



Understanding the Traits of Tourism Sustainability Activists Through a Life Course Framework

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Manuscripts

The comments from reviewer 1 have been addressed in the text in **RED**

<p>An interesting paper that suggests a novel approach to its identified topic</p>	<p>Thank you for your comment!</p>
<p>There are, however, several points that need work before I would be comfortable supporting the work for possible inclusion in the journal.</p>	<p>I have now addressed all your comments. I hope you are now OK to approve publication of the paper.</p>
<p>A thorough proofreading is a must. After the first few pages, which seem OK, the number of typographic and grammar errors increases, some of which slow the pace of the argument significantly.</p>	<p>Done!</p>
<p>The introduction needs some further thought. The rationale for the study is rather under-developed, and clarity around who the identified target population ("eco-friendly tourist activists") needs work.</p>	<p>The introduction has pretty much been rewritten. The target population is now clearly identified, with a strong rationale. Additionally, the rationale behind this study and its importance is now also explained. Strong evidence is also provided.</p>
<p>Several key points were left unstated in the early part of the paper or covered - but much later in the work.</p> <p>What was unstated was the argument for why formulating a typology of tourist activists was of value, and for whom. Is this to encourage more positive eco-tourist-like behavior? Greater tourist engagement with environmental concerns? If so, it is not apparent how a typology would help. If the purpose is to obtain a richer understanding on pro-eco-tourist engagement, then what is the pay-off? The cynic in me could argue that the only people this would really benefit are those tourist policy makers and businesses that want to subvert the actions of tourist activists - but I am sure this is not the author(s) intention.</p>	<p>The introduction provides a clear rationale for the typology of tourism activists, and who is going to benefit from it, etc.</p> <p>Ps: the focus is not on tourism, but on tourism activists (as now clearly explained in the introduction).</p>

<p>Beyond that, I am struggling to understand what the contribution actually amounts to. Something to clarify that foundation is important.</p>	<p>The objective of the study in terms of contributions is first explained in the introduction, and then further developed (and supported with evidence) in the conclusion.</p>
<p>Other points that needed to be early in the paper that did not appear till what felt like too late were</p> <p>1) that the study is an initial/feasibility study is only mentioned on p.13 or the 18 pages of the paper. If it is a pilot/feasibility study, please state this earlier. Stated so late on was quite a disappointment. The prior set up felt like it was presenting something much more developed.</p> <p>2) Two 'propositions' are developed on page 11/12, but the significance of these to the whole project is under-developed. If the study is truly focusing on those propositions, then an earlier statement of them would help frame the reader's expectations.</p>	<p>The introduction has been rewritten. The methodology / research approach used (pilot study) is clearly stated. There is a reference to the proposition in the introduction (towards the end). In section 4, there is a discussion related to the propositions.</p>
<p>The life course framework is an interesting approach to take, and one that gives this piece a more distinctive tone. Connecting the micro/meso/macro level (which seem to be associated with what I would understand as the three dominant timings of life - individual; generational; historic: though I may have misunderstood) to the research agenda needs strengthening. Parts of this seem to be a discussion in passing, rather than in any necessary detail.</p> <p>Mentioning youth activism is, as noted in the paper, of importance, yet there is no mention made of key movements, such as Fridays For Future (as one of the major international players) or some of the lesser-known ones like Climate Generation, or Surfers Against Sewage, whose omission I found curious.</p>	<p>The section has now been strengthened 2.1 has been expanded 2.2 the link with life course framework has been made obvious 2.3 is a new section linking 2.1 and 2.3 and creating a link with section 3</p> <p>Covered in section 3.1 and 3.2.</p>
<p>The direct quotation from 1984 seemed unnecessary for the argument. I am also unsure of where the journal stands on IP issues around substantial quotations from literary work.</p>	<p>The direct quotation has been deleted!</p>

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7 I decided to proceed with this reviewer's
8 comments and my re-reading of the paper
9 rather than keeping you waiting any longer.
10 substantial work is required if this is to be
11 accepted but I think the reviewer offers some
12 valuable guidance in that respect.
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All the comments from the reviewer have
been addressed. I hope you are happy to
publish this version of the paper.

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For Peer Review Only

Understanding the Traits of Tourism Sustainability Activists Through a Life Course Framework

Abstract

This study has provided determinants influencing the emergence of tourism sustainability activists, and which need to be taken into consideration in planning strategies. The contextual determinants include: (1) Female (2) Empowered to be sustainability activists, either because born or grew up in a pro-environment context (3) Has a higher education qualification in tourism or related topic (4) work in the tourism industry or related sectors (5) is self-employed/entrepreneur. As for the five main key traits of passive sustainable tourism activists are as follow: (1) Female (2) Empowered to be sustainability activists, either because born or grew up in a pro-environment context (3) Has a higher education qualification in tourism or related topic (4) work in the tourism industry or related sectors (5) is an employee. As for the person determinants, they include: (1) Conscientiousness (2) Emotional stability (3) Extraversion (4) Agreeableness (5) Openness to experience.

Keywords

Activists; Sustainability; Tourism; Working status; Life course framework; Sustainability agency framework

1. Introduction

The tourism industry has recently (last 5 years) faced major issues. Among these could be mentioned overtourism (S raphin, Ivanov, Dosquet & Bourliataux-Lajoinie, 2020), and undertourism due to the COVID-19 pandemic (Jamal & Budke, 2020). Both issues are **shedding light on sustainability**, the main challenge of **this century** (Sloan, Legrand & Chen, 2013), **and also a major issue for the tourism industry** (Higham, Font & Wu, 2022).

To overcome **its sustainability related issues**, the industry has put in place a **number of strategies**, amongst these are: the empowerment of children to be agents of change for the industry (Ernst & Burcak, 2019); **the development and implementation of the Principles of Responsible Management Education (PRME) in Higher Education Institutions (HEIs)**, for a better **sustainability education of future leaders** (Parkes, Buono & Howaidy, 2017; Visser, 2015); **the development of policies** (Getz, 2009) and **sustainability guidelines and codes of conduct** (Kornilaki, 2011); **innovation** (Visser, 2015), such as the development of **eco-friendly products and services with champions such as the Scandic Group** (Couteleau, 2011); etc.

The strategies put in place to reach this sustainability in the industry are involving a wide range of stakeholders, such as: children (Ernst & Burcak, 2019); HEIs (Parkes et al, 2017); corporates (Coutelau, 2011); event organisers (Mendes Malhado & Rothfuss, 2013); second home property owners (Hao, Long & Hoggard, 2013); etc. As for the motivations behind all these sustainability strategies, they range from business orientated purpose (marketing), as there is growing demand from customers for 'green' products and services (Gladkikh & Adrianova, 2019; Leroux & Majd, 2019), to realising the importance and emergency to change the way we consume (Higham et al, 2022).

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Despite a wide variety of research discussing sustainability in the tourism industry (strategies to achieve sustainability; stakeholders involved in sustainability; motivation behind sustainability strategies; etc), there are still untapped areas of research, such as research associating individual traits and environmentally responsible behaviour (Kvasova, 2015). There is no research aiming at understanding who the (tourism) sustainability thinkers (individuals with a critical thinking with regards to sustainability initiatives), actioners (individuals encouraging changes within other individuals and local communities), and transformers (individuals wanting to unlock changes in the surrounding environment) are (Kemper, Ballantine & Hall, 2019; Séraphin, Yallop, Seyfi & Hall, 2020), in other words, what has been their contextual and person changes across their lifespan (Zacher & Froidevaux, 2021).

The closest research to what this study is aiming to achieve has been carried out by Kvasova (2015), who reveals that tourists with an eco-friendly behaviour are individuals who are: extrovert (extroversion); with a high level of empathy (agreeableness); they are also well organized, rules and norms abiding (conscientiousness); they sometimes experience negative feelings such as anxiety, anger, fear, sadness, and insecurity (neuroticism); and they are imaginative, broad-minded, and artistically sensitive (openness). Having said that, Kvasova (2015), does not discuss the contextual and person changes across the lifespan of these tourism sustainability activists. Moreover, the focus of the research is on tourists, where this study is about sustainability stakeholder activists (tourists, industry practitioners, lectures, etc).

The objective of this study is to provide a typology of determinants (contextual and person) of tourism sustainability activists (either passively or actively). To do so, the study is addressing the following research question: What are the key contextual and person determinants across the lifespan of eco-friendly activists?

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Based on the life course framework, the first part of the study is investigating the non-work and/or non-institutional environment (home) of their childhood, adolescence, and youth. As for the second part of the study, it is investigating their work and/or institutional environment (university and work). At this stage, it worth explaining that life course framework, which range from birth to death (Carpenter, 2010), includes social pathways, turning points, and transitions and trajectories, is a tool which can help to analyse and understand an individual journey (Carpenter, 2010, Fois, 2017). More specifically, this framework is used to understand human development through the different stages of life (such as childhood to adulthood); factors that influence individuals' life trajectories; life transitions; factors that could be considered as turning point in people's life; how some people live, and social networks influence other people lives; emotional positioning; life course trajectories; etc. (Fois, 2017).

This study is of importance, as Mandic and Vukovic (2021), argue that future research on ecotourism should investigate individuals' behaviour. As this behaviour starts as early as childhood, with the values passed down from parents (and grandparents) to children in a non-work and/or non-institutional environment (Gram, O'Donohoe, Schänzel, Marchant, Kastarinen, 2019; Schänzel & Jenkins, 2016; Schill Godefroit-Winkel, Hogg, 2020), understanding the development of their personal agency is important (Carballo Fuentes, Gonzalez & Carballo Fuentes, 2022; Schill Godefroit-Winkel, Hogg, 2020). The age range childhood to early adulthood is the heart of this study as children and young adults are the future of the sustainability of the tourism industry (Koščak et al, 2021; Cullingford, 1995; Séraphin et al, 2020).

The results of this study could contribute to design new policies, guideline and/or code of conducts that would foster the emergence of tourism eco-friendly activists (practical contribution). This is all the more important as individuals are fully aware they need to change their habits but are not ready to actually do it (Mkono,

Hughes & Echentille, 2020). From a conceptual point of view (conceptual contribution), the study is providing a framework (context and personal determinants across a lifespan) that would enable the achievement of this positive context. As all existing strategies have so far failed to achieve sustainability in tourism (Burrai, Buda & Stanford, 2019), the framework this study is coming up with, might contribute to better results, as there is a pressing emergency to achieve sustainability in tourism (Higham et al, 2022).

From a methodological point of view, this study is based on a pilot study, or mini version of a full-scale study (Van Teijlingen & Hundley, 2001), also known as “feasible studies” (Van Teijlingen & Hundley, 2001); “trial run”, “pre-test” (Persaud, 2012), which will then lead to the formulation of propositions with regards to the determinants (variables) playing a role into turning individuals into sustainable (tourism) activists, or agents of change.

2. Literature Review

2.1. Life course framework

When discussing life course framework, three stages are to be considered. First, social pathways which are to be understood as to how the social, cultural background and context can affect the positionality of an individual. Key aspects of social pathways include social background; country of origin; education; religion; work experience; etc. (Carpenter, 2010, Fois, 2017). Boutin (2013) explains that in Mali, women who are from a rich background, thanks to their network are getting jobs easier than women with higher level of qualifications. Second, the turning point, is to be understood as a significant change in the original life journey path taken by an individual (Carpenter, 2010). Retirement, marriage, decoupling, etc are examples of turning points (Carpenter, 2010).

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4 Turning point can be either positive or negative, and are often the results of
5 experiences made, or a consequence of people met. Finally, the transition stage,
6 which includes different stages such pre-adulthood followed by early adulthood,
7 middle adulthood, and eventually late adulthood (Huber, 2019), sometimes
8 requires to have a new frame of mind, and/or the help of someone who can help
9 to make sense of this stage (Fois, 2017).
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16 The life course framework could be argued to have an impact on an individual
17 personality. Indeed, to evaluate personality impressions, five key criteria, which
18 are considered as core dimension of personality, and predictor of individual
19 performance are generally used, namely: conscientiousness, which relates to
20 individuals level of organisation and goal directedness; emotional stability which
21 is about the ability to remain calm under pressure; extraversion is connected with
22 individuals level of expressiveness, enthusiasm and sociability; openness to
23 experience evaluates the level of openness to new experiences, the level of
24 creativity; and finally, agreeableness, refers to individuals who are avoiding
25 confrontations (Van de Ven, Bogaert, Serlie, Brandt & Denissen, 2017). As the
26 findings of research carried out by Van de Ven et al (2017) are closely related to
27 the findings of research carried out by Kvasova (2015) on the personality of eco-
28 friendly activists, this reinforce the view that the life course framework is suitable
29 to investigate the typology of determinants of tourism sustainability activists.
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45 Life course framework is also referred as life span development (Huber, 2019).
46 It can be used to discuss an entire life course as done by Fois (2017), or to focus
47 on a particular period of life such as old age or gerontology as Huber (2019) has
48 done. For this segment for instance, the loss of a partner, illness of a partner,
49 caring obligation, previous tourism experiences, perception of age, life course
50 events are playing a role in their tourism consumption and decision-making
51 process (Huber, 2019).
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3 Life course framework is **also** to be related to Social Ecological Model (SEM), as
4 SEM explains that the choices that an individual makes in his or her life is the
5 result of: first his immediate surrounding or micro-system, which includes home,
6 school, work, etc. Second, are factors impacting on the micro-system, such as the
7 relationship between work and home. In this category could be mentioned for
8 instance age, which has been identified as playing a role for instance in tourism
9 consumption, and particularly motivation, decision-making process, and social
10 behaviour (Huber, 2019). Gender is also a factor which plays a role **in** life course,
11 as men and women have distinctive sexual experience which impact on their
12 entire life such as virginity loss, etc. (Carpenter, 2010). This is referred as the
13 meso-system. Then, it is to be added the exo-system, such as policies which
14 impact on the meso-system. Finally, de macro-system which **encapsulates** all the
15 preceded listed systems (Pérez-Escamilla & Kac, 2013). The different systems
16 influencing life course are doing it at all stages of life, namely gestation, infant,
17 toddler, pre-schooler, child, teen, and adult (Pérez-Escamilla & Kac, 2013), old
18 age and/or gerontology (Huber, 2019).

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From a tourism perspective, Gibson and Yiannakis (2002), explain that tourism
consumption varies according to the life cycle an individual find himself in,
namely: income, the presence or not of children, the age of children, and the
length of the vacation of the children. However, when a specific type of tourism
is taken into consideration, such as sport tourism, it is mainly age, followed by
the level of income and education of individuals which impacts on the
consumption (Gibson, Attle & Yiannakis, 1998). Subsequently, taking the
tourism industry overall or a specific type of tourism, social pathways, turning
point and the transition stage, presented by Carpenter (2010) and Fois (2017)
remain the three main stages influencing tourism consumption. The micro-
system, meso-system, exo-system, and macro-system depicted by Carpenter
(2010), Huber (2019), and Pérez-Escamilla and Kac (2013), also play a role in
individual consumption of tourism products and services.

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3 As for responsible tourism, the exo-system, namely policies, regulations, code of
4 conducts etc (Pérez-Escamilla & Kac, 2013) are major influencers of individuals'
5 attitude with regards to sustainability (Coutelau, 2011; Ernst & Burcak, 2019;
6 Getz, 2009; Kornilaki, 2011; Parkes et al, 2017), alongside the micro-system
7 (non)work/institutional environments), such as home (Schill Godefroit-Winkel,
8 Hogg, 2020), university (Zacher & Froidevaux, 2021), work (Coutelau, 2011),
9 but also the macro-environment, such as natural bio-sphere (Carballo-Fuentes et
10 al, 2022), etc.

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13 Based on the preceded information, activism in tourism sustainability is a
14 dependent variable, in other words, a factor that changes or is influenced by other
15 factors (Hammond & Wellington, 2013), which could be life cycle, and/or
16 systems.

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2.2. *Activism and sustainability*

The general definition of an activist is someone fighting for a cause, and often against a common enemy (Barnett, 2021). Activists **who** are also defined as individuals with the highest level of involvement with their local community, and involvement with political activities (Pancer, Pratt, Hunsberger & Alisat, 2007), are also individuals with **a** high commitment for: the well-being of others (Pancer et al, 2007), the consumption of eco-friendly products and services, dedication for the protection of the environment, and education of others (sometimes through protests) about this matter they consider to be highly important (Brochado, Teiga & Oliveira-Brochado, 2017).

Activists are therefore ecologically conscious consumer behaviour (ECCB), in other words, individuals who worry the most about their purchasing behaviour and their impacts on the environment. Protecting the environment and consuming responsibly is even a lifestyle for these individuals (Brochado et al, 2017). Activists are engaged in protests activities which range from spectacular direct

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3 actions to expert and patient lobbying (Tranter, 2010). Some groups such as
4 *Green Inside Activists* in Sweden are influencing policies, and therefore making
5 a difference in the country in terms of societal change (Hysing, 2011).
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9 Determinants for this high level of care for the environment, include: the
10 environment and age, because if an individual grows up in an environment where
11 environment concern is a matter of importance, this individual is likely to be more
12 sensitive the topic than someone else. Subsequently, the older you are the more
13 informed and sensitive you are to the topic; gender, as women seem to be more
14 pro-environment than men; income, as individuals with higher disposal income
15 are the one who purchase products that are eco-friendly; education, as there is a
16 positive correlation between the level of education and consumption behaviour.
17 Additionally, support to a particular movement often starts at university (Fendrich
18 & Lovoy, 1988); marital status and children, as married people with children are
19 more likely to buy sustainable products and services; political believes, with
20 individuals on the left of political spectrum; religion; profession (Brochado et al,
21 2017; Tranter, 2010); ‘experience of an inescapable connection with the Earth,
22 an awareness of how the natural environment is being degraded by human
23 activity, and a feeling of responsibility’ (McDonald, 2003: 16); social and
24 personal norms, which includes value and ethics of a group; knowledge of the
25 issue (Chen & Li, 2019).
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43 **Related to life course framework (or lifespan development), the social pathway**
44 **(age, gender, income, knowledge, value and ethics), turning point (university),**
45 **transition (marital status, children), and the micro-system (environment), are**
46 **playing a significant role in the emergence of sustainability activists. This**
47 **statement reinforces what was said at the end of section 2.1. Having said that,**
48 **when it comes to involvement in environmental activities, there are different level**
49 **of involvement ranging from active, passive, protest-group, non-protest group,**
50 **active protest-group, non-active protest group members (Tranter, 2010).**
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2.3. *'Becoming'*

Discussing 'life course framework' (2.1), and 'activism' (2.2) is leading to the concept of 'becoming'. Indeed, 'Becoming' which is a process that leads an individual to become a better self (Lyle, 2009), or to frame its seeing (Brunila, 2016), involves both, a level of phantasy regarding what is to be achieved, but also the idea of a hierarchy (Ahmed, 1999). 'Becoming' also involves a process of learning, which is at the origin of the desired change, new way of doing things, and/or new way of being (Clegg, Kornberger & Rhodes, 2005). The concept of 'becoming' also suggests that nothing is fixed, but instead, everything is in constant becoming, and as a result, this concept also suggests that when 'becoming' does not happen, organisations need to reconsider their structure and operation (Clegg et al, 2005). Last but not least, in the process of becoming, what matters the most is the movement instead of what has been moved (Clegg et al, 2005). It is worth highlighting that in this process there is also a certain degree of risk (Brunila, 2016).

Associating sustainability in tourism with children (section 3) is directly related to the concept of 'becoming' as the empowerment of children could contribute to make them on the long-term better individuals with regards to sustainability (Lyle, 2009; Séraphin et al, 2020), and lead to the emergence of new leaders with better practices (Clegg et al, 2005; Visser, 2015). As Cullingford (1995) highlighted, children are tourists of the future.

3. Children and Sustainability

3.1. Children as activists

There are different levels of involvement of children in sustainability action, the same it is for adults (Pancer et al, 2007). The same can also be said for young people involvement in the life of their community, or involvement in political matters, Pancer, Pratt, Hunsberger and Alisat (2007) explain that there are four levels of involvement: First, activists are those with the highest level of involvement with community and political activities; second helpers, are involved in community activities but not in political matters; then responders, responded to an invite but did not initiate any contribution to community or political activities; and finally, the uninvolved. Young people engagement in community life, or school are reaping many benefits from it as there is evidence that those involved in this kind of activities are not showing any (anti-social) behaviour, such as drug or alcohol use, early pregnancy, etc. Instead, those young people have a clear sense of their future career and are also high achievers at school and have a rather high self-esteem. Still according to Pancer et al (2007), the type of activities parents is involved in, influence the type of activities the children become involved in.

‘Young people have been at the vanguard of a global wave of environmental activism’ (Pickard, 2019:4). During a long time, children have been victims of environmental issues related to pollution such as water pollution which led to children diarrhoea, etc, and then morphed to be sustainability actors (Stephens, 1996). They are more and more considered as effective environmental change agent (Malone, 2013). This generation (millennium) is referred as *Do-it-Ourselves protesters*, due to the fact that the children activists are not part of any political party. It is a growing movement across the world (Pickard, 2019).

Amongst the established and well-known movements involving children could

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3 be mentioned: *Fridays for Future*, the climate change movement created in 2018
4 by Greta Thunberg. Their demands include: 'Keep the global temperature rise
5 below 1.5 °C compared to pre-industrial levels; ensure climate justice and equity;
6 listen to the best united science currently available' (Fridays for Future [Online]);
7 *Climate Generation*, a 'non-profit dedicated to climate literacy, climate change
8 education, youth leadership and community engagement for innovative climate
9 change solutions' (Climategen [Online]); *Surfers Against Sewage*, 'is a national
10 marine conservation and campaigning charity that inspires, unites and empowers
11 communities to take action to protect oceans, beaches, waves and wildlife' (Sas
12 [Online]); etc.

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24 Having said that, children and young people concern with the environment as
25 well as their activism is not totally new, as the phenomenon arise when they
26 realised that environmental issues are impacting on their life (Habib, 1996).
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Having said that, it is their school curriculum, extra-school curriculum activities,
after school activities, youth club, home, day care (Chawla & Cushing, 2007),
their own environmental interests which stimulated their environmental interest
and activism such as informing other about environment issues, and engagement
in community actions (Habib, 1996). This reinforces the role that the social
pathway, and the micro-system play in fostering activism (Carpenter, 2010, Fois,
2017; Pérez-Escamilla & Kac, 2013)

Young people who are considered as activist developed their engagement within
the local community at an early stage, and it is as a result of the influence of their
parents, family, teachers and surrounding environment who are themselves
involve in the local community life in one way or another (Pancer et al, 2007).
This view is also share by Tranter (2010), who adds that grandparents also play a
role in the interest and involvement of young people have with environmental
groups. Literature is also supporting the fact that when children are trained to
believe into something (whether accurate or not; right or not), they become

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3 advocate of the cause (Borman, 1998). In 1984, children are empowered by the
4 ‘Thought Police’ and as a result they are taking full control of their household
5 (Orwell, 1949).
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10 The poor stewardship of the environment by adults, and also the fact that little
11 has been done to engage them in environment planning and strategies, on top of
12 their environment awareness and concern, are also an important engine in the
13 children activism (Spencer & Wooley, 2000). Having said that, engagement is
14 not a homogenous status, as there is different level of involvement, as discussed
15 in the preceded subsection (Pancer et al, 2007; Chawla & Cushing, 2007). The
16 level of engagement also varies according to gender, knowing that female
17 children are more environment sensible (Chawla & Cushing, 2007). It is the same
18 for adults (Fendrich & Lovoy, 1988).
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30 *3.2. Children as sustainable tourism activists*

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33 The same way there are many children and young adults involved in
34 environmental actions (climate changed actions), and/or protests such as Greta
35 Thunberg (Mkono, Hughes & Echentille, 2020). There are many others sharing
36 the same fight such as the French Iris Duquesne, the American Alexandria
37 Villasenor, etc. (LeParisien [Online]). In tourism (and related industries), and
38 more specifically, in sustainable tourism, there are no children activists to the best
39 knowledge of the authors. Having said that, existing literature not only
40 acknowledge the fact that children have a significant role to play in the
41 sustainability of the industry (Ernst & Burcak, 2019; Koščak, Knežević, Binder,
42 Pelaez-Verde, Işik, Borisavljević & Šegota, 2021), but also suggest strategies to
43 get them involved in sustainable tourism (Séraphin & Vo-Than, 2020; Séraphin,
44 Yallop, Seyfi & Hall, 2020).
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57 Equally important, Séraphin et al (2020) argue that when children are
58 empowered to be responsible tourism agents of change, they move from different
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3 stages namely sustainability thinkers, in other words, individuals with critical
4 thinking and questioning attitude; sustainability actioners, who are individuals
5 looking to encourage change in individuals and/or community; and finally,
6 sustainability transformers (individuals wanting to unlock changes in the
7 surrounding environment). Sustainability thinkers are whom Tranter (2010),
8 refers to as expert and patient lobbyists or passive non-protest group member. As
9 for sustainability actioners and transformers, Tranter (2020) refers to them as
10 individuals involved in spectacular direct actions, and/or active protest group
11 members. *Aaran is an example of anti-tourism movement at the origin of many*
12 *protests or demonstration against tourists in Spain, which caused some of their*
13 *activists to be sentenced to jail (Majorcadailybulletin [Online]).*
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3.3. System

31 Nature based strategies have been identified by Ernst and Burcak (2019), and also
32 by other academics such as Pegas, Coghlan and Rocha (2011) as a suitable tool
33 to develop not only their understanding of how the environment work, and issues
34 threatening its sustainability; but also, to development a connection with this
35 environment. Séraphin and Vo-Thanh (2020) are also supporting this view as they
36 are arguing that resort mini-clubs should develop a range of nature-based
37 activities to educate children when on holiday. A few hotel groups are pioneered
38 in this strategy of offering nature-based activities in resort mini-clubs. Club Med
39 for instance are offering children a range of activities in that area, such as the
40 “Super Radish” programs and Pedagogical Gardens which sensitizes children to
41 healthy and responsible nutrition, teaching them about plants’ needs and how to
42 grow fresh vegetables, or the Turtles’ hatch, or discovering fishes’ ecosystem on
43 the underwater trail (ClubMed [Online]).
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58 This nature-based approach is important as the closer an individual is to
59 nature, the more likely this person is to be respectful of the environment, as
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3 proven by the case of Scandinavians who are known to be role models in terms
4 of sustainability and eco-friendliness (Buckley, 2007; Cottrell & Cutumisu,
5 2006). This view is supported by Schill Godefroit-Winkel, Hogg (2020), provided
6 evidence that the higher children personal determinant (knowledge and concern),
7 environmental determinant (spatial organisation; communication style; and
8 encouragement), and behavioural determinant (past experience) regarding
9 recycling is, the more environmental sensitive they are.
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18 There is a close connection between the life course framework discussed
19 by (Carpenter (2010) and Fois (2017)); and the sustainability agency framework
20 developed by Schill et al (2020), as social pathway, one of the components of the
21 life course framework (Carpenter, 2010, Fois, 2017) includes the exact same
22 elements as the sustainability agency framework. Life course framework is
23 therefore a suitable tool to investigate and discuss sustainability traits of
24 individuals (table 1).
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37 **4. Contributions of the First Part of the Study, and Propositions**

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41 Pro-environment contexts such as Natural Biosphere Reserve (NBR), created by
42 UNESCO in 1993 (Edo et al, 2019), are destinations where ecosystems are
43 protected, while being used for human benefits (Batisse, 1982). This exo-system
44 (NBR) is influencing the macro and micro-systems (how locals are living,
45 thinking, etc.). All three systems are reflecting the three stages of life course/span
46 framework (social pathway, turning point and transition). They have a direct
47 impact on individual personality and could for instance potentially contribute to
48 make this person a passive or active sustainability activist, and/or contribute to a
49 shift from this person from being a victim of the environment to an active agent
50 of change of the environment. However, it is worth mentioning that these changes
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3 vary according to some variables such as gender, age, social background,
4 education, etc. On that basis, children are considered as strong potential agent of
5 change when it comes to (environment) sustainability.
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10 The first proposition (P1) of the study is that pro-environment contexts (as
11 opposed to non-pro-environment contexts), **whether work, non-work,**
12 **institutional or non-institutional related,** are contributing to turn children,
13 **adolescents, and youths,** into active sustainable tourism agents of change or
14 sustainable tourism activists (tourism sustainability thinkers, actioners, and/or
15 transformers). **This pro-environment context is the result of a suitable social**
16 **pathway, correlated with a suitable micro, exo, and macro-systems. For**
17 **destinations to foster sustainable tourism activists, creating a pro-environment**
18 **context, supported with suitable systems are therefore prerequisites.**
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29 The second Proposition (P2) of the study is that in sustainable tourism (as
30 opposed to sustainability in general), there are specific variables impacting on
31 children **likeliness** of becoming sustainable tourism agents of change or
32 sustainable tourism activists (tourism sustainability thinkers, actioners, and/or
33 transformers). **These variables (personality traits and/or person determinants) are**
34 **said to be dependent (such as conscientiousness; emotional stability;**
35 **extraversion; agreeableness; openness to experience); others such as contextual**
36 **determinants and related determinants, are independent variables (such as age,**
37 **environment, income, gender, education, religion).**
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49 Overall, pro-environment contexts are positively contributing to nurturing both
50 type of activists (passive or active). The turning point stage is going to be the
51 determinant in the transition/trajectory of each individual.
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55 The following section is investigating the impact of university time as a turning
56 point in life course of nurtured activists. It is worth mentioning the fact that the
57 findings of this section are challenging Séraphin et al (2020) who are arguing in
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3 a theoretical study that children when empowered to be responsible tourists,
4 children are going through different stages: sustainability thinkers (1st); then
5 move to the sustainability transformer stage (2nd); and finally, to the sustainability
6 actioner stage. This study is arguing that there is no stage, as children can
7 experience all three aspects at the same time, and almost equally.
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17 **5. University: The Turning Point**

18 *5.1. Research foundation*

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21 Up to this point, the study has focused on children and adolescents. Indeed, the
22 period 7-17 is the period ranging from childhood to adolescence/youth (0-12:
23 childhood; 13-24 years old: adolescence/youth), which is a period when some
24 person changes happen, such as: development of personal agency, and
25 development of career interests. Some contextual changes also happen during this
26 period such as transition from school to work, and potentially, changes of
27 economic conditions, welfare regime, labour law (Zacher & Froidevaux, 2021).
28 As for this section, it is focusing on the period Adolescence/youth to later
29 adulthood (13-24 years old: adolescence/youth; 25-39 years old: early adulthood;
30 40-60 years old: middle adulthood; 61-84 years old: later adulthood). During this
31 period, many person changes occur during this span, such as change of motives
32 for working, increase in consciousness, emotional stability. As for the contextual
33 changes happening during this span of life, they include career transitions, career
34 plateau, and work and non-work interface, agreeableness (Zacher & Froidevaux,
35 2021). More specifically, this section is focusing on university as a turning point,
36 as it is the transition school to work (Zacher & Froidevaux, 2021), and on the
37 social status related to the job (Zacher & Froidevaux, 2021).
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58 *5.2. Data collection*

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3 **Data were** collected on LinkedIn. In the search box of LinkedIn, the keywords:
4 ‘sustainable’ and ‘tourism’ are entered. Only individuals who have the term
5 ‘sustainable’ and/or ‘sustainability’ in their job title are kept. This study
6 shortlisted the first 26 profiles Matching these criteria (appendix 1). The results
7 of the data collected are summarised in table 1. This number could be considered
8 as sufficient based on the fact Huber (2019) biographical research aiming to
9 understand the relationship life course transitions and seniors' tourism behaviour,
10 which considered factors such as gender, age, employment status, marital status,
11 housing situation, parental status of participants, past travel history, current travel
12 behaviour, and future intentions to travel, was based on the interview of 23
13 participants. Additionally, as the purpose of this study is to snapshot of a
14 phenomenon, small samples are suitable (Persaud, 2012; Van Teijlingen &
15 Hundley, 2001). As drivers of ecologically conscious of individuals, can be
16 understood using data on demographic and environment behaviour, and also
17 because the level of ecological consciousness is related to the level of education
18 of individuals (Brochado et al, 2017; Fendrich & Lovoy, 1988; Tranter, 2010),
19 LinkedIn as a professional self-promotion platform (Dijck, 2013), appears as a
20 suitable platform for the collection of data, as it provides valuable information on
21 the individual job title, where they worked in the past, and their level of education
22 (Bradbury, 2011; Van de Ven et al, 2017). In the USA, social networks are used
23 by 92% of companies to pre-screen job applications (Van de Ven et al, 2017), and
24 working professionals are using the platform as their networking tool (Davis,
25 Wolff, Forret & Sullivan, 2020).

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It is also worth mentioning the fact that in the survey designed to collect data from the 7-17 years old, questions regarding the level of education and occupation of the parents could have been asked to the children/youth. However, it is believed that individuals are the best informants about themselves (Poria &

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3 Timothy, 2014). As LinkedIn profiles are completed), by individuals themselves
4 (Dijck, 2013), it is believed to be a source of reliable information.
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9 5.3. Results and discussion

12 ■ Gender

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15 Females represent by far (80%) the largest group of the sample holding a
16 sustainability role within an organisation. Indeed, females whether children or
17 adults are more environment sensible than males (Chawla & Cushing, 2007;
18 Fendrich & Lovoy, 1988).
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23 ■ Level of education

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26 The individuals considered in the sample have a high level of qualification. They
27 all have a HEI qualification. The Master is the most common one (53%). As for
28 the topic of their qualification, 'Responsible Tourism Management' (19%) is the
29 most common one. University is the first common point amongst all these
30 individuals. University is an important stage in life as it is the place and time of
31 life when consciousness about particular issues or topics increase (Fendrich &
32 Lovoy, 1988; Zacher & Froidevaux). Many individuals started their activists, also
33 referred as fight for a cause (Barnett, 2021), and/or protesting activities when at
34 university (Barnett, 2021; Fendrich & Lovoy, 1988). As a matter of fact, the level
35 of dedication for the protection of the environment, and the level of involvement
36 with organisations about this matter, varies according to the level of education
37 (Boutin, 2013; Brochado et al, 2017; Tranter, 2010). University is also an
38 important part in the life of an individual as it is playing a significant role on the
39 future profession of this individual (Green & Celkan, 2014). Last but not least, it
40 is worth mentioning the fact that 31% of the individuals of this sample have
41 studied in a HEI which is part of the Principles of Responsible Management
42 (PRME) network, which is a network promoting sustainability in business
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3 education (Séraphin & Vo-Tham, 2020). Indeed, sustainability is important for
4 HEIs as contributing to convey a positive image of the institution to external and
5 internal stakeholders (Salvioni, Franzoni & Cassano, 2017).
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10 ▪ Employment

11 Sustainable consultant (27%) and head of sustainability or sustainability manager
12 (15%) are the most common job titles of individual surveyed. In general, they are
13 working for consulting firms, Destination Marketing Organisations, Tour
14 Operators, and finally associations. These individuals could be said to have high
15 level of interest or commitment for sustainability and for the environment, as it
16 has been proven that there is a match between personality traits and occupation
17 and the level performance of individuals (Goffin, Rothstein, Rieder, Poole,
18 Krajewski, Powell, Jelley, Boyd & Mestdagh, 2011). Additionally, it could be
19 said that there is a job match defined as the match between the level of
20 qualification of an individual and the educational level needed by this person to
21 perform his or her job (Marchante, Ortega & Pagan, 2007)). This match
22 contributes to the level of motivation of the member of staff (Boella & Goss-
23 Turner, 2020).
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39 ▪ Status as the key variable

40 65% of the sample run their own business, and 35% are employees. From
41 appendix 1 and table 2, it appears that the individual running their own business
42 (consultancy firms) are the most qualified one, as 67% of them have a Master.
43 These individuals could be the one the most engaged with sustainability and
44 fighting actively for causes and/or against common enemies (Barnett, 2021), as
45 self-employed individuals, they are crafting their own job, which is often related
46 with engagement (vigour, dedication, and absorption) and high level of
47 performance (Bakker, Tims & Derks, 2012). Additionally, terms associated with
48 activism, active protesters, are close to the one used to discuss self-employed
49 individual, also known as entrepreneurs. Among these terms could be mentioned
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3 the capacity to take and cope with risks (Cantillon, 1758; Drucker, 1985), while
4 removing barriers to build success (Knight, 1921).
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15 6. Conclusion

16 6.1. Summary

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19 This study is bridging a gap in literature as **this study is the only one so far to**
20 **have** investigated sustainability in tourism from a life course framework, while
21 also explicitly showing the connections between life course framework, and
22 sustainability agency framework.
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30 For the period childhood to adolescence/youth, the social pathway, and more
31 specifically, a pro-environment context (such as NBR, **or a family context where**
32 **the respect of the environment matters**), is a segment of the lifespan which
33 contributes to enlighten children and youth about sustainability. However, this
34 segment of the lifespan does not determine which type of activist (passive or
35 active) they are going to be. For the period adolescence/youth to later adulthood,
36 the turning point, and more specifically, university time (alongside tourism
37 subject major) is the segment of the lifespan which influence the type of
38 sustainable tourism activist individual become, as most of the highest qualified
39 individuals become self-employed sustainable tourism consultants fighting for
40 the cause they believe in, as part of active protest groups, at the origin of
41 spectacular direct actions. Others (employees) are less flexible, and as a result,
42 become expert and patient lobbyist (passive protesters, non-member of protest
43 groups).
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6.2. Conceptual Contribution: Typology of tourism sustainability activists

This study has provided person and contextual determinants (relevant to work; non-work, institutional or non-institutional) influencing the emergence or fostering of tourism sustainability activists:

- **Contextual determinants**

(1) Female (2) Empowered to be sustainability activists, either because born or grew up in a pro-environment context (3) Has a higher education qualification in tourism or related topic (4) work in the tourism industry or related sectors (5) is self-employed/entrepreneur. As for the five main key traits of passive sustainable tourism activists are as follow: (1) Female (2) Empowered to be sustainability activists, either because born or grew up in a pro-environment context (3) Has a higher education qualification in tourism or related topic (4) work in the tourism industry or related sectors (5) is an employee.

- **Person determinants**

(1) Conscientiousness (2) Emotional stability (3) Extraversion (4) Agreeableness (5) Openness to experience

6.2. Practical contribution statement

- **Practical Contribution 1: Cooperation amongst stakeholders**

The finding of this study also reveals and reinforces how important it is for all stakeholders of the tourism industry and related sectors to work together. Here, it is the need for central governments as policy makers; Destination Marketing Organisations as implementers of these policies; and HEIs providing tourism courses, as suppliers of industry professionals to not only work together, but to understand the impacts of each other actions.

- **Practical Contribution 2: Cooperation amongst stakeholders**

This study has also highlighted the importance for destinations to: (1) develop outdoors, green and tranquil spaces to enable locals to reconnect with their natural

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3 environment and develop some kind of sensibility for the environment (2)
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5 monitor the type of tourism pathways on offer, and the profile of academics
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7 delivering the different modules, as university has been identified as a turning
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9 point in the life of tourism practitioners.
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For Peer Review Only

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Table 1: Sustainability agency framework and Life course framework

Sustainability agency framework Schill et al (2020)	Life course framework (social pathway) Carpenter (2010); Fois (2017)
Higher children personal determinant (knowledge and concern)	knowledge and concern (research due to dissatisfaction)
Environmental determinant (spatial organisation; communication style; and encouragement)	Social background; country of origin; education; religion; work experience; identity, politics, etc.
Behavioural determinant (past experience)	History and identity
The more environmental sensitive children (individuals) are the more engaged they are	The social, cultural background and context can affect the positionality of an individual.

Source: The authors (adapted from: Schill et al, 2020; Carpenter, 2010; Fois, 2017)

Table 2: Profile of tourism sustainability professionals

Gender	Level of education	Location HEIs
Female = 21 (80%) Male = 5 (20%)	Master = 14 (53%) Bachelor = 7 (27%) No data = 3 (11%) PhD = 1 (4%) Higher Vocation Diploma = 1 (4%)	England = 13 (50%) Australia = 2 (7%) Belgium = 1 (4%) Germany = 1 (4%)
Most common topic of degree	Nb PRME HEIs	Job title
Resp. Tourism Mgt = 5 (19%)	PRME = 8 (31%)	Sustainable consultant = 7 (27%) Head / sustainability manager = 4 (15%)
Type of organisation / employer	Status within the organisation	Location job
Consulting firm = 9 (35%) DMO = 5 (19%) TO = 2 (7%) Association = 2 (7%)	Employee = 17 (65%) Owner = 9 (35%)	England = 11 (42%) Australia = 2 (7%) Spain = 2 (7%) Scotland = 2 (7%) Sweden = 2 (7%)

Source: The authors

Appendix 1: Life course framework of practitioners working in sustainable tourism

	Initial	Gender	Educ. (HE)	HEIs	Topic/Area	PRME	Dest. Hold degree from	Current/last job	Employer	Type of Org.	Status (Owner (O)/Employee (E))	Location job
1	HG	M	PhD	Manchester Uni	Pol science & Gvt	NO	England	Prof. Resp Management	Manchester Met. Uni	HEI	E	England
2	PR	F	Bachelor	Univ Syd.	ND	YES	Australia	Head of Sust.	Tourism Australia	DMO	E	Australia
3	SW	F	Master	Leeds Beckett Uni	Resp Tourism Mgt	YES	England	Resp. Tourism & Sust. Coord.	Inside Asia Tour	T.O	E	England
4	KB	F	Bachelor	Murdoch Uni	Tour. & Sust.	YES	Australia	Sust. Planning & Comm Manager	TUI	T.O	E	England
5	PS	F	Master	King's College	Tour.Env. Dvt	NO	England	Group Head of Sust.	Hotelplan UK Ltd	Hotel	E	England
6	BV	F	Master	Universidad Complutense Madrid	Geo Info Tech	NO	Spain	Ind Sustainability Consultant	Self-employed	Consultancy	O	Spain
7	TA	F	Bachelor	Jami At Al-Ulum	Lit & Translation	NO	Jordan	Sust. Manager	Dubai Tourism	DMO	E	Dubai
8	CJ	F	Master	Univ Oxford	Physics	NO	England	Head of Sust.	ABTA	Association	E	England
9	GR	M	Master	Leeds Beckett Uni	Resp Tourism Mgt	YES	England	Sustainable tourism consultant	Self-employed	Consultancy	O	England
10	CI	M	Master	Edinburg Napier Uni.	Ecotourism	YES	Scotland	Director of Sustainability	WTTC	Council	E	Scotland

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1	1	MV	F	Master	Mediterranean Agro Instit. Of Chania	Conservtion of Nat. Ress.	NO	Greece	Sustainable tourism consultant	Self-employed	Consultancy	O	Germany
1	2	MF	F	ND	Univ. Cambridge	Sust. Bus. Mgt	NO	England	Sustainability Manager	Discover the world education	Education Travel	E	England
1	3	KT	F	Bachelor	Goteborg Uni.	Busi. Adm n. & Marketin g	NO	Sweden	Sustainability Strategist & Dest. Dvt.	Goteborg & Co.	DMO	E	Sweden
1	4	ADJ	F	Master	Wagenigen Uni	Tourism, Leisure & Env.	NO	Netherlands	Sustainability consultant	Self-employed	Consultancy	O	Netherlands
1	5	KW	F	Master	Leeds Beckett Uni	Resp Tourism Mgt	YES	England	Director of Sustainability & Stewardship	Thompson Okanagan Tourism Association	Association	E	Canada
1	6	GH	F	Bachelor	CIMIC Katholieke Hogeschool Mechelen	Int. Comm & Intercult Mgt	NO	Belgium	Sustainability Manager	Joker Tourism	Excursion	E	Belgium
1	7	PR	M	Higher Voc Educ Diploma	Akademi Bastad	Busi Dvt & Sust Tourism	NO	Sweden	Sust Advisor & Lect	Northflash Sust Dest Services	Consultancy	O	Sweden
1	8	JN	F	Master	Oxford Brookes Uni	Tourism & Env Mgt	YES	England	Sustainable Tourism Manager	VisitScotland	DMO	E	Scotland

1	9	EM	F	Master	La Sapienza	Tourism & Env Mgt	NO	Italy	Officer on sustainable Dvt	Regione Autonoma Della Sardegna	DMO	E	Italy
2	0	DG	F	ND	Hochschule fur Anewandte	Sustainable Tourism	NO	Germany	Sustainability consultant	Self-employed	Consultancy	O	Spain
2	1	PB	M	Master	The Open University	Development Mgt	NO	England	Sustainability consultant	Self-employed	Consultancy	O	England
2	2	RM	F	Master	University North London	Int Tourism Policy	YES	England	Sustainability consultant	Self-employed	Consultancy	O	England
2	3	LW	F	Master	Metropolitan University Manchester	Marketing	NO	England	Sustainability Manager	British Airways	Airline	E	England
2	4	SP	F	Bachelor	Solent	ND	NO	England	VP Sustainability	Carnival UK	Cruise	E	England
2	5	JB	F	ND	ND	ND	ND	ND	Environment & Sust. Manager	Tourism Noosa	Project	E	Australia
2	6	KE	F	Bachelor	University of Sussex	Geo with Dvt	NO	England	Sustainability consultant	Kat Emmitt Consulting	Consultancy	O	England