

A Case Study
Prepared for the Canadian Academy of Travel & Tourism
For the Global Travel & Tourism Partnership



Prepared by Students: Erica Doucet and Elizabeth Somerville

Supervised by Teacher: Diane Kirkby

Gananoque Secondary School
Gananoque, Ontario
(Upper Canada District School Board)

We are grateful for the opportunity to participate in such a tremendous activity, which has helped us develop skills we may not have otherwise done in our formal education. This case study has offered a great integration of education and business, and we thank the Global Travel & Tourism Partnership for its leadership and each of its supporting organizations, who are leaders in their respective fields.



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About the Authors:

Hi, my name is Erica Doucet, and I am a 16 year old student currently attending Gananoque Intermediate and Secondary School, in the beautiful town of Gananoque, located in eastern Ontario. I have learned a great deal about technology and sustainable tourism from the research that has been completed for this project. I have learned that technology and sustainable tourism play a big role in the 1000 Islands region.

Currently, I am working at the Gananoque Boat Line, which offers boat cruises for tourists throughout the 1000 Islands. While working at the Gananoque Boat Line, I have met people from around the world, and I have enjoyed interacting with people from various religious and cultural backgrounds who pass through or vacation in the 1000 Islands.

I took on this project to learn more about this community, as I have only been living here for a short period of time. It has allowed me to expand my knowledge about the 1000 Islands and the many things that the region has to offer. I also took on this project to open my eyes to new people and new surroundings. I have enjoyed meeting with people when conducting our research and learning about how sustainable tourism is changing the way business is conducted in the 21st century.

My name is Elizabeth Somerville; I am a 16 year old student at Gananoque Intermediate and Secondary School. I am involved with my school's hospitality program that has catered many community events. I have gained experience in the tourism industry from volunteer work that I have done at the local fair and at the Camp Day fundraiser that Tim Horton's hosts annually.

I have learned many things about how technology is utilized to help make tourism sustainable while working on this project. For example, people are not only using technology just for advertising anymore; some of the local restaurants are now using ipads for taking orders, thus making various calculations and inventory control without traditional pen and paper. It is little things like this that make businesses more efficient, and thus more sustainable.

I believe that this project has made me appreciate the natural beauty of the 1000 Islands region, and why people want to visit the area even more. It is also a great honour to be selected to represent not only my school, and my community, but my country on an international stage.

My name is Diane Kirkby, and I have always lived in Gananoque and the 1000 Islands region. I have been a teacher at Gananoque Secondary School for many years, and it has been both an honour and privilege to work with Elizabeth and Erica on this project. We have all learned a great deal about the beautiful 1000 Islands region, which we call home, and how Technology and Sustainable Tourism currently play an important role in our local economy, and will continue to do so in the future.

We appreciate the creativity of our classmate, Amelia Moore, who designed our logo, which we hoped would combine the logo of the Canadian Academy of Travel &

Tourism, the focus of our Case Study, Technology and Sustainable Tourism, and how the topic is of a global or worldwide significance.



Figure 1 - Elizabeth (Lizzy) Somerville, Diane Kirkby (Teacher), and Erica Doucet



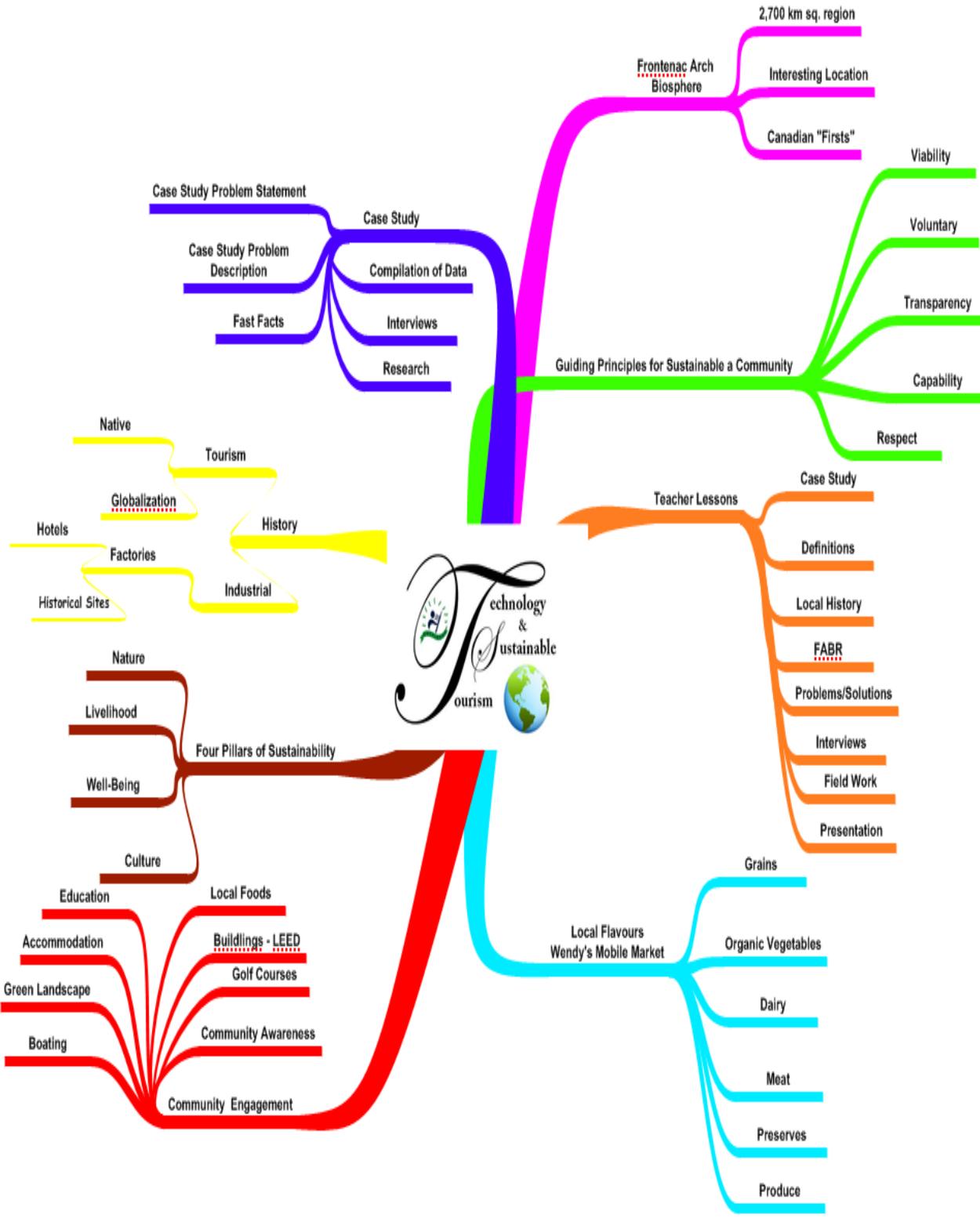


Figure 2 – Prepared by Elizabeth Somerville and Erica Doucet

Background Information on Canada and the Province of Ontario:

Canada has reached a population of 35,344,962, as of January 2014. Both English and French are the official languages of the country. It is comprised of ten provinces and three territories, which cover a land area of 9,984,670 square kilometers, which makes it the second largest country in the world.

Canada lies on the northern border of the United States, which is the longest undefended border in the world. The country stretches from the Atlantic Ocean in the east to the Pacific Ocean in the west. Canada also reaches the Arctic Ocean in the north, where Canada's territorial claim extends to the North Pole.

Ontario covers 10.8% of Canada. Ontario has a total area of 1,076,395 square kilometres covering 917,741 square kilometres in land mass and 158,654 square kilometres in fresh water. Canada's capital, Ottawa, rests in Eastern Ontario. Kingston, located approximately 20 minutes from Gananoque, was Canada's former capital until 1857 when it was changed to Ottawa due to fear of attack from the United States. Ontario is the second largest province in Canada and has a population of 13,537,994 inhabitants, most of which reside in Southern Ontario.

Gananoque and the 1000 Islands Region

Gananoque Secondary School is located in the small town of Gananoque, in eastern Ontario, which is known as the Canadian Gateway to the world famous 1000 Islands. It has also recently been awarded/classed as the best fresh water boating area in the world.



Figure 3 – Photo by Diane Kirkby

Approximately one-half of the students live within the town, while most of the remainder lives in the outlying rural community, the Township of Leeds and the 1000 Islands. Gananoque and the 1000 Islands Region have a rich history as both a tourist destination and an industrial centre.

In the past decade or so, not unlike many other communities in Canada, Gananoque has seen its major industrial employers disappear. They have either gone out of business, or, in the case of the larger multi-national corporations, have relocated elsewhere, where labour and operating costs are significantly lower.

As a result, the once thriving community has become a depleted community, but the natural beauty of the area has not changed and still serves as a magnet for tourists from around the world. As a result, now more than ever, the tourism industry plays a vital role in the local economy, as it directly or indirectly employs the majority of the area's residents.

The pictures below depict how a former factory, the Gananoque Carriage Works, has been transformed into a waterfront destination hotel, The Gananoque Inn & Spa.



Figure 4 – Photo Courtesy of John Nalon, Gananoque Historical Society



Figure 5 – Photo by Diane Kirkby

It has become apparent to many local leaders that while tourism is now the economic engine driving our community, they must not adopt the philosophy of “growth or expansion at all costs,” but rather provide leadership as stewards of the beautiful region.

Sustainable Tourism is a relatively new term, but there are individuals and organizations in the immediate area that have been at the forefront of this movement. One of these organizations in the immediate area is the Frontenac Arch Biosphere Reserve, an organization which recently hosted the International Sustainable Tourism Summit in October, 2013. Mr. Gary Clarke, conference chair, is known as the “Father” of Sustainable Tourism, is the past-chair of the Frontenac Arch Biosphere Reserve, and vice-chair of the Canadian Biosphere Reserves Association.



Figure 6 – Logo courtesy of Frontenac Arch Biosphere Reserve

The Thousand Islands, located on the St. Lawrence River between Brockville and Kingston, were formed about 12,000 years ago when glaciers retreated. The mountains were overspread by floodwaters draining into the Atlantic Ocean along the St. Lawrence Valley, leaving only the hilltops viewable. This created what is today known as the Thousand Islands, although there are actually 1,864 islands. To be

considered an island, the section of land must meet two criteria: it must remain above water 365 days a year and must support at least two living trees. Each island has its own individuality with features such as stately granite cliffs, soft sand bays, tall dark pines, and vibrant maple trees. It's a sightseer's paradise. Many islands are privately owned but ample public access can be found at island parks and villages throughout the region.

Some visitors will tell you it's friendly atmosphere, fresh outdoors and laid-back pace makes it a place that inspires the spirit and renews the soul.

Manitouana

The Garden of the Great Spirit

Native Folk Legend

Long ago, Manitou, the Great Spirit, sat alone in his shining sky-lodge. He was sad and puzzled. The people fought continuously. He decided to help them.

Parting the sky curtain, Manitou came down to earth. On his back was a large, mysterious bundle wrapped in his blanket. On the bank of the mighty St. Lawrence, he laid down his bundle. He called all the people together. He gave them a beautiful garden to be their home forever and told them they must not fight, or they would risk losing the gift.

For a time all went well. However, the old quarrels were not dead, by and by the beautiful garden rang with the cries of war. Manitou came again and said, "You have not kept peace so I will have to take the garden away."

Wrapping the garden in his blanket, he started back to the sky. Just as he was about to part the sky-curtain, his blanket broke. Down tumbled the garden into the St. Lawrence. As it struck it broke into hundreds upon hundreds of pieces, big and little and these pieces became the 1000 Islands.

The name "Gananoque" has different meanings. The most common meanings are "Garden of the Great Spirit" which comes from the story above and "Water Rising over Rocks". The town was founded in 1793 by Colonel Joel Stone. At this time, the town was only a flour mill and 700 acres. By the early 19th century, Gananoque had become a thriving industrial town, with factories and mills lining both sides of the Gananoque River. By 1870, there were 49 mills and factories in town making bolts, spoons, nails, steamboat fittings, rakes, shovels and carriages. As John Nalon, President of the Gananoque Historical Society describes, "the Gananoque River was lined with factories on both banks from its mouth to the upper falls and these establishments depended on water as a prime source of energy. That decade, embracing the middle of that century, was one of the most significant in the history of the town. Some well-known companies had their beginnings through the years in Gananoque and several still operate in the town today."

Even though, today, they are friendly neighbouring countries, Canada and the United States of America were once at war. This war started on June 18th, 1812, and ended on February 18th, 1815. The war included many battles up and down the St. Lawrence River and along the border.

Case Study Problem Description:

Each year, thousands of tourists descend on the 1000 Islands region, and have made the tourism industry the dominant sector in the local economy. Fully independent travelers, as well as the customers of both foreign and domestic tour companies, are introduced to one of the most picturesque regions of the world, usually between the

months of May and October. The increased tourist traffic in the area can be damaging to the environment and present challenges for its sustainability. Technology has changed how, when and where people travel. It can be utilized to ensure that the region is sustained rather than damaged for future residents and tourists.

Case Study Problem Statement:

This Case Study probes how technology may be utilized to help grow tourism, while ensuring sustainability, and some of the creative initiatives being explored by local leaders to help ensure that tourism in the fragile area will continue to grow and thrive in the 21st century and beyond, without damaging the fragile local and global ecosystems.

Definitions:

In order to discuss the concepts related to Technology and Sustainable Tourism, it is important to understand some of the basic terms of the study. Although there are various definitions of Sustainable Tourism, we have relied on both the definition used by the Tourism Industry Association of Canada and Parks Canada, as well as the international standard, put forth by the World Tourism Organization in 2004:

“Sustainable tourism actively fosters appreciation and stewardship of the natural, cultural and historic resources and special places by local residents, the tourism industry, governments, and visitors. It is tourism which is viable over the long term because it results in a net benefit for the social, economic, natural and cultural environments of the area in which it takes place.”

TIAC and Parks Canada

"Sustainable tourism development requires the informed participation of all relevant stakeholders, as well as strong political leadership to ensure wide participation and consensus building. Achieving sustainable tourism is a continuous process and it requires constant monitoring of impacts, introducing the necessary preventive and/or corrective measures whenever necessary.

Sustainable tourism should also maintain a high level of tourist satisfaction and ensure a meaningful experience to the tourists, raising their awareness about sustainability issues and promoting sustainable tourism practices amongst them."

World Tourism Organization, 2004

The Thousand Islands-Frontenac Arch Biosphere Reserve

"Biosphere Reserves are areas of the earth promoting solutions to reconcile the conservation of biodiversity with its sustainable use."

The 1000 Islands - Frontenac Arch Biosphere Reserve was designated in 2002. It is the twelfth in Canada and one of 400 biospheres worldwide. The biosphere uses its surroundings as a "living laboratory," for testing and demonstrating the management of land, water and biodiversity. The three main functions that a biosphere should fulfill are:

1. Logistics - provide support for research, monitoring education and information exchange related to local, national and global issues of conservation and development.
2. Conservation - to contribute to the conservation of landscapes, ecosystems, species and genetic variation.
3. Development - to foster economic and human development which is socio-culturally and ecologically sustainable.

One of the Biosphere's present projects being studied is “A National Model for Sustainable Tourism” project. The goal is to keep the Thousand Islands and surrounding area clean and have a more sustainable environment for tourists and businesses.

The Frontenac Arch Biosphere Reserve: A National Model for Sustainable Tourism

To begin a working partnership with any organization, it is crucial for both parties to have a good understanding of each other’s history, mission and goals. This section provides information about our partner, The Frontenac Arch Biosphere Reserve.

The Frontenac Arch Biosphere lies on the central Canadian portion of the Frontenac Arch—a 2,700 sq. km. region stretching from Brockville and Gananoque, extending north of Kingston. Over the years, however, programs of the Biosphere Network have expanded to work with communities over a much larger region of Frontenac and Leeds-Grenville Counties, and the city of Kingston.



Figure 7 - Courtesy of The Frontenac Arch Biosphere Reserve

The intersection of the Frontenac Arch and the St. Lawrence River Valley forms one of the great crossroads of the continent. The Arch connects the Canadian Shield Boreal Forest to the forests of the Adirondack and Appalachian Mountains—a south to north/north to south migration route. The river valley is a route from the Great Lakes forest heartland of the continent to the forests of the Atlantic Coast. The Frontenac Arch Biosphere is at the very centre of that intersection, where five forest regions merge, creating a tremendous diversity of wildlife.

Shortly after the last ice age, these natural migration routes became trade and migration routes for First Nations peoples. Discoveries of copper knives from the far north, shells from the southern coasts, stone for projectile points from further east and west, and pottery types from several regions tell that story. In historic times, this was a land of Canadian 'firsts'—first glassworks, first iron works, first railway tunnel, first daily newspaper, first stone grist mill--and so much more.

These cultural and ecological riches were key reasons for the UNESCO designation in Canada of the Frontenac Arch Biosphere Reserve. A biosphere reserve is an international designation of recognition from UNESCO (the United Nations Educational, Scientific, and Cultural Organization) for an area in the world which is deemed to demonstrate a "balanced relationship between humans and the biosphere," where collaborative efforts among people in the designated area serve to promote the sustainability of local economies and communities, as well as the conservation of the terrestrial/or ecosystems they are in.

A biosphere reserve designation gives an area international recognition for the important ecological and cultural values in an area. It also provides a mechanism,

based on local commitment and local ability, to apply sound stewardship practices to the use of resources in an area to support present and future generations.

This unique juncture of humanity and biodiversity presents both a challenge and an opportunity: maintaining a high quality of life, a rich culture, robust economy, and healthy environment while recognizing the realities of growth and development in this region. This requires the development and maintenance of a healthy symbiotic relationship between people and nature: the fundamental pillars of sustainability.

As part of their mandate, The Frontenac Arch Biosphere has established Four Pillars of Sustainability, which guides the organization in its mission.

The Four Pillars of Sustainability – Frontenac Arch Biosphere

Nature: We will work with the community to care for and protect the natural environment of the Frontenac Arch Biosphere.

Livelihood: We will work with the community towards its long-term economic well-being.

Wellbeing: We will work with the community towards improving everyone's health, education and quality of life.

Culture: We will work with the community towards improving interaction and expression in arts, heritage, and innovation.

Some of the organization's past, present and future efforts to engage the community in sustainable practices are outlined below:

Golf Courses: While these are both recreational outlets for residents as well as factors which influence decision-making for tourists, they are seen as developments which impact the environment due to water used, heavy nutrient loading into streams

from fertilizer use, pesticides, generation of associated resident development, and habitat loss. The best-known strategies which reduce their impact, either from initial development or from remediation, are compiled in the Audubon International's Cooperative Sanctuary Program:

www.auduboninternational.org/programs/acss/golf.htm

Buildings – LEED: “Leadership in Energy and Environmental Design” Green Building Rating System is recognized as the international mark of excellence for green building in over 132 countries. LEED helps building owners and operators be environmentally responsible and use resources efficiently.

As buildings generate up to 35 per cent of all greenhouse gases, 35 per cent of landfill waste comes from construction and demolition activities, and 80 per cent of all water is consumed in and around buildings, making buildings greener can have a significant impact on larger environmental goals.

LEED works because it recognizes that sustainability should be at the heart of all buildings – in their design, construction and operation. Canada is a leader in LEED building construction.

Local Foods: The Frontenac Arch Biosphere Reserve's “Local Flavours” program has expanded from a consumer awareness program to a practice embraced by local restaurants to show their interest and support for local farms and local culture. It also has health and environmental benefits.

Education of Primary School-age Children: The Frontenac Arch Biosphere Reserve's Environmental Educator's Network (FABREEN) actively promotes the education of children in sustainable practices. Our teacher, Mrs. Kirkby, will be working

with this group when preparing some of the Teacher Activities. Please see her proposed outline of activities on Page 32.

Accommodation Industry: Over the past few years, there has been an increase of eco-tourism resorts around the world. The Audubon International Green Leaf program is a globally recognized certification program, which the Frontenac Arch Biosphere has promoted with local accommodation partners.

Green Landscape: Approximately 40% of the Frontenac Arch Biosphere Reserve's area is forest area, and 30% is comprised of lakes, rivers, wetlands and streams. We are fortunate to live in a region within a six-hour drive of half of the nation's population, and have 70% of the total region as natural environment.

Recreational Boating: The Land O'Lakes, Rideau Canal, and Thousand Islands are busy waterways from May through October, with a variety of vessels plying the waters. The Ontario Marina Operators Association's Clean Marine Program has been developed as an accredited program.

Community Awareness: While there have been many notable national and international initiatives related to Sustainable Tourism put forth in the past few years, the Frontenac Arch Biosphere Reserve has played a key role in creating local awareness.



Summary of our Research Findings:

As we felt that it was important to consult the professionals, we interviewed the current Executive Director, Sarah Matheson, as well as Mr. Don Ross, the recently retired Executive Director of the Frontenac Arch Biosphere Reserve.

Our goal was to gain their perspective on the subject of Technology and Sustainable Tourism. It was interesting to hear them state that motivation is critical for change to occur. The “what’s in it for me and why should I care” attitudes prevail. Technology is merely a tool. It is vital for people to understand the environment in order to cherish it, and be motivated to protect it. Education is key!

Government support is also critical for sustainability, especially the local or municipal government support. It is highly desirable for all levels of government to keep the Four Pillar model in mind when making decisions that affect the growth of the economy. As well, sustainability is a shared responsibility, between all levels of government, all businesses, all organizations, and all people.

The questions posed and the answered provided in our research are found in Appendix 1.

Our community has a number of highly regarded restaurants, and our school has a thriving Hospitality program and a designated Specialist High Skills Major Program in Tourism and Hospitality. As a result, it was decided that we would focus on the Local

Flavours initiative of the Frontenac Arch Biosphere Reserve. To begin, we drafted a list of questions, and then interviewed the owners and/or executive/sous chefs from three high-profile restaurants in our community. The questions and answers are outlined in Appendix 2.

There was overwhelming and enthusiastic support from local chefs to the efforts to become more sustainable by sourcing and using local foods in order to reduce greenhouse gas emissions. By offering patrons locally grown lamb rather than shipping it from New Zealand, and providing Ontario wines as an option on their menus, local restaurateurs believe that they are doing their part to educate their customers about sustainability.

One company, which is a local icon with restaurants in eastern Ontario, is Wendy's Mobile Market. This company sources organic and locally produced foods, often from very small operations, and acts as a wholesaler to local restaurants. When visiting Wendy's Mobile Market in the summer, it was noted that local producers of strawberries, corn, meats, herbs and honey were delivering their products to be re-sold and delivered later that day to restaurants in nearby towns and cities.

The nature of this project was discussed with the owner, Wendy, and her response was, "Any time anyone is doing a project related to sustainability, they come and talk to me." She works very hard to eliminate the pressure on numerous small producers to market and deliver their products by acting as the central clearing house for locally grown and produced foods in eastern Ontario. A list of products and producers to Wendy's Mobile Market is found in Appendix 3.

Some local residents and tourists prefer to dine at establishments which proudly state that they source local foods on the web sites and menus and in their various forms of advertising. When customers are using technology, such as perusing web sites and/or making their own reservations on-line, and making their decision as to where to dine, more of them are guided by sustainability practices than ever before. An excerpt from a local restaurant's web site showing their pride and support for local food producers appears as Appendix 4.

SWOT Analysis

In order to help address the issues raised in our case study problem statement, and gain further insight as to how this may be accomplished, we felt that it would be helpful to conduct a SWOT Analysis. The findings presented may be utilized to help grow tourism while ensuring sustainability in the 1000 Islands region.

Strengths:

- The area is considered to be a world class tourist destination and is appropriately marketed, using various forms of both traditional and modern marketing methods.
- In the recent past, some tourism operators have aggressively marketed themselves to tourists outside North America. Organized group tours by bus have less of an impact on the environment than if tourists arrived individually or in small groups on their own.

Weaknesses:

- Much of the native culture has been lost.
- Some natural landscapes may have been harmed or destroyed due to the impact of tourism on the environment.
- Some tourism attractions are harmful to the natural environment and scenic beauty/peacefulness of the area.
- Large groups of tourists traveling as part of a package tour do not stay in the area long enough to experience all that the area has to offer.

Opportunities:

- Some local businesses are very technologically savvy, utilizing various social media to market themselves.
- Tourists are utilizing technology to plan their trips in advance or “on the go,” and becoming more familiar with destination finders, Foursquare, Avimap to view a

selected location, and Trip Advisor to read the reviews of fellow travelers, as well as Facebook and Twitter.

- Some businesses track how and from where their web sites are accessed.
- The Destination Marketing Organization, The Great Waterway, has astutely employed summer students to accurately record information directly from existing tourists in the area; it also provides one-stop shopping for tourists who are attempting to plan their vacations – they can review area accommodation, restaurants, sites and attractions on one comprehensive web site
- Entice more visitors to the area during the months of November through April

Threats:

- Too many people coming to the area at once – despite the efforts of many, most tourists still arrive from May through October, which results in high employment during the off-season, and a lack of available staff during the high season for some businesses.
- Businesses and/or events which may be harmful to the natural environment and peaceful or scenic beauty which attracts tourists, should be carefully monitored - For example, noisy high-speed boats have a “poker run” event which is not only harmful to the natural environment but impacts the peaceful enjoyment of the area for residents and other tourists – having this event once per year is tolerable and manageable, but should be monitored to ensure that the event does not grow to occur more frequently.
- World events can have a devastating effect on the local tourism industry and a major impact on the local economy.....9/11, which resulted in stricter entry requirements for everyone visiting Canada , SARS (Severe Acute Respiratory Syndrome), wars, global economic problems (especially in the USA) Presently, there is concern as to how ebola will affect global travel and tourism.

Conclusions:

In conclusion, the SWOT analysis shows that there is room for improvement to improve sustainability in 1000 Islands. Education and simply creating an awareness, utilizing technology, as well as the community working together are two points.

Businesses such as Wendy’s Mobile Market seem to be leaders in this endeavour.

Case Study Problem Conclusion:

Technology can be utilized to help grow tourism, while still ensuring sustainability by allowing tourists to keep connected with each other. They keep connected through Facebook, Twitter, and other forms of social media. Technology also allows tourists to see more of what the area they are visiting has to offer by the information being right at their fingertips.

Some initiatives currently being undertaken are the Frontenac Arch Biosphere's efforts to involve the community with local food, as well as having new buildings being built as LEED buildings and by making the community more aware about what a sustainable practice is and what is not.

The Four Pillars of Sustainability provide an excellent framework to act as a guide for sustainable tourism practices. They need to be embraced by all levels of government, especially at the local level, business and industry, community and cultural organizations and groups, educators, and local residents and tourists, to ensure that technology is used in a way that helps sustain and preserves our environment while also growing tourism.



Teacher Lessons

In order to appeal to a variety of learning styles, multiple teaching styles will be employed by the teacher, when creating lessons related to the subject of Technology and Sustainable Tourism. Students and teachers will partner with a variety of individuals, businesses, parks and organizations located within the Frontenac Arch Biosphere Reserve to conduct interviews and fieldwork related to various high school curricula. This will help foster an awareness of the topic throughout the school and community.

The Canadian Academy of Travel and Tourism has identified ten learning outcome which are deemed to be necessary for workers in the travel and tourism industry to possess. They are listed below:

Learning Outcome # 1:

Tourism Ambassador

An Academy graduate is able to cultivate a professional attitude that meets industry expectations, integrating knowledge and skills, required of a tourism professional.

Learning Outcome # 2:

Effective Communicator

The Academy graduate is able to communicate effectively in written, spoken and visual forms to meet the needs of tourism audiences.

Learning Outcome #3:

Critical Thinker

The Academy graduate is able to analyze and reframe travel and tourism information, ideas and concepts using a variety of formats.

Learning Outcome # 4:

Technologically Literate

The Academy graduate is able to use a variety of technological tools appropriate and necessary to the performance of tourism tasks.

Learning Outcome # 5: Team Player

The Academy graduate is able to interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Learning Outcome #6: Problem Solver and Decision-Maker

The Academy graduate is able to evaluate the steps and processes used in problem solving and decision-making.

Learning Outcome #7: Information Processor, Organizer and Time Manager

The Academy graduate is able to collect organize and analyze relevant information from a variety of sources while managing the use of resources to achieve goals.

Learning Outcome # 8: Independent Worker

The Academy graduate is able to take responsibility for his or her own actions and decisions and make informed work-related decisions, within the context of formal legislation, company policies and practices.

Learning Outcome #9: Adaptable Worker

The Academy graduate is able to represent her or his skills, knowledge and experience realistically for personal and employment purposes, and adapt these skills to the changing workplace environment.

Learning Outcome #10: Business Systems User

The Academy graduate is able to use technology, instruments, tools and information systems effectively in a safe and competent manner.

The following are suggested Activities that students may be exposed to in order to further an awareness of the subject, Technology and Sustainable Tourism:

Activity 1 - What is a Case Study? (Compliments of Nancy Needham)

A case study is a puzzle that has to be solved. The first thing to remember about writing a case study is that the case should have a problem for the readers to solve. The case should have enough information in it that readers can understand what the problem is and, after thinking about it and analyzing the information, the readers should be able to come up with a proposed solution. Writing an interesting case study is a bit like writing a detective story. You want to keep your readers very interested.

A good case is more than just a description. It is information arranged in such a way that the reader is put in the same position as the case writer was at the beginning when he or she was faced with a new situation and asked to figure out what was going on. A description, on the other hand, arranges all the information, comes to conclusions, tells the reader everything, and the reader really doesn't have to work very hard.

When you write a case, here are some hints on how to do it so that your readers will be challenged, will "experience" the same things you did when you started your investigation, and will have enough information to come to some answers.

There are three basic steps in case writing: research, analysis, and the actual writing. You start with research, but even when you reach the writing stage you may find you need to go back and research even more information.

The Research Phase:

1. **Library and Internet research.** Find out what has been written before, and read the important articles about your case site. When you do this, you may find there is an existing problem that needs solving, or you may find that you have to come up an interesting idea that might or might not work at your case site. For example, your case study might be on a national park where there have been so many visitors that the park's eco-system is in danger. Then the case problem would be to figure out how to solve this so the park is protected, but tourists can still come. Or, you might find that your selected site doesn't have many tourists, and one reason is that there are no facilities. Then, the case problem might be how to attract the right kind of a business such as a restaurant, gift shop or even a hotel - all without ruining the park.

Or your case study might be on historic sites that would interest tourists -IF the tourists knew where the sites were or how to get to them. Or maybe your case study is about how to interest people in coming to your country so they can trace their family's historic roots (origins).

Once you have decided on the situation or issue you would like to cover in your case study (and you might have several issues, not just one), then you need to go to the site and talk to experts.

2. **Interview people who know the place or the situation.** Find knowledgeable people to interview - they may be at the site itself or they work in a government office or company that deals with the historic preservation. In addition to people who work in the site, talk to visitors.

When you are interviewing people, ask them questions that will help you understand their opinions, questions like the following:

"What is your impression of the site (maybe it's an old fort, or a burial site, or an excavation of historic interest)?"

"How do you feel about the situation?"

"What can you tell me about how the site (or the situation) developed?"

"What do you think should be different, if anything?"

You also need to ask questions that will give you facts that might not be available from an article, questions like:

"Would you tell me what happens here in a typical day?"

"What kind of statistics do you keep? May I have a copy?"

"How many businesses are involved here?"

When you ask a question that doesn't let someone answer with a "yes" or a "no" you usually get more information. What you are trying to do is get the person to tell you whatever it is that he or she knows and thinks - even though you don't always know just what that is going to be before you ask the question. Then you can add these facts to your case. Remember, your readers can't go to your site, so you have to "bring it to them."

The Analysis Phase:

1. **Put all the information in one place.** Now you have collected a lot of information from people, from articles and books. You can't include it all. So, you need to think about how to sort through it, take out the excess, and arrange it so that the situation at the case site will be understandable to your readers. Before you can do this, you have to put all the information together where you can see it and analyze what is going on.
2. **Assign sections of material to different people.** Each person or group should try to figure out what is really important, what is happening, and what a case reader would need to know in order to understand the situation. It may be useful, for example, to put all the information about visitors on one chart, or on a chart that shows visitors to two different sites throughout a year.
3. **Try to formulate the case problem in a few sentences.** When you do this, you may find that you need more information. Once you are satisfied with the way you have defined the problem you want your readers to think about, break the problem

down into all its parts. Each one represents a piece of the puzzle that needs to be understood before the problem can be solved. Then spend some time discussing these with the others in your group.

For example, suppose:

- a.* Your heritage site doesn't have many visitors, but many people say they would like to visit if it had services
- b.* There is unemployment in the village around the site
- c.* The town is big enough to be able to accommodate many more visitors, and
- d.* The surrounding environment (animals, trees and plants) need to be protected from too many visitors
- e.* The town is far away, but there are no places to eat or sleep around there
- f.* The government owns the location, but the government does not want to own and operate either a restaurant or a hotel

Ask yourselves: "How much information do people who will read your case study need to have in order to be able to discuss items *a* through *f*?"

One answer to item *a* is that they need to know data about past numbers of visitors, and they need to know what evidence exists that more people want to visit but are discouraged from going there. Your evidence will come from the articles and statistics you have gathered, and from the interviews you have completed.

Once you have broken down the problem into pieces, you can analyze the information you now have and see if you can think about possible answers to each of the pieces. If you have enough information, then you can think about how to write the case study itself.

Writing the Case Study:

1. **Describe the problem or case question you want the reader to solve.** In a detective story, the crime happens right at the beginning and the detective has to put together the information to solve it for the rest of the story. In a case, you can start by raising a question. You can, for example, quote someone you interviewed. For example, suppose you interviewed a tourist official and she told you she thought more people should be interested in visiting, and she can't understand why they don't come. Then you could write something like this,

The historic town of XX is located in the mountains of country X. The town tourism supervisor, Mrs. Joan Smith, said that she thought "many more people should visit here, but they just don't come. I don't know why - maybe we don't have the right kinds of places for them to eat or sleep and it's too far to travel in one day from the nearest big city." The case writers wondered what would have to happen in order to make the town more attractive to tourists.

Because you are the authors, you and your fellow students, can write questions like this and set the stage for the rest of your case story. What your introduction does is give clues to the reader about what they should be thinking about.

Once you have told the reader what one person associated with the tourist area thinks the problem is - how to make the place more attractive - you can give them the information they need to come to their own conclusions.

2. **Organize the sections of the case.** You will probably need to organize your information under topics like the following:
 - a. **Introduction** to the problem

- b. **Background on the place** - where is it, how big, what climate, etc. - this part should be a brief, overall description. Think about having 2 pages of written material, photos, or even a video, so that your readers can really get a feel for what the place, looks like. Summarize the main features of the place. What makes it special?
- c. **Visitors to the place** - you want to make the reader do some work, so you can say that the number of visitors are shown on a table or chart you have compiled. You might want to include a chart that shows the number of visitors that come to another similar kind of place that does have facilities. This will let your readers make some comparisons. If possible, include information you received when you talked to visitors -what did they like, dislike? What did visitors think should happen to make the place more attractive?
- d. **Government Policy** - include information about what government policy is with respect to this place. What is allowed, what is not allowed? Can policy be changed, and by whom?
- e. **Business Opportunities in the Community** - you have already said there are not enough facilities for tourists. Well, now you need to provide information on what it might cost to provide a nice restaurant for tourists. Suppose in one of your interviews, you talked to a business person who said that it would cost \$25,000 to put a snack bar near a local tourist attraction. You need to give your reader that information, but that's not all. You also have to provide some information about what a typical snack bar menu would have, how much the food would cost to make and sell, and what price the owner would have to put on each

item so that the price would not be too high for people to pay. And your reader has to figure out how many people would have to eat there in order for the snack bar to make money. This is where the statistics come in. Are there enough people who now visit that the snack bar could expect to make money? How about the number of visitors to a similar place - what if that same number of people came? How would the snack bar do then?

- f. **Potential employees.** You can't add facilities without adding people to staff them. Are there enough people in the local community to fill the new jobs that would be added? Do they have the right kind of education and training to fill those jobs, or would the snack bar owner, or the new hotel owner, have to train people, or bring people in from other locations? Could the local school system provide the necessary training?

You don't have to do all the calculations for the reader, but you need to do them yourself so that you know the reader will have enough information in the case to do them. For example, before you can decide whether a snack bar might be a good idea, you have to estimate whether you could get more visitors - and how many more. Can you match the number that go to the other similar place that has facilities? Or is your location so much farther to travel that you don't think that many more people would come. And just how many people have to use the snack bar in order for the owner to get back his/her \$25,000 investment and also make some profit to pay him/herself a salary? This kind of analysis is really looking at the question of what kind of business opportunities there are in the community. Would a souvenir shop be a good idea?

Did you do this kind of analysis before writing? If not, then you will have to stop and think some more. Maybe you will need to find more information before you can continue writing.

g. **Environmental Implications of Changes to Animal and Plant Life.** Since you already know that more visitors will cause a change, an important factor to consider is what will the impact be on plants and animals. Some places protect the plants by only letting visitors walk on special paths and visitors cannot pick any flowers or plants. Others say visitors can't feed the animals, or rules say visitors must hire a guide if they are going into certain areas. Whatever the situation, you need to consider this question very carefully.

h. **Other sections of the case.** Depending on the case you are researching and writing, the sections of the case need to be organized so that each type of information is in its own section and understandable to the reader. You might not use all the sections described above, but certainly your case study will need to consider the business and economic implications of tourists for your area, and equally important, the implications for plant and animal life. Tourism has economic implications and environmental implications. Good planning must take both into account.

i. **Conclusion.** Your case will need a conclusion. Rather than supplying the solution, leave the reader with some more questions. For example, you might have learned that there is a government policy that says "No private enterprise is allowed to change any part of the historic site." So you might conclude with a paragraph like this:

The mayor and tourism minister discussed with the case writers whether or not it would be a good idea to prepare a plan for putting in a snack bar without changing the way the building looks. The plan could be used to show the government that a policy change to allow private enterprise would be a good idea. "Is there enough value in adding jobs in the village?" asked one of the case writers. Another said, "I think there is enough evidence that expansion would be the right thing to do." Still another case writer disagreed. What is your conclusion?

By ending your case on a question like this, you let your readers discuss the situation themselves. If you have written a good case, they will have enough information to understand the situation and have a lively class discussion.

The whole purpose of writing cases and sharing them with others is to share experience without all of us actually having to be in the same place. There is a trade-off between developing a place to make it more accessible to tourists so local jobs can be created and on the other hand protecting the environment from too many visitors. And this is a question that faces more than one country. But how the trade-off is resolved can vary from country to country. One country's solution might be useful for another country to know.

Making Sure Your Case Can Be Used in Another Country

Since different countries have different languages and cultures, you need to prepare a **Note for the Instructor** which gives additional background material that the teacher might need to know in order to help guide the student discussions. It is often interesting to record any changes that actually occurred after or while the case was being

researched and written. Once students have learned about a situation, they find it is very interesting to learn more. But this information should be separate from the Case Study so that it doesn't influence the class discussions.

If your case uses special terms, words, or refers to cultural customs that people in another country might not recognize, information about them should be put in the Case (at the end in an Appendix) or in the Note for the Instructor.

Activity 2

Define Sustainable Tourism: Review various national and international accepted definitions.

Using the internet, students will research various definitions of Sustainable Tourism from various parts of the world. They will compare and contrast the various definitions collected and critically analyze the reasoning behind the definitions of their own country, as well as two other countries.

Activity 3

Local History: The Beginning of Tourism in the 1000 Islands

Using a timeline from the days prior to the European settlers, students will learn how the area has always been a magnet for tourists and travelers. As Gananoque was previously known as "Little Birmingham," after the industrial area in Great Britain, students will learn how the area was once an industrial centre in Eastern Ontario. Utilizing resources provided by the Gananoque Historical Society, students will choose

one former industrial site located within the community, and research its historical significance.

Activity 4

Frontenac Arch Biosphere Reserve – History, Mission, and Goals

Students will learn about this dynamic local organization, and what makes this area so special by researching the organization on the internet. A guest speaker from the Frontenac Arch Biosphere Reserve will make a presentation to the class about current initiatives being undertaken by the organization.

A full-day fieldtrip will take place, where students will enjoy guided tours of Landon Bay, Limerick Forest and Charleston Lake Provincial Park, all located within the Frontenac Arch Biosphere Reserve.

In groups of three, students will prepare PowerPoint presentations, providing an in-depth review of one of the three areas visited.

Activity 5

Identify problems with tourism development and possible solutions.

Students will identify one problem which is a by-product of tourism development that they believe negatively impacts the local area. They will then propose possible solutions to the problem.

Activity 6**Interview local business people regarding their sustainable practices in the tourism field.**

Students will focus their efforts to explore how technology has played a role in the implementation of new practices. They may conclude that many of the local initiatives have been adopted from other areas or corporate headquarters, while some very innovative initiatives have been developed locally, within the community.

Activity 7**Conduct Fieldwork within the Frontenac Arch Biosphere Reserve**

Through classroom research and fieldwork conducted at Landon Bay, Limerick Forest, and Charleston Lake Provincial Park, students will learn how to identify plants and wildlife, soils, and sustainable forestry practices. (Each group will select different species of plants and wildlife.)

In groups of three, students will present their findings via a PowerPoint presentation to the class.

Activity 8**Presentation of Findings**

How can technology be utilized to help grow tourism, while ensuring sustainability? In groups of three, students will explore some of the creative initiatives currently being employed to help ensure that tourism will continue to grow and thrive in the 21st century and beyond, without damaging the fragile local and global ecosystems.

**Reflection:**

It is not surprising that as we began preparing the proposal for this project, it made sense to form a partnership with the Frontenac Arch Biosphere Reserve. We were overwhelmed in the beginning with the large amount of research which had been conducted locally on the subject of sustainable tourism, and some of the ways that technology has made great strides in helping operators make their establishments more environmentally friendly.

We were grateful for the generosity of Sarah Matheson, current Executive Director of the Frontenac Arch Biosphere Reserve, and her willingness to share existing resources. After the proposal had been conducted it was submitted to CATT, the Canadian Academy of Travel and Tourism. Once we heard that it had been approved, we started our research. The research was conducted through reading articles and reports, as well as gaining knowledge from government websites. Interviews were also conducted with local business owners and the Frontenac Arch Biosphere Reserve to give us more insight as to how technology is being used by local businesses and organizations.

Appendix 1

Interview Questions for the Frontenac Arch Biosphere Reserve Personnel and Responses:

1. How do you think technology helps support sustainable tourism?

“Technology allows more people to be better connected than ever before. All forms of electronic communications have in various ways largely replaced paper – be that newspaper, newsletters, mail-outs and so forth. There are as well forums, webinars, and electronic conference sites, tools such as Skype and FaceTime that allow quick and easy communications. All of these forms of communication allow, theoretically, more and better exchange of information. For any “change” in behavior, including becoming more sustainable in tourism, transfer of knowledge is key. At the same time, it must be said that motivation – “what’s in it for me, and why should I care” – is a part of the communication process that is critical to that change. Technology can transfer knowledge, but motivation is a separate and key skill and ingredient to that change that technology itself can’t address. “Nothing happens unless someone is excited about it”, to paraphrase Marshall McLuhan.”

2. What makes the Frontenac Arch Biosphere sustainable?

“To begin, we consider that ‘sustainability’ rests on four pillars – environment, culture, society and economy. Each is weighted the same. And so, FABN has programs and projects that address each pillar – but the goal is to integrate those pillars and programs. Our mandate from UNESCO, in the Man and the Biosphere Program is to protect globally significant natural environments and biodiversity, not through regulations, but through support and education for sustainable community development.”

3. Where do you think the Biosphere will be in 10 years?

“Hopefully, the organization will find a level of financial sustainability to continue its sustainable community development programs. With that, we would see the Biosphere and region have a vibrant community, with a healthy environment, with strong social and well-being programs, and with a robust and equitable economy.”

4. How would you define sustainability?

“See No. 2.”

5. Do you think that technology can help this community be more sustainable? If so, how?

“Technology allows information sharing. To protect environment, you need to cherish it. To cherish something, you have to understand it, and be motivated to protect what you cherish. Education that brings together knowledge, understanding and motivation needs a vehicle as technology can provide, through access to that knowledge that includes maps, data and everything else.”

6. How do technology and sustainable tourism coincide within the Frontenac Arch Biosphere?

“Visit www.fabexperiences.ca to see a project and program that join tourism and technology. However, note as well that the places, features and people viewed at this site are strongly linked to those four pillars discussed in #2 above. You will not see events, businesses etc. at this site that would work against sustainability. As well, our other main website at www.frontenacarchbiosphere.ca is where detailed knowledge of the region is housed and accessed. This site gives users many avenues into features, places, activities and organizations that are part of the sustainable community.”

7. What are the challenges with keeping the Biosphere sustainable? Please identify the major challenges. Please address both the costs and opportunities associated with sustainability.

“Quite frankly, the direction and manner in which communities (in all respects/sustainability pillars) develop boils down to how governments act in the region. Municipalities in fact are most crucial to a sustainable future: they are where the path of development is laid out. They are where community programs can be supported – or not. They are where land-use decision-making is done. They are where historical, cultural, environmental features and assets are protected and nourished/supported – or not. The greatest challenge, then, is to be able to work with the three tiers – especially local – governments towards all that makes our community sustainable.

These governments, at all levels, need to think about what all see as a first priority – economy – as sustainable within the four pillar model. The opportunities are endless to grow the economy not just by industry, but through the arts, local food, experiences on the landscape, through cultural development as in museums, performing arts etc., through trails experiences and active living, through ecological goods and services models – and on and on.”

8. Who should be in control of sustainability, and how do you think Canada is doing with respect to keeping our destinations sustainable?

“No one should be in “control”. Sustainability is a shared responsibility of everyone, every government, every business, every organization.”

9. Are there companies within the Frontenac Arch Biosphere Reserve which have figured out how to be sustainable? How has this been done, and how can other companies become sustainable?

“There are a number of businesses and organizations that have this figured. For some, it is intuitive, and just makes sense. Some have been brought into discussions, and ‘bought in’ to the concept, coming to live sustainability. Others can get there, but in general it means learning what’s in it for them, and why should they care. That comes back to the points in # 1.”

10. Is there anything else which we have not discussed, that you think would be important to include in our study?

“Key to any study is measurements. As they say, you can’t monitor what you can’t measure; and you can’t see progress, or the lack of it, without benchmarks and scores. Our goal, though the expense slows us from getting there, is to have a better knowledge of the economic value of those things as mentioned in # 7 – the economic value of arts, local food, experiences (trails, cultural attractions/activities, historic places, parks...), and ecological services – in fact, all aspects of the four pillars of sustainability.”

Appendix 2



**Interview Questions
For the Owners/Executive and Sous Chefs of
Three Prominent Local Restaurants and Responses:**



Figure 8 – Logos courtesy of The Ivy and Riva Restaurants and The Athlone Inn

1. What is your opinion on using local food?

“It’s important, but it can be a bit of a challenge. It’s nice to know where your food is coming from. It’s cool to be able to go out and pick your own food. It’s good to help the community.” (Riva/Ivy)

“We use a lot of local food; we use Wendy’s Mobile Market – it can’t get any fresher – there is an entire section for local food on our menu. We are big supporters of using local foods.” (Athlone)

2. Is it more cost effective to use local food sources, or ship in foreign food, such as lamb from New Zealand?

“No, but depending on the restaurant, some customers are willing to pay extra for local food. You know what happens to your food and where the product comes from.” (Riva/Ivy)

“Importing is often more cost-effective due to lower labour costs. We like to use local products even though they can be more expensive. But, it depends on the quantity you are purchasing. If you only need a small quantity of an item, it is

more cost-effective to buy the more expensive but smaller quantity rather than buying an entire crate or larger quantity of an item and wasting most of it.” (Athlone)

3. What makes this restaurant sustainable?

“Definitely quality control and paying high attention to detail help make us sustainable. Focus on quality, service and value.” (Riva/Ivy)

“Understanding client wants, switching menus around, local farmers are now able to provide products year-round. We try to source items which are “in-season.” Some local farmers contact us to determine what we would like to buy, prior to planting their crops.” (Athlone)

4. How do you use technology to keep it sustainable?

“By using more technology, we have less waste. For example, we’re using iPads to keep track of things rather than having to print reports on paper.” (Riva/Ivy)

“We are pen and paper kind of people, but we use a computer for our bookkeeping, have a Facebook page, and use cell phones to keep in touch with suppliers and employees. We also email clients, have a web site, and we try to keep up with the trends.” (Athlone)

5. How would you describe sustainability?

“By getting products locally, we are cutting down on greenhouse gas emissions. We have winery kegs and feature local wines as well as a lot of Canadian wines rather than strictly offering foreign wines.” (Riva/Ivy)

“One of our suppliers, Whales Bone from Ottawa, ensures that the fish we use is caught in a sustainable manner. Everything they supply to us is eco-friendly and we do not need to worry that there has been over-fishing. Farmed Atlantic salmon is the worst fish you can buy, as it is not a sustainable practice or quality product.” (Athlone)

6. How do you think technology and sustainable tourism coincide?

“Tourists book accommodation, restaurants and attractions on a computer. Marketing on the internet is the way to attract tourists. Twenty years ago, people did not use computers to books their reservations.” (Riva/Ivy)

“Information at your fingertips; convenience allows people to maximize their trips and increases their length of stay. They can email for reservations and often plan their trips “on their cell phones from our parking lot.” Many people do not plan far ahead.” (Athlone)

7. Do you think that technology can help this community be more sustainable? If so, how?

“Yes, and it is the little things that make a difference. For example, advertising on our web site who our piano player is in the restaurant.” (Riva/Ivy)

“It creates more interest and people are more aware of what the area has to offer.” (Athlone)

8. Are customers willing to pay the extra money for local foods?

“Yes, but not in all restaurants.” (Riva/Ivy)

“Yes, but slowly, as long as they know what they are getting and it is priced within reason.” (Athlone)

9. Where do you get your local foods that you do use?

“Wendy’s Mobile Market is fantastic. She sources a lot of our locally grown products, including produce, meat, honey, etc.” (Riva/Ivy)

“Wendy’s Mobile Market, Whales Bone, Roots Down Organics, and many of our beers are Canadian or local, and we offer many Ontario wines.” (Athlone)

10 . Do you like using local foods?

“Yes, it’s fun and romantic to pick your own foods. It also gets people to ask more questions about where their foods come from.” (Riva/Ivy)

“We love it, nothing beats it, everything that is local stays local.” (Athlone)

Through our meetings with local restaurateurs, Rob Gobbo of The Riva, Mark Beacock of The Ivy, and Miranda and Jason McMillan of The Athlone, we discovered that the practice of using local foods plays an important role when selecting ingredients for their restaurants.

Appendix 3

Examples of products and producers to Wendy's Mobile Market:

* Chef McMillans Preserves	www.athloneinn.ca	preserves
* Cherryvale Organics	www.cherryvaleorganics.ca	produce
* Clarmell on the Rideau	www.clarmellfarms.com	dairy
* Continental Mushroom Farm	www.continentalmushroom.ca	mushrooms
* Corn Acre Farms	www.cornacrefarms.com	produce, meat
* Elk Ranch	www.elkranch.ca	meat
* Elm Valley Farm	www.elmvalleyfarm.com	eggs, beef, chicken, turkey
* Featherstone Bison	www.featherstone-bison-meat-products.ca	meat
* Fifth Town Cheese	www.fifthtown.ca	dairy
* Freedom Farm	www.freedom-farm.ca	organic vegetables
* Funny Duck Farms	www.funnyduckfarms.com	health and beauty products, herbal teas
* Gibbons	www.gibbonsmaple.com	maple products
* Glengarry Cheese Company	www.glengarrycheesemaking.on.ca	dairy
* Halls Apple Market	www.hallsapplemarket.com	produce
* Haanover View Farms	www.ecopork.ca	pork products
* Honeypie Hives and Herbals	www.honeypie.ca	health and beauty products
* Ironwood Gardens	www.ironwoodgardens.ca	grain, produce
* Just Wing it	www.justwingit.ca	preserves
* Kricklewood	www.kricklewoodfarm.com	health & beauty products, candy
* Little Stream Bakery	www.littlestreambakery.com	baked goods

* Ludwigs Chocolate	www.finechocolate.ca	chocolate
* Lyons Turkey Farm	www.lyonsturkeyfarm.com	meat
* Mrs McGarrigles	www.mustard.ca	preserves
* Multatuli	www.multatuli.ca	coffee & tea
* Old Farm	www.oudfarm.ca	dips
* Ontario Water Buffalo Farm	www.ontariowaterbuffalo.com	meat
* Pasta Tavola	www.pastatavola.ca	gourmet pasta
* Quinn's Meats	www.quinnsmeats.com	meat
* Roots Down Organics	www.rootsdown.ca	certified organic vegetables
* Rural Roots Beverage Co.	www.ruralrootsbeverage.com	coffee & tea
* Shepherds Choice	www.shepherdschoice.ca	meat
* Stonefarms	www.stonefarms.ca	hemp products
* Upper Canada Cranberries	www.uc-cranberries.com	produce

Figure 9 – Courtesy of Wendy's Mobile Market

Appendix 4

The following excerpt was taken from the web site of a prominent restaurant in Kingston, Ontario, The Grizzly Grill, and is also proudly displayed on their menu:

We are proud to support and feature the following local companies:

Enright Cattle Co., Tweed | Lyon's Family Farms, Spencerville | Seed-To-Sausage, Sharbot Lake | Quinn's Meats Ltd., Yarker Ontario Water Buffalo Co., Stirling | Pasta Genova, Kingston | Wilton Cheese Factory, Odessa | Card's Bakery, Kingston | Wendy's Mobile Market, Kingston | Kingston Olive Oil Co. | Pan Chanco Bakery, Kingston | B. Hogan Apiaries, Bath | Gananoque Brewing Co., Gananoque | Rosehall Run, PEC | Huff Estates Winery, Picton | Norman Hardie Winery, PEC



Figure 10 – Courtesy of The Grizzly Grill, Kingston, Ontario



- The following is a list of some of the books, websites, journal articles, and other publications used in the preparation of our Case Study:

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<http://www.gananoque.com>

<http://www.kds.com/kds-tv>

<http://www.tourism-review.com/travel-tourism-magazine-travel-technology-trends-apps-sites-and-mobile-devices-category2292>

mnr/49260-tripadvisor-eco-friendly-travel-survey-voluntourism-go-green

<http://www.thegrizzlygrill.ca/>

<http://www.warof1812.ca/gananoque.htm>

<http://www.gananoque.ca/community-services/arts-culture-and-heritage/our-story>

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<http://www.tourismandmore.com/tidbits/tourism-in-a-world-of-technology/>