

The Emerging Concept of Photo Tourism

Söderslätt as a case

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Abstract

The tourism season in Europe is mainly limited to a few months in the summer. Thus, there is a need to develop attractive tourism products that can contribute to an extension of the tourism season. Photo tourism, which is based on the breakthrough of digital cameras, camera function of cell phones in combination with the use of computers among the general public, is one of the tourism products that could meet the tourist destination's need for extending the tourism season.

Photo tourism, which consists of complex elements, is an innovative form of edutainment. Söderslätt, a tourist destination in south Sweden, is chosen as a case study. The thesis describes what the photo tourism product in Söderslätt could be like, and how to make it sustainable. Based on the case study, the thesis further analyzes and justifies photo tourism as a new form of edutainment which brings new contributions to edutainment and sustainable tourism.

Key Words: Photo tourism, Edutainment, Sustainable tourism, Photography, Söderslätt

Executive Summary

European tourist destinations have a lot to offer their visitors. However, the tourist season is mainly limited to a few months in the summer. Thus there is a pronounced need to develop attractive products that can contribute to an extension of the tourist season. Photo tourism, which is made possible by the breakthrough of digital cameras and the camera function of cell phones in combination with the use of computers among the general public, is one of the tourism products that could meet this need. This thesis aims to develop the concept of photo tourism, which is innovative edutainment and has the potential to contribute to sustainable tourism.

Edutainment is defined as ‘events, programs and attractions where the entertainment qualities are the primary draw, with the learning or education being a byproduct’, which means edutainment is an entertainment that also delivers educational content in an entertainment format. Most of the academic research done on edutainment is mainly concentrated in two areas: one is the entertainment industry, such as television shows, films and video games, and another is location-based tourist attractions, such as museums, historical sites and zoos.

The theoretical foundation of edutainment is the combination of communication theories such as social learning theory, persuasion theory, and theory of reasoned action etc. and pedagogy such as relevance, distributed learning and incremental learning. Because of edutainment’s appeal, more and more informal learning institutions and for-profit businesses that operate as entertainment locations incorporate edutainment into their marketing to increase their perceived value.

Photo tourism is defined in a narrow sense, referring to ‘travel away from home to engage in a photography-related service provided by the tourist destination or tour operator’. It could be divided into two categories according to service type: photo tourism guide service, which is for advanced camera users, and photo tourism education service, which is for normal tourists. Photo tourism has its own characteristics: it is highly pleasurable, process-oriented, non-goal directed, participatory, and open ended. All these make tourists perceive it as intellectually stimulating to them, with a higher value than just amusement.

Photo tourism packages are the primary component of photo tourism. Tourist destinations, local communities and the tourists themselves can all prosper through cooperation and suitable planning. The tourist destination should improve its infrastructure and service as well as ensure the availability of the photo tourism resources to keep its own identity. The local community should benefit economically to the extent that it can continue to support photo tourist resource management and conservation. It is suggested that the infrastructure and service improvement, community development and the type and method of activity of the photo tourist product engaged in by the tourist influence the photo tourist resource management and conservation.

Marketing is essential to create a desire for tourists to visit and to establish a set of on-site expectations which will influence the level of tourists’ satisfaction for photo tourism products later. Tourist management means controlling the type of activities that occur on site as well as the amounts of tourists, which ultimately affect the visitors’ experiences as well as the photo tourism resources’ conservation. After the visit, the tourists’ positive or negative experiences will influence the decisions of others regarding whether to visit that destination. It is suggested that the principal factors of ‘photo tourist resource management and conservation’ and ‘tourist experience’ lead to “sustainable tourism”.

The case study is conducted in Söderslätt, in the south of Sweden, which is mainly located south of motorway E65 which runs between Malmö and Ystad. The tourism industry is quite important to Söderslätt, which has already implemented several projects aiming to promote sustainable tourism. Photo tourism is a new project launched by Söderslätt within the same initiative. The target group is the tourist destinations that want to cooperate to develop photo tourism packages, and the visitors who want to improve their photographic skills. The stakeholders are the local NGO, relevant photo and media colleges, photo clubs, the tourism sector, and adult education institutes.

The simplest photo tourism product could be just an information service. However the advanced form, a photo tourism package which could be 4 days, 2 days, or 1day, is recommended.

- The tourists will be divided into different groups according to their level of prior knowledge of photography.
- The photo tour will first start with a short indoor class to help the tourists adjust the camera and teach some basic photographic skills such as composition, control of light, exposure time etc.
- Depending on tourists' different preferences, excursions will be arranged. When the tourists take photos, the guide will walk around, introduce the background information and stories about the items that are photographed and could be contacted if wanted.
- Finally, the tourists will get advice from the guide and other participants on his or her picture. They will learn how to download the pictures from the camera, use software to edit their photos and then upload them on the website.
- The excursion could be combined with other activities such as sailing, fishing, cooking, festivals, and special events.
- Söderslätt may offer a service that will put the pictures taken by the tourists on postcards or souvenirs, in addition to Söderslätt webpage and other social media.

Söderslätt now has a venue which could accommodate tourists for classes and the photographers who could teach and guide. However, a list of photogenic subjects, what they look like, where they are located, when the best time is to photograph them etc., needs to be developed. This list will not only help the customers to pick the photogenic subjects they are interested in, but also help the guide arrange the outdoor excursion more efficiently. Moreover, Söderslätt also considering developing photo tourism trails to help concentrate the tourists, based on existing bicycle trails and walking trails. Söderslätt plans to take several measures to reduce the environmental impact that might be caused by the photo tourism industry and try to develop photo tourism in a way that meets the criteria of an ecotourism scheme called 'Natures Best'.

This author concludes that photo tourism is a new, innovative edutainment concept that delivers photography skills as well as knowledge of conservation and local culture, in an entertainment format. Comparing the other forms of edutainment mentioned, photo tourism offers more tangible nature, culture and photography skills. The learning contents are also more diverse and flexible. Photo tourism demonstrates that learning skills in tourist destinations could be a new area of the edutainment conceptual framework. Edutainment theories are applicable in the process of developing photo tourism packages.

Photo tourism will contribute to sustainable tourism in the sense of extending the tourism season and distributing the tourists to different locations. Through photo tourism, tourists and local communities will be more concerned about nature and cultural heritage and have a stronger incentive to protect them.

However, tradeoffs between photo tourists' satisfaction and photo tourist resource conservation should also be considered. The tourist destination is responsible for enhancing tourist management to avoid disturbing the ecosystems and animals. The tourist destination must market itself well enough to attract photo tourists, yet maintain the destination's authenticity. The profit gained from photo tourism could contribute to nature conservation or cultural promotion.

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1 Introduction

1.1 Background

European tourist destinations offer a lot of attractive things to tourists, but the main tourism season for most of them is limited to a few months in the summer (Backman, 2009). Thus developing attractive products that can contribute to extension of the tourist season is necessary (Backman, 2009). The innovation of digital cameras, camera function of cell phones in combination with the use of computers among the general public has created the unused possibility to satisfy this need as well as renewal of experience ranges and enhanced competitiveness (Backman, 2009). Actually, tourists always take photos at tourist destinations, and there are a few destinations that offer photograph tours to people who are interested in them.

Photo tourism is a new solution to prolong tourist seasons with low environment impacts (Backman, 2009). This new concept will potentially contribute to the promotion of sustainable growth and increased competitiveness of tourism destinations (Backman, 2009). Photo tourism is a health-minded kind of tourism (Fennel & Eagles, 1990), it mainly depends on knowledge and service, and does not have high requirement regarding facilities. Photo tourism not only can help nature and culture conservation, but will potentially also bring economic and social benefits.

Therefore, it will be beneficial to develop photo tourism, which is a kind of experience-based activity and could also be regarded as an innovative edutainment concept (Backman, 2009). This new concept will contribute to the promotion of sustainable growth and increased competitiveness within European tourism (Backman, 2009). Moreover, a photo tourism project, which aims to form a European network to develop, implement, run, disseminate knowledge and market a common European photo tourism concept, is currently in a very early stage (Backman, 2009). Currently, Söderslätt is the pilot area assigns in developing the concept (Backman, 2009).

1.2 Overall Purpose

The overall purpose of this thesis is to develop photo tourism linked to edutainment as a concept with the aim at extending the tourism season and provide memorable experiences and learning activities.

1.3 Research Question

To fulfill the overall purpose the following research questions will be addressed

- What are the generic definitions, principles and elements of “edutainment”?
- How is edutainment linked to sustainable tourism?
- What are the elements of photo tourism?
- How can photo tourism be linked to edutainment and sustainable tourism as concepts?

- How can photo tourism be developed to meet the needs of tourist destinations and tourists in a sustainable way?
- What stakeholders and knowledge should be considered when delivering photo tourism products?
- What is the main contribution of photo tourism to the edutainment and sustainable tourism concepts?

1.4 Scope and Limitations

Scope: The focus of the research is the photo tourism conceptual framework and the photo tourism product development. The geographical boundaries for this research and its applicability will purely be limited to Söderslätt area only. The outcome of this research is expected to help the photo tourism project in Söderslätt to release their photo tourism products.

Limitation: As the time is limited for a masters thesis, the field visits and interviews are limited. Moreover, the author can not speak Swedish, which will also limit the research both in the literature review and field visit.

1.5 Methodology

1.5.1 Data Collection

In order to address the research question, both secondary data and primary data will be collected. The secondary data mainly consists of literature and documents review. Primary data will be collected through both interviews and participant observation on field.

It is anticipated that information will be collected from the books and documents obtained from the library of the Lund universities, electronic PDF file within ELIN database and some web page especially the homepage of some tourist destinations.

Photo tourism does not exist as a concept and no previous academic research is available. Therefore, the literature and documents review will focus on the relevant areas.

For the photo tourism conceptual framework, the literature review will cover the following three areas:

- Edutainment: focus on its definitions, principles and elements. As the edutainment will work as the conceptual framework for the thesis, it is important to find out how it linked to sustainable tourism and photo tourism. Moreover, it could be necessary to find out some examples about edutainment in a sustainable tourism framework.
- Sustainable tourism: focus on its definition and how it linked to edutainment.
- The condition for photo tourism to emerge and become of interest.

For the photo tourism product development in Söderslätt, the literature review will cover the following areas:

- General background information about Söderslätt

- Photography technique and skills which are practical and suitable for photo tourists to learn
- Technology in relation to digital cameras, camera function of cell phone in combination with the use of computers
- Graphics editing program (e.g. Photoshop), computer animation, Photo Tourism (a system for browsing large collections of photographs in 3D)
- Websites for sharing photos (e.g. Facebook, Flickr)

Participant observation will be conducted in Söderslätt to figure out its conditions for developing photo tourism products. The author will search for the local photogenic items and experience the simple form of photo tour with local photographers.

Interviews with the people involved in the photo tourism project in Söderslätt, such as tourism sector officer, local photographers and visitors. The interview will help the author to know their opinion about photo tourism products, and what they want. When interviewing the tourism officer, the questions will focus on the background information of Söderslätt and the link between photo tourism to sustainable tourism. The interview questions for the local photographers will emphasis photography knowledge as well as how to ‘edutain’ photo tourists.

1.5.2 Data Analysis Using Conceptual Framework

The framework chosen for this study is that of “edutainment”. It is hoped that the different literature sources mentioned in this plan will provide different perspectives and cover the range of issues that are needed to develop the photo tourism concept. It is intended that the information, interviews and field visit will be synthesized to develop the photo tourism product successfully.

1.6 Thesis Outline

The study is organized on the following lines:

Chapter 1: This chapter set out a background around the central topic. Then it is followed by an overall purpose, research question, scope and limitations. Methodology used in the thesis is also described in this chapter.

Chapter 2: This chapter describes the conceptual framework. It first introduces the history, genetic definitions, principles and elements of edutainment. Then it reveals the links between edutainment and sustainable tourism. Finally, it introduces the definition and elements of photo tourism, and how it links to the edutainment.

Chapter 3: This chapter will focus on the case study in Söderslätt, Sweden. It will first give a short introduction about the background information in Söderslätt. Then it will describe the photo tourism project and the stakeholder interaction. This chapter also includes most of the information gained through field visit and interviews, which will help to develop the Söderslätt photo tourism products. There will be examples about photo tourism packages, such as four-day package, two-day package and one-day package.

Chapter 4: This chapter analyze if the photo tourism is really an edutainment thing, and what new photo tourism can bring back to edutainment and sustainable tourism.

Chapter 5: This chapter presents the conclusion of the research study followed by some key message that is important to deliver the photo tourism product.

2 Conceptual Framework

2.1 Edutainment

2.1.1 History

Cultures have been combining education and entertainment for thousand years (White, 2003). For example, myths have been used to teach people the rules of life and acceptable behavior within the culture that they belong to (White, 2003). People also use fables to demonstrate the validity of moral teachings, while the prophets use parables to illustrate religious tenets (White, 2003).

Although the term is new, the concept of edutainment has been around the entertainment industry for many years (White, 2003). Television shows, film, video games and computer software etc. all frequently incorporate deliberate educational content into entertainment to attract and maintain audiences (White, 2003).

However, edutainment is not new in concept for location-based tourist attractions (White, 2003). Edutainment leisure destinations, such as museums, historical sites, aquariums, zoos etc., are rapidly growing in popularity (White, 2003).

2.1.2 Genetic Definitions

The idea that learning can be fun and fun could promote learning spawned a new word: edutainment, which could either education-or entertainment-oriented (White, 2003).

According to American Heritage Dictionary, edutainment is defined as "the act of learning through a medium that both educates and entertains", which means learning is the emphasis in the definition (White, 2003).

When applied to the tourism industry, the emphasis of the edutainment concept is switched from the education-oriented to entertainment-oriented (White, 2003).

For the purpose of this thesis, edutainment is defined as "events, programs and attractions where the entertainment qualities are the primary draw, with the learning or education being a byproduct" (White, 2003). That means edutainment is an entertainment that also delivers educational content in an entertainment format (White, 2003). It includes two equally important parts: the format (entertainment) and the content (education) (White, 2003). It could be either interactive (participatory) or non-interactive (spectator) (White, 2003). Many informal learning institutions like museums, botanical gardens and zoos are adding entertainment elements to their offerings in recognition of the greater appeal of this combination (White, 2003).

2.1.3 Principles and Elements

The theoretical foundation of Edutainment is the combination of communication theories and pedagogy (K12Academics, 2010).

Broaden the theoretical understanding of entertainment-education interventions by inviting consideration of more communication theories may contribute to improved understanding

and design of future Edutainment programs (Singhal & Rogers, 2002). These theories include social learning/ social cognitive theory, persuasion theory, diffusion theory, theory of reasoned action, the elaboration likelihood model, audience involvement, dramatic theories, social constructivism, uses and gratifications, agenda setting, knowledge-gap, cultivation, and the diffusion of innovations (Singhal & Rogers, 2002).

Edutainment from its inception was closely associated with Bandura's (1986) social cognitive theory (Singhal & Rogers, 1999), which tended to dominate most theoretical writing and research about edutainment (Singhal & Rogers, 2002). There exists a natural fit between entertainment-education interventions and social cognitive theory, which often seek to influence audience behavior change by providing positive and negative role models to the audience (Singhal & Rogers, 2002). The importance of social cognitive theory in informing the design of edutainment efforts and explaining their results is undoubted (Michael & Donna, 2002). However, it focuses on the effects modeling and vicarious learning have on self-efficacy and the acquisition of new behavior, which means social cognitive theory may not be sufficient to explain the effects of edutainment efforts, because edutainment clearly has substantial effects on beliefs and attitudes (Singhal & Rogers, 1999) that may often precede changes in self-efficacy and behavioral intention (Slater, 1999). These attitudinal effects appear to be substantially larger than the impressive behavioral effects and presumably, for many audiences, precede behavioral effects, as suggested by classic theories of persuasion (McGuire, 1989). Edutainment is expected to influence individuals' beliefs and attitudes in distinctive ways, depending on the individual's readiness to change (Vaughan & Rogers, 2000). In particular, audiences who are more resistant to the proposed behavior presumably recognize the potential value of the behavior and develop an interest in enacting the behavior, despite possible initial resistance, and before self-efficacy processes and skill acquisition have an impact (Michael & Donna, 2002).

Edutainment also involves some education pedagogy such as the following (K12Academics, 2010):

- **Relevance:** When people could see the usefulness of the knowledge they are offered, learning is more likely (K12Academics, 2010).
- **Distributed Learning:** As each person learn in different ways over different periods of time, information should be presented differently so that people can absorb (K12Academics, 2010).
- **Incremental Learning:** When people can learn at their own paces, learning is most effective (K12Academics, 2010).

2.2 Edutainment and Sustainable Tourism

2.2.1 What is Sustainable Tourism?

There are many different definitions about photo tourism. However for the purpose of this thesis, "Sustainable tourism" means achieving a particular combination of numbers and types of visitors, the cumulative effect of whose activities at a given destination, together with the actions of the servicing businesses, can continue into the foreseeable future without damaging the quality of the environment on which the activities are based." (Victor, 1998)

2.2.2 How is Edutainment Linked to Sustainable Tourism?

Because of edutainment's appeal, more and more tourist attractions incorporate edutainment into their marketing to increase their perceived value (White, 2003). Although non-profit organizations once had the edutainment market set up, today there are more for-profit competitors (White, 2003). The tourist attractions relating to edutainment could be divided into two different categories (White, 2003):

From these two categories of tourist attractions that relate to edutainment, we can see that the edutainment could potentially help to attract tourists while at the same time not causing big environmental impacts. By contrast, it contributes to the preservation of culture.

Informal learning institutions: museums, memory institutions

Public museums frequently promote entertainment value in order to be economically competitive in the tourism economy (Hertzman, Anderson, & Rowley, 2008).

Museums usually have their own education departments; some even have their own educational resources sites (Veltman, 2003). The original and copy are generally available free of charge in the public domain, in order to produce new personal and new collaboratively shared expressions that lead to a new creative industry (Veltman, 2003). This keeps intact and increases the value of the original such that it becomes an object of tourism (Veltman, 2003). In addition, it makes scholarly study of the history of an object, its original time, place and context, sources for further educational materials (Veltman, 2003). This makes the original freely accessible for all to use and develop, generates copies, variants, sometimes hundreds of versions, which have a cumulative effect of increasing fascination for the original that inspired them (Veltman, 2003). In this context, the complexities of historical and cultural dimensions of knowledge are brought to light, which provides a stimulus for tourists to see the original (Veltman, 2003).

For-profit business entertainment location: theme parks, IMAX theatres, commercial cinema complexes, for-profit aquariums, edutainment centers

Private-sector tourist attractions are frequently advertising their educational value in order to reinvent their identity as educational places, not just places of leisure and entertainment to appeal to a more diverse audience (Hertzman et al. 2008).

Many traditionally entertainment locations are layering education into the fun to increase their appeal (White, 2003). For example, some paintball facilities recently run scenario sessions with games based on historic events and battles (White, 2003).

Edutainment in theme parks are creating a new kind of virtual tourism where the “safe” experience of edutainment competes with the “dangers” of experiencing real historical monuments and cultural treasures (Veltman, 2003). Once one has seen the copy theoretically there is not much incentive to see the real one (Veltman, 2003). The incentive for tourists to visit original places and objects is undermined and potentially destroyed (Veltman, 2003). These special tourist attractions create surrogates that compete with and even threaten to replace functions of the original archaeological and historical sites, which they simulate (Veltman, 2003).

Douglas Turnbull, the Vice President at IMAX, describes their wide-screen cinema as “the ultimate field trip” in their education section, as if such compelling films, which are effectively virtual visits, could replace the need for real visits and actual field trips (Veltman, 2003).

2.2.3 Examples of Edutainment in a Sustainable Tourism Framework

Many forms of heritage attractions, such as museums of history and culture, heritage theme parks and living history museums often combine educational and entertainment values (Hertzman et al. 2008). As tourism is now marketed on the basis of their uniqueness, individuality or novelty, Edutainment heritage tourist attractions (EHTAs), a hybrid form of attraction that seek to create a synergy between the educational value and the entertainment value of their heritage contents by using multimedia technologies, is a big development (Hertzman et al. 2008).

One successful example is Storyeum, an interesting tourist attraction that explicitly marketed itself as an edutainment heritage venue (Hertzman et al. 2008). Storyeum is a private sector EHTA located in Vancouver's downtown tourist area (Hertzman et al. 2008). Visitors took a musical and theatrical walking tour, exploring BC's history through dramatizations that took place in a large performance area (Hertzman et al. 2008). By using a combination of media, including cutting edge technology, special effects, realistic sets and costumes, as well as music and actors, the performance whose content was comprised entirely of historical and cultural information from the province of BC, create a unique and dynamic tourism experience (Hertzman et al. 2008). The visit to Storyeum was as much focused on experiencing the novelty of the attraction's format as it was focused on learning about and being entertained by BC history (Hertzman et al. 2008).

Storyeum as an edutainment tourist sites become popular because it provides visitors with the following two things they demand: 'structured experiences that are high in entertainment value' and 'experiences that are historically significant, meaningful and informative' (Hertzman et al. 2008). Storyeum combines entertainment and education in a showcase of the culture, people and legends from British Columbia's past, and its entertaining format added to the educational value makes the information easier and more enjoyable to receive (Hertzman et al. 2008). Visitors think educational and entertaining elements, when combined properly, can have a synergistic effect by enhancing the educational value of the production (Hertzman et al. 2008). Heritage themes need only to be brought to life with an entertaining format to be transformed into enjoyable and readily marketable edutainment tourism products (Prentice 2005).

2.3 Photo Tourism

2.3.1 Photo Tourism Definition

The innovation of digital cameras, camera function of cell phones in combination with the use of computers among the general public become quite common recently. While the tourists generally do not have enough knowledge to fully take advantage of these to make high quality photos to add additional value on their trip. Thus there is potential market for guiding the tourist to take better photos and enrich their experience in tourist destinations.

Photo tourism is a new solution to prolong tourist season with low environment impacts (Backman, 2009). This new concept will potentially contribute to the promotion of sustainable growth and increased competitiveness of tourism destinations (Backman, 2009). Photo tourism is a health-minded kind of tourism (Fennel & Eagles, 1990), it mainly depend on knowledge and service, do not have high requirement about facilities. Photo tourism not only can help nature and culture conservation, but will potentially also bring economic and social benefits.

The notion of people traveling to take tourist photos dates back to many years ago and the practice of stimulating tourism through photography tours has existed for a long time (Gammon & Robinson, 2003). The first question is if the photo tourism should include every possible link between the two areas. If so, there is obviously a danger that the concept will become diluted by triviality, confusing the precise nature and purpose of this subject area (Gammon & Robinson, 2003). On the other hand, to constrict and rigidify the concept through vigorous academic definition will limit its size before it has grown (Gammon & Robinson, 2003).

As photo tourism is at an early stage in its development, it should be encouraged to branch out in whatever areas it deems appropriate (Gammon & Robinson, 2003). Analysis undertaken in photo tourism should try to compound the two areas into one; it is no doubt that the concept of photo tourism is more than the sum of its parts - photo and tourism (Gammon & Robinson, 2003).

Hard definition

Tourists travel to or stay in places outside their usual environment receive photography relevant service package provided by tourist destination or tour operator on a fee-for-service basis.

This includes two situations with reference to the tourists:

- The photography relevant activities are their prime motivational reason for travel, they mainly involve in participation of photography relevant activities during the whole trip though the touristic element may act to reinforce the overall experience.
- The holiday or visit being their prime motivational reason for travel, the photography element acts as an enrichment of their trips.

Soft definition

The sum of all the relationships and phenomena resulting from a change of location and take photos by people.

For the purpose of this paper, the concept of “photo tourism” is defined in a narrower sense, referring to travel away from home to involve in photography relevant services provided by the tourist destination and/or tour operators.

2.3.2 The Photo Tourism Product Categories

Categories according to the service type

Photo tourism product could be divided into two categories according to the service type:

- Photo tourism guide service

The photo tourism guide service is suitable for the advanced camera users, who already have certain knowledge about photography. So the guide will offer the information and lead them to the photogenic interesting places in relation to weather, seasons and their personal interests

(Backman, 2009). This offers a good opportunity for them to meet other photographers who has the same interest, which will enrich their photography experience (Backman, 2009).

➤ Photo tourism education service

This service, which is a kind of edutainment program, is mainly for the tourist who does not have professional photography knowledge. Photography courses are offered both inside the lecture room and outside at the photogenic areas (guided photo excursion class). Thematic courses in photography such as plant, bird, cultural history and landscape could be arranged, depending on interest of tourist (Backman, 2009). Courses in graphics editing program (e.g. Photoshop) and camera maintain could also be provided (Backman, 2009). The tourist destination could also arrange lots of activities to teach the tourist how to share their photos, e.g. competition within themselves, exhibitions, publish on the internet or magazine (Backman, 2009).

Categories according to the photogenic items

Most of the photo tourism products can be placed in one of four categories according to the photogenic items (Backman, 2009)

Table 2-1 Photo tourism products categories according to the photogenic items

Photogenic items	Examples
Stationary (permanent)	Architecture, The industrial heritage, Landscapes, Ancient remains, Ship wrecks
Stationary (temporary)	Plants, Dishes, Country races
Movable (meager mobility)	Amphibians, Fishes
Movable (limitless mobility)	Mammals, Insects, Birds and relocation birds

Source: Backman 2009

2.3.3 Photo tourism and Edutainment

Edutainment is one product of major shift that is occurring in how we view leisure time (White, 2003). In the old days, people thought work was associated with self-improvement and leisure with relaxation that had no other practical use (White, 2003). Leisure was the reward for hard work (White, 2003). Today, people see leisure time as an opportunity to improve themselves and do worthwhile things, rather than as purposeless relaxation and entertainment (White, 2003). Photo tourism exactly meets tourists’ edutainment needs.

Photo tourism is guided by a person’s interests and motivations, and which involves considerable choice on the part of the learner as to when, where, why and what to learn (White, 2003). As an innovative edutainment format, it has these characteristics (White, 2003):

- Highly pleasurable: tourist like taking and sharing photos
- Process-oriented, non-goal directed. The outcome is not as important as the process.
- Hands-on/participatory: It is interactive and tourists could take photos by themselves

- Open-ended: there are no fixed requirements for tourists' photos, so tourists could use their own creativity.

By calling photo tourism edutainment, tourists perceive it as nourishing to them (which it is) with a higher value than amusements or entertainment only (White, 2003).

2.3.4 Elements of Photo Tourism

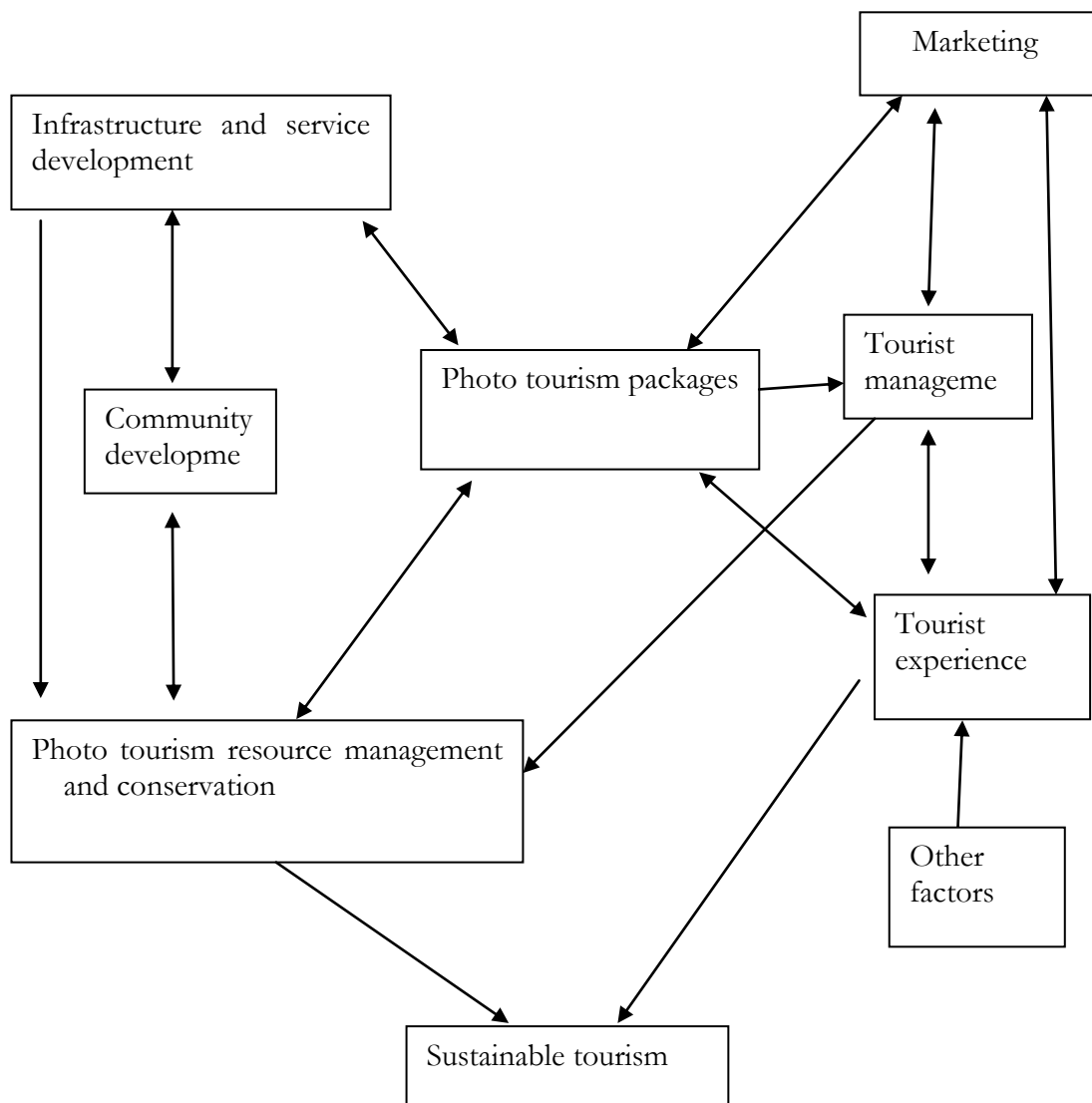


Figure 2-1 Elements of photo tourism

In order to examine how to make photo tourism a better experience for the tourist while minimizing the effect on the tourist resource, it is important to examine its component parts (Reynolds & Braithwaite, 2001). Figure 2-1 shows a conceptual framework of the interrelationships of the various facets of photo tourism. The photo tourism product is a primary component of photo tourism (Fennel & Eagles, 1990). Tourist destinations, local

communities and the tourists can all prosper through cooperation and suitable planning (Fennel & Eagles, 1990).

The tourist destinations need to improve the infrastructure and service to satisfy the photo tourists needs (Fennel & Eagles, 1990). The protection and management of photo tourist resource base is also a critical aspect of the photo tourism (Fennel & Eagles, 1990). The tour industries and local communities must ensure the availability of the photo tourist resources, including both natural resource and culture resource for photography, to make their quality be of sufficient quality to satisfy both the needs of the photo tourists and the ecological needs of the environment (Fennel & Eagles, 1990). It is the responsibility of the government and the private sector, specially the tour operators and local communities to cooperate in developing suitable photo tourism resource management policies (Fennel & Eagles, 1990).

Community development depends on the careful planning of the flow of money from the tourist sector through the economy sector (Fennel & Eagles, 1990). The local community should benefit economically to the extent that it can continue to support photo tourist resource management and conservation (Fennel & Eagles, 1990). It suggests that the “infrastructure and service improvement”, “community development” and the type and method of activity of “the photo tourist product” engaged in by the tourist influence the “photo tourist resource management and conservation” (Reynolds & Braithwaite, 2001).

In terms of the tourist component, three areas are important: marketing, tourist management, and tourist experience (Fennel & Eagles, 1990). Marketing is essential to create a desire for the tourists to visit and to establish a set of on-site expectations (Fennel & Eagles, 1990). It could occur on a local, national, and international scale (Fennel & Eagles, 1990). The knowledge and attitudes of the tourist before the visit are critical to the level of satisfaction that will be obtained during the photo tour (Fennel & Eagles, 1990). Tourist management means controlling the type of activities that occur on site as well as the amounts of tourists, which ultimately affects the visitors’ experiences (Fennel & Eagles, 1990). The photo tourists have high expectations with regard to the photography related activities (Fennel & Eagles, 1990). After the visit, the tourists’ positive or negative experiences will influence others’ decisions to visit to that destination (Fennel & Eagles, 1990).

This framework suggests the principal factors of “photo tourist resource management and conservation” and “tourist experience” lead to “sustainable tourism” (Reynolds & Braithwaite, 2001).

Conditions favoring photo tourism product development

As the photogenic items are all-inclusive, in other words, everything could be in photography if it is visible. There are general low requirement for the tourist destinations that want to develop photo tourism product. However, it is quite important for the tourist destination to keep their own identity both from nature perspective and culture perspective.

Infrastructure and service development

Photo tourism does not require high investment in infrastructure development, only some basic facilities needed to make sure the edutainment activities could be conducted. However, it might be good to construct some viewing platform to enhance the photographic opportunities without causing much negative environmental impact. The service development is a more important part for photo tourism. Local guides should be trained to have sufficient knowledge of the photography and local photogenic items. The accommodation,

transportation, restaurants and shops should improve their service to satisfy the photo tourists' needs.

Community development

Photo tourism must provide the proper benefit to local individuals (Fennel & Eagles, 1990). It will offer more job opportunities to the local people (Fennel & Eagles, 1990). Once in the system, these people are usually inclined to aid in such projects as the development of a photo tourism infrastructure and photo tourism resource protection (Fennel & Eagles, 1990). As photo tourists usually stay longer time than the normal tourists, it is really beneficial for the local community in the economic perspective (Fennel & Eagles, 1990).

Photo tourist resource management and conservation

The number-one priority of the tourist destination is the protection of the photo tourist resource including both the nature resource and the culture resource to keep its own identity (Fennel & Eagles, 1990). The fees get from the photo tourism could be used for this conservation purpose (Fennel & Eagles, 1990).

Even though photo tourism is low impact tourism, the tourist destination manager should still pay attention to the pollution and the disturbance to the animal and local people (Fennel & Eagles, 1990). Direct disturbance of the animals or pollution can cause animal emigration, animal habituation and reduced animal production and reproduction (Fennel & Eagles, 1990). If not managed properly, the photography can destroy an indigenous culture (Fennel & Eagles, 1990). In some area, children pose for pictures to earn money (Fennel & Eagles, 1990). What they earned in this process often more than their parents (Fennel & Eagles, 1990). Conflicts emerge among parents, children and tourists in the form of negative feelings, and the values of the local culture are slowly sold away through the children (Fennel & Eagles, 1990). More and more emphasis should be placed on the maintenance of the unique cultural and natural identity of local communities (Fennel & Eagles, 1990). Proper planning can help develop valuable photo tourism revenues within the social and resource-carrying capacities of the area (Fennel & Eagles, 1990).

Marketing

The manner in which tourist destination establish their image is very important in the near future (Fennel & Eagles, 1990). The immediate task is to market well enough to widen the markets, yet maintain the destination in a low social-carrying capacity that ensures the continued photo tourism experience (Fennel & Eagles, 1990).

The essential qualities of the tourist destination should be taken and shaped into imagery that will be attractive to tourists, which could be done by the photo tourists themselves (Garrod, 2009). In addition, marketing tends to be most effective when the essential tangible qualities of the tourist destination are fused with images of paradise, exoticism, and dream fulfillment (Garrod, 2009). The tourist destination should have their unique marketing slogan and try to gain a reputation for its photo tourism product (Garrod, 2009).

The media's role has been important in gaining attention for the general concept of photo tourism, along with the image of a strengthening, and uniquely interested in preserving its photo tourism resources (Fennel & Eagles, 1990). Television, newspaper and movies could be the three most frequently utilized information sources that influence tourists' decisions (Fennel & Eagles, 1990). The word-of-mouth is also quite important in the final stages of the

tourists' decision making (Fennel & Eagles, 1990). All these will try to attract wide range of participants, in age, socio-economic background and motivation (Fennel & Eagles, 1990).

Nowadays, it is quite important for the tourist destinations to be visible on the internet as the picture in cyberspace is often the first impression a tourist gets of a possible tourist destination (Backman, 2009). The photos produced during photo tourism activities could be displayed on websites or printed matters (Backman, 2009). Picture postcard and souvenirs could carry the photo taken by photo tourists. These will all give the people the motivation and incentives to participate in the photo tour and share their experience with their friends and family, as well as other tourists.

Tourist management

➤ Control photo tourists activities

The amount of control the tourists has is a key determinant of tourists' satisfaction or dissatisfaction, and it has an effect on the photo tourist resource conservation (Reynolds & Braithwaite, 2001). Management methods for control of the photo tourists can be divided into physical and intellectual (Reynolds & Braithwaite, 2001). Physical control is managed by tangible barriers external to the photo tourists e.g. a guide being present (Reynolds & Braithwaite, 2001). The control factor could also regulate the photo tourist's activities to prevent risk of injury to the visitor (Reynolds & Braithwaite, 2001). Intellectual control is the amount of photography related knowledge transmitted by the guide or the lectures (Reynolds & Braithwaite, 2001). The intellectual control could increase enjoyment of the experience (Reynolds & Braithwaite, 2001).

➤ Control photo tourist numbers

For photo tourism to remain viable, tourist destination must adhere to strategies to control photo tourist numbers (Fennel & Eagles, 1990). Increased numbers of photo tourist participants can affect areas with low social carrying capacities by crowding and noise (Fennel & Eagles, 1990). An effective human capacity limit must therefore be adopted that is both satisfactory to the photo tourists and to the tour operator (Fennel & Eagles, 1990). Strategies to control tourist interactions include physical and regulatory methods that control through external manipulation, economic strategies and educational strategies (Reynolds & Braithwaite, 2001). These strategies generally try to control the number of tourists, and are forms of regulating numbers of people to carrying capacity of a tourist site (Reynolds & Braithwaite, 2001).

Tour operators can control photo tour spatially and temporally (Fennel & Eagles, 1990). Spatial measures include providing photo tourist product with fixed capacities, such as lectures with limited seat numbers (Fennel & Eagles, 1990). Temporal restrictions imposed by tour operators involve the timing of photo tours (Fennel & Eagles, 1990). These are all effective ways to maximize individual visitor experiences (Fennel & Eagles, 1990).

Tourist experience

Photo tourism satisfies the following wishes the tourists increasingly demand (Backman, 2009):

- Memorable experiences. The tourist's experience will be improved by the meeting between their camera lens and the attractions of the destination (Backman, 2009).

Meanwhile, the feeling for and the visual image of the place are documented and are made available for other people (Backman, 2009).

- Learning activities. The visitor will get more out of the holiday image documentation as well as computer and camera equipment by incorporating elements of education concerning photographing such as composition, Photoshop adjustments and download on the internet (Backman, 2009).

The experiences a visitor can get through photo tourism could be generally divided into three main elements (Backman, 2009):

- The moment of joy, discovering and photo graphing the photogenic items (Backman, 2009).
- The feeling of creativeness, arranging and putting together the images (Backman, 2009)
- The proud sharing of achievement, showing pictures to relatives, friends and acquaintances, as well as a broader Internet based social communities such as Facebook, MSN, Flickr etc (Backman, 2009). The photographs are useful in describing their trip to friends and family (Markwell, 1997). This recollection phase may indeed play an important educational role in helping to vicariously create an awareness of places visited and experiences had by the tourists in their network of relatives and friends, thus expanding the educational value of a tour beyond the actual tourists themselves (Markwell, 1997). Photographs are the tangible items that return with the photo tourist and complement and prompt their memories (Markwell, 1997).

These three elements are very important to make the photography activity a meaningful and memorable experience and the photographer an ambassador for the destination (Backman, 2009).

Tourist experience satisfaction is affected by both intangible and tangible factors (Reynolds & Braithwaite, 2001). The intangible quality modifiers include the exhilaration felt, the duration of the event and the authenticity of the experience (Reynolds & Braithwaite, 2001). The tangible factors include service and contextual factors such as the number of people involved, comfort and design of facilities and the weather (Reynolds & Braithwaite, 2001).

Five factors are suggested to be intrinsic to measure the photo tourist's experience satisfaction (Reynolds & Braithwaite, 2001):

- Uniqueness of the experience is the sense of the experience being unusual and special and therefore the participants being privileged (Reynolds & Braithwaite, 2001).
- Authenticity has been widely used as an estimate of the honesty of the tourist destination. The experience should not be obviously contrived (Reynolds & Braithwaite, 2001).
- Feeling of creativeness: Discover the photogenic items that other tourist did not find and edit the image in a creative way (Reynolds & Braithwaite, 2001).
- Sharing of achievement: After gain the photography knowledge and have their own photos published or sharing with friends could contribute to the sense of achievement (Reynolds & Braithwaite, 2001).

- Duration refers to the length of exposure to the photography activities (Reynolds & Braithwaite, 2001). Up to a certain point the experience is heightened (Reynolds & Braithwaite, 2001). However, beyond this point the visitor is saturated with the particular experience (Reynolds & Braithwaite, 2001).

In addition to the above factors, there is a set of standard and manageable service variables that also affect customer perception of quality (Reynolds & Braithwaite, 2001). Management potentially has control over the service, and therefore the impact on the photo tourists and photo tourist resources (Reynolds & Braithwaite, 2001). The variables might include comfort and design of the facilities and the guide service (Reynolds & Braithwaite, 2001).

Photo tourists combine these variables when they assess value (Reynolds & Braithwaite, 2001). The basis of any successful tourism venture is the delivery of a product that is perceived by the tourists to be value for money (Reynolds & Braithwaite, 2001). The price people are willing to pay is a complex judgment based on their past relevant experiences (Reynolds & Braithwaite, 2001). The judgment of satisfaction of the current transaction is based on a combination of all the variables above (Reynolds & Braithwaite, 2001).

3 Development of Photo tourism in Söderslätt, Sweden

3.1 Background

3.1.1 Facts about Söderslätt

Söderslätt is Sweden's southernmost tip (Destination Söderslätt, 2009). It is mainly located south of motorway E65 which runs between Malmö and Ystad (Destination Söderslätt, 2009). The area includes the municipalities of Skurup, Svedala, Trelleborg, and Vellinge as well as the city areas of Oxie, Limhamn-Bunkeflo and Husie within Malmö city (Destination Söderslätt, 2009). These parts of Malmö are all located outside of the Outer Ring Road and therefore have natural connections to the rest of Söderslätt (Destination Söderslätt, 2009). The Söderslätt area has a total area of 902km² and a population of 120,000 inhabitants (Destination Söderslätt, 2009).

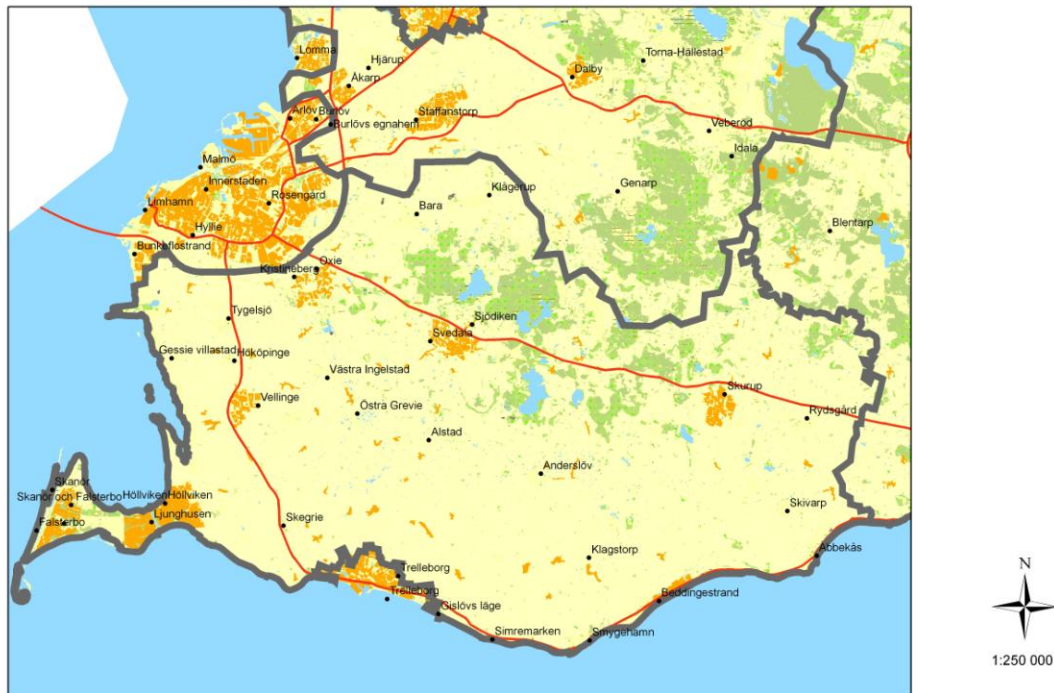


Figure 3-1 Map of Söderslätt

Source www.leaderskane.se

Söderslätt abounds in places where the open landscape offers views that stretch for miles (Destination Söderslätt, 2009). There are gently rolling hills and curving valleys surrounding the idyllic lakes and forests (Destination Söderslätt, 2009). The nature varies from open plains to the sparse deciduous groves (Destination Söderslätt, 2009). The scattered farms give the landscape its distinctive character (Destination Söderslätt, 2009). Söderslätt is traditionally a farming community where the soil is among the most fertile in Europe (Destination Söderslätt, 2009). To the west and south is bordered by the sea (Destination Söderslätt, 2009).

The coast is famous for its sandy beaches and the wonderful water for swimming (Destination Söderslätt, 2009). There are small cabins painted in all sorts of colors and arranged along the undulating sand dunes (Destination Söderslätt, 2009). The coast is lined with many authentic fishing villages with idyllic village environment (Destination Söderslätt, 2009). There are countless cultural treasures such as castles, ruins and burial sites which give Söderslätt its identity (Destination Söderslätt, 2009). Small villages still keep the traditions of farming, gardening, fishing and hunting (Destination Söderslätt, 2009).

Söderslätt is accessible, with excellent transport links (Destination Söderslätt, 2009). It is close to both the Kastrup and Sturup airports (Destination Söderslätt, 2009). From Copenhagen to Söderslätt only takes one hour (Destination Söderslätt, 2009). From Berlin to here just takes five hours by car over the bridge or by ferry to the port city Trelleborg (Destination Söderslätt, 2009). Across the Söderslätt is the famous old highway 101, from Malmö via Western Ingelstad, Anderslöv, Skivarps down to Ystad (Destination Söderslätt, 2009).

The tourism industry is quite important to the Söderslätt area. During 2007 the sales for the tourist and travel industries in the four Söderslätt municipalities together reached 737 million crowns and generated 645 work-years (Destination Söderslätt, 2009).

Table 3-1 Work years generated and Money spent by tourists in different sectors 2007

Sectors	Work Years	Money spent by tourists
Administration	7.9	0%
Accommodation	173.2	17%
Food	28.5	10%
Restaurant	236.4	26%
Transport	43.6	19%
Shopping	66.8	19%
Activities	87.2	9%
Total	643.6	100%

Source: Nils-Arvid Andersson

Tourists usually come in the summer for the sunny beach here, especially from June 15 to August 15 (Destination Söderslätt, 2009). Among those visitors day visitors are dominant, contributing nearly 85% of the total number of visitors (Destination Söderslätt, 2009). The day visitors are usually Swedish from neighboring areas such as Lund or Malmö, go to the beach here to swim, and do not stay here for the night (Destination Söderslätt, 2009). They generally do not spend money here, which means they do not contribute the local economy (Destination Söderslätt, 2009). Instead, they always bring food to eat and leave rubbish that might cause environmental problems on the beach (Destination Söderslätt, 2009). During other times of the year, there are very few tourists visiting Söderslätt (Destination Söderslätt, 2009). The international visitors mainly come from Norway, Germany, Denmark, and Great Britain as seen in the following chart (Destination Söderslätt, 2009).

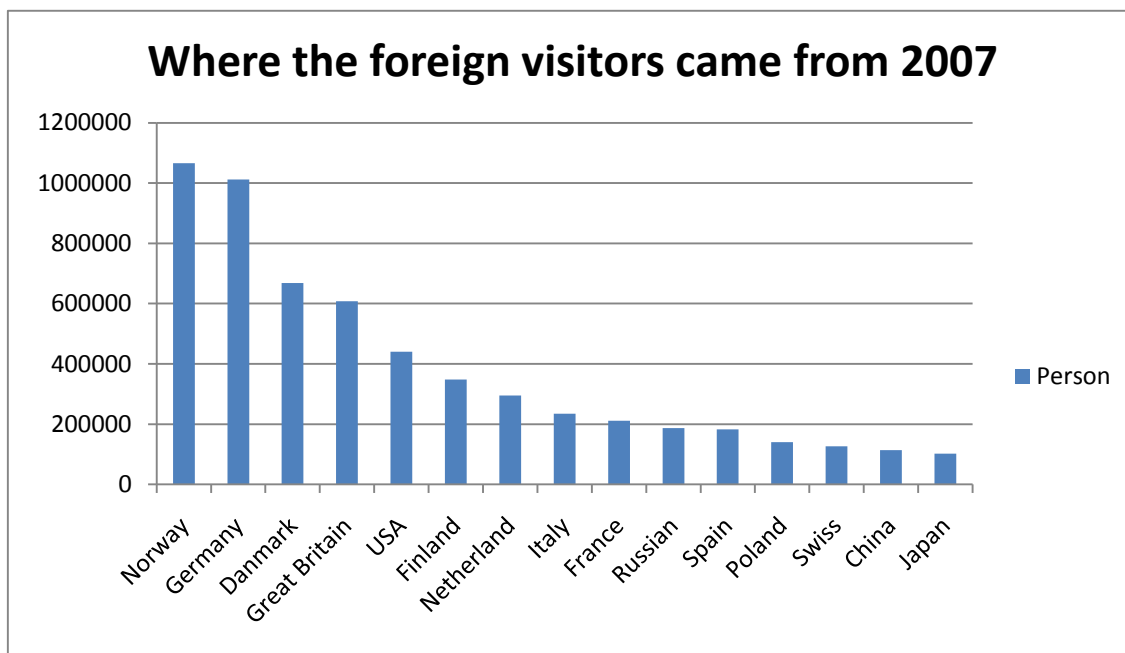


Figure 3-2 where the foreign tourists came from 2007

Source: Nils-Arvid Andersson

3.1.2 Projects with the Initiative to Promote Sustainable Tourism

Söderslätt is working towards sustainable tourism development in an ecological, economic and social perspective (Destination Söderslätt, 2009). Several projects have already been carried out within the sustainable development initiative:

➤ Falsterbo bird show

This is an international event held by Söderslätt with the purpose of communicating exclusive nature experiences, increasing understanding of the importance of biological diversity, making ornithological experiences available for all and supporting the protection of birds locally and globally (Andersson, 2010). People who are interested in nature and birds, including both visitors and local people, participated in the outdoor exhibition, excursions, birds and nature tours with binoculars to get the insight into the bird researcher's world (Andersson, 2010).

➤ "Söderslättsmärkt" Goose label project

It aims to promote and develop local production in industry and other organizations on Söderslätt, promote sustainable development of the tourism and hospitality industry in Söderslätt and strengthen local identity (Kolominskas, Charlotte, & Backman, 2009). It brings many benefits from the sustainable point of view, such as promoting locally produced goods, offering more jobs in local production, and environmental benefits resulting from shorter transportation (Kolominskas, et al., 2009).

➤ Project Pilelandet

Its objectives were to contribute to the social and mental integration process, promote an increased awareness about the region's common historical and cultural identity, to develop this region to be an attractive and interesting place to visit for inhabitants of the region and to improve accessibility both physically and insofar as knowledge regarding the natural and cultural values in this area (Backman, 2005).

This project resulted in that an increased number of inhabitants have knowledge of nature and cultural values, heritage of this area, an increased number of cooperation constellations between NGO and other organizations, an increased number of information sources that co-operates with aim to strengthen the common identity, increased power of attraction and knowledge of the tourism offers in the area and increased intra regional tourism in the area (Backman, 2005).

3.2 The Photo Tourism Project

Photo tourism is another project launched by Söderslätt to promote sustainable growth. The project will form a European network (European photo Tourism destination's) to develop, implement, run, disseminate knowledge and market a common European Photo tourism concept (Backman, 2009).

3.2.1 Project Aim

This project will be conducted with the following aim (Backman, 2009):

- Strengthen the competitiveness of European tourism through creating new, innovative experience;
- Extension of the tourist season;
- Increase the collaboration among tourism, culture and business sectors;
- Strengthen the identity of the destinations;
- Engage younger generations in tourism development processes, by linking the photo tourism to educational institutions.

3.2.2 Project Objectives

The project will be evaluated on the basis of its ability to deliver the following (Backman, 2009):

On European level (Backman, 2009):

- A developed European concept for photo tourism, including concept description, education packages and materials
Indicator: Number of destinations that have implemented this concept.
- The increased network cooperation between European tourist destinations
Indicators: Number of destinations that participate in the network project and numbers of inter-regional network meetings
- A gateway for European Photo Tourism destination Communities on the Internet
Indicator: Number of active tourist destinations on the website.

On regional destination level (Backman, 2009):

- Ten saleable photo tourism products (Excursion +education)
- Increased visibility in the tourism market
Indicators: Number of newspaper articles in the press and other mass media mentioning the project and number of visitors to the website.
- Extended tourist season and increased income within the tourist sector during off season.
Indicators: The number bed nights and the industry's economic turnover, before, during and after the project's implementation during the off-season.
- Increased cooperation among different operators in the tourism sector
Indicator: Number of companies/NGO/institutions that participate in the project's implementation
- Increased cooperation among different regional administrations for nature, culture and tourism
Indicator: Number of joint meetings held.
- Involvement of educational institutions in the production of the concept's learning components.
Indicator: Number of educational institutions and the time of theirs involvement in the project.
- Strengthened regional identity and local participation in the marketing of the destination's natural and cultural assets
Indicators: The number of newspaper articles and other mass media attention concerning the destination's attractions. The number of persons representing different local stakeholder groups that involve in the project's different activities

3.2.3 Project Methodology

The overall methodology of the project is based on a three step product development sequence, in which a “double-loop learning and innovation process” is embedded (Backman, 2009):

Step 1: Initial basic products are developed, based on market research and technical opportunities and thereby involving key stakeholders, experts etc. They are marketed and tested.

Step 2: Based on the first testing and development period as well as users and stakeholder feedback, destination networking, the first generation of the “real products” are marketed and applied. This may include both radical and incremental innovations.

Step 3: After the second testing and development period the second generation of the products are marketed and applied. This step is primarily a refinement process, even though it may encompass new product ideas.

Post-project steps will form an iterative continuous development process.

3.2.4 Project Implementation

The project's partnerships consist of European tourist destinations (Backman, 2009). These destinations will be the case study areas used to jointly develop a general applicable photo

tourism concept (Backman, 2009). Representatives from the different destinations will visit each other to identify which preferences respective destination has when they visit other destinations (Backman, 2009).

Photo tourists can be divided in groups according to interests, level of ambition, previous knowledge etc. and be guided to selected photogenic items or areas (Backman, 2009). The activities could include both informal lectures and outdoor excursions (Backman, 2009). Thematic courses in photography depending on interest of the visitors such as plant, bird, cultural history, landscape could also be arranged (Backman, 2009). Competitions, exhibitions could be carried out and the pictures can be published on the Internet (Backman, 2009).

3.2.5 Project Management, Reference

Malcolm Bell, Managing Director of South West Tourism (GB) and Chairman of The Deseasonalisation Workgroup of the Network for European Competitive and Sustainable Tourism Regions (NECSTouR) will be the project manager (Backman, 2009).

In addition, a steering group for this project, which comprises one representative from each of the participating regions and research institutions, is established (Backman, 2009). Each partner region commits personnel with responsibilities for continuous documentation, development of products, education materials etc, and a project assistant with responsibilities for financial administration (Backman, 2009).

Photo and educational packages at different levels will be created in collaboration with a local reference group (Backman, 2009). To the reference group, several stakeholder groups are linked representing tourism sector, educational institutions and NGO's in order to create attractive photo tourism packages with different scope and degree of difficulty and at different prices (Backman, 2009).

3.2.6 Activity and Time Plan

The concept will develop through a continuous and iterative innovation process, where photo tourism products are tested on a destination level with the starting point from the experiences in the trans-national workshops (Backman, 2009). Stakeholder groups comprising 2-3 representatives from each partner region will contribute during the workshops (Backman, 2009). Each partner region will hold one trans-national workshop (Backman, 2009).

Each partner region's photo tourism products will be tested by the trans-national stakeholder groups (Backman, 2009). Then the products will be adjusted using the test's results (Backman, 2009). After local refinement, based on those opinions and results as arrived during the mentioned trans-national workshops, the products are tested on the market using a limited number of visitors' requirements and expectations (Backman, 2009).

The project is completed when the concept's final formulation been documented and least ten saleable products have been developed (Backman, 2009). These products will be marketed at an international level via an appropriate internet-portal (Backman, 2009).

At the same time, inter-regional network meetings are to be held in order to encourage the exchange of knowledge and experience and of innovation -workshops concerning the concept's European formulation (Backman, 2009).

The project will thus be implemented in the following four stages over 2 years (Backman, 2009):

Stage 1: Time frame approximately 6 months

- Composition of reference group and different stakeholder groups
- Conceptualization of the photo tourism concept
- Workshops to collect and to register photo tracks and photo items in relation to season and interest category, using a bottom-up approach
- Establishment of photo tourism object database and the first version of the photo tourism package
- Internal testing of the first version of the tourism package

Stage 2: Time frame approximately 5 months

- Collection of the stakeholder groups' feedback in relate to the first version of the tourism package plus the upgrading of the photo tourism object database.
- Study visit to another potential photo tourism destination.
- The second generation's products are prepared, including the education packages and materials.
- Consultation of the concept amongst relevant study groups and adult education colleges
- The second generation's products are tested on a limited scale on the market.
- Application for EU funds

Stage.3: Time frame approximately 5 months.

- Market research is conducted among the visitors that have tested the second generation photography excursions and taken the associated education modules.
- Further expand the database
- The third generation photo tourism products are launched in Swedish and English.

Stage 4: Time frame approximately 6 months

- Final follow-up and correction of the products according to the feedback from visitors, stakeholder groups and permanent residents
- Analysis and documentation of the concept
- Result dissemination to other destinations
- Participation in international marketing via a portal on the internet

A planned follow-up will provide for the concept's refinement and dissemination (Backman, 2009). Each destination will be responsible for its inter-regional photo tourism portal updating (Backman, 2009). Refinement of the photo tourism concept and composition of new packages will happen in cooperation with representatives from the stakeholder groups in the respective partner destinations (Backman, 2009).

3.3 Target Group and Stakeholder

3.3.1 Target Group

Primary target group: European tourist destinations that want to interact with other destinations in order to develop experience packages based on the photo tourism concept (Backman, 2009).

Secondary target group: Visitors that on an organized and instructive ways want to document their experiences and to improve its photographic and computer technical knowledge (Backman, 2009).

3.3.2 Stakeholders

Local/Regional NGO: From their knowledge give inspiration to appropriate photogenic items, areas and stretches for the content of the guided photo excursions (Backman, 2009)

Relevant design -, picture- and media colleges and high schools, like photo clubs, and finally, who can be helpful in the formulation of the concept's photo- and computer technical elements (Backman, 2009).

Tourism sector: In the form of food- and accommodation, aim to provide for a local base in the range of meals and places to stay linked to respective photo- and education packets (Backman, 2009).

Adult educational associations and adult education institutes are consulted for development and cementing education packages and education material (Backman, 2009).

3.4 Interviews and field observation

The author started my interviews on April, just after finishing the literature review about photo tourism.

During the Easter break the author visited Abbekås, which is a fishing village located in Söderslätt. There Mikael Backman communicated many inspiring ideas and valuable advices on photo tourism. Moreover, Mikael also introduced the first interviewee Peter Hellblom. Peter Hellblom is a photographer who works in Söderslätt. Peter expressed his opinion about photo tourism and gave several pieces of advice, and then he showed the author around the Abbekås village and taught some basic photography technique that is practical to tourists and easy to pick up. When we walking around the village, he first let the author took the photos, and then he discuss about the photography technique and how to make better photos. We met several tourists on the beach. After get to know the photo tourism project from the author, they all agreed that this could be an attractive product, and they would like to consider participating. The following picture which is taken by the author in Abbekås under the guide of Peter shows the typical fishing village image in Söderslätt.



Figure 3-3 Fishing village Abbekås in Söderslätt

Source: Own

Then the author interviewed ‘Mr. Söderslätt’ Nils-Arvid Andersson (here after ‘Nils’) in Malmö. He is the economic development and EU-strategy senior officer. He offered lots of background information about Söderslätt and the projects that are implemented in the purpose of promoting sustainable tourism in this area. He expected the photo tourism product could become popular on the market, and expressed his ideas about how the photo tourism could be.

Another photographer Mats Bentmar (here after ‘Mats’) has also been interviewed. After discussing about the photo tourism products, he showed his photos taken in Söderslätt and demonstrated the functions of photoshop software to the author.

Finally, the author met P-G Benz, who is an ecologist, tour guide and nature photographer. He offered the author a tour around Söderslätt, and introduced the knowledge about nature, animals, landscape in this area. He also talked about his opinions on how the photo tourism product could be. The following picture are taken by the author when experience the photo tour.



Figure 3-4 Woods in Söderslätt

Source: Own

The author planned to interview Britt-Elise Björnhov (here after ‘Britt’), who is the secretary of the Nature Preservation Organization in Vellinge Kommun as well as a photograph teacher to young students. Although she claimed that she do not have time to do the interview, she still answered the research questions about the photography education through email.

3.5 Photo Tourism Product Development

3.5.1 Products Form

According to Nils, photo tourism could be any form, the simplest form could be offered by the tourism information office in the four municipalities. The photo tourists could just go to the reception desk and express what they want to photograph. The tourist officer will recommend the places, design the route for them according to the season and weather condition. Then the tourists could go by themselves with these information and maps.

The more advanced level could be the photo tourism package. That means after the tourists make their choice about what they want to photograph, the tourist destination will arrange all the service they need for the duration, such as the edutainment, accommodation, transportation, food and so on. The following chart shows the contents of an advanced photo tourism package.

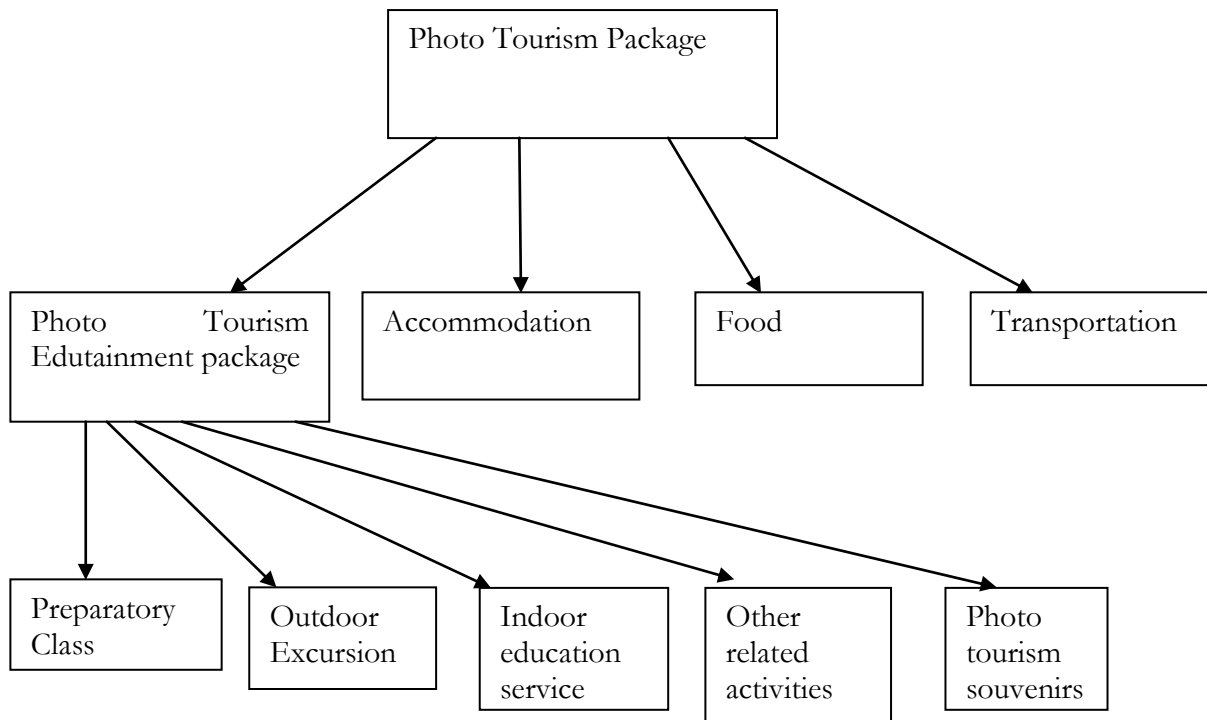


Figure 3-5 the contents of advanced photo tourism package

Source: Own

3.5.2 Duration of the Products

Normally people only have long vacation in the summer, if they go off work in winter, spring or autumn, they take prolong weekends, that is from Friday to Monday. Thus Nils suggested four days three nights package could be popular according to this tourism trend. On the other side, if the photo tourism products are more than a week, people might lose their interest.

Moreover, there could also be two days one night package for the people who take regular weekend.

In addition, as there are plenty of day visitors in Söderslätt, one day package could also be attractive to them.

3.5.3 Preparatory Class

Mats suggested do not include the preparatory class into the photo tourism products. He claimed that tourists go vacation for fun, if they sit in a classroom for lectures will reduce their interests for photography. And what they learn in the lectures they could also learn at their home or on line. While the other interviewees all support to have this part as an introduction or warm up for the outdoor excursion, but they emphasized that the preparatory class should be quite short, otherwise the tourists will lose interest.

P-G Bentz specify that it is quite important to know what kind of equipment the tourists already have, as tourists generally do not want to invest an expensive camera for this trip, so the indoor class should focus on teaching them how to use the functions of their own camera properly. While Nils has an idea that the destination could cooperate with the camera companies and rent the camera to the photo tourists. This is good for both camera companies who would like to promote their camera and tourists who would like to experience high quality cameras.

About the contents of the preparatory class education, Britt answered that the most important thing is to show how to adjust the compact digital cameras, which are commonly used among tourists, to get the best result out of the light conditions. P-G Bentz specify that composition rules, control and recording light, calculating the exposure time are necessary to be taught to the photo tourists.

Mikael and Nils all agreed that the tourists destination should divide the tourists into several groups according to their previous photography knowledge and skills as well as interest. Thematic courses such as birds, landscape, culture and history could be arranged.

3.5.4 Outdoor Excursions

Depending on tourists' different preference, the Söderslätt will arrange excursions on different themes. It could be anywhere and very flexible. The scope could be quite wide or pretty focused. For example, if the tourists are interested in frogs, could do a night excursion. If they prefer architecture, the destination could arrange a church tour.

According to Britt, photo excursions could be organized like this:

First check the cameras to get them function like the tourists want and decide where to go depending on the weather conditions, for example if it is a rainy day tourists prefer to photograph in the wood where the greenery will be brilliant.

Then some advices to get the best out of the motive, mostly five tips so it is easy to remember during the session, for example: take some pictures to describe the environment as a whole, take some life style pictures with people, take some close ups of details, take some pictures out of unusual angles, take some pictures to describe your feeling in the wood...

Then the tourists will start to take photos, the guide will walk around in the area and could be contacted if wanted.

Then the tourists assemble to show your pictures and get criticism from guide and other participants, what makes the photo a good one or what could have been better.

Peter and Mats explain the same ideas as Britt, which are to first give several pieces of advice about photography in that location, and then the tourists start to take photos, finally comparing and discuss the photos.

P-G Bentz claimed that it is quite important for the tourist destination to design the route in advance according to what time the light condition is the best for a site to be photographed. He said for one day package, it is better go to photograph the stationary objects which you are sure they could be found easily such as church, castle, landscape etc. instead of spending lots of time searching for birds. While for the four days package, it is more flexible to photograph the movable items such as birds, mammals and fishes.

Nils has many brilliant ideas about the outdoor excursion. He said it is possible to wait for geese in a mobile hide on the meadow and get close photos. He also described the method that put out meat or dead animals to attract eagles to prey, then tourists could stay close to watch and take photos. Actually, P-G Bentz showed the author another method to attract birds, which is using the recorded birdcalls. Both Nils and Mats suggested Falsterbo could be a hot point for the photo tourism as seals eat fish and birth children there.

Mats emphasized that the guide should introduce the background information and stories about the items that are photographed to make the trip more meaningful.

3.5.5 Indoor Education Service

Mikael think it is very important to teach the photo tourists to know how to download pictures from their cameras, edit the pictures and put them on the websites.

Mats pointed out that Photoshop is sophisticated software, which takes long time to learn. So he suggested not include this into the package. P-G Bentz also agreed the photoshop is too complex for tourists to learn in a short time. He thought it is not necessary to be included in the one day package, but he recommend Photoshop elements which is a more simple graphics editing software for four days package. He suggested that only several simple functions, such as cut, intensify, contract, coloration, unsharp, mask etc. should be taught. He pointed out that it is crucial to save the original imagine when you editing the pictures. Britt had the similar idea, she thought the teachers could give advice about how to enhance the picture in a photo program for example: how to cut the photo to get the best out of it, how to sharpen it, how to get it brighter or darker.

3.5.6 Other Activities Combined with Photo Tourism Edutainment

According to P-G Bentz, photo tourism could combine with other activities such as fishing, diving, sailing and so on. The tourists could enjoy the activities at the same time receive the photo tourism edutainment.

Mats suggested that Söderslätt cuisine will be an interesting topic to combine. Tourists could learn how to cook the Söderslätt specialty and taste the food they made. At the same time learn photography to record this tasting food and joyful moment.

Moreover, there are many festivals and events in Söderslätt every year. Söderslätt destination could also combine these with photo tourism. The guide could take the photo tourists into the festival or events and learn how to take photos while enjoy the Söderslätt culture.

3.5.7 Photo Tourism Souvenirs

The photos taken during the photo tourism excursion are themselves valuable souvenirs for the tourists. In addition, the Söderslätt destination offer the service of putting the pictures taken by tourists on the postcard or other souvenirs on demand with only small amounts of fees.

Photo tourism could also cooperate with the goose label project which aims to promote local products. Photo tourists could buy the Söderslätt local products with goose label as souvenirs.

3.5.8 Marketing Strategy

Competitions among the photo tourists could be held to select the good pictures. Then the Söderslätt destination will arrange the exhibitions in the local galleries.

When the tourists go back home, they will show off their pictures and the souvenirs with pictures taken by themselves to their family and friends and talk about their wonderful experience. This word-of-mouth will also be a quite important part of marketing.

The Söderslätt destination will also help the tourists to put their photos produced during the photo tourism activities on the website or printed matters.

Nils suggested that the best way to market this photo tourism project is on the internet. He said the destination could put a list on the available photogenic items on the website. Therefore, customers could choose what they are interested in from that list.

The Söderslätt destination could also cooperate with other entertainment avenues and offer combine packages such as sailing, fishing and cooking. When holding events or festivals, the Söderslätt destination will also offer related photo tourism package.

The marketing strategy is to try to attract enough customers to participate in this photo tourism project while not forming into mass tourism which causes negative environmental effects. Nils suggested that if going to nature, one group should not be more than twelve people. Otherwise, it is difficult for the guide to manage and the tourists themselves could also not enjoy very much.

3.5.9 Resources Available and Investment Needed

According to Nils, there is enough conference room which could be used as the lecture room for photo tourists. Mikael also advised that the galleries in Söderslätt could also offer this function. The following picture is the Galleri Abbekås I visited, which could be a possible lecture room for the photo tourists.



Figure 3-6 Galleri Abbekås

Source: Own

Nils confirmed that at least two or three photographers who know Söderslätt quite well could be found in each municipality. They are not only good photographers, but also good at local nature, culture and history. They know where to go and when is the best time of the year for certain photogenic items. If the photo tourism packages get popular, the Söderslätt destination will consider using these photographers to train new ones.

There are plenty of photogenic items in Söderslätt, but there is no comprehensive information about this. Thus, Nils thought Söderslätt destination should develop a list which consist all the photogenic items, how they looks like, where they are, when is the best time to photograph them etc. This list could be divided into several categories, such as Stationary (permanent), Stationary (temporary), Movable (meager mobility) and Movable (limitless mobility). This list will not only help the customers to pick up the photogenic items they are interested in, but also make the guide arrange the outdoor excursion more efficiently.

There are lots of bicycle trails and walking trails in Söderslätt destination. The Söderslätt destination could identify certain stretches of the existing trails that most beautiful during a certain time of the year. New route could also possible to be developed if the surroundings are quite suitable for being photographed. The Söderslätt will make map about these trails with the description about what could be found there, what time is good to take pictures there.

Mats thought that Söderslätt does not need to construct more facilities for this new photo tourism projects. While Bentz hold different opinion. He said it could be good to construct several more observation towers, observation platforms and hides which will offer the tourists place to take photos. Nils also thought mobile hides could be invested, as photo tourists could use them in some areas which are not suitable to build permanent hides. The following picture is a typical observing tower in Söderslätt.



Figure 3-7 Observing tower in Söderslätt

Source: Own

In addition, Nils suggested to invest a special kind of flat bottom boat which could move in shallow waters, where the tourists could take close pictures of seals without disturb them. P-G Bentz had similar ideas, but he thought a glass bottom boat could be better to observe and take photos.

3.6 How to Make the Photo Tourism Product Sustainable

Nils said Söderslätt destination will consider the sustainability issues when they plan to develop this photo tourism product.

In order to avoid mass tourism and human disturb to the nature sensitive areas, the pictures about those location will not be advertised on the website. All the photo tourists want to go there has to register and guided by the photo tour guide. The guide will be responsible for giving the information and directing the behavior of the photo tourists on site to avoid cause negative impact on the ecosystem and the species look for. In the sensitive area, no hides will be build, the group will only use mobile hide. Each tour only has no more than twelve photo tourists is both benefit for the environment and the tourist themselves.

When go out for the photo excursion, usually the guide will lead the tourists on the bicycle trail or the walking trail instead of bus. This will reduce the carbon footprint and also make the tourists more enjoy when cycling, walking and experiencing the nature. The trails will connect the watching tower, observation platform, hides etc. All these will concentrate the tourists and prevent them run everywhere to disturb the species and cause negative environmental effects. This makes the impacts by tourists more easy to be managed.

The accommodation will be arranged in the local farms to contribute to the economy of the local community. The food served will be organic food, preferring the local products certified by the Söderslätt goose label.

The profit gained from photo tourism will also be used to conserve the Söderslätt nature and promote the Söderslätt culture.

Nils said that the photo tourism will certainly not be mass tourism; it will be a high quality tourism that contributes to sustainable tourism in Söderslätt. Moreover, Söderslätt will design the photo tourism package to meet the criteria of outdoor tourism scheme 'Naturens Bästa' in order to get recognized.

3.7 Product Examples

3.7.1 One-day Package

9:30-10:00 Preparatory indoor class

The photo tour instructor will help the tourist prepare their compact digital cameras and laptops for a successful photo tourism experience.

10:00-12:00 Outdoor excursion

The tourists are guided by the instructor to go out to the place which is within walking distance to take photos. For example, in a small fishing village like Abbekås, the instructor will guide the tourists' walk around and introduce the village's background information and the

photogenic items that cause the tourists' interest. The tourists could stop at anywhere to take photos and ask questions.

12:00-13:00 Lunch

The tourists will be distributed to the local restaurants to try the organic food produced locally in Söderslätt.

13:00-15:00 Indoor education

The indoor education will provide some very basic introduction to Photoshop software. The instructor will explain the fundamental characteristics of digital images and image manipulation, and will demonstrate the basic tools such as lightening and darkening, controlling contrast, color manipulation and enhancement, simple adjustment using layers etc. Then the tourists will apply these techniques on their own photos taken before lunch.

15:00-16:00 Picture of the day awards

After processing their own photos, the tourists will share their photos with each other. They will discuss which photos are good, and why they are good, with the help of the instructor. Then the picture of the day award will be given to one of the pictures. In addition, tourists may be taught how to upload their photos to web-pages and other social media.

16:00-17:00 Souvenirs

The photo tourists can choose which way they would like to make use of their photos. Söderslätt offers a service to use the tourists' photo to make postcards, notebook covers, packaging for locally produced food etc.

3.7.2 Two-day Package

Day 1

10:00-12:00 Preparatory indoor class

The photo tour instructor will help the tourists to adjust their compact digital cameras. The instructor will provide a short course on the following: ISO selection, exposure compensation, f-stops and shutter speeds etc. The instructor will also introduce some knowledge about how to photograph some specific items that will be included in the two-day trip.

12:00-14:00 Lunch

The tourists will be distributed to the local restaurants to try the organic food locally produced in Söderslätt.

14:00-17:00 Outdoor excursion

The tourists are guided by the instructor to follow the photo tourism trails either walking or by bicycle to find the photogenic items. For example, if the tourists are interested in birds, then the instructor will lead the tourist on the trails that connect to different bird watching towers and blinds. He will introduce knowledge about different birds and help the tourists

identify Söderslätt's typical birds. The instructor will demonstrate how to take photos of birds and the skills to which the tourists should pay attention. Then the tourists will take photos by themselves, the instructor will walk around and could be contacted if wanted.

17:00-19:00 Dinner

The tourists will be distributed to the local restaurants to try the organic food produced in destination Söderslätt.

19:00-21:00 Night photography excursion

The instructor will lead the tourists a night walk, and demonstrate how to take photos of photogenic objects in the night.

21:00 Accommodations will be arranged in local farms or small hotels run by local people. The tourists could also choose camping.

Day 2

10:00-12:00 Outdoor excursion

The photo tourists can follow trails and design their own itinerary to explore photogenic items and take pictures.

12:00-13:00 Lunch

The tourists will be distributed to the local restaurants to try the organic food locally produced in Söderslätt.

13:00-15:00 Indoor education

The indoor education will provide some very basic introduction to Photoshop software. The instructor will explain the fundamental characteristics of digital images and image manipulation, and will demonstrate the basic tools such as lightening and darkening, controlling contrast, color manipulation and enhancement, simple adjustment using layers etc. Then the tourists will apply these techniques on their own photos taken during these two days.

15:00-16.00 Picture competition

After processing their own photos, the tourists will share their photos with each other. They will discuss which photos are good, and why they are good, with the help of the instructor. Then the tourists will choose the best picture taken during this trip by themselves.

16:00-17:00 Souvenirs

The photo tourists can choose which way they would like to make use of their photos as souvenirs. Söderslätt offers a service to use the tourists' photos to make postcards, notebook covers, packaging for locally produced food etc.

3.7.3 Four-day Package

Day 1

10:00-12:00 Preparatory indoor class

The photo tour instructor will help the tourists adjust their compact digital cameras. The tourists could also rent the cameras offered by Söderslätt. The instructor will provide a short course on the following ISO selection, f-stops and shutter speeds, auto and manual focus, automatic and manual exposure readings, exposure compensation, depth of field etc.

12:00-14:00 Lunch

The tourists will be distributed to the local restaurants to try the organic food locally produced in Söderslätt.

14:00-17:00 Preparatory indoor class

The instructor will introduce some general background information about Söderslätt and techniques relating to how to photograph some specific items which tourists could see during the four-day trip.

17:00-19:00 Dinner

The tourists will be distributed to the local restaurants to try the organic food locally produced in Söderslätt.

19:00-20:00 Picture-related activities and games

The instructor will show some good and interesting pictures that were previously taken by other tourists or photographers and arrange some games related to photography.

20:00 Accommodations will be arranged in local farms or small hotels run by local people. The tourists could also choose camping.

Day 2

10:00-12:00 Outdoor excursion

The tourists are guided by the instructor to follow the photo tourism trails either walking or by bicycle to find the photogenic items. The instructor will introduce background information about the landscape, architecture, animals, plants etc. The instructor will demonstrate how to photograph some specific items in the field. The tourists can stop anywhere to take photos of any items that they are interested in, while the instructor will walk around and could be contacted if wanted.

12:00-14:00 Lunch

The tourists will be distributed to the local restaurants to try the organic food locally produced in Söderslätt.

14:00-17:00 Outdoor excursion

The excursion will continue.

17:00-19:00 Dinner

The tourists will be distributed to the local restaurants to try the organic food locally produced in Söderslätt.

19:00-21:00 Night photography excursion

The instructor will lead the tourists on a night walk, and demonstrate how to take photos of objects in the night.

21:00 Accommodations will be arranged in local farms or small hotels run by local people. The tourists could also choose camping.

Day 3

10:00-12:00 Outdoor excursion

The photo tourists can follow trails and design their own itinerary to explore photogenic items and take pictures.

12:00-14:00 Lunch

The tourists will be distributed to the local restaurants to try the organic food locally produced at in Söderslätt.

14:00-17:00 Outdoor excursion

The photo tourists will continue to explore the photogenic items offered by Söderslätt.

17:00-19:00 Dinner

The tourists will be distributed to the local restaurants to try the organic food locally produced in Söderslätt.

19:00-21:00 Night photography excursion

The tourists will do the night photography excursion exercise

21:00 Accommodations will be arranged in local farm or small hotels run by local people. The tourists could also choose camping.

Day 4

10.00-12.00 Indoor education

The indoor education will provide some very basic introduction to Photoshop software. The instructor will explain the fundamental characteristics of digital images and image manipulation, and will demonstrate the basic tools such as lightening and darkening, controlling contrast, color manipulation and enhancement, simple adjustment using layers etc. Then the tourists will apply these techniques on their own photos taken during this trip.

12:00-14.00 Lunch

The tourists will be distributed to the local restaurants to try the organic food locally produced in Söderslätt.

14:00-15:00 Picture competition

After processing their own photos, the tourists will share their photos with each other. They will discuss which photos are good, and why they are good, with the help of the instructor. Then the tourists will choose the best picture taken during this trip by themselves.

15:00-16:00 Publish photos

The tourists learn how to publish their photos on the internet or print media.

16:00-17:00 Souvenirs

The photo tourists can choose which way they would like to make use of their photos as souvenirs. Söderslätt offers a service to use the tourists' photos to make postcards, notebook covers, packaging for locally produced food etc.

4 Analysis

4.1 Photo tourism is a New Form of Edutainment

Through the literature review in Chapter 2 and interviews and field observation in Chapter 3, we could say that the photo tourism is a new form of interactive edutainment.

Photography is a quite useful skill for tourists because traveling photos are valuable souvenirs for tourists themselves and also quite practical if they want to show their experience to other people. Moreover, photography plays an important role in our daily life (Kokrda & Jacobs, 1975). For example, students can use photography in lots of school activities (Kokrda & Jacobs, 1975). If the school produces a yearbook, photographs from students are always needed (Kokrda & Jacobs, 1975). Students also need to take pictures to make posters and displays for the plays and concerts in their schools (Kokrda & Jacobs, 1975). Photography could also help people who need to use it in their career (Kokrda & Jacobs, 1975). Anthropologists use photography to record different peoples and their cultures (Kokrda & Jacobs, 1975). In archeology, objects and features need to be photographed during an excavation before they are removed from their original positions (Kokrda & Jacobs, 1975).

The initial interaction with the photo tourists is likely to be very positive (Kokrda & Jacobs, 1975). Generally the photo tourists have strong initial motivation to learn (Kokrda & Jacobs, 1975). The guide should not dwell too much on theory at first; theory will mean more to the tourists after they have produced their own photographs and have seen the results of their own picture taking (Kokrda & Jacobs, 1975). As soon as the photo tourists discover the attractive photogenic items they will get excited and take photo. Then the guide can build on the excitement to help the photo tourists understand the technical and aesthetic principles of photography (Kokrda & Jacobs, 1975).

Photography is an excellent means of increasing visual awareness and the skills needed for visual communication (Kokrda & Jacobs, 1975). The camera is a device that forces tourists to be selective in their observation and help them learn composition (Kokrda & Jacobs, 1975). It shows tourists that it is not necessary to include all of an object in their composition (Kokrda & Jacobs, 1975). In some instances it might be better to show only part of a face, for example, not the entire head (Kokrda & Jacobs, 1975).

The techniques of photography teach discipline and organization (Kokrda & Jacobs, 1975). The tourists must reach at least a basic level of competence in camera handling before going to the excursion (Kokrda & Jacobs, 1975). Technique must not be stressed as an end in itself, but a certain amount of technical proficiency will free tourists from concerns about routine procedure (Kokrda & Jacobs, 1975). Therefore they can spend more time dealing critically with the effectiveness of their photographs as communication (Kokrda & Jacobs, 1975). If they must constantly worry about whether they are taking an exposure reading properly, they are not free to think about the more subtle aspects of composition, such as camera angle (Kokrda & Jacobs, 1975). Or, they may miss a shot completely, simply because it takes them too long to prepare for a picture (Kokrda & Jacobs, 1975).

The photo tourists are guided by the local guide who knows the local nature and culture, and who will tell about the background information concerning with the photogenic items. This is a good way for the photo tourists to learn about nature and Söderslätt culture. They will understand why we have the nature reserve and have the feeling that they want to contribute to the nature reserve.

People have changed their attitude regarding their leisure time and they want to learn the useful skills which will make them feel achievement and have memorable experience. Many people are interested in photography and think it is a fun activity. The Söderslätt photo tourism package will offer the tourists a unique experience which they could not gain in other tourist destinations. When tourists discover the photogenic items and take pictures, they will feel joy and achievement. Then arranging and putting together the images will make tourists feel creative. Finally, sharing the photos with others will make them feel proud. These three stages are process-oriented, non-goal directed, which means the outcome is not as important as the process. In this process, photo tourists participate in the excursion, experience the beautiful nature and Söderslätt culture and interact with the local guide and other group members who are interested in photography. All these make the photo tourism a really fun entertainment for the tourists.

Photo tourism is an interactive edutainment that delivers educational content in an entertainment format. It focuses on the entertainment while the learning is a byproduct. It brings a new form to the traditional edutainment which associated with the entertainment industry such as television shows, film, video games etc. and informal learning institutions such as museums, EHTAs etc. That means learning skills in tourist destinations could be a new branch in the edutainment conceptual framework. When comparing the photo tourism case in Söderslätt with the Storyeum, we could easily find that photo tourism is easier to implement for tourist destinations, due to the fact that very little investment is needed. The learning contents for photo tourism are more diverse and flexible than for the Storyeum.

The case study in Söderslätt reveals that theories in edutainment are used to guide photo tourism product design:

Persuasion theory: Credibility, attractiveness and expertise of the source and the psychological characteristics influence the response a person has to messages (K12Academics, 2010). The Söderslätt destination uses quite experienced photographers who know this region quite well and teach the class outdoors. This will certainly increase the credibility, attractiveness and expertise of the photo tourism education and will give more positive influence to the tourists' response to the package.

Relevance: Photography knowledge is quite relevant to tourists. Tourists always need to take photos when they travel. When tourists see the usefulness of the photography knowledge, they are more likely to learn.

Distributed learning: Söderslätt destination will divide the photo tourists into different levels according to their previous photography knowledge. They will present information differently so that people at different levels could absorb it. The Söderslätt destination will design the package to meet the needs of tourists in different levels.

Incremental learning: There are no more than twelve people in each of the Söderslätt photo tourism tours. This makes individual guidance possible. In the outdoor class, the guide is always with the small group, so each individual has the chance to consult with the guide and learn at their own pace. This will make the learning more effective.

4.2 Photo Tourism towards Sustainability

Photo tourism provides a number of visitors who are interested in learning about photography, the cumulative effect of whose activities at the destination (together with the

actions of the service sector) can continue into the foreseeable future without damaging the photogenic resources. It aims to be implemented in a sustainable way.

Photo tourism assures that we will not use nature in a way that will destroy it. These tourists are interested in nature and would like to connect to nature, and they know what they could do. Photo tourism makes the tourists more aware of the nature and local culture, which will give them an incentive to preserve natural resources and cultural heritage. The measures to be taken by the Söderslätt destination will further reduce the environmental impact of photo tourism. Photo tourism helps to stimulate the local economy, such as local food production and restaurants. Instead of keeping all the tourists on the beach and collecting the trash left by the day visitors, photo tourism attracts the tourists to different tourist sites, making them less concentrated. Moreover, photo tourism activities could be done all year round, not only in the summer. This means it could extend the tourism season, making the tourism more sustainable. That is also one of the main contributions photo tourism brings to sustainable tourism.

However, we should also be aware that tourists could have a negative environmental impact in the sensitive areas. They might disturb the species they are looking for and cause animal emigration, the habituation of animals to humans and reduced animal production and reproduction (Reynolds & Braithwaite, 2001). However, tourists seek a unique experience which makes them want to get closer to the species they are looking for. Thus the tradeoffs and compromise options available to tourist destinations can be expressed as follows: photo tourist satisfaction versus photo tourist resource conservation. (Reynolds & Braithwaite, 2001) Clearly what is needed is reliable, independent and relevant evidence on both impacts of visitors on tourist destination's nature and culture resources, and on what visitors seek and are prepared to accept in a photo tourism experience (Reynolds & Braithwaite, 2001). Photo tourist products that cause minimum impact and maximum richness of experience are clearly the most desirable from the sustainable perspective (Reynolds & Braithwaite, 2001).

The successful melding of photo tourism and resource conservation involves the complicated integration of different photo tourism components (Fennel & Eagles, 1990). The tourist destination should consider all the elements and their interaction and then weight them. If managed properly, photo tourism will bring tourist destination, local communities and tourists themselves potential benefit (Fennel & Eagles, 1990).

It is critically important that sustainability be given the highest priority when considering developing photo tourism (Reynolds & Braithwaite, 2001). If we are to move towards sustainable tourism it is necessary to encourage the desirable and to discourage the undesirable through a variety of methods (Reynolds & Braithwaite, 2001). The range and effectiveness of different methods is open to discussion, but might include a differential taxation system, education (of both tourists and operators) or self-regulation (Reynolds & Braithwaite, 2001). A multi-disciplinary approach is called for (Reynolds & Braithwaite, 2001). It is suggested that we look at all the possible management techniques as a menu, and choose the one, or combination, best suited to the situation (Reynolds & Braithwaite, 2001).

5 Conclusion and Recommendation

Photo tourism is a new innovative edutainment that delivers photography skills, conservation knowledge, and local culture in an entertainment format. The entertainment qualities are the primary draw, with the learning photography, nature and culture knowledge as the byproducts. Compared to traditional forms of edutainment, such as television shows, film, video games, edutainment programs and informal learning institutions such as museums and EHTAs, photo tourism offers people more tangible nature, culture and photography skills. The learning contents are also more diverse and flexible. Photo tourism shows us that learning skills in tourist destinations could be a new area in the edutainment conceptual framework.

When developing the photo tourism package, edutainment theories such as persuasion theory, distributed learning and incremental learning are widely applicable. The tourist destination should use experienced photography teachers who know local nature and culture well to guide the photo tourists. The destination should also divide the people into different levels according to their previous photography knowledge and deliver different photo tourism products to them so there is a match between their interest and ability, which will make it easier for them to absorb the knowledge. The group should be small enough that the guide could spend time on each individual tourist and help them learn at their own pace.

Photo tourism packages need to be designed from an understanding of photo tourists with sensitivity to a tourist's scale and how they see, interpret, and discover the photogenic items and take photos. The variety of photo tourism is very important to success so that each photo tourist will find something he or she wants to photograph. As entertainment is the focus, the tourism destination should find different ways to make the process of learning is more fun. They could arrange different related activities in class and during the excursion. They could also combine outdoor sports, cooking, festivals and events to arouse the interest of photo tourists.

Photo tourism will certainly not be mass tourism; in contrast, it will be a high quality tourism that contributes to sustainable tourism. It aims to achieve a number of visitors who are interested in learning photography without damaging the photogenic resources. Photo tourism assures that the natural resources are used in a way that will not destroy them. Through photo tourism, tourists and local community will be more concerned about nature and cultural heritage and have stronger incentives to protect them. Photo tourism also contributes sustainable tourism in a way that extends the tourism season and distributes the tourists to different locations instead of concentrating on the summer beach. Photo tourists also consume local products and contribute to the local economy.

However, tradeoffs between photo tourist satisfaction and photo tourist resource conservation should also be considered. The tourist destination should minimize the impacts caused by the tourists and maximize the richness of the tourists' experience. The tourist destination is responsible for enhancing its tourist management to avoid animal emigration, the habituation of animals to human presence, and reduced animal production and reproduction, by either physical control or intellectual control. Photo tourism involves the complicated integration of different components that interact with each other. If these are managed properly, tourist destinations, local communities and tourists themselves will gain potential benefits.

Sustainability should be given highest priority when delivering the photo tourism products. The tourist destination must market well enough to attract the photo tourists, yet maintain the

destination its authenticity. The destination should try to gain a reputation for sustainable photo tourism. Sensitive areas will not be promoted on the internet. All the visitors who want to go there must be guided by the photo tourism guide. The tourism destination should develop its photo tourism trails well, using existing bicycle trails and walking trails. One should make sure to concentrate the tourists on these trails that connect to bird watching towers or observation platforms. The profit gained from photo tourism could contribute to the funds for nature conservation or cultural promotion.

Above all, photo tourism as an innovative edutainment concept shows its potential to contribute to sustainability. It not only equips the tourists with practical photography skills, natural and cultural knowledge, but also helps to extend the tourist season, develop a local sense of community, and conserve nature and cultural resources. Photo tourism does not require a lot of investment in construction and facilities, which makes it possible to apply to most tourist destinations in the future.

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