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APPENDIX A

QUESTIONNAIRE FOR TOUR GUIDES

Researcher: Duduzile Lorraine Boemah
Contact Details: 0826679441- E-Mail: dudu.boemah@nwu.ac.za
018-3817370 (a/h)/018-3892041 (office)

CONSENT TO PARTICIPATE IN THE RESEARCH PROJECT

This letter serves to explain the purpose and procedures of this survey. It also serves as a consent agreement between the researcher and the respondent. Therefore it protects your rights as a person participating in the research.

The topic of this research is “Factors Determining the Interpretive effectiveness of Ecotour Guides in South African National Parks: An Interpretation Model.”

Interpretation in this questionnaire involves explaining natural or cultural phenomena in such a way that the visitor/tourist begins to understand the subject and is stimulated to learn more.

This survey is designed to obtain data on your views and feelings about the following:

- The role of guides in the application of the interpretive delivery techniques in South African National Parks and cultural heritage sites;
- The role of management (park managers/tour operators) in enhancing the provision of quality interpretation; and
- The interpretive in-service training needs for guides.

Kindly note that this is not a test, there are no right or wrong answers. Your answers will be treated as completely confidential. This information will be summarised in a statistical form so that individuals cannot be identified. It is therefore not necessary to provide your name. It is important that you honestly complete each item in the questionnaire. It should take approximately 25 minutes to complete this survey.

The participation is completely voluntary and there are no risks involved. If you have any questions or concerns about the study, please feel free to contact me (Duduzile Boemah) at the numbers provided above.

Please sign below if you are willing to participate in this research study. Your participation and contribution is highly appreciated.

Participant’s signature----- Date-----



SECTION A: BIOGRAPHICAL AN

Kindly answer the following questions by ticking or placing a cross in the appropriate block where applicable.

For office use only

1 Gender

1	Male
2	Female

V1

2 Age: _____ years

V2

3 Please indicate your highest academic qualification.

V3

1	Below Grade 12/Matric
2	Matric
3	Diploma
4	Degree
5	Other, please specify _____

4 Please tick the province/s in which you operate (Please tick all applicable options).

V4.1
V4.2

1	Limpopo	2	Eastern Cape	3	Mpumalanga	4	Western Cape	5	Northern Cape
---	---------	---	--------------	---	------------	---	--------------	---	---------------

V4.3

5 Please indicate by whom you are employed.

V4.4

1	Tour operator
2	SANParks
3	Other, please specify _____

V4.5

V5.1

V5.2

V5.3

6 How are you employed? (If more than one applies to you, for example you may be employed as a freelance guide and paid hourly, please tick all applicable options).

V6.1

1	Permanent	2	Freelance	3	Other, please specify _____
---	-----------	---	-----------	---	-----------------------------

V6.2

V6.3

7 How long have you been working as a guide? _____ years.

V7

8 Which interpretation activities are you directly involved in? (Please tick all applicable options).

1	Walking trails
2	Open Safari Van
3	Any other, please specify e.g. providing information at the front desk. _____

V8.1

V8.2

V8.3



9	Indicate the kind of interpretation training you have had as a guide. (Tick all applicable options).		
	9.1	Formal training before you started working as a guide (e.g. certification)	V9.1 <input type="checkbox"/>
	9.2	On-the job training (see meaning in next question)	V9.2 <input type="checkbox"/>
	9.3	None	V9.3 <input type="checkbox"/>
	9.4	Any other, please specify _____	V9.4 <input type="checkbox"/>
10	If you had on-the-job training , indicate which of the following formed part of your training. (Tick all applicable options).		
	10.1	Lecture sessions by a tutor	V10.1 <input type="checkbox"/>
	10.2	Lecture materials (for example manuals, videos, tapes)	V10.2 <input type="checkbox"/>
	10.3	Tour manuals	V10.3 <input type="checkbox"/>
	10.4	Tests	V10.4 <input type="checkbox"/>
	10.5	Apprenticeship (for example getting experience through working with and observing an experienced guide)	V10.5 <input type="checkbox"/>
	10.6	Mentoring (for example getting experience through partnership with a well established guide)	V10.6 <input type="checkbox"/>
	10.7	Any other, please specify _____	V10.7 <input type="checkbox"/>
11	If you had formal training , please indicate the highest level and qualification that you have at the moment in guiding.		
	11.1 Highest level		V11.1 <input type="checkbox"/>
	1	Level 1	
	2	Level 2	
	3	Any other level (please specify) _____	
	11.2 Highest qualifications		V11.2 <input type="checkbox"/>
	1	National Certificate in Tourism: Guiding (NQF1)	
	2	National Certificate in Tourism: Guiding (NQF4)	
	3	Any other, please specify _____	
	11.3 At which institution/s did you obtain your qualification/s in guiding? _____		V11.3 <input type="checkbox"/>
12.1	Informal (such as simple observation of verbal/body language of tourists, comments made by tourists in the comments' book).	V12.1 <input type="checkbox"/>	
12.2	Formal (such as post-tour surveys that tourists complete or, debriefings with tourists).	V12.2 <input type="checkbox"/>	
12.3	Self evaluation (writing reports, keeping a personal journal).	V12.3 <input type="checkbox"/>	
12.4	Peer evaluation (such as letting colleague/s join your tour).	V12.4 <input type="checkbox"/>	
12.5	Any other, please specify _____	V12.5 <input type="checkbox"/>	



14		<p>By looking at question 13 again (13.1-13.12), please list the five aspects which, in your opinion, are the most important in effective interpretive delivery. Write the applicable number from question 13.1 in each box, for example:</p> <p>EXAMPLE ONLY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Most important</td> <td style="width: 20%;">13.2</td> </tr> <tr> <td>Second most important</td> <td>13.5</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>Now, your opinion please:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">14.1</td> <td style="width: 70%;">Most important</td> <td style="width: 20%;"> </td> </tr> <tr> <td>14.2</td> <td>Second most important</td> <td> </td> </tr> <tr> <td>14.3</td> <td>Third most important</td> <td> </td> </tr> <tr> <td>14.4</td> <td>Fourth most important</td> <td> </td> </tr> <tr> <td>14.5</td> <td>Fifth most important</td> <td> </td> </tr> </table>	Most important	13.2	Second most important	13.5					14.1	Most important		14.2	Second most important		14.3	Third most important		14.4	Fourth most important		14.5	Fifth most important																																		
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15		<p>List any other type of training, which you feel you personally need to improve your delivery techniques. _____</p> <p>_____</p> <p>_____</p>	<p>V14.1 <input type="checkbox"/></p> <p>V14.2 <input type="checkbox"/></p> <p>V14.3 <input type="checkbox"/></p> <p>V14.4 <input type="checkbox"/></p> <p>V14.5 <input type="checkbox"/></p> <p>V15.1 <input type="checkbox"/></p> <p>V15.2 <input type="checkbox"/></p> <p>V15.3 <input type="checkbox"/></p>																																																							
<p>SECTION C: OTHER CONCERNS WITH REGARD TO EFFECTIVE INTERPRETIVE DELIVERY</p>																																																										
16		<p>Please indicate to what extent you feel that the following have a negative effect on the quality of your interpretive delivery. Please tick an appropriate number on the scale of 1 (strongly agree) to 5 (strongly disagree).</p>																																																								
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 5%;"></td> <td style="width: 5%; text-align: center; background-color: #cccccc;">Strongly agree</td> <td style="width: 5%;"></td> <td style="width: 5%; text-align: center; background-color: #cccccc;">Strongly disagree</td> <td style="width: 5%;"></td> </tr> </table>			Strongly agree		Strongly disagree																																																			
		Strongly agree		Strongly disagree																																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">16.1</td> <td style="width: 50%;">Lack of time to design interpretation programmes properly.</td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 15%;"></td> </tr> <tr> <td>16.2</td> <td>Lack of support from tour operators/park management in further training.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td>V16.2 <input type="checkbox"/></td> </tr> <tr> <td>16.3</td> <td>Too many other responsibilities apart from interpretive guiding (e.g. compiling tourists' itineraries).</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td>V16.3 <input type="checkbox"/></td> </tr> <tr> <td>16.4</td> <td>Lack of skills in planning interpretation.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td>V16.4 <input type="checkbox"/></td> </tr> <tr> <td>16.5</td> <td>Language problems. Please specify with which language/s you experience the most problems. _____ _____</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td>V16.5 <input type="checkbox"/></td> </tr> <tr> <td>16.6</td> <td>Financial constraints in providing effective interpretive delivery.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td>V16.6 <input type="checkbox"/></td> </tr> <tr> <td>16.7</td> <td>Not enough materials to improve the interpretive delivery.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td>V16.7 <input type="checkbox"/></td> </tr> </table>	16.1	Lack of time to design interpretation programmes properly.	1	2	3	4	5		16.2	Lack of support from tour operators/park management in further training.	1	2	3	4	5	V16.2 <input type="checkbox"/>	16.3	Too many other responsibilities apart from interpretive guiding (e.g. compiling tourists' itineraries).	1	2	3	4	5	V16.3 <input type="checkbox"/>	16.4	Lack of skills in planning interpretation.	1	2	3	4	5	V16.4 <input type="checkbox"/>	16.5	Language problems. Please specify with which language/s you experience the most problems. _____ _____	1	2	3	4	5	V16.5 <input type="checkbox"/>	16.6	Financial constraints in providing effective interpretive delivery.	1	2	3	4	5	V16.6 <input type="checkbox"/>	16.7	Not enough materials to improve the interpretive delivery.	1	2	3	4	5	V16.7 <input type="checkbox"/>	
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17	Have you ever attended any up-grading training course on interpretive guiding since you started working as a guide?		V17	<input type="checkbox"/>
	1	Yes		
	2	No		
	17.1	If Yes , please specify which particular training skill/s you acquired. _____		
	17.2	If No in question 17, which of the following is the reason for not attending guiding courses (tick all applicable options).		
	17.2.1	Lack of encouragement from the management.	V17.2.1	<input type="checkbox"/>
	17.2.2	Training programmes are scarce.	V17.2.2	<input type="checkbox"/>
	17.2.3	Lack of finance.	V17.2.3	<input type="checkbox"/>
	17.2.4	I feel I don't need to upgrade my interpretive skills.	V17.2.4	<input type="checkbox"/>
	17.2.5	Lack of time to upgrade interpretive skills.	V17.2.5	<input type="checkbox"/>
	17.2.6	Other, please specify _____	V17.2.6	<input type="checkbox"/>
<p>THANK YOU. I APPRECIATE YOUR COOPERATION IN COMPLETING THIS SURVEY. I HOPE THE INFORMATION FROM THIS SURVEY WILL ASSIST TO IMPROVE UPON THE QUALITY OF INTERPRETATION.</p>				



APPENDIX B

QUESTIONNAIRE FOR TOURISTS



QUESTIONNAIRE FOR TOURISTS (<i>THE QUESTIONNAIRE WILL TAKE LESS THAN 5 MINUTES OF YOUR TIME</i>).						For office use only						
<p><i>The purpose of this questionnaire is to find out how you feel about the presentation and guided activities that you attended or participated in today. (in other words, the interpretation of nature/cultural heritage). Please know that there are no right or wrong answers to the questions, nor are some responses better or worse than others. We simply want to know your honest opinions about your experience today by crossing the appropriate box.</i></p>						Respondent No: <input type="text"/>						
1	How old are you?					V1	<input type="text"/>					
	1	Younger than 30	2	31-50	3	Over 50						
2	Gender					V2	<input type="text"/>					
	1	Female	2	Male								
3	What is your nationality? _____					V3	<input type="text"/>					
4	Please answer the following questions on your guided experience. Cross the appropriate number using a scale of 1 (very much) to 5 (not at all).											
						Very much	Not at all					
4.1	I enjoyed my experience.					1	2	3	4	5	V4.1	<input type="text"/>
4.2	I was generally satisfied with the way the guide presented.					1	2	3	4	5	V4.2	<input type="text"/>
4.3	The experience from the guide has increased my knowledge of environmental issues/cultural heritage.					1	2	3	4	5	V4.3	<input type="text"/>
5	Indicate how often the guide did the following during your guided experience, by crossing an appropriate number using a scale of 1 (never) to 5 (always).											
						Never	Always					
5.1	I was able to gain the guides' attention when needed.					1	2	3	4	5	V5.1	<input type="text"/>
5.2	The guide managed to hold my attention.					1	2	3	4	5	V5.2	<input type="text"/>
5.3	The guide entertained me by using stories and making jokes.					1	2	3	4	5	V5.3	<input type="text"/>
5.4	She/He simplified technical information (using explanations).					1	2	3	4	5	V5.4	<input type="text"/>
5.5	She/He encouraged participation from us by using questions and by interacting with us.					1	2	3	4	5	V5.5	<input type="text"/>
5.6	She/He encouraged me/us to use five senses, where applicable (such as touch an interesting texture, smelling a plant).					1	2	3	4	5	V5.6	<input type="text"/>
5.7	The guide made eye contact with me/us (where applicable).					1	2	3	4	5	V5.7	<input type="text"/>
5.8	The guide addressed me by my name (where applicable).					1	2	3	4	5	V5.8	<input type="text"/>
5.9	I could relate to things from my daily life through examples and comparisons which she/he gave.					1	2	3	4	5	V5.9	<input type="text"/>
5.10	She/He presented in a simple and understandable manner.					1	2	3	4	5	V5.10	<input type="text"/>
5.11	The guide presented clearly and logically.					1	2	3	4	5	V5.11	<input type="text"/>
5.12	There was a central theme throughout her/his presentation.					1	2	3	4	5	V5.12	<input type="text"/>

Thank you very much for completing the questionnaire.



APPENDIX C

INTERVIEW SCHEDULE – FIRST PHASE

INTERVIEW SCHEDULE FOR PARK /TOURISM MANAGERS

1. What do you see as the primary purpose of environmental and cultural heritage interpretation?
2. What are the minimum requirements (education qualification and competencies) for guides to operate in the park?
3. What programmes/actions do you have in the park to ensure continued effective environmental and cultural heritage interpretation by tour guides? Name the three most important.
4. What do you see as critical for effective interpretation? Name the three most important.
5. What skills do you think current guides need to develop in order to provide quality interpretation at natural and cultural heritage sites? List the three most important.
6. In your opinion, whose responsibility is it to improve the interpretative competence of guides?
7. What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in national parks and heritage sites?

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS INTERVIEW.



APPENDIX D

INTERVIEW SCHEDULE – SECOND PHASE



SECOND INTERVIEW SCHEDULE FOR PARK OFFICIALS

INTERVIEWEE: -----

DATE: -----

1. What measures do you use to monitor the performance of tour guides?

2. Do you have any problems with the type of measures that you use presently?

3. How do you evaluate the tour guides' communication competencies?



4. Are there any transformation employment policies that you have to use when employing a tour guide at your parks? What type of influence (negative/positive) do they have on the quality of guided tours?



APPENDIX E

EXTRACTS FROM THE INTERVIEW RESPONSES

Interview with respondent A		
Interview question	Transcribed Responses	Categorized data
1. What do you see as the primary purpose of environmental and cultural heritage interpretation?	<i>It adds value to the tourists experience and to the knowledge and preservation of indigenous knowledge.</i>	<ul style="list-style-type: none"> • Tourists' knowledge and overall experience.
2. What are the minimum requirements for tour guides to operate in the park?	<i>Formal qualifications in guiding. Registration with the relevant authorities.</i>	<ul style="list-style-type: none"> • Formal qualification. • Official registration.
3. What programmes/actions do you have in the park to ensure continued effective environmental and cultural heritage interpretation by tour guides? Name the three most important.	<i>There is a training process in this park.</i>	<ul style="list-style-type: none"> • There is existing training.
4. What do you see as critical for effective interpretation? Name the three most important.	<i>Relevant soft skills such as communication skills. And Sound knowledge base of the interpretation.</i>	<ul style="list-style-type: none"> • Communication skills • Knowledge of interpretation.
6. In your opinion, whose responsibility is it to improve the interpretative competence of tour guides?	<i>The organisation has to have a role. They have to carry that responsibility (line management- corporate--). The field guides must also see the need to improve themselves. It should be an on-going process/life learning process. Evaluation should be done from time to time to check the quality. The park management should provide opportunities for the field guides to improve themselves because interpretation is their product.</i>	<ul style="list-style-type: none"> • The organisation (SANParks line management). • Guides' initiative. • Evaluation of guides to determine their quality.
7. What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in national parks and heritage sites?	<i>An integrated approach (organic approach) to faster (develop) the people conservation issues. Articulation/ role established (inhabitants) recognising the role of indigenous people, recognising the need to develop the indigenous knowledge, ensure cultural beneficiation of peripheral communities (flow of information).</i>	<ul style="list-style-type: none"> • Develop indigenous knowledge.

Interview with respondent B		
Interview questions	Transcribed responses	Categorised data
1. What do you see as the primary purpose of environmental and cultural heritage interpretation?	<p><i>Environmental - To ensure that we conserve our environment for the future generation. We are a conservation body therefore conservation is one of our mandates.</i></p> <p><i>Cultural interpretation – so that we conserve our heritage for future generation. We capitalise on it as education to visitors so that they could know our past history and how it relates to the present and future history. So that tourists can have a cultural view of our place.</i></p>	<ul style="list-style-type: none"> • Cultural and environmental conservation. • Tourists' knowledge (cultural and environmental).
2. What programmes/actions do you have in the park to ensure continued effective environmental and cultural heritage interpretation by tour guides? Name the three most important.	<p><i>Guides are currently on a course – DEDT PROJECT funded by the provincial government.</i></p> <p><i>We work with our skills development officer- I meet with him/her regularly to check their needs in general, i.e. the skills they need any as guides. Then a relevant workshop is organised accordingly.</i></p>	<ul style="list-style-type: none"> • Currently on training.
3. What do you see as critical for effective interpretation? Name the three most important.	<p><i>Good communication skills.</i></p> <p><i>Field guides should be passionate about interpretation.</i></p> <p><i>They should be well knowledgeable about their area of operation.</i></p>	<ul style="list-style-type: none"> • Communication skills • Passion for interpretation • Knowledge of the area
4. In your opinion, whose responsibility is it to improve the interpretative competence of tour guides?	<p><i>For both the management.</i></p> <p><i>Evaluation should be done from time to time to check the quality. In Table Mountain for instance there is a guest form that is filled by tourists to give an impression about their experiences including interpretive experience. The website helps them in Table Mountain to assess the perceptions and the feelings which tourists have about them. Partly it helps to measure the tourists' feelings.</i></p>	<ul style="list-style-type: none"> • Management and guides • Guides evaluation by tourists

CONT' – Interview with respondent B		
<p>5. What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in national parks and heritage sites?</p>	<p><i>Field guides need to be updated so that they can have relevant information about specific areas.</i></p> <p><i>They should be helped to improve their ability to communicate; therefore, they need to be taken to necessary programmes.</i></p>	<ul style="list-style-type: none"> Continuing education and training

Interview with respondent C		
Interview questions	Transcribed responses	Categorised data
<p>1. What do you see as the primary purpose of environmental and cultural heritage interpretation?</p>	<p><i>Environmental - To understand the environmental heritage.</i></p> <p><i>Cultural interpretation –So that people can understand the cultural heritage of our place- People may not a full understanding of heritage without interpretation.</i></p>	<ul style="list-style-type: none"> Cultural and environmental knowledge and understanding.
<p>2. What are the minimum requirements for tour guides to operate in the park?</p>	<p><i>N4 cultural heritage guiding certificate/nature guiding certificate</i></p>	<ul style="list-style-type: none"> N4 in guiding certificate
<p>3. What programmes/actions do you have in the park to ensure continued effective environmental and cultural</p>	<p><i>They attend refresher course in interpretation to check where they are lacking.</i></p>	<ul style="list-style-type: none"> Refresher course
<p>4. What do you see as critical for effective interpretation? Name the three most important.</p>	<p><i>Constant training if not they have to read a lot themselves for themselves.</i></p> <p><i>They need to do a lot of research themselves – because we receive diverse groups of tourists with different and specific needs.</i></p>	<ul style="list-style-type: none"> Continuing education and training Self reading
<p>5. What skills do you think current guides need to develop in order to provide quality interpretation at natural and cultural heritage sites? List the three most important.</p>	<p><i>Communication skills Interpretation skills</i></p>	<ul style="list-style-type: none"> Communication skills Interpretation skills



CONT' – Interview with respondent C		
6. In your opinion, whose responsibility is it to improve the interpretative competence of tour guides?	<p><i>Direct supervisors.</i></p> <p><i>It should be part of skill development – they do other skills as part of skills development not necessarily interpretation therefore interpretation should be part of skills development.</i></p>	<ul style="list-style-type: none"> • Direct supervision. • Skills development in interpretation (continuing education and training).
7. What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in national parks and heritage sites?	<p><i>We need to have an interpretation strategy/plan.</i></p> <p><i>Information on interpretation should be available (i.e. literature)- including the researches that are conducted by the academics.</i></p>	<ul style="list-style-type: none"> • Interpretation strategy/plan.

Interview with respondent D		
Interview questions	Transcribed responses	Categorised data
1. What do you see as the primary purpose of environmental and cultural heritage interpretation?	<p><i>To raise awareness about certain things environmentally/culturally.</i></p> <p><i>To sell/spread a particular message(environmental/cultural.)</i></p>	<ul style="list-style-type: none"> • Increase environmental and cultural knowledge • Environmental and cultural conservation.
2. What are the minimum requirements for tour guides to operate in the park?	<p><i>They should obtain a recognised qualification from a recognised learning institution i.e. NQF2 OR NQF4.</i></p> <p><i>They should be well knowledgeable about the park and the general area of operation.</i></p> <p><i>They need to pass a test based on a local manual that helps to ensure the facts and understanding the environment where they operate. All the guides whether employed by SANParks or tour operators have to pass the test based on a local manual, which helps to ensure consistency in interpretation.</i></p>	<ul style="list-style-type: none"> • Recognised qualification • NQF2 or NQF4. • Knowledge of the park. • Knowledge of the area of operation. • Passing a test based on local manual.



CONT' – Interview with respondent D		
<p>3. What programmes/actions do you have in the park to ensure continued effective environmental and cultural heritage interpretation by tour guides? Name the three most important.</p>	<p><i>The internal/local manual is continuously updated and therefore guides have to always go through it.</i></p> <p><i>We do constant training to encourage the guides to improve their qualification.e.g. those who have NQF2 are encouraged to improve to NQF4.</i></p>	<ul style="list-style-type: none"> • Training exists.
<p>4. What skills do you think current guides need to develop in order to provide quality interpretation at natural and cultural heritage sites? List the three most important.</p>	<p><i>Excellent communication skills.</i></p> <p><i>Safety skills.</i></p>	<ul style="list-style-type: none"> • Communication skills. • Safety skills. • Self improvement.
<p>5. In your opinion, whose responsibility is it to improve the interpretative competence of tour guides?</p>	<p><i>The guide himself/herself. - He has to improve himself to sustain his job because it is expected that he does well in his job.</i></p> <p><i>Also the employer, their improvement in their jobs will have a positive influence on the parks.</i></p>	<ul style="list-style-type: none"> • Guides and management.
<p>6. What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in national parks and heritage sites?</p>	<p><i>Properly trained guides should be employed or the employers should invest in training them. Because if they do not perform well, the tourists will be unhappy and that will have a negative impact on the organisation.</i></p> <p><i>The manual should have updated information and it should be accessible to guide, especially because information is scarce.</i></p>	<ul style="list-style-type: none"> • Properly trained guides. • Accessibility of manual to all guides.

Interview with respondent E		
Interview questions	Transcribed responses	Categorised data
1. What do you see as the primary purpose of environmental and cultural heritage interpretation?	<p><i>Environmental - To make the tourists aware of the broader spectrum.</i></p> <p><i>To give them a big picture so that they could understand how things fit together (animal species, soil, etc.)</i></p> <p><i>Cultural interpretation – so that they could realise there are people who have an influence on the environment and the environment has an influence on the people. To help visitors to have a picture of what has happened in the past e.g. importance of national graves, why they have to be conserved.</i></p>	<ul style="list-style-type: none"> • Increase environmental and cultural knowledge. • Conservation.
2. What are the minimum requirements for tour guides to operate in the park?	<p><i>NQF 2</i></p> <p><i>Registration with DEAT</i></p> <p><i>Fire arm competency---</i></p> <p><i>Orientation course of what the parks is all about e.g. policy.</i></p>	<ul style="list-style-type: none"> • NQF2 • Official registration as a guide. • Firearm competency.
3. What programmes/actions do you have in the park to ensure continued effective environmental and cultural heritage interpretation by tour guides? Name the three most important.	<p><i>Training – Parks' orientation e.g. policies</i></p>	<ul style="list-style-type: none"> • Further training (continuing education and training).
4. What do you see as critical for effective interpretation? Name the three most important.	<p><i>Good communication skills.</i></p> <p><i>Field guides should be passionate about interpretation.</i></p> <p><i>They should be well knowledgeable about their area of operation.</i></p>	<ul style="list-style-type: none"> • Communication skills. • Passion for interpretation. • Knowledge of the area of operation.

CONT' – Interview with respondent E		
<p>5. What skills do you think current guides need to develop in order to provide quality interpretation at natural and cultural heritage sites? List the three most important.</p>	<p><i>To draw tourists into interpretation to let them feel that they are part of the interpretation – To do interpretation in such a way that the communication is a two-way communication. The communicator should not be the field guide only; the tourists must participate during the process.</i></p> <p><i>Knowledge and understanding of the area of operation.</i></p> <p><i>Skills to interpret some aspects which are perceived as not interesting by tourists e.g. soil, grass, etc. Therefore field guides need skills of interpreting such topics or aspects in such a way that the tourists end up that it was indeed worthwhile to be part of the interpretive experience. For instance, overseas tourists who are on a 3hour day walks are usually interested in seeing the BIG FIVE only, therefore the guides need the skills to draw them into an interpretive experience , gain and maintain their attention.</i></p>	<ul style="list-style-type: none"> • Application and knowledge of interpretive techniques • Knowledge of the area.
<p>6. In your opinion, whose responsibility is it to improve the interpretative competence of tour guides?</p>	<p><i>For both the management and the field guide themselves.</i></p> <p><i>The field guides must also see the need to improve themselves. It should be an on-going process.</i></p> <p><i>Evaluation should be done from time to time to check the quality.</i></p> <p><i>The park management should provide opportunities for the field guides to improve themselves because interpretation is their product.</i></p>	<ul style="list-style-type: none"> • Management and guides themselves. • Guides should be evaluated from time to time. • Management's involvement in ensuring guides further training.

CONT' – Interview with respondent E		
<p>7. What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in national parks and heritage sites?</p>	<p><i>An interpretation Management Plan is being put in plan for Kruger.</i></p> <p><i>Field guides need to be updated so that they see the link between cultural aspect and environmental aspects. (interlink). At the moment few guides attend such programmes that could help update their knowledge.</i></p> <p><i>At the moment few guides attend workshops because they are not compulsory, sometimes it is difficult for them to leave their stations because no one will replace when she/he is attending a workshop.</i></p> <p><i>Brochures should include a lot of information on cultural heritage interpretation as well.</i></p>	<ul style="list-style-type: none"> • Process of putting together the interpretation management plan. • Continuing education and training.

Interview with respondent F		
Interview questions	Transcribed responses	Categorised data
<p>1. What do you see as the primary purpose of environmental and cultural heritage interpretation?</p>	<p><i>Environmental - To instil conservation values. To help with conservation knowledge and understanding for conservation values even after the trip. To provide knowledge/information on conservation. We are a conservation body therefore conservation part of our mandates. To give tourists an understanding of what we do and what is there at our park.</i></p> <p><i>Cultural interpretation – conservation and understanding of cultural heritage.</i></p>	<ul style="list-style-type: none"> • Environmental and cultural heritage knowledge. • Conservation values.

CONT' – Interview with respondent F		
<p>2. What are the minimum requirements for tour guides to operate in the park?</p>	<p><i>Guides have to register with the Province.</i></p> <p><i>They should have FGASA – Level 2 qualification.</i></p> <p><i>Those guides who do day walks need to have Level 3.</i></p> <p><i>Fire arm training- how to handle etc.</i></p>	<ul style="list-style-type: none"> • Registration with the province. • FGASA –LEVEL 2.
<p>3. What programmes/actions do you have in the park to ensure continued effective environmental and cultural heritage interpretation by tour guides? Name the three most important.</p>	<p><i>We have a continuous evaluation programme.</i></p> <p><i>We train and re-train the guides to ensure competencies.</i></p>	<ul style="list-style-type: none"> • Training and retraining exists.
<p>4. What do you see as critical for effective interpretation? Name the three most important.</p>	<p><i>Guides need to read a lot in order to broaden their knowledge.</i></p> <p><i>They need to exchange knowledge with other guides, nationally and provincially.</i></p> <p><i>We need to arrange sessions for re-training them, once they are registered with the province.- Even now the provincial Department of Tourism assists with for instance re-skilling them in various aspect related to tourism.</i></p> <p><i>Also if there are researchers who are busy with research in our park, such as conservation, guides should be involved in some way. That will enable them to broaden their knowledge which could help in interpretation.</i></p>	<ul style="list-style-type: none"> • Self improvement. • Need re-training once registered as guides.
<p>5. What skills do you think current guides need to develop in order to provide quality interpretation at natural and cultural heritage sites? List the three most important.</p>	<p><i>Guides need to keep on searching for relevant information for the interpretation.</i></p> <p><i>They need to be dedicated themselves.</i></p>	<ul style="list-style-type: none"> • Research done by guides.



CONT' – Interview with respondent F		
6. In your opinion, whose responsibility is it to improve the interpretative competence of tour guides?	<i>Both the management and the guides themselves. Hence we have the skill development person who caters for the needed skills.</i>	<ul style="list-style-type: none">• Management and guides.
7. What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in national parks and heritage sites?	<i>Communication skills. Exchange programmes which will help them to share ideas with the guides from other provinces.</i>	<ul style="list-style-type: none">• Communication skills.

APPENDIX F

THE REGISTRATION FORM AND CODE OF CONDUCT FOR TOUR GUIDES



DEPARTMENT OF ENVIRONMENTAL AFFAIRS & TOURISM

2nd Tourism Amendment Act 2000

TOURIST GUIDE REGISTRATION FORM FOR THE YEAR 20__ - 20__

NEW REGISTRATION

RENEWAL (Reg. No.).....

PERSONAL PARTICULARS	
TITLE	
SURNAME	
NAMES	
PHOTOGRAPH/S OF GUIDE	
NAME TO BE USED ON BADGE	
TELEPHONE NUMBERS	Cell:
	(W):
	(H):
	(F):
EMAIL ADDRESS	
DATE OF BIRTH	
IDENTITY NUMBER	
POSTAL ADDRESS	
RESIDENTIAL ADDRESS	
BUSINESS ADDRESS	
NATIONALITY	
COUNTRY OF NATIONALITY IF NOT SOUTH AFRICAN	
PASSPORT DETAILS	
WORK PERMIT DETAILS	
PERMANENT RESIDENCY DETAILS	
HAVE YOU BEEN REGISTERED IN THE PRECEDING YEAR	
PREVIOUS TOURIST GUIDE NO.	
LANGUAGE COMPETENCIES (proof to be attached)	
DRIVER'S LICENCE NO.	
PUBLIC DRIVING PERMIT NO.	



APPROPRIATE TRAINING COURSES SUCCESSFULLY COMPLETED		
MODULE	DATE AND DURATION	TRAINING INSTITUTION
1.		
2.		
3.		
4.		
5.		
6.		

PRACTICAL GUIDING EXPERIENCE				
EMPLOYER	NATURE OF EXPERIENCE	FROM	TO	CONTACT PERSON
1.				
2.				
3.				
4.				
5.				
6.				

QUALIFICATIONS		
NAME OF EDUCATIONAL INSTITUTION	HIGHEST QUALIFICATION	YEAR OBTAINED
1.		
2.		
3.		
4.		
5.		

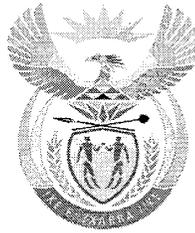


REGISTRATION	
PROVINCE OF REGISTRATION	
National Qualification Framework Qualification/s (TECHNIKON, UNIVERSITY THETA)	
Other specialist qualifications	

STATISTIC INFORMATION (Circle appropriate one)	
RACE:	
WHITE	BLACK COLOURED
INDIAN	ASIAN OTHERS Specify
GENDER:	
MALE	FEMALE
EMPLOYEMENT:	
Employed as guide	Full-time Part-time
Un-employed	Freelance guide

APPLICATION FEE (R240.00) (Circle appropriate one)	
Cash payment	Cash deposit Cheque payment
Cheque deposit	Electronic payment
Date of payment/...../200.....	
Payment receipt / licence no.:	

I DECLARE THAT THE ABOVE PARTICULARS ARE COMPLETE AND CORRECT	
_____	_____
<i>Signature</i>	<i>Date</i>



DEPARTMENT OF ENVIRONMENTAL AFFAIRS AND TOURISM

THE TOURIST GUIDE CODE OF CONDUCT AND ETHICS

A Professional Tourist Guide:

- Shall be welcoming and demonstrate an enthusiasm for South Africa.
- Shall at all times show willingness to provide optimum support and quality service to all tourists, and will give tourists an opportunity to enjoy or visit a desired destination.
- Shall in no way discriminate in rendering service to any tourist on any basis, e.g. colour, gender, ethnicity, nationality, physical challenge, age, etc.
- Shall be impartial, unbiased and positive, and represent South Africa objectively.
- Shall be suitably dressed and presentable at all times.
- Shall be punctual, reliable, honest, conscientious and tactful at all times.
- Shall be a responsible driver, when driving as a guide.
- Shall carry out the programme/itinerary of a tour to his/her best abilities and be loyal to the company / organization that he/she is representing.
- Shall deal with conflict in a sensitive and responsible manner.
- Shall report any incident of injury or death to a nearby tourist authority or police station.
- Shall be knowledgeable and shall assist tourists and not provide them with misleading information.
- Shall in the event of not being familiar with, or being unable to provide information requested by a tourist, consult with the appropriate authorities for assistance.
- Shall at no time be under the influence of alcohol or a narcotic substance while on duty and shall refrain from administering any medication to a client without proper medical consultation.
- Shall never solicit for clients or gratuities.
- Shall be concerned at all times for the safety of the tourist.
- Shall wear the appropriate tourist guide badge and will carry his/her registration card.
- Shall treat all people, cultures and the environment with respect.

TOURIST GUIDE NAME: _____

SIGNATURE: _____

DATE: _____



APPENDIX G

LETTER OF APPROVAL



Arid &
PO Box
Hadison Park
Kimberley
8306
29 October 2008

North West University, Mafikeng Campus
Private Bag x2046
Mmabatho
2735

Dear Professor Lubbe and Mrs. Duduzile Boemah

APPROVAL LETTER

Your research project proposal entitled, "Factors determining the interpretative effectiveness of ecotour guides in South African national parks: an interpretation model," has been approved at the project meeting of 16 October 2008. This research will be conducted across multiple parks, namely, Kruger, Mapungubwe, Marakele, Kgalagadi, Addo and Table Mountain, and will conclude on 31 December 2009.

SANParks shall afford the researcher (and members of the research team) free park entry.

Standard conditions apply, refer to the project agreement for detailed conditions.

Should you have any queries, please contact me.

Regards,

Kelly Scheepers

Scientist (Social, Economic & Tourism)
South African National Parks, Conservation Services
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Cell. 072 2797872
Fax. 053 833 4543
E-mail: kellys@sanparks.org



APPENDIX H

LETTER FROM LANGUAGE EDITOR



TO WHOM IT MAY CONCERN

This is to confirm that I have edited the PH.D. thesis “Factors determining the Interpretive Effectiveness of Ecotour Guides in South African National Parks: an Environmental Interpretation Model”, by Ms Duduzile Lorraine Boemah.

Cecily Kruger
083 298 3843

Mrs C A Kruger
PO Box 11360
Queenswood
0121