



**LEEDS
BECKETT
UNIVERSITY**

Francesca Gallone [33358712]

MSC Responsible Tourism Management - L7

Leeds Beckett University

***An Exploration into the Transformational
Impacts of School Expeditions on
Travellers***

September 2022


I, Francesca Gallone, confirm that the work contained in this research project is my own work. It has not been previously published or submitted for assessment elsewhere.

I confirm that all other sources of information have been acknowledged in line with the regulations for referencing.

I confirm that I have fully complied with all University regulations regarding plagiarism and unfair practice.

I confirm that the word count for the dissertation is 13,813

Name: Francesca Gallone

Signature: 

Date: 21/09/2022

Abstract

This study explores the perceived benefits a school expedition has on its young participants and analyses to what extent these benefits can be transformative to an individual's life. The study questions whether transformation through such a travel experience encourages sustainable behaviours and explores how school expeditions can have a wider impact on the responsible tourism agenda.

A literature review found that despite a significant growth in the school expedition industry over the last thirty years, there is a distinct lack of academic research on the sector. While filling a gap through this primary research, the paper's literature review also consolidated research from related tourism niches to gain an understanding of the perceived benefits of a school expedition – including the transformative potential of this type of travel. It was recognised from the review that young travellers are motivated by the desire to create change – both in themselves in terms of professional development, and to growth as an individual, and the world around them through volunteering and cultural exchange. The literature review identified the school expedition sector as an appropriate vehicle for personal transformation in how the experiences take young people out of their comfort zones, encourage self-reflection, and empower individuals to take responsibility.

The study – which focused on former participants of an Outlook Expedition – used a purposive sample of six participants and a convenience sample of four control group participants. While limitations regarding sample size were recognised, the results provide a sound base for addressing the research aims, with the study concluding in recommendations for further research to be conducted on the key findings. To attain the qualitative data in this study, participants were asked about their motivations for taking part in an Outlook Expedition, their experiences gained there, and the subsequent changes they've witnessed in the years that have followed. This was done using a subject guide – to ensure measurability – and semi-structured 1-1 interviews – to provide opportunities for authentic response and elaboration of answers.

A similar subject guide was used to interview the control sample so that results could be directly compared to identify causation rather than simply correlation between the expedition experiences and the findings.

The research conducted supported the notion that expeditions have the potential to transform lives, providing long-lasting positive changes that influence the making of future key decisions, both personally and professionally. Most respondents cited their expedition as having a directing influence on their future academic and/or career endeavours, while all those interviewed claimed to have greater levels of confidence since travelling with Outlook, and felt the experience provided them with a toolkit to tackle life's challenges. This contrasts with the control group who felt they struggled to overcome challenges in their youth, with the feeling for some that they simply weren't equipped with the resources at a young age.

The study also found a correlation between this transformation and responsible travelling behaviour, and a marked difference between the two groups. Where the study group had desires to "live like a local" taking on a personal responsibility and appreciation of the importance of respecting local cultures, environments and people, the control group believed the task of ensuring travel is responsible, should fall to the travel provider.

Recommendations designed to guide Outlook Expeditions in the future were identified from the research, with two key areas highlighted – considering the best way to communicate transformational benefits to perspective participants, and looking at how the organisation can contribute more widely to the responsible travel sector.

The research recognised its own limitations of time and resources and the need for this study to be used as a starting point for further research. First, looking at the wider industry to attain data from multiple school expedition providers, and second to include the perspectives of other stakeholders – including overseas tourism partners.

Contents

1	Introduction	1-3
1.1	Why School Expeditions?	2-3
1.2	Why This Study?	3
2	Research Aims and Objectives	3-4
2.1	Aim	3
2.2	Objectives	3-4
3.	Literature Review	4-17
3.1	School Expeditions	4
3.2	Youth Travel	4-8
3.2.1	Motivations	5-6
3.2.2	Perceived Value	6
3.2.3	Perceived Benefits	6-8
3.2.4	Gaps in Research	8
3.3	Adventure Travel	8-10
3.3.1	Overview of the Market	8-9
3.3.2	Perceived Impacts and Benefits	9-10
3.4	Cultural Exchange	10-12
3.4.1	Volunteering Overview	11
3.4.2	Youth Volunteers	11
3.4.3	Criticisms	11-12
3.4.4	The Role of the Provider	12
3.5	Transformational Tourism	12-14
3.5.1	The Transformational Traveller	13-14
3.6	Transformational Learning Theory	14-16
3.6.1.	Theory Overview	14-15
3.6.2	Transformative Learning in Youth Tourism	15
3.6.3	Barriers to Transformation	15-16
3.7	Concluding Thoughts	16-17
4	Methodology	17-21
4.1	Overview	17-18
4.2	Data Collection	18-19
4.3	Sampling	19
4.4	Ethical Considerations	20
4.5	Limitations	20-21
4.5.1	Sampling and Participants	20-21
4.5.2	Quality of Interviews	21
5	Results and Analysis	21-36
5.1	Response Rate	21

5.1.1	Respondent Profile	21-22
5.1.2	Control Group Respondents	23
5.2	Response Analysis	23
5.2.1	Analytical Framework	23-28
5.2.2	Education and Careers	29-30
5.2.3	Motivations for Travel	30-31
5.2.4	Perceived Value	31-33
5.2.5	Overcoming Challenges	33-34
5.2.6	Future of Responsible Tourism	34-36
5.2.7	Transformational Potential	36
6	Summary	37
7	Discussion and Recommendations	37-40
7.1	Promoting Transformational Benefits	38
7.2	Encouraging Responsible Behaviour	39-40
8.	Conclusion	40-41
8.1	Contribution to Research	41
8.2	Contribution to Responsible Tourism	41
9	Limitations	41-42
9.1	Alternate Perspectives	42
9.2	Wider Industry	42
10	References	43-49
11	Appendices	50

List of Tables

1	School Expedition Companies Focus on Sustainability and Responsible Travel	9
2	Respondent Profiles	22
4	Analytical Framework for Semi-Structured Interviews with Research Participants	24-26
4	Analytical Framework for Semi-Structured Interviews with Control Group Participants	27-28

List of Appendices

1	Proof of Ethics Approval from Leeds Beckett University – Application reference: 94116	50
---	---	----

An Exploration into the Transformational Impacts of School Expeditions on Travellers

1. Introduction

According to the World Tourism Organisation (2012) youth and student travel account for more than 23% of international tourists each year, spending almost \$28billion (WYSE Travel Confederation, 2016). Notable reasoning for these figures, is the significant growth in the demand for youth cultural exchange (UNWTO, 2008) driven by the desire for experiential experiences that may influence a young person's future identity (Crossley, 2012). Education-abroad experiences also make up an increasing percentage of these youth traveller numbers (Cavender et al. 2020) similarly, volunteer tourism is one of the fastest growing forms of alternative tourism (Germann Molz, 2016) and is particularly popular with the youth market, due to the perceived opportunities to improve oneself through participation (Crossley, 2012).

In a 2008 report by UNWTO and WYSE Travel Confederation, the importance of youth travel was demonstrated in the outcomes it can deliver, including learning, cultural exchange and understanding, career development and self-development. The most significant tourism sectors identified as being able to deliver such qualities to youth travellers include: educational, volunteer, and adventure (Reisinger, 2013). These benefits are also echoed by organisations and tour operators that sell these ideas of transformation and personal growth as part of the package (Magrizos et al. 2021). This is particularly true of the school expedition sector where schools buy an expedition package for students aged between 14 and 18-years-old which include treks, sight-seeing, adventure activities, and volunteer work (True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022). For such organisations, terms like, "life-enhancing, life-altering, and life-changing" are regularly used in promotional materials (True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022). This is in line with academia in this field which suggests student values and perspectives change following such an overseas endeavour (Zahra and McIntosh, 2008).

According to UNWTO (2016) youth travel is regarded for many, as one of the most important sectors of the tourism industry, as their actions in the first phase of their travelling life, could produce changes and behaviours that impact the future of the

industry (Eusébio & Carneiro, 2015). According to UNWTO (2008) youth travellers can lead the way on the path to responsible tourism – perhaps more than any other sector, as it facilitates the emergence of a new form of traveller – one that is conscious of their social and environmental footprint ,and committed to making a positive change (UNWTO, 2016).

1.1 Why School Expeditions?

The potential power of youth travel is becoming increasingly recognised both in academia and industry – not just in terms of personal development and growth (UNWTO, 2008), but in how the market represents an opportunity to develop new attitudes and behaviours to promote responsible travel in the future (Caber et al.2020). However, the sector remains relatively unresearched (Caber et al.2020) and when studies do take place, they often focus on one area of the market in isolation – educational visits for example (Strange and Gibson, 2017).

There is suggestion within the literature that youth travel provides opportunities for young people to re-invent themselves and how they see the world (UNWTO, 2016). Numerous studies have noted the academic betterment, and improved career opportunities afforded to students who participate in such experiences (Franklin, 2010; Johnson and Kaufman, 2005; Hadis, 2005). However, Magrivos et al. (2021) argues that there is a lack of research investigating the long-term transformational impacts of tourism – with Crossley (2012) suggesting such impacts have the potential to be most transformative for the youth market.

Due to the fact school expeditions encompass many of the sectors identified as having transformational qualities for travellers (Reisinger, 2013) this niche tourism product could deliver positive impacts for both individuals, and the future of the wider tourism industry. What's notable however, is that a core element of many expedition packages is volunteering overseas (True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022) which Judge (2017, pp.166) argues is based on the concept of “western superiority” dependent on the idea that poverty is a commodity to be sold so that tourists can “help”. If a school expedition is to develop young people in an authentic way, they must have accountability and consideration for the sustainability of the initiatives they engage with (Simpson, 2004).

This idea raises questions about the long-term benefits of such overseas interactions and experiences, leaving gaps for the school expedition sector to understand whether their experiences provide the fundamental shifts within an individual's own self that they suggest, (Strange and Gibson, 2017) or in fact deliver only surface-deep, temporary changes (Magrivos et al. 2021).

1.2 Why This Study?

To date, there has been no notable studies investigating the long-term impacts of school expeditions on travellers – despite companies within the sector, frequently making grand claims suggesting them to be part of the experience (True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022). This study will support wider research on youth tourism also, addressing gaps in knowledge around the long-term impacts on youth and student travellers– both in terms of their own selves, but also in their subsequent attitudes towards responsible travel and sustainable behaviours.

This research can contribute to making expeditions more valuable, transformational experiences, ensuring sustainability is at the forefront of both the programme and the travellers' minds. In doing so, it can support how the industry adapts to the responsible tourism agenda going forward, and how it impacts young people, in how they will carry these changes with them into their future lives.

2. Research Aims and Objectives

2.1 Aim

This study aims to critically analyse the impacts and perceived benefits a school expedition has on the teams, with a focus on the long-term transformational qualities of the experience

2.2 Objectives

1. Investigate views and opinions of Outlook Expeditions* alumni (students and teachers) to understand the long-term impacts expeditions have on travellers
2. Critically analyse the extent to which perceived benefits are transformative to an individual in the long-term
3. Evaluate the extent to which such transformation corresponds to being a responsible traveller

4. Advise Outlook Expeditions of recommendations to develop the expedition experience, promoting its transformational qualities

*The researcher works for Outlook Expeditions, and as such, this research may be used to inform future work of the company.

3. Literature Review

3.1 School Expeditions

According to the Expedition Providers Association (EPA, 2022) an expedition is defined as being a “1-8-week experience involving overseas travel, adventurous activities, and cultural exposure” for young-adults under 25 in full-time education. The market began to emerge in the late 1980s with the founding of World Challenge, followed by Outlook Expeditions in the early 2000s, and True Adventure following shortly after that (World Challenge, 2022; Outlook Expeditions, 2022; True Adventure, 2022). The ever-growing sector now includes around twenty different organisations, all with the shared ambition of developing young people through overseas travel (EPA, 2022).

While the sector has been present in the UK for three decades, there is a notable lack of academic research associated to this form of tourism. As such, for the purposes of this study, the various elements of a school expedition – as gleaned from the EPA definition – will be analysed individually: youth travel, adventure travel, and cultural exchange.

3.2 Youth Travel

The concept of youth travel originated after the Second World War, born from the idea that improved cultural exchange and understanding by young people, could prevent future conflicts (Moisa, 2010). Popularity grew rapidly, and by the early 2000s it was differentiated as its own sector of the traditional tourism market (Demeter and Brátucu, 2014). However, according to UNWTO (2008) there is little consistency within the tourism industry or in the literature, regarding a clear definition of youth travel. Horak & Weber (2000) suggests it relates to those aged between 15 and 29 years, while the WYSE Travel Confederation (2022) specifies two categories: Generation Y – those born between 1980 and 2000, and Generation X – those born after 2000. Moisa (2010) recognises the complexities with defining the concept by an

age range, given that youth describes a persons' social position which is only in part determined by their age. The UNWTO (2008) suggests therefore, that rather than defining youth travel solely by an age demographic, it must also be considered in the ways in which this type of travel is characterised, including the engagement with a niche market of the travel sector – adventure travel, international study, backpacking etc, and travelling with the intention of using the experiences as a vehicle for cultural exchange and improved understanding.

Today, the youth travel market is one of the fastest growing sectors of the industry, accounting for more than 23% of all international travellers – roughly 336 million in total (UNWTO, 2008) and it's a trend that appears to show no sign of relenting (Cavender et al. 2020).

3.2.1 Motivations

According to Dunsby (2019) younger generations have an “almost intrinsic desire to make a difference and change the world” something which the WYSE Travel Confederation (2022) suggests sets them apart from other types of tourists. Their travels are purpose-driven, as opposed to traditional leisure-oriented experiences, with 70% of trips taken by young people being motivated by desires to work, explore, or study abroad (UNWTO, 2008). In a study by Moisa (2010) the motivations of the youth market were identified as:

- To learn
- To meet other people
- To aid career development
- To better understand other cultures
- To enhance self-development
- To study

Again, these motivations show a differentiation between the youth traveller and the traditional leisure tourist, for whom motivations are often centred around the idea of relaxation, relieving stress, and enjoying a change to their usual routine (Kara and Mkwizu, 2020).

According to a detailed analysis of young traveller motivations, by the UNWTO (2008) even when there is a clear purpose for travelling – for example to work or

study – the experience as a whole, covers several different motivational factors. For example, they may be travelling to study, but are also motivated by the opportunity to meet new people and learn a new language (Demeter and Brátucu, 2014). However, as an ‘experience hungry’ market, for more than 80% of young travellers, it’s the experience as a whole, that is the greatest motivator (UNWTO, 2008) as it provides the opportunity for self-transformation and to gain new perspectives on life (Crossley, 2012).

3.2.2 Perceived Value

Young tourists have been widely recognised as a high-value market segment, largely due to the ways in which they travel – spending longer in destinations, visiting areas not frequently visited by other types of tourists, and having the opportunity to return to destinations several times over throughout their travelling lives (Caber et al. 2020). Cavagnaro et al (2018) for example, found that more than 60% of millennial travellers see travel as an important part of their lives and intend to take multiple overseas trips per year.

The WYSE Travel Confederation (2022) estimates that young people spend more than double the amount on their trip than the average traveller would, and a greater proportion of their money stays in local economies (UNWTO, 2008). For a quarter of young travellers, this money is largely provided by friends and family (WYSE Travel Confederation, 2022).

The market is also considered to be high value based on the demographic demands of the travellers who are expected to develop new attitudes and sustainable behaviours for society and the tourism industry (Caber et al. 2020).

3.2.3 Perceived Benefits

There has been a significant increase in the number of young people taking part in educational and cultural exchanges in recent years (Cavender et al. 2020) thanks – at least in part – to the perceived benefits of such travel opportunities (UNWTO, 2008).

For many, these benefits are centred around professional development and future career opportunities, perceiving that it’s not only the practical skills and knowledge attained from such an experience that is desirable to employees, but the

interpersonal and communication abilities achieved as well, that puts them at a competitive advantage within the jobs market (Franklin, 2010). Johnson and Kaufman (2005) further suggest that employees value language skills, international knowledge, and intercultural communication more than they do academic achievements.

While there is an argument within the literature that the changes within young people following these international experiences may only be surface deep (Magrizos et al. 2021) in a study by Hadis (2005) it was found that teachers recognised marked changes in individuals following participation in overseas programmes, not simply their curiosity in higher level academia – something which Strange and Gibson (2017) argue is disproportionately emphasised when considering the benefits on young people – but higher levels of concentration and maturity as well. Moreover, Mickiewicz (2019) surmises that international experiences provide young people with greater self-awareness, understanding of other cultural groups, and respect.

In 2019, the UK Education Secretary, Damian Hinds, set out a new character education framework for schools stating that: “*character and resilience are as crucial to young people’s future success as academic qualifications.*” (Department for Education, 2019). In setting out this framework, the UK Government allocated £2.5 million to a programme designed to support school exchanges and opportunities to improve cross-cultural understanding, supporting the notion that as youth travel provides these opportunities (UNWTO, 2008) it therefore contributes to character education.

According to the Jubilee Centre for Character and Virtues (2017) character refers to the set of personal traits that inform a person’s motivations and ways in which they carry themselves. In a youth travel setting, this reflects Dower and Williams’ (2002) interpretation of Global Citizenship; the idea that a person’s values and beliefs shape the actions they take. Therefore, it’s perceived that participation in overseas programmes provides opportunities to develop and transform an individual in such a way that it begins to construct the adult identity of the young traveller (Crossley, 2012).

According to the WSYE Confederation (2022) while purposeful forms of tourism such as youth travel, are heavily weighted towards personal development and benefiting

the individual, they can also have wider reaching positive impacts on the host destinations. Similarly, Caber et al. (2020) contends that tourism has the ability to create new ways of thinking and encourage more sustainable behaviours – and this is thought to be truer of the youth travel market than for any other demographic UNWTO (2016).

3.2.4 Gaps in Research

With all the perceived benefits identified however, youth travel represents a comparatively under-researched area of the tourism industry (Caber et al. 2020) and there remains speculation within the literature as to how long lasting any observed changes really are (Magrizos et al. 2021). This – it's claimed – is partly down to methodological barriers and a limited understanding as to the process of these life-changing-outcomes in tourism (Coghlan and Weiler, 2018). Magrizos et al. (2021) also acknowledges that the transformation and personal re-invention sold as part of travel packages does not happen for everyone, which raises questions about the mindset of the individual to begin with, and their conscious openness to change, and how this might impact the outcome of the experience (Beudaert et al. 2016)

3.3 Adventure Travel

3.3.1 Overview of the Market

According to Adventure Travel Association (2010) the global adventure market represents a significant area of growth within the tourism sector, with global adventure tourism expenditure accounting for 30% of all tourism expenditure at \$683billion (ATTA, 2021).

The niche sector is often categorised as either being hard; high-risk physical challenges such as mountaineering, and soft; skilled-based activities such as kayaking (Adventure Travel Association, 2010), though Demeter and Brátucu (2014) suggests much adventure tourism is manufactured experiences to satisfy the demand for exploration and risk, while actual levels of risk vary.

The bulk of adventure travellers are amongst the younger demographic (Demeter and Brátucu, 2014) which correlates with the fact school expeditions centre heavily on these well-managed-risk adventure opportunities (Outlook Expeditions, 2022; True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022) and the fact

that this is one of the types of tourism identified by Reisinger (2013) as being able to develop and transform the participating individuals.

Similarly to youth travel more widely, the Adventure Travel Association (2010) found that those engaging with adventure tourism are seeking unique adventures, authentic experiences and will often spend time in emerging destinations, with ATTA (2021) adding that the top ways travellers like to “live like a local” include trekking, wildlife experiences, and well-ness activities.

3.3.2 Perceived Impacts and Benefits

The UNWTO (2014) suggests adventure travel providers are more engaged with sustainable practices than those selling ‘other’ forms of travel, as they rely on the natural environment and relationships with communities, to ensure the experiences are meaningful and authentic as desired by the customer. This is reflected in ATTA’s (2021) findings that 40% of adventure tour operators are working towards or have a sustainability certification. In the school expedition sector, a concern for sustainability and responsible travel is also important to providers (*see Table.1*).

Table 1. School Expedition Companies Focus on Sustainability and Responsible Travel

Provider	Sustainability Certification	Demonstrates a focus on Responsible Travel	Demonstrates a focus on Climate Change
World Challenge	Certified Carbon Neutral	Yes – through written content and inclusion in programme	Partnered with Ecologi to measure carbon footprint Tourism Declares a Climate Emergency Glasgow Declaration – Climate Action in Tourism
Outlook Expeditions	Planet Positive	Yes – through written content and inclusion in programme	Partnered with Positive Planet to measure carbon footprint Tourism Declares a Climate Emergency Glasgow Declaration – Climate Action in Tourism
True Adventure	Climate Aware	Yes – through written content and inclusion in programme	Climate Aware certified partner
STC Expeditions	Travel-life certified	Yes – through written content and inclusion in programme	Supports Trees for Life Tourism Declares a Climate Emergency

Compiled by author

More research is required however, to understand how this translates to the individuals participating in these activities, with ATTA (2022) finding that while 68% of travellers believing climate change to be a threat, and 58% suggesting it should be given top priority, the majority said they only sometimes considered climate change and emissions in their travel – and rarely change plans based on emissions knowledge. This is in contrast to UNWTO's (2016) that the emerging youth market are conscious consumers, aware of their social and environmental footprints and committed to creating positive change.

Despite this, there is evidence to suggest that adventure tourism is perhaps more valuable to destinations and host communities than other forms of tourism, thanks to the ways in which the industry attracts tourists to lesser visited areas and lends itself to longer stays (UNWTO 2016). In fact, according to ATTA (2021) 65% of adventure tourist expenditure stays in the destination, compared to just 14% of money spent by mass tourists, and creates 70% more jobs for local people than traditional forms of tourism do.

3.4 Cultural Exchange

Student programmes that offer cultural exchange aim to expose youth travellers to people from different countries, religions, backgrounds, and socio-economic groups, to develop a greater awareness and understanding of diversity and gain new experiences beyond their home communities (Demeter and Brátucu, 2014).

Exchanges can include homestays, where visiting youth travellers live with families from the host destination (CHI, 2022). They can last for just a few days or up to one year, but all have the same overarching aim for young people to share and learn from one another (Demeter and Brátucu, 2014).

In a school expedition setting, much of the potential for cultural exchange is centred around volunteer projects and partnerships, which can include living and working in a community, engaging with children through school partnerships, and supporting local organisations involved in conservation or animal welfare (Outlook Expeditions, 2022; True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022).

3.4.1 Volunteering Overview

Forms of alternative tourism have increasingly sparked academic interest and debate over recent years (Magrizos et al. 2021) the fastest growing of which is volunteer tourism (Germann Molz, 2016), with more than 1.6 million people volunteering overseas each year (Duthie, 2018). One key reason for this growing popularity Raymond and Hall (2008) argues, is because it's seen as a responsible form of tourism. Tomazos (2010) defines this type of alternative tourism as a working holiday in which individuals volunteer their labour for worthwhile, often charitable causes. The concept is nothing new, having originated shortly after the First World War when organisations of volunteers provided relief to those in need (Demeter and Brátucu, 2014). In today's market, thousands of volunteers now engage with such projects across the world (Duthie, 2018) though Tomazos (2010) implies the actual size of the phenomenon is unknown, the ever-growing volunteer abroad market yields millions of hits on web searches, with many tour operators, NGOs, and academic groups all offering the opportunity to support overseas projects.

3.4.2 Youth Volunteers

For young travellers, volunteering provides the opportunity to become a 'better person' with a greater sense of appreciation and gratitude (Crossley, 2012). This idea of Global Citizenship and experiencing cultural exchange through volunteer programmes abroad, is prevalent in the marketing materials and packages created by youth travel providers – particularly in the school expeditions market (Outlook Expeditions, 2022; True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022). A study by Zahra and McIntosh (2008) supported these claims of personal growth and betterment, with participants remarking that they were able to see things in a new light and had a new sense of morality when it came to their relationships and core values. Meanwhile, Lo and Lee (2011) praises volunteer tourism for the benefits it affords, not only to the volunteers' levels of personal satisfaction, but to the development of the host community.

3.4.3 Criticisms

Despite its alleged benefits, the sector is regularly the subject of controversial debate, criticised by some for perpetuating stereotypes, rather than reducing them (Raymond and Hall, 2008) and labelled as a concept of "western superiority"

dependent on the idea that poverty is a commodity to be sold so that tourists can “help” (Judge, 2017). Simpson, (2004) further argues that no accountability or consideration for sustainability is held by the young, unskilled individuals who partake in these types of activities, and as such the value of their visit for the host community may come into question.

While there is a perception that volunteer programmes increase levels of understanding and acceptance between different groups of people (Demeter and Brátucu, 2014) Raymond and Hall (2008) suggest that even when there is cultural exchange and understanding on an individual level, it’s not necessarily true that this will lead to changes and broader perceptions of whole nationalities or countries. Where any such change does occur, Magrizos et al. (2021) contends that they may not be the long-lasting fundamental shifts in identity as sold in the package, but instead surface-deep changes that don’t greatly influence an individual hereafter.

3.4.4 The Role of the Provider

According to Raymond and Hall (2008) it cannot be assumed that cultural exchange automatically results in cross-cultural understanding when sending participants overseas to volunteer or become immersed in a community. It’s believed that this should be reflected both in the marketing of packages and the expectations set amongst overseas partners (UNWTO, 2016). Providers must “get better at what they do” (Duthie, 2018) by carefully developing and managing cultural exchange programmes to ensure mutual benefit for all (UNWTO, 2016). This includes ensuring any volunteer programmes are appropriately skilled, so host communities feel there is a genuine contribution being made (Raymond and Hall, 2008). UNWTO (2016) indicates that this is the route providers must take in a move towards sustainable youth tourism.

3.5 Transformational Tourism

According to Tomljenovic (2015) there is increasing recognition that the delicate balance of the planet is at its tipping point, and that environmental, social, and cultural action must be taken if a sustainable future is to be realised. Ray and Anderson (2000) suggest, this need for a new way of thinking has been present for more than two decades, known as the ‘silent revolution’ led by a growing subculture of people. The concept, according to UNWTO (2016) closely links modern tourism

with sustainable development, travelling with the purpose of making a positive impact. Tomljenovic (2015, p13) suggests that this paradigm shift is a movement towards the “new era of consequences”, where there is value in taking responsibility, and away from the 20th century’s “era of indulgence” where there was value in consumption.” Defined by Christie and Mason (2009, p9) as *“the practice of organised tourism that leads to a positive change in attitudes and values among those who participate in the tourist experience”*, the UNWTO (2016) suggests that if transformative tourism is utilised effectively, it has the ability to turn the sector into a key driver for socio-economic progress.

When considering youth travel – in particular, school expeditions – Reisinger (2013) identifies volunteer, educational, adventure, and cultural tourism amongst the fragments of the industry most likely to allow for transformation in the individuals. However, Lyon (2002) implies it’s not just the type of travel individuals engage with that has the power to transform, but the challenges faced along the way – which could include unfamiliar environments, or a culture shock. Again, school expeditions are designed to take young people out of their comfort zones (Outlook Expeditions, 2022; True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022) creating *“incidents or experiences that disturb the individual’s current view of reality”* otherwise known as a trigger event for transformation (Lyon, 2002, p2).

3.5.1 The Transformational Traveller

There are a growing number of travellers that are conscious and with a greater sense of awareness of their social and environmental footprint (UNWTO, 2016). These individuals are motivated by self-discovery, and a search for a deeper meaning within their travel experiences (Tomljenovic, 2015), with Ross (2010) adding that they make conscious decisions to challenge themselves through their travel, due to their understanding of how their experiences have transformative potential.

The UNWTO (2016) identified five key characteristics of a transformative traveller with regards to their motivations for travel:

- To re-invent themselves
- To volunteer to make a difference
- To seek meaningful experiences

- To connect and communicate with others
- For personal development

This notion that transformative travellers use travel as a vehicle for personal reflection, and to support changes in their lifestyle and values going forward (UNWTO, 2016) is echoed in the packages sold to youth audiences through school expedition companies, (Outlook Expeditions, 2022; True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022) which supports the finding that in 2016, that secondary school students accounted for 16% of transformative tourists (UNWTO, 2016) a figure that is likely to have grown given the rate at which the youth travel market is expanding (Cavender et al. 2020) and the increasing number of organisations offering these alleged transformative experiences (EPA, 2022).

3.6 Transformational Learning Theory

3.6.1 Theory Overview

Coghlan and Weiler (2018) suggest the demand for a ‘transformative economy’ was predicted by Pine and Gilmore (1999) as the successor to the ‘experience economy’ whereby consumers were looking for more than just the functional product or service delivery, but value-added experience as part of the package (Mehmetoglu and Engen, 2011). However, the framework of Transformative Learning Theory (TLT) was proposed sometime prior by Mezirow (1991) asserting that by placing ourselves in unfamiliar, often uncomfortable situations, and engaging in active learning and self-reflection, we are able to develop a greater understanding of not only ourselves but the world around us – thus allowing for potential change in perspectives and frames of reference (Strange and Gibson, 2017). Today, TLT and key indicators of transformation are discussed in numerous tourism studies (Coghlan and Weiler, 2018).

Lyon (2002) discusses Mezirow’s theory as a learning process in which an individual shifts from an unexamined way of thinking to a more examined mindset, thinking in a more critically reflective way. Pagano and Roselle (2009) add that it is our subconscious frame of reference that impacts the ways in which we view the world and subsequently drives our actions, so when a change occurs to our frame of reference, a subsequent change in action can be expected – otherwise known as transformative learning (Mezirow, 2003).

Mezirow (1991) contends that transformation occurs through a 10-step process: (1) experience a disorienting dilemma; (2) self-examine and feel guilt or shame about your perspective; (3) critically assess your assumptions; (4) recognize that these changes occur in others; (5) explore options for a new perspective; (6) plan new actions; (7) acquire new skills; (8) provisionally attempt a new frame of mind; (9) build competence in new ideas; and (10) fully reintegrate into life. Strange and Gibson (2017) acknowledge however, that in subsequent studies, Mezirow discusses the ways in which transformative learning can also be achieved without experiencing negative emotions.

3.6.2 Transformative Learning in Youth Tourism

According to Crossley (2012) the transformative potential of travel is most significant for young people, when their travel experiences occur during the transitional phase between adolescence and adulthood – perhaps already on a path to find themselves and their place in the world. When considering youth travel and school expeditions in particular, that aim to build professional competencies in individuals such as, problem solving, planning, organisation and teamwork (Outlook Expeditions, 2022; True Adventure, 2022; STC Expeditions, 2022; World Challenge, 2022) Strange and Gibson (2017) suggest these skills are achieved through changing our frame of reference in this way, while Mezirow (2003) further adds that transformative learning encourages individuals to be self-reflective, empowered, responsible, and inclusive, with a greater sense of community – all of which are repeatedly reflected in the school expedition packages offered by providers (EPA, 2022). By engaging in situations outside of a student's comfort zone as suggested by Mezirow (1991) to achieve this learning outcome, Strange and Gibson (2017) believe it's possible to direct programming for study abroad experiences for the better – echoed by the aim of this study in relation to school expedition programmes.

3.6.3 Barriers to Transformation

Despite TLT being discussed for some forty years (Cavender, 2020) Coghlan and Weiler (2018) argue there remains limited understanding of the transformative process in tourism, and as such, long-term, life-changing outcomes are difficult to identify. Similarly, Strange and Gibson (2017) note that programme length should be a consideration for providers of these experiences, as it was found trips lasting fewer

than 18 days had a significantly lower chance of delivering transformative learning outcomes to participants. However, Strange and Gibson (2017) further recognised that programmes lasting between three and six weeks, had just as great of an impact as those lasting up to one year.

According to Caruana and Crane (2011) tourism has long been synonymous with the idea of freedom and escapism. In the context of youth travel, often it's the ambition of individuals to venture off-the-beaten-track evading areas previously commandeered by mass tourism (UNWTO,2016). Thus, Caruana and Crane (2011) contends that tourism frees travellers of the constructs of expectations and how to conduct oneself, so the ways in which an individual may act while travelling do not necessarily transcend to their lives back at home.

It's understood from the literature however, that the niche markets that exist within the school expedition sector encourage responsible behaviours (Giddy and Webb, 2018) including the act of consciously seeking to mitigate the negative impact on the natural world (Kollmuss & Agyeman, 2010) something which Yousaf (2018) suggests is of particular importance to youth travellers. However, Kollmuss & Agyeman (2010) argue that while there may be a willingness from tourists to change their behaviours, if there is not persistence and practice on their return home, the behaviour does not become a habit and would therefore not equate to the deep, fundamental changes of an individuals' thoughts, feelings, and actions, as intended with TLT (Strange and Gibson, 2017). This is linked to the idea that transformation is linked in part to the experience but is also dependent on the individual and their personal commitment to change (Beudaert et al. 2016), rather than it being a given that transformation happens to everyone who engages with the experience (Magrizos et al. 2021).

3.7 Concluding Thoughts

Despite the school expedition sector's increasing significance in the youth tourism market for more than thirty years (EPA, 2022), there remains a distinct lack of academic research attributed to it. There is general understanding between academics and within the industry however, that young travellers are motivated by the desire to create positive change – both for themselves and for the world around them (WYSE Travel Confederation, 2022; Moisa, 2010). It's suggested that youth travel provides professional development opportunities for young people (Franklin,

2010; Johnson and Kaufman, 2005) as well as aiding their growth as an individual, with well-rounded beliefs and values (Dower and Williams, 2002) that have been influenced by experiencing cultural exchange.

The concept of personal transformation through tourism appeals to a younger, more conscious audience (UNWTO, 2016; Ross, 2010) accounting for almost 20% of all transformative tourists (UNWTO, 2016). As such, the concept holds great significance to the school expedition sector, particularly in the ways Transformative Learning Theory (TLT) encourages individuals to be self-reflective, empowered, responsible, and inclusive, with a greater sense of community – all of which are repeatedly reflected in the school expedition packages offered by providers (EPA, 2022).

However, it's also evident from the literature that the potential for transformation is a personal process and does not apply to everyone (Kollmuss & Agyeman, 2010; Strange and Gibson, 2017). Similarly, the research to date does not consider the longevity of any transformational claims that youth travel experiences have, leaving some to question how fundamental any changes truly are (Magrizos et al. 2021).

It is hoped by analysing accounts from former school expedition participants, spanning a number of years, this study will be able to identify conclusive evidence that the transformational claims sold as part of expedition packages, can be substantiated by those that engaged with them – or not as the case may be, thus prompting the development of recommendations to improve the transformative qualities of such experiences.

4. Methodology

4.1 Overview

The research is focused on a specific group of people – individuals who have previously travelled with Outlook Expeditions. As such, the study is a constructive piece of research with a subjective epistemology (O'Leary, 2017). Within the context of tourism research, this approach is not uncommon as it lends itself to investigating a specific group of people, (Denscombe, 2010) understanding that there is direct influence between researcher, participants, and results (O'Leary, 2017). While qualitative research is a justified choice for this study, given the depth of the personal

data it can secure (Mickiewicz, 2019) it must also be recognised that the close nature of the relationship between researcher and participant, could skew the results (Grix, 2018).

By taking an intensive approach and focusing findings further to one organisation within the school expedition sector: Outlook Expeditions (Swanborn, 2010) it provides the researcher with an in-depth appreciation of the phenomena at hand (Crowe et al. 2011) and allows for gaps in knowledge to be addressed which may later be used to form strategy and refine theories (Crowe et al. 2011) which is the intention of this research (objective 4). The choice of the focus organisation in this study is due to Outlook Expeditions being the researcher's employer. As such the results from this study will be directly used to influence the future of Outlook Expeditions' operations.

4.2 Data Collection

In addition to the extensive literature review carried out data was collected through semi-structured, 1-1 interviews. Interviews took place between the researcher and former students and teachers that had been involved with an Outlook Expedition previously. These interviews took place via video call platform, Microsoft Teams, as this allowed for rapport to be built between researcher and interviewee, non-verbal cues to be recognised, and to aid convenience for the participants (Archibald et al. 2019). By using a semi-structured technique, participants were also encouraged to speak openly and authentically, being able to elaborate on their answers without the confines of a rigid interview format (Mickiewicz, 2019).

However, for the interviews to be effective and measurable, the same subject guide was used for each participant. Within this guide, interviewees were asked about their motivations for joining an expedition team initially, the experiences gained during the trip and their views on the perceived long-term personal changes and developments they have experienced since taking part in an Outlook Expedition.

In addition to the core group of interviewees, a control group was established. This was believed to be an important part of the study as it allowed for the answers given by the core group to be directly compared with answers from individuals that had never engaged with an Outlook Expedition. In doing so, causation may be determined from the results, rather than simply correlation (Franklin, 2010) in that the

reason a respondent did something, felt something, or behaved in a certain way, following their expedition, was directly linked to their Outlook experience. This control group consisted of individuals that have never been involved in an Outlook Expedition. The interviews were conducted in the same way, and all used the same subject guide of questions that closely matched those asked of the core group.

4.3 Sampling

Given the specific research aims of the study, purposive sampling was used to “select respondents that are most likely to yield appropriate and useful information” (Kelly, 2010. p.317). As such, there were two types of respondents: 1) former students who have travelled with Outlook Expeditions, 2) teachers who have travelled with Outlook Expeditions.

The intention of the researcher was to produce a sample that was large enough to address the multi-faceted impacts of an expedition, but small enough to allow for detailed analysis. To obtain this sample, an initial recruitment email went out to teachers who currently work with Outlook Expeditions asking for their involvement in the study, but also support in contacting former students and other teachers who may be interested in the research. With each new contact, the recruitment email was sent, accompanied by a detailed participant information sheet. Individuals who showed an interest in the study were sent a screening questionnaire to ensure they were eligible for the research before interviews were arranged.

While there is much debate within academia as to the correct number of participants to include in a study – particularly when in-depth research is to be strived for (Altinay et al. 2016) the researcher conducted a total of 6 interviews across the two demographics (5 students, 1 teacher).

The control group was acquired through convenience sampling using an online screening survey which was shared on social media, to an initial pool of more than 1,000 people. There were four responses to the survey, all of which provided qualifying answers – in that they had never been part of an Outlook Expedition team – and were interviewed as the control group for the study.

4.4 Ethical Considerations

Participants were fully briefed on the study and their part in meeting the research objectives. They were asked to sign a consent form which confirmed their understanding of their voluntary involvement and asked their permission for the interviews to be recorded (Bryman and Bell, 2007). Given that the research focused on one organisation, additional confidentiality agreements were shared and signed to ensure all information shared between interviewee and researcher remained confidential (Witman, 2005).

Due to the nature of the study asking for detailed accounts and personal experiences, participants' identities were concealed with the use of pseudonyms. These have been used throughout the study and recorded in the research findings (Gerrard, 2020).

Participants were also made aware that in line with the UK Data Protection Act, all data collected will be destroyed on completion of the research project (UKRIO, 2021).

Finally, before any primary research was conducted, the researcher acquired ethical clearance from Leeds Beckett University (*appendices 1*).

4.5 Limitations

It's recognised that the study's methodological approach is not without limitations, as discussed below.

4.5.1 Sampling and Participants

It is recognised by the researcher that in having a limited pool of potential participants to work with – only those that had travelled on an Outlook Expedition previously – the sample produced was likely to be small. While Wood and Peters (2013) contest this isn't a problem when the small sample is diverse in age, life stage, walk of life, it does limit the generalisation of the study when the participants are from similar backgrounds and demographics.

Similarly on sample sizes, the number of control participants recruited for the study was lower than the researcher intended – having aimed at recruiting the same number of study and control participants. Despite this, it was deemed the need to

determine causation from the results (Franklin, 2010) was great enough that the pool was considered sufficient for the purposes of the study. Given more time and resources, the study would have secured a larger sample and been able to probe deeper into the answers of both groups.

Despite the expectation of participants was only to engage with one virtual, semi-structured interview, conducted at a time to suit them, response rate was low. This is partly believed to be due to the fact that teachers (the primary audience contacted) are regularly stretched for time, and the request to participate came as they were mid-exams and preparing for the end of the year. Similarly, there were initial participants that did engage but didn't end up going through with the interview due to too many personal commitments, including upcoming holidays. Conducting the research at a quieter time of year, may have yielded more responses.

4.5.2 Quality of Interviews

The potential pool of participants is once again problematic when the sampling method is concerned. Potential participants were sent detailed information about the study in the first instance to maintain transparency and secure consent straight away. However, in doing so it's likely that those that did engage with the study did so because they were predisposed to report positively about their experience (Mickiewicz, 2019) in that former students who felt they didn't have a transformational experience, didn't get in touch to share their opinions. This may account for the fact none of the participants interviewed reflected on any negatives previously identified in the literature review – for example the criticisms around volunteer tourism (Judge, 2017, Simpson, 2004) or the notion that changes that occur are only temporary (Magrizos et al. 2021).

Furthermore, because it was known to the participants during the interview that the researcher worked for Outlook Expeditions, it's possible they answered questions in a socially desirable way, rather than with genuine honesty (Gillham, 2008).

It can be argued that due to the researcher's dual interest between the study and their employment, that they were embedded in the research and as such their own opinions and interpretations may influence the findings (Grix, 2018). Furthermore, it can be argued that research conducted in this way lacks scientific accuracy and is therefore less able to be generalised (Denscombe, 2010).

5. Results and Analysis

5.1 Response Rate

A total of 186 emails were sent out to teachers and students that had previously travelled with Outlook Expeditions. Of these 16 people responded (six teachers and 10 students) and were willing to take part in the research study. Due to factors including manging teacher schedules and summer holidays, in the end six interviews took place (one teacher and five students).

5.1.1 Respondent Profile

The profiles of the respondents are broken down in *Table.2* showing the average age at time of travel was 17, and the average age at point of interview was 23. The time between expedition and the research interview ranged from three years to 12 years, with the average time passed since their trips being six years. In reaching out to individuals across the country in the initial recruitment emails, it was hoped that the study would yield data from across the UK. However, three of the six respondents came from the same school in South-West Wales (Pembrokeshire College), two from two schools in Staffordshire and one from a school in Buckinghamshire. This split isn't as widespread as was initially intended, however given respondents were only ever going to be UK based, the overall geographical bias is likely to be small and not impact the results in any significant way (Kowal et al. 2022). Additionally, even those respondents that went to the same school didn't travel on the same expedition, so the answers they discussed were about different trips, further reducing the results being skewed towards a single trip or area. Finally, four of the respondents were female, with the other two being male which is consistent with previous studies looking at similar types of travel – including study abroad programmes (Franklin, 2010; Strange and Gibson, 2017; Magrizos et al. 2021).

Table 2. Respondent Profiles

Participant	Year of exped	Age on exped	Age now	Years since exped	Gender	School	Location
Student one	2019	18	21	3	Female	Pembrokeshire College	South-West Wales

Student two	2016	16	22	6	Male	The Beaconsfield School	Buckinghamshire
Student three	2019	16	19	3	Female	The Rural Enterprise Academy	Staffordshire
Student four	2014	18	26	8	Male	King Edward Vi High School	Staffordshire
Student five	2016	18	24	6	Female	Pembrokeshire College	South-West Wales
Teacher one	2010	32	44	12	Female	Pembrokeshire College	South-West Wales

5.1.2 Control Group Respondents

A total of four control interviews took place with individuals who had never been involved with an Outlook Expedition. Without these interviews, any changes noted between the study participants expedition experience to the date questioned, could not be conclusively linked to the programme alone (Hadis, 2005).

5.2 Response analysis

5.2.1 Analytical Framework

The results were analysed as set out in the framework below *Table. 3*. A similar framework analysing the answers of the control group can be found in *Table. 4*.

Table 3. Analytical Framework for Semi-Structured Interviews with Research Participants

	Student one	Student two	Student three	Student four	Student five	Teacher one
Current occupation	University student	Assistant Director (Film & TV)	College student	Engineer	PhD student	Senior lecturer
University attendance	Yes	No	Yes (pending)	Yes	Yes	Yes
Gap Year/study abroad	Yes	No	Yes (pending)	Yes	Yes	Yes
Expedition destination	India	Ecuador & Galapagos Islands	Borneo	Botswana	Costa Rica	Madagascar, Borneo, Costa Rica, India
Expedition highlights	Volunteering	Volunteering	Volunteering	Working with animals	Working with animals	Opportunity for independence
	Hiking	Opportunity to disconnect	Working with animals	Safari		
Key motivations	Idea of travel	Step outside of comfort zone	Step outside of comfort zone	Idea of travel	Idea of travel	To support student development
	Inspired by friends/family	Chance to travel with friends	Personal development	Chance to travel with friends	Experience new places and people	Idea of travel
	Step outside of comfort zone	Self-discovery		Experience new places and people	Independent travel from parents	
	Personal development					
Key changes	Increased confidence	Increased confidence	Increased confidence	Increased confidence	Clarity on future vision	Increased confidence

	Clarity on future vision	Clarity on future vision	Clarity on future vision	More appreciative of what we have	Increased confidence	More appreciative of what we have
			Better communicator			Career development
Key skills	Leadership	Leadership	Inter-personal skills	Leadership	Inter-personal skills	Organisation
	Confidence	Future career skills	Confidence	Organisation	Confidence	Future career skills
		Inter-personal skills		Confidence	Travel logistics and navigation	Leadership
				Travel logistics and navigation		
Overcoming challenges	Flexibility	Problem solving	Self-belief	Problem solving		Problem solving
	Problem solving					Self-belief
Responsible travel	Appreciates importance overseas	Need to act respectfully	Wants to help when travelling	Wants to help when travelling	Importance of local support	Consider responsible travel companies
			More aware of climate issues overseas	Importance of local support		Follow best practice guidelines
Other themes	Desire to travel more	Desire to travel more	Desire to travel more	Desire to travel more	Expedition was a starting point for adventures	Always travelled as a child/teen

	Desire to live abroad	Working overseas	Desire to volunteer with animals	Supported career success	Desire to travel more	Duke of Edinburgh leader
	Expedition was first time out of UK	Changed life ambition completely				Sees massive changes in students
						Increased confidence

Table 4. Analytical Framework for Semi-Structured Interviews with Control Group Participants

	Control one	Control two	Control three	Control four
Current occupation	Public Relations Client Services Director	Insurance Broker	Event Manager	Senior Category Manager (Procurement)
University attendance	Yes	No	Yes	Yes
Gap Year/study abroad	No	No	No	No
Expedition opportunity available	No	Yes	Yes	Yes
Reason for not travelling	N/A	Did apply but wasn't accepted. Had wanted to go to see the world and for personal development	Felt it mainly had a curriculum focus	Felt it was too much of a step out of their comfort zone
Opportunities for key skills development	Prefect	Young Enterprise	Outdoor pursuits days in school	Yearbook committee (Head Team)
	Leadership days within school	Sports trips in school	Yearbook committee (Head Team)	Young Enterprise
Overcoming challenges	Didn't feel equipped with resources to overcome challenges in life	Didn't feel they developed resilience until they were an adult	Communication with others	Took a step back and re-approached the situation
Subsequent travels	Seek out historical and cultural experiences	Beach holidays	Beach holidays	Travelling with friends
	Beach holidays	Water sports		
Responsible travel	Believes businesses should be facilitating	Doesn't consider responsible travel when booking trips	Doesn't consider responsible travel when booking trips	Hasn't taken any conscious decisions but has an awareness of

				unsustainable activities overseas
	Would be willing to pay for a responsible company (within reason)	Believes businesses should be facilitating	Would be willing to pay for a responsible company (within reason)	
Other themes	Only trips offered were curriculum based	Would have loved the experience to expand world view	Desire for more adventurous trips and activities	Regrets the decision not to travel as a teenager
	Would have loved the experience to expand world view		Sustainability is more at the forefront of mind in work and life	Believes travel gave them an appreciation for the world
	Believes the opportunity would have aided development (believes development was behind by university)			Wouldn't have travelled around Asia without encouragement from friends (didn't feel confident without them)

5.2.2 Education and Careers

Five out of the six respondents attended (or will soon be attending) university with two of these going onto attain further academic qualifications. One student noted particularly how they felt the expedition aided their professional development with the experience being a key feature on their CV and job applications. This mirrors previous studies that have centred much of the benefits of youth travel around the competitive advantage young people attain because of taking part in such an opportunity (Franklin, 2010; Johnson and Kaufman, 2005).

What is notable from the findings is that four of the five students interviewed believed their expedition directly impacted what they went onto study and/or pursued as a career. Supporting Zahra and McIntosh (2008) who suggested these experiences enable youth travellers to see things in a new light, returning with an adjusted set of core values. Student one commented:

“I knew I wanted to do economics, but I didn’t know what section but I’m definitely now leaning towards international development and emerging economies – focusing on places like India” [...] “I really want to work for a charity or an NGO.”

Meanwhile, student two told of how they went on expedition thinking they wanted to be a PE Teacher but came back with a new-found love for photography. Upon returning to the UK, they sold a festival ticket to buy a camera which led them to their current role as an Assistant Director in Film and TV for the BBC:

“I wouldn’t be doing what I’m doing now if I didn’t go on that trip”.

Both student three and student five volunteered with animals on their expedition. Student five has gone onto study a PhD in marine conservation – the area of focus of their expedition – while student three has enrolled in a veterinary course at university with the aim of supporting animals in the future.

All the students that went (or are going) to university also took a gap year before their studies. Interestingly the same proportion of control participants interviewed went to university however none of them took a gap year, suggesting curiosity for travel sparked through an expedition was what encouraged them to engage in further opportunities at a young age. Those that took gap years also viewed them as

opportunities to increase independence – from solo travelling and volunteering overseas, to generating income for future study and trips. The ways in which they could be seen to be taking ownership and an active role in their future development, is reflective of Strange and Gibson’s (2017) assessment that youth travel affords individuals higher levels of maturity and self-awareness.

5.2.3 Motivations for Travel

The motivations of the respondents for signing up to an Outlook Expedition initially can be grouped into four categories:

1. Stepping outside of comfort zones
2. Personal development and self-discovery
3. Experience new places and people
4. Overall idea of travel

These categories closely mirror those laid out by Moisa (2010) though it’s noted with the addition of stepping outside of comfort zones – something it could be argued, is perhaps unique to school expeditions in the ways they are a short period of high-intensity experiences –in terms of physical challenge, mental resilience, and cultural exposure (EPA, 2022).

Student two said they wanted to: **“see something different” [...] “to throw myself out of my comfort zone.”** While student three discussed their anxieties before the trip and how despite those concerns it was important to **“push myself and get myself out there as I knew deep down it was something I really wanted to do.”**

Interestingly in the control group, one of the respondents cited the expedition being out of their comfort zone as a reason not to sign up for the opportunity – despite this being something they went onto later regret.

Another notable category which was a factor for almost all respondents was “the overall idea of travel” which can be linked to the ‘experience hungry’ market suggested by UNWTO (2008) as being the greatest motivator for young people when considering travel overseas, in that these students were looking for the experience of travelling above anything else. Student four said: **“I always had in mind that I wanted to go travelling”** while student five believed the expedition was **“a good place to start”** already having the intention of seeing more of the world in adult life.

From a teacher perspective also, this concept of an expedition being a catalyst for future travels was cited in the interview when it was stated that; ***“it isn’t the trip of a lifetime, but the first trip of a lifetime.”***

What isn’t reflected in the answers from the study was much indication that the *“intrinsic desire to make a difference and change the world”* as Dunsby (2019) suggested is a key characteristic of the younger generation, was true of the expedition students. Instead, while their travel was still purpose driven (UNWTO, 2008) it was more about personal development and the desire to learn from travel experiences – even if that did involve making a difference through volunteering. This could be seen as a positive and a step away from concepts of “western superiority” as outlined by Raymond and Hall (2008) in that the motivation of youth is not to “help” (Judge, 2017) as it may have once been, but to learn and grow through mutually beneficial experiences.

5.2.4 Perceived Value

While the motivation for volunteering overseas may be starting to shift, it’s obvious from the research that engaging with these initiatives is a clear highlight of the expedition for teams with five out of the six respondents citing this phase of the programme as their most valued part of the trip. Student three talked fondly about their volunteer experience with Sunbears in Borneo:

“We built an enrichment toy for some of the new bears that had been introduced, and the other times it was us working on the area for visitors.”

Meanwhile student two talked of how their team built a bridge for a remote Amazon tribe and how it was; ***“crazy, I’d never seen anything like that – just being with that tribe was amazing”***.

Two participants commented on the idea of being ***“sheltered”*** before travelling on expedition, and how powerful it was to be exposed to different cultures in this way, providing them with a greater understanding of the world, beyond their known life at home (Demeter and Brátucu, 2014). Coincidentally, in a control group interview one participant also used this same language, suggesting that they remained sheltered for longer than friends who had travelled in their teenage years and felt behind socially as a result.

All of participants remarked on how the expedition increased their confidence – most powerfully student three who discussed their high levels of social anxiety before their expedition:

“The week before I wouldn’t leave the house, I was so nervous.” [...] “[the expedition] pushed me to make friends and at the end of it all my team said I’d come out of my shell a lot more, and I felt like I had. Since then, it’s really pushed me, I’ve had the confidence to apply myself to college and figure out that the courses I were doing initially weren’t good enough for me and I needed to change. I don’t think I would have done that had I not had the major confidence boost of going across the world.”

Student one also cited confidence as being a key benefit of the experience:

“I was a lot more confident in myself – I can actually do this!” [...] “Doing that [the expedition] helped me coming here [Berlin] as I came here by myself and did so without any real issue and I wouldn’t have done that before I don’t think.”

From a teacher perspective also the changes in confidence levels were evident after an expedition, with one former student saying to the; ***“I can do anything I want can’t I?”*** having overcome fears and personal barriers throughout the trip. The teacher also told of how they’ve since received letters and postcards from previous students who are now overseas stating: ***“we’ve gone travelling by ourselves now, we know what to do!”***

Several students felt the confidence gained during an expedition enabled them to travel independently soon after, with student five commenting: ***“it gave me the confidence knowing I’ve done that with a group so I feel like now I can go off and do it on my own.”*** Conversely, in the control group a participant talked of how even in early adulthood when they went travelling with friends, they would never have had the confidence to suggest such an idea and instead went because their friends encouraged them to do so.

Participants also commented on the design of an Outlook Expedition in that ***“the leader always made sure each of us were put in charge of something each day”*** (student four) and how this aided the development of leadership skills, with

student one adding: ***“you had to lead the team and be like, right this is what we’re doing” [...] “I would never have done that before.”***

When discussing opportunities for leadership development and times when key skills may have been developed in their younger years, the control group referenced in-school activities such as being on the Yearbook committee, a prefect, or on sports and activities days. However, none cited in-depth immersive events such as those experienced on expedition (EPA, 2022).

The marked changes noted in the former Outlook students interviewed suggests an Outlook Expedition provides empowerment opportunities as suggested by Mezirow (2003) which supports transformational learning and aids personal development.

5.2.5 Overcoming Challenges

Resilience has been cited by the UK Government (2019) to be of as equal importance to young people’s future success as academic qualifications and as such, is a key focus for Outlook Expeditions. When discussing resilience and how participants overcame challenges in their youth with the control group, half felt they weren’t equipped with the resources at a young age to overcome life challenges. Meanwhile, the Outlook alumni interviewed felt the expedition experience helped to develop a robust toolkit of skills for such scenarios including problem solving, flexibility, and self-belief.

Student one said: ***“It’s just about being prepared and accepting that something might go wrong”***. And when student three was asked how the expedition impacted the ways in which they tackle challenging situations, they said: ***“I think about what I learned there every day”***.

From discussions with participants, it was also clear challenges in adult life are overcome by drawing on the experiences of the expedition including on student two’s recent work trip to Saudi Arabia, they said: ***“I was in a disconnected area with a group of people I didn’t really know.” [...] “the experiences from being on expedition to this was very similar”***. Student four and five also cited work travel as key areas they’ve used skills they honed on expedition – particularly when it comes to navigating public transport overseas or dealing with complex situations abroad.

Student four said: ***“because I’ve been in difficult situations there [on expedition], I now have more experience.”***

The teacher interviewed said how an expedition gives students ***“the confidence to tackle things they didn’t know how to do”*** and how it’s about ***“the attitude of how you see things, and the more experiences you’ve had like that [an expedition] the more you know you can do stuff.”***

5.2.6 Future Travel and Responsible Tourism

All participants were asked about the subsequent trips they had been on since expedition to identify whether there was a theme to the type of travel Outlook alumni engage with. Half of the respondents had been on solo travelling trips since expedition with five of the six having been on self-led road trips and/or backpacking adventures in the years that followed their Outlook experience. Student five said their trips since ***“tend to be on the more adventurous side”*** while student four talked about their solo travels to Southeast Asia saying: ***“I probably wouldn’t have gone travelling abroad for as long as I did if I didn’t do Botswana – I probably wouldn’t have gone by myself.”*** Student two’s subsequent travels have followed a similar pattern thanks to the experience they had with Outlook: ***“It was definitely because of the expedition that you just know how things can go.”***

Half of the respondents continued volunteering after their first experience on expedition, with student three talking about their upcoming animal conservation trip saying: ***“Zimbabwe - I wouldn’t have even considered going on if it wasn’t for Borneo” [...] “I want to make my mark and help”***. Similarly, student five embarked on a solo volunteering trip to Morocco soon after their Costa Rica expedition: ***“I stayed with a family on a farm, a helped a lady by babysitting her little boy.”***

All participants commented on the desire to “live like a local” when on holiday, seeking out those authentic, unique adventures referenced by ATTA (2021). Student five said how they ***“always want to be less of the tourist”***, while student four talked about holidays with their friends since the expedition saying: ***“instead of going to the bar and drinking all day, I would grab a kayak, go around the island, and go and experience it.”***

On the other hand, all of the control group would fit into the leisure tourist classification suggested by Kara and Mkwizu (2020) in that they seek out beach breaks with the aim of relaxing and enjoying a change of scenery. A contrasting response to student four who commented ***“I don’t think I’ve ever done an all-inclusive in my life.”*** This points to a marked difference between the two groups – only those that had travelled on expedition at young age went on to travel for a purpose in future (UNWTO, 2008) looking for opportunities to gain new insights on the world and for self-transformation (Crossley, 2012). Student three talked about their ideas for future travel in which they said: ***“I do see myself travelling with more of a purpose”***

It was suggested by UNWTO (2014) that the reliance an expedition has on the natural environment and engagement with different communities and cultures, means travellers are more attuned to sustainable practices. This was found to be somewhat true from the results with student three commenting on their awareness of biodiversity loss during their expedition: ***“In Borneo we were driving through a palm oil plantation with miles and miles of rows. I felt so sad looking at it thinking we’re destroying such beautiful places”***. They went on to ask themselves: ***“is there a better thing I could be doing with travelling? Showing people the impact we’re having on the planet.”***

Multiple participants commented on how they like to ***“go off the word of the locals”*** (student four) and that supporting livelihoods directly is a small but important thing people can do to travel more responsibly: ***“I always like to stay in an apartment owned by a local – even if it’s as small as that”*** (student five). The teacher interviewed referenced the issues with giving money to begging children and having more self-awareness around donations to organisations working with children – and the true value of these donations.

Apart from two students mentioning the need to carry reusable water bottles and considering recycling while overseas, the discussion around responsible travel from an environmental standpoint was limited. This supports ATTA’s 2022 research in which it was found that while climate issues are of great importance to travellers, they only sometimes consider them when booking and rarely change their plans based on emissions knowledge.

One consistency among the research participants however, was that they all discussed the concept with the onus being on them as individuals to be aware and make small changes. Conversely, most of the control group believed it is down to travel companies to act more responsibly on behalf of tourists and it's not something they as individuals consider personally, when booking or during a holiday.

5.2.7 Transformative Potential

From the findings discussed thus far, there is evidence to support the idea that an expedition has the potential to influence fundamental life decisions a young person makes in the years that follow an expedition – decisions that would have been different had they not had the experience. ***“I just feel like there's so much more to life now”*** (student three). ***“That trip changed my life. 100%”*** (student two). ***“It's opened my eyes to more opportunities”*** (student one).

It's also evident from the discussion around responsible travel and the comparisons drawn between the study group and the control group, that an expedition experience does encourage people to be self-reflective and responsible with a greater sense of community (Mezirow, 2003).

One area of interest highlighted in the study is the extent to which the experiences are transformational opportunities, and how different factors can influence this. Lyon (2002) indicates that it is not simply about the experience, but the challenges faced within it that impact transformation. When discussing experiences with participants, it was evident there was a varying degree of challenge – or perceived challenge – from one expedition to the next. Student one talked about culture shock of being in India and how they believed they coped with the experience better than others, meanwhile for student three, the challenge was far more personal in that it was dealing with anxieties and a lack of confidence that predated the expedition. The experience empowered them to lead the team and speak up for others, providing a ***“major confidence boost”*** that allowed them to make key decisions about their life and future going forward, with a new-found sense of self-belief. This perhaps supports Beudaert et al. (2016) and the theory that transformation is dependent on the individual and their own commitment to change – rather than a given for all those that engage with the experience (Magrizos et al. 2021).

6. Summary

The study set out to investigate the views and opinions of Outlook Expeditions alumni (students and teachers) to understand the long-term impact expeditions have on travellers. Through the critical analysis of these impacts, the existence of transformational benefits within an Outlook Expedition experience has been established. The results also support the previously uncorroborated claims that expeditions build resilience, develop confidence, and instil leadership qualities in young people (Outlook Expeditions, 2022). Furthermore, it's been found that these changes are not the surface-deep, temporary changes suggested by Magrizos et al. (2021) but fundamental shifts within an individual's own self that go onto impact key life decisions for many years to come.

A key objective of the study was to evaluate the extent to which such transformation corresponds to being a responsible traveller. It is apparent that the participants had a sense of responsibility when it comes to travelling more consciously – certainly more so than those in the control group. This supports the theory of Caber et al. (2020) who suggests travel can change an individual's ways of thinking and encourage more sustainable behaviour. Given the lack of engagement from the control group on this matter – who generally engage with traditional forms of leisure tourism – it can also be argued that authentic tourism experiences that rely on the natural environment and relationships with communities (expeditions) support the development of these sustainable practices in the people that engage with them.

7. Discussion and Recommendations

The final study aim was to be able to advise Outlook Expeditions of recommendations to develop the expedition experience for future travellers – particularly in the ways the business can promote the transformational qualities of its product. From the findings it's also evident however, that Outlook Expeditions can contribute more widely to the responsible travel sector by ensuring students leave the experience with a greater sense of understanding and sense of personal responsibility – thus creating a future generation of conscious travellers.

7.1 Promoting Transformational Benefits

It is one thing for a brand to tell customers about the benefits of using its product or service, but it is another for a satisfied customer to do the so. According to Pitman (2022) 98% of consumers read online reviews before engaging with a business, with 49% trusting consumer reviews as much as personal recommendations from family and friends. Add to this the demand for consumers to connect with human faces to trust a brand (Pillai, 2014) and it is sensible to assume that partnerships with former Outlook students to promote the transformational benefits of an expedition would be successful for the company. If a potential participant is having doubts as to the effectiveness of an expedition, or a teacher is deciding whether an expedition is the most effective way of building resilience in their young students, having brand ambassadors that can vouch for the transformational success of the experience by talking about their future since expedition and how the trip influenced that, may help them in making their decision.

It would also create an opportunity for the Outlook alumni to share advice for new recruits, including the notion that they should enter the experience with an open mind and willingness to learn for transformation to occur (Beudaert et al. 2016).

By focusing on self-development and personal growth in a very real way using brand ambassadors, it also provides Outlook Expeditions with the opportunity to shift the focus of their expeditions away from volunteering opportunities and the controversial conversations around the commodification of poverty (Judge, 2017). It was evident from the findings that the motivation to make a change and help through volunteering was less of a motivation for expedition students than for those seeking strictly volunteer travel opportunities (Crossley, 2012) and that while this phase of the programme was memorable and valuable to participants during and after, the desire to travel in the first place was more about personal development and the desire to learn from travel experiences. For Outlook to “get better at what they do” (Duthie, 2018) they need to firstly ensure volunteer opportunities are carefully managed, mutually beneficial experiences (Lo and Lee, 2011) but then ensure that they are secondary in promoting an expedition to the transformational benefits the experience can afford to the individuals that take part. This would be acknowledged through the journeys of the brand ambassadors.

7.2 Encouraging Responsible Behaviour

The research participants had a better grasp of responsible travel than the control group, suggesting a direct link between an expedition experience and an increased awareness and personal accountability for travelling more consciously. However, from the answers it was evident the commitment to this area – in particularly the environment – is still somewhat limited. This is reflective of the ATTA's 2022 study in which it was found that travellers rarely changed their plans or considered climate change when travelling – despite them believing it should be a top priority.

For this reason, it's recommended that Outlook Expeditions enhances its educational provision around responsible travel – considering the social, economic, and environmental impacts travel has on a destination and the planet overall.

The Outlook Expeditions programme is made up of two parts – the overseas expedition and a two-year UK Leadership Development phase that precedes this (Outlook Expeditions, 2022). It's recommended that during this UK phase of the programme the foundations for responsible travel are laid. This can be done through several channels including existing online and face-to-face sessions. Ideas to incorporate the topic could include:

- Debates on key RT issues (carbon footprints, working with children, animal welfare, culture, and customs)
- Self-guided research (transportation options, sustainable accommodation etc.)
- Language lessons

Additionally, it's recommended that Outlook Expeditions produces an educational tool for students to use during their expedition and in their subsequent travels. This could be in the form of a written guidebook/travel advice manual, or digitally via an app. The tool would be used to re-cap lessons learned during the UK phase of the programme, and as a point of reference when overseas so students feel supported to make the right decisions – ensuring responsible travel remains at the forefront of participants' minds during their experience.

To further support Outlook participants in their travels after their expedition, it's recommended that an Outlook Alumni Network is established. This would provide an

online forum – possibly in the form of a Facebook group – for former students and teachers to reach out to likeminded individuals about travel plans and decisions they will make in the years that follow their school expedition. By creating a ‘family’ of shared experiences, participants are reminded regularly of their experience and the lessons learned. By sharing subsequent travels with the group, there would be an element of accountability for the responsible decisions they are making and could fall back on one another for guidance. This tool would support the argument of Kollmuss & Agyeman (2010) that suggests persistence and practice of newly learned behaviours is essential if that behaviour is to become a habit and therefore equate to a genuine change in an individual's beliefs and actions.

This network could be utilised in the first recommendation made in the paper when finding Outlook Ambassadors also.

8. Conclusion

The research has investigated the views and opinions of Outlook Expeditions alumni to better understand the long-term impacts of the experience on travellers (objective one). Through semi-structured interviews these opinions were critically analysed to ascertain the extent to which the expedition experience is transformative to young people (objective two) and how this corresponds with being a responsible traveller (objective three). Finally, recommendations have been shared which are to be used by Outlook Expeditions to guide and develop future expeditions not only to ensure transformational qualities are promoted, but also to develop individuals to think critically about their future travels so that they are undertaken in a responsible way.

The results of the study found that the alumni interviewed had indeed experienced fundamental changes in their own selves, ambitions, and lifestyles following their expedition experience. From confidence and self-belief to career opportunities and subsequent travels. By engaging with a control group for this study, the concept that Outlook Expeditions provides opportunities for transformation in young people is further supported, as causation can be drawn from the findings, rather than simply correlation. It can be said conclusively that without the expedition, the research participants would not be where they are in their lives now, having done the things they've done in the years that followed their experience.

8.1 Contribution to Research

Prior to the undertaking of this research there were no studies investigating the long-term impacts of school expeditions on travellers. This study recognised the gap in knowledge for the sector and addresses it through the identifying of impacts a school expedition has on young people and how these impacts shape an individual's future. The study also provides support for related tourism sectors – for example the youth travel market – where there has been much speculation around the longevity of transformation, and the adventure travel market where questions are asked about travellers' actions concerned with responsible tourism.

While studies on school expeditions specifically are lacking, the research does support theories laid out in wider tourism research suggesting that youth travel provides opportunities for personal development, responsible volunteering can provide new perspectives for young people to see the world and their place in it, and by engaging in activities that are beyond an individual's comfort zone, genuine, long-lasting transformation can occur.

8.2 Contribution to Responsible Tourism

Prior to this study there was a sentiment within academia that getting youth travel provisions right is of the utmost importance, as the lessons learned here will influence the next generation of travellers and how they carry themselves in their future lives. It was therefore important to establish through the research how highly regarded responsible tourism themes were amongst former Outlook participants so that recommendations could be made to increase the importance amongst future participants. In guiding Outlook to increasing awareness and educational resources within their programme, the research can have a wider impact on the future of responsible travel by creating cohorts of conscious travellers following their first youth travel experiences with Outlook Expeditions.

9. Limitations and Further Research

The research undertaken has provided a sound base for understanding the long-term impacts of a school expedition on young people. However, further research is required to gain a more complete understanding of the benefits and impacts of expeditions.

9.1 Alternate Perspectives

Due to time constraints and working within the confines of this research paper, only the perspectives of Outlook customers were considered. For Outlook Expeditions to have a more rounded understanding of the lasting impacts of their experiences it is important to consider wider impacts and alternate opinions. This would include carrying out a similar study with overseas partners to ascertain how expeditions have impacted their lives and destinations over the years, and how the destinations respond to advancements in responsible tourism. This would then allow Outlook to comprehend to a fuller extent, how mutually beneficial their experiences are and where changes may need to be made to increase positive impacts and support responsible tourism practices overseas.

9.2 Wider Industry

Due to the fact the researcher works for Outlook Expeditions, the study focused on the organisation's programme only to inform future developments and business decisions within the Outlook Expeditions. For the findings to be more representative of the industry, it is recommended that a similar study is carried out across all EPA members and dating back to the conception of school expeditions in the UK. By analysing data from many organisations, spanning almost 40 years, the school expedition sector would be able to substantiate claims of transformation and make positive changes that would grow the responsible travel sector on a far larger scale. If this research were also conducted considering alternate perspectives, the data would be all the more richer.

10. References

- Altinay, L., Paraskevas, A., Jang, S. (2016) **Planning Research in Hospitality and Tourism**. Taylor Francis Group.
- Archibald, M., Ambagtsheer, R., Casey, M., Lawless, M. (2019) **Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants**. International Journal of Qualitative Methods
- ATTA (2021) **Adventure Travel Overview & Market Sizing**. [Online] Available from <<https://cdn-research.adventuretravel.biz/research/5bbf8f5b128404.33945465/Adventure-Travel-Market-Sizing-12458903.pdf>> [Accessed 24/03/22]
- ATTA (2021) **Adventure Travel Industry Snapshot**. [Online] Available from <<https://cdn-research.adventuretravel.biz/research/8093285679012376901121521/ATTA-Snapshot-Trends-Research-Report-2021.pdf>> [Accessed 24/03/22]
- ATTA (2021) **Adventure Travel Overview & Market Sizing**. [Online] Available from <<https://cdn-research.adventuretravel.biz/research/5bbf8f5b128404.33945465/Adventure-Travel-Market-Sizing-12458903.pdf>> [Accessed 24/03/22]
- Adventure Travel Association (2010) **Adventure Tourism Market Report** [Online] Available from <https://cdn.adventuretravel.biz/wp-content/uploads/2010/09/adventure_travel_market082610.pdf> [Accessed 24/03/22]
- Beudaert, A., Özçağlar-Toulouse, N., Türe. M. (2016) **Becoming Sensory Disabled: Exploring Self-Transformation through Rites of Passage**. Journal of Business Research [Volume 69, Issue 1]
- Bryman, A. and Bell, E. (2007) **Business Research Methods**. 2nd edition. Oxford University Press.
- Caber, M., Albayrak, T., Crawford, D. (2020) **Perceived value and its impact on travel outcomes in youth tourism**. Journal of Outdoor Recreation and Tourism [Vol 31]
- Caruana, R. and Crane, A. (2011) **Getting away from it all: Exploring Freedom in Tourism**. Annals of Tourism Research [Volume 38, Issue 4]

Cavagnaro, E., Stafferi, S., Postma, A. (2018) **Understanding millennials' tourism experience: values and meaning to travel as a key for identifying target clusters for youth (sustainable) tourism.** Journal of Tourism Futures [Volume 4, Issue 1]

Cavender, R., Swanson, J., Wright, K. (2020) **Transformative Travel: Transformative Learning Through Education Abroad in a Niche Tourism Destination.** Journal of Hospitality, Leisure, Sport & Tourism Education [Volume 27]

CHI (2022) [Online] Available from <<https://chinet.org/>> Accessed [30/03/22]

Christie, M., and Mason, P. (2003) **Transformative tour guiding: Training tour guides to be critically reflective practitioners.** Journal of Ecotourism [Volume 2, Issue 1]

Coghlan, A., and Weiler, B. (2018) **Examining Transformative Processes in Volunteer Tourism.** Current Issues in Tourism. Volume 21, Issue 5]

Crossley, É. (2012) **'Affect and moral transformations in young volunteer tourists'** in Picard, D. & M. Robinson (eds) Emotions in Motion: Tourism, Affect and Transformation, Ashgate, Surrey

Crowe S., Cresswell, K., Robertson, A., Huby, G., Avery, A., Sheikh, A. (2011) **The case study approach.** [Online] Available from <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3141799/>> [Accessed 12/12/21]

Demeter, T., and Brátucu, G. (2014) **Typologies of Youth Tourism.** Bulletin of the Transylvania University of Braşov, [Volume 7, Issue 56]

Denscombe, M. (2010) **The good research guide: for small-scale social research projects.** Maidenhead: McGraw-Hill

Department for Education (2019) **Education Secretary sets out vision for character and resilience.** [Online] Available from < <https://www.gov.uk/government/news/education-secretary-sets-out-vision-for-character-and-resilience>> [Accessed 28/03/22]

Dower, N. and Williams, J. (2002) **Global Citizenship: A Critical Introduction.** Taylor & Francis Group

Dunsby, A. (2019) **The Travel Trends Influencing Gen Z** [Online] Available from <<https://www.ttgmedia.com/features/features/the-travel-trends-influencing-gen-z-19195>> Accessed [22/03/22]

Duthie, K. (2018) **The Evolution and Future of Voluntourism**. [Online] Available from <<https://www.worldnomads.com/responsible-travel/make-a-difference/participation/the-evolution-and-future-of-voluntourism>> [Accessed 30/03/22]

Expedition Providers Association (2022) **Members** [Online] Available from <<https://www.expeditionprovidersassociation.co.uk/members>> Accessed [17/03/22]

Eusébio, C., & Carneiro, M.J. (2015). **How diverse is the youth tourism market?: An activity-based segmentation study**. *Tourism - An international Interdisciplinary Journal* [Vol 63, Issue 3]

Franklin, K. (2010) **Long-term career impact and professional applicability of the study abroad experience**. *Frontiers: The Interdisciplinary Journal of Study Abroad* [Volume 19]

Germann Molz, J. (2016) **Making a Difference Together: Discourses of Transformation in Family Voluntourism**. *Journal of Sustainable Tourism* [Volume 24, Issue 6]

Gerrard, Y. (2020) **What's in a (pseudo)name? Ethical conundrums for the principles of anonymisation in social media research**. *Qualitative Research* [Volume 21, Issue 5]

Giddy, J. and Webb, N. (2018) **The influence of the environment on adventure tourism: from motivations to experiences**. *Current Issues in Tourism* [Volume 12, Issue 18]

Gillham, B. (2008) **Developing a Questionnaire**. London, Continuum International Publishing Group.

Grix, J. (2018) **The Foundations of Research**. Macmillan Research Skills. Bloomsbury Publishing Plc

Hadis, B (2005) **Why are they better students when they come back? Determinants of academic focusing gains in the study abroad experience**. *Frontiers: The Interdisciplinary Journal of Study Abroad* [Volume 11]

Horak, S., and Weber, S. (2000). **Youth Tourism in Europe: Problems and Prospects.** Tourism Recreation Research [Volume 25, Issue 3]

Johnson, T. S., & Kaufman, H. (2005) **Send future US business leaders abroad.** [Online] Available from < <https://www.csmonitor.com/2005/1208/p09s01-coop.html>> [Accessed 9/12/21]

Jubilee Centre for Character and Virtues (2017) **A Framework for Character Education in Schools.** [Online] Available from <<https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf>> Accessed [21/03/22]

Judge, R. (2017) **Class and global citizenship: perspectives from non-elite young people's participation in volunteer tourism.** Tourism Recreation Research. [Volume 42, Issue 4]

Kara, N., and Mkwizu, K. (2020) **Demographic factors and travel motivation among leisure tourists in Tanzania.** International Hospitality Review [Volume 34, Issue 1]

Kelly, S. (2010) **Qualitative interviewing techniques and styles** The Sage Handbook of Qualitative Methods in Health Research. Thousand Oaks: Sage Publications

Kollmuss, A. and Agyeman, J. (2010) **Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior?** Environmental Education Research [Volume 8, Issue 3]

Lo, A. S., & Lee, C. Y. S. (2011) **Motivations and perceived value of volunteer tourists from Hong Kong.** Tourism Management [Volume 32]

Lyon, C. (2002) **Trigger Event meets Culture Shock: Linking the Literature of Transformative Learning Theory and Cross-Cultural Adaptation.** 2002 Conference Proceedings (Raleigh, NC)

Magrizos, S., Kostopoulous, I., Powers, L. (2021) **Volunteer Tourism as a Transformative Experience: A Mixed Methods Empirical Study.** Journal of Travel and Research. [Volume 60, Issue 4]

Mehmetoglu, M. and Engen, M. (2011) **Pine and Gilmore's Concept of Experience Economy and Its Dimensions: An Empirical Examination in Tourism**. Journal of Quality Assurance in Hospitality & Tourism [Volume 12, Issue 4]

Mezirow, J. (2003). **Transformative learning as discourse**. Journal of Transformative Education [Volume 1, Issue 1]

Mezirow, J. (1991). **Transformative dimensions of adult learning**. San Francisco: Jossey-Bass.

Mickiewicz, A. (2019) **The impact of studying abroad on students' intercultural competence: An interview study**. Studies in Second Language Learning and Teaching [Volume 9, Issue 4]

Mosia, C. (2010) **Conceptual Clarifications Regarding Youth Travel**. Young Economists Journal [Volume 98, Issue 106]

O'Leary, Z. (2017) **The Essential Guide to Doing Your Research Project** – third edition. Sage Publications: London, 2017

Outlook Expeditions (2022) [Online] Available from < <https://outlookexpeditions.com/>> [Accessed 10/03/22]

Pagano, M., & Roselle, L. (2009) **Beyond reflection through an academic lens: Refraction and international experiential education**. Frontiers: The Interdisciplinary Journal of Study Abroad [Volume 18]

Pillai, P. (2014) **Employees as brand ambassadors**. Arab Health [Conference Paper]

Pine, J., & Gilmore, J. (1999) **The experience economy**. Boston, MA: Harvard Business School Press.

Pitman, J. (2022) **Local Consumer Review Survey 2022**. [Online] Bright Local. Available from <<https://www.brightlocal.com/research/local-consumer-review-survey/#2>> Accessed [07/09/22]

Ray, H. P. and Anderson, S. R. (2000), **The Cultural Creatives: How 50 Million People Are Changing the World**. Harmony Books, New York

Raymond, E. and Hall, C. (2008) **The Development of Cross-Cultural (Mis)Understanding Through Volunteer Tourism**. Journal of Sustainable Tourism [Volume 16, Issue 5]

Reisinger, Y (2013), **Transformational Tourism: Tourist Perspective**. CABI, Wallingford

Ross, S. (2010) **Transformative Travel: An Enjoyable Way to Foster Radical Change**. Revision A Journal of Consciousness and Transformation

Simpson, K. (2004). "**Doing development**": the gap year, volunteer-tourists and a popular practice of development. Journal of International Development. [Volume 16, Issue 5]

Strange, H., and Gibson, H. (2017) **An investigation of experiential and transformative learning in study abroad programs**. Frontiers: The Interdisciplinary Journal of Study Abroad [Volume 19, Issue 1]

STC Expeditions (2022) [Online] Available from <<https://www.thestc.co.uk/>> [Accessed 10/03/22]

Swanborn, P. (2010) **Case Study Research: What, Why and How?** SAGE Publications

Tomazos, K. (2010) **Volunteer Tourism, an ambiguous phenomenon: An analysis of the demand and supply for the volunteer tourism market**. Innovative Marketing [Volume 6, Issue 4]

Tomljenovic, R. (2015) **Transformational Tourism: Theoretical and Methodological Review**. Croatian Science Foundation

True Adventure (2022) [Online] Available from <<https://true-adventure.co.uk/>> [Accessed 10/03/22]

UK Research Integrity Office (2021) **Code of Practice for Research**. [Online] Available from <<https://ukrio.org/publications/code-of-practice-for-research/3-0-standards-for-organisations-and-researchers/3-12-collection-and-retention-of-data/>> [Accessed 13/12/21]

Witman, P. **The Art and Science of Non-disclosure Agreements**. Communications for the Association for Information Systems. [Volume 16]

Wood, E., and Peters, H. (2013) **Short-Term Cross-Cultural Study Tours: Impact on Cultural Intelligence**. The International Journal of Human Resource Management [Volume 25, Issue 4]

World Challenge (2022) [Online] Available from < <https://weareworldchallenge.com/uk/>> [Accessed 10/03/22]

World Tourism Organization (2016), **Affiliate Members Global Report. Volume fourteen – The Transformative Power of Tourism: A Paradigm Shift Towards a More Responsible Traveller**. UNWTO, Madrid

World Tourism Organisation (2014) **Global Report on Adventure Tourism**. Madrid. [Online] Available from < <https://skift.com/wp-content/uploads/2014/11/unwto-global-report-on-adventure-tourism.pdf>> [Accessed 07/12/21]

World Tourism Organisation (2012) **Affiliate Members Global Report: Volume Thirteen - The Power of Youth Travel** [Online] Available from <<https://www.unwto.org/archive/middle-east/publication/report-power-youth-travel>> Accessed [09/03/22]

World Tourism Organization (2008), **Youth Travel Matters – Understanding the Global Phenomenon of Youth Travel**, UNWTO, Madrid, Spain

WYSE Travel Confederation (2016) **Fast Facts** [Online] Available from < <https://www.wysetc.org/research/fast-facts/>> Accessed [09/03/2022]



Yousaf, A., Amin, I., Santos, J. (2018) **Tourists' Motivations to Travel: A Theoretical Perspective on the Existing Literature**. Tourism and Hospitality Management [Volume 24, Issue 1]

Zahra, A., McIntosh, J. (2007). **Volunteer tourism: Evidence of cathartic tourist experiences**. Tourism Recreation Research, vol. 32, no. 1

11. Appendices

Appendices 1: Proof of Ethics Approval from Leeds Beckett University – Application reference: 94116

The screenshot shows the 'Research Ethics Online' interface. At the top left is the LBU logo and 'LEEDS BECKETT UNIVERSITY'. The page title is 'Research Ethics Online'. Below the header, there are navigation links for 'New Application' and 'My Applications', and a user ID 'c3358712' with a 'Logout' link. The main heading is 'My Applications'. A light blue box contains instructions for 'New Application' and 'Existing applications'. Below this, there is a 'records per page' dropdown set to '10' and a search box. A table lists the application details:

Title	Risk Category	Status	Date Created	Action
An exploration into the transformational impacts of school expeditions on travellers	Risk Category 2	Approved by LREC	04-FEB-22	 

At the bottom, it says 'Showing 1 to 1 of 1 entries' and has navigation buttons for 'Previous', '1', and 'Next'.

The email is from researchethics@leedsbeckett.ac.uk, sent to Gallone, Francesca (Student) on Tue 22/02/2022 15:15. The subject is 'Application Ref: 94116'. The body of the email contains the following text:

Application Ref: 94116
Applicant Name: FRANCESCA GALLONE
Project Title: An exploration into the transformational impacts of school expeditions on travellers

Dear FRANCESCA GALLONE, Kevan Burke, the Local Research Ethics Co-ordinator, can confirm that the above research project has been given ethical approval and may commence. Please see your online application for any comments or recommendations.

This project has received research ethical approval in line with the Research Ethics Policy and Procedures of Leeds Beckett University.

Please note that if you wish to make substantial changes to the project, new ethical approval would be required.

Sent on behalf of the Local Research Ethics Co-ordinator.

[Click Here to View](#)

This email has been sent to your supervisor for information.