INTERNATIONAL TOURIST GUIDES’ DAY
CELEBRATIONS
20-21 February 2014

“Keeping up with Changing Trends”

Report on the Harmonization of Training Standards for Tourist Guiding in the SADC Region

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University of Pretoria
Grand Tour
1660s to 1840s

Cicerone - a knowledgeable guide or tutor
Cross-border tourist guiding
21st century

Canada and USA

European Union

SADC

East Africa Countries
Tourist Visa
Tourism:

- one of the most globalized of all industries
- a key sector in economic development strategies
- a financial tool and job creator
- a complex industry across complex political boundaries
Cross-border tourism (C-BT) implies:

“the movement of people across the borders of a country under the guidance of a qualified tourist guide”

D. Timothy
Tourist Guide

1. One of few professional activities
2. Interpreters and mediators
3. Research skills
4. Communication skills
5. Ethical awareness

→ Interpreter role
→ Communicator role
→ Ethical role
Tourist Guide

European Federation of Tour Guides Association:
“... interprets the cultural and natural heritage...”

World Federation of Tour Guide Associations:
“...interprets the natural and cultural heritage of an area...”

J. Ap & K. Wong:
“... essential interface between the host destination and its visitors...”
Tourist Guide

K. Pond on the role of the tourist guide:

• Leader
• Educator
• Ambassador
• Host
• Facilitator
Cross-border tourism challenges
- difficult for tourist guide to hand over
- interruption of the tourist experience
- discrepancy in standards and expectations
- economic competitiveness

Cross-border tourism advantages
- tourist guide confident about hand over
- continuity of tourist experience
- consistency in standards and expectations
- benefit both tourists and local communities
- mitigate damage to destinations due to illegal guiding activities

Supranational alliances
- collaboration for economic development
- bilateral, multilateral agreements
- environmental trans-border / trans-frontier parks
SADC and cross-border tourism

Namibia
Botswana
Zimbabwe
Mozambique
Swaziland
Lesotho
SADC PROTOCOL ON TOURISM (1998)

- CONSCIOUS that Africa's share of world tourism receipts and SADC countries' share of the global takings stands at a very low level;
- AWARE of the global significance of tourism as the world's largest and fastest growing industry, which on account of its socio-cultural and economic dynamics also forms an excellent instrument for promoting economic development, understanding, goodwill and close relations between peoples;

- ARTICLE 6: TOURISM TRAINING AND EDUCATION
  1. Member States shall endeavour to evolve a common education policy with regard to imparting tourism education in schools and include tourism and environmental-related issues in subjects presently taught at school.
  2. Member States shall endeavour to co-ordinate and harmonise training at tourism training institutions and develop exchange programmes through the public and private sectors and mobilise support for training institutions in the Region.
  3. Member States shall endeavour to harmonise standards of training in their countries and ensure that tourism training institutions in different parts of the Region are complementary to one another in the training courses.

- ARTICLE 9: SERVICE STANDARDS
  Member States shall:
  a. establish an agreed regional quality and standards control mechanism;
  b. harmonise the standards for registration, classification, accreditation and grading of service providers and tourism facilities in Member States.
TOURIST GUIDING
Qualifications, Practices, Monitoring

Huge disparities

Within SA’s 9 provinces

Between SA’s 6 neighbours
SADC clusters

- **Advanced** cluster: South Africa (22/184+ or 64/140*)
- **Maturing** cluster: Botswana (100/184+ or 94/140*); Namibia (117/180+ or 91/140*)
- **Emerging** cluster: Mozambique (135/184+ or 125/140*)
- **Regressed** cluster: Zimbabwe (145/184+ or 118/140*)
- **Stalled** cluster: Lesotho (167/184+ or 135/140*); Swaziland (169/184+ or 119/140*)

+World Travel and Tourism Council 2013
* The Travel & Tourism Competitiveness Index 2013 (Economic Forum - WTTC)
National Tourism Legislation and Tourist Guiding Legislation

• **Botswana**- Tourism Act of Botswana (No. 22 of 1992)

• **South Africa**- Tourism Act of South Africa (No. 72 of 1993)

• **Namibia**- Namibia Tourism Board Act (No. 21 of 2000)

• **Swaziland**- Swaziland Tourism Authority (Act of 2001)

• **Zimbabwe**- Tourism Act of Zimbabwe (No. 22 of 2001)

• **Lesotho**- Tourism Act of Lesotho (No. 4 of 2002)

• **Mozambique**- New Tourism Law of Mozambique (No. 4 of 2004)
<table>
<thead>
<tr>
<th>Country</th>
<th>Act</th>
<th>Amended</th>
<th>Short title of Act</th>
<th>Commencement date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesotho</td>
<td>Act no 4 of 2002</td>
<td>Tourism Act 2002</td>
<td></td>
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<tr>
<td></td>
<td>Decree 69/99 of 5 Oct</td>
<td>Decree 40/2005</td>
<td>Regulations on tourist accommodation, catering and beverages</td>
<td></td>
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<tr>
<td></td>
<td>Decree 70/99 of 5 October</td>
<td>Decree 41/2005</td>
<td>Regulations on travel and tourism agencies and tourist information professionals</td>
<td>30 August 2005</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>Act 15/1995</td>
<td>Act 22/2001 (s. 4)</td>
<td>Tourism Act</td>
<td>1 January 2006</td>
</tr>
<tr>
<td>Namibia</td>
<td>Act 21 of 2000</td>
<td>Namibia Tourism Board act</td>
<td></td>
<td>15 May 2001</td>
</tr>
<tr>
<td></td>
<td>No. 136 of 2004</td>
<td>Declaration of tourism regulated sectors: Namibia Tourism Board Act, 2000</td>
<td>1 February 2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. 137 of 2004</td>
<td>Regulations relating to levy payable by accommodation establishments Namibia Tourism Board Act, 2000</td>
<td>1 November 2004</td>
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<td></td>
<td>No. 138 of 2004</td>
<td>Regulations relating to the registration of regulated businesses: Namibia Tourism Board Act, 2000</td>
<td>1 February 2005</td>
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<td>No. 139 of 2004</td>
<td>Regulations relating to the registration of Accommodation establishments: Namibia Tourism Board Act, 2000</td>
<td>1 November 2004</td>
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<tr>
<td>South Africa</td>
<td>Tourism Draft bill</td>
<td>Pending</td>
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<tr>
<td></td>
<td>Tourism Act</td>
<td>Tourism Act 72 of 1993 Regulations In Respect of Tourist Guides</td>
<td>17 August 2001</td>
<td></td>
</tr>
<tr>
<td>Swaziland</td>
<td>(No number)</td>
<td>Swaziland Tourism Authority Act, 2001</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Introduction
2 The __________Tourism Industry
3 Tourist Guiding in __________
4 Who is the Tourist Guide in __________?
5 The Training and Accreditation of Tourist Guides in __________
6 The Registration of Tourist Guides in __________
7 Tourist Guide Code of Conduct and Ethics
8 Tourist Guide training Qualifications and Courses in __________
9 Further Education and Training Certificate (FETC) in Tourist Guiding
10 Examples of Tourist Guide Training in __________
## Analysis

<table>
<thead>
<tr>
<th>Section</th>
<th>Sub-Sections</th>
</tr>
</thead>
</table>
| (A) South African Tourist Guiding | 1. Introduction  
2. The South African Tourism Industry  
3. Tourist Guiding in South Africa  
4. Tourist Guide Training Qualifications and Courses  
5. Examples of Tourist Guide Training in South Africa  
6. Conclusion |
| (B) Southern African Tourist Guiding | 1. Introduction: The Tourism Industry of (Country)  
2. The Organizational and Legal Structure of Tourist Guiding  
3. Examples of Tourist Guide Training Courses  
4. Conclusion and Analysis |

(*) Please note that the structure for the six remaining countries will most likely differ due to the fact that there is varying amounts of data available on each of these and some components will have no relevance for certain countries. The more information available on a country will mean that more sections are included.
Example 1: Training Course for a Cultural Guide (South Africa)

<table>
<thead>
<tr>
<th>THEORETICAL COMPONENTS</th>
<th>PRACTICAL COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct a guided experience</td>
<td>• Conduct an actual guided cultural tour</td>
</tr>
<tr>
<td>• Overview of South Africa</td>
<td>• Provide customer service</td>
</tr>
<tr>
<td>• Working in a team</td>
<td>• Demonstrate the ability to handle problems</td>
</tr>
<tr>
<td>• Care for customers</td>
<td></td>
</tr>
<tr>
<td>• Research and design a tour</td>
<td></td>
</tr>
<tr>
<td>• Overview of South African heritage and cultural sites</td>
<td></td>
</tr>
<tr>
<td>• Plan and conduct research</td>
<td></td>
</tr>
<tr>
<td>• Communication skills</td>
<td></td>
</tr>
<tr>
<td>• Legal requirements of tourist guiding</td>
<td></td>
</tr>
<tr>
<td>• Cultural sites and elements of the province</td>
<td></td>
</tr>
</tbody>
</table>
**Example 2: Training Course for a Safari/Field Guide (Botswana)**

<table>
<thead>
<tr>
<th>Learning Domain of Unit Standard</th>
<th>Characteristics of Unit Standard</th>
</tr>
</thead>
</table>
| Work Skills and Tourism Guiding Principles | - Interpret written and non-written work-related information;  
- Present a professional image of tourism;  
- Perform basic work-related calculations;  
- Demonstrate time management principles in the workplace;  
- Practice accountability in the workplace. |
| Work Skills, Health and Safety, Tourism Guiding Principles and Nature and Ecology | - Demonstrate knowledge of HIV and AIDS;  
- Demonstrate awareness of HIV and AIDS in the workplace;  
- Demonstrate knowledge about the roles and responsibilities of a tourist guide;  
- Demonstrate knowledge of the basic principles of conservation;  
- Demonstrate knowledge of laws and regulations of protected wildlife areas pertaining to all types of guiding. |
| Tourism Guiding Principle | - Demonstrate knowledge and skills in communications in the tourism context  
- Present a professional image as a tourist guide.  
- Escort guests in areas with potentially dangerous animals in the confines of a wilderness reserve.  
- Give a short presentation of local topics to the guests.  
- Demonstrate knowledge of 4-wheel drive vehicles and vehicle fault finding  
- Take guests on a guided game drive  
- View potentially dangerous animals on a game drive  
- Ensure health and safety of all guests during the guided experience  
- Provide food and beverage services while in the field  
- Demonstrate intermediate knowledge and interpretation of mammals, birds, reptiles, amphibians, flora, fungi, geology, ecology, climate and astronomy  
- Conduct a guided night drive  
- Plan and prepare for an overnight camping multi-day guided experience  
- Lead an overnight camping multi-day guided experience  
- Generate a post multi-day experience report  
- Oversee the set-up and breakdown of a temporary safari camp  
- Diagnose and rectify minor faults in 4x4 vehicles  
- Provide a broad nature and culture guided experience for guests during a multi-day itinerary. |
| Nature Guiding Principles | - Provide back-up for a lead walking guide in an area containing potentially dangerous animals.  
- Lead a walk in a wilderness area containing potentially dangerous animals  
- View and manage potentially dangerous animal sightings  
- Use a rifle as a back-up guide  
- Use a rifle as a walking or horseback guide or a professional hunter. |
Example 3: Control of Tourism Development

<table>
<thead>
<tr>
<th>Country</th>
<th>Public Sector</th>
<th>Other Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Botswana</td>
<td>Ministry of Environment, Wildlife and Tourism</td>
<td>University of Botswana</td>
</tr>
<tr>
<td></td>
<td>- Department of Tourism</td>
<td>BOGA</td>
</tr>
<tr>
<td></td>
<td>- Botswana Tourist Board</td>
<td>HATAB</td>
</tr>
<tr>
<td></td>
<td>- Botswana Tourism Organization</td>
<td>Department of Wildlife and National Parks</td>
</tr>
<tr>
<td>(2) Lesotho</td>
<td>Ministry of Tourism, Environment and Culture</td>
<td>Lesotho Hotel Association</td>
</tr>
<tr>
<td></td>
<td>- Lesotho Tourism Development Corporation (LTDC)</td>
<td></td>
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<tr>
<td>(3) Mozambique</td>
<td>Ministry of Tourism</td>
<td>National Commission for Sustainable Development</td>
</tr>
<tr>
<td></td>
<td>- National Directorate for Tourism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- National Tourism Fund</td>
<td></td>
</tr>
<tr>
<td>(4) Namibia</td>
<td>Ministry of Environment and Tourism</td>
<td>TASA (Namibia)</td>
</tr>
<tr>
<td></td>
<td>- Department of Tourism</td>
<td>HAN</td>
</tr>
<tr>
<td></td>
<td>- Namibian Tourism Board</td>
<td>Parks &amp; Wildlife Management</td>
</tr>
<tr>
<td>(5) South Africa</td>
<td>Ministry of Environmental Affairs and Tourism</td>
<td>SANParks</td>
</tr>
<tr>
<td></td>
<td>- National Department of Tourism</td>
<td>Provincial Tourism Authorities (Gauteng Tourism and KZN Tourism Authority)</td>
</tr>
<tr>
<td>(6) Swaziland</td>
<td>Ministry of Tourism and Environmental Affairs</td>
<td>University of Swaziland</td>
</tr>
<tr>
<td></td>
<td>- Department of Tourism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Swaziland Tourism Authority (STA)</td>
<td></td>
</tr>
<tr>
<td>(7) Zimbabwe</td>
<td>Ministry of Environment and Tourism</td>
<td>Parks and Wildlife Management Authority</td>
</tr>
<tr>
<td></td>
<td>- National Tourism Fund</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Zimbabwe Tourism Authority (ZTA)</td>
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</tbody>
</table>
Progress plan

**Phase 1**
2012-2013
Exploratory study on understanding cross-border tourism & the current state of cross-border tourist guiding with a review of international best practice

**Phase 2**
2013-2014
Research 7 SADC countries: governmental infrastructure, legislation, training and a review of best practice for possible harmonization

**Phase 3**
2014-2015
Develop a framework document which outlines a harmonized training program for SADC tourist guides
Assessment of Training on a Global Scale

- Service quality delivery and professionalism
- Image and status of a tourist guide
- Proper training of a tourist guide
- The certification, registration, or licensing of tourist guides
- The role of tourist guide associations or bodies
International Examples of Tourist Guiding Training

• **Example:** “Train the Trainer” (WFTGA):
  - **Course Content:** research skills, practical skills, knowledge application, cultural studies, business studies.
  - **Assessment:** Oral, practical and written;
  - **Duration:** 7 days
Focus points for alignment and possible harmonization:

- Government infrastructure
- Legislation, policies and regulations
- Tourist guide training and accreditation
- Regulation of tourist guides
- Status of the tourism industry
- Tourist guide authorities and associations
## 5.2. SUMMARY OF TOURIST GUIDING IN SOUTHERN AFRICA

<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>None</td>
<td>None</td>
<td>Yes. 1. Botswana Guides Association (BOTA) 2. Botswana Training Authority (BOTA)</td>
<td>Yes. BOTA have developed the Botswana National Vocational Qualifications Framework (BNVQF) which coordinates vocational education and training (VET)</td>
<td>Botswana Nature Guide Qualification</td>
<td>Yes. 1. Okavango Guiding School 2. Eco-Training</td>
<td>Yes.</td>
<td>Yes. but they are not as clear and established as those in SA. Tourist Guides are accredited and registered through BOTA</td>
<td>None</td>
</tr>
<tr>
<td>Namibia</td>
<td>Fully committed</td>
<td>Established but still needs official implementation. Includes regulations for tourist guides and the code of conduct for tourist guides.</td>
<td>Yes, has been established in legislation</td>
<td>Yes. 1. Namibian Academy for Tourism and Hospitality (NATH) 2. Tour and Safari Association of Namibia (TASA)</td>
<td>Yes. Run by the Namibian Qualifications Authority (NQA)</td>
<td>National Guiding Certificate (National Guide Qualification)</td>
<td>NATH</td>
<td>Yes. See the Regulations for Tourist Guides in Namibia in the Namibian Tourism Board Act of 2000</td>
<td>None</td>
</tr>
</tbody>
</table>
## Areas for Possible Harmonization

| (1) South Africa | - Pieces of legislation available for governing the regulations of tourist guiding;  
|                 | - Polices governing the accreditation and registration of tourist guides;  
|                 | - A Registrar of Tourist Guides at Government level;  
|                 | - An established National Qualifications Framework which includes two qualifications for tourist guiding; |
| (2) Botswana | - The Okavango Guiding School (OGS) already has ideas of collaborating with the rest of the region in terms of training tourist guides with the same syllabus and standards (see the vision and mission of the school);  
|               | - The courses offered by the OGS are accredited by both South African (FGASA) and Botswana organizations (BOTA) and national qualifications frameworks; |
| (3) Namibia | - The only other country in the region that is on par with South Africa and also adapts similar approaches to tourist guiding;  
|             | - Tourist guiding is represented in the Tourism Law of the country and there are specific regulations that govern tourist guiding as well as a code of conduct for tourist guides;  
|             | - The Government has also elected an official Registrar of Tourist Guides for the tourist guiding sector; |
WAY FORWARD

• Current state reveals disparities and bottlenecks

• Possibilities are evident for harmonization

• Opportunities already evident in South Africa, Namibia and Botswana

• Increased alignment and awareness needed in Zimbabwe, Mozambique, Swaziland and Lesotho
THANK YOU!
Professor Karen Harris & Mr Richard Wyllie
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