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Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park

by

Lombuso Precious Shabalala

A Dissertation submitted in fulfilment for Degree Of Masters in Tourism and Hospitality Management In School of Tourism and Hospitality Faculty of Management UNIVERSITY OF JOHANNESBURG

Supervisor: Dr P Thomas 2016
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ABSTRACT

The South African current ruling government led by the African National Congress (ANC), has promised to serve the people of South Africa without discrimination, respecting the dignity of all and ensuring that the needs of the majority of the population, particularly those who had been disadvantaged in the past, would be met efficiently and effectively. The needs of South Africans encompass many things which include the right to access public spaces for health and leisure activities. The idealisation of Batho Pele “people first”, is seen as a key on gaining the buy-in for the continued survival of national and provincial parks through encouraging the participation of many communities who may see the South African national and provincial public wildlife/wild area parks as historically - “not for them”. This study sought to understand how to encourage racial and cultural diversity participation in the Honorary Rangers (HR) of South Africa who actively recruit volunteers from the South African public to work with and for the wild area parks.

The wild area parks are not only custodians of the country’s national ecosystems and ecodiversity, but also play an important role for domestic and international leisure tourism activities while providing many diverse business tourism related opportunities. The activities of the HR are strongly supported by SANParks in their efforts to engender citizen-centred support. The focus area of this research is the Kruger National Park. The study has used a predominantly qualitative approach to investigate the potential value of volunteerism through Honorary Rangers. Research samples for this study were collected from six stakeholder groups (chapter 3) as follows: 9 samples from Honorary Rangers (qualitative interviews, September 2014); 9 samples from KNP staff members (qualitative interviews, October 2014); 2 samples from government tourism experts (qualitative interviews, October 2014 – April 2015); 4 samples from high school tourism educators (qualitative interviews, October 2014); 65 samples from undergraduate tourism students (quantitative survey, October/ November 2014); and 71 samples from local Kruger Park community members (qualitative interviews, October 2014).

A key finding is the multiple roles of types of communication required to talk to South Africans about conservation. Overall, the findings make recommendations for a more holistic approach, beginning from government departments such as the Department of Education through communities and parks, to community youngsters. The findings also strongly support the role of Honorary Rangers to bridge and influence stronger community alliances through improved communication channels to communities on ecotourism and eco-education. These actions can become a powerful part of conservation reality, giving a sense of ownership between all South African communities and their National Parks.

Key words: Batho Pele, South Africa, South African National Parks, Tourism, Volunteerism
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<th>Abbreviation</th>
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<tr>
<td>ANC</td>
<td>African National Congress</td>
</tr>
<tr>
<td>BTC</td>
<td>Belgian Technical Cooperation</td>
</tr>
<tr>
<td>CAPS</td>
<td>Curriculum and Assessment Policy Statement</td>
</tr>
<tr>
<td>CATHSSETA</td>
<td>Culture, Arts, Tourism, Hospitality and Sport Sector Education Training Authority</td>
</tr>
<tr>
<td>CPMD</td>
<td>Certificate Programme in Municipality Development</td>
</tr>
<tr>
<td>DEA</td>
<td>Department of Environmental Affairs</td>
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<tr>
<td>DoE</td>
<td>Department of Education</td>
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<tr>
<td>DPSA</td>
<td>Department of Public Service and Administration</td>
</tr>
<tr>
<td>ESD</td>
<td>Education for Sustainable Development</td>
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<tr>
<td>EWT</td>
<td>Endangered Wildlife Trust</td>
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<tr>
<td>EPIP</td>
<td>Environmental Protection and Infrastructure Programme</td>
</tr>
<tr>
<td>FEE</td>
<td>Foundation of Environmental Education</td>
</tr>
<tr>
<td>FGASA</td>
<td>Field Guide Association of South Africa</td>
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<tr>
<td>HEIs</td>
<td>Higher Education Institutions</td>
</tr>
<tr>
<td>HDI</td>
<td>Historically Disadvantaged Individuals</td>
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<td>HR</td>
<td>Honorary Rangers</td>
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<td>KNP</td>
<td>Kruger National Park</td>
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<tr>
<td>LGSETA</td>
<td>Local Government Sector Education and Training Authority</td>
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<tr>
<td>MoE</td>
<td>Ministry of the Environment</td>
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<td>MPB</td>
<td>Mpumalanga Parks Board</td>
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<tr>
<td>MTPA</td>
<td>Mpumalanga Tourism Parks Authority</td>
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<tr>
<td>NCS</td>
<td>National Curriculum Statement</td>
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<td>NGO</td>
<td>Non-Government Organisation</td>
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<td>SANParks</td>
<td>South African National Parks</td>
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<td>SMMEs</td>
<td>Small, Medium and Micro Enterprises</td>
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<td>Sustainable Tourism Cooperative Research Centre</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>TRB</td>
<td>Teacher's Resources Book</td>
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<td>TRP</td>
<td>Teacher’s Resource Pack</td>
</tr>
<tr>
<td>WESSA</td>
<td>Wildlife and Environmental Society of South Africa</td>
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<tr>
<td>YEP</td>
<td>Youth Expedition Project</td>
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KEY CONCEPTS

- **Citizen-centred**: can be defined as “a way that involves the community” (Department of Public Services and Administration, 1997).

- **Citizens/people**: can be defined as “general public, communities or the societies” (Online Oxford Dictionary, 2013).

- **Centred**: can be defined as “balances, concentrates on, revolves around or is involved” (Online Oxford Dictionary, 2013).

- **Volunteerism**: can be defined as the use or involvement of volunteer labour, especially in community services (Online Oxford Dictionary, 2014).

- **Volunteering**: means “any activity in which time is given freely to benefit another person, group or organisation. This definition does not preclude volunteers from benefiting from their work” (Wilson, 2000:215).
CHAPTER 1
INTRODUCTION AND RESEARCH PROBLEM

1.1 INTRODUCTION
The chapter highlights the research problem which is to consider ways in which to further encourage racial and cultural diversity, and voluntary participation in such national efforts as the Honorary Rangers of South Africa. Understanding how to encourage community volunteer activities, can engender citizen-centred support for the Kruger National Park. This chapter provides an overview of the thesis contents: it lays out the background to the research problem, states the research problem, the objectives of this research and the research strategy designed to address understanding factors of the problem. This research is then a study aimed at identifying the potential value of volunteerism for the Kruger National Park through Honorary Rangers in order to identify ways that a more diverse ranger group can be encouraged in its work with National Parks. This in turn contributes to the South African National Parks mandate of building a broad constituency for conservation in a citizen – centred way.

1.2 The background to this research problem
Authors such as Swemmer and Taljaard (2011:1) state that the primary focus of South African National Parks (SANParks) “is the conservation of protected areas and their associated biodiversity, for the pride and benefit of the nation”. They also state that SANParks “has a strong history of successful biodiversity conservation achieved through the identification of well-structured management objectives and the implementation of intensive monitoring programmes”. These authors note that one of the most vital factors of SANParks’ function is to ensure that potential benefits of biodiversity conservation are accessible to the broader society (Swemmer & Taljaard, 2011:1). With these quotes, the authors have highlighted the primary mandate that has been trusted by the South African government to
the SANParks, including the importance of implementing the vital functions which include accessibility of potential benefits of biodiversity conservation to the broader society. This next section proposes the importance of the relationship between SANParks and South Africans.

1.2.1 The value of parks

It has been realised that the emotional and physical value of park areas to humans has comprised very limited research internationally and in South Africa. However, the “Sustainable Tourism Online” website has attempted to provide a comprehensive online information resource to support global sustainable tourism and public space policy, planning and practice. This co-operative effort has offered a best practice suggestion for more than a decade. It has been developed by the Sustainable Tourism Cooperative Research Centre (1997-2010b) as a resource to facilitate on-going global discussion and distribution of knowledge and tools to support sustainable tourism (Sustainable Tourism – Parks and Culture, 1997-2010:3a). The ‘Sustainable Tourism Online’ website is produced and maintained by the Sustainable Tourism Cooperative Research Centre (STCRC) and supported by a not-for-profit organisation called Earth Check. STCRC is an Australian research centre established by the Australian Government's Cooperative Research Centres Program, headquartered in Gold Coast at Queensland with an objective to establish a competitive and dynamic sustainable tourism industry in Australia. STCRC is a not-for-profit company owned by its industry, government and university partners. STCRC stands as the world’s largest travel and tourism research centre. Much of Australia’s $40 billion tourism industry in 2010 is acknowledged as based on Australia’s natural environment, rich biodiversity and stunning landscape, most of which can be found untouched in protected areas with public access (Sustainable Tourism – Parks and Culture, 1997-2010a).
The STCRC, 1997-2010 has been regarded as the world’s largest travel and tourism research centre and one of the many research focuses is to highlight the value of a country’s public areas such as parks in relation to promoting a sustainable tourism stance (Earthcheck, 2014). The Sustainable Tourism – Parks and Culture (1997-2010b) website notes that it considers Earth Check as one of the world’s leading scientific benchmarking, certification and advisory groups for sustainable travel and tourism research. Earth Check is important in its influence on parks and sustainable tourism because since 1987, it has made a promise to business, communities and governments to help advise on delivering clean, safe, prosperous and healthy destinations for travellers to visit, live, work and play in over 70 countries around the world. STCRC research encompasses 250 tourism and environmental sustainability leaders in 16 universities and it commercialises four main products, Decipher, Earthcheck, IPAT and Green Globe. The impact of this in developing a country’s tourism can immediately be understood. The universities that formed part of STCRC included Charles Darwin University, Curtin University of Technology, Edith Cowan University, Griffith University, James Cook University, La Trobe University, Monash University, Murdoch University, University of New South Wales, University of Canberra, University of Queensland, University of South Australia, University of Tasmania, University of Technology, Sydney and Victoria University.

A Guide for Policy Makers, UNEP and UNWTO (2005) define Sustainable Tourism as “Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities”. Therefore, sustainability principles such as the environmental, economic, and sociocultural aspects of tourism development and a suitable balance must be established between these three dimensions to guarantee its long-term sustainability.

The Earth Check programme (Sustainable Tourism – Parks and Culture, 1997-2010b) is regarded as the next generation of setting environmental certification and benchmarking
standards in a global way. It is designed to help the travel and tourism industry increase efficiencies, maximise guest experience while minimising the environmental footprints of tourism. The portal provides ready access to information on managing nature-based and cultural tourism in natural areas focusing more on national parks. Most of the content is also relevant to municipal parks, walk trails on private lands, and nature-based tourism opportunities on private lands. This tool has been designed for a broad audience which may include tourism operators, park and cultural heritage managers, environmental consultants, researchers and students. The content of the tool is noted for its reliability having been derived from a database of research publications by STCRC and other researchers and research institutions working in this field.

The Sustainable Tourism Online website under the web heading ‘Parks and Culture’ (The Sustainable Tourism-Parks and Culture, 1997-2010b) stated that since the creation of Yellowstone National Park in the United States of America - the very first national park proclaimed almost 140 years ago, national parks have provided opportunities to enjoy recreational activities importantly set in natural areas contributing to enjoying the majesty of nature and contemplating “our very being”. Initially, parks were established and maintained with little thought as to their becoming major tourism revenue earners. Today, protected area management in terms of what public spaces such as parks and wildlife areas mean to communities, is changing in recognition of creating a triple bottom line sustainability where social (better health through recreation), economic (tourism contributes to the livelihoods of communities) and environmental (conservation of landscapes and biodiversity) benefits are mutually joined and pave the way to a better future for the upcoming generations (Sustainable Tourism – Parks and Culture, 1997-2010:3a). Interestingly, according to the Hluhluwe-Umfolozi tourism advisory website (Hluhluwe-Umfolozi history, 2015), the Hluhluwe-Imfolozi Park was established in 1895 situated in KwaZulu-Natal province here in South Africa and it is the second oldest park in the world and the oldest nature reserve in Africa. Historically, a site where Zulu kings such as Dingiswayo and Shaka hunted, a change
in land use to that of conservation of species and public recreation began in 1895 and put in place the first conservation laws of South Africa. The website of the Sustainable Tourism, Parks and Culture suggests that in fact, for much of the tourism’s history, “tourism has been a companion of national parks through education programmes and interpretation of the wildlife, landscape and culture provided meaning, appreciation and allow us to better understand the worth of a park or place” (Sustainable Tourism-Parks and Culture, 1997-2010:3a). This view firmly places public parks and wilderness areas as integral in the many activities of tourism. This statement also highlights the importance of tourism as having a symbiotic relationship not only with parks, but also with communities. In South African parks, understanding the relationship in a South African context can assist in providing meaning to park-tourism activities and a better understanding of the worth of South African parks in the context of environmental global sustainability and parks’ value to future generations. Little research exists in South Africa on the relationship between tourism-public spaces-communities.

1.2.1.1 Culture and use of parks and public spaces

One of the important points about parks is that they appeal to all cultures of people. It has been noted that many ethnic communities all use local green spaces in urban and peri-urban settings, national parks and regional parks as a location to bring their community together and celebrate their culture. The space is shared in common ways, integrating people. This use of green spaces may also have resulted in volunteers who have been unrecognised, but have for some time contributed to caring for and managing national parks, while also benefiting in physical and emotional ways from social and personal interactions at the parks. Interactions with other fellow humans come in so many ways because of an open public space and can include sports, picnics, walking, and nature observation, to name a few (Sustainable Tourism – Parks and Culture, 1997-2010a). Parks provide a primary contact with biodiversity and natural environment for many people in their personally chosen form of interactions with a public green space. This space also often offers broader social benefits
such as acting as meeting places that give a shared focus to diverse communities (Barbosa et al., 2007:187). Several researchers have come to the conclusion that humans are dependent on nature not only for material needs (such as food, water and shelter), but perhaps more importantly for psychological, emotional and spiritual needs. Research findings indicate that parks and other natural environmental areas play a vital role in human health and well-being through providing access to nature and often to fellow humans (Maller, Townsend, St Leger, Henderson-Wilson, Pryor, Prosser & Moore, 2009:52). The Sustainable Tourism Online website notes general agreement from research that good park area governance requires the inclusion of community members and stakeholders in decisions regarding the management of protected areas. This is reflected in actions such as joint management and co-management arrangements between stakeholders of tourism, communities and governments, and public consultation that shows more inclusive forms of public participation in planning and decision making (Sustainable Tourism – Parks and Culture, 1997-2010:7a).

1.2.1.2 Parks’ role in human well-being

Maslow (1943) noted more than 70 years ago that fulfilment of human physiological and emotional basic needs (e.g. food, air and shelter), are the first requirement for human well-being and continued survival, suggesting this most basic level of needs must be met before the individual can strongly desire or focus motivation upon the secondary or higher level needs (Maslow, 1943). In the 21st century, access to a public space for emotional freedom perhaps lends to a feeling of well-being that then lends to greater focus on higher level needs such as successfully holding down a job and rearing a family. There is strong evidence showing that when people access parks, they have lower stress levels and are happier. They often seem to exercise more than those who do not use parks - there are therefore increased health benefits to park and open space including the reduced risk of a wide range of diseases including heart diseases, hypertension (psychological relief from
stress in a park), colon cancer and diabetes -diseases that are often stress related (Sherer, 2003:4).

Public parks and private gardens seem to play a critical role in supporting not only biological biodiversity and providing important ecosystem services in urban areas and countries, but also to have a role in the health of a country’s citizens. As more people move to urban areas, new buildings (residential, commercials and concrete parking lots) are taking priority, which is resulting in the loss of resources to create new parks, or really taking care of the existing ones. Yet arguments are strong for why urban building development must be balanced with green spaces. Researchers such as Schipperijn, Ekholm, tigsdotter, Toftager, Bentsen, Kamper-Jorgensen & Randrup (2010), conducted a study in Denmark which reported that policy makers are indeed increasingly recognising the potential health benefits associated with green space, in particular with the different types of green spaces. The Danish results show that out of 11 238 randomly selected adult Danes, 66.9% of the respondents live within 300 metres of a green space, 43.0% feel the need to visit a green space every day, 91.5% visit a green space at least once a week, and only 0.9% never visit a green space. The most important reason stated by 87% respondents for visiting a green space, was to enjoy weather and get fresh air (Schipperijn et al., 2010:132 -134). About 25% of the current government health policies in Denmark mentioned the importance of increasing the use by citizens of green spaces, primarily because the creators of these policies expect that this will have a positive effect on the health and well-being of a large part of the population, and this in turn may imply less necessity for the use of public health care programmes (Schipperijn et al., 2010:130). The researchers highlight various research, focuses of green space and community research published in the past 10 years:

1. “Group of studies focuses on the use of one specific green space.
2. Group of studies focusing on regional or national samples of a particular type of green space e.g. forests or national parks.
3. Group of studies deals with the use of all types of green close to respondents' homes in one or more cities or neighbourhoods" (Schipperijn et al., 2010:130).

This research falls into category 1, as the research focused on South African communities and their relationship with the Kruger National Park. It seems that the need to be able to visit a green area is a strong one for people globally, and SANParks in South Africa has a role to play in this for South African citizens. The right to use public green areas in South Africa is to be found in the country's Constitution and this right is now discussed as it has implications for public space use.

### 1.2.2 The South African Constitution and its implications for parks

The Constitution of the Republic of South Africa Number 108 of 1996 enshrines the rights of all people in the country, and affirms the democratic values of human dignity, equality and freedom. The Constitution also states that, “the state may not unfairly discriminate directly or indirectly against on one or more grounds including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth” (Constitution of the Republic of South Africa, 1996:1247). This infers that SANParks activities as a public park, should embrace diversity in the people who work for the parks and who visit the parks.

#### 1.2.2.1 A brief history of the Kruger National Park

However, in the context of understanding the current situation at the Kruger in light of the Constitution, the Kruger National Park has a history that has historically marginalised certain races of peoples, and this needs to be examined to understand the implications of history on the community-park relationship of today. Siyabona Africa website (Kruger National Park history-Travel, 2014b) contains detailed information about the history of the Kruger National Park. This website states that, half a million years ago, the first Stone Age hunters roamed
the plains in search of game. Later the plains were inhabited by modern day Bushmen who have left fascinating rock paintings all over the Republic of South Africa. The Kruger National Park contains over one hundred sites of these paintings. Siyabonga Africa Kruger Park History-travel (2015) reports that the first white explorer to set foot in the Lowveld region of Mpumalanga Province (where Kruger National Park is situated), was the Dutchman François de Cuiper who led a Dutch East India Company expedition to explore. It further states that the expedition was attacked and driven out of the area that is now the Kruger National Park by local tribes-people near Ngondwane. It was further stated that only around the year 1838, the Voortrekker expeditions led by Louis Trichardt and Hans van Rensburg were able to successfully establish forward outposts in this area (Kruger Park History-travel, 2014b).

Hundreds of European settlers and farmers then followed, coming to the Lowveld lured by rumours of gold and the great quantity of valuable commodities such as ivory and skins. This caused the number of wild game to dramatically decrease due to hunting and trading of animal skins and horns. President Paul Kruger, the governmental ruler in this period, was told about the rapid destruction of wildlife in the area by hunters, so he persuaded the Transvaal Parliament of the era to establish a protected area for wildlife in the Lowveld region. The Kruger National Park is a living memorial to President Paul Kruger and those who have upheld his vision of a protected wilderness reserve which will forever remind us of that which we are so dangerously close to losing. Documents concerning the history of the Kruger National Park can be viewed at the Skukuza Library (Kruger National Park Morden History, 2014a). The park originated from two game reserves of the early 1900s. Carruthers (2013), in his research notes “It was a politically delicate manoeuvre at a time when Afrikaner nationalism was growing and British colonial sentiments retreating and the national park – together with naming it after Paul Kruger an Afrikaner hero” (Carruthers, 2013:1). The act by President Kruger laid the groundwork for the proclamation of the public park of the Kruger, but also resulted in any inhabitants of the new park area being driven out to ensure protection of the wildlife and eco-systems (Siyabonga Africa, 2015). The very first ranger in
the park was Paul Bester who resided in a rustic rondavel (hut) which was on the site of the current Kruger headquarters camp Skukuza. Stability of the region became effective after the end of the Anglo-Boer War when James Stevenson-Hamilton was appointed head ranger of the Park in 1902 (Kruger National Park Modern history, 2015a). With a small force of rangers, he set about removing people from the demarcated reserve, including the indigenous populations who had lived in the area for hundreds of years, earning him his nickname of "Skukuza" from the local peoples ("he who sweeps clean"). The Park was opened to general tourism in 1927 and it has been reported that only three cars entered the reserve in that first year. Within a decade, 3 600 kilometres of roads had been built and several camps established. In 2013 annual visitor numbers to the Kruger topped the one and a half million mark (Kruger National Park modern history, 2015). The Kruger Park History-travel (2014) website points out that in 1902, the first 48 black field rangers were indeed recruited from communities in and around the park. This could have been interpreted as community involvement, but at the time the government had imposed a series of legal restraints which prohibited African people, even rangers, from using or owning guns or killing wild animals which meant that these field rangers were not on the same footing regarding responsibilities for park care as the white rangers. The Siyabonga Africa: Modern History of Kruger National Park website (Siyabonga Africa, 2014/2015) further stated that the importance of the park both as a wild public green area and its role for tourism continues to grow. In 2002 the dream of a Transnational Park was realised when an agreement was finally reached between South Africa, Zimbabwe and Mozambique to merge conservation areas on the borders in their respective countries to form the Greater Limpopo Transfrontier Park that is currently one of the biggest game reserves in the world.

The researcher personally visited the Kruger National Park Museum in Skukuza on the 05th of September 2014, where the signage in the Skukuza Museum makes it clear that the relationship of ‘tourism-community-public park- personal human well-being’ as recommended in the preceding section by various research as the principles of what public
park / space sustainability looks like, is at the forefront of current park policy as indicated in “communities, heritage, spirituality, wildlife”.

**Figure 1.1: Kruger National Park Museum**

![Kruger National Park Museum](image)

**Source: Researcher's own photograph (2014)**

The road directional map in Figure 1.2 displays the area of Skukuza and the library as it is today. The Skukuza Camp accommodation website (Kruger National Park, 2015b) indicated that the camp caters for all different types of visitors, from comfortable guest cottages and guest houses to more rustic bungalows and safari tents. The camp has the following accommodation:

- 80 camping-sites for caravans and tents.
- 178 economy bungalows with varying facilities.
- 20 bungalows with and without river views.
- 1 family cottage with 4 bedrooms.
- 20 safari tents situated on stilts.
• 4 guesthouses that offer accommodation and lodging for larger groups.
• 1 dormitory with a girls’ section that sleeps 32, and a boys’ section that also sleeps 32.

The camp has a number of facilities and services that increased work opportunities for the local people which includes the airport, petrol station on site, curio shop, camp reception / information desk, conference facilities, restaurant and laundry service. The website further states that the airport is managed by the Skukuza Airport Management Company, in conjunction with SANParks, in terms of a 10 year Public Private Partnership agreement (SANParks, 2015). It was also indicated that Airlink Airline operates daily scheduled flights between Johannesburg and Cape Town to Skukuza Airport.

**Figure 1.2: Skukuza camp map**

Source: Researcher's own photograph (2014)
1.2.2.2 Making a park ‘people first’

Through the Department of Public Services and Administration (DPSA), the democratic government elected to power in 1994 made a promise to the people of South Africa that they would serve the people without discrimination, respecting the dignity of all and ensuring that the needs of the majority of the population would be met. The new government noted that particularly those who had been disadvantaged in the past would have historically ignored needs now be prioritised, and met efficiently and effectively, and the principles by which this would happen were set out in the Batho Pele white paper (Department of Public Services and Administration: Batho Pele White Paper, 1997:6). Batho Pele means “people first”. The Batho Pele White Paper signalled a strong government intention to adopt a citizen-orientated approach to service delivery, informed by the eight Batho Pele principles of consultation, service standards, access, courtesy, information, openness and transparency, redress and value for money (Department of Public Services and Administration: Batho Pele White Paper, 1997:6-8). In this context it can be argued for the SANParks that the Batho Pele principles of:

- Consultation (about how to use public areas such as SANParks);
- Information (sharing about what the parks plan for the future and are currently implementing);
- Openness and transparency (in what the parks will be used for and by whom).

These three Batho Pele principles in particular, are particularly important as SANParks is both land belonging to the citizens of South Africa and to a large extent supported by their taxes. Regarding how the national Parks are funded - On the 28th of March 2013 Sue Blaine a reporter from Business Day Live reported that government funding for SANParks had been greatly reduced in 2013 and government sources indicate funding increasingly needing to be project based and self-sufficient in funds secured per project, which means Parks to a large extent, must foot the bill of its own operational costs. Mr Glenn Phillips, tourism development
and marketing executive at SANParks was quoted “it (Parks) has been forced to look at funding outside government grants because it already costs [government] about R1 billion a year to run the parks” (Blaine, 2013:1). Project-based funding and funding from external sources other than government via leveraging more tourism value, was supported by the national tourism professional body as evidence of sustainability for green spaces. Southern African Tourism Services Association (SATSA) CEO at the time, Mike Tatalias, noted in his commentary of SANParks sustainability that “a plan for SANParks to use environmentally and culturally conscious tourism to make up an expected R600 Million a year funding shortfall for the day-to-day running of its 22 parks, is well researched and likely to stand up to public scrutiny”. Parks therefore need to ensure the equilibrium of the community-tourism-green space relationship to survive.

1.2.2.3 Parks inclusive of and supported by all cultures

The different stakeholder groups that benefited from protected national parks areas before 1994, were chosen by the governmental management of that time and these choices until 1994, played a big role in influencing the ways in which the ‘people involvement’ factors of South African National Parks (SANParks) have been managed over the years. Swemmer and Taljaard (2011) suggest that the main focus on the interpretational and educational front put forward by the SANParks prior to 1994, was on the ‘white South Africans’ population group alone which was in line with the political order of the day (Swemmer & Taljaard, 2011:2). This however has not been the focus since 1994.

To be inclusive of all race groups, scholars like Brown (2005:483) suggest that volunteering has an important role to play in many aspects of nation building and national pride as citizens can play an active role in many aspects of a country through volunteering. In doing so, people begin to understand and relate to their and others’ countries and in the case of
public spaces, ensure their long-term protection and importance. The importance of this in the context of the SANParks volunteer support, group the Honorary Rangers whose constituents are both local and foreign but sadly not reflective of South Africans’ range of racial groups, is discussed later in more detail. Brown (2005:483) defined volunteering as “those who provide assistance or unpaid service usually for the benefit of the community”, or the author also noted that this can also be interpreted as “un-coerced help offered either formally or informally with no or at most token pay done for the benefit of both the people and the volunteer”. These definitions are important when considered in terms of green space sustainability, as people are giving their time and expertise to a green space project for free. Unpacking these definitions “for the benefit of the community” becomes a key to understanding what expectation people who volunteer have. In the case of a park, the space is a public space so volunteers have to believe that the project that they undertake for “no or token pay” has value to their/or their host society.

The Kruger National Park (KNP) has employed historically disadvantaged people of colour, yet green space sustainability is dependent on the goodwill and efforts of its communities to survive. Volunteers and tourism workers are both required from communities to ensure Park viability. The geographic focus area of this study – the Kruger National Park (KNP) – is now discussed in detail as to the relationship between local communities and this green space.

1.2.3 Kruger National Park (KNP) and the local communities

The KNP is situated on South Africa’s border with Mozambique and consists of 19000 square kilometres of wildlife conservation area. The map in Figure 1.3 displays the area of the Kruger National Park as it is today.
At present, forty-five (45) per cent of the Kruger National Park (KNP) is under a land claim by rural communities who were forcibly relocated from within its borders before or during the apartheid era. These surrounding communities are currently being assisted by the South African government to have a share in management of what was historically their land, and are engaged with KNP in joint decision-making about the land use for conservation purposes. Most of the rural peoples are seeking benefits and poverty alleviation as first outcomes of the land value of the Kruger and its wild animal populations. Conservation of
wildlife and green spaces is low on their current agenda and as discussed earlier, Maslow’s basic needs for food and shelter predominate, but these primary issues can be solved by the Park with tourism (Venter, Naiman, Biggs & Pienaar, 2008:175). The communities, understandably having had no formal conservation schooling prior to 1994 have little understanding of the long-term benefits of public green areas and rather see the park area in terms of immediate benefits as potential cattle grazing and farming land. This suggests an agenda of not only a need for financial/economic solutions to the poverty in the area perhaps by developing these local economies in a manner that is a win-win for both the local people and the park, but also a conservation education intervention in tandem. The next section discusses the current role and challenges of conservation education and economic contributions from tourism such as tourist visitors to the Parks.

1.2.3.1 SANParks contribution to community revenues and futures

SANParks Economic Impact Assessment March 2008 report stated that, “Tourism is currently the world’s largest sector, with annual revenues of almost $500 billion per annum”, and SANParks feel that they have a role to play in ensuring that South Africa gains some of this annual revenue (SANParks: Economic Impact Assessment, 2008). Van der Merwe and Saayman (2008:154) noted that the “Kruger National Park has developed a significant international tourism profile over time and is now the anchor of the wildlife-tourism industry in South Africa. Scenic beauty and wildlife remain major tourism attractions (ecotourism) for both international and national tourists and they make up 80% of the tourist numbers in or to South Africa” (Van Der Merwe & Saayman, 2008:154). These authors agree with the 2008 social impact assessment report that national parks and natural areas are “powerful magnets to tourists, and that these attractions are major earners”. There are financial contributions from tourism to local communities in terms of jobs and tourism-related business. The principles of the Constitution as regards permanent employment in that all races are reflected in the SANParks workforce, is evident in the SANParks 2013/2014 permanent
employees register which shows the vast majority of all posts are being held by South African people. This in itself is a positive way of integrating communities to the vision of green space sustainability.

Table 1.1: SANParks Workforce Profile as at 31 March 2014

Note: A=Africans, C=Coloureds, I=Indians and W=White

Occupational Level: S=CEO, F=Executive Manager, E=General Manager, D=Senior Manager, C=Officer, B=Supervisory staff/Semi-skilled, A=General/Unskilled worker

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As reported in the South African National Parks (SANParks) Annual Report (South African National Parks Annual Report, 2013/2014), Table 1.1 indicates the SANParks workforce profile as at 31 March 2014. The total number of permanent SANParks employees was 4,046, of which 65% (2,624) were males of whom 2016 were African males. Female permanent employees totalled 35% (1,422) of whom 1,019 were African women. The report has further indicated that women represented in the upper managerial level bands account for 32% of all management positions, as compared with the 68% of management positions held by males, suggesting gender and racial equality is being established in permanent employees.

The annual report (South African National Parks Annual Report, 2013/2014) further states that the Park’s permanent staff need help to manage the park, therefore members from a local community help with Park projects, and these initiatives are known as Public Works programmes. The programmes have set targets for use and employment of local people, together with support for small and medium businesses that can also be used from the local communities to support parks projects. The South African National Parks annual report (2013/2014) reported that the total number of jobs created through SANParks Expanded Public Works Programme (EPWP) for the period is 146.4% (7,807), well above the planned annual target of 5,334. However, a total of 28.8% (180) less Small Medium and Micro Enterprises (SMMEs) were supported through the same programme than the planned annual target of 624. An amount of R144 million was spent towards this initiative, so available government funding flows back to the communities via the EPWP programmes but in turn, serves the important purpose of job provision and economic growth.

The report also stated the overall good performance in creating more jobs (South African National Parks Annual Report, 2013/2014) that what were targeted, was mainly attributed to government-driven initiatives for community involvement and job creation instigated by the park:
- Appointment of additional beneficiaries and SMMEs as part of the catch-up plans for the Department of Environmental Affairs (DEA) Environmental Protection and Infrastructure Programme (EPIP) projects which started later than planned, but the late start resulted in the number of people and teams appointed being doubled in order to meet the planned working targets.

- The Working for Water public works programme (an environmental initiative that seeks to remove exotic plants that use a great deal of ground water and encourage indigenous plants that use less), required more people and SMMEs were appointed to mitigate the late start in some projects due to the impact of heavy rain experienced during the process.

- Additional funds received on the DEA Natural Resource Management Programme (NRMP) projects resulted in more people being employed (South African National Parks Annual Report, 2013/2014:65).

South African National Parks Annual Report (South African National Parks Annual Report, 2013/2014), reported that the SANParks growing societal support and providing access and benefit sharing have improved as the report indicates that the total number of learners participating in the SANParks Environmental Education Programme for the year under review on the year 2013/2014, improved by 22,6% (total 39 652 learners for the year) when compared to the planned annual target. This is a 0,9% (increase of 1 905 learners) improvement for the same period of the previous financial year. This performance can mainly be attributed to SANParks’ efforts to intensify its recruitment and outreach drive to schools, and to some educational districts which have adopted this programme as part of their learning curriculum.

The following initiatives were noted in the South African National Parks Annual Report (South African National Parks Annual Report, 2013/2014) as they have contributed to the SANParks Environmental Education Programme:
- **Kudu Green School Initiative**: This project’s aim is to enhance the environmental literacy of learners and educators, while providing free access to national parks. In support of formal and informal learning on key environmental issues, learning materials have been developed for participants.

  - **Kids in Parks** (including ‘Take Kruger to Kasie Project’): The curriculum and training materials have been developed for both learners and their respective educators to enhance environmental literacy at primary school levels.

  - **Park-Based Environmental Education Programme**: This is a programme for training of both school learners and the general public on environmental issues, mostly during the school holidays. An interactive booklet for this programme has been developed as a hand-out.

  - **Imbewu Youth Project**: This project aims to promote indigenous cultural knowledge, where wilderness camps are organised for local ‘wise elders’ to engage with youth and share information. In doing so, traditional knowledge is passed on from the elders to younger generation participating in the project. For the year under review, the project has been rolled out in three national parks, namely Marakele, Golden Gate and Namaqua National Parks.

  - **SANParks Junior Rangers and Kruger National Parks’ Kids in Kruger**: This is a voluntary programme meant to enhance career development in the field of environmental science and nature conservation.

Finally, the report indicates that SANParks has availed a postmatric scheme funding amounting to R700 00.00 to 27 learners from previously disadvantaged backgrounds to study at the University of Pretoria (South African National Parks annual report, 2013/2014:66). This is a good initiative as the value of the park becomes apparent to the learners’ family and communities from such initiatives.
1.2.3.2 Tourists and ecotourism

For the Park to create jobs, it must attract tourists who are interested in ecology and wildlife. Chiutsi, Mukoroverwa, Karigambe and Mudzengi (2011:14) argue that because there is a lack of consensus on what ‘ecotourism’ represents, this has led to many tourism products and services designed as ecotourism trying to acknowledge both financial gain, community support and protecting green spaces, yet failing to represent everything expected of a duality of stated national policy on conservation, while engaging a community’s development. These authors conducted an in-depth analysis of both the Mahenye ecotourism venture in Zimbabwe and Makuleke ecotourism venture in South Africa, reviewing the extent to which ecotourism earns revenue and the role a local community plays in this revenue stream. They concluded that the sustainability of ecotourism in Southern Africa is particularly dependent on the support from the northern hemisphere from where the majority of ecotourists come, seeking an African-run green space and wildlife experience (Chiutsi et al., 2011:15). Furthermore, the authors highlight that ecotourism carries the seeds of its own destruction unless carefully planned and managed. This includes planning how local communities become involved and trained in ecotourism sustainability. Ecotourism is largely environment dependent and local resource based. The very activity of tourism if not planned along with local resource skills capacity development, sometimes renders the much wanted tourist capable of disrupting fragile ecosystems and having significant unwanted impacts on the sustainability of any tourist community and destination (Chiutsi et al., 2011:15-16).

The authors note that an integral part of any attempt at ecotourism that intends to foster and embrace the sustainable development paradigm, is only gained through careful interpretation of what long-term ecotourism sustainability means and the community involvement and commitment to this. Interpretation is then an educational activity aimed at revealing meanings and relationships to both local communities about the value of their
green space, and finding a balance with its tourism potential as a sustainability resource while simultaneously educating the tourist about the sustainability issues of the places they visit and the things they see and do there. Chiutsi et al. (2011) argue that ecotourism is an extremely complex sector which may be an inappropriate entry level activity for communities with few business competencies, even when they “possess local skills and knowledge that confer competitive advantage through their ability to convey a destination’s unique sense of place and authentic culture to visitors” (Chiutsi et al., 2011:17). A need to train local residents in the importance of green spaces towards tourism generation creation applying sustainable ecotourism practices and related business practices is very vital.

One of the key attributes of ecotourism that runs through the literature that has been examined in these sections, is that it is managed in accordance with a global industry best practice to attain environmentally and sociocultural sustainable ecotourism outcomes as well as financial viability (Chiutsi et al., 2011:17). Van Der Merwe and Saayman (2008:154) suggest that the KNP has successfully completed the transition from a pure conservation area to a tourist attraction of international significance and “both benefit tourism and make a contribution to the local community and its economy”. Neither Chiutsi et al. (2011) nor Van Der Merwe and Saayman (2008) mention local Park communities with regard to these communities gaining a sense of maintaining the Park for their community in a sustainable manner, or acts of volunteerism in the Park that in the long run provide jobs and tourism business opportunity to them.

The balance between continued environmental preservation and future tourism development can then be argued to involve several important factors related to creating a balance between conservation areas, conservation policies and South Africa’s people. The tangible and intangible value created by recreation through tourism is argued as a delicate balance by Fredman, Hornsten-Friberg and Emmelin (2007). This comprises a balance that needs consideration when designing financially sustainable interventions that advance economic
and social support for and from communities around the national parks areas (Fredman et al., 2007:88). This argument is supported by Saayman, Saayman and Ferreira (2009) who suggest that interventions that influence the feelings of local residents towards tourism can represent an important way in which they become willing participants, and contribute actively to sustainability issues in policy-making. In turn, this will also affect the degree of public support for or against national parks tourism (Saayman et al., 2009:26). Ferreira (2006:173) further states that, “community participation has an economic as well as an ethical role to play in [South African] conservation”. The author advocates broad community consultation and inclusion in all decisions, as this gives the local community participants a chance to voice fears and concerns and find realistic solutions (Ferreira, 2006:173).

The relationship between the tourism industry and national parks is mutually beneficial as tourism provides support (through economic and social benefits) for establishing and protecting parks. Therefore, park-based tourism also creates new opportunities for regional economies, builds a support base that helps educate people about parks, contributes to protecting parks values, and assists park managers in lobbying for a greater share of public resource (Sustainable Tourism – Parks and Culture, 1997-2010:6a).

1.2.4 The Honorary Rangers and SANParks

The SANParks-community initiative that promotes ecotourism education, sense of ownership, opportunity for community volunteerism and general community involvement, has outcomes that have implications for green space conservation, is the SANParks Honorary Rangers scheme.

To understand the role of volunteerism in SANParks, it is important to review the vision and mission statements of SANParks as these define the Parks’ ‘business’ and the reason for their existence (Du Toit, Erasmus & Strydom, 2012:109). These are as follows:
- SANParks vision: “South African National Parks connecting to society” (Givengain, 2013).

- SANParks mission statement: "To develop, manage and promote a system of national parks that represents the biodiversity and heritage assets by applying best practice, environmental justice, benefit sharing and sustainable use" (Givengain, 2013).

The vision and mission clearly seek the involvement of all South Africans by connecting to society, heritage assets and benefit sharing. To address these and to actively support the parks, the Honorary Rangers (HR) provides opportunities for South Africans to volunteer and help in their National Parks. The honorary rangers are a volunteer Public Benefit Organisation guided by the vision and mission of SANParks (Givengain, 2013). In 2011, the HR contributed R38 million in sponsorships, donations and personal time to the SANParks. In 2012, R44 million was contributed by HR to the Parks (Givengain, 2013). In view of the 2013 requirement presented in an earlier part of this discussion by government for Parks to become more self-sufficient in funding and resourcing, the HR contribution is significant.

This HR volunteer contribution for public space projects was achieved by running HR- Park projects in line with the stated objectives of the annual balanced scorecard objectives of SANParks. The Balanced Score-Card (BSC) enables functions within the parks such as the HR efforts to align their performance to those of the Parks vision and mission. The BSC model sets out objectives to influence four performance perspectives of an organisation which are: financial goals, customer service goals, internal process management with excellence goals, and learning and growth goals (Du Toit et al., 2012:453). Two goals in particular stand out with regard to citizenship based volunteerism and these are customer service goals and learning and growth. The rural communities around the Park are customers of the Park in both the sense that they may visit the Park and in the sense that the Park is their geographic neighbour. The learning and growth goal suggests that the rural
communities can learn how to help the Park and encourage economic spin-offs from the Park by understanding its purpose in the role of a nation and in their own lives. The Parks have acknowledged these HR contributions to their vision and mission stating on the 2013/2014 SANParks Annual Report that “the Honorary Rangers have demonstrated their ongoing passion for conservation in general and our national parks in particular by continuing to support SANParks in two major areas: performing voluntary duties in and outside parks and raising funds for projects in the Parks, based on the Parks’ wish lists approved by SANParks’ top management”. With regard to the value of direct duties performed, the contribution increased by 3,5% to the value of R224 million.

1.2.4.1 The role of Honorary Rangers

It was noted in the 2013/2014 SANParks Annual report that “In the year (2013) that the SANParks Honorary Rangers celebrates its 50th anniversary, it is pleasing to note that once again they have delivered significant voluntary support to SANParks by way of both duties performed and funds raised for projects in parks, despite the sluggish global economic environment despite of the ongoing challenging economic environment during 2013” (South African National Parks Annual Report, 2013/2014:37). The role of HR in the Parks is clearly valuable, yet it will be seen in the following discussion that the HR membership fails as yet to reflect local rural community membership.

Any person over the age of 18 years and permanently residing in South Africa, may apply for appointment as an Honorary Ranger. There is also the facility for those younger than 18 to enrol as a Junior Ranger. On acceptance to the SANParks Honorary Rangers, the new member is expected to complete a compulsory new member course. On completion of the course and with approval by the relevant Regional Honorary Rangers Management Committee, the new member is appointed as an Honorary Ranger. The new Honorary Ranger’s membership is ratified by SANParks. Honorary Rangers can further their education
by attending conservation and wildlife specialisation training offered to full-time field guides of the Parks (rangers) by the Field Guides Association of South Africa (Field Guides Association of Southern Africa, 2015a). The role of FGASA is an important one as it allows ordinary citizens to become amateur specialists in the nation’s conservation thrust (Field Guides Association of Southern Africa, 2014).

One of FGASA’s roles is as an accredited training provider with the Culture, Arts, Tourism, Hospitality and Sport Sector Education Training Authority (CATHSSETA) of South Africa. FGASA is responsible for providing tiered training courses related to knowledge of South African wildlife and conservation (Field Guides Association of Southern Africa, 2013). Therefore, it was decided by the researcher not to interview the Field Guides Association of Southern Africa representatives, because Honorary Rangers can attend the courses offered by FGASA to further their education by attending conservation and wildlife specialisation training, but it is NOT a requirement to qualify to be a SANParks Honorary Ranger (Field Guides Association of Southern Africa, 2015b).

One of the stated objectives for the Honorary Rangers in 2010/2011 was “strategy to create new Honorary Rangers in regions near all national parks to facilitate effective hands-on support to park management – this continues to deliver good results due to the commitment and hard work of Honorary Rangers from nearby regions”, Honorary Ranger Chairperson’s report (South African National Parks Annual Report, 2010/11:331). However, although HR has continually campaigned hard to attract local community members, the same Honorary Ranger’s report gave disappointing feedback on two annual objectives set for 2010-2011 as follows SANParks Honorary Ranger Chairperson’s report (South African National Parks Annual Report, 2010/11:331):
Target One: To increase the number of historically disadvantaged individual members to match historically disadvantaged visitor numbers to national parks of 24,6% in 2010.

Result: The number of historically disadvantaged members and applicants increased by only 4%, from 174 to 181, but from a low base of only 62 in 2006. Appointed members increased by 17.4%, from 92 to 108, but historically disadvantaged individual applicant numbers decreased from 82 to 73. Thus, [only] 16.3% of Honorary Rangers and applicants are from historically disadvantaged communities.”

Target Two: To increase environmental education by 10% a year.

Result: Environmental education showed a decrease of 4.2%”.

As per the 2010 - 2011 SANParks Honorary Rangers Chairperson’s report, “targets for appointment of historically disadvantaged members and for environmental education were not met” (underline inserted by researcher) SANParks Honorary Ranger Chairperson’s report (South African National Parks Annual Report, 2010/11:331). The setting of these two targets suggests that HR are actively trying and publicly acknowledging that more cultural and racial diversity is needed, but the representation of all South African races and cultures is not yet achieved to HR satisfaction and furthermore, that the HR role as environmental educators to their communities can still be improved.

On the 2013/2014 of South African National Parks Annual Report, the Rangers are attributed with achieving the following previously disadvantaged volunteer recruitment (South African National Parks annual report, 2013/2014):

- Membership increased by 3% from 1 281 to 1 320 in 31 regions throughout South Africa. Of these, 1 071 completed all the training required and have been appointed as Honorary Rangers.
- The Historically Disadvantaged Individuals (HDI) members decreased by 2.6% from 194 to 189 and now represent 14.3% of the total number of Honorary Rangers.

- Contributions from environmental education increased by 28.7% from R2 872 million to R3 683 million.

- The total [financial] contribution to SANParks decreased marginally by 1.6% from R44 million to R43.3 million.

- Duties (direct value) increased by 3.5% from R21.7 million to R22.4 million.

- Cash funds raised and donations in kind decreased by 10.3% from R10.1 million to R9.1 million.

According to the 2013/2014 SANParks Annual Report, there have been two major highlights during the last 10 years (South African National Parks Annual Report, 2013/2014:37):

- It is a tribute to all members that during the last 10 years, we saw the annual total contribution to SANParks grow from R3.6 million to R43.3 million (R53.8 million if funds available are included), representing a cumulative total of R248.6 million over 10 years. This reflects the beginning of the change in organisational culture from one of passive membership to one of active contribution by all members.

- SANParks Honorary Rangers now deliver voluntary services and duties to all 21 National Parks based on the parks wish-list system mentioned earlier (South African National Parks Annual Report, 2013/2014:37).

Overall, these figures suggest that the HRs are doing a remarkable job for the SANParks. The decrease of Historically Disadvantaged Individuals (HDI) members raises a serious concern as this category has been hoped by both SANParks and Honorary Rangers, to increase.
1.2.4.2 Improving the degree of diversity in honorary rangers

Gaining the buy-in of communities who may see the Parks as historically ‘not-for-them’, requires contemplation of how to attract these previously marginalised peoples to the concept of volunteering itself and taking an interest and responsibility for the well-being of public areas, and how to create marketing strategies that appeal to them.

Creating diversity in the HR has many advantages as with diversity comes such benefits as having the perspectives of many different backgrounds and experiences, which leads to improved problem-solving, improved communication with stakeholder groups, more creativity, innovative ideas, and a better range of available skills (Grobler, Wärnich, Carrell, Elbert & Hatfield, 2011:79).

It is clear that the macro-environmental aspects have had a historically based negative influence on the Honorary Rangers’ diversity targets, but that HR is making efforts to involve. Du Toit, Erasmus & Strydom (2012) suggest that, historic precedents can be responded to by creating strategies to manage and balance the historical effects (Du Toit et al., 2012:115). These macro variables include changing the historical politics and the views of peoples who have been socio-economically disadvantaged in the past, but are now actively welcomed and seen as important contributors having the ability to participate in their nation’s future through the Honorary Rangers. Changing these minds and hearts requires a plan. It can be argued that to help change the way these macro variables affect disadvantaged groups, is by encouraging diversity that would ensure that these same people are now on the inside, included in the decision-making and affective in their Parks’ future.

Arguments and discussion presented in this section for the importance and growth of the role of cultural and racial diversity in growing South Africa as a nation, support the claim that newer non-white and existing white Honorary Rangers will play a vital role in promoting
factors associated with generating positive attitudes and behaviours from all South African communities towards National Parks conservation areas. In turn, this can be argued that efforts adding value to what has already been achieved in terms racial and cultural diversity by both the SANParks and its volunteer supporters in the form of the Honorary Rangers are pivotal in creating a positive long-term sustainable tourism offering through SANParks. While Carruthers (1995:180) stated that “environmental protection cannot be viewed as a moral issue separate from political reality; it forms an integral part of white self-interest, Afrikaner nationalism, ineffectual legislation, elitism, capitalism and the exploitation of Africans” in the current century of environmental development and citizen-centred Parks volunteerism - it is more important to realise that the Honorary Rangers have much to offer the National Parks in terms of being a unique vehicle for future value generation and involved citizenship.

1.3 Research problem

Section 1.2 has highlighted that the Honorary Rangers - a volunteer group - have to-date played an important role in providing the South African National Parks with both extra man/woman power and fund raising. Yet, there are still South African races, especially those of the peoples who live as neighbours to the Parks, who are not involved with the Parks. As public spaces have been shown to play a vital role in the physical and mental health of a nation, South African Parks have a role to play as well as being an important contributor to tourism job creation and protecting unique biomes and species-genetic gene pools. The problem that Honorary Rangers and SANParks have experienced, is that to-date their marketing efforts targeted at HDI communities have been met with limited success. The research problem was how to unlock the potential value of volunteerism with the Honorary Rangers to HDI peoples in the Kruger Park's adjoining communities and in doing so, use the honorary rangers to influence stronger alliances between parks and communities, improved communication channels to communities on ecotourism and eco-education and most
importantly, give back a sense-of-ownership between all South African communities and their National Parks.

1.3.1 Research objectives

The research necessitated considering ways in which to further encourage racial and cultural diversity and participation in the Honorary Rangers of South Africa. This research is then a study aimed at identifying ways that a more diverse Honorary Ranger group can be encouraged in its work with National Parks.

Research objectives serve as setting the goals for the research outcomes of this research. Answering the research questions, helps attain the research objectives and contribute to recommendations to solving the research problem.

The research objectives follow.

1.3.1.1 Primary research objective

The main research objective is:

- To support and help establish the value of volunteering (in the context of sense of ownership of public green spaces) and the value that increased cultural diversity in the Honorary Rangers can have on influencing positive attitudes and future supportive behaviours towards National Parks and conservation.

1.3.1.2 Secondary research objectives

Secondary research objectives are set as ways to achieve this primary objective and include:
Secondary research objective 1
To review the current role of volunteerism in the Kruger National Park and the contributions that volunteerism makes to the park.

Secondary research objective 2
To carry out a qualitative and quantitative study to gather perspectives of how to encourage a more diverse Honorary Ranger group membership.

Secondary research objective 3
To make recommendations on how to attract more diversity in racial groups to the Honorary Rangers.

1.3.2 Research questions

The research questions are designed to attain answers to the stated objectives:

Research question 1 - What is the role of volunteerism and diversity with regard to the future of regional Honorary Rangers?
Research question 2 - What potential value can be created by volunteerism for the KNP and local regional community relationships?
Research question 3 - What marketing strategies could be used to help encourage diversity towards the potential value of volunteerism (Honorary Rangers)?

1.4 Literature review

A literature review of relevant research papers, theory text books, Internet source and reports has been used to gain secondary research information about the research situation described. This background research helps identify variables that other researchers have
found to be acting in similar situations, and to consider this secondary research in designing the research strategy and research instrument used.

A research methodology strategy was adopted in two parts. The first part involved undertaking a literature review of relevant research papers, theory text books, Internet sources and reports to gain secondary research information about the research situation described.

Additionally, the current methods of Honorary Ranger marketing and new volunteer recruitment were reviewed together with the current ways in which the HRs implements the SANParks vision and mission in their current activities.

1.5 Research strategy

The research strategy that guided this research was based on achieving the research objectives using both qualitative and quantitative survey methods.

1.5.1 Method of research

A triangulation of two points of reference together with an inductive approach to establishing thematic and contextual relationships between research papers containing secondary data relevant to this research situation plus qualitative and quantitative primary research data collected, is used in the study. Two different survey instruments for this purpose were created relating to specific themes and ideas derived from literature review (Appendices 1a, 1b, 1c, 1d, 2a and 2b). This research adopted a predominantly qualitative, semi-structured, open-ended methodology with a university student sample of closed-ended questions. Data analysis was primarily inductive in nature using past researchers’ findings to identify themes and relationships in this research.
1.5.2 Research sampling

The target populations were selected as convenience, non-probability sampling, inferring that only a limited sample of all possible members of each respondent group type was obtained. The population sample selection was based on identifying respondent groups that could help identify and solve the challenges of attracting HDI peoples to join HR and support the Parks' role in South Africa.

Data was collected from the following respondent groups:

1. **Existing regional Honorary Rangers (at Phalaborwa and Berg En Dal)** – qualitative interviews were undertaken with these honorary rangers on their perceptions of where diversity can add value to HR activities with SANParks efforts, and how to include local community racial and cultural diversity participation in parks. The HRs are the owners of their volunteer park-support product and therefore are key in this integration exercise.

2. **University of Johannesburg third (3rd) year Tourism students** – quantitative surveys were undertaken with third year-tourism degree students because they are due to leave to the world of tourism work. The students’ input was considered relevant as there is a strong link between national parks and creating tourism revenues/tourism-related business opportunities for the country, and it is Tourism students are aware of the role of (volunteerism) Honorary Rangers, and perhaps join the rangers themselves.

3. **Three high schools that are teaching Tourism in Mpumalanga government schools near KNP** – qualitative interviews were undertaken with the Tourism teachers from each school. The argument for the relevance of Tourism teachers is that they have
the ability to inform high school Tourism students about volunteer opportunities and the possibilities of joining a group such as HR. Additionally, teachers are often bridges to communities and may be able to give views that help in strategy to attract diversity.

4) Kruger National Park staff (working closely with Honorary Rangers) - qualitative interviews with key Park staff members who work with HR on projects were conducted. The argument for the relevance of this respondent group being included, is that their responses give insight into the challenges and benefits of creating diversity in HR in its intimate role with the Parks, particularly with regard to recruiting volunteers from local communities geographically close to the Park.

5) Two (2) provincial government office tourism promotion officials (one from Gauteng and one from Mpumalanga) - qualitative interviews were undertaken to gain their perspectives of the role of HR and Parks and the role of diversity for both.

6) Local community representatives were included because they reside close to the KNP, this being community members of the Mpakeni, Matsulu and Kanyamazane communities of the Mpumalanga and Limpopo regions. Quantitative surveys were conducted with groups from these communities. The respondents perceptions’ of the role of HR, volunteerism and the Park gave insight into the challenges of getting to know about the role of parks in South Africans’ lives, the views on volunteer opportunities in parks (not only Honorary Rangers’ opportunities), and of generally getting involved with a national heritage.
1.6 Reliability and validity

1.6.1 Reliability

The reliability of this study lies to some extent with the fact that the research took place using a methodology that could be repeated in other areas. Additionally, the respondent groups had special knowledge of and interest in the research situation, so this can be argued as making the data collected reliable, giving the researcher an understanding/insight of the current relationship in this specific research context between a national park and the concept of citizen-based inclusion and volunteerism. The sampling groups were chosen so as to get a rounded picture of the situation as it existed at the time of this research, which also contributes to the validity of the final conclusions and recommendations made in Chapter 5.

1.6.2 Validity

Although there is very limited academic literature in terms of valuing the cultural diversity of volunteers in a South African context and on the role of volunteerism in ensuring the future of public green areas globally, the SANParks and the Honorary Rangers have created a volunteer knowledge repository and history that clearly reflect their efforts to gain the support of the South African people to their causes. The available literature formed the foundation for identifying the research problem and the themes investigated with the survey instruments. The primary data collected began with qualitative interviews that were rich in detail and supplied by respondents who had an intimate knowledge of and role in parks and/or rangers. As the research was exploratory, gathering rich primary data is important. This provided a second sound pillar of perspectives to add to that established from the literature reviewed. Finally, people who have a future role to play in South African Parks (teachers, university students) and Honorary Rangers were interviewed and Tourism students were asked to complete a quantitative survey. The questions asked of this third source of primary data
were presented with questions that explored the thoughts and findings of the literature, as well as those of the specialist respondents. Thus, the research findings give an interrelated view of the current situation's challenges. Additionally, the respondents' interviews were coded using a classic and well tested technique drawn from Strauss and Corbin (1998) and Goldman (2012) to identify causal relationships from which conclusions and recommendations could be drawn, further adding to the validity and plausibility of the findings.

1.7 Chapter classification

This section outlines the thesis chapters.

1.7.1 Chapter 1 - Introduction and research problem

This chapter gives the background of the research which is aimed at understanding and identifying the potential value of volunteerism for the Kruger National Park through Honorary Rangers, and to identify ways that a more diverse ranger group can be encouraged in HR work with National Parks, thereby contributing to building a broad constituency for conservation in a citizen – centred way.

1.7.2 Chapter 2 – Literature review

This chapter consists of secondary information on SANParks’ contribution to tourism revenue and the role of racial and cultural diversity participation in the Kruger National Park before and after 1994. The chapter also includes critical points of the Batho Pele White Paper with relevance to the Honorary Ranger services in the National Parks, and highlights recent HR reports and academic research indicating possible reasons for the
underrepresentation of all South African race and ethnic groups in public areas such as parks.

1.7.3 Chapter 3 – Research strategy

This chapter explains the research strategy adopted. Research objectives and research questions, field planning methodology and data analysis used to conduct the research, are explained.

1.7.4 Chapter 4 – Research findings and discussion

This chapter presents the qualitative and quantitative findings that are analysed, and the findings of both are considered in light of the research questions posed and literature reviewed.

1.7.5 Chapter 5 – Conclusions and recommendations

This chapter presents the conclusions and recommendations of this research.

1.8 Conclusion

Chapter 1 gave an overview of the research problem through a review of the background of the research. The research design developed was highlighted.

The next chapter, Chapter 2, describes the secondary sources reviewed to understand the variables that are acting in this problem situation from other authors’ findings.
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Dating back from the 1960s to the 1990s, National Park reports indicate the under-representation of all South African racial and ethnic groups in outdoor recreation and in parks. In 2006, Stanfield, Manning, Budruck and Floyd researched “Visitor attitude toward management actions designed to address under-presentation of racial and ethnic minorities in parks and recreational areas” (Stanfield, Manning, Budruck & Floyd, 2006:247). Only white tourists were interviewed and the findings of the study suggested evidence of racial bias or discrimination still existed in national parks activities and focuses in 2005 and also suggested that most of their research respondents were aware of the fact that national parks are visited less often by other racial/ethnic groups than by whites (Stanfield et al., 2006:252). Findings by these authors revealed that racial/ethnic groups other than whites were and still excluded or discriminated to outdoor recreation and in parks. These findings form part of the reasons why racial/ethnic groups other than whites are so less represented and not much interested in getting involved in any conservation related activities.

2.2 Background to the South African National Parks

In 1994 the post-apartheid government inherited 17 National Parks, the flagship being the Kruger National Park. Since the first democratic elections in 1994 in which the government led by the African National Congress (ANC) came to power, there have been considerable efforts made to readdress these historic injustices (Cock & Fig, 2000:22).
Batho Pele came to be a mandate of the ANC or the South African government after having complaints and the escalating problems in the public sector that many government departments do not deliver services to the public as expected by the Constitution and the White paper on Transformation of Public Service Delivery. Batho Pele is an initiative that is all about providing good customer service to users of these services. Therefore, all public servants are required to practice the Batho Pele principles.

Critical points of the Batho Pele white paper with relevance to the Honorary Ranger service in the National Parks are the points that:

- “Citizens have the right to be heard and citizens are the reason why the public service exists, therefore the public service must provide the thrust for transformation in the form of citizen-centred service delivery” (Department of Public Service and Administration, 1997:24,27, 35).

- “By encouraging people to consult their customers on the services they need and the standards they can expect by helping them to consider problems of access to those services and urging them to communicate effectively with their customers, one can prepare the ground and lay the foundations for a truly humane and totally effective and efficient public service” (Department of Public Service and Administration, 1997:2).

The Batho Pele paper together with the Constitution and Bill of Rights has far reaching implications for the management of the South African National Parks who are parastatals who implement Batho Pele principles. The implications are that National Parks delivers a public service so must be consultative and informed as to the people's needs and as guardians of the country's natural heritage and wildlife must make the Parks available and relevant to all the peoples of South Africa. The parks also have the responsibility in all their activities of showing the diversity of race and culture that is South Africa.
Llewellyn (2013:5) stated that blacks could not engage in conservation issues during apartheid due to poverty and restrictions because they had to channel any spare energy that might have gone into volunteerism against the apartheid system itself. Therefore, the laws enforced during apartheid stunted the growth of the environmental movement and entrenched its white support base and this contributed to the shaping of the black perceptions of environmental conservation as less of a priority in their lives if not at all. Now, more recent initiatives include communities forcing local government agreeing to undertake an environmental health study, developing a permitting process for industries and implementing local air monitoring stations (Llewellyn, 2013:4-5).

Authors like Cock pointed out that there is an embryonic environment justice movement bridging ecological and social justice issues in that it puts the needs and rights of the poor, the excluded and the marginalised at the centre of its concerns which is located at the influence of three greatest challenges: struggle against racism, the struggle against poverty and inequality and the struggle to protect the environment as the natural resource base on which all economic activity depends (Cock, 2004:1-2). Justice in this context can be defined as: do, treat or represent someone or something with due fairness or appreciation (Oxford Dictionary, 2014).

Cock and Fig (2000:22-24) examined the transformation of the South African National Parks from an institution of colonial conservation which served white minority interest to a community based model of conservation which attempts to link the protection of biodiversity to human needs. The most significant aspects of transformation included land restitution change from within: eliminating racism, increasing community involvement, improving accessibility, tourism and income generation and the development of cultural resources and heritage management.
Carruthers (2007:292) stated that, South Africa is one of many countries in which there are questions around what the future holds for those who were removed from places that are presently utilised for biodiversity conservation and eco-tourist exploitation. Although it is a government priority to give back the land or compensate, it is not a simple process. Carruthers (2007:292) statement is actioned on Cock and Fig’s reports in 2000. Cock and Fig (2000:25-26) reported that, the Makuleke community demanded their rights to the Pafuri area be reinstated. After tough negotiations an agreement was reached returning full ownership and title to the community, amounting to 25 000 hectares. In return the community promised to use the land in a way that is harmonious with conservation. The second land claim agreement was reached on Human Rights Day, 21 March 1999 involved the Khomani San (approximately 500 individuals surviving). The San were recognised to have resided within the Kalahari Gemsbok National Park when it first was proclaimed in 1931. SANParks have agreed to release an area of over 55 000 hectares back to the San and Mier farming community (Cock & Fig, 2000:26).

Coria and Calfucura (2012:47) pointed out that, several arguments suggest that the development of indigenous communities is compatible with ecotourism. First, there is a significant overlap between ecotourism and the development of indigenous communities in the sense that the world’s least developed areas which are usually the most rural, coincide with the traditional homelands of indigenous people. Second, Eco-tourists generally have an explicit desire to have a positive impact, for instance support local services and respect the customs of the destination hosts. Lastly, indigenous communities tend to see themselves as being one with the land rather apart from it and to possess. Therefore, I agree with the conclusion reached by these authors stating that, people no matter where and when they found difficult to manage natural resources in a sustainable way. On the positive side, many indigenous communities have been able to manage successful ecotourism ventures though the actual benefits are small in many cases; they still play an important role in increasing the means of living of indigenous communities relative to a benchmark situation often
characterised by poverty and exclusion. Lastly, ecotourism has also a positive effect on land value and capital formation which has helped indigenous communities to enhance participation in the management of common property land (Coria & Calfucura, 2012:53-54).

2.3 Nature conservation and South African education

The Eco-Schools Programme was one of the specific recommendations that was made by the author that will contribute towards a more holistic agenda, as more needs to be done by the conservationists nationally to increase education and awareness raising at marginalised secondary schools as this will help inform the interested none-white in the natural sciences at tertiary level, potentially increasing the conservation skills base. (Llewellyn, 2013:18). In his conclusion, Llewellyn mentioned that the national Eco-schools programs run by Wildlife and Environmental Society of South Africa (WESSA) nationally and mimicked by the Endangered Wildlife Trust (EWT) have not filtered effectively into secondary schooling and at the university level (Llewellyn, 2013:17). The WESSA programme website (WESSA Eco-Schools programme, 2014) point out that the Eco-Schools Programme is an international Programme of the Foundation of Environmental Education (FEE) and is active in 51 countries around the world. The programme is aimed at creating awareness and action around environmental sustainability in schools and their surrounding communities as well as support Education for Sustainable Development (ESD) in the national curriculum. Eco-Schools were initiated in South Africa in 2003, with WESSA as the implementing agent. There are over 1200 registered schools with the programme (WESSA Eco-Schools Programme, 2014).

The rural communities are not normally the focus of the eco-schools rather they are to select group of youngsters that attend as there are fees for attendance. Therefore, government schooling is where most rural community children around the Kruger will get their conservation education. Lately, the government has begun having a subject of tourism as
matric subject and teachers have to teach the subject of which majority of those teachers haven’t done tourism as part of their teaching qualification or receive any sort of training on consent subject after receiving their teaching qualification. So there is a gap although the gap is being repaired as there are currently B.Ed. tourism major for students coming through tertiary education facilities such as the University of Johannesburg.

2.4 Curriculum for schools

As stated before, Llewellyn concluded in his study (Llewellyn, 2013:17) by stating that Eco-schools programmes run by Wildlife and Environmental Society of South Africa (WESSA) nationally and mimicked by the Endangered Wildlife Trust (EWT) have not filtered effectively into secondary schooling and at the university level. Llewellyn (2013:5) stated that blacks could not engage in conservation issues during apartheid due to poverty and restrictions because they had to channel any spare energy that might have gone into volunteerism against the apartheid system itself. Bogner (1998:27) said that, students could be provided with an extra opportunity to make responsible environmental decisions by experiencing first hand, participatory interaction, adequate preparation and subsequent reinforcement. Looking at Llewellyn and Bogner’s work, one can conclude by saying education and experience from an early age could be an answer we are looking for in order to win the youth to get involved with volunteerism and also create an interest of environmental studies regardless of background one is coming from.

2.4.1 High school tourism textbooks review

As a desktop research exercise of what high school conservation education looks at the following sections review.

The four books that were viewed by the researcher used by Grade 11 learners are as follows:
• Solutions for all Tourism Grade 11 Learner’s Book (Hermann, du Plessis, McLaren, Bresler, Ivanovic & Hewitson, 2012).

• Spot on Tourism Grade 11 Learner’s Book (Brett, Bromfield, Crichton, Eta-Bate & Heese, 2012).

• Oxford Successful Tourism Grade 11 Learner’s Book. 2nd Ed (Ferreira, George, Rivett-Carnac & Vosloo (2012).

• Via Afrika Tourism Grade 11 Learner’s Book (Brown, Holomisa, Meyer, Ohlhoff, Schaller & Schubotz, 2012).

The Department of Basic Education – Republic of South Africa under the Tourism Examination Guidelines Grade 12 (Department of Basic Education, 2014:11) has stated that the following books were approved textbooks for tourism Curriculum and Assessment Policy Statement (CAPS).

• Top Class Tourism Grade 12 : published by Schuter & Shooter

• Solutions for all Tourism Grade 12 : published by Macmillan South Africa

• Oxford Successful Tourism Grade 12 : published by Oxford University Press

• Focus Tourism Grade 12 : published by Maskew Miller Longman

• Via Africa Tourism : published by Via Africa

• Spot on Tourism Grade 12 : published by Heinemann

2.4.1.1 Learner’s Book

All four Grade 11 and all six Grade 12 learner’s books have covered other sectors of tourism in detail but environment (conservation) is not covered in any of these books. It could be a good idea to consider a chapter looking at environment sectors. This will enable students to acquire the required knowledge to make responsible environmental decisions like
volunteering, even consider environmental studies as one of the areas to enrol to in tertiary level. This will enable the parks to interact with schools better and consider field trips for high school learners. Another good thing about some of these books is that there is a programme of assessment which indicates where the Formal Assessment Tasks for learners to know when they can expect tests, examinations and practical Assessment Tasks and instructions on how to use the book.

The Tourism Examination Guidelines Grade 12, state that, all topics and subtopics in Grade 12 CAPS are assessed; however Grade 10 and 11 content are considered foundational underpinning knowledge (Department of Basic Education, 2014:3).

The National Curriculum Statement (NCS) for Tourism recommended that, tourism teachers should have access to e-mail facilities and internet because tourism is a dynamic industry with changing trends and developments, it is essential for the teacher to source, download and print relevant and new information (Department of Basic Education, 2011:9a)

Learner’s books covers the following:

- Covers the requirements of the Curriculum and Assessment Policy Statement (CAPS) document for the subject in detail.
- Content presented in simple, accessible language.
- New vocabulary explained in glossary boxes on the page.
- Flow diagrams used to outline content to be covered in each section.
- Study maps provided at the end of each section to be used as study/revision tools.
- A glossary of terms and concepts is provided at the end of the book.
- Has a fresh, appealing and user-friendly page design.
2.4.1.2 Teacher's guide

These guides has been carefully planned and written by top subject teachers in accordance with the Curriculum and Assessment Policy Statement (CAPS).

The three guides that were viewed by the researcher are as follows:

- Spot On Tourism Grade 11 Teacher’s Guide (Brett, Bromfield, Crichton, Eta-Bate & Heese, 2012)
- Shuters Top Class Tourism Grade 11 Teachers Guide (Quigley, Thomas, Mncube, Engelbrecht & Moodley, 2012).

The Teacher’s Guide covers the following:

The Teacher’s Resource Pack (TRP) includes the Teacher’s Resources Book (TRB), as well as other teaching resourcing that the teacher will need for the subject in the classroom.

The TRB has the following features and benefits:

- Provides methodological guidance for the teacher on every unit and activity.
- Provides detailed guidance and answers on all activities and formal assessments.
- Makes helpful cross-references to the Learner’s Book.
- Offers extra information on salient topic such as diversity and inclusivity in the classroom, indigenous knowledge systems, working with study maps and others.
- Has a simple, user-friendly page design.
2.4.1.3 Aims of the curriculum

According to the Department of Basic Education (2011b), the following are the aims of National Curriculum Statement of the South African curriculum:

- For learners to acquire and apply meaningful knowledge and skills applicable in both local and global perspectives.

- Equipping all learners irrespective of socio-economic background, race and gender, physical or intellectual ability with the knowledge, skills and value necessary for meaningful participations citizens of a free country. According to the view of the researcher, on these study participations citizens can be defined as the involvement of the general people, community or a society.

- To provide access to higher education.

- To facilitate the transition of learners from education institutions to the workplace.

- Provide future employers with a profile of a learner’s competence.

The Minister of Basic Education, Mrs Angie Motshekga in 2010, declared that there would be a plan for schools in South Africa called “Action Plan 2014” which leans towards the realisation of schooling curriculum through to 2025 forming part of a larger vision called “Schooling 2025” (Department of Basic Education, 2012). The plan is important because it tells one what the government will be doing to make Grades R-12 schooling better and also explains how you yourself can contribute towards making the goals of the plan and schooling 2025 a reality (Department of Basic Education, 2012).

In Chapter 5, the researcher will make a detailed recommendation that will contribute towards Schooling 2025 on the aspects of tourism in the curriculum, specifically on topics and subtopics that are currently being taught in high schools. There is a need to have topics with subtopics, which will teach our high school learners about conservation and give them a first-hand experience.
2.5 Socio-economics as deferent to volunteerism

A variable that has influence on who previously visited the parks (prior to 1994) and who currently visits the parks (post 1994) is that of socioeconomics. Socioeconomics is “the study of the relationship between an individual’s economic activity and their social life”. Understanding how factors such as age, gender and socioeconomic status is important to consider in research as it has relevance for designing appropriate social and economic development policies and programs (Hallman, 2004:4-6). In support of Hallman’s view of socioeconomic influences with relation to the National Parks, Floyd (2001) conducted a study which addressed the question of “who has access to [South African] national parks and why?” Floyd sought to create policy recommendations with the view that with more racial diversity in national employment generally there would be an associated “removal of socioeconomic barriers that should result in more equal rates of participation and more equal access [to the parks]”. A policy implication associated with this view suggested that programs that reduce or minimize socioeconomic barriers to park use would be effective in increasing access (Floyd, 2001:41, 43).

Carter and May (1999:1) pointed out that the legacy of apartheid has of course much to do with the poverty and the “sharp dualism that characterise contemporary South Africa”. According to Thwala (2010:1) desperation from the forced removal of African people under colonialism and apartheid to create many of the Parks resulted not only in the physical separation of people along racial lines but also in extreme land shortages, insecure land rights and poverty for the majority of the black population. West, Igoe and Brockington (2006) point out that, South Africa’s unusual history of thorough eviction under apartheid means South Africa has “both remarkably good records of who was moved where and at what cost and a restitution program of lands lost to biodiversity conservation” (West et al., 2006:258).
Saayman and Slabbert (2004:3-4) conducted a study with a purpose to determine the profile of the typical tourist visiting the KNP, to help the park management and marketers in the formulation of marketing policies and development strategies in order to maintain a competitive advantage. It was noted in the research that the authors showed only the three highest percentages in each category which are indicated in the results, therefore the total of some of the percentages do not equal 100%. Table 2.1 indicates that Saayman and Slabbert's research (2004:3-4) highlights in both years that the respondents are mostly married, Afrikaans speaking tourists who travel in groups of approximately three people and have a professional occupation (suggesting a higher socio-economic capacity than most people in rural communities). Xhosa and other African colloquial languages are the least spoken languages of the survey's travellers/respondents in both years (Saayman & Slabbert, 2004:5). Therefore, these two findings prove that in post-apartheid the current type of park visitor in 2004 was still much skewed towards a certain cultural South African group, taking into account that some percentages are not equal to 100%.
<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>64% Male</td>
<td>66% Male</td>
</tr>
<tr>
<td></td>
<td>36% Female</td>
<td>34% Female</td>
</tr>
<tr>
<td>Language</td>
<td>54% Afrikaans</td>
<td>68% Afrikaans</td>
</tr>
<tr>
<td></td>
<td>40% English</td>
<td>26% English</td>
</tr>
<tr>
<td></td>
<td>5% Xhosa</td>
<td>4.7 Other languages</td>
</tr>
<tr>
<td>Marital Status</td>
<td>78% Married</td>
<td>85% Married</td>
</tr>
<tr>
<td></td>
<td>11% unmarried</td>
<td>9% Not married</td>
</tr>
<tr>
<td></td>
<td>6% Living together</td>
<td>3% Living together</td>
</tr>
<tr>
<td>Size of travelling group</td>
<td>68% 1 to 2</td>
<td>47% 3 to 4 people</td>
</tr>
<tr>
<td></td>
<td>24% 3 to 4</td>
<td>30% 5 to 10 people</td>
</tr>
<tr>
<td></td>
<td>8% 5 or more</td>
<td>18% 1 to 2 people</td>
</tr>
<tr>
<td>Occupation</td>
<td>27% Professional</td>
<td>43% Professional</td>
</tr>
<tr>
<td></td>
<td>22% Other</td>
<td>14% Managerial</td>
</tr>
<tr>
<td></td>
<td>17% Managerial</td>
<td>10% Other</td>
</tr>
</tbody>
</table>

Source: Saayman & Slabbert (2004:3)

Table 2.2 indicates that the respondents’ annual income varies between R 50 001 and R 150 000. Most of the tourists are well-educated and this supports the notion that they are in professional occupations. The authors indicate that their most common mode of transport is sedan vehicles, and the second-most common mode of transport is 4 x 4 vehicles. The average expenditure per travelling group in 2002 has increased by 26.8 % compared to 2001 (Saayman & Slabbert, 2004:5).
Table 2.2: The Kruger National Park socio-economic profile

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual income</td>
<td>24% R50 001 – R100 000</td>
<td>16% R100 001 – R150 000</td>
</tr>
<tr>
<td></td>
<td>13% R100 001 – R150 000</td>
<td>15% R50 001 – R100 000</td>
</tr>
<tr>
<td></td>
<td>12% R150 001 – R200 000</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>35% Diploma/Degree</td>
<td>45% Diploma/Degree</td>
</tr>
<tr>
<td></td>
<td>31% Matric/Equivalent</td>
<td>18% Matric/Equivalent</td>
</tr>
<tr>
<td></td>
<td>18% Professional</td>
<td>20% Matric</td>
</tr>
<tr>
<td>Mode of transport</td>
<td>36% Sedan</td>
<td>30% Sedan</td>
</tr>
<tr>
<td></td>
<td>18% 4X4</td>
<td>20% 4X4</td>
</tr>
<tr>
<td></td>
<td>15% Leisure vehicle</td>
<td>18% Kombi</td>
</tr>
<tr>
<td>Expenditure</td>
<td>R 3500 per travelling</td>
<td>R 4440 per travelling</td>
</tr>
<tr>
<td></td>
<td>Group per trip</td>
<td>Group per trip</td>
</tr>
</tbody>
</table>

Source: Saayman & Slabbert (2004:5)

Table 2.3 indicates that, tourists to this park are mainly South Africans who reside in the Gauteng Province. However, the 2002 survey indicated an increase in tourists from the Limpopo and Western Cape Provinces. This could be due to the school holidays in July, compared to May which is not a school holiday month. In July, international tourists were mostly from the USA (22 %), Australia (22 %) and the UK (19 %) (Saayman & Slabbert, 2004:5).
Table 2.3: The Kruger National Park Geographic visitor's profile

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gauteng</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>Northern Province (Limpopo)</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>Western Cape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free State</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Country of Residence</td>
<td>11%</td>
<td>22%</td>
</tr>
<tr>
<td>Other countries</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UK</td>
</tr>
</tbody>
</table>
| Source: Saayman & Slabbert (2004:5)

2.6 Other National Parks’ relationships with communities

The relationship between tourism and protected areas is not an easy one and the threat of negative ecological impacts, in natural and protected areas, even though tourism is still economically important to many developing and developed countries. A study was undertaken at Minnamurra Rainforest Centre within the Budderoo National Park on the South Coast of New South Wales in Australia with the recent history indicating the way significance has been attached to the scientific, educational, recreational and economical value of the forest, as this site has been an important recreational destination for all the local European communities since the late 1800s, particularly as a site for picnics, swimming, walking, teenage meetings and adventures and community group socialisation (Staiff, Bushell & Kennedy, 2002:99).

A researcher from Japan, Hiwasaki conducted a study on National Parks in Japan based on securing local community and stakeholder participation that touched upon amendments made to the National Parks Law in 2002, which have recently shifted the focus of park management towards biodiversity conservation and greater community involvement. The study concluded by identifying steps to be taken by the Ministry of the Environment (MoE) to facilitate bottom-up approaches to conservation decision-making with the MOE, the role
being that of acting as a coordinator of all stakeholders in consensus-building on park management issues. The steps included the following: identifying the various stakeholders in park management and defining the local community, clarifying the roles and responsibilities of each adopted in Japan including stakeholders meetings and agreements regarding both the short and medium-term objectives and the long-term vision of each public park. Taking these above-mentioned steps enables the MoE to build a park management system that overrides government boundaries and involves local communities in each park, thereby gaining their buy-in on all subsequent parks-related actions and activities (Hiwasaki, 2005:753, 762-763). This kind of integrated approach definitely speaks to the triple bottom line philosophy for community and public government) relationships.

Researchers like Bruyere and Rapp (2007:503) conducted a study with 401 participants who are volunteers from six natural resource conservation not-for-profit organisations. The findings suggested that there are many volunteer motivations, although helping the environment clearly emerged as most important.

Bruyere and Rappe (2007:510 - 511) retained the following seven volunteer motivation factors from the study:

- **Helping the environment**: This factor captures the idea that people volunteer because they want to do something that enhances the natural world.
- **Learning**: This factor captures the idea that people volunteer because they want to learn about the natural world.
- **Social**: This factor captures the idea that participation in volunteer programmes allows participations to meet others who share their ideas and values.
- **Value and esteem**: This factor captures the idea that people volunteer in order to express their values through their work, or to feel better about themselves in return for the good things that they have received through their lives.
• **Volunteers look for programmes that will use their time most efficiently and project organisation**: This factor captures the idea the people are motivated to be part of a programme that is well organised and uses their time effectively and efficiently.

• **Career**: This factor captures the idea that people volunteer to gain job-related experience or to explore different vocational possibilities. This motivation is very important to managers when working with student volunteers.

• **User**: This factor captures the idea that people volunteer to work in and improve an area that the volunteer uses or enjoys.

Their research showed that there are also “second-tier” motivations that include improving specifically the areas that volunteers use for their own recreation, thereby expressing their own values for conservation through these personal interventions, while learning about the natural environment and socialising with people with similar interests. These volunteer motivations can assist managers to be better equipped to recruit and retain volunteers within their organizations if they develop programmes with volunteer motivations in mind (Bruyere & Rappe, 2007:503, 515). The concept of assuring volunteers co-ownership of the responsibility for maintaining public green areas, arises from this research. This also speaks to the principles stated earlier of South African National Parks, Batho Pele and the Constitution, and co-ownership can be considered as a tool towards fostering environmental awareness.

Private support of public-held resources can also improve the protection of natural and cultural resources, but it can also cause friction between those providing that support and other alternative user and resident groups who do not feel as strongly about conservation. The Isle Royale Families and Friends Association were established in partnership with the Park Service to promote the preservation of the history, heritage and culture of the families.
of Isle Royale who are in support of a National Park in the US Virgin Islands. Now they live in the midst of the Isle Royale National Park. Another option to be used is to address park issues through existing organisations. The St. John Association for Equal Rights and Justice is a group set to unify and fight against the unjust behaviour of some fellow citizens, government officials and illegal transactions that have taken place on the island of St. John (Fortwangler, 2007:532). The argument of the study is that private support of protected areas should be carefully monitored and finessed so that it does not cause more harm than good. The point to which both case studies draw attention, is the fact that citizens have the right to have a say in how green public areas are to be integrated into their own lives (Fortwangler, 2007:532). This study has particular resonance when considering both the communities along the Kruger Park edges who want the land for private use and the perhaps alternative view of other south African citizens, that the land should be available as a conservation area for all South Africans and future generations.

2.7 Types of volunteer programmes

There are a number of different types of volunteerism that are reviewed in this section.

2.7.1 Honorary Rangers

The vision and mission of Honorary Rangers is clearly to seek the involvement of all South Africans as the Honorary Rangers (HR) provides opportunities for South Africans to volunteer and help in the National Parks. One of the stated objectives stated in the Honorary Rangers Chairperson’s report for the Honorary rangers’ work, is a “strategy to create new Honorary Rangers in regions near all National Parks to facilitate effective hands-on support to park management, this continues to deliver good results due to the commitment and hard work of Honorary Rangers from nearby regions (South African National Parks Annual Report, 2010/2011:331).
2.7.1 Recruitment of the Honorary Rangers

According to the SANParks Honorary Rangers – Volunteers in support of SANParks: Official Website which was referred by the two Virtual Regional SANParks HRs during the interview with the researcher, it allows one to learn more about how to get involved and undergo the HR course (SANParks, 2013).

It was further pointed out on the website (SANParks Honorary Rangers, 2013) that, to become an Honorary Ranger one must first become an applicant to the region in which one resides. An application must be completed and submitted by post, fax or e-mail. The Honorary Rangers have a wide selection of courses which are presented to help new members develop an ongoing interest in conservation. Applicants are interviewed by representatives from the corresponding region or a Selection Committee or Regional Management Committee at an agreed date. Once the application has been approved, the applicant will be required to attend and successfully complete the SANParks Honorary Rangers membership course. Thereafter, the applicant will attend the regional meeting in his/her area. Only after the completion of the compulsory course and a favourable recommendation by the Regional Manager Committee, the applicant’s application form to be appointed as an Honorary Ranger, will be forwarded to SANParks for approval and appointment. Thereafter, the member will be re-appointed annually by SANParks on recommendation by the region SANParks Honorary Rangers – Volunteers in support of SANParks: Official Website (SANParks, 2013).

2.7.2 Volunteers in special events

Nassar and Talaat (2009:135) stated that volunteers are considered one of the main pillars of special events. They bring people together no matter what their ethnics, origins, religion
and economic standards are. They also have received a great deal of attention from many organisations as they proved to be of a great value for human resources. Parks can make use of volunteers when hosting special events.

The Wildlife ACT Fund (2014) is made up of a group of passionate and dedicated on-the-ground conservationists. The mission of the Wildlife Act Fund is to create and conduct conservation education programmes in communities that border protected areas in order to help preserve biodiversity, with particular focus on stabilising populations of rhinos and other endangered species imperilled by poaching activity, and also save our threatened and endangered wildlife species from extinction.

The Wildlife ACT Fund Trust (Wildlife Act Fund, 2014) indicated an understanding towards the need for community conservation education in communities that border rhino populations. Community rhino conservation projects in five game reserves that protect critical rhino populations are being conducted in the following communities:

- Somkhanda Game Reserve (KwaGumbi and Mandlakazi Communities)
- Mkhuze Game Reserve (KwaJobe and KwaNgwenya Communities)
- Tembe Elephant Park (KwaTembe Community)
- Ndumo Game Reserve (Matenjwa and KwaTembe Communities)
- Hluhluwe-Imfolozi Park (Hlabisa Community)

It has been stated that in real-life experience, local community members have no opportunity to visit their neighbouring game reserve to even experience the wildlife and the beauty of the African Savanna that draws tourists from around the world. Visiting reserves with rhinos, elephants, lions and buffalo must be done in a vehicle, yet 90% of the people who live around these game reserves are too poor to own or have access to a car. Therefore, the Wildlife ACT Fund offers ways for local communities to form a bond of understanding, appreciation and stewardship with rhinos and other wildlife:
- Educational game drives into the neighbouring game reserve.
- Educational bush camp overnights in the neighbouring game reserves.
- Community conservation presentations.
- In-school conservation lessons.
- Wildlife Ambassador Clubs.

The group also focuses on:

- Finding the equipment needed to effectively monitor endangered and threatened species.
- Deliver time and expertise to provide adequate management, capture, transport and reintroduction of these animals to new areas.
- Implementation of anti-poaching measures and equipment in the field.
- They aim to help rural communities who live alongside protected wildlife areas to develop a love and respect for nature, provide them with reasons to protect it, and advance economic empowerment.

It has been postulated that poverty is also a driving force behind poaching. Poachers are almost always unemployed men who do it for the money. Communities need to see the economic benefit of conservation. Therefore, the Wildlife ACT Fund partners with other organisations to offer additional services to these communities as well:

- Conservation job creation
- Conservation job training
- Assistance in community development

These educational and economic processes are slow and expensive, but the results are worth it. When communities are partners in conservation with their local rhino reserves, snaring rates go down and rhino horn poachers find no local support. This process has been validated in parks and game reserves around the world (Wildlife ACT Fund, 2014).
2.7.3 Community service or overseas volunteer

Sin (2009) reported that, in Singapore many youth are actively involved in overseas volunteer or community service expeditions, where participants typically work in a team under the auspices of their school or student organisation. The following two programmes propelled the overseas volunteering:

1) The compulsory community involvement programme implemented by the Ministry of Education in Singapore for all pre-tertiary schools in 1997. It has created a greater awareness of the value of community involvement and is now seen as part and parcel of a student’s education.

2) The Youth Expedition Project (YEP) is under the non-government organisation (NGO), supporting over 9 500 youths in 450 community service projects overseas. This programme consists of activities such as the volunteer component, structured reflection sessions, cultural exchange sessions and issue-based learning sessions. The aims and expectations of YEP are to give Singapore youth an international experience in the area of the issues they are passionate about. The long-term impacts of these YEP teams are tremendous as the goodwill and positive Singapore presence in these countries will continue to foster friendships and meaningful exchanges, especially at the people-to-people level (Sin, 2009:484). Other countries, including South Africa, can copy Singapore and introduce these great programmes to secondary school students with the support of the government, Parks and other stakeholders.

These types of volunteering advocate for the importance of volunteer activities, especially when they are being implemented at an early age such as school goers.
2.8 Residents, volunteers and tourism

Some scholars view tourism volunteering with a pessimistic lens as they believe it can perpetuate inequality in that some get to be volunteers, but it is not available to all (especially if it is a paid for volunteer opportunity, this limits participation), and dependency by conservationists on only these volunteers as opposed to every citizen taking some responsibility for conservation in their country. Instead, it can be used as a two-edged sword for both cultural promoting understanding and misunderstanding (Agyeiwaah, Akyeampong, Amenumey & Boakye, 2014:7). This can be achieved by encouraging tourism activity incorporating volunteer services that are concerned about environment and cultural or humanitarian issues, and that intend to benefit not only tourists but also locals. Therefore, the choice of homestay accommodation makes it much easier to engage the host community and to aid social interaction, but also to make financial benefits for the citizens that arise from conservation.

Belisle and Hoy (1980) researched the local population’s perception of tourism impact in Santa Marta, Colombia which hypothesised that the perception of tourist impact varies with the distance a person lives from the tourist zone, and with the resident’s socio-economic status. The findings of the study according to most respondents’, revealed that tourism potential is indeed the area’s most important economic resource, although they consider tourism benefits to accrue mostly to a minority of the population and many of the economic benefits of tourism are reaped by companies and individuals outside the area. This can mean that commercial tourism involving companies that get contracts to run the tourism projects in and around the parks and the people who work in these tourism companies, to undertake activities that are most important to the country. Employees may be drawn elsewhere, and the funds raised from the company are not pumped back into local communities through second party supplier relationships. In many cases, the rural
communities around the Kruger may not be in a position as yet to enter into supplier relationships with tourism companies (Belisle & Hoy, 1980:83, 88-89).

Ap (1990), agrees with Belisle and Hoy, when identifying the more important perceived impacts of tourism. Ap (1990) contributed the following findings: 1. Heavy tourism concentration on a destination area generally leads to negative resident attitudes towards tourists and tourism in general. 2. Residents employed in the tourism industry were more favourably disposed towards tourists than those not employed in the industry. 3. Residents’ perceptions vary with distance of the resident’s home from the tourist’s zone. 4. Residents strongly agree that tourism provides many economic and cultural benefits, although in many cases they feel that they themselves are not the direct recipients of this benefit, but that they should be (Ap, 1990:611). These four findings contain one common element and that is to determine or learn the influence of socio-economic variables upon the resident perception of tourism and then to change this perception. A socio-economic variable is often a Macro-environment variable and as such is very hard to change or influence. However, it may well be possible to create an intervention from the bottom up as suggested earlier, by changing the access to conservation education of school goers and the thoughts of a community, by educating residents on the benefits and future for volunteerism and the potential of a Park to generate them income.

The case studies of Mzinti, Matsulu and Mavhulani are now considered with regard to the relationships with South African conservation areas.

2.9 Communities bordering parks and neighbouring areas

Concerns about the impacts of conservation upon human populations have generated interest in South African community conservation initiatives that at least rhetorically,
embrace the need for local input and participation. Recent research demonstrates that understanding differentiated social processes reveals that certain stakeholders access benefits and therefore perceive the value of conservation projects differently from those that do not. The academic literature as suggested by King (2006) has been important in showing that communities are being narrowly understood (King, 2006:207 – 208). Two townships and one rural area not far from KNP were visited by the researcher interviewing the local community members with an aim to understand their perception about parks in the country, possibilities of joining organisations such as the volunteer Honorary Rangers, plus investigating marketing tools that can be used to market conservation organisation such as HRs to be able to attract the previously disadvantaged community (Table 3.5, section 3.4.4.5). The researcher also visited four schools from communities bordering the Park, interviewing Tourism educators. The main relevance of this interview was to investigate whether Tourism is being taught as an elective in the school, as well as the ability to inform Tourism students about volunteer opportunities and the possibilities of joining organisations such as the volunteer Honorary Rangers. Additionally, teachers are often bridges to communities and may be able to give views that help in devising a strategy to attract diversity in volunteerism in the KNP and other Parks. Table 3.4 in section 3.4.4.2 and Figure 3.1, 3.2, 3.3 and 3.4 in section 3.4.4.7 clearly state the perception and findings of the interviews.

2.9.1 Mzinti Community

A study was conducted at Mahushe Shongwe Game Reserve within the Mzinti community from May 2000 – July 2000 and August 2001- August 2002 by Brian King with an aim to evaluate how rural households access environmental and economic resources to produce livelihoods, and how these access patterns impact their views of the project. The game reserve which is 12 hectares, was the first conservation project initiated in the former KaNgwane homeland of South Africa in 1986. Revenues generated from hunting and game
meat sales are shared between the Mpumalanga Parks Board (MPB), currently known as Mpumalanga Tourism Parks Authority (MTPA) and the Mzinti community. A small number of part-time and full-time jobs are generated from this project. According to the MPB/MTPA, the Mzinti community has an estimated 20 000 residents dispersed across 4 000 households. The game reserve is managed by a committee comprised of representation from the community and the tribal authority. The study findings reveal that his structure impacts the distribution of direct benefits to the community and local perceptions of the effectiveness of the reserve. Findings reveal that individuals, who depend upon environmental resources, are most likely to describe the project as a resource constraint, and those who are less dependent upon environmental resources, are more likely to view the present and future opportunities of the reserve in an economic sense and identify benefits from its existence (King, 2006:207-208, 210 – 211, 217).

2.9.2 Matsulu community

Matsulu boarders the KNP on the south, close to the Malelane visitors’ gate of the Park. Visser and Tereblanche (2006:393) reported that the community of Matsulu can be divided into three zones which are: Matsulu A (middle class), Matsulu B (informal settlement without infrastructure and the majority jobless) and Matsulu C (high income earners). This paper is a research in progress, continued projects will in the future lead to more definite reporting on results (Visser & Tereblanche, 2006:391).

A question was asked whether a rural community like Matsulu can really benefit from investing in conservation in its broadest sense, and the answer seemed to be a resounding “Yes!” (Visser & Tereblanche, 2006:395).

To name few of the economic initiatives currently in close vicinity of Matsulu which are as a result of the Park are:
1. The Matsulu / N4 informal market and business tourism development including a business centre, restaurant, accommodation facilities and other tourism attraction.
2. The Mthethomusha Game Reserve for ecotourism.
3. The Lomshiyo project: A-day visitor facility for the Matsulu community, adjoining the Mthethomusha Community Game Reserve on the Kruger boundary.

2.9.3 Mavhulani community

Mavhulani is another example of a rural community and their involvement in a green area, situated in the North-east part of the Northern Province. It is located on land belonging to the community of Mutale Bend, named after the Mutale River, and falls within the jurisdiction of the Mutele tribal authority of the former Venda homeland. The KNP lies 5km to the east of the camp and to the north is the South African/Zimbabwean border.

The Mavhulani bush camp is a seemingly successful nature-based tourism development on communal trust land in the former Venda homeland area. Before 1994, their status as homelands within the apartheid system excluded them from most new tourism developments, and they are largely untouched by large industrial and commercial farming development. Most former homelands hold a great deal of promise for cultural and nature-based tourism development. However, various constraints obstruct tourism development in these areas which may include underdevelopment, poverty, and lack of infrastructure needed to attract investment from tourism developers (Viljoen & Naicker, 2002:135).

The camp currently employs 15 people from Mutale Bend (they represent 23% of the 65 families currently living in the village), and must be a resident of Mutale Bend Village to be granted an interview for employment so as to try to avoid nepotism. A few projects are taking place:

1. Cultural tours to the Mutale Bend Village arranged by Mavhulani.
2. Events such as singing and dancing exhibiting the local Venda culture.

The owner of Mavhulani has envisaged the following projects:

1. Loofa project – plant loofa seed, a creeper vine that produces fibrous seedpods that can be used for various purposes but is commonly a body scrub.

2. Vegetable projects.

3. Endeavours to train people from the village as guides.

4. Plans to develop peripheral activities such as hiking.

Mavhulani is careful to ensure that the local community benefits from tourism activities out of purely altruistic motives, and also ensures the security of the project (Viljoen & Naicker, 2000:143-145).

2.9.4 Conclusion on community interventions

In September 2003, South Africa hosted the International Union for the Conservation of Nature (IUCN) World Congress with the theme “Benefit beyond Boundaries”, highlighting the realisation that conservation areas cannot survive as pockets of nature protection in isolation from the people who surround them. At the time, the South African icon, the late former president Nelson Mandela, then as patron of the congress, stated that “to treasure and retain the rich biodiversity of Africa we must ensure that national parks are transformed and we need to break with traditional thinking to catalyse a new vision and to join hands in new partnership” (Visser & Terblanche, 2006:391-392). Communities like Matsulu are anxiously waiting for this transformation and the benefits from successful environmental partnerships can increase efficiency, enhanced equity, effective fulfilment of missions and improved environmental quality.
The late Peter Mokaba, then minister of Environmental Affairs and Tourism said, “We realise that we can only guarantee democracy and good governance if we have a sound economic and social framework and one that is also environmentally sustainable. We will only survive as a country if we have fair access to, ownership of, and control of our renewable and non-renewable natural resources. The former minister also said "In this, we must include black and white people, poor and rich people, males and females" (Visser & Terblanche, 2006:394). If this can be implemented, all people in this country would be able to live in holistic, cultural and physical harmony with their natural surroundings.

The former minister for Environmental Affairs and then Head of the IUCN, Valli Moosa’s address to the G8 heads of state meeting in Scotland 2005 named “The Nature of Poverty, and the Wealth of Nature included, “ Without action from and concern for people especially those most vulnerable to environmental degradation and climate change, nothing can be achieved. Increasing the rights of poor people and their access to natural resources especially in rural areas, increases their responsibilities and can with clearly defined laws of tenure, access, ownership on an unprecedented scale” (Visser & Terblanche, 2006:395). A community like Matsulu bordering the KNP which can benefit from investing in conservation simply giving jobs to the residents is not enough, there has to be a heartfelt support for conservation and an understanding of the short-term implications for having conservation through parks for South African future generations. To do this, as Moosa stated, communities must be engaged in the decision-making process regarding all elements of tourism and utilisation of natural resources and must be equipped members with life skills.

2.10 Citizen Science and volunteer data collection

‘Citizen Science’ is a term used to describe a form of research collaboration or data gathering that is performed by untrained or none-expert individuals, often involving members of the public and frequently thought of as form of crowd-sourcing (Catlin-Groves, 2012:1).
Citizen Science has never been as popular as it is now in many ways. Citizen Science makes use of “citizens” (we can call them, “members of the general public of dedicated volunteers”) rather than professional scientists to undertake data collection for large-scale scientific studies. By collecting such data, it helps to see a general public interest in animals which enables science in zoology to improve public scientific literacy and provide a gateway into serious consideration of the many complex scientific issues pertinent to the modern world (Hart, Stafford, Goodenough & Morgan, 2012:1).

A study that was conducted on the coral reefs of Jamaica concluded by pointing out that the use of volunteers and citizen scientists from both developed and developing countries can help in forging links which can assist in data collection and analysis, and ultimately in ecosystem management and policy development (James & Crabbe, 2012:4). The findings of the study were used in the development of the action plan for the Jamaica coral reefs presented to the Jamaican National Environmental Protection Agency.

2.11 Volunteer tourism and students' environment experience

Volunteer tourism is known as alternative tourism (Sirasoonthorn & Coren, 2010:201). In South Africa, the issue of alternative tourism has attracted a number of research contributions, particularly in terms of works concerning cultural tourism (Stoddart & Rogerson, 2004:311).

Sirasoonthorn and Coren (2010:202, 208) posited that Volunteer Tourism (VT) takes part in various forms of local activities and they also strengthen community power after they have explored VT’s motivation and expectation related to their personal cultural background from conservation projects in Vietnam and Thailand. Therefore, they feel confident and develop a
greater awareness of themselves. These two researchers concluded by stating that, volunteers’ motivations are focused on cultural aspects, challenges and environmental goals which they looked forward to encountering, different cultures, and challenging themselves through environmental tasks in order to acquire experiences through a holiday.

Findings by Wakeford (2013), suggested that students are motivated by a complex set of intrinsic desires and external factors in particular altruistic behaviour, the desire to explore new and interesting places, and the encouragement of friends and family were identified as important (Wakeford, 2013:1)

It happens that people’s perspectives may change over time as a result of external influences and the impact of their own attitudes and relevant behaviour. Therefore, a constructive outdoor education certainly provides some kind of foot-in-the-door effect. To introduce students to ecology and environmental issues helps to shift the orientation of an individual. Students could be provided with an extra opportunity to make responsible environmental decisions by experiencing first-hand, participatory interaction, adequate preparation and subsequent reinforcement (Bogner, 1998:27). This argues strongly for the value of groups such as the Honorary Rangers as an influence in building positive perceptions of conservation and Parks.

A study to assess teachers’ environmental literacy and analysed predictors of teachers’ responsible environmental behaviour was conducted by Hsu and Roth (1998) and their findings strengthen the theme that the development of Environmental Education must be laid down in the light of each country’s specific economic, cultural, political and educational conditions. It is also suggested the need for cross-cultural studies in order to promote the mutual understanding of the similarities and differences existing among different cultures regarding various issues in Environmental Education (Hsu & Roth, 1998:229, 246).
Ballantyne and Packer (2002:218, 220-228) conducted a study, investigating school students’ expectations regarding environmental educational experiences in natural areas, and the attitude and behaviour changes which were reported as a result of their involvement in such programmes. Questionnaire responses from 580 students aged 8-17 years confirmed that learning in natural environments is attractive to students, and has an important impact on their attitudes towards the environment and their desire is to look after the environment. It was also concluded that combining observation with instruction is a powerful teaching strategy, especially when this allows students to understand the impact of human action on wildlife and natural habitats. Both primary and secondary students appreciate opportunities to get out of the classroom and into the natural environment and interested in learning, in particular about wildlife. Again this research suggests that it is very necessary to begin Conservation Education at a school age to build an understanding of the short, medium and long-term benefits of conservation efforts through Parks and green areas.

2.12 Implications for volunteers under the South African Law

A current legal barrier for South African volunteerism is the lack of clear guidelines for conditions of service by the current employment regulations in the case of volunteers. The Labour Relations Act-under the Code of Good Practice: Who is an Employee, defines an employee as:

a. Any person, excluding an independent contractor who works for another person or for the state and who receives or is entitled to receive any remuneration.

b. Any other person who in any manner assists in carrying on or conducting the business of an employer, and ‘employed’ and ‘employment’ have meanings corresponding to that of ‘employee’.
The definition includes: 1. A person who has a contract of employment to commence work at a future date. 2. Any person who works for another person and receives or is entitled to receive, remuneration unless that person is an independent contractor (Labour Relations Act- Who is an employee?, 2006:4-5). Volunteers may fall within the definition of employee in one piece of the legislation, but may be excluded in another as there are not many court decisions that have directly ruled on the issue of volunteers and the law.

The manual, NPO Governance Guides a practical tool prepared for Non-Profit Organisations (NPO) as a practical legal guide to South African volunteers, aimed at helping NPOs to understand the implications of important legislation and to minimise the legal risk associated with volunteers, and also to identify which legislation may be relevant to NPOs that are making use of volunteers. The manual reported that in 1999, nearly 1.5 million volunteers actively contributed their time and energy to South African NPOs, which resulted in work done by these volunteers estimated as the equivalent of 316 991 full-time jobs, and accounted for 49% of the workforce in the non-profit sector (NPO Government Guides – Practical tools for NPO Leaders, 2013:5).

The basic conditions of the Employment Act applies to all employees and workers, but not members of the National Defence Force, National Intelligence Agency, South African Secret Service and unpaid volunteers working for charity (Employment Act, 2006:1).

Looking at the definition of Who is an employee?, an implication for SANParks for using volunteers in a sense of breaking the law unintentionally, violates volunteers’ rights because the Labour Act does not cover volunteers fully. Instead, they are covered in one piece and are excluded on the other. This situation can be a disadvantage to the volunteer because it may result in the volunteer missing out on some of the benefits/opportunities they are entitled to receive and an employer might take advantage of the situation to do as they please and put the volunteer in a difficult position to defend themselves. This suggests that a
macro-environment variable in the form of legislation may also need to be addressed to make volunteerism safe for volunteers, and this may also influence/hamper volunteer efforts.

2.13 Conclusion

The research problem indicated in Chapter 1 identifying the potential value of volunteerism for the Kruger National Park through Honorary Rangers and to identify ways that a more diverse ranger group can be encouraged in its work with National Parks on contributing to building a broad constituency for conservation in a citizen, centred way. This chapter provides evidence of other Parks that have successfully identified ways that are more diverse to build a broad constituency for conservation in a citizen-centred way by make use of volunteers and encouraged community involvement. This chapter also provides findings by different authors relating to the research problem and the cause of the research problem.

Chapter 3 reviews the research strategy adopted to attain the research objectives and answer the research questions, the research methodology, study limitations and data analysis used in the research.
3.1 Introduction

This chapter describes how a research strategy was developed using the secondary data themes of Chapter 2 to help form the content of the research survey instrument. The strategy has been designed to deliver to three research objectives by answering three research questions. Grounded theory principles were applied throughout the qualitative interview data capturing.

3.2 Research strategy

The research strategy that guides this research is based on achieving the following primary research objective:

3.2.1 Primary research objective

The main research objective is:

- To support and help establish the value of volunteering (in the context of sense of ownership of public green spaces) and the value that increased cultural diversity in the Honorary Rangers can have on influencing positive attitudes and future supportive behaviours towards National Parks and conservation.

Secondary objectives and research questions derived from this primary research objective are to be found in Chapter 1.
3.3 Research strategy

The strategy for this research required development through progressive preparation stages with a preliminary permission stage and in-the-field work stage. A description of what this entailed, follows.

3.3.1 Stage 1: Gaining Kruger National Park research proposal permission

Before the research project could begin, permission had to be gained to conduct Parks-related research. The process of gaining permission is described as it is important for future researchers reading this to understand the timelines involved before Parks-related research can be conducted. SANParks has a strict research committee procedure and scrutiny process to stop misuse of the Park and protect the green space.

The researcher wrote an email to one of SANParks’ senior staff members stationed in the SANParks Pretoria offices, who was previously interviewed by the researcher during her Honours degree project interviews. The email requested guidance on how as a Master’s student, one could conduct a research project within SANParks. This person linked the researcher with a SANParks staff member working in the scientific side of the Parks, and who was situated as a KNP Scientific Service Scientist in Phalaborwa camp, Kruger. In December 2013, the scientist provided information on all the necessary documentary research proposal information which included the SANParks research project proposal format, and she also provided guidance on how to register a potential project with SANParks. The email also informed the researcher about the next deadline for research proposal submissions to the Parks’ research guidance committee, which was the 31st January, 2014. The contact person stated that all project applications go through this review process before Parks can register a project. The following link was provided to the
The SANParks research proposal requirements include:

- The SANParks research application template to be used.
- A request for a draft of Chapter 1 of the research clearly stating the problem to be investigated.
- A request presented for a preliminary Chapter 2 to particularly give a detailed review of the literature relevant to the field.
- A request for a draft of Chapter 3 was requested to give detailed information on whom, how and where the research was going to be carried out, including draft questionnaire/s.

A substantial research proposal including a problem statement, literature review and suggested methodology of research was evolved as per the required guidelines and submitted to SANParks electronically. On Thursday 30 January 2014, the researcher received an email from the SANParks scientific committee contact person acknowledging the proposal receipt. A number of emails were sent back and forth between the researcher and the scientific contact, improving the proposal as per the Parks' committee standards. The committee reviewed the proposal and reverted with tracking of details to add/amend before issuing an approval to conduct this research. The researcher was allocated a resident Parks scientific contact person who guided the researcher step-by-step from the documentation required for the proposal to arranging the access permits required for the field research visit to KNP to conduct onsite interviews. On Wednesday 05 March 2014, an email from the SANParks scientific research committee contact was received directed to my University supervisor (the researcher was copied) and stated: “Precious can [now] register her project with the University and that we will officially issue the [SANParks] permit after our next project meeting on 13 May 2013. In principle we support the project and will register it
on the next scheduled SANParks research committee meeting, recommending that Precious can go ahead with her research”.

3.3.1 Stage 2 - mixed method field research

A mixed-method approach was decided as suitable for the research field work and has been used in this research study.

3.3.1.1 Qualitative interviews

The tourism educators (community schools), tourism experts (Gauteng tourism experts), KNP staff members and the Honorary Rangers (Mpumalanga Province and Lowveld region) and the local community members were interviewed using qualitative surveys (Appendices 1a, 1b, 1c, 1d & 2a). This was believed to be appropriate as it gave opportunity to talk to selected knowledgeable respondents in detail about their feelings and perceptions on the research objectives. This meant that the sampling was one of convenience and non-probability.

3.3.1.2 Quantitative survey

Students (UJ Tourism undergraduates) completed quantitative surveys (Appendix 2b). This was believed to be appropriate as it gave opportunity to gather some data from the respondents who represent a community/the public.

3.4 Research methodology

Firstly, a literature review of relevant research papers, theory text books, Internet sources and reports was used to gain secondary research information about the research situation
described, and was used to develop the research questionnaires. This is to be found in Chapter 2.

3.4.1 Questionnaire: Themes

Table 3.1 shows how the link of the research questions was derived from secondary literature.
Table 3.1: Questions in survey

<table>
<thead>
<tr>
<th>Question in survey</th>
<th>Theme from Chapters 1 and 2, secondary literature theme</th>
</tr>
</thead>
</table>

Source: Researcher’s own construct (2014)
3.4.2 Sampling methodology

Several perspectives were needed to understand why volunteerism in SANParks in such aspects such as volunteerism for the Honorary Rangers, is underdeveloped for some racial groups, specifically volunteerism amongst predominantly African students in high schools, tourism university students and local community members bordering the Kruger Park. Table 3.2 indicates all the respondent groups, interview or survey type, and the time period of the entire field research undertaken.

Table 3.2: All respondents groups timeline of questionnaires

<table>
<thead>
<tr>
<th>Type of respondent</th>
<th>Interview/ Survey type</th>
<th>Time period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honorary Rangers</td>
<td>Qualitative interview</td>
<td>September 2014</td>
</tr>
<tr>
<td>KNP staff members</td>
<td>Qualitative interview</td>
<td>October 2014</td>
</tr>
<tr>
<td>Tourism experts</td>
<td>Qualitative interview</td>
<td>October 2014 – April 2015</td>
</tr>
<tr>
<td>Tourism educators</td>
<td>Qualitative interview</td>
<td>October 2014</td>
</tr>
<tr>
<td>Tourism students</td>
<td>Quantitative survey</td>
<td>October – November 2014</td>
</tr>
<tr>
<td>Local community members</td>
<td>Qualitative interview</td>
<td>October 2014</td>
</tr>
</tbody>
</table>

Source: Researcher’s own construct (2014)

The research strategy that was used to capture multiple perspectives of the current problem of non-volunteer tendencies follows in the next sections.

3.4.3 Geographic regions of sampling

This section describes how the geographic areas for sampling were chosen.
3.4.3.1 Provincial samples

The two geographic regions from which respondents were drawn were the Mpumalanga and Gauteng Provinces.

Mpumalanga province bordering on the Kruger National Park is seen as inhabited by stakeholder communities so close to the KNP that the park activities are ‘on their doorstep’. Gauteng is a province far from KNP, but where several universities including the University of Johannesburg, promote tourism qualifications. The Tourism teachers and research graduates developed through degree courses at the University of Johannesburg, Gauteng, are potentially part of the workforce in their later years influencing through their activities areas such as Mpumalanga and the Kruger Park for the very reason that they are skilled in Tourism aspects.

Using these two geographic areas (Mpumalanga abutting the Kruger and Gauteng) from which to select respondents, allowed the researcher to make exploratory comparative assessments of the perspectives of the two target geographic populations as regards the role of conservation, volunteerism (including Honorary Rangers’ roles) and the value of racial diversity in the Honorary Rangers (HR). The use of two target populations can lead to suggesting possible ways to influence these two different, but very interrelated populations, and therefore also the way that HR conducts its marketing and recruitment in the future.

3.4.3.2 National park sample – KNP

The only national park involved in this study is the KNP. KNP is the largest South African park and there is documented research to underpin the study on the long-term effects of community displacement (forced removal to create the Park described in Chapter 1) on local
communities. KNP is also South Africa's biggest ecotourism anchor and rand earner, so it is justifiable that this study is carried out in relation to ensuring the continued thriving of KNP.

### 3.4.4 Qualitative interviews

Qualitative interviews took place in this research strategy with respondents considered to be key stakeholders from whom to gather information of what they considered challenges and opportunities for volunteerism in conservation, and growing community participation in parks through vehicles such as the Honorary Rangers.

The collected data from interviews was captured onto word documents verbatim and analysed using open, axial, then selective coding techniques to first highlight lower level variables then higher level latent variables, (Table 4.1 in section 4.4). Glaser and Strauss initially presented the grounded theory in 1967 in a book titled ‘The Discovery of Ground Theory. Strauss and Corbin (1998:275) note that this book has three key relevant purposes in qualitative research which are: 1. "To offer the rationale for theory that was grounded that is generated and developed through interplay with data collection during research project. 2. To suggest the logic for and specifics of grounded theories. 3. To legitimate careful qualitative research".

Strauss and Corbin (1998:273) define the grounded theory principles adopted in this research as “a general methodology for developing theory that is grounded in data systematically gathered and analysed”. Strauss and Corbin (1998) point out that the review of the primary data including the coding procedure is one of constant comparison of what is known (secondary data), as compared to what is being captured (primary data), theoretical questioning of what are the implications of the primary data analysis findings are, and thus concept development. The transcribed survey questionnaires are accessible in Appendix 1.
Goldman (2012:13 -14) corroborates the seminal instructions of coding by Strauss and Corbin (1998) noting that “Axial Coding is when data is put back together in innovative ways by making connections between categories and during axial coding categories are merged, new ones identified and categories that bore no relevance to the aim and objectives of the study are rejected”. Goldman (2012:4865) further stated that “a coding paradigm is helpful as it connects subcategories of data and pose questions of how categories traverse and link with other categories”. Goldman (2012:12) notes that “Open Coding entails careful inspection of the data with the goal of breaking down the data into units of meaning, as it occurs through close examination of the data and ascribing labels to concepts as they present themselves in the data”. Lastly, Goldman (2012:13) explained Selective Coding as “the selection of a core category that relates to all other categories thus selecting the real meaning of what is being investigated”.

Researchers, Creswell and Piano Clark (2007:388) pointed out the importance of research design which in this research is a mixed method; it is a research style through design, data analysis, and writing up questions and future directions. Creswell and Piano Clark (2007:388) posited that out the four types of mixed method designs namely: embedded, exploratory, triangulated and explanatory methods.

Van Teijlingen and Hundley (2002:33) stated that the term pilot studies refers to a mini-version of a full-scale study called feasibility studies, including the specific pretesting of a particular research instrument such as questionnaire or interview schedule. One of the advantages of conducting a pilot study is that it gives warning in advance about where the main research project could fail, where research protocols might not be followed, or whether proposed methods or instruments are inappropriate or too complicated (Van Teijlingen & Hundley, 2002:33).
Golafshani (2003:597) stated that **quantitative research** allows the researcher to familiarise himself or herself with the problem or concept to be investigated and possibly generate hypotheses to be tested. The emphasis is on facts and causes of behaviour, the information is in the form of numbers that can be quantified and summarized, the mathematical process is the norm for analysing the numeric data, and final result is expressed in statistical terminologies (Golafshani, 2003:597-598).

Golafshani the researcher also stated that **qualitative research** uses a real setting where the researcher does not attempt to manipulate the phenomenon of interest. It is broadly defined as any kind of research that produces findings not arrived at by means of statistical procedure or other means of quantification (Golafshani, 2003:600).

In summary, **Quantitative researchers** seek causal determination; prediction and generalisation of findings. The **qualitative researcher** instead seeks illumination, understanding and extrapolation to similar situation (Golafshani, 2003:600).

The following sections deal first with SANParks staff qualitative interview technique (section 3.4.4.1) then the Honorary Rangers (section 3.4.4.2), thereafter the community interviews (section 3.4.4.5), Tourism high school educators (section 3.4.4.6) and finally the Gauteng Tourism officials (section 3.4.4.4).

**3.4.4.1 SANParks staff qualitative interviews**

When the research proposal had been approved by Parks, the researcher was given a SANParks researcher who served as the first point of contact to get the names of SANParks staff members who are working closely with Honorary Rangers. The researcher wrote an e-mail to each recommended SANParks staff member requesting an on-site interview. They all positively responded back either by e-mail or some by telephone. Interview dates were
confirmed before departure from Johannesburg and interview times were confirmed by short messages (cell phone) and email.

A total of nine Kruger staff members were interviewed (Table 3.3). Interviews took place between 02 September and 04 September 2014. All staff members were interviewed in their offices, except one staff member who works for KNP as well as being a liaison for HR, and he was interviewed on September 2014 in the Phalaborwa Camp.

NOTE: Some staff members who were interviewed were not on the original interview list as due to job demands some staff were not available to be interviewed, but alternatives were provided by SANParks.

Table 3.3: Interviewed KNP Staff

<table>
<thead>
<tr>
<th>Kruger Park Area / Camp</th>
<th>Number of interviewed respondents</th>
<th>Role of respondent</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phalaborwa Camp</td>
<td>03</td>
<td>Scientist: Tourism Research, Social Scientist and Freelance guide/HR</td>
<td>02 September 2014</td>
</tr>
<tr>
<td>Letaba Camp</td>
<td>01</td>
<td>Interpretive Officer /linking with HRs</td>
<td>02 September 2014</td>
</tr>
<tr>
<td>Skukuza Camp</td>
<td>05</td>
<td>Social Ecology (PEAP), Botanical garden and two Virtual Regional SANParks HRs and Marketing</td>
<td>04 September 2014</td>
</tr>
<tr>
<td>2 out the 5 interviewed were from Malelane Camp. It was convenient for them to be interviewed at Skukuza during their lunch time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipated interviews</td>
<td>12</td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>Total interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher's own construct (2014)
Table 3.3 column 1 indicates the camp or area, column 2 the total number of staff members interviewed in that particular camp, and column 3 the exact date on which the interview was conducted.

### 3.4.4.2 Honorary Rangers qualitative interviews

The researcher was assisted by the SANParks - KNP and by the Honorary Rangers’ Mpumalanga Lowveld Region chairperson on asking regional HR members to complete the qualitative survey. Mpumalanga Honorary Rangers who are working inside KNP were targeted.

Honorary Rangers were interviewed using a qualitative survey on their perceptions of where diversity can lend value to their volunteer work (Table 3.4; Appendix 1a)

#### Table 3.4: Interviewed HR Members

<table>
<thead>
<tr>
<th>Area</th>
<th>No: interviewed</th>
<th>Role of final respondents</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phalaborwa Camp</td>
<td>01</td>
<td>Freelance guide/HR</td>
<td>02 September 2014</td>
</tr>
<tr>
<td>Skukuza Camp</td>
<td>02</td>
<td>Virtual Regional SANParks HRs</td>
<td>04 September 2014</td>
</tr>
<tr>
<td>Mpumalanga Lowveld Region (via email)</td>
<td>06</td>
<td>HRs</td>
<td>Sep – October 2014</td>
</tr>
<tr>
<td>Anticipated responses</td>
<td>30</td>
<td></td>
<td>09 Actual total interviews</td>
</tr>
</tbody>
</table>
While the researcher was busy conducting interviews in the KNP, her HR contact advised that there was to be a Lowveld Region Honorary Rangers Meeting in Berg en Dal Camp (KNP) on the 06th of September 2014. Then he suggested that it would be a good opportunity for the researcher to attend the meeting and address the larger group of HR members about her research, rather than to try to get hold of the HRs one by one, which might be a difficult task. The researcher extended her stay in the KNP to be able to attend the meeting. The researcher was given an opportunity to address the HRs directly (she was included on the programme/agenda items), and the HR secretary suggested that it would be best for the qualitative questionnaire to be forwarded to her (the secretary) then she could forward it to everyone at the HR meeting to complete and return to the researcher.

More than 80 HRs attended the regional meeting, but only six HRs members responded (Appendix 3a). The other three HRs members interviewed were KNP staff members with two roles - one as a staff member of KNP and the other as an HR. On the 9th of October 2014, the researcher followed up via e-mail with all targeted 80 HR rangers to try and improve the sampling numbers. The researcher subsequently followed up a number of times, but this did not improve the response numbers. The e-mail that was used during the communication to try and drive up respondent numbers is accessible in Appendix 7.

The total of nine responses that were finally received from the HRs and are presented in Table 3.4. Six responses arose from the e-mail that was forwarded by the HR’s secretary and the remaining three responses (interviewed respondents with two roles) from the KNP. The researcher had expected to receive at least 30 responses.

3.4.4.3 HR induction and training

On the 4th of September 2014, two ladies who are working for Honorary Rangers based in Malelane Camp were interviewed (Appendix 3b). These ladies are the ones who are
conducting the induction courses for the new Honorary Ranger members. They also make sure that these new members receive the best training which will enable them to contribute to their best level in the efforts of HR in the Park (Appendix 1b). It was very important to capture their opinions because they have first-hand experience as HRs, working directly with KNP as they are situated in Malelane Camp and also have experience with new individuals who want to join the HRs.

3.4.4.4 Gauteng and Mpumalanga tourism officials qualitative research methodology

Initially, the researcher planned to interview one official from Gauteng Government Tourism and one official from Mpumalanga Government Tourism. Unfortunately, none of the Mpumalanga officials responded. Two (2) provincial tourism promotion officials from Gauteng were interviewed using qualitative interviews. From the qualitative perspectives gathered and the literature review, a qualitative survey was designed which was e-mailed by the researcher to both the Mpumalanga and the Gauteng Tourism officials (Appendix 1c).

A total of two responses were received as planned, however both came from Gauteng – not as planned. The first Gauteng Tourism official was successfully interviewed by e-mail in November 2014. Due to the unresponsiveness of the Mpumalanga Tourism offices, the researcher decided to interview a second Gauteng tourism expert.

It was considered by the researcher very important to interview the Mpumalanga Tourism experts because KNP is situated in their province, as well as the interviewed educators and community members were from the province. Most importantly, the recommendations of the study can be implemented (piloted) in the province first, before moving to other provinces with the help of the Department of Tourism because the study focus was the Kruger. Mpumalanga Tourism officials were sadly not interviewed. The researcher followed up for
four months trying to gain a response to the qualitative questionnaire from Mpumalanga Government Tourism office representative, but with no luck.

The next section reports on attaining the successful Gauteng Tourism official interviews.

The researcher communicated with a Johannesburg Tourism employee, requesting Johannesburg Tourism to recommend a relevant person to be interviewed as a government official representing tourism in Gauteng Province. Gauteng Tourism experts were interviewed because most of the Higher Education Institutions (HEIs) as well as some of the world-known tourist attractions (parks) are situated in Gauteng. A qualitative questionnaire (Appendix 1c) was forwarded to Johannesburg Tourism to view the types of questions before recommending a suitable tourism official. The researcher wrote an e-mail to introduce herself, the research study and formally requesting an interview. The Gauteng Tourism official accepted the researcher’s request, but preferred to complete the interview questions by herself rather than one-on-one with the researcher because of her busy work schedule. The questionnaire was e-mailed to the official. Gauteng respondent 1 is working at the Lion Park. Gauteng respondent 2 is working as a Business Development Officer (Appendix 3c, transcribed response).

3.4.4.5 Communities qualitative research methodology

The researcher used the same strategy with the communities as she did with school visits. The researcher came to the community areas without first securing an appointment, because there was no way in which the people could be contacted before the researcher’s arrival (no e-mail and limited cellphone coverage) but the community people were very welcoming and interested in the research. Most of the elders from the village couldn’t read or write for themselves or even understand English, and the researcher translated each question using the local language (SiSwati) as the researcher is from these areas. The
community interviews were group and family interviews. Group interviews were used, but often only yes/no answers were received because the residents of the home at which the researcher arrived, would call the neighbours and the students were walking in groups from school, so this was how the researcher organically formed a respondent group. The youngest participant was 18 years old and the oldest was 65 years old (Table 3.5).

Table 3.5: Interviewed local community members

<table>
<thead>
<tr>
<th>Group type</th>
<th>Age group</th>
<th>Area</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 – Thirteen participants</td>
<td>Neighbours between 18 years to 63 years</td>
<td>Kanyamazane</td>
<td>16 October 2014</td>
</tr>
<tr>
<td>Group 2 - Four participants</td>
<td>A family aged above 20 years - above 65 years</td>
<td>Luphisa</td>
<td>14 October 2014</td>
</tr>
<tr>
<td>Group 3 – Nine participants</td>
<td>Young people aged between 19 years - 26 years</td>
<td>Residing in Clau-Clau (studying in Kanyamazane)</td>
<td>16 October 2014</td>
</tr>
<tr>
<td>Group 4 – Five participants</td>
<td>A group of five young people (2 females and 3 males) aged between 18 -22 years</td>
<td>Luphisa</td>
<td>14 October 2014</td>
</tr>
<tr>
<td>Group 5 – Six participants</td>
<td>Adults aged in early thirties</td>
<td>Matsulu</td>
<td>15 October 2014</td>
</tr>
<tr>
<td>Group 6 – Eight participants</td>
<td>Adults aged in early thirties</td>
<td>Matsulu</td>
<td>15 October 2014</td>
</tr>
<tr>
<td>Group 7 – Ten participants</td>
<td>Adults aged in late thirties to early forties</td>
<td>Matsulu</td>
<td>15 October 2014</td>
</tr>
<tr>
<td>Group 8 – Two participants</td>
<td>Adults aged in late fifties</td>
<td>Luphisa</td>
<td>14 October 2014</td>
</tr>
<tr>
<td>Group 9 – Twelve participants</td>
<td>Young people aged from 19 – 20</td>
<td>Luphisa</td>
<td>14 October 2014</td>
</tr>
<tr>
<td>Group 10 – Four participants</td>
<td>Adults aged in late fifties</td>
<td>Kanyamazane</td>
<td>16 October 2014</td>
</tr>
<tr>
<td>Total interviews</td>
<td>71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher’s own construct (2014)
Local community representatives (residing close to KNP) were interviewed using qualitative interviews.

A total of 10 group responses were captured and the interviews were conducted in groups to relax the participants and let them hear what others in the community thought to help them crystallise and explain their own experiences. The responses represent the perspectives of 71 people participating in the 10 group interviews. (Appendix 4a). The communities included Kanyamazane (Township), Luphisa (Rural area), Clau-Clau (rural area : students from Clau-Clau studying in Kanyamazane) and Matsulu (representing both rural and township) which is divided into three zones which was discussed on the previous chapters. The onsite interviews were conducted between 14 –16 October 2014. The survey instrument is to be found in Appendix 2a.

Some of the community people didn’t really grasp the research problem, and instead took the opportunity to voice the problems they are facing which are not tourism, but government-related problems. This did however show that going to the people in the community worked well to open conversational channels. The residents of the home at which the researcher arrived, would call the neighbours and this was how the researcher organically formed a respondent group.

Morgan and Spanish (1984) stated that focus groups as a qualitative method for gathering data bring together several participants to discuss a topic of mutual interest to themselves and the researcher. Researchers can use audio tapes and transcripts produced by focus groups either as a source of data in as an adjunct to other forms of data collection. The authors further stated that, although we may argue for the utility of focus groups as a unique and independent form of data collection, we are particularly impressed with what they can add to other qualitative or quantitative data collection strategies.
Threlfall (1999) defines focus groups as a qualitative technique allowing for “the explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group”. Threlfall (1999) further explains that focus groups are an excellent method at establishing the ‘why’ behind the ‘what’ in participant perspectives, and also states that within the paradigm of qualitative marketing research, focus groups bring a variety of advantages and disadvantages as a research method. The author pointed out that “Too often the focus group method is abused and distorted from the true meaning of its qualitative origin in the social sciences”. The basic value of group dynamic interaction as used by social scientists was to gather insight and expressions of group feelings for researchers who may not realise all the angles as they approach a subject.

This methodology for gathering respondents in one place by means of the house owner calling friends and other residents was unusual in the research methodologies reviewed, but people in the rural communities trust each other and communicate by verbal means more than any other. The home where the meeting was held was trusted by other community members so people came to join the group. This methodology may have limited the diversity of respondents per group to friends of the meeting home, but the factor of trust was important in getting people to the meeting.

Some respondents were also more interested to participate because the researcher did inform them that she was originally from the area, and it became time consuming in a way as the communities were very excited to meet a Master’s student who had come from their own community. In a way this was an education for the communities themselves, as they had not realised that a young African woman from their communities would/could become a conservationist with a good academic qualification.
3.4.4.6 Tourism high school educators qualitative research methodology

It was not easy to obtain any of the community (Department of Education) high schools’ contact details to arrange with relevant people to request an interview. It was planned in the research strategy that four schools would each provide access to the researcher to a Tourism teacher or a general high school teacher. The field research was during exam time, so most of the teachers were very busy and found it difficult to arrange a time to attend to the researcher.

The researcher finally managed to interview two teachers individually and in-depth at schools offering Tourism (Sitintile High School and Sibusisiwe Secondary School) and these teachers gave some very valuable insights (Table 3.6). Sibusisiwe High School in the Matsulu township, and Sitintile High School in the Kanyamazane township are both near the borders of the KNP (Appendix 1d).

Sidungeni High School and Thembeka High School stated that they didn’t offer Tourism as a subject, but invited the researcher to interview them in any case, which the researcher did to gain another perspective of the views of volunteerism and HR.

Due to the difficulty in getting contact details for any high schools, the researcher finally visited the schools without any appointments, except at Sibusisiwe Secondary School because the researcher had a pre-arrangement with the Tourism educator through the MPL, MEC: Finance, Economic Development and Tourism in the Mpumalanga Province. On arrival at each school, the researcher firstly requested to speak with the school principal, introduced herself, stated the reason of her visit to the school, and explained the nature of the research. At Sidungeni High School the researcher was not able to see the principal because he/she was in a meeting, but the researcher managed to speak to the school receptionist.
One-on-one interviews were finally conducted between the 14th – 16th of October 2014.

Table 3.6: Interviewed tourism educators

<table>
<thead>
<tr>
<th>Area</th>
<th>No: interviewed</th>
<th>Interview type</th>
<th>Role of final respondents</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidungeni High School (Luphisa rural area)</td>
<td>01</td>
<td>Brief communication</td>
<td>Receptionist</td>
<td>14 October 2014</td>
</tr>
<tr>
<td>Does not teach tourism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sibusisiwe High School (Matsulu township)</td>
<td>01</td>
<td>Full one-on-one interview</td>
<td>Tourism educator</td>
<td>15 October 2014</td>
</tr>
<tr>
<td>Does teach tourism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitintile High School (Kanyamazane township)</td>
<td>01</td>
<td>Full one-on-one interview</td>
<td>Tourism educator</td>
<td>16 October 2014</td>
</tr>
<tr>
<td>Does teach tourism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thembeka High School (Kanyamazane township)</td>
<td>Brief communication</td>
<td>Qualitative interview</td>
<td>Principal</td>
<td>16 October 2014</td>
</tr>
<tr>
<td>Does not teach tourism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total interviews</td>
<td>04</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher’s own construct (2014)

The fact that the high schools were situated in two different community townships allowed for perspectives from teachers in two communities. Esidungeni High School is situated at
Luphisa, a rural area that borders the KNP, less than 2km to Bongane (leisure tourism) Lodge which falls under the operations of the Kruger Park. Thembeka High School is situated at Kanyamazane and in this school the researcher was able to have a brief talk with the principal. Lastly, Sibusisiwe High School is situated in Matsulu. The Matsulu community is also one of the communities that borders KNP.

3.4.4.7 Four schools visited by the researcher

Figure 3.1: Sidungeni High School

Sidungeni High School does not teach Tourism as a subject, it is situated in a rural area called Luphisa.
Thembeka Secondary School does not teach Tourism as a subject, it is situated in a township called Kanyamazane. The main relevance of this interview was to investigate whether tourism is being taught in the school as an elective as well as the ability to inform tourism students about volunteer opportunities and the possibilities of joining organisations such as the volunteer honorary rangers.

Sitintile High School

Source: Researcher’s own photographs (2014)
Sitintile High School teaches Tourism as a subject, and it is situated in a township called Kanyamazane. The main relevance of this interview was to investigate whether the possibilities of joining organisations such as the volunteer Honorary Rangers ever come up with students and teachers at the school.

**Figure 3.4: Sibusisiwe High School**

![Image](image.jpg)

**Source: Researcher’s own photograph, (2014)**

Sibusisiwe High School teaches tourism as a subject, it is situated in a township called Matsulu. The main relevance of this interview was to investigate whether Tourism is being taught as an elective in the school, as well as the ability to inform Tourism students about volunteer opportunities and the possibilities of joining organisations such as the volunteer Honorary Rangers. Additionally, teachers are often bridges to communities and may be able to give views that help in devising a strategy to attract diversity in volunteerism in the KNP and other parks.
3.4.5. Quantitative surveys

The quantitative survey instrument tested specific ideas highlighted by the preceding qualitative interviews collected by the researcher, on how to improve diversity involvement in the HR.

The University of Johannesburg Tourism students each completed a quantitative survey. The questionnaire contained yes or no questions (closed-ended questions/statements) with an option to add more insights/details if the respondent felt so. The survey instrument is to be found in Appendix 2b.

3.4.5.1 Tourism third-year students’ research methodology

The researcher wrote an e-mail to the head of School of Tourism and Hospitality (STH) at the University of Johannesburg requesting permission to conduct quantitative surveys with the third-year Tourism students. Some of the students in this group were training to be high school Tourism teachers, while others had aspirations of becoming Tourism business owners or working in Tourism. The request was granted; the researcher distributed the quantitative questionnaires (Appendix 1d). The student respondents were all over 18 years of age and were informed of the research topic and purpose before beginning. The students were also made aware that they could withdraw from the survey completion at any time, and that all data collected would be confidential and anonymous used only for this research.

They were interviewed to find out how much students know about SANParks volunteer opportunities. Third-year students were in this sample because they were due to leave the university at the end of 2014 to enter the world of Tourism work. A total of 65 responses
were received from the year students (University of Johannesburg). Surveys were conducted during university lectures between October and November 2014.

3.5 Primary data capturing

The mixed methodology of the field research required different methods of data capturing and analysis.

3.5.1 Quantitative data analysis

The students’ survey forms were captured in an Excel document. The students’ survey forms were not captured into a Word document, because Excel made it easier to capture and read for the researcher as 65 responses were received, responding to 13 questions.

3.5.2 Qualitative data analysis

The qualitative interviews were recorded on the researcher’s voice recorder. Notes were also taken during each interview, were memory joggers for the researcher of important matters or emphasis placed by each respondent in their feedback. Qualitative survey feedback was transcribed verbatim into word documents, analysed for themes and key statements by the researcher. The themes were aligned to those reviewed of the literature researched regarding the establishment of value that diversity in the Honorary Rangers can have in influencing positive attitudes and behaviours towards national parks.
3.5.2.1 Coding categories derived

The research questionnaires used in this study presented four key observations to which the research subjects were asked to share their experiences, feelings, perceptions and recommendations/suggestions (what they think must happen/be done).

Three core categories emerged in this study were is to accept and learn from the past, act now (current) to influence the future, and looking to the future (Table 4.1, section 4.3). The yes/ no answers received from community respondents couldn’t be coded, but gave an indication of the people’s feelings to a question. Furthermore, the researcher was able to code some responses from the community. Some of the respondents, especially the local communities, reflected on the past before the year 1994, the present as a rainbow nation, and the future of the whole change in conservation (tourism industry/parks and recreational areas). This served as an indication that people associate different feelings and experiences with different times of the country’s development and they still do not feel part of the change or transformation.

Three main themes were presented, based on the research questionnaires used in this study which the research subjects shared, and they are discussed in detail in the following chapter. The themes are as follows:

- Adult conservation education
- Department of Environment : conservation education
- Volunteerism and the constitution

3.6 Ethical standards applied throughout the research

Ethical research practices were applied throughout this study as follows:
- The majority of the respondents (those where the researcher had their contact details) were forwarded an interview request letter requesting an interview, so they were informed wherever possible to help them plan their involvement with the researcher as conveniently for them as possible. In the case of the community focus groups, the participants trusted the participant at whose home the meeting was held and came of their own free will.

- The researcher explained what the research was about to all respondents so they understood why the research was being done, and so could make an informed decision as to whether or not they wanted to be involved.

- All respondents participated voluntarily and were informed that they had a right to withdraw if at any point they felt uncomfortable with continuing with the interview.

- Respondents were promised that their contribution to the research would be maintained as confidential, and that they would never be referred to directly by name (anonymous titles would be used) in publications resulting from the research. Additionally, the data would not be shared with others, including the respondents’ names.

- The respondents were asked to state if they didn’t feel comfortable with the usage of a recorder, instead of which hand-written notes could be taken by the researcher.

### 3.7 Conclusion

Chapter 3 has described the research strategy using the research objectives as the goals for this research, and designing a research methodology that achieved these goals by answering the research questions.

The next chapter, Chapter 4, states the research findings and discusses the implications of these findings.
CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings and discusses these findings in light of the literature reviewed, including the possible implications of these findings.

4.2 Findings

The number of respondents and the variety of the sampled groups made the findings rich and often interrelated. Section 4.2 begins with extracting excerpts that support authors reviewed in Chapters 1 and 2, and discusses these excerpts in light of reviewed secondary data. Then section 4.3 shows how using Strauss and Corbin (1998) recommended coding steps resulted in identifying three latent high-level variables – these three outcomes are dependent on several underlying independent variables. The underlying variables were selected and named in Table 4.1 if they had appeared several times during the first stage of coding all the collected qualitative responses.

4.2.1 The importance of conservation and volunteerism

Research question: What role do you think conservation-orientated volunteer organisations (for instance the Honorary Rangers) can play in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as Parks?
Section 4.2 begins by considering this research question which is in qualitative surveys Appendix 1a, 1b and 1c. The size of the sampling was extensive in types of respondents, so the findings and discussion are presented in section 4.2 as a logical sequence of respondent opinions and perceptions raised in response to the qualitative interview questions. Thus interview questions are presented in a logical sequence related to how each shed some more light on what the current situation was as regards volunteerism, public green spaces and HR activities. The findings and discussions begin by using the following respondents (Appendix 3a, 3b & 3c) who agreed that the role of volunteerism is to create awareness and the responsibility of every individual to take care of or conserve our natural resources in many different ways:
- KNP Staff Respondent 5
- HRs Respondent 7 (also a KNP staff member)
- HR Respondent 3
- Tourism experts’ respondents 1 and 2

Findings have indicated that the role of volunteerism and diversity is very vital to the survival of our National Parks, looking at the remarkable work that has been done by the Honorary Rangers in/towards SANParks. These remarkable voluntary works have been applauded on the SANParks annual reports and in other different ways. It was also indicated by respondents that, the more people come to volunteer, especially HDI race groups, the more it will be an indication that the awareness of conserving green public spaces is being realised by all South African races. It will also ensure a bright future for the Honorary Rangers as an organisation. A sample of the responses as quotes that support this relationship between HR volunteerism and a government green space (KNP), are now given.

On top of that, the respondents also indicated the value of teaching the previously disadvantaged South African people about the importance of conservation and volunteerism,
as this act will enable diversity to take place in conservation volunteerism as more people will like what they hear and see then they can act accordingly.

**KNP Staff Respondent 5 (Appendix transcription 3b):** “I think this is a point of socialisation, you learn by seeing, you learn by wanting to associate yourself with certain things that happen in front of you. So the work that HRs are doing is a very important work especially with contributing their services to the organisation SANParks and that work actually is being applauded by the organisation. For anything that gets done and applauded (thinking), if you are an inspiring person you will want to mimic or want to identify yourself, you would say to yourself one day I want to be that by seeing”

**KNP Staff Respondent 7 (Appendix transcription 3b):** “I think it is important that there is a structured way for volunteers to become involved. It is too easy for volunteers to be motivated purely by passion and then to do and say things that actually detract from the mission and purpose of SANParks. The SHR organisation provides this as they work closely with SANParks at all levels”. “Within such a structure the different roles that volunteers can play is then huge......depending on the skills that each volunteer brings to the organisation”. “Because volunteers represent a cross-section of society they also bring differing viewpoints and experiences which can help in formulating and shaping policies and disseminating information”.

**HR Respondent 3 (Appendix transcription 3a):** “Such organisations pave the way for like-minded individuals to give back to our country in whatever way possible. This usually involves giving selflessly with no financial or material benefit, but rather personal gratitude. There can be no better way of attaining this personal reward then by giving back to nature. But people need to get to a point where nature has given them something to start off with and only then can they be in a position to give back. Usually nature gives them a love for the bush. Conservation volunteer bodies like SANParks Honorary Rangers (SHR) make this possible. The value added is priceless”

**Tourism expert respondent 2 (Appendix transcription 3c):** “Become active judicators of how natural resources are used in SA. Enforce an expert-filled voice within conservation policy development. They can develop ways of interdependence between all living and non-living things, or evolve into an era that equally distribute species demand to growth of replenishment”
Volunteer based programmes play a vital role in the conservation of our natural resources as well as promoting the protection thereof when interacting with local as well as foreign tourists. Volunteer programmes such as the programme at the Lion Park, allow volunteers to interact with animals such as lion and cheetah, creating a sense of caring for these animals which leads to conserving them and promoting conservation.

The findings are now reviewed in the context of the literature reviewed.

In section 1.2.1 the Sustainable Tourism, Parks and Culture (1997-2010) website stated that, “tourism has been a companion of national parks through education programmes and interpretation of the wildlife, landscape and culture provided meaning, appreciation and allows us to better understand the worth of a park or place”. This statement emphasises the power and the importance of the education programmes in the interpretation of wildlife, landscape and culture, and needs it to be well taught in our schools as well as in our communities. An individual will act accordingly when he/she understands about the importance and value of something and this can be realised for public green spaces and volunteerism associated with maintaining those green spaces through education programmes. Local community members are hungry for such education. The following are excerpts from Du Toit et al. (2012) and then from community member interviews who believed that training on conservation and volunteerism is needed. Additionally two of the four high school educators did not know about the country’s volunteer conservation projects.

In section 1.2.6, Du Toit et al. (2012) strongly support the power of learning and teaching: The “learning and growth” suggest that the rural communities can learn how to help the park and encourage economic spin-offs from the park by understanding its purpose in the role of a nation and in their own lives.

Six out of ten community interviewed groups did not have any knowledge about conservation orientated volunteer organisations that exist in our country (Appendix 4a).

Two out of four Tourism educators didn't have any knowledge about conservation orientated volunteer organisations that exist in our country.
Two out of four schools are currently involved in any conservation programme / environment calendar activities hosted by KNP, etc. (Appendix 3d).

The community members expressed themselves on Question 16 (Appendix transcription 4a) where they were requested to give any comments or recommendations that they may have based on the purpose of the research study:

**Group 2:** “[We] need knowledge about conservation and conservation volunteerism”

**Group 3:** “Park and conservation organisations must go to the village and teach the community about the importance of conservation”.

**Group 6:** “The majority of our people lack information about conservation”

Furthermore, some of those community members who had an idea about conservation-orientated volunteer organisations that exist in our country, felt that it is not easy to become a part of those organisations. For example, when discussing joining the Honorary Rangers or an eco-tourism conservation effort, the following was mentioned.

**Group 6 (Appendix transcription 4a) question 16:** 1. "We do not understand how the organisations (HR) operate. 2. Their application forms are not user-friendly. 3. Their way of communication is not easy for an uneducated person to understand. 4. Government must intervene through it [to make it accessible and understandable to us” . (Appendix transcription 3a)

One of the aims of the national school curriculum currently being taught in South African schools is to equip all learners irrespective of socio-economic background, race and gender, physical or intellectual ability with the knowledge, skills and value necessary to be meaningful participatory citizens of a free country (discussed in section 2.4.1.3). Department of Basic Education: National Curriculum Statement Teacher’s guide - aims of the curriculum (2011). It could be argued that the curriculum does not always help much in aligning our students with ‘meaningful participation’ when it comes to conservation studies. The lack of information at high school level in these rural areas may be affecting a majority of students who may only get to know about conservation studies that they would have liked to choose as an elective at tertiary level during a university information day just prior to leaving school, or when they are completing their university application form. In most cases this is too late
to make an informed choice and understand the role of Tourism studies, ecotourism and issues such as volunteerism at parks. This lack of knowledge can further negatively affect Tourism students who should be motivated in Tourism subjects and conservation lectures at high school (especially if they are in communities who combine their livelihoods with the success of the parks in ecotourism activities) to conduct research on conservation or local community ecotourism-related studies. Community members felt that education should begin on conservation at a very early age at school.

In Question 16, community respondent - group10 supports the idea of educating from an early age: “We think it will be better if this study can be introduced at school level so that the kids can grow up with the knowledge and it will make it easier for them to volunteer because they will grow up with the interest and love of nature”. (Appendix transcription 4a)

The researcher discovered that out of the four Grade 11 and six Grade 12 learners’ books (currently used through-out South African government high schools for teaching Tourism and which are recommended by the Department of Education) reviewed by the researcher, 10 books have covered other sectors of Tourism in detail, but environment (conservation) is not covered in any of these books (Section 2.4.1). It could be a good idea to consider a chapter in these prescribed texts with subtopics looking at environmental/conservation/volunteerism sectors (Appendix 4b, question 13, respondent 17). Additionally, according to responses from school teachers to Appendix 3d question 12 “Is your school currently involved in any conservation programme / environment calendar activities hosted by KNP, etc?”, some of the school teachers didn’t know about these KNP/Parks’ opportunities that are open for their students at the KNP. A question can be asked: do the Department of Education (DoE) circuits distribute the information to all the schools on time and make the information understandable and relevant to the teachers? If the answer is yes, why are some of the teachers responding by stating that they are not informed although they attend all circuit meetings? Then, the form of communication to DoE teachers can also be questioned.
School circuits manage schools that falls under their jurisdiction and can be viewed as a direct link between the schools and the Department of Education and other stakeholders. KNP does put up a notice beforehand on that particular area, or uses the community structures that exist within the communities to communicate their visit to that particular community or when they do exhibitions. The Park representatives distribute pamphlets and paste posters around the area well in advance. If they are visiting a place like a shopping complex or a mall, they normally just show up and put up a tent or a stand because lot of people are always around in such areas, especially on weekends. It was noted that HRs are usually part of the exhibitions and community visits so having higher levels of HDI races, would send a positive message to communities.

The findings revealed that both the interviewed educators don’t have any training in conservation teaching and they believe that teachers should have some training in conservation for Tourism (Appendix 3d, question 4) “Do you have any training in conservation teaching?”

As mentioned before, Bogner (1998) said “students could be provided with an extra opportunity to make responsible environmental decisions by experiencing first hand, participatory interaction, adequate preparation and subsequent reinforcement” (section 2.11). Llewellyn (2013) mentioned that “the national Eco-schools programs run by the Wildlife and Environmental Society of South Africa (WESSA) nationally and mimicked by the Endangered Wildlife Trust (EWT) have not filtered effectively into secondary schooling and at the university level” (section 2.3). Wakeford (2013) stated that “students are motivated by a complex set of intrinsic desires and external factors in particular altruistic behaviour, desire to explore new and interesting places, and encouragement of friends and family were important” (section 2.11).
Viewing the works of Llewellyn (2013), Bogner (1998) and Wakeford (2013), one can conclude by saying that conservation education and volunteer experience from an early age can be the answer we are looking for in order to win over the youth to getting involved with eco-volunteerism, and to create an interest in environmental studies regardless of the background one is coming from. This would help reverse the current trend by the HR as mentioned in the excerpt from the 2010/2011 report, that targets for HDI members are not being met.

SANParks Honorary Ranger Chairperson’s report on the National Parks Annual Report, 2010/11:331 showed a decrease of 4,2% on Environmental Education. The report also stated that in relation to “targets for appointment of historically disadvantaged members and for environmental education were not met” (section 1.2.5.1)

An increase in environmental education is what the citizens would like to see, not a decrease as it raises a serious concern which needs be addressed accordingly.

4.2.2 Reasons why HDI races are not involved in tourism

Arguments presented in this research for the role of cultural and racial diversity in growing South Africa, support the claim that newer non-white HR members and existing white Honorary Rangers both play a vital role in promoting factors associated with generating positive attitudes and behaviours from all South African communities towards National Parks conservation areas. The findings indicated that the research claims are true in that the country needs and indeed relies on volunteerism to keep the green area projects alive as per the 2013/2014 SANParks Annual Report stating, “during the last 10 years, the annual total contribution [from the Honorary Rangers] to SANParks grew from R3,6 million to R43,3 million (R53,8 million if funds available are included) representing a cumulative total of R248,6 million over 10 years” (section 1.2.4.1).
In the same report, there is a serious concern when it comes to the number of newer non-white Honorary Rangers as well the sustainability of these members, because as new ones are coming in, some of the non-white Honorary Rangers are leaving the organisation. The decrease of Historically Disadvantaged Individuals (HDI) members raises a serious concern as this category could be expected to increase as South Africa moves further and further into its period of democracy.

4.2.2.1 Socio-economic challenges of volunteerism - findings and discussion

Findings by the researcher have indicated that although HRs were campaigning hard for community inclusion, white HRs representation is still much higher than non-white HRs and the non-white representation is decreasing as per the 2010/2011 and 2013/2014 SANParks Annual Report.

| Target On to increase the number of historically disadvantaged individual members to match historically disadvantaged visitor numbers to national parks of 24,6% in 2010. Appointed members increased by 17,4%, from 92 to 108, but historically disadvantaged individual applicant numbers decreased from 82 to 73. Thus, [only] 16,3% of Honorary Rangers and applicants are from historically disadvantaged communities. |
| In the 2013/2014 SANParks Annual Report, the Historically Disadvantaged Individuals (HDI) members decreased by 2,6% from 194 to 189 and now represents 14,3% of the total number of Honorary Rangers. |

The findings give some reasons to be considered as to why HDI volunteer numbers are not higher. The majority of the respondents indicated that they would like to be part of HRs volunteers, but there are challenges that prevent them from taking part (Appendix 4a-question 13; Appendix 4b question 12). As per section 2.4, Llewellyn (2013) stated that “blacks could not engage in conservation issues during apartheid due to poverty and restrictions because they had to channel any spare energy that might have gone into volunteerism against the apartheid system itself”. The community members interviewed were in support of this statement as the majority of the community members and some of the
Parks staff pointed to poverty and unemployment as some of the challenges in doing anything extra like volunteering. It can be argued that today blacks may not necessarily have to channel any spare energy that might have gone into volunteerism against the apartheid system itself, but they have to channel that energy into eco-tourism jobs and tourism SMMEs which were opportunities unknown to rural HDI communities on the edge of the Parks prior to 1994. This however brings into play another barrier in that these people may not have the skills to run tourism jobs. This entails a cycle that will be perpetuated as long as local community schools fail to teach Tourism and Conservation and students from the rural areas fail to integrate the possibility of training at a university for a tourism-related career into their thinking.

4.2.2.2 Conservation education in the rural HDI communities

It has been reported in section 1.2.4.1 that the HR’s are doing a very remarkable job which is applauded by the SANParks. It was also stated that the tangible and intangible contribution that the HRs put in actually does make a huge difference towards running and managing the parks. According to the SANParks Annual reports, it was revealed that the HRs are actively fundraising for the Park in different ways, which has resulted in the Park to receive equipment to fight rhino poaching and other projects. There is a need to overcome the challenge of the static or decreasing numbers of the HDI in the Honorary Ranger organisation, to also enable HDI to continue the contribution to this wonderful work in the country. Remember parks belong to everyone, which means it is everyone’s responsibility to take care of the parks or natural resources in general.

**KNP Staff member Respondent 1:** “Often the People and Conservation who are responsible for the Environmental Education centres are short staffed, “is always difficult for them to have staff to work on a weekend, that's where the Honorary Rangers play an important role, they manage the centres such as Letaba Elephant Centre Hall at the weekends” (Appendix transcription 3b, question 2).
KNP Staff member Respondent 2: “They do bigger fundraising like rhino poaching fundraising. They also volunteer their time by driving within the Park doing late patrols and pick up litter in their own time. They also help when we are staff short especially on the guiding as the Honorary Rangers are quite knowledgeable when it comes to guiding, so they will stand in” (Appendix transcription 3b, question 2).

KNP Staff member Respondent 3: One: “you have two very distinct Honorary Rangers, you have the Honorary Rangers that help in a camp level with everything that has to do with tourism related issues (do litter patrols, pick up litter, do tree surveys for the scientific department, etc. get involved in various departments and contribute physical labour). Two: “you have the Honorary Rangers who have connections and work in business. They very much mainly fulfil the fundraising role, source donations with big companies” (Appendix transcription 3b, question 2).

KNP Staff member Respondent 6: “For instance, let’s say I don’t have budget but I need boots for my staff, they will come up with the money and buy boots for my staff. They really accommodate my requests. If they can’t help me they will find someone else to help me” (Appendix transcription 3b, question 2).

There are factors involved that may make it difficult or even prevent one when deciding to volunteer. According Appendix 3a question 8, Appendix 3b question 6 and Appendix 3c question 9 (see excerpts), the study has confirmed that volunteerism does cost the volunteer money in some way to participate, because one needs to travel, needs to be clean and also needs to eat. These needs come up as socio-economic challenges which need to be addressed as it might have a direct or indirect impact on volunteerism. The following excerpts show how socio-economic challenges continue to block HDI volunteerism, although it can be seen as well that people want to be included and involved, but it is not practically possible. There is a causal relationship between socio-economic status and volunteerism.

KNP Staff member: 4: “Yes, at times it costs you in different scenarios. It will cost in a sense that you need to have transport from Phalaborwa gate to Letaba camp, the closest camp. It will also cost when doing duties at the gate which is not much, because it is at the door step. Yeah, it does cost money but you don’t have to be rich to become a HR, but you must be able to put petrol to Letaba and back let’s say about R150.00” (Appendix transcription 3b)
SANPark Staff member: Respondent 5: “I remember one woman said to me it sounds very good but the realities on the ground is that only the heirs can start to think of volunteering “and I asked her to clarify and she said (called the Staff member by name)”when you talk volunteerism I could have the time to offer but I might not have the soap to wash so that I can be clean when I go to the people, I might not have the money for transport. I really want to give you a service but the service I cannot give it from where I am. I need to travel and I need to be clean, these are the two basic things but if you don't really have the money to achieve these two basic things then you cannot give your volunteerism or your voluntary services, that will not mean we don't want. I think there was some sense in that” (the respondent looked saddened and serious) “to answer your question, indirectly yes it does take money”. (Appendix transcription 3b)

SANParks Staff member Respondent 6: “Yes, if they have to come to the park and they have to transport themselves, yes it is going to cost them money. Transport can be an issue because most of the HR's that are working here in the nursery are from Sabie or Nelspruit” (Appendix transcription 3b)

SANParks Staff member Respondent 7: “I think inevitably there will be a financial cost. There is a need to travel to the park and within the park to start with. Accommodation is offered, but only camping, so volunteers need to have camping equipment and their own food. Uniforms have to be bought” (Appendix transcription 3b)

HR Respondent 1: “Lack of awareness, and cost” (Appendix transcription 3a)

HR Respondent 4: “Many people want to be paid, which is a challenge” (Appendix transcription 3a)

HR Respondent 5: “I think the challenges at this stage is cost involved and second thing especially when you are going to the bush, the Africans are more scared, the whites are more used to it so if you say we are going to sleep in the bush they prefer the safety of the camps because they become scared and think that a lion will eat them, they are not going to be safe, that is the main concern is” (Appendix transcription 3a)

HR Respondent 6: “Costs and time” (Appendix transcription 3a)

HR Respondent 8: “Look my view when it comes to volunteerism, you can volunteer or even do it proper when your basic needs are taken care of. The current situation with HR is the majority are white people and the reason for that is that they have great love for nature and they have the means and that makes it easier for them to share what they have.
But if you are going to look for someone who is jobless and expect that person to volunteer, I don't think it is practical because after giving the free service how must the person get to his place? What must he eat? Where must he sleep?” (Appendix transcription 3a)

Tourism Expert Respondent 1: “Most people would love to volunteer at a place like the Lion Park but resources such as time and money prove to be the biggest challenges” (Appendix transcription 3c)

4.2.2.3 Support for conservation education and volunteerism

Figure 4.1 indicates the percentage of student respondents according to their province of origin and more than 70% were from Gauteng Province, followed by KwaZulu-Natal Province with more than 10%, then Mpumalanga Province with more than 6%. All student respondents were from South Africa. So although most of the students grew up in Gauteng where the closest national park is several hours drive away, they still felt strongly positive about the role of tourism, volunteerism and National Parks in their lives.

Figure 4.1: University of Johannesburg tourism students

UNIVERSITY OF JOHANNESBURG : TOURISM STUDENT RESPONDENTS, QUESTION 2

Source: Researcher’s own construct (2015)
University students responded to a number of questions and question 2, 5, 6, 7, 10, 11 and 12 (see Appendix transcription 4b) are presented in bar chart Figure 4.2

The figure zero (0) represents that No Comment was received from that particular respondent. Only 13 ‘no comments’ were received for the entire survey data collected, indicating a high level of participation in this survey.

Figure one (1) represents that a Yes was received as a response.

Figure two (2) represents that No was received as a response from the respondents.

**Figure 4.2: Tourism student respondents’ bar graph**

![Bar graph showing responses to different questions](image)

**Source: Researcher's own construct (2015)**

Excitingly, 98% (65) of the student respondents (Appendix transcription 4b, question 11 orange bar ) answered ‘yes’ concerning that they think that it is important for South Africans as people to take part in helping to conserve and protect our parks. They also commented on an open-ended comment that they would like to get involved in conservation volunteer activities, should they be given a chance.
Fifty-two per cent 52% (65) (question 2 dark blue) of the respondents indicated that ‘yes’, they had Conservation or Environmental Studies at school, but some stated that it was not in syllabus form, meaning the teacher had personally been responsible for adding it. Forty-eight 48% of (65) students) (question 2 dark blue) stated that they didn’t have any Conservation or Environmental Studies in high school.

Ninety-four per cent 94% (65) (question 10 aquamarine blue) of the respondents indicated that they had visited a local park such as the botanical gardens or Zoo at some time before this interview, with the majority indicating that they did so when they were still at a primary school level, but that they wished to visit again now as grown-ups. Only 6% (65) (question 10 aquamarine blue) of the respondents had never been into a local park, botanical gardens or zoo which is a very small number and a positive indication that students are gaining some exposure to public conservation areas at an early age. Fifty-eight 58% (65) (question 5 brown) of the respondents had visited a South African national park, but 42% (65) had never visited a national park. This may be that the zoo and botanical gardens of Johannesburg plus many public parks are scattered throughout Johannesburg / Gauteng so easily accessible, but the wild area parks are more physically distant requiring more time and costs to visit.

Eighty-six per cent 86% (65) (question 7 purple) of the respondents indicated that they don’t have knowledge about conservation oriented volunteer organisations that exist in our country. Lastly, 94% (65) (question 6 green) of the respondents think that conservation-oriented volunteer organisations can play a role in increasing South Africans’ voluntary involvement and participation in protecting natural resources such as parks.

The findings indicate that there is definitely an emotional and positive relationship between wanting to participate in conserving public areas, and understanding conservation through
education. The findings suggest that in the event of overcoming the key challenges that have been stated by respondents, South Africa will have a bright and promising future with regard to the conservation volunteerism because the desire already exists in the HDI people, which might give birth to passion as represented in these respondents. Yes, it can be argued that it takes a lot more to be a volunteer than just to be interested, but is vital for one to as a minimum requirement, have the understanding of why conservation is so important to green public spaces such as the Park and show interest and concern for their continued welfare.

The emotional aspect of what the parks are to South African citizens should not be overlooked in future strategy, and is borne out by one of the SANParks staff member respondents when they were asked about their view on ‘what role do you think conservation orientated volunteer organisations (for instance the Honorary Rangers) can play in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as parks?’ Respondent 8 emphasised that it is critical to success for one to engender passion.

**KNP Respondent 8:** “My personal feeling is that, you can “be” a volunteer of anything if you have a passion about it. My answer will be, it must be passion driven. Volunteers in this case HRs, we are not compensating them in any way. They volunteer while they pay their own fuel to come here, they pay for their accommodation where they are staying, while doing duties here and they pay for their meals. So if you talk volunteerism it is in the true sense of the word” *(Appendix transcription 3b, question 1)*

**4.2.2.4 Marketing as strategies for citizenship in conservation**

Here one can see the need and importance of the marketing strategies that are used to teach and involve firstly the community in general, to grow this emotional response and passion. Secondly, the marketing division needs to think about how to *impassion* high school students so that marketing seeks to make volunteerism (like HR) appealing to gathering support in the context of citizenship constituency in conservation. In section 1.2.2.2, the Batho Pele White Paper signalled a strong government intention to adopt a
citizen-orientated approach to service delivery, informed by the eight Batho Pele principles of consultation, service standards, access, courtesy, information, openness and transparency, redress and value for money (The Department: Public Service and Administration: Batho Pele White Paper, 1997). This infers that SANParks’ activities as a public park should embrace diversity in the people who work for the parks and who visit the parks with continuous transparent and ethical communication about why parks and wild areas are important, and why volunteerism plays an important role in this future.

These findings indicated that KNP does have programmes and exhibitions that are specially designed for students and communities through the Department of People Educational Awareness Programme. It was mentioned by the SANPark staff that all school programmes and other school environmental activities information are communicated through school circuits, though they do tend to only contact the schools that they are already working with directly. It was also mentioned that the KNP does not market itself directly; all the marketing is done by the SANParks Head Office for all the parks from Pretoria. The marketing from Pretoria head office was not a focus of this study, but looking at the effect of current marketing arising from Pretoria and its effect on the community, would be worthwhile in terms of whether it is appropriate to each park’s needs, or whether it is a blanket type communication. This appears in Chapter 5 as a recommendation for future research.

Excerpts from the KNP and HR education outreach programmes clearly indicate that while the campaigns are very noteworthy, they do not seem to reach far enough into the communities. In fact, they generally make contact with those communities already on HR and SANParks’ lists (i.e. do not make new contacts in new communities).
KNP Staff & HR Respondent 4: “We sometimes do the exhibitions at Spar in “town”, Letaba Camp, at the Gate and at the rural areas as well. We have a trailer that is fully packed of with little skulls, birds’ feathers, anything you can think of, even seeds of plants - we do educational talk with these items. While we talk they touch and feel so that they see it and can live it”.

(Follow up question) Which communities do you normally visit?

“We normally visit the Majenje community just opposite Namakgale location and the second one is Makhushane community” (Appendix transcription 3b)

KNP Staff Respondent 5: “Currently we have over 200 villages which are within 20km radius from the eastern boarder of the park using the Kruger to Kasi programme to make volunteerism appealing to gathering support from local Kruger communities”.

(Follow up question) How do you inform the community in advance that you will be coming on this particular day?

“We do have communication structures within our communities; we call them Community Park Forums. So we arrange with this structures and host the programme by the plaza shopping centres (people just come to see what's happening while doing their shopping) or tribal authority, we target during the day where they have community meetings” (Appendix transcription 3b)

KNP Staff Respondent 5: “Yes, we have a programme that is currently running at Mopani camp. The programme is called Walk on the Wild Site, and is meant for kids who are doing tourism as an elective. We have realised that the local kids will be learning about tourism theoretically, not having a hint of what the things they are learning about mean”.

“The programme aims at introducing this kids to what tourism is like. The group will come in and overnight in the park (we treat them like tourists). They will be sleeping on the beds that are used by the tourists, use the same facilities, restaurant (make them understand the menus), take them through all the facilities like laundry, how do the rooms get cleaned, take them to reception (understand what does it mean to be a receptionists), take them for activities (walks, drives), etc. Make them understand the rationale behind why what is happening, needs to happen the way it is happening”.

(Follow up question) Which grades are you looking at? “We are looking at Grade 8,9,10 &11. We don't bother with the Grade 12s because they should have been here from grade 8”.

(Follow up question) How do you select the schools? “We work with the Department of Education between Mpumalanga Province and Limpopo Province because Kruger lies between these provinces. The Department of Education
selects the schools for us because they are the custodian of education” (Appendix transcription 3b)

HR Respondent 3: “Having been a SHR for many years, I think the marketing is a lot better now. However, it is still unclear to me how this appeals to local KNP communities and if the concept of volunteering in conservation appeals to them. The marketing in my opinion is not pitched at the right level and needs to be community specific” (Appendix transcription 3a)

KNP Staff & HR Respondent 4: “Yeah, in conservation there are two programmes already in schools here in our rural areas and we took pictures of the little ones as “they are the future of tomorrow”, so we have a school hall full of children taking part in activities. We going to run another one in a week or two weeks’ time on the rural areas, one of the headmasters has said he wants to take it to his school to show the people”.

“So we went and explained to them what is conservation about, and why do we have parks. With these exhibitions we have real horns of the animals, skins, eggs of ostrich, almost everything that you can think of”.

“The difference with this is whether it is in a little shop, with this we invite the kids to come and touch it, feel, taste so that they can get the feeling of it cause when you walk in the park, you don’t know how big the horns are and how they feel cause you never touched it. To bring them close to nature in a stand like this and show them the picture of the animal, then you ask them: do you like to see it live? Then they say ‘yes’ then you tell them you have to come to Kruger to see it live” (Appendix transcription 3b).

These findings also indicated that the HRs don’t really market themselves well. One can only know better about the HRs as an organisation and the wonderful work that they are doing by visiting their website. The HRs sometimes advertise their activities that will take place in a local newspaper (for instance, the Lowveld newspaper) which is mainly published in English and Afrikaans not any of the community dialects or community newspapers.

As per Appendix 3b question 5 and Appendix 3a question 5, “Do you currently have marketing strategies that make HR volunteering programmes appealing to university students who are doing Tourism?”, it has been noted in this research that both KNP and
HRs do not have marketing strategies (see excerpts that follow) that are meant for attracting and educating tertiary education level students (university and college students). Findings have further indicated that both the interviewed government office Gauteng Tourism expert respondents also do not know of any marketing strategies that are focused as a co-ordinated strategy in an integrated way to the local community, kids at schools, as well as tertiary students and postgraduate students (Tourism alumni) within their work place.

The following excerpts from a range of respondents showed no knowledge of an integrated marketing strategy for eco-tourism and conservation and volunteerism. Authors like Cousins et al. (2009:33) have identified eco-tourism and its variants as essential ingredients of effective global conservation.

Do you have any programmes for tertiary students?

**KNP Staff Respondent 1:** “Not any that I know off” *(Appendix transcription 3b)*

**KNP Staff Respondent 5:** “Not really”. *(Appendix transcription 3b)*

**HR Respondent 1:** “Not that I know of”. *(Appendix 3a)*

**HR Respondent 2:** “Not specifically, although there is an attempt on the SANParks forum to reach out to university students by members” *(Appendix transcription 3a)*

**HR Respondent 3:** “Within SHR I don’t think there are marketing strategies for Tourism students. Don't believe this avenue has been fully explored. Unless there is something specific within SHR that would attract Tourism students, it is unlikely that the SHR programme would yield a sustainable interest in SHR for students. It really depends on what students are aiming to achieve. Within SHR I've always believed that what you put in is what you will get out. Like with most things in life, it's what you make of it!“ *(Appendix transcription 3a)*

**HR Respondent 4:** “Not the ones I know of” *(Appendix transcription 3a).*

**HR Respondent 5:** “Not through the Honorary Rangers as far as I know. We are not really much involved with the students. On our site we don’t have students but junior groups, yes in that sense” *(Appendix transcription 3a)*
4.3 The four key observations

The data presented is extremely rich and four main observations have been made.

4.3.1. Key observation one: community participation

This observation emerged from findings on the conservation experiences of the local community, students and Tourism educators.

Interviews and observations during the interviews revealed that emotions and feelings were present when talking about their involvement (or lack thereof) within the Park, including projects that are taking place close to the communities linked with the Park, access to these projects, and not having the vital knowledge about conservation which may have a huge impact on conservation volunteerism.

The feeling of not being taken seriously or not being recognised during eco-project developments or any other conservation process that is taking place in/near their community area, was expressed. Ferreira (2006) (section 1.2.4) stated that, “community participation has an economic as well as an ethical role to play in [South African] conservation”. Still in section 1.2.4, Ferreira (2006) also advocates for a broad consultation and inclusion of communities in all decisions, as this gives the local community participants a chance to voice fears and concerns and find realistic solutions (Ferreira, 2006).
4.3.2. Key observation two: A lack of confidence in wild areas being a public service in which that all South African citizens play a role, emerged from the feelings expressed by 65 students of the local community, students and Tourism educators.

Interviews allowed the respondents to express their feelings. A lack of confidence in the current government local representatives, who are leading the local conservation and business development projects, was expressed.

The lack of confidence is mainly fuelled by socio-economic factors. The Batho Pele White Paper(1997) (section 2.2) states that “The implications are that National Parks deliver a public service so must be consultative and informed as to the people’s needs and as guardians of the country’s natural heritage and wildlife must make the Parks available and relevant to all the peoples of South Africa”. Ferreira (2006) in section 1.2.3.2 advocated, “a broad community consultation and inclusion in all decisions as this gives the local community participants a chance to voice fears and concerns and find realistic solutions”.

Leadership is meant to play a vital role in implementing a change successfully, and in this case the leadership needs to come from Comprehensive conservation and tourism awareness training. The need for conservation studies to be part of the curriculum that is currently taught in community schools, was expressed and respondents suggested schools should have more planned visits to the parks than already exist. The Tourism educators had expressed their willingness to learn (be trained) and be involved to gain more knowledge about conservation and to enable themselves to teach a child in a classroom (knowledge transfer). Over and above, government intervention was requested to be part of the problem-solving of the current challenges faced, as well as looking at the possibilities of bringing more sustainable beneficial projects/programmes to the local communities in general. The following excerpts support this:
Tourism Student Respondent 17: “Include modules related to conservation and get students from the high school to tertiary level involved” (Appendix transcription 4b)

Local Community Group 6: 3. “Their way of communication is not easy for an uneducated person to understand. 4. Government must intervene through it. 5. Majority of our people lack information about conservation. 6. It will be good for the community to benefit out of parks like Mthethomusha” (Appendix transcription 4a)

Fredman et al. stated that “the tangible and intangible value created by recreation through tourism are critical in designing managed financially sustainable interventions that advance economic and social support for and from communities around the national parks areas” (Fredman et al., 2007) (section 1.2.3.2). This argument was supported and suggests that interventions that influence the feelings of local residents towards Tourism can represent an important way in which they become participants and contribute to policy-making. Still in section 1.2.3.2 Saayman et al.(2009) stated that in turn, this will also affect the degree of public support for or against National Parks Tourism.

4.3.3. Key observation three: visiting the Park as an older person

4.3.3.1 Key observations emerging from the past and current perspective of HDI communities

The past and the current perspective represent the past and the current nature of the concept of conservation citizenship, the status as experienced by the respondents. It can be argued that the transformation stages that were exercised to transform South African Parks from the apartheid era by the new government led by the ANC, can be under pin-pointed as to with loopholes towards the local community in general when it comes to diversity in conservation volunteerism and involving.

The following excerpts support this:
Question 14: Does your community benefit or have benefits that can be linked with the Kruger National Park? Group 1, 3 & 10 said ‘no’, Group 2 didn’t comment, and Group 4 - 9 said ‘yes’.

Local Community Group 2: Elaborated by stating that “we benefit from Mthethomusha (if they kill an animal they give meat to the community. We also get part-time jobs e.g. fix fence and take part on eliminating alien trees). The adults were happy with this benefits but the young one was not because he was very quiet in this section and shook his head. He voiced out that he feels that they should be getting more benefits from Mthethomusha”.

Local Community Group 5: Yes, “KNP has built a playing ground at Takheleli Primary School. KNP is planning to build a laboratory at Sibusisiwe Secondary School”.

Local Community Group 6: Yes, “Takheleli School they built a playing ground and at Sibusisiwe High School they are building a laboratory”.

Local Community Group 8: “Yes, we sometimes get meat from the park if they have killed an animal”.

Local Community Group 9: “Yes, sometime we get meat and part-time jobs, but we don’t think it is enough”.

(Appendix transcription 4a)

Fortwangler (2007) conducted a study with an argument that private support of protected areas should be carefully monitored and finessed so that it does not cause more harm than what good scholars like Hiwasaki (2005) emphasised, positing the importance of involving local communities in each Park, thereby gaining their buy-in on all subsequent Parks-related actions and activities (cfa section 2.6). Community involvement will allow the community to raise their fears and concerns openly, and it will grant the Parks an opportunity to address the issues and reach a common ground with the community. At this point, it is clear that the community is said to be receiving benefits, but some respondents think it is not enough and some respondents stated that they don’t receive any benefits, which is an indication of a communication or knowledge barrier. The benefits mentioned on the excerpts above are temporal not sustainable. Therefore, community development or project consultation, planning, management, monitoring and implementation can be brought into questioning.

Question 16: Please give any comments or recommendations that you may have based on the study
Section 1.2.2.3 stated that to be inclusive of all race groups, scholars like Brown (2005) suggest that volunteering has an important role to play in many aspects of nation building and national pride, as citizens can play an active role in many aspects of a country through volunteering. In doing so, people begin to understand and relate to their and other countries and in the case of public spaces, ensure their long-term protection and importance. In conclusion, volunteerism and conservation education are vital and should be provided to community members in order to be able to play an active role in many aspects in our Parks.

The Batho Pele White Paper (1997) (section 2.2) states that, “The implications are that National Parks deliver a public service so must be consultative and informed as to the people’s needs and as guardians of the country’s natural heritage. According to the excerpts, the community structures between the Parks and communities are not consulting with the community in regular basis. Therefore the researcher can conclude by saying the community structures are not monitored and properly managed which result to community members not being updated regarding any developments or opportunities.

The local community reacted emotionally when it comes to community involvement and benefiting from their Parks. In this study, these emotive reactions appeared to be fuelled by the apartheid era (land taken away from their forefathers), limited /no access to the park (some respondents have never been to the Park, or they went when they were still kids and this barrier is often due to socio-economic factors), benefits from the park (not understood) and no/limited conservation-related knowledge. The study has indicated that the local community structures invite us and they showed up to interact with community. But is a once-off thing in a while”.
community as well as tertiary students and Tourism educators are still willing to learn and be involved in our Parks and in volunteerism.

The following excerpts support this:

**Local Community Group 5:** ONE, “We know about the organisation (HR) but unfortunately we don’t know how they operate. Their forms are too complicated. They are using business language”. TWO, “there is a lack of information to our community; our community does not benefit anything from Mthethomusha, while we were supposed to” (Appendix transcription 4a)

**Local Community Group 6:** “It will be good for the community to benefit from parks like Mthethomusha” (Appendix transcription 4a)

**Local Community Group 8:** “We both would like to visit the Kruger National Park” (Appendix transcription 4a)

4.3.4 Key observation four: the role of people in volunteerism relevant to the future perspective of the local community, students and Tourism educators

This perspective represents what the local community, tertiary students and Tourism teachers want to see unfold in the future with regard to the involvement in public parks and in conservation volunteerism. The study has found that Tourism educators, and Tourism students, including the local community, are willing to learn and be engaged with parks and are also keen to grow the desire to love and protect nature through volunteerism. It was also indicated that the HRs are willing to continue and elevate their education plans especially inclusive of the young ones in the communities. It was also pointed out that community members would like to benefit from the projects that are taking places close to or in their communities, as well as to see the volunteerism organisations systems being user-friendly, easily accessible and to use a simple language that can be understood by an average community person. The students and Tourism educators as well as the community members would like to visit the Parks and also have conservation included in the compulsory curriculum in their schools.
The following excerpts support this.

**Local Community Group 3:** “Park and conservation organisations must go to villages and teach the community about the importance of conservation” (she looked concerned though she didn’t have much information) (Appendix transcription 4a)

**Local Community Group 4:** “Add more projects around our village” (Appendix transcription 4a)

**Local Community Group 7:** “This study could assist a lot in bringing about awareness on nature conservation and if well implemented, people can gain knowledge and create job opportunities to many community members” (Appendix transcription 4a)

**HR Respondent 1:** “Education at school level is vital” (Appendix transcription 3a)

**HR Respondent 5:** “We should look at our juniors / young ones, we need to spend more time with them, make it more interesting or present something nice to them so that they can grab to it. They are our future” (Appendix transcription 3a)

**KNP Staff Respondent 6:** “The conservation volunteers, I think they need to be well equipped, should have some baseline information on what it means to conserve and why you need to conserve. I think it should be a broad spectrum from all walks of life” (Appendix transcription 3b)

**HR Respondent 1:** “I agree, we must build an identity that we are all South Africans irrespective of attributes; secondly, we are all part of the human race and are responsible not only for our own country but the Earth as a whole, it’s the only home we have! “(Appendix transcription 3a)

**Local Community Group 6:** 1. “We do not understand how the organisations (HR) operate. 2. Their application forms are not user friendly. 3. Their way of communication is not easy for an uneducated person to understand. 4. Government must intervene through it. 5. Majority of our people lack information about conservation. 6. It will be good for the community to benefit from parks like Mthethomusha”(Appendix transcription 4a)
4.3.5 Respondent recommendations /suggestions

The respondents suggested communication/educating ways that can be exercised which included using local community radio stations, local newspapers in their local language, HRs visits directly to all communities and adverts on TV.

The researcher developed a marketing and communication network diagram (Figure 4.3) based on the relationships noted from the findings that clearly demonstrates how all the respondents can help or work together including the other stakeholders (Department of Education, and the Department of Finance, Economic Development) to realise the potential value of volunteerism for the KNP, and realise diversity in conservation volunteerism. The KNP staff members expect volunteers to have all the basic information which may include knowing the meaning of conserving nature and why we conserve. The researcher is strongly confident based on the enthusiastic responses recorded (section 4.2.1, section 4.2.2.1, section 4.2.2.3 and section 4.2.2.4), that through the education that will be provided by schools, HRs and Parks, “conservation volunteerism” has a bright future in our country.
The marketing and communication network diagram summarises the study in a nutshell. All the concerned stakeholders’ link somewhere in the diagram, therefore communication between the four government stakeholders (Department of Finance, Economic Development and Tourism; The Department of Education; Kruger National Park; and Honorary Rangers) is

Source: Researcher’s own construct (2015)
very vital to the successful implementation and achievement of the study research objectives as stated in Chapter 1 (section 1.3.1).

According to the diagram (Figure 4.3), the **Department of Finance, Economic Development and Tourism** can contribute directly to the community and students. With help from the Department the community can then witness and enjoy sustainable development through projects and programmes in their communities. This act will enable the community members to gain new skills, gain work experience, minimise poverty and unemployment, and gain knowledge that can create the desire to volunteer as HR or any other form of volunteerism. The community members will see the need for taking part in the local development projects and programmes brought to them by the Department.

The Department of Finance, Economic Development and Tourism can focus more on offering bursaries and tourism practical activities subsidy to students who are studying Tourism and Environmental Studies as an elective. Create more internships, experiential training opportunities to the final year Tourism students. This will enable the students to gain experience, and also one day have an opportunity to be employed by the Department, successfully manage the sustainable development projects that are initiated by the Department by applying their rich knowledge in the real world. Furthermore, the community will be pleased to see their own children leading and working on their projects, not to always see people they don’t know. One day, these students will be ambassadors and teach in their communities about conservation volunteerism.

**The Department of Education** can contribute to the Tourism students and teachers through revising the currently used textbooks and offer professional training to the teachers before they can start teaching, using the new syllabus which will be inclusive of an environmental/conservation chapter. The revised syllabus will enable the young children to enrol for these studies as he/she will have the right credentials required by the tertiary institutions to register for that particular course.
The Department can focus more on offering bursaries and tourism practical activities to students who are studying Tourism and Environmental Studies as an elective. Create more internships, experiential training opportunities to the final year tourism students.

The Department can also assist with putting in place a system that can ensure that schools receive all the necessary information from their circuits on time.

The **Kruger National Park** through Marketing, has the power to influence and teach the community and schools (students and teachers). These marketing tools will be able to create the desire into the young child in class to consider Tourism or Environmental Studies when going to tertiary institutions. These marketing tools will enable the young child to be able to enrol for these studies, as he/she will have the right credentials to register for that particular course.

Furthermore, these marketing tools will serve as an eye opener to the local communities regarding the importance of their role when it comes to conservation volunteering. The community members will also see the need for taking part in the local development projects and programmes brought to them by SANParks.

It will be wise for the KNP to create more internships, and experiential training opportunities to the final-year Tourism students. This will enable the students to gain experience and also one day have an opportunity to be employed by the Department, and successfully manage the sustainable development projects that are initiated by the Department by applying their rich knowledge in the real world. One day these students will be ambassadors and teach in their communities about conservation volunteerism.

**Honorary Rangers** are the key players because they are actually practising conservation volunteerism in the true sense of the word. Marketing the HRs as an organisation as well as promoting the work that they are doing for the Kruger Park, on its own can trigger a lot of
desires to be associated with or part of this wonderful work of volunteering. Visiting schools and communities especially the ones that haven’t been visited, will be a good starting point.

Tourism Student Respondent 8: “More adverts on TV and campuses should be done and have trips for university students to gain knowledge and interest” (appendix transcription 4b)

Local Community Group 10: “We think it will be better if this study can be introduced at school level so that the kids can grow up with the knowledge and it will make it easier to them to volunteer because they will grow with the interest and love of nature” (Appendix transcription 4a)

Tourism Educator Respondent 3: “The schools should be involved in such programmes and projects to bring about awareness as the economy of the country depends on the Tourism industry” (Appendix transcription 3d)

Local Community Group 6: “Government must intervene through it” (Appendix transcription 4a)

4.4 Coding themes

As stated in Chapter 3 ( section 3.4), the collected data was captured on Word documents and analysed using open, axial, then selective coding techniques to first highlight lower level variables, then higher level latent variables. The number after each of the open coding shows the number of times the sub-variable appeared, e.g. Lack of continued communication (17). The open coding took place first in the researcher’s analysis of the transcribed interviews. Then axial codes were identified with words that best expressed the context of the words e.g. Lack of continued communication (17) and had a relationship in the transcriptions with “concern” (axial coding) and this was associated when the subject of
Volunteerism and the Constitution (selective key themes) came up in interviews. The lack of continued communication caused a concern because the respondents were not really sure (communicated with) about the role of volunteerism (see arrows) and the role of public spaces, the Constitution and associated issues such as Batho Pele.

Using coding revealed the three selective key themes of the study which are: Volunteerism and the Constitution, DoE conservation Education and Adult Conservation Education (see Table 4.1). Table 4.1 indicates perceptions and recommendations/suggestions of what the local community, conservationists, tourism educators and students think must happen/be done or should be happening as regards conservation, public green areas and volunteerism.
### Table 4.1: Emerged themes from coding

<table>
<thead>
<tr>
<th>Round Open Coding</th>
<th>Axial Coding</th>
<th>Selective key themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planting of trees (20)</td>
<td>Concern</td>
<td>Volunteerism and the constitution</td>
</tr>
<tr>
<td>Lack of continued communication (17)</td>
<td>Emotion and feeling</td>
<td>Community and Students opportunities and experience</td>
</tr>
<tr>
<td>Local development involvement (0)</td>
<td></td>
<td>DoE: teaching and experience of respondents</td>
</tr>
<tr>
<td>No local development involvement (8)</td>
<td></td>
<td>Schools and community involvement on SANParks /volunteer organisations environmental activities</td>
</tr>
<tr>
<td>Benefiting from local developments (47)</td>
<td></td>
<td>DoE conservation education</td>
</tr>
<tr>
<td>Not benefiting from local developments (26)</td>
<td></td>
<td>DoE: Curriculum</td>
</tr>
<tr>
<td>Past Parks experience (88)</td>
<td></td>
<td>DoE: Teaching and training teachers</td>
</tr>
<tr>
<td>No past Parks experience (55)</td>
<td></td>
<td>Attitude of respondents</td>
</tr>
<tr>
<td>Past zoo experience (116)</td>
<td></td>
<td>Knowledge of volunteer</td>
</tr>
<tr>
<td>No past zoo experience (28)</td>
<td></td>
<td>Marketing tools for volunteerism</td>
</tr>
<tr>
<td>Batho Pele knowledge (3)</td>
<td></td>
<td>Marketing tools expectations of respondents</td>
</tr>
<tr>
<td>No Batho Pele knowledge (2)</td>
<td></td>
<td>DoE: Volunteer willingness</td>
</tr>
<tr>
<td>Previous Park education field trip experience (2)</td>
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<td>Adult conservation education</td>
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<td>No previous Park education field trip experience (2)</td>
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<td></td>
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<td>Volunteer marketing tools (0)</td>
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<td>Local community newspaper</td>
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<td>HR outreach programmes visits</td>
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<td>National radio stations</td>
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<tr>
<td>Community radio stations</td>
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<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No volunteer marketing tools (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know current volunteer marketing tools (0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t currently know marketing tools (2)</td>
<td></td>
<td></td>
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<tr>
<td>Willingness to volunteer (140)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No willingness to volunteer (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges to volunteer (93)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No challenges to volunteer (0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance to help conserve (143)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Importance to help conserve (0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Researcher's own construct (2015)*
In conclusion, the study has revealed four key observations which are inclusive of the experiences, expressed feelings, indicated perceptions and recommendations/suggestions of what the local community, Tourism educators, green area KNP and HRs, and tertiary level students think must happen/be done. The study also managed to get the views of the HRs, KNP staff members and the Tourism experts.

4.5. Conclusion

Chapter 4 presented some rich findings which although exploratory due to the unique nature of the research, were extremely enlightening.

The next chapter will lay out the recommendations by the researcher based on the findings of the study.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Firstly, the degree to which the research questions and thus the primary research objective have been answered, will be argued. This chapter then presents the conclusions and associated recommendations of this research.

5.2 The research questions and primary research objective

The research questions are designed such that when answered, they help reach the stated research objectives:

Research question 1 - What is the role of volunteerism and diversity with regard to the future of regional Honorary Rangers?

In section 1.2, researchers have highlighted the primary mandate that has been trusted by the South African government to the SANParks, including the importance of implementing vital functions such as communicating the accessibility of potential benefits of biodiversity conservation to the broader society. The Constitution of the Republic of South Africa (1996) infers that SANParks’ activities as public parks should embrace diversity in the people who work for the parks and who visit the parks. It has been reported on the SANParks reports (Chapter 2), that the majority of the HRs are white, but efforts to make the previously disadvantaged communities part of the HRs, are continuously exercised. The findings indicate that there are some challenges that need in order to be addressed to be able to see more people of colour other than white forming part of the parks, and helping to conserve
South African natural resources in the KNP through volunteerism. The 2013/2014 SANParks Annual Report (cfa section 1.2.5.1) applauded the HRs for the remarkable work that they are doing for the Parks and it was pointed out that the Parks wouldn’t have achieved some of their goals without the HRs. Therefore, one can say that this is a proof that volunteerism (HRs) have a very important role to play in the Parks (cfa section 4.2.2.2).

**Research question 2** - What potential value can be created by volunteerism for the KNP and local regional community relationships?

The study has found that Tourism educators, tourism students and the local community are all willing and very keen to learn and be engaged with parks, and also have the desire to love and protect nature through volunteerism. It was also pointed out that community members would like to benefit from the projects that are taking place close to, or in their communities (cfa section 4.3.3.2), as well as to see the volunteerism organisation systems being user-friendly, easily accessible and to use a simple language that can be understood by an average community person. In return, there is a high possibility for the community to willingly dedicate themselves and their time to conservation volunteerism (HRs) and assist in the KNP in different ways (tangible or intangible), because they will have gained the knowledge and realised the importance of conservation in our Parks.

 Mostly, a good communication channel which is already underway between the Parks and communities can continue to be enhanced because the community will now start to see the Parks as theirs, start to feel as part of the process not being neglected or not being taken serious (cfa section 4.3.1). Over and above this Ballantyne and Packer (2002) conducted a study (section 2.11), investigating school learners’ expectations regarding environmental educational experiences in natural areas and their attitude and behavioural changes which suggested that it is very necessary to begin conservation education at a school age to build an understanding of short, medium and long-term benefits of conservation efforts through
Parks and green areas. The findings presented corroborate previous research so it seems that not only the community adult members, but the role of schools and tertiary education in laying a volunteer/conservation foundation, cannot be overlooked.

**Research question 3** - What marketing strategies could be used to help encourage diversity towards the potential value of volunteerism (Honorary Rangers)?

The respondents suggested marketing (communication/educating) tools that can be used to encourage and advertise conservation volunteerism and conservation education (cfa section 4.3.3.3). The researcher has developed a marketing and communication network diagram (Figure 4.1) that clearly demonstrates how all the respondents can help or work together, including the other stakeholders (Department of Education and The Department of Finance, Economic Development) to realise the potential value of volunteerism for the KNP and realise diversity in conservation volunteerism. Furthermore, these marketing tools will serve as an eye opener, while creating a desire and passion to participate regarding the importance of their role when it comes to conservation volunteering.

Therefore, answering the research questions means that the secondary objectives were reached which means the primary objective of the research was reached (cfa section 4.3.3.3, Figure 4.3 and section 4.4, Table 4.1)

5.3 Conclusions and Recommendations

5.3.1 Conclusion on the findings for the Honorary Rangers

Some of the community members (those who know about HRs), pointed out that the HRs application form is complicated, not easy to understand and some remarked that they don’t really know about HRs. The HRs working hand in hand with the other stakeholders will have the power to overcome the challenges faced by the organisation especially the challenge of
getting more HDI volunteers into the organisation and encouraging them to remain for a long time (cfa section 4.2.2.1, 4.3.3.1 and 4.3.3.2).

5.3.1.1 Recommendation 1
Communication: HRs needs to make their marketing more than just their website (cfa section 4.3) and promote volunteerism as a philosophy of the country (cfa section 4.3.3.2 and Figure 4.1).

5.3.1.2 Recommendation 2
Application form and Selection process: Some respondents posited out that the selection process to qualify to be one of the HR applicants is very strict and complicated, and it only gives an opportunity to the educated individuals and is only available online. Based on the responses received from the HRs, it is fully understandable why the selection process is being structured in that particular way, and the KNP staff members expect volunteers to have all the basic information (cfa section 4.3.3.3). The problem however is that some of the community members who are willing to volunteer become despondent and frustrated because they don’t meet the HRs criteria.

- **It is strongly recommended**: HRs need to increase the number of HDI volunteers (cfa section 4.2.2.1) by considering to put in place a new group under the Junior Rangers which can have a different application form, designed for people who are willing to volunteer, but don’t have the required skills. This opportunity may allow the illiterate, including those who haven’t finished their matric and are jobless, to take part without compromising the calibre of the Honorary Rangers.

- **It is highly recommended** that with the help of the white HRs, the current black HRs can be assigned to lead and monitor this group (the young ones) as they are from those areas; they are able to speak the local language and also relate to these people.
• With financial help from the government, a 3 days and a 2 nights (depending on the available budget) work and study tour to the KNP can be arranged for the committed participants only. This will give them an opportunity to see and experience the KNP as most of them stated that they had never been to the Park or they went with school trips long ago (cfa section 4.3.3.1)

• It is highly recommended for the HRs to encourage their members to be open to interview requests similar to this study or to be willing to assist researchers when they are approached for help. This helps the researcher to reach constructive, informative and truthful findings and may also assist the researcher arrive at the research timelines in record time (cfa appendix 6a).

5.3.1.3 Recommendation 3

Project and other activities: Based on the HR respondents, it was clearly stated that the HRs go to communities to host exhibitions and teach about conservation and the importance of volunteerism. The HRs are already visiting communities more in the north, but it is quite clear that there are areas that still don’t know about the HRs or about the wonderful work that they are doing (cfa section 4.2.1).

• It is recommended that the HRs place or host some of their major events in the township, such as host their fun run (with an exhibition afterwards) in the Kanyamazane Stadium and start by announcing the event well in advance on the community radios (Ligwalagwala FM, Kanyamazane Community Radio, Barberton Community Radio, etc.), local newspaper (Mpumalanga News) and distribute pamphlets in Nelspruit town. Such events can draw a big number of the previously disadvantage people (from places close to Kanyamazane), and create awareness about conservation volunteerism, the HRs and their involvement with the Park.

One of the KNP staff respondents said, “if you like what you see, you will want to be associated with it and then you will act accordingly” (cfa section 4.2.1 transcription).
5. 3.2 Conclusion on findings for the KNP as a public green area

The Kruger National Park working hand in hand with the other stakeholders, will have the power to assist and influence conservation and environmental education to community members, high school students and high school Tourism educators, as well as tertiary students (cfa section 4.3.3.3 & figure 4.3)

5.3.2.1 Recommendations for the Kruger National Park

- It is recommended for the Environmental Education and volunteer-based programmes to start at an early age, looking from grade 1, because currently, KNP environmental education/programme are targeting grade 8, 9, 10 and 11. The programmes and the practical work must be packaged according to their age of each grade (cfa section 4.2.1).
- It also recommended for the Parks to have a way to see that the information (environmental calendar activities, programmes for schools to take part, and Park open days) that is being sent out by the Parks to the schools circuits, does reach the target market.
- It is also recommended to put in place marketing strategies that are meant for tertiary students, local communities and other stakeholders to attract them into volunteerism (cfa section 4.2.2.40. It would make sense for SANParks (KNP) to promote themselves in schools, but this should be something that the national school curriculums should also be focussing on, creating the pride and joy of our national asset to all the people of South Africa, especially to the young ones.
- The majority of the local community as well as the students would like to visit the KNP. It will be good for KNP to explore how to create more opportunities for an average person to be able to visit the KNP and have as same experience that any tourist enjoys (cfa Figure 4.1).
• The KNP can be recommended to have a system in place such as professional qualified tourism project monitors in order to assess whether local communities benefit from the projects and programmes that the Parks implement for them, and also to see whether the community representatives who are representing the community members, actually do what is best for the community members, rather than enriching themselves (cfa section 4.3.1).

• Bursaries for good performing students to further their studies at any tertiary institution in South Africa, will be very vital. It will be good if the department can look at this aspect very seriously, NOT only for environmental students.

• A recommendation to provide experiential training to tourism students who are about to complete their diplomas or degree.

5. 3.3 Conclusion on findings for the Department of Education

One of the aims of the National School Curriculum that is currently taught in South African schools is to equip all learners irrespective of socio-economic background, race and gender to become responsible citizens (cfa section 4.2.1). Therefore, the Department of Education working hand in hand with the other stakeholders would have the power to contribute and offer Conservation and Environmental Education to Tourism students (lower and higher education) and Tourism educators who might influence the desire to participate in conservation volunteerism (cfa section 4.2.2 and section 4.3.3.3)

5.3.3.1 Recommendations for the Department of Education

• It has been recommended to the Department of Education that in order to contribute towards the vision of education 2025 on the Tourism curriculum, it would be good to include Conservation/Environmental Studies in our school curriculum (cfa section 4.3.2).
- It is highly recommended to put in place a formal training with an NQF Level 6 or 7 Competence Certificate **NOT** just an Attendance Certificate for teachers to attend before implementing these new topics to ensure quality knowledge transfer in the classroom. It is advisable for this training to include both Tourism and Environmental/Conservation Studies and core basic knowledge about plants and animals. The Department can mimic the CPMD Programme (block release) that is run by the Wits Business School specifically designed for municipality employees, which at some stage was funded by Local Government Sector Education and Training Authority (LGSETA). I believe that The School of Tourism and Hospitality here at the University of Johannesburg, with the help from other schools, can assist in this regard (cfa section 4.2.1, Appendix 3d question 4).

- With the help of Tourism academics in our country, all the currently used tourism textbooks need to be revised. The theory must be balanced or aligned with practical work and activities (cfa section 4.2.1, section 4.3.3.2 and section 4.3.3.3).

- Put in place bursaries to sponsor Tourism students who are doing well in preparation for their tertiary studies.

- The Department can also assist in putting a system in place that can ensure that schools receive all the necessary conservation/tourism related programmes information from stakeholders (e.g., SANParks, Honorary Rangers) from their circuits on time (cfa section 4.2.1).

- Put in place a subsidy that will support practical Tourism activities including field trips.

- A recommendation to finance school field trips to the KNP for study purposes in the form of subsidy.

- It is also recommended to have an updated school contact list for all the schools (contain school name, area, details of the principal, telephone number, fax number or email address) on the website of the Department. If possible, group the schools per circuit. This information will assist researchers, any other person or stakeholders who
wish to be in contact with a particular school. It will be easy to get the details and contact them before visiting the school. The researcher visited the interviewed schools without making appointment because it was difficult to get hold of their contact details. Sometimes it is an inconvenience to them and the visitor if you just show up without an appointment.

5. 3.4 Conclusion on the findings for the Department of Tourism

Findings have revealed that the Department of Tourism working hand-in-hand with the other stakeholders, will have the power to assist Tourism students, Tourism educators as well as the local community members, and contribute to the awareness of Conservation /Environment Education and conservation volunteerism (Figure 4.3).

5.3.4.1 Recommendations for the Department of Tourism

The Department of Tourism can play a big role on realising the role of volunteerism and diversity in our parks, not just the KNP alone.

- It is recommended for the Department to bring Tourism sustainable projects to the local community, working hand-in-hand with the KNP. This act will enable the KNP to fight some of the socio-economic challenges that the local communities are facing today. When one has a job, is clean, has eaten and has a shelter, only then can you actually start talking to them about volunteerism education, not when they are hungry and jobless (cfa section 4.2.2.2 and 4.3.3.1).
- It is recommended to assign qualified managers to these projects for sustainability and for the benefit of the community. These qualified managers will have to follow the proper process from initiation until the implementation stage of the project with the community involvement (cfa section 4.2.2.1 and Figure 4.1).
- Bursaries for good performing learners to further their studies at tertiary institutions, are very vital. It will be good if the Department can look at this aspect very carefully.
• A recommendation to have a subsidy in place that will support practical Tourism activities, including field trips.

• A recommendation to provide experiential training at public spaces to Tourism students as part of their qualifications when they are about to complete their diplomas or degree (CFA section 4.2.2.3).

• It is highly recommended for the Department to encourage its employees to be open to interview requests similar to this study, or to be willing to assist researchers when they knock on their door because it helps the researcher to achieve constructive, informative and truthful findings, and may also assist the researcher arrive at the research timelines on record time. The researcher was unable to get an expert respondent from Mpumalanga Tourism because of time constraints.

5.3.5. Recommendations on research methodology

The following comprises recommendations on issues to consider if this research strategy is repeated:

• The importance of being a local language speaker on a subject such as HDI communities where sensitivity may still well be heightened by research by other races than those of a researcher from an HDI community. It helps more especially with the illiterate elderly respondents, because a researcher from the region will translate the questions in their local language and immediately take notes as they respond. Colloquial nuances of speech and historical sensitivities would then be known to the researcher in this research. Most of the community members did not really like recordings, as they fear that the record might be used against them, though the researcher assured confidentiality beforehand. Thus, being able to take down hand-written notes quickly and understand a local dialect is important.
• The importance of being an African person conducting the research with African peoples is obvious. It portraits a sense of belonging, as a role model, as well as the spirit of willingness to learn amongst the respondents as they see one of their own doing the research, and therefore perceive the research as important to their African peoples.

• The importance of using a home in the community as the way to communicate with possible respondents through the homeowner (TRUST) between home owner and who he/she called to come to the meeting. It allows the respondents to be free and to be as honest as possible, as they feel in control in a way because of the trust relationship they have with the homeowner.

• The importance of the African researcher being directly involved in Conservation Tourism, made it possible for the HDI communities for the first time to realise that they too might have a role in Parks public spaces just like this African, the researcher. They became excited; wanted to mimic and be associated with the good thing and the sense of opportunities in the Park that they had just been introduced to and were taught about by a fellow community member.

• Findings indicated that some of the community people didn’t really grasp the research problem and instead took the opportunity to voice the problems they are facing which are not Tourism and government-related problems. It is recommended to all stakeholders trying to understand the perspective of a community with regards to Tourism, to make use of such a method of gathering a group of community members or students and listening to their general concerns and ideas as well as the specific issues of the research focus. For that reason there will be trust and it will give community participants the confidence to respond to the research issues (cfa section 4.3.2).
5.4 Limitations of this study

The research only focuses on one national park – that of the Kruger National Park and only drew Park respondents from the Kruger’s middle and southern sections, from selected Honorary Rangers from communities around the southern section and from one group of Tourism students at the University of Johannesburg. The sampling may not reflect all the perspectives of the people. Additionally, very little research has been done on the relationship between ecotourism (sustainable tourism in green spaces) and the peoples of South Africa. This makes this research exploratory as conclusions are made based on the limited literature available on public space management in terms of rural community expectations.

Limitation 1: Budget and time constraints played a role in the selection, because the research was conducted at a considerable physical distance from where the researcher lives and works.

Limitation 2: Language may have been a limitation in terms of how well some participants were able to articulate their ideas in English and some of the meaning may have been lost during translation.

Limitation 3: Only Gauteng and Mpumalanga Provinces were sampled due to limited personnel and financial resources of the researcher. It would be advisable to consider all other provinces as they too have Parks, and the HR activities and strategies might need to be tweaked per province and community group. The time and budget constraints of the research however did not allow for this.

Limitation 4: The only national park involved in this study is the KNP. However, the KNP is the largest South African Park and there is documented research to underpin
the study on the effects of displacement on local communities. The KNP is also South Africa’s biggest ecotourism anchor and rand earner, so it was sensible that this study is carried out in relation to the KNP.

5.5 Recommendations for further research

The following are recommendations for two areas of future research:

- Review the feasibility of implementation of Figure 4.1 where HRs, SANParks, the Department of Education and the Department of Finance, Economic Development and Tourism all work together to achieve the common goal stated by Figure 4.1 and in the vision of education 2025 as set out in Chapter 2 by the Minister of Basic Education in (2010). This would include reviewing the current contribution of the Tourism curriculum to be inclusive of conservation volunteerism as Environmental Education to formally contribute towards the realisation of Vision Schooling 2025, declared by the Minister of Basic Education in 2010.

- SANParks (KNP) and HRs communication channels and marketing tools are to be reassessed with a larger field study with regard to their applicability and penetration to communities, particularly those bordering public areas.

5.6 Conclusion

The study has claimed as having managed to reach all three secondary objectives, and was also able to successfully address all three research questions. In conclusion, Figure 4.1: The Marketing and Communication Network Diagram summarises how all the concerned stakeholders, volunteers, government and peoples of South Africa, can successfully work together to achieve the vital common goal which is to further encourage racial and cultural diversity and participation in the Honorary Rangers of South Africa. Doing this can engender
citizen-centred support for the Kruger National Park and set an example for the way forward for all other Parks and public leisure areas in South Africa.


Access Date: 24 March 2015.


Llewellyn, L. (2013). The relationship between the conservation agenda and environmental justice in post-apartheid South Africa: An analysis of Wessa KwaZulu-Natal and


APPENDICES

Appendix 1a
Honorary Rangers interview questionnaire

Researcher details
Name : Ms. LP Shabalala
Position : Master’s Student
Institution : University of Johannesburg
Department : School of Tourism and Hospitality
Supervisor : Dr. P Thomas

2 pages
Ethics protocol to be followed in this research to be explained to all respondents

Your participation is voluntary and your contribution to the research will be maintained as confidential. Interview data will be collected using an audio recorder. A recorder may not be used if you don’t feel comfortable, instead hand-written notes will be taken by the researcher. You are most welcome to opt out of the entire interview or opt not to answer or discuss any specific question. The data that is to be collected will only be referred to by generic code given to each unique interview respondent in the final thesis so that your contribution is unidentifiable except that it is part of a specific target group e.g. Honorary Hangers, educator, university student.

Master’s in tourism and hospitality: research project (Honorary Rangers questionnaire)

Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park.

Dear Sir or Madam

I’m a Master’s student researcher from the University of Johannesburg who is conducting this survey to identify ways to encourage conservation-based volunteerism. This research seeks to identify ways that can help encourage the potential value of volunteerism such as the Honorary Rangers and in doing so, influence stronger alliances and improved communication about the value of conservation volunteerism to communities. The recommendations from this research hope to shed light on improving the sense-of-ownership between all South African communities and their National Parks (SANParks research proposal, 2014:3).

The research seeks to establish how to encourage more active participation in volunteer conservation efforts such as the Honorary Rangers through recommending various marketing actions including considering marketing for promoting volunteerism at a secondary school level to final-year matric Tourism students and to Tourism students at a tertiary level as undergraduate Tourism students. Influencing the youth may have an effect at the community level of their parents and relatives.

Please can you give me your thoughts, opinions and answers for the following questions?
1. What role do you think conservation-orientated volunteer organisations (for instance the Honorary Rangers) can play in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as parks?

2. SANParks Honorary Rangers 2013 report indicates that these volunteers are doing remarkable work through their volunteer activities for the public park areas. What sort of volunteer work do honorary rangers typically undertake? Do you think this valuable contribution is bringing value to the country via the park in tangible (finance, human resources and time) and intangible (word of mouth for example) ways? Does volunteerism always have to cost the volunteer money to participate do you think?

3. Batho Pele state that we (people) should take responsibility in helping conserve our parks as they are our own. What is your view?

4. What marketing strategies do you currently know of that seek to make volunteerism (like HR) appealing to gathering support from local Kruger communities in their role in the context of citizenship constituency in conservation?

5. Do you currently have marketing strategies that make HR volunteering programmes appealing to University students who doing tourism?

6. Can you give examples of programmes that you (HR) are currently involved in and volunteerism in general? (E.g. Sasol bird count).

7. There is research stating that we need the parks for our health/mental and wellbeing. Please give your view?

8. What are the challenges you believe exist/have experienced for trying to get citizens involved in conservation volunteer activities?

9. Please give any comments or recommendations that you may have on what conservation volunteers of the future should look like in South Africa.

Thank you for your time and assistance. Enjoy the remainder of the day!!!
Appendix 1b
SANParks staff members (KNP) interview questionnaire

Researcher details
Name: Ms. LP Shabalala
Position: Masters Student
Institution: University of Johannesburg
Department: School of Tourism and Hospitality
Supervisor: Dr. P Thomas

2 pages
Ethics protocol to be followed in this research to be explained to all respondents
Your participation is voluntary and your contribution to the research will be maintained as confidential. Interview data will be collected using an audio recorder. A recorder may not be used if you don't feel comfortable instead hand written notes will be taken by the researcher. You are most welcome to opt out of the entire interview or opt not to answer or discuss any specific question. The data that is to be collected will only be referred to by generic code given to each unique interview respondent in the final thesis so that your contribution is unidentifiable beyond that it is part of a specific target group e.g. honorary rangers, educator, university student.

Masters in tourism and hospitality: research project (SANParks Staff Members questionnaire)
Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park.

Dear Sir or Madam

I'm a Masters' student researcher from the University of Johannesburg who is conducting this survey to identify ways to encourage conservation based volunteerism. This research seeks to identify ways that can help encourage the potential value of volunteerism such as the Honorary Rangers and in doing so influence stronger alliances and improved communication about the value of conservation volunteerism to communities. The recommendations from this research hope to throw light no improving the sense-of-ownership between all South African communities and their National Parks (SANParks research proposal, 2014:3)

The research seeks to establish how to encourage more active participation in volunteer conservation efforts such as the Honorary Rangers through recommending various
marketing actions including considering marketing for promoting volunteerism at a secondary school level to final year matric tourism students and to tourism students at a tertiary level as undergraduate tourism students. Influencing the youth may have an effect at the community level of their parents and relatives.

Please can you give me your thoughts, opinions and answers for the following questions?

1. What role do you think conservation orientated volunteer organisations (for instance the Honorary Rangers) can play in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as parks?

2. SANParks Honorary Rangers 2013 report indicates that these volunteers are doing remarkable work through their volunteer activities for the public park areas. What sort of volunteer work do honorary rangers typically undertake? Do you think this valuable contribution is bringing value to the country via the park in tangible (finance, human resources and time) and intangible (word of mouth for example) ways? Does volunteerism always have to cost the volunteer money to participate do you think?

3. What marketing strategies do you currently know of that seek to make volunteerism (like HR) appealing to gathering support from local Kruger communities in their role in the context of citizenship constituency in conservation?

4. Do you currently have marketing strategies that make volunteerism (like HR) appealing to high school children doing tourism at school as an elective (are these programmes available to schools near parks do you know)?

5. Do you currently appeal to university students doing tourism through any of your marketing strategies?

6. What are the challenges you believe exist/have experienced for trying to get citizens involved in conservation volunteer activities?

7. Please give any comments or recommendations that you may have on what conservation volunteers of the future should look like in South Africa.

Thank you for your time and assistance. Enjoy the remainder of the day!!!
Appendix 1c

Tourism experts’ interview questionnaire

Researcher details

Name: Ms. LP Shabalala
Position: Masters Student
Institution: University of Johannesburg
Department: School of Tourism and Hospitality
Supervisor: Dr. P Thomas

2 pages

Ethics protocol to be followed in this research to be explained to all respondents

Your participation is voluntary and your contribution to the research will be maintained as confidential. Interview data will be collected using an audio recorder. A recorder may not be used if you don’t feel comfortable instead hand written notes will be taken by the researcher. You are most welcome to opt out of the entire interview or opt not to answer or discuss any specific question. The data that is to be collected will only be referred to by generic code given to each unique interview respondent in the final thesis so that your contribution is unidentifiable beyond that it is part of a specific target group e.g. honorary rangers, educator, university student.

Masters in tourism and hospitality: research project (Tourism Expects/ Representative Questionnaire)

Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park.

Dear Sir or Madam

I’m a Masters’ student researcher from the University of Johannesburg who is conducting this survey to identify ways to encourage conservation based volunteerism. This research seeks to identify ways that can help encourage the potential value of volunteerism such as the Honorary Rangers and in doing so influence stronger alliances and improved communication about the value of conservation volunteerism to communities. The recommendations from this research hope to throw light no improving the sense-of-ownership between all South African communities and their National Parks (SANParks research proposal, 2014:3)

The research seeks to establish how to encourage more active participation in volunteer conservation efforts such as the Honorary Rangers through recommending various marketing actions including considering marketing for promoting volunteerism at a secondary school level to final year matric tourism students and to tourism students at a tertiary level as undergraduate tourism students. Influencing the youth may have an effect at the community level of their parents and relatives.
Please can you give me your thoughts, opinions and answers for the following questions?

1. Please introduce yourself, your role and the name of your province?

2. What role do you think conservation orientated volunteer organisations (for instance the Honorary Rangers) can play in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as parks?

3. SANParks Honorary Rangers 2013 report indicates that these volunteers are doing remarkable work through their volunteer activities for the public park areas. Do you think this valuable contribution is bringing value to the country via the park in tangible (finance, human resources and time) and intangible (word of mouth for example) ways?

4. Batho Pele states that we (people) should take responsibility in helping conserve our parks as they are our own. What is your view?

5. What marketing strategies do you currently know of that seek to make volunteerism (like HR) appealing to gathering support from. Local Kruger communities in their role in the context of citizenship constituency in conservation?

6. Do you currently know of marketing strategies that make HR volunteering programmes appealing to University students who doing tourism?

7. Do you currently know of marketing strategies that make HR volunteering programmes appealing to High school students who doing tourism?

8. There is research stating that we need the parks for our health/mental and wellbeing. Please give your view?

9. What are the challenges you believe exist/have experienced for trying to get citizens involved in conservation volunteer activities?

10. Please give any comments or recommendations that you may have on what conservation volunteers of the future should look like in South Africa.

Thank you for your time and assistance. Enjoy the remainder of the day!!!
Appendix 1d

High school tourism educators’ interview questionnaire

Researcher details
Name: Ms. LP Shabalala
Position: Masters Student
Institution: University of Johannesburg
Department: School of Tourism and Hospitality
Supervisor: Dr. P Thomas

3 pages

Ethics protocol to be followed in this research to be explained to all respondents

Your participation is voluntary and your contribution to the research will be maintained as confidential. The data that is to be collected will only be referred to by generic code given to each unique interview respondent in the final thesis so that your contribution is unidentifiable beyond that it is part of a specific target group e.g. honorary rangers, educator, university student.

Masters in tourism and hospitality: research project (High School Tourism Educators Questionnaire)

Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park.

Dear Sir/Madam

The research seeks to establish how to encourage more active participation in volunteer conservation efforts such as the Honorary Rangers working in the Kruger National Park (KNP) through recommending various marketing actions including considering marketing for promoting volunteerism at a secondary school level to final year matric tourism students and to tourism students at a tertiary level as undergraduate tourism students. Influencing the youth may have an effect at the community level of their parents and relatives.

Please can you give me your thoughts, opinions and answers for the following questions?

1. Where are you teaching?
   a. Name of the school: ………………………………
   b. Grade/s taught:…………………………………….
   a. Name of the province:  …………………………..

2. Do you currently have conservation or environmental studies as part of your curriculum?
   a. Yes
   b. No

3. If your answer is No on question 2: Would you like for conservation or environmental studies to be included on the curriculum for your grade/s?
   a. Yes
   b. No
Why?

4. Do you have any training in conservation teaching?
   a. Yes
   b. No

5. Do you believe teachers should have some training in conservation for tourism?
   a. Yes
   b. No

6. Have your students visited a national park before as a school (educational field trips)?
   a. Yes
      If yes, at what grade(s)?
   b. No
      If No, why not (what are your challenges)?

7. Have your students visited a recreational area before as a school (educational field trips)? (E.g. Zoo, local parks, botanical gardens, etc.)
   a. Yes
      If yes, at what grade/s?
   b. No

   Grade:
   If No, why not - what are your challenges?

8. Do you have any knowledge about conservation orientated volunteer organisations that exist in our country?
   a. Yes
   b. No

9. If yes, please name conservation orientated volunteer organisations that you know of (e.g. the Honorary Rangers)?

10. If yes, how did you get to know about the conservation volunteer organisation?
    a. Television
    b. National Newspaper
    c. Local/community newspaper
    d. Travel magazine
    e. National Radio
    f. Community radio
    g. Honorary ranger programmes
    h. Other: please name ............................................
11. How would you like to get to know about conservation volunteer organisation like the Honorary Rangers (which of the following would work best to give you information about conservation volunteer efforts you can participate in)?
   a. Television
   b. National Newspaper
   c. Local/ community newspaper
   d. Travel magazine
   e. National Radio
   f. Community radio
   g. Honorary ranger outreach programmes
   h. Other: please name
   i. ………………………………………

12. Is your school currently involved in any conservation programmes / environmental calendar activities hosted by KNP, etc?
   a. Yes
   b. No

13. If Yes: how did you get to know about the conservation programmes / environmental calendar activities hosted by KNP, etc.?
   a. Through your Circuit
   b. Other: please name ………………………………………

14. If No: would you like your students to get involved in conservation volunteer activities?
   a. Yes
   b. No

15. Do you think is important for us as people, especially high school pupils to take part in helping to conserve and protect our parks?
   a. Yes
   b. No

16. The National Curriculum Statement (NCS) for Tourism recommended that, tourism teachers should have access to e-mail facilities and internet because tourism is a dynamic industry with changing trends and developments, it is then essential for the teacher to source, download and print relevant and new information. Does your school have these facilities for you as tourism teacher?
   a. Yes
   b. No

17. Please give any comments or recommendations the study.

Thank you for your time and assistance. Enjoy the remainder of the day!
Appendix 2a
Community Bordering Kruger National Park interview questionnaire

Researcher details
Name: Ms. LP Shabalala
Position: Masters Student
Institution: University of Johannesburg
Department: School of Tourism and Hospitality
Supervisor: Dr P Thomas

3 pages

Ethics protocol to be followed in this research to be explained to all respondents

Your participation is voluntary and your contribution to the research will be maintained as confidential. The data that is to be collected will only be referred to by generic code given to each unique interview respondent in the final thesis so that your contribution is unidentifiable beyond that it is part of a specific target group e.g. honorary rangers, educator, university student.

Masters in tourism and hospitality: research project (Community Bordering Kruger National Park Questionnaire)

Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park.

Dear Sir/Madam

The research seeks to establish how to encourage more active participation in volunteer conservation efforts such as the Honorary Rangers through recommending various marketing actions including considering marketing for promoting volunteerism at a secondary school level to final year matric tourism students and to tourism students at a
tertiary level as undergraduate tourism students. Influencing the youth may have an effect at the community level of their parents and relatives.

Please can you give me your thoughts, opinions and answers for the following questions:

1. Where are you based or residing?
   a. Village
   b. Township
   a. Name of your village/ township: ...........................................

2. Do you currently have conservation or environmental activities within your community?
   a. Yes
   b. No

3. If your answer is No on question 2: Would you like for conservation and environmental activities to take place within your community?
   a. Yes
   b. No

4. Have you visited a national park? If yes, at what age?
   a. Yes
   b. No
   AGE:

5. Have you visited a public recreational area e.g. a Zoo, local parks, botanical gardens, etc? If yes, at what age?
   a. Yes
   b. No
   AGE:

6. Do you have any knowledge about conservation orientated volunteer organisations that exist in our country?
   a. Yes
   b. No
7. Please name conservation orientated volunteer organisations that you know of/ have heard of for instance Honorary Rangers ( *** here the researcher will briefly explain the Honorary Rangers so that the participant is clear about the question / the researcher will also ensure that the participant understands the meaning of “volunteer”).

8. How do you think the village and community could best be educated about conservation volunteerism (select as many as are suitable)?

a. Television  
b. National Newspaper  
c. Local/ community newspaper  
d. Travel magazine  
e. National Radio  
f. Community radio  
g. Visits by volunteers  
h. Other: please name ………………………………………

9. Do you think young people (12-18 years old) in your village would be interested in joining conservation orientated volunteer organisations (for instance the Honorary Rangers)?

a. Yes  
b. No  
If no, why not?

10. Do you think adults (over 18 -75) would be interested in working with conservation orientated volunteer organisations (for instance the Honorary Rangers)

a. Yes  
b. No  
If no, why not?

11. What are the biggest challenges to undertaking something like volunteer work?

12. Do you think is important for us as people to take part in helping to conserve and protect our parks?

a. Yes  
b. No
13. Should you be given a chance, would you like to get involved in conservation volunteer activities?
   a. Yes
   b. No

14. Does your community benefit or have benefits that can be linked with Kruger National Park?
   a. Yes
   b. No

15. Does your community benefit or have benefits that can be linked with conservation orientated volunteer organisations.
   a. Yes
   b. No

16. Please give any comments or recommendations that you may have based on the study.

   Thank you for your time and assistance. Enjoy the remainder of the day!!!
Appendix 2b
UJ Tourism Students survey questionnaire

Researcher details
Name: Ms. LP Shabalala
Position: Masters Student
Institution: University of Johannesburg
Department: School of Tourism and Hospitality
Supervisor: Dr P Thomas

2 pages
Ethics protocol to be followed in this research to be explained to all respondents
Your participation is voluntary and your contribution to the research will be maintained as confidential. The data that is to be collected will only be referred to by generic code given to each unique interview respondent in the final thesis so that your contribution is unidentifiable beyond that it is part of a specific target group e.g. honorary rangers, educator, university student.

Masters in tourism and hospitality: research project (UJ Tourism Students Questionnaire)
Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park.

The research seeks to establish how to encourage more active participation in volunteer conservation efforts such as the Honorary Rangers through recommending various marketing actions including considering marketing for promoting volunteerism at a secondary school level to final year matric tourism students and to tourism students at a tertiary level as undergraduate tourism students. Influencing the youth may have an effect at the community level of their parents and relatives.

Please can you give me your thoughts, opinions and answers for the following questions?

1. Where did you attend your high school?
   a. Name of the school: ………………………………
   b. Name of the country and province: ……………………………..

2. Was conservation or environmental studies form part of your curriculum at high school?
   a. Yes
   b. No
3. Do you currently have conservation or environmental studies as part of your curriculum?
   a. Yes
   b. No

4. If your answer is No on question 3: Would you like for conservation or environmental studies to be included on the curriculum?
   a. Yes
   b. No

5. Have you visited a national park before? If yes, at what age?
   a. Yes
   b. No
   AGE

6. Have you visited a recreational area before? (E.g. Zoo, local parks, botanical gardens, etc.) if yes, at what age?
   a. Yes
   b. No
   AGE

7. Do you have any knowledge about conservation orientated volunteer organisations that exist in our country?
   a. Yes
   b. No

8. Please name conservation orientated volunteer organisations that you know.

9. How did you get to know about the conservation volunteer organisation?
   a. Television
   b. National Newspaper
   c. Local/community newspaper
   d. Travel magazine
   e. National Radio
   f. Community radio
   g. Other: please name ...........................................

10. Do you think conservation orientated volunteer organisations (for instance the Honorary Rangers) can play a role in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as parks?
    a. Yes
    b. No

11. Do you think is important for us as people to take part in helping to conserve and protect our parks?
    a. Yes
    b. No
12. Should you be given a chance, would you like to get involved in conservation volunteer activities?
   a. Yes
   b. No

13. Please give any comments or recommendations that you may have based on the study.

Thank you for your time and assistance. Enjoy the remainder of the day!!!
Appendix 3a
Honorary Rangers respondents

1. What role do you think conservation orientated volunteer organisations (for instance the Honorary Rangers) can play in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as parks?

**Respondent 1**: I Support the Vision and Mission of SANParks, also increase awareness of the importance of conservation, and promote the notion of shared responsibility.

**Respondent 2**: I think it is important that there is a structured way for volunteers to become involved. It is too easy for volunteers to be motivated purely by passion and then to do and say things that actually detract from the mission and purpose of SANParks. The SHR organisation provides this as they work closely with SANParks at all levels. Within such a structure the different roles that volunteers can play is then huge……depending on the skills that each volunteer brings to the organisation. Because volunteers represent a cross-section of society they also bring differing view-points and experiences which can help in formulating and shaping policies and disseminating information.

**Respondent 3**: Such organisations pave the way for like-minded individuals to give back to our country in whatever way possible. This usually involves giving selflessly with no financial or material benefit but rather personal gratitude. There can be no better way of attaining this personal reward then by giving back to nature. But people need to get to a point where nature has given them something to start off with and only, then can they be in a position to give back. Usually nature gives them a love for the bush. Conservation volunteer bodies like SANParks Honorary Rangers (SHR) make this possible. The value added is priceless.

**Respondent 4**: At present, the Honorary Rangers, Lowveld Region, are involved in the following projects (outreach to communities):
• Nature conservation (in general) education to the neighbouring schools to Kruger National Park
• Programmes to help fight rhino poaching.
• Display in shopping complexes (malls)-animal and plant artefacts.
• Sports competitions involving outside communities.
During these activities, our organization also has an opportunity to teach communities members out volunteerism to assist the park for our heritage to be conserved.

Respondent 5: I think through programmes like People Educational Awareness Programmes (PEAP), through that people gets to know about our parks. In several occasions we did exhibitions and local people come and ask and report things as well and in that way they feel getting involved with SANParks not directly but through a source like an Honorary Ranger.

Respondent 6: Conservation orientated volunteer organisations such as the Honorary Rangers can play a vital role in increasing SA’s voluntary involvement and participation in protecting their natural resources by advertising what work they already do, and the need for more such efforts of support for conservation in the country using print media, social media, events and word of mouth. The HRs have the experience, a good track record, and systems in place that others can follow and also join if they wished to. Much of the ground work has been done.

2. SANParks Honorary Rangers 2013 report indicates that these volunteers are doing remarkable work through their volunteer activities for the public park areas. What sort of volunteer work do honorary rangers typically undertake? Do you think this valuable contribution is bringing value to the country via the park in tangible (finance, human resources and time) and intangible (word of mouth for example) ways? Does volunteerism always have to cost the volunteer money to participate do you think?

Respondent 1: HR’s perform a wide range of duties, from interacting with tourists to maintenance of various assets to financial contributions. Yes it is both tangible (stats from IMS) and intangible. Many more people would probably like to volunteer, however the costs are comparatively high, so HR’s tend to be the ones that can afford it.
**Respondent 2:** Most volunteer work involves assisting with camp duties such as checking bungalows after cleaning between guests, doing checks in camp sites in the evenings, providing information to guests, assisting at gates during busy periods by controlling queues etc., patrolling picnic spots to ensure the alcohol policy is obeyed, litter patrols.

Some SHRs are able to assist with more specialised work such as maintenance, admin, etc.

- I am sure it does. I myself work virtually full time assisting one of the managers.....she has no other assistance! Talking about experiences with friends and acquaintances then spreads the message.

- I think inevitably there will be a financial cost. There is a need to travel to the park and within the park to start with. Accommodation is offered, but only camping, so volunteers need to have camping equipment and their own food etc. Uniforms have to be bought.

**Respondent 3:** Within SHR, volunteering opportunities within the 3 legs of SANParks exist, Conservation, People & Conservation (P & C) and Tourism. Within Conservation, duties include snare removal, alien plant eradication, fence patrols, anti-poaching, assistance with various research projects within the Parks, game capture/veterinary wildlife services, road maintenance, pollution control. Within P & C, SHRs can assist with manning Public Education and Awareness Programmes at schools and shopping malls, etc. (PEAP), manning information displays within Parks, assisting with community based/school programmes, involvement in the Junior Honorary Rangers programme.

Within Tourism, various duties such as Entrance Gate duties over busy weekends to alleviate pressure off permanent staff, hut inspections, caravan / camping duty inspections, interacting with tourists, freelance Guiding duties.

- Yes, definitely. For me personally I see my duty as making money for SANParks and I achieve this by bringing tourists back. Tourists only return of they have an all-round good experience. Since SHRs allows us to up skill ourselves to better interact with members of the public and with our fellow permanent colleagues, the rewards of this can be seen by the increasing numbers in terms of tourists and financial gain. This can only be achieved through meaningful interaction with SANParks management and our colleagues on the ground.
- Yes, it is quite costly especially for those living away from participating Parks. There’s the initial joining/membership fee, cost of uniforms, cost of travelling to and from a Park, accommodation and yearly subscription fees.

Responded 4: Members of this organization have various skills which are used to assist the park; e.g. plumbing, carpentry, security, teaching, cooking, horticulture, driving, finance, human resource, welding, engineering and many more.

What the volunteers do in the park:

- Cleaning (camps or litter along the roads)
- Gate duties (all security requirements)
- Administration
- Building (tents and houses)
- Painting
- Night patrols to curb poaching
- Information centre
- Canning of seeds for sale to raise funds
- Driving guests for game viewing
- Help in all conservation activities (game capture for relocation)
- Assist in managing lion demography.
- Marketing

The volunteers are paying their own money for this organization to be viable. Our contribution is bringing value to the country, e.g.

- The National Government spends less money to maintain the park as the HR’s are doing a lot, e.g. managing bush camps which makes lot of money.
- Clearing debris and erecting new tents in the bush camps (after heavy rains)
- Removal of alien plants in the bush.
- Maintenance of leakages and fittings in ablution blocks.
- Building of infrastructure.
- These are just a few.
  The above are assisting our government to save a lot of money.

Respondent 5: There is different like myself, I’m a freelance guide. I do a lot of guiding at Phalaborwa gate so in that sense I don’t charge them any money, so they get the service free of charge.
When we are at state that the guides are on leave or sick they will call me, we are three guides in region but there are plenty of guides all over. So we do this activities in system for instance Letaba Camp, we place a guide for about 2-3 months to keep the place clean and advise on planting new grass, get the pipes fixed just for the little bit of guidance. There are different activities as well like at Elephant Hall, we are involved as well. Our local Honorary Rangers go there for a weekend, were SANParks have to pay people for overtime, we fill that gap at Elephant Hall. What we do, we sit in the Elephant Hall in a duty of six hours just to manage the hall, people come ask questions and we answer them just to make sure that people abides the rules of the hall. For example there are places where food is not allowed of things that not supposed to be touched, just play security role.

Yes, most of the time volunteering does cost money in different scenarios. It will cost you money in a sense that you will need a transport from Phalaborwa gate to Letaba the closest camp. Sometimes it will cost you money if we are doing duties at the gates which are not going to cost much of it because if you are at the gate you are at your door step. It does cost money but you don’t have to be rich to be an Honorary Ranger but you must put about say doing duty petrol money to Letaba and back say more or less R150.00, you going to eat there

**Respondent 6:** In the region I am Chairperson of, the Virtual Region, our volunteer work is mostly done via the internet and social media. Our primary areas of work is the SANParks Forums on the SANParks website http://www.sanparks.org/forums/index.php We regard the forums as another ‘park’ and our duties cover education, visitor assistance, maintaining the forums, providing a link between SANParks and the forum community and readers, and fund raising. We also provide a similar service to the SANParks facebook groups.

We believe that our efforts via the internet/social media brings a valuable contribution in both bringing value to the country in tangible and intangible ways because we reach a global community and are able to spread the word of tourism and conservation in SA to this global community, encourage people to visit SA and the National Parks, and to contribute to the conservation cause.

Members of our region also do duty on the ground in the parks.
To facilitate the volunteer work we do, it does require that we have the means to provide internet connections and the devices we need such a computers and smart phones, or tablets. Also, at times travel costs to meetings are incurred.

3. Batho Pele state that we (people) should take responsibility in helping conserve our parks as they are our own. What is your view?

**Respondent 1:** I agree, we must build an identity that we are all South Africans irrespective of attributes; secondly we are all part of the human race and are responsible not only for our own country but the Earth as a whole, it’s the only home we have!

**Respondent 2:** There is the SHR website, and PEAP displays at shopping centres and in schools. Various regions also have fund-raising activities such as golf days which further raise awareness.

**Respondent 3:** Agree. People will only see the value of something once it is no longer there. Fortunately some have the chance to appreciate it and give back and therefore perceive its value by conserving it and contributing in whatever way they can before it is all lost. Too late then.

**Respondent 4:** As the citizens of this beloved country, our organization is leading by examples. Remember the “volunteerism” coined by the then president of the Republic of South Africa, Thabo Mbeki. To assist the state, this concept urged every citizen to volunteer for the benefit of both the country and its citizens. We live to this expectation. We have taken responsibility, as an HR organization to make sure that the precious heritage in Kruger is conserved for the next generation, also to market Kruger for employment through tourism. More significantly, the pride as a nation.

**Respondent 5:** The respondent does not know or was not familiar with the Batho Pele document

4. What marketing strategies do you currently know of that seek to make volunteerism (like HR) appealing to gathering support from local Kruger communities in their role in the context of citizenship constituency in conservation?
**Respondent 1:** I only heard of HR’s by word of mouth, the media could be approached to make it more widely known.

**Respondent 2:** A number of SHRs are teachers and they help to spread the word. In addition there is a Junior Rangers programme especially for this age group. The ‘Kids in Parks’ project also addresses this issue.

**Respondent 3:** Having been a SHR for many years, I think the marketing is a lot better now. However, it is still unclear to me how this appeals to local KNP communities and if the concept of volunteering in conservation appeals to them. The marketing in my opinion is not pitched at the right level and needs to be community specific. For example, have a ‘recruitment run’ in a busy mall in Joburg will attract certain types of people. In Joburg are generally better informed/more sensitive about volunteering this way and the conservation challenges facing our country, and they would definitely be more resourceful (financially, access to information); however, a drive like this would not necessarily work in a local KNP community as peoples background, focus and resources are different. SHS has in my view, not developed an adequate marketing strategy to attract more locals within the KNP to fully apprise them of what volunteering on conservation entails and how this contributes to citizenship constituency building in conservation. The concept needs to be unpacked and a niche marketing strategy developed. Task teams consisting of the right individuals should be established with a clear ‘business plan’ and communities approached, educated and brought into the fold of volunteer conservation with a long term retention plan as part of the outcomes.

**Respondent 4:** We do this through our outreach programmes like:

- Teaching nature conservation to local schools.
- Display during moth-endings in shopping malls/complexes.
- Sports competitions with communities.
- Invite schools to learn more about the park.
- Host an international yearly marathon inside Skukuza.
- Marketing the plants in the nursery for people to come and buy.

**Respondent 5:** Yeah, in conservation we this two programmes already Aahhh in schools here in rural areas, we took pictures of kids the little ones because they are the future of tomorrow, taking part in activities. Another one on weekend we take off to schools, rural communities and explain what is conservation is about and why there is a
park. On the exhibitions we got the real horns of animals, skin, eggs of Ostrich, and we got everything you can think of there and the difference between this and a little shop is that we invite the kids to come and touch the stuff, we give it to them say touch and feel so that they can get the feeling of it cause you can just see the animal walking in the bush and see the horns but we don’t know how they feel, how big the horns are. If you bring close to nature and understand why you have to look after it is to see it, touch it then we tell them that you see it here is just the horns and skin and you show them a picture of the whole animal then you ask them do you want to see it live? Now you are taking them to the next step, then you tell why you don’t come to Kruger to see it live, then you get the picture of yes. Then we need to look after our heritage because of we don’t we will only see the animals in pictures

(Follow up question) so you do exhibitions in rural areas?
Not only in rural areas, we do exhibitions sometimes there, here at the Phalaborwa gate, sometimes at Spar in town and sometimes at Letaba camp. We have a trailer that is fully packed with little skulls, birds’ feathers, anything that you can think off even seeds of plants and do educational talk with them on this items and while they touch and feel the items

(Follow up question) which communities do you normal visit?
This will be Majenje Community just opposite the location, Namakgale Community and Makhushane Community

Respondent 6: I cannot name actual ones, but I do know that the HR regions that border the Park do actively market the HRs to encourage members from the towns and communities to join the movement.

5. Do you currently have marketing strategies that make HR volunteering programmes appealing to University students who doing tourism?

Respondent 1: Not that I know of

Respondent 2: Not specifically, although there is an attempt on the SANParks forum to reach out to University students by members.
**Respondent 3:** Within SHR I don’t think there are marketing strategies for Tourism students. Don’t believe this avenue has been fully explored. Unless there is something specific within SHR that would attract Tourism students, it is unlikely that the SHR programme would yield a sustainable interest in SHR for students. It really depends on what students are aiming to achieve. Within SHR I’ve always believed that what you put in is what you will get out. Like with most things in life, it’s what you make of it!

**Respondent 4:** Not the ones I know of.

**Respondent 5:** Not through the Honorary Rangers as far as I know. We not really much involved with the students. On our site we don’t have students but junior groups, yes in that sense. We have a group at Mashishimale (it is cost saving to have the group here in the village because it is costly to transport the group to town to do activities and back), we have a group at Makhushane and we have a group in town (this group is mostly white and Africans are there but are those who stays in town so it make it easier for them to stay here than to travel to Makhushane or Mashishimale for activities). Since we moved to Makhushane we managed to increase the number because people were much interested and closer/accessible to students.

**Respondent 6:** No. But it is something that I feel our region, being a ‘virtual’ one can be very involved in using the internet and social media to reach these children.

6. Can you give examples of programmes that you (HR) are currently involved in and volunteerism in general? (E.g. Sasol bird count).

**Respondent 1:** Ground Horn Bill Database

**Respondent 2:** One of the first things I am often asked is what I am paid. There is a reluctance to do anything that costs money to do. Then there is the problem of wrong information given out by volunteers who have not been trained properly or who have misunderstood information.

**Respondent 3:** Invasive Species Eradication Group (ISEG), snare removal, Freelance Guiding (volunteer game drives and guided walks), PEAP exhibitions, Anti-poaching, various Tourism related duties, bush camps (fundraising initiative).
**Respondent 4:**
- Lion demography in the park.
- Game capture
- Butterfly species

**Respondent 5:** Rhino fundraising, work in the Nursery on weekends, etc.

7. There is research stating that we need the parks for our health/mental and wellbeing. Please give your view?

**Respondent 1:** Modern civilization isolates us from nature; it is known that connecting with our natural environment lowers stress.

**Respondent 3:** Agree. I once read “Nature is not a place to visit. It is home.” Everything is linked to everything else. We are part of that great big link. As the linkages start going, we will undoubtedly be affected. For the survival our own species, we need the parks. Our souls need healing and rejuvenation which an urban environment can hardly give. Only true wilderness which Parks have can provide this.

**Respondent 4**

This is true.
- For family reunions.
- For relaxing during holidays.
- Learn about the importance of nature conservation
- Know part of our history.
- During festive seasons, it is safe to be in the parks, rather than being driving along busy roads as there are many accidents.

**Respondent 5:** I agree with the statement, people need nature for their wellbeing.

8. What are the challenges you believe exist/have experienced for trying to get citizens involved in conservation volunteer activities?

**Respondent 1:** Lack of awareness, and cost
Respondent 3: The fact that we do not get paid is a big challenge; that is costs a lot to be a volunteer; applicants are not nurtured enough and many fall on the wayside and possibly by word of mouth communicate such ineffectiveness to others; inadequate mentoring programmes; poor management of members within regions; regions focussing on the wrong projects; individuals looking to benefit personally and create conflict and disillusion amongst members/cause members to leave; inconsistent application of rules/regulations; poor communication within SHRs and with SANParks management; individuals acting out in irresponsible ways tarnishing image of organisation making it less attractive to the public; poor rotation of SHR management within regions and national executive members resulting in stagnating ideas or lack of new ideas.

Respondent 4: Many people want to be paid, which is a challenge. And according to my view, people must not receive monetary compensation as this will kill the spirit of Ubuntu and volunteerism.

Many people want unlimited access to the parks with all their cronies, which is wrong.

Respondent 5: I think the challenges at this stage is cost involved and second thing especially when you are going to the bush the Africans are more scared, the whites are more used to it so if you say we are going to sleep in the bush they prefer the safety of the camps because they become scared and think that a lion will eat them, they are not going to be safe, that the main concern is.

But now we have two activities myself and two African HR’s were we walk in the bush, they actually enjoyed it felt safe and also felt the nature. Thorough them we try to work through the people.

Other reason for some is time because on weekend they have to attend to family and funerals so some they come to join then disappear.

Another thing could be transport from the Phalaborwa gate to Letaba Camp

Respondent 6: Costs and time. Citizens need to be able to fund travel to the parks, or a good internet connection; and they need to have the time to do the duty required. Often younger people are busy studying, building careers and raising families leaving little time to volunteer. And many people purely just cannot afford to volunteer to do the duties required.
9. Please give any comments or recommendations that you may have on what conservation volunteers of the future should look like in South Africa?

**Respondent 1:** Education at school level is vital.

**Respondent 2:** More of the same! More courses available to empower the volunteers to be knowledgeable and skilled contributors. I buzz with ideas……!

**Respondent 3:** It should be all encompassing and involvement the greater masses. The concept of volunteering does not come naturally to the majority of our people. People need to experience conservation before they can be in a position to volunteer. One recommendation would be to explore this, either by doing market research where we solicit feedback from the public and how they see volunteering in conservation and what are they expecting to do once in it and what they hope to get out of it. It will not surprise me that most people who know about volunteering in conservation have a limited view about what we do. Like chasing poachers in the veld or making wildlife documentaries. Never have they been told that they will be doing hut inspections or listening to complaints from difficult a tourist which is a far cry from monitoring lions in the bush! People need to be educated about what they can expect but also be given the opportunity to explore what is it they hope to give and get out of it.

**Respondent 4:**

- People must be committed.
- They must not demand remuneration in rendering their duties

**Respondent 5:** we should look at our juniors / young ones, we need to spend more time with them, make it more interesting or present something nice to them so that they can grab to it. They are our future and at this stage age 40 -45 the more older people you get the more the lot of being a Honorary Ranger and age between 21- 38 there is huge gap there. I think we need to focus on the age 30 – 40 to keep them interested and focus as well. This group will be able to influence other groups. The guys at the age of 30 can influence the 20 years old and younger the 40 years old can influence the 50 and 60 years olds as they might speak the same language.

**Respondent 6:** These should to be every South African and visitor from abroad. Not necessarily to join formal organisations such as the SANParks HRs, but to empower them to have the passion that even in some small way they can make a difference to conservation in South Africa.
The youth are the future, they should be targeted and involved from an early age; again social media and the internet can play a huge role in this. If one refers to the information regarding the parks and conservation on the SANParks Forums for eg, already there is a large database of relevant information that can be sourced, read and added to. It is strictly managed environment so kept clean and family orientated.

All citizens and park visitors should be involved in some way, no matter how small. It is vital to reach and involve the communities who are most affected by the parks such as those living on the borders of the parks. These people can offer much as they often have grown up in the area, know the area and history well and need to feel they can also benefit in from the parks being a success.
Appendix 3b
SANPark staff respondents

1. What role do you think conservation orientated volunteer organisations (for instance the Honorary Rangers) can play in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as parks?

**Respondent 1**
“At the moment it plays a quite important role and people like to help, through helping you get exposed to things and you feel like you are making a difference but that value for biodiversity and conservation must be there for you to want to do that to start with. Probably one of the challenges is the perceptions and the difference in the perceptions between different stakeholders groups that of value of biodiversity. I think there is an opportunity if we talking about increasing. If we are talking about the neighbouring communities around Kruger many of them have never been into Kruger before. So I think if they come and volunteer in some easy-ish type of thing, it will then bit promote a bit of constituency to people having access. Access will be the first step. I think is a long short as they haven’t grown up on this environment and to come and volunteer, have interest for something that they don’t really understand much. There is a potential but it will have to be in different phase or stages process. Obviously you can’t fit all people in one basket, South Africa is very diverse. They are already Honorary Rangers from the local community but if we are talking about increasing it, there will be a number of steps to take. Probably those guys are good ambassadors already”.

**Respondent 2**
I think volunteer organisations in general can play an important part. We actually have projects with volunteers, but we call them “Citizen Science”. Is mostly NGO organisations, is much more to do with collecting data on biodiversity site. People come and help and also give their time, are people who are interested in conservation and by helping they get more background.

**Respondent 3**
Volunteer organisations just about the visible perhaps about their input being made public that’s the only way I could imagine to increase other involvement because some people they don’t realise that they can get involved even though they don’t work here. Some people think there is no way to help. Perhaps by the existing volunteer
organisations making themselves more visible and promoting the work that they do, will help increase involvement.

**Respondent 4**

I think through People Educational Awareness Programme (PEAP), through that people get to start to know about our parks. Several times we did exhibitions and find that people come to ask and report things as well. With that they feel involved with SANParks not directly but with a source as Honorary Rangers.

**Respondent 5**

I think this is a point of socialisation, you learn by seeing, you learn by wanting to associate yourself with certain things that happen in front of you. So the work that HRs are doing is a very important work especially with contributing their services to the organisation SANParks. And that work actually is being applauded by the organisation. For anything that gets done and be applauded (thinking) if you are an inspiring person want to mimic or want to identify yourself you would say to yourself one day I want to be that by seeing.

**Respondent 6**

The nursery relies heavily on support of HR specifically the lowveld HRs. To answer your question, I think this HR organisation do really play a big role to increasing volunteer involvement because the nursery is run on weekend basis by HRs for many years. Up to half of my income here in the nursery comes from the volunteers in in form of HR. Also they are extremely enthusiastic about getting involved and protecting natural resources. They help me with fundraising; they really go beyond and above to help. They are very easy to work with and they are also well resourced because they are almost people who are experts or successful in their own business. They got capacity whether is financially or time wise to get involved. They really play a big role on getting people to protect the natural resources. It also good for them, they feel good about the efforts that they are making

**Respondent 7 (two participants)**

I think it is important that there is a structured way for volunteers to become involved. It is too easy for volunteers to be motivated purely by passion and then to do and say
things that actually detract from the mission and purpose of SANParks. The SHR organisation provides this as they work closely with SANParks at all levels. Within such a structure the different roles that volunteers can play is then huge…..depending on the skills that each volunteer brings to the organisation. Because volunteers represent a cross-section of society they also bring differing viewpoints and experiences which can help in formulating and shaping policies and disseminating information.

**Respondent 8**

My personal feeling is that, you can be a volunteer of any something of you have a passion about it. My answer will be passion driven. Volunteer in this case HRs we are not compensating them in any way. They volunteer while pay their own fuel to come here, they pay for their accommodation were their staying while doing duties here and they pay for their meals. So if you talk volunteerism is true sense of the word.

2. SANParks Honorary Rangers 2013 report indicates that these volunteers are doing remarkable work through their volunteer activities for the public park areas. What sort of volunteer work do honorary rangers typically undertake? Do you think this valuable contribution is bringing value to the country via the park in tangible (finance, human resources and time) and intangible (word of mouth for example) ways? Does volunteerism always have to cost the volunteer money to participate do you think?

**Respondent 1**

“Yah, actually is a very diverse set of things. They provide funding for things that the park under the constrains budget could not provide funding for. The rhino poaching for instance, all the extra rhino poaching equipment and the security people who are patrolling people, lot of the money comes from the Honorary Rangers. Actually we will be in trouble if the disappears (serious face). They do fundraising and have human resource aspect of it, thy do volunteering especially on the environmental Education Centres that are allocated around the park. Often the People and Conservation who are responsible for the Environmental Education centres are short staffed, is always difficult for them to have staff to work on a weekend, that’s where the Honorary Rangers play an important role, they manages the centres such as Letaba Elephant Centre Hall at the weekends. Yah like I said earlier they are act as ambassadors. I think they certainly play a role in marketing conservation because,
they are very passionate about conservation, they are usually very successful business people working in a different field but they got passionate about conservation and they do that on the side like a hobby (smile and laugh)

I have been personally spoke person specifically about Honorary Rangers but we have a number of different volunteer group that help SANParks, there is GVI, we don’t engage with them that much anymore, there are couple of challenges that which I don’t know you wanna go into now but to volunteer it does sometimes cost money but it doesn’t always to be like that, I think it depends on how you define volunteerism. You could also say that they have these environment calendar days this when school kids come and volunteer their time and pick up litter, to me is form of volunteerism.

(Follow up Question) So you said school kids come and do volunteer by giving their time?

Yes, they have these environmental calendar days throughout the year – like environmental day, arbour day or something like that. The park arranges for the kids to come in to volunteer. They have things like “Keep Kruger Clean” the kids will come to volunteer by picking up litter during school day.

(Follow up Question) If the kids come during the environmental calendar, who provides transport, accommodation or they just do day trips? How does it work?

I think it depends, for all our educational programmes schools are responsible for themselves to provide transport. For the formal educational programme which is coming up, they have a structured programme with our centres during the calendar days just not sure how it works with the logistics of transport; it could be that we fetch them. I don’t think it could work if there is a cost to the school because some of these schools are under a huge financial very strain. Some of our schools from the west boundaries are way under staffed, have classes of 70 kids to one teacher, don’t have running water, and have 300 to 400 kids with no bathrooms. So they are lot of challenges, they don’t have money to spend, so a little help is required. The cost is more beards by SANParks.

The formal educational programme, the school is responsible for their own transport and for their own food and drinks but they get a free entry (*this is not for volunteerism but for
educational programme). There are 70,000 kids a year that gets entry to Kruger through this programme. These kids are coming in get a free programme (they phone in advance and make a booking with one of the KNP Centres). We got five from the north and south of the park and say that they are interested in learning about trees or Rhino, general mammals or night animals or whatever. Then our centres structured the programme according to the need of the school and deliver the 2-3 hours programme to the kids for free. They don’t stay over, is a day trip.

Then there is other programmes, about 4-5 educational programmes but I will tell you about the 2 well extremes then the other just somewhere in between. 1st one you can basically call it “how the volume of kids smallish impact because there lot of kids coming in, big turnover in the short period they’re in the park” on the other hand we have “fewer kids come for more quality experience”. Is all about achieving different objectives. There are few sponsors but Kruger sponsor most of it. There are no expenses to the kids for this programme. They get food, everything they need and camp for 3 nights in the park and have a really good quality programme. This falls under (*this is not for volunteerism but for educational programme). We have this range of products, in theory we are promoting access. This programme is very important because out the 70,000 kids, about 90% of those kids is their first time coming to the Park. We are promoting free access to about 50,000 at least kids through educational programme every year which really good but we want some of this kids to internalise this whole thing and really experience it and hopefully try incorporate some of this behaviours and changes and that’s where this programme comes in.(bring more kids just to experience or bring few kids to gain more quality experience. It can operate in a range of scale. There are some programmes that are longer, go for half a day and they have such a longer exposure. If you think it on a scale on the other hand you have a short 1 hour programme on the other hand you have a 3 day longer programme then there is a couple of programmes in between not for overnight. The only overnight is the 3 days programme.

**Respondent 2**

They do a lot of fundraising. Around here you will see around here they are selling pan cakes, boerewors roll, have a little curio store at the gate outside the park and telling people what they are doing. They do bigger fundraising like rhino poaching fundraising. They also volunteer their time by driving within the park doing late patrols and pick up litter on their own time. They also help when we are staff short especially on the guiding as the Honorary Rangers are quite very knowledgeable when it comes to guiding, so they will stand in. They will take people out as a SANParks guide because they have got the uniform and they have
signed the indemnity form. They actually assist us with some of the core activities (smiling). Long time ago they actually assisted in the reception and that has change because we started using different programmes when people come to book in so is all electronic now, they don’t know the software work. So long time ago they used to be helpful in that area because it was used only pen and paper and now is all electronic, they don’t know the system but they still volunteer in lot different stuff in the park.

(Follow up Question) do you get any benefits like intangible stuff like word of mouth through their volunteerism?

I think yah, indefinitely people see them and they are very friendly, they are always willing to talk to people especial at pick nick spots telling people what they are doing, just general conversation, just conservation background that they give. Another really important thing that people pick up is because they are part or kind of linked directly to SANParks, they have got the uniform, they have got the kudukop, people not always see them as Honorary Rangers but see then as Rangers and people just want to jump to them (small laughter).

(Follow up Question) Does volunteerism always have to cost the volunteer money to participate do you think?

No I don’t think so. Just to tell you, we have volunteer programmes in SANPark as well call GVI “Global Vision International”, that’s international volunteers but they pay a lot of money to come here, they pay their own transport, they actually have pay the company to be here in the park, only that SANParks provides is accommodation and is people who already have skills, they got some tertiary education, so they are useful to have in the parks.

Last year we have a quite in the beginning because we struggle of accommodation even for our own staff so we can’t always provide accommodation for volunteers (looked serious and concerned). So we got less of them. We don’t have one in the KNP at the moment but we do have one in Namakwa I think, at Ograbbies and Table Mountain, I think that’s the only three parks that have them.

**Respondent 3**

The sort of work typically the Honorary Rangers undertake varies. One: you have two very distinct Honorary Rangers, you have the Honorary Rangers that help in a camp level with everything that has to do with tourism related issues (do litter patrols, pick up litter, do tree surveys for the scientific department, etc. get involved in various departments and contribute...
physical labour). Two: you have the Honorary Rangers who have connections and work in business. The very much mainly fulfil the fundraising role. They source donations with big companies. So we have the HR’s who are happy to work on the ground a help with anything they can in the park and we have the HR’s that brings the money.

They really bring value to the country but the fact that they are supporting the park and purely that they keep the park funded in different ways that I suppose does add value to the country and the fact that the park can function. As you have seen the 2013 report and the level of income they brought into the parks and the hours of work, that goes a long way as resources we don’t have. If Honorary Rangers withdraw we will have a serious problem on getting things, fixing or maintain within the park.

That’s a very interesting one because there are lot of different schools

**Respondent 4 (works for the park and also a HR)**

There is difference like for me I’m a freelance guide, I do lot of guiding for Phalaborwa gate, but in that senses I do it for free I don’t charge any money. When they get to a state where one of their guys goes on leave or get sick then they will call me. We are 3 guides in our region but 20 guide all over, so we do this activities in the system. For instance in Letaba camp, the rangers there were on leave about two months, were rendering the garden services, plant new grass, get the pipes fixed, just a little assistance and guidance. We also assist in at Elephant Hall, we local HR on weekends we spend our time there, were by SANParks will have to pay people overtime and we fill that gap there by doing the 6hrs duty were we manage the hall, people come ask questions and we answer them and also make sure that people go by the rules of the hall (like no bringing food inside, no touching some of the stuff )just to play security role.

*(Follow up Question)* Does volunteerism always have to cost the volunteer money to participate do you think?

Yes, at time it cost you in different scenarios. It will cost in a sense that you need to have transport from Phalaborwa gate to Letaba camp the closest camp. It will also cost when doing duties at the gate which is not much because is at the door step. Yeah it does cost money but you don’t have to be rich to become a HR but you must be able to put petrol to Letaba and back lets about R150.00
Respondent 5

Eeehhmm, is various they go according to the core function of the park that is now conservation and lately they have been much involved in the provision of the equipment to fight rhino poaching. Also on like the other projects, (thinking) we have been assisted by the HRs in this department by replacing the historical plateaus across the park, which would be a work that you would have taken us forever. But through the HRs services they manage to replace, using their time, material eehhh their money.

(Follow up Question) do you get any benefits like intangible stuff like word of mouth through their volunteerism?

They do in a very big way because remember their contribution can be accounted for in terms of rand value, it can be accounted for through the time spent which is human resources. It means that their contribution is valuable. It will mean that what they contributed through money we would have reach because our budget would have not got there and what they contribute through their time again we wouldn't achieve because wouldn't have the necessary man power and on top of that the contribution goes to skills development because through whatever they do the park human resource learn from them.

(Follow up Question) Does volunteerism always have to cost the volunteer money to participate do you think?

Not necessarily (laugh slowly), I think it does in a way. Eehhmm, I will give you an example: we have a programme called Kruger to Kasi "an awareness kind of programme". We go to communities; we tell them about Kruger, answer questions from community members, we will also encourage volunteerism. I remember one woman said to me “it sounds very good but the realities on the ground is that only the heirs can start to think of volunteering “and I asked her to clarify and she said (called the Staff member by name)”when you talk volunteerism I could have the time to offer but I might not have the soap to wash so that I can be clean when I go to the people, I might not have the money for transport. I really want to give you a service but the service I cannot give it from where I am. I need to travel and I need to be clean, these are the two basic things but if you don’t really have the money to achieve these two basic things then you cannot give your volunteerism or your voluntary services, that will not mean we don’t want”. I think there was some sense in that (look sadden and serious)

To answer your question, indirectly yes it does take money.
**Respondent 6**

Here in the nursery the run the nursery, doing everything. They manage the nursery during weekends, they do cash register, they sell the pants to the tourists, and they engage with them and talk with them, make tea for the tea gardeners, sweep the pathways, fold the bags, repair the horse pipes. There is no anything that they can’t do, things that you haven’t thought of they will think off and do. We are very selective on the kind of volunteers that we got here because we have the responsibility of cash and we are in the face of the public. We need to be well equipped. They must be able to answer the questions and have knowledge of plants and knowledge of gardening. Then is a specific type of volunteers we got here. They got a roster so they repeat assistance and they have extensive training before they come here.

For instance, let’s say I don’t have budget but I need boots for my stuff, they will come up with the money and buy boots for my stuff. They really accommodate my requests. If they can’t help me they will find someone to help me.

*(Follow up Question) do you get any benefits like intangible stuff like word of mouth through their volunteerism?*

I think they got a very good network out there. We quite like sort of sheltered here in the park, we meet tourists and things but they are good on word of mouth. They also have a network of lot of applicants, the wannabe HRs and they bring them here. They also advertise themselves, say “hi even if I’m in a uniform I’m not a staff of SANParks, I’m a HR”. They spread the word very nicely.

*(Follow up Question) Does volunteerism always have to cost the volunteer money to participate do you think?*

Yes, if they have to come to the park and they have to transport themselves, yes is going to cost them money. Transport can be an issue because most of the HR that are working here in the nursery are from Sabie or Nelspruit. We have a park home that sleeps about 4 people. The HR pays for park home and maintain it from their own fundraising. They pay for electricity and water, pay for the gardening people who keep it clean, etc. So, for an individual outlay that comes to volunteer, is going to cost them for their food and petrol. Everything else is provides, they get free accommodation, free access to the park and we also give them lot of packs: we donate plants to them, etc.
Respondent 7 (two participants works for the park and also a HR)

Most volunteer work involves assisting with camp duties such as checking bungalows after cleaning between guests, doing checks in camp sites in the evenings, providing information to guests, assisting at gates during busy periods by controlling queues etc, patrolling picnic spots to ensure the alcohol policy is obeyed, litter patrols.

Some SHRs are able to assist with more specialised work such as maintenance, admin, etc.

(Follow up Question) do you get any benefits like intangible stuff like word of mouth through their volunteerism?

I am sure it does. I myself work virtually full time assisting one of the managers.....she has no other assistance! Talking about experiences with friends and acquaintances then spreads the message.

(Follow up Question) Does volunteerism always have to cost the volunteer money to participate do you think?

I think inevitably there will be a financial cost. There is a need to travel to the park and within the park to start with. Accommodation is offered, but only camping, so volunteers need to have camping equipment and their own food etc. Uniforms have to be bought.

Respondent 8

Over and above, the go and fundraise for us for specific projects I’m sure that you are aware that we are at war trying to protect the rhino from poaching so they play a significant role in raising funds and resources for us to remain in this war and not throw in a towel as yet. Over and above, they do lot of voluntary work for the park.

There is also a site of endangered trees and plants, so they are also assisting on identifying those plants. They are also assisting on fighting alien inversion species as were are situated in a savannah bush area. If you go to the coast, the also assist with fish or anything that is in the sea based but of an alien nature.
(Follow up Question) do you get any benefits like intangible stuff like word of mouth through their volunteerism?

Yes it does. Let me start by saying to be an HR is not something that you can just wake up and be given a uniform and that’s it, it is a process. Other people if they hear HR and parks might think oh there is my free ticket to holiday. Some they don’t have time to join though they support the concept and you will hear when they come to pay for their bookings referring to word of mouth.

3. What marketing strategies do you currently know of that seek to make volunteerism (like HR) appealing to gathering support from local Kruger communities in their role in the context of citizenship constituency in conservation?

Respondent 1

I’m not really much involved. The HR’s are doing their own marketing; SANParks don’t market HR’s at all. Is a completely volunteer sustainable thing where they do their own marketing. In terms of the kids come in and do calendar days (which I can call volunteerism) SANParks do marketing. The school selection criteria will depend on the local context, around the programme and around the area. We also do marketing for the GVI. You could get some information on how we market the GVI can be obtained at Head Office or Mr Kevin Moore even if we do (he is the one who is linked for SANParks), we are not involved in the marketing if GVI’s is done at Head Office.

Couple of the volunteering stuff that might be interesting to you are more linked on the Science and monitoring site called” Citizen Science” have you heard of them?

I answered: No

She explained: Is a way of engaging with the tourist or the public to do some basic monitoring when they going about their normal tourism stuff. It gets used for things like bird migration and phenology of plants, that’s where you talk about when to plant a flower for a first time. There is some sort of website, when person see for the first time a bird migration, they will write down the date and a date of GPS coordinates and plug it on the website then you build up these maps of when the birds are coming and when the birds are going, is very important for the biodiversity monitoring. That’s the type of volunteerism that is directly related to SANParks and directly related to KNP “called Citizen Science”.
In terms of marketing related to that is project related. If you are talking about the birds, they will have their own website and send emails to the birding clubs saying we are doing this project are you keen to be involved, is completely voluntary?

**Respondent 2**

I’m not involved in marketing at all. So I can’t really tell you much but what I can tell you, I actually don’t think we do marketing for volunteerism specifically we are on more awareness raising especially on our local communities we got this constituency building, is kind of more awareness is not a marketing tool but it still brings the conservation message across and also how they can benefit from the parks. Is slightly not marketing in a sense of real marketing just more awareness

**Respondent 3**

The only experience I have with volunteerism is by the company called “Global Vision International” and the “Horary Rangers”. Kruger Park does not generally accept volunteers unless under a structured programme. So because of legal issues and the implications of people volunteering in terms of workers compensation, the park does not generally accept, you can’t just phone and say I want to volunteer.

So the only two organisations that I know that you can volunteer here with are Global Vision International and Honorary Rangers.

Global Vision marketing is primary done through their website and Honorary Rangers tend to be visible in the media and they have improved quite dramatically over the years.

In the past if an Honorary Ranger funded something or was involved they always get back indication that this was done by this region sponsoring it but off lately with media being more visible you got a situation where there have a website and see the work they do and how to get hold of them and know about what does it takes to be an honorary ranger, what must do and what you must not do and can you get involved. They probably encourage every region to put photos if they have contributed or any project that they are involved in. Is manly done by web media, they also use things like SANParks Times, Wild Magazine and also the print media also carries a lot of work that Honorary Rangers do. Depending on the size of the donation and what the actual project is, for instance Rhino poaching stuff when you talk big level of money, all the national papers will carry the story. But mainly Kruger media sources will carry a HR’s story.
Respondent 4 (works for the park and also a HR)

Yeah in conservation there are two programmes already in schools here in our rural areas and we took pictures of the little ones as “they are the future of tomorrow”, so we have a school hall full of children taking part in activities. We going to run another one on a week or two weeks’ time on the rural areas, one of the head masters said he want to take it to his school to show the people. So we went an explained to them what is conservation about and why do we have parks. With these exhibitions we have real horns of the animals, skins, eggs of Ostrich, almost everything that you can think off. The difference with this whether is in a little shop, with tis we invite the kids to come and touch it, feel, taste so that they can get the feeling of it cause when you walk in the park you don’t know how big the horns are and how they feel cause you never touched it. To bring them close to nature in a stand like this and show them the picture of the animal then you ask them do you like to see it live then they say yes then you tell them you have to come to Kruger to see it live. But if we don’t take care of the area and after our heritage then your children’s children’s you will have to show them in a photo maybe you won’t have the horns, they won’t see it. So we need to look after our heritage.

(Follow up question) Where exactly do you normally do the exhibitions?

We sometimes do the exhibitions at Spar in town, Letaba camp, at the Gate and at the rural areas as well. We have a trailer that is fully packed of little skulls, bird’s furthers, anything you can think off, even seeds of plants we do educational talk with this items. While we talk they touch and feel so that they see it and can live it.

(Follow up question) Which communities do you normally visit?

We normally visit the Majenje community just opposite Namakgale location and second one is Makhushane community.

Respondent 5

The question was rephrased because the staff member mentioned the Kruger to Kasi programmes which the researcher was not aware off from the People and Conservation Department.

Which communities does your department target?

Currently we have over above 200 villages which are within 20km radius from the eastern boarder of park using the Kruger to Kasi programme to make volunteerism appealing to gathering support from local Kruger communities.
(Follow up question) **how do you inform the community in advance that you will be coming at this particular day?**

We do have communication structures within our communities; we call them Community Park Forum. So we arrange with this structures and host the programme by the plaza shopping centres (people just come to see what’s happening while doing their shopping) or tribal authority (we target during the day were they have community meetings)

**Respondent 6**

I not sure, I don't do any marketing (pause, thinking), from my experience as I say we only take volunteers from HR to work in the nursery. I do use other volunteers from student base but not for adults or professional level or adults who are not students who are not a HR. I think they don't view themselves as volunteers but as Honorary Rangers who volunteers (their identity is very important to them), they will never say I'm a volunteer but they will say I'm an Honorary Ranger.

We do have middle class people (few names were mentioned) from communities who are assisting us as HR is not like you have to be rich. **One of the HR from local community is a Head Master and the one other got a Masters qualification from overseas. That's the calibre of people they recruit as an HR call because they have to be responsible.**

(Follow up question) **you spoke about using student base volunteers, which age gap are you targeting?**

We are looking at postgraduates, we only take postgraduates. **We can't have a matric kid trying selling plants here, it won’t reflect well on SANParks because we still have to hold up our profile as an organisation.** I'm very specific on HRs that are working here even more to the volunteer students that works here. We are so in a public eye here and people are quick to complain when they feel that they don't get a good service or the people are not equipped to help them.

**Respondent 7 (two participants works for the park and also a HR)**

There is the SHR website, and PEAP displays at shopping centres and in schools. Various regions also have fund-raising activities such as golf days which further raise awareness.

(Follow up question) **can you please provide the name of the SHR website?**

The link is: [http://www.sanparksvolunteers.org](http://www.sanparksvolunteers.org)
Respondent 8

That’s a tricky one for me because marketing is very narrow in terms of focus. I’m only focusing at the moment on growing revenue for the park and you are asking me about volunteerism. I prefer to leave it to them to tackle otherwise I will come up with things that are not practical.

4. Do you currently have marketing strategies that make volunteerism (like HR) appealing to high school children doing tourism at school as an elective (are these programmes available to schools near parks do you know)?

Respondent 1

(*this is not for volunteerism but for educational programme). There are 70 000 kids a year that gets entry to Kruger through this programme. These kids are coming in get a free programme (they phone in advance and make a booking with one of the KNP Centres). We got five from the north and south of the park and say that they are interested in learning about trees or Rhino, general mammals or night animals or whatever. Then our centres structured the programme according to the need of the school and deliver the 2-3 hours programme to the kids for free. They don’t stay over.

Yes there are programmes that are available to schools near parks; there are over 250 schools nearly about 300 schools that fall within 20 km on our West boundary. These are lot of schools and lot of kids. They don’t sleep over, is a day trip.

Respondent 4 (works for the park and also a HR)

Not through the HRs as far as I know. We are not really much involved with students, is more of SANParks side.

They got couple of students that comes every year, they accommodate but not on our side.

We have three school junior groups of students in that sense in Mashishimale, in Makhushane and a group in town. For the group in Mashishimale is cost saving to have them stationed in their village because to transport them from the village to town and back it cost a lot. We have the group in town which is mainly white and few African who are staying in town. Since we moved from town to the village itself we actually have burst in numbers as it was a burden for them to get to town.
Respondent 5

Yes, we have a programme that is currently running at Mopani camp. The programme is called Walk on the Wild Site, is meant for kids who are doing tourism as an elective. We have realized that the local kids will be learning about tourism theoretically not having a hint of what the things they are learning about mean. The programme aims at introducing this kids to what tourism is like. The group will come in and overnight in the park (we treat them like tourists). They will be sleeping on the beds that used by the tourists, use same facilities, restaurant (make them understand the menus), take them through all the facilities like laundry, how do the rooms get cleaned, take them to reception (understand what does it mean to be a receptionists), take them for activities (walks, drives), etc. Make them understand the rationale behind why what is happening needs to happen the way it is happening.

(Follow up question) **which grades are you looking at?**

We are looking at Grade 8,9,10 &11. We don’t bother with the Grade 12 because they should have been here from grade 8.

(Follow up question) **how do you select the schools?**

We work with the department of education between Mpumalanga Province and Limpopo Province because Kruger lies between these provinces. The department of education select the schools for us because they are the custodian of education

(Follow up question) **anything programmes for tertiary students?**

Not really.

The staff member came back to the question and started to talk about the GVI programme but we had a challenge because the programme was for people from overseas, it didn’t really touch on the people from South Africa. In its implementation we had challenges with accommodation as we had to accommodate those people and other things. I think I **Personally I got jealous** (low voice, whispering) for things could be happening for our kids. It’s still there but not for Kruger park. For me the relevance was not ok, we did learn some skill from the programme (skills transfer) but not good enough for me if I have to be specific (opinion from the staff member)
Respondent 6

No, I don't act the market of volunteer opportunities simply because of my experience in the past. A volunteer comes with expectations and they always do. Most of the times were I had to deal with volunteers previously not here in the nursery. They always say they will do anything but actually when they get here they don't mean it. They actually want to work with animals etc. even if you screen them they still come with expectations and that’s difficult to manage. Already I have 12 of my own staff members.

We have an arrangement with Tshwane University of Technology (TUT) sometimes they send their students but I want their top students. I always ask them to send me their best students who needs practical work experience. You can give them work to do and leave them.

(Follow up question) you just mentioned Arbour Week, do you nominate the schools or any school can just come?

Anybody can come and if they got a request we donate trees (she showed the researcher some of the trees, they were 400 hundred trees ready to go for donation), come as a group and teach them or ask the trees and plant guide to go to the schools. I don’t have the capacity to meet every school group that comes here. We are open to the public and opened to the schools. Our little school Skukuza comes here a lot. This school is for kids who are staying inside the park and for kids whose parents are employed by the park though they don’t stay inside.

(Follow up question) how do schools apply to come here?

They have to go through The Department of People and Conservation or me directly. It’s easier to go through the Department of People and Conservation because they already have relationship with schools.

Respondent 7 (two participants works for the park and also a HR)

A number of SHRs are teachers and they help to spread the word. In addition there is a Junior Rangers programme especially for this age group.

The ‘Kids in Parks’ project also addresses this issue.
5. Do you currently appeal to university students doing tourism through any of your marketing strategies?

Respondent 1

The question was rephrased because she mentioned that SANPark does not do any marketing for the HR’s.

Question: as you just stated, do you currently have any marketing strategies that appeal to University students through the Citizen Science programme/project?

No, not any that I know off. I think here again some of the tourism research head office they might know. You can get more information from the tourism managers (tourism research office), I can’t really answer how they link in with different university students to do different projects, currently there are those MoU’s in place with universities (MoU’s are done at head of office), students specifically come to do tourism related research projects. I guess they will just market base on the need. If there is a specific research question that is needed, they will go to universities say this is the research question, do you have someone for us? and market it that way.

I asked: more information I can get from Head Office?

Yah, because most of our tourism projects at that level are run at Head Office

Respondent 6

In the past we used to have a programme were students will come in but there were getting paid. With the Tshwane University of Technology arrangement we had has been a great success. They must be able to fit in and add value on what we are doing. Most of my staff are illiterate and this students are from a learning environment (there is a knowledge sharing) when they plant a tree they will tell my staff, don’t do it in that way, I just learned in my third year that this is the best way to do it. To me is important because there are people who are able to teach though they came as volunteers.

(Follow up question) so you only deal with TUT?

Yes, only when there is a need, on a need basis. The formal arrangement, when I say formal there is no MoU, The University of Sunshine Coast in Australia sends me their postgrads for about four weeks. They pay their own expenses. They are very involved in helping on signage and interpretation at Elephant Hall. It has been five
years now, they do the selection. If I need a student to help with designing my brochures, they will send me a graphic design student, etc. I want self-starters so that how they select them. Some assist during the environment calendar events like Arbour Week.

**Respondent 7 (two participants (works for the park and also a HR):**

Not specifically, although there is an attempt on the SANParks forum to reach out to University students by members.

6. **What are the challenges you believe exist/have experienced for trying to get citizens involved in conservation volunteer activities?**

**Respondent 1**

Aahhm! (Serious face, thinking), I don’t know. Aahhm I guess, it depends who is experiencing the challenge. I would imagine it depend on the volunteer activity as well. Say something like Aahhm the GVI programme for example, is difficult because those kids come they don't have transport / accommodation (vehicle), we are not set up – SANParks is not set up for the long term volunteers in terms of infrastructure and resources. I can say that is a challenge because the person who is hosting the person is loaded with the responsibility to give transport around the park all the time. It is difficult to deliver on the person’s expectations of that volunteer programme.

Yah, I don’t think we have problems on getting more people to volunteer. One of the problems is capacity, it depends on what you want to volunteer for and you need a certain skills associated with whatever the project/programme is about. So people they might be willing to help but depends on sort of training they will need in order to be able to achieve those tasks that probably can be a challenge. Just About the conservation volunteering activities, people have different value of systems, but I can’t say we made much effort to cross those barriers in terms of value system and stuff, specifically for volunteerism, yes for support for conservation and other stuff but not in trying to get more volunteers. I definitely think that can be an interesting challenge because is what you seem to be more interested in from your proposal (smile face). How do you get more people maybe from the local communities to be more involved in volunteer activities and why do you want them/ maybe is a question you should ask yourself. How will that be important?
People are very keen; looking at the schools on our western and north boundary about 605% of the schools came to KNP to attend our programmes. All the schools who have heard about the programme 90% came before. It was more of an awareness issue than don’t want to come then resource issue. Is also a perception issue, people are keen to come and more schools who knew about the programme did come. The perception of the people that we asked they say problem is awareness and the schools that knew about the programme but haven’t come their main challenge was resources. If there is a will there is a way of coming in but resources remain the constant challenge because of the social and economic status of these schools. Is not really I don’t want to come in, not interested issue. The more people get aware the more they want to come.

I have added the following question about Batho Pele: there is a statement from Batho Pele that say we as people/community we need to take responsibility to conserve our park as our own because the parks are for everybody, everybody need to take a responsibility in helping the park to conserve. What is your view in that statement?

I think that ideally will be nice but I think the conceptive to conserve comes from your perceptions of value and that differs by stakeholders and by the concept. If me as a business never seen any value of a protected area, I’m not going to give myself and protect it. The issue is more about people receiving some form of tangible or intangible benefits that will allow them to see some value in a protected area, that will make them want to participate in conservation of it.

Respondent 2

Ok, many people don’t want to volunteer for free, they want something in return and that’s difficult (smile). You get people who do want to volunteer but they want to get paid for it and you get some people who don’t want to be paid but they need some assistance like accommodation which we can’t provide at all. In many time we get people who are passionate but they got no background or the real skills and because they are working with the public, you can’t have a non-skilled person dealing directly with the public. Yes you can volunteer but there is a limit of what they can do. If they need to deal with public like at the reception and they don’t have the skills it is
actually not good for us to use those types of volunteers. So we get lot of people asking, they will love to come to volunteer but they need a place to stay or don’t have any background at all but willing to get the background, so it is really difficult because you need someone with skills.

Respondent 4 (works for the park and also a HR)

I think the challenges at this stage are cost involved.

The second one especially when you go to the bush especially the Africans are very scared but the white are seem to be used to it. If you say we are going to sleep in the bush, they think the lions are going to eat them; they are not safe so they prefer the safety in camps. Now we have two activities working with two African HR’s who are doing it and feel safeness of nature, so through them we try to work to the people.

Another challenge we can say is time especial on weekend, people seem not to have the time due to funerals and family responsibilities. We picked up that some they come to join then disappear.

Another thing is a transport issue from the gate to Letaba camp

(NOTE) the HR didn’t have an idea what Batho Pele is.

Respondent 5

The staff member did mentioned money and transport before as a challenge. Here she was asked to add if she knows other challenges.

Where we are as people, it’s an alien concept as black people. If we look at the model c (urban schools) everything is ok, yard is clean well maintained. The question is who is doing it? Is not the school money, parents volunteer their time. If a parent is a painter he will paint the school for free, if he is a plumber he will render services to the school for free, if he is good in cricket he will go and train the kids for free. It is in their nature.

But for us African people we have our own way of volunteerism from a notion of “Letsema” (Sotho word). We do have the concept of volunteerism not in the same
manner. For example: when I have a field to plough, my neighbours will come and plough with me so that we can finish quickly (we helped each other in that way). Today you plough your own filed by yourself and that’s it. The Letsema notion can also apply when we used to build houses in the olden days using our own natural resources. The women will build her rondavel but the man next door will come and do the roof without her asking. I'm not sure how do we bring back that because it was a good system of helping each other.

(Follow up question) we as people we need to take responsibility helping conserve our park as they are our own. What is your view about this statement?

I think is a noble statement. Through the programme that we are running in our department we almost want to say that to the people. Why are we doing environmental education, is actually environmental education for conservation. We have noticed that parks have been of something of alien of some sort to the black community.

So for you to start to value anything you need to understand it, you need to know it, so that is why we have environmental education to say to people can you see the value. Ones they see the value, will expect them to act (that’s the basic aim of environmental education). We also say, there is a reason why you should try to keep them for what they are because they give us an identity. It’s only here in South Africa were I will spot the big five. So it makes parks to contribute who we are or define who we are as people. This element comes in the environmental education and cultural heritage programme we kind of roll out. Parks are not just there for viewing but actual benefit from them. That is why we have benefit packages for the locals.

**Respondent 6**

The challenge is to get the right person to do the right thing. Most of the work that the volunteers do is boring like stock taking, count plants in the nursery. That is boring but I don’t have time to do it and is a function that I need fulfilled.

So I think matching the person with the job is very important so that the volunteer can meet my expectation and also meet the expectation of the volunteer.

Communication set the scene of what they will be doing before they get here, I ask the volunteer to send me their profile with their picture and I take the documents and I email to everybody in Skukuza and explain to them that I got three stunning coming
volunteers do you have a job for them to make sure that they don’t get bored. If the
they get bored, the moan or keep quiet and report back home then you will receive
an email from the organisation stating how bored their students they were.

(Follow up question) we as people we need to take responsibility helping
conserve our park as they are our own. What is your view about this
statement?

Well I agree with it but they can conserve being not inside it. You can come to visit,
pick up litter, also by word of mouth, live by example (if you feel like conserving start
by planting a tree in your garden) have their own national park in their garden. They
don’t have to feel that they should be here to make a contribution. If we look the
biosphere, natural resources are not limited to parks is just how you manage them.
Join your local WESSA, do what you feel, join conservation project, join a school,
etc.do more visits to the park to see why you need to conserve.

Respondent 7 (two participants works for the park and also a HR)

One of the first things I am often asked is what I am paid. There is a reluctance to do
anything that costs money to do. Then there is the problem of wrong information
given out by volunteers who have not been trained properly or who have
misunderstood information

Respondent 8

If the social aspects are taken care off, business play its role, government play its
role in levelling the playing field and we reduce unemployment and we work hard on
issues of ethics and morals. then it will come natural like people going to church they
don’t mind to put their hard earned money paying their 10% of their salaries because
they believe in the cause. Volunteerism to me is the same. We also have the middle
class who is not poor but still they don’t volunteer because they don’t understand the
cause.

7. Please give any comments or recommendations that you may have on what
conservation volunteers of the future should look like in South Africa?
Respondent 1

Promoting this access stuff, like calendar days just to get the kids involved and in somehow expose them to these intangible benefits by enabling their participation in the calendar days, were they can volunteer and do something for their environment.

Respondent 2

(Laughed), that's a difficult one, but recently I have spoken about this and Eehm!!!(thinking) Volunteerism especially in states like Canada their national parks are huge and lot of their functions they do are done by volunteers not by park staff and again those are people that got the skills and got the right background. AHHhm (thinking) I think that is something that we could look into as well. I know that is something that our head office is quite keen in looking into but not sure how long will I take to get a group like that but then the Honorary Rangers are already really fulfilling that part because they are asking people, they do volunteering time but maybe not to the extent that is happening in other countries

(Follow up question) You mentioned that the volunteers in Canada do lot of functions for the park, can please elaborate functions in which way?

They give talks, interact with tourists, (thinking) Ahhm they do like kind of staff guiding – yaahhh (trying to memorise). They actual have a small number of permanent staff; they got lot of volunteers (their volunteers are more involved that we have here in our country).

Respondent 4

I think we should look at our juniors, our young people. They are the ones we need to spend more time and present something nice to them so that they can grab on it because they are our future. at this stage if I’m correct we have a age restriction of 40 -45 onwards the older you get the more HRs. from the age of 21- 38 which is a huge gap, usually after school they are going to study after that they get married and settle. So we need to focus of the age gap of 30 -40 to keep them interested and focus as well. Then this group can influence the 20 years old and from the 20years old to the young ones as the relate as friends or family for a guy who is 40 years is going to be difficult to sell to the 18 year old but for the 20 or 26 might be easier because they going to speak a same language in a same level.
Respondent 5

I wouldn’t want to limit it to conservation volunteering (laugh). I would like to talk about volunteering as a concept. (Catch a breath) I don’t know whose role is it (laugh) I think is something that needs to be inculcated because with it there is notion of giving. It almost goes back to the bible. I’m not sure whether there is platforms were this is being preached from as such. As I’m thinking, volunteerism is giving and it must be understand from there. For people to understand it better must be tied up with the notion of giving and tied it back maybe to the bible and tied it to the notion of nation building saying you can only be who you are by uplifting who she is - who he is – one another.

Respondent 6

The conservation volunteers, I think they need to be well equipped, should have some baseline information on what it means to conserve and why do you need to conserve. I think it should be a broad spectrum from all walks of life. You don’t have to be rich and well-resourced like an HR to make a contribution. It can be anybody as long you have the awareness, doesn’t matter how small the contribution is.

Respondent 7 (two participants works for the park and also a HR)

More of the same! More courses available to empower the volunteers to be knowledgeable and skilled contributors. I buzz with ideas.....!

Respondent 8

Look my view when it comes to volunteerism, you can volunteer or even do it proper when your basic needs are taken care off. The current situation with HR the majority are white people and the reason for that is that they have great love for nature and they have the means and that make it easier for them to share what they have.

But if you are going to look for someone who is jobless and expect that person to volunteer, I don’t think is practical because after giving the free service how must the person get to his place? What must he eat? Where must he sleep? etc.
In a country where the playing field is not level is always going to be a challenge to have genuine volunteers who are grateful of what they have and who see volunteerism as something they want to do to preserve whatever they believe in for the future generations to come. The fact of that the playing fields are not level it always be a challenge and keep on one side of the scale.
Appendix 3c
Tourism expert respondents

Respondent 1  : Gauteng
Respondent 2  : Gauteng

1. Please introduce yourself, your role and the name of your province?

   Respondent 1  : SA Lion Park Gauteng, (HOD) Cub world
   Respondent 2  : Business Development Officer, Gauteng

2. What role do you think conservation orientated volunteer organisations (for instance the Honorary Rangers) can play in increasing South Africans’ voluntary involvement and participation in protecting their natural resources such as parks?

   Respondent 1
   Volunteer based programs play a vital role in the conservation of our natural resources as well as promoting the protection thereof when interacting with local as well as foreign tourists. Volunteer programs such as the programme at the Lion Park, allow volunteers to interact with animals such as lion and cheetah, creating a sense of caring for these animals which leads to conserving them and promoting conservation.

   Respondent 2
   Become active judicators of how natural resources are used in SA. Enforce an expert filled voice within conservation policy development. They can develop ways of interdependence between all living and non-living things, or evolve into an era that equally distribute species demand to growth of replenishment.

3. SANParks Honorary Rangers 2013 report indicates that these volunteers are doing remarkable work through their volunteer activities for the public park areas. Do you think this valuable contribution is bringing value to the country via the park in tangible (finance, human resources and time) and intangible (word of mouth for example) ways?
Respondent 1

Volunteers form an essential part of many organisations. Volunteers in National Parks ensure parks are rid of alien biota, invest their time in combating serious environmental challenges such as poaching which means their efforts are extremely valuable to the various organisations. The volunteers also enable to various conservation organisations to invest their finances and resources in other areas where need be. At the Lion Park we believe our volunteers play an important role in environmental education, education all age groups from all over the globe.

Respondent 2

The value of expert volunteering cannot be measured in rands as it carries much detail that is of important in contributing to a healthy share amongst all habitants of the natural recourse evolution and cannot be priced. There is an intrinsic value to volunteered activities, and it is often from a knowledge base or emotional, It is not about money, as there is more invested in this form of input. The intent comes in large and small acts, given freely, are what bind these organisations together for the better of the resources they advocate for.

4. Batho Pele states that we (people) should take responsibility in helping conserve our parks as they are our own. What is your view?

Respondent 1

As the Lion Park, we do not follow the Batho Pele principle; we however have our own guest service principle ensuring the best guest relation.

Respondent 2

The more the benefits of the operation of existence of the park make their way to its communities, the more the park will be valued by those who view it of potential to evolve their livelihood for their future. And therefore this reason alone can see to an increase in community involvement for protection. People take ownership of all things beneficial to them, if not then it is of someone else and they could have the least concern on what happens to it.
5. What marketing strategies do you currently know of that seek to make volunteerism (like HR) appealing to gathering support from local Kruger communities in their role in the context of citizenship constituency in conservation?

Respondent 1: No comment
Respondent 2: No comment

6. Do you currently know of marketing strategies that make HR volunteering programmes appealing to University students who doing tourism?

Respondent 1: No
Respondent 2: No

7. Do you currently know of marketing strategies that make HR volunteering programmes appealing to High school students who doing tourism?

Respondent 1: No
Respondent 2: No

8. There is research stating that we need the parks for our health/mental and wellbeing. Please give your view?

Respondent 1

Parks are there for a variety of reasons all contributing to the essential need for these parks, whether it is for tourism, relaxation, conservation or research. Many people escape their daily lives to these parks for a break away which indicates the importance of these parks, and they enjoy an educational experience.

Respondent 2

I have not been aware of this research and will be out of place in giving an opinion. I would have to read up on this to be able to give an opinion.

9. What are the challenges you believe exist/have experienced for trying to get citizens involved in conservation volunteer activities?
Respondent 1

Most people would love to volunteer at a place like the Lion Park but resources such as time and money prove to be the biggest challenges.

Respondent 2

Have not had any experience in this field.

10. Please give any comments or recommendations that you may have on what conservation volunteers of the future should look like in South Africa?

Respondent 1

No comment

Respondent 2

Hopefully the field can be equipped to work effectively without the need for volunteers, but should this be imperative then one can only trust that the screening process implemented is vigorous since this is a sensitive area for the livelihood of all species.
Appendix 3d

Tourism educator respondents

**Question 1a: Name of the school**

Respondent 1: Sitintile High School
Respondent 2: Sidungeni High School
Respondent 3: Sibusisiwe High School
Respondent 4: Thembeka Secondary School

**Question 1b: Grade/s taught**

Respondent 1: Grade 10, 11 & 12
Respondent 2: not teaching tourism
Respondent 3: Grade 10 – 11
Respondent 4: not teaching tourism

**Question 1c: Name of the province**

Respondent 1: Mpumalanga Province
Respondent 2: Mpumalanga Province
Respondent 3: Mpumalanga Province
Respondent 4: Mpumalanga Province

**Question 2: Do you currently have conservation or environmental studies as part of your curriculum?**

Respondent 1: Yes
Respondent 2: No
Respondent 3: No
Question 3: If your answer is No on question 2: Would you like for conservation or environmental studies to be included on the curriculum for your grade/s?

Respondent 2 and 4

No comment

Respondent 3

Yes, learners will be equipped with knowledge and gain love for the nature and value what they have in their disposal.

Question 4: Do you have any training in conservation teaching?

Respondent 1: No
Respondent 2: No
Respondent 3: No
Respondent 4: No comment

Question 5: Do you believe teachers should have some training in conservation for tourism?

Respondent 1: Yes
Respondent 2: Yes
Respondent 3: Yes
Respondent 4: no comment

Question 6: Have your students visited a national park as a school (educational field trip)?

Respondent 1: Yes, Grade 10 & 11
Respondent 2 : No comment

Respondent 3 : Yes, Grade 10 & 11

Respondent 4 : No comment

**Question 7:** Have your students visited a recreational area before as a school (educational field trip)? E.g. Zoo, local parks, botanical gardens, etc.

Respondent 1 : Yes, educational tour. Grade 8 & 12

Respondent 2 : No comment

Respondent 3 : Yes, Grade 10 & 11

Respondent 4 : No comment

**Question 8:** Do you have any knowledge about conservation orientated volunteer organisations that exist in our country

Respondent 1 : Yes

Respondent 2 : No

Respondent 3 : No

Respondent 4 : No comment

**Question 9:** If yes, please name conservation orientated volunteer organisations that exist in our country?

Respondent 1 : Trees Africa

Respondent 2, 3 and 4 : No comment

**Question 10:** If yes, how did you get to know about the conservation volunteer organisation?

Respondent 1 : Department workshop

Respondent 2, 3 and 4 : No comment
Question 11: How would you like to get to know about conservation volunteer organisation like the Honorary Rangers (which of the following would work best to give you information about conservation volunteer efforts you can participate in)？

Respondent 1
Local /community newspaper and Honorary Rangers outreach programmes

Respondent 2
Local /community newspaper and Honorary Rangers outreach programmes

Respondent 3
National Radio, Community radio and Honorary Rangers outreach programme

Respondent 4
No comment

Question 12: Is your school currently involved in any conservation programme / environment calendar activities hosted by KNP, etc?

Respondent 1 : Yes
Respondent 2 : No
Respondent 3 : No
Respondent 4 : No comment

Question 13: If yes, how did you get to know about the conservation programmes / environmental calendar activities hosted by KNP, etc.?  

Respondent 1 : Through Circuit

Question 14: If No, would you like your students to get involved in conservation volunteer activities?

Respondent 2 : Yes
Respondent 3 : Yes
**Question 15:** Do you think it is important for us as people and especially high school pupils to take part in helping to conserve and protect our parks?

Respondent 1 : Yes
Respondent 2 : Yes
Respondent 3 : Yes
Respondent 4 : No comment

**Question 16:** The National Curriculum Statement (NCS) for Tourism recommended that, tourism teachers should have access to e-mail facilities and internet because tourism is a dynamic industry with changing trends and developments, it is essential for the teacher to source, download and print relevant and new information. Does your school have these facilities for you as tourism teacher?

Respondent 1 : Yes
Respondent 2 : No
Respondent 3 : Yes
Respondent 4 : No comment

**Question 17:** Please give any comments or recommendations that may help the study with regards to volunteering for conservation.

**Respondent 2**

This school is located next a mountain that have bushmen original paintings and approximately 2km away from Bongane Lodge which is part of KNP. I believe that this school have a great potential on conservation volunteerism, even creating proper job opportunities for the local community. The researcher has planned to visit the mountain to see the paintings and also visit Bongane Lodge.

**Respondent 3**

I think this programme will benefit both the school and the community as learners will take the information to other stakeholders. The schools should be involved in such programmes
and projects to bring about awareness as the economy of the country depends on the tourism industry.

**Respondent 1 and 4**

No comment
Appendix 4a

Local community respondents

NB: These interviews were conducted in groups (group interviews)

Respondent – age group

Group 1 – Thirteen participants

Neighbours between 15 years to 63 years

Group 2 - Four participants

A family aged above 20 years - above 65 years (grandmother, grandfather, daughter in law and grandson)

Group 3 – Nine participants

Young people aged between 19 years - 26 years

Group 4 – Five participants

A group of five young people (2 females and 3 males) aged between 17 -22 years

Group 5 – Six participants

Adults aged at early thirties

Group 6 – Eight participants

Adults aged at early thirties

Group 7 – Ten participants

Adults aged at late thirties to early forties

Group 8 – Two participants

Adults aged at late fifties

Group 9 – Twelve participants

Young people aged from 15 – 20
**Group 10 – Four participants**

Adults aged at late fifties

**Question 1a: Where are you based or residing?**

<table>
<thead>
<tr>
<th>Group</th>
<th>Residence</th>
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<tbody>
<tr>
<td>1</td>
<td>Township</td>
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<td>2</td>
<td>Village</td>
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<td>3</td>
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<td>Village</td>
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<td>10</td>
<td>Township</td>
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</tbody>
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**Question 1b: Name of your Village / Township**

<table>
<thead>
<tr>
<th>Group</th>
<th>Village / Township</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Lekazi/KwaNyamazane</td>
</tr>
<tr>
<td>2</td>
<td>Luphisa</td>
</tr>
<tr>
<td>3</td>
<td>Clau-Clau a rural area (interviewed at Kanyamazane, they were interested. Studying at EFT College at Kanyamazane).</td>
</tr>
<tr>
<td>4</td>
<td>Luphisa</td>
</tr>
<tr>
<td>5</td>
<td>Matsulu</td>
</tr>
<tr>
<td>6</td>
<td>Matsulu</td>
</tr>
<tr>
<td>7</td>
<td>Matsulu</td>
</tr>
</tbody>
</table>

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Question 2: Do you currently have conservation or environmental activities within your community?

Group 1 : No

Group 2
Yes, there is a nursery near the river which is sponsored by someone (they forgot the name of the sponsor)

Group 3 : No

Group 4
Yes (they mentioned that there is gentleman who coordinates a nursery project near the river. They grow plant/trees to a certain height and get measured. Certain people come and take the trees and give them stuff depending on the number of trees you give them. The researcher left her details to be forwarded to the gentleman who runs the nursery because he was not around during the research visit and the despondence didn’t t know his contact details and the researcher haven’t heard from him)

Group 5 : No, once off activity after a while

Group 6 : No, once off activity after a while

Group 7 : No

Group 8 : Yes

Group 9 : Yes

Group 10 : No

Question 3: If your answer is No on question 2: Would you like for conservation or environmental activities to take place within your community?
Group 1 : Yes
Group 2 : No comment
Group 3 : Yes
Group 4 : No comment
Group 5 : Yes
Group 6 : Yes
Group 7 : Yes
Group 8 : No comment
Group 9 : No comment
Group 10 : Yes

**Question 4:** Have you visited a national park before? If yes at what age?

Group 1 : Yes, 62 years
Group 2 : No
Group 3 : Yes, 25 years
Group 4 : Yes, 10 years
Group 5 : Yes, 31 years
Group 6 : Yes, 34 years
Group 7 : Yes, 30 years
Group 8 : No
Group 9 : No
Group 10 : No
**Question 5:** Have you visited a recreational area before? (E.g. Zoo, local parks, botanical gardens, etc.) If yes, at what age?

- **Group 1:** Yes, 40 years
- **Group 2:** Yes, don’t remember the age
- **Group 3:** Yes, 18 years
- **Group 4:** Yes, 10 years
- **Group 5:** Yes, 15 years
- **Group 6:** Yes, 15 years
- **Group 7:** Yes, 18 years
- **Group 8:** No
- **Group 9:** No
- **Group 10:** No

**Question 6:** Do you have any knowledge about conservation orientated volunteer organisations that exist in our country?

- **Group 1:** No
- **Group 2:** No, (they looked confused. Struggled to differentiate between a volunteer organisation and sponsors)
- **Group 3:** No

- **Group 4:** Yes, (they were not sure, I have to explained to them what oriented volunteer organisations do)
- **Group 5:** Yes
- **Group 6:** Yes
Question 7: Please name conservation orientated volunteer organisations that you know of / have heard of for instance Honorary Rangers (*** here the researcher briefly explained the Honorary Rangers so that the participant is clear about the question/the researcher also ensured that the participant understands the meaning of "volunteer")?

Group 1: They never heard of the word Honorary Rangers, up until now

Group 2: No, (they were able to answer after I have explained the Honorary Rangers and volunteer)

Group 3: She never heard of the word Honorary Rangers, up until now

Group 4: Wild Land

Group 5: Honorary Rangers

Group 6: Honorary Rangers

Group 7: No

Group 8: No

Group 9: No

Group 10: No

Question 8: How do you think the village and community could best be educated about conservation volunteerism (select as many as are suitable)?

Group 1

National radio and Visits by volunteers
Group 2
Visits by volunteers

Group 3
National Radio (Ligwalagwala FM), Visits by volunteers (at schools and communities)

Group 4
Visits by volunteers

Group 5
Community radio, Visits by volunteers (convey message in a form of Drama)

Group 6
Community radio, Visits by volunteers (convey message in a form of Drama)

Group 7
Television, National Radio, Community Radio, Visits by volunteers and community awareness programmes

Group 8
Local/community newspaper, National Radio, Community Radio, Visits by volunteers

Group 9
Local/community newspaper, National Radio, Community Radio, Visits by volunteers

Group 10
Television, National Radio, Community Radio, Visits by volunteers and Local/community newspaper

**Question 9:** Do you think young people (12-18 years old) in your village/township would be interested in joining conservation orientated volunteer organisations (for instance the Honorary Rangers)?

Group 1 : Yes

Group 2 : Yes
Group 3 : Yes

Group 4 :

Yes and No (The older one said yes because she understands the value of volunteering but the younger ones said no because: they believe that if they do some work they must be paid. They seem not to understand why one should give with their time for free and don’t expect something in return.)

Group 5 : Yes, if Honorary Rangers were user friendly

Group 6 : Yes, if Honorary Rangers are user friendly

Group 7 : Yes

Group 8 : Yes

Group 9

Yes, only if we get educated about conservation orientated volunteerism because we are still young, we have the time

Group 10

Yes, they need to be educated first then encourage them to join because the interest will exist or planted

Question 10: Do you think adults (18 - 75 years old) would be interested in joining conservation orientated volunteer organisations (for instance the Honorary Rangers)?

Group 1 : Yes

Group 2 : Yes

Group 3

No, because they will expect to be paid because they don’t understand volunteering.

Group 4 : Yes

Group 5 : Yes

Group 6 : Yes
Group 7 : Yes
Group 8 : Yes

Group 9
Yes, but it will be difficult because they don’t know the importance of volunteering in conservation related activities and most of the time they are working especially from the age of 30 upwards.

Group 10
Yes, but we think it will be difficult because we are committed, don’t really have spare time to do things for free. Most adults are taking care of their families

**Question 11: What are the biggest challenges to undertaking something like volunteer work?**

Group 1 : Money for transport
Group 2 : Place to volunteer and money for transport/food
Group 3 : Money for transport, lack of information and interest
Group 4 : Not getting a stipend or if the organisation its self is not active enough.
Group 5 : Money/Transport
Group 6 : Money – Transport
Group 7
Lack of knowledge on terms and conditions for participating in volunteer work (they expect to be paid)

Group 8
We don’t know about volunteer work and money to travel to do volunteer work will be a challenge if we knew about it

Group 9
We don’t know about it (volunteer)
Group 10

Time and willingness to volunteer and money/transport

**Question 12**: do you think is important for us as people to take part in helping to conserve and protect our parks?

| Group 1 | Yes |
| Group 2 | Yes |
| Group 3 | Yes |
| Group 4 | Yes |
| Group 5 | Yes, is our heritage |
| Group 6 | Yes, is our heritage |
| Group 7 | Yes |
| Group 8 | Yes |
| Group 9 | Yes |
| Group 10 | Yes |

**Question 13**: Should you be given a chance, would you like to get involved in conservation volunteer activities?

| Group 1 | Yes |
| Group 2 | Yes |
| Group 3 | Yes |
| Group 4 | Yes |
| Group 5 | Yes |
| Group 6 | Yes, already involved |
| Group 7 | Yes |
Group 8 : Yes
Group 9 : Yes
Group 10 : Yes

**Question 14:** Does your community benefit or have benefits that can be linked with Kruger National Park?

Group 1 : No

Group 2

Yes, we benefit from Mthethomusha (if they kill an animal they give meat to the community). We also get part time jobs e.g. fix fence and take part on eliminating alien trees). *The adults were happy with this benefits but the young one was not because he was very quiet in this section and shake his head.* He voiced out that he feels that they should getting more benefits from Mthethomusha.

Group 3 : No

Group 4 : Yes

Group 5

Yes, KNP has built a playing ground at Takheleni Primary School. KNP is planning to build a laboratory at Sibusisiwe Secondary School.

Group 6 : Yes, Takheleni - playing ground. Sibusisiwe - Laboratory

Group 7 : Yes

Group 8 : Yes, we sometimes get meat from the park if they have killed an animal.

Group 9 : Yes, sometime we get meat and part time jobs but we don’t think is enough.

Group 10 : No

**Question 15:** Does your community benefit or have benefits that can be linked with conservation orientated volunteer organisation?

Group 1 : No
Group 2 : No
Group 3 : No
Group 4 : Yes

Group 5
Yes, Community structures invite them and they showed up to interact with community. But is a once off thing in a while.

Group 6
Yes, we invite people and conservation to educate communities

Group 7 : Not yet
Group 8 : No
Group 9 : No
Group 10 : No

Question 16: Please give any comments or recommendations that you may have based on the study

Group 1 : No comment
Group 2
Need knowledge about conservation and conservation volunteerism

Group 3
Park and conservation organisations must go to village and teach the community about the importance of conservation (she looked concerned though she didn't have much information)

Group 4
Add more projects around our village
Group 5

ONE, We know about the organisation (HR) but unfortunately we don’t know how they operate. Their forms are too complicated. They are using business language. TWO, there is a lack of information to our community; our community does not benefit anything from Mthethomusha while we were supposed to.

Group 6

1. We do not understand how the organisations (HR) operate. 2. Their application forms are not user friendly. 3. Their way of communication is not easy for an uneducated person to understand. 4. Government must intervene through it. 5. Majority of our people lack information about conservation. 6. Then End User of our poach animals are the most problematic. 7. It will be good for the community to benefit out of parks like Mthethomusha.

Group 7

This study could assist a lot in bringing about awareness on nature conservation and if well implemented people can gain knowledge and create job opportunities to many community members

Group 8

We would like to know about the volunteerism activities and also be given an opportunity to be involved. We both would like to visit Kruger National Park.

Group 9

Education about conservation volunteerism is needed and about conservation volunteerism organisations is also required.

Group 10

We think it will be better if this study can be introduced at school level so that the kids can grow up with the knowledge and it will make it easier to them to volunteer because they will grow with the interest and love of nature.
Appendix 4b
University of Johannesburg student respondents
No

Q1

Q2

Q3

Q4

Q5

Q6

Q7

Q8

Q9

Q10

Q11

Q12

Q13

Respondent

W here did
you attend
your high
school?

Name of the
country and
province

W as
conservation or
environmental
studies form
part of your
curriculum at
high school?

Do you
currently have
conservation
or
environmental
studies as
part of your
curriculum?

If your answer is
No on question
3: W ould you
lik e for
conservation or
environmental
studies to b e
included on the
curriculum?

Have you visited a
national park
b efore? If yes at
what age?

Have you visited
a recreational
area b efore?
(E.g. Zoo, local
park s, b otanical
gardens, etc.) if
yes at what age?

Do you have any
k nowledge ab out
conservation
orientated
volunteer
organisations that
exist in our
country?

Please name
conservation
orientated
volunteer
organisations that
you k now?

How did
you get to
k now
ab out the
conservati
on
volunteer
organisatio
n?

Do you think
conservation orientated
volunteer organisations
(for instance the
Honorary Rangers) can
play a role in
increasing South
Africans’ voluntary
involvement and
participation in
protecting their natural
resources such as
park s?

Do you think is
important for us as
people to tak e part
in helping to
conserve and protect
our park s?

Should you b e given
a chance, would you
lik e to get involve in
conservation
volunteer activities?

Please give any comments
or recommendations that you
may have b ased on the study

1

Hoerskool
Primrose
High School

South Africa,
Gauteng

No

No

Yes, 11 Years old

No

Yes

Yes

Yes

2

Phomolong
Secondary
School

South Africa,
Gauteng

No

Yes, some
students
study
Geography
that touches
on
conservation
but not from
tourism
pespective
Yes

Yes, 5 years

Yes, 14 years old

No

Yes

3

ST Francis
College
Midrand
High
I.R Lesolang
Secondary
School

South Africa,
Gauteng
South Africa,
Gauteng
South Africa,
Gauteng

Yes

No

Yes

Yes

No

No

Nillowead
Secondary
School
Osizweni
High School

South Africa,
Gauteng

No

No

South Africa,
KwaZulu Natal

Yes

Yes

Yes, 20 years old

Years, 20 years
old

Germiston
High School

South Africa,
Gauteng

Yes

Yes

Yes, 12 years old

Yes, 12 years old

Yes

Yes

Yes, 13 years old

4
5

6

7

8

9

Yes

Yes

Yes, 14 years

Yes, 3 years old

No

Yes

Yes

Yes

Yes

No

Yes, 7 years old

No

Lecture

Yes

Yes

Yes

Yes

Yes

No

Yes, 10 years old

No

None

Travel
Magazine

Yes

Yes

Yes

Yes

Yes, don’t rember
the age

Yes, very young

Yes

Yes

Yes

No

No

Yes

Yes

Yes

We should have more
practical work than theory

No

Yes

Yes

Yes

Yes, 08 years old

No

Yes

Yes

Yes

Yes, 11 years old

More adverts on TV and
campuses should be done
and have trips for
university students to gain
knowledge and interest.
Can we please studying
marketing for 4 semesters,
first and second year
because
we
are doing
We
should
have
more the

Yes

10

Tulip High
School

South Africa,
Gauteng

Yes

Yes

Yes, 20 years old

No

Yes

Yes

Yes

11

Makuke
Secondary
School
Freedom
Community
College

South Africa,
Mpumalanga

Yes

No

Yes, 17 years old

Yes, 13 years old

No

Yes

Yes

Yes

South Africa,
Gauteng

Yes

No

Yes

Yes, 13 years old

Yes, 10 years old

No

Yes

Yes

Yes

13

Lowveld
High School

South Africa,
Mpumalanga

No

No

Yes

Yes, 15 years old

Yes, 12 years old

No

Yes

Yes

Yes

14

Johannesb
urg
Secondary
School

South Africa,
Gauteng

No

Yes

No

Yes, 10 years old

No

Yes

Yes

Yes

15

Elmar
College
Rand Girls

South Africa,
Gauteng
South Africa

No

Yes

Yes, 18 years old

Yes, 12 years old

No

Yes

Yes

Yes

No

Yes

No

Yes, 18 years old

No

Yes

Yes

Yes

17

Stanger
Manor
Secondary
School

South Africa,
KwaZulu Natal

No

No

Yes

No

Yes, 16 years old

No

Yes

Yes

Yes

18

Liverpool
Secondary
School

South Africa,
Gauteng

Yes

No

Yes

No

Yes, 16 years old

No

Our
Lecture

Yes

Yes

Yes

19

Dinwiddie
High School

South Africa,
Gauteng

No

No

No

Yes, 14 years old

Yes, 10 years old

No

I don’t know any

Television

Yes

Yes

Yes

20

Boksburg
High School

South Africa,
Gauteng

No

No

No

No

Yes, 13 years old

No

None

Yes

Yes

No

21

Phefeni
High School

South Africa,
Gauteng

Yes

Yes

Yes, 12 years old

Yes, 10 years old

No

Yes

Yes

22

Johannesb
urg
Secondary
School
Phumula
Gardens
Secondary
School
Queen's
College
Boys High
School
Indwe High
School
Willowridg
e High
School
Immaculata
Secondary
School

South Africa,
Gauteng

Yes

Yes

Yes, 05 years old

Yes, 05 years old

Yes

Yes

Yes

Yes

South Africa,
Gauteng

Yes

Yes

Yes, 11 years old

Yes, 15 years old

No

Yes

Yes

Yes

Lecturers and teachers
should teach students
about the conservation

South Africa,
Eastern Cape

Yes

Yes

No

Yes, 12 years old

No

Yes

Yes

No

It is very much important

South Africa,
Eastern Cape
South Africa,
Gauteng

Yes

Yes

No

Yes, 15 years old

No

Yes

Yes

No

It may save the planet

Yes

Yes

Yes, 11 years old

Yes, 05 years old

No

Yes

Yes

Yes

South Africa,
Gauteng

Yes

Yes

Yes, 13 years old

Yes, 15 years old

No

Yes

Yes

12

16

23

24

25
26

27

Yes

I do not know
any

The university should
expose the tourism
students to the national
parks and conservation

parcticals and the
university must give us

Lecturer

SANParks

Pass by
(walking
around
town)

28

Florida Park South Africa,
High School Gauteng

No

Yes

Yes, 12 years old

Yes, 19 years old

No

Yes

Yes

Yes

29

South Africa,
Eastern Cape

No

Yes

No

Yes, 19 years old

No

Yes

Yes

Yes

Leshata
Secondary
School
Education
Alive
School
Maraisburg
Wise up
Combined
School
Fundulwazi
Secondary
School
Phohama
Secondary
School
Ekwaluseni
High
Schoool

South Africa,
Gauteng

No

Yes

Yes, 13 years old

Yes, 15 years old

No

South Africa,
Gauteng

No

Yes

No

Yes, 10 years old

No

South Africa,
Gauteng

No

No

No

Yes, 18 years old

Yes, 16 years old

South Africa,
Gauteng

No

No

Yes

No

Yes, 17 years old

No

South Africa,
Gauteng

No

Yes

Yes, 18 years old

Yes, 20 years old

No

No idea

South Africa,
KwaZulu Natal

No

Yes

Yes, 19 years old

Yes, 16 years old

No

Television

36

Qedizizwe
Secondary
School

South Africa,
Gauteng

Yes

Yes

Yes

No

Yes, 12 years old

No

Television

37

Lake-Side
Secondary
School

South Africa,
Gauteng

Yes

No

Yes

Yes, 17 years old

Yes, 17 years old

No

Television

38

M.H.Baloyi
South Africa,
Tech Comm Gauteng
High School

Yes

No

Yes

Yes, 09 years old

Yes, 11 Years old

39

Hebron
Technical
and
Commercia
l High
School
Thabo
Ntsako
Secondary
School
Letsibogo
Girls High
School
Erasmus
Monareng
St Mathews
High School

South Africa,
North West

No

No

Yes

Yes, 10 years old

Yes, 16 years old

South Africa,
Gauteng

Yes

Yes

No

South Africa,
Gauteng

No

No

Yes

No

South Africa,
Gauteng
South Afrca,
Gauteng

No

No

Yes

Yes

Yes

Ethangeni
Combined
School
Ahmont
High School

South Africa,
KwaZulu Natal

No

No

South Africa,
Gauteng

No

46

Sozama
High Schol

South Africa,
KwaZulu Natal

47

30

31

32

33

34

35

40

41

42

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Adevertise more

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

This volunteering is good
for environment so the
more people knows about
this the better
As future teachers , we
need to learn about aspect
such as conservation and
willing to teach learners
about it because its
important
I would comment that
keeping a country clean is a
good thing to do hence
protecting parks is an
amazing activity because I
have had a good
experience while visiting
parks during my school
days.

No

Yes

Yes

Yes

No

Yes

Yes

Yes

Yes, 10 years old

No

Yes

Yes

Yes

Yes, 07 years old

No

Yes

Yes

Yes

No

No

No

Yes, 15 years old

Yes

Yes

Yes

Yes

Lavela
South Africa,
Secondary
Gauteng
School
Holy Family South Africa,
College
Gauteng

No

No

Yes

49

Hoerskool
Dinamika
High School

South Africa,
Gauteng

Yes

50

Beaufort
West
Secondary
School
Muziwesiz
we High
School

South Africa,
Western Cape

45

48

51

52

53

54

55

56

57
58

None

Television

Yes

Yes

Yes

Yes

Yes

No

Television
, National
neews
paper,
National
Radio
Television

Yes

Yes

Yes

Yes

Yes

Television

Yes

Yes

Yes

No

No

Yes, a little

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Television
, National
news
paper,
National
Radio
Travel
Magazine

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Television

Yes

Yes

Yes

No

No

Yes, -+10 years old

Yes, 13 years old

No

Yes

Yes

Yes

Yes

No

Yes

Yes, 14 years old

Yes, 20 years old

No

Yes

Yes

Yes

South Africa

Yes

No

Yes

Yes, 15 years old

No

Yes

Yes

Yes

Yes

Winile
Seconday
School
Masithwali
sane
Secondary
School
Malamule
High School

Sout Africa,
Gauteng

No

No

Yes

No

Yes, 09 years old

No

Yes

Yes

Yes

South Africa,
Gauteng

No

Yes

No

Yes, 08 years old

No

Yes

Yes

Yes

South Africa,
Mpumalanga

Yes

Yes

Yes, 15 years old

Yes, 18 years old

No

Television

Yes

Yes

Yes

Hoerskool
Dr.E.G.Jans
en
Hoerskool
Marais
Viljoen
Hoerskool
Goudrif
T.M
Letlhake
Secondary
School

South Africa,
Gauteng

No

No

Yes

Yes, 21 years old

Yes, 21 years old

No

Yes

Yes

Yes

South Africa,
Gauteng

No

No

Yes

Yes, 20 years old

Yes, 22 years old

No

Lecturer
Dr Peta
Thomas
Lecturer

Yes

Yes

Yes

South Africa,
Gauteng
South Africa,
Gauteng

No

No

Yes

Yes, 18 years old

Yes, 22 years old

No

Lecturer

Yes

No

No

Yes

No

Yes 07 years old

No

Not at all

South Africa,
KwaZulu Natal

Yes

Yes

Yes, 18 years old

Yes, 19 years old

Yes

EPW

59

Its useful to finding
different ways to
conserving parks
Conservation orientated
organisation would help
and play a very important
role in protecting natural
resources such as parks if it

Yes

No

Yes

It is good to conseve and
protect the environment
Include modules related to
conservation and get
students from the high
school to tertiary level
involved
Travel costs and
accommodation expenses
should be catered for by
the organisation.

Yes

No

44

That the conservation
oriented volunteer
organisations are a great
opportunity for a career in
Tourism

Yes

Yes, 13 years old

43

You should go to
universities and engage in
conservation students as to
how you can teach more

Rhino campaigns

Abba week,
Icembe-green
awareness

my
tourism
teacher in
Grade 10

Yes

Yes

Yes

Yes

I would love to study about
conservation

Yes

Yes

Yes

Yes

Yes

Yes

The South African
government must support
and encourage people who
take an initiative to
conserve nature and
heritage
One day as student
teachers we should be
taken to conservation site
before we graduate

Yes

Yes

Yes

Bona High
School

South Africa,
Gauteng

Yes

No

Yes

No

Yes, 13 years old

No

University

61

Ponelope
Oracle

South Africa,
Gauteng

No

No

Yes

No

Yes, 15 years old

No

Television
, National
news
paper,
National
Radio

62

Mziwethu
High School

South Africa,
KwaZulu Natal

Yes

Yes

No

Yes, 15 years old

No

63

Moshate
High School

South Africa,
Gauteng

Yes

No

Yes

Yes, 23 years old

Yes, 24 years old

Yes

Yes

Yes

Yes

64

ZB Kunene
High School

South Africa,
Mpumalanga

Yes

No

Yes

No

Yes, 12 years old

No

Yes

Yes

Yes

65

Eqinisweni
Secondary
School

South Africa,
Gauteng

Yes

Yes

Yes

No

Yes, 12 years old

No

Yes

Yes

Yes

236

This is very helpful because
it educates the uneducated
about protecting our
environment

National
radio

60

Picki Tup

Important and helpful
study

Relative is
an
employee

I believe in order for us to
preserve and conserve our
natural belongings, we
need to be
environmentally concious
as South African citizens
Consevation projects and
organisations are important
because they enable us to
sustain our environmental
resources


Appendix 5a
Interview request letter: KNP Staff members

REQUEST FOR AN INTERVIEW

My name is Precious Shabalala, a Tourism Management student at University of Johannesburg (student no: 201322871) under Dr. Thomas supervision. My research concentrates on the Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park.

My research seeks to identify ways that can help add to the value of volunteerism through all races becoming Honorary Rangers and supporting the HR work and in doing in volunteer work with the rangers to influence stronger community alliances and improved communication channels to communities on ecotourism and eco-education. In this way I hope that the thesis can may influence school and tertiary level curriculums to the need for community participation in volunteer work and help give a sense-of-ownership between all South African communities and their National Parks. I have attached my research proposal for more detailed information.

I would very much like to interview you 02 September 2014 at 09:00. It will be a qualitative interview. We can meet at (camp where they are based) as I will be staying in the research camp or we can do a mail interview. Honorary Rangers are the owners of their product and therefore are the key in this exercise. I believe that the interview will add value to my findings and I hope that you will suggest people who would be of value to interview while in the area – community members who already support the Parks and local high schools that have an eco-programme.

Please contact me if you may require more information on my e-mail or telephone: Tel:, E-mail:

I will be patiently waiting for your positive respond.

Kind Regards

Ms. Precious Shabalala
Appendix 5b
Interview request letter: HR members

Unit 22 Southern Villas Complex
Daphne Street
Comptonville, Naturena
16 July 2014

Att: Honorary Rangers

REQUEST FOR AN INTERVIEW

My name is Precious Shabalala, a Tourism Management student at University of Johannesburg (student no: 201322871) under Dr Thomas supervision. My research concentrates on the Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park.

My research seeks to identify ways that can help add to the value of volunteerism through all races becoming Honorary Rangers and supporting the HR work and in doing in volunteer work with the rangers to influence stronger community alliances and improved communication channels to communities on ecotourism and eco-education. In this way I hope that the thesis can may influence school and tertiary level curriculums to the need for community participation in volunteer work and help give a sense-of-ownership between all South African communities and their National Parks. I have attached my research proposal for more detailed information.

I would very much like to interview you (Grant Coleman: Lowveld Region (Nelspruit), Quintin Vermaak: Bushveld Region (Phalaborwa) and Dalene Preston: Virtual HRs) including any available Honorary Rangers in your area on Tuesday, 02 September 2014 at 09:00. It will be a qualitative interview. We can meet at Phalaborwa camp as I will be staying in the research camp. Honorary Rangers are the owners of their product and therefore are the key in this exercise. I believe that the interview will add value to my findings and I hope that you will suggest people who would be of value to interview while in the area – community members who already support the Parks and local high schools that have an eco-programme.

Please contact me if you may require more information on my e-mail or telephone: Tel:, E-mail:

I will be patiently waiting for your positive respond.

Kind Regards;
Ms.Precious Shabalala
Appendix 5c

Interview request email: Tourism students

**From:** Precious Shabalala
**Sent:** 18 September 2014 02:48 PM
**To:**
**Cc:**
**Subject:** UJ Students Questionnaire

Dear Dr Abrahams

I trust that you are well. I’m requesting your permission to conduct a survey with Tourism Undergraduates and Honours students at University of Johannesburg – STH in October 2014.

Please see the attached questionnaire for your perusal.

Kindly advise should you need more information.

Regards;

Ms.Precious Shabalala
School of Computational and Applied Mathematics: Administrator & PA to Prof Ebrahim Momoniat
Building: Senate House,Room 1159
Tel:
Fax:
e-mail:
Appendix 6a

E-mail to the Honorary Rangers: 1

From: Precious Shabalala  
Sent: 21 October 2014 10:39 AM  
To:  
Cc:  
Subject: FW: Research Questionnaire  
Importance: High

Dear All

I trust that the mail finds you all well. I would like to request your help by completing the attached questionnaire. It is very important for my study that I get your views concerning the research problem. If the mail option is not working please propose alternative ways that can be exercised for me to be able to obtain your input.

So far I have received five responds, which I really appreciate.

Your help in this regard will be highly appreciated.

Regards;
Precious

From: Precious Shabalala  
Sent: 09 October 2014 09:41 AM  
To:  
Cc:  
Subject: RE: Research Questionnaire

Dear All

I trust that you are all well. As per the mail below, I would like to request you to complete the attached questionnaire for me. Your input is very important and will be much appreciated.

Can I please receive the complete questionnaires by Friday, 17 October 2014.

Thank you to those who have already sent.

Regards;
Precious

From: Leslie Coleman  
Sent: 10 September 2014 10:22 AM  
To:  
Cc: Precious Shabalala  
Subject: FW: Research Questionnaire

Hi all

On Saturday at the meeting Precious spoke to you all about her project. Attached please find her research questions, can you please fill them in and return to her.
Dear Mr Coleman

I trust that you are well. I would like to thank you for the opportunity you have granted me, to speak to the Honorary Rangers in Berg En Dal. As per our communication with your wife, I have attached a questionnaire for her to forward to the Honorary Rangers within your region.

Please ask her to cc me on the mail so that I can be able to follow up.

Regards;
Ms. Precious Shabalala
School of Computational and Applied Mathematics: Administrator & PA to Prof Ebrahim Momoniat
Building: Se
Tel: 
Fax: 
e-mail:
Appendix 6b
E-mail to the Honorary Rangers: 2

From: Precious Shabalala
Sent: 17 November 2014 05:17 PM
To: Precious
Subject: FW: Interview Documents

Dear All

I trust that you are all well. As per the mail below, can you kindly complete the attached questionnaire and send to me as soon as you can.

Please note that your input will be highly appreciated.

Regards;
Precious

From: Dalene Preston [mailto: ]
Sent: 01 September 2014 08:35 PM
To: Dalene
Cc: Dalene
Subject: FW: Interview Documents

Dear VHRs

Please see the attached Research Questionnaire. Dr Herbst approached me asking if we as a region could assist, and I do hope you will find time to fill this in and return it to Precious by 18 September.

Regards
Dalene

Dalene Preston
Chairperson
Virtual Region
SANParks Honorary Rangers
Cell: 082 773 6299
Tel: 021 851 5327
Email: dpierston@hyperlink.co.za
(All views expressed are my own and not necessarily that of the SANParks Honorary Rangers)
From: Precious Shabalala
Sent: 28 August 2014 08:07 PM
To: Thomas, Peta
Cc: Thomas, Peta
Subject: Interview Documents

Dear Dalene

Reference: my master’s thesis in tourism and hospitality
School of Tourism and Hospitality
University of Johannesburg
Thesis title: Citizen-centred constituency in conservation: the potential value of volunteerism for the Kruger National Park

I trust that you are well.

The SANParks research committee has granted me permission to conduct onsite qualitative interviews at Phalaborwa and Skukuza during the period 01-05 September (next week). The SANparks approved questionnaire is attached to this email.

I have informed Dr Herbst (my SANParks co-ordinator on the SANParks research committee) that I have requested an interview with you and that you have kindly agreed to my request.

As per our communication, please complete the attached questionnaire and send back to me at your convenience.

Thank you very much for your willingness to contribute to my research.

Best regards,

Precious

Ms.Precious Shabalala
School of Computational and Applied Mathematics: Administrator & PA to Prof Ebrahim Momoniat
Building: Senate House, Room 1159
Tel:
Fax:
e-mail: