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HARMONISED TOURIST GUIDING IN SOUTHERN AFRICA (PHASE IV)

**DEPARTMENT OF HISTORICAL
AND HERITAGE STUDIES
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List of Definitions and Key Concepts

ACCREDITATION – the authority or sanction given to someone or something by an official body when the recognised and required standards are met.

AMBASSADOR – a representative or promoter of a specified activity.

BILINGUAL – a person fluent in two (or more) languages.

BORDER – an institution that serves to mark the functioning barrier between states, to impose control over the flows of people, to regulate cross-border trade or to indicate the evolving gateway of facilitating contact and interchange.

BORDER POST – the point of entry or exit that exists on a border between two countries and functions as an official checking area.

BOUNDARY – a physical or imaginary dividing line which is used to establish the difference between groups of people. It is also known as a spatial phenomenon that has enclosed governments, nations and cultures and has defined centres and peripheries.

BUREAUCRACY – a term used to describe people who implement the rules of a country or region.

CERTIFICATE – a document which confirms that someone has reached a certain level of competence or achievement in a course of study or training.

COMPETENCY TRAINING - any training required by a staff member in order to perform their job. This training directly relates to the task required to do their job.

COOPERATION – an action or process of working together towards the same end.

COLLABORATION – an action of working together to produce something or achieve similar objectives.



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CROSS-BORDER TOURISM - the movement of tourists across the borders of a country under the guidance of a qualified tourist guide.

CULTURE GUIDE - a person that conducts extensive tours with an emphasis on cultural wealth, both to enlighten and entertain international and local visitors as well as informing them of the different aspects of that particular natural area.

CURRICULUM – the subjects comprising a course of study in a school, college or other tertiary institution.

CUSTOMS – the division which deals with travel administration especially with regard to goods being brought into and leaving a country.

DEGREE – an academic rank conferred by a college or university after examination or after completion of a course.

DIPLOMA – a certificate awarded by an educational establishment to show that someone has completed a course or study.

DOMESTIC TOURISM – tourism that takes place between and within regions of a particular country. It effectively includes inter-regional tourism and intra-regional tourism.

EDUCATOR – a person who provides instruction or education, a teacher.

FACILITATOR – a person who has the responsibility of making an action or process easier.

HARMONISATION – the process of making something consistent or compatible.

IMMIGRATION – the movement of people and travellers into a country where they are considered as foreign nationals.

IN-BOUND TOUR OPERATOR – a tourism business focussed on tourists entering a country and to ensure that tours are conducted adequately.



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INSTITUTION – an organization that was founded for a purpose such as education. It may be a primary, secondary, tertiary and private institute.

INTERNATIONAL TOURISM – travel which involves leaving the borders of one country to enter another.

INTER-REGIONAL TOURISM – tourism that takes place across the boundaries of regions.

INTRA-REGIONAL TOURISM – tourism that takes place within certain countries within a region.

INTERPRETATION – (1) the action of explaining the meaning of something. (2) an educational activity aimed at revealing the means and relationships to people about places that they visit and the things that they can see and do there.

LONG HAUL TRAVEL – travel which covers a large distance and usually involves the use of a variety of transport types in order to cover many different areas.

NATURE GUIDE - a person that interprets the natural wealth of a site or province to a group of international or local visitors and educates and informs them of the different aspects of that particular area.

OUT-BOUND TOUR OPERATOR – a tourism business that encompasses the visits of tourists from one country to another country and ensures that tours are conducted successfully.

PARASTATAL - an organization or industry, which is given some political authority and serves the state indirectly.

QUALIFICATION – the completion of a course, especially one conferring status as a recognised practitioner.

RECOGNITION OF PRIOR LEARNING (RPL) – a type of assessment used for individuals who have been working as unregistered professionals or registered according to former



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regulations that takes into account all the qualifications, work experiences and skills for a particular profession and fits these into the current requirement such as the NQF (National Qualifications Framework) for guiding. Certain areas or unit standards are identified as needing attention and it is advised that extra attention is given to these.

SKILL(S) – the ability to do something well or to have expertise in performing a certain task.

STANDARDS – a level of quality or something which is used as a measure.

TOURISM – the movement of tourists to places outside of their home context for less than one year, for reasons of recreation, leisure or business.

TOURISMSCAPE – a landscape portrayed and utilised in a tourism context, like when a list of arbitrary tourist attractions are combined into a route based on a thematic approach.

TOURISM SERVICE - tourism and travel-related services include those provided by hotels and restaurants (including catering), travel agencies and tour operator services, tourist guide services and other related services.

TOURIST – a person who travels away from their home and stays away for at least one night (more than 24 hours) at their destination and they may travel for different purposes including business, leisure and exploration.

- **DOMESTIC TOURIST** – a resident of a country visiting another part of that country, for example, resident of Johannesburg staying one or more nights in Durban;
- **REGIONAL TOURIST** – a resident of a country visiting another country within the region, for example, a visitor from Zimbabwe spending one or more nights in the Free State in South Africa; or
- **INTERNATIONAL TOURIST** – a resident from one country visiting another country, for example a resident of Germany staying one or more nights in the North-West Province in South Africa.



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TOURIST GUIDE – a professional person who has attained a tourist guiding qualification, according to legislative requirements, and who guides and informs travellers in the regions in which they operate.

- **SITE GUIDE** – a tourist guide who is licensed to conduct short localised tours with a specific emphasis on the tourist attractions (cultural or natural) at a specific site. Guides may work at one specific site or may be qualified for a number of different sites.
- **PROVINCIAL GUIDE** - a tourist guide who is licensed to operate in certain provinces, for example within Gauteng.
- **NATIONAL GUIDE** - a tourist guide who is licensed to operate at a national level, across the provincial borders of South Africa.
- **REGIONAL GUIDE** - a tourist guide who is licensed to operate in certain regions, for example within the SADC region.

TRAINING – the action of teaching a particular skill or type of behaviour.

TRAINER – a qualified instructor who has met the requirements of the National Qualifications Framework in order to qualify as a facilitator for a specific course.

UNIT STANDARDS – the building blocks of national qualifications. They are registered statements of desired education and training outcomes together with their associated assessment criteria.

VISA – a legal document which allows for tourists to pass into another country.

VOCATIONAL - relating to, providing, or undergoing training in a special skill to be pursued in a trade.



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List of Acronyms and Abbreviations

LIST OF ACRONYMS AND ABBREVIATIONS	
ALE	Adult Learning and Education
AQN	Adventure Qualifications Network
APP	Mobile application
ARH	Advanced Rifle Handling
BOGA	Botswana Guides Association
BOTA	Botswana Training Authority
BTO	Botswana Tourism Organization
bn	Billion
BNSAZ	Botswana, Namibia, South Africa and Zimbabwe
BNVQF	Botswana National Vocational Qualifications Framework
BWP	Botswana Pula
CATHSSETA	Culture Arts, Tourism & Hospitality and Sport Sector Education Training Authority
C-BG	Cross-Border Guiding
CBT	Community Based Tourism
C-BT	Cross-Border Tourism
COMESA	Common Market for Eastern and Southern Africa
DTG	Directorate of Tourism and Gaming
EAC	East African Community
EACCM	East African Community Common Market
ECOWAS	Economic Community of West Africa
EFTGA	European Federation of Tourist Guide Associations
EU	European Union
FENATA	Federation of Namibian Tourism Associations
FETC	Further Education and Training Certificate
FGASA	Field Guide Association of Southern Africa



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GGA	Gauteng Guides Association
HAN	Hospitality Association of Namibia
HATAB	Hospitality and Tourism Association of Botswana
IPA	Importance-Performance Analysis
LDC	Less Developed Countries
LHHA	Lesotho Hotels and Hospitality Association
LQA	Lesotho Qualifications Authority
LMS	Lesotho, Mozambique and Swaziland
LSL	Lesotho Loti
LTC	Lesotho Tourism Council
LTDC	Lesotho Tourism Development Corporation
MET (Namibia)	Ministry of Environment and Tourism (Namibia)
MET(South Africa)	Ministry of Environmental Affairs and Tourism (South Africa)
METC (Lesotho)	Ministry of Tourism, Environment and Culture (Lesotho)
MEWT (Botswana)	Ministry of Environment, Wildlife and Tourism (Botswana)
MICE (Tourism)	Meetings, Incentives, Conferences and Exhibitions
MITUR (Mozambique)	Ministry of Tourism (Mozambique)
mn	Million
MoU	Memorandum of Understanding
MTA	Mozambique Tourism Authority
MTEC (Swaziland)	Ministry of Tourism, Environment and Communication (Swaziland)
MZN	Mozambican Metical
NAD	Namibian Dollar
NAFTA	North American Free Trade Agreement
NATH	Namibian Academy for Tourism and Hospitality
NDT (South Africa)	National Department of Tourism (South Africa)
NGO	Non-Government Organization



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NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NTB	Namibian Tourism Board
NTO	National Tourism Organization
NTSS	National Tourism Sector Strategy
OGS	Okavango Guiding School
OSBP	One Stop Border Post
PDA	Potentially Dangerous Animals
PDP	Public Driving Permit
POE	Portfolio of Evidence
RETOSA	Regional Tourism Organization of Southern Africa
RPL	Recognition of Prior Learning
RSA	Republic of South Africa
SAA	South African Airways
SACU	Southern African Customs Union
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SATOUR	South African Tourism Board
SME	Small and Medium Enterprise
SSA	Sub-Saharan Africa
STA	Swaziland Tourism Authority
STGA	Scottish Tourist Guides Association
SZL	Swazi Ilangeni
TASA (Namibia)	Tour and Safari Association (of Namibia)
TBCSA	Tourism Business Council of South Africa
TEP	Tourism Enterprise Partnership
TFCA	Transfrontier Conservation Area



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THETA	Tourism, Hospitality and Sport Education and Training Authority
TOR	Terms of Reference
TTCI	Travel and Tourism Competitiveness Index
TVET	Technical and Vocational Educational and Training Programs
TVETSD	Technical and Vocational Education and Skills Development
UN	United Nations
UNA	University of Namibia
UNESCO	United Nations Environmental, Scientific and Cultural Organization
UNWTO	United Nations World Tourism Organization
UP	University of Pretoria
USD	US Dollar
VET	Vocational Education and Training
VFR	Visiting Friends and Relatives
WFTGA	World Federation of Tourist Guide Associations
WTO	World Tourism Organization
WTTC	World Travel and Tourism Council
ZTA	Zimbabwe Tourism Authority



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SECTION 1: BACKGROUND AND CONTEXT OF THE STUDY

1.1. Introduction

Tourism is one of the fastest growing industries in the world today. Modern tourism is closely linked to development and is often a main income source for developing countries. In fact, the business volume of tourism often equals or exceeds that of oil exports, food products or automobiles. This growth goes hand in hand with an increasing diversification and competition amongst destinations.¹ The tourism industry is also associated with the phenomenon of globalisation. This is particularly relevant within the context of cross-border tourism. Moreover, international tourists who are long-haul travellers visit a country or a region to see as many sites and areas as possible.² A well-developed cross-border tourism programme will therefore increase a region's competitiveness in the international domain. The creation of tourism routes across international borders has been established in regions such as Europe and the Baltic states.³ The former has begun the management of the training of tourist guides in order for them to obtain regional capacity – meaning they are allowed to accompany tour groups to sites in multiple countries.⁴

In 2012/13, under the directive of the National Department of Tourism (NDT) the University of Pretoria (UP) conducted a preliminary study which focused on understanding cross-border tourism and tourist guiding in Southern Africa. One of the key findings from the study was that, whilst relatively clear regulations exist for tourist guiding operations in South Africa - despite the provincial nature of the tourist guiding system - the extent of guiding regulations in the wider Southern African region varies greatly. It was agreed that in order to encourage and stimulate tourism flows across the region and ensure consistency in the standard of tourism services, there is a particular need to move towards a more harmonised system of regulatory and training systems that govern cross-border tourist guiding in the region. Not only will such harmonisation improve visitor satisfaction, but it will

¹ UNWTO, (2014), Internet: <http://www2.unwto.org/content/why-tourism>, Accessed: 16 May 2015.

² S. Haung; C. Hsu & A. Chan, "Tour Guide Performance and Tourist Satisfaction: a Study of the Package Tours in Shanghai", in *Journal of Hospitality and Tourism Research* 34(3), (2010).

³ Naturefriends International, "Quality improvement for the cross-border tourism in the Danube Delta (Romania, Ukraine and Moldova)", in *Landscape of the Year – European Network for competitive and sustainable tourism*, Report: SI2.ACGRACE 034110500, Internet: <http://www.landscapeoftheyear.net/>, Accessed: 12 March 2014.

⁴ The Schengen Visa, (2014), Internet: <http://www.schengenvisa.cc/>, Accessed: 02 June 2014.



also mitigate risks around damage to a destination's image due to illegal and unqualified tourist guides who may lack the required standard in technical guiding skills and product knowledge. It will also assist in preserving the natural and cultural heritage of the region with tourist guide intervention, as well as other positive effects as a result of tourism.

1.2. Background and Context of the Study

Tourist guiding, being a professionalised activity, is one that requires appropriate training in order to achieve the required standards which are set by professional bodies and organisations on a regional and international level. Scholars, such as J. Ap and K. Wong, have emphasised how important it is that the training of tourist guides focuses first on the skills of delivery and then on content and knowledge, as tourist guides are meant to be interpreters, mediators and group leaders before they are subject specialists.⁵ Therefore, courses which are offered for the purpose of tourist guide training must focus on interpretive methods, research and guiding skills, as well as field courses, research practices and theoretical elements which relate to tourist guiding.

One of the most important qualities that needs to be acquired through tourist guide training is the interpreter role. In other words, once an individual has completed their basic training, they must know how to interpret all forms of tourism products for their clients. This includes having mastered research skills in order to compile relevant information on the tourism product. In addition, interpretation requires experience through practice in the field. Another important quality that must be acquired is being an effective speaker meaning that one must possess skills such as a good delivery, enthusiasm, confidence and logic. Some other basic considerations that potential tourist guides need to take into account include: being able to work with people; being comfortable with traveling and working long hours; having access to reliable transport and phones; not having medical conditions that would make guiding difficult; and being fluent in English and possibly one foreign language.⁶

The first phase of the study, conducted in 2012/13, showed that there are huge disparities with regards to the training, examination and accreditation of tourist guides across the SADC region, but more specifically the six southernmost African members who share

⁵ J. Ap & K. Wong, "Case Study on tour guiding: professionalism, issues and problems" in *Tourism Management* 22, (2001), pp. 551-563.

⁶ P. van Dyk, *Introduction to Tourist Guiding (6th edition)*, (2013), pp. 5-9.



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borders with South Africa. There are also many inconsistencies even within South Africa itself and these are evident across the nine provincial borders of South Africa. Due to these disparities, there is a shortage of properly trained and skilled tourist guides in some of the regions. As a result, there appears to be an influx of “foreign” tourist guides who are guiding illegally in regions they claim do not have suitably qualified tourist guides, be it at national or provincial level.

The second phase of the study, conducted in 2013/14, identified a number of similarities and discrepancies as well as omissions in the training and regulatory frameworks for tourist guides in southern Africa. This research also helped in determining the best practice approaches to support the development of a harmonised training framework for tourist guides in the region. The study revealed a number of possible avenues for the harmonisation of tourist guide training regulations and standards.

The third phase of the study, conducted in 2014/15, sought to identify the best possible avenues for harmonisation of tourist guide training regulations and standards in Southern Africa. This research took an in-depth look at the tourist guide to ascertain what skills and knowledge a tourist guide should possess. International best practice examples in cross-border tourist guide training from the European Union (EN 15565) and tourism potential in the East Africa Community were considered. The current status of tourist guide training in southern Africa was examined in terms of the SADC Protocol on the Development of Tourism (1998)⁷ and the different processes followed in the accreditation and certification of tourist guides across the seven selected SADC countries. Based on this, a possible avenue of harmonisation was suggested, termed the two-tiered approach. Based on this terraced model, it was suggested that Zimbabwe, Mozambique, Lesotho and Swaziland (Terrace 1) would first need to address some concerns in their internal tourist guide training and accreditation processes before joining Namibia, Botswana and South Africa (Terrace 2) in proceeding to regional harmonisation. (See Figure 1 for a summarised breakdown of the study phases).

⁷ The Southern African Development Community, ‘The SADC Protocols’, (2014), Internet: <http://www.sadc.org/sadcProtocols>, Accessed: 13 April 2013.



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This disparity in the ways in which tourist guide training programmes are accredited in the above-mentioned countries also makes it difficult for tourist guides to confidently hand over their tour groups to a tourist guide in another country. Tourist guides need to feel assured and comfortable that they are handing over to a tourist guide who has complied with a recognised minimum standard of training to ensure consistency in the quality of the visitor experience and to provide an uninterrupted experience for the tourists. Therefore, a minimum standard of training needs to be developed to facilitate this process.

The main purpose of Phase IV (2015/16) is to expand on the identified avenues for possible harmonisation and to create a draft generic regional cross-border tourist guide training framework which will outline aspects of a tourist guiding course/syllabus which can be used as a base line across the Southern African region. This phase also aims to provide brief guidelines to facilitate the operation of a cross-border tourist guide accreditation and registration system. Pending final approval from the NDT, this draft framework will be discussed with key tourism stakeholders in the South African provinces and will be adapted accordingly. It will then be taken to all of South Africa's neighbouring countries for their input.⁸ After the consultation process, a generic regional cross-border tourist guide training and accreditation framework will be developed which will have the potential to be introduced as a regional tourist guiding training programme for Southern Africa. This will have the potential to align the tourist guide profession and consequently enhance the tourist experience within the SADC region. This then could contribute to harmonised tourist guiding in Southern Africa.

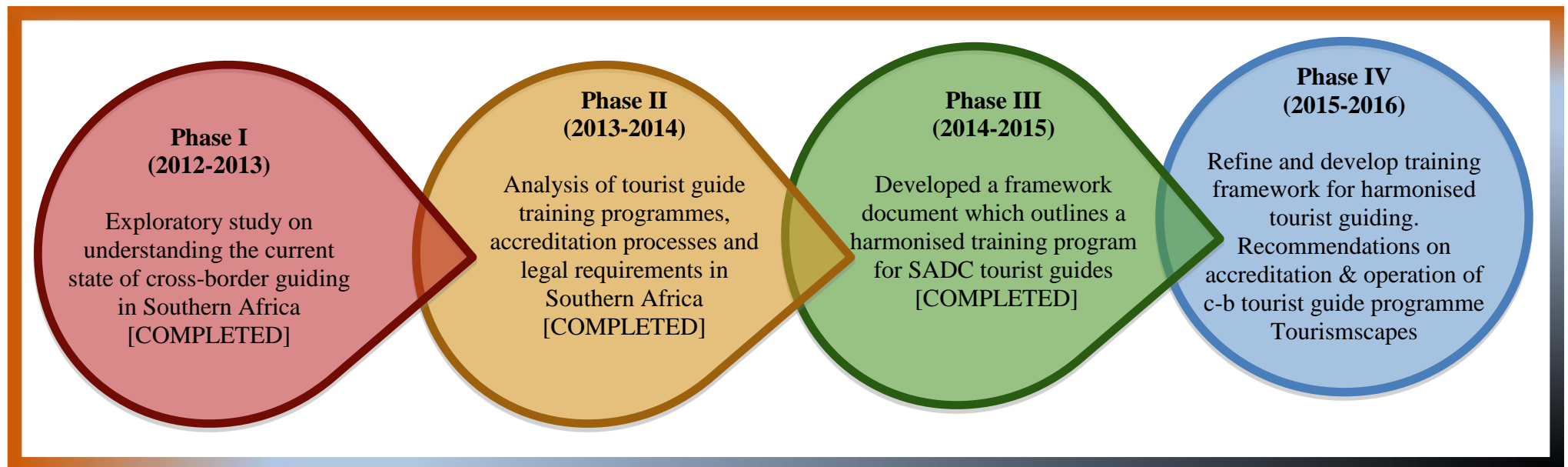
⁸ This fieldwork is dependent on the xenophobic situation within the region.



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Figure 1: Breakdown of the Study Phases





1.3. Rationale for the Study

The concept of cross-border tourist guiding is relatively new in the international tourism sector and does not appear to exist in a formal and official capacity in the Southern African region. Practice has shown that there is a need for greater co-operation and partnerships between industry and government counterparts in neighbouring countries and within the broader SADC region, particularly as far as the tourism sector is concerned. This also forms part of the SADC Protocol, as discussed in the Phase III report of this study.⁹

However, in order to encourage tourism across borders and to harmonise regulations, training and systems, an in-depth understanding of the current situation of cross-border guiding as a concept and practice in the international domain is critical. The best applicable practices will be monitored through interviews and questionnaires and need to be adapted and applied to the local circumstances. A concept of model framework for the introduction of a similar process will be devised.

1.4. Problem Statement

In essence, cross-border tourism implies the movement of tourists across the borders of a country under the guidance of a qualified tourist guide. In order to meet the needs of tourists and provide an uninterrupted visitor experience, as mentioned above, tourist guides often illegally travel across borders with tourist groups and provide services in other countries in the region. Besides this, it has also become apparent from the first phase of this study that there are many discrepancies which exist in terms of the general service standard of tourist guides within South Africa and in the six neighbouring countries. Therefore Phases II and III looked at understanding the current situation of cross-border guiding with particular reference to aspects such as the training of guides as well as the accreditation and monitoring of standards. The third phase also suggested a concept framework for regional cross-border tourist guide training, aligned with best practice in the international arena. The fourth and final phase of this study will thus use research from the previous three phases to expand on the concept framework for a regional tourist guide training course. International best practice will again be consulted, evaluated and adapted for the Southern African context and where lacunae exist, suggestions will be made. It will

⁹ Department of Historical and Heritage Studies, *Harmonisation of Tourist Guide Training in Southern Africa (Phase III)*, (2014), University of Pretoria: Pretoria, pp. 78-87.



also seek input from key stakeholders within South Africa and the six neighbouring countries.¹⁰

1.5. Purpose of the Study

The purpose of this study is to expand on the possible avenues for harmonisation in terms of the tourist guide training regulations and standards in Southern Africa. This study will revise, refine and expand the generic draft regional cross-border tourist guide training framework suggested in Phase III. Key stakeholders in South Africa's provinces and the six neighbouring countries will be consulted, their inputs will be incorporated and the framework will be adapted. In addition, suggestions will also be included for the establishment and operation of cross-border tourist guide accreditation and registration. This study will also include samples of information that may be included in cross-border tourist guide training manual. This involves a new and unique approach to consider the region laterally, as opposed a conventional geo-specific, vertical approach. Given the pivotal role of the tourist guide as indicated earlier, the establishment of a harmonised tourist guiding system for southern Africa will have the potential to increase the tourist visitation numbers to the region, as well as improve tourism in the area.

1.6. Research Questions

Developing a harmonised regional tourist guiding system for Southern Africa raises the following questions:

- What are the advantages and pitfalls in terms of cross border tourist guiding?
- What constitutes a successful, sustainable and viable cross-border tourism infrastructure?
- What are accepted international practices in terms of tourist guide training and accreditation?
- What legislations/regulations exist in terms of tourist guiding and how compatible are they in South Africa and its six neighbouring countries?

¹⁰ Consultation with stakeholders will be concluded once NDT approval of the draft framework has been confirmed.



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- How can the divergent standards of tourist guide training in South Africa and its six neighbouring countries with particular reference to training requirements, programmes and content be aligned?
- What potential avenues of possible harmonisation have been found with regard to tourist guide training regulations and standards in southern Africa?
- How do the tourist guide training programmes across other international boundaries such as the European Union function?
- What content would a syllabus for regional cross-border tourist guide training include?
- How would a system for regional cross-border tourist guide accreditation and registration function?

1.7. Objectives of the Study

- To review and evaluate accepted international practices with regard to the training and/or accreditation of local and regional tourist guides within the cross-border domain;
- To identify more avenues of possible harmonisation between the seven countries with regard to the accreditation of tourist guides and any other relevant aspects pertaining to the tourist guiding sector;
- To further develop and refine a generic draft regional cross-border training framework which outlines a harmonized regional training programme for tourist guides; and
- To consult with key stakeholders in South Africa and its six neighbouring countries, and with their inputs, to adapt the regional cross-border tourist guide training framework into an operational form.¹¹

¹¹ Again, consultation with stakeholders will be concluded once NDT approval of the draft framework has been confirmed.



SECTION 2: THEORETICAL BACKGROUND AND LITERATURE REVIEW

2.1. Theoretical Background

Historically, borders have often been perceived to be barriers to travel. Strict national migration and customs policies are considered to be the main contributors related to these barriers. In other words, citizens or tourists of certain nationalities are either refused entry or are made to go through rigorous visa application processes or physical scrutiny when entering a country. The emphasis on security and border formalities can be an intimidating process and it may deter or even prevent some people from travelling to other countries and thus serve as a barrier to trade and tourism flows.¹ Borders may also, apart from being purely political boundaries, be significant tourist attractions. Some well-known borders which act as tourist attractions are: the Berlin wall (separated East and West Germany); Hadrian's Wall (between England and Scotland), as well as the Great Wall (which stretches over most of China).

However, during the past two decades there have been some significant changes in certain regions which have on the one hand, led to a decrease in the barrier effects of borders. For example, the European Union (EU) has introduced policies that have either directly or indirectly influenced tourism across borders. Firstly, the Schengen Visa was introduced as a document to specifically enhance tourism, as it would allow the holder to travel to any of the 26 Schengen member states with one single visa.² Another development that was introduced was the Euro, which is a single currency that can be used in the confines of the EU. This has increased the growth of tourism in the region as tourists find it easier to travel by holding one single currency rather than numerous currencies for each member state. In the context of East Africa there is a similar easing of border regulations, but in this situation it is restricted to the citizens of the five member states of the East African Community

¹ D. Timothy, "Relationships between Tourism and International Boundaries", in H. Wachowiak, *Tourism and Borders: Contemporary Issues, Policies and International Research*, (Hampshire, England: Ashgate, 2006).

² The 26 Schengen States include: Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, and Liechtenstein; Schengen Visa Country List, (2014), Internet: <http://www.schengenvisainfo.com/schengen-visa-countries-list/>, Accessed: 16 May 2015.



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(EAC).³ In other words, the East African Passport (EAP) only allows nationals of the member states to travel across the region's borders. Unlike the Schengen Visa, it is not available to other foreign nationals to travel across borders and is primarily concerned with trade concessions.⁴ The EAC also signed a Monetary Union Protocol on 30 November 2013 and plans to introduce a single currency for the region, like the Euro in the EU.⁵ The EAC has also initiated an umbrella platform, the East Africa Tourism Platform, which is specifically geared toward tourism cooperation. One of their main aims is to conduct an audit to evaluate the region's price competitiveness in order to make East Africa more affordable to visit.⁶

Tourist guides are regarded as one of the most significant role players in removing the 'barrier' concept of borders and ensuring successful regional cooperation. The tourist guiding profession has existed virtually as long as the travel and tourism industry, yet up until the 1980s it has received relatively little attention in tourism literature.⁷ This omission is hard to understand as it is evident that tourist guides are one of the key front-line players in the tourism industry. Their knowledge and interpretation skills at a tourist destination, along with their communication and service skills, give them the ability to transform the tour from a "visit" into an "experience" for the tourists and to possibly ensure return visits.⁸

The role of a tourist guide has proven to be much more important in the context of Less Developed Countries (LDCs). However, the majority of countries and the tourist market on a global scale require these tourist guides to have a wide range of skills such as group management, proper communication/presentation, interpretation and practices which are associated with underpinning knowledge/expertise. The guide is further required to act as role model by behaving in an environmentally and culturally sensitive manner, to assist in

³ The East African Community (EAC) is the regional intergovernmental organisation of the Republics of Burundi, Kenya, Rwanda, the United Republic of Tanzania, and the Republic of Uganda, with its headquarters in Arusha, Tanzania; East African Community, (2014), Internet: <http://www.eac.int/>, Accessed: 04 June 2014.

⁴ East African Community, (2014), Internet: <http://www.eac.int/>, Accessed: 04 June 2014.

⁵ N. Gashayija, (2015), Internet: <http://allafrica.com/stories/201501190096.html>. Accessed: 1 October 2015.

⁶ T. Reed, (2015), "Bid to make East Africa more affordable", Internet: <http://www.tourismupdate.co.za/Home/Detail?articleId=103196>, Accessed: 29 October 2015.

⁷ J. Ap and K. Wong, "Case Study on tour guiding: professionalism, issues and problems" in *Tourism Management* 22, (2001), pp. 551-563. See also L. van den Berg, *Tourist guiding legislation: South Africa, Australia and Canada in a comparative perspective*, (2016 – forthcoming MHCS dissertation), (Pretoria: University of Pretoria).

⁸ J. Ap and K. Wong, "Case Study on tour guiding: professionalism, issues and problems" in *Tourism Management* 22, (2001), pp. 551-563.



the management of natural and cultural resources, provide education and interpretation and to act as the cultural mediator between tourists and local communities.⁹ Therefore it is vital, especially in developing countries in the Southern African region, that proper training methods are implemented to ensure that local people can competently fulfil all the demanding roles of a tourist guide.

2.2. Literature Review

There exists a reasonable amount of literature on cross-border issues in tourism on a global level. However, this research reflects virtually nothing on cross-border tourist guiding as such. A range of academic studies, research reports, business projects and web articles were all reviewed for the purpose of this proposed study. The literature scrutinised thus far revealed the different ways in which tourist guiding has been represented in the secondary literature including: theories on tourist guides; academic discussions on the training of tourist guides; international examples of tourist guide training programmes; and local examples of tourist guide training programmes. There has however been very little literature on tourist guiding within the local context of Southern Africa and therefore the bulk of the literature that has been reviewed is from an international perspective.

A number of scholars and global organisations have defined the “tourist guide”. These include: the European Federation of Tour Guides Association (EFTGA);¹⁰ the World Federation of Tour Guide Associations (WFTGA);¹¹ the National Standard for the Quality of Tour-Guide Service of the People’s Republic of China;¹² and the South African National Department of Tourism (NDT).¹³ (These definitions are discussed in depth in previous reports).

⁹ R. Black & S. Ham, “Ecotour Guide Training in Less Developed Countries: Some Preliminary Research Findings,” in *Journal of Sustainable Tourism*, 9 (2), (2001), pp. 147-156.

¹⁰ European Federation of Tour Guides Associations, *European Federation of Tour Guides Associations Brochure*, (Austria: European Federation of Tour Guides Associations, 1998).

¹¹ World Federation of Tour Guide Associations, “What is a Tour guide?”, <http://www.wftga.org>, Accessed: June 2013.

¹² Quality of Tour Guide Service, (2013), “*Quality of Tour Guide Service (GB/T 15971-1995)*,” http://www.cnta.gov.cn/news_detail/newshow.asp?id=A20066231654396087959, Accessed: June 2013.

¹³ The National Department of Tourism, *Tourism Act No. 3 of 2014*, (2014).



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Scholars such as J. Ap and K. Wong define a tourist guide as the “essential interface” between the host destination and its visitors;¹⁴ A. Geva and A. Goldman emphasize the fact that a tourist guide’s performance is “vital” to the success of any tour;¹⁵ while M. Prakash and N. Chowdhary state that in India, guides are referred to as “cultural ambassadors” and “gateways for canalising information to tourists”.¹⁶

The roles of a tourist guide as well as their responsibilities have been researched by a number of scholars. For example, K. Pond has indicated that the role of a tourist guide includes being a leader, an educator, an ambassador, a host, and a facilitator.¹⁷ Prakash and Chowdhary list the roles of a tourist guide as telling (provision of information), selling (interactive communication that explains and clarifies), participating (being a part of activity), and delegating (giving responsibility to some future behaviour).¹⁸

Other scholars such as D. Cross, M. Mancini and K. Pond have provided useful, hands-on information about tourist guiding practices, professionalism and they also address relevant issues such as the role of guiding in the tourism industry, guiding skills and techniques, and the problems that guides may encounter while on tour.¹⁹

Recently, some discussions have focused on the debate that has emerged in the context of the digital age. With the abundance of mobile applications (apps), some research mentions that the role of the tourist guide has essentially become redundant. The technological onslaught has been relentless: many museums offer portable audio devices, preloaded with applications to take guests through the museum while providing relevant information; mobile apps are also available to provide guided audio tours of popular cities; and there are many mobile apps to help tourists put together their own itineraries. Apps have a number of

¹⁴ J. Ap and K. Wong, “Case Study on tour guiding: professionalism, issues and problems” in *Tourism Management* 22, (2001), pp. 551-563.

¹⁵ A. Geva and A. Goldman, “Satisfaction measurement in guided tours” in *Annals of Tourism Research* 8(3), (1981), pp. 337-402.

¹⁶ M. Prakash and N. Chowdhary, “What are we training tour guides for? (India)” in *Turizam* 14(2), (2010), pp. 53-65.

¹⁷ K. Pond, *The professional guide: Dynamics of tour guiding*, (1993), (New York: Van Nostrand Reinhold).

¹⁸ M. Prakash and N. Chowdhary, “What are we training tour guides for? (India)” in *Turizam* 14(2), (2010), pp. 53-65.

¹⁹ D. Cross, *Please follow me: The practical tourist guides handbook*, (1991), (Salisbury, England: Wessex Explore Tourist Service); M. Mancini, *Conducting tours: A practical guide*, (1990), (Cincinnati: South-Western Publishing Co); K. Pond, *The professional guide: Dynamics of tour guiding*, (1993), (New York: Van Nostrand Reinhold).



advantages. The information on an app is likely to be correct, authoritative, well-researched and often more factually accurate than a tourist guide my remember and deliver. Apps allow visitors to view an attraction at their own pace, or to skip areas they may not have an interest in. Apps can be designed in such a way that allows for interaction amongst family members and can cater for kids and adults at the same time. Moreover, apps come with the ability to cope with large number of visitors at the same time and are often available in a number of languages. With the prevalence of social media, apps also allow visitors to share their experience of an attraction.²⁰

On the other hand, tourist guides still fulfill a richer role that apps cannot replace at the moment. A human guide's interpretation of a site will always add value to a museum or attraction. Tourist guides also offer personal interaction and the opportunity to engage with a local, something that is increasingly desired by travellers. Personal interaction is much better for visitors – they are able to ask guides questions and get a response. Tourist guides offer more than the mere delivery of information by being able to offer a personal take and give additional anecdotal information. Guides are also able to 'read' their groups and adjust their presentation accordingly to ensure that their guests enjoy the visit.²¹

Until recently, the prevalence of the concept of "tourist guide training" in secondary literature is also limited. However, it is significant that in the last decade there has been an increase in the interest in tourist guide training. The works of both Weiler and Ham and Black and Ham refer to a number of factors which determine a successful and appropriate tourist guide training programme.²² R. Black and S. Ham have identified five key principles for developing a tourist guide certification programme:

- undertake research in order to determine the need and demand for a programme;
- ensure representation of and consultation with all key stakeholder groups using effective and regular communication with all these stakeholders;

²⁰ T. Reed, "Can apps replace tourist guides?", Internet: <http://www.tourismupdate.co.za/Home/Detail?articleId=102518>, Accessed: 12 October 2015.

²¹ T. Reed, "Can apps replace tourist guides?", Internet: <http://www.tourismupdate.co.za/Home/Detail?articleId=102518>, Accessed: 12 October 2015.

²² B. Weiler, & S. Ham, "Tour Guide Training: A Model for Sustainable Capacity Building in Developing Countries", in *Journal of Sustainable Tourism*, 10 (1), 2002, pp.52-69; R. Black, & S. Ham, "Improving the Quality of Tour Guiding: Towards a Model for Tour Guide Certification", in *Journal of Ecotourism*, 4 (3), 2005, pp. 178-195.



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- develop clear programme aims and objectives and project documentation, establish programme ownership and communicate these to the key industry stakeholder groups;
- secure sufficient funding for programme development and implementation; and
- establish a realistic and flexible timeframe for programme development and implementation.²³

There have also been a number of practical studies (i.e. case studies) done on tourist guide training from both qualitative and quantitative perspectives, which have contributed to an assessment of current situations. S. Haung, C. Hsu and A. Chan performed a study on “tour guide performance and tourist satisfaction” based on packaged tours that are on offer in Shanghai. The results of this study were very broad, however the main concerns were that there were huge disparities with the service levels and knowledge base with some of the guides, thus the need for improved training.²⁴ R. Harris and L. Jago analysed the current situation of tourist guide accreditation in the Australian tourism industry and they also provide a discussion on the “uncertain future” of this sector. The outcome of this study was that the legal structures and procedures behind the training and accreditation of tourist guides was lacking and that it needs serious attention in addition to the introduction of greater incentives for professionals to become (legally) accredited.²⁵ Finally, the already mentioned case study by Ap and Wong provides useful information on what is actually happening in terms of the assessment of training on a global scale. Some of the recommendations that emanate from this study include aspects, such as service quality delivery and professionalism; the image and status of a tourist guide; the proper training of tourist guides; the certification, registration or licensing of tourist guides; and the role of tourist guide associations or bodies.²⁶

Another category of literature which has been reviewed is the examples of tourist guide training programmes and other related aspects, such as accreditation procedures and the

²³ R. Black, & S. Ham, “Improving the Quality of Tour Guiding: Towards a Model for Tour Guide Certification”, in *Journal of Ecotourism*, 4 (3), 2005, pp. 178-195.

²⁴ S. Haung, C. Hsu & A. Chan, “Tour Guide Performance and Tourist Satisfaction: a Study of the Package Tours in Shanghai”, in *Journal of Hospitality and Tourism Research* 34(3), (2010).

²⁵ R. Harris & L. Jago, “Professional accreditation in the Australian tourism industry; an uncertain future”, in *Tourism Management* 22, (2001), pp. 383-390.

²⁶ J. Ap and K. Wong, “Case Study on tour guiding: professionalism, issues and problems”, in *Tourism Management* 22, (2001), pp. 551-563.



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monitoring of the standards and legal aspects of registered tourist guides, in terms of the implementation and success thereof. Most of the sources reviewed thus far were Internet-based documents and web articles, both international and local. For example, many websites of organisations had their course outlines available for download, while some had course outlines and other relevant information displayed in articles which were found on the web pages.

A key example of an international training programme for tourist guides is that of the World Federation of Tourist Guide Associations (WFTGA). One of their main objectives is to maintain the general standard of tourist guides on an international level.²⁷ They offer courses such as “Train the Trainer” which aims to train tourist guides or other tourism professionals that are responsible for training other tourist guides. Another example of a course is the “Hands on Tourist Guide Training” which focuses on training individuals who seek to become tourist guides, or current tourist guides looking to improve their skills. Both of these courses include the vital elements needed for a training programme, which are knowledge application, research techniques and practical skills. Furthermore, the practical application of these programmes needs to be explored.

In terms of local organisations, a number of websites were reviewed to determine the current state of tourist guide training and accreditation in Southern Africa. The main organisation which was analysed was the Culture, Arts, Tourism, Hospitality and Sport Education and Training Authority (CATHSSETA).²⁸ Accredited CATHSSETA training providers were researched, including: Drumbeat Academy;²⁹ Makiti Guides and Tours;³⁰ and FGASA (Field Guide Association of Southern Africa).³¹ These organisations were reviewed because they are responsible for the accreditation of tourist guides (along with the NDT) in South Africa. All of these organisations/institutions provide training courses which focus on all the necessary skills for a tourist guide to equip the certificate holder to be able to conduct tours across South Africa.

²⁷ WFTGA, (2013), Internet: <http://www.wftg.org/>, Accessed: June 2013.

²⁸ CATHSSETA, (2013), Internet: <http://www.cathsseta.org.za/>, Accessed: June 2013.

²⁹ Drumbeat Academy, (2013), Internet: <http://www.drumbeatacademy.co.za/>, Accessed: June 2013.

³⁰ Makiti Guides and Tours, (2014), Internet: <http://www.makitigt.com/>, Accessed: 04 June 2014.

³¹ FGASA, (2013), Internet: <http://www.fgasa.org.za>, Accessed: June 2013.



SECTION 3: RESEARCH DESIGN AND METHODOLOGY

3.1. Literature Survey

Phase IV considered, scrutinised and evaluated examples of best practice in the international domain in terms of cross-border tourist guiding. As the South African tourism industry is still very much dependent on international domains to increase tourist visitation figures and the increasing contribution to the GDP (see Table 1), we needed to take cognisance of these requirements in our literature survey. These experiences in the international domain would, in turn, be the expectations of the international tourists when they travel to Southern Africa.

Table 1: Foreign visitor arrivals for South Africa¹

Country of Origin	2009	2010	2011
United Kingdom	495,441	500,838	471,425
United States of America	268,753	321,011	333,249
Germany	216,076	232,928	254,714

3.2. Data Collection

Fieldwork research, which entails qualitative open-ended interviews with individuals in their professional capacity, will be conducted locally and in the cross-border region once the report and concept model of both the training programme for Southern Africa, as well as the prepared tourism landscape model have been sanctioned by NDT. This will be done in order to obtain feedback on the draft generic regional cross-border tourist guide training framework which was established in Phase III (the terraced approach) and is refined and expanded in Phase IV. Key stakeholders such as tour operators, tourist guides and tourists will be presented with the framework from an academic perspective and they will be asked

¹ Europa World, (2014), *South Africa*, Abingdon: Routledge.



to comment on the prospective harmonisation of tourist guide training and standards in Southern Africa. These interviews and questionnaires will be conducted once the current report is approved.

3.3. Data Analysis

In order to develop a recommendation for cross-border tourist guiding, the nature of international best practices was evaluated along with the data collected from fieldwork. These criteria were assessed for their applicability and relevance to the Southern African context. In previous phases, the legislation pertaining to cross-border tourist guiding was also analysed so as to ascertain how these relate to one another and considered the possible implications for the Southern African region. A similar analysis had also been carried out on the training programmes, accreditation procedures and other aspects pertaining to the standards of tourist guides. Phase IV therefore focused more on what needs to be done in terms of training, accrediting and registering tourist guides in order to create a harmonised regional tourist guiding network, as well as the composition of a tourismscape prototype for potential development.

Once completed, the interview data will be assessed for aspects such as current practices, general trends, interpretation of the regulations, and problems and solutions pertaining to current practices at governmental, operational and guiding levels throughout the region. Feedback and suggestions about the draft generic regional cross-border tourist guide training framework will also be interpreted and incorporated, in order to expand the framework into a more efficient and workable form. Some initial pilot interviews are discussed in section 7 of this report.

3.4. Ethical Aspects

In accordance with the University of Pretoria's ethics policy, the proposal has been submitted to the Postgraduate Research and Ethics Committees of the Faculty of Humanities for approval. These regulations required that the interviewees be provided with a Letter of Introduction and Informed Consent (see Annexure 1). This letter also included a guarantee of anonymity both in terms of the individual as well as his/her affiliation or position.



SECTION 4: INTERNATIONAL BEST PRACTICE

4.1. Introduction

This section will consider how tourist guides are trained and registered in different regions. This includes aspects, such as what content is included in training manuals and how tourist guides are registered and monitored in cross-border or trans-regional contexts. The regions that will be considered include the European Union, India and the East African Community.

4.2. The European Union (EU)

The European Union is one of the best international examples of cross-border tourism. Travel across the borders of the individual states that make up the EU is made simple in no small measure due to the introduction of a single visa for the entire region, the Schengen visa, and a single currency, the Euro. The impact that the Schengen visa and the Euro have had on tourism in the EU has already been comprehensively discussed in previous phases of this research project. The EU has also implemented measures to harmonise tourist guide training across the region with the introduction of the service standard document, EN 15565. EN 15565 sets out the requirements for the provision of professional tourist guide training and qualification programmes, while ensuring a minimum standard for countries, regions and cities for tourist guide training.¹

EN 15565 has been widely endorsed by tourist guide associations across Europe, including the World Federation of Tourist Guide Associations (WFTGA), the United Kingdom's Institute of Tourist Guiding and the European Federation of Tourist Guide Associations (EFTGA).² In fact, Tom Hooper, the chairman of EFTGA, summarised the importance of a single service standard document as:

¹ German Institute for Standardization (DIN), 'Service Standardization – Tourist Guide Training', Internet: <http://www.din.de>, Accessed: 14 March 2014.

² WFTGA, 'EN 15565 2008 Standard for the Training and Qualification of Tourist Guides...', Internet: <http://wftga.org/news/en-15565-2008-standard-training-and-qualification-tourist-guides>, Accessed: 11 December 2015; Institute of Tourist Guiding, 'Response from the Institute of Tourist Guiding (INSTITUTE), the accrediting body in England, Wales and Northern Ireland for qualifications programmes achieving the standard EN 15565:2008 "Tourism Services – Requirements for the provision of professional tourist guide training and qualifications programmes', Internet: http://ec.europa.eu/internal_market/consultations/2011/professional_qualifications_directive/educational-bodies/institute-of-tourist-guiding_en.pdf, Accessed:



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In tourism it is important that visitors know the type and level of service to expect from one country to another. EN 15565 sets out an achievable European Standard for Tourist Guide Training across Europe. It is a benchmark on which to build and as the professional tourist guide association; [EFTGA] recognizes this as a historic achievement. It helps tourist guides develop a career and it empowers visitors to choose guides trained to or beyond the European norm.³

EN 15565 specifies the components that need to be present in any tourist guide training programme in order to meet the minimum set of standards, that is, the basic skills and knowledge that any professional tourist guide *must* possess in order to successfully operate in the EU. Table 2 explains this in more detail.

5 December 2015; CEN-CENELEC, 'Standards@play', Internet: <http://www.cencenelec.eu/news/publications/Publications/Standards@play.pdf>, Accessed: 5 December 2015.

³ CEN-CENELEC, 'Standards@play', Internet: <http://www.cencenelec.eu/news/publications/Publications/Standards@play.pdf>, Accessed: 5 December 2015.



Table 2: Tourist guide training content in the EU (1)

EUROPEAN UNION: Example from EN 15565⁴	
Content areas	Content
Guiding techniques and skills	<ul style="list-style-type: none"> • Presenting the city, region, area, site in a certain way • Guiding groups or individuals • Interpreting the natural and cultural heritage for visitors • Helping visitors to experience and understand what they see • Using appropriate language • Presenting appropriate information in a comprehensive and communicative way
Theoretical knowledge	<ul style="list-style-type: none"> • History and Culture • Legal and Political System • Religion and Philosophy • Contemporary life • History of Art and Architecture • Environment • Geography and Geology • Professional Ethics
Presentation techniques	<ul style="list-style-type: none"> • Voice projection • Diction (choice and use of words) • Microphone techniques • Breathing • Eye contact • Body language, posture and stance • Personal appearance and behaviour • Style and vocabulary
Communication techniques	<ul style="list-style-type: none"> • Interpersonal skills (interaction and communication with others) • Selection of words or language • Structuring and linking of information • Handling and use of questions • Stress management (staying calm in emergencies) • Time management

⁴ Adapted and compiled from: German Institution for Standardization (DIN), 'Service Standardization – Tourist Guide Training', Internet: <http://www.din.de>, Accessed: 14 March 2014.



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EUROPEAN UNION: Example from EN 15565	
Group management	<ul style="list-style-type: none"> • Position relative to the group • Impartial approach (not favouring anyone) • Politeness • Group dynamics (processes of interaction) • Conflict management
Guiding for persons with special needs	<ul style="list-style-type: none"> • Guiding for persons with special needs
Business knowledge and skills	<ul style="list-style-type: none"> • Fundamentals of economics • The business of the tourism industry • The tourist guide profession • Sustainable tourism • Tourism and tourist guide legislation • Commercial aspects such as accounting and marketing • The research, planning, developing and updating of guided tours • Health and safety regulations • Debriefing and quality control
Practical training	<ul style="list-style-type: none"> • Actual site visits and fieldwork • Risk assessment and first aid
Qualification	<ul style="list-style-type: none"> • Examinations and assessments; and • Certificate, diploma etc.



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Even though EN 15565 sets out common standards for the EU, prospective tourist guides still receive training and have to register within their national, provincial or local structures. For example, in Greece, guides are trained in the School of Tourist Guides, which is a state school of the Ministry of Development. There are two permanent schools in Athens and Thessalonica, with additional space in Rhodes, Crete, Corfu and Lesvos Islands, should the demand for training be high. It is compulsory for guides in all museums, sites, monuments, churches, etc. to receive this training and the studies last 2.5 years. All guides in Greece qualify at a national level, that is, they have permission to guide throughout the whole of Greece. In order to qualify for training, candidates must be a member of an EU country and be fluent in modern Greek (or a foreigner of Greek origin from a non-EU country, also fluent in Greek) and must have completed secondary-level education. They should also be able to communicate in at least one foreign language.⁵ The content areas focused on in the training provided at the Schools of Tourist Guides are indicated below in Table 3.

⁵ E. Kalamoukidou, "Greek educational system for tourist guides", Internet: <http://www.wftga.org/tourist-guiding/education-tourist-guides-worldwide/greek-educational-system>, Accessed: 22 September 2015.



Table 3: Tourist guide training content in the EU (2)

GREECE: Example from School of Tourist Guides⁶		
Content area	Content	Duration
Theoretical knowledge	Ancient Greek History	50 hours
	Byzantine history	50 hours
	Modern Greek history	50 hours
	Prehistoric archaeology	80 hours
	Classical archaeology	120 hours
	Byzantine and post-Byzantine archaeology	120 hours
	Art history	100 hours
	History of architecture	30 hours
	History of theatre	30 hours
	Religious studies	40 hours
	Mythology	20 hours
	History of Ancient Greek literature	30 hours
	History of Modern Greek literature	20 hours
	Folklore	30 hours
	Geography (Natural, Touring)	30 hours
	Ecology, Greek environment	60 hours
	Geology, Paleontology, Spileology	20 hours
	Archaeological legislation	20 hours
	Tourist law and tourist development	30 hours
Guiding skills and knowledge	Travel agencies and hotels	30 hours
	Psychology of the tourist	20 hours
	First Aid	20 hours
	Orthophony	10 hours
	Practice in guiding	30 hours
	Practice in guiding on a bus	30 hours
	Lessons in museum visits about archaeology	110 hours
	Visiting sites and practice guiding in situ (sites, monuments)	260 hours

⁶ Adapted and compiled from: E. Kalamboukidou, "Greek educational system for tourist guides", Internet: <http://www.wftga.org/tourist-guiding/education-tourist-guides-worldwide/greek-educational-system>, Accessed: 22 September 2015.



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In the United Kingdom, there are separate accreditation procedures for Scotland and then for England, Wales and Northern Ireland. In Scotland, potential guides must apply to the Scottish Tourist Guides Association (STGA). They are interviewed and language-screened, and then if accepted, they go on a 4-day introductory training course, where they have to do presentations and a written assignment. If they pass this course with a minimum mark of 60% they are invited to become Student Associate Members of STGA. They then start a course that is run on behalf of the STGA by the University of Edinburgh. This course includes different categories of content ranging from core knowledge and practical skills to regional studies (i.e. applied core knowledge to different parts of Scotland). The course lasts for 2 years and includes 128 hours core knowledge and 280 hours guiding skills/regional studies, which is a mixture of web-based distance learning, tutorials, lectures and field visits, including two 7-day extended tours around Scotland and several weekend trips.⁷

Prospective guides are assessed on coach, foot and on site, and have to write four essays, a longer project and tour notes. If they pass all this, they apply to sit the STGA membership exam which lasts for 4 days and includes a written exam, a project, oral questions on any area of Scotland, oral questions on practical issues, and assessment on a coach, site and a walking tour. They are assessed in English, but have to do the practical sessions in English and in any language they intend to guide in (whether it is their native language or not). They must pass with 70% and are then awarded the 'Blue Badge', a joint STGA and University of Edinburgh Certificate, and a Certificate in Scottish Studies (which may count towards a degree). The level is equivalent to second-year university level. Most students are tertiary education graduates. Guides can also qualify at Level 3 – for an island or group of islands within Scotland only – where they do a shorter course, but the standard expected is the same. They just qualify for a smaller geographical area. There is also a Level 2 qualification for site guides – people who work at a single site, or do a fixed route (like an open-bus city tour or a fixed walk).⁸

⁷ R. Newlands, "Scottish educational system for tourist guides", Internet: <http://www.wftga.org/tourist-guiding/education-tourist-guides-worldwide/scottish-educational-system>, Accessed: 22 September 2015.

⁸ R. Newlands, "Scottish educational system for tourist guides", Internet: <http://www.wftga.org/tourist-guiding/education-tourist-guides-worldwide/scottish-educational-system>, Accessed: 22 September 2015.



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For England, Wales and Northern Ireland, the highest qualification for a tourist guide is also the 'Blue Badge'. Originating in London, the Blue Badge guiding qualification was first awarded by regional Tourist Boards so that every guide would have the same background of national core knowledge combined with in-depth local knowledge. The Blue Badge is now the responsibility of the Institute of Tourist Guiding, and this Institute sets the standard, examines and accredits guides, although training may be undertaken at an accredited academic institution, often a university or College of Further Education. A wide spectrum of academic, specialist and practical training is provided, as well as a core curriculum of the history, architecture and social development of the country. As well as acquiring knowledge, Blue Badge Guides are trained in the selection and presentation of their material. This process has been so successful that English trainers have trained guides all over the world, and the Blue Badge is recognised internationally as a benchmark of excellence.⁹

Prospective guides study for up to two years at university level, taking a comprehensive series of written and practical exams that qualify them to become Blue Badge Tourist Guides. There are also two other levels of tourist guides, as explained in Table 4 below. Each qualification is specific to the geographic area for which the candidate has been trained and examined.¹⁰

⁹ British Guild of Registered Tourist Guides, "Introduction", Internet: <http://www.britainsbestguides.org/training-introduction/>, Accessed: 22 September 2015.

¹⁰ Institute of Tourist Guiding, "Our qualifications explained", Internet: <http://www.itg.org.uk/what-we-do/our-qualifications-explained/>, Accessed: 22 September 2015.



Table 4: Levels of tourist guide qualifications in the UK

ENGLAND, WALES & NORTHERN IRELAND: Levels of guiding ¹¹		
Level	Description	Duration
2: WHITE BADGE	Holders are qualified for one mode of guiding - either at a specific site, e.g. museum, cathedral, stately home, or a guided walk along one fixed route.	50-70 contact hours (lectures or practical sessions on site) + 120 hours of private study
3: GREEN BADGE	Holders are qualified for two modes of guiding - guided walks and at sites in their specified city, town, borough or area of countryside.	80-100 contact hours (lectures or practical sessions on site) + 180 hours of private study
4: BLUE BADGE	Holders are qualified for all three modes of guiding - guided walks, at sites and on a moving vehicle - in their specified region. Many guides are specialists in their fields, e.g. art galleries, architecture, antiques, etc.	Two academic terms

In the UK, many guides are self-employed and some institutions, like the Institute of Tourist Guiding and Britain's Guild of Registered Tourist Guides, have created innovative web search tools to connect guides with prospective clients. Figure 2 provides an example of one such an online tool from the Guild of Registered Tourist Guides' website. Prospective clients can customise the search to find the best guide for them by specifying the area they want to tour in, the language they want to be guided in, and any special interests they might have.¹²

¹¹ Adapted and compiled from: Institute of Tourist Guiding, "Our qualifications explained", Internet: <http://www.itg.org.uk/what-we-do/our-qualifications-explained/>, Accessed: 22 September 2015.

¹² Guild of Registered Tourist Guides, "Guide search", Internet: <http://www.britainsbestguides.org/find-a-guide/>, Accessed: 22 September 2015.



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Figure 2: The 'Find a Guide' function on the Guild of Registered Tourist Guides website

The screenshot shows the website britainsbestguides.org in a browser window. The header includes the 'BRITISH GUILD OF TOURIST GUIDES' logo, navigation links for 'ABOUT THE GUILD', 'TOUR IDEAS', and a 'TRANSLATE:' section with options for FRANÇAIS, DEUTSCH, ESPAÑOL, ITALIANO, 日本語, РУССКИЙ, and 中文. Two prominent blue buttons are labeled 'FIND A GUIDE' and 'BOOK A TOUR'. Below the header is an orange navigation bar with links: HOME, ESSENTIAL INFORMATION, GUIDE TRAINING, TRADE, REGIONAL ASSOCIATIONS, CONTACT US, and MEMBERS AREA.

The main content area is titled 'Guide search' and contains the following text: 'You may search by region, language, special interests, extended touring, experience and availability. Select the Region - click on the map or use following options:'.

The search filters on the left are:

- Region: Any Region (dropdown)
- Language: No Preference (dropdown)
- Search by date: - / - / - (date pickers)
- Specialised qualification (?): No Preference (dropdown)
- Special interest: No Preference (dropdown)
- Touring: No Preference (dropdown)
- Driver guide: ☐

At the bottom left, there is a 'Keyword' search bar with a 'GO' button, and a section titled 'Know the name of the guide you are looking for?' with a 'Search by name' bar and a 'GO' button.

On the right side of the search area is a map of the United Kingdom and Ireland, with the UK highlighted in blue and Ireland in grey.



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Elsewhere in Europe, Naturefriends International¹³ have also identified and developed a tourist guide training curriculum and guidelines for their project focusing on the quality improvement of cross-border tourism in the Danube Delta (including Romania, Ukraine and Moldova). Tourist guiding is a common form of interpretation at many tourist attractions, and while many curricula have been written to deal with the training of tourist guides, their curriculum aims to be a flexible and widely adaptable framework with a primary focus on nature attractions. The framework may however also be useful at cultural and heritage sites, since many basic tourist guiding principles apply to both cultural and natural settings. They also envisage tourist guiding to be a sustainable tourism form that can boost local and regional (business, conservation, management, social, etc.) opportunities, so the curriculum is intended for use in local/regional contexts. The curriculum is a very comprehensive treatment of tourist guide training, covering everything from what to do before training can commence to how to conclude training and thereafter monitor the performance of the trained tourist guides. Table 5 includes a comprehensive summary of the content of the Naturefriends International curriculum.¹⁴

¹³ Naturefriends International is a NGO based out of Vienna, Austria, that focuses on designing and implementing sustainability schemes for the environment and for the society at regional, national and international level. Naturefriends stand for tourism and leisure activities that are socially equitable and in tune with nature, the protection, preservation and dynamic interpretation of natural and cultural heritage; and the promotion of sustainable mobility as a contribution to climate protection. Naturefriends International, "Naturefriends International (NFI)", Internet: <http://www.ten-tourism.org/orgs/nfi-e.html>, Accessed: 22 September 2015.

¹⁴ Naturefriends International, "Tour guide training curriculum and guidelines", Internet: <http://s3cf9aedb498ae09c.jimcontent.com/download/version/1333613462/module/5997770056/name/Tour%20Guide%20Curriculum.pdf>, Accessed: 22 September 2015.



Table 5: Tourist guide training content for cross-border tourism in the Danube Delta

DANUBE DELTA (ROMANIA, UKRAINE & MOLDOVA): Example from the <i>Tour Guide Syllabus</i> by Naturefriends International¹⁵	
Core subjects	Content
Introduction	<ul style="list-style-type: none"> • Introduction of participants and trainers • Introduction of the course and its contents
Theoretical background of tour guiding	<ul style="list-style-type: none"> • The definition and history of tourist guiding • The importance and functions of guiding today • Categories of guided tours based on mode (i.e. non-motorised ways, such as hiking, cycling, boating, caving, cross-country skiing or snow-shoeing, horse riding), difficulty (i.e. physical fitness, technical equipment, terrain), length (adjusted to the difficulty level), duration, aim and their description
The policy of tourist guiding, institutional and legal framework	<ul style="list-style-type: none"> • Active organisations and initiatives in tourist guiding in the region with a national (possibly international) outlook • The legal environment of tourist guiding – nature conservation, cultural, tourism: <ul style="list-style-type: none"> ◦ International strategies and conventions, laws ◦ National legislation ◦ National standards and guidelines related to tourist guiding • Regional/local strategies and management plans
The natural history of the target area	<ul style="list-style-type: none"> • Geographical situation, borderlines • Climatic features and their effects • Geology, hydrology and soil characteristics • Botanical assets • Zoological assets • Ecology • Nature conservation problems, potential dangers and their possible remedies • Nature conservation organisations

¹⁵ Adapted and compiled from: Naturefriends International, "Tour Guide Syllabus", Internet: <http://www.landscapeoftheyear.net/app/download/5997770556/Tour+Guide+Syllabus.pdf?t=1333613493>, Accessed: 22 September 2015.



DANUBE DELTA (ROMANIA, UKRAINE & MOLDOVA): Example from the <i>Tour Guide Syllabus</i> by Naturefriends International	
Core subjects	Content
The cultural and human aspects	<ul style="list-style-type: none"> History of the region (in a broader context), archaeology Land use and human-nature interaction (although this can easily be discussed under the “natural history” heading, as virtually no land untouched by man has remained in Europe, what more, anthropogenic landscapes and habitats can be of high ecological value, this feature is listed here) Anthropology and ethnography The tangible heritage (e.g. architecture, traditional utensils and objects, etc.) The intangible heritage (e.g. traditions, music, dance, literature, etc.) Cultural organisations
Tourism issues	<ul style="list-style-type: none"> System of tourism (international and national context) with local/regional focus Services, programmes and products Assets, attractions and sites Tourism stakeholders and their roles (businesses, GOs and NGOs) The infrastructure of tourism The infrastructure of guided tours (trails, signs, picnic areas, equipment shops, hire and repair shops, etc.) Site specific information available to visitors and media forms
Visitor studies	<p>Here the presentation of theoretical knowledge and some level of practice should be combined.</p> <ul style="list-style-type: none"> Target groups and their segmentation – the visitor profile; individual visitors into visitor groups Abilities and fitness with respect to the tour Cognitive characteristics and the learning process Psychological characteristics Visitors needs, motivations and wants Mapping and monitoring visitor experience and satisfaction Problem solving and conflict resolution



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DANUBE DELTA (ROMANIA, UKRAINE & MOLDOVA): Example from the <i>Tour Guide Syllabus</i> by Naturefriends International	
Core subjects	Content
Interpretation	<p>Here the presentation of theoretical knowledge and practice should be combined.</p> <ul style="list-style-type: none"> • Planning routes and guided tours • Theme and message development and delivery • Organising the group (from meeting a group and conducting the tour to finishing the programme) and group dynamics • Communication skills (verbal and non-verbal) • Using realia and other demonstrative techniques • Communicating competence and authenticity; sustaining leadership
Technical issues	<p>This is a section that can be very different content-wise depending on the mode of the tour, and the curriculum does not aspire to provide specific guidelines. As this point requires specialist knowledge and input, e.g. horse-back riding competence is a precursor to participate in horse back tourist guide training, this section is to be adapted to the particular needs. Still some general content requirements can be stated. Here the presentation of theoretical knowledge and practice should be combined.</p> <ul style="list-style-type: none"> • Necessary equipment and their use (for guide and visitors) • Health and safety (potential dangers and avoiding them, first aid, rescue basics, emergency contacts, avoiding accidental and deliberate human injury, etc.)
Practicals and field trips	<ul style="list-style-type: none"> • It is absolutely essential to include on-site visits • To do so during the training gives a very precious insight for trainees, as they can take both the visitor's and the guide's perspectives at the same time • It is actually best if theory and practice are mixed • Field trips will include a lot of organisational matters, but you can already involve your candidates in them, like contacting the management of the site to be visited, or in fact in a regional course, it is even possible that your participants become hosts in such a situation, if they run or are employed at a certain site/asset.



4.3. India

In India, tourist guides are seen as a basic component of the infrastructural requirement for international and domestic tourism.¹⁶ Given this prominence of tourist guides, India's tourist guide training and accreditation system is a complex one and is very much regulated by the government in order to ensure the satisfaction of tourists visiting a country or region. The training of guides is largely the responsibility of the government and its agencies, and the government is also responsible for the licensing and subsequent control over the tourist guiding trade. Accreditation takes place within a three-tiered system. At the local level, municipal bodies may accredit guides for a particular site or city. State tourism departments or their tourism development boards license state-level guides, who may operate within the jurisdiction of a given state (i.e. province). The third and top level of this system is the Regional Level Guides who are licensed by the Ministry of Tourism of the Government of India. These guides may operate on interstate circuits, but are restricted to a specific region for which they qualified. The entire country is divided into five regions: north, south, east, west and central, and northeast.¹⁷ At the moment, there is no provision for national-level guides.¹⁸

In terms of accreditation, individuals have to apply to be trained as tourist guides. These applications are invited through open advertisement specifying the available opportunities for training per region. The assessment to establish how many guides are needed in a region is done by determining and evaluating how many tourist arrivals there are, the number of monuments, the number of available licensed guides, the growth potential, the

¹⁶ Government of India Ministry of Tourism, "The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011", Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.

¹⁷ The north region consists of the states of Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh and the Union Territory of Chandigarh; the south region consists of the states of Tamil Nadu, Andhra Pradesh, Karnataka, Kerala and the Union Territories of Pondicherry and Lakshadweep; the west and central region consists of the states of Maharashtra, Madhya Pradesh, Chhattisgarh, Gujarat, Goa and the Union Territories of Dadra and Nagar Haveli, Daman and Diu; the east region consists of the states of West Bengal, Bihar, Jharkhand, Orissa and the Union Territory of Andaman and Nicobar Islands; and lastly, the northeast region consists of the states of Arunachal Pradesh, Assam, Meghalaya, Manipur, Mizoram, Nagaland, Sikkim and Tripura.

¹⁸ N. Chowdhary & M. Prakash, "Tour guide training in India: a comparison of approach and content with other programs" in *Journal of Teaching in Travel & Tourism* 8(2-3), (2009), p. 162.



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availability of assignments to guides and other relevant factors.¹⁹ There are four categories of Regional Level Tourist Guide:²⁰

- A **general** guide is authorised to work in his/her respective region on a full-time basis.
- A **general-linguistic** guide is a general guide who is also fluent in a foreign language (apart from English).
- An **expert** guide is a guide who is also a specialist in particular category, like tourism, Indian history, architecture, archaeology, culture, wildlife, etc.
- An **expert-linguistic** guide is an expert guide who is also fluent in a foreign language (apart from English).

In order to be eligible to participate in this tourist guide training programme, an individual applying to be a general guide must have the following educational qualifications:²¹

- Be a graduate of a recognised university;
- Must have completed a three-year degree in tourism or hospitality, or hold a diploma in archaeology; and
- Be fluent in English.

In order to be eligible to participate in this tourist guide training programme, an individual applying to be an expert guide must hold a doctorate in the fields of tourism, Indian history, architecture, culture, archaeology, wildlife or another tourism-related field. Additionally, to qualify as general-linguistic or expert-linguistic guide, the applicant should be fluent in a foreign language that is not English. The prospective guide's fluency in their chosen language is tested in a written examination. Following this initial application phase, an entrance test is written to determine the suitability of the applicants for admission to guide

¹⁹ Government of India Ministry of Tourism, "The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011", Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.

²⁰ Government of India Ministry of Tourism, "The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011", Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.

²¹ Government of India Ministry of Tourism, "The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011", Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.



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training. This entrance test evaluates the candidates' knowledge of monuments and tourist destinations in the region, Indian history and culture, and their general knowledge. On the basis of their performance in this entrance test, candidates are then invited to form part of the tourist guide training programme, pending verification of their stated qualifications.²²

Training is provided by Ministry of Tourism appointed and approved institutes, like the Indian Institute of Tourism and Travel Management in Gwalior. There is also a tourist guide craftsmen training programme run by the Central Staff Training and Research Institute of the Ministry of Labour, but this programme is generally considered to be less successful than the Ministry of Tourism-approved programme.²³ The training programme consists of theoretical and practical components.

Table 6: The duration of the theoretical and practical components training for Regional Level Tourist Guides in India²⁴

Course	Duration of classroom training	Duration of field training	Total duration of training
Regional Level Tourist Guide – General/ General Linguistic	20 weeks	6 weeks	26 weeks
Regional Level Tourist Guide – Expert/Expert Linguistic	10 weeks	3 weeks	13 weeks

²² Government of India Ministry of Tourism, "The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011", Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.

²³ N. Chowdhary & M. Prakash, "Tour guide training in India: a comparison of approach and content with other programs" in *Journal of Teaching in Travel & Tourism* 8(2-3), (2009), p. 175.

²⁴ Adapted and compiled from: Government of India Ministry of Tourism, "The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011", Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.



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The focus of the theoretical, or classroom, training is to impart knowledge regarding essential guiding skills, tourism products and aspects of the states within the region, and knowledge of social, political and economic policies of the entire country. (For a detailed breakdown of the content of two such training courses, please see Tables 7 and 8). Field training would take place at important Archaeological Survey of India (ASI) Protected Monuments which are open to tourists, as well as visits to important landmarks and places of interest in the region. The final assessment at the completion of the training programme consists of two parts: a written and oral (*viva voce*) examination. This oral examination has the express purpose of testing the guiding and communication skills of a guide in a realistic guiding situation.²⁵

²⁵ Government of India Ministry of Tourism, “The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011”, Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.



Table 7: Tourist guide training content in India (1)

INDIA: Example from the <i>Indian Institute of Tourism and Travel Management Handbook for Tour Guides</i>²⁶	
Content areas	Content
Guiding skills	<ul style="list-style-type: none"> • Profile and role of a tour guide • Guest arrival and departure formalities • Tour arrangement procedures • Pre-research • Commentary • Guiding at a monument, museum, or religious place • Guiding on a moving vehicle • First aid and emergency medical care • Map reading
Knowledge of tourism products	<ul style="list-style-type: none"> • Art and archaeology • Monuments • Religion and religious places • History and geography of the region • Culture of the state – music, wedding customs, cuisine, socio-cultural traditions, art and craft • Main tourist circuits of the region • Fairs at the destination • History and geography of India
Interpersonal skills	<ul style="list-style-type: none"> • Verbal and non-verbal communication • Complaint handling • Art of listening and handling questions • Handling cross-cultural differences • Manners and etiquette
Tourism trade	<ul style="list-style-type: none"> • Components of the tourism value chain • Tourism in India and the state/region • Ticketing and bookings • Trade terminology • Travel insurance • Accommodation and meal plans

²⁶ Adapted and compiled from: N. Chowdhary, *Handbook for Tour Guides*, (2013), (Indian Institute of Tourism and Travel Management).



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INDIA: Example from the <i>Indian Institute of Tourism and Travel Management Handbook for Tour Guides</i>	
Content areas	Content
Guide's context	<ul style="list-style-type: none">• Relation with travel and tour companies• Role and function of state and national government• Role of the state government and tourism development board• "Dos and Don'ts" for a guide
Sensitising	<ul style="list-style-type: none">• Responsible tourism• "Dos and Don'ts" for a tourist



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Table 8: Tourist guide training content in India (2)

INDIA: Example from the Apprenticeship Training Scheme for Tourist Guides, Central Staff Training and Research Institute, Ministry of Labour and Employment, Government of India²⁷	
Syllabus theme	Content
The tourism industry	<ul style="list-style-type: none"> • Familiarization with the industry • Understanding the safety of tourist
Itineraries	<ul style="list-style-type: none"> • Knowledge about planning and designing customized itineraries • Understanding your tourists and preparing an itinerary according to their requirements • Study of various destinations and the time required for a particular tour • Time management
Rules and regulations	<ul style="list-style-type: none"> • Understanding of rules and regulations • Local ethics to be followed by tourists at various destinations
The tourist guide	<ul style="list-style-type: none"> • Having a friendly and approachable demeanor • Presentable dress code and attire • Good communication skills • Understanding and nurturing customer relations • Knowledge of a minimum of one foreign language
Tourist destinations	<ul style="list-style-type: none"> • Understanding various tourist destinations • Indian history • Geography and weather • Customs and traditions • Demography • Caves and monuments • Fairs and festivals • Auspicious days • Temple architecture, etc.
Guiding skills	<ul style="list-style-type: none"> • Health and hygiene awareness • Personal limitations and responsibilities • Reading and gaining knowledge from books, periodicals, internet, etc. • International and local tour and travel operators

²⁷ Adapted and compiled from: Central Staff Training and Research Institute, *Syllabus for the trade of Tourist Guide under Apprenticeship Training Scheme*, Internet: <http://dget.nic.in/upload/uploadfiles/files/List%20of%20Designated%20Trades%20under%20the%20Apprentices%20Act%201961/Tourist%20Guide.pdf>, Accessed: 16 July 2014.



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INDIA: Example from the Apprenticeship Training Scheme for Tourist Guides, Central Staff Training and Research Institute, Ministry of Labour and Employment, Government of India	
Syllabus theme	Content
Guiding and technology	<ul style="list-style-type: none"> • Practical knowledge of computer operating systems, MS-Office and other packages related to tourism • Practical insights into tour bookings, hotel and resort accommodation facilities, and package tours • Transport management system • Relationship building exercise with various hotels, motels, eateries, offices etc.
Practical arrangements and regulations	<ul style="list-style-type: none"> • Knowledge about online booking systems • Bus, train and air bookings • Bookings cancellations, pre- and postponement. • Credit and debit cards • Passport checking and its use during travel
Emergency procedures	<ul style="list-style-type: none"> • Knowledge about special arrangements for travelers • Knowledge about reporting mishaps at a police station • Knowledge of emergency aids and hospitals in the tourist destinations
Research resources	<ul style="list-style-type: none"> • Study of audio, videos, leaflets, advertisements, maps, charts, statistical analysis, photographs, etc. • Application of different audio and visual aids
Presentation skills	<ul style="list-style-type: none"> • Demonstration of how to present factual and correct to tourists • How to ask questions and answer tourists' questions • Interactive use of audio, video, leaflets, advertisements, maps, charts, statistical analysis, photographs during discussions with tourists
Operational arrangements	<ul style="list-style-type: none"> • Knowledge about assisting the travel office • Tourists' input and valuable feedback analysis mechanism • Information dissemination and proper use of operational channels and offices • Adopting international best practice and always maintaining national prestige and the tourist's personal integrity • Building personal and organisational image • Knowledge on exchange of foreign currency (Forex) • Knowledge on IATA rules & regulations



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Following the successful completion of this final assessment, the candidates receive their Regional Level Tourist Guide Licenses from their respective Regional India Tourism Office. This license is subject to several rules and conditions, as explained in a Code of Conduct document to be signed by the guide. Some of the provisions include that a guide will have to work as a licensed guide for a minimum of 90 days per annum and that a guide may not refuse an assignment given to them by the Ministry of Tourism. Failing to comply with these regulations may lead to penalty proceedings being instituted against a guide. Disciplinary proceedings may also be instituted against a guide if a Regional Tourism Office receives a complaint about their abilities or conduct. If found guilty of misconduct, there are various penalties that may be imposed on a guide, ranging from the temporary suspension of a license to the permanent withdrawal of a license.²⁸

The fees that a guide may charge is also predetermined and fixed by the Tourist Guides Federation of India. Contrary to practices elsewhere in the world, Regional Level Tourist Guides in India are also subject to strict prohibitions on accepting commissions or entering into a business arrangement with any business of any kind, be it a hotel or shop. The guide may also only accompany tourists on sightseeing trips, and may under no circumstances accompany tourists to any commercial establishment, like a mall or shop. Failure to comply with these regulations may result in the immediate cancellation of the guide's license. Guides may also apply only once in their lives to change over from one region to another. Approval would be based on if there is valid justification for a guide to change regions and the number of guides already licensed for the region in which the guide is currently working, as well as the region for which transfer is sought. The guide will also have to attend the full training programme for the region to which transfer is sought. The Regional Level Tourist Guide License is valid for a period of three years. Before a guide can renew their license, they must first pass a mandatory refresher course.²⁹

²⁸ Government of India Ministry of Tourism, "The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011", Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.

²⁹ Government of India Ministry of Tourism, "The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides (RLG) – 2011", Internet: <http://incredibleindia.org/lang/images/docs/trade-pdf/guidelines/final%20guidelines%20for%20grant%20of%20rlg-%202011%20-%2022.09.2011.pdf>, Accessed: 16 July 2014.



Indian tourist guiding is very stringently regulated and a guide who completes the training will most certainly be a tourist guide in a full-time capacity. Indian tourist guide training has a very strong focus on heritage and cultural tourism. By determining the number of guides needed in a region and restricting the training of guides to the necessary number, the Indian government can control how many guides are operating in the industry to avoid oversaturation.

4.4. The East African Community (EAC)

The East African Community, consisting of Burundi, Kenya, Rwanda, Tanzania and Uganda, has committed to numerous developments in order to promote cross-border tourism, including the introduction of a single visa and currency, as discussed in Section 2. Recently, the EAC has also begun to move towards harmonising tourist guide training in a cross-border context. The Federation of East African Tour Guides Association was formed to specifically deal with the task of harmonising standards of training. It is intended that this qualification will allow guides to operate in all the countries in the EAC in nature tourism, but will require special training in each country for cultural tourism.³⁰

The region is working on a standardised training programme and manuals for tourist guides across the region. This tourist guide training module will likely be based on the well-developed Kenyan model. Uganda is also reportedly working closely with the South African tourism sector to further improve their training for tourist guides.³¹ Unfortunately, the tourist guide training and accreditation procedures in the EAC are not yet as well documented as in the previous two examples.

There is a strong emphasis on nature tourism in the Kenyan model of tourist guide training and accreditation. The Kenya Professional Safari Guides Association (KPSGA) is the most prominent accreditation body for tourist guides in Kenya. The KPSGA is an independent, not-for-profit body created for the certification of professional safari guides, safari driver

³⁰ E.D. Franklin, "East African tour guides to get standard guide modules", Internet: <http://ugandaradionetwork.com/story/east-african-tour-guides-to-get-standard-guide-modules>, Accessed: September 2015.

³¹ E.D. Franklin, "East African tour guides to get standard guide modules", Internet: <http://ugandaradionetwork.com/story/east-african-tour-guides-to-get-standard-guide-modules>, Accessed: September 2015.



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guides and lodge naturalists, as well as other individuals within the tourism sector. The KPSGA's aim is to provide an effective, inexpensive and voluntary certification process at three levels, namely Bronze, Silver and Gold, through an examination process.³²

In order to qualify for the examination, an aspiring safari guide must have the following qualifications pre guiding level:³³

1. **Bronze** category: need not have experience in the field, but should be in the tourism industry or should have proof of some tourism-related qualification.
2. **Silver** category: must have three additional years in the field, at Bronze level.
3. **Gold** category: must have an additional three years in the field, at Silver level.

The KPSGA was formed in 1996 and operates in cooperation with the Kenyan Ministry of Tourism, Kenya Wildlife Service, Kenya Association of Tour Operators, the National Museums of Kenya, and various county councils. The exams are arranged on a monthly basis. Training for the KPSGA examinations is given at various institutions in Nairobi, including universities and technical universities. Candidates are required to have a broad knowledge of wildlife, conservation, tourism, and flora and fauna. Great attention is also given to ethics and standards relating to all aspects of tourism.³⁴

One example of an institution providing this training is the Technical University of Kenya in the form of a Diploma of Technology in Tourism and Travel Management. The course is laid out over a period of three years. Table 9 contains a breakdown of the contents of the course. Tourism-related courses are also offered at Kenyatta University and range from a Certificate in Tourist Guiding to diplomas (e.g. in hospitality management, travel and tourism, hotel and catering management, airline cabin crew duties, and tour guiding and administration) and a Bachelor of Science degree in Tourism Management.³⁵

³² KPSGA, "Kenya Professional Safari Guides Association", Internet: <http://www.safariguides.org>, Accessed: 22 September 2015.

³³ KPSGA, "Kenya Professional Safari Guides Association", Internet: <http://www.safariguides.org>, Accessed: 22 September 2015.

³⁴ KPSGA, "About us", Internet: <http://www.safariguides.org/about-us>, Accessed: 22 September 2015.

³⁵ Kenyaplex.com, "Kenyatta University School of Hospitality and Tourism details", Internet: <https://www.kenyaplex.com/universities/643-kenyatta-university-school-of-hospitality-and-tourism.aspx>, Accessed: 22 September 2015.



Table 9: Tourist guide training content in the EAC

EAST AFRICAN COMMUNITY: Example from the Diploma of Technology in Tourism and Travel Management, Technical University of Kenya³⁶	
Year	Course unit
1	<ul style="list-style-type: none"> • Communication skills • Introduction to tourism and the hospitality industry • Introduction to travel and tours • Geography of East Africa • Foreign language • Basic mathematics • Information communication technology concepts • Health education • Social studies • History and heritage of East Africa • World travel geography • Food and beverage operations for tourism • Business mathematics
2	<ul style="list-style-type: none"> • Natural history of fauna and flora • Airfares and ticketing • Tour planning and packaging • Accommodation operations for tourism • Front office operations for tourism • Environmental studies • First aid • Leisure and recreation • Techniques in tour guiding • Principles of accounts • Principles of economics • Public relations • Industry-based learning

³⁶ Adapted and compiled from: Technical University of Kenya, "Diploma of Technology in Tourism and Travel Management", Internet: <http://shtm.tukenya.ac.ke/downloads/courseunit-dtm.pdf>, Accessed: 5 December 2015.



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EAST AFRICAN COMMUNITY: Example from the Diploma of Technology in Tourism and Travel Management, Technical University of Kenya	
Year	Course unit
3	<ul style="list-style-type: none"> • Techniques in tour operations • Principles of tourism planning • Supervisory management in hospitality and tourism • International tourism • Trade project • Entrepreneurship education • Principles and practices of management • Techniques in travel operations • Legal aspects of hospitality and tourism • Sustainable tourism • Business planning • Principles of marketing • Industry-based learning - external



4.5. Conclusion

This section served to illustrate the various ways in which tourist guide training and accreditation is approached in several different regions. All three examples that were discussed were chosen for their cross-border contexts: the European Union, focusing on the United Kingdom, Greece and the Danube Delta, and the East African Community for their international cooperation, and India for its national regional approach. Whether training and accreditation is run by state schools or some other tertiary educational institute, there is always an authoritative governmental presence. Tourist guiding remains a highly regulated and professionalised activity.

But within the numerous ways in which tourist guides are accredited and trained, many similarities also emerged. In the EU, India and the EAC testing in order to become accredited involved a fairly stringent process of written and practical assessments. In all instances, guides were required to register with an authority. All registrations were limited in terms of the duration of validity and reregistration was required on a frequent basis (mostly within three years). In terms of the content areas treated in training curricula, there were frequent overlaps. All training syllabi contained a theoretical knowledge and a practical guiding knowledge component. These similarities and overlaps are encouraging, since it suggests that there is a successful 'recipe' for tourist guide training and accreditation that could work well in a cross-border context within Southern Africa with some adjustments.



SECTION 5: RECOMMENDATIONS FOR A TOURIST GUIDE TRAINING FRAMEWORK FOR SOUTHERN AFRICA

5.1. Introduction

From the previous section, it is evident that tourist guide training programmes and accreditation systems are fairly regularised. Content areas in terms of the training modules show many similarities, whether the training module is written in Europe, Asia or Africa. This is to be expected as all guides are expected to have mastered certain core knowledge areas, both in terms of general tourist guiding skills and the specific region they are guiding in. In addition, it is also important that tourist guides are able to do research in order to update and broaden their knowledge of both content and legislation.

The most prominent categories featured for theoretical knowledge are history, geography, culture and heritage, and cultural and nature tourism attractions. While there is more variation when it comes to guiding skills, the most prominent categories featured for practical guiding knowledge are communication skills and group management skills, as well as the legislative and other regulations related to the specific country. But to become a true cross-border tourist guide, a training module will have to be developed that transcends boundaries, considering the entire region that is to be guided in. This section will consider what is needed when training cross-border tourist guides, in terms of content and focus areas and avenues of content delivery.

5.2. Content and focus areas

As indicated, most tourist guide training programmes have a strong focus on the guiding techniques and skills required to be a tourist guide. These skills and techniques include presentation techniques, communication techniques, group management, guiding for people with special needs, and business knowledge and skills. These programmes also make provision for area-specific subjects and include content on human history, the environment, culture, economics and contemporary life.¹ In Phase III of this research

¹ Comité Européen de Normalisation, 'EN 15565:2008', Internet: <http://infostore.saiglobal.com/EMEA/Details.aspx?ProductID=1067740>. Accessed: 21 September 2015.



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project, it was indicated that this knowledge of guiding techniques and skills was the minimum requirement to become a cross-border tourist guide. Likened to an undergraduate qualification, this level should be achieved by a tourist guide in their host country and it is assumed that these skills and techniques are prerequisite for a cross-border tourist guide.² The cross-border guiding qualification is then like a postgraduate degree and will necessarily focus on different competencies. Figure 3 summarises these two levels of guiding, while Table 10 lists some of the required advanced skills for a cross-border tourist guide.

While an ordinary tourist guide is versed in geo-specific regional, or even national, knowledge, the cross-border tourist guide training will go beyond this vertical approach to consider the region in a lateral fashion. While the knowledge of each region and country in Southern Africa will remain very important, the entire region as a single, or connected, unit will also have to be interpreted as such for tourists who cross borders between multiple countries.

² Department of Historical and Heritage Studies, *Harmonisation of Tourist Guide Training in Southern Africa (Phase III)*, (2014), University of Pretoria: Pretoria, pp. 100-112.



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Figure 3: The different levels and approaches between a national and cross-border guide

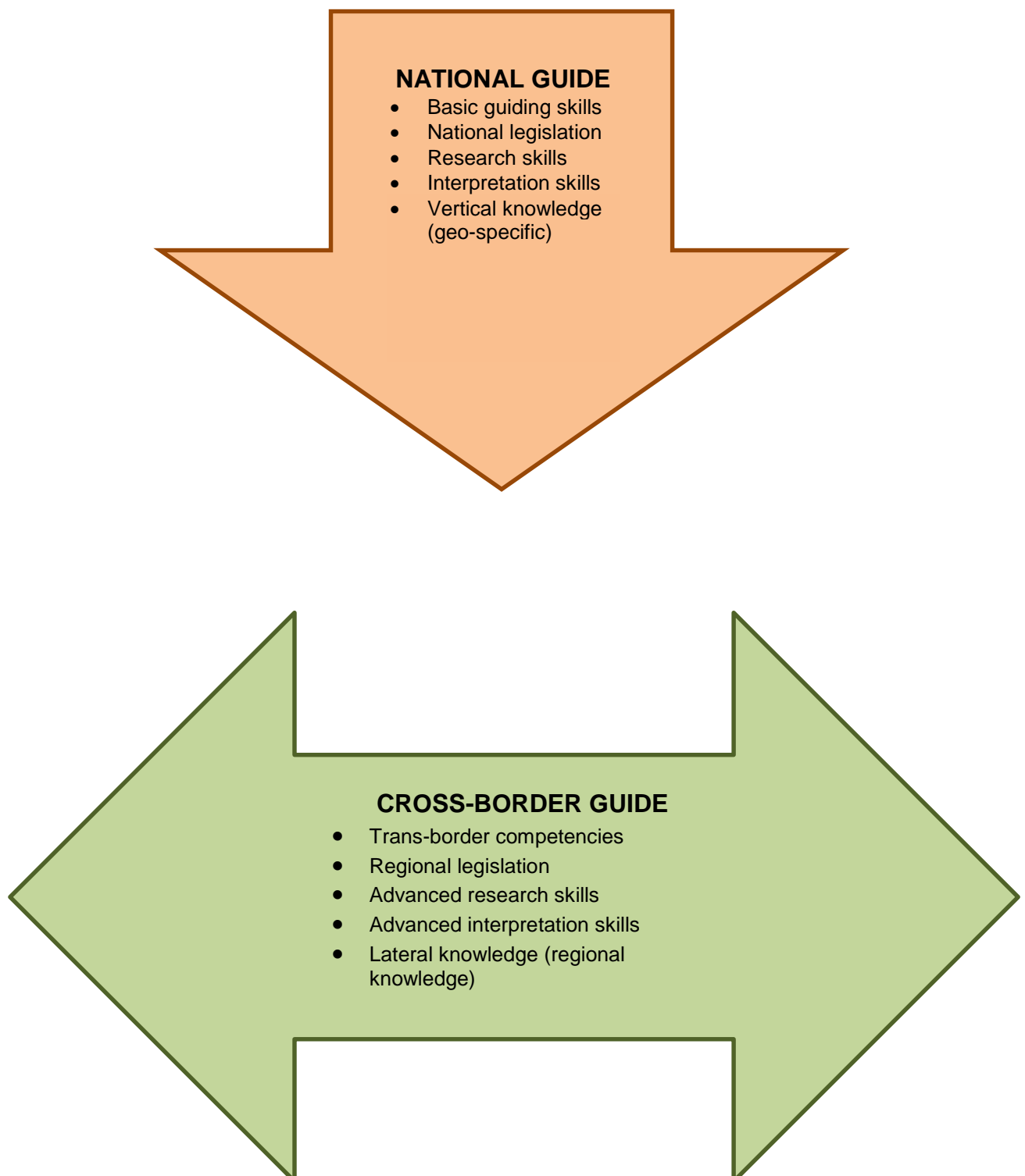




Table 10: Advanced Tourist Guide Training Components

ADVANCED SKILLS for Tourist Guiding (Cross-Border) ³
<ul style="list-style-type: none">• <u>Personal Skills and Attributes</u> Advanced Research skills Advanced Interpretation skills Code of conduct
<ul style="list-style-type: none">• <u>Understanding of Cross-Border Tourism</u> Inoculation requirements Visa requirements Custom control Legal aspects Security regulations (Ability to act in “problem situations” in different contexts)
<u>List of Advanced Elements in terms of both Research and Interpretive Skills</u> <ul style="list-style-type: none">a) Landscape (natural history and attractions)b) People (heritage and cultural attractions)c) Political (historical borders)d) Current state of the respective tourism industries (i.e. statistics, trends etc.)

For a cross-border guidebook, the Southern African region would also need to be discussed in a cross-border context. Borders are an artificial human construct imposed upon the people and landscape of Africa in the nineteenth century. As such, nature and early history had no place or concept of the boundaries. Moreover, there are numerous similarities between the countries that make up Southern Africa. The proposed regional guidebook would focus on these, discussing the landscape, people, politics and current state of the respective tourism industries. In terms of landscape, the guidebook would consider and explain geographical features that transcend borders, like geology, vegetation zones, and climactic zones, along with other similar natural features, like wildlife, that two or more countries might have in common. This section could also consider a shared fossil record, both in terms of dinosaur and hominid fossils. (See for example the Origins tourismscape discussed later in this section).

³ Department of Historical and Heritage Studies, *Harmonisation of Tourist Guide Training in Southern Africa (Phase III)*, (2014), University of Pretoria: Pretoria, p. 110.



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In terms of the people, the guidebook would consider the shared cultures, heritage and histories of the peoples of Southern Africa. When Africa was divided up by European colonial powers during the 'Scramble for Africa', it often times happened that communities that shared the same culture, suddenly found themselves divided by an international border.⁴ Therefore, for example, the San (Bushmen) communities of the Stone Age period were spread throughout the Southern African region, including South Africa, Namibia and Botswana. The guidebook should therefore rather discuss the cultural groupings per region, instead of the cultural groups found in any single country in the region.

Furthermore, when colonial expansion commenced, borders had also not yet been instituted, and thus there is a lot of shared colonial heritage in Southern Africa. The Voortrekkers, for example, did not just stay in South Africa, but charted a course all the way to Maputo (then Lourenço Marques) in Mozambique. The famed British missionary and explorer, David Livingstone, is not just renowned for being the first European to see the Mosi-oa-Tunya ("the smoke that thunders") waterfall, which he renamed Victoria Falls after his monarch Queen Victoria,⁵ but he had at first been involved in founding mission stations in Botswana. For example, Kolobeng Mission (also known as the Livingstone Memorial), built in 1847, was the third and final mission of Livingstone, and it was after drought forced him to abandon this mission, that he famously explored Southern Africa.⁶ And these are just a couple of examples of the shared heritages of Southern Africa.

The guidebook would also then have to explain the introduction of international political borders and the previous boundaries that existed throughout the region. A separate section with some brief information on the individual countries involved would aid in expressing the unique characteristics of the countries today. Of course, guides would also need extensive knowledge of the countries they are guiding in. This geo-specific knowledge will be provided on a separate web-based platform that cross-border guides may access as and when they need it, both during training and after when they need to update their information

⁴ K. Shillington, *History of Africa*, (1995), (Oxford: Macmillan Education), pp. 301-316.

⁵ P. Murray, *Zimbabwe (2nd edition)*, (2014), (Bucks, UK: Bradt Travel Guides Ltd), p. 240.

⁶ T. Charles, "The revival of Livingstone's Mission at Kolobeng", Internet: <http://www.mmegi.bw/index.php?sid=7&aid=313&dir=2013/September/Friday20>, Accessed: September 2015.



before taking a tour group across borders. Table 11 explains what core knowledge would need to be included in this online resource.

Table 11: Core knowledge areas for geo-specific guidebooks

CORE KNOWLEDGE AREAS FOR GEO-SPECIFIC GUIDEBOOKS	
<ul style="list-style-type: none"> • Tourism <ul style="list-style-type: none"> a. Top 10 attractions in country b. Attractions by region c. Information about current state of the respective tourism industries (i.e. statistics, trends etc.) 	
<ul style="list-style-type: none"> • Basics about the country 	
<ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> a) Map b) Area c) Climate d) Terrain e) Fauna and flora f) Demography 	
<ul style="list-style-type: none"> • History 	
<ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> a) Languages b) Arts and music c) Religions d) Architecture and settlement e) Sport f) Traditions and Festivals 	
<ul style="list-style-type: none"> • Other <ul style="list-style-type: none"> a) Health risks, e.g. inoculation requirements b) Visa requirements c) Custom control d) Legal aspects e) Security regulations f) Emergency and useful numbers g) Etiquette h) Useful phrases in the local languages 	
<ul style="list-style-type: none"> • Additional reading <ul style="list-style-type: none"> a) A list of recommended sources for guides to consult 	



In order to test the advanced research and interpretation skills of prospective cross-border guides, it is recommended that these skills be tested by assessments that form part of the training programme. Cross-border guides will qualify then as advanced guides, in the same vein as the expert guides in India and England, Wales and Northern Ireland (as discussed in section 4).

5.3. Avenues of content delivery

At this stage there are two envisioned avenues for content delivery. Firstly, in order to introduce the cross-border guide to the regional approach, a guidebook will need to be produced introducing Southern Africa as a region. Certain information transcends national borders, like geology, botany, zoology, history and culture, amongst others. The cross-border tourist guide will therefore need to be familiar with this broader perspective to facilitate the transition between two countries for a tourist. The guidebook will also include information on the individual countries that make up Southern Africa, but it will not be as detailed as normal tourist guide training manuals that exclusively focus on a province, state, territory or region. This guidebook should be available to all guides applying to the cross-border accreditation programme in hard copy or electronic format. It is also envisioned that the test to determine eligibility will be based on the information contained in this guidebook.

The second possible avenue of content delivery will be a website. This website will need to be updated and administered by the government or body in charge of the cross-border registration and accreditation. In the tourism domain, information can become outdated quickly: tourism statistics, governmental information, safety guidelines and place name changes are just some of the types of information that may require frequent updates. It is recommended that the detailed guides on each individual country, as mentioned above, be disseminated through this website. In this way guides will not only have access to the materials as they are training, but they can also look up the latest information.

The website also has other great potential functionalities. For example, the website could have more than one interface. In addition to the part of the website that is accessible to tourist guides, another, more public interface can be created where access is given to tour



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companies and individual tourists. On this public interface, any individual looking to hire a guide can access information about cross-border tourist guides. Prospective clients can do a customizable search based on the language they want to be guided in, the countries they wish to visit, or the topics they are interested in, just like the British Guild of Registered Tourist Guides example discussed in section 4. The website will then provide the contact and other necessary information needed to reach the respective cross-border tourist guide.

Another useful tool that guides and the general public could employ via the website is a 'route-creator functionality'. Tours based on a specific theme, or 'tourismscape', is a popular niche within the tourism market at present and this tool could help cross-border tourist guides to create customized tours based on the interests of each individual group. For example, when a guide has a group of paleontologists visiting Southern Africa for a conference, it is reasonable to assume that they may want to see renowned dinosaur fossil sites throughout the region. The guide can then go on to the website and, using the search function, can put together a tour where the main attractions are paleontology-related. This search would operate based on keywords assigned to attractions. Tours can be fleshed out and made more substantial by adding well-known attractions that are available in the area to itineraries. Figure 4 explains this process of putting together itineraries based on well-known attractions and specialized interests.

In time, the website could also add a mobile app version. Smartphone technology is the preferred mode of connection to the Internet for many users already. When a guide is taking a tour, it is reasonable to assume that the guide will not want to take a cumbersome laptop computer with them, and will instead be accessing the website from a tablet or smartphone. The app could have added functionalities, like a communication tool to connect cross-border guides to local site guides. That way, when the cross-border tourist guide is bringing a group of visitors through to a certain museum, he/she can arrange a guide for that museum through the app. It might also be useful to create a version of the app for tourists, especially self-drive tourists, to allow them to effortlessly book and connect to guides while travelling.



5.4. Tourismscapes

The website can also be used to suggest themed routes. Some tourismscapes have been identified so far, but the list is potentially endless as new forms of niche tourism emerge almost on a daily basis. Tourists are growing tired of the traditional travelling experience and are looking for ways to make tours exciting and different. Many times they do this by engaging in interesting and unusual activities, like learning to cook the traditional cuisine of the country being visited. These are just some of the potential themes for tourismscapes that have been identified at present by the research team:

- **THE ORIGINS ROUTE** – focusing on attractions associated with the region's fossil record, first inhabitants and first kingdoms;
- **THE COLONIAL REMNANTS ROUTE** – focusing on attractions associated with early colonial histories and heritages in the region;
- **THE LIBERATION ROUTE** – focusing on attractions associated with the range and linkages between movements to oppose colonial and other oppression;
- **THE LITERATURE AND FILM ROUTE** – focusing on attractions linked to prominent sites associated with literary and film tourism throughout the region;
- **THE SEVEN NATURAL WONDERS OF SOUTHERN AFRICA ROUTE** – focusing on attractions associated with a prominent and renowned nature attraction from each of the seven countries;
- **THE CULINARY ROUTE** – focusing on tasting and learning to cook the local indigenous cuisines of Southern Africa and learning about the production of local delicacies (wine tourism can also be included here);
- **THE CULTURE RUMBLE ROUTE** – focusing on prominent cultural villages and attractions in Southern Africa; and
- **THE SUPERNATURAL SOUTHERN AFRICA ROUTE** – focusing on mysterious local legends on monsters, ancestors, spirits, ghosts and other supernatural occurrences.

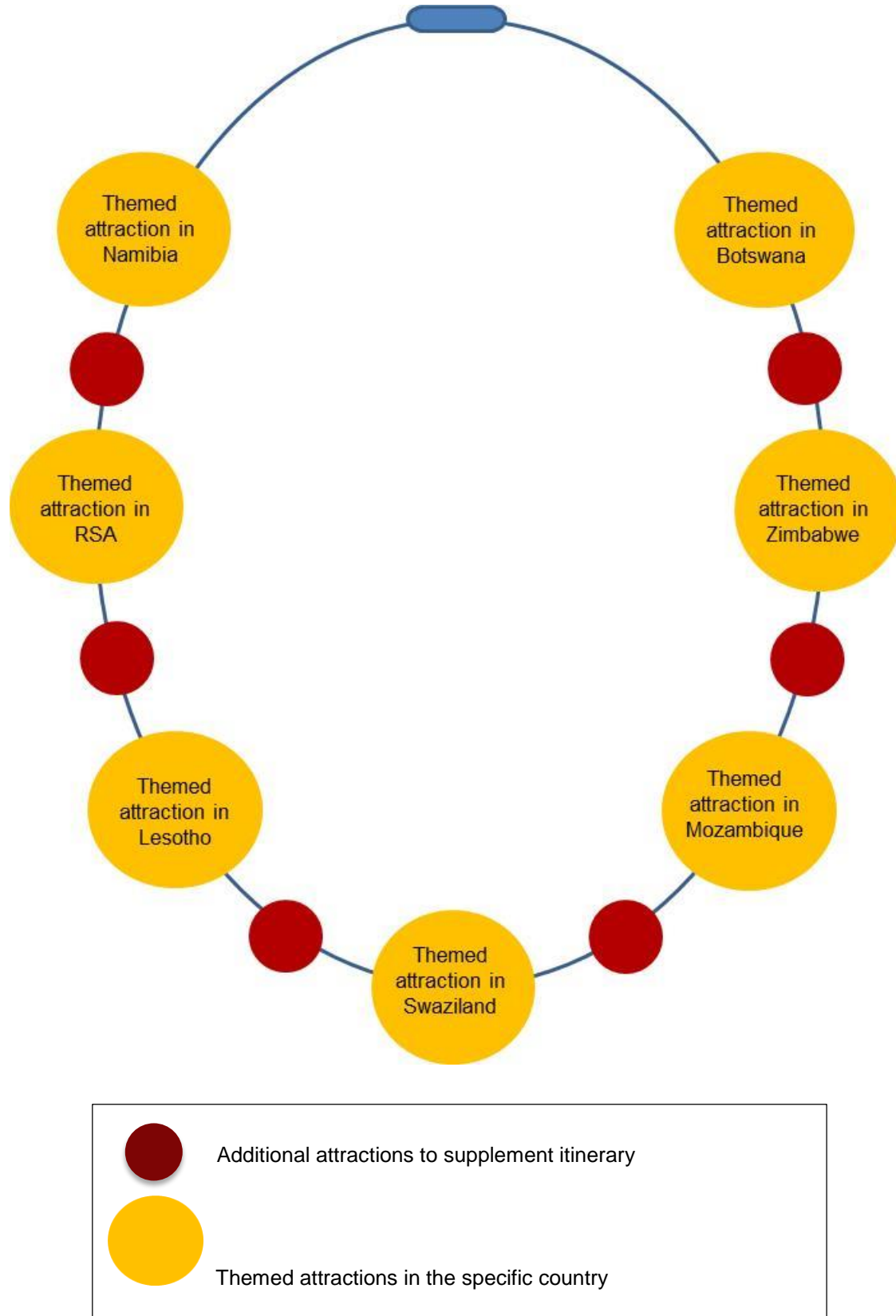
The idea is to create a themed or specific niche tourism experience. Almost like beads on a necklace, these specific attractions can be strung together to create a cross-border experience.



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Figure 4: Putting together tourismscapes/themed routes for Southern Africa





5.5. Samples of guidebook and tourismscapes

The first example shows a layout of a tourismscape on the website, in this case the Origins route mentioned above. Guides would be able to adjust a tourismscape based on distance or time constraints. The additional attractions to supplement the itinerary may be based on other interests in the tour group, or other prominent attractions near the themed attraction.

The second example shows a layout of the geo-specific component of the website, in this case focusing on Zimbabwe. The information in this example is not exhaustive, since it only serves as an example of what these geo-specific guides could look like.



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SAMPLE 1: TOURISMSCAPES – ORIGINS ROUTE

Origins

Tour starts in Cape Town, South Africa

Optional (related): !Khwa ttu San Culture and Education Centre, Yzerfontein, Western Cape, South Africa



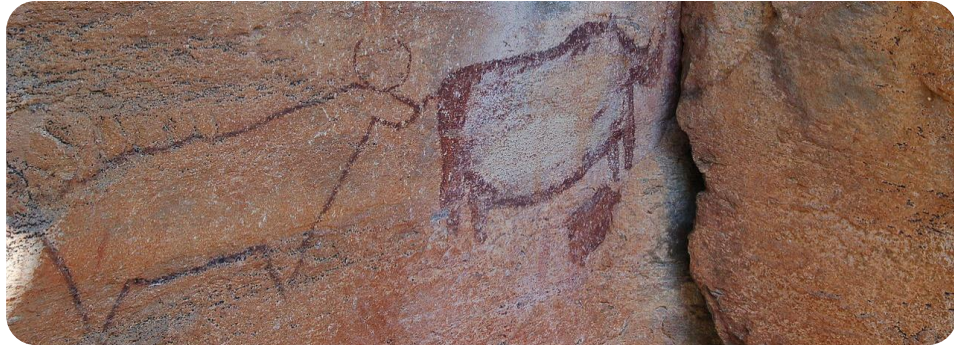
Quiver Tree Dolerite Park & Mesosaurus Fossil Site, Keetmanshoop, Namibia

This attraction includes a Mesosaurus fossil site, the renowned quiver tree forest, and eroded dolerite rock formations. The Mesosaurus (meaning "middle lizard") is an extinct genus of reptile from the Early Permian period. Their fossils are important evidence of the shifting of the continents, since the same fossils for this species is found in both Southern Africa and in South America. These reptiles lived about 280 million years ago in a shallow sea in Gondwanaland before the separation of the continents of Africa and South America.

The quiver tree (*Aloe dichotoma*) is a species of aloe that is indigenous to Southern Africa. There are approximately 5,000 specimens in this forest and it is the world's largest collection of these peculiar trees that can survive in an extremely hostile environment with an unforgiving climate. Known as Choje to the indigenous San people, the quiver tree gets its English name from the San practice of hollowing out the tubular branches of the tree to form quivers for their arrows.

Other activities include a visit to German war graves, 3 and 10km hiking trails, scenic sundowner drives, and a self-drive route (16km) for 4x4 or high-clearance vehicles.

Optional (related): The Living Museum of the Ju/'Hoansi-San, between Grootfontein and Tsumeb, Namibia



Tsodilo Hills, Botswana

The Tsodilo Hills are a UNESCO World Heritage Site, consisting of rock art, rock shelters, depressions, and caves. The site was designated a World Heritage Site in 2001 because of its unique religious and spiritual significance to the local peoples, as well as its unique record of human settlement over many millennia. UNESCO estimates that there are over 4500 rock paintings at the site, one of the highest concentrations in the world. The site consists of a number of main hills known as the Child Hill, the Female Hill, and the Male Hill.

For the San, the original inhabitants, and the Hambukushu who have periodically occupied the hills for the past 200 years, Tsodilo is a sacred, mystical place where ancestral spirits dwell. In earlier times, their ancestors performed religious rituals to ask for assistance, and for rain. They also created rock art and their meaning and symbolism is still debated today. The fact that Tsodilo is removed from all other rock art sites in Southern Africa adds to its mystery – the nearest known site is 250 kilometres away. The paintings at Tsodilo are also stylistically unlike others in the southern African region.

The Early Iron Age Site at Tsodilo, called Divuyu, dates between 700-900AD, and reveals that Bantu people have been living at the hills for over 1000 years, probably having come from central Africa. They were cattle farmers, settled on the plateau, and traded copper jewellery from the Congo, seashells from the Atlantic, and glass beads from Asia, probably in exchange for specularite and hides. There was a great deal of interaction between different groups, and trade networks were extensive. Excavations also reveal over 20 mines that extracted specularite – a glittery iron-oxide derivative that was used in early times as a cosmetic.

There are several hiking trails and a small museum at the entrance to the site.

Optional (related): The Natural History Museum, Bulawayo, Zimbabwe



Great Zimbabwe, Masvingo, Zimbabwe

This magnificent ruined city is the largest stone structure ever built south of the Sahara. The site is a national monument for Zimbabwe and a UNESCO World Heritage Site since 1986. Great Zimbabwe also gave the country its name: the word is derived from Dzimba-dza-mabwe, which translates as 'houses of stone' in Shona, referring not just to the primary site, but to hundreds of similar, smaller sites in this area. The carved soapstone birds found here also became the national symbol of Zimbabwe.

It is believed that the first stone structures were erected around 1100 AD. The provenance of Great Zimbabwe has over the years been a source of great debate, mostly due to the earlier, mainly European belief that Africans could not have built such a complex structure. It was a popular belief that Great Zimbabwe was the site of the lost kingdom of Ophir, linked to the biblical Queen of Sheba and King Solomon. Much later, others including Cecil John Rhodes, ascribed the ruins to the Phoenicians. Great Zimbabwe was a very important religious and political centre, a continually developing tribute to a long succession of rulers governing a vast area. At its height, it is believed that Great Zimbabwe houses 20,000 people. These rulers also presided over a vast international trading empire. It is generally accepted that Great Zimbabwe fell into decline in the fifteenth century, when the population outgrew the available resources.

Great Zimbabwe is divided into three groups: the Hill Ruins, the Great Enclosure and the Valley Ruins. The Hill Ruins, a huge granite mass atop a spur, were continuously inhabited from the eleventh to the fifteenth centuries, and there are numerous layers of traces of human settlements. This is also where the 'acropolis', or royal city can be found. The Great Enclosure, which has the form of an ellipsis, dates to the fourteenth century and contains a series of living quarters, a community area, and a narrow passage leading to a high conical tower. The Valley Ruins are a series of living assemblages scattered throughout the valley which date to the nineteenth century.

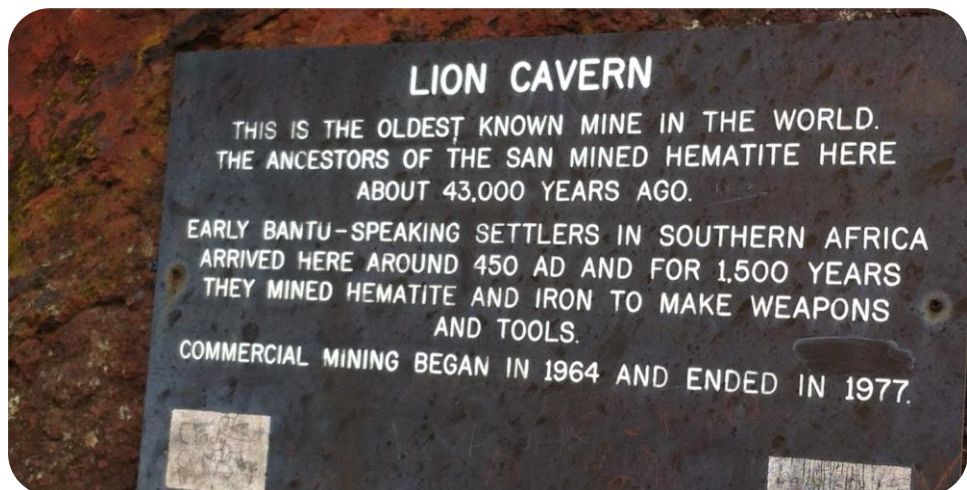


Chinhamapere Rock Art Site, Manica, Mozambique

Along the mystic Vumba Mountain Range in central Mozambique, a sacred hill denominated Chinhamapere stands as one of the prominent features of the landscape. The site consists of rock art paintings and is tucked into a sacred forest.

The site was submitted for consideration as a UNESCO World Heritage Site in 2008. The main shelter, a 20m-high panel, contains paintings from three distinct eras, ranging from 6,000 to a few hundred years old. As with other places in Southern Africa, these paintings are the work of San hunter-gatherers who inhabited the region before the arrival of the first pastoralists about 2,000 year ago. Unusually, though some of the paintings are associated with rainmaking rituals, these paintings are still considered sacred by modern inhabitants who still hold rainmaking and other rituals at the site.

Optional (related): National Museum of Geology, Maputo, Mozambique



Nsangwini Rock Art Site and Lion Cavern, Pigg's Peak, Swaziland

At Nswangini, the earliest figures date back 4,000 years with the most recent paintings being from 400 years ago. There are some unusual images at the site, including strange bird-like figures and two blue wildebeest (the only rock art depictions of this animal south of the Zambezi River). The most dominant image is a large painting of an elephant, which was associated with rainmaking, as it is believed that elephants can smell out water. There is also a depiction of a group of dark-brown-skinned people with sheep approaching a group of lighter-brown-skinned people. This is believed to be a reference to the Bantu pastoralists approaching the San for a rainmaking ceremony, since the pastoralists appreciated this special ability.

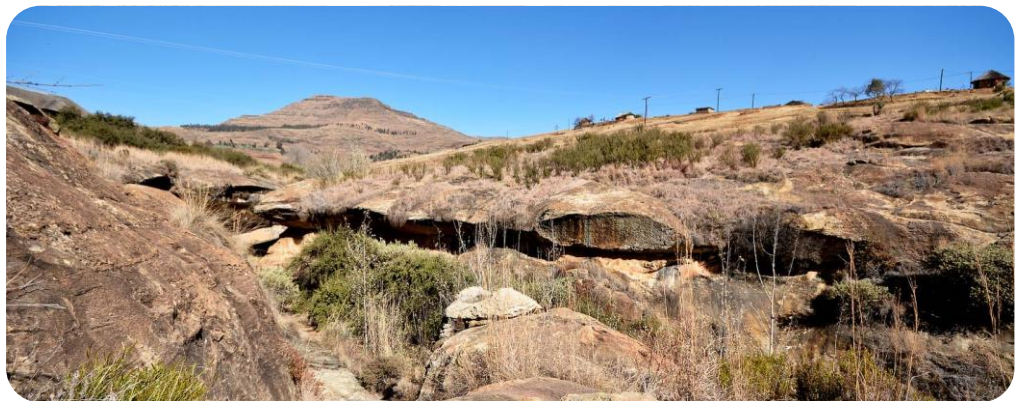
The name 'Nswangini' translates to cannabis. It is said that many years ago, a Swazi nobleman was travelling home through the area when he spotted some marijuana plants growing along the path. He stopped to enjoy the plants and gave the place its name.

The Lion Cavern is said to be the oldest mine in the world. It is only accessible as part of a guided tour. The diggings have been carbon-dated to 43,000 years ago. The mine was mainly used for the extraction of specularite and haematite. Haematite was mixed with fat, grease or water to create a red paint used in many rock paintings. This mineral decomposes and rusts into a very stable compound over time, which is probably why the rock paintings survive for so long. The mountain range that the cavern forms part of belongs to the Barberton granite-greenstone belt, one of the oldest identifiable rock-types on Earth. The granite-greenstone basement contains fossilized evidence of cell division – one of the earliest forms of life found so far.

After the prehistoric miners moved elsewhere, nothing much happened at the site until it was rediscovered in the 1800s by colonial prospectors. A short-lived gold mine was established, but it was not until the discovery of rich iron ore deposits in 1946, that the main began large-scale operations. The Anglo-American corporation secured the mining rights, and in 1964, the Ngwenya Mine commenced operation, ultimately extracting 28,370,000 tons of iron ore before it closed in 1977. The Ngwenya Mine Museum details the mine's history.

Optional (related): Swazi Cultural Village, Mbabane, Swaziland

Optional (related): Giant's Castle, uKhahlamba-Drakensberg Park, KwaZulu-Natal, South Africa



Liphofung Caves, Butha-Buthe, Lesotho

The Liphofung Cave and Cultural Site is part of one of four reserves established as part of the Lesotho Highlands Water Project. Liphofung, meaning 'place of the eland', is centred around an open-air cavern with a long history. The San were the first to inhabit this large sandstone overhang cave. They have left behind archaeological traces and faded rock art. Later, generations of shepherds used Liphofung as shelter from inclement weather and hostile tribes. It is even said that Moshoeshoe stayed here for a time. A guided tour at the site includes a trip through a Basotho cultural village.

Optional (related): Golden Gate Highlands National Park, Free State, South Africa



Cradle of Humankind, Krugersdorp, South Africa

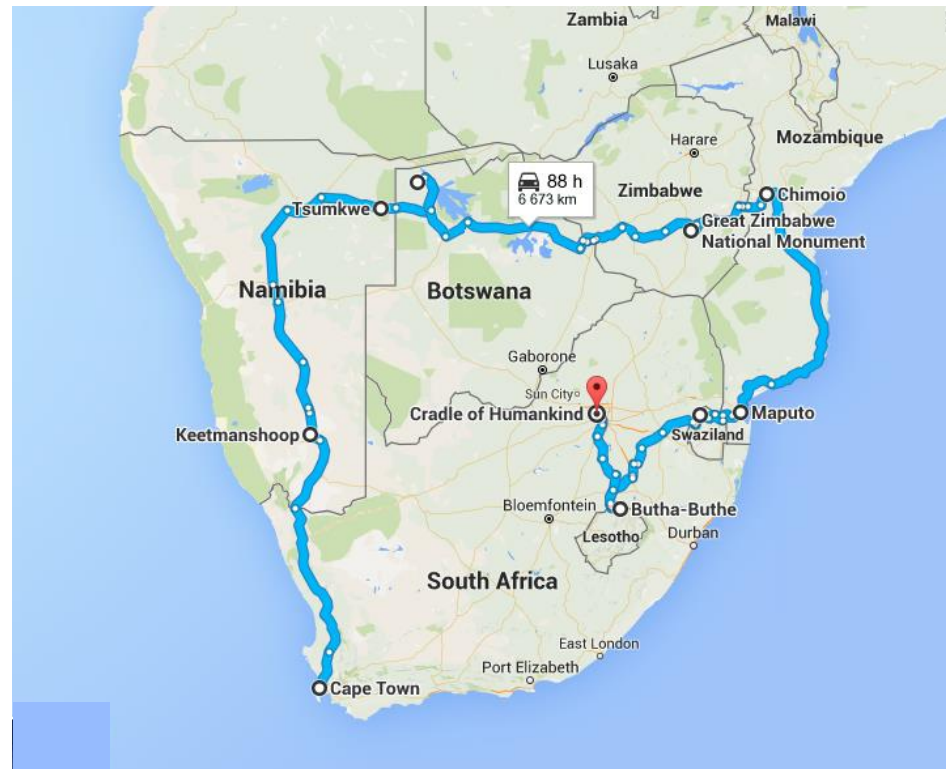
The Cradle of Humankind World Heritage Site is one of eight South African World Heritage Sites. It is the world's richest hominin site, home to around 40% of the world's human ancestor fossils. The site was declared a UNESCO World Heritage Site in 1999.

Arguably the most famous part of the Cradle of Humankind, the Sterkfontein Caves was discovered by an Italian gold prospector, Guigimo Martinaglia, in 1896. In 1947, Dr. Robert Broom discovered a well-preserved, 2 million-year-old skull (*Plesianthropus transvaalensis*), later dubbed Mrs. Ples. The only underground lake in South Africa, at a depth of 40m, can also be seen at the caves.

The area has recently been thrust into the spotlight again by the discoveries of the paleoanthropologist, Dr. Lee Berger. On 15 August 2008, a fossil of *Australopithecus sediba* was discovered by accident by Berger's 9-year-old son, Matthew, while accompanying his father at excavations at the Malapa Fossil Site. The fossil was named Karabo (meaning 'answer' in Setswana) in a national competition aimed at schools. The name was submitted by a pupil from St. Mary's School in Waverley, Johannesburg. In 2015, Dr. Berger again made another important discovery at the Rising Star cave system (not technically part of the Cradle). A research team discovered the Dinaledi Chamber (meaning 'chamber of stars') in which were discovered fifteen fossil skeletons of an extinct species of hominin, provisionally named *Homo naledi*.

There is a visitor centre, named Maropeng (meaning 'returning to the place of origin' in Setswana), where exhibitions on the fossils are housed. Visitors can even take an underground boat ride retracing the various stages of the creation of Earth. The 53 000 ha area is also home to a diversity of birds, animals and plants, some of which are rare or endangered.

Map summary of the Origins Route





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SAMPLE 2:

GEO-SPECIFIC GUIDEBOOK

Zimbabwe's Top 10 attractions



Victoria Falls

The Victoria Falls is located on the border between Zambia and Zimbabwe. At a height of 108 m (355 feet), it is the world's largest waterfall based on its width and height.

At its peak season, roughly **625 million litres** of water flows over the edge per minute.

Originally named Mosi-oa-Tunya ("the smoke that thunders"), the Falls were renamed for the United Kingdom's Queen Victoria (1819-1901) by the famed British missionary and explorer, David Livingstone, who was also the first European to see the waterfall in 1855. It is forged by the Zambezi River that plummets into a 100m-deep chasm and its boom can be heard from 40 km away.

A diverse collection of flora and fauna can be found at the Falls, including a large number of birds and fish species. The Victoria Falls forms part of UNESCO's World Heritage Sites. A popular adventure attraction is the 'Devils Pool', an erosion-forged rock pool right on the very edge of a sheer drop. This rock pool has been described as the "ultimate infinity pool".

Hwange National Park, Matabeleland North

Hwange National Park is one of Zimbabwe's most prominent tourist destinations and covers an area of 14,651 km. The park was founded in 1928 and developed near the Kalahari desert. It is located between Bulawayo and Victoria Falls. This area is dry and has very little water during the winter months, but during the wet summer months the park becomes a lush, green paradise. It has almost 500 species of animals and birds, and is famous for its large number of elephants. The park has many camping and picnic sites. This park can be explored by walking or using animal trails.

Hwange is also renowned for its collection of **predators**, including brown hyena, Cape wild dogs, Southwest African lion, African leopard, spotted hyena and South African cheetah. Hwange also gained notoriety in 2015, when **Cecil the Lion** was illegally hunted and killed in the park.



National Herbarium and Botanic Gardens, Harare



This 58-hectare garden is one of the best research centres in the world, containing 500,000 plant species and 900 trees and shrubs. The botanical gardens hold a diverse variety of species from southern Africa. It has sections of trees representing species from the Lowveld, Highveld and Eastern Highlands. It also has plants from other international regions that have climatic conditions similar to Zimbabwe. There is an educational institute, which provides information about the Zimbabwean flora.

The Great Zimbabwe Ruins

Great Zimbabwe is an iconic ancient archaeological site and is believed to be a city constructed by the Gokomere culture in the 11th century. Later this site was abandoned in the 15th century and is now turned into a ruin. Here some impressive high walls can be seen, some as high as 5 m, which are not

joined by mortars. The property of almost 750 hectare is divided into three groups: the Hill Ruins, the Great Enclosure and the Valley Ruins. The first group includes several layers of human settlements. The second group includes a variety of blocks arranged in regular courses made up of granite. The Valley Ruins are a series of living ensembles that date to the 19th century. Great Zimbabwe is also a World Heritage Site.

DID YOU KNOW?

The Gokomere is thought to be ancestors of the modern Shona people.

There are two theories for the etymology of the name. The first is that the word is derived from *Dzimba-dza-mabwe*, translated as "large houses of stone". A second suggests that Zimbabwe is a contracted form of *dzimba-hwe*, which means "venerated houses" in the Zezuru dialect of Shona, and is usually applied to the houses or graves of chiefs.



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Bulawayo, Matabeleland

Bulawayo is the second largest city after Harare and the main industrial area of Zimbabwe. As of the 2012 census, it had an estimated population of 653,337 people. The Bulawayo Railway Museum, Matobo

Bulawayo is also called the 'City of Kings'.

National Park, the National History Museum, the Nesbit Castle, Khami ruins, and the Chipangali Wildlife Orphanage are just some of the attractions on offer in Bulawayo. It is located near

to the watershed between the Zambezi and Limpopo drainage basin. Bulawayo is a multicultural city: the most common spoken languages are English, Shona, Xhosa, Sotho and Tongo. The city has subtropical climate.

Chimanimani Mountains

Chimanimani is actually a national park that includes the outstanding Chimanimani mountains. The astonishing scenery and immaculate environment of these mountains have always attracted daring travelers. This park offers hiking, rock climbing, camping, caving and swimming in natural pools. Most of the range is level with quartzite ridges.

The village of Chimanimani was founded by Thomas Moodie. In the nearby Chirinda Forest, a thousand-year-old Red Mahogany that is 70 meters high and 16 meters wide can be visited. The Bridal Veil Falls can also be visited. Base camps are available for a limited number of visitors.



The highest point of the Chimanimani mountains is 2440 m.

Zambezi River

The Zambezi River is the fourth longest river in Africa, flowing for up to 2700 km. The river's source lies in Zambia before flowing through eastern Angola, along the eastern border of Namibia and the northern border of Botswana, then along the border between Zambia and Zimbabwe to Mozambique, where it crosses that country to empty into the Indian Ocean. There are two main sources of hydroelectric power on the river: the Kariba Dam, which provides power to Zambia and

Zimbabwe, and the Cahora Bassa Dam in Mozambique, which provides power to Mozambique and South Africa. The Zambezi River is well-known for tiger fishing from September to April. Summers are the best time for fishing since the fish feed more during this time.



Mana Pools

Mana Pools is a national park in northern Zimbabwe. It falls in a region of the lower Zambezi River where the flood plain turns into a broad expanse of lakes after each rainy season. As the lakes gradually dry up and recede, the region attracts many large animals in search of water, making it one of Africa's most famous

game-viewing regions. The area consists of 2,500 square kilometres of river frontage, islands,

Mana means 'four' in Shona, in reference to the four large permanent pools formed by the meanderings of the middle Zambezi.

sandbanks and pools, flanked by forests of mahogany, wild figs, ebonies and baobabs. It is one of the least developed national parks in Southern Africa. It boasts Zimbabwe's biggest concentration of hippopotamuses and crocodiles and large dry season mammal populations of elephant and buffalo. Mana Pools is also a World Heritage Site.



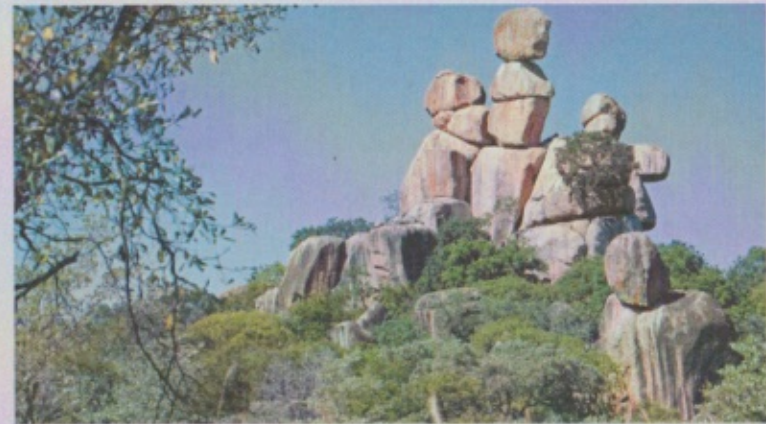
Harare

Harare is the capital city and most populous city in Zimbabwe. Harare comprises an area of 960.6 square kilometer and sits at an elevation of 1,490 m. Due to its high altitude, it has a subtropical highland climate. The city was founded in 1890. This city also offers numerous attractions, like Chapungu Sculpture Park, the Zimbabwe Museum, Doon Estate and the National Heroes Acre. It is one of the largest commercial cities in Zimbabwe, which is popular for trade in a variety of products including cotton, maize, tobacco and citrus fruits. Gold is also mined on the outskirts of Harare and the city is home to many industries, including chemical, steel and textile industries.



The Zimbabwe Museum of Human Sciences famously houses a 700-year-old Lemba artifact, believed to be a replica of the Ark of the Covenant. It is the oldest wooden object ever found in sub-Saharan Africa.

Matobo National Park



A Zimbabwean cheese has been named Matopos, after the hills.

The Matobo National Park forms the main part of the Matobo or Matopos Hills, an area of granite kopjes and wooded valleys in southern Zimbabwe. The hills were formed over 2 billion years ago with granite being forced to the surface. The granite weathers into fantastic shapes, such as the balancing rocks known as the Mother and Child Kopje. The park extends along the Thuli, Mtshелеle, Maleme and Mpopoma river valleys. Part of the national park is set aside as a game park, which has been stocked with game including the white rhinoceros. The highest point in the hills is the promontory named Gulati (1549 m). Mzilikazi, founder of the Ndebele, gave the area its name, meaning 'bald heads'.

Geography of Zimbabwe



Zimbabwe is a landlocked country in southern Africa lying wholly within the tropics. It straddles an extensive high inland plateau that drops northwards to the Zambezi Valley on the border with Zambia and similarly drops southwards to the Limpopo Valley and the border with South Africa. The country has borders with Botswana (813 km), Mozambique (1,231 km), South Africa (225 km), Zambia (797 km) and meets Namibia at its westernmost point.

Area:

Zimbabwe is the 61st largest country in the world just larger than Japan, but smaller than Paraguay, with a

total area of 390,757 km², of which 3,910 km² comprises lakes and reservoirs.

Zimbabwe is below average size in terms of African averages.

Climate:

The climate is tropical, although markedly moderated by altitude. There is a dry season, including a short cool season, during the period from May to September when the whole country has very little rain. The rainy season is typically a time of heavy rainfall from November to March.

Terrain:

Much of the country is high plateau with a higher central plateau (Highveld) forming a watershed between the Zambezi and Limpopo river systems. The Limpopo and the lower Zambezi valleys are broad and relatively flat plains. The eastern end of the watershed terminates in a north-south mountain spine, called the Eastern Highlands.

Hydrology:

The country is divided into six drainage basins. The largest are the Zambezi and the Limpopo. The western parts of Matabeleland connect to the Okavango inland drainage basin through the Nata River. Most of the southern Mashonaland and adjacent parts of Masvingo drain through the Save

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River into the Indian Ocean. Two smaller drainage basins cover parts of Manicaland, and drain into the Indian Ocean through Mozambique. These are the Pungwe river to the north and the Buzi river to the south. Sediment transport has been studied for rivers in Zimbabwe using the HBV hydrology transport model.

Fauna and flora

Zimbabwe enjoys incredible biodiversity. It contains almost all the typical tropical flora and African fauna. Mostly blanketed with savanna grasslands, its mountains nevertheless consist of evergreen forests. Bushveld, or thorny acacia savanna, and miombo, or dry open woodland, dominate the central and western plateau.

In the south and southeast, which are dry lowlands, thorny scrub and baobabs are extensive. Cactus-like euphorbias (similar to pipe organs), aloes, wildflowers, jacarandas, succulent tropical flowers, and palms are some of the plant species commonly seen in the country.



The Flame Lily (*Gloriosa* genus), grows profusely throughout the country and hence is designated as the

national flower of Zimbabwe. It is a climbing lily, which reaches heights in excess of 2 m and has bright red and yellow petals.

The chief animals of the country are the elephant, lion, buffalo, giraffe, zebra, hyena, wildebeest, hippopotamus, and several species of antelope. A diverse variety of marine fauna is also to be found and the tiger fish is a specialty.

Zimbabwe has over 650 bird species and is an excellent birding destination. The country has no endemic birds, but several near-endemics can be found in the globally important Eastern Zimbabwe Mountains Endemic Bird Area (EBA). Migratory birds are present from November to April and the general number of birds is phenomenal. The following are some common (and uncommon) birds found in the country:



**Carmine
bee-eater**

**Locally
common &
migratory**



**Southern
yellow-
billed
hornbill**

Common



**Living-
stone's
turaco**

Common



**Black-
headed
oriole**

Common

Chronology of events

1200-1600s	Rise and decline of the Monomotapa empire, thought to have been associated with Great Zimbabwe and to have been involved in gold mining and international trade.
1830s	Ndebele people fleeing Zulu violence and Boer migration in present-day South Africa move north and settle in what becomes known as Matabeleland.
1830-1890s	European hunters, traders and missionaries explore the region from the south, including Cecil John Rhodes.
1889	Rhodes' British South Africa Company (BSA) gains a British mandate to colonise what becomes Southern Rhodesia.
1890	Pioneer column of white settlers arrives from south at site of future capital, Harare.
1893	Ndebele uprising against BSA rule is crushed.
1922	BSA administration ends, the white minority opts for self-government.
1930	Land Apportionment Act restricts black access to land, forcing many into wage labour.

1930-1960s	Black opposition to colonial rule grows. Emergence in the 1960s of nationalist groups - the Zimbabwe African People's Union (Zapu) and the Zimbabwe African National Union (Zanu).
1953	Britain creates the Central African Federation, made up of Southern Rhodesia (Zimbabwe), Northern Rhodesia (Zambia) and Nyasaland (Malawi).
1963	Federation breaks up when Zambia and Malawi gain independence.
1964	Ian Smith of the Rhodesian Front (RF) becomes Prime Minister, tries to persuade Britain to grant independence.
1965	Smith unilaterally declares independence under white minority rule, sparking international outrage and economic sanctions.
1972	Guerrilla war opposing white rule intensifies, with rivals Zanu and Zapu operating out of Zambia and Mozambique.
1978	Smith yields to pressure for negotiated settlement. Elections for transitional legislature boycotted by Patriotic Front made up of Zanu and Zapu. New government of Zimbabwe Rhodesia, led by Bishop Abel Muzorewa, fails to gain international recognition. Civil war continues.

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1979	British-brokered all-party talks at Lancaster House in London lead to a peace agreement and new constitution, which guarantees minority rights.
1980	Veteran pro-independence leader Robert Mugabe and his Zanu party win British-supervised independence elections. Mugabe is named Prime Minister and includes Zapu leader Joshua Nkomo in his cabinet. Independence on 18 April is internationally recognised.
1982	Mugabe sacks Nkomo, accusing him of preparing to overthrow the government. North Korean-trained Fifth Brigade deployed to crush rebellion by pro-Nkomo ex-guerrillas in Midlands and Matabeleland provinces. Government forces are accused of killing thousands of civilians over next few years.
1987	Mugabe, Nkomo merge their parties to form Zanu-PF, ending the violence in southern areas. Mugabe changes constitution, becomes executive president.
1991	The Commonwealth adopts the Harare Declaration at its summit in Zimbabwe, reaffirming its aims of fostering international peace and security, democracy, freedom of the individual and equal rights for all.

1998	Economic crisis accompanied by riots and strikes.
1999	Economic crisis persists. Zimbabwe's military involvement in DR Congo's civil war becomes increasingly unpopular. Opposition Movement for Democratic Change (MDC) formed. Farm seizures.
2000	President Mugabe suffers defeat in referendum on draft constitution. Squatters seize hundreds of white-owned farms in an ongoing and violent campaign to reclaim what they say was stolen by settlers. Parliamentary elections: Zanu-PF narrowly fights off a challenge from the opposition Movement for Democratic Change (MDC) led by Morgan Tsvangirai, but loses its power to change the constitution.
2001	Defence Minister Moven Mahachi killed in a car crash - the second minister to die in that way in a month. Finance Minister Simba Makoni publicly acknowledges economic crisis, saying foreign reserves have run out and warning of serious food shortages. Most Western donors, including the World Bank and the IMF, have cut aid because of President Mugabe's land seizure programme.

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2002	<p>Parliament passes a law limiting media freedom.</p> <p>The European Union imposes sanctions on Zimbabwe and pulls out its election observers after the EU team leader is expelled.</p> <p>Mugabe re-elected in presidential elections condemned as seriously flawed by the opposition and foreign observers. Commonwealth suspends Zimbabwe from its councils for a year after concluding that high levels of violence marred elections.</p> <p>State of disaster declared as worsening food shortages threaten famine.</p> <p>45-day countdown for some 2,900 white farmers to leave their land begins, under terms of a land-acquisition law passed in May.</p> <p>Protests.</p>
2003	<p>Widely-observed general strike is followed by arrests and beatings.</p> <p>MDC leader Morgan Tsvangirai is arrested twice during a week of opposition protests. He is charged with treason, adding to an existing treason charge from 2002 over an alleged plot to kill President Mugabe.</p> <p>The razing of "illegal structures" in 2005 left about 700,000 people without homes.</p>

	<p>Canaan Banana, Zimbabwe's first black president, dies aged 67.</p> <p>Zimbabwe pulls out of Commonwealth after the organisation decides to extend suspension of country indefinitely.</p>
2004	<p>A group of mercenaries, allegedly on the way to Equatorial Guinea to stage a coup, is intercepted after landing at Harare airport. Their leader, British national Simon Mann, is sentenced to seven years in prison for attempting to buy guns.</p> <p>Opposition leader Morgan Tsvangirai is acquitted of treason charges relating to an alleged plot to kill President Mugabe. He faces a separate treason charge.</p>
2005	<p>The US labels Zimbabwe as one of the world's six "outposts of tyranny". Zimbabwe rejects the statement.</p> <p>Ruling Zanu-PF party wins two-thirds of the votes in parliamentary polls. Main opposition party says election was rigged against it.</p> <p>Tens of thousands of shanty dwellings and illegal street stalls are destroyed as part of a "clean-up" programme. The UN estimates that the drive has left about 700,000 people homeless.</p> <p>Prosecutors drop remaining treason charges against Morgan Tsvangirai.</p>

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2005	<p>Ruling Zanu-PF party wins an overwhelming majority of seats in a newly-created upper house of parliament, the Senate.</p> <p>The opposition MDC splits over its leader's decision to boycott the poll.</p> <p>UN humanitarian chief Jan Egeland says Zimbabwe is in "meltdown".</p> <p>Galloping inflation.</p>
2006	<p>Year-on-year inflation exceeds 1,000%.</p> <p>New banknotes, with three noughts deleted from their values, are introduced in August.</p> <p>Drastic price increases rendered Zimbabwe's currency nearly worthless.</p> <p>Zimbabwe rolls out Z\$100 trillion note.</p> <p>Riot police disrupt a planned demonstration against the government's handling of the economic crisis. Union leaders are taken into custody and later hospitalised, allegedly after being tortured.</p> <p>Ruling ZANU-PF party approves a plan to move presidential polls from 2008 to 2010, effectively extending Mugabe's rule by two years.</p>

2007	<p>Rallies, demonstrations banned for three months. The ban is eventually extended.</p> <p>Opposition leader Morgan Tsvangirai is hospitalised after his arrest at a rally. One man is shot dead as riot police move to disperse the gathering.</p> <p>Warnings of power cuts for up to 20 hours a day while electricity is diverted towards agriculture.</p> <p>Ruling ZANU-PF and opposition MDC hold preliminary talks in South Africa.</p>
2008	<p>Presidential and parliamentary elections. Opposition MDC claims victory. Electoral body says Tsvangirai won most votes in presidential poll, but not enough to avoid a run-off against Mugabe.</p> <p>Run-off goes ahead. Mugabe declared winner. Tsvangirai pulled out days before poll, complaining of intimidation.</p> <p>Russia, China veto a Western-backed UN Security Council resolution to impose sanctions.</p> <p>EU, US widen sanctions against Zimbabwe's leaders.</p> <p>Agreement ends months of deadlock over the disputed 2008 election result.</p> <p>Robert Mugabe retains presidency.</p> <p>Morgan Tsvangirai is made Prime Minister.</p>

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2008	Mugabe, Tsvangirai sign power-sharing agreement. Implementation stalls over who gets top ministerial jobs. Zimbabwe declares national emergency over a cholera epidemic and the collapse of its health care system.
2009	Government allows use of foreign currencies to try stem hyperinflation. Tsvangirai is sworn in as Prime Minister, after protracted talks over the formation of government. Tsvangirai's wife is killed in a car crash. He is injured. Retail prices fall for the first time after years of hyperinflation. Constitutional review begins. Tsvangirai tours Europe and US to secure donor support. One year after the power-sharing deal, MDC remains frustrated and alleges persecution and violence against members. Mugabe calls for new start to relations with West.
2010	Prime Minister Morgan Tsvangirai urges the easing of targeted sanctions, saying the unity government's progress should be rewarded. Zimbabwe's High Court rejects a regional court ruling against President Mugabe's land-reform programme.

	New "indigenisation" law forces foreign-owned businesses to sell majority stake to locals. Zimbabwe resumes official diamond sales, amid controversy over reported rights abuses at the Marange diamond fields. Premier Tsvangirai alleges ruling party instigating violence at public consultations on new constitution. Ruling Zanu-PF party nominates President Mugabe as candidate for next presidential race. Mugabe's wife Grace takes legal action over claims released by <i>WikiLeaks</i> that she profited from illegal diamond trading.
2011	EU eases sanctions on Zimbabwe by removing the names of 35 of President Mugabe's supporters from a list of people whose assets had been frozen. Prime Minister Tsvangirai says unity government rendered impotent by ZANU-PF violence and disregard for power-sharing deal. General Solomon Mujuru, one of the country's most senior politicians, dies in a mysterious house fire. The Kimberly Process, which regulates the global diamond industry, lifts a ban on the export of diamonds from two of Zimbabwe's Marange fields. President Mugabe says he will run in the next elections. He condemns the current power-sharing government as a "monster".

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2012	<p>EU lifts sanctions on some prominent Zimbabweans, while retaining the travel restrictions and the freeze on the assets of President Mugabe.</p> <p>Constitutional Select Committee completes draft of new constitution, but ZANU-PF and MDC continue to quarrel about the details.</p> <p>Political violence reportedly on the rise, with MDC complaining that its rallies have repeatedly been shut down.</p> <p>Rights activists say repressive structures instrumental in 2008 electoral violence are being reactivated.</p> <p>Prime Minister Tsvangirai threatens to pull out of unity government, citing violence against his party's members.</p>
2013	<p>Talks involving President Mugabe and Prime Minister Tsvangirai reach a deal over a new draft constitution.</p> <p>New constitution approved by an overwhelming majority in a referendum.</p> <p>Future presidents will be limited to two five-year terms.</p> <p>Presidential and parliamentary elections.</p> <p>Mugabe gains a seventh term in office and his Zanu-PF party three-quarters of the seats in parliament. The opposition MDC dismisses the polls as a fraud.</p>

	<p>The United States responds to calls from Southern African leaders for the West to lift all sanctions on Zimbabwe by saying that it will not do this unless there are further political reforms in the country.</p> <p>The MDC boycotts the opening of parliament presided over by President Mugabe in protest at what it says was a rigged election.</p>
2014	<p>Zimbabwe marks President Mugabe's 90th birthday after he returns from medical treatment in Singapore.</p> <p>Grace Mugabe, the president's wife and a political novice, is unexpectedly nominated as the next leader of the governing Zanu-PF's Women's League, fuelling speculation that she may succeed her husband one day.</p> <p>President Mugabe sacks Vice-President Joyce Mujuru and seven other ministers after accusing them of being involved in a plot to kill him. Ms Mujuru denies the allegation, but is later expelled from the ZANU-PF party.</p>
2015	<p>President Mugabe is chosen as chairman of the African Union for the year.</p> <p>The Central Bank formally phases out the Zimbabwe dollar, formalising the multi-currency system introduced to counter hyper-inflation.</p>

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Languages

- English (official)
- Shona
- Ndebele

See the 'Other' section for some useful Shona and Ndebele phrases.

All the national languages, with the exception of the official language, English, are Bantu, a branch of the Niger-Congo language family. Shona and Sindebele are the most widely spoken, and students are required to take at least one of those languages.

Other languages spoken in Zimbabwe are Tonga, Shangaan, and Venda, which are shared with large groups of Tonga in Zambia and Shangaan and Venda in South Africa.

Architecture and settlement

Urban centers are divided into areas of low and high housing density (formerly referred to as townships) for low-income families. The use of space therefore is closely correlated with socioeconomic status. High-density areas have been planned with water and power supplies. Little artistic emphasis has been placed on architecture, and with the exception of some

well-maintained colonial buildings, especially in Harare and Bulawayo, buildings tend to be functional.



Bulawayo High Court

Traditional rondavel



Mud and wattle or sun-dried bricks are used in house building in rural areas, while well-off families may use concrete blocks. Traditionally, houses were round with thatch roofing, but an increasing number are square or rectangular with zinc sheet roofing, although kitchens are still built as rondavels (round thatched mud huts). The most marked use of space is in the kitchen, where a bench runs around the right side for men to sit on, while women sit on the floor on the left.

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Health risks in Zimbabwe



Diseases transmitted by insects and animals

All the areas of low or moderate altitude (below 1200 m) are malarial, particularly the Lowveld region (south-east) and the national parks area (Lake Kariba, Victoria Falls, Hwange).



There is a limited presence of tse-tse flies at Mana Pools. The risk of catching sleeping sickness remains very low.

There are cases of animal rabies in the country.



Diseases transmitted by food, water or through the environment

Diarrheic diseases are frequent among travelers who do not take precautions.

The risk of cholera exists during the rainy season, from November to April, especially when precipitations are abundant. In order to minimize risks, it is recommended to wash hands thoroughly before meals and to use uncontaminated water.

There has been an outbreak of typhoid in Harare. Typhoid fever is transmitted through contaminated food or water. Symptoms are fever, chills and abdominal pain.

Due to the risk of schistosomiasis and other parasitic infestations, travelers are advised not to bathe in fresh waters (lake, rivers) and should not walk barefoot.

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Diseases transmitted by contact with infected people

HIV is by far, the highest cause of mortality among adults and children. Zimbabwe is facing a generalized HIV epidemic, with an HIV prevalence in the adult population (15-49 years) of about 15.3%, according to UNAIDS. Each day an estimated 564 adults and children become infected with HIV.

Cases of Marburg fever occur regularly. The disease is transmitted to human by contact with contaminated body fluids. Be aware that caves and mines shelter bats, which are a reservoir for the Marburg virus. The virus infects both human and nonhuman primates.

Vaccines and medicines for tourists

Routine vaccines



Make sure you are up-to-date on routine vaccines before every trip. These vaccines include the measles-mumps-rubella (MMR) vaccine, diphtheria-tetanus-pertussis vaccine, varicella (chickenpox) vaccine, polio vaccine, and your yearly flu shot.

Hepatitis A



This vaccine is **recommended** because you can get hepatitis A through contaminated food or water in Zimbabwe, regardless of where you are eating or staying.

Malaria



You will need to take prescription medicine before, during, and after your trip to prevent malaria. Also be aware of other steps you can take to prevent malaria.

Typhoid



You can get typhoid through contaminated food or water in Zimbabwe. This vaccine is **recommended** for most travellers, especially if you are staying with friends or relatives, visiting smaller cities or rural areas, or if you are an adventurous eater.

Hepatitis B



You can get hepatitis B through sexual contact, contaminated needles, and blood products. This vaccine is if you might have sex with a new partner, get a tattoo or piercing, or have any medical procedures.

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Rabies



Vaccines and medicines for tourists

Rabies can be found in dogs, bats, and other mammals in Zimbabwe, so this vaccine is **recommended** for the following groups:

- Travellers involved in outdoor and other activities (such as camping, hiking, biking, adventure travel, and caving) that put them at risk for animal bites.
- People who will be working with or around animals (such as veterinarians, wildlife professionals, and researchers).
- People who are taking long trips or moving to Zimbabwe

Children, because they tend to play with animals, might not report bites, and are more likely to have animal bites on their head and neck.

Yellow fever



There is no risk of yellow fever in Zimbabwe. The government of Zimbabwe requires proof of yellow fever vaccination only if you are arriving from a country with risk of yellow fever.

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Visa requirements

Category A (countries/territories whose nationals do not require visas):

For a stay of up to 6 months: Hong Kong SAR

For a stay of up to 3 months: Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Botswana, Congo (DRC), Cyprus, Fiji, Grenada, Jamaica, Kenya, Kiribati, Lesotho, Malaysia, Malawi, Maldives, Malta, Mauritius, Namibia, Nauru, Samoa, Singapore, Solomon Islands, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Swaziland, Tanzania, Trinidad and Tobago, Tuvalu, Uganda, Vanuatu and Zambia

Category B (countries whose nationals are granted visas at the port of entry on payment of the requisite visa fees):

Argentina, Austria, Australia, Belgium, Brazil, Brunei, Canada, Czech Republic, Denmark, Dominican Republic, Egypt, Finland, France, Germany, Ghana (Gratis), Greece, Hungary, Indonesia, Iceland, Ireland, Israel, Italy, Japan, Kuwait, Liechtenstein, Luxembourg, Monaco, Netherlands, New Zealand, Norway, Palau Island, Palestine (State of), Papua New Guinea, Poland, Portugal, Puerto Rico, Seychelles,

Slovak Republic, South Africa (Gratis), South Korea, Spain, Sweden, Switzerland, United Arab Emirates, Uruguay, United Kingdom, United States, Vatican City and Virgin Islands.

Visa fees at the port of entry for Category B nationals are as follows: US\$30 (single entry), US\$45 (double entry), US\$55 (multiple entry) - a valid passport, travel itinerary, return/onward journey ticket and cash payment must be presented. Note that Canadian citizens are able to obtain single entry visas only on arrival at a cost of US\$75, whilst British and Irish citizens pay higher fees for a visa on arrival (US\$55 for single entry and US\$70 for double entry). Visas appear not to be required for minors accompanied by a parent even though border personnel at land border crossings do not typically seem to be aware of this. Simply ask for it and you might be able to save the fee.

Category C (countries whose nationals are required to apply for and obtain visas prior to travelling):

Afghanistan, Albania, Algeria, Andorra, Angola, Armenia, Azerbaijan, Bahrain, Bangladesh, Belarus, Benin, Bermuda, Bhutan, Bolivia, Bosnia-Herzegovina, Brazzaville, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde Islands, Cayman Islands, Central African Republic, Chad, Chile, China, Colombia, Comoros Islands, Congo (Brazzaville), Costa Rica, Conakry,

Cote d'Ivoire, Croatia, Cuba, Djibouti Republic, El Salvador, Ecuador, Equatorial Guinea, Eritrea, Estonia, Ethiopia, French Guiana, French Polynesia, French West Indies, Gabon, Gambia, Georgia, Gibraltar, Guatemala, Guinea, Guinea Bissau, Guyana, Haiti, Honduras, India, Iran, Iraq, Jordan, Kazakhstan, Kyrgyzstan, Laos, Latvia, Lebanon, Liberia, Libya, Lithuania, Macao SAR, Madagascar, Mali, Marshall Islands, Macedonia, Mauritania, Mexico, Micronesia, Moldova, Mongolia, Montserrat, Morocco, Mozambique, Myanmar, Nepal, New Caledonia, Nicaragua, Niue, Niger, Nigeria, North Korea, Oman, Pakistan, Panama, Paraguay, Peru, Philippines, Qatar, Reunion, Romania, Russia, Rwanda, San Marino, Sao Tome and Principe, Saudi Arabia, Senegal, Sierra Leone, Slovenia, Somalia, Sri Lanka, Sudan, Suriname, Syria, Tajikistan, Taiwan, Thailand, Togo, Tunisia, Turkey, Turkmenistan, Turk and Caicos Islands, Ukraine, Uzbekistan, Venezuela, Vietnam, Yemen, Yugoslavia

Visas can be obtained at Zimbabwean embassies/consulates. The fees for a visa vary between US\$30 and 180 and depend on the applicant's nationality.

You might be able to apply for a Zimbabwean visa at a British embassy, high commission or consulate in the

country where you legally reside if there is no Zimbabwean diplomatic post. For example, the British embassies/consulates in Amman, Ankara, Istanbul and Tblisi accept Zimbabwean visa applications. British diplomatic posts charge £50 to process a Zimbabwean visa application and an extra £70 if the authorities in Zimbabwe require the visa application to be referred to them. The authorities in Zimbabwe can also decide to charge an additional fee if they correspond with you directly.

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Greetings

For men greeting men – A firm handshake with the right hand is the most common form of greeting. Handshakes may linger a bit. Hugs and pats on the back are common when greeting family and close friends.

For women greeting women - In Cities: A handshake with the right hand is the most common form of greeting. Hugs are common when greeting family and close friends. In rural areas a handshake with the right hand with a simultaneous slight genuflection is the norm.

For meetings between men and women – In Cities: A handshake with the right hand is common. In rural areas: A handshake with the right hand followed by a small step backwards with a simultaneous slight genuflection when each person claps softly with cupped hands. The man's hands are opposed in a parallel position whilst making a soft hollow sound and verbally greeting. The woman's hands are opposed to right angles whilst making a soft hollow sound and verbally greeting. In some rural areas women kneel down and clap to the men, the men respond using a traditional clap.



Communication styles

In Cities: Direct communication is preferred, addressing people by Mr., Mrs., Dr., etc. It's best never to use first names unless invited to do so.

Rural areas: Indirect speaking. For example, addressing a woman who has become a mother for the first time – her first name is no longer used and she is called by using the name of her first born child, for example: "mother of Michael" (Amai Michael). In the case where the woman becomes married and has no children, she may be called Amai (followed by her husband's surname). The same goes for men.

Personal questions about one's age, income, and sexual orientation are fairly common.

Avoid talking about local politics at initial meetings.



Personal space and touching

Cities: An arms length or more of personal space is very important during conversations. In a family home, it's best never to touch or put your arm on a married woman (if you are male). This would be seen as being disrespectful.

Rural areas: Personal space between men can be very close, even holding hands. Between women and women it can also be close as well. Between men and women, more than an arms length is common.

When feeling excited and happy during conversations, people may shake hands, hold hands, pat the back lightly. This would normally happen amongst friends of the same sex and people who know each other very well.

There is little to no touching during initial and business meetings.



Eye contact

Direct eye contact is the norm in the business world in towns and cities. It is an indication of honesty, while indirect eye contact is considered rude.

However, in rural areas, if a man is speaking to a girl, for example, she avoids eye contact and tends to look in the distance or to the ground. This is a sign of respect. This is the same when the father speaks to his daughter, she would kneel and avoid eye contact.



Views of time

In towns and cities, time in business is very important, however, for private functions, people are more relaxed and laidback. Take for example, a party beginning at 7pm. People may start arriving at 7:30 or 8pm. Being late is never a big issue for such functions and people can easily accept that people will be late. Punctuality is valued, but not made a big deal of. People do give their time freely, especially for social events.

Transportation services rarely run on time.



Gender issues

Cities: The women's role is still to take the lead in maintaining the day to day running of the home, cooking, cleaning, washing, as well as holding a career. Also having children, ensuring that they are clean, fed and ready for the day. Managing the domestic staff team in the home.

Women are expected to be role models for their children and society, whereas men go out and have extra marital affairs and this is not made a big deal at all, instead this behaviour is widely accepted as being normal. Men are still the head of the family.

Rural areas: Women's duties include having children, looking after the day-to-day running of the home, and ensuring that water is available for drinking, cooking and cleaning. Also includes being responsible and a role model to the children. Teaching the female children how to manage and run a home from a very young age. Going to the fields and growing food to feed the family. Men go out to earn the money and relax at the end of the day, while women have to ensure that a meal is cooked and dishes are washed afterwards.

Unacceptable behaviour for women includes: having an extra-marital affair, however, for men, it's acceptable to bring along a second, third or even fourth wife. If a foreign woman, chooses to marry a man and live in the rural areas, she would be expected to conform to the norms of that society.



Gestures

The thumbs up sign usually means that everything is fine.

Pointing is done by using the index finger.

Whistling is used to call someone or to get their attention, to stop a bus or moving vehicle.



Taboos

Sticking the tongue out to anyone, especially an elderly person, is considered very rude.

Making a 'hissing' sound or other sounds using the mouth is bad form.

Licking the lips whilst staring at someone of the opposite sex is an obscene gesture.

Speaking to someone with your hands in your pockets can be viewed as rude behaviour.



Law and order


The legal drinking age is 18 and it is enforced.

Possession and trafficking of illegal drugs is a serious offense, resulting in fines, imprisonment, and/or worse.

Emergency and useful numbers

Harare:

Emergency Service	Number
 <p>Police Emergency Police Central Police Avondale Police Borrowdale Police Highlands Police Mabelreign Police Milton Park</p>	<p>(+ 263 4) 995 (+263 4) 748836/77651 (+263 4) 336632 (+263 4) 860067/61 (+263 4) 495304/495504 (+263 4) 336000 (+263 4) 799298/708113</p>
Road Assistance/Road Blocks 24hr Service Number	<p>(+263 4) 708176 (+263 712) 769768 (+263 4) 703631</p>
AA Automobile Association Head Office	(+263 4) 776760
Road Angels 24 hour assistance for lost keys, flat tyres, batteries Road Rescue Recovery 24 hour technical assistance	<p>(+263 772) 122122 (+263 4) 334418 (+263 773) 300800/ 133000</p>

Emergency Service	Number
 <p>Fire Brigade and Ambulance</p>	(+263 4) 783980/7

Victoria Falls:

Emergency Service	Number
 <p>Police</p>	(+263 13) 42206
 <p>Medical Centre After hours</p>	<p>(+263 13) 43356 (+263 774) 8559</p>
Victoria Falls Bridge (Customs & Immigration)	(+263 13) 44238

Useful Shona & Ndebele phrases

Shona:

English	Shona
Open	Vhura
Close	Vhara
Entrance	Musuwo
Exit	Pokubuda
Push	Sunda
Pull	Dhonza / Zvuva
Toilet	Chimbuzi
Men	Varume
Women	Vakadzi
Hello	Mhoroi
Hello (informal)	Ndeipi.
How are you?	Munofara here?
Fine, thank you.	Ndinofara.
What is your name?	Munonzi vaani? / Zita renyu rinoitwa ani?
My name is _____.	Ndinonzi _____.
Nice to meet you.	Ndafara nekukuzivai.
Please.	Ndapota.
Thank you.	Ndinotenda.
You're welcome.	Musareve (Horaiti).
Yes	Hongu.
No	Kwete.

English	Shona
I can't speak Shona [well].	Handitaure (chi)Shona [kwazvo].
Good morning.	Mangwanani.
Good afternoon.	Masikati.
Good evening / night.	Manherui.
Good night (to sleep).	Murare zvakanaka.
Goodbye.	Zvakanakai.
Goodbye (informal).	Ndaenda.

Ndebele:

English	Ndebele
Welcome	Siyalemukela
Hello	Salibonani
How are you?	Unjani?(sg) Linjani? (pl)
Reply to 'How are you?'	Ngiyaphila (sg) Siyaphila (pl) Ngikhona (sg) Sikhona (pl) Unjani wena? (response)
What's your name?	Ibizo lakho ngubani?
My name is ...	Mina ngingu ...
Where are you from?	Uvela ngaphi?
I'm from ...	Ngivela e ...
Pleased to meet you	Kuhle ukukubona

English	Ndebele
Good morning (Morning greeting)	Livukile
Good afternoon (Afternoon greeting)	Litshonile
Good evening (Evening greeting)	Litshonile
Good night	Lilale kuhle
Goodbye	Lisale kuhle
Have a nice day	Ube lelanga elihle
I understand	Ngiyezwa
I don't understand	Angizwa
I don't know	Angazi
Do you speak English?	Uyakhuluma isikhiwa?
Thank you	Ngiyabonga



5.6. Conclusion

This section of the report considered what a training syllabus for a cross-border tourist guide training programme for Southern Africa might look like. It looked at the type of content that would need to be included in such a training course. It also suggested that there are two avenues for the delivery of this content: a guidebook to familiarize guides with the cross-border context and a web-based resource where guides can access information on the individual countries they are expected to guide in, as well as where they may develop customized tours for their clients. The website can also be used as a gateway for prospective clients to contact tourist guides and arrange tours. It was also suggested that a mobile-friendly application version of the website be created for guides and tourists on the move. Finally, this section also considered the development of tourism landscapes where related destinations are linked together as a themed experience.



SECTION 6: RECOMMENDATIONS FOR TOURIST GUIDE REGULATIONS AND ACCREDITATION FOR SOUTHERN AFRICA

6.1. Introduction

This section of the study will outline recommendations and suggestions for the regulations, accreditation and operation of a cross-border tourist guiding system for Southern Africa. Based on the examples of international best practice discussed in Section 4, two adapted accreditation frameworks are laid out for consideration and relevant recommendations in terms of regulations are made for both. This section also includes a discussion on operational requirements where topics like complaints procedures, disciplinary actions against guides and continued proficiency and quality assurance are discussed.

6.2 Accreditation framework

Based on the examples of international best practice discussed in section 4, there seems to be a fairly tried-and-tested process for the accreditation of tourist guides. This usually involves the obtaining of some theoretical knowledge through a training course, practical assessments of guiding abilities, and assessment by examination. A guide will then need to register with some authority, mostly a government-associated authority, and obtain a license to guide. Accreditation for cross-border tourist guides could also realistically take place in this format. Cross-border tourist guides will have to complete an assessment module for each country they wish to guide in, which will include a practical test of their guiding skills. They will also have to demonstrate their advanced research and interpretation abilities through written assignment(s) and a traditional examination of their knowledge. The title of cross-border tourist guide would then not be a mantle qualification for all the countries in the region, but a guide will have to qualify for each country they want to guide in. This is where the cross-border tourism website, mentioned in section 5, will come in handy and guides can list the countries they are qualified for.

Any system of accreditation and registration for tourist guides, be it national, provincial or city-based, is a challenging enterprise to operate, and even more so when guiding crosses borders. A cross-border tourist guide accreditation framework will always encompass quite a stringent test of diplomatic cooperation. No matter the model used, the member states of



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the region wanting to implement cross-border tourist guiding will have to agree on certain basic principles in terms of accreditation. Legislation remains a pertinent issue, but Phase III of this project illustrated that all seven countries have legislation pertaining specifically to tourism in its general context and have a designated ministerial office. Significantly, all of the legislation has been promulgated or amended within the last two and a half decades, which reflects the importance of the sector.¹ This of course implies that the necessary foundations have already been laid, and it will only be necessary to make certain adaptations to existing legislation to promote cross-border tourism and tourist guiding between Namibia, Botswana, Zimbabwe, Mozambique, Swaziland, Lesotho, and South Africa.

The importance of the tourism sector is further bolstered by the Southern African Development Community (SADC). SADC functions as an inter-governmental organisation whose goal is to promote sustainable and equitable economic growth and socio-economic development among fifteen member states of Southern Africa.² Members of the SADC have increasingly prioritised tourism in the region as a means of promoting its goals of economic development and regional integration. Therefore, in order to establish its policies and priorities on tourism in 1998, the SADC established the *Protocol on the Development of Tourism*, along with other *Protocols* and frameworks (see also Phase I of this study).³ The *Protocol on the Development of Tourism* has essentially established tourism as a key priority for the southern Africa region and it outlines the SADC's intention to use it as a vehicle for sustainable development. SADC has also recognised tourism as a prominent sector with regards to the overall development of the region, mainly because it is one of the fastest growing industries with numerous socio-economic benefits.⁴ (See also Phase III of this study).⁵

¹ Department of Historical and Heritage Studies, *Harmonisation of Tourist Guide Training in Southern Africa (Phase III)*, (2014), University of Pretoria: Pretoria, pp. 87-88.

² The Southern African Development Community, (2014), Internet: <http://www.sadc.org>, Accessed: 13 April 2013.

³ Department of Historical and Heritage Studies, *Understanding the Concept of Cross-Border Guiding in Southern Africa*, (2012), (Pretoria: University of Pretoria).

⁴ Southern African Development Community, (2012), 'Tourism', Internet: <http://www.sadc.int/themes/infrastructure/tourism/>, Accessed: 28 October 2014.

⁵ Department of Historical and Heritage Studies, *Harmonisation of Tourist Guide Training in Southern Africa (Phase III)*, (2014), University of Pretoria: Pretoria, pp. 78-87.



One cannot deny that a drive towards greater cross-border cooperation of the tourism front would be of great benefit in achieving these goals set out by the SADC. Cross-border tourist guiding is an excellent method for promoting cross-border tourism between the countries researched in this study. Even though greater cooperation in terms of tourism is desirable, there are still practical issues that need to be considered and addressed. The following section will discuss two suggested models to facilitate the process of accrediting cross-border tourist guides.

6.2.1 By individual countries

This accreditation model is based on the provincial system of South Africa. Like in South Africa, where a guide has to register for each individual province, in this model, guides will have to complete special cross-border accreditation procedures in all the countries they wish to guide in. Thus, individual countries will be responsible for providing prospective guides with the materials they need to study and for assessing the guides. The problem with this system is that standards may not align across the seven different countries and the process of applying to different countries might be confusing for guides to follow.

6.2.2 By a centralised organisation

Not all countries in Southern Africa are equal in terms of the tourist guide training provided. Phase III of this study proved that, while South Africa, Botswana and Namibia are on par in terms of tourist guide training, Zimbabwe, Mozambique, Swaziland and Lesotho still had some internal issues to sort out. (Please also see Figure 5 below). Given these existing differences in standards, it is recommended that instead of requiring guides to register as a cross-border guide in each country, a single, centralised organisation should be created to deal with the training, accreditation and registering of cross-border tourist guides for all the countries involved in the project. In this way, it would ensure that all the training a cross-border guide receives is of a similar standard.

This organisation would be responsible for producing the content of the training programmes, obviously in conjunction with the individual countries. These countries have probably already produced manuals for the training of their own tourist guides, so it would

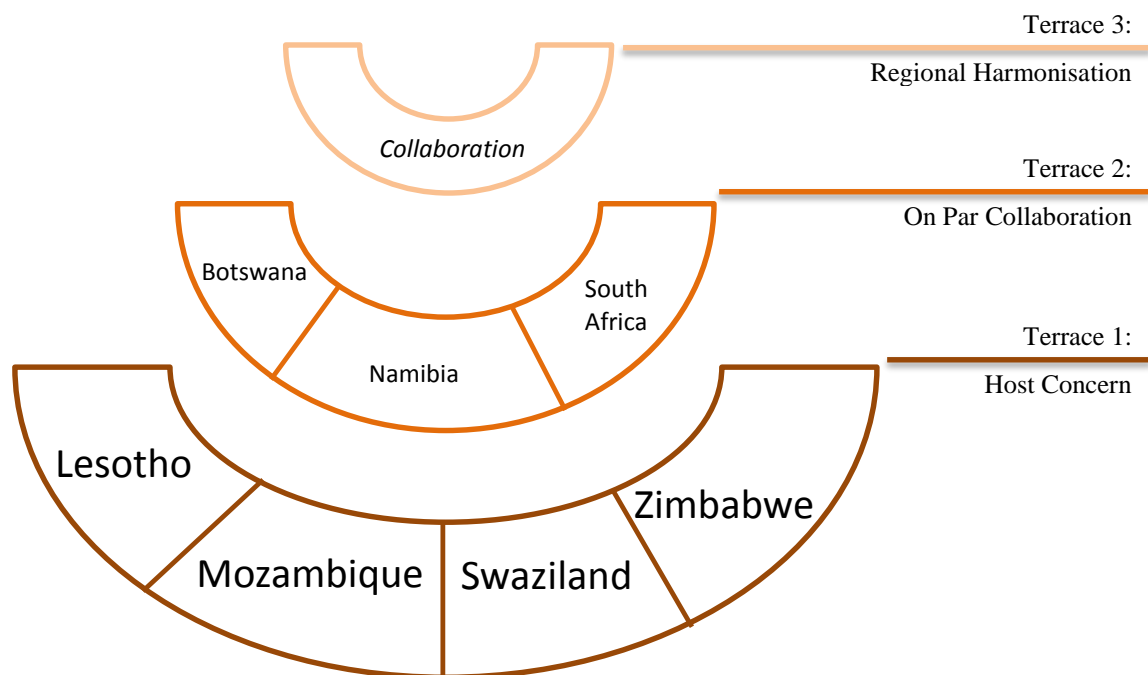


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be unnecessary to reinvent the wheel each time to produce new content. This organisation will then also be responsible for producing the training associated with the standalone cross-border tourist guidebook. The issues with following this route concerns whose responsibility it would be to set up and run this organisation and how legislation will be set up to ensure the mandate of this organisation.

Figure 5: BNSA and LMSZ Terraced Approach - Tourist Guide Training⁶



⁶ Department of Historical and Heritage Studies, *Harmonisation of Tourist Guide Training in Southern Africa (Phase III)*, (2014), University of Pretoria: Pretoria, p. 95.



6.3 Operational recommendations

Any recommendations made at this point will be to address envisaged issues down the road, but obviously as this cross-border tourist guide training and accreditation programme would be implemented, new and unexpected issues would also have to be addressed. At this stage, there are three operational issues that need to be addressed.

6.3.1. Permits and visas

Currently, the obtaining of permits and visas for both cross-border tourist guides and cross-border tourists remain a pertinent issue. SADC has been active in developing an idea of a regional visa, with assistance from a number of public and private sector organisations, for the purposes of tourism. A concept, known as the Univisa, has since been devised and is based essentially on the European Union's Schengen Visa.⁷ Therefore, much like its European equivalent, the Univisa will permit the holder to travel across the 15 member states for leisure or tourism purposes.⁸ The Univisa project has three primary aims:

- increase tourist arrivals and revenue from tourism within the region;
- strengthen the regional tourism segment (i.e. travel to multiple countries); and
- foster the international competitiveness of southern Africa.⁹

However, unlike the Schengen Visa, the Univisa has yet to be implemented since it was first proposed in 1995. The main reason for this is that a number of the SADC member states have rejected the proposal and the general idea on a number of occasions. For example, Botswana has rejected the concept on numerous occasions and their most recent objection, in December 2012, reiterates their belief that there will be issues of safety and security associated with the implementation of the visa.¹⁰ However, there remains cause for hope as the Univisa system is being piloted at this stage between Zambia and Zimbabwe,

⁷ A. Douglas; B.A. Lubbe and E.A. Kruger, 'Would a single regional visa encourage tourist arrivals in southern Africa?' in *Development Southern Africa* 29(3), 2012, pp. 488-505.

⁸ A. Douglas; B.A. Lubbe; and E.A. Kruger, 'Would a single regional visa encourage tourist arrivals in southern Africa?' in *Development Southern Africa* 29(3), 2012, pp. 488-505.

⁹ RETOSA, *SADC UNIVISA: An Economic Case Study*, (2010), GRF Tourism Planning.

¹⁰ M. Dube, 'Botswana rejects SADC common visa plan', Internet:
<http://www.africareview.com/News/Botswana-rejects-SADC>, Accessed: 19 March 2014.



with imminent expansion expected to Angola, Botswana and Namibia.¹¹ The case of the SADC Univisa is a clear example of how collaborative frameworks can be hindered by disagreements between stakeholders regarding a certain issue. It is therefore evident that there is a need for more collaboration and cooperation regarding the concept of the Univisa. It also underlines the crucial issue relating to tourism being a sector with multi-faceted elements, all of which need to collaborate.¹²

Furthermore, closer inter-governmental cooperation will be required in order to facilitate the obtaining of work permits for tourist guides for the respective countries, should it not be feasible to include a clause for them in the Univisa scheme. At this stage, it is envisaged that the cross-border tourist guide programme would run only between Namibia, Botswana, Zimbabwe, Mozambique, Swaziland, Lesotho, and South Africa, and that only residents of these countries may qualify to become a cross-border tourist guide. This is again in line with international best practice and the regional goal to increase local job creation. The programme may later be expanded to include other countries, should it be required and based on how well the programme is running.

6.3.2. Complaints and disciplinary issues

Tourist guiding is fairly self-regulating activity: if a tourist guide behaves poorly or delivers a sub-standard service, his/her tourists will report him/her to the tour company and the guide will probably never be used again. However, in some places in the world, like India (discussed in section 4), there are processes in place to deal with disciplinary issues affecting tourist guides. Here again the website discussed in section 5 will come in handy, as it may be created to include a complaints section. Dissatisfied tourists may then lodge a complaint against a guide, which will be investigated and taken up by the accrediting body.

¹¹ D. Reinstein, "Kaza UniVisa to include Angola, Botswana and Namibia", Internet: <http://www.tourismupdate.co.za/Home/Detail?articleId=105396>, Accessed: 13 January 2016.

¹² R. Wyllie, *Benefits beyond boundaries: Cross-border tourism collaboration in southern African transfrontier conservation areas*, MCHS: Heritage and Cultural Tourism Dissertation, University of Pretoria: Department of Historical and Heritage Studies.



6.3.3. Reregistration

The worldwide trend seems to be that reregistration of tourist guides takes place every three years. This also seems to be a reasonable expectation for the cross-border tourist guide. Whether the guide needs to complete a refresher course before reregistration, as is the case in India, remains up for debate. The problem with this is that it would require additional resources that may not be readily available, but the upside is that tourists are assured that their guide is familiar with the latest trends and knowledge in the tourism industry.

6.4 Conclusion

This section made suggestions on how the accreditation and registration process could work by reviewing international best practice on the matter and then adapting it to the Southern African context. It also included operational recommendations on pertinent issues related to the running of a cross-border tourist guide programme, like how to deal with permits and visa, complaints and disciplinary issues, and the reregistration process.

In the end, it is envisaged that a cross-border tourist guide programme would operate in the same fashion as the ‘travel directors’ of the travel company, Trafalgar Tours.¹³ Trafalgar has been taking tours across Europe long before the introduction of EN 15565 with a single ‘travel director’ at the helm. This travel director is a cross between a tourist guide and a tour leader, and is in charge of ensuring that tourists experience the same level of service for the entire cross-border journey. The travel director will guide across borders and keep up interesting commentary on the coach, but would often rely on local guides in the cities being visited. It would be unreasonable to expect a single guide to know everything about all the places being visited and the reliance on site guides would go some way in alleviating this concern. This would of course facilitate job creation in a Southern African context even more, since the need for site guides would create more jobs.

¹³ Trafalgar, “Travel directors”, Internet: <https://www.trafalgar.com/usa/choose-trafalgar/travel-directors>, Accessed: 29 October 2015.



SECTION 7: CONCLUSION

7.1. Background

Tourism is becoming increasingly important to countries in Southern Africa for a wide variety of reasons, ranging from economic benefits to job creation. Cross-border tourism enhances a region's tourism competitiveness, since travel to a long-haul destination like Southern Africa, often means that visitors want to see more than one country on a single trip. Cross-border tourist guiding is one way of promoting cross-border tourism and tourism in general in Southern Africa.

Cross-border tourism is desirable for the African continent too. In a recent article for the *Southern African Tourism Update*, Nigel Vere Nicoll, Chief Executive of the African Travel and Tourism Association, argues that cross-border trade and tourism must become pillars of the African economy in the next decade to ensure prosperity and growth for the continent.¹

In order to achieve these goals, adequate training of tourism professionals is needed. In another recent article for *Southern African Tourism Update*, Tessa Reed explored inbound tour operators' struggles to recruit tour consultants, as it seems the available consultants entering the sector lack the skills needed for the job. According to Diana Smullen, director at "Hospitality Afrika", it is crucial to equip graduates with both product and destination knowledge. She also states that this should be a relatively simple task given the plethora of reading material (e.g. books, magazines, brochures and the Internet) available. Like the expected issues with visas and permits for cross-border tourist guides, inbound tour operators are struggling at present to employ foreign candidates, even though their foreign language skills are a necessity.² These issues raised for tour consultants are even more pertinent when it comes to the training of tourist guides, especially cross-border tourist guides.

¹ N.V. Nicoll, "Borderless nations a win-win for tourists", Internet: <http://www.tourismupdate.co.za/Home/Detail?articleId=104331&publishingChannelId=3>, Accessed: 1 December 2015.

² T. Reed, "Where are all the tour consultants?", Internet: <http://www.tourismupdate.co.za/Home/Detail?articleId=106499>, Accessed: 17 February 2016.



This report investigated and suggested ways in which harmonised cross-border tourist guiding might become a reality in Southern Africa. It considered both the training a cross-border tourist guide would need to receive, as well as the accreditation system that should register such a guide. This was done by first considering international best practice. Several examples in the European Union, India and the East African Community were chosen for their cross-border contexts, whether that was at an international or regional level. Section 4 started off by looking at the European Union's service standard document, EN 15565. It then proceeded by looking at how individual countries in the EU train, accredit and register their tourist guides. Even though EN 15565 sets out common standards, tourist guides still have to train and register within their national, provincial or local structures. Greece, the United Kingdom and the Danube Delta were evaluated for their training programmes and accreditation procedures.

India was also investigated, since guides are trained and accredited to guide across large regions of the vast Indian subcontinent. The country's tourist guide training and accreditation system was found to be a complex one that is very much regulated by the government in order to ensure the satisfaction of tourists visiting a country or region. The East African Community cross-border tourist guiding programme was discussed next and found to be still in its early stages. Yet there were numerous initiatives in place to help promote cross-border tourism in the region, ranging from plans to introduce a single currency and visa for the region to the creation of a regional platform dedicated to lobbying for tourism in East Africa.

The international best practice examples demonstrated that there were several differences, but also many similarities in the ways different regions chose to train and accredit their tourist guides. (See Table 12 for a summary of the similarities in training and accreditation of tourist guides in the EU, India and the EAC). This provided a good foundation for sections 5 and 6 that discussed the development of a cross-border tourist guide training and accreditation programme for Southern Africa. Section 5 looked at what a training syllabus for cross-border guides should include in terms of both content and the avenues of content delivery. It also presented samples of what some of the suggested avenues of content delivery might look like. An innovative and unique concept was also introduced in the form of tourism landscapes. These tourism routes based on specific themes and niche



tourisms can, in effect, cross the entire region of Southern Africa, physically opening up the rich potential and enhancing the opportunities for cross-border tourism.

Table 12: The similarities in training and accreditation of tourist guides in the EU, India and the EAC

Content in tourist guide training syllabi			
Content	European Union	India	East African Community
Theoretical knowledge, like: History Geography Culture	✓	✓	✓
Guiding skills, like: Presentation Group Management First Aid	✓	✓	✓
Written assessment	✓	✓	✓
Practical assessment	✓	✓	✓
Registration	✓	✓	✓
Reregistration after a certain period	✓	✓	✓

Section 6 considered the practicalities of cross-border tourist guiding and discussed what form cross-border tourist guide accreditation and registration might take. It suggested two approaches: registration by individual country or registration by a centralised organisation. This section also offered some operational recommendations in terms of three pertinent issues: permits and visa; complaints and disciplinary procedures; and reregistration.



7.2. Pilot interviews

With the draft generic regional cross-border tourist guide training framework developed, it is time to gather stakeholder input from some prominent role players in the tourism industry in South Africa and abroad. Pilot interviews have been conducted,³ but the bulk of stakeholder consultations will take place in the continuation of Phase IV in 2016. Reactions in these pilot interviews have ranged from doubt that the lateral approach (as opposed to the geo-specific approach) to guiding would work to a recommendation that this programme would also work well for self-drive tourists.

One interviewee helped to evaluate the success of cross-border guiding in the EU. Despite the introduction of the standards document, EN 15565, it seems from this interview that the EU finds it challenging to accredit cross-border tourist guides in the true sense of the word. Instead, guides in Europe still only register in a national capacity. Cross-border tourism in the EU is also under threat at this stage, since despite the fact that the EU had all the pieces in place to encourage cross-border tourism in the form of a single currency and a very lenient visa programme, recent events have forced many EU members to rethink their open border policy.⁴ Cumbersome visa application processes is a great impediment to the free movement of tourism.

7.3. The way forward

With the conclusion of the development of the draft generic regional cross-border tourist guide training framework, feedback needs to be gathered from stakeholders in both South Africa and the neighbouring states. This process will continue in earnest in the next phase of this project. South African inputs will be gathered through a questionnaire survey after the candidate has viewed an online presentation. The data of these surveys will hopefully be gathered and processed by the end of April 2016. Formal, face-to-face interviews will be conducted with relevant and prominent stakeholders in neighbouring countries to obtain

³ Preliminary interviews have been conducted with Ms. Maria-Louise Kruger of Makiti Guides and Tours, Ms. Anne Lawrance of Sakabula Safaris, Prof. Peet van Dyk – a tourist guide and former examiner for tourist guides; and Ms. María Teresa Chavarri Caro of the Universidad Rey Juan Carlos in Madrid, Spain (Ms. Chavarri is a registered Spanish tourist guide).

⁴ The Local “Schengen suspended as army mobilizes”, Internet: <http://www.thelocal.at/20160116/austria-mobilizes-army-against-migrants>, Accessed: 16 January 2016.



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their feedback on the programme. This feedback will also take the form of the interviewees viewing a presentation customized for their country, and then making recommendations for the successful running of a cross-border tourist guiding programme. These inputs will then be considered and a generic regional cross-border tourist guide training framework will be developed based on this feedback.

With the possible implementation of the cross-border tourist guiding programme in mind, this next phase will also see the development of more content related to the training programme, including the regional guidebook, the geo-specific guidebooks, the tourismsapes, and a proposed website.



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ANNEXURE 1: LETTER OF INFORMED CONSENT



UNIVERSITEIT VAN PRETORIA
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<http://www.up.ac.za>
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Faculty of Humanities
Historical and Heritage Studies

21 September 2015

Letter of Introduction and Informed Consent

I, Charlene Herselman (personnel no. 04420497 and ID 8708250032083) am currently involved in a project on “Harmonised Tourist Guiding in Southern Africa” for the Department of Historical and Heritage Studies at the University of Pretoria. As part of this project I need to complete field research which will take the form of open-ended interviews with individuals in their professional capacity with first-hand knowledge relevant to this study. This will form part of my primary research as oral evidence and complies with the accepted standards within the academic fraternity. I hereby wish to obtain permission to interview you.

Your input will be acknowledged according to the referencing system prescribed by the Department of Historical and Heritage Studies. If specifically requested, participants may request to remain anonymous. Your interview will be recorded in writing and will be stored in electronic format for a period of 15 years in compliance with the policy of the University Faculty of Humanities. This material may also be used for other research by the candidate. Your participation is entirely voluntary and you may choose to withdraw from the interview at any stage.

We thank you for your willingness to participate in this project which we hope will contribute to the development of cross-border tourism within the region.

Yours sincerely

Charlene Herselman (+2772 234 0481 / charlene.herselman@up.ac.za)

I, _____ (the undersigned) agree to participate in the research project of Ms C. Herselman (personnel number 04420497) at the University of Pretoria.

I have read his letter of introduction and agree that my information may be acknowledged according to the prescribed Departmental footnote reference system.

<input type="checkbox"/>	I give permission for my name to be used in this research.
<input type="checkbox"/>	I wish to remain anonymous in this research.

Signed _____

Date _____