Curriculum Design for Ecotourism as Part of Formal Training in Tourism
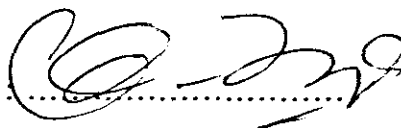
by

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I hereby certify that CURRICULUM DESIGN FOR ECOTOURISM AS PART OF FORMAL TRAINING IN TOURISM represents my own work and the opinions contained therein are my own and not necessarily those of the Cape Technikon. I further certify that this thesis was not previously submitted for academic examination towards any qualification.

SIGNATURE

SUMMARY

The majority of educational establishments in South Africa offering tourism courses concentrate on those subjects that are closely related to the operational side of the industry, for example: Travel Practice and Management. Business Management, Marketing, etc. whilst little or no applied training for ecotourism is given.

On the other hand the impact of tourism on the natural resources of a destination as well as on the host community is steadily increasing, particularly in developing countries. Once this phenomenon is analysed and placed in perspective, structured training and educational activities appear to be one way to ensure that both the conservation and retention of the natural beauty and resources in such destination is addressed. To be effective such educational and training activities should be specific and should take place within the context of ecotourism.

The purpose of this study was, in the first place, to define 'ecotourism' and to describe its role within the broader tourism industry. It was further attempted to isolate the characteristics and to draw attention to the sensitive nature of ecosystems. The role of training in the survival of the systems mentioned, that is, the protection and conservation thereof, became patently clear. It further became apparent that the educational needs were not only applicable to the visitor, to the destination, but also to the functionary within the industry.

In order to meet the objectives of the tourism trade it will be necessary for prospective employees to acquire the knowledge, skills and attitudes relative to environmental management. In order to contribute to sustainable tourism development future employees of this industry should also be motivated to participate in the management of the environment. Many formal educationalists however see environmental-type education as synonymous with outdoor education and an enriching appendage to the examinable curriculum. Socio-environmental education which is the basis of ecotourism should rather be seen as a modern process which aims to develop socially, economically and politically literate people. In

ecotourism the accent is shifted from pure marketing of a product to the responsible utilisation and management of a resource; a situation which demands a significant educational input.

A literature survey and a comparative analysis of tourism courses offered in selected educational establishments in the United Kingdom was undertaken. Planning and development emerged as the single most important area of teaching, giving further credence to its importance in ecotourism. The analysis indicated that training for ecotourism is an urgent necessity and that it cannot be undertaken randomly but should instead be developed according to a holistic approach.

To ensure effective training programme design that will meet the criteria required by the tourism trade as well as educational establishments, and to determine the various fields of knowledge and skills needed by candidates for a tourism qualification, use was made of the Delphi communication technique.

A consensus opinion was obtained from a panel of experts on a selection of tourism related subjects. The findings indicated the specific learning material that should be included in an ecotourism course as well as their order of priority.

An analysis and evaluation of existing curriculum models afforded the researcher the opportunity of presenting a distinctive learning model for ecotourism. The findings of the Delphi investigation were structured accordingly and recommendations with regard to a curriculum were made.

It is envisaged that this study will emphasise the crucial role that ecotourism has in the sustainable utilisation of South Africa's natural resources and, more importantly, that it will contribute to the professionalisation of careers in tourism by applying accountable training in ecotourism.

OPSOMMING

Die meerderheid opvoedkundige instellings in Suid-Afrika wat toerismekursusse aanbied, konsentreer op die operasionele aspekte van die bedryf soos Reispraktyk en -bestuur, Kommunikasie, Bedryfsadministrasie, Bemarking, ens. terwyl min of geen toegepaste opleiding vir ekotoerisme gedoen word nie.

Daarteenoor neem die impak van toerisme op die natuurlike hulpbronne van 'n bestemming en die gasheersamelewing veral in ontwikkelende lande, toe. Wanneer die probleem in perspektief geplaas word, word gestruktureerde opvoedings- en opleidingsaksies beskou as een uitweg om die behoud en voortbestaan van natuurlike skoonheid en hulpbronne van sodanige bestemmings te verseker. Hierdie opvoedings- en onderrigaksies moet egter spesifiek wees om doeltreffend te kan wees en moet binne 'n ekotoerismekonteks geskied.

Die doel van hierdie studie was om in die eerste plek, 'ekotoerisme' te definieer en die rol daarvan binne die oorkoepelende toerismebedryf te omskryf. Daar is verder gepoog om die eienskappe daarvan uit te lig en die kwesbaarheid van ekostelsels te omskryf. Die rol van opleiding tot die voortbestaan van genoemde stelsels, dit wil sê die beskerming en bewaring daarvan, het duidelik aan die lig gekom. Dit het verder geblyk dat die opleidingsbehoefte nie slegs by die besoeker aan die bestemming nie, maar ook by die funksionaris binne die bedryf, bestaan.

Om aan die doelstellings van die bedryf te kan voldoen, behoort voornemende werknemers die nodige kennis, vaardighede en gesindhede met betrekking tot omgewingsbestuur te bekom.

Om 'n bydrae te kan maak tot toerisme-ontwikkeling behoort voornemende werknemers tot die bedryf die nodige kennis, vaardighede en ingesteldheid tot deelname in omgewingsbestuur te bekom. Laasgenoemde word egter deur talle opvoedkundiges in formele onderwys gesien as sinoniem met buitelug opvoeding en/of as 'n verrykende toevoeging tot die eksamineerbare kurrikulum. Sosio-omgewingsopvoeding wat die basis van

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ekotoerisme vorm, behoort eerder as vernuwingsagens tot sosiale-, ekonomiese- en polities geletterde lede van die samelewing by te dra. In ekotoerisme verskuif die klem van 'n oorwegend bemarkingsingesteldheid ten opsigte van die toerismeproduk na 'n bestuursingesteldheid teenoor die bron: 'n situasie wat 'n beduidende opvoedkundige inset voorveronderstel.

'n Literatuurstudie en 'n vergelykende analise van toerismekursusse wat aan geselekteerde opvoedkundige instellings in die Verenigde Koninkryk aangebied word, is gedoen. Beplanning en ontwikkeling is as die mees belangrike onderrigaspekte geïdentifiseer, wat die geldigheid daarvan in ekotoerisme beklemtoon. Die analise het verder getoon dat opleiding vir ekotoerisme nie slegs wenslik nie, maar noodsaaklik is en dat dit nie lukraak onderneem mag word nie. Dit behoort verder volgens 'n holistiese benadering ontwikkel te word.

Om 'n effektiewe onderrigprogram wat aan die vereistes van beide die bedryf en opvoedkundige instellings sal voldoen, daar te stel, en vervolgens om die verskillende kennis- en vaardigheidsterreine waaroor persone in besit van 'n ekotoerisme-kwalifikasie behoort te beskik, te peil, is die Delphi-kommunikasietegniek benut.

'n Konsensusmening is van 'n paneel van kundiges met betrekking tot toerismeverwante onderwerpe verkry. Die bevinding het die spesifieke leermateriaal wat in 'n ekotoerismekursus ingesluit behoort te word, in prioriteitsorde, aangedui.

'n Analise en evaluering van bestaande kurrikulummodelle het die navorser daartoe instaat gestel om 'n spesifieke model vir opleiding in ekotoerisme daar te stel. Die bevinding van die Delphi-ondersoek is daarvolgens gestruktureer en aanbevelings tot 'n kurrikulum is gemaak.

Dit word voorsien dat hierdie studie die kernrol van ekotoerisme tot die volhoubare benutting van Suid-Afrika se natuurlike hulpbronne sal uitlig en selfs belangriker, dat dit sal bydra tot die professionalisering van loopbane in toerisme deur die vestiging van verantwoordbare opleiding in ekotoerisme.

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It would have been impossible to complete this study without the contributions and support of the following persons :

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C J van Zyl
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CHAPTER 1

Curriculum Design for Ecotourism as Part of Formal Training in Tourism - General Orientation and Introduction

1.1 INTRODUCTION

Since the majority of educational establishments that offer some course of study in tourism concentrate on those subjects that are closely related to the operational side of the industry eg. retail and wholesale travel agents, airlines and tour operators, and no establishment in South Africa offers a course of study dealing with tourism's impact on and utilisation of natural resources or its influence on society in general, the need has arisen for ecotourism, which embraces all the elements usually excluded, to be included in a training programme. South Africa is being identified as a so-called ecotourism destination and a very real danger exists that our remaining natural resources will experience unnatural pressure for other land uses. Tourism to protected areas of outstanding natural beauty, extraordinary ecological interest, and pristine wilderness has been increasing steadily of late. As the major emphasis of future tourism development will be on the wise management of our natural resources, ecotourism - and the benefits to be derived therefrom for local inhabitants - can substantially contribute towards the retention and sustainable utilisation of particularly our conservation areas.

1.2 PURPOSE OF THE STUDY

The general purpose of the study is to make a contribution to the overall development of ecotourism in South Africa by analysing the need for a course in ecotourism, and by providing a framework within which a course in ecotourism can be offered at the tertiary level.

More specifically the purpose of this study is :

(a)   To critically analyse the contemporary literature on ecotourism and to relate the relevant aspects thereof to South Africa;

(b)   To provide an overview of the ecotourism industry in South and Southern Africa with particular emphasis on the practical implementation of ecotourism principles;

(c)   To determine by means of empirical research the educational criteria required for a course in ecotourism; and

(d)   To develop a curriculum model for training in ecotourism.

The research undertaken in this study has been approached from a tourism industry perspective and not primarily a didactic perspective.

1.3 CONTEXT OF THE PROBLEM

Although tourists are motivated to visit a destination to satisfy various wants and needs, they are also motivated to visit a destination because of its characteristics:

According to Mill & Morrison (1985:205) the main characteristics that attract tourists are:
- Natural resources
- Climate
- Culture
- History
- Ethnicity
- Accessibility.

It will be noted that natural resources feature prominently in this hierarchy of characteristics. It must be emphasised that the natural resources of a destination provide an excellent asset to *"sell"* to tourists.

In a recent survey conducted by Satour (the South African Tourism Board, January 1992) on motivation for international tourism to South Africa, scenic beauty was ranked first, with climate and wildlife second and third respectively.

These days we hear a great deal about nature orientated tourism as a force for conservation. We hear of *"sustainable development"* necessary for reconciling the survival of rural peoples with the survival of other species. We have also heard the slogan *"Wildlife pays so wildlife stays"* (East Africa). Photographic safaris, birdwatching trips, Himalayan Treks, cruises to Antarctica, river rafting (recently so popular in South Africa) and even packaged rainforest adventures - these are all carelessly thought of as excellent means of producing economic activity, and therefore some form of protection, toward endangered species and ecosystems.

Eventhough the mountain gorilla was rescued from the brink of extinction through tourism and African ungulate and carnivore given commercial standing by tourism the general truth is that nature oriented tourism is more complicated and more ambivalent than it might seem.

In the Galapagos Islands, tourist traffic has increased so rapidly that the ecosystem shows signs of stress. Albatross have changed their nesting sites, sea-lions that once seemed tame have become edgy, trail erosion and litter are now conspicuous (Lindberg & Hawkins, 1993:56).

In Nepal, trekkers drawn by the majesty of Annapurna and Everest have made heavy demand on local fuelwood, contributing to deforestation. Closer to home, in Botswana, travellers, curious to see indigenous cultures of the Kalahari have brought cash windfalls, as well as social disruption to the Basarwa peoples (Misrah, 1982:197).

On the Island of Sulawesi, tourist attention paid to some villages (but not others) of the Toraja people has exacerbated rivalries and generated resentment, reaching a point where one village hung out a *"CLOSED"* sign.

Even in Rwanda, where visits to the mountain gorillas generate millions of US Dollars and in the process buy protection for those animals against poaching and loss of habitat, there has been concern : Are well-meaning human visitors infecting the gorillas with respiratory deceases?

The World Resources Institute (Lindberg, 1991) recently published a report titled *"Policies for Maximising Nature Tourism's Ecological and Economic Benefits"*. Similar studies have been produced within the last five years from both the World Wide Fund for Nature (WWF) and Conservation International, and an organisation called Centre for Responsible Tourism has recently released a study entitled *"Tourism and ecology: The Impact on the Fragile Earth"*.

Professional conservationists together with the tourism industry have begun to look carefully at what nature orientated tourism is - and still more importantly, to think carefully about what it should be.

All of the reports mentioned above refer to technical aspects such as *"leakage"*, *"multiplier effect"*, *"scarcity rent"*, *"earmarking"* and *"carrying capacity"* - but, the main point is : At its best nature orientated tourism can make a big contribution to preserving conservation areas, landscapes and in fact cultures; At its worst, it can be a travesty and a curse.

The difference lies in particulars:
- How is a given tour organised?
- Who profits?
- Does a significant share of the money remain in the region visited?
- Does that money create responsible jobs for local people?
- Do local people participate in planning decisions?
- Do the tourists trample the landscape or do they move lightly over it?
- Do they burn large mounds of wood and leave large mounds of garbage?
- Have they been educated in advance about ecological fragilities and the sensitivity of cultures present?
- Do they show respect for local customs?

- Do they make use of luxurious items that have to be imported?
- Do they require certain levels of comfort that result in an unusual drain on local resources, or are they content without air-conditioning, ice and hot showers?

Many of these choices are made in advance by the tour companies based on their own knowledge of what nature-orientated tourists might want. The question that should be asked is whether the tour company markets its services realistically, honestly and with proper concern for the delicacy of the landscape? Does it contribute to conservation groups active in the region.

Does it see local people as partners? All these questions could be construed as asking a great deal from a profit-driven industry, which the tourism industry definitely is. The premise however behind Kreg Lindberg's (1991) report is that a great deal **should** be asked from the nature-travel industry, because of its massive potential for either safeguarding or destroying its own future.

Up to now no attempt was made to use the term **Ecotourism**, until after elaborating somewhat on nature tourism, since ecotourism's roots lie in nature and outdoors tourism. Nature orientated tourism is a neutral, descriptive phrase. Ecotourism on the other hand, implies a concerted effort to meet the standards that are outlined below:

- Ecotourism is not particularly leaky (referring to the amount of tourism revenue that does **not** stay in the region visited)
- Ecotourism does not overtax local resources or exclude local people from its benefits
- Ecotourism is not luxuries in the rainforest
- Ecotourism is an ideal that can and must become common practice.

There is unfortunately no simple and practical way to segment the market into neatly defined terms, largely because tourists do not travel according to theoretical categories. Therefore it is a complicated task to determine the actual market for ecotourism, especially since there are no available statistics on market size. Some preliminary estimates found in recent literature do however give an indication of the size of this market.

- It is estimated that nature-based tourism dollars to developing countries from visitors of industrialised nations amount to approximately 2 billion US Dollars, using 1989 figures (Ziffer, 1989).

- There is an indication that the number of nature tourists is growing by approximately 20% per annum (Ingram & Durst, 1987).

- Tour operators report that 4 to 6 million Americans travel overseas for nature-related tourism each year. "Buzzworm", an environmental journal, estimated in 1989 that more than 3 million people would pay several thousand dollars apiece to risk getting wet, hungry, lost or sick in search of exotic nature and culture adventure.

- A recent poll in America reports that 40% of travellers are interested in "life-enhancing" travel, versus 20% interested in "seeking the sun".

- Approximately 30 million people in the U.S. either belong to environmental organisations or have demonstrated an active interest in environmental protection (Boo, 1990:3).

The question that now arises is: Can ecotourism with its constituent elements of responsible travel, conservation ethic and sociological implications be condensed into a meaningful course to meet curriculum requirements? The answer must be "yes".

1.4 HYPOTHESIS

Unfortunately many formal educationalists see environmental-type education as synonymous with outdoor education in the natural environment. On the other hand it is also seen by some as an enriching appendage to the examinable curriculum. 'Socio-environmental education' which is really the basis of ecotourism should be seen as a modern process which aims to develop socially, economically, politically and biophysically literate people. In ecotourism the accent is shifted from pure marketing of a product to the responsible

utilisation and management of a resource and this can only be realised in didactically responsible education and training programmes.

1.5 OPERATIONAL DEFINITIONS

At the outset it is important to clarify exactly what is meant by the various concepts relative to ecotourism which are used frequently in this study.

1.5.1 Tourism

Few definitions of 'tourism' are universally accepted. Although there is a link between tourism, travel, recreation, and leisure, this link is a tenuous one. The United Nations Conference on International Travel and Tourism held in 1963 that a tourist 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" (WTO, 1981). Whilst this definition is all-encompassing when applied to international tourists, it does not allow for domestic tourism (Holloway, 1989:9). It would seem that there is no consensus on a definition for domestic tourism. In 1976 a working party for the proposed Institute of Tourism in Britain (now The Tourism Society) attempted to clarify the concept and produce a definition that can be applied to both international as well as domestic tourism: *"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 movements for all purposes, as well as day visits or excursions"* (The Tourism Society, 1976). This definition, although very broad in its application, appears to be the one now widely used by the tourism industry in general.

1.5.2 Ecotourism

In a workshop held in June, 1991 in British Columbia, Canada, the Ecotourism Society offered a consensus definition that 'ecotourism' is *"responsible travel that conserves the natural environment and sustains the well-being of local people"* (Boo, 1991). At the same workshop 'ecotourism' was also described as :

- Purposeful travel to natural areas
- Increased understanding of the culture and natural history of the environment
- Producing economic benefits that make the conservation of natural resources beneficial to local people.

There are many more definitions of 'ecotourism' but most of the more acceptable ones focus on three major aspects :

- Promoting and enhancing the natural and cultural environment as a tourism USF (unique selling feature)
- Effectively planning and managing that environment to ensure sustainability
- Ensuring that the local population, share in the benefits occurring from the above actions.

Ziffer (1989) provides further clarification when she describes basic planning objectives linked to ecotourism. *"Ecotourism is a form of tourism inspired primarily by the natural history of an area, including its indigenous cultures. The ecotourist visits relatively undeveloped areas in a spirit of appreciation, participation and sensitivity. The ecotourist practises a non-consumptive use of wildlife and natural resources and contributes to the visited area through labour or financial means aimed at directly benefiting the conservation of the site and the economic well-being of the local residents. The visit should strengthen the ecotourist's appreciation and dedication to conservation issues in general, and to the specific needs of the locale. Ecotourism also implies a managed approach by the host country or region which commits itself to establishing and maintaining the sites with the participation of local residents, marketing them appropriately, enforcing regulations, and using the proceeds of the enterprise to fund the area's land management as well as community development".*

It is evident from the above that to define 'ecotourism' accurately one has to take cognisance of the fact that it simultaneously describes an activity, offers a philosophy and espouses a model of development.

1.5.3 The Environment

In its broadest definition, 'environment' comprises all the natural and cultural surroundings of people. In the context of this study, environment refers to the physical environment, which includes natural and built components. The natural environment is what exists in nature - climate and weather, the land and its soil and topography, geology, water features, flora, fauna, and ecological systems. The built environment consists of man-made physical features, mainly all types of buildings, other structures, and infrastructure development, as well as archaeological and historic sites. Since it is difficult to try and separate the socio-cultural and economic factors of the environment, these are also included in this equation.

1.5.4 Conservation/Preservation

'Conservation' refers to the planned management of specific sites and places including that of natural and cultural resources in general, and not necessarily categorical preservation which is used to mean no change of the site, place or resources, and sometimes includes restoration to its original condition.

1.5.5 Sustainable Development

The concept of 'planning for sustainable tourism development', as well as for sustainable development in general for all types of man's activities, is being given increasing emphasis internationally. The Hague Declaration on Tourism (WTO, 1989), adopted at the Inter-Parliamentary Union and the World Tourism Organisation in 1989, set forth specific principles relating to the essential relationship of the environment and tourism, as follows :

"An unspoilt natural, cultural and human environment is a fundamental condition for the development of tourism. Moreover, rational management of tourism may contribute significantly to the protection and development of the physical environment and the cultural heritage, as well as to improving the quality of life of people".

1.5.6 Carrying Capacity

'Carrying capacity' is commonly considered as the threshold of tourist activity beyond which facilities are saturated (physical capacity), the environment is degraded (environmental capacity) or visitor enjoyment is diminished (perceptual or psychological capacity) (Pearce, 1989). There is much debate in tourism circles on the question of carrying capacity and whether it can be applied with any certainty.

1.5.7 Primary/Secondary Tourism Industry

Those organisations and individuals that operate in the forefront of what is known as the tourism industry and earn their living in this way are regarded as being in the primary industry. Here reference is made to travel agents, tour operators, airlines, and formal accommodation establishments. The secondary industry refers to all those instances that are on the periphery of the formal industry eg. public and private sector tourism organisational structures, publicity associations and information offices, restaurants, souvenir shops, banks (bureaux de change), and entry and exit travel facilitation of customs and excise.

1.6 METHODOLOGY

1.6.1 Literature Study : International and South African

The purpose of the literature study was to establish whether any international or national source of information relative to ecotourism, and more particularly ecotourism as part of formal training, was available. The objective of this study was to determine the range and content of material in existence and then to find consensus on the underlying principles of ecotourism. It was further hoped that the matter of ecotourism education had been addressed and that pointers in this regard could be given.

1.6.1.1 International

At this level the literature search included the use of library facilities to acquire

relevant and appropriate sources of information. Sources that were consulted were among others :

- A computer search through SABINET
- Relevant abstracts and indexes; and
- Dissertation Abstracts International.

Whilst this international literature search did not provide information directly related to ecotourism as part of formal education it did provide information on the existence of the following:

(a) *General Monographs on Tourism*

Gunn (1988); Mill & Morrison (1985); Holloway (1989); Middleton (1988); Holloway & Plant (1988); Mill (1990); Cooper (1989);

(b) *Specific Monographs on Ecotourism and Tourism and the Environment*

Inskeep (1991); Lea (1988); Lindberg & Hawkins (1993); Pearce (1981); Boo (1990); Hawkes & Williams (1992); Williams & Askey (1992); World Travel & Tourism Environment Review (1993); International Resources Group (1992); Lindberg (1991).

(c) *Recent Articles that refer to Ecotourism*

Cohen (1978); Richardson (1993); Durst & Ingram (1987); Baez (1992); Brown (1992); Epler-Wood (1993 & 1992); Manning (1992); Graham *et al.* (1988); Scheerens (1993); Quamann (1992); Wallace (1992); Oelrichs (1992); Mc Williams (1992); Jukofsky (1992); Sutro (1992); Gunn (1992); Henning (1994); Ashton (1992); Kelleher & Dineson (1994); Eadington (1991); Hiller (1994); Smith (1989); Blangy & Nielsen (1993).

An observation that was made whilst researching this material was that even amongst the foremost authors on the subject of tourism and the environment and ecotourism, no two agreed on the various elements that should comprise the basic definition of ecotourism. Whilst all acknowledged the fact that the activity should be nature based there was no degree

of consistency or agreement on whether local inhabitants should benefit from this sector of the tourism industry.

1.6.1.2 The South African Literature Search

A national literature search involved a study of both published and unpublished information on all aspects related to ecotourism.

From the abovementioned national search it became apparent that there was still confusion about exactly what constitutes ecotourism. No sources were found that addressed ecotourism as part of formal training.

The computer printout service of research titles offered by the Human Sciences Research Council was also utilised to establish whether similar theses/studies had not already been undertaken. No reference of similar studies existed.

Whilst no books on Ecotourism have been published in South Africa, several articles and papers have been produced. These are:

Stokes (1993); Van Zyl (1993); Leibold (1993); Keyser (1993); Wijnberg (1993); Smuts (1993); Theunissen (1993); Gardiner (1993); Brink (1993); Fowkes (1993).

1.6.2 Comparative Study : International and SA Courses

One of the objectives of this research was to determine the extent of tourism courses offered overseas and in South Africa and to determine to what extent, if any, ecotourism or any of its components, formed a part of the curriculum.

1.6.2.1 International

For the purpose of determining the extent of formal tourism education overseas, the United Kingdom was selected as a country that has probably proceeded furthest in this field.

In the UK, first degrees and postgraduate qualifications in tourism are primarily vocationally oriented. The course objectives, structure and the enrolment of students, are strongly linked with employment in the tourism industry (Council for National Academic Awards, 1993).

In 1968 the first Higher National Diploma in Business Studies with tourism options was offered at Bournemouth and Ealing Colleges. In the same year the first tourism option was offered in the final year of an honours degree course viz. BSc (Hons) in Hotel and Catering Management at the University of Surrey. A great deal of debate on the issue related to tourism education followed, led mainly by the Tourism Society. Only in 1986 did the first CNAA[1] validated four year undergraduate degree programme in tourism emerge at Dorset Institute and Newcastle Polytechnic. By 1992 there were some 300 teachers in higher education responsible for teaching one or more tourism course units. What has been determined is that in contrast with the traditions of the older academic disciplines, and some of the newer ones such as Business Studies, there appears not to be an established *"subject culture"* to sustain and enhance quality in the teaching of tourism. In a review of tourism studies undertaken by the CNAA in 1993 it was revealed that there was considerable *diversity in the scope and content of tourism degrees, and by 1992, there was yet no formal* agreement or consensus on the basic definitions of the subject or the parameters of its study. This was apparently not confined to the United Kingdom only (CNAA, 1993); there appeared to be little consensus across Europe and North America.

Tourism Degree Courses Offered in the UK as at January, 1992:

(See Annexure A)

The CNAA review (referred to above) identified a strong case for defining a minimum common core curriculum for the 'tourism' elements of tourism first degree and *post graduate courses. It was decided that without agreed core concepts, to give the study* of tourism a shared vision and academic integrity, there was a danger that 'tourism' could

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[1] Council for National Academic Awards

mean whatever course tutors wish it to mean in the context of their own and their specific institutions' particular backgrounds and interests.

The seven subject areas proposed for the minimum common core - for the tourism elements only - are as follows :

- The meaning and nature of tourism, and its relationship with leisure and recreation
- The structure of the tourism industry; key sectors in the industry and their principal operating characteristics; linkages within the industry
- The dimensions of tourism - internationally and within the UK - and issues of measurement
- The significance and impact of tourism - the economic, social and physical environment and issues of sustainable development
- Marketing - tourism applications
- Planning and development - tourism applications
- Policy issues, management of tourism, finance and organisation.

The above proposed common core for tourism elements would provide scope for institutions to choose and develop the context of their courses, according to the Review (CNAA, 1993). These proposals received the virtually unanimous agreement of teachers in tourism in the UK.

An analysis of the main subjects presently taught in UK institutions offering tourism indicates that planning and development is the single most important area of teaching, closely followed by marketing, tour operations and general tourism structure.

Subject
- Planning and Development
- Dimensions/structure
- Marketing
- Tour Operations
- Economics
- Attractions
- Social impact.

1.6.3 Empirical Study

In order to design an effective curriculum that will meet all the criteria required by the tourism trade as well as educational establishments, it is necessary to determine the various fields of knowledge as well as the skills required by students.

In the absence of documented course content, or tradition/practice of education in the field a research technique was sought by means of which information could be obtained empirically.

It was therefore decided to apply the Delphi Technique as the means to solicit and gain value judgements from a panel of experts on a wide selection of subjects.

The reasons for deciding upon the Delphi Technique in this study are as follows:

1. It is regarded as one of the most effective methods for achieving a consensus opinion; and

2. The members of the panel selected are widely dispersed across South Africa;

3. Certain members of the panel could have strong views about matters related to conservation and their particular input, coupled with a forceful character, could sway opinion.

1.6.4 Findings

Findings from the empirical study will be utilised in a curriculum exercise to establish a programme of study which will form a part of a tourism educational course.

With reference to such a needs analysis specific recommendations will be made regarding the various components of the study programme.

CHAPTER 2

Ecotourism : Problems and Perspectives

2.1 INTRODUCTION

Whilst the basic goal of ecotourism, to capture a part of the global tourism market by attracting visitors to natural areas and then using the revenue earned to fund local conservation and contribute towards economic development, is perfectly laudable, the problem lies in the co-ordination of the various roleplayers. At the one end of the scale there is the primary tourism trade whose objectives do not always relate to conservation, or for that matter sharing rewards with local inhabitants, and, at the other end there are conservationists who see ecotourism as just another way of exploiting natural resources. Caught in between those two extremes are local inhabitants whose economic well-being and for that matter cultural values are at stake. Karen Ziffer (1989:5) further elaborates upon an already complex situation by stating that ecotourism *"has eluded firm definition because it is a complex notion which ambitiously attempts to describe an ACTIVITY, set forth a PHILOSOPHY, and espouse a MODEL OF DEVELOPMENT"*.

It is quite clear though that ecotourism should not be regarded as a separate industry but is merely a **niche market** within the broader tourism **industry**. In this respect it is subject to the same vicissitudes as is tourism in general. Economic slumps in countries of origin, wars and perceptions of unrest in destination areas as well as changes in style, needs etc. of tourists, all have the effect of creating valley periods. No doubt the internecine wars in Rwanda will have a profound effect on the ecotourism market (Own observation).

2.2 ANALYSIS OF DEFINITIONS

Whilst it is generally accepted that 'ecotourism' is a concept that is still in its infancy the real values that attach to what is regarded as the basic elements of ecotourism are continually being clouded by a host of terms which are being used interchangeably with

ecotourism. The main perpetrators are unfortunately in the primary tourism trade. The so-
called marketing language often used in travel brochures does much to create confusion in
the minds of the tourist. Terms such as **nature tourism, adventure travel, cultural travel,
alternative travel, responsible travel** etc. abound; and the real benefits to be had through
well managed ecotourism are either minimised or lost.

Ecotourism, although only a part of the overall tourism industry, has emerged as a
promising alternative to traditional commercial tourism. Small scale and sensitive to cultural
and natural conservation, it minimises the impact on society and the environment, while
providing opportunities for new sources of local income and inter-cultural exchange.

2.2.1 Economic Perspective

At the outset it is important to accept that ecotourism, like tourism in general, must
form a part of a bigger economic strategy. The Organisation for Economic Co-operation and
Development cautions that *"there are few if any developing countries which could or perhaps
should rely principally on tourism for their economic salvation"* (OECD, 1980). Tourism can
however be the spark to economic growth, As demand is established through the vigorous
development of tourism (ecotourism), other industries will see the need for their products and
services and will move to provide them locally, thereby expanding the economic base of the
region. Tourism goals should not be established in isolation of the broader economic goals
of a region; they should in fact complement the specific objectives and be used as an
expression of the regional interests.

Exact statistics on the contribution of ecotourism to overall tourism economic earnings
appear to be sketchy. The WTTC (World Travel and Tourism Council) estimates that
tourism will generate US \$3,4 trillion in gross output (sales) in 1994. The World Tourism
Organisation estimates that 7% of all international expenditures in 1989 were from so-called
nature tourism. Multiplying US \$3,4 trillion by 7% gives an estimate of US \$238 billion in
"nature tourism" sales for 1994 (Lindberg, 1994:5). While global economic impact statistics
are perhaps not more accurate than one would wish for it is relatively easier to determine the
economic impacts of ecotourism in smaller geographic areas. They are generally easier to

research and it is simpler to separate tourists at this level based on their motivation for travel. The statistics available though, refer to site-specific locations where ecotourism is practised intensely eg. Galapagos National Park (Ecuador), Belize and Costa Rica (Lindberg, 1991:6). It follows that it is easier to determine the economic impact on a smaller general tourism area and still better on a protected area or park.

When one examines the economic aspects related to ecotourism at a micro level there are primarily two beneficiaries viz. conservation and the local inhabitant. Benefits will to a large extent be determined by the specific management objectives established for each site. Broadly speaking these objectives can be grouped into two main categories viz. Cost Recovery and Profit Maximisation (Lindberg & Huber, 1993:9). In **Cost Recovery** the objective is to set tourism fees in such a way that they generate enough revenue to pay for providing the ecotourism opportunity. In **Profit Maximisation** the objective is to set fees so as to generate as much profit as possible.

2.2.2   Social Perspective

The question is often asked *"Why involve local people in ecotourism"*? There are of course a number of reasons containing moral, economic and environmental objectives. From a moral point of view it goes without saying that it is preferable that local people manage their own destiny rather than be influenced one way or the other by outside forces. This statement is particularly relevant in the new South Africa. The argument relative to economic and environmental perspectives is simply that if local inhabitants are not involved it is likely that over time, the resources will be destroyed and the investment lost.

Lindberg (1993:140) states that there is no point too early in an ecotourism project cycle to begin some process of local participation. The earliest steps in such a project usually involves information gathering. Johnson (1990:2-5) confirms the by now common truth that *"empowerment starts with access to information"*.

Ecotourism, like Tourism, has the capacity if not managed properly, to rapidly change the social (and economic) situation in communities. Experience has taught that if planning

for tourism in a specific area is done without involving the persons directly affected by the increase in visitors it invariably fails. There are enough examples of failed projects that have focused on maximising economic benefits to the exclusion of local participation. This problem has been highlighted recently in South Africa where communities living adjacent to proclaimed conservation areas have questioned the continued existence of these so-called *"economic islands"*.

Involving local inhabitants in ecotourism projects means **empowering** people to mobilise their own capacities, to manage the resources, make decisions and ultimately control the activities there that affect their lives (Cernia, 1991:125). Participation in the decision making process differs from the 'beneficiation' concept where people merely receive benefits but are not empowered.

2.2.3 Conservation Perspective

One of the basic elements of ecotourism is the justification that benefits can go towards the conservation of natural areas. In fact, this premise is probably the prime mover for most ecotourism related projects. Traditionally, conservation of natural areas was (and still is) seen as the responsibility of state agencies and revenue generated through tourist related activities is supposed to contribute towards the management of such areas. The fact is that few of these proclaimed areas, parks etc. generate sufficient revenue from tourism to adequately cover the costs related to the management thereof. Ultimately these areas are largely subsidised by the state. In developing countries this situation is further exacerbated by poor communities living in close proximity to such conservation areas and not benefiting in any way from the perceived economic activity taking place there. The key to the problem described here is the link that exists between the beneficiation of the local inhabitants and the protection of the resource base (Own observation).

2.2.4 Management Perspective

The Hague Declaration on Tourism, adopted at the Inter-Parliamentary Conference on Tourism (organised jointly by the Inter-Parliamentary Union and the World Tourism

Organisation) in 1989 set fourth several principles for the development of tourism, including emphasis on the importance of integrated planning of tourism. This declaration (WTO, 1989) also pointed to the essential relationship between the environment and tourism, as follows: *"An unspoilt natural, cultural and human environment is a fundamental condition for the development of tourism. Moreover, rational **management of tourism** may contribute significantly to the protection and development of the physical environment and the cultural heritage, as well as improving the quality of life"*.

The term Management, when applied to ecotourism, incorporates a whole host of elements and cuts across many areas of activity. Natural and cultural resources must be managed to ensure environmental, social and economic sustainability that leads to the encouragement of integrated and effective decision making. Areas of activity that require management techniques are:

- The Resource Base
- The Tourism Industry
- Visitor Impacts (Lindberg & Huber, 1993:82-90).

The Resource Base

It is unrealistic to expect that ecotourism related developments will not have some impact upon the ecosystems around them. By their very nature such developments depend on close and intimate associations with the ecosystems within which they develop.

However, if the principles of sustainable use, planning and design are not incorporated at the stage when ecotourists come into contact with such natural resources, the mere act of *"joining in"* with such ecosystem has its costs which can cause change in the system. A basic premise of sustainable development is that facilities must, to the fullest extent possible, function **within** the ecosystem and its constraints rather than separately.

The Tourism Industry

In spite of the fact that tourism is regarded in some circles as rather simplistic (since everyone takes part in it at some or other time) it is a highly competitive and complex industry. Tour operators the world over compete by differentiating their products as well

as their prices, constantly on the lookout for unique marketing niches or presenting other special products or services. Ecotourism by its very nature is subjected to the same kinds of competitive pressures. Once an attractive ecotourism destination has been identified, developed and marketed, any one of a host of operators can sell tours to that destination. A major objective of a manager of a tourist destination is to maximise revenue by increasing the number of visitors. Ecotourism is, however, different from other forms of tourism where mass visitation is less likely to damage the resource base. Ecological balances are important to ecotourism sites and are inclined to be more easily disturbed and consequently more difficult to manage.

If an ecotourism attraction is to remain sustainable, the integrity, both ecological as well as cultural, must be preserved. This means inevitably that the number of visitor days may have to be limited or controlled by the resource owner. This could also mean that the kind of competition prevalent in traditional forms of tourism may take a somewhat different form. Tour operator responsibility suddenly takes on a new meaning. Questions such as how are tour operators regulated, how can they be encouraged to demonstrate responsibility towards the very resources that economically sustain them, or, who should in fact even be allowed to offer ecotourism products, suddenly become important.

Visitor Impacts

Impacts are usually assessed according to the sphere of activity affected - environmental, economic or socio-cultural. The categories are not exclusive and achieving benefits in one area may involve costs in another. The success of ecotourism planning and development will ultimately be determined by the degree to which benefits outweigh costs.

A study of the impacts and long-term consequences of various types of tourism development can assist managers in developing strategies to maximise the net benefits of ecotourism.

Environmental

Ecotourism and the environment can successfully coexist if effective environmental planning and management occurs. Benefits from ecotourism could even accrue to the

environment by :

- Being a justification for conserving natural areas
- Providing resources (both financial and physical) for environmental conservation and management, and
- Promoting an environmental ethic that goes beyond the tourism context (Horwich *et al.*, 1993).

One way for the tourism industry to demonstrate its increasing emphasis on the value of conservation is by establishing and adhering to industry codes of practice and environmental guidelines.

Inevitably it is the natural resource manager who is at the forefront of ecotourism management and he should ensure that strategies for managing or containing impacts should be in place before ecotourism to an area is encouraged.

Ultimately, environmental responsibility for ecotourism rests with ecotourists, the tourism industry and those responsible for conservation and environment management.

Economic

The benefits offered by ecotourism are substantially the same as is the case with any other type of tourism, since ecotourism is in effect only a niche market in the overall market.

It is claimed (Ziffer, 1989; Boo, 1990; Lindberg, 1991) that direct economic benefits of ecotourism can include :

- Additional foreign exchange earnings
- Economic development, diversification and long-term stability, particularly in regional areas
- The distribution of income directly into regional and local areas through demand for local goods and services (this income may be re-spent within the community, providing indirect benefits)
- The tendency for higher expenditure and length of stay by ecotourists
- Generation of income for national parks and other public land

- Additional skilled employment opportunities, utilising local knowledge and facilities, and

- Local infrastructure development.

When one evaluates the economic impacts of ecotourism a number of difficulties and ambiguities associated therewith arise. For instance, the decision to use natural areas for tourism - as opposed to pure conservation, or other uses such as agriculture, forestry, grazing - often involves opportunity costs for these other uses.

One of the fundamental elements of ecotourism is that benefits should accrue to the local community. This may involve the employment of local guides, the purchase of provisions and services locally and the use of local facilities.

In instances where the total revenue generated from ecotourism operations may not be sufficient to effectively meet the cost of managing ecotourism impacts, thus placing an additional burden on natural resource managers, ecotourism operators should be encouraged to make voluntary contributions to the conservation and management of natural resources to sustain the environment on which their enterprises depend (Lindberg & Huber, 1993:82-100).

Socio-cultural

The socio-cultural impact refers to the sum total of all the social and cultural influences that come to bear upon the host society as a result of contact with tourists. The extent of the impact is dependent upon a number of factors such as the nature of the society, its flexibility to change, the size of the host community relative to the number of visitors, the degree of dependence of the society upon tourism (which will of course determine the extent of contact and the exposure of the society in terms of influx of tourists), and the economic state of the society (Prasad, 1987:10).

The social and cultural impacts of tourism, including ecotourism, are demonstrated by the ways in which tourism contributes to changes in the individual behaviour, value systems, community lifestyles and relationships, both of tourists themselves and the communities they visit.

Involvement in ecotourism can result in significant sociocultural benefits for local communities adjoining protected areas. If such communities actively desire this involvement and plan for it, ecotourism can :

- Create a variety of employment opportunities that draw on the expertise of people in the community

- Bring a greater diversity of facilities and services

- Ensure the long-term preservation of natural areas that have cultural value

- Be an effective means of revitalising local arts and traditions, or lead to the preservation of traditional cultural activities in a protected natural environment, and

- Allow local communities to value, and benefit from, natural and cultural assets (Horwich *et al.*, 1993:152-165).

On the contrary, if there is a lack of planning and broad-based community consultation, communities associated with popular ecotourism destinations can also experience significant pressures from increased tourism activity in their region :

- Overcrowding, particularly at peak periods

- Diversion of resources in the short term away from other community priorities in order to provide for tourism

- Resentment among the host community because of crowding, competition for community resources, litter and noise

- Conflict over access to natural areas (e.g. park user fees)

- The changing of natural resources and associated local cultures into a commodity.

It is therefore extremely important that planning for ecotourism should take into account expressed community preferences.

2.2.5 Cultural Perspective

Tylor (1874:1) described 'culture' as, *"that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society"*. A much shorter and probably more useful definition of 'culture' comes from Herskovits (1964:17) *"Culture is the man-made part of the environment"*.

Clare Gunn (1992:54) places ecotourism and its cultural component in perspective as against conventional commercial tourism when be states *"in regular tourism, you try to design facilities that will make your customer comfortable in familiar surroundings, by manipulating the environment, the temperature, whatever. In ecotourism, you look into indigenous plants, culture, music, dance, architecture and wildlife. You try to offer your guests a cross-cultural exchange"*.

While we accept Gunn's perspective there are a number of problems that are not dissolved by this perspective. The first problem is the adequacy of Gunn's explication. Is a visit by an American tourist to Italy or the Rhine in Germany conventional tourism or ecotourism? Does the fact that a developed culture or society established hospitality commodities similar to that found in the USA also mean that the culture of the Italians or the Germans, their music, their plants, their architecture become 'familiar' to the American?

On the other hand what quarantees come with the practice of ecotourism that the cultural, architectural, flora of the destination considered to be so exotic as to warrant labelling as and ecotourism destination will not be as commercialised to become 'conventional tourism'?

In a large part, the historic events and cultural values that are commemorated by man were in fact shaped by the response of humankind to the environment. Ecological sustainability and preservation of cultural resources are complementary. When a cultural resource achieves sufficient importance that it is considered historically significant it becomes a non-renewable resource worthy of consideration for sustainable conservation. Management, preservation, and maintenance of cultural resources should be directed to this end.

Both natural and cultural resource management share common approaches of mission and procedure for resource protection. While park and ecotourism developments usually feature natural elements, there is a growing awareness that heritage tourism is equally important to visitors.

It is of extreme importance that when cultural resources become visitor attractions, the responsible authority must ensure that providing access to these resources does not create additional environmental deterioration. Even the act of getting people to the cultural resources can have a major effect on the environment. The process can require roads, trails and visitor-facilities.

Even historic buildings must be closely monitored with regard to access when the carrying capacity is being exceeded. A number of years ago parts of the historic city of Bath in England were closed to tourists because of the effect of millions of feet on the sandstone *steps of historic houses, originally designed for one family (own observation, 1988). It is* necessary to counter this process by increased maintenance activity.

Whilst local cultures should be conserved together with the natural environment, a very careful balance should be maintained between what is authentic and what is mere play-acting for economic benefit.

2.2.6 Summary

If ecotourism is to live up to its potential for contributing to environmental quality, it must necessarily remain a small niche in the huge global industry. It must remain a grass roots effort firmly based in local economics. It cannot become purely a vehicle for profit. According to Anderson (1993:131) it must be a *"source of local pride and involvement".* Unfortunately in view of a breakdown in the required linkages between all the elements contained in ecotourism there are only limited functioning examples of ecotourism programmes (we have three success stories in Southern Africa - see pp. 39 & 41) that significantly benefit local residents. As ecotourism is increasingly being applied with all its interacting components functioning, successes are however starting to emerge. *"The challenge comes in bringing the economic benefits of tourism to the local community which is paying the cost of not harvesting the natural resources that would detract from a site's tourism appeal"* (McNeely, 1988:131).

2.3 ECOTOURISM WITHIN THE PARAMETERS OF THE TOURISM INDUSTRY

In spite of the many perceptions about ecotourism and its ability to 'stand alone' as a distinct industry it is quite clear that it conforms to all the principles of a niche market within the broader tourism industry. Ecotourism clients are to be regarded as a particular market segment to which a specific appeal will be made by a country, region or operator. From a marketing perspective the 'four P's', **Product, Price, Place** and **Promotion** (Middleton, 1988:58), are as applicable to ecotourism 'products' as they are to the standard tourism product.

Where ecotourism does however differ from its 'parent' is in the benefits. The 'added direct value' that can accrue to a conservation area and to the local community are the two most obvious. One can argue that **tourism** to a conservation area also benefits that particular area as well as the surrounding community. The difference lies in the **direct** beneficiation as opposed to possible indirect benefits through the multiplier effect of the tourist Rand. If ecotourism is applied according to an accepted definition viz. *"Responsible travel that conserves the natural environment and sustains the well-being of local people"*, (Ecotourism Society, 1991) then its distinct difference from other forms of tourism becomes apparent.

Elizabeth Boo of the Worldwide Fund for Nature (WWF) writes that *"Park managers are proposing to develop ecotourism programmes as a means of generating income for park management. Likewise, development agencies are interested because of the potential economic benefits available to the rural populations in surrounding areas. Tour operators see the trend and want to further promote ecotourism. Conservationists need economic incentives to promote conservation and see this specialised tourism as a way to integrate wildlands protection with rural development"* (1989:31). Perhaps this is the opportunity that ecotourism presents: More culturally and ecologically sensitive travel which brings profit to all, can promote conservation and management of natural areas for long-term, sustainable economic development. Ecotourism is now seen as model of development in which natural areas are planned as part of the tourism economic base and biological resources and ecological processes are clearly linked to social and economic sectors.

No business sector has greater reason to promote ecologically and culturally sustainable development than tourism. The tourism industry is, whether they agree or not, fundamentally dependant on the diversity and quality of the world's natural and cultural resources. It if therefore quite disturbing that the tourism industry has not focused more proactively on addressing issues of environmental conduct. There are however certain agencies at work in trying to promote 'green' tourism initiatives.

As public pressure grows for a clearer response by the tourism industry to environmental conduct issues, the greater will be the need for tourism associations and operators to play leading roles in initiatives directed at creating a more sustainable industry. Numerous codes of ethics have emerged recently in the tourism industry. These codes represent a formal recognition that all forms of tourism impact on the environment and an acknowledgement that the industry should play a significant role in mitigating against these effects. The codes themselves take many shapes. Most of them have a rather broad scope, often referring to the cultural and social as well as natural environment. They are mainly targeted at individual travellers, tourism associations, and specific sectors of the industry.

Association based codes to emerge have been developed mainly to provide guidance for their members on a wide variety of environmental issues. Foremost amongst these associations has been the Canadian Tourism Industry that recognises that the long-term sustainability of tourism depends on delivering a high quality product and a continuing welcoming spirit among their employees and within the host communities (Hawkes & Williams, 1992:87).

Of all the various segments of the formal travel industry, the tour operator can exercise a greater influence on the client than any other component of the tourism industry. Tour operators are largely responsible for the mechanics of tour planning and tour operations. They contract with airlines, hotels, motor coach or transportation companies and in-bound tour operators who make arrangements for services such as guides, escorts, local city tours, wildlife experts, etc. The tour is then packaged and sold to the general public through intermediaries such as travel agencies.

Another very important activity in the tourism industry that can impact in varying ways upon a given destination, is marketing. The perception of a destination is one of the most important factors in determining its appeal to the traveller. It should not be underestimated how much demand can be created by clever marketing. A destination can literally be created in the traveller's mind, and a good ecotourism operator can either follow the public's interests or work towards shaping those interests.

Clearly then, the tourist industry should work with conservation agencies to encourage *the development of protected areas for their conservation value and as eco-tourism attractions.* The industry should help to support the costs of conservation area facility development eg. interpretation trails, information offices and management. Such investments should in turn bring an economic return as ecotourists become more interested in either returning or staying longer.

2.4 ECOTOURISM : A FUNCTIONS ANALYSIS

"Ecotourism *is not only the fastest growing branch of the travel industry*" (Ceballos - Lascurain, 1991), it is also **seen** as a hopeful new approach to the preservation of not only already declared conservation areas but also particularly fragile eco-systems, whilst at the same time providing opportunities for community development. Only a form of tourism that is based upon sustainability and the participation and involvement of local, rural people in those natural areas where the greatest potential exists, can be regarded as **ecotourism**.

The frequent misuse of the term 'ecotourism', particularly in South Africa over the past few years, by enterprises using it as a *"marketing tool"*, has caused much damage to the real concept. The genuine 'ecotourism' *"must be seen as a collaborative effort between local people and concerned, informed visitors to preserve natural areas and their biological and cultural assets through support of local community development"* (Horwich *et al.*, 1993). What is meant by *"community development"* is in fact nothing more than the empowerment of local people to control and manage valuable resources in a manner that not only sustains the resources but also meets the social, cultural and economic needs of the group.

When one examines the elements of what is widely considered to be ecotourism you come up with an amalgam of interests arising out of environmental, economic and social concerns. Conservationists are now devoting much thought and energy to making tourism work for nature preservation. Tourism's ability to generate economic activity is now seen as one way to contribute towards nature conservation; making tourist Rand's flow back into conservation and make it pay for itself. The new sense of social responsibility felt among conservationists, economists and tourists alike, that you cannot save nature at the expense of local people, is encouraging and supports the concept that those most likely to lose from conservation should be given a fair share of the benefits.

By its very nature tourism and the rate at which it is growing worldwide holds much promise for particularly developing countries who rely heavily upon their natural resources. At the same time however there are obvious dangers associated with masses of visitors descending upon fragile destinations. There is much evidence of natural areas being *"loved to death"* by citified tourists with good intentions.

2.4.1 Elements of Ecotourism

Elements of ecotourism that have to be examined in more detail, since the ultimate success of any venture depends upon the synergy obtained, are :

2.4.1.1 Economics

Economics play a crucial role in the ecotourism equation. The days of treating a conservation area as an economic island measuring the benefits of tourism in terms of gross or net income are long gone. Who benefits? suddenly takes on a whole new meaning. The economics generated through ecotourism can support the management and expansion of conserved areas as well as promote tourism development.

It is almost common knowledge that many of the world's great conservation successes were not economically based since they tended to occur in countries which already have high standards of living. Ecotourism by its very nature is most effective in countries that lack

economic development opportunities and therefore any action which is purely conservation - based will not necessarily have much chance of success. It will be naive to expect hungry people to have much interest in tourism or conservation issues. According to Maslow's hierarchy of needs man strives for freedom but only after his basic needs of food and shelter have been met (Mill & Morrison, 1985:6). To be successful it is absolutely imperative to present to indigenous people alternatives like ecotourism that offer economic benefits (Askey & Williams, 1992).

2.4.1.2 Conservation Management

In the IUCN booklet "Sharing the Land" (1994:7) a major problem inherent in so-called conventional conservation, that of "the almost exclusive emphasis on the establishment of national parks and protected areas" often ignoring the socio-economic conditions of people displaced as a result of the creation of these areas, is once again highlighted. It is common knowledge in Africa that the method usually employed in establishing parks was to remove (and alienate) people living on the newly protected land. In the process these newly created parks are surrounded by people who :

- Are excluded from the planning of the area
- Do not understand or agree with its purpose
- Suffer crop, livestock, and property damage from wild animals resident in the area
- Derive little or no benefit from the money invested in its establishment and management, and hence
- Do not support its existence (IUCN, 1994:7).

Consequently, local communities have developed a distrust of both the wildlife management authorities and the concept of protected areas and species conservation in general. A major reason has been the glaring lack of attention those authorities have paid to the relationship between **land-use**, the **survival of wildlife**, and the **livelihood** of rural people.

An absolute cornerstone principle which can, if ignored, scuttle any ecotourism project, is the extent of the beneficiation that will accrue to local communities.

Unfortunately the success stories related to revenue generating ecotourism schemes elsewhere in the world are few and far between. One of the important effects of tourism in general is the degree to which money spent by visitors remains in the destination region to be recycled through the local economy. This concept, known as the **multiplier effect** (Mill & Morrison, 1985:225-229), has important implications for any ecotourism project. Tourism provides income for employees in game lodges, restaurants and, if supplies are purchased locally, suppliers in the immediate vicinity. As long as the income generated from tourists to a particular area circulates within that community, there is almost direct beneficiation. As soon as money spent by tourists at a particular facility, for example, leaves the area to pay for imports in the form of food or other supplies, the local community loses out. This form of beneficiation in tourism is probably the most common and can be applied to ecotourism equally as well.

Another more direct form of beneficiation to the local community is the extent to which use is made of locals to fill posts in ecotourism enterprises. One of South Africa's better examples is that of the Kruger National Park where employment in the park has been created for locals living in the immediate vicinity (SABC-TV, 1993).

As more and more attention is focused on protected areas in South Africa and its future utilisation, particularly in terms of economic viability, creative methods to balance conservation strategies with the needs of the local population will have to be found.

An idea which appears to be gaining popularity is that of *"Willingness-to-pay"*. 'Willingness-to-pay' is conceptualised in the literature on cost-benefit analysis as the *"Compensating variation. The compensating variation is the maximum sum of money a party is willing to give up in order to realise the utility attached to an environmental or other good"* (Doeleman, 1990:415).

Several countries, including Peru, Ecuador, and Kenya, have taken advantage of the willingness of tourists to pay a premium to visit ecotourism destinations in protected areas and have turned to tourism fees as a mechanism for recovering visitor management costs, as well as the costs of traditional conservation management or community development

programmes (Lindberg, 1993:6,7). However Kenya has found it difficult to implement the whole process associated with revenue sharing with local communities. In 1990 the Kenya Wildlife Service adopted a principle of sharing gate receipts at Kenya's National Parks with people living adjacent to these areas. Only after entrance fees for foreign tourists to National Parks were raised in 1993 from US $5,00 to US $20 per person, was some success achieved. Despite its best intentions Kenya Wildlife Service (KWS) found that the entire programme had raised unrealistic expectations among the community. Coupled to this was the lack of clear revenue-sharing guidelines (Costas Christ, 1994:1).

-    There are basically two possible objectives which a park/conservation area should take into account when establishing a fee structure. One is to charge a fee that will equal the cost of providing the service (cost recovery), and the other is to charge a fee that will generate as much profit as possible. In each case the local situation will have to be taken into account. For example, it might be prudent to keep the entrance fee as low as **possible** to encourage as much tourism to the area as **possible** and thereby benefiting periphery entrepreneurs. On the other hand by raising entrance fees much higher one could stimulate private sector development, since a *"public sector"* conservation area/park with an artificially low fee will discourage private development (Lindberg & Huber, 1993:84).

2.4.1.3   Community Involvement

"Conservation cannot ignore the needs of human beings, while development that ignores the environmental limits is doomed" (Makombe, 1994:7). Herein lies the essence of ecotourism. An important aspect of planning for tourism generally that is increasingly being emphasised is the involvement of affected communities in the planning process and that of decision making (Inskeep, 1991:27). This entire process is based on the premise that planning is for the residents of an area and that they should be given the opportunity to participate in the planning of its future development and at the same time express their views on the type of community they want to live in. This process will necessarily mean that the usual planning process might have to be delayed to accommodate the debates over possible implications of various types of development scenarios that are available to the community - very often including a great deal of discussion about the relative trade-offs of costs and

benefits. The involvement of local communities in the planning and implementation is absolutely essential to make certain that the tourism developed brings benefits to them and is not disruptive to their society.

Local participation in ecotourism projects has been described by Cernea (1991:126) as *"giving people more opportunities to participate effectively in development activities. It means empowering people to mobilise their own capacities, be social actors rather than passive subjects, manage their resources, make decisions, and control the activities that affect their lives"*. An important factor in this process is that community participation goes well beyond simply sharing in social and economic benefits. This participatory process assists people to have more substantial control over their own lives and differs from the **beneficiary approach** in which people receive benefits but are not empowered. The accent here is on **empowerment** as opposed to mere **beneficiation.**

"Empowerment starts with access to information" (Johnson, 1990:2-5). One of the earliest steps in the process of local participation involves information gathering. The basis for developing sound ecotourism plans revolves around reliable information about the community and their own preferences. At the beginning of the project cycle already it is possible to identify local leaders, what organisations exist, the community's major priorities, their ideas, expectations and concerns about ecotourism.

Five areas where local people can help in the ecotourism planning process have been identified by Brandon (1993) :

- Information gathering
- Consultation
- Decision making
- Initiating action
- Evaluation.

Information can be obtained both from the community and by the community.

An extremely important function of inviting local participation in ecotourism projects is that people have a sense of ownership in such projects; be it through providing labour or by cash investment.

2.4.1.4 Ecological Perspective

Overuse of fragile natural environments by ecotourists can lead to ecological damage. Uncontrolled tourism development and use can create several types of ecological problems (Inskeep, 1991:275) :

- Killing or stunting the growth of vegetation in parks and conservation areas by many tourists walking through them and compacting the soil around the vegetation
- Trees being cut by hikers and campers for fuel use
- Erosion resulting from overuse of hiking and riding trails in steep-sloped areas
- Animal behavioural problems can be disturbed by uncontrolled photography and feeding them
- Road development can interfere with normal animal migration patterns
- Cave ecologies may be changed by excessive visitation by tourists and use of lighting systems which leads to increased temperatures
- Fragile dune and desert eco-systems can be disturbed by the use of off-road recreational vehicles
- Excessive collection of live sea shells and other items by tourists or by local persons for sale to tourists as souvenirs, can deplete these species
- Inappropriate design and location of groynes, piers and similar structures into the coastal waters may change local beach formation processes, leading to erosion and deposition. (We have a number of examples of this along the South African coastline)
- Uncontrolled filling of mangrove swamps by development destroys an important habitat for sea life and disturbs natural water circulation patterns
- Excessive use of or development on sand dunes can lead to their erosion and loss of wildlife habitat
- Uncontrolled viewing by tourists can disrupt whale activities in near-shore areas (example, Hermanus).

The impact of an ever increasing tourist **industry** is running ahead of the ability to measure the damage adequately. We barely understand the vulnerability of species and habitats, problems of pollution, waste disposal and the disruption of critical ecological processes by tourism. It is not known how many visitors an area can absorb before it has reached its carrying capacity. What indeed is 'carrying capacity'? Mathieson & Wall (1982:21) define 'carrying capacity' as *"the maximum number of people who can use a site without an unacceptable alteration in the physical environment and without an unacceptable decline in the quality of experience gained by visitors"*. To this definition should be added, *"without an unacceptable adverse impact on the society, economy and culture of the tourism area"* (Inskeep, 1991:144).

It is an acknowledged fact that many definitions of the concept 'carrying capacity' exist since it is a basic concept in environmental management. However, problems have arisen in the application of this concept, most of them related to inappropriate expectations more than anything else. The expectation that 'carrying capacity' would reveal unequivocally *"how many is too many"*. Like most management concepts carrying capacity also embodies many assumptions and more particularly value judgements. The dependence upon these assumptions and values can lead to very divergent capacity estimates. In order to determine realistic carrying capacity levels an analysis of the many elements of the physical and socio-cultural environment and the type, activities and length of stay of tourists is necessary. Unfortunately perceptions of crowding and other social impacts vary according to the site, or zoned area, being visited and **what** visitors expect to find at such destinations. A method which is gaining acceptance in the tourism planning community is that of monitoring the impact and then making changes in visitor management as soon as unacceptable limits of negative impact are reached.

A good example of the relative rigidity of the carrying capacity model applied in its strictest sense is that of the Amboseli National Park in Kenya where in 1973 it was supposed to have reached its carrying capacity at 70,000 to 80,000 visitors a year. However, under improved management practices the parks annual capacity was set at 250,000 visitors with no greater ecological and social impacts than would have been caused by a smaller number of unregulated tourists (Western, 1986:14).

2.4.1.5 Political Perspective

Tourism is generally regarded as a learning experience and offers a unique opportunity for a government to influence tourists from outside its borders. There are numerous examples of governments using tourism to fulfil political objectives mainly to *"showcase"* their accomplishments and to generate a greater understanding of their policies. Whilst it might appear to be far-fetched to assume that the exposure that South Africa achieved during the apartheid era had something to do with its ultimate demise; it is altogether conceivable that those foreign tourists, travel writers and journalists that visited this country may in fact have supported efforts to focus on the injustices being committed.

One of the most profound impacts on tourism anywhere in the world is that of political instability in a destination area. The Gulf War had severe impacts on tourism, not only on destinations in the immediate vicinity of those directly affected but also on countries far removed. Tourism to Europe from the USA suffered severely. Here in South Africa there was a substantial drop in tourism, foreign as well as domestic, in the time leading up to the 1994 Election (own observations).

From an ecotourism perspective even destinations remote from so-called *"troubled spots"* suffered during the political turmoil experienced in Uganda during the Amin regime. There is no doubt that the present civil war in Rwanda has had a marked affect on tourism associated with the Mountain Gorillas.

The result of political upheaval on tourism is usually displayed in the reluctance of the private sector to want to invest in development. Tourists refuse to visit a destination plagued by political unrest.

Ultimately, the central government has an important role in setting policies and regulatory conditions to ensure that ecotourism (and indeed tourism), and those who are responsible therefor, support national resource-conservation goals. Some of the basic duties of government relative to the utilisation of natural resource areas are :

Responsible Steward Role

This implies duty to protect the integrity of the resource base. Only government can protect the interest in the resource base on behalf of present, past and future generations. The long-term survival of the ecotourism industry itself depends upon the successful stewardship by government in partnership with the private sector.

Equitable Access

Government has a duty to allocate access to public coastal and other natural resource areas on an equitable basis. This role involves the assurance that fairness and equity prevail in access to natural resource areas (as well as coastal areas) between visitors on the one hand, and the indigenous populations on the other.

Honest Scorekeeper

The State has a duty to ensure that the promised benefits often connected with particular natural area development proposals actually materialise. Very often development projects are proposed highlighting the benefits to be accrued eg. increase in jobs, community income, increased taxes, and foreign exchange earnings etc. Equally so often these promised benefits hardly materialise. To the extent that "government" is a co-promoter of the project and to the extent that a **quid pro quo** relation exists between the people of the area and the developers, then government has a responsibility to keep track as to whether the promised benefits are delivered and when they are delivered. This, in all probability means creating a monitoring system with regard to the socio-economic benefits of particular developments after they are built.

2.4.1.6 Education

Education, which creates public awareness of conservation issues, is one of the most important facets of ecotourism development. This process should begin at primary school level and permeate through all levels of society.

Education should however not be confined to the general public but also include those members of the travel industry who are inextricably linked to the environment in the pursuit of their respective businesses.

Public Awareness

Tourists who visit a destination area expect to be made to feel welcome by the tour operator and by those in the forefront of the tourism industry, but cannot automatically expect the same treatment from the residents of such an area. Unless of course, if those residents have been made aware of the value of tourism to the country of region within which they live by means of an awareness campaign. The chances of the local populace absorbing this information and acting upon it can be greatly enhanced if they are also beneficiaries in some way. Ecotourism projects and operations that involve the local inhabitants in the industry either directly as *"partners"* or indirectly through established community projects, stand a better chance of convincing locals of the necessity of being friendly to tourists.

Public awareness of conservation issues was taken a step further in Zimbabwe with the establishment of the CAMPFIRE project (Makombe, 1993:29). The Communal Areas Management Programme for Indigenous Resources was conceived in the early 1980's by the Department of National Parks and Wildlife Management. Its main objectives, based on the rationale that communities will invest in environmental conservation if they can use the resources on a sustainable basis, were :

- *"To initiate a programme of long-term development, management and sustainable utilisation of natural resources in the commercial areas*
- *To achieve management of resources by placing their custody and responsibility with the resident communities*
- *To allow communities to benefit directly from the exploitation of natural resources within the communal area, and*
- *To establish the administrative and institutional structures necessary to make the programme work"* (Makombe, 1993:29).

Since the programme was launched in 1986 almost half of the rural districts in Zimbabwe have adopted CAMPFIRE (Makombe, 1993:29). To date, revenues are generated from a wide range of activities including :
- Hunting safaris, which account for the bulk of the revenues
- Tourism, such as photographic safaris

- Sale of skins and hides, river sand, crocodile eggs, firewood, trees, meat, and rafting licences.

By providing local people with the tangible benefits derived through controlled, sustainable utilisation of wild resources, a problem has suddenly been transformed into an opportunity that is both managed and protected. People on the periphery of protected areas often see such areas as the exclusive recreation areas of the privileged few; but a relatively new concept, 'buffer zone management' that recognises that protected areas are almost always surrounded by people engaged in subsistence or commercial activities, has been devised. *"Rather than treat such communities as enemies of protected areas, the buffer zone approach seeks to enlist local communities as co-managers and beneficiaries of resources on the edge of Parks"* (Makombe, 1993:22).

Travel Industry Education

A definite problem that we face in South Africa is that current fascination with the environment is expressed primarily in word, not in deed. We have entered a period of *"eco-chic"*. To be green is to be grand! People involved in tourism educational programmes need to develop a clear and effective model for empowering their clients, not just humouring them.

Ultimately effective programmes must differentiate between knowledge and behaviour. The ultimate goal should not be to merely increase knowledge, but to change behaviour. An effective way of achieving this is through the production of guidelines which can effectively become one of the most cost-effective visitor management tools available. It would be rather naive to expect the tour operator with a profit-driven motive to attempt to educate his clients single handedly. However, there are enough non-profit environmental agencies around to form alliances with the formal tourism trade to produce a co-ordinated set of guidelines to the benefit of operators, protected area managers and the tourist. Tourist guides and other interpretive workers may want to work together to set ecotourism standards, such as a code of conduct. Questions are increasingly being asked in the tourism industry about precisely what standards travel professionals should be meeting in order to legitimately claim that they are offering a genuine ecotourism programme, both for their clients and for the regions

where they operate. Unfortunately the ecotourism label has been misused so frequently that many responsible travel professionals have sought to avoid the use of the word entirely (*Own observation*).

The Ecotourism Society, an international non-profit organisation dedicated to finding the resources and building the expertise to make tourism a viable tool for conservation and sustainable development, is in the process of documenting the best techniques for implementing ecotourism principles. They are presently collaborating with a growing global network of professionals actively working in the field and have produced a draft set of guidelines for nature tour operators. These guidelines offer a broad array of recommendations that will afford an operator, a responsible tourist or potential ecotourism developer the opportunity of making an informed decision.

There is a small move from the side of the formal travel industry to incorporate educational programmes in their activities offered to the general public. Educational programmes should however focus more on changing behaviours, not just attitudes. The nature though of an effective learning cycle is such that programmes that lack follow-up will have little impact on improving the overall situation. Since the necessary follow-up is not an economically profitable venture, the travel industry should establish more alliances with non-profit conservation and education groups with an interest in issues relevant to the tourist activity. Co-operative endeavours would bring a variety of opportunities for all involved, and would serve to provide greater levels of conservation and protection for our natural resources.

2.5 THE EXISTENCE, DEVELOPMENT AND GROWTH OF ECOTOURISM IN SOUTH AFRICA

At the outset it can be said that ecotourism is still regarded as a mere buzzword in South Africa. Almost everyone in the industry is still using it to describe almost every activity even vaguely connected with the outdoors. Even today (1994) there are people who are operating as so-called 'ecotour operators', who do not fully understand the elements of what should go towards making ecotourism what it in fact is. Ecotourism is being confused

with nature-based tourism, a *"product"* which features in the vast majority of South African packaged tours offered to foreign visitors.

It was really only in 1991 with the publishing of the Strategic Framework for Tourism Development in South and Southern Africa that the environment was identified (in official documentation) as the major tourism resource base (SFTD, 1991). In this document South Africa is proposed as *"the world's number one eco-destination"*, with the following prerequisites established for ecotourism development :

- Equitable access to resources
- Sustainable yield
- Community benefits.

Following on this official document the scene was set for the publishing of the White Paper on Tourism, 1992, which endorsed the premise adopted in the Strategic Framework of the importance of the environment. An ecotourism related fund administered by the *Industrial Development Corporation, a State aided body, was established (IDC, 1992).* Unfortunately not much of the R600 million set aside for so-called ecotourism development was taken up by either the public or private sector. This was mainly due to the very narrow *criteria established for the approval of projects as well as the high interest rate, which, in* many cases was equal to that of the usual money-lending establishment.

A few conservation bodies and private game lodges are practising a **form** of ecotourism; but, unfortunately very few have involved local people in either the management or direct beneficiation derived therefrom. Notable exceptions are the KwaZulu Bureau for Natural Resources and the former Bophutatswana National Parks and Wildlife Management Board whose main objective is to *"assist the community to become empowered through the maximisation of economic benefit from all natural resources on a sustainable basis, so that the long-term community development programmes can be initiated and implemented by the community"* (Bop Parks, 1993:3). The Madikwe Game Reserve, established in 1991, provided a source of income to the surrounding subsistence farmers far greater than that generated traditionally. Besides the direct creation of jobs a number of supportive peripheral industries were created. Small business ventures such as the provision of fresh produce to

lodges, specialised tourist guiding, laundry services, rural craftmarkets and localised tourist transport service have been established. Participation by local people in the management of Madikwe is provided for (Bop Parks, 1993:2).

At the end of 1993 the South African Tourism Board produced a policy framework on Tourism and the Environment which addresses the question of ecotourism. Emphasis in this document is placed on the integrated development of ecotourism involving all stakeholders. Sustainable environmental management by utilising the *"guidelines for Integrated Environmental Management should be accepted as the formal procedure to assess, evaluate and monitor the appropriateness of ecotourism developments with all stakeholders being involved as partners in the management process"* (Satour, 1993).

The South African Tourism Boards' Western Cape Regional Office has organised two successful Ecotourism Conferences, both in conjunction with EPPIC (Environmental Planning Professions Interdisciplinary Committee) in the Southern Cape (George, June 1993) and in the Western Cape (Cape Town, October 1993). At both these conferences the basic requirements for successful ecotourism projects were clearly stated and support from particularly the planning profession was excellent. More conferences/workshops are being planned for 1994 where the focus will be on the Southern African situation.

2.6 ECOTOURISM IN SOUTH AFRICA IN INTERNATIONAL PERSPECTIVE

The difference between ecotourism in South Africa, a developing third world country, and the sophisticated countries of the Western Hemisphere is that of emphasis. In the developed sophisticated countries of the world the pressure on the relatively small areas set aside for conservation by the vast numbers of tourists is enormous and the accent is on the sustainable management of these resources with little if any beneficiation to the local populace. In contrast, in Southern Africa, where the socio-economic position of the bulk of the population is below the bread-line, the emphasis is on the beneficiation of the needy. Where funding in first-world countries for environmental management is generally regarded as a normal part of state expenditure, the same is not true in most countries south of the

Zambezi river. Funding in South Africa for environmental management is fast declining in favour of the redressing of massive imbalances in the socio-economic position of the disadvantaged communities. Unless the business of ecotourism can sustain the wellbeing of rural people who have traditionally been excluded from the management of conserved areas, ecotourism will not succeed in South Africa even as the panacea it is sometimes made out to be.

2.7 SUMMARY

The 1992 Earth Summit in Rio de Janeiro, Brazil, emphasised the awareness that the world is interconnected in its quest for survival. Two distinct global trends, occurring simultaneously, are becoming increasingly interlinked. One of these is the rapid expansion of the tourism industry, with a growing demand for "specialised" tourism and, in particular, tourism to protected natural areas. The second trend is a shift in strategies for protected areas management. Conservationists and park managers have begun to recognise the importance of integrating natural resource preservation with the needs of rural populations surrounding protected areas, and are moving away from "protectionist" activities to "integrated development" activities.

Our biggest challenge lies in ensuring the survival of wildlife and conservation areas while meeting the needs of particularly rural people. Many protected areas are usually surrounded by people engaged in subsistence or commercial activities. Rather than treat such communities as enemies of protected areas, we must enlist local communities as co-managers and beneficiaries of resources on the periphery of parks. Exclusive zoning in protected areas or parks may prohibit human use but then other zones can be used on a selective basis to provide access to renewable resources.

If ecotourism is to live up to its potential for contributing to environmental quality, it must necessarily remain a small niche in the huge global tourism industry. It must therefore remain a grassroots effort firmly based in local economics. It should not become a vehicle for profit. It must be a source of local pride and involvement.

CHAPTER 3

Determination of Content for a Training Programme in Ecotourism

In order to design an effective educational programme in ecotourism it is firstly necessary to establish the course content by determining the subject matter and fields of knowledge that potential students should possess or be exposed to. To achieve this it was decided to make use of the Delphi Communication Technique as a research tool.

3.1 INTRODUCTION

The Delphi Technique had its origins in Greek Mythology. The old Greeks used to go to Delphi to consult the gods about the future (Allen, 1978:120).

The following definition is provided by Linstone & Turoff (1975:3): *"Delphi may be characterised as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem".*

The Delphi Technique is also sometimes referred to as the *"knowledgeable panel"* method in view of the fact that it involves the assembling of a team of experts in a particular field and then using this team as a sounding board on alternative approaches, ideas or concepts (Mill & Morrison, 1985:331).

In this study the selected panel members are all recognised leaders in fields directly related to ecotourism and are dispersed throughout South Africa. The Delphi Technique was slightly modified in the sense that participants were presented with an inventory of proposed course subjects and, in one instance, requested to simply rate them and not to contribute any of their own, and, in the second instance, to contribute by suggesting fields of knowledge and skills that the student should possess. In this way, the recognised disadvantage (Ackerman, 1974:70) namely, of not allowing participants to contribute information they feel might be significant to the study, is eliminated by the second communication of this project.

The technique usually involves four phases. In a first phase the selected panel members are provided with a questionnaire and are asked to rate a selection of subjects on a scale of one to five (five being the highest and one the lowest). A second communication lists all the responses from the panel in the first round and asks participants to rate/evaluate each subject rating according to degree of importance. In the third round the summary of responses to the questions are sent to participants. In this round each member of the panel may revise his opinion if he is in the minority, or give his reasons for adhering to his opinion. A fourth and final questionnaire lists ratings, consensus as well as minority opinions. At this stage each respondent has a final chance to revise his opinion.

There are specific advantages to this technique and Wilson (1987:29) identifies them thus :

- No pressure to conform is placed on participants

- It obtains consensus amongst opinion-leaders. Participants are afforded the opportunity, after giving their opinions, of amending them in the light of majority opinions

- Although each participant gets to see the opinions of the rest the entire process provides anonymity to the individual

- It is especially valuable where a certain hierarchy exists in a particular organisation, or, in this case, field of knowledge. Each members opinion is as valid as the next one's

- Influence by a dominant individual is eliminated

- One who might be particularly talkative and tend to sway the others is eliminated

- Discussion does not necessarily lead to problem solving

- Pressure of the group for example at a meeting can lead to twisted opinions.

Ackerman (1974:7) is of the opinion that *"the method seeks to reduce influence of certain psychological factors such as specious persuasion, unwillingness to abandon publicly expressed opinions and the bandwagon effect of majority opinion"*. It is for this reason that it was decided in this study to make use of the Delphi Technique since it is regarded as relevant, reliable and objective.

For the purpose of this study viz. to determine the course content of ecotourism, the participants were selected from a representative cross-section of the 'trade'.

3.2 THE CHOICE OF PARTICIPANTS

Twenty persons were invited to take part in the communication (Annexure B). Eleven finally agreed to co-operate.

The panel consisted of experts, each one a leader in his field of knowledge :

- English as well as Afrikaans speakers
- Men as well as women
- Representative of disciplines closely allied to the proposed subject content of the ecotourism course (eg. conservation, academic, journalism, tourism, economics, education, ecology).

3.3 STEPS FOLLOWED

3.3.1 Step 1

In the first questionnaire (Annexure B), in question one, the participants were provided with the most widely used definition of ecotourism as well as a choice of three other more comprehensive definitions and asked to make a choice. The definitions offered are :

Do you agree with the definition of Ecotourism as defined by The Ecotourism Society (1991) viz. *"Responsible travel that conserves the natural environment and sustains the well-being of local people"*.

OR

1. *"Tourism that involves travelling to relatively undisturbed or uncontaminated natural areas with the specific object of studying, admiring and enjoying the scenery and its*

wild plants and animals, as well as any existing cultural aspects (both past and present) found in these areas. Ecological tourism implies a scientific, aesthetic or philosophical approach, although the ecological tourist is not required to be a professional scientist, artist or philosopher. The main point is that the person who practices ecotourism has the opportunity of immersing him or herself in nature in a way most people cannot enjoy in their routine, urban existences. This person will eventually acquire a consciousness... that will convert him into somebody keenly involved in conservation issues..." (Ceballos-Lascurain, 1988).

2.   *"Ecotourism is now seen as a model of development in which natural areas are planned as part of the tourism base and biological resources are clearly linked to social economic sectors"* (Kutay, 1989).

3.   *"A form of tourism inspired primarily by the natural history of an area, including its indigenous cultures. The ecotourist visits relatively undeveloped areas in the spirit of appreciation, participation and sensitivity. The ecotourist practises a non-consumptive use of wildlife and natural resources and contributes to the visited area through labour or financial means aimed at directly benefiting the conservation of the site and the economic well-being of the local residents. The visit should strengthen the ecotourist's appreciation and dedication to conservation issues in general, and to the specific needs of the local inhabitants. Ecotourism also implies a managed approach by the host country or region which commits itself to establishing and maintaining the sites with the participation of local residents, marketing them appropriately, enforcing regulations, and using the proceeds of the enterprise to fund the area's land management as well as community development"* (Ziffer, 1989).

In question two (Annexure B) the panel members were provided with a random selection of **fields of knowledge** related to ecotourism (see below) and asked to rate the relevance to ecotourism of each field on a scale of 1 to 5 (5 being the highest and 1 the lowest scale) :

- Planning and Development Principles (Tourism)
- Ecology/Conservation

- Economics of Tourism
- Environmental Education
- Social Impacts of Tourism
- Strategic Planning Principles
- Conflict Management
- Communication (verbal and non-verbal)
- Project Management.

In the same question participants were asked to list any **other field of knowledge** they felt was important and to rate it accordingly (i.e. on the scale 1 to 5). Refer to Table 3.1.

In question three (Annexure B) of this first questionnaire panel members were requested to identify the **skills** graduates should possess upon completion of a course in ecotourism. The majority opinions expressed by the panel are reflected in Table 3.1 and Figure 3.1. (Refer to 3.4 : Findings and Conclusion).

TABLE 3.1

Majority Opinions after the first Communication

FIELDS OF KNOWLEDGE	5	4	3	2	1
Planning and Development	9	2	1		
Ecology/Conservation	10	2			
Economics of Tourism	6	4	1	1	
Environmental Education	6	3	3		
Social Impacts of Tourism	4	6	2		
Strategic Planning Principles	4	4	2	2	
Conflict Management	2	1	5	1	
Communication	4	6	1	1	3
Project Management	2	2	6	2	

5 = Extremely Relevant
1 = Irrelevant

FIGURE 3.1

Rating of Various Fields of Knowledge by the Panel after First Questionnaire

FIELD OF KNOWLEDGE

RESPONSE

Extremely Relevant   Irrelevant
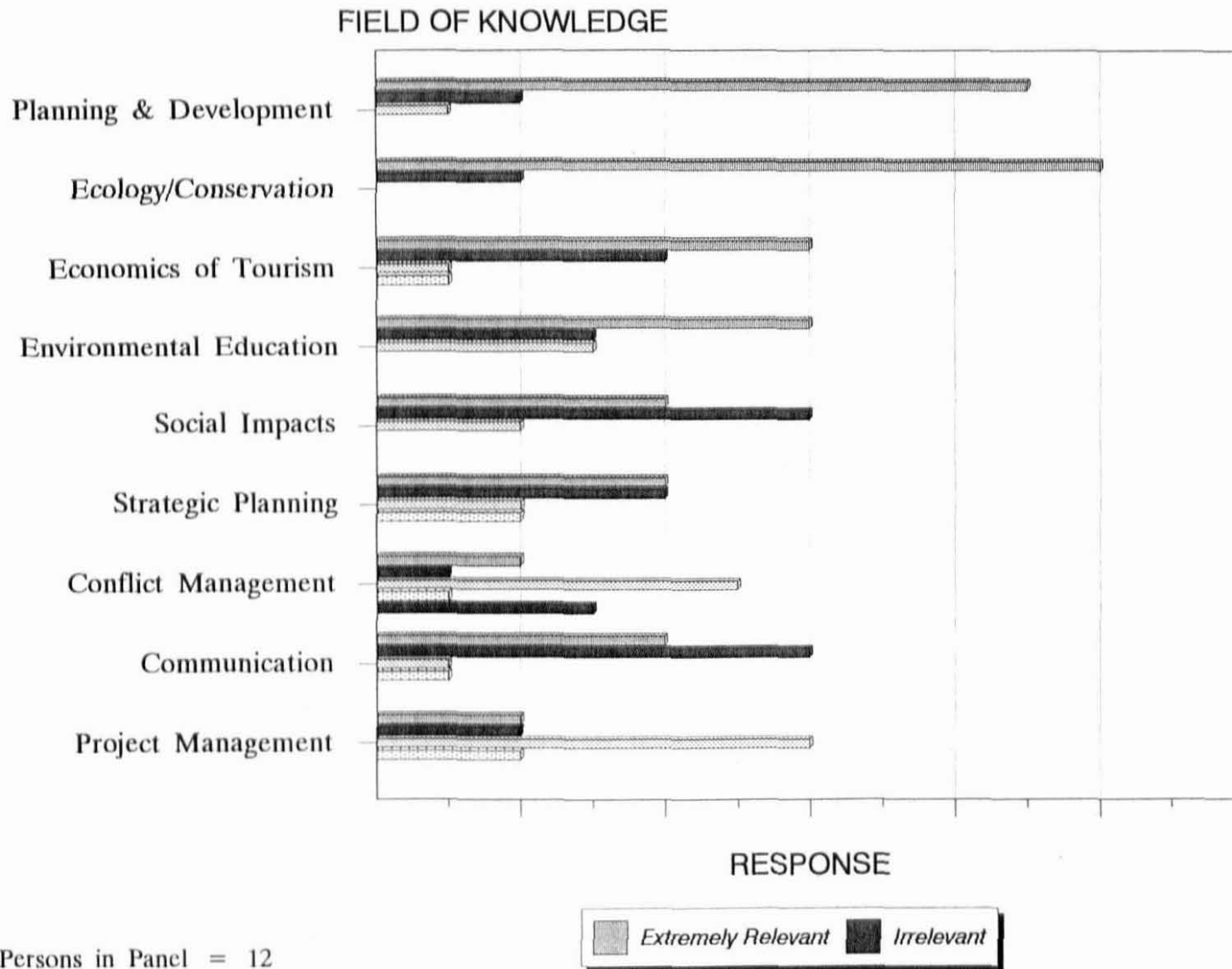
Number of Persons in Panel = 12

3.3.2   Step 2 :   Categorisation of responses and the second communication

This communication, titled Communication 2, provided participants with the completed questionnaire 1 (Annexure C) indicating their ratings given to each field of knowledge by the various panellists.

The opinion expressed by the specific participant was circled (O) and the majority opinion crossed (x). The participant was then requested to re-evaluate his opinion by either moving the circle (his opinion) to the cross, (the majority opinion), or, to retain his opinion and provide motivation for his standpoint.

Additional fields of knowledge and skills required by graduates as indicated by panellists in Communication were also randomly listed in communication 2 and panellists were requested to evaluate each one on a scale of 1 to 5. Panellists were then asked to comment further (Annexure C). 55% of the communications were received back in time. The majority opinions regarding field of knowledge and skills required are reflected in Table 3.2 and Figure 3.2.

Additional fields of knowledge and skills suggested by the participants, suitably rated, are reflected as follows (randomly) :

3.3.2.1   Fields of knowledge

1.   Tourist Guiding

2.   Psychology in Tourism

3.   Knowledge of the Historical background of a destination

4.   Environmental Science - IEM & Impact Assessment

5.   Marketing

6.   Tourism Management

7.   Language Skills

8.   Establishing Sustainable Capacity

9.   Public Sector Policy

TABLE 3.2

Consensus Opinions and Rating of Skills after Second Communication

Priority Rating		5	4	3	2	1
(9) 1.	Tourist Guiding	5	4	2		
(22) 2.	Psychology in Tourism	1	3	2	4	1
(14) 3.	Knowledge of Historical Background of Destination	3	5	2		
(4) 4.	Environmental Science - IEM & Impact Assessment	5	4	1	2	
(5) 5.	Marketing	5	2	3	1	
(1) 6.	Tourism Management	7	2	2		
(13) 7.	Language Skills	4	4	3		
(16) 8.	Establishing Sustainable Capacity	3	5	2	1	
(15) 9.	Public Sector Policy	3	1	5	2	
(10) 10.	Policy/Vision	4	4	4	1	
(25) 11.	Cost Benefit Analysis		4	5	2	
(2) 12.	Cultural History of Ecotourism Destination	6	5			
(21) 13.	Resources Economics	1	3	6		1
(11) 14.	Hospitality Criteria	4	2	4	1	
(17) 15.	Ethnic Customs & Behavioural Aspects	3	6	1	1	
(18) 16.	Aesthetics of Tourism	3	5	3		
(20) 17.	Appropriate Technologies	1	4	5	1	
(23) 18.	Resource Consumption		7	3		1
(3) 19.	Organisation & Management	6	4	1		
(6) 20.	Nature Conservation Principles (Impact Assessment)	5	6			
(7) 21.	Maps & Related Planning Matters	5	4	2		
(12) 22.	Economics	4	4	3		
(8) 23.	Biosphere Planning Principles	5	3	3		
(24) 24.	Financing Sources & Related Institutions		7	2	2	
(19) 25.	Legal Acts of Relevance	2	5	3	1	

FIGURE 3.2
Rating of Additional Fields of Knowledge
to be Mastered by Students in Ecotourism
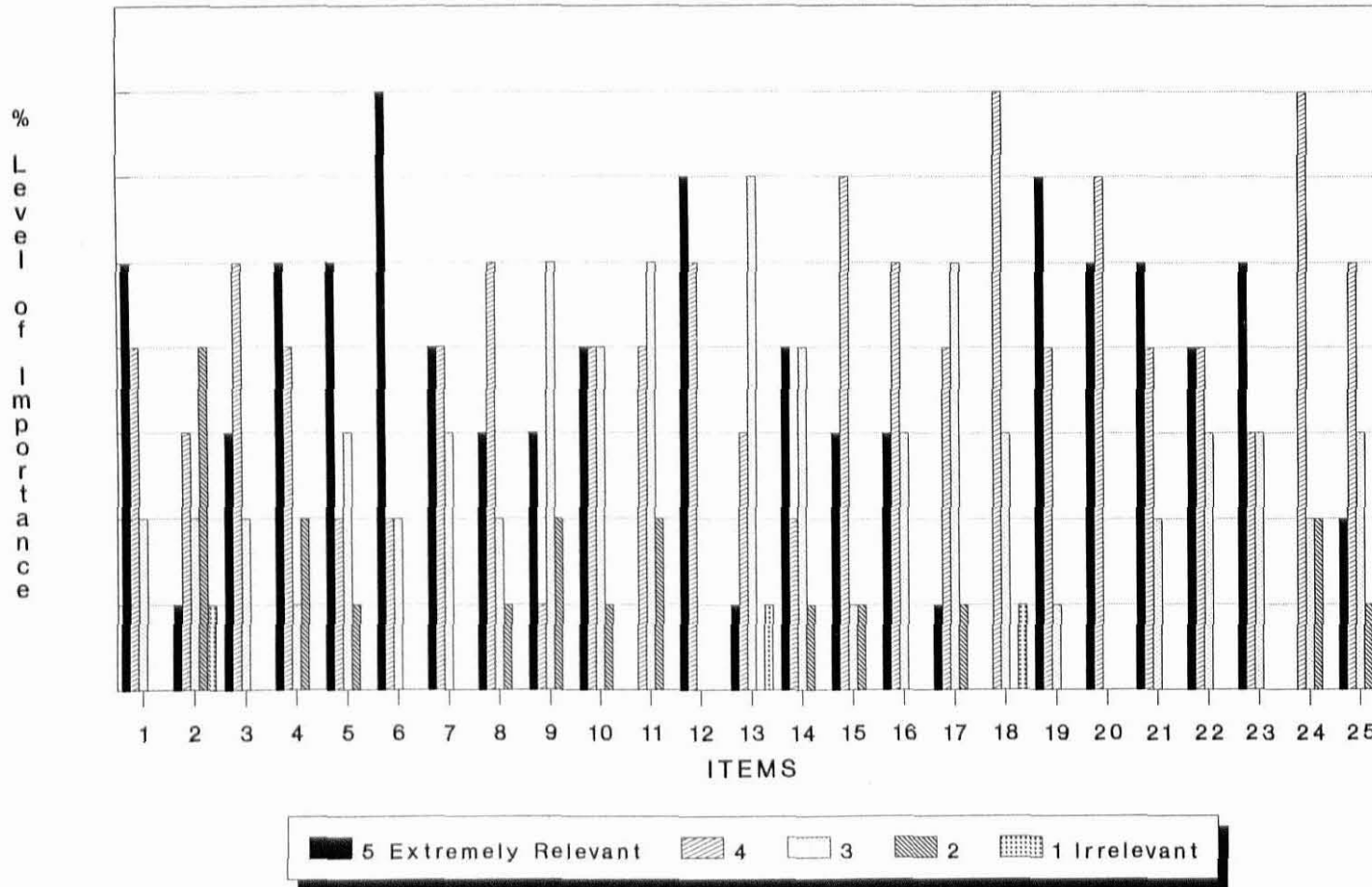
10. Policy/Vision

11. Cost Benefit Analysis

12. Cultural History of Ecotourism Region

13. Resources Economics

14. Hospitality Criteria

15. Ethnic Customs and Behavioural Aspects

16. Aesthetics in Tourism

17. Appropriate Technologies

18. Resource Consumption

19. Organisation and Management

20. Nature Conservation Principles (Impact Assessment)

21. Maps and Related Planning Matters (understanding of social and physical interaction)

22. Economics of Tourism (incentive generators, carrying capacity)

23. Biosphere Planning Principles

24. Financing Sources and Related Institutions

25. Legal Acts of Relevance.

3.3.2.2 Skills

- Appreciation of the value of resources to the different user groups

- Commitment towards sustainability of the resource

- Thorough knowledge of case studies, failures as well as successes

- Ability to identify market needs and develop natural resource opportunities to meet these needs within sound ecological, social and economic structures

- Financial & Project Management Skills

- Facility Management & Maintenance

- Understanding of nature of ecology and potential impacts on natural systems

- Insight into structure and needs of communities, especially rural

- Holistic view and orientation of ecotourism's complexities and challenges.

The purpose of communication two was then to determine the reason why individual opinions differed from the majority opinion.

Participants were generally agreeable to shift their particular choice to that of the majority and there was only a 21% opinion shift, mostly by only one position.

Most of those participants who differed were amenable to shifting their opinions to that of the majority.

3.3.3 Step 3 : Third Communication

The next step was to evaluate the fields of knowledge and the skills as identified by the participants and to place them in a rank order (refer Table 3.2). This information is also illustrated graphically in Figure 3.2. (This information was then sent to the respondents). Table 3.3 is a reflection of the rank order as decided by the panel and it is indicated what percentage of the participants gave the highest priority to each item respectively.

3.4 FINDINGS AND CONCLUSIONS

*   *The significance of specific fields of knowledge* is reflected in Table 3.1 and rated as follows in order of importance :

- Ecology/Conservation
- Planning and Development
- Economics of Tourism
- Environmental Education
- Social Impacts of Tourism
- Strategic Planning Principles
- Communication
- Conflict Management
- Project Management.

TABLE 3.3   **RANK ORDER OF OTHER FIELDS OF KNOWLEDGE**

Item No.	Field of Knowledge	% Participants who give a'5 Rating
6	Tourism Management	63
12	Cultural History of Ecotourism Destination	54
19	Organisation and Management	54
1	Tourist Guiding	45
4	Environmental Science : IEM & Impact Assessment	45
5	Marketing	45
20	Nature Conservation Principles (Impact Assessment)	45
21	Maps and Related Planning Matters	45
23	Biosphere Planning Principles	45
7	Language Skills	36
10	Policy/Vision	36
14	Hospitality Criteria	36
22	Economics	36
3	Knowledge of Historical background of destination	27
8	Establishing Sustainable Capacity	27
9	Public Sector Policy	27
15	Ethnic Customs and Behavioural Aspects	27
16	Aesthetics of Tourism	27
25	Legal Acts of Relevance	18
2	Psychology in Tourism	9
13	Resources Economics	9
17	Appropriate Technologies	9

*   *An acceptable definition of ecotourism :*

The choice of definitions of ecotourism was equally divided (36%) between the most widely used definition for ecotourism viz.

"Responsible travel that conserves the natural environment and sustains the well-being of local people"

<div align="center">and number three</div>

"A form of tourism inspired primarily by the natural history of an area, including its indigenous cultures. The ecotourist visits relatively undeveloped areas in the spirit of appreciation and sensitivity. The ecotourist practises a non-consumptive use of wildlife and natural resources and contributes to the visited area through labour or financial means aimed at directly benefiting the conservation of the site and the economic well-being of the local residents. The visit should strengthen the ecotourist's appreciation and dedication to conservation issues in general, and to the specific needs of the local inhabitants. Ecotourism also implies a managed approach by the host country or region which commits itself to establishing and maintaining the sites with the participation of local residents, marketing them appropriately, enforcing regulations, and using the proceeds of the enterprise to fund the area's land management as well as community development" (Ziffer, 1989:6).

Definition number three and the shorter, most widely used definition, are in effect similar; both containing the vital elements of ecotourism viz. RESPONSIBILITY, CONSERVATION, ECONOMIC WELL-BEING OF LOCAL PEOPLE. For purposes of brevity the shorter definition will be used. This definition appears to have been adopted by most writers on the subject.

*   *Additional fields of knowledge offered by panel :*

With regard to the rating of the additional fields of knowledge as indicated by the participants (Table 3.2) a number of subjects stand out in view of their high ranking. This then is a reflection of their importance as part of an ecotourism programme. The following nine aspects can be regarded as very important :

- Tourism Management
- Cultural History of Ecotourism Destination
- Organisation and Management
- Tourist Guiding
- Environmental Science : IEM & Impact Assessment
- Marketing
- Nature Conservation Principles (Impact Assessment)
- Maps and Related Planning Matters
- Biosphere Planning Principles.

The following four can be regarded as of lesser importance :

- Language Skills
- Policy/Vision
- Hospitality Criteria
- Economics.

*   *Skills to be mastered by students in ecotourism :*

Skills offered and subsequently rated by the panel as attributes which ecotourism students should possess are reflected in Table 4.1. There are three skills which stand out above the others and interestingly enough are basic to ecotourism principles :

- Understanding of the nature of ecology and potential impacts on natural systems
- Commitment towards sustainability of the resource
- Ability to identify market needs and develop natural resource opportunities to meet these needs within sound ecological, social and economic structures.

The percentage level of importance of these skills is further reflected in Figure 4.3.

*   An illuminating finding that emerged was the significant level of consensus amongst the panel with regard to the different fields of knowledge and their respective subjects (refer to Figure 3.3), particularly in view of the diverse nature of the background of the panel members e.g. journalism, conservation, tourism, economics, education, ecology, academic.

FIGURE 3.3

Consensus as Expressed by Participants
(after Commun. 2) : Field of Knowledge

HIGHEST RATING BY PARTICIPANTS

Field	Rating
Planning & Development	100%
Ecology/Conservation	81%
Economics of Tourism	81%
Environmental Education	72%
Impacts of Tourism	72%
Planning Principles	72%
Conflict Management	54%
Communication	100%
Project Management	81%

FIELDS OF KNOWLEDGE
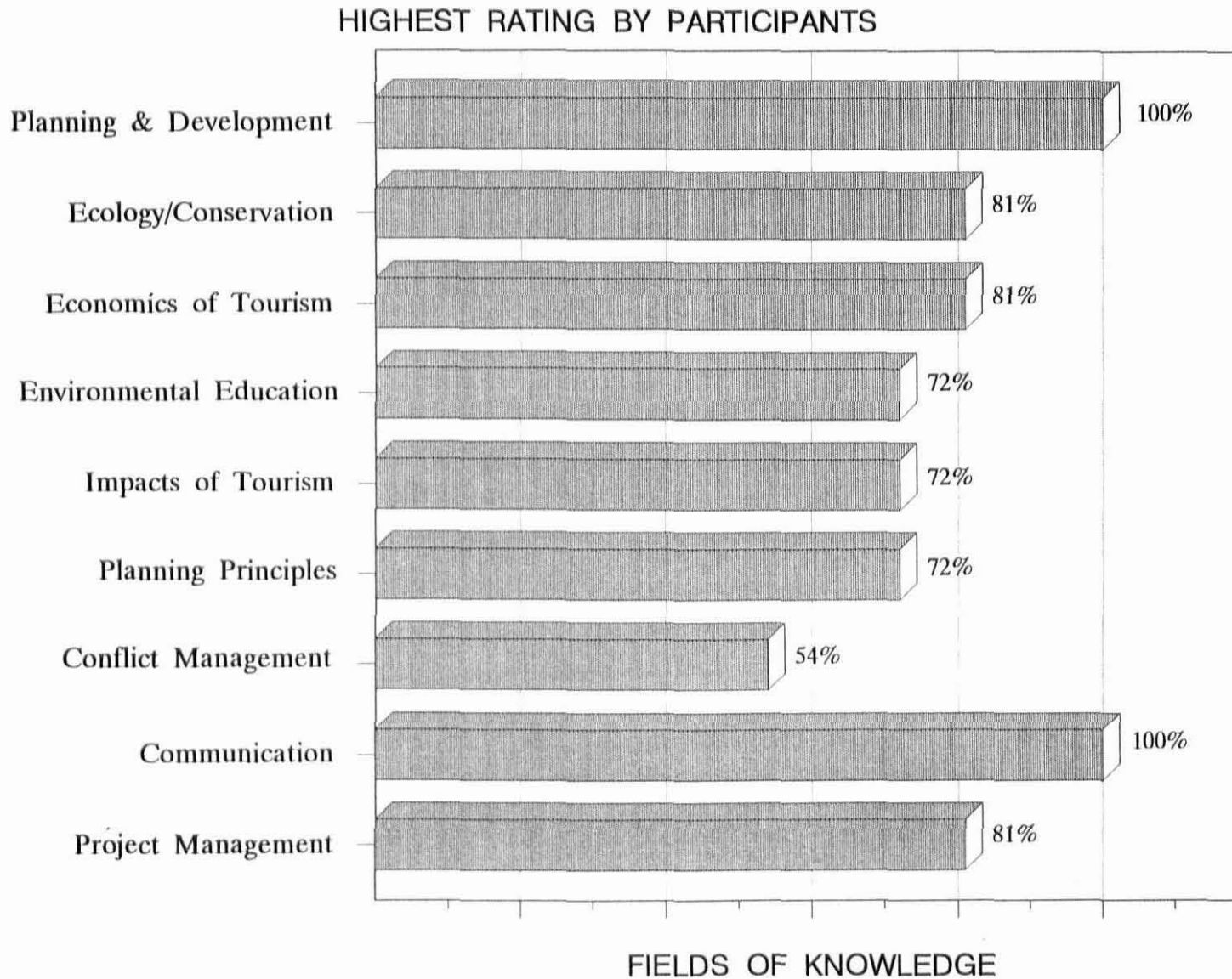
The findings and the fields of knowledge identified provide the basis for the design of a training programme in ecotourism.

In the following chapter, Chapter 4, the abovementioned educational criteria will be structured according to a curriculum model.

CHAPTER 4

Curriculum Development for Ecotourism

When one examines the components of tourism development and their inter-relationships, it becomes obvious that the hub around which they revolve is in fact the natural and socio-economic environment. Inskeep (1991:39) shows these components within the framework of the total cultural and socio-economic environment from which they derive, and the markets of international and domestic tourists that they serve, including the use by residents of the particular area of the attractions, facilities, services, and infra-structure.

FIGURE 4.1

Tourism Development : Interrelationship of Components
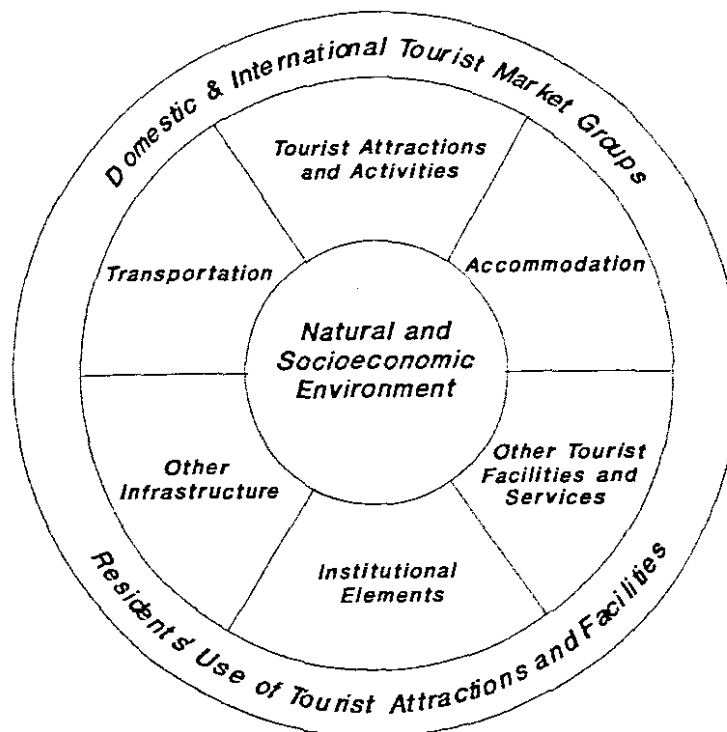
Source : Inskeep, 1988:39

The components of tourism are further elaborated upon by Inskeep (1991:39,40) :

- *Tourist attractions and activities* - All those natural, cultural, and special features and related activities of an area that attract tourists to visit it.

- *Accommodation* - Hotels and other types of facilities and their related services where tourists stay overnight during their travels.

- *Other tourist facilities and services* - Other facilities and services necessary for tourism development, including tour and travel operations (also called receptive services), restaurants and other types of eating establishments, retail outlets for handicraft, souvenir, specialty, and convenience goods, banks, money exchange, and other financial facilities and services, tourist information offices, personal services such as barbers and beauticians, medical facilities and services, public safety facilities and services of police and fire protection, and entry and exit travel facilitation of customs and immigration.

- *Transportation facilities and services* - Transportation access into the country, region, or development area, the internal transportation system linking the attractions and development areas and transportation within the development areas, including all types of facilities and services related to land, water, and air transportation.

- *Other infrastructure* - In addition to transportation, the other necessary infrastructure, including water supply, electric power, sewage and solid waste disposal, telecommunications of telephone, telegraph, telex, and telefax, and sometimes radio; at the development area level, drainage is also an important infrastructure consideration.

- *Institutional elements* - The institutional elements necessary to develop and manage tourism, including manpower planning and education and training programs, marketing strategies and promotion programs, public and private sector tourism organisational structures, tourism-related legislation and regulations, public and private sector investment policies, and economic, environmental, and socio-cultural programs and impact controls.

Whilst the above components reflect the complexity of interrelationships inherent in tourism in general, ecotourism emphasises both its dependence upon the natural and socio-

economic environment whilst still fulfilling its position as a niche market in tourism. Since this research aims at a curriculum for ecotourism it is logical that the specific knowledge, skills and attitudes required by the student in ecotourism be identified and accommodated within the exercise that follows.

The definition of Ecotourism as espoused by the Ecotourism Society (1991), supported by the panel of experts (see Chapter 3) is as follows : Ecotourism is *"responsible travel that conserves the natural environment and sustains the well-being of local people"*. Three important elements emerge : One is an ACTIVITY, another a PHILOSOPHY, and the third, a MODEL for development.

"Responsible Travel" : Denotes that part of tourism that speaks of an active participation that carries with it a sense of responsibility towards the destination as well as the cultures encountered there.

"Conserves the Natural Environment" : Sets forth a philosophy which in its implementation becomes a conservation ethic.

"Sustains the well-being of local people" : Implies a commitment to involving local residents in a managed approach to ultimately result in the development of the community.

What makes ecotourism different from general tourism is that it is about the principles of balancing **tourism, conservation**, and, **culture**.

For ecotourism to be successful it will have to be carefully planned and managed within a systematic framework encompassing **environmental, economic** and **social** objectives.

In view of the above and the complexity of both the process and the product of ecotourism it would now appear that training of the functionaries involved in ecotourism is no longer merely desirable but essential.

How then should this training be addressed and implemented?

In view of the fact that the rationale for this research is curriculum design it thus follows that the point of departure should be a curriculum model.

Literature shows that a diversity of curriculum models have been developed, both locally as well as overseas. It would thus seem expedient to develop a synthesis from the available models and then apply it to training for ecotourism.

4.1   MINIMAL STRUCTURAL REQUIREMENTS

The first structural requirement of importance concerns the overarching **paradigm** envisaged for the proposed curriculum. Is the 'education' paradigm espoused or is the 'training' paradigm subscribed to? Analysts critical of the training paradigm object to it on the grounds of it being mechanistic, dehumanising and manipulative. Proponents of the training paradigm see the economics and functional emphasis as well as the rationality of training as reasons for its application, and reject the vagueness and lack of specifity of the educational approach as unacceptable.

It is submitted that the training activities envisaged in the curriculum model presented hereafter must of necessity be aimed at vocational-professional functioning. The researcher does not, however, subscribe to unquestionable objectives, or simplistic performances as measure of effectively dispensed instruction. The very nature of the human enterprise which the curriculum model is designed for is collaborative, interactive, people oriented, and is substantially open ended. In the analysis presented in the preceding chapters two characteristics of the task at hand become abundantly clear. The first is that our knowledge of what constitutes ecotourism is still being developed and will undergo growth and change. The second is that the idea of ecotourism is inextricable linked to our disenchantment with modernism.

Within the post-modern understanding 'nature' is no longer a mere source of natural resources to be exploited to our benefit; it is our terrestrial home (Toulmin, 1990:182). In

the proposed *curriculum model* it *cannot be hoped to impose the demands of modernity -*
rigour, exactitude, and system. The risk is that attempted design - and the ideas foreseen as
operating within a new ideal - will be made too stable, too unmodifiable, ultimately sclerotic;
and unable to meet the demands of the fresh and novel situations that are in the offing. It
is recognised that modernism demands greater exactitude than what is offered by way of a
curriculum model. However, the oral, the particular, the local and the timely are also
relevant (Toulmin 1990:186). For this reason the proposed *curriculum model does not*
prescribe an absolute content and related activities. Instead it intimates broad content areas,
and proposes possible formal activities for preliminary usage in an ongoing curriculum-
building strategy.

In spite of the diversity which exists in the models researched for this study, the
majority of the models support a basic structure viz. that there be a point of departure, an
analysis phase, followed by a statement of objectives, a design, an implementation and
evaluation component (compare Tyler, 1987; Wheeler, 1978; Nicholls & Nicholls, 1978;
Hankins & Olivia (Mostert, 1985), Romiszowski, 1984; Balestri *et al.*, 1992).

In spite of the fact that some models are arranged chronologically, hierarchically and
even cyclically, it was possible to incorporate the following components in a specific model:

● Specification of needs

● Goal formulation

● Preliminary selection of evaluation techniques

● Logistics

● Selection of learning content

● Methodology

● Assessment

● Validation.

The rationale for the structuring of the model (Figure 4.2) is based upon the pivotal
position of aims and objectives. This, in fact, forms the very backbone of instructional
design, indeed for a discipline as diverse and unique as ecotourism. The model is
schematically reflected as follows :

FIGURE 4.2

A Curriculum Model for Training in Ecotourism
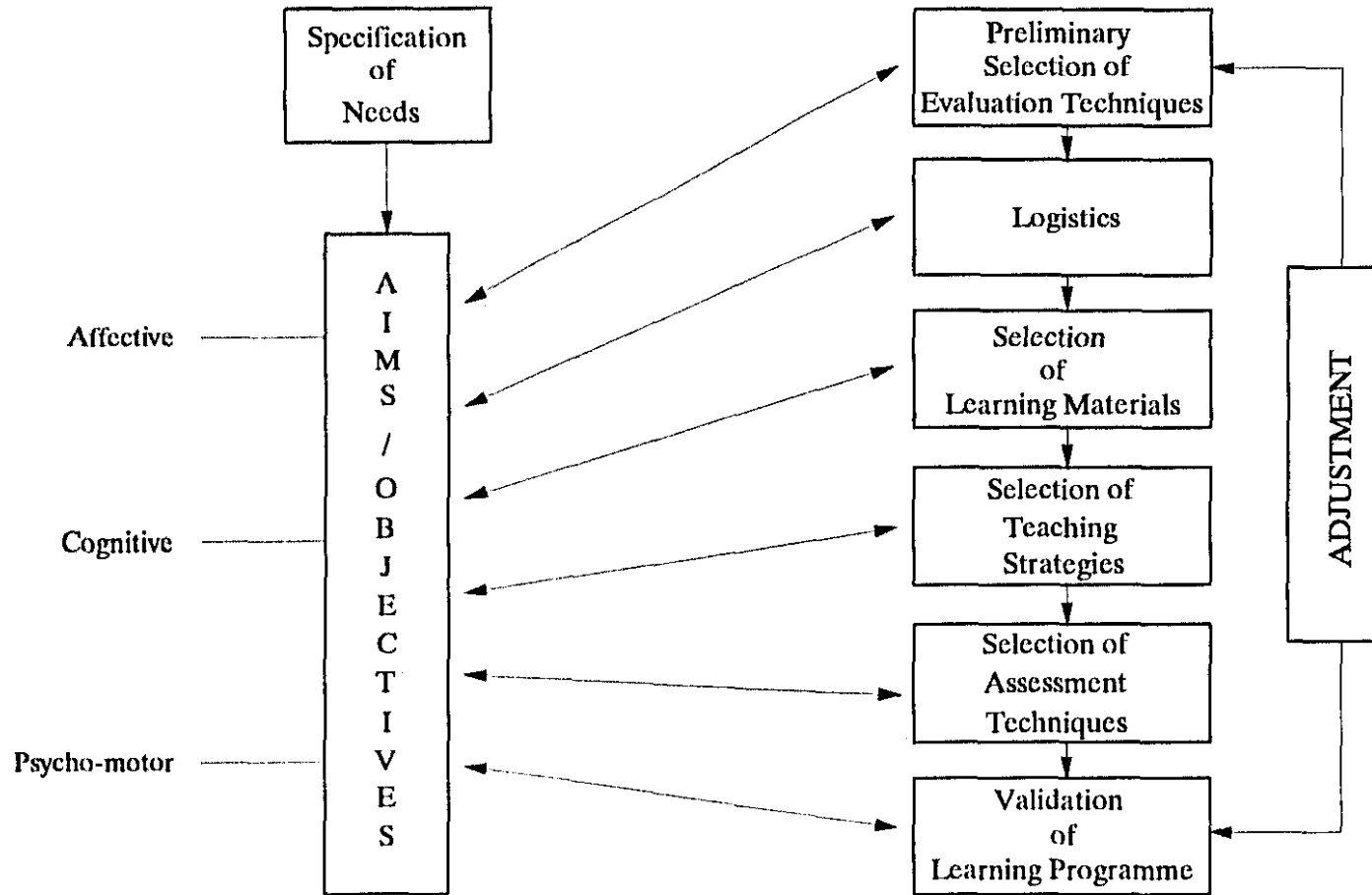
For clarity, the following different *components of the model are discussed* :

4.1.1 Component 1 : Specification of Needs

A specification of needs is facilitated by a thorough situation analysis. According to Krüger (1980:35) a situation analysis embraces the broader view of the terrain in a teaching sequence to be implemented, as well as the aims or intentions of the applicable training. The teacher/trainer can only plan training in a realistic way as well as design, implement and evaluate, if he analyses the complete situation within which trainingand education is to take place. The following applicable questions must be asked : Who, by whom, for whom should be trained? Also the initial question: Should there be training at all? With regard to this question the answer is positive (refer to the introductory paragraph of this chapter).

As a point of departure in the initial analysis phase, a situation analysis compels the educator/trainer to also pose the following questions and provide answers thereto :

- What levels of knowledge, skills and/or attitudes are expected in students when they enrol for this course? From the results of the Delphi Communication (chapter 3) it has already been indicated that a student in ecotourism should reflect a particular profile eg. ability to communicate, love of nature and outdoors, sensitive towards nature and an awareness of social issues.

- What is the cultural background of the student? Does it reflect a sensitivity towards cultures other than his own?

- What socio-economic circumstances are reflected in his background?

- If students need to be offered a range of experiences, what variation is possible, given restraints on resources?

The most important categories of variables that presupposes the didactic point of departure are according to Fraser *et al.* (1990:86) the following :

- Educator

- Trainer

- Learning opportunity

- Learning content
- Community and/or trade for which the training is being prepared.

In addition to these presuppositions of Fraser *et al.* (1990:86) the following, specifically indicated for training in ecotourism, could be added :

- The sensitivity of the ecosystem
- The various roleplayers and the complexity of their inter-relationships
- The fact that the tourism industry can carry with it its own seeds of destruction
- The realities of the population explosion in Southern Africa
- The explosion of human expectations in the New South Africa
- Future trends and the fact that recognition should be given to findings and assumptions of amongst others; economics, sociology, scientific advancement, politics and futures research.

The fact that the training proposed for ecotourism is aimed at tertiary level, implies that specific attention should be given to the particular needs of adult learners. In this respect the work of Rogers (1977), Knowles (1980), and, Strauss (1988) is supportive. In spite of Cawood (1976:78) describing adulthood as a *"relative concept"* in view of it not being coupled to a specific age, attention should nevertheless be given to adult education in a tertiary training programme since this *"relativity"* is still manifested in certain training needs.

For the curriculum designer of an ecotourism training programme there awaits the challenge of accommodating the uniqueness of the student within the uniqueness and complexity of the ecotourism system.

A further *"who"* that requires attention, especially in the light of the initial component of the model under discussion, is the trainer. Such a trainer is however not under discussion here and falls outside the scope of this research.

When it has been determined who the student will be, what his special needs will be, what the industry expects from qualified students, and what the mission of the training

institution is, the curriculum developer can reflect on the respective aims, these may be accommodated in a course structure, as the next phase of the model will address.

4.1.2 Component 2 : Statement of Aims

An assumption that can be made from the works of Mostert (1985:176), Bishop (1985), Wilson (1987), Pratt (1980), Balestri *et al.* (1992), and, Mager (1980) is that an aim is a broad encompassing statement that defines another self-evident goal. This is usually a subjective view (not measurable) and reflects what the student *"should be"* at the conclusion of the learning process. It will, in other words, indicate **process** rather than **product**.

Objectives on the other hand, are immediate, operationally realisable, directed towards precise curriculum contents, and indicate the action that is required to reach the aim. Given the generality of an encompassing and proposed curriculum for ecotourism training the objectives listed below must remain conceptual, general, and inoperative. This model presupposes that further refinements is necessary in an educational setting and when the actual training resources are known. At this stage objectives are operationally specified and differentiated as enabling, learning or performance.

The attitudinal aims of a course in ecotourism can therefore be the following :
- Sensitivity towards the complexity of the ecotourism destination
- Social consciousness
- Loyalty towards the mission of the ecotourism industry
- Consciousness of the ethics of ecotourism
- Environmental sensitivity.

The general curriculum objectives towards achieving these aims could subsequently be :
- Understanding of the nature of ecology and the potential impacts on natural systems
- Commitment towards the sustainability of the resource
- The ability to identify market needs and develop natural resource opportunities to meet such needs within sound ecological, social and economic structures

- Appreciation of the value of resources to the different user groups
- A thorough knowledge of up to date completed case studies, failures as well as success in ecotourism
- A holistic view and orientation of ecotourism's complexities and challenges
- Insight into the structure and needs of communities, especially rural
- A clear understanding of facility management and maintenance
- Financial and project management skills
- An ability to communicate with all races, irrespective of class, gender, culture or creed (see Delphi findings, chapter 3).

4.1.3   Component 3 : Preliminary Selection of Evaluation Techniques

In view of the complexity and diversity of the statement of aims, it becomes logical that there be a focus at an early stage upon evaluation. It is necessary that the most applicable evaluation methods and techniques are determined prior to the commencement of the development phase of the model, in order to ensure validity of the proposed programmes.

The statement of aims, as described in Component 2, already indicates that the traditional three-hour theory examination cannot be the only technique to assess whether the mentioned aims and objectives have been achieved. Utilisation of alternative methods as determined by the actual tourism on ecology related need will have to be effected, namely:

- Oral examination
- Critique
- Observation
- Logs and diaries
- Negotiation
- Reviewing (Weigand, 1971; Gibbs et al., 1986; Schmeck, 1988; Walklin, 1982).

In view of the fact that the model indicates that the statement of aims should be seen as the backbone of the training process, there should be continuous referral in the planning of the evaluation to the statement of aims, in spite of the fact that it is followed by other

components in the model (refer to the sequence (arrows) that indicates process - Component 2).

4.1.4 Component 4 : Logistics

A course in ecotourism will of necessity have to manifest within specific logistics. By this is meant that when learners will for example be taught the dynamics of population trends, that this might imply abilities in the utilisation of technological methods. Computer conversance and statistical processing must be acquired. An institution undertaking this type of training will have to have access to such apparatus (hardware and software).

In view of the purpose for which a course in ecotourism should be geared it will furthermore, of necessity, have to incorporate a substantial element of practical training. In order to achieve this there should be close co-operation between the educational institution and the industry.

Another logistic that will have to be taken into account is that, inevitably, students will have to be transported to distant and varied locations to view ecosystems for sometimes lengthy periods of time and at some cost. This should be planned for and managed accordingly.

4.1.5 Component 5 : Selection of Learning Materials

The question that now arises is : *What should be included in a training programme for ecotourism to equip the trainer and learner to achieve the required aims and objectives?*

From the results of the Delphi Communication (chapter 3) it would appear that the following nine major priorities, as indicated by the panel of experts as described, are applicable. The priority order given to each item is indicated below (Table 4.1).

The selection and ordering of learning content according to Fraser *et al.* (1992:119) should however be based on educationally sound criteria which is mentioned below :

TABLE 4.1

A Field of Knowledge to be Mastered by Students in Ecotourism

Priority Rating		5	4	3	2	1
(4) 1.	Appreciation of the value of resources to the different user groups	6	4	1		
(2) 2.	Commitment towards sustainability of the resource	7	3	1		
(5) 3.	Thorough knowledge of case studies, failures as well as successes	5	3	3		
(3) 4.	Ability to identify market needs and develop natural resource opportunities to meet these needs within sound ecological, social and economic structures	7	2	2		
(9) 5.	Financial & Project management skills		7	4		
(8) 6.	Facility management and maintenance	2	6	3		
(1) 7.	Understanding of nature of ecology and potential impacts on natural systems	8	3			
(7) 8.	Insight into structure and needs of communities, especially rural	4	6	1		
(6) 9.	Holistic view & orientation of ecotourism's complexities and challenges	5	6			

The following information above is presented below in histogram format.

- Applicability
- Validity and significance
- Learnability
- Durability (life-span)
- Viability
- Balance between superficiality and depth
- Relationship between the learning content and other sub-disciplines of reality
- Relationship between facts and principal-ideas
- Usefulness (relevance)
- Intrinsic interest.

Correlated against the above criteria, it would appear that the learning content, as indicated in the Delphi results, is in fact accountable. In further support of this the modalities (aspects of reality) of Dreckmeyr (1985:17) and Schoeman (1975:133) are applicable here :

- Religious aspect
- Ethical aspect
- Legal aspect
- Aesthetic aspect
- Economic aspect
- Social aspect
- Luiguistic aspect
- Cultural-historical aspect
- Logical or analytical aspect
- Psychic aspect
- Biotic aspect
- Physical-chemical aspect
- Cinematic aspect
- Spatial aspect
- Numerical aspect.

In the refinement of the learning material these aspects will have to be realised to ensure educational responsibility.

4.1.6   Component 6 :   Selection of Teaching Strategies

In view of the very nature of the composition of a course in ecotourism and in order to achieve the aims and objectives set, it is clear that use will have to be made of a wide variety of educational methods and techniques.

The matrix below provides a synthesis of the applicable strategies appropriate for the learning material as gauged in the empirical study of this research (Chapter 3).

From the analysis above it becomes evident that the *"patterns of teaching"* (York, 1981) in an ecotourism programme will have to be characterized by :

- Self study on the part of the student
- Experiential learning i.e. through case study role play and simulations
- Field training in the work place

and to a lesser extent lecturing and practical work in a laboratory.   The substantial involvement with the tourism industry and regional marketing and management bodies becomes apparent.   Consultation, advice and tapping of expertise;   even accreditation of syllabi, presentation and assessment, will be essential.   "Mentorship"   and "shadowing" whereby a student or a small group of students will do field training under the "care" of an expert in the industry could ensure optimal learning on the part of the student. Simultaneously, it could provide insight into the entry-competencies of employees and the contribution they could make towards the success of a company/industry.

4.1.7   Component 7 :   Selection of Assessment Techniques

An essential part of course development is planning for the measurement of student's progress at regular intervals and for assessing the final levels of achievement.   Traditional ways of making these measurements include the use of essays, theory and in some disciplines practical tests, and examinations.

The requirements identified in the empirical study that precedes this chapter, compels the educator to give attention to the following specific role with reference to assessment.   In

TABLE 4.2   A TEACHING-LEARNING STRATEGY FOR ECOTOURISM

LEARNING CONTENT	METHODOLOGY										
	Lecturing	Demonstration	Panel Discussion	Group Work/Co-op Learning	Do-it-yourself Learning	Computer Based Learning	Computer Assisted Learning	Case Studies	Role Play	Simulation	Field Training
Tourism Management	x		x	x				x	x	x	x
Cultural history of Ecotourism Destination	x		x		x			x	x		x
Environmental Science/Resource consumption			x	x	x		x	x			x
Marketing	x		x	x	x			x	x	x	x
Principles of Nature Conservation	x				x			x		x	
Basic Cartography		x			x	x	x				x
Principles of Biosphere Planning	x				x	x					x
Tourist Guiding/Hospitality Criteria		x	x	x	x			x	x	x	x
Economics of Tourism/Resources Economy	x		x	x	x		x	x		x	
Language				x	x	x	x		x	x	x
Public Sector Policy	x	x			x			x			x
Establishing Sustainable Capacity	x				x			x		x	x
Ethics, Customs, Cross-cultural Communities	x		x	x	x			x	x	x	x
Aesthetics in Tourism	x			x	x						x
Basic Legal Issues	x		x	x	x			x		x	x
Technology Utilized in Tourism		x			x	x	x			x	x
Interpersonal Skills				x				x	x	x	

view of changing circumstances in South Africa it can be foreseen that the composition of the class group at tertiary educational institutions will reflect not only diversity in terms of cultural background but also scholastic differences in spite of a general matriculation qualification.

Assessment for the course under discussion should, in view of the needs as identified in the empirical study, at least reflect the following qualities. They are based upon the functions of assessment according to Feletti (1980) quoted by Miller (1987:49) with further focus by Boyce (1984) :

- Provide students with opportunities to demonstrate application of knowledge, attitudes or skills where appropriate, and not just the recall of information

- Test for problem-solving and problem management as the most important applications, beside the use of the underlying sciences in justifying decisions; particularly applicable in conflict management often found in ecotourism situations

- Allow students who can complete learning tasks earlier to proceed with elective studies (to follow their own interests, and promote independent learning) but at the same time

- Allow the other students more time and guidance to achieve competence without the problem of intervening (new) learning tasks; particularly applicable to multi-cultural groups

- Provide rapid knowledge of the results, with an emphasis on diagnostic information to allow students to monitor their own progress and plan remedial studies. This is especially advantageous when dealing with impacts on eco-systems

- Be an open system, where standards are known, and where the required levels of competence are stated beforehand

- Encourage assessment of their own and their peer's performance as a means towards their own further education through observation, discrimination and decision-making

- Encourage students to carefully evaluate this and other aspects of the educational programme, towards their future skills in adapting to and fostering change responsibly (loc. cit. :170-171).

TABLE 4.3 ASSESSMENT IN AN ECOTOURISM PROGRAMME

LEARNING CONTENT	METHODOLOGY								
	Theory Test	Practical Test	Oral	Critique	Logs, Diaries	Observation	Negotiation	Special Assignment Applicable Media	Presentation Including eg. reviews, surveys
Tourism Management	x					x	x	x	
Cultural history of Ecotourism Destination	x								
Environmental Science/Resource consumption	x					x		x	
Marketing	x			x			x	x	x
Principles of Nature Conservation	x			x	x	x		x	x
Basic Cartography	x	x							
Principles of Biosphere Planning	x								
Tourist Guiding/Hospitality Criteria	x		x		x	x	x		x
Economics of Tourism/Resources Economy	x				x			x	
Language	x		x						
Public Sector Policy	x						x	x	
Establishing Sustainable Capacity	x			x	x	x	x	x	
Ethics, Customs, Cross-cultural Communities			x			x	x	x	x
Aesthetics in Tourism	x				x	x	x		x
Basic Legal Issues	x							x	
Technology Utilized in Tourism		x				x		x	
Interpersonal Skills						x	x		x

FIGURE 4.3

Rating of Skills to be Mastered by Students in Ecotourism

RESPONDENTS

Extremely Relevant   Irrelevant

The above analysis indicates that in spite of the necessity of conducting theory (written) testing, alternative test techniques will definitely have to be utilised to ensure legitimacy, that is, to test what in fact should be tested (Gronlund, 1976:18-19) and to ensure that the results of such tests are at the same time reliable (Ebel, 1979:10-13).

4.1.8   Component 8 :   Validation of the Learning Programme

The purpose of the research under discussion was to propose an embryonic curriculum.   There can therefore not yet be the formative evaluation this model proposes. In view of the fact that validation forms a specific component of the educational learning model designed for ecotourism, it is nonetheless mentioned, even though prescriptively.

Summatively, according to the recommendation of Miller (1987:67), the evaluation would result in a systematic examination of all aspects of the course.   The following will therefore have to be taken into consideration :

- The prerequisites to the course
- The position thereof in the total curriculum.   In this respect, with reference to training in ecotourism, it is probable that the above mentioned will form a module/component of an overall tourism course.   Attention will therefore have to be given to the position of the module **Ecotourism** in the context of a general **Tourism Course**
- The selection and classification of the contents
- The choice of training and evaluation methods, and the
- *"Destination"* (Miller, 1987:67) of students.   This is usually undertaken with a view to improving the course for future cohorts of students, but other reasons for evaluation could also be considered.

Evaluation should, in this case, be distinguished from *"assessment"*, which is a measure of student's progress or achievement (refer to component 6 of abovementioned model).   In this case it is the accountability, that is a public recognition of the worth of the course which is under discussion.

In view of the fact that there is at present no well-founded, that is scientifically curriculated course programme for ecotourism at tertiary institutions in South Africa, it will not be possible to obtain feedback from graduate students about such course or about the course at present being curriculated. The role of the course co-ordinator will literally be that of an *"icebreaker"* since data upon which changes or improvements can be effected will only be available after the first implementation thereof.

The following checklist of Miller (1987:70-71) is however recommended for evaluation at the completion of the first *"test run"* thereof :

GOALS

What were the three most important things that students are expected to gain from this course?

OBJECTIVES

In order to achieve the goals for this course, what did the students have to do by the end of the course?

LEARNING

How and where were the students expected to develop each of the skills or attitudes listed among the objectives (eg. from lectures, discussions, reading and for assignments, practice in the laboratory or field work)?

PREREQUISITES

What knowledge or skills were expected from students when they enroled for this course?

CONTENT AND OBJECTIVES

When one critically considers the range of content expected from students to cover in this course, it can be seen why each item was necessary for attaining the knowledge and skills listed in answer to the previous question?

CONTENT AND EXPECTATIONS

If this course was a prerequisite for another course, or part of a curriculum leading to a professional qualification, can it be said that the objectives and content matched the expectations of teachers in later courses and the needs of the profession?

REFERENCES	Were students given sufficient guidance in the use of texts and references; were the materials readily available, and was the recommended reading the most suitable for achieving the objectives of the course?
KEY PRINCIPLES	How were the students expected to distinguish the key principles within the mass of content?
LINKS	Were sufficient opportunities provided for students to seek links between the content of this course and related material in cognate disciplines, their prior experiences and their future careers?
ASSESSMENT	Did the system of assessment which was used in this course prove to be an adequate indication of each student's progress towards the goals which were identified in answer to the first question on this checklist, and did the various tests, exercises, and essays measure students native ability or their learning in this course?

Complementary to the criteria of Miller, mentioned above, the following data will make a particular contribution to the validation of the course :

- Student's reaction to course content
- Use of course materials
- Suitability of teaching methods
- Suitability of assessment procedures
- Distribution of work loads.

4.2 SUMMARY

It is believed that a didactic sense of purpose was achieved in this chapter. The systems approach that was followed reflects holism in so far as the accommodation of the multidisciplinary nature of ecotourism is concerned.

The proposed model indicates the interdependency of the various components and emphasises the veritable *"backbone"* from which all these components emanate viz. the Statement of Aims.

The model that is proposed includes the necessary steps and phases reflecting verified curriculum theories to support its didactic accountability.

In chapter 5 that follows, recommendations and guidelines for the future are proposed.

CHAPTER 5

Summary, Conclusions and Recommendations

5.1 SUMMARY

The "buzz" word that Ecotourism has become was reportedly coined by Nicholas Hetzer in a Links Magazine article in America (1965) when he criticised tourism's effect on developing nations and proposed that the term "ecological tourism" be used as an alternative instead. During the 1980's ecotourism developed at an explosive pace when not only tour companies but conservation organisations began offering trips that promised environmental advantages as well as holiday fun. The organisers of these tours argued that the tourism revenue generated would encourage host countries to protect indigenous ecosystems and cultures as attractions, and give local people an alternative to destroying forests and wildlife.

With the 1990's the realisation dawned that ecotourism, whilst it holds the promises of conservation as well as economic well-being for local inhabitants is a complex component of the main industry (tourism) and none of the benefits which are derived therefrom happens automatically. It is now realised that ecotourism principles lay the groundwork for the active exercise of ecological, social and economic responsibility.

Where general tourism has the capacity to use and abuse the environment; ecotourism carries with it the principles of sustainable development. No longer is ecotourism to be equated with nature tourism or adventure tourism, but is to be seen as a type of sensitive tourism that subscribes to responsibility, natural and cultural conservation, and economic advancement of local inhabitants.

South Africa is entering a period in its history where managers of areas set aside for conservation will have to account for the wise utilisation thereof to the people. As long as areas set aside for conservation can justify their continued existence as economic generating agents, their future is relatively secure.

Ecotourism has the capacity, if it is properly planned and managed, to be a tool for sustainable management of our natural and cultural resources.

It is for this reason that it has become imperative to isolate ecotourism from its "parent", tourism, and to train and educate future managers in this segment of the industry.

The answer to the problem therefore lies in education: responsible, accountable education, that addresses the didactics, requirements and locates both in a pivotal position.

Whilst the demand for trained ecotourism managers is only now being manifested in the formal tourism industry, for example at those game lodges and private as well as public parks that are applying the principles of ecotourism, the need in this area is going to increase in the short to medium term.

This project has been approached firstly to examine the position of ecotourism in relation to the tourism industry as a whole (Chapter 1); and secondly (Chapter 2) to identify the problems and perspectives inherent in ecotourism and hence motivate the need for training and education towards responsible ecotourism. Chapter 3 addresses the determination of criteria for a training programme in ecotourism by means of the Delphi Communication Technique; whilst Chapter 4 structures the abovementioned information according to a adapted curriculum model for accountable training in ecotourism.

5.2 RECOMMENDATIONS IN RESPECT OF TRAINING

Tourism in South Africa has the potential to be the major earner of foreign exchange, whilst domestic tourism has the capacity to spread the benefits normally associated with the industry (economic, social and political) to regions that would not normally benefit therefrom. Even in the turbulent years in South Africa's history there was a growth in tourism. Expectations are that we will experience an unprecedented growth in the coming years in view of the new political dispensation, and now that South Africa is fully acceptable as a tourism destination it is also expected that the importance of this industry will result in a new emphasis being placed on education and training in tourism (own observation).

Tourism training in general will have to accelerate to meet the demands already being placed on the industry. And, in this respect educational institutions will have to liaise to a far greater degree with the formal tourism industry to make training and education industry-related.

This research has indicated that there is clearly a need for ecotourism to be regarded as a vital component of an overall tourism course.

5.2.1 Recommendations

From the research it is now possible to make the following recommendations :

Training Recommendations

Training in ecotourism in South Africa should be viewed from two perspectives, namely, non-formal training and, formal training.

Non-formal Training

Training should be undertaken to meet the peculiar need relative to education in ecotourism. One of the most pressing needs is to create a greater awareness of exactly what ecotourism is. In this respect it is recommended that a publicity campaign be undertaken that includes the following :

Press Releases	To draw attention to tourism and environmental issues and particularly to highlight ecotourism and its benefits. The difference between ecotourism and "nature-tourism" can be experienced here.
Press Launches	To announce "success-stories" in ecotourism and more specifically to report on case studies.

Receptions	To influence and "lobby" targeted guests with specific messages about opportunities or problems encountered in ecotourism. Venues that could be considered are Publicity Association offices, Public Libraries, Tourist Information Offices, Tour Operator Offices, and related government department offices.
Personality Appearances	To draw general attention to ecotourism issues by highlighting visits by well-known personalities in tourism/environmental disciplines.
Staged Events	To create media interest by organising events like "Eco-week", competitions, exhibitions, and involving primary, secondary and tertiary educational institutions.
Product Visits	Arrange for TV and radio holiday programmes and travel journalists, especially to promote ecotourism editorial comment.

Adapted from Middleton (1988:162)

Formal Training

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Recommendation 1
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The duration of a formal tertiary training course can in view of its quantitative value, indicated in the Delphi-finding (Chapter 3) not be presented in one semester only. It is recommended that such a course be offered in two modules over a period of at least two or in the case of an optional module, three semesters.

Suggestion for Module 1 :

- General orientation ⌐ To be done in first year of study
- Basic concepts ⌐

Suggestion for Module 2 (Advanced) :

- Cultural aspects ⌐
- Environmental aspects | Separable but not distinctive
- Economic aspects ⌐

Suggestion for Module 3 (can be optional) :

With reference to the Delphi Communication results (Chapter 3) and the high priority awarded Tourist Guiding it is recommended that a module in this subject be offered in ecotourism (refer Field Guides in eg. Israel). It could be a prerequisite that a prospective student should for instance have taken Geography at secondary school level.

Recommendation 2

As emphasised in the Delphi Communication results (Chapter 3) in order to be valid this course should include a significant component of practical work for example :

- Laboratory work (pollution levels of water)
- Field trips (natural history and cultural interpretation)
- Cartographic analysis (computer aided)
- Ecosystem monitoring
- Visitor surveys.

Recommendation 3

Ecotourism students should not only be computer literate but also have operational skills, for example data processing and information technology.

Recommendation 4

Learning material should be arranged in units, for example :

1. Management	2. Accounting
• Conflict Management • Project Management • Tourism Management • Organisation & Management • Facility Management	• Cost benefit analysis • Economics of tourism • Financing sources & related institutions
3. Marketing	4. Communication
• Tourism marketing • Hospitality criteria	• Tourist guiding • Language skills • Psychology in tourism
5. Ecology/Environment	6. Planning & Development
• Environmental science • Establishing sustainable capacity • Resources economics • Resource consumption • Impact assessments • Biosphere planning principles	• Strategic planning • Aesthetics in tourism • Maps & related planning matters • Legal acts of relevance • Policy/vision • Public sector policy
7. Practical Work	
• Cartography • Laboratory work • Field trips • Ecosystem monitoring • Visitor surveys	

Recommendation 5

In-service training should be offered for lecturers presenting an ecotourism course. Existing tourism course lecturers can undergo orientation courses specially assembled for this purpose. In view of the dynamic nature of both tourism and the environment (with changing nature of ecosystems) these courses should be ongoing and offered at regular intervals.

Recommendation 6

It is strongly recommended that the link between industry and the academic institution be reviewed. Industry links are regarded as essential in maintaining the relevance of courses to a rapidly changing vocational field. In this respect it is recommended that an Ecotourism Curriculum Advisory Committee be established to act as a sounding board and to monitor progress on an ongoing basis (at least three times per year). Consideration can be given to another committee, consisting of representatives from the tourism (and ecotourism) industry, existing ecotourism students or those who have completed the course, students, lecturers, and employers, meeting at least twice yearly to review the relevance of course content, latest overseas trends in tourism training, completed research and teaching methods adopted.

Recommendation 7

Students should be given the opportunity of engaging in community projects amongst disadvantaged groups to focus on an awareness of natural resources/tourism within their own communities, for example, Wetlands and their use in ecotourism.

Recommendation 8

The existing tourism organisations in South Africa, Satour, Provincial Tourism Organisations, Regional Associations and Publicity bodies, should give more attention to publicising matters related to ecotourism and also linking benefits to conservation. A far greater number of ecotourism-related brochures, pamphlets and guidelines for general promotion should become available.

Recommendation 9

Consideration should be given to the establishment of an Ecotourism Society in South Africa with a regular newsletter/bulletin containing case studies of *inter alia* local success (and failure) stories.

5.2.2 Recommendations for Further Research

It is recommended that the following themes emanating from the text, be considered for further research :

- Needs assessment of the education and training needs for ecotourism in the non-formal sector.

- Comparative study of the impact on the natural resources of ecotourism to the Knysna Lakes District and England's Lakes District.

- The impact of a mega-event (Olympic Games) on the natural resources of a destination area.

- The socio-economic impact of a mega-event on third world societies with special reference to eco-systems.

- The impact of the population explosion on the future of ecotourism in Africa.

- The extent to which ecotourism problems in the future can be solved through education, seen in the light of other global impacts, such as ozone depletion, and sea-level rise, which can be addressed, but probably not solved through education and/or training.

5.3 CONCLUSION

South Africa is blessed with an abundance of natural resources and this in turn is the basis upon which the tourism industry rests. Until it is accepted that multiple approaches to the maintenance of our biodiversity are required and that conservation today is basically a socio-economic issue, little progress will be made in managing South Africa's resources. It must further be accepted that conservation and development are inextricably linked and ultimately trade-offs between the two are necessary.

Ecotourism, if properly applied, can become a national strategy for natural resource management. Impacts of tourism on natural resources, if allowed to go uncontrolled can have the effect of killing the goose that lays the golden egg. One of the basic principles of ecotourism, that of adapting economics to ensure environmental protection, has become a public priority in South Africa. The economic dimension alone, however will not solve South Africa's conservation dilemma. Ecotourism requires an integrated management approach that recognises costs and benefits. Beneficiation of local communities lies at the root of such an approach.

Ecotourism cannot hope to meet the challenges ahead unless it develops into a professional discipline that has its origins in a sound educational and training programme which incorporates the varied interests and skills associated with this important industry.

As the point of departure in this study an analysis was done of the definitions of ecotourism to determine its functional relationship within the wider scope of tourism and the socio-economic environment.

To ensure effective training programme design, input from leaders in the ecotourism field was obtained through the Delphi Communication technique, on the proposed fields of knowledge required of ecotourism students.

The resulting diversity indicates quite clearly that training in the field of ecotourism in the first place becomes an urgent necessity. Secondly, that it cannot be undertaken

randomly, but should instead be developed according to a holistic approach, and subsequently reflected as such in a curriculum model.

Training in ecotourism is an aspect which affects not only the tourism industry, but also the general public of South Africa.

This research has therefore attempted to bridge the gap that exists between a very important segment in the tourism industry viz ecotourism, and educational institutions and other training organisations, by suggesting a curriculum for the formal training of employees in the tourism industry.

The hope is expressed that this thesis will stimulate further research into a subject which is fast becoming of vital importance to the future of tourism and conservation.

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Tourism Degree Courses

(as at January 1992)

CNAA Validated Courses

Specialist First Degree Courses

Bournemouth Polytechnic
BA(Hons) in Tourism Studies

Brighton Polytechnic
BA(Hons) in International Tourism Management

Leeds Polytechnic (with Wakefield College)
BA in Tourism Management (linked to HND)

Newcastle Polytechnic (with New College, Durham)
BA(Hons) in Travel and Tourism

Joint First Degree Courses

Cheltenham and Gloucester College of Higher Education
BA/BA(Hons) in Tourism as major field in the modular degree scheme

Manchester Polytechnic
BA/BA(Hons) Hotel Management with Tourism

Oxford Polytechnic
Tourism as single field in the modular degree scheme

Polytechnic of North London
BA(Hons) in Leisure and Tourism Management

Queen Margaret College, Edinburgh
BA in Hospitality Enterprise with Tourism

Sheffield Polytechnic
BA(Hons) in Recreation and Tourism Management
BSc(Hons) in Hotel and Tourism Management

Wolverhampton Polytechnic
BA/BA(Hons) in Hotel, Tourism and Licensed Retail Management

Options in First Degree Courses

Bolton Institute of Higher Education
Tourism as minor route in the modular degree scheme

Bristol Polytechnic
BA(Hons) Business Studies - tourism option

Luton College of Higher Education
Tourism option in the BA(Hons) in Business Studies

Nottingham Polytechnic
Travel and Tourism option in the BA(Hons) in European Business

Polytechnic of Central London
BA(Hons) in Business Studies (Services Industries) - covers Tourism sector

Polytechnic of North London
Tourism as an option in the BA in Business Studies

Sheffield Polytechnic
BA(Hons) Business Studies - tourism option

Staffordshire Polytechnic
Tourism option in the BA/BA(Hons) in Business Studies

Swansea Institute of Higher Education
BA(Hons) Business Studies - tourism option

Wolverhampton Polytechic
BA(Hons) Business Studies - tourism option

Postgraduate Courses

Bournemouth Polytechnic
PgDip/MA in European Tourism Management
PgDip/MA in Tourism Management
MBA in International Tourism Management (Distance Learning)

Lancashire Polytechnic
PgDip in Tourism, Leisure and Service Management

Manchester Polytechic
PgDip in Tourism Studies

Newcastle Polytechnic (with New College, Durham)
PgDip in Tourism Management

Nottingham Polytechnic
PgDip in Tourism Studies

Sheffield City Polytechnic
PgDip/MSc in Tourism, Food and Hospitality Management

Staffordshire Polytechnic
Tourism option in the PgDip in Marketing Management

University and university validated courses

First Degree Courses

Birmingham College of Food, Tourism and Creative Studies (with Birmingham University)
BSoc Sc(Hons) in Tourism Management

Canterbury Christchurch College (with University of Kent)
BA/BSc(Hons) Joint Degree in Tourism, Leisure and Recreation

Cardiff Institute of Higher Education (with University of Wales)
BA/BA(Hons) in Tourism

University of Ulster
BA(Hons) in Hotel and Tourism Management (including Diploma in Industrial Studies)

Postgraduate Courses

Birmingham University
MSoc Sc/Diploma in Tourism Policy and Management
MSoc Sc/Diploma in Tourism and Leisure services

Lancaster University
MA in Tourism and Recreation

Roehampton Institute (with University of Surrey)
MA in the Sociology and Anthropology of Travel and Tourism

University of Strathclyde
MSc/PgDip in Tourism

University of Surrey
MSc/Diploma in Tourism Marketing
MSc/Diploma in Tourism Planning and Development
MSc/Diploma in Tourism Studies
MSc/Diploma in Tourism Tourism and Hospitality Education
MSc/Diploma in Tourism Management

University of Wales
PgDip/MSc in Tourism

Notes :

(a)   This list does not include courses in prospect, or those in the fields of leisure, recreation and hospitality - many of which include a treatment of tourism.

(b)   The titles of all polytechnics and some colleges have changed with the Further and Higher Education Act (1992)

TELEFAX

3 Cruse Street
STELLENBOSCH
7600

Monday, 13 June 1994

Thank you most sincerely for agreeing to take part in the research project to determine the detail required for a course in ecotourism.

The technique that is to be used will be the Delphi Technique and the procedure to be followed will be:

1. In communication 1 (see attached) you are requested to:

    (i)   provide your view on the definition of ecotourism;
    (ii) identify the knowledge/skills you believe should be required by graduates, and;
    (iii) rate the relevance of the different fields of knowledge.

2. In a second combination you will be requested to evaluate the responses of all the members of the panel.

3. In a third communication you will receive the majority opinion and be given the opportunity of evaluating your opinion against that of the rest of the panel. You will then either elect to adhere to your opinion and provide motivation as to your decision, or decide that in the light of reasons given by other panellists you are prepared to abide by the majority opinion expressed.

4. In the fourth communication you will receive the final evaluations as formulated by the panel.

Your important contribution will then be utilised as part of the research recommendations related to formal training in ecotourism.

It would be very much appreciated if your completed questionnaire could be faxed to me at (021) 419 4875 by 17 June 1994.

Thank you for your kind attention in this matter.

Yours sincerely

COLIN J VAN ZYL

DELPHI QUESTIONNAIRE

Question 1:

Do you agree with the definition of Ecotourism as defined by The Ecotourism Society (1991) viz. "Responsible travel that conserves the natural environment and sustains the well-being of local people".

or   yes   no

Which of the following definitions of Ecotourism would you support:

1. "Tourism that involves travelling to relatively undisturbed or uncontaminated natural areas with the specific object of studying, admiring and enjoying the scenery and its wild plants and animals, as well as any existing cultural aspects (both past and present) found in these areas . Ecological tourism implies a scientific, aesthetic or philosophical approach, although the ecological tourist is not required to be a professional scientist, artist or philosopher. The main point is that the person who practices ecotourism has the opportunity of immersing him or herself in nature in a way most people cannot enjoy in their routine, urban existences. This person will eventually acquire a consciousness .... that will convert him into somebody keenly involved in conservation issues ..." (Ceballos-Lascurain, 1988)"

2. "Ecotourism is now seen as a model of development in which natural areas are planned as part of the tourism base and biological resources are clearly linked to social economic sectors" (Kutay, 1989)

3. "A form of tourism inspired primarily by the natural history of an area, including its indigenous cultures. The ecotourist visits relatively undeveloped areas in the spirit of appreciation, participation and sensitivity. The ecotourist practices a non-consumptive use of wildlife and natural resources and contributes to the visited area through labour or financial means aimed at directly benefiting the conservation of the site and the economic well-being of the local residents. The visit should strengthen the ecotourist's appreciation and dedication to conservation issues in general, and to the specific needs of the local inhabitants. Ecotourism also implies a managed approach by the host country or region which commits itself to establishing and maintaining the sites with the participation of local residents, marketing them appropriately, enforcing regulations, and using the proceeds of the enterprise to fund the area's land management as well as community development. (Ziffer, 1989)

Question 2:

In view of ecotourism's importance (social, economic, environmental) in the future development of tourism in Southern Africa, please rate the relevance of the different fields of knowledge by placing your tick in the relevant block.
(1 = irrelevant, 5 = extremely relevant)

	+ 5				- 1
Planning and Development Principles (Tourism)					
Ecology/Conservation					
Economics of Tourism					
Environmental Education					
Social Impacts of Tourism					
Strategic Planning Principles					
Conflict Management					
Communication (verbal/non-verbal)					
Project Management					

Please list any other field you might feel is important and rate it accordingly:

_____					
_____					
_____					
_____					
_____					

Question 3:

Please identify the skills graduates should possess upon completion of a course in ecotourism.

_____

_____

_____

PS. (Should any further clarification be required please contact me at tel: (021) 21 6274 (w), 8878153 (h) or fax: (021) 419 4875

Thank you for your kind assistance

COLIN J VAN ZYL

DELPHI COMMUNICATION: NO 2

3 Cruse Street
STELLENBOSCH
7600

20 July 1994

Dear

Thank you most sincerely for taking part in the first communication regarding the contents for a course in ecotourism. It was indeed rewarding to note the enthusiasm reflected by panel members in their selection and rating in the various categories.

The information you are requested to provide in this communication is vital to the research and your continued support is very much appreciated.

The purpose is:

-   to reach consensus about the priority allocated to the fields of knowledge identified previously and to rate the additional knowledge and skills as suggested in the first communication.

I have again provided you with the original information sheet listing the nine fields of knowledge. Your opinion has been circled, and the majority opinion crossed.

You are kindly requested to re-evaluate your opinion (circled) in the light of the majority opinion (crossed), and to respond as follows:

1. Should your opinion not be similar to that of the majority, you may elect to change your opinion by moving the circle to the cross. You should then draw an arrow from the circle to the cross.

2. Should your opinion not be similar to that of the majority and you decide to retain your position, please provide a comment in the column immediately below.

    NB: Should your circle correspond with the cross, a consensus opinion has been reached and no further comment is required.

The other fields of knowledge identified by the panel in communication one, have been listed in no particular order. Please rate them on a scale of 1 to 5. Instructions are provided on the information sheet attached.

Skills suggested by the panel have also been listed randomly. Please rate these on a scale of 1 to 5 by affixing a tick (✓) in the appropriate box.

All opinions will be synthesised and provided to you in the final communication.

In view of time constraints I would appreciate it very much if your completed questionnaire could be faxed to me at (021) 419 4875 by Friday, 29 July 1994.

Thank you most sincerely for your valuable comments in this matter.

Yours sincerely

COLIN VAN ZYL

Comment and Motivations by participants

To: _____

NB: O - your opinion

X - majority opinion

➔ - if you wish to change your opinion to the majority opinion

[_____] - final remark

Thank you.

<u>*NB:*</u> 5 - Extremely relevant

1 - Irrelevant

———— 00000 ————

(Repeat of question from communication 1 for your information)

In view of ecotourism's importance (social, economic, environmental) in the future development of tourism in Southern Africa, please rate the relevance of the different fields of knowledge by placing your tick in the relevant block.

	+ 5				- 1
Planning and Development Principles (Tourism)					

	+ 5				- 1
Ecology/Conservation					

	+ 5				- 1
Economics of Tourism					

	+ 5				- 1
Environmental Education					

Social Impacts of Tourism

+ 5				- 1

Strategic Planning Principles

+ 5				- 1

Conflict Management

+ 5				- 1

Project Management

+ 5				- 1

Communication (verbal/non-verbal)

+ 5				- 1

Additional fields of knowledge to be mastered by students in ecotourism as identified by the panel are listed below. Please rate each one on a scale of 1 to 5 by placing your tick (✓) in the relevant box.

	+ 5				- 1
* Tourist Guiding					
* Psychology in Tourism					
* Knowledge of the historical background of destination					
* Environmental Science} IMPACT ASSESSMENT IEM					
* Marketing					
* Tourism Management					
* Language Skills					
* Establishing Sustainable Capacity					
* Public Sector Policy					
* Policy/Vision					
* Cost Benefit Analysis					
* Cultural History of Ecotourism Region					
* Resources Economics					
* Hospitality Criteria					
* Ethnic customs & Behavioural aspects					
* Aesthetics in Tourism					
* Appropriate technologies					
* Resource consumption					
* Organisation and Management					
* Nature Conservation Principles (Impact Assess.)					

C-6

+ 5				- 1

* Maps & Related Planning Matters (understanding of social & physical interaction)
* Economics of Tourism (incentive generators, carrying capacity) Biosphere Planning Principles
* Financing Sources & Related Institutions
* Legal Acts of relevance

Please rate the following skills to be mastered by students in ecotourism as attributes suggested by the panel on a scale of 1 to 5.

+ 5				- 1

* Appreciation of the value of resources to the different user groups
* Commitment towards sustainability of the resource
* Thorough knowledge of case studies, failures as well as successes
* Ability to identify market needs and develop natural resource opportunities to meet these needs within sound ecological, social and economic structures
* Financial & Project Management Skills

* Facility Management & Maintenance

* Understanding of nature of ecology and potential impacts on natural systems
* Insight into structure & needs of communities, especially rural
* Holistic view & orientation of ecotourism's complexities & challenges

P.S. Should any further clarification be required please contact me at telephone (021) 21 6274 (w), 8878153 (h) or fax (021) 419 4875.

Thank you for your kind assistance.

COLIN J VAN ZYL