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
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
Orchestr a 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 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 M´emoire, 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
SULI TEST (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
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