



**The 3rd World Sustainability  
Forum**

1-30 November 2013

# **A Referential Methodology for Education on Sustainable Tourism Development**

Burcin Hatipoglu <sup>1</sup>, Bengi Ertuna<sup>1</sup> and Vinod  
Sasidharan <sup>2</sup>

<sup>1</sup> Bogazici University, Department of Tourism  
Administration

<sup>2</sup> San Diego State University, School of Tourism and  
Hospitality Management

An education system that embraces the values of sustainability starting from pre-school and continuing into university education can act as “a motor for change” (UNESCO, 2013).

*Through their education students need to gain alternative values, knowledge and skills for integrating sustainability into their daily lives.*

Higher education institutions should have an active role in this transformation and prepare the future citizens and professionals to face the challenges of 21<sup>st</sup> century.

Sustainable tourism is widely accepted and advocated as a tool for sustainable development of local communities by international organizations and scientific community.

Achieving multiple goals of sustainable tourism seems to require **human resources** that can assume effective leadership in sustainable development.

**Sustainability education** in tourism is “any level of education or training related to environmental, socio-cultural, and economic issues in the conduct of tourism enterprise and tourism development” (Canziani et. Al., 2012).

Sustainability and global citizenship share some similar aims and values such as care for the larger community and the environment.

Global citizens are people who are aware of the wider world (Oxfam, 2013), and they take responsibility about social and environmental issues both at local level and international level (Hanson, 2010).

# Global Citizenship

Morais and Ogden (2011) describe global citizenship in terms of three dimensions:

- Social responsibility is the perceived level of interdependence and social concern to others, to society and to the environment. (*global justice and disparities, altruism and empathy and global interconnectedness and personal responsibility*)
- Global Competence having an open mind while actively seeking to understand others' cultural norms and expectations (*self-awareness, intercultural communication and global knowledge*).
- Global Civic Engagement is the demonstration of action and/or predisposition toward recognizing local, state, national, and global community (*involvement in civic organizations political voice and glocal civic activism*).

# Learning for Sustainable Tourism Development

A “sustainability literate person”, should be able to conceptualize the relationships between the three dimensions of sustainability and make knowledgeable decisions based on the whole system (Lugg, 2007).

For transformation to happen there is need for:

- Participative learning
- Deep learning
- Higher level learning



# A Referential Methodology for Education on Sustainable Tourism Development

The educational program that is presented is here is:

- a joint program of the Department of Tourism Administration at Bogazici University, Turkey and School of Tourism and Hospitality Management at San Diego State University, USA.
- has been applied for the first time in year 2013.

# Learning Goals of the Program

Define sustainable  
tourism

Attain cross-cultural  
understanding and  
engage in bi-national  
collaborations

Discuss and  
recommend how  
sustainable rural  
tourism development  
can aid improvement  
of Quality of Life in a  
destination

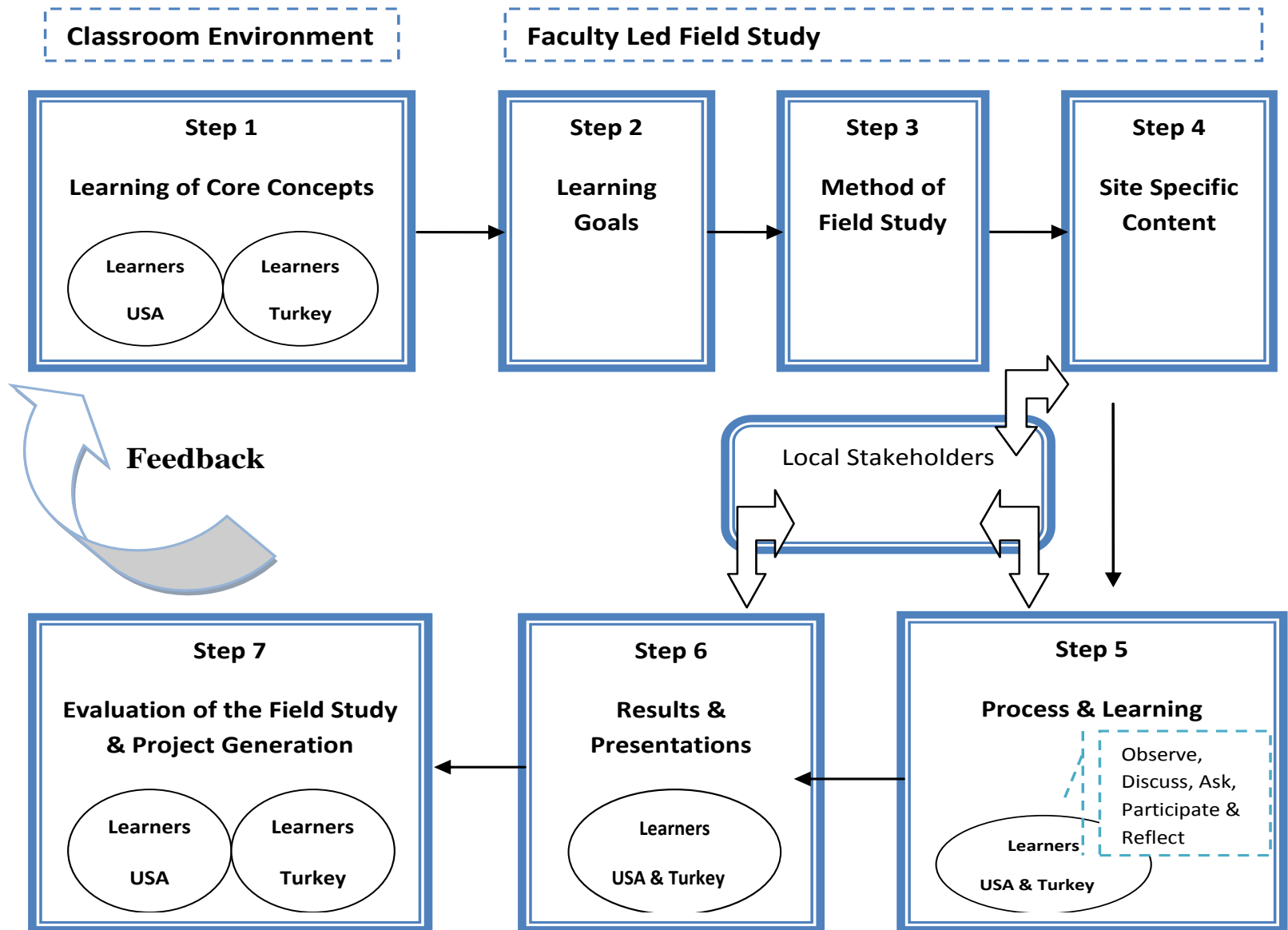
# Two components of the educational program

The first component takes place in a classroom setting before and after travelling to the destination.

The field based component, which is part of a study abroad program, focuses on sustainable tourism development at a single destination.  
(Figure 1-next slide)

The field study took place for twelve days in August 2013 in the study setting of Kastomonu, Turkey.

**Figure 1: A Learning Methodology for Education on Sustainable Tourism Development and Global Citizenship**



Adopted from (Canziani, Sönmez, Hsieh, & Byrd, 2012).

There were 15 American students and 13 Turkish students in the program.

Of all the students, 25 of them were at different stages of their four year undergraduate tourism management education and 3 Turkish students had completed their first year in the sustainable tourism management graduate program.

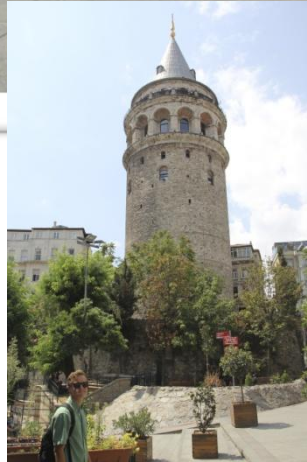


# Istanbul

The first two days of their stay students were in Istanbul.

✓ As a part of the Istanbul portion of the program students were exposed to cultural pluralism in Turkey, from both historical and contemporary socio-political perspectives.

✓ The Istanbul experience established the academic foundation for the students to engage in enchanted, meaningful cross-cultural interactions in preparation for their field study.



# Kastamonu



Kastamonu is one of the areas designated for tourism development according to Tourism Strategy 2023 Report of the Ministry of Culture and Tourism.

Faculty members have specifically chosen the region for field study.

The area is rich in cultural, natural and historical resources and yet tourism is underdeveloped.

Migration into larger cities for work and education is an ongoing concern and development of tourism is seen as a panacea to this problem.

# Impacts of the program to the host community

- ✓ Logistics component of the field study have been meticulously planned to give the minimum negative effect to the environment and the host communities.
- ✓ The group lodged at a historic Konak (Ottoman style mansion) in Kastamonu, which gave them a deeper understanding of old Ottoman lifestyle and cultural values.
- ✓ The group had eaten locally prepared food both at the hotel and also at the sites visited during their stay.





# Intercultural Understanding

Student activities were planned so that intercultural understanding happened at several levels.

- ✓ Bi-national groups of four: enabled them to understand other nationalities' study methods and work habits.
- ✓ Self selection of group members: ensured that they felt comfortable working in their groups.
- ✓ Meet separately with stakeholders and interview the stakeholders with their group members.

# Student Assignment

Students were asked to

**“Examine how sustainable rural tourism development could be achieved in Kastamonu province, through the improvement of Quality of Life of the region’s residents”.**

# Student Assignment

Students were recommended to use **Seattle Area Happiness Initiative** to explain quality of life improvements in Kastamonu region

The Happiness Initiative measures happiness along nine domains of well-being (indicators).

# Kastamonu Educational Program

In the pre-planning stage of the project, faculty members had carefully chosen the sites to be visited in Kastamonu.

For instance the visit to **Loc Valley** was structured so that students could study four indicators of the Happiness Index at the same time:

1. **Community:** Hydro-electric power plant project, meet with activists and NGOs
2. **Environment:** Canyon visit
3. **Culture and Time Balance:** Taste local food
4. **Psychological Wellbeing:** Visit villagers in their own houses, opportunity for interactions



# Kastamonu Educational Program

The visit to Taskopru was structured so that students could study three indicators of the Happiness Index at the same time:

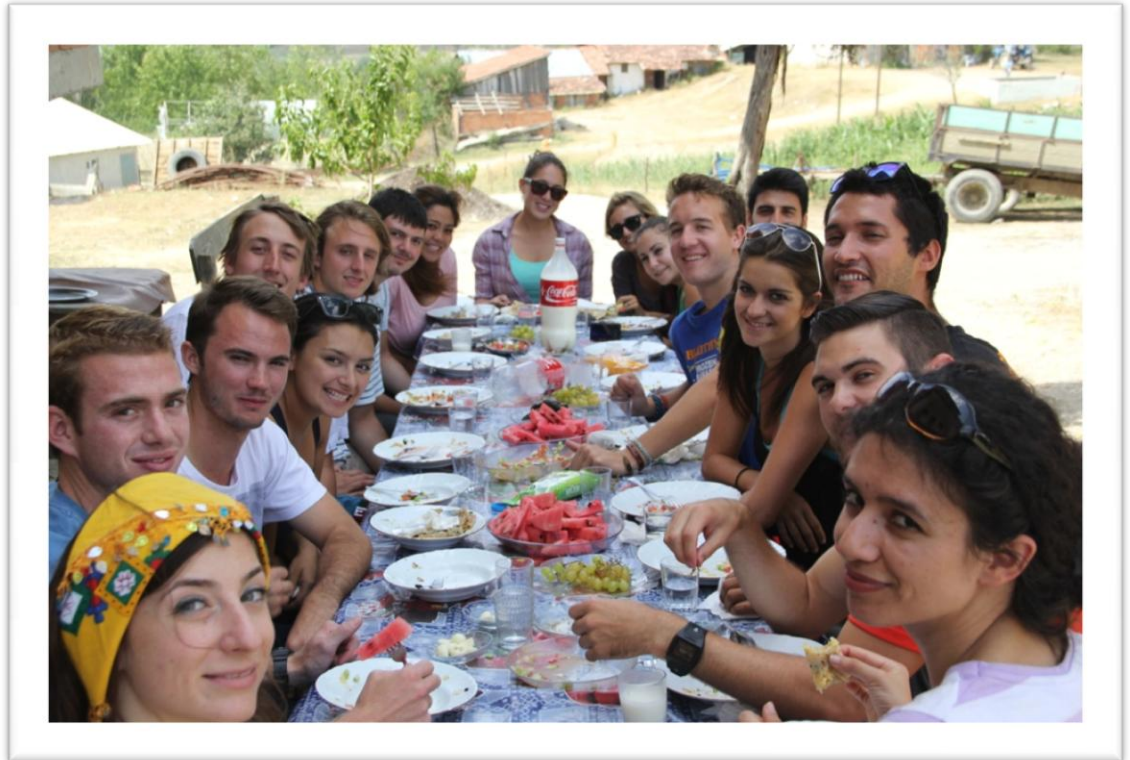
1. **Material Wellbeing:** garlic harvest as an economic activity
2. **Governance:** meeting with the Municipality
3. **Culture/ Time Balance:** Visit archeological site at Pompeipolis, meet with the archeologists, Visit Taskopru Festival area.



# Student Learning

The types of student learning observed by the faculty were as follows:

- ✓ *Observe* local community traditions, food preparation, economic activities, religious practices, and arts and folkloric dances
- ✓ *Ask* questions to stakeholders and community members
- ✓ *Participate* in a local festival and community service
- ✓ *Discuss* issues with group members
- ✓ *Reflect* alone



# Stakeholder Involvement

Stakeholders were placed in the middle of our educational program design (Figure 1).

The inclusion of a diverse group of stakeholders in our study and their involvement in the **planning, execution and evaluation** stages of the field study ensured to create a community based experience for the students.



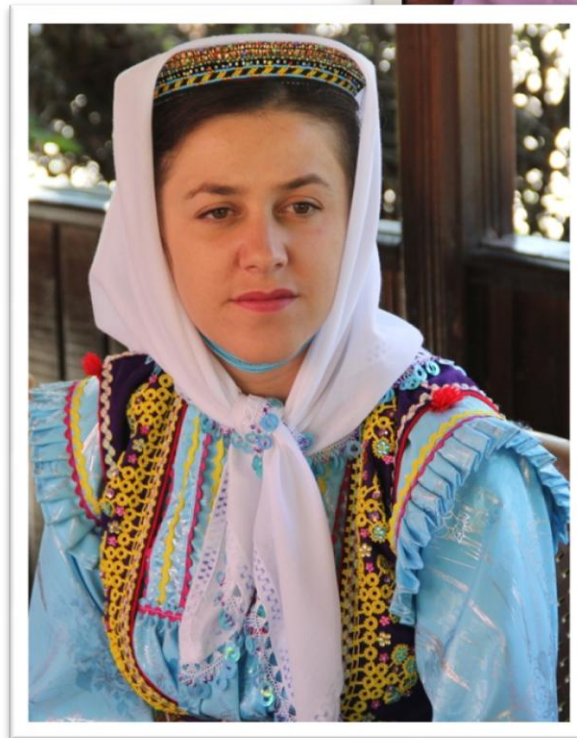
Kastamonu Ecotourism Association have guided the students in the Kure National Park and a Eco-tourism village.

# Stakeholder Involvement

The group met with the Azdavay Mayor., and forwarded their questions

Mayor explained special cultural values of the town. Students witnessed that the local women continue to wear traditional dresses (since 500 years).

Students evaluated whether the development of tourism would harm authenticity in the area.





# Presentations

Each group was given a total of 20 minutes for their presentations.

Representatives from the Development Agency (KUZKA), Kastamonu Governership of Project and Coordination Center, Ecotourism Association and tourism business investors listened and evaluated the projects.



Students were asked to answer the below questions in their presentations:

1. Brief overview of what each indicator means and how it connects to sustainability in the Kastamonu community.
2. Describe ways in which residents can achieve sustainability through tourism development in the Kastamonu community.
3. List interesting sustainability related facts in the Kastamonu community.



# Results of the Educational Program

- To assess the impact of this educational methodology on the leadership qualities for sustainable tourism development, pre-post design was used in which students completed a survey instrument on the first day (pre-test) and last day (post-test) of the program in Kastamonu.
- The Global Citizenship Scale developed by Morais and Ogden (2011) was used in this survey instrument.

Using significance level set at  $p < 0.01$  there were significant changes at two sub-dimensions of the scale.

Students felt that after completing the program they were

- ✓ comfortable expressing their views regarding a pressing global problem in front of a group of people and
- ✓ able to communicate in different ways with people from different cultures

# The Alignment Between Program Goals And Results

## Learning Goals of the Program

Sustainable Tourism

Bi-national  
collaboration

Quality of Life in  
Kastamonu



## Learning Process Stakeholder Involvement



Results  
Intercultural  
Communication  
and Global  
Knowledge

- ✓ **The changes observed in learners' scores reflect the local emphasis adopted in the design of the program.**
- ✓ The results suggest that the design of the educational program needs to be contextual.
- ✓ The educational program presented incorporated the contextual characteristics of the study area, problems of sustainable development as well as specific challenges in developing tourism activity.
- ✓ This contributed to the effectiveness of the program by integrating tourism development with sustainability concepts.
- ✓ Consequently, contextual characteristics of a given study area should be incorporated into design of educational programs in other settings.

# Project Team on duty...

