VOLUNTOURISM: HELP OR HINDRANCE?

TRISH DOUGLAS & GREG WAY
INTRODUCTORY CLIP
LET'S SAVE AFRICA! - GONE WRONG
HTTPS://WWW.YOUTUBE.COM/WATCH?V=XBQA6O8_WC0
SOME DEFINITIONS

• Tourism in which travellers do voluntary work to help communities or the environment in the places they are visiting. http://www.vwa-volunteerwestafrica.org/images/news/Untitled66084.jpg

• Voluntourism is helping and traveling at the same time. http://www.voluntourism.ph/

• A form of tourism in which travellers participate in voluntary work, typically for a charity. At the core of voluntourism is the desire to help others. https://en.oxforddictionaries.com/definition/voluntourism

• Voluntourism, an act carried out by "voluntourists", is when hoardes of - generally - the great unwashed backpacker brigade descend on a place to do have a jolly nice holiday - usually at precious little cost to themselves - and do the occasional bit of good work. http://www.urbandictionary.com/define.php?term=Voluntourism
SO, WHAT IS VOLUNTOURISM?

- Combination of tourism and volunteering - the practice of performing volunteer service whilst on a holiday to a destination.
- It involves volunteer travellers paying their way to help in another location.
- It is distinct from volunteering when the primary purpose of the trip is to work or to serve and is usually longer in terms of the time involved.
- Voluntourism has developed as a niche market since the 1990s.
- Estimates of its size vary widely. Up to 10 million people are taking part in service-based travel each year and the global volunteer travel market is worth over $2 billion USD annually.
AUSTRALIAN CURRICULUM LINKS

- **Year 9 Unit 2 - Geographies of Interconnections:** for example: from Geographical Knowledge & Understanding
  - The perceptions people have of place, and how these influence their connections to different places *(ACHGK065)*
  - The ways that places and people are interconnected with other places through trade in goods and services, at all scales *(ACHGK067)*
  - The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places *(ACHGK069)*
**Key knowledge**

<table>
<thead>
<tr>
<th>Area of Study 1: Characteristics of tourism</th>
<th>Area of Study 2: Impacts of tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>- the changing characteristics of tourism over time</td>
<td></td>
</tr>
<tr>
<td>- the location and distribution of different types of tourism and tourist destinations</td>
<td></td>
</tr>
<tr>
<td>- factors affecting the different types of tourism at selected locations from two different parts of the world</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Study 1: Characteristics of tourism</th>
<th>Area of Study 2: Impacts of tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>- analyse maps, data and other geographic information to develop descriptions and explanations</td>
<td></td>
</tr>
<tr>
<td>- collect, sort, process and represent data and other information</td>
<td></td>
</tr>
<tr>
<td>- interpret and analyse maps and other geographical data and information</td>
<td></td>
</tr>
<tr>
<td>- identify the characteristics of tourism</td>
<td></td>
</tr>
<tr>
<td>- describe the changing sources and destinations of different types of tourism</td>
<td></td>
</tr>
<tr>
<td>- describe and explain the different types of tourism and tourist locations and destinations</td>
<td></td>
</tr>
<tr>
<td>- describe and explain the factors affecting different types of tourism</td>
<td></td>
</tr>
</tbody>
</table>

**Key skills**

<table>
<thead>
<tr>
<th>Area of Study 1: Characteristics of tourism</th>
<th>Area of Study 2: Impacts of tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>- analyse maps, data and other geographic information to develop descriptions and explanations</td>
<td></td>
</tr>
<tr>
<td>- collect, sort, process and represent data and other information</td>
<td></td>
</tr>
<tr>
<td>- interpret and analyse maps and other geographical data and information</td>
<td></td>
</tr>
<tr>
<td>- identify the types of tourism impacts at a range of locations and scales</td>
<td></td>
</tr>
<tr>
<td>- describe the range of management strategies linked to tourism</td>
<td></td>
</tr>
<tr>
<td>- evaluate the effectiveness of management strategies, in relation to environmental sustainability, economic viability and socio-cultural value of tourism, as appropriate</td>
<td></td>
</tr>
</tbody>
</table>
**SOUTH AUSTRALIAN CURRICULUM LINKS**

- **SACE Stage 2 Geography**
  - Stage 2 Geography is a 20-credit subject that consists of:
  - a compulsory core topic
  - two option topics from a choice of twelve (one of which gives teachers the opportunity to develop a negotiated option topic).

- **Core Topic: Population, Resources, and Development**
  - This topic introduces students to the processes involved in population change. Through it, students become aware of the impacts of population and consumption on the environment. Water is used as a case study.

- **Option Topics**
  - Students must study issues related to two of the following topics:
  1. Urbanisation
  2. Rural Places
  3. Tourism
  4. Sources and Use of Energy
  5. Coasts
  6. Biodiversity
  7. Climate Change
  8. Soils
  9. Environmental Hazards
  10. Globalisation
  11. Drylands

- **Option Topic 3: Tourism**
  - Tourism has increased globally in recent decades and is likely to grow further in the long term. This has a wide variety of implications: tourism has many social, cultural, economic, and environmental impacts that vary in magnitude and by location. The management of tourism is becoming increasingly important for governments at all levels.
  - Tourism issues that could be investigated include:
    - the environmental impacts of tourism
    - the cultural impacts of tourism
    - economic issues and tourism
    - ownership, tenure, control, and access, and the role of Indigenous people in the development of tourism
    - foreign-owned tourist developments
    - conflicts over land use.
Option Topic 3: Tourism

Tourism has increased globally in recent decades and is likely to grow further in the long term. This has a wide variety of implications: tourism has many social, cultural, economic, and environmental impacts that vary in magnitude and by location. The management of tourism is becoming increasingly important for governments at all levels.

Tourism issues that could be investigated include:
- the environmental impacts of tourism
- the cultural impacts of tourism
- economic issues and tourism
- ownership, tenure, control, and access, and the role of Indigenous people in the development of tourism
- foreign-owned tourist developments
- conflicts over land use.
Stage 2 Tourism is a 20-credit subject. The content of the subject consists of themes and topics (listed below) and practical tourism skills. An in-depth understanding of the themes forms a core of knowledge and underpins the development of the topics. Teachers develop a teaching and learning program that best suits the needs of their students based on a combination of themes and topics, incorporating the development and demonstration of relevant practical tourism skills.

Programs must cover each of the three themes and should include three topics. Teachers, for example, may develop a program in which the themes are incorporated in three topics. Alternatively, the themes may be developed independently before the topics are studied.

**Themes**
- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism

**Topics**
- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic
DATA ON CHARACTERISTICS OF VOLUNTOURISM

- [https://adventures.worldnomads.com/uploadimages/voluntourism101.pdf](https://adventures.worldnomads.com/uploadimages/voluntourism101.pdf). This is a useful infographic containing a range of data on participant characteristics and destinations (although some a bit dated).
- [https://www.gooverseas.com/industry-trends/annual-volunteer-abroad-report](https://www.gooverseas.com/industry-trends/annual-volunteer-abroad-report). This site analyses data and produces maps related to countries, regions and types of programs in which volunteers are most keen to participate. It also suggests reasons as to varying interest in particular destinations such as disaster response.
- [https://au.pinterest.com/misstravelgirl/infographics/](https://au.pinterest.com/misstravelgirl/infographics/). This site provides a range of data (but some is on volunteering, not only voluntourism, so be careful with your choices).
- [https://www.volunteerhq.org/volunteer-abroad-programs](https://www.volunteerhq.org/volunteer-abroad-programs). This volunteer organisation maps volunteer locations and provides information on these.
- [http://www.projects-abroad.org/volunteer-destinations/](http://www.projects-abroad.org/volunteer-destinations/). This volunteer organisation also maps volunteer locations and provides information on these.
USING THE DATA

- Spend time looking at the data distributed
- Discuss how you could use this data in the classroom
- What questions could you ask of your students?
- Evaluate the usefulness of each piece of data.
# POSITIVE IMPACTS

| Transfers needed skills such as computer skills, English language, medical skills |
| Provides necessary funds for community improvement |
| Bonds the local community to the wider world via the volunteer |
| Individual volunteering satisfies our need to serve, to give back |
| Develops the emotional intelligence and perspective of the volunteer |
| Develops skills and enhances the resume of the volunteer |
NEGATIVE IMPACTS

<table>
<thead>
<tr>
<th>Commercialisation of volunteering can sometimes lead to projects which address the wrong needs, cause new ones, and divert resources from where they are needed most</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible lack of consultation with local communities</td>
</tr>
<tr>
<td>Local people may be deprived of paid work e.g. volunteer labour replaces local builders</td>
</tr>
<tr>
<td>A constant stream of new, friendly faces, whose bonds of attachment are regularly broken when they leave, can negatively affect early childhood development</td>
</tr>
<tr>
<td>Volunteers may not have the skills which are needed or are reluctant to actually do work</td>
</tr>
</tbody>
</table>
EVALUATING VOLUNTOURISM

HTTPS://VOLUNTOURISMINSTITUTE.WORDPRESS.COM/CATEGORY/VOLUNTOURISM-POLARITIES/

**Polarity Map**

- **Volunteerism**
  - Social and/or Environmental Benefits
  - Exchange of Knowledge, Skills, and Culture
  - Goodwill & Tolerance
  - Additional Resource Infusion

- **Tourism**
  - Economic Development
  - Perpetuation of Artisan Culture
  - Cultural Exchange, Peace, and Understanding
  - Reciprocity of Services

**Action Steps**
How will we gain or maintain the positive results from focusing on this pole? What? Who? By When? Measures?

**Early Warnings**
Measureable indicators (things you can count) that will let you know that you are getting into the downside of this pole.

- Outsource Local Jobs
- Poor Work by Volunteers etc.
- Resident Dependency
- Paternalism/Colonialism & “Othering”
- Emphasis on “Poverty/Lack” of Destination

**Deeper Fear from lack of balance**
EVALUATING VOLUNTOURISM

• A useful website for students to refer to when evaluating the impact of a particular voluntourism case study is http://uncomeredmarket.com/volunteering-voluntourism-good-bad-and-questions-to-ask/. This provides a number of key questions for students to consider which could be applied even if they not participating themselves.
• Will the host community really benefit from my presence? How?
• Are there any circumstances where my lack of experience can harm the host community?
• How much time is really needed for me to have a positive impact on the community?
• Where is the money going?
• Will my presence take away jobs or learning opportunities for local people?
• Are there ways to contribute other than by giving your time and skills?
CASE STUDY: CAMBODIA
WE NEED TO END THE ERA OF ORPHANAGES
CAMBODIA

IF YOU PLANT PAPAYAS YOU CAN’T GET MANGOES

HTTPS://WWW.YOUTUBE.COM/WATCH?V=OYWL6WZ2NB8
Constru Casa is a non-profit organization formed in 2004. It aims to improve the quality of life among Guatemalans living in extreme poverty through the provision of basic housing, support programs, and community development projects related to health and education.

Guatemala is among the poorest countries in the Americas, with more than half of its population living in poverty.

Many of these Guatemalans live in inadequate housing: a typical house consisting of cornstalk walls, a dirt floor, and a scrap material roof.

Constru Casa has already built more than 800 houses and almost 100 community buildings.

It uses volunteers to undertake construction work – typically schools, church, and student groups. These voluntourists typically spend 2 weeks.

http://www.construcasa.org/en/about-us
VOLUNTOURISTS ARE USED FOR HOUSING AND COMMUNITY BUILDINGS

- Villages must want the involvement of Constru Casa.
- Families' specific needs and capabilities are initially assessed via a social worker.
- Houses are built in stages - one room at a time - with the aim of eventually achieving the desired housing solution.
- All families contribute up to one-third of the construction costs through a series of monthly repayments over four years to foster a sense of ownership. The average cost of a finished three-room home for a family is $4,800 USD.
- A family member must help with construction.
- Local construction workers and their helpers are used.
- The family members who help in the construction often are trained by the masons and develop a new skill set that generates income for them.
- Projects use locally available materials.
TYPICAL HOUSING
VOLUNTOURISM IN ACTION
ASSESSMENT EXAMPLES

ASSESSMENT DESIGN CRITERIA
The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:
- knowledge and understanding
- analysis and evaluation
- investigation and application
- communication.

The specific features of these criteria are described below.
The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding
The specific features are as follows:
- KU1 Understanding of tourism knowledge.
- KU2 Knowledge and understanding of tourism concepts and models in different contexts — familiar and less familiar.

Analysis and Evaluation
The specific features are as follows:
- AE1 Interpretation and critical analysis of different perspectives on tourism trends, developments, and/or contemporary issues.
- AE2 Evaluation of the validity, bias, and accuracy of sources of information.
- AE3 Analysis and evaluation of tourism concepts and models.
- AE4 Development of informed opinions, conclusions, and recommendations.

Investigation and Application
The specific features are as follows:
- IA1 Investigation and critical analysis of connections between primary and secondary sources of information.
- IA2 Application of practical tourism skills in different contexts.
- IA3 Investigation of tourism trends, developments, and/or contemporary issues.
- IA4 Application of tourism knowledge, and tourism concepts and models in different contexts — local, national, and global.

Communication
The specific features are as follows:
- C1 Communication of informed ideas about tourism, using appropriate forms to suit the purpose and audience.
- C2 Appropriate use of tourism terminology.
- C3 Incorporation of a variety of visual and graphical evidence (e.g. maps, photographs, data tables, statistical data, charts, drawings, graphs).
- C4 Appropriate acknowledgment of sources of information.
TOURISM 

ASSESSMENT TYPE: CASE STUDY

Preamble:
Volunteer Tourism “makes use of holiday-makers who volunteer to fund and work on social or conservation projects around the world and aims to provide sustainable alternative travel that can assist in community development, scientific research or ecological restoration” (Wearing, 2004).

Volunteer Tourism can have positive and negative impacts on the host community and ‘voluntourist’.
- If projects are effectively planned and realistic host communities can benefit.
- Volunteerists get to interact, exchange and learn about local cultures.
- Volunteer Tourism can develop a degree of dependency.
- Volunteer Tourism is a growing niche market being exploited by tour operators.
- Pricing is excessive and not much is passed onto local communities.
- Volunteer Tourism packages are based upon the tourists wants, NOT the actual needs of the people/region concerned.
- Time spent on site is often not enough to achieve significant and measurable goals.

Purpose:
To undertake a case study of a volunteer tourism activity. This is an opportunity to apply an understanding of tourism concepts, including dependency and responsible and sustainable tourism.

Task:
Using a range of sources analyse the positive and negative impacts one or more case studies of ‘Volunteer Tourism’ can have on the host community and tourists.

Description of assessment:
Use the following steps to develop your case study and present evidence of learning for assessment:
- Identify a volunteer tourism opportunity, its location and focus.
- Identify, locate and analyse a range of sources that provide different perspectives about the impacts of the volunteer tourism activity.
- Clarify different viewpoints, including your own, on the activity in relation to the concepts of dependency and responsible tourism.
- Present findings in written form, including reasoned conclusions or recommendations.

Assessment conditions:
The presentation should be in written form to a maximum of 1000 words.

Due Date: Week 7, Friday, 9/9
# ASSESSMENT RUBRIC

**Performance Standards for Tourism**

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Analysis</th>
<th>Investigation and Application</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Comprehensive understanding of tourism knowledge. Perceptive understanding of tourism concepts.</td>
<td>Thorough interpretation and insightful analysis of a wide range of sources of information about tourism to recognize different perspectives. Perceptive and well-informed clarification of the student's own perspectives and those of others on tourism trends, developments, or contemporary issues.</td>
<td>Comprehensive application of a wide range of practical tourism skills in different contexts. Thoughtful and sustained application of tourism concepts in different contexts. Highly effective investigation and interpretation of a diverse range of primary and secondary sources of information about tourism.</td>
<td>Highly effective and coherent communication of well-informed and supported ideas about tourism, using forms well suited to the purpose and audience. Consistent, clear, and appropriate use of tourism terminology. Highly effective incorporation of graphical and visual representations in responses. Appropriate and consistent acknowledgment of a diverse range of sources.</td>
</tr>
<tr>
<td><strong>B</strong> Detailed understanding of tourism knowledge. Well-considered understanding of tourism concepts.</td>
<td>Detailed interpretation and thoughtful analysis of a range of sources of information about tourism to recognize different perspectives. Well-considered and informed clarification of the student's own perspectives and those of others on tourism trends, developments, or contemporary issues.</td>
<td>Thoughtful application of a range of practical tourism skills in different contexts. Well-considered application of tourism concepts in different contexts. Effective investigation and interpretation of a range of primary and secondary sources of information about tourism.</td>
<td>Effective and coherent communication of informed and mostly supported ideas about tourism, using forms that suit the purpose and audience. Mostly clear and appropriate use of tourism terminology. Effective incorporation of graphical and visual representations in responses. Mostly appropriate and consistent acknowledgment of a range of sources.</td>
</tr>
<tr>
<td><strong>C</strong> Competent understanding of tourism knowledge. Considered understanding of tourism concepts.</td>
<td>Interpretation and considered analysis of different sources of information about tourism to recognize different perspectives, with a tendency to rely on description. Considered clarification of the student's own perspectives and those of others on tourism trends, developments, or contemporary issues.</td>
<td>Considered application of practical tourism skills in different contexts. Considered application of tourism concepts in different contexts. Competent investigation and interpretation of different primary and secondary sources of information about tourism.</td>
<td>Effective communication of informed ideas about tourism, using forms that mostly suit the purpose and audience. Mostly appropriate use of tourism terminology. Some effective incorporation of graphical and visual representations in responses. Mostly appropriate acknowledgment of different sources.</td>
</tr>
<tr>
<td><strong>D</strong> Some understanding of tourism knowledge. Recognition of aspects of tourism concepts.</td>
<td>Description of a narrow range of sources, with some evidence of interpretation, and possible recognition of more than one perspective. Some basic clarification of the student's own perspective, but generally not that of others, on tourism trends, developments, or contemporary issues.</td>
<td>Partial application of practical tourism skills in limited contexts. Superficial application of aspects of tourism concepts in more than one context. Some identification and use of primary or secondary sources of information about tourism.</td>
<td>Basic communication of ideas, using forms that sometimes suit the purpose and audience. Some occasional use of appropriate tourism terminology. Superficial incorporation of graphical and visual representations in responses. Some inconsistent acknowledgment of sources.</td>
</tr>
<tr>
<td><strong>E</strong> Recognition of aspects of tourism information. Emerging recognition of aspects of tourism concepts.</td>
<td>Some description of one or more sources or perspectives. Some identification of the student's own perspective on a tourism trend, development, or contemporary issue.</td>
<td>Some attempted application of practical tourism skills and concepts. Attempted application of one or more tourism concepts. Attempted use of a limited number of sources.</td>
<td>Fragmented communication that rarely suits the purpose or audience. Limited use of basic tourism terminology. Attempted use of a graphical or visual representation. Limited acknowledgment of sources.</td>
</tr>
</tbody>
</table>
CONCLUDING CLIP
WHO WANTS TO BE A VOLUNTEER?
HTTPS://WWW.YOUTUBE.COM/WATCH?V=YMCFLRJ_RRC#ACTION=SHARE