

Teacher's Guide

for

*Caribbean 'Green' Travel:
Your Choices Make a Difference*



Center for Responsible Travel

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Introduction

“Green travel” refers to destinations, accommodations and modes of transportation that reflect values such as environmental sustainability, community development, and local empowerment. The businesses in *Caribbean ‘Green’ Travel* do all three. The documentary looks at case studies of resorts and hotels from four Caribbean islands: Jamaica, Aruba, the Dominican Republic, and Grenada. All four nations have experienced high levels of tourism, like most of the Caribbean, and have at times witnessed the environmental and social impacts that come from poorly planned and weakly controlled development.

The case studies in *Caribbean Green Travel*, on the other hand, show what can be done when projects are carried out thoughtfully and carefully, with attention to detail and a commitment to protecting the natural world as well as promoting community development. The film can be used in classes on sustainable tourism, hotel management and operations, environmental issues, the Caribbean, and sustainable development, among other areas. It is appropriate for audiences from middle school to undergraduate and graduate courses, plus adult learners. Aspects of the film can be explored in greater depth to suit the audience as well as the purpose of the course or lesson. Supplemental activities and discussion questions, samples of which are included in this guide, can help students understand the many issues raised in the film.

This study guide is designed to help teachers at any level who wish to use the film in their classes. It is designed to help teachers and students explore key concepts introduced by the film, including sustainable hospitality management, community development, ecotourism, voluntourism, certification, and so on. This guide follows the film scene-by-scene, with brief synopses followed by discussion questions and ideas for in-class or take-home activities. The guide also includes suggestions for supplemental readings and websites for further exploration. There is also a test bank with questions that can be used for quizzes or exams.

Teachers can use whatever parts of this guide they find useful, depending on the nature of the class. The Center for Responsible Travel (CREST), the film’s producer, hopes that educators find this film a palatable tool for raising awareness among their students, and inspiring them to learn more and even take action. If you have ideas for other activities, or wish to share stories of how the film inspired your students, please send an email to staff@responsibletravel.org. Also like us on Facebook at CRESTRavel and follow us on Twitter @CRESTResTravel.

Film Details

Caribbean ‘Green’ Travel: Your Choices Make a Difference

Produced by the Center for Responsible Travel, Washington, D.C.

Date of Release: 2016; Length: 44:30, Color

Martha Honey, Director and Executive Producer

Richard Krantz, Co-Executive Producer and Editor

Esther Figueroa, Director of Photography and Interviewer

Samantha Hogenson, Production Administrator

Josh Colston, Narrator

Locations



Overview

After a brief introduction in which we see a few of the hoteliers talking about the benefits of sustainable tourism, a narrator sets the context, pointing out that the Caribbean is the most tourism dependent region of the world, characterized by cruise and all-inclusive beach resorts which often bring few benefits to the islands. The film then delves more deeply into the operations and principles of several of the ‘green’ businesses. Some of the businesses are shown more than once as the filmmakers cover two main topics, “Environmental Stewardship” and “Community Links and Benefits.” Banners in the corner of the screen indicate which island we are on as we move about, and a narrator helps to guide us from place to place in certain parts of the film. Individual businesses are identified by their own signage, the narration, or captions identifying individual speakers.

In the following synopsis the film has been divided into 11 main segments, with seven in part 1 and four in part 2. The sections are as follows:

Part 1. Environmental Stewardship:

1. Grupo Puntacana, Dominican Republic: Coral Reef Nursery & Restoration
2. Island Outpost Resorts, Jamaica: Designing with Nature & Sense of Place
3. Bucuti & Tara Beach Resorts, Aruba: Sustainable Design, Construction, & Operations
4. Calabash Hotel, Grenada: Organic Gardening, Mosquito Control, & Sustainable Operations
5. Grupo Puntacana, Dominican Republic: Ridgway's Hawk Conservation Program
6. Aruba: Government Initiative for 100% Renewable Energy by 2020
7. Grupo Puntacana, Dominican Republic: Sustainable Airports & Large-Scale Recycling

Part 2: Community Linkages & Benefits:

1. Belmont Estate, Grenada: Agritourism & The Goat Dairy Project
2. Isle of Reefs Tours, Carriacou, Grenada: Small-Scale, Localized, Island Tour Experience
3. Great Huts Resort, Jamaica: Aesthetic & Activities that Pay Homage to African Roots & Jamaican Culture; Local Investment & Entrepreneurship Opportunities
4. True Blue Bay Resort, Grenada: Community Support & Travelers' Philanthropy

Suggested Readings – General

In late 2016, CREST is publishing two books relevant to a range of topics presented in the film with Business Expert Press:

- Ettenger, K., Honey, M. & Hogenson, S, eds. Forthcoming, 2016. *Climate Change, Coastal Tourism, and Sustainability in the Caribbean*. New York: Business Experts Press.
- Ettenger, K., Honey, M. & Hogenson, S, eds. Forthcoming, 2016. *Climate Change, Marine Tourism, and Sustainability in the Caribbean*. New York: Business Experts Press.

CREST will be posting relevant sections of the books on our website once they are available and prior to official book launch. Once the books have been released, an updated version of this guide will be posted. Please view our website (www.responsibletravel.org) or email us at staff@responsibletravel.org for more information.

Impacts of Travel and Mass Tourism

- Becker, E. 2013. *Overbooked: The Exploding Business of Travel & Tourism*. New York: Simon & Schuster.
- Gmelch, S. 2009. *Tourists and Tourism: A Reader, 2nd Edition*. Long Grove, IL: Waveland Press.
- Hall, C.M., Gössling, S., & Scott, D. 2015. *Routledge Handbook of Tourism and Sustainability*. New York: Routledge.

Impacts of Tourism in the Caribbean

- Castellanos, M.B. 2010. *A Return to Servitude: Maya Migration and the Tourist Trade in Cancún*. Minneapolis: University of Minnesota Press.
- Gmelch, G. 2012. *Behind the Smile: The Working Lives of Caribbean Tourism, 2nd Edition*. Bloomington: Indiana University Press.
- Kincaid, J. 1988. *A Small Place*. New York: Farrar, Straus and Giroux.
- Pattullo, P. 2005. *Last Resorts: The Cost of Tourism in the Caribbean, 2nd Edition*. New York: Monthly Review Press.
- Stocker, K. 2013. *Tourism and Cultural Change in Costa Rica: Pitfalls and Possibilities*. Plymouth, UK: Lexington Books.

Alternative and Sustainable Tourism

- Fennell, D. 2015. *Ecotourism, 4th Edition*. London and New York: Routledge.

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- Girling, R., Gordy, H., and Lanier, P. 2016. *The Good Company: Sustainability in Hospitality, Tourism, and Wine*. New York: Business Expert Press.
- Honey, M. 2008. *Ecotourism and Sustainable Development: Who Owns Paradise? 2nd Edition*. Washington, D.C.: Island Press.
- Steves, R. 2015. *Travel as a Political Act, 2nd Edition*. Seattle: Avalon Travel.

Green Lodging Design & Operations

- Faiers, J. 2005. *Exotic Retreats: Eco Resort Design from Barefoot Sophistication to Luxury Pad*. UK and Switzerland: RotoVision.
- Kunz, M.N. 2006. *Best Designed Ecological Hotel* (German and English Edition). Avedition GmbH, Csi.
- Mehta, H. 2010. *Authentic Ecolodges*. New York: Collins Design.
- Sloan, P., Legrand, W., & Chen, J.S. 2013. *Sustainability in the Hospitality Industry: Principles of Sustainable Operations, 2nd Edition*. London and New York: Routledge

Lesson Planning based on *Caribbean ‘Green’ Travel*

Part 1. Environmental Stewardship

Part 1 of the film deals primarily with environmental aspects of resorts, hotels and other tourism infrastructure. Major topics covered include facility siting, design, and construction (especially segments 2, 3, 4 and 7); sustainable operations and management (3, 4 and 7); renewable energy (3 and 6); and biodiversity conservation (1, 4 and 5). Each of the segments is summarized below, along with ideas for class discussion, in-class and take-home activities, and supplemental materials.

General Discussion Questions

1. What responsibility, if any, should tourism businesses feel toward protecting or enhancing the environment? What are the potential benefits to businesses to engaging in activities that protect the natural world?
2. What is “corporate social responsibility,” or CSR? Is this just another term for “greenwashing,” which is when corporations use sustainable practices mainly for public relations and advertising? Or can it reflect a deeper interest in and concern for environmental and social issues? What would you look for to be able to determine what motivates a corporation’s CSR efforts?

Section 1. Puntacana Resort & Club, Dominican Republic

The film starts by looking at the Puntacana Resort & Club in the Dominican Republic. Jake Kheel, Puntacana’s Environmental Director, explains the resort’s philosophy and talks about their world-renowned coral reef nursery and restoration project. We hear more about this innovative project from Susanne Leib of the Puntacana Ecological Foundation, who describes how much reef has been restored and how these efforts connect with local diving, tourism, and fishing industries. This project is a success story that shows how tourism can actually contribute to ecological restoration and bring environmental and economic benefits to an area.



Key Concepts

A main concept explored in this segment is the role that the tourism industry can play in conserving and enhancing biodiversity resources. Coral reef decline is a major problem in the Caribbean and many other locations due to warming ocean temperatures, acidification, pollution, destructive fishing practices, invasive species, and impacts of tourism. Engaging

tourists in the protection and restoration of coral reefs and other natural areas can be an effective way to reverse some of this damage, and to generate public awareness about these problems. This segment can be explored more deeply in classes interested in ecosystems, ocean health, local fishermen and alternative livelihoods, and the potential role of tourists in projects that enhance the natural environment.

Discussion Questions

1. What is the value to tourists of taking part in ecological restoration efforts like the Puntacana Coral Gardens project? Do you think this is something that many tourists would be interested in? Does engaging in projects like this hold more benefits than just making financial contributions?



2. Some critics think that habitat restoration and other environmental projects should be left to professionals. What do you think? What are the risks in engaging tourists in such projects? What other means might there be for tourists to aid in ecological restoration projects without actually being involved?



3. Jake Kheel, Puntacana’s Environmental Director, says that “If we don’t have a beach . . . then we don’t have hotels, [and] we would have a hard time getting homeowners to invest here. So environmental protection becomes a key component of our business.” Does this sound like concern about the environment, or concern about profits? If the net result is the same, meaning that the resort protects its coral reefs and beaches, does it matter what their motivation is?

In-Class Activities

1. Have students write short personal essays on their own experiences related to nature tourism, and/or whether they would be interested in trips with a strong nature component. (This can also be done with the larger concept of voluntourism, in classes where this concept is familiar.) Students can share their essays with the class.
2. Have students research the Puntacana Coral Reef restoration project, as well as (possibly) the threats to coral reefs in the Caribbean and worldwide. This can also be done as a more in-depth project with research done outside the classroom.

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3. Have students form groups and brainstorm the barriers/costs vs. benefits of environmental stewardship programs within a hotel or resort. Host a debate.

In-Depth Activities

1. Have students conduct internet or library research on the subject of “voluntourism,” including finding criticisms of this form of tourism. Have teams report their findings back to class. Or, assign pro/con positions to one or more teams, and have a debate in class about the relative merits and pitfalls of voluntourism.
2. Have students research recent damage to coral reefs from global warming, ocean acidification, and other threats. Have them prepare papers or presentations about the importance of coral reefs to tourism and to the world’s fisheries, and what the future likely holds for these fragile ecosystems.

Supplemental Readings

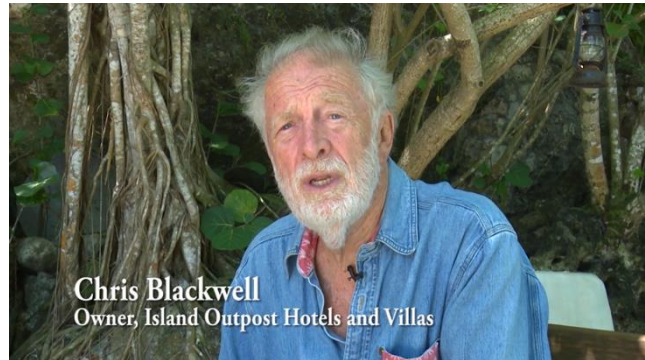
- Johnson, M.E., et al. 2011. *Caribbean Acropora Restoration Guide: Best Practices for Propagation and Population Enhancement*. Arlington, VA: The Nature Conservancy.
- Uzzo, S. (2013). Puntacana Ecological Foundation and the Scaling of Sustainable Tourism Development. *Ecology and Society* 18(4): 73. <http://dx.doi.org/10.5751/ES-06259-180473>
- Ammar, M. 2009. Coral Reef Restoration and Artificial Reef Management, Future and Economic. *The Open Environmental Engineering Journal*, (2), 37-49.

Useful Websites

- Puntacana Resort and Club: www.puntacana.com
- Puntacana Ecological Foundation: www.puntacana.org
- PADI, the Professional Association of Diving Instructors, offers training and certification in coral reef conservation: <https://www.padi.com/scuba-diving/padi-courses/course-catalog/aware-%E2%80%93-coral-reef-conservation-course/>
- Coral Vita: <http://www.coralvita.co/eco-tourism/>

Section 2. Island Outpost Hotels and Villas, Jamaica

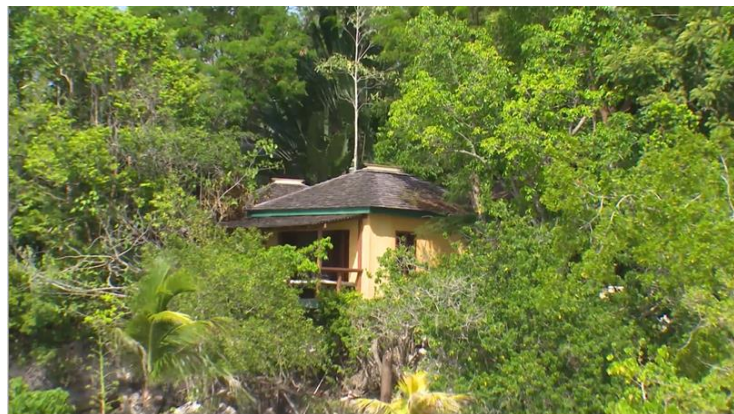
In Jamaica we hear from Chris Blackwell, owner of the Island Outpost Hotels and Villas. Island Outpost has created an oasis of greenery that maximizes natural landscaping and vegetation, including coastal mangroves, giving the place a magical appearance. “I like things to be more natural,” Blackwell tells the viewer, and explains that he has to warn visitors about the lack of stair railings and other structures that could affect the



“authenticity” of the site. He then says that he likes to give visitors a home base from which to get out and explore the countryside, rather than spend their entire week at the resort. “You have to get out, get about, and see what Jamaica has to offer,” he explains.

Key Concepts

This segment is useful for classes that delve into topics such as designing with nature, the economic impact of tourism, the growing trend of experiential travel, and geotourism – sustaining and enhancing the geographical character of place. This segment points out the value of creating a “sense of place” for visitors that goes beyond cookie-cutter resort designs and mass tourism beaches and bars. Making connections with surrounding communities and natural areas is another tenet of sustainable tourism. This principle goes for tourism businesses, who can buy local products, create an aesthetic that reflects the destination, and employ local people. It also goes for visitors, who can support locally owned businesses and learn about local culture. By getting out of the hotel



and spending money with local businesses, more money is dispersed through the community. And by making real connections with local people, tourists become more socially conscious and engaged travelers who can become agents of change.

Discussion Questions

1. Island Outpost Hotel and Villas uses a natural style of building construction that helps visitors feel connected to the environment. Do you think this would be popular with mainstream tourists, or would it mainly appeal to ecotourists?
2. Owner Chris Blackwell says he has to warn guests about uneven walkways, the lack of stair railings, and other potentially hazardous features. While clearly part of the allure of this business, such features might pose risks to visitors or make it difficult for some people to stay there. If you owned a hotel like this, how would you find a balance between “natural charm” and visitor safety and accessibility?
3. Chris Blackwell says he encourages visitors to get out and explore the area, something that certainly connects with the ideas of sustainable and responsible travel. Do you think this is something encouraged in most mainstream resorts? Are there reasons why many resorts would want people to stay on the premises? How much independent exploration do you think most resort visitors in the Caribbean do?

In-Class Activities

1. Have students make a chart listing the features of a typical all-inclusive resort and how that differs from what Blackwell promotes. (Reviewing websites for several mainstream Caribbean resorts will give students information on activities offered.)
2. Have students work in teams to develop ideas for cultural or nature tours that resorts could offer their visitors. To take this a step further, they could use the internet to find what local communities or businesses exist within biking or driving distance of an actual Caribbean resort.

In-Depth Activities

1. Research the concept of geotourism (see <http://destinationcenter.org/geotourism/>). Which of the 13 Geotourism Principles are reflected at Island Outpost? What other destinations can you find that reflect these principles, and how are they reflected? Are there any perceived benefits or pitfalls of the geotourism model versus the mass tourism model?
2. Have students work individually or in teams to design their own nature-themed resort, either near their home or in a destination of their choosing. They can describe what features they would incorporate in their design, or even do maps and sketches of what it would look like.

Supplemental Readings

- Ashley, C., Haysom, G. 2006. From Philanthropy to a Different Way of Doing Business: Strategies and Challenges in Integrating Pro-Poor Approaches into Tourism Business. *Development Southern Africa*, 23(2), 265-280 doi: 10.1080/03768350600707553.

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- Okazaki, E. 2008. A Community-Based Tourism Model: Its Conception and Use. *Journal of Sustainable Tourism*, 16(5), 511-529. doi:10.2167/jost782.0
- Zambrano, A. M., Broadbent, E. N., & Durham, W. H. 2010. Social and Environmental Effects of Ecotourism in the Osa Peninsula of Costa Rica: the Lapa Rios Case. *Journal of Ecotourism* 9:1. <http://www.tandfonline.com/doi/abs/10.1080/14724040902953076>.

Useful Websites

- Island Outpost Community Work: <https://www.islandoutpost.com/community/>
- Oracabessa Foundation: <http://www.oracabessafoundation.org/>
- Destination Stewardship Center: <http://destinationcenter.org/>

Section 3. Bucuti & Tara Beach Resorts, Aruba

The section on the Bucuti & Tara Beach Resort in Aruba focuses mainly on hotel construction and operations, looking at the ways this resort conserves energy, water, and other resources. We learn from Sustainability and Certifications Manager Arnold Solognier about the resort's high-efficiency heating and cooling devices and their solar water heaters, which provide hot water for guests and laundry operations. Bucuti's conservation measures include using greywater for gardens and low-flow plumbing fixtures throughout the resort. They also incorporated recycled and sustainable materials in the resort's construction and furnishings, and use LED lighting for most applications. Bucuti has received LEED Silver, ISO 14000, and Green Globe certification for building and operations. Their website's list of "Environmental Practices & Energy Conservation" contains several pages with details of the specific actions they have taken to reduce their impact on the environment. As Biemans says in the conclusion to this segment, "A person who spends a week here will probably have a smaller footprint than if they would have stayed at home." This is an important point: done right, tourism can go beyond minimizing its negative impacts and actually become a model for environmental sustainability.



Key Concepts

This segment is useful for classes discussing topics such as renewable energy and energy efficiency, hotel operations, tourism certification, and natural resource management. Conservation measures are important for many hotels these days, especially in areas where resources are scarce, and can often be justified on financial terms alone. As Ewald Biemans says, sustainable operations are saving them money, since energy and water on Aruba are both extremely costly. Island nations and communities must be even more careful with their use of natural resources. Local demand for water, electricity, and other resources can sometimes exceed supply, and tourism adds increased pressure. Implementing substantial measures to conserve resources is good for the bottom line, good for surrounding communities, and good for the environment. In the future, it might also be a necessary part of hotel operations.



Discussion Questions

1. If conserving water, energy, and other resources makes sense financially, why don't all businesses do it? What barriers might there be to switching to more efficient lighting, plumbing, heating, and cooling systems? Have you made these kind of changes in your own home? What about the school you might be sitting in? If not, why not?
2. Can conservation measures used by tourism businesses be used to educate tourists about the environment and sustainability? How might you do this if you were a hotel owner or manager? Have you ever seen information about conservation in hotels or other places you have been? Has it made any impact on your own behavior?
3. Travelers often expect a certain amount of freedom from normal behaviors and social rules. (That's why some tourists "go wild" in the places they visit, or eat or drink to excess.) How do you think such travelers might respond to hotels asking them to save water, turn out their lights, or otherwise conserve resources?
4. Are there other ways to achieve conservation even if tourists don't want to limit their own consumption of resources? Are there ways to encourage them to save, such as economic or other incentives? What about technological measures?

In-Class Activities

1. Have students make a list of things they or their parents do to conserve resources at home. If there is time, have them do rough calculations of how much money these measures save them each year, and also what they cost to implement (like buying LED light bulbs). Discuss as a class if time permits.
2. Have students work in teams to discuss some of the obstacles a tourism business might face when deciding whether to incorporate conservation measures. Encourage them to think about cultural and social barriers as well as financial or technical ones.

In-Depth Activities

1. Have students use a website where they can calculate how much energy and water they use in their home or apartment, and how much they could save if they implemented various conservation measures. You can also have them estimate how much each measure would cost, and what the payoff period would be based on current costs for utilities as well as current prices for things like LED bulbs or low flow showerheads. They could also research current rebate programs offered by state or federal governments, or their utility companies.
2. Have students work individually or in teams to learn about the kinds of technologies available to help achieve water and energy conservation. This can include, for example, high efficiency lighting, low-flow plumbing fixtures, motion sensors for lights, energy efficient heating and cooling, etc. Have them design a hotel or resort with as many of these features as they can.

Supplemental Readings

- Bucuti and Tara Beach Resorts Environmental Practices & Energy Conservation Brochure:
http://www.bucuti.com/sites/default/files/pdf/D52_Environmental_Practices10.pdf
- Goodman, A. 2000. Implementing Sustainability in Service Operations at Scandic Hotels. *Interfaces*, 30(3), 202–214. doi:10.1287/inte.30.3.202.11653.
- Gössling, S., Hall, C. M., & Weaver, D. B. (Eds.). 2009. *Sustainable Tourism Futures: Perspectives on Systems, Restructuring and Innovations*. London: Routledge- Taylor & Francis Group.
- Houdré, H. 2008. Sustainable Development in the Hotel Industry [*Electronic article*]. *Cornell Hospitality Industry Perspectives*, 1(2), 6-20.
<http://scholarship.sha.cornell.edu/cgi/viewcontent.cgi?article=1001&context=chrindper>

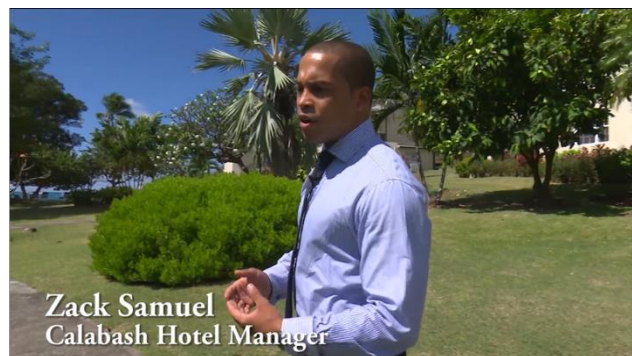
Useful Websites

- ISO 14001 Certification: <http://www.iso.org/iso/iso14000>
- Green Globe Certification: <http://greenglobe.com/>

- Guide to LEED Certification: <http://www.usgbc.org/cert-guide>
- TripAdvisor GreenLeaders Program: <https://green.tripadvisor.com/survey/about>
- Global Sustainable Tourism Council Criteria for Hotels and Tour Operators: <https://www.gstcouncil.org/en/gstc-criteria/criteria-for-hotels-and-tour-operators.html>
- Energy Tools and Calculators from Around the Web: <http://www.gracelinks.org/3075/energy-tools-and-calculators-from-around-the-web>

Section 4. Calabash Luxury Boutique Hotel & Spa, Grenada

The next segment features the Calabash Luxury Boutique Hotel & Spa in St. George’s, one of the top-ranked hotels in Grenada, with consistent 5-star reviews. Zack Samuel, the general manager, talks about the hotel’s focus on green methods, which go as far as controlling mosquito larvae in water gardens with biological controls. The Calabash has adopted many measures of sustainable hospitality management, such as energy and water conservation. These simple steps, available to virtually every lodging establishment, should become the norm for places like the Caribbean, which will likely bear the brunt of climate change. Having internal systems that reduce the need for imported products and maximize locally available resources like solar energy and rainwater will be critical to achieving not just sustainability, but resiliency in the face of extreme weather events and other impacts of climate change.



In addition to learning about hotel operations, we get a tour of the hotel’s organic gardens with Landscape Supervisor Sherman Inman. “Everything we grow is for the guests,” he says, including fruits and vegetables. Inman gives credit to his employer for making the gardens organic, and says he has seen a decline in skin conditions among workers since they stopped using chemicals. “I give my boss thumbs up!” he smiles. Inman is



clearly proud of the work he and others are doing, and that pride is yet another positive aspect of running an operation based on principles of sustainability.

Key Concepts

In addition to reinforcing earlier points about sustainable management practices, this segment introduces the idea of growing food for guests right on resort and hotel grounds. In terms of “thinking globally and acting locally,” there is nothing more local than on-site food production. The segment also does a nice job of explaining the benefits of organic growing techniques, not just for the planet and for the consumers of food, but for farm workers and their families. Hospitality workers and others who support the tourism industry are often left out of discussions of sustainability, and this segment is a nice way to introduce the topic.



Discussion Questions

1. Discuss the value of growing food on hotel or resort grounds for guests. Do you think this would save the hotel money, or is it beneficial mainly for other reasons? What other advantages would there be for a hotel or restaurant to grow its own food?
2. Do you think it would be possible for hotels to grow their own food in other places, like the U.S. or Europe? Why or why not? What constraints (legal, financial, geographical, etc.) might a hotel have in other parts of the world, including where you live?
3. Why are mosquito-borne diseases more prevalent than they used to be, especially in places like the Caribbean? Why would a hotel manager be so concerned about pest control? What are the advantages to biological control mechanisms like fish?

In-Class Activities

1. Have students conduct rapid internet research to see how many other hotels or resorts they can find that grow their own food. Where are most of them located? Do they see any patterns in terms of regional geography, population density, or other factors? Have them summarize their findings in class.
2. See if students can find information online about hotel workers and health and safety conditions. Are there any international or national laws protecting workers in the tourism industry from environmental hazards specifically? What about farm workers? Have students summarize their findings in class.

In-Depth Activities

1. Explore how mosquito-borne diseases have spread in the Caribbean and other places, and their impact on tourism. Then research the various methods used to control

mosquitoes, including non-toxic methods. Summarize which of these could be applied in a hotel or resort setting, and what the advantages of each method would be.

2. Have students work individually or in teams to learn what kinds of environmental or other hazards hospitality workers are often exposed to. Then have them research what international, national or other laws are currently in place to protect workers in this industry from environmental and health risks. You could also have them propose wording for a new international code to protect workers in the tourism industry.

Supplemental Readings

- Bhola-Paul, H.M. 2015. Tourism Challenges and the Opportunities for Sustainability: A Case Study of Grenada, Barbados, and Tobago. *Journal of Tourism and Hospitality Management, Vol. 3, No. 9-10*, 204-213. doi: 10.17265/2328-2169/2015.10.004
- Food Alliance. N.d. Sustainable Food Purchasing Policy- Guide to Developing a Sustainable Food Purchasing Policy: Retrieved from <http://www.sustainablefoodpolicy.org/>.
- Gössling et al. 2011. Food Management in Tourism: Reducing Tourism's Carbon "Foodprint". *Tourism Management*, 32(3), 534-43. doi:10.1016/j.tourman.2010.04.006
- Yaw, F. 2005. Cleaner Technologies for Sustainable Tourism: Caribbean Case Studies. *Journal of Cleaner Production*, 13(2), 117–134. doi:10.1016/j.jclepro.2003.12.019

Useful Websites

- Calabash Hotel Website: <http://www.calabashhotel.com/>
- Sustainable Pest Control & Green Cleaning Techniques Webinar from Calabash, via the Caribbean Hotel & Tourism Association: <http://www.caribbeanhotelandtourism.com/sustainable-pest-control-green-cleaning-techniques/>
- Food and Agriculture Organization of the United Nations Organic Agriculture Overview: <http://www.fao.org/organicag/oa-faq/oa-faq6/en/>
- International Labor Organization’s website on “Occupational safety and health in the hotels, catering and tourism sector”: http://www.ilo.org/safework/industries-sectors/WCMS_219021/lang--en/index.htm

Section 5. Puntacana Resort: Ridgway's Hawk Conservation Project

This section looks at one of the most inspiring ways in which tourism can contribute to sustainability: through wildlife conservation. Back in the Dominican Republic, we meet Marta Curti of the Ridgway's Hawk Conservation Project, a joint effort of the Puntacana Ecological Foundation and the Peregrine Foundation. Puntacana Resort & Club serves as a release site for young Ridgway's hawks, a critically endangered species native to the island of Hispaniola. The birds are raised from nestlings in an effort to spread their population beyond their current base in the Los Haitises National Park. Viewers will be inspired by the sight of the young chicks, and as the awkward fledglings take their first flights from a platform in Puntacana. The goal of this project is to create a viable breeding population of the hawks in this area; a side benefit is that guests become more aware of issues such as biodiversity conservation and endangered species, and become better environmental stewards as a result.



Key Concepts

This segment is useful for classes studying wildlife conservation, ecology, biodiversity, land use management, and tourism planning. As owners and managers of significant parcels of land, often in ecologically sensitive areas, resorts and hotels have a unique role to play in terms of conserving habitats and wildlife. Depending on how they develop and manage their properties,



they can either contribute to degradation and habitat loss or help to protect crucial areas. Their efforts can pay dividends in terms of biodiversity conservation, helping to maintain viable populations of threatened or endangered species while protecting the ecological integrity of a region. At the same time, wildlife conservation measures can be used to educate visitors about these issues. They can also generate positive economic benefits among local residents, creating side opportunities for wildlife viewing and interaction, such as sea turtle hatcheries.

Discussion Questions

1. What are the benefits to the Puntacana Resort & Club for participating in the Ridgway's Hawk Conservation Project? Do you think most visitors to the resort would be interested in this effort? Is there a financial incentive to the resort for helping to fund this project?
2. Do you see projects like this as reflecting genuine concern on the part of the tourism industry for the welfare of wildlife and the environment? Or do you see this as mainly done for publicity, since wildlife and endangered species tend to be something the public can relate to?

In-Class Activities

1. Do a quick internet search to find other examples of tourism businesses that support wildlife research or conservation. How many can you find? What types of animals are generally involved? What is your explanation for this? Why does it make sense for the tourism industry to take part in these initiatives?
2. Have students discuss the animal species in their own area, and which one(s) might be popular with tourists. Are these the same ones that are most endangered and in need of conservation? How would students decide which species to support if they owned a hotel and wanted to engage in a conservation project?

In-Depth Activities

1. Go online and learn more about the Ridgway's Hawk Conservation Project, including how many birds have been released or other information about project success. They can also research other similar conservation projects and their outcomes. Based on the evidence, are these projects successful in biological terms? What about in terms of raising awareness of and support for biodiversity conservation? Have students summarize their findings in a short paper or class presentation.
2. Research well-known international wildlife conservation organizations, such as Conservation International, The Nature Conservancy, and the World Wildlife Fund. How do they engage with the tourism industry? From the view point of these organizations, how important is tourism terms of conservation?

Supplemental Readings

- Ankersen, T. T., Regan, K. E., & Mack, S. A. 2006. Towards a Bioregional Approach to Tropical Forest Conservation: Costa Rica's Greater Osa Bioregion. *Futures of Bioregions*, 38(4), 406–431. doi:10.1016/j.futures.2005.07.017
- INTOSAI Working Group on Environmental Auditing. 2013. Impact of Tourism on Wildlife Conservation. Retrieved from <http://www.environmental-auditing.org/LinkClick.aspx?fileticket=ecrH%2BPLw7Cc%3D&tabid=128&mid=568>

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- Gutierrez, E., Lamoureux, K., Matus, S., & Sebunya, K. 2005. *Linking Communities, Tourism & Conservation: A Tourism Assessment Process*. Conservation International and George Washington University.
https://www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Gutierrez/Tourism_Assessment_Process_Manual.pdf

Useful Websites

- Ridgway's Hawk Conservation Project: <http://www.puntacana.org/ridgway/index.html>
- The Peregrine Fund: <http://peregrinefund.org/projects/ridgways-hawk>
- Audubon: <http://www.audubon.org/>
- BirdLife International: <http://www.birdlife.org/>
- Tourism and Environmental Conservation, UNEP:
<http://www.unep.org/resourceefficiency/Business/SectoralActivities/Tourism/FactsandFiguresaboutTourism/ImpactsofTourism/EnvironmentalImpacts/TourismandEnvironmentalConservation/tabid/78779/Default.aspx>

Section 6. Renewable Energy in Aruba

Back in Aruba, the film visits a government-funded wind farm that currently supplies about 20% of the island's electricity needs, and will eventually supply up to 50%. We also visit a car park at the airport with a roof covered with solar panels. Prime Minister Mike Eman outlines Aruba's goal to be totally sustainable in the area of energy by 2020. The switch to renewable energy will be crucial to the future of this region, which, as a hotel owner pointed out earlier, enjoys ample



solar and wind resources.

Key Concepts

This segment is useful for classes covering tourism policy, alternative energy, public-private partnerships, and sustainable development. The film highlights the government's role on the path to sustainability, especially within Small Island States (SIDS). Often it is difficult for renewable energies to be utilized, even on a private business scale, without favorable policy. It also shows how islands can be creative with their renewable energy infrastructure; for example, the solar panels on top of the car park take up no extra space.



Discussion Questions

1. What role should governments play in terms of supporting renewable energy and other sustainable practices? Should they develop such projects themselves? Provide financial and other incentives for private companies? Or not get involved at all?
2. Search the web for information about the Caribbean and energy use. Where does most energy for electricity, transportation, and other uses come from? What would be the advantages to switching to renewable energy? What would be some obstacles?
3. How should the tourism industry be involved in the push toward renewable energy? Should they focus on their own industry and small-scale energy projects? Or should they try to influence government policy and/or consumer behavior as well?



In-Class Activity

1. See if students can find information about solar and wind energy potential in the Caribbean, and how much electricity is currently being generated through these sources. Have teams come up with strategies for increasing this percentage, focusing on the role that the tourism industry can play.

In-Depth Activity

1. Solar and wind power do have some environmental impacts, including bird strikes and habitat loss. Have students conduct research on the wildlife impacts of alternative energy production, and what steps have been taken to reduce these impacts. What environmental impacts do use of fossil fuels pose? Prepare short papers that present arguments for or against renewable energy compared to fossil fuels from the perspective of wildlife conservation.

Supplemental Readings

- Evanthie, M. 2009. Using Renewable Energy as a Tool to Achieve Tourism Sustainability in Mediterranean Islands. *Études caribéennes*. <http://etudescaribeennes.revues.org/3487>
- Hotel Energy Solutions. 2011. "Factors and Initiatives affecting Renewable Energy Technologies use in the Hotel Industry." Hotel Energy Solutions Project Publications. <http://hotelenergysolutions.net/sites/all/files/docpdf/factorsandinitiativesaffectingrenewableenergytechnologiesuseinthehotelindustrypublicationfinalfinal.pdf>
- Renewable Energy Opportunities for Island Tourism. 2016. International Renewable Energy Agency (IRENA).

<http://www.irena.org/menu/index.aspx?mnu=Subcat&PriMenuID=36&CatID=141&SubcatID=444>

Useful Websites

- Green Aruba Conference: <http://www.greenaruba.org/ga6/>
- Aruba 2020 Vision: www.pmoaruba.com/wp-content/uploads/2015/03/GreenInitiatives.pdf
- Caribbean Challenge Initiative: <http://www.caribbeanchallengeinitiative.org/>
- UN Sustainable Development Goals (specifically Goal 12): <https://sustainabledevelopment.un.org/?menu=1300>

Section 7. Puntacana Resort: Airport Sustainability

The Puntacana Resort airport has been designed on sustainability principles, including an open-air design using natural and local materials in construction. The airport also sorts and recycles all waste, including what is taken off of arriving planes—a feat that few airports anywhere attempt. What can't be recycled is burned in an energy recovery facility that provides electricity as well as steam for industrial laundry operations,



according to Frank Elias Rainieri, Grupo Puntacana's Director. The recycling plant also handles waste for the surrounding hotels, restaurants, golf courses, and over 1000 residential units.

Key Concepts

This segment is useful for discussing the impacts of air travel, green building design and construction, energy efficiency, waste management, and the community benefits of tourism.

Air travel is a major contributor to climate change, and airports can have significant impacts on their surroundings. The push to make airports and flying more sustainable is an important aspect of green travel, and this section is a good introduction to this topic.



Another concept, the idea of "zero waste," is now being employed by a growing number of businesses worldwide. The film also introduces the idea that tourism can bring important assets to communities, including the financial capital to invest in sustainable energy, waste, water, and sewage systems. Finally, a main concept in this section is thinking outside the box.

Tourism thrives on creativity, which makes the industry a fantastic incubator for ideas, including those based on sustainability.

Discussion Questions

1. How can an airport be designed to fit increasing demand for air travel, and increased security needs, while also being aesthetically pleasing and sustainable? Do you think the measures applied at the Puntacana airport could be used in larger urban airports?



2. Air travel is an important contributor to global greenhouse gas emissions. Should tourists consider other means of transportation to get to their destinations? Are there limitations to how practical other forms of transport are? Do you think we should limit travel by air in order to help combat climate change? What incentives do airlines have to become more sustainable? What other impacts – positive or negative - would reduced air travel have globally, in terms of tourism and otherwise?



3. Some of the measures used at the Puntacana airport, like zero-sort recycling, might be hard to reproduce at a larger scale. Are there other ways to manage solid waste that could deal with the massive amounts of garbage created in urban areas? Is burning trash to create energy a good solution? What other methods are available?

In-Class Activities

1. Have students develop plans for a “sustainable transportation center” in their area. Consider the impacts of various types of transportation, and what measures they would employ to reduce the environmental impacts of travel at the center.
2. A number of websites allow people to calculate their carbon footprint from travel. Have students work in teams to use several different sites to calculate the carbon impact of a flight from where they are to a Caribbean island. Also have them calculate the cost of a “carbon offset” for their trip. Compare the results from each team.

In-Depth Activity

1. Arrange a class visit to a nearby airport or other transportation hub to learn about what environmental impacts it has, and what sustainability measures it is using. (This trip

would require advance planning due in part to security issues.) Have students document the visit and prepare a report or web-based project on their findings.

Supplemental Readings

- Boers, B., & Cottrell, S. 2007. Sustainable Tourism Infrastructure Planning: A GIS-Supported Approach. *Tourism Geographies*, 9(1), 1–21.
doi:10.1080/14616680601092824
- "Developing and Implementing an Airport Recycling Program." U.S. Environmental Protection Agency. 2009.
<https://archive.epa.gov/wastes/conserve/tools/rogo/web/.../airport-recycling-guide.pdf>.
- Gössling, S. & Upham, P 2009. "Climate Change and Aviation: Issues, Challenges and Solutions." London: Earthscan.
- LePree, J. G. (2008). Certifying Sustainability: The Efficacy of Costa Rica's Certification for Sustainable Tourism. *Florida Atlantic Comparative Studies Journal* 11.

Useful Websites

- Puntacana's Zero Waste Initiative: <http://puntacana.org/zerowaste/index.html>
- Airports Going Green Conference Sustainable Airport Manual: <http://www.airportsgoinggreen.org/sustainable-airport-manual.aspx>
- USAID Sustainable Tourism: <https://www.usaid.gov/content/global-climate-change/sustainable-tourism>
- Native Energy Carbon Calculator: <http://www.nativeenergy.com/travel.html>
- TerraPass Carbon Footprint Calculator: <http://www.terrapass.com/carbon-footprint-calculator/>
- Carbonfootprint.com Calculator: <http://calculator.carbonfootprint.com/calculator.aspx>

Part II. Community Links and Benefits

Part two highlights “Community Links and Benefits.” Themes include social enterprise (parts 8, 9, & 10), travelers’ philanthropy (part 11), and localized experiences (parts 8, 9, & 10). While not explicitly stated, this part of the film highlights a concept crucial to sustainability: the “triple bottom line,” which stands for people, profits, and place. This means managing environmental and social impacts of business, not just looking at economic gain.

Section 1. Belmont Estate, Grenada

The Belmont Estate in Grenada is a former plantation dating back to the 17th century that is now run as an “agritourism” (blending agriculture and tourism) business. We meet Shadel Nyack Compton, the Estate’s Managing Director, who describes the plantation’s history and its current use. Dozens of crops are grown on the estate, including cocoa and nutmeg, two of its most important historical cash crops. Cocoa (or cacao) in particular is an important crop for the Belmont Estate, as they use it for chocolate production onsite, and it forms a major part of their culinary tourism business.



We are introduced to Belmont’s tours, their partnership with the Grenada Chocolate Company, and their restaurant serving locally sourced food. We also get a look at the Goat Dairy Project housed at Belmont Estate, which provides a source of income while training local residents in animal husbandry. An enthusiastic young group of uniformed students does a commendable job of explaining the goats, speaking at times like practiced tour guides. Christine Ann Curry, director of the project, explains that the children learn about animal care, organic gardening, and more. “It’s about life skills for long-term sustainability, for their families and for the community.” The organic cheese made from the goat milk is sold in the estate’s gift shop.



Key Concepts

This segment would be useful for classes studying community-based tourism, integrated rural tourism, agritourism, sustainable development, and small island states (SIDS). Sustainable tourism enterprises can be models for surrounding communities and provide enriching

educational opportunities for locals and tourists alike. Rural tourism and agritourism offer an opportunity for visitors to see a different side of island tourism – the Caribbean offers so much more than sun, sea, and sand. Belmont Estate and the Goat Dairy Project both provide opportunities for tourists to get involved in farm processes, which creates a memorable experience. As so aptly quoted by Benjamin Franklin, “Tell me and I forget, teach me and I may remember, involve me and I learn.”



Discussion Questions

1. Many farms, vineyards and other agricultural businesses have turned to tourism to help make ends meet. What do you think of this idea, called agritourism or agrotourism? What are the benefits to the business? Are there any downsides?
2. In addition to educating tourists, the Belmont Estate offers training in organic farming and other areas to the surrounding community. Why do you think they do this? What do they gain from supporting area residents? Do you agree that this should be one of the goals of a responsible tourism business?
3. The Belmont Estate is still owned by the Nyack family, a family of Indian heritage that bought the estate in 1944 and that opened the business to tourism in the 1990s. How important do you think families are to running tourism businesses? Would a family-run business be managed differently than one that was owned by a corporation? How?
4. Slavery is a part of the history of the Belmont Estate, like most other former plantations in the Caribbean. Should this be mentioned in tours of the estate, or in the museum and website? How important is it that tourists understand this part of the region’s history?

In-Class Activities

1. Have students go online to learn more about the Belmont Estate and its history. Have each student select one thing about the Estate to report back to the class.
2. Have students research the term “agritourism.” Is this something they think would be popular where they live? Are there farms or other businesses already doing this? Are there any others that they think would be popular with tourists?

In-Depth Activity

1. Have students write papers on the history of agriculture in the Caribbean, including the introduction of “cash crops” like coffee, bananas, and spices. Other topics could include the colonial history of the region, the role of slavery, and the growth of tourism.

Supplemental Readings

- Hegarty, C. and Przeborska, L. 2005. Rural and Agri-tourism as a Tool for Reorganising Rural Areas in Old and New Member States — A Comparison Study of Ireland and Poland. *Int. J. Tourism Res.*, 7: 63–77. doi: 10.1002/jtr.513
- Sznajder, M., Przebórska, L., & Scrimgeour, F. 2009. *Agritourism*. Wallingford, UK: CABI.

Useful Websites

- Belmont Estate: <http://www.belmontestate.net/>
- Goat Dairy Project: <http://thegoatdairy.org/>
- Hearts and Hands of Grenada: <http://www.heartsandhandsgrenada.org/>
- Virginia Cooperative Extension Publications and Educational Resources. Agritourism: <http://pubs.ext.vt.edu/310/310-003/310-003.html>

Section 2. Island Reef Tours, Grenada

The next section of the film deals with alternatives to mass tourism, focusing on Carriacou, one of the smaller islands of Grenada. Here, the narrator tells us, “tourism is small-scale, low-key and friendly.” Allison Caton, island native and owner of Island Reefs Tours, takes us on a driving tour while we hear from some of her “off the beaten track” type clients. As one of these tourists says, “Authentic means going to local rum shops, authentic means interacting with locals in the country that are not serving tourists, that are not part of the tourist scene.” The tour includes a shop where workers make necklaces and other jewelry, as well as body care products, using local materials and reflecting island culture. Next we learn about a truly grassroots project, the Carriacou Music Foundation (CMF), which teaches youth to play traditional music using local and modern instruments. Many of the donations to support the school, including instruments, come from visitors. The tour we see ends with a meal on an isolated nearby island using local foods, accessed by a boat ride for the small group.



Key Concepts

This section would be of use in classes covering topics such as community engagement through tourism, tourism planning and policy, and sustainable destination management. What small communities like Carriacou have to offer are already of interest to tourists who are looking for culturally immersive experiences, which shows that tourism can be successful in the Caribbean even when it doesn't fit the mainstream model. Many tourism activities can be enriched by authentic, local flavor and often become more meaningful when scaled down in size. The challenge with this kind of tourism becomes how to keep it localized and authentic after it is discovered by an increasing number of visitors.



Discussion Questions:

1. Many places in the Caribbean were once small and “authentic,” but were eventually developed to become crowded tourist destinations. How can locations such as Carriacou enjoy the benefits of tourism while preserving their character and preventing the mistakes of more popular locations?
2. Do the tourists shown taking this tour seem that different from the average Caribbean tourist? What do you think motivates them to get “off the beaten path”? Do you think that many other tourists would be interested in small-scale excursions like this?

In-Class Activity

1. Have students work in small groups to come up with an itinerary for a driving tour of their own town or area. The tour should include local food, crafts, music, or other things that they think would represent the “authentic” culture of their area.

In-Depth Activities

1. Have students research Butler's Tourism Area Life Cycle (TALC) and then the development of tourism in a Caribbean destination like Cancun, Jamaica, or the Bahamas. What were these places like before mass tourism? What steps could have been taken to control tourism development and protect the local flavor of these popular destinations? What impact might these steps to protect authenticity have on competitive advantage and, thus, the TALC? Have students or teams report back to the class.

2. Have students find and research another small-scale, locally-focused tourism business, in the Caribbean or elsewhere. What policies, plans, values or philosophies have guided their tourism development, operations, and growth? As an option, students can look for such a business in their area, and contact the owner(s) for more information.

Supplemental Readings

- Richards, G. and Russo, A.P. 2014. "Alternative and Creative Tourism." Association for Tourism and Leisure Education.
http://www.academia.edu/8263324/Alternative_and_Creative_Tourism
- Ghimire, K. B. (Ed.). 2013. *The Native Tourist: Mass Tourism Within Developing Countries*. United Kingdom: Routledge.
- McWha, M. R., Frost, W., Laing, J., & Best, G. 2016. "Writing for the Anti-Tourist? Imagining the Contemporary Travel Magazine Reader as an Authentic Experience Seeker." *Current Issues in Tourism*, 19(1), 85–99. doi:10.1080/13683500.2015.1013525

Useful Websites

- Association of Caribbean States: <http://www.acs-aec.org/index.php?q=sustainable-tourism>
- Carriacou Music Foundation: <http://cmf.gd/>
- Fidel Productions Company: <http://shopfidel.com/>
- Isle of Reefs Tours: <http://carriacoutours.com/>

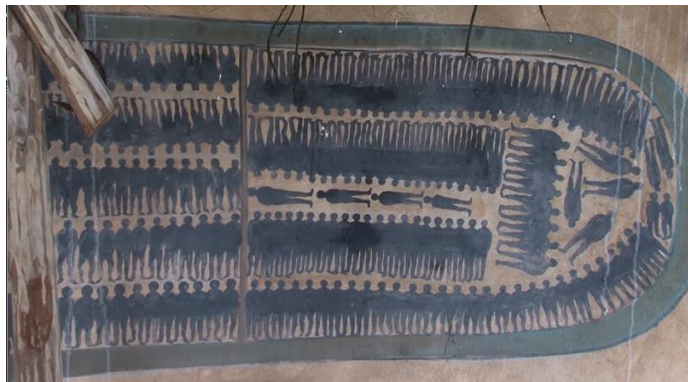
Section 3. Great Huts, Jamaica

Jamaica's Great Huts is a rustic resort with a jungle theme that manager Laur-Ann Daley says, "seeks to pay homage to our African ancestors' art and culture." The resort is filled with carved wood masks and sculptures crafted by local artisans. There are also murals depicting the slave trade origins of Jamaica's majority population. An evening show in the dining room, performed by local students, is designed to give the feeling of "being in an African village." According to Daley, "we want it to be a meaningful vacation" where visitors experience Jamaica and "are taking back a piece of what we are." The buildings themselves, including tree houses made of natural materials and blended into a wooded setting, lend to the experience. Island Outpost's Chris Blackwell explains that such businesses don't need hundreds of millions of dollars in capital and can still provide a wonderful tourism experiences and many local jobs. He goes on to lament that "the thing that is most sadly lacking in Jamaica" is local entrepreneurs able to take advantage of tourism revenue to create new businesses.



Key Concepts

This segment is useful in classes covering topics such as tourism economics, tourism planning and policy, cultural heritage tourism, and hotel management. One key concept is the “sense of place” that tourism businesses can create for visitors. As one guest states, many travelers are looking for hotels that are not part of the big chains, and that celebrate local cultural heritage and the natural environment. Businesses that build on these qualities can offer unforgettable experiences for guests, and provide an opportunity for tradition to stay alive and be shared. Using locally sourced materials in construction and design provides an opportunity for seamless integration into surrounding landscapes while treading light on the land, all while minimizing investment costs. Employment is created through local ownership, performers, local artwork and décor, and building materials. However, island countries like Jamaica have experienced problems creating locally-owned enterprises, as they must compete with foreign-owned chains that grab market share and need only a few years for return on investment before selling.

*Discussion Questions*

1. Buildings that use local materials and craftspeople, or that are furnished and decorated by local artisans, are a good way to easily connect hotel guests with the surrounding community. What other simple steps could a tourism business take to make these kinds of connections?
2. Great Huts does not shy away from telling the story of slavery as a part of Jamaica’s past; in fact, it is a part of their goal. What do you think of this? Would learning about this part of the region’s past be attractive to you as a tourist? Why or why not?
3. The goal of Great Huts is to create a sense of African and Jamaican culture and history through art, decor, and performances. This is sometimes called “staged authenticity,” which involves the creation of experiences that seem real, even if they are created for tourists. What do you think of this idea? What kinds of differences are there between

this kind of experience and those created by theme parks like Disney and other tourist destinations?

4. Does tourism offer an opportunity to keep tradition alive, or does tradition continue in order to keep tourism alive? Is there any way to know? Does it matter?

In-Class Activities

1. Have students think about the cultural heritage of where they live. How would they present this to tourists? What parts of their culture or history do they think would be most interesting to tourists? Is there anything they would not want to share?
2. Have students work in teams to design “ecolodges” that use local materials and craftspeople. What materials would they use, and why? What kinds of designs would they consider? Who do they know who might do the work?

In-Depth Activity

1. Have students work individually or in teams to learn more about the slave trade in the Caribbean, with special attention to Jamaica. They could also research how African culture has influenced the culture of the Caribbean, including areas like language, ethnicity, art, music, food, and religion. Which of these are most important to tourism? Which might be considered private and not to be shared with outsiders?

Supplemental Readings

- McKercher, B., & Cros, H. D. 2002. *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*. New York: Haworth Hospitality Press.
- Richards, G. 2011, October. *Annals of Tourism Research*. *Creativity and Tourism: The State of the Art*, 38(4), 1225-1253.
- Richards, G., & Wilson, J. 2006, December. Developing Creativity in Tourist Experiences: A Solution to the Serial Reproduction of Culture? *Tourism Management*, 27(6), 1209-1223. doi:10.1016/j.tourman.2005.06.002
- Mekong Tourism- Local Guide Training Course: <http://www.mekongtourism.org/wp-content/uploads/Local-Guide-Trainer-Guide-Final-EN.pdf>
- Yunis, E., & Ventura, A. 2005. *Tourism, Microfinance and Poverty Alleviation*. Madrid: World Tourism Organization.
- World Tourism Organization’s Global Code of Ethics for Tourism: <http://ethics.unwto.org/en/content/global-code-ethics-tourism>

Useful Websites

- Global Sustainable Tourism Council: <http://www.gstcouncil.org/en/>

- Great Huts Resort: <http://greathuts.com/>
- United Nations Educational, Scientific, and Cultural Organization: <http://en.unesco.org/>
- Envia: <http://www.envia.org/>
- Onwards: <http://www.onwardsinc.org/>

Section 4. True Blue Bay Resort and Villas, Grenada

The film ends on an inspiring note that shows what a tourism business can do when they find a worthwhile community cause to support. We are introduced to Russ Fielden, who has made his home in Grenada and with his wife owns and runs the True Blue Bay Resort and Villas. In 2004, six years after they purchased the resort and following extensive expansion, Hurricane Ivan destroyed it along with much of Grenada. Rather than leave, however, the Fieldens rebuilt, knowing that many residents had come to depend on the resort's jobs and income. Looking around at who else needed help, they decided to rebuild and improve the local primary school, to which most of their staff send their children.



The couple eventually raised a quarter of a million dollars from national and international charities, as well as from guests, many of whom donate significant sums. Staff members talk to visitors about the school, and guests sometimes bring books and other supplies to donate. "I do not have words to express the way the staff and the community feels about what Mr. Russ is doing," says school principal Ingrid Francis. "Social responsibility comes easy," says Fielden, when you focus on local causes. This is an important lesson from the film, namely that by linking visitors to the surrounding community through volunteer activities and philanthropy you can empower them and create an even more positive guest experience while doing a great amount of good for the community. "The guests get a big buzz out of that," says Fielden. "It involves them in the community. They feel like they've come to Grenada not just for a holiday, but they've come actually to do something good."



Key Concepts

This segment is useful for classes studying topics such as travelers' philanthropy, voluntourism, and corporate social responsibility. It provides an excellent example of a business that has reached out to its community in a significant way, respecting local values and supporting something (a school) valued by local residents. It also shows the power of engaging visitors with the surrounding area, turning guests into volunteers and philanthropists and giving them a real sense of connection and belonging to a place. The focus on education means that local residents will have options, not just be tied to one particular occupation. As school principal Ingrid Francis says, “once you have persons who are educated, they will be able to do better in every aspect of life.”

*Discussion Questions*

1. Discuss some of the benefits of tourism businesses taking an active role in their communities. What does the community gain, and what does the business gain? Is this an example of “corporate social responsibility,” or something else?
2. What are the benefits to tourists of being able to connect with a community in this way? Is this an appropriate form of “voluntourism”? Are such activities creating better, more ethical tourists? Are there any instances where tourists should not be involved?
3. True Blue Bay Resorts adds a dollar per day fee to room charges and uses this money for supporting the school and other local charities. What do you think of this? Should guests be allowed to decide whether or not they want to pay this fee? Should it be more?

In-Class Activities

1. Have students research the topic of “voluntourism” and report back to the class. What organizations are there that support this kind of tourism? What kinds of “voluntours” can they find? See if they can find any critiques of this form of tourism, and come up with strategies or guidelines to help reduce any negative impacts.
2. Have students research the topic of “philanthropic tourism” and how it differs from voluntourism. You can also have a debate in which teams argue the pros and cons of voluntourism and/or philanthropic tourism in terms of their benefits to the communities and to travelers.

In-Depth Activities

1. Assign students to research topics related to community development in the Caribbean, or in other regions that interest the class. They could look at issues like education, healthcare, economic development, environmental protection, etc. Has the tourism industry played any sort of role in this development? Have them report to the class or

create online projects on their findings.

2. Have students research the impacts of hurricanes, including Hurricane Ivan, on the Caribbean tourism industry. See if they can find information on the way that climate change is affecting weather in the region, including the number and strength of tropical storms. What steps would they take to protect the region from future hurricanes?

Supplemental Readings

- Borland, H., Ambrosini, V., Lindgreen, A., & Vanhamme, J. 2016, May. Building Theory at the Intersection of Ecological Sustainability and Strategic Management. *Journal of Business Ethics*, 135(2), 293-307. doi:10.1007/s10551-014-2471-6
- Font, X. et al. 2012. Corporate Social Responsibility: The Disclosure-Performance Gap. *Tourism Management*, 33(6), 1544-53.
- Honey, M., ed. 2011. *Travelers' Philanthropy Handbook*. Washington, DC: Center for Responsible Travel.
[http://responsibletravel.org/docs/Travelers' Philanthropy Handbook by CREST.pdf](http://responsibletravel.org/docs/Travelers'_Philanthropy_Handbook_by_CREST.pdf)
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- Smith, R. A., & Ong, J. L. 2015, May. Corporate Social Responsibility and the Operationalization Challenge for Global Tourism Organizations. *Asia Pacific Journal of Tourism Research*, 20(5), 487-499. doi:10.1080/10941665.2014.918555
- Stebbins, R. A., & Graham, M. 2004. *Volunteering as Leisure/Leisure as Volunteering: An International Assessment*. Oxon, UK: CABI Pub.
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Useful Websites

- CREST's Travelers' Philanthropy Program: <http://www.travelersphilanthropy.org/>
- True Blue Bay Resort and Villas: www.truebluebay.com/
- VolunTourism: <http://www.voluntourism.org/>

Final Thoughts

As demonstrated in *Caribbean 'Green' Travel*, tourism can be a tremendous force for good when developed and managed thoughtfully. It is the largest service industry in the world and has an incredible breadth of overlap with other sectors, such as agriculture, water, energy, land-use planning, transportation, environmental management, etc. Tourism also has the unique ability to provide cross-cultural exchange and understanding. Therefore, responsibly managed tourism

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has a much wider reach than what is seen by simply staying in a hotel room or taking a tour. The social and environmental imperative for responsible travel is growing as the global inequality crisis is reaching new extremes and the wide range of climate change impacts are increasingly apparent. (See CREST's [Case for Responsible Travel: Trends & Statistics 2016](#) for more information on this and the consumer, business, and destination demand for responsible travel.)

What we hope to show through this film are the good news examples that highlight tourism's potential to help solve the problems facing our world. With the limited time we had to present these concepts, there should be great opportunity for classes to ask questions and explore further. We welcome your feedback and thoughts on how to further expand on upon our educational resources. We also welcome collaborations to continue to move the needle, so that examples like the ones shown in the film are the norm for the Caribbean, and elsewhere.

General Discussion Questions

- Is the Caribbean headed in the right direction in terms of sustainable tourism? Are these just exceptional examples of tourism done right in a place where it is often done wrong? How can we draw upon these success stories to transform tourism in the Caribbean and beyond?
- As you will notice in the film, a number of the hoteliers and operators interviewed appear to be expatriates. Reflect on the issue of ownership/management of these "green" resorts and what qualities the owners have in common or do not. Do the expatriate owners shown here appear to have a commitment to the destinations that they have made their home, or are they the same as every other international owner? What qualities are useful in owning and managing a tourism business that attracts international tourists?
- In this era of climate change, what role should the tourism industry play in terms of adaptation and mitigation solutions? In what ways can the tourism industry be part of the problem or part of the solution when it comes to impacts? Should solutions come from governing policy, private business decisions, or both, and why? How do the examples shown in this film tie in to climate change adaptation and mitigation, even if not explicitly stated?

Quiz and Exam Questions

1. Multiple Choice Questions

The film *Caribbean Green Travel* includes case studies from all but which of the following countries?

- a) Aruba b) Jamaica **c) Cuba** d) Grenada

The Puntacana Ecological Foundation in the Dominican Republic has a project in which tourists can help cultivate gardens of these:

- a) orchids b) cocoa beans **c) corals** d) bananas

The Puntacana Ecological Foundation is helping to protect this threatened species:

- a) Eagle Ray b) Antillean fruit bat c) Warty sea anemone **d) Ridgway's Hawk**

On the island of Aruba, the film showed an example of a government-owned what?

- a) **wind farm** b) solar farm c) fish farm d) dairy farm

According to Prime Minister Mike Eman, Aruba has set a goal of being totally self-reliant in this area by the year 2020:

- a) food production b) waste management **c) energy production** d) health care

The airport at the Puntacana Resort is one of the few anywhere that does this:

- a) Recycles most of their waste, including what comes off of arriving planes
b) Generates the electricity that it then uses for the resort's operations
c) Generates heat that is used in the resort's laundry facilities
d) All of the above

The Belmont Estates in Grenada is primarily an example of what kind of tourism business?

- a) ecotourism **b) agritourism** c) voluntourism d) adventure tourism

What crop is the Belmont Estates best known for producing?

- a) **cocoa beans** b) bananas c) pineapples d) nutmeg

Staff at the Belmont Estates are also training local children and youth to care for these animals:

- a) chickens b) cows c) pigs **d) dairy goats**

Island Reef Tours, on the island of Carriacou in Grenada, specializes in this activity:

- a) diving on reefs b) swimming with sharks c) jet ski tours **d) none of the above**

Great Huts in Jamaica is decorated with local art and craft objects, as well as murals depicting this part of Jamaica's history:

a) The African slave trade b) the sugar industry c) pirates d) Spanish colonialism

True Blue Bay Resort and Villas in Grenada supports the local one of these, with guests sometimes volunteering there as well as bringing needed items to donate:

a) a church **b) a grade school** c) a zoo d) an orphanage