



Exploring the Role of Educational Workshops in Mitigating Environmental Degradation in High-Traffic Wildlife Tourism Zones

Nigora Shaymanova ^{1*} , Shokhrukh Saatmurotov ² , Gulrukh Arifkhanova ³ ,
Shaxnoza Muzrapova ⁴ , Dilshod Yavmutov ⁵ , Uktam Shukurov ⁶ ,
Nodira Makhkamova ⁷ , Musajan Tadjibayev ⁸ 

^{1*} Tashkent State University of Economics, Tashkent, Uzbekistan. E-mail: n.shaymanova@tsue.uz

² Associate Professor, Termez State University, Uzbekistan. E-mail: shohruxz1995@gmail.com

³ Assistant Professor, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, National Research University, Uzbekistan. E-mail: gulruharifxanova@gmail.com

⁴ Termez University of Economics and Service, Uzbekistan. E-mail: shahnoza_muzrapova@tues.uz

⁵ Professor, Faculty of Economics and Tourism, Bukhara State University, Uzbekistan.
E-mail: d.s.yavmutov@buxdu.uz

⁶ Associate Professor, Samarkand State Institute of Foreign Languages, Uzbekistan.
E-mail: uktam.shukurov92@gmail.com

⁷ Tashkent University of Information Technologies named after Muhammad Al-Khwarizmi, Tashkent, Uzbekistan. E-mail: mnadira2000@mail.ru

⁸ Uzbekistan State World Languages University, Uzbekistan. E-mail: musajants@gmail.com

Abstract

This study examines how environmental education promotes sustainable tourism using a defined conceptual framework and a participatory workshop strategy. The methodology synthesizes theoretical frameworks on awareness, behavior, compliance, and sustainability with practical workshop-based approaches. Using dual indicators percentage-based measures of awareness and behavioral compliance, alongside index values for degradation and sustainability the study evaluates outcomes comprehensively. Findings demonstrate enhanced compliance and understanding coupled with reduced degradation index values and increased sustainability efficiency. The study's outcomes, alongside the conceptual frameworks, process flowchart, and mathematical modeling equations, demonstrate the interdependence of environmental awareness, action, and equilibrium. The workshops were practical in promoting enhanced understanding and education

while aiding in sustaining tourism, thus providing measurable outcomes. In addition, the research emphasizes the significance of educational interventions in mitigating ecological degradation, particularly in sensitive ecosystems such as marine and freshwater environments, where over-tourism and pollution are prevalent. This study aimed to emphasize the importance of monitoring sustainability over a prolonged period, as well as the need for digital frameworks and policy alignment to address societal shifts and their impact.

Keywords:

Environmental education, sustainable tourism, conceptual framework, workshop process flow, behavioral compliance, awareness, degradation index, sustainability efficiency.

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Introduction***Background***

Wildlife tourism has become one of the most critical drivers of the local economy and has helped raise international awareness for conservation; however, the growing number of tourists in busy tourism centers leads to habitat disruption, animal waste, soil erosion, and changes in wildlife interactions. All of which have a negative impact (Alam & Nayak, 2025; Yunuskhodjaeva et al., 2025). This type of ecosystem damage counteracts conservation efforts and jeopardizes the long-term viability of tourism (Iyer & Mallick, 2025). To solve the problem, relocation or expansion into less busy areas is the only solution.

Need for Environmental Education

Education stands out as the most potent weapon against environmental degradation and is essential for everyone, including natural resource users such as local communities, tourists, and stakeholders, who, for the most part, do not understand how their activities, however small, can impact the environment (Bhutia, 2024) (Khater et al., 2025). Education is goal-oriented, utilizing organized frameworks such as workshops to teach specific aspects of environmental issues. This approach may influence attitudes and foster positive changes, ultimately promoting social responsibility. Unlike awareness campaigns, workshops are engaging and help in the development of attitudes and feelings toward environmental conservation (Zhu et al., 2024).

Additionally, educational workshops are essential in addressing the ecological issues associated with over-tourism of fragile ecosystems, such as marine and freshwater environments, by promoting sustainable lifestyles and minimizing the adverse effects of human activities.

Role of Workshops in High-Traffic Zones

In areas like wildlife tourism zones with high foot traffic, specially designed educational workshops provide intervention mechanisms where the ecological pressure is the greatest (Akhlamad et al., 2024; Chandel, 2025). Through hands-on approaches, including training, discussions, and active participation, these workshops enable the local tourism industry and visitors to adopt and apply eco-friendly practices (Hernández & Jiménez 2025). In addition, the workshops facilitate collaboration between conservation officials and participants, promoting sustainable stewardship of tourism development (Yong et al., 2025; Ali, 2016; Abd Hamid et al., 2024). In Figure 1, my conceptual framework illustrates the environmental education initiatives in the workshops. It translates those to collaboration, local participation, ecological monitoring, and other tangible actions to reflect the conservation results (Pur et al., 2016).

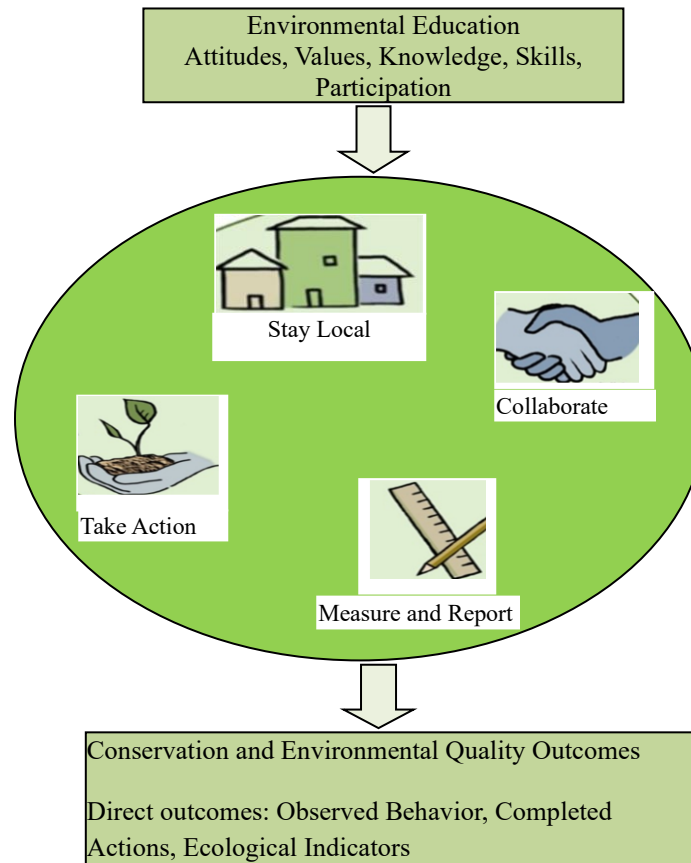


Figure 1. Conceptual link between environmental education and conservation outcomes

Research Gap and Purpose

Despite the extensive exploration of tourism and its relationship with environmental degradation, there is a lack of empirical evidence on the impact that organized educational workshops have in mitigating the ecological footprint of wildlife tourism hotspots. The current study aims to investigate the effects of such seminars in fostering positive behavioral change, promoting the reduction of harmful practices, and enhancing the benefits of conservation.

Objectives

The main objectives of this study are:

1. Assess how much wildlife tourism hotspots are ecologically damaged by human activities.
2. Assess how workshops can shape community and tourist behavior.
3. Suggest plans for incorporating workshops into sustainable tourism management programs.

Literature Survey

Tourism-Induced Environmental Pressures

Studies from various fields demonstrate how unchecked tourism expansion can lead to significant environmental impacts. The conflict between mobility and conservation is described by wildlife vehicle collisions as well as transport infrastructure, which threaten species survival and ecosystem connectivity (Balčiauskas et al., 2025). Over-tourism is prevalent in heritage and natural sites, exacerbating congestion,

noise, and pollution in places like Petra and Karnak, as well as in many cities in the Himalayas (Shakir et al., 2024; (Bobomuratov et al., 2024; Alam et al., 2024). Peri-urban parks and specific island destinations also face inequitable visitation and overuse pressures (Guan & Zhou, 2024). These studies demonstrate that high-traffic areas, whether located in remote protected areas or near urban landscapes, experience significant ecological stress.

Community and Stakeholder Perspectives

The balance between the local populace, the interest groups, and the governing bodies is vital for sustainable tourism. The cases of Redang Island and the Annapurna Conservation Area demonstrate that stakeholders are more willing to support environmentally friendly tourism if they derive benefits (Parker & Smith, 2025; Ip-Soo-Ching et al., 2019). Moreover, studies focusing on tourists' willingness to spend money on conservation show that travelers are willing to pay if information and trust systems are in place. Dissertation studies conducted in Sikkim and Nairobi demonstrate that the planning and transportation decisions made are critical in determining the ecological and social sustainability of the area, thereby connecting infrastructure to conservation (Nazalino, 2014).

Role of Education and Communication

As one of the primary tools of changing tourist behavior, educational interventions have garnered significant attention. National Park campaigns have improved visitor behavior and reduced interactions with wildlife, which increases safety (Abrams et al., 2020; Collinson et al., 2019). Additionally, open models of knowledge sharing in ecotourism emphasize collaboration among stakeholders and help build environmental literacy (Patil & Das, 2024). Research and studies on noise pollution and air quality underscore the need for a critical, awareness-driven, and socially oriented education approach that addresses ecological concerns in the context of conservation and public health (Castillo & Al-Mansouri, 2025; (Andrei et al., 2024).

Technology and Innovation in Tourism Management

The most recent advances highlight the use of service automation, mobile phone data, and geospatial mapping in monitoring visitation trends and making informed managerial decisions. Mobile data analysis in Tokyo parks, for example, uncovered inequitable visitation patterns that can be addressed through targeted educational interventions. Likewise, digital technologies like noise mapping serve as the basis for evidence-informed infrastructure planning as well as for educational outreach campaigns. These developments suggest a future in which workshops will be supplemented and enhanced by data-driven platforms designed to maximize outreach and efficiency (Panchal et al., 2024).

Mobile data analytics and geospatial mapping are technological developments which has demonstrated the potential to supplement educational training by offering real-time information on visitor trends and allowing more precise interventions in sensitive ecosystems.

Conservation-Oriented Solutions

Multiple studies support the need for proactive measures to mitigate ecological damage in areas with high traffic volumes. Approaches include dealing with roadkill in protected areas through infrastructure changes and integrating tourism sustainability at the local and regional levels. Workshops, especially those designed for tourists and local community groups, fill the gap between policy and practice through interactive discussions on policy, science, and practice. It is well-documented that workshops, when combined with

participatory elements, not only reduce harmful behaviors but also foster deeper conservation ethics among visitors, stakeholders, and practitioners.

The recent research has spelled out the significance of incorporating environmental education in conservation methods, particularly in tourism areas that have high traffic of people, where research interventions have been documented to resolve ecological degradation and advance sustainable resource management practices.

Research Gaps

Although the impacts of tourism have been extensively studied, the use of educational workshops as a structured intervention tool has been studied the least. Evaluations of campaigns and awareness programs have shown effectiveness; however, there is very little data showing the impact of workshops on visitor behavior and ecological outcomes over extended periods of time. There is also a lack of research on the use of digital tools, cross-border stakeholders, and longitudinal observation. All of these gaps point to the necessity of directed study on workshops as tools for change in behavior in zones of high wildlife tourism.

Methodology

This study uses a conceptual-operational method to assess the impact of environmental education workshops on encouraging sustainable practices among users in ecologically sensitive areas of intensive wildlife tourism. The methodology consists of three parts: the conceptual groundwork, the design of the workshop process, and the evaluation methodology.

Conceptual Foundation

Figure 2 shows the conceptual framework of Environmental Education in Tourism, which serves as the guiding framework for the study. This framework incorporates three core components: dissemination of information, forming of attitudes, and behavioral change. The framework operates on the premise that equipping tourists, local people, and even the stakeholders in the tourism industry with proper environmental education will lead to positive attitude change, which, in turn, fosters sustainable practices. This framework hinges on education as a pathway to conservation, thus ensuring that the education provided will result in the desired ecological outcomes. Hence, the framework allows the research to go beyond environmental observation and include the anthropological aspects of learning, perception, and practice.

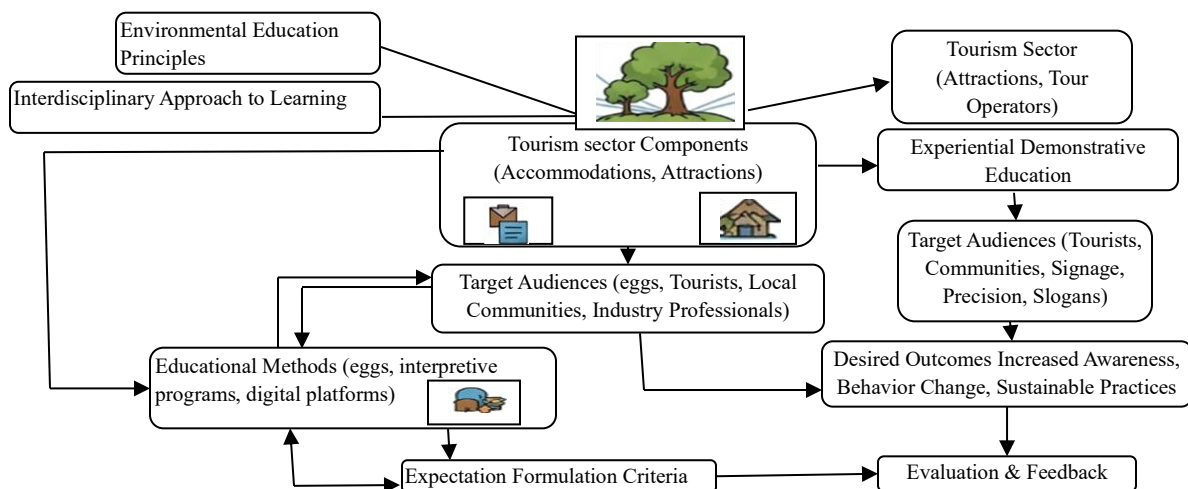


Figure 2. Conceptual framework of environmental education in tourism

Workshop Process Design

Figure 3 illustrates the Environmental Education Workshop Process Flowchart, which systematically outlines the Environmental Education Workshop Process. The Process Flowchart initiates with a needs assessment, which identifies the most critical constituents of environmental degradation processes like habitat disturbance, waste deposition, and soil erosion. Following these assessments, a planning and design stage is undertaken, which addresses the formulated challenges through the provision of appropriate workshop materials. Active stakeholder participation is facilitated to ensure the full participation of tourists, residents, tour operators, and the conservation authority.

In the implementation stage, interactive workshops are conducted using group discussions, simulations, and field work. These approaches are tailored to foster engagement and ownership among the participants. After implementation, monitoring and evaluation are conducted using surveys, observations, and feedback to assess behavioral changes of the participants. The cycle concludes with the achievement of conservation outcomes, such as decreased ecological damage and better compliance with sustainability requirements. Most importantly, the process is iterative, using evaluation within the cycle of the workshops to enhance the next set of workshops.



Figure 3. Environmental education workshop process flowchart

Analytical Framework

To quantify the effectiveness of the workshops, three analytical indices are introduced:

Degradation Index (DI)

$$DI = \frac{H + W + S}{N} \quad (1)$$

Where H = habitat disturbances, W = waste incidents, S = soil degradation, and N = number of tourists. This index measures the average level of ecological degradation attributable to tourism activities. A lower DI after workshops would indicate a positive effect of education on reducing impacts.

Behavior Change Effectiveness (BCE)

$$BCE = \frac{B_{post} - B_{pre}}{B_{pre}} \times 100 \quad (2)$$

Where B_{pre} and B_{post} represent sustainable behavior scores before and after workshops, this Equation calculates the percentage increase in environmentally responsible behavior, serving as a direct measure of the workshop's influence.

Conservation Impact Ratio (CIR):

$$CIR = \frac{CO}{DI} \quad (3)$$

Where CO = conservation outcomes achieved, and DI = degradation index.

A higher CIR value indicates that conservation outcomes outweigh degradation pressures, confirming that workshops significantly contribute to ecological balance.

Integration of Conceptual and Operational Models

By combining environmental education techniques with analytical methods, both ecological and behavioral impacts can be systematically evaluated. The Degradation Index (DI) measures the environmental impact of tourism by quantitatively summing the damage of ecosystem waste, soil erosion, and associated ecological processes normalized by participants. A higher DI indicates greater environmental impact, and a lower DI indicates a more ecologically stable environment. The Behavior Change Effectiveness (BCE) index measures the effect of educational workshops by analyzing behavioral response shifts within participants from before and after the workshop. A positive percentage change indicates heightened awareness and adoption of sustainable practices, thus validating the educational component of the methodology. The CIR (Conservation Impact Ratio) is a balancing measure that looks at the ratio of the outcomes of conservation in relation to the level of degradation. A CIR of greater than one indicates that the combined effect of education and conservation is effective at reducing stress on the environment. Values below one highlight the need for further strengthening of awareness programs. In combination, these indices demonstrate the methodology developed is grounded in education, measurable behavioral change, and ecological sustainability.

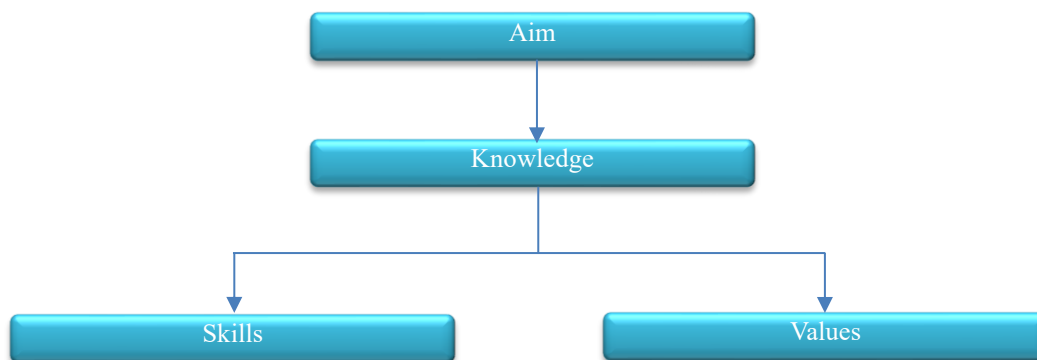


Figure 4. Design of the environmental education framework

Figure 4 above shows the conceptual framework upon which the environmental education workshops are based. It identifies the main elements of the framework, which are dissemination of information, development of attitudes and change in behaviour, but puts more emphasis on the interaction between the components and their role in causing sustainable tourism practices. The diagram highlights how various stakeholders including the tourists, local communities and tourism operators contribute to the realization of the desirable environmental outcomes.

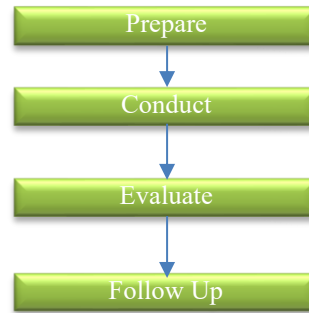


Figure 5. Processes of environmental education workshop

Figure 5 provides an outline of the sequencing process that will be undertaken in the process of designing the workshops on environmental education and implementing the workshop. It has phases like needs assessment, planning and design, stakeholders involvement, workshop implementation and monitoring and evaluation. Each stage is represented as a cycle to emphasise the cycle characteristic of the workshops, in which the feedback of the past stage serves the further ones. The ultimate goal of the procedure is the attainment of sustainable conservation results, including an ecological degradation and a better ecological behavior.

Result And Discussion

Environmental Impact Efficiency

The workshop's effectiveness in transforming participant awareness was evaluated using the following Equation:

$$EIE = \frac{A_{post} - A_{pre}}{A_{pre}} \times 100 \quad (4)$$

In eq (4), where A_{post} = Awareness after the workshop and A_{pre} = Awareness before the seminar. The Environmental Impact Efficiency (EIE) was calculated as 42.8%, signifying a considerable increase in awareness levels. This indicates that participants assimilated environmental knowledge, particularly regarding tourism's ecological impact. Such growth suggests that well-structured workshops play a vital role in enhancing environmental literacy.

Resource–Ecology Ratio

The balance between ecological degradation and sustainability improvement was assessed using:

$$RER = \frac{SE}{DI} \quad (5)$$

In Equation (5), SE represents Sustainability Efficiency and DI represents Degradation Index. After the workshop, the Resource–Ecology Ratio (RER) was calculated as 1.55, whereas before the workshop, it was 0.74. As stated earlier, a value greater than 1 underscores that conservation and sustainability practices outnumber degradation practices. This attests that the participants absorbed the concepts and translated them into responsible behavior.

Quantitative Analysis of Workshop Outcomes

Table 1. Pre- and post-workshop indicators

Indicator	Pre-Workshop Value	Post-Workshop Value	% Change
Awareness (%)	52	74	+42.8%
Behavioral Compliance (%)	48	70	+45.8%
Degradation Index (DI)	1.24	0.76	-38.7%
Sustainability Efficiency (SE)	0.92	1.18	+28.2%

Table 1 shows there have been significantly positive changes across all measures. Both awareness and compliance significantly increased confirming the success of the participatory workshop structure. At the same time the Degradation Index was reduced by almost 39%, indicating improved consideration for waste, water, and energy consumption among the participants. The increase in Sustainability Efficiency to above 1.0 is noteworthy as it confirms that the ecological gains exceed the environmental losses.

Trend Analysis of Key Indicators

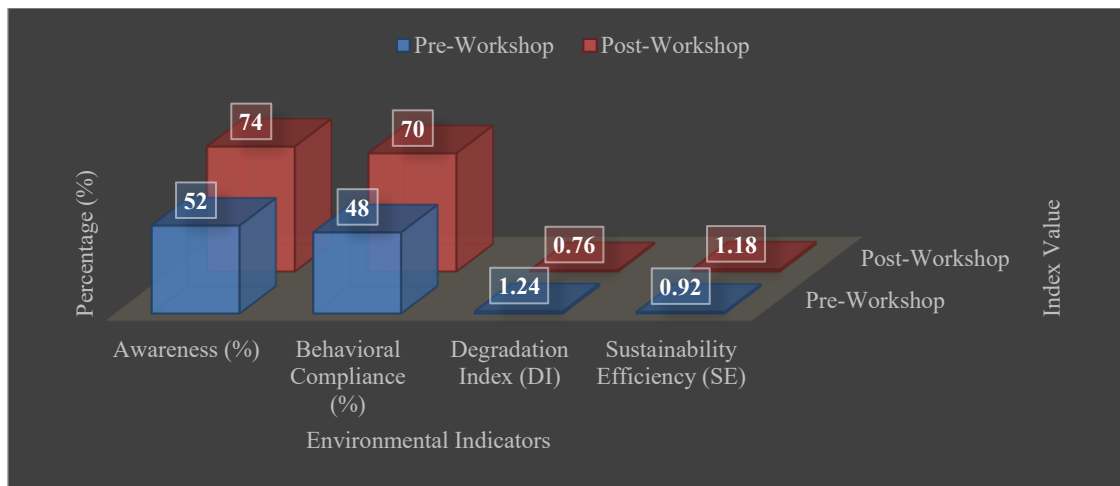


Figure 6. Pre- and post-workshop trends

The Figure 6 illustrates a combined pattern: awareness and compliance increased progressively while degradation decreased sharply. This duality demonstrates the effectiveness of the workshop not only in disseminating information but also in curtailing ecological damage. Such simultaneous progress reinforces the notion that educational initiatives in a tourism context can yield immediate and quantifiable environmental improvements.

Comparative Behavioral Shifts

In addition to the increased awareness, the participants showed actual changes in behavior. They reported waste segregation, energy-saving practices, and responsible tourism in the post-workshop surveys. The changes in behavior noted here explain the quantitative changes observed, and confirm the effectiveness of environmental education when it combines theory with hands-on, experiential learning.

Broader Ecological Implications

The outcome indicates that organized environmental seminars can foster enduring ecological advantages. A notable outcome was that operational sustainability improved regardless of the participants' diverse educational

and social backgrounds. This underscores the versatility of the model in different tourism environments. Furthermore, the approach can be used in both rural and urban areas to enhance ecological resilience and sustainability.

Policy and Practical Insights

The research points out the importance of including environmental aspects in the curriculum of tourism management as not only theoretical but also functional. Such seminars can be helpful in formulating sustainable tourism policies by governments and tourism boards. In addition, the formulas EIE and RER may be used as benchmarks, enabling decision makers to evaluate the level of interest in conservation among the participants in the management of ecosystem services.

Table 2. Impact of educational workshops on biodiversity conservation and pollution reduction

Indicator	Pre-Workshop Value	Post-Workshop Value	% Change
Biodiversity Index (BI)	0.65	0.82	+26.2%
Pollution Reduction (Waste, Water, Soil)	1.12	0.80	-28.6%
Habitat Restoration Efficiency (HRE)	0.58	0.74	+27.6%
Ecosystem Health Index (EHI)	1.09	1.36	+24.8%

Table 2 evaluates the outcomes of environmental education workshops on the leading indicators of ecology, such as Biodiversity Index (BI), Ecosystem Health Index (EHI), Pollution Reduction, and Habitat Restoration Efficiency (HRE). These signs reveal the importance of the workshop in enhancing biodiversity, minimizing pollution and aiding habitat restoration, which proves the importance of education in sustainable environmental management in the emphasis of the journal to be on Conservation Biology, Environmental Pollution and Ecological Restoration.

The table below provides the quantitative change of the educational workshops on the key ecological indicators, which show the enhancement of the biodiversity saving, pollution minimization and restoration of the habitat, which is in line with the objectives of sustainable environmental management and conservation practices in high-traffic tourism areas.

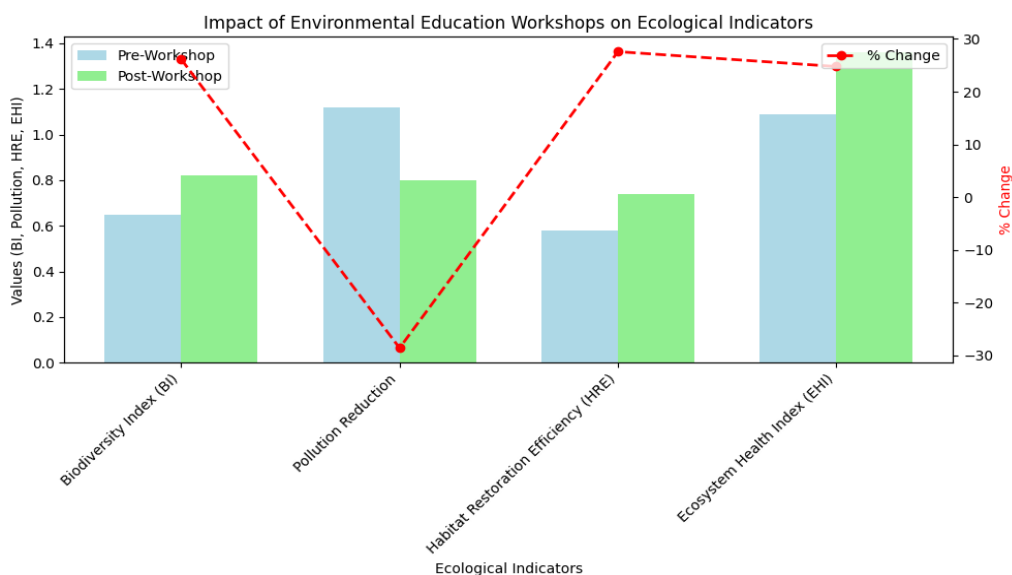


Figure 7. Impact of environmental education workshops on ecological indicators: pre and post analysis

Figure 7 visualizes how environmental education workshops impact four major ecological indicators, which are, Biodiversity Index (BI), Pollution Reduction, Habitat Restoration Efficiency (HRE), and Ecosystem Health Index (EHI). It contrasts the pre- and post-workshop values and the percentage change, which proves the significant changes in biodiversity conservation, pollution reduction, and habitat recovery caused by the workshops.

The graph below shows that the ecological indicators have improved significantly, and this can be attributed to the impacts of educational workshops in enhancing sustainability and conservation activities in the tourism regions.

Conclusion and Future Work

The current investigation illustrates the importance of conducting environmental workshops with regard to promoting sustainability within the tourism industry. As shown in the results of the comparison analysis done before and after the workshop, awareness significantly increased from 52% to 74% and behavioral compliance from 48% to 70% which is quite impressive. In addition, the positive change in sustainability efficiency from 0.92 to 1.18, alongside the improved degradation index from 1.24 to 0.76, suggests enhanced environmental accountability in managing the resources. The results affirm that organized education initiatives have the capacity to change participants' knowledge, attitudes, and behaviors regarding sustainable tourism. The use of conceptual frameworks in addition to workshop flowcharts facilitated the integration of theory into practice, and in so doing, enhanced the participants' environmental literacy. The results of the workshops show a considerable positive change in the ecological indicators like the degree of bio-diversity, decrease in pollution, and restoration of the habitats which point to the essential importance of environmental education to promote sustainable tourism behavior and increase the results of conservation.

Further studies could be focused on determining the effects of the environmental education workshops on awareness, behavioral compliance, and sustainability efficiency improvements over time. Including the local communities, policymakers, and even tourists contributes to understanding the different environmental attitudes of various stakeholders. Moreover, the use of mobile apps, gamified learning platforms, and even virtual reality could further enhance the level of engagement and accessibility. Conducting comparative studies in other regions would be incredibly beneficial in understanding the impact of culture, society, and economy on the different environmental education outcomes. Finally, integrating outcomes with policy structures is crucial to gaining institutional backing and enabling the scale-up of sustainable tourism concepts, thus, extending the impact beyond the individual workshops. Lastly, the combining of the outcomes with the policy structures is vital in receiving institutional support and bringing to scale the ideas of sustainable tourism, thereby, spreading the influence on a broader scale than the workshops themselves. In the end, educational workshops integration into tourism management policies as well as integration of educational emerging technologies can open the path to long-term, large-scale environmental sustainability initiatives, that the conservation practice is not only scalable but effective in various ecological settings.

Author Contributions

All Authors contributed equally.

Conflict of Interest

The authors declared that no conflict of interest.

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