

Index

- Adolescence, 131
- Adults, 202–203
- Affective domain, 47
- Affective/social adolescence, 132
- African Network for Policy Research and Advocacy for Sustainability (ANPRAS), 7–8, 172–173, 175
 - children in sustainability initiatives at, 174–175
 - context, 172–182
 - general observations and reflections, 182–184
 - Quadropod, 175
- African Union Agenda 2063, 174
- Ambassadors, 172, 175–176
- Analytical literacy, 205
- Animals, 17–18
 - mistreatment of, 23–24
 - tourism, 18
- Average variance extracted (AVE), 64

- Bartlett's test of sphericity, 61–63
- Bindi: The Jungle Girl* (TV show), 192–193

- Change agents, 191
 - organisations on sustainable childhood education, 191
 - school systems on sustainable themes, 194–195
 - social media influencers, 191–192
 - sustainability in tourism industry, 195–196
 - TV shows and documentaries, 192–194
- Child Labour (CL), 144–145
- Child Poverty Action Group, 166–167
- Child Rights International Network, 166–167
- Child Sex Tourism (CST), 144–145
- Child/children/childhood, 1, 4, 17–18, 27–28, 55–56, 71–72, 115–116, 148, 172, 203–204, 221
 - benefits and limitations of wildlife tourism for, 21–23
 - centered rights approach to sustainable tourism, 149–151
 - children-nature-tourism connection, 44–46
 - empowerment, 48–49, 56–57, 160–161
 - experience and memories of sustainability initiatives, 5–6
 - and involvement in sustainable and responsible tourism, 72–73
 - participation, 147
 - in responsible tourism research, 117
 - responsible wildlife tourism amongst, 23–24
 - in sustainability initiatives at ANPRAS, 174–175
 - as sustainability thinkers, actioners and transformers, 6–8
 - as sustainability transformers and agents of change, 182–184
 - in tourism, 145–146
 - voices in development of responsible tourism, 118
 - wildlife tourism for, 18–19
- Child(ren) rights, 145–146
 - approach in English Law, 161–163
 - in inclusive sustainable tourism, 144–145

- in international instruments, 163–164
- legal development of, 161–165
- literature review, 145–151
- to peaceful protest, 165–166
- responsibilities of adults, 164–165
- in responsible tourism, 165–167
- sustainable tourism in African context, 151
- Children Act (1989), 162
- Children Representative (CR), 2
 - methodology and results, 2–3
- Climate change, 160
- Cognitive/intellectual adolescence, 132–133
- College tourism, 20
- Competitiveness Diamond, 207
- Composite reliability (CR), 64
- Confirmatory factorial analysis (CFA), 59, 63–64
- Construct validity, 64
- Consumers, 56
- Content analysis, 2
- Convergent validity, 64
- Coram Children’s Legal Centre, 166–167
- COVID-19, 222
- Crikey! It’s the Irwins* (TV show), 192–193
- Crocodile Hunter, The* (show), 192–193
- Cronbach’s alpha, 64
- Curriculum-based trips, 106
- Data
 - analysis, 30–31
 - collection, 30
- Decision-making process, 55–56
- Department of Children Services (DCS), 151
- Design learning theories, 147
- Destination competitiveness, 207
- Discriminant validity, 64
- Documentaries, 192–194
- E-sport senior/lecturer events
 - management, 226
- Early childhood, 28
- Earth Day Action (EDA), 178
- Earth Day initiatives, 178
- Earth Day Network, 178
- Earth Hour, 178–179
- Eco-Schools, 194
- Ecological literacy, 205
- Economic, social, and cultural rights (ECOSOC rights), 149
- Economic, Social and Cultural Council (ECOSOCC), 173
- Education. *See also* Transformational education, 123, 125, 175–176, 201–202
 - of future tourists, 2
 - tourism, 129–130
- Education facilitated through wildlife tourism, 19–21
- Education for Sharing*, 191
- Education for Sustainable Development (ESD), 125, 201–202
- Educational tourism, 19–21, 135
- Educational travel, 105–106
- Edutainment, 3–4
- Empirical analysis, 56
- Empowerment, 79, 116, 123, 125, 130
 - of children, 48
 - in development of responsible tourism, 118
- Energy, 178–179
- Energy Globe Award, 175
- English Law, approach in, 161–163
- Environment, 119–120
- Environmental coping strategies, 47
- Environmental education, 42–43
- Environmental irresponsible behaviour, 29–30
- Environmental protection, 121–122
- Environmental responsible behaviour themes, 36–37
- Environmental trust, 44

- Environmental worldview to responsible education for sustainable tourism, 103–105
- Ethical literacy, 205
- European Tourism Indicator System (ETIS), 208–209
- Evidence-based Transformational Tourism Education Framework, 104–105
- Experience, 27–28
- Experiential education, 42
- Experiential learning theory, 135
- Exploratory factor analysis (EFA), 59, 61–63
- Factor analysis, 56
- ‘#FridaysForFuture’ campaign, 160
- ‘Future Generations Act’ of 2015, 47
- Future tourists, education of, 2
- G adventures, 196
- Generation Z (Gen Z), 8, 203–204
 - challenges to educate, 221–227
 - E-sport senior/lecturer events management, 226
 - methods and results, 223
 - mismatch, 226–227
 - morphing of event industry, 225–226
 - recruitment of academics in responsible tourism, 222–223
- Gillick v West Norfolk and Wisbech Area Health Authority* (1986) AC 112, 161–162
- Green Schools, 194
- Higher education, 202
- Higher Education Institutions (HEIs), 7–8, 73–74, 201–202, 222–223
- Holiday drawing analytical model, 30–31
- Hospitality
 - industry, 72
 - sector, 76
- Inclusive sustainable tourism, 144–145
- Inclusivity, 151
- Intergovernmental Panel on Climate Change (IPCC), 103
- Iran, 30
- Keep-clean culture, 179–182
- ‘Kids’ clubs. *See* Resort mini-clubs
- KMO test, 61–63
- Landscapes Review, 46
- Let’s Do It Mauritius (LDIM), 179–180
- Lieu de mémoire concept, 6, 79, 84
- Litigation, 166–167
- Litter-free holiday, 34–37
- Living Labs (LLs), 76–77
- Lonely Planet, 196
- Madeleine de Proust, 79–84
- Madeleine de Proust Theory (MPT), 4–6
- Man-made natural attractions, 31–33
- Mauritian Standard on Sustainable Tourism, 172–173
- Mauritius, 172–173
- Measurement model analysis, 61–63
 - confirmatory factorial analysis, 63–64
 - exploratory factor analysis, 61–63
- Middle-school students, 131–133
- Mistreatment of animals, 23–24
- Moral judgement, 123
- Multi-Criteria Decision Analysis (MCDA), 76–77
- Multicultural literacy, 205
- Museums as transformative experiences, 107–108
- National Landscapes Review, 44–45
- National Parks, 42
- Natural Progression steps, 47
- Nature, 27–28
 - based strategy, 6–7
- Nature holidays, 27–28

- interaction with nature and responsible behaviour, 29–30
- method, 30–31
- research with children, 28–29
- results, 31–37
- New Ecological/Environmental Paradigm scale (NEP scale), 59, 104–105
- Non-governmental organisations (NGOs), 166–167, 172
- Non-nature based strategy, 7–8
- Non-participatory approaches, 148
- Object-based learning, 107–108
- Ocean's Deadliest on the Great Barrier Reef* (series), 192–193
- Orchestra model of experience, 33–34
- Orphaned and Vulnerable Children (OVCs), 150–151
- Outdoor learning, 42–43
- Outdoor Residential Centres, 42
 - children-nature-tourism connection, 44–46
 - experiences, 44
 - implications, 48–49
 - UK Outdoor Residential Sector, 46–48
- Over-education, 226–227
- Participatory rights of children in tourism, 147–148
- People and Nature Survey, 44–45
- Performance of tourist destinations, 209–211
- Personal agency, 74–75
- Peter Pan syndrome, 74
- Physical adolescence, 132
- Policy literacy, 205
- Political literacy, 205
- Pollution, 34–37
- Ponzi schemes, 74
- Post structural approaches, 147
- Principal component analysis, 61–63
- Principles for Responsible Management Education (PRME), 7–8, 73–74, 104–105, 189–190, 201–202, 205, 207
 - data collection, 208–209
 - foundation, 207–208
 - framework, 202
 - literature review, 204–207
 - positioning of study, 202–207
 - results, 209–211
- Proenvironmental behaviour scale (PEB), 57
- Protective rights of children in tourism, 146–147
- Provision rights of children in tourism, 148–149
- Psychology of hope, 47
- Qualitative methods, 119
- Quality education, 84–85, 201–202
- Quest, 5–6
- Re D (A Child) (Abduction: Rights of Custody)* (2006) UKHL 51, 163
- Re W (A Minor) (Medical Treatment: Court's Jurisdiction)* (1993) Fam 64, 161–163
- Recruitment of academics in responsible tourism, 222–223
- Religious education, 123
- Research questions (RQs), 71–72, 222
- Resort mini-clubs. *See also* Tourism, 1, 4, 71–72, 221
 - conceptual framework, 74–76
 - contextual framework, 76–77
 - literature review, 72–74
 - methodology, 77–78
 - positioning of study, 73–74
 - preliminary findings, 78–79
 - Responsible Kid Clubs as
 - Madeleine de Proust and Lieu de Mémoire, 79–84
 - SDG 4, 84–85
 - types of activities, 79
- Resort representatives, 1

- Responsible education, 102
- Responsible Kid Clubs as Madeleine de Proust and Lieu de Mémoire, 79–84
- Responsible tourism. *See also*
- Sustainable tourism (ST), 1, 161
 - children and involvement in, 72–73
 - current and future challenges, 117
 - empowerment and children's voices in development of, 118
 - ethical considerations, 119–120
 - facilitating children's rights in, 165–167
 - methodology, 118–120
 - methods and tools, 118–119
 - profiling and recruitment of respondents, 119
 - recruitment of academics in, 222–223
 - results, 120–122
 - scope and objectives of study, 118
- Responsible wildlife tourism amongst children, 23–24
- Rio Earth Summit, 104–105
- Root-mean-square error of approximation statistics (RMSEA), 64
- Sampling, 30
- School excursions, 102
- environmental worldview to responsible education for sustainable tourism, 103–105
 - museums as transformative experiences, 107–108
 - students as catalysts, 108–110 and transformative experiences, 105–107
- School systems on sustainable themes, 194–195
- School tourism, 20
- School trips, 129–130, 139
- as transformative pedagogy, 133–134
- School-based tourism experiences, 106
- Science, Technology, Engineering and Math (STEM), 194–195
- Segmentation model of educational tourism, 135
- Sensitisation, 175–176
- Sex tourism, 146–147
- Sexual exploitation of children through Travel and Tourism (SECTT), 146–147
- Social Cognitive Theory (SCT), 74–75
- Social Learning theory, 48–49
- Social media influencers, 191–192
- Social networking, 34–37
- Sociology of tourism research, 147
- Strategic litigation in enhancing children's rights, 166–167
- Students as catalysts, 108–110
- SULITEST (online tool), 3
- Sustainability, 1, 57, 71–72, 116, 134, 137, 172–173
- actioners, 194
 - initiatives, 172–173
 - in tourism industry, 195–196
- Sustainability Tourism Standard, 172–173
- Sustainable childhood education, organisations on, 191
- Sustainable children typology, 47
- Sustainable education, 189–190
- Sustainable tourism (ST), 1, 23–24, 42–43, 102, 116–117, 129–130, 149, 160
- in African context, 151
 - child centered rights approach to, 149–151
 - children and involvement in, 72–73
 - education and empowerment, 123–125
 - environmental protection, 121–122
 - environmental worldview to responsible education for, 103–105
 - lack of knowledge on tourism impacts and sustainability concept, 121

- literature review, 117
- managerial implications and future
 - research directions, 126
- moral judgement and religious
 - education, 123
- Sustainable tourism pedagogy (STP), 205
- Sustainable tourist behaviour.
 - See* Tourists PEB
- Technical literacy, 205
- Technology, 176–177
- Theory of Learning in Nature, 47
- Tokenism, 148
- Top-down approach, 202–203
- Tourism. *See also* Wildlife tourism, 56, 71–72, 160
 - development, 144–145
 - education, 134, 137, 204–205
 - industry, 161
 - literature review, 56–58
 - measurement, 59
 - methodology, 58–59
 - policy, 144–145
 - questionnaire design, 59
 - research design, 58
 - results, 59–64
 - sample and procedure, 58
 - sustainability, 203–204
 - system approach, 31–33
- Tourism Education Futures Initiative (TEFI), 205
- Tourist environmentally responsible
 - behaviour. *See* Tourists PEB
- Tourists PEB, 57
- Transformational education
 - considerations, 138–139
 - findings, 137–138
 - middle-school students, 131–133
 - research methodology, 130–131
 - school trips as transformative
 - pedagogy, 133–134
 - tourism education, transformational
 - school trips and
 - sustainability, 134–137
- Transformational school trips, 134–137
- Transformative experiences
 - museums as, 107–108
 - school excursions and, 105–107
- Transformative learning, 134, 137
- Transformative pedagogy, school trips
 - as, 133–134
- Transformative tourism, 102
- Transformative trips, 134
- TrashOut campaign, 176–177
- Travel and Tourism Competitiveness
 - Index (TTCI), 208
- Travel and Tourism Competitiveness
 - Report (TTCR), 208
- Travel and Tourism industry (T&T
 - industry), 204–205, 208–209
- TV shows, 192–194
- UK Outdoor Residential Sector, 46–48
- United Nations Convention on the
 - Rights of the Child
 - (UNCRC), 145, 163–164
- United Nations Sustainable
 - Development Goals
 - (SDGs), 79, 102, 105, 116–117, 144–145, 161, 174, 201–202
 - SDG 3, 79
 - SDG 4, 79, 84–85
 - SDG 6, 79
 - SDG 8, 125
 - SDG 12, 79, 125
 - SDG 14, 79
 - SDG 15, 79
- Univariate statistics, 59–61
- Universal child benefits (UCBs), 150–151
- Universalism, importance of, 121–122
- Varimax rotation, 61–63
- Violence Against Children (VAC), 146–147
- Waste management, 178–179
- Websites, 196
- Welsh Council for Outdoor Learning, 47

- Wildlife, 19
- Wildlife tourism, 6–7, 17–18
 - benefits and limitations of wildlife tourism for children, 21–23
 - for children, 18–19
 - education facilitated through, 19–21
 - responsible wildlife tourism
 - amongst children, 23–24
- World Cleanup Day, 179–181
- Young adults, 203–204
- Youth activism, 160–161