion of government and citizenship issues can be ascribed to the fact that the issues that pertain to ecotourism specialists can be addressed as part of the planning modules. Psychology is addressed in the marketing modules, which focus on travel motivations. The respondents did include countryside and coastal management as a theme. As far as mass communication skills are concerned it is unlikely that eco-venues will host gatherings that will require these skills and respondents indicated that this theme is not required and should not be included in the curriculum.

Languages were identified by the literature study and respondents endorsed the inclusion of English, a foreign and an indigenous language. The fact that respondents allocated 10% of the total curriculum content to languages indicates the importance of this component of the curriculum. The fact that the tourism industry increasingly relies on information technology to market and sell tourism products explains the 10% allocation of IT-related content to the curriculum. It is however surprising that the majority of the respondents allocated computer literacy as a theme to be covered only at 2<sup>nd</sup> year level.

Respondents excluded qualitative methods and statistical measurement and dimensions from the final curriculum. This may be due to the fact that scientific research and research methodologies are normally only addressed in post-graduate qualifications. Respondents did however include a theme on tourism statistics, which makes more sense, as it will enable students to interpret statistical data relevant to their industry and business. All of the business themes were however identified by the literature study. This was also the case with the tourism-specific and ecotourism-specific subject themes. The respondents included a FGASA 3 SKS industry course and endorsed a 6 months internship during the 3<sup>rd</sup> year of study.

### **6.2.3 The curriculum for ecotourism as recommended by the respondents**

The respondents placed the majority of the curriculum content in the 2<sup>nd</sup> or 3<sup>rd</sup> year of study. They also indicated that a 6 months internship should be scheduled for the 3<sup>rd</sup> year. This implied that the total curriculum, with the exception of tourism law, would be spread over only 3 semesters, while only 1 subject theme would be offered in the 1<sup>st</sup> year of study. It was therefore apparent that the curriculum would have to be redesigned to allow reasonable time allocated to offer the different themes and to allow for progression to more difficult and detailed modules. Themes that do not require prerequisite knowledge could then be placed in the 1<sup>st</sup> year.

No new subject themes emerged as a result of this study. In order to progress to managerial levels in the ecotourism sector, graduates require a combination of skills that are currently offered in at least five different qualifications, namely Tourism Management, Hospitality Management, Marketing, Management and Nature Conservation. The real test was to determine how much of the curriculum should be devoted to these different subject fields in order to obtain the desired results to enhance graduates' progression to managerial positions.

## **6.3 RECOMMENDATIONS**

The recommendations for the study will firstly address the curriculum, secondly the depth of the subjects and finally recommendations for further study.

As indicated in the previous section the placement of subject themes/modules tended to be in the 2<sup>nd</sup> and the 3<sup>rd</sup> year of study only. If the curriculum is to be educationally sound and practical, a more even spread of the subject themes is necessary. It is therefore necessary to compare the placement of subject themes as suggested by the respondents with the recommended curriculum.

### 6.3.1 The curriculum for ecotourism as recommended by the researcher

The recommended curriculum is structured into 4 years, with credits for subject offerings awarded according to the guidelines of the National Qualifications Framework (as explained in Chapter 3, Section 3.3.6.4).

Column A in Table 6.1 contains the 1<sup>st</sup> year of the curriculum as advised by the respondents while Column B provides the researcher's recommendation of how the 1<sup>st</sup> year should be structured.

**Table 6.1: 1<sup>st</sup> year of the recommended ecotourism curriculum**

<b>COLUMN A</b>	<b>COLUMN B</b>
<b>CURRICULUM AS PROPOSED BY THE RESPONDENTS</b>	<b>RECOMMENDED CURRICULUM</b>
<b>YEAR 1</b>	<b>YEAR 1</b>
<b>GENERAL EDUCATION</b>	<b>GENERAL EDUCATION</b>
	<b>Tourism Anthropology I</b>
	Societies and cultures of the world
	Cultural sensitivity
	South African cultures
	<b>Ecology IA</b>
	Environmental education
	Basic ecological and geomorphologic principles
	<b>Ecology IB</b>
	Natural resource use and related issues
	Conservation management
<b>LANGUAGES</b>	<b>LANGUAGES</b>
	<b>English Communication I</b>
	English
	Communication skills
	Written communication skills
	Interpersonal skills

	Negotiation skills Presentation skills
<i>IT</i>	<i>IT</i>
	Computer Literacy I
<b>BUSINESS EDUCATION</b>	<b>BUSINESS EDUCATION</b>
	<b>Eco-management I</b>
	Principles of management, management and business theories Human resources management
	<b>Consumer Behaviour I</b>
	Marketing theories and selling skills
<b>TOURISM-SPECIFIC EDUCATION</b>	<b>TOURISM-SPECIFIC EDUCATION</b>
Tourism law	<b>Tourism Geography I</b>
	<b>Cultural and Heritage Tourism I</b>
	Introduction
	<b>Eco-operations I</b>
	Tour operations and conducting tours
	<b>Tourism Dynamics I</b>
	Dynamics and significance of tourism The structure of the tourism industry The significance and impacts of tourism
<b>ECOTOURISM-SPECIFIC EDUCATION</b>	<b>ECOTOURISM-SPECIFIC EDUCATION</b>
	<b>Sustainable Planning and Development I</b>



<b>OTHER</b>	<b>Introduction to planning and development</b> <b>OTHER</b>
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As it is unpractical to offer only one subject theme in the 1<sup>st</sup> year, it is recommended that the subjects in Column B be offered in the 1<sup>st</sup> year.

➤ ***Tourism Anthropology I***

The content of the subject includes societies and cultures of the world. South African cultures are included to enable guides to interpret not only natural environments but also the cultural manifestations of South Africa. Cultural sensitivity is also included in this subject as both themes can be addressed simultaneously. The subject is awarded 12 credits as it covers considerable content. Most of the content requires memorisation and little prior knowledge is required to master the content. It therefore seems reasonable to include Tourism Anthropology as a 1<sup>st</sup> year subject.

➤ ***Ecology IA and IB***

This subject is divided into 2 semester subjects in order to address issues such as environmental education and basic ecological and geomorphologic principles in the 1<sup>st</sup> semester and focus on conservation management and natural resource use and related issues in the 2<sup>nd</sup> semester. The subject is awarded 18 credits. As this is an introductory course, it does not cover all the aspects in detail. Most of the content has to be memorised and little prior knowledge is necessary. The main purpose of the subject is to enable ecotourism graduates to interpret nature and the environment and to sensitise them to impacts of human activity in natural environments. It is not expected of ecotourism graduates to do the tasks expected of graduates with nature conservation qualifications. It is therefore recommended that Ecology IA and IB be included in the 1<sup>st</sup> year of study as semester offerings.

➤ ***English Communication I***

This subject is included in both the 1<sup>st</sup> and 2<sup>nd</sup> years of study as English is the business language of South Africa and the second or third language of the

majority of the population of the country. Skills such as verbal and written communication, intercultural communication, using basic sociological and psychological knowledge and understanding, presentation, negotiation skills, barriers to successful communication, group dynamics, and so forth are focused on throughout the 2 years. On 1<sup>st</sup> year level 12 credits are awarded to the subject.

➤ ***Computer Literacy I***

This subject is included to familiarise students with software packages and the Internet. As in many developing countries many of the students do not have access to home computers and a large number did not have exposure to computers at school. This offering is necessary in the 1<sup>st</sup> year in order to progress to IT industry applications at more advanced levels of the curriculum. Computers have become an integrated part of the business life and students will for instance need to use programmes such as PowerPoint for presentations and MS Word for word processing. They also need to know how to find information on the Internet for their studies and during the course of their daily duties. The subject is awarded 12 credits, the reason for the relatively high credit weight for such an elementary skill being that in order to effectively teach students computer skills, and because of infrastructure limitations, smaller groups have to be taught. It is anticipated that some students will already have mastered this skill and consideration should be given to Recognition of Prior Learning. If students show competence they should be exempted from the subject and be awarded the credit.

Business education subjects include the following:

➤ ***Eco-management I***

This subject provides an introduction to management. As indicated by the different career paths, the focus of the qualification is to educate the future managers of the sector and this is therefore an important skill. Management subjects are not as a rule offered not offered at secondary school level and students may find it difficult to master the more complicated themes without an introduction to the subject. Subject themes include management functions such as

planning, organising, activating and controlling. In the human resources management theme competence is evident when students are able to explain concepts such as recruitment, selection, induction, training, development, remuneration, termination of employment, coaching in the work environment, staff interaction, staff co-operation, staff and management relationships, conflict management, occupational health/safety policies and HIV/Aids in the workplace. The subject is awarded 12 credits.

➤ ***Consumer Behaviour I***

This subject has a value of 12 credits. The specific outcomes are basic marketing and the marketing process, the marketing mix and holistic tourism marketing. Themes include an introduction to marketing for tourism and hospitality, social foundations of marketing, the service characteristics of tourism and hospitality marketing, consumer markets and consumer buying behaviour and so forth. Like management, marketing is also not offered at secondary school level. Students need to be familiarised with concepts that they have never encountered before and marketing is an identified career path in the ecotourism sector. To reach management positions they will require in-depth knowledge of marketing. It is therefore recommended that Consumer Behaviour be offered to at least 2<sup>nd</sup> year level. Consideration should be given to extend this module even further to 3<sup>rd</sup> year level.

Tourism-specific subjects include the following:

➤ ***Tourism Geography I***

Tourism Geography 1 addresses general tourism geography but focuses on eco-destinations and especially on South and Southern African eco-attractions. The content of this subject also lends itself to memorisation and very little analytical skills are required. It does not require prior knowledge and can therefore be offered at 1<sup>st</sup> year level. The subject is however necessary for the tour operations theme, especially if one of the jobs in this qualification entails outbound tour operators. A credit value of 6 is awarded to the subject. Themes include the

attraction of places, patterns and process of world tourism and game parks and natural reserves of South and Southern Africa, as well as international eco-destinations.

➤ ***Cultural and Heritage Tourism I***

This subject will provide students with an introduction to this important sector and its relation to ecotourism. It is awarded 3 credits. The reason for the low credit allocation is that it is offered in the 2<sup>nd</sup> semester as an extension of Tourism Anthropology I.

➤ ***Eco-operations I***

Tour operations and conducting tours are addressed in this subject, which is offered in the 1<sup>st</sup> year because it compliments Tourism Anthropology and Cultural and Heritage Tourism. The skills acquired through these subjects will enhance the skills that are offered at 2<sup>nd</sup> and 3<sup>rd</sup> year level in the operations side of lodge management and tourist guiding. Themes include: how the group travel business works, locating and selling group business, designing a tour, costing and pricing, city and site guiding, multi-day tours, client and escort psychology, working with hotels, suppliers and attractions and air travel tours. A further advantage of placing this subject in the 1<sup>st</sup> year is that students exiting at this level will have employable skills after only one year. The subject is awarded 12 credits.

➤ ***Tourism Dynamics I***

This is a 1<sup>st</sup> year subject and addresses topics such as the dynamics and significance of tourism, the structure of the tourism industry and the significance and impacts of tourism. Students are introduced to tourism through the lens of business, specifically considering the marketing, management and financial issues most important to industry members. It covers each component of the tourism industry including transport, accommodation, destinations, attractions, intermediaries and food and beverage. This holistic overview of the tourism

industry will enhance students' understanding and prevent them from studying the different components of the course in isolation. The credit value of the subject is 6.

Ecotourism-specific subjects include:

➤ ***Sustainable Planning and Development 1***

Sustainable Development is one of the major subjects that is offered from 1<sup>st</sup> to 4<sup>th</sup> year. Topics covered in the 1<sup>st</sup> year include a general introduction to planning and development. The subject is awarded 12 credits.

Column A in Table 6.2 contains the 2<sup>nd</sup> year of the curriculum as advised by the respondents, while the curriculum for the 2<sup>nd</sup> year as recommended by the researcher is given in Column B.

**Table 6.2: 2nd year of the recommended ecotourism curriculum**

<b>COLUMN A</b>	<b>COLUMN B</b>
<b>YEAR 2</b>	<b>YEAR 2</b>
<b>GENERAL EDUCATION</b>	<b>GENERAL EDUCATION</b>
Computer literacy	<b>Information Management IA</b>
Negotiation skills	Research skills
Presentation skills	Tourism statistics
Research skills	Organisational skills
Societies and cultures of the world	<b>Leisure Appreciation IB</b>
Leisure appreciation	Forces that shape the demand for and use of resources
Cultures of the world	Leisure activities and styles
Countryside and coast management	How valuable the resources are and what is happening to them
Planning	<b>Ecology II</b>
	Wildlife management, wildlife and vegetation dynamics and interrelationships
	Ecological sustainable development and environmental management principles
<b>LANGUAGES</b>	<b>LANGUAGES</b>
Indigenous languages	<b>Foreign Languages I</b>
Foreign languages	Written communication
Written communication	Negotiation skills
Negotiation skills	Presentation skills
Presentation skills	<b>Indigenous Languages I</b>
	<b>English II</b>
<b>IT</b>	<b>IT</b>
On-line marketing	Fedelio
Cultural sensitivity	On-line marketing
<b>BUSINESS EDUCATION</b>	<b>BUSINESS EDUCATION</b>
Principles of management	<b>Eco-management II</b>

Human resources management  
 Financial management  
 Strategic management  
 Management theories  
 Business management theories  
 Business strategy  
 Marketing theories  
 Selling skills  
 Economics of tourism  
 Leadership theory

#### ***TOURISM-SPECIFIC EDUCATION***

Facility planning  
 Conducting tours  
 Tourist guiding  
 Tourist safety and security issues  
 Tourism geography  
 Special events, meetings and conferences  
 Hospitality management  
 Tour operations  
 Tourism law  
 Statistics for tourism research  
 Cultural and heritage tourism  
 Risk management

#### ***ECOTOURISM-SPECIFIC EDUCATION***

Water management in eco-lodges  
 Energy management in eco-lodges  
 Materials and waste management in eco-lodges  
 Wildlife management  
 Wildlife and vegetation dynamics and interrelationships  
 Community development  
 Cultural heritage and cultural heritage management principles

#### ***OTHER***

#### ***INDUSTRY COURSES***

Financial management  
 Principles of service management  
 Quality management  
 Leadership theory and leadership and social skills

#### ***Consumer Behaviour II***

#### ***TOURISM-SPECIFIC EDUCATION***

#### ***Tourism Law I***

#### ***Eco-operations II***

Hospitality management  
 Front office management  
 Special events, meetings and conferences, and risk management  
 Water management in eco-lodges  
 Energy management in eco-lodges  
 Materials and waste management in eco-lodges

#### ***ECOTOURISM-SPECIFIC EDUCATION***

#### ***Sustainable Development and Planning II***

Community development  
 Facility planning

#### ***Cultural and Heritage Tourism II***

Cultural heritage and cultural heritage management principles

#### ***OTHER***

#### ***INDUSTRY COURSES***



To obtain a more even spread of subjects over the years of offering, it is recommended that the subjects and subject content as indicated in Column B of Table 6.2 be included in the 2<sup>nd</sup> year of the new curriculum.

➤ ***Information Management IA (A indicates a 1<sup>st</sup> semester subject)***

This subject is included because of the spectacular increase in information, also via the Internet. In a previous study the researcher advised that students need to acquire skills in information selection and retrieval for their studies and personal reference (Geldenhuys, 2000:135). One approach is to teach students how to conduct research as part of an individual, process approach to education. The subject also incorporates research and organisational skills. Tourism statistics is included to teach students to interpret and analyse information and more specifically statistics. This subject is included as a semester subject only. The reason for offering it at 2<sup>nd</sup> year level is that it teaches students the techniques to gather, organise and analyse information and leave sufficient time during their studies to practice these techniques. This is also a valuable skill that will benefit students at more advanced levels. The subject is awarded 6 credits and is offered in the 1<sup>st</sup> semester of the 2<sup>nd</sup> year.

➤ ***Leisure Appreciation IB(B indicates a 2<sup>nd</sup> semester subject)***

This is also a semester subject and includes themes such as forces that shape the demand for, and use of, resources, including gender, demographics, activities and styles and determining how valuable the resources are and what is happening to them. The subject is awarded 6 credits and is offered in the 2<sup>nd</sup> semester of the 2<sup>nd</sup> year.

➤ ***Ecology II***

Ecology II covers topics such as wildlife management, wildlife and vegetation dynamics and interrelationships, ecological sustainable development and environmental management principles. The subject has a credit value of 12.



➤ ***Foreign Languages***

Courses in a number of foreign languages, from which students must choose 1, is offered in the 2<sup>nd</sup> year. It is recommended that students be led by international arrivals in their choice of a foreign language. Languages of choice include German, Spanish and French. If there is sufficient interest and at least 15 students, any foreign language can however be offered. A foreign language is awarded 12 credits.

➤ ***English II***

English II is a continuation of English I. It is recommended that English also be offered in the 2<sup>nd</sup> year, mostly because of the importance of the language as the business language of South Africa and the fact that for the majority of students it is their second or even a third language. English II addresses the same skills as English I but will afford students the opportunity to practise the skills they have acquired. English II is awarded 6 credits and is offered as a year subject in the 2<sup>nd</sup> year.

IT is offered as industry applications in the 2<sup>nd</sup> year and includes the following:

➤ ***Fedelio***

Fedelio is a computerised reservations system used by hospitality properties for handling reservations, check-in and check-out procedures, room allocations and so forth. This course will provide graduates that enter game lodges with an entry-level skill. The course is offered in the 2<sup>nd</sup> year and is normally offered as a block course running for 40 consecutive hours. Fedelio is offered in the 2<sup>nd</sup> year because Eco-operations II focuses on the skills required by game lodges. It carries a credit value of 3.

➤ ***On-line Marketing***

The Internet has established itself as a crucial distribution channel via which tourism organisations can promote their destinations and the products offered by their service providers. As we enter the Knowledge Age, students need to understand both the Internet, and the other emerging interactive technologies, their increasing use by tourists and travellers and how to capitalise on these new channels. The subject is awarded 6 credits and can be offered as a semester subject.

Business education subjects in the 2<sup>nd</sup> year include the following:

➤ ***Eco-management II***

This subject covers human resources management, financial management, principles of service management, quality management, leadership theory and leadership and social skills. Competence in financial management is evident when students are able to apply basic financial procedures, while competence in service management is evident when students are able to apply service ethics to all aspects of the tourism industry. Quality management competency is shown when students are able to apply quality assurance measures to all aspects of service encounters. Knowledge of leadership theories will enable students to apply supervisory skills. The subject is awarded 18 credits. As is the case with Eco-operations, considerable content is covered, requiring more contact time and the subject should be offered as a year subject.

➤ ***Consumer Behaviour II***

The focus of this subject is on the application of marketing, public relations, advertising and media principles and techniques to develop strategies for effective marketing in the tourism industry. The subject is awarded 9 credits, and is offered as a year subject.

Tourism-specific subjects in the 2<sup>nd</sup> year include the following:

➤ ***Tourism Law I***

The subject is offered as a year subject and students must demonstrate knowledge of legal aspects applicable to the tourism industry in general and specifically to the South African tourism industry. The subject has a credit value of 9.

➤ ***Eco-operations II***

This subject provides an introduction to hospitality management, addressing all the divisions of a small to medium lodge. The focus is on front office management, meetings and conventions and risk management, in order to provide students with entry-level skills. Water, energy, material and waste management are included as these are crucial issues for lodges situated in environmentally sensitive areas. Because of the content and the fact that more contact with students is required, it carries 18 credits.

Ecotourism-specific subjects in the 2<sup>nd</sup> year include the following:

➤ ***Sustainable Planning and Development II***

This subject includes community development and students must show competence in planning resorts, rural, urban and other forms of tourism, as well as in planning natural attractions and tourists facility planning and quality standards. The credit value of this subject is 12. The subject is offered as a year subject in the 2<sup>nd</sup> year.

➤ ***Cultural and Heritage Tourism II***

This subject covers topics such as cultural and social impacts of tourism on host communities, the role of culture in urban and rural revitalisation and revival, the importance of cultural heritage for sustainable rural development and authentic cultural product formulation. It has a credit value of 6 and is offered as a year subject.

Column A in Table 6.3 contains the 3<sup>rd</sup> year of the curriculum as advised by the respondents while the curriculum as recommended by the researcher, is given in Column B.

**Table 6.3: 3rd year of the recommended ecotourism curriculum**

<b>COLUMN A</b>	<b>COLUMN B</b>
<b>YEAR 3</b>	<b>YEAR 3</b>
<b>GENERAL EDUCATION</b>	<b>GENERAL EDUCATION</b>
Communication skills	
Written communication skills	
Interpersonal skills	
Leadership and social skills	
Ethical/social responsibilities	
Cultural sensitivity	
Natural resource use and related issues	
Ecology	
Conservation management	
Planning	
Interpretive skills	
Organisational skills	
<b>LANGUAGES</b>	<b>LANGUAGES</b>
English	
Written communication	
Interpersonal skills	
<b>IT</b>	<b>IT</b>
	Ecotourism e-commerce
<b>BUSINESS EDUCATION</b>	<b>BUSINESS EDUCATION</b>
Ecotourism business practices	<b>Eco-management III</b>
Principles of service management	Entrepreneurship and innovation
Entrepreneurship and innovation	Ethical/social responsibilities
Quality management	Ecotourism business practices
Service quality	

**TOURISM-SPECIFIC EDUCATION**

Dynamics and significance of tourism  
 The structure of the tourism industry  
 The significance and impacts of tourism  
 Product knowledge  
 Tourism development policies  
 Sustainable tourism planning and development  
 Principles of tourism planning and design  
 Sustainable tourism  
 Tourist guiding  
 Contemporary issues in tourism  
 Integrating case studies

**TOURISM-SPECIFIC EDUCATION****Product Knowledge I****Eco-operations III**

Tourist guiding, tourist safety and security issues

**Interpretation I**

Interpretation (natural environment and any cultural manifestations)  
 Interpretive skills

**Eco-application III**

Integrating case studies

**ECOTOURISM-SPECIFIC EDUCATION**

Contemporary philosophy and ethics towards ecotourism  
 Environmental education  
 Basic ecological and geomorphologic principles  
 Resource management  
 Energy management in eco-lodges  
 Ecological sustainable development and environmental management principles  
 Environmental impact occurrence and visitor management relating to ecotourism  
 Interpretation (natural environment and any cultural manifestations)  
 Community development

**ECOTOURISM-SPECIFIC EDUCATION****Sustainable Development and Planning III**

Contemporary philosophy and ethics towards ecotourism  
 Environmental impact occurrence and visitor management relating to  
 Resource management  
 Tourism development policies  
 Sustainable tourism planning and development  
 Principles of tourism planning and design  
 Sustainable tourism  
 Contemporary issues in tourism  
 Tourist safety and security issues

**OTHER**

Yield management

**OTHER**

Yield management

**INDUSTRY COURSES**

FGASA 3 SKS

**INDUSTRY COURSES**

FGASA 3 SKS

<b>EXPERIENTIAL EDUCATION</b>	First Aid
	<b>EXPERIENTIAL EDUCATION</b>
Internship of 6 months	Internship of 6 months

As indicated in Table 6.3 no subjects under *General Education* are included in the 3<sup>rd</sup> year of the curriculum recommended by the researcher. All the subject themes indicated by the respondents have been addressed at lower levels as they mostly address core content. It is recommended that those themes addressing specialisation and analytical skills development be placed later in the curriculum. As it is not the purpose of the qualification to teach linguistics, but merely to provide graduates with communication skills that will enhance service delivery in their chosen career paths, **Languages** subjects can also be settled in the 1<sup>st</sup> and 2<sup>nd</sup> year.

Note that all the 3<sup>rd</sup> year subjects are offered in the 1<sup>st</sup> semester as students will be doing experiential training in industry during the 2<sup>nd</sup> semester. Students will however register for year subjects as they have to do assignments whilst on experiential training.

An additional IT subject is included in the 3<sup>rd</sup> year, namely *E-commerce*, the reason being that the marketplace has changed fundamentally in the 21<sup>st</sup> century with the advent of e-commerce and its marketing tools. The objective of E-commerce is to constantly improve the experiences of customers at the point of sale. The focus of the subject is on marketing but adapted for application in e-commerce. Students will already have prior marketing knowledge that will now be applied to e-commerce. The subject is awarded 12 credits.

Business subjects in the 3<sup>rd</sup> year include the following:

➤ ***Eco-management III***

This subject provides students with the ability to utilise managerial concepts, systems and functions in order to effectively prepare a business plan and establish a tourism enterprise. Business ethics and social responsibility are included and the focus of the subject is on small ecotourism ventures. The subject is awarded 18 credits. During in-service training, which is done during the 2<sup>nd</sup> semester, students are expected to demonstrate entrepreneurship competencies by compiling a viable and feasible business plan that includes a marketing plan, a production and service plan, an organisation and management plan, a financial plan and a project management plan.

Tourism-specific subjects in the 3<sup>rd</sup> year include the following:

➤ ***Eco-operations III***

This subject offers insight into ecotourism products offered in the world, with specific focus on South and Southern African products. It also provides students with the skills and techniques to conduct site guiding, especially in a natural environment. A recognised First Aid Certificate is a prerequisite for registration as a field guide with the Department of Environmental Affairs and Tourism, which has taken over this function from SA Tourism. The subject carries 18 credits.

➤ ***Interpretation I***

Interpretation is a critical and indispensable element of what ecotour/field guides do. It is an educational activity aimed at revealing meanings and relationships to people about the places they visit and the things they see and do there. Students must therefore show competence in delivering visitor satisfaction while at the same time achieving the aims of ecotourism by using the principles of interpretation and applying them to guided tours. The subject carries a credit value of 6.

➤ ***Eco-application III***

The subject incorporates integrating case studies from all components of the curriculum and will enable students to demonstrate analytical skills and research skills. The subject is awarded 6 credits.

➤ ***Sustainable Development and Planning III***

This subject covers themes such as contemporary philosophy and ethics towards ecotourism, environmental impact occurrence and visitor management relating to resource management, tourism development policies, sustainable tourism planning and development, principles of tourism planning and design, contemporary issues in tourism and tourist safety and security issues. Because of its varied and extensive content the subject is awarded 18 credits.

➤ ***Experiential training***

A 6 months in-service training period is an integral part of the curriculum. During this period students work full-time, but have to complete an assignment integrating all subjects, that have to be submitted before the end of the 6 months period. 42 credits is awarded to this component of the curriculum.



To allow for progression to more advanced subject content and skills, it is recommended that the subjects indicated in Column B of Table 6.4 be offered during a 4<sup>th</sup> year of study.

*Table 6.4: 4<sup>th</sup> year of the recommended ecotourism curriculum*

<b>RESPONDENTS' CURRICULUM</b>	<b>RECOMMENDED CURRICULUM</b>
<b>COLUMN A</b>	<b>COLUMN B</b>
<b>YEAR 4</b>	<b>YEAR 4</b>
<b>GENERAL EDUCATION</b>	<b>GENERAL EDUCATION</b>
	<b>Ecology III</b>
	Ecological sustainable development and environmental management principles Environmental impact assessment
<b>LANGUAGES</b>	<b>LANGUAGES</b>
<b>IT</b>	<b>IT</b>
<b>BUSINESS EDUCATION</b>	<b>BUSINESS EDUCATION</b>
	<b>Eco-management IV</b>
	Strategic management, business strategy Economics of tourism
<b>TOURISM-SPECIFIC EDUCATION</b>	<b>TOURISM-SPECIFIC EDUCATION</b>
<b>ECOTOURISM-SPECIFIC EDUCATION</b>	<b>ECOTOURISM-SPECIFIC EDUCATION</b>
	<b>Sustainable Planning and Development IV</b>
<b>OTHER</b>	<b>OTHER</b>
	<b>Research Methodology IVA</b> <b>Research Methodology IVB</b>

The subjects indicated in Table 6.4 are described below. They are all offered as year subjects, except Research Methodology IVA and B.

➤ ***Ecology III***

This subject focuses on ecological sustainable development, environmental management principles and environmental impact assessment. The subject is awarded 24 credits.

➤ ***Eco-management IV***

The important human phenomenon of tourism and the industry that has grown up in order to support it - the travel industry - has grown to represent one of the world's most important industrial sectors. Travel and tourism has certain distinctive characteristics and consequently it is appropriate to consider the strategic implications of managing this important and rapid developing industry. The subject also scrutinises the economic impact of tourism in more detail and strategic management principles and concepts are applied to the tourism industry. The subject is awarded 24 credits.

➤ ***Sustainable Planning and Development IV***

This subject includes ecological sustainable development and environmental management principles to enable future managers to develop and manage the sector sustainably. The subject is awarded 24 credits.

➤ ***Research Methodology IVA***

This subject will enable students to apply advanced research methods to solve problems and to communicate research results effectively to the tourism industry. The subject covers methods for information gathering through applying research design, utilising sampling techniques, identifying and selecting methods for data collection? and statistical analysis. The subject includes the submission of a

research proposal. Research Methodology IVA is offered in the 1<sup>st</sup> semester of the 4<sup>th</sup> year. It carries a credit value of 24.

➤ ***Research Methodology IVB***

This entails a research project which is undertaken during the 2<sup>nd</sup> semester of the 4<sup>th</sup> year. The student has to demonstrate competency in identifying and solving problems through the research cycle, assessing and identifying the issues and proposing solutions. Competence is evident when students are able to interpret the results and communicate the principle issues. The subject is awarded 24 credits.

**6.3.2 Subject content to be added to the existing B Tech: Ecotourism Management offered by technikons in South Africa**

An analysis of the content of the existing B Tech Ecotourism Management and the new B Tech Ecotourism Management indicates that a number of themes are excluded in the former. Table 6.5 is an illustration of the subject content that should be added to the existing B Tech Tourism Management.

***Table 6.5: Comparison of the subjects offered in the existing B Tech: Ecotourism Management and the recommended ecotourism curriculum***

<b>EXISTING B TECH: ECOTOURISM MANAGEMENT</b>	<b>CRED- ITS</b>	<b>PROPOSED B TECH: ECOTOURISM MANAGEMENT</b>	<b>CRED- ITS</b>
<b><i>INSTUCTIONAL OFFERING</i></b>		<b><i>INSTUCTIONAL OFFERING</i></b>	
<b>YEAR 1</b>		<b>YEAR 1</b>	
ECOTOURISM MANAGEMENT I	20	TOURISM ANTHROPOLOGY I	12
ECOTOURISM DEVELOPMENT I	20	ECOLOGY IA AND IB	18
BIOLOGY I	20	ENGLISH COMMUNICATION I	12
ECO-PRACTICE I	12	COMPUTER LITERACY I	12
MARKETING FOR ECOTOURISM I	12	ECO-MANAGEMENT I	12
WILDLIFE MANAGEMENT I	12	CONSUMER BEHAVIOUR I	12
INTERPRETATION I	12	TOURISM GEOGRAPHY I	6
INTERPRETATION II	12	CULTURAL AND HERITAGE TOURISM I	6

		ECO-OPERATIONS I	12
		TOURISM DYNAMICS I	6
		SUSTAINABLE PLANNING AND DEVELOPMENT I	12
<b>TOTAL CREDITS FOR THE 1<sup>ST</sup> YEAR</b>	<b>120</b>	<b>TOTAL CREDITS FOR THE 1<sup>ST</sup> YEAR</b>	<b>120</b>
<b>YEAR 2</b>		<b>YEAR 2</b>	
ECOTOURISM MANAGEMENT II	20	INFORMATION MANAGEMENT IA	6
ECOTOURISM DEVELOPMENT II	20	LEISURE APPRECIATION IB	6
BIOLOGY II	20	ECOLOGY IIA AND IIB	9
ECO-PRACTICE II	12	FOREIGN LANGUAGES	12
MARKETING FOR ECOTOURISM II	12	ENGLISH II	6
WILDLIFE MANAGEMENT II	12	FEDLIO	3
COMPUTER STUDIES I	12	ON-LINE MARKETING	6
INTERPRETATION III	12	ECO-MANAGEMENT II	18
		CONSUMER BEHAVIOUR II	9
		TOURISM LAW I	9
		ECO-OPERATIONS II	18
		SUSTAINABLE DEVELOPMENT AND PLANNING II	12
		CULTURAL AND HERITAGE TOURISM II	6
<b>TOTAL CREDITS FOR THE 2<sup>ND</sup> YEAR</b>	<b>120</b>	<b>TOTAL CREDITS FOR THE 2<sup>ND</sup> YEAR</b>	<b>120</b>
<b>YEAR 3</b>		<b>YEAR 3</b>	
ECOTOURISM MANAGEMENT III	20	E-COMMERCE	12
ECOTOURISM DEVELOPMENT III	20	ECO-MANAGEMENT III	18
BIOLOGY III	20	ECO-OPERATIONS III	18
ECOTOURISM MANAGEMENT PRACTICE II	60	INTERPRETATION I	6
		ECO-APPLICATION III	6
		SUSTAINABLE DEVELOPMENT AND PLANNING III	18
		EXPERIENTIAL TRAINING	42

<b>TOTAL CREDITS FOR THE 3<sup>RD</sup> YEAR</b>	<b>120</b>	<b>TOTAL CREDITS FOR THE 3<sup>RD</sup> YEAR</b>	<b>120</b>
<b>YEAR 4</b>		<b>YEAR 4</b>	
ECOTOURISM MANAGEMENT IV	30	ECOLOGY III	24
ECOTOURISM DEVELOPMENT IV	30	ECO-MANAGEMENT IV	24
BIOLOGY IV	30	SUSTAINABLE PLANNING & DEVELOPMENT IV	24
RESEARCH METHODOLOGY IVA	15	RESEARCH METHODOLOGY IVA	24
RESEARCH METHODOLOGY IVB	15	RESEARCH METHODOLOGY IVB	24
<b>TOTAL CREDITS FOR THE 4<sup>th</sup> YEAR</b>	<b>120</b>	<b>TOTAL CREDITS FOR THE 4<sup>th</sup> YEAR</b>	<b>120</b>

An analysis of the existing B Tech: Ecotourism Management and the proposed new B Tech: Ecotourism Management reveals a number of shortcomings:

- The absence of Tourism Anthropology and Cultural and Heritage Tourism in the existing qualification. Ecotourism is not only the interpretation of the natural environment but also all the cultural manifestations of the particular destination.
- The absence of English Communication in the existing B Tech: Ecotourism Management. Communication is a core skill and no matter what work-related study students have chosen to follow, they need to be confident and expert in the skills of speaking and writing. This is probably more true for employees in the tourism industry than for many other careers.
- The absence of a foreign language in the existing B Tech: Ecotourism Management. International tourists are encountered on a daily basis and although graduates will not be able to communicate with all of them, knowledge of a foreign language will at least enable them to communicate with some tourists in their own language. The inclusion of an indigenous

language in the proposed new B Tech: Ecotourism Management is also an improvement.

- The inclusion of Information Management IA and Leisure Appreciation IB in the proposed new B Tech: Ecotourism Management will add value to the new qualification. In tourism and the career paths identified by this study, skills in information retrieval, organising and processing will be useful to graduates and will add value. As far as Leisure Appreciation IB is concerned, the content of the subject is extremely applicable to the ecotourism sector.
- The inclusion of the IT applications focusing on the ecotourism industry, such as e-commerce and on-line marketing, will give graduates valuable transferable skills and a competitive advantage when seeking employment. The benefits to be gained from this subject include cost-effective global distribution and new opportunities. No tourism qualification currently on offer in South Africa includes this subject and it will therefore be to the benefit of graduates, employers and the industry as a whole. The same is true of the subject E-commerce.

To conclude, the existing B Tech: Ecotourism Management needs revision and attention should be paid to the high credits awarded to Biology, Wildlife Management and Interpretation in the existing B Tech: Ecotourism Management. As a result of this, valuable subjects are excluded from the curriculum.

#### **6.4 RECOMMENDATIONS WITH REGARD TO FURTHER RESEARCH**

A number of new problems emerged during the research and needs to be investigated:

- Other tourism qualifications should be subjected to the same process to determine the career paths, content and depth of the qualification in order to avoid content in the curriculum that is not required and to include aspects that are not addressed.

- Which of the identified ecotourism career paths render the best opportunities for becoming managers?
- Is it possible for graduates from other tourism qualifications progress to management positions in the ecotourism sector?
- Does the proposed new B Tech: Ecotourism Management provide students with transferable skills to advance in other sectors of the tourism industry?

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## ***APPENDIX A***

### ***DELPHI PANEL***

**DELPHI PANEL TO DETERMINE CAREER PATHS AND CURRICULUM  
CONTENT FOR THE REVISED ECOTOURISM PROGRAMME**

	INSTITUTION	COUNTRY	E-MAIL ADDRESS
	<b>INTERNATIONAL ACADEMICS</b>		
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3	RC Buckley		<a href="mailto:r.buckley@mailbox.gu.edu.au">r.buckley@mailbox.gu.edu.au</a>
4	D Weaver	George Mason University	USA <a href="mailto:dweaver3@gmu.edu">dweaver3@gmu.edu</a>
5	L Dwyer	BEST	Australia <a href="mailto:l.dwyer@uws.edu">l.dwyer@uws.edu</a>
6	T Bauer	Hong Kong Polytechnic University, Hung Hum	Hong Kong <a href="mailto:hmthomas@polyu.edu.hk">hmthomas@polyu.edu.hk</a>
7	G Busby	University of Plymouth	UK <a href="mailto:G.Busby@plymouth.ac.za">G.Busby@plymouth.ac.za</a>
8	C Cooper	University of Queensland	Australia <a href="mailto:c.cooper@mailbox.uq.edu.au">c.cooper@mailbox.uq.edu.au</a>
9	D Diamantis	Les Roches Management School	Switzerland <a href="mailto:d_diamantis@hotmail.com">d_diamantis@hotmail.com</a>
10	T Jamal	Texas A&M University	USA <a href="mailto:tjamal@tamu.edu">tjamal@tamu.edu</a>
11	R Spurr	University of New South Wales	AU <a href="mailto:r.spurr@unsw.edu.au">r.spurr@unsw.edu.au</a>
12	Claudia Jurowski	BEST	<a href="mailto:Claudia.jurowski@nau.edu">Claudia.jurowski@nau.edu</a>
13	K J Jithendran	BEST	<a href="mailto:jithu@strath.ac.uk">jithu@strath.ac.uk</a>
14	Patrick Long	BEST	<a href="mailto:Patrick.Long@colorado.edu">Patrick.Long@colorado.edu</a>
15	Rory MacLellan	BEST	<a href="mailto:l.r.mclellan@strath.ac.uk">l.r.mclellan@strath.ac.uk</a>
16	T De Lacy	BEST	<a href="mailto:t.delacy@mailbox.gu.edu.au">t.delacy@mailbox.gu.edu.au</a>
17	Diana Belmori	Yale	<a href="mailto:diana.balmori@yale.edu">diana.balmori@yale.edu</a>
18	Tracy Berno	BEST	Fiji <a href="mailto:berno_t@usp.ac.fj">berno_t@usp.ac.fj</a>
19	Robyn Bushell	BEST	<a href="mailto:r.bushel@uws.edu.au">r.bushel@uws.edu.au</a>
20	Alan Clarke	BEST	<a href="mailto:a.clarke@derby.ac.uk">a.clarke@derby.ac.uk</a>
21	Allan Doherty	BEST	<a href="mailto:Doherty.allan@ic.gc.ca">Doherty.allan@ic.gc.ca</a>
22	Don Hawkins	BEST	<a href="mailto:dhawk@gwu.edu">dhawk@gwu.edu</a>
23	Andrew Jones	BEST	<a href="mailto:Andrew.jones@sihe.ac.uk">Andrew.jones@sihe.ac.uk</a>
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25	Geoff Kearsley	BEST	New Zealand <a href="mailto:geoff.kearsley@stonebow.otago.ac.nz">geoff.kearsley@stonebow.otago.ac.nz</a>
26	Deb Kerstetter	BEST	<a href="mailto:debk@psu.edu">debk@psu.edu</a>
27	Sam Lankford	University of Hawaii	Hawaii <a href="mailto:saml@hawaii.edu">saml@hawaii.edu</a>

28	Ercan Sirikaya	Texas A&M University	USA	<a href="mailto:esirakay@rpts.tamu.edu">esirakay@rpts.tamu.edu</a>
	<b>INTERNATIONAL ASSOCIATIONS</b>			
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30	Francios Bedard	WTO		<a href="mailto:fbedard@world-tourism.org">fbedard@world-tourism.org</a>
31	John Chidzomba	BEST	Zimbabwe	<a href="mailto:dmc@africaonline.co.za">dmc@africaonline.co.za</a>
32	Ed Saunders	Ecotourism International	USA	<a href="mailto:ed_sanders@attglobal.net">ed_sanders@attglobal.net</a>
33	J Sweeting	Conservation International	USA	<a href="mailto:j.sweeting@conservation.org">j.sweeting@conservation.org</a>
34	T Lazanski			<a href="mailto:Tadeja.lazanski@tuistica.edu">Tadeja.lazanski@tuistica.edu</a>
35	John Snyder	Ecotourism International	USA	<a href="mailto:snyderj@edaw.com">snyderj@edaw.com</a>
	<b>INTERNATIONAL INDUSTRY</b>			
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37	Janet Kennedy	BEST		<a href="mailto:anca@westel.com">anca@westel.com</a>
38	C Wild	WILD International	CA	<a href="mailto:wild@travel-net.com">wild@travel-net.com</a>
39	D Celes	Earth Rhythms		<a href="mailto:earthrhythms@techplus.com">earthrhythms@techplus.com</a>
40	Tom Selanniemi	Finair	Finland	<a href="mailto:tom.selanniemi@fts.finnair.fi">tom.selanniemi@fts.finnair.fi</a>
41	J Wandaka	Utali Hotel	Kenya	<a href="mailto:utaliihotek@insighttkenya.com">utaliihotek@insighttkenya.com</a>
42	Maurice Couture	BEST		<a href="mailto:proactive@netcover.com">proactive@netcover.com</a>
43	Aubrey King	BEST		<a href="mailto:aubking@aol.com">aubking@aol.com</a>
	<b>SOUTH AFRICAN ACADEMICS</b>			
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45	L Sime	Technikon Pretoria	SA	<a href="mailto:simel@techpta.ac.za">simel@techpta.ac.za</a>
46	A Strydom	OFS Technikon	SA	<a href="mailto:astrydom@tfs.ac.za">astrydom@tfs.ac.za</a>
47	H Batis	PE Technikon	SA	<a href="mailto:hbatis@petech.ac.z">hbatis@petech.ac.z</a>
48		M L Sultan	SA	
49	Isa van Aardt	TSA	SA	<a href="mailto:ivanaard@tsa.ac.za">ivanaard@tsa.ac.za</a>
50	L Brown	TSA	SA	<a href="mailto:lrbrown@tsa.ac.za">lrbrown@tsa.ac.za</a>
51	K Mearns	Vista University	SA	<a href="mailto:merns-kf@acaleph.vista.ac.za">merns-kf@acaleph.vista.ac.za</a>
52	W Coetzee	Technikon Pretoria	SA	<a href="mailto:coetzeew@techpta.ac.za">coetzeew@techpta.ac.za</a>
53	L Steynberg	Technikon Pretoria	SA	<a href="mailto:steynbergl@techpta.ac.za">steynbergl@techpta.ac.za</a>
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	<b>SOUTH AFRICAN ASSOCIATIONS</b>			
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	<b>SA INDUSTRY</b>			

56	F Loubsher	Kruger National Park	SA	
57	Jan Harrison	CCAfrica	SA	<a href="mailto:jharrison@ccafrica.com">jharrison@ccafrica.com</a>
58	Chirs Duxbury	Wildlife Safari's	SA	<a href="mailto:tours@wildlifesaf.co.za">tours@wildlifesaf.co.za</a>
59	Edith Anderson	Springbok Atlas	SA	<a href="mailto:edith.anderson@springbokatl&lt;br/&gt;as.com">edith.anderson@springbokatl as.com</a>
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## ***APPENDIX B***

### ***ROUND 1 QUESTIONNAIRE***

## QUESTIONNAIRE

### SECTION 1

#### GENERAL INFORMATION

Please tick the appropriate box

1. What is your country of origin?

North America	
South America	
Asia	
Africa	
South Africa	
Europe	
Other (Specify)	

2. What institution do you represent?

University	
College	
Technikon	
Technical College	
Private sector	
Other (Specify)	

3. Rate the importance of the need for specialisation in Ecotourism education.

Extremely Important	
Very Important	
Important	
Less Important	
Not important at all	

4. Give reasons for the above answer.


### SECTION II

#### INDUSTRY SECTOR AND EMPLOYMENT GROWTH

5. Is the perceived growth in ecotourism important for the enhancement of employment opportunities?

Extremely Important	
Very Important	
Important	
Less Important	
Not important at all	



6. How would you rate the growing demand for qualified employees?

Extremely important	
Very important	
Important	
Less important	
Not important at all	

7. In your opinion, how would you rate the growing demand for graduates in ecotourism?  
(Below are jobs available in the ecotourism sector)

Extremely important	
Very important	
Important	
Less important	
Not important at all	

8. How important is the demand for in-service training?

Extremely important	
Very important	
Important	
Less important	
Not important at all	

### SECTION III

#### CAREER PATHS

TYPE OF JOBS AVAILABLE		
TOUR OPERATIONS	YES (1)	NO (2)
Inbound Tour Operator	1	2
Outbound Tour Operator	1	2
Tour Conductor	1	2
Reservation Clerk	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2
TOURIST GUIDING	YES (1)	NO (2)
Field Guide	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2

<b>GAME LODGES</b>	<b>YES (1)</b>	<b>NO (2)</b>
Manager	1	2
Front Office Manager	1	2
Receptionist	1	2
Night Auditor	1	2
Sales Representative	1	2
Marketing Manager	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2
<b>NATIONAL PARKS</b>	<b>YES (1)</b>	<b>NO (2)</b>
Camp Manager	1	2
Restaurant Manager	1	2
Shop Manager	1	2
Food & Beverage Manager	1	2
Maintenance Manager	1	2
Housekeeping	1	2
Other (name them):	1	2
Reservations Manager	1	2
	1	2
	1	2
	1	2
	1	2
<b>PUBLIC SECTOR</b>	<b>YES (1)</b>	<b>NO (2)</b>
Planning and Development Officer	1	2
Research Director	1	2
Lecturer	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2
<b>PRIVATE SECTOR</b>	<b>YES (1)</b>	<b>NO (2)</b>
Consultant	1	2
Other (name them):	1	2
Entrepreneur	1	2
	1	2
	1	2
	1	2
	1	2

10. Is it important for the ecotourism industry to offer a spectrum of opportunities, seeking employees with a range of skills and experience?

Extremely Important	
Very Important	
Important	
Less Important	
Not Important at all	

## SECTION IV

### CURRICULUM INFORMATION

11. Rate the importance of including the following subjects in a three year Bachelors degree in ecotourism.

Extremely Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important at all (1)
1	2	3	4	5

#### GENERAL EDUCATION

Computer literacy	1	2	3	4	5
Arithmetical skills	1	2	3	4	5
Communication skills	1	2	3	4	5
Written communication skills	1	2	3	4	5
Negotiation skills	1	2	3	4	5
Presentation skills	1	2	3	4	5
Interpersonal skills	1	2	3	4	5
Leadership and social skills	1	2	3	4	5
Organisational skills	1	2	3	4	5
Research skills	1	2	3	4	5
Ethical/social responsibilities	1	2	3	4	5
Societies and cultures of the world	1	2	3	4	5
Cultural sensitivity	1	2	3	4	5
Leisure application	1	2	3	4	5
Natural resource use and related issues	1	2	3	4	5
Government and citizenship	1	2	3	4	5
Other (name them):	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

#### LANGUAGES

English Written communication skills	1	2	3	4	5
Indigenous Negotiation skills	1	2	3	4	5
Foreign language Presentation skills	1	2	3	4	5
Other (name them):	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

#### IT

Web design Cultural sensitivity	1	2	3	4	5
E-commerce	1	2	3	4	5
On-line marketing	1	2	3	4	5
Other (name them):	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5



## BUSINESS EDUCATION

Business Education

- Principles of management
- Management theories
- Business management theory
- Business strategy
- Ecotourism business practices
- Principles of service management
- Human resources management
- Financial management
- Accounting
- Entrepreneurship and innovation
- Strategic management
- Marketing theories
- Selling skills
- Economics of tourism
- Quality management
- Quantitative methods
- Statistical measurement and dimensions
- Leadership theory
- Other (name them):


[illegible]

## TOURISM SPECIFIC EDUCATION

- Dynamics and significance of the tourism industry
- The structure of the tourism industry
- The significance and impact of tourism
- Contemporary issues in tourism
- Tourism geography
- Product knowledge
- Tourism development policies
- Sustainable tourism planning and development
- Principles of tourism planning/design
- Facility planning
- Sustainable tourism
- Passenger transport
- Special events, meeting and conferences
- Hospitality management
- Front office management
- Night audits
- Tours operations
- Conducting tours
- Tourist guiding
- Tourism law
- Tourist safety and security issues
- Risk management
- Advance research methods and tourism forecasting
- Statistics for tourism research
- Mini dissertation
- Integrating case studies
- Other (name them):


[illegible]



**ECOTOURISM SPECIFIC**

Contemporary philosophy and ethics towards ecotourism

Environmental education

Basic ecological and geomorphologic principles

Resource Management

Water management in eco-lodges

Energy management in eco-lodges

Materials and waste management in eco-lodges

Ecologically sustainable development and environmental management principles

Environmental impact occurrence and visitor management relating to ecotourism

Wildlife management

Wildlife and vegetation dynamics and interrelationships

Interpretation (natural environment and any cultural manifestations)

Community development

Cultural heritage and cultural heritage management principles

Other (name them):


1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**OTHER**

Yield management

Revenue management

Other (name them):


1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**INDUSTRY COURSES**

CRS

Other (name them):


1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**EXPERIENTIAL EDUCATION**

Internships of six (6) months during the third year of study

1	2	3	4	5
---	---	---	---	---

12. Any suggestions or recommendations?


Thank you for your cooperation.

***APPENDIX C***

***ROUND 2 QUESTIONNAIRE***

## QUESTIONNAIRE

### SECTION 1

#### GENERAL INFORMATION

Please tick the appropriate box

1. What is your country of origin?

North America	
South America	
Asia	
Africa	
South Africa	
Europe	
Other (Specify)	

2. What institution do you represent?

University	
College	
Technikon	
Technical College	
Private sector	
Other (Specify)	

3. Rate the importance of the need for specialisation in Ecotourism education.

Extremely Important	
Very Important	
Important	
Less Important	
Not Important at all	

4. Give reasons for the above answer.


### SECTION II

#### INDUSTRY SECTOR AND EMPLOYMENT GROWTH

5. Is the perceived growth in ecotourism important for the enhancement of employment opportunities?

Extremely Important	
Very Important	
Important	
Less Important	
Not Important at all	

6. How would you rate the growing demand for qualified employees?

Extremely Important	
Very Important	
Important	
Less Important	
Not Important at all	

7. In your opinion, how would you rate the growing demand for graduates in ecotourism?  
(Below are jobs available in the ecotourism sector)

Extremely important	
Very important	
Important	
Less important	
Not important at all	

8. How important is the demand for in-service training?

Extremely important	
Very important	
Important	
Less important	
Not important at all	

### SECTION III

#### CAREER PATHS

The following jobs or categories were identified in the Ecotourism sector. List all other jobs or categories which are missing from the list.

9. What jobs are available in the ecotourism sector, and what skills, experience and training are employers looking for in applicants to fill these jobs?

TYPE OF JOBS AVAILABLE		
TOUR OPERATIONS	YES (1)	NO (2)
Tour designer	1	2
Game farm manager	1	2
Park manager	1	2
Field guide	1	2
Professional hunter	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2
TOURIST GUIDING	YES (1)	NO (2)
Tour conductor	1	2
Manager: Adventure activities	1	2
Tour guide	1	2
Author / Journalist	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2
GAME LODGES	YES (1)	NO (2)
Ranger	1	2
Manager: Adventure activities	1	2
Researcher	1	2
Onsight interpreter	1	2
Private protector area manager	1	2
Socio-ecologist	1	2
Visitor manager	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2



<b>NATIONAL PARKS</b>	<b>YES (1)</b>	<b>NO (2)</b>
Game ranger	1	2
Front office manager	1	2
Manager: Adventure activities	1	2
Marketing and sales manager	1	2
Reservations manager	1	2
Researcher	1	2
Field guide	1	2
National parks director	1	2
National parks research director	1	2
National parks reservation clerk	1	2
National parks marketing manager	1	2
National parks receptionist	1	2
Onsight interpreter	1	2
Socio-ecologist	1	2
Communication developer	1	2
Visitor manager	1	2
Cultural officer	1	2
Information officer	1	2
Trails guide	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2
<b>PUBLIC SECTOR</b>	<b>YES (1)</b>	<b>NO (2)</b>
Head of department	1	2
Researcher	1	2
Community developer	1	2
NGO; Community based organisation	1	2
Government advisors	1	2
Conservation coordinator	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2
<b>PRIVATE SECTOR</b>	<b>YES (1)</b>	<b>NO (2)</b>
Planning and development officer	1	2
Facilitator for training	1	2
Entrepreneur	1	2
Hunting outfitter	1	2
Gamer farmer	1	2
Other (name them):	1	2
	1	2
	1	2
	1	2
	1	2
	1	2

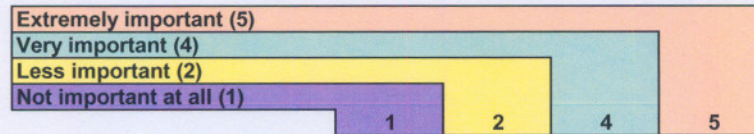
10. Is it important for the ecotourism industry to offer a spectrum of opportunities, seeking employees with a range of skills and experience?

Extremely important	
Very important	
Important	
Less important	
Not important	

## SECTION IV

### CURRICULUM INFORMATION

11. Rate the importance of including the following subjects in a three year Bachelors degree in ecotourism.



#### GENERAL EDUCATION

Arithmetical skills
Research skills
Societies and cultures of the world
Leisure application
Government and citizenship
Mass communication skills
Cultures of the world
Psychology
Countryside and coast management
Ecology
Conservation management
Planning
Interpretive skills
Other (name them):
Marketing

1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5

#### LANGUAGES

English
Indigenous languages
Other foreign language e.g. spanish, french, italian, german, etc.
Written communication skills
Negotiation skills
Presentation skills
Interpersonal skills
Other (name them):

1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5

#### IT

Web design
Cultural sensitivity
E-commerce
Other (name them):

1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5

#### BUSINESS EDUCATION

Management theories
Business management theory
Accounting
Business strategy
Marketing theories
Selling skills
Economics of tourism
Quantitative methods
Statistical measurement and dimensions
Leadership theory
Service quality
Other (name them):

1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5X
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5



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1	2	4	5
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#### TOURISM SPECIFIC EDUCATION

Contemporary issues in tourism  
 Tourism geography  
 Passenger transport  
 Special events, meeting and conferences  
 Hospitality management  
 Night audits  
 Tours operations  
 Tourism law  
 Advance research methods and tourism forecasting  
 Statistics for tourism research  
 Mini dissertation  
 Integrating case studies  
 Cultural and heritage tourism  
 Other (name them):


1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5

#### OTHER

Yield management  
 Revenue management  
 Other (name them):


1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5

#### INDUSTRY COURSES

CRS  
 FGASA 3 SKS  
 Other (name them):


1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5
1	2	4	5

12. Any suggestions or recommendations?


Thank you for your cooperation.

***APPENDIX D***

***ROUND 3 QUESTIONNAIRE***

# DEVELOPMENT OF A GLOBAL ECOTOURISM CURRICULUM - ROUND 3

2003

South Africa - Technikon Pretoria

Please tick the appropriate box.

## QUESTION 1:

What percentage of time should be allocated to general education, languages, IT, business education, tourism specific education, other and industry courses (over three years)?

General education	5%
Languages	5%
IT	10%
Business education	20%
Tourism specific education	50%
Other	%
Industry courses	10%
Total	100%

## QUESTION 2:

Indicate the level at which the student/learner should have sufficient knowledge on the following elements/subjects from your own perspective:

Introductory (1)	Intermediate (2)	Advance (3)
------------------	------------------	-------------

### 1. GENERAL EDUCATION

- Computer literacy
- Communication skills
- Written communication skills
- Negotiation skills
- Presentation skills
- Interpersonal skills
- Leadership and social skills
- Organisational skills
- Ethical/social responsibilities
- Cultural sensitivity
- Natural resource use and related issues
- Research skills
- Societies and cultures of the world
- Leisure application
- Cultures of the world
- Countryside and coast management
- Ecology
- Conservation management
- Planning
- Interpretive skills

1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

### 2. LANGUAGES

- English
- Indigenous languages
- Other foreign language e.g. Spanish, French, Italian, German, etc.
- Written communication skills
- Negotiation skills
- Presentation skills
- Interpersonal skills

1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

### 3. IT

- On-line marketing
- Cultural sensitivity

1	2	3X
1	2	3

### 4. BUSINESS EDUCATION

- Principles of management
- Ecotourism business practices
- Principles of service management
- Human resources management
- Financial management
- Entrepreneurship and innovation
- Strategic management
- Quality management
- Management theories
- Business management theory
- Business strategy
- Marketing theories
- Selling skills
- Economics of tourism
- Leadership theory
- Service quality

1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

### 5. TOURISM SPECIFIC EDUCATION

- Dynamics and significance of the tourism industry
- The structure of the tourism industry
- The significance and impact of tourism
- Product knowledge
- Tourism development policies

1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

- f. Sustainable tourism planning and development
- g. Principles of tourism planning/design
- h. Facility planning
- i. Sustainable tourism
- j. Conducting tours
- k. Tourist guiding
- l. Tourist safety and security issues
- m. Risk management
- n. Contemporary issues in tourism
- o. Tourism geography
- p. Special events, meeting and conferences
- q. Hospitality management
- r. Tours operations
- s. Tourism law
- t. Statistics for tourism research
- u. Integrating case studies
- v. Cultural and heritage tourism

1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

#### 6. ECOTOURISM SPECIFIC

- a. Contemporary philosophy and ethics towards ecotourism
- b. Environmental education
- c. Basic ecological and geomorphologic principles
- d. Resource management
- e. Water management in eco-lodges
- f. Energy management in eco-lodges
- g. Materials and waste management in eco-lodges
- h. Ecologically sustainable development and environmental management principles
- i. Environmental impact occurrence and visitor management relating to ecotourism
- j. Wildlife management
- k. Wildlife and vegetation dynamics and interrelationships
- l. Interpretation (natural environment and any cultural manifestations)
- m. Community development
- n. Cultural heritage and cultural heritage management principles

1		33
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

#### 7. OTHER

- a. Yield management

1	2	3
		3

#### 8. INDUSTRY COURSES

- a. FGASA 3 SKS

1	2	3
---	---	---

#### 9. EXPERIENTIAL EDUCATION

- a. Internships of six (6) months during the third year of study

1	2	3
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Any comments or suggestions?


Thank you for your kind co-operation.

## ***APPENDIX E***

### ***ROUND 4 QUESTIONNAIRE***

# ***AN ECOTOURISM CURRICULUM FOR HIGHER EDUCATION INSTITUTIONS***

## **1<sup>ST</sup> YEAR SUBJECTS**

### **➤ *Tourism Anthropology I***

The content of the subject includes societies and cultures of the world. South African cultures are included to enable guides to interpret not only natural environments but also the cultural manifestations of South Africa. Cultural sensitivity is also included in this subject as both themes can be addressed simultaneously. The subject is awarded 12 credits as it covers considerable content. Most of the content requires memorisation and little prior knowledge is required to master the content. It therefore seems reasonable to include Tourism Anthropology as a 1<sup>st</sup> year subject.

### **➤ *Ecology IA and IB***

This subject is divided into 2 semester subjects in order to address issues such as environmental education and basic ecological and geomorphologic principles in the 1<sup>st</sup> semester and focus on conservation management and natural resource use and related issues in the 2<sup>nd</sup> semester. The subject is awarded 18 credits. As this is an introductory course, it does not cover all the aspects in detail. Most of the content has to be memorised and little prior knowledge is necessary. The main purpose of the subject is to enable ecotourism graduates to interpret nature and the environment and to sensitise them to impacts of human activity in natural environments. It is not expected of ecotourism graduates to do the tasks expected of graduates with nature conservation qualifications. It is therefore recommended that Ecology IA and IB be included in the 1<sup>st</sup> year of study as semester offerings.

### **➤ *English Communication I***

This subject is included in both the 1<sup>st</sup> and 2<sup>nd</sup> years of study as English is the business language of South Africa and the second or third language of the majority of the population of the country. Skills such as verbal and written communication, intercultural communication, using basic sociological and psychological knowledge and understanding, presentation, negotiation skills, barriers to successful communication, group dynamics, and so forth are focused on throughout the 2 years. On 1<sup>st</sup> year level 12 credits are awarded to the subject.

### **➤ *Computer Literacy I***

This subject is included to familiarise students with software packages and the Internet. As in many developing countries many of the students do not have access to home computers and a large number did not have exposure to computers at school. This offering is necessary in the 1<sup>st</sup> year in order to progress to IT industry applications at more advanced levels of the curriculum. Computers have become an integrated part of the business life and students will for instance need to use programmes such as PowerPoint for presentations and MS Word for word



processing. They also need to know how to find information on the Internet for their studies and during the course of their daily duties. The subject is awarded 12 credits, the reason for the relatively high credit weight for such an elementary skill being that in order to effectively teach students computer skills, and because of infrastructure limitations, smaller groups have to be taught. It is anticipated that some students will already have mastered this skill and consideration should be given to Recognition of Prior Learning. If students show competence they should be exempted from the subject and be awarded the credit.

Business education subjects include the following:

➤ ***Eco-management I***

This subject provides an introduction to management. As indicated by the different career paths, the focus of the qualification is to educate the future managers of the sector and this is therefore an important skill. Management subjects are not as a rule offered not offered at secondary school level and students may find it difficult to master the more complicated themes without an introduction to the subject. Subject themes include management functions such as planning, organising, activating and controlling. In the human resources management theme competence is evident when students are able to explain concepts such as recruitment, selection, induction, training, development, remuneration, termination of employment, coaching in the work environment, staff interaction, staff co-operation, staff and management relationships, conflict management, occupational health/safety policies and HIV/Aids in the workplace. The subject is awarded 12 credits.

➤ ***Consumer Behaviour I***

This subject has a value of 12 credits. The specific outcomes are basic marketing and the marketing process, the marketing mix and holistic tourism marketing. Themes include an introduction to marketing for tourism and hospitality, social foundations of marketing, the service characteristics of tourism and hospitality marketing, consumer markets and consumer buying behaviour and so forth. Like management, marketing is also not offered at secondary school level. Students need to be familiarised with concepts that they have never encountered before and marketing is an identified career path in the ecotourism sector. To reach management positions they will require in-depth knowledge of marketing. It is therefore recommended that Consumer Behaviour be offered to at least 2<sup>nd</sup> year level. Consideration should be given to extend this module even further to 3<sup>rd</sup> year level.

**Tourism-specific subjects include the following:**

➤ ***Tourism Geography I***

Tourism Geography 1 addresses general tourism geography but focuses on eco-destinations and especially on South and Southern African eco-attractions. The content of this subject also lends itself to memorisation and very little analytical skills are required. It does not require prior knowledge and can therefore be

offered at 1<sup>st</sup> year level. The subject is however necessary for the tour operations theme, especially if one of the jobs in this qualification entails outbound tour operators. A credit value of 6 is awarded to the subject. Themes include the attraction of places, patterns and process of world tourism and game parks and natural reserves of South and Southern Africa, as well as international eco-destinations.

➤ ***Cultural and Heritage Tourism I***

This subject will provide students with an introduction to this important sector and its relation to ecotourism. It is awarded 3 credits. The reason for the low credit allocation is that it is offered in the 2<sup>nd</sup> semester as an extension of Tourism Anthropology I.

➤ ***Eco-operations I***

Tour operations and conducting tours are addressed in this subject, which is offered in the 1<sup>st</sup> year because it compliments Tourism Anthropology and Cultural and Heritage Tourism. The skills acquired through these subjects will enhance the skills that are offered at 2<sup>nd</sup> and 3<sup>rd</sup> year level in the operations side of lodge management and tourist guiding. Themes include: how the group travel business works, locating and selling group business, designing a tour, costing and pricing, city and site guiding, multi-day tours, client and escort psychology, working with hotels, suppliers and attractions and air travel tours. A further advantage of placing this subject in the 1<sup>st</sup> year is that students exiting at this level will have employable skills after only one year. The subject is awarded 12 credits.

➤ ***Tourism Dynamics I***

This is a 1<sup>st</sup> year subject and addresses topics such as the dynamics and significance of tourism, the structure of the tourism industry and the significance and impacts of tourism. Students are introduced to tourism through the lens of business, specifically considering the marketing, management and financial issues most important to industry members. It covers each component of the tourism industry including transport, accommodation, destinations, attractions, intermediaries and food and beverage. This holistic overview of the tourism industry will enhance students' understanding and prevent them from studying the different components of the course in isolation. The credit value of the subject is 6.

Ecotourism-specific subjects include:

➤ ***Sustainable Planning and Development 1***

Sustainable Development is one of the major subjects that is offered from 1<sup>st</sup> to 4<sup>th</sup> year. Topics covered in the 1<sup>st</sup> year include a general introduction to planning and development. The subject is awarded 12 credits.

➤ ***Information Management IA (A indicates a 1<sup>st</sup> semester subject)***

This subject is included because of the spectacular increase in information, also via the Internet. In a previous study the researcher advised that students need to acquire skills in information selection and retrieval for their studies and personal reference (Geldenhuys, 2000:135). One approach is to teach students how to conduct research as part of an individual, process approach to education. The subject also incorporates research and organisational skills. Tourism statistics is included to teach students to interpret and analyse information and more specifically statistics. This subject is included as a semester subject only. The reason for offering it at 2<sup>nd</sup> year level is that it teaches students the techniques to gather, organise and analyse information and leave sufficient time during their studies to practice these techniques. This is also a valuable skill that will benefit students at more advanced levels. The subject is awarded 6 credits and is offered in the 1<sup>st</sup> semester of the 2<sup>nd</sup> year.

➤ ***Leisure Appreciation IB(B indicates a 2<sup>nd</sup> semester subject)***

This is also a semester subject and includes themes such as forces that shape the demand for, and use of, resources, including gender, demographics, activities and styles and determining how valuable the resources are and what is happening to them. The subject is awarded 6 credits and is offered in the 2<sup>nd</sup> semester of the 2<sup>nd</sup> year.

➤ ***Ecology II***

Ecology II covers topics such as wildlife management, wildlife and vegetation dynamics and interrelationships, ecological sustainable development and environmental management principles. The subject has a credit value of 12.

➤ ***Foreign Languages***

Courses in a number of foreign languages, from which students must choose 1, is offered in the 2<sup>nd</sup> year. It is recommended that students be led by international arrivals in their choice of a foreign language. Languages of choice include German, Spanish and French. If there is sufficient interest and at least 15 students, any foreign language can however be offered. A foreign language is awarded 12 credits.

➤ ***English II***

English II is a continuation of English I. It is recommended that English also be offered in the 2<sup>nd</sup> year, mostly because of the importance of the language as the business language of South Africa and the fact that for the majority of students it is their second or even a third language. English II addresses the same skills as English I but will afford students the opportunity to practise the skills they have acquired. English II is awarded 6 credits and is offered as a year subject in the 2<sup>nd</sup> year.

IT is offered as industry applications in the 2<sup>nd</sup> year and includes the following:

➤ ***Fedelio***

Fedelio is a computerised reservations system used by hospitality properties for handling reservations, check-in and check-out procedures, room allocations and so forth. This course will provide graduates that enter game lodges with an entry-level skill. The course is offered in the 2<sup>nd</sup> year and is normally offered as a block course running for 40 consecutive hours. Fedelio is offered in the 2<sup>nd</sup> year because Eco-operations II focuses on the skills required by game lodges. It carries a credit value of 3.

➤ ***On-line Marketing***

The Internet has established itself as a crucial distribution channel via which tourism organisations can promote their destinations and the products offered by their service providers. As we enter the Knowledge Age, students need to understand both the Internet, and the other emerging interactive technologies, their increasing use by tourists and travellers and how to capitalise on these new channels. The subject is awarded 6 credits and can be offered as a semester subject.

Business education subjects in the 2<sup>nd</sup> year include the following:

➤ ***Eco-management II***

This subject covers human resources management, financial management, principles of service management, quality management, leadership theory and leadership and social skills. Competence in financial management is evident when students are able to apply basic financial procedures, while competence in service management is evident when students are able to apply service ethics to all aspects of the tourism industry. Quality management competency is shown when students are able to apply quality assurance measures to all aspects of service encounters. Knowledge of leadership theories will enable students to apply supervisory skills. The subject is awarded 18 credits. As is the case with Eco-operations, considerable content is covered, requiring more contact time and the subject should be offered as a year subject.

➤ ***Consumer Behaviour II***

The focus of this subject is on the application of marketing, public relations, advertising and media principles and techniques to develop strategies for effective marketing in the tourism industry. The subject is awarded 9 credits, and is offered as a year subject.

Tourism-specific subjects in the 2<sup>nd</sup> year include the following:

➤ ***Tourism Law I***

The subject is offered as a year subject and students must demonstrate knowledge of legal aspects applicable to the tourism industry in general and specifically to the South African tourism industry. The subject has a credit value of 9.

➤ ***Eco-operations II***

This subject provides an introduction to hospitality management, addressing all the divisions of a small to medium lodge. The focus is on front office management, meetings and conventions and risk management, in order to provide students with entry-level skills. Water, energy, material and waste management are included as these are crucial issues for lodges situated in environmentally sensitive areas. Because of the content and the fact that more contact with students is required, it carries 18 credits.

Ecotourism-specific subjects in the 2<sup>nd</sup> year include the following:

➤ ***Sustainable Planning and Development II***

This subject includes community development and students must show competence in planning resorts, rural, urban and other forms of tourism, as well as in planning natural attractions and tourists facility planning and quality standards. The credit value of this subject is 12. The subject is offered as a year subject in the 2<sup>nd</sup> year.

➤ ***Cultural and Heritage Tourism II***

This subject covers topics such as cultural and social impacts of tourism on host communities, the role of culture in urban and rural revitalisation and revival, the importance of cultural heritage for sustainable rural development and authentic cultural product formulation. It has a credit value of 6 and is offered as a year subject.

### **3<sup>RD</sup> YEAR SUBJECTS**

Note that all the 3<sup>rd</sup> year subjects are offered in the 1<sup>st</sup> semester as students will be doing experiential training in industry during the 2<sup>nd</sup> semester. Students will however register for year subjects as they have to do assignments whilst on experiential training.

An additional IT subject is included in the 3<sup>rd</sup> year, namely ***E-commerce***, the reason being that the marketplace has changed fundamentally in the 21<sup>st</sup> century with the advent of e-commerce and its marketing tools. The objective of E-commerce is to constantly improve the experiences of customers at the point of sale. The focus of the subject is on marketing but adapted for application in e-commerce. Students will already have prior marketing knowledge that will now be applied to e-commerce. The subject is awarded 12 credits.

Business subjects in the 3<sup>rd</sup> year include the following:

➤ ***Eco-management III***

This subject provides students with the ability to utilise managerial concepts, systems and functions in order to effectively prepare a business plan and establish a tourism enterprise. Business ethics and social responsibility are included and the focus of the subject is on small ecotourism ventures. The subject is awarded 18 credits. During in-service training, which is done during the 2<sup>nd</sup> semester, students are expected to demonstrate entrepreneurship competencies by compiling a viable and feasible business plan that includes a marketing plan, a production and service plan, an organisation and management plan, a financial plan and a project management plan.

Tourism-specific subjects in the 3<sup>rd</sup> year include the following:

➤ ***Eco-operations III***

This subject offers insight into ecotourism products offered in the world, with specific focus on South and Southern African products. It also provides students with the skills and techniques to conduct site guiding, especially in a natural environment. A recognised First Aid Certificate is a prerequisite for registration as a field guide with the Department of Environmental Affairs and Tourism, which has taken over this function from SA Tourism. The subject carries 18 credits.

➤ ***Interpretation I***

Interpretation is a critical and indispensable element of what ecotour/field guides do. It is an educational activity aimed at revealing meanings and relationships to people about the places they visit and the things they see and do there. Students must therefore show competence in delivering visitor satisfaction while at the same time achieving the aims of ecotourism by using the principles of interpretation and applying them to guided tours. The subject carries a credit value of 6.

➤ ***Eco-application III***

The subject incorporates integrating case studies from all components of the curriculum and will enable students to demonstrate analytical skills and research skills. The subject is awarded 6 credits.

➤ ***Sustainable Development and Planning III***

This subject covers themes such as contemporary philosophy and ethics towards ecotourism, environmental impact occurrence and visitor management relating to resource management, tourism development policies, sustainable tourism planning and development, principles of tourism planning and design, contemporary issues in tourism and tourist safety and security issues. Because of its varied and extensive content the subject is awarded 18 credits.

➤ ***Experiential training***

A 6 months in-service training period is an integral part of the curriculum. During this period students work full-time, but have to complete an assignment integrating all subjects, that have to be submitted before the end of the 6 months period. 42 credits is awarded to this component of the curriculum.

To allow for progression to more advanced subject content and skills, it is recommended that the subjects indicated in Column B of Table 6.4 be offered during a 4<sup>th</sup> year of study.

**4<sup>TH</sup> YEAR SUBJECTS**

➤ **Ecology III**

*This subject focuses on ecological sustainable development, environmental management principles and environmental impact assessment. The subject is awarded 24 credits.*

➤ ***Eco-management IV***

The important human phenomenon of tourism and the industry that has grown up in order to support it - the travel industry - has grown to represent one of the world's most important industrial sectors. Travel and tourism has certain distinctive characteristics and consequently it is appropriate to consider the strategic implications of managing this important and rapid developing industry. The subject also scrutinises the economic impact of tourism in more detail and strategic management principles and concepts are applied to the tourism industry. The subject is awarded 24 credits.

➤ ***Sustainable Planning and Development IV***

This subject includes ecological sustainable development and environmental management principles to enable future managers to develop and manage the sector sustainably. The subject is awarded 24 credits.

➤ ***Research Methodology IVA***

This subject will enable students to apply advanced research methods to solve problems and to communicate research results effectively to the tourism industry. The subject covers methods for information gathering through applying research design, utilising sampling techniques, identifying and selecting methods for data collection? and statistical analysis. The subject includes the submission of a research proposal. Research Methodology IVA is offered in the 1<sup>st</sup> semester of the 4<sup>th</sup> year. It carries a credit value of 24.

➤ ***Research Methodology IVB***

This entails a research project which is undertaken during the 2<sup>nd</sup> semester of the 4<sup>th</sup> year. The student has to demonstrate competency in identifying and solving

problems through the research cycle, assessing and identifying the issues and proposing solutions. Competence is evident when students are able to interpret the results and communicate the principle issues. The subject is awarded 24 credits.



## ***APPENDIX F***

### ***PEARSON CORRELATION COEFFICIENTS***

**Tourism Specific Education**  
**No variables 149 to 151**

**The CORR Procedure**

**14 Variables:** V141 V142 V143 V144 V145 V146 V147 V148 V152 V153 V154 V155 V156 V157

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
V141	19	3.26316	0.99119	62.00000	1.00000	5.00000
V142	19	3.68421	1.24956	70.00000	1.00000	5.00000
V143	19	3.52632	1.17229	67.00000	1.00000	5.00000
V144	19	2.94737	0.70504	56.00000	1.00000	4.00000
V145	19	2.89474	0.80930	55.00000	1.00000	5.00000
V146	19	3.10526	1.10024	59.00000	1.00000	5.00000
V147	19	3.42105	1.16980	65.00000	1.00000	5.00000
V148	1	3.00000	.	3.00000	3.00000	3.00000
V152	19	3.63158	1.11607	69.00000	1.00000	5.00000
V153	19	3.63158	1.11607	69.00000	1.00000	5.00000

<b>V154</b>	19	3.78947	0.97633	72.00000	1.00000	5.00000
<b>V155</b>	19	3.73684	1.09758	71.00000	1.00000	5.00000
<b>V156</b>	19	3.63158	1.01163	69.00000	1.00000	5.00000
<b>V157</b>	19	3.52632	1.02026	67.00000	1.00000	5.00000

**Pearson Correlation Coefficients**  
**Prob > |r| under H0: Rho=0**  
**Number of Observations**

	<b>V141</b>	<b>V142</b>	<b>V143</b>	<b>V144</b>	<b>V145</b>	<b>V146</b>	<b>V147</b>	<b>V148</b>	<b>V152</b>	<b>V153</b>	<b>V154</b>	<b>V155</b>	<b>V156</b>	<b>V157</b>
<b>V141</b>	1.00000 0.0003 19	0.74365 0.0003 19	0.83042 <.0001 19	0.57741 0.0096 19	0.52125 0.0221 19	0.53356 0.0186 19	0.56992 0.0108 19	.	0.54449 0.0159 19	0.59471 0.0072 19	0.46229 0.0463 19	0.67999 0.0014 19	0.48990 0.0332 19	0.62454 0.0043 19
<b>V142</b>	0.74365 0.0003 19	1.00000 0.0004 19	0.72658 0.0004 19	0.42151 0.0723 19	0.18505 0.4482 19	0.42962 0.0664 19	0.70412 0.0008 19	.	0.38998 0.0988 19	0.78834 <.0001 19	0.48893 0.0336 19	0.58416 0.0086 19	0.51814 0.0231 19	0.57338 0.0103 19
<b>V143</b>	0.83042 <.0001 19	0.72658 0.0004 19	1.00000 0.0271 19	0.50590 0.0415 19	0.47154 0.0415 19	0.47154 0.0032 19	0.63966 0.0032 19	.	0.58106 0.0091 19	0.66598 0.0019 19	0.58758 0.0082 19	0.71811 0.0005 19	0.35997 0.1301 19	0.49872 0.0297 19
<b>V144</b>	0.57741 0.0096 19	0.42151 0.0723 19	0.50590 0.0271 19	1.00000 0.0001 19	0.76868 0.0612 19	0.43725 0.0612 19	0.23044 0.3425 19	.	0.46821 0.0432 19	0.39761 0.0918 19	0.54797 0.0151 19	0.48366 0.0359 19	0.43866 0.0603 19	0.42682 0.0684 19
<b>V145</b>	0.52125 0.0221 19	0.18505 0.4482 19	0.47154 0.0415 19	0.76868 0.0001 19	1.00000 0.0101 19	0.57466 0.0101 19	0.16678 0.4950 19	.	0.56975 0.0109 19	0.20071 0.4100 19	0.39226 0.0967 19	0.27980 0.2460 19	0.08571 0.7272 19	0.13811 0.5729 19

<b>V146</b>	0.53356 0.0186 19	0.42962 0.0664 19	0.47154 0.0415 19	0.43725 0.0612 19	0.57466 0.0101 19	1.00000 0.52479 19	0.0211	.	0.62149 0.0045 19	0.44052 0.0591 19	0.33209 0.1648 19	0.48426 0.0356 19	0.23643 0.3298 19	0.34383 0.1495 19
<b>V147</b>	0.56992 0.0108 19	0.70412 0.0008 19	0.63966 0.0032 19	0.23044 0.3425 19	0.16678 0.4950 19	0.52479 0.0211 19	1.00000	.	0.72115 0.0005 19	0.84881 <.0001 19	0.71429 0.0006 19	0.78341 <.0001 19	0.60782 0.0058 19	0.73498 0.0003 19
<b>V148</b>	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>V152</b>	0.54449 0.0159 19	0.38998 0.0988 19	0.58106 0.0091 19	0.46821 0.0432 19	0.56975 0.0109 19	0.62149 0.0045 19	0.72115 0.0005 19	.	1.00000 0.0139 19	0.55399 0.0011 19	0.68964 0.0030 19	0.64209 0.1242 19	0.36516 0.0411 19	0.47248
<b>V153</b>	0.59471 0.0072 19	0.78834 <.0001 19	0.66598 0.0019 19	0.39761 0.0918 19	0.20071 0.4100 19	0.44052 0.0591 19	0.84881 <.0001 19	.	0.55399 0.0139 19	1.00000 0.0004 19	0.79160 <.0001 19	0.73280 0.0021 19	0.66039 0.0006 19	0.71643
<b>V154</b>	0.46229 0.0463 19	0.48893 0.0336 19	0.58758 0.0082 19	0.54797 0.0151 19	0.39226 0.0967 19	0.33209 0.1648 19	0.71429 0.0006 19	.	0.68964 0.0011 19	0.79160 <.0001 19	1.00000 <.0001 19	0.77493 0.0027 19	0.64834 0.0015 19	0.67514
<b>V155</b>	0.67999 0.0014 19	0.58416 0.0086 19	0.71811 0.0005 19	0.48366 0.0359 19	0.27980 0.2460 19	0.48426 0.0356 19	0.78341 <.0001 19	.	0.64209 0.0030 19	0.73280 0.0004 19	0.77493 <.0001 19	1.00000 0.0007 19	0.70839 <.0001 19	0.82511
<b>V156</b>	0.48990 0.0332 19	0.51814 0.0231 19	0.35997 0.1301 19	0.43866 0.0603 19	0.08571 0.7272 19	0.23643 0.3298 19	0.60782 0.0058 19	.	0.36516 0.1242 19	0.66039 0.0021 19	0.64834 0.0027 19	0.70839 0.0007 19	1.00000 19	0.95188 <.0001 19
<b>V157</b>	0.62454 0.0043 19	0.57338 0.0103 19	0.49872 0.0297 19	0.42682 0.0684 19	0.13811 0.5729 19	0.34383 0.1495 19	0.73498 0.0003 19	.	0.47248 0.0411 19	0.71643 0.0006 19	0.67514 0.0015 19	0.82511 <.0001 19	0.95188 <.0001 19	1.00000 19

**General Education**  
**No variables 91 92 96 -99**

**The CORR Procedure**

**11 Variables:** V93 V94 V95 V100 V101 V102 V103 V104 V105 V106 V107

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
<b>V93</b>	19	2.84211	0.95819	54.00000	1.00000	5.00000
<b>V94</b>	19	3.05263	1.07877	58.00000	1.00000	5.00000
<b>V95</b>	19	3.31579	1.05686	63.00000	1.00000	5.00000
<b>V100</b>	19	3.63158	1.06513	69.00000	1.00000	5.00000
<b>V101</b>	19	3.00000	0.88192	57.00000	1.00000	5.00000
<b>V102</b>	19	3.10526	0.93659	59.00000	1.00000	5.00000
<b>V103</b>	19	3.47368	1.21876	66.00000	1.00000	5.00000
<b>V104</b>	19	3.89474	1.19697	74.00000	1.00000	5.00000
<b>V105</b>	19	3.68421	1.15723	70.00000	1.00000	5.00000
<b>V106</b>	19	3.47368	0.84119	66.00000	1.00000	5.00000

<b>V107</b>	19	3.63158	0.95513	69.00000	1.00000	5.00000
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Pearson Correlation Coefficients, N = 19 Prob >  r  under H0: Rho=0											
	V93	V94	V95	V100	V101	V102	V103	V104	V105	V106	V107
V93	1.00000	0.81468 <.0001	0.82002 <.0001	-0.11460 0.6404	-0.13149 0.5916	-0.10426 0.6710	0.02003 0.9351	-0.16061 0.5113	-0.19777 0.4170	-0.52238 0.0218	-0.55272 0.0141
V94	0.81468 <.0001	1.00000	0.76426 0.0001	-0.03054 0.9012	0.00000 1.0000	-0.00579 0.9812	0.14901 0.5426	-0.12454 0.6114	0.01405 0.9545	-0.21266 0.3821	-0.46540 0.0446
V95	0.82002 <.0001	0.76426 0.0001	1.00000	-0.03896 0.8742	0.00000 1.0000	0.13293 0.5875	0.17933 0.4626	-0.01618 0.9476	0.08607 0.7261	-0.30259 0.2080	-0.31863 0.1837
V100	-0.11460 0.6404	-0.03054 0.9012	-0.03896 0.8742	1.00000	0.70971 0.0007	0.48655 0.0346	0.69825 0.0009	0.75225 0.0002	0.80180 <.0001	0.63964 0.0032	0.73290 0.0004
V101	-0.13149 0.5916	0.00000 1.0000	0.00000 1.0000	0.70971 0.0007	1.00000	0.87437 <.0001	0.67193 0.0016	0.52628 0.0206	0.65322 0.0024	0.59909 0.0067	0.52763 0.0202
V102	-0.10426 0.6710	-0.00579 0.9812	0.13293 0.5875	0.48655 0.0346	0.87437 <.0001	1.00000	0.63527 0.0035	0.50599 0.0271	0.54495 0.0158	0.42681 0.0684	0.41838 0.0746
V103	0.02003 0.9351	0.14901 0.5426	0.17933 0.4626	0.69825 0.0009	0.67193 0.0016	0.63527 0.0035	1.00000	0.49307 0.0319	0.54524 0.0158	0.36507 0.1243	0.54004 0.0170
V104	-0.16061 0.5113	-0.12454 0.6114	-0.01618 0.9476	0.75225 0.0002	0.52628 0.0206	0.50599 0.0271	0.49307 0.0319	1.00000	0.77681 <.0001	0.60403 0.0062	0.64450 0.0029
V105	-0.19777 0.4170	0.01405 0.9545	0.08607 0.7261	0.80180 <.0001	0.65322 0.0024	0.54495 0.0158	0.54524 0.0158	0.77681 <.0001	1.00000	0.78998 <.0001	0.64283 0.0030
	-0.52238	-0.21266	-0.30259	0.63964	0.59909	0.42681	0.36507	0.60403	0.78998	1.00000	0.64415

<b>V106</b>	0.0218	0.3821	0.2080	0.0032	0.0067	0.0684	0.1243	0.0062	<.0001		0.0029
<b>V107</b>	-0.55272	-0.46540	-0.31863	0.73290	0.52763	0.41838	0.54004	0.64450	0.64283	0.64415	1.00000
	0.0141	0.0446	0.1837	0.0004	0.0202	0.0746	0.0170	0.0029	0.0030	0.0029	

**Industry courses**  
**No variables 166 to 169**

**The CORR Procedure**

**2 Variables: V164 V165**

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
<b>V164</b>	19	3.84211	1.21395	73.00000	1.00000	5.00000
<b>V165</b>	19	3.63158	1.34208	69.00000	1.00000	5.00000

Pearson Correlation Coefficients, N = 19		
Prob >  r  under H0: Rho=0		
	V164	V165
<b>V164</b>	1.00000	0.81480 <.0001
<b>V165</b>	0.81480 <.0001	1.00000



**IT**  
**No variables 119 120 121**

**The CORR Procedure**

**4 Variables: V122 V123 V124 V125**

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
<b>V122</b>	19	3.57895	1.12130	68.00000	1.00000	5.00000
<b>V123</b>	19	3.47368	1.12390	66.00000	1.00000	5.00000
<b>V124</b>	19	3.78947	1.18223	72.00000	1.00000	5.00000
<b>V125</b>	19	3.52632	1.21876	67.00000	1.00000	5.00000

Pearson Correlation Coefficients, N = 19				
Prob >  r  under H0: Rho=0				
	V122	V123	V124	V125
<b>V122</b>	1.00000	0.78422 <.0001	0.85141 <.0001	0.86226 <.0001
<b>V123</b>	0.78422	1.00000	0.87364	0.82184

	<.0001		<.0001	<.0001
<b>V124</b>	0.85141 <.0001	0.87364 <.0001	1.00000	0.85232 <.0001
<b>V125</b>	0.86226 <.0001	0.82184 <.0001	0.85232 <.0001	1.00000

## *Languages*

### *The CORR Procedure*

**11 Variables:** V108 V109 V110 V111 V112 V113 V114 V115 V116 V117 V118

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
V108	19	3.05263	0.97032	58.00000	1.00000	5.00000
V109	19	3.63158	1.16479	69.00000	1.00000	5.00000
V110	19	3.42105	1.12130	65.00000	1.00000	5.00000
V111	19	3.26316	1.09758	62.00000	1.00000	5.00000
V112	19	3.47368	1.17229	66.00000	1.00000	5.00000
V113	19	3.26316	1.04574	62.00000	1.00000	5.00000
V114	19	3.31579	0.94591	63.00000	1.00000	4.00000
V115	19	2.94737	0.91127	56.00000	1.00000	5.00000
V116	19	2.68421	0.67104	51.00000	1.00000	4.00000
V117	19	3.21053	0.91766	61.00000	1.00000	5.00000
V118	1	5.00000	.	5.00000	5.00000	5.00000

**Pearson Correlation Coefficients**  
**Prob > |r| under H0: Rho=0**  
**Number of Observations**

V108	V109	V110	V111	V112	V113	V114	V115	V116	V117	V118
1.00000	0.50966	0.38699	0.35143	0.56295	0.53310	0.46512	0.63161	0.45356	0.42361	.
V108	0.0258	0.1017	0.1401	0.0121	0.0188	0.0448	0.0037	0.0511	0.0707	.
19	19	19	19	19	19	19	19	19	19	1
0.50966	1.00000	0.84849	0.77534	0.82657	0.63134	0.81739	0.39944	0.19827	0.44042	.
V109	0.0258	<.0001	<.0001	<.0001	0.0037	<.0001	0.0902	0.4158	0.0591	.
19	19	19	19	19	19	19	19	19	19	1
0.38699	0.84849	1.00000	0.89807	0.68512	0.65832	0.75812	0.40348	0.40803	0.50297	.
V110	0.1017	<.0001	<.0001	0.0012	0.0022	0.0002	0.0867	0.0829	0.0282	.
19	19	19	19	19	19	19	19	19	19	1
0.35143	0.77534	0.89807	1.00000	0.67493	0.66235	0.82520	0.45898	0.34539	0.54868	.
V111	0.1401	<.0001	<.0001	0.0015	0.0020	<.0001	0.0481	0.1475	0.0150	.
19	19	19	19	19	19	19	19	19	19	1
0.56295	0.82657	0.68512	0.67493	1.00000	0.66307	0.85962	0.38867	0.20072	0.47022	.
V112	0.0121	<.0001	0.0012	0.0015	0.0020	<.0001	0.1001	0.4100	0.0422	.
19	19	19	19	19	19	19	19	19	19	1
0.53310	0.63134	0.65832	0.66235	0.66307	1.00000	0.80994	0.71493	0.60002	0.34431	.
V113	0.0188	0.0037	0.0022	0.0020	0.0020	<.0001	0.0006	0.0066	0.1489	.
19	19	19	19	19	19	19	19	19	19	1
0.46512	0.81739	0.75812	0.82520	0.85962	0.80994	1.00000	0.53597	0.34089	0.36717	.
V114	0.0448	<.0001	0.0002	<.0001	<.0001	<.0001	0.0180	0.1532	0.1220	.
19	19	19	19	19	19	19	19	19	19	1
0.63161	0.39944	0.40348	0.45898	0.38867	0.71493	0.53597	1.00000	0.69813	0.54547	.

<b>V115</b>	0.0037 19	0.0902 19	0.0867 19	0.0481 19	0.1001 19	0.0006 19	0.0180 19		0.0009 19	0.0157 19	.
<b>V116</b>	0.45356 0.0511 19	0.19827 0.4158 19	0.40803 0.0829 19	0.34539 0.1475 19	0.20072 0.4100 19	0.60002 0.0066 19	0.34089 0.1532 19	0.69813 0.0009 19	1.00000 19	0.38462 0.1040 19	.
<b>V117</b>	0.42361 0.0707 19	0.44042 0.0591 19	0.50297 0.0282 19	0.54868 0.0150 19	0.47022 0.0422 19	0.34431 0.1489 19	0.36717 0.1220 19	0.54547 0.0157 19	0.38462 0.1040 19	1.00000 19	.
<b>V118</b>	.	.	.	.	.	.	.	.	.	.	.
	1	1	1	1	1	1	1	1	1	1	1

**Other**  
**No variables 119 120 121**

**The CORR Procedure**

**6 Variables:** V158 V159 V160 V161 V162 V163

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
<b>V158</b>	19	3.63158	1.01163	69.00000	1.00000	5.00000
<b>V159</b>	19	4.00000	1.37437	76.00000	1.00000	5.00000
<b>V160</b>	18	4.05556	1.30484	73.00000	1.00000	5.00000
<b>V161</b>	19	3.68421	1.24956	70.00000	1.00000	5.00000
<b>V162</b>	19	3.47368	1.21876	66.00000	1.00000	5.00000
<b>V163</b>	19	3.89474	1.28646	74.00000	1.00000	5.00000

**Pearson Correlation Coefficients**  
**Prob > |r| under H0: Rho=0**  
**Number of Observations**

<b>V158</b>	<b>V159</b>	<b>V160</b>	<b>V161</b>	<b>V162</b>	<b>V163</b>
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<b>V158</b>	1.00000 19	0.59937 0.0067 19	0.71253 0.0009 18	0.78183 <.0001 19	0.78024 <.0001 19	0.73694 0.0003 19
<b>V159</b>	0.59937 0.0067 19	1.00000 19	0.92443 <.0001 18	0.67934 0.0014 19	0.72967 0.0004 19	0.78554 <.0001 19
<b>V160</b>	0.71253 0.0009 18	0.92443 <.0001 18	1.00000 18	0.73929 0.0005 18	0.77631 0.0002 18	0.84142 <.0001 18
<b>V161</b>	0.78183 <.0001 19	0.67934 0.0014 19	0.73929 0.0005 18	1.00000 19	0.86975 <.0001 19	0.77305 0.0001 19
<b>V162</b>	0.78024 <.0001 19	0.72967 0.0004 19	0.77631 0.0002 18	0.86975 <.0001 19	1.00000 19	0.70680 0.0007 19
<b>V163</b>	0.73694 0.0003 19	0.78554 <.0001 19	0.84142 <.0001 18	0.77305 0.0001 19	0.70680 0.0007 19	1.00000 19

## ***Business Education***

### ***The CORR Procedure***

**15 Variables:** V126 V127 V128 V129 V130 V131 V132 V133 V134 V135 V136 V137 V138 V139 V140

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
V126	19	3.36842	1.06513	64.00000	1.00000	5.00000
V127	19	3.84211	1.25889	73.00000	1.00000	5.00000
V128	19	3.63158	1.30002	69.00000	1.00000	5.00000
V129	19	4.00000	1.37437	76.00000	1.00000	5.00000
V130	19	3.63158	1.38285	69.00000	1.00000	5.00000
V131	19	3.52632	1.38918	67.00000	1.00000	5.00000
V132	19	4.00000	1.33333	76.00000	1.00000	5.00000
V133	18	2.94444	1.05564	53.00000	1.00000	4.00000
V134	18	3.11111	0.90025	56.00000	1.00000	5.00000
V135	19	3.05263	0.97032	58.00000	1.00000	4.00000
V136	19	2.68421	1.10818	51.00000	1.00000	5.00000



<b>V137</b>	19	2.52632	1.07333	48.00000	1.00000	5.00000
<b>V138</b>	19	3.31579	1.24956	63.00000	1.00000	5.00000
<b>V139</b>	19	3.42105	1.26121	65.00000	1.00000	5.00000
<b>V140</b>	19	3.73684	1.19453	71.00000	1.00000	5.00000

**Pearson Correlation Coefficients**  
**Prob > |r| under H0: Rho=0**  
**Number of Observations**

	<b>V126</b>	<b>V127</b>	<b>V128</b>	<b>V129</b>	<b>V130</b>	<b>V131</b>	<b>V132</b>	<b>V133</b>	<b>V134</b>	<b>V135</b>	<b>V136</b>	<b>V137</b>	<b>V138</b>	<b>V139</b>		
<b>V126</b>	1.00000 19	0.83301 <.0001 19	0.86577 <.0001 19	0.75902 0.0002 19	0.73848 0.0003 19	0.61260 0.0053 19	0.74326 0.0003 19	0.37674 0.1233 18	0.50201 0.0338 18	0.46398 0.0454 19	0.48058 0.0373 19	0.30691 0.2012 19	0.74256 0.0003 19	0.74691 0.0001 19	62701 0.0041 19	0.5710 0.0100 19
<b>V127</b>	0.83301 <.0001 19	1.00000 19	0.67535 0.0015 19	0.57798 0.0095 19	0.63490 0.0035 19	0.55844 0.0130 19	0.56267 0.0121 19	0.21082 0.4011 18	0.54041 0.0206 18	0.59843 0.0068 19	0.59943 0.0067 19	0.43496 0.0627 19	0.70448 0.0008 19	0.56901 0.0100 19	75805 0.0002 19	0.6569 0.0000 19
<b>V128</b>	0.86577 <.0001 19	0.67535 0.0015 19	1.00000 19	0.90172 <.0001 19	0.90920 <.0001 19	0.72858 0.0004 19	0.86537 <.0001 19	0.36856 0.1323 18	0.49953 0.0348 18	0.36856 0.1205 19	0.41607 0.0764 19	0.26613 0.2708 19	0.58859 0.0080 19	0.81141 <.0001 19	61480 0.0051 19	0.4838 0.0300 19
<b>V129</b>	0.75902 0.0002 19	0.57798 0.0095 19	0.90172 <.0001 19	1.00000 19	0.84771 <.0001 19	0.75655 0.0002 19	0.93983 <.0001 19	0.35803 0.1446 18	0.38071 0.1191 18	0.45825 0.0485 19	0.43772 0.0609 19	0.30129 0.2100 19	0.61464 0.0051 19	0.80121 <.0001 19	00000 19	0.7569 0.0000 19
<b>V130</b>	0.73848 0.0003 19	0.63490 0.0035 19	0.90920 <.0001 19	0.84771 <.0001 19	1.00000 19	0.77170 0.0001 19	0.84367 <.0001 19	0.38543 0.1142 18	0.51502 0.0287 18	0.38789 0.1008 19	0.46365 0.0456 19	0.28762 0.2325 19	0.61764 0.0048 19	0.85891 <.0001 19	75699 0.0002 19	1.0000 19