

Wildlife Volunteer Tourism: Scientific and Educational Contributions in South Africa

Uwe P Hermann and Charmaine D de Klerk

Centre for Sustainable Tourism, Tshwane University of Technology, Pretoria, South Africa

hermannup@tut.ac.za

charmaine.danielle.cilliers@gmail.com

Abstract: Wildlife volunteer tourism has evolved into a popular form of sustainable tourism in South Africa. This form of tourism can exhibit both positive and negative impacts on a host destination. However, limited research has examined the potential contributions of wildlife volunteer tourism in South Africa. This paper focuses on filling this theoretical gap by investigating the scientific and educational contributions of wildlife volunteer tourism in South Africa. An exploratory qualitative approach was followed, where seven managers of volunteer tourism organisations were interviewed in August and September 2022. Thematic analysis was used to analyse the data. From the results, it is clear that wildlife volunteer tourism makes significant scientific and educational contributions. However, funding remains a challenge. The results provided an increased understanding of wildlife volunteer tourism in South Africa, and is valuable to managers, and contributes to the current discourse on volunteer tourism as an emerging market segment.

Key words: Wildlife Volunteer Tourism, Scientific Contributions, Educational Contributions, Funding

1. Introduction

According to McGehee (2014), an estimated 1.6 million people participate in volunteer tourism (VT) projects annually. VT, is a type of travel that combines traditional tourism with volunteer work (Wearing, 2001). Volunteer tourism offers people the opportunity to contribute their time, skills, and efforts to various projects or initiatives aimed at addressing social, environmental, or community needs (McGehee, 2014; Wearing, 2001). Wildlife volunteer tourism (WVT) allows one to travel to a destination and volunteer in activities related to wildlife conservation, such as education and research, to name a few (Ong, Lockstone-Binney, King & Smith, 2014; Knollenberg, McGehee, Boley & Clemmons, 2014; Wearing & McGehee, 2013). These activities are possible through collaboration and support from various stakeholders (Benali & Ren, 2019; Grimm and Needham, 2012). According to the International Unions for Conservation of Nature (2023), an estimate of 42 000 species are currently threatened with extinction. This has led to more people becoming environmentally conscious and starting to participate in WVT (Apps, Dimmock & Huveneers, 2018). Additionally, this has also result in more WVT projects that focus on conservation, education and science (Brightsmith, 2008).

South Africa is a popular destination for WVT due to the diverse culture, unique biodiversity, diverse ecosystems, and extensive conservation efforts. South Africa offers various programs that enable volunteers to contribute to local communities and participate in conservation efforts, making a positive impact on both people and the environment (Volunteerworld.com, 2023; Lucrezi, Cilliers & Van Der Merwe, 2022; Alexander, 2012a). Increased research into the realm of VT has been conducted focussing on a variety of elements, such as the profile, expectations, motivations, satisfaction, and attitude of volunteers, and the business model canvas, challenges, and impact of VT, to name a few (Cilliers & Hermann, 2023; Lucrezi & Cilliers, 2022; Lucrezi et al., 2022; Boluk, Kline & Stroobach, 2017; Van Tonder, Hoogendoorn & Block, 2017; Alexander, 2012a; Akintola, 2011; Benson & Seibert, 2009; Sin, 2009; Stoddart & Rogerson, 2004). These studies provide essential theoretical background on VT as such promote the discourse on the topic. With that said, however, limited research has been conducted on the contributions of WVT, specifically examining the scientific and educational contributions in South Africa (Cilliers, Lucrezi & Van Der Merwe, 2022; Rogerson & Slater, 2014; Alexander, 2012a; Alexander, 2012b). This study's goal is to investigate the scientific and educational contributions of WVT in South Africa. This research is guided by the following research question: How does WVT organisations contribute to science and education in South Africa? Following on this introduction, the paper will present the literature review. Afterwards, the research methodology that were used to collect and analyse the data will be indicated. The results and discussion will then be presented, and finally the study will be concluded.

2. Literature Review

WVT plays host to a variety of potential benefits, for the volunteers, local community, science and conservation management, to name a few (Cilliers et al., 2022; Bernstein & Woosnam, 2019). It is however important to note that the benefits of WVT can vary depending on the quality and sustainability of the programs, the involvement

and empowerment of local communities, and the responsible practices employed by the WVT organisations (Pompurová, Marčeková, Šebová, Sokolová & Žofaj, 2018). It is crucial to approach WVT with a critical mindset, ensuring that the projects and organisations chosen prioritise the well-being of local communities and the environment, promote sustainability, and create long-term positive impacts (Pompurová et al., 2018).

2.1 Scientific Contributions

WVT may contribute to scientific research and discovery by providing participants the opportunity to assist scientists and researchers in collecting data and information (Mostafanezhad, 2013; Wearing & McGehee, 2013). It is known that volunteers are motivated to participate in scientific activities, such as data collection, sample gathering, surveying, monitoring, or even assisting with laboratory work (Keese, 2011; Goffredo, Pensa, Neri, Orlandi, Gagliardi, Velardi, Piccinetti & Zaccanti, 2010). There is also an increase in the number of people who contribute to conservation through participating in citizen science or donating funds towards conservation and research activities (Cerrano, Milanese & Ponti, 2017; Bear, 2016). WVT organisations engaged in scientific research can contribute to the completion of studies, publication of articles, and the creation of research databases (Roques, Jacobson and McCleery, 2018; Coghlan & Gooch, 2011; Brightsmith, Stronza & Holle, 2008). Scientific research conducted by WVT organisations has the potential to open doors for collaboration and partnerships with various institutions and organisations (Rees, Rodwell, Attrill, Austen & Mangi, 2010). This can impact conservation management policies, which can contribute to conservation, protection and management of wildlife and the environment (Roques et al., 2018; Schmeller, Henry, Julliard, Gruber, Clobert, Dziock, Lengyel, Nowicki, Dári, Budrys, Kull, Tali, Bauch, Settele, Van Swaay, Kobler, Babij, Papastergiadou & Henle, 2008).

2.2 Educational Contributions

WVT activities have the potential to increase education and understanding of conservation and the environment through various means, including social media, personal interaction, and personal experiences (Cilliers & Hermann, 2023; Roques et al., 2018). These efforts empower individuals to become informed advocates for sustainable practices, and environmental stewardship in their communities and beyond (Roques et al., 2018; Gray, Meeker, Ravensbergen, Kipp and Faulkner, 2017). The aforementioned may result in local communities becoming stewards and taking ownership of their natural environment, and an increase of people participating in conservation (Roques et al., 2018; Khoshkam & Marzuki, 2011). WVT enhances the local community and the volunteers' education and skills, and positively change their attitude and behaviour towards conservation (Apps et al., 2018; Goldberg, Birtles, Marshall, Curnock, Case & Beeden, 2018; Wearing, 2001). This results in them being motivated to contribute and support conservation and the protection of wildlife and ecosystems, enhance their education, increase the education of others, and continue to participate in scientific activities (Apps et al., 2018; Goldberg et al., 2018; Anderson, Chapman, Escontrela & Gough, 2017; Lück, 2016).

2.3 Funding as a Challenge

Cilliers and Hermann (2023) found that limited funding is received by WVT organisations from public sector institutions. WVT organisations are thus dependant on self-generated funding such as the funds received from the volunteers, and alternative sources, such as social media and fundraising (Cilliers and Hermann, 2023; Lyons, Hanley, Wearing and Neil, 2012). These funds are primarily used to cover the projects and operating expenses (Bath-Rosenfeld, 2014). Solutions to overcome the funding issue may be to charge higher prices, being transparent with the funding, and indicating how the funds are used towards protection and conservation of wildlife and the environment (Bath-Rosenfeld, 2014; Coren & Gray, 2012). Additionally, WVT organisations can ensure that the volunteers are satisfied, which can lead to return and new volunteers, and positive word of mouth (Chua, Meng, Ryu & Han, 2021; Sharma & Sahni, 2017; Ding & Tseng, 2015). WVT organisations can also continue to contribute to science and education, creating partnership with institutions and organisations, which can result in enhanced financial support (Trave, Brunnschweiler, Sheaves, Diedrich & Barnett, 2017; Zeppel & Muloin, 2008; Zeppel, 2008).

3. Methodology

An exploratory qualitative approach was used to explore the scientific and educational contributions of WVT in South Africa. Expert judgemental sampling was used to interview managers at seven different WVT organisations in South Africa in August and September 2022 (when saturation was achieved). Data on the demographic profile, and the scientific and educational contributions were collected through semi-structured interviews (developed

based on previous research; Cilliers, 2022; Alexander, Kim & Kim, 2015; Rattan, Eagles & Mair, 2012). A consent form accompanied the interview schedule, and the participants had to give consent before they could participate in the study. The interviews were in English, 30 minutes on average and were recorded for transcription purposes. The demographic data were analysed using Microsoft Excel, and the contributions were analysed using thematic analysis (Nieuwenhuis, 2019; Creswell & Creswell, 2018). The recordings were transcribed verbatim and entered into Atlas.ti for analysis. Meaningful analytic units were applied through inductive open coding and in vivo coding. The codes that shared commonality were grouped into themes. The results were interpreted and reported with quotes from the participants.

4. Results and Discussion

4.1 Demographic Profile of Participants

From the results, it can be seen that WVT has essential scientific and educational contributions. However, funding remains a challenge that these WVT organisations are facing. This section provides a discussion on the demographic profile, and scientific and educational contributions of WVT.

Table 1: Demographic profile of participants

Wildlife volunteer organisation	WVO1	WVO2	WVO3	WVO4	WVO5	WVO6	WVO7
Age of WVT project	18	20	4	17	1	24	13
Years worked at organisation	3	4	6	5	6	4	7
Method of employment	Appointed	Volunteered	Founder	Appointed	Founder	Volunteered	Appointed
Previous VT experience	No	Yes	No	Yes	No	Yes	No
Country of origin	South Africa	Australia	South Africa	South Africa	United Kingdom	United Kingdom	South Africa
Age of participant	39	28	67	29	70	49	33
Gender	Male	Male	Female	Male	Female	Female	Female
Education	Diploma / Degree	High School	Diploma / Degree	Diploma / Degree	High School	Postgraduate	Diploma / Degree

From Table 1, it can be seen that the WVT projects included in the sample have been in existence for an average of 14 years, with the youngest being one and the oldest being 24 years old. The managers had been working at the WVT organisations for an average of five years, were appointed and did not previously participated in VT themselves. The majority of the managers originated from South Africa and had a university qualifications. There were similar proportion of male to female managers, and their aged ranged between late twenties to seventies.

WVT organisations have the ability to contribute to science through creation of partnership and enhancing knowledge, and contributing to education through educating students in schools, the general public and the volunteers. However, funding remains a challenge for these WVT organisations

4.2 Scientific Contributions

WVT organisations can create partnership through research and data collection, which can result in collaboration opportunities with a variety of organisations and institutions across the globe. This is confirmed in previous research (Hammerton, Dimmock, Hahn, Dalton & Smith, 2012; Rees et al., 2010). Collaboration can allow WVT organisations to participate in joint research projects, share their data with others, participate in publications, and obtain funding (Rees et al., 2010; Cater and Cater, 2007; Pattengill-Semmens & Semmens, 2003). It allows volunteers to have an opportunity to practice what they learnt in class, and enhance their own research skills and experience. Previous research has found that WVT organisations that contribute to science, enhances learning opportunities, allows volunteers to share their experiences, and increase network building (Rees et al., 2010; Cater and Cater, 2007; Pattengill-Semmens & Semmens, 2003). WVT can identify issues and new trends with wildlife and in the environment, which can be used to improve the WVT programme, educate the public and contribute to policies and procedures. This is confirmed in previous research (Roques et al., 2018; Coghlan & Gooch, 2011; Brightsmith et al., 2008). The scientific research conducted by the WVT organisations

can impact management, legislation and codes of conduct (Roques et al., 2018; Jansujwicz, Calhoun & Lilieholm, 2013). The following quotes were captured by the participants pertaining to this contribution:

"We on the ground in the field can carry out the research and [the researchers] can analyse it for us" (WVO4).

"[Researchers] will come through and do the studies, they will do the write ups and we manly facilitate the research" (WVO1).

"[We] collate and collect a lot of information that can be useful for a variety of things" (WVO2).

"[Research allows us to] better inform people and improve the programme" (WVO5).

4.3 Educational Contributions

WVT organisations has the opportunity to educate students in schools about wildlife, environment and conservation. This will allow them to learn from a young age to preserve wildlife and the environment. WVT organisations can also educate the general public through interacting with them, talking at a variety of events, and through social media. Previous research has found that WVT organisations can educate people on wildlife conservation through increasing their understanding, motivating them to protect and conserve, and raising awareness of conservation related issues (Roques et al., 2018; Gray et al., 2017; Branchini, Meschini, Covi, Piccinetti, Zaccanti & Goffredo, 2015). The volunteers participating in the WVT programmes also enhance their knowledge about wildlife conservation. This is confirmed in previous research, (Johnson, Hannah, Acton, Popovici, Karanth & Weinthal, 2014; Jansujwicz et al., 2013), and can lead to volunteers becoming wildlife and conservation ambassadors (Johnson et al., 2014; Jansujwicz et al., 2013). Resulting in them sharing the information with their friends and family, and educating their peers on conservation related matters. According to Dillette, Douglas, Martin and O'Neil (2017) and Weaver (2015), volunteers can promote responsible behaviour, inspire positive change in others, and share their knowledge with others. This has the potential to enhance wildlife preservation. The following quotes were captured by the participants pertaining to this contribution:

Wildlife conservation should be a subject in school... to teach them to care for our wildlife and make sure they know what wildlife is, because a lot of them have no clue" (WVO5).

"[Educate the public from] both from a pest perspective that these animals are not necessarily pests, but also a pet perspective" (WVO2).

"[We use social media to] show them first-hand what happens and what is the best way to go about it" (WVO4).

"[Giving the volunteers hands on experience] allows you to get more people involved and educating them in a more efficient way" (WVO2).

4.4 Funding as a Challenge

On the other hand, funding is one of the biggest challenges that WVT organisations face. WVT organisations need funding to continue with their daily tasks, conserve wildlife and the environment, and contribute to science and educations. This is confirmed in previous research (Bath-Rosenfeld, 2014; Lyons et al., 2012). WVT organisations can overcome this challenge by explaining what the funds are used for, ensuring volunteer are satisfied, and continue to contribute to science and education (Chua et al., 2021; Trave et al., 2017; Bath-Rosenfeld, 2014; Coren & Gray, 2012). The following quotes were captured by the participants pertaining to this contribution:

"There isn't a lot of government funding available, unless you're dealing specifically with endangered animals" (WVO2).

"When there are only seasonal volunteers or no volunteers, it is very difficult to maintain [your wildlife volunteer organisation], and there is no funding for which you can apply for, apart from donations or donors" (WVO3).

5. Managerial Implications and Recommendations

From the results (see Figure 1), it is evident that wildlife volunteer tourism organisations in South Africa can have essential scientific and educational contributions. This is done through creation of partnership and generating new knowledge. As well as educating students at schools, the general public through a variety of platforms, and the volunteers by including them in a variety of project activities. However, wildlife volunteer tourism organisations in South Africa are challenged with obtaining the necessary funding. It is therefore essential that WVT organisations continue to incorporate science into their projects, and collaborate with organisations and institutions from across the globe. This will ensure that they recruit appropriate human resources to assist with research where funding is not available, and continue to enhance their knowledge. WVT can also continue to educate people in schools, general public and the volunteers. This will raise awareness, increase the knowledge and skills of people, and potentially enhance the preservation of wildlife. WVT organisations should be honest and transparent about their funds, and ensure that the volunteers are satisfied. This will motivate more volunteers to donate funding, return and volunteer again, spread positive word of mouth, and encourage others to volunteer. These aspects can potentially result in increased funding for the WVT organisations, which can lead to the sustainable development of WVT in South Africa.

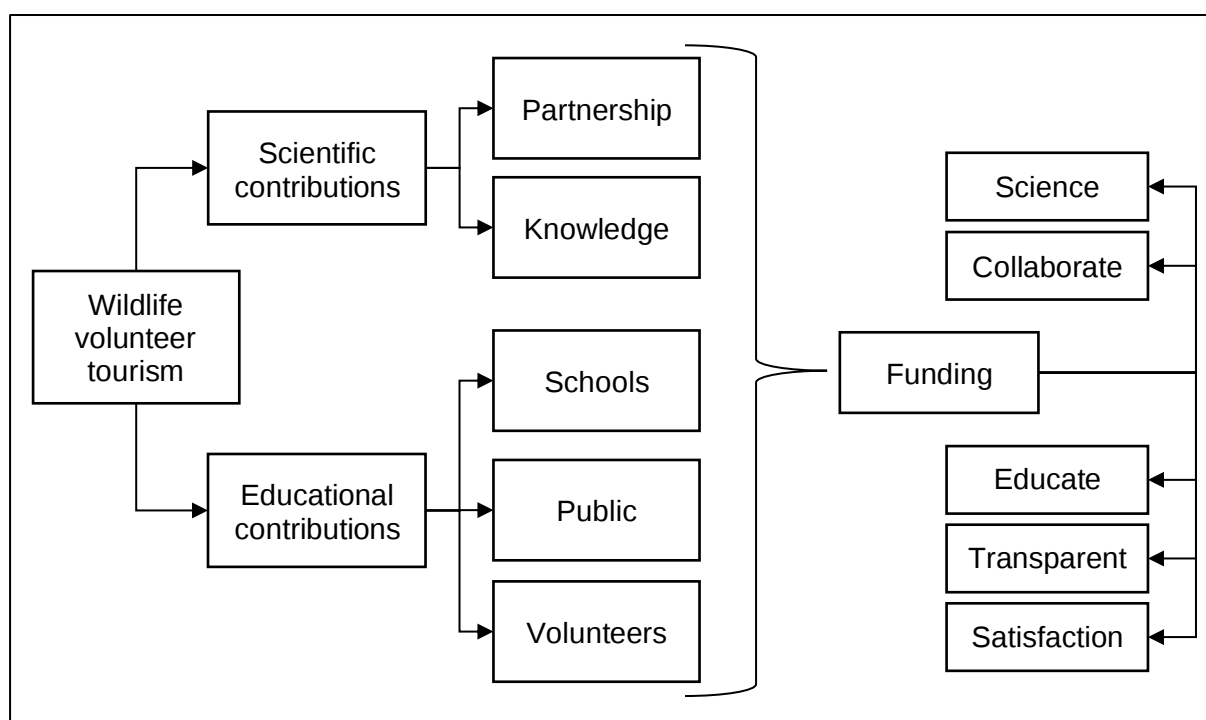


Figure 1: Contributions of wildlife volunteer tourism in South Africa

6. Conclusions

This study investigated the scientific and educational contributions of WVT organisations in South Africa. From the results it can be seen that WVT organisations can make significant scientific and educational contributions, but funding is a major challenge. Science, collaboration, education, transparency and satisfaction are ways to overcome the funding challenge. The results can be used by academics and practitioners to improve the WVT projects, and ensure that there is an increase in scientific and educational contributions. Additional research on WVT can increase the knowledge of WVT and the contributions that it makes. The following contributions are made by this study. This study fills the gap in literature with identifying and discussing the scientific and educational contributions that WVT organisations in South Africa are making. The study includes opinions from WVT organisation managers at different WVT organisations in South Africa. Essential recommendations are made for management and future research regarding the sustainable development of WVT. The following limitations were faced during the research. Although data saturation was achieved, data were only collected from seven WVT organisations. Additional data may have strengthened the data collected. The researchers were only able to collect data through Microsoft Teams and not face to face. Face to face data collection could have

enhanced the quality of the data. The subjectivity of the researchers may have affected the way that the final data were analysed and interpreted.

References

- Akintola, O. (2011). What motivates people to volunteer? The case of volunteer AIDS caregivers in faith-based organizations in KwaZulu-Natal, South Africa. *Health Policy and Planning*, 26:53-62.
- Alexander, A., Kim, S.B. & Kim, D.Y. (2015). Segmenting volunteers by motivation in the 2012 London Olympic Games. *Tourism Management*, Vol 47, No 1, pp :1-10.
- Alexander, Z. (2012a). International volunteer tourism experience in South Africa: an investigation into the impact on the tourist. *Journal of Hospitality Marketing and Management*, Vol 21, No 7, pp:779–799.
- Alexander, Z. (2012b). The impact of a volunteer tourism experience, in South Africa, on the tourist: the influence of age, gender, project type and length of stay. *Tourism Management Perspective*, Vol 4, no 1, pp 119–126.
- Anderson, L.G., Chapman, J.K., Escontrela, D. & Gough, C.L.A. (2017). The role of conservation volunteers in the detection, monitoring and management of invasive alien lionfish. *Management of Biological Invasions*, Vol 8, No 4, pp 589–598.
- Apps, K., Dimmock, K. & Huveneers, C. (2018). Turning wildlife experiences into conservation action: can white shark cagedive tourism influence conservation behaviour? *Marine Policy*, Vol 88, pp 108–115.
- Bath-Rosenfeld, R.J. 2014. The Communication of Goals in Volunteer-Based Ecotourism: A Case Study of Two Ecuadorian Ecological Reserves. *Environmental Studies Electronic Thesis Collection*. Vol 30, pp 1-66
- Bear, M. (2016). Perspectives in marine citizen science. *Journal of Microbiology and Biology Education*, Vol 17, No 1, pp 56-59.
- Benali, A., & Ren, C. (2019). Lice work: Non-human trajectories in volunteer tourism. *Tourist Studies*, Vol 19, No 2, pp 238–257.
- Benson, A. & Seibert, N. (2009). Volunteer tourism: motivations of German participants in South Africa. *Annals of Leisure Research*, Vol 12, No 3&4, pp 295-314.
- Bernstein, J.D. & Woosnam, K.M. (2019). Same same but different: Distinguishing what it means to teach English as a foreign language within the context of volunteer tourism. *Tourism Management*, Vol 72, pp 427-436.
- Boluk, K., Kline, C. & Stroobach, A. (2017). Exploring the expectations and satisfaction derived from volunteer tourism experiences. *Tourism and Hospitality Research*, Vol 17, No 3, pp 272-285.
- Branchini, S., Meschini, M., Covi, C., Piccinetti, C., Zaccanti, F. & Goffredo, S. (2015). Participating in a citizen science monitoring program: implications for environmental education. *PLoS ONE*, Vol 10, No 7, pp 1-14.
- Brightsmith, D.J., Stronza, A. & Holle, K. (2008). Ecotourism, conservation biology, and volunteer tourism: a mutually beneficial triumvirate. *Biology Conservation*, Vol 141, No 11, pp 2832-2842.
- Cater, C. & Cater, E. (2007). *Marine ecotourism: between the devil and the deep blue sea*. London: Cabi International.
- Cerrano, C., Milanese, M. & Ponti, M. (2017). Diving for science-science for diving: volunteer scuba divers support science and conservation in the Mediterranean Sea. *Aquatic Conservation: Marine And Freshwater Ecosystems*, Vol 27, No 2, pp 303-323.
- Chua, B.L., Meng, B., Ryu, H.B. & Han, H. (2021). Participate in volunteer tourism again? Effect of volunteering value on temporal re-participation intention. *Journal of Hospitality and Tourism Management*, Vol 46, No 1, pp 193-204.
- Cilliers, C.D. & Hermann, U.P. (2023). The business model canvas and challenges of volunteer tourism. *African Journal of Hospitality, Tourism and Leisure*, Vol 12, No 1, pp 31-45.
- Cilliers, C.D. (2022). *A critical assessment of marine wildlife voluntourism in Southern Africa*. Doctoral Thesis. Potchefstroom: North-West University.
- Cilliers, C.D., Lucrezi, S. & Van Der Merwe, P. (2022). Assessing demand and supply perspectives in marine wildlife voluntourism: a case of Southern Africa. *African Journal of Hospitality, Tourism and Leisure*, 11(2):827-842.
- Coghlan, A. & Gooch, M. (2011). Applying a transformative learning framework to volunteer tourism. *Journal of Sustainable Tourism*, Vol 19, No 6, pp 713–728.
- Coren, N. & Gray, T. (2012). Commodification of volunteer tourism: a comparative study of volunteer tourists in Vietnam and in Thailand. *International Journal of Tourism Research*, Vol 14, No 3, pp 222-234.
- Creswell, J.W. & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approach*. 5th ed. New York: SAGE Publications.
- Dillette, A.K., Douglas, A.C., Martin, D.S. & O’Neil, M. (2017). Resident perceptions on cross-cultural understanding as an outcome of volunteer tourism programs: the Bahamian family island perspective. *Journal of Sustainable Tourism*, Vol 25, No 9, pp 1222-1239.
- Ding, C.G. & Tseng, T.H. (2015). On the relationships among brand experience, hedonic emotions, and brand equity. *European Journal of Marketing*, Vol 49, pp 994–1015.
- Goffredo, S., Pensa, F., Neri, P., Orlandi, A., Gagliardi, M.S., Velardi, A., Piccinetti, C. & Zaccanti, F. (2010). Unite research with what citizens do for fun: “recreational monitoring” of marine biodiversity. *Ecological Applications*, Vol 20, No 8, pp 2170–2187.
- Goldberg, J., Birtles, A., Marshall, N., Curnock, M., Case, P. & Beeden, R. (2018). The role of Great Barrier Reef tourism operators in addressing climate change through strategic communication and direct action. *Journal of Sustainable Tourism*, Vol 26, No 2, pp 238-256.

- Gray, N.J., Meeker, A., Ravensbergen, S., Kipp, A. & Faulkner, J. (2017). Producing science and global citizenship? Volunteer tourism and conservation in Belize. *Tourism Recreation Research*, Vol 42, No 2, pp 199-211.
- Grimm, K.E. & Needham, M.D. (2012). Moving beyond the "I" in motivation: attributes and perceptions of conservation volunteer tourists. *Journal of Travel Research*, Vol 51, No 4, pp 488–501.
- Hammerton, Z., Dimmock, K., Hahn, C., Dalton, S.J. & Smith, S.D.A. (2012). Scuba diving and marine conservation: collaboration at two Australian subtropical destinations. *Tourism in Marine Environments*, Vol 8, No 1&2, pp 77-90.
- International Unions for Conservation of Nature. 2023. The Red List. (Online). Available: <https://www.iucnredlist.org/> [Date Accessed: 06 June 2023].
- Jansujwicz, J.S., Calhoun, A.J.K. & Lilieholm, R.J. (2013). The Maine vernal pool mapping and assessment program: engaging municipal officials and private landowners in community- based citizen science. *Environmental Management*, Vo 52, No 6, pp 1369–1385.
- Johnson, M.F., Hannah, C., Acton, L., Popovici, R., Karanth, K.K. & Weinthal, E. (2014). Network environmentalism: citizen scientists as agents for environmental advocacy. *Global Environmental Change*, Vol 29, pp 235–245.
- Keese, J.R. (2011). The Geography of Volunteer Tourism: Place Matters. *Tourism Geographies*, Vol 13, No 2, pp 257-279.
- Khoshkam, M. & Marzuki, A. (2011). Environmentally friendly wetlands management for tourism. *Transactions on Ecology and the Environment*, Vol 148, pp 463-571.
- Knollenberg, W., McGehee, N.G., Boley, B.B. & Clemmons, D. (2014). Motivation-based transformative learning and potential volunteer tourists: Facilitating more sustainable outcomes. *Journal of Sustainable Tourism*, Vol 22, No 6, pp 922–941.
- Lück, M. (2016). The teachable moments on marine mammal tours: watching versus swim-with tours. *Coastal Management*, Vol 44, No 2, pp 131-138.
- Lucrezi, S. & Cilliers, C.D. (2022). factors influencing marine wildlife voluntourists' satisfaction and post experience attitudes: evidence from Southern Africa. *Journal of Ecotourism*, Vol, 2022, No 1, pp 1-25.
- Lucrezi, S., Cilliers, C.D. & Van Der Merwe, P. (2022). clustering marine wildlife voluntourism to evaluate its potential for Southern Africa and beyond. *Journal of Outdoor Recreation and Tourism*, Vol 40, No 1, pp 1-14.
- Lyons, K., Hanley, J., Wearing, S. & Neil, J. (2012). Gap year volunteer tourism: myths of global citizenship? *Annals of Tourism Research*, Vol 39, No 1, pp:361–378.
- McGehee, N.G. (2014). Volunteer tourism: evolution, issues and futures. *Journal of Sustainable Tourism*, Vol 22, No 6, pp 847-854.
- Mostafanezhad, M. (2013). The politics of aesthetics in volunteer tourism. *Annals of Tourism Research*, Vol 43, No 1, pp 150-169.
- Nieuwenhuis, J. (2019a). Analysing qualitative data. In K. Maree (Ed.) *First steps in research*. 3rd ed. Pretoria: Van Schaik publishers. Pp 118-151.
- Ong, F., Lockstone-Binney, L., King, B. & Smith, K.A. (2014). The future of volunteer tourism in the Asia-Pacific region: alternative prospects. *Journal of Travel Research*, Vol 53, No 6, pp 680–692.
- Pattengill-Semmens, C.V. & Semmens, B.X. (2003). Conservation and management applications of reef volunteer fish monitoring. *Environmental Monitoring and Assessment*, Vol 81, No 1–3, pp 43–50.
- Pompurová, K., Marčková, R., Šebová, L., Sokolová J. & Žofaj, M. (2018). Volunteer Tourism as a Sustainable Form of Tourism - The Case of Organized Events, *Sustainability*, Vol 10, No 1, pp 1-12.
- Rattan, J.K., Eagles, P.F.J. & Mair, H.L. (2012). Volunteer tourism: its role in creating conservation Awareness. *Journal of Ecotourism*, Vol 11, No 1, pp 1-15.
- Rees, S., Rodwell, L., Attrill, M., Austen, M. & Mangi, S. (2010). The value of marine biodiversity to the leisure and recreation industry and its application to marine spatial planning. *Marine Policy*, Vol 34, No 5, pp 868–875.
- Rogerson, J. & Slater, D. (2014). Urban Volunteer Tourism: Orphanages in Johannesburg. *Urban Forum*, Vol 25, pp 483-499.
- Roques, K.G., Jacobson, S.K. & McCleery, R.A. (2018). Assessing contributions of volunteer tourism to ecosystem research and conservation in Southern Africa. *Ecosystem Service*, Vol 30, No 1, pp 382-390.
- Schmeller, D.S., Henry, P.Y., Julliard, R., Gruber, B., Clobert, J., Dziock, F., Lengyel, S., Nowicki, P., Dári, E., Budrys, E. Kull, T., Tali, K., Bauch, B., Settele, J., Van Swaay, C., Kobler, A., Babij, V., Papastergiadou, E. & Henle, K. (2008). Advantages of volunteer-based biodiversity monitoring in Europe. *Conservation Biology*, Vol 23, No 2, pp 307–316.
- Sharma, R.B. & Sahni, M.M. (2017). Construing purchase of fashion through Brand's Image, Attitude and Experience- Mediating effect of Brand Loyalty. *Asian Journal of Management*, Vol 8, No 2, pp 1136–1144.
- Sin, H.L. (2009). Volunteer tourism - "involve me and I will learn?". *Annals of Tourism Research*, Vol 36, No 3, pp 480-501.
- Stoddart, H. & Rogerson, C.M. (2004). Volunteer Tourism: The Case of Habitat for Humanity South Africa. *GeoJournal*, Vol 60, No 3, pp 311–318.
- Trave, C., Brunnschweiler, J., Sheaves, M., Diedrich, A. & Barnett, A. (2017). Are we killing them with kindness? Evaluation of sustainable marine wildlife tourism. *Biological Conservation*, Vol 209, No 1, pp 211-222.
- Van Tonder, S.M., Hoogendoorn, G. & Block, E. (2017). Conservation volunteer tourism in the Hartbeespoort region, South Africa: an exploratory study. *African Journal of Hospitality, Tourism and Leisure*, Vol 6, No 1, pp 1-13.
- Volunteerworld.com. (2023). Volunteerworld (Online). Available: <https://www.volunteerworld.com/en> [Date Accessed: 06 June 2023].
- Wearing, S. & McGehee, N.G. (2013). Volunteer tourism: A review. *Tourism Management*, Vol 38, No 1, pp 120-130.
- Wearing, S. (2001). *Volunteer Tourism: Experience that make a difference*. United States of America: Cabi Publications.

- Weaver, D. (2015). Volunteer tourism and beyond: motivations and barriers to participation in protected area enhancement. *Journal of Sustainable Tourism*, Vol 23, No 5, pp:683–705.
- Zeppel, H. & Muloin, S. (2008). Conservation Benefits of Interpretation on Marine Wildlife Tours. *Human Dimensions of Wildlife*, Vol 13, No 4, pp 280-290.
- Zeppel, H. (2028). Education and Conservation Benefits of Marine Wildlife Tours: Developing Free-Choice Learning Experiences. *The Journal of Environmental Education*, Vol 39, No 4, pp:3-18.