

**Development of a conceptual model for a rapid  
skills development in the community-based  
tourism industry in Botswana**

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## **Abstract**

The research explored the training needs of Community-Based Tourism (CBT) structures, specifically for Tsodilo Hills, as well as the learning methods that best suit community members and how training can be used to strengthen Social Capital.

Tourism is a means to alleviate poverty and empower communities, however, some CBT projects fail to deliver this due to a lack of skills, conflict and community disengagement. Nationally recognized vocational training does not impart the skills required for CBT and is not accessible to individuals in remote locations.

The constructivist grounded theory methodology was used. Feedback was obtained from the Tsodilo Hills community, government bodies, hospitality and tourism associations, tourism operators and educational institutions through semi-structured interviews and focus groups. The data was transcribed, coded and analyzed.

The findings indicate that training needs to focus on foundational, multi-disciplinary hard skills in hospitality and tourism, language, business, customer service and environmental sustainability, as well as soft skills, such as, in work attitude, innovation, conflict management, and communication. Training must be conducted in the community and tailored using an andragogical teaching approach. An Asset-Based Community Development approach, including CBT stakeholders, must be used to plan and implement training to ensure that learners and the community remain the focal point. Literature supports these findings.

The research delivered a CBT Rapid Skills Development model which provided remote communities with access to relevant vocational training aligned to tourism principles and their specific needs, thereby increasing the likelihood of an inclusive and sustainable tourism industry.

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# **Introduction**

## **1.1 Tourism as a Driver of Poverty Eradication**

“Tourism is a surprisingly resilient economic sector that increasingly contributes to development in many countries around the globe.”

– Taleb Rifai, UNWTO Secretary-General (United Nations World Tourism Organization, 2015)

Today, many of the less developed countries are looking at tourism as a vital part of their development, and poverty reduction strategies and governments are supporting the development of this sector (Dieke, 2003; World Economic Forum, 2017). Tourism has taken this position within their development for two primary reasons. Firstly, tourism attracts visitors to the country, increasing foreign exchange earnings and exports, and secondly, it is a good job creation industry, ensuring a wider distribution of income (Dieke, 2003). In 2016, tourism was responsible for one out of every ten jobs globally (World Economic Forum, 2017).

Tourism, however, does not always create the intended impacts on communities in and around tourism destinations due to its customer-centric focus. Observations indicate that where there is little focus on communities surrounding tourism ventures, the communities can often feel removed from and alienated by the industry and therefore they do not gain tangible benefits from it (Liu & Wall, 2006). If tourism is going to have a positive socio-economic impact on the residents of a visited area, then it is just as important to focus on the community as it is to focus on the customer (Akama & Kieti, 2007; Mbaiwa, 2005b).

## **1.2 Botswana’s Economy and Tourism Industry**

When Botswana gained independence in 1966, it was one of the 25 poorest nations in the world. With the discovery of natural mineral resources over the last 50 years it has managed to significantly change its fortunes (Government of Botswana Presidential Task Group, 2011). According to the World Bank, since 1990, Botswana’s gross

domestic product (GDP) has grown from US\$ 3.7 billion to US\$ 14.8 billion per annum in 2014, and in 2015 it was ranked 73<sup>rd</sup> in the world and 3<sup>rd</sup> in Africa, based on GDP per capita (The World Bank, 2015). By 2009, only 13% of the population was living off less than US\$ 1.25 per day (The World Bank, 2015). However, poverty in rural areas remains higher than in urban areas due to the lack of access to economic opportunities (Kariuki, Abraha, & Obuseng, 2014).

Due to its ability to create economic opportunities for individuals and communities, the Government of Botswana has identified the tourism sector as a key economic driver, and a means to build a more inclusive economy (Human Resource Development Council, 2014). A Community-Based Natural Resource Management (CBNRM) policy has been introduced to empower local communities, ensuring both ecological conservation as well as economic empowerment for populations in those areas (Mbaiwa, 2008). Within the CBNRM framework, ecotourism and tourism-related activities are currently the most significant commercial activity (Centre for Applied Research, 2016). Community-Based Tourism (CBT) has been used to generate sustainable livelihoods communities such as the Khwai and Sankuyo around the Okavango Delta, where 64.4% of community members view tourism as their primary income. In these communities, tourism is now the dominant employer growing from 57 people in 2000 to 140 people in 2007. This represented 28% in 2007 of all community members in the area (Mbaiwa & Stronza, 2010).

However, the case of the Khwai and Sankuyo communities are exceptions and CBNRM is seeing a reduction in economic impacts for rural communities and a continued reliance on government aid for survival (Centre for Applied Research, 2016; Mbaiwa, 2005a). One of the contributing factors to the reduction in economic impacts is a lack of necessary skills to operate these businesses, which leads to diminished economic benefits in the long-term leading to lack of ownership and disengagement of community members within CBNRM structures (Sebele, 2010).

In addition to diminished socio-economic impacts, there are further negative socio-cultural impacts including the alienation of communities from traditional livelihoods and negative social consequences for communities such as prostitution (Mbaiwa, 2005b; Sebele, 2010). Where CBT projects have negative impacts that start to outweigh

the positive impacts, there is a higher likelihood of failure of the projects (Mbaiwa, 2005b).

### **1.3 Education and Tourism Training in Botswana**

Botswana has invested heavily in education, with 28.1% of the annual budget (10.31 billion Pula) earmarked for education and skills development in 2015/16 (Department of Finance, 2015). As of 2009, efforts were also being made to develop an integrated lifecycle learning approach to ensure that learning can be recognized at all levels and in all forms (Ministry of Education and Skills Development, 2009). Within skills development and lifelong learning, challenges have been identified, which include accessibility for learners due to institutions being restrictive in admissions and the limited number of facilities in rural areas (Akoojee, 2005; Ministry of Education and Skills Development, 2009). Formal vocational training is conducted in established areas (Gaborone, Francistown, and Maun) through technical colleges and in some smaller towns through brigades (Akoojee, 2005). The formal training programs, which are offered at a vocational level, are aimed at developing skills for employment in the established tourism sector (Odora, 2011) but are not aimed at improving skills for learners for an informal or community-based environment. The curriculum which they offer has been developed through bilateral agreements with the Scottish Government and most recently, the South Korean Government. Although these programs focus on skills for employability (Gong, 2015), they do not appear to be generating skills for creating sustainable livelihoods. Furthermore, the curriculum is targeted at high school leavers with the intention that youth will progress to technical and vocational education.

In a review of lifelong learning, it was observed that learners were not committed to training and actively pursuing learning opportunities (Ministry of Education and Skills Development, 2009). In lifelong learning, especially adult learning, a level of self-motivation is needed to ensure that learners are able to direct their education into areas that are of interest to themselves (Smith, 2002)

Training is also provided to rural CBT projects through Non-Governmental Organizations (NGO) in an ad-hoc nature (Tsodilo Hills Reference Group, 2005; Victurine, 2000). In many cases, information is also not retained effectively, meaning

that learners are not able to implement learnings once they return to the community setting (Victurine, 2000).

#### **1.4 Research Aim and Questions**

Skills development for CBT projects is not sufficiently addressed within the current training structures in Botswana, leading to diminished levels of empowerment of rural communities (Akoojee, 2005; Human Resource Development Council, 2014; Mbaiwa, 2013).

The aim of the research was to explore the unique training needs of CBT structures, as well as the learning methods that best suit community members and how training can be used to strengthen social capital within communities. One of the research outputs is the development of a CBT Rapid Skills Development model. The model will be used to provide remote communities with access to relevant vocational training aligned with tourism principles and their specific needs, thereby increasing the likelihood of an inclusive and sustainable tourism industry.

There is one primary research question:

*What skills are necessary for the development of an inclusive and sustainable Community-Based Tourism industry in Botswana?*

Along with two sub-questions:

*What is the most effective way to impart these skills in rural communities, where tourism is not already a market sector, and infrastructure is limited?*

*How does one maximize community buy-in into the development of these projects, maximizing long-term sustainability?*

#### **1.5 Methodological Approach**

A social constructivist epistemological paradigm and grounded theory methodology have been used to conduct this research.

### **1.5.1 Social Constructivist Paradigm**

The social constructivist paradigm views knowledge as being a construct between two people that are affected by the world around them (Crotty, 1998; Gergen & Gergen, 2016). This premises that there is no absolute truth, but rather that truth is built through the interactions between the researcher and the subject and their views of the world around them (Gergen & Gergen, 2016). As the researcher is working in the field of hospitality and tourism education in Botswana, there is an acknowledgment that there are performed views on the subject and therefore those views will also impact the outcomes of the research.

### **1.5.2 Constructivist Grounded Theory**

A grounded theory (GT) approach to research aims to analyze the environment through “a systematic, inductive and comparative approach”, ensuring that any emergent theory is grounded in the subject matter that was researched (Charmaz & Strauss, 2007). In relation to the research, the aim was to develop a training model based on the unique needs of CBT projects and therefore any model developed should emerge from the views of various stakeholders involved in CBT projects. constructivist GT goes further to incorporate the role of the researcher into the analysis of the environment. In line with the social constructivist paradigm, constructivist GT acknowledges the part of the researcher in the development of theory (Mills, Bonner, & Francis, 2006).

### **1.5.3 Sampling and Site Selection**

Purposeful sampling was used for this research. Purposeful sampling is the specific selection of research subjects based on their knowledge and can assist to improve the validity of qualitative research as subjects have an in-depth understanding of the subject area (Patton, 1999). The sampling based on four different groups: community members, government bodies and tourism associations (knowledge leaders), tourism operators, and educational institutions. The views of the community members, experts in the tourism arena and specialists in the training and hospitality fields were solicited in order to generate comprehensive feedback on the training needs for CBT from a holistic standpoint highlighting the priorities, needs, challenges, and areas of opportunity.

The site selected to for study has been the community of Tsodilo Hills in the north-west of Botswana. There are four reasons for the selection of the site. Firstly, the remoteness

of the location, the Tsodilo village is roughly 365km (approximately 7 hours) from Maun and 530km (approximately 9hours) from Kasane; Maun and Kasane being the two main centers in the area. Secondly, the social structure of the area, in that there is a community that lives close to the site where human capital could be sourced and further benefit from their involvement in tourism. There are currently two communities living in Tsodilo Hills, the Hambukushu, and Ju/'hoansi; these communities total 200 people maximum (Tsodilo Hills Reference Group, 2005). Thirdly, there are currently no tourism operators operating at the site, where community members can be employed or trained (Tsodilo Hills Reference Group, 2005). Finally, the community has been identified by the Botswana Tourism Organization (BTO) as a destination for CBT in Botswana, and therefore, there is a need for training in the area (Tsodilo Hills Reference Group, 2005)

#### **1.5.4 Data Generation**

Semi-structured one-to-one interviews and focus groups were used to collect data and a total of 12 interviews and focus groups were conducted. When interviewing in qualitative research, the one-to-one interview data collection method has become a commonly used method in health and social research (Ryan, Coughlan, & Cronin, 2009). Interviews were used in the majority of cases, representing 10 out of 12 times. One-to-one interviews allowed the researcher to explore areas where the respondent felt more comfortable and knowledgeable. Focus groups are a form of data collection used in qualitative research consisting of several people who are interviewed at the same time in the same space. Focus groups were used to interview community members, representing 2 out of 12 times. Focus groups are increasingly popular in GT approaches as they allow for a larger set of views to be collected (Charmaz & Belgrave, 2014). Focus groups were used explicitly for community members as they can create a lighter atmosphere, allowing participants to discuss more in-depth (Morgan & Krueger, 2013). Focus groups can face potential challenges though, including groupthink and a lack of willingness to discuss sensitive topics however these can be overcome through the open discussion of topics by the moderator (Morgan & Krueger, 2013).

## **1.6 Significance of the Research**

An outcome of this research was the development of a model for skills development within the CBT field. This model will be able to be used by practitioners in the CBT field to design and implement training programs that are tailored to the specific needs of their CBT projects. With more tailored training, communities will be better equipped to operate and manage projects, providing greater sustainable livelihoods than they are currently generating.

In addition, this research will add to the body of knowledge by building on current literature with regards to training for CBT and justification of alternative training approaches to those currently employed within the vocational training environment in Botswana.

## **1.7 Limitations of the Study**

The research findings are limited to CBNRM structures that include tourism as an economic activity. CBNRM structures can implement a variety of commercial activities, however, due to the research focus on tourism, the findings are limited to those operating tourism-related projects only.

Furthermore, the research findings are limited to CBT projects in Botswana. Therefore, the findings do not extend to the many small medium-micro enterprises (SMME) who operate in the tourism sector in Botswana. Despite the fact that some of these SMME's operate in small towns and remote locations throughout the country, the research does not take them into account due to the dynamics that CBNRM introduces.

Lastly, it is important to note that the research has not focused on measuring the outcomes (social, cultural or economic) of training in CBT, but rather on identifying the training needs in CBT projects that may influence these outcomes.

## **1.8 Conclusion**

In this first chapter, the premise of the research and the research problem were presented, along with the aim of the research, with the research questions defined. The planned research methodology is introduced along with the site of the research. Finally, the

significance and potential contributions of the study are also explained along with the possible limitations of the study.

The literature review, relevant to this area of research is discussed in Chapter 2.

## **2 Literature Review**

### **2.1 Introduction**

The premise for the research and the research questions that will be answered herein are introduced and presented in the previous chapter. The research aims to develop a model for rapid skills development in Community Based Tourism in Botswana.

This chapter provides a literature review that discusses CBT and Skills in CBT to understand the current status of tourism projects in Botswana as well as the skills development needs of CBT. A review of CBNRM, and CBT within CBNRM, is conducted. The literature review is anchored and grounded in the model of Asset Based Community Development (ABCD). Reviews are conducted on the Sustainable Livelihoods as well as Value Chain models.

Finally, the review looks at lifelong learning approaches, with particular emphasis on Technical Vocational Education and Training (TVET). Finally, a review of andragogical learning approaches is conducted as the second theoretical model used in the research.

### **2.2 Community-Based Tourism**

There are many definitions of CBT that offer different views of the scale, stakeholders and ownership structures and impacts of CBT. CBT can be defined as “tourism which is owned and/or managed by communities and generates wider community benefit” (Dixey, 2005, p.29). Whereas Asker, Boronyak, Carrard, and Paddon (2010, p.2) view CBT as tourism that is “small scale and involves interactions between visitor and host community, particularly suited to rural and regional areas. They further mention that CBT is commonly understood to be managed and owned by the community, for the community”. On the other hand, Tasci, Semrad, & Yilmaz (2013, p.9) define CBT as “tourism that is planned, developed, owned and managed by the community for the community, guided by collective decision-making, responsibility, access, ownership and benefits”. All of these definitions are focused on tourism that is conducted within a particular community geographical area and managed and owned by communities.

For the purpose of this paper, CBT is defined as the use of assets and infrastructure by local and foreign interests within a given area and with positive benefits to those living in the area (Jamal & Getz, 1995). The definition by Jamal and Getz is more appropriate for the use of this research as it extends the definition to include other stakeholders who are involved in the operations of CBT. This is important in the context of Botswana as most CBT ventures are developed with tourism operators.

In addition, the definition extends to include the nature of the organization and business practices within the project. Unlike many other tourism development models, CBT orientates tourism development around the community and their desires for growth and development (Okazaki, 2008; Scheyvens, 1999). CBT projects aim for positive impacts on the communities that they take place in (Giampiccoli, Jugmohan, & Mtapuri, 2015; Scheyvens, 1999) and empowerment of the community within which it occurs (Lukhele & Mearns, 2013). In order to achieve this, the decision-making structures within CBT are bottom-up, rather than top-down.

Within CBT focus is placed on both community members and tourists, thus projects also need to take the socio-cultural effects of tourism on community members into account as well as the need to create an appealing product for tourists (Blackstock, 2005).

CBT is owned and managed by local communities, it brings on board local skills, in particular, indigenous skills and knowledge of where the CBT takes place. In the case of Botswana, local communities use their skills in areas such as guiding, basic traditional food preparation, traditional arts and crafts (dance, jewelry).

Considering that communities have a stake in CBT, they are required to be involved in the decision-making process for the CBT projects. A balance of decision-making needs to be created between community members and other stakeholders to ensure that community members are able to have an influence on the development of tourism (Okazaki, 2008; Saarinen, 2006; Scheyvens, 1999). Finally, although academic literature prefers to focus on fully community-owned ventures as CBT projects (Blackstock, 2005), there are a wide variety of ownership structures, including community owned, owned by a subset of the community and joint-ventures between community and external bodies (Dodds, Ali, & Galaski, 2016; Jamal & Getz, 1995).

CBT has a variety of stakeholders, including community members, government bodies, non-governmental organizations, and the private sector (Mbaiwa, 2005b; Novelli & Gebhardt, 2007; Nzama, 2010). In the base-case scenario, community members play the central role in the planning, decision making and implementation of CBT, supported by other stakeholders. Government will provide legislative and financial support and NGO's provide financial and technical support. The private sector stakeholders comprise of primarily tourism operators, as well as other businesses needed to support the tourism industry. Tourism operators can operate outside the CBT project, bringing tourists to visit the site, thus focusing on the marketing aspect (Novelli & Gebhardt, 2007) or can enter into partnerships with the community to lease or operate directly at the site (Mbaiwa, 2005b).

### **2.2.1 Successes and Challenges of CBT**

Globally, CBT has been shown to empower communities (Lapeyre, 2010; Mbaiwa, 2005a) helping to elevate communities out of a poverty cycle by providing a sustainable livelihood. However, CBT has also been criticized for its inability to deliver on its promise of community development through tourism activities (Blackstock, 2005). This is attributed to several factors such as the projects lacking design around transformation and growth of the community structure (Blackstock, 2005). The occurrence of internal conflicts within the projects that result in a reduced impact of tourism (Koch, 2004). Due to insufficient management capacity and poor access to national markets (Lapeyre, 2010; Sebele, 2010). Moreover, conflicts are caused by inadequate skillsets for running operations (Giampiccoli et al., 2015). Since local communities tend to bring indigenous skills the inability to communicate effectively among stakeholders (Mearns, 2010), could result in conflict.

In Botswana, there have been positive impacts on communities, or success stories within CBT, which has seen more people in the Khwai, Mbabe and Sonkoyo communities in the Okavango Delta become active members of the tourism industry. Such positive impacts have included the benefit of formal employment. Between 1997 and 2007, the number of Sankoyo community members employed in tourism activities increased from 51 to 105 and with the Mbabe community, it grew from 52 in 2000 to 66 in 2007, bringing additional income to the community through their wages and benefits. For some, these jobs were the first work opportunities they had received, and

although the majority of benefits went to living expenses, 8.9% were able to put money away for future use (Mbaiwa, 2013). In addition to employment creation, CBT has also allowed for the provision of social services in the mentioned communities, including the provision of water and housing which were not available before the CBT projects were established (Mbaiwa, 2013). CBT projects have also noted improvements in general education, due to some economic benefits of CBT being directed to schools and local institutions in the community, as well as better environmental management due to shifts in natural resource usage within the community and the need to preserve the environment for tourism (Asker et al., 2010).

However, the creation of CBT has also lead to some unintended consequences on the community. Although larger tourism operators can bring a number of benefits to CBT projects, there are also challenges to integrating them into the projects and still maintain a community-based approach (Campbell & Shackleton, 2001; Fabricius & Collins, 2007). As the tourism industry strengthens within a particular community, the engagement of the community's decision making can potentially decrease. This loss of voice is due to the economic benefits becoming more important than the views of the community, especially if those views are counter-intuitive to the profit model of the industry (Blackstock, 2005; Joppe, 1996). The imbalance of power in partnerships within a community can also have an adverse impact on the effectiveness of the CBT project, resulting in certain community members gaining access to preferential positions or exclusion of certain community members from economic activities (Joppe, 1996; Okazaki, 2008). To illustrate this, local communities in the Okavango Delta have often felt disempowered and unrecognized in the CBT structure and as a result, communities have been relocated from within game reserves to the external parts of the Okavango Delta. The relocation of communities is done with the view of preserving the wildlife experience for tourists visiting the area, arguing for the maintenance of a pristine wildlife area for the advancement of natural resource management. In the study conducted by Mbaiwa (2005b), it was found that 85.7% of respondents did not want to move and 11.4% either did not know about proposed moves or were afraid to comment. In other cases where CBT projects are managed and owned by external investors; there has been a rise in enclave tourism developing within CBNRM areas (Mbaiwa, 2005b). Enclave tourism resulted in the needs and considerations of local communities being secondary to the development of the destinations, leading to "internal colonialism" as

the economic impacts of this tourism are largely extracted from the destination, with communities only receiving salaries from the projects or leases from the land usage rights. Furthermore, this is also exacerbated by the employment of foreign nationals in management and well-paying positions.

There are also adverse socio-cultural effects of CBT. Socio-cultural effects are defined as the “impacts of people” (Mbaiwa, 2005b). Mbaiwa (2005b) mentioned the negative impacts on family life through the fracturing of family structures. Where tourism developments are not developed directly within the community, individuals have moved to work in the lodges and are not able to take their family with them. It is noted that only 8.1% of employees in lodges stated that they live with the spouse or partner. Such living conditions can lead to increased relationship pressure and exposure to HIV/AIDS (Mbaiwa, 2005b). Racism within the tourism industry also has a negative impact on people. Racism can take many forms, such as discrimination and unfair treatment, the application of different salaries for equal qualifications and inequitable access to higher paying jobs. Mbaiwa (2005b) noted that 60% of all respondents (Lodge staff and management) confirmed that there was racism within tourism in the Okavango Delta.

### **2.2.2 Skills and Skills Development in CBT**

CBT projects are owned and managed by local communities and as such locals also offer their skills in the operation of CBT projects. Skills can be defined as “Ability to perform tasks and solve problems” (Cedefop, 2011, p.162). Skills differ from knowledge, which focuses on the “facts, principles, theories and practices related to a field of study or work” (Cedefop, 2011, p.94) in that skills look the ability to do something where knowledge looks at retention of information. Furthermore, skills differ from competencies, which are defined as “Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development” (Cedefop, 2011, p.35).

CBT is a subsector of the tourism industry, and with regard skills emphasis is placed on both hard skills and soft skills when defining the skills needed within the CBT industry. It is emphasized that skill sets need to be developed in the areas of operations, business creation, business management, quality management, marketing and financial

management (Baktygulov & Raeva, 2010; Giampiccoli et al., 2015; Lapeyre, 2010; Lenao, 2015; Mbaiwa, 2005a; Nzama, 2010).

Hard skills refer to technical abilities and knowledge, whereas soft skills consider aspects of attitude, interpersonal communication and teamwork skills (Baum, 2008; Sisson & Adams, 2013).

Traditionally, skills analyses within tourism have focused on the hard skills, especially the technical aspects of work, which breaks down work into smaller measurable tasks (Baum, 2002, 2008). By defining the necessary skills purely from a perspective of hard skills, many roles within tourism were therefore defined as un- or semi-skilled roles (Baum, 2002, 2008). More recently, tourism skill analysis's have incorporated areas of soft skills into roles within tourism due to the level of interaction with customers and employees. These skills can include customer service skills or the ability to communicate effectively or solve problems (Baum, 2008).

Sisson and Adams (2013) place further importance on soft skills, stating that for managers in the hospitality and tourism industry, training needs to shift importance from the development of hard skills to the development of soft skills. When designing training programs, the specific skills and competencies for managers need to be identified and incorporated into assessment structures of the program (Sisson & Adams, 2013).

According to Asker, Boronyak, Carrard, and Paddon (2010) and Tasci, Semrad, and Yilmaz (2013), these generalized skillsets needed in CBT projects can be broken down into the following specific skills to be able to operate CBT projects effectively.

	<b>Hard Skill</b>	<b>Soft Skill</b>
Owner/Operator	<ul style="list-style-type: none"> <li>• Product development skills</li> <li>• Negotiation skills</li> <li>• Finance and accounting skills</li> <li>• Monitoring and analysis skills</li> <li>• Marketing planning, communication, and pricing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct, administer and participate in CBT committee meetings</li> <li>• Conflict management</li> <li>• Cross-cultural communication</li> </ul>
Supervisory level	<ul style="list-style-type: none"> <li>• Finance and accounting skills</li> <li>• Procurement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict management</li> </ul>

	<ul style="list-style-type: none"> <li>Monitoring and analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Cross-cultural communication</li> </ul>
Staff level	<ul style="list-style-type: none"> <li>Vocational skills (Food &amp; beverage, culinary, housekeeping, hygiene, planning)</li> <li>Traditional skills (Guiding, Interpretation of sites, traditional crafts)</li> </ul>	<ul style="list-style-type: none"> <li>Customer Service skills</li> <li>Good work ethics</li> </ul>
General	<ul style="list-style-type: none"> <li>Environmental and Cultural Management</li> <li>Language skills</li> <li>Maximizing benefits of tourism</li> <li>Minimizing negative impacts of tourism</li> </ul>	<ul style="list-style-type: none"> <li>Controlling decision-making processes</li> <li>Leadership skills</li> <li>Coping with the changes that come with tourism</li> </ul>

**Table 1:** Table of skills for CBT adapted from Asker, Boron yak, Carrard and Paddon (2010) and Tasci, Semrad and Yilmaz (2013)

In Botswana, the tourism market has a split market with areas such as the Okavango Delta and Chobe regions being defined as “well developed” due to these areas being rich in natural resources and all other areas (besides major towns) being defined as “late starters”. One of the hurdles that “late starters” need to overcome is the urgent development of skilled human capital, along with the accommodation facilities, to facilitate tourism growth (Giampiccoli, Saayman, & Jugmohan, 2014). To ensure the long-term sustainability of CBT projects, it is vital that skills development is started as early in the development process as possible, even before the implementation of projects, to ensure adequate time to develop staff to operate the ventures (Giampiccoli et al., 2014). An example of this need for skilled Human Capital lies with the Khama Rhino Sanctuary Trust (KRST), where lack of management, marketing, and entrepreneurial skills created a significant challenge in the long-term operation of the KRST (Sebele, 2010).

Currently, skills development in CBT projects is done in an ad-hoc manner and training is provided on a limited number of skill areas and for limited periods of time. Furthermore, these training sessions can happen away from the community, causing community members to leave the community to take part in skills upskilling or retooling (Tsodilo Hills Reference Group, 2005; Victurine, 2000). Due to the short length of most training and the training methods involved, communities are not able to retain enough of the information from the training and follow-up training is often

needed (Victurine, 2000). As a result, skills development for tourism within CBT is always inadequate and a challenge. The training model offered by Tourism and Hospitality institutions has a deficiency in catering for the needs of local communities for CBT projects. The inability of training to impart skills impedes the effective operations and managing of CBT projects.

However, in order to develop these skills effectively, there are a number of considerations that need to be made. Firstly, skills development needs to focus on preparing and developing community members for tourism by identifying the gap between the skills currently in the community and the skills needed to operate the CBT projects (Asker et al., 2010). Furthermore, skills development activities need to focus on building on the skills and abilities that are currently present in the community. This ensures that community members develop faster and retain more information through the training.

Secondly, training should not only focus on skills development but also look at the self-confidence of community members to use the skills in a business environment (Asker et al., 2010). Self-confidence is considered part of the psychological empowerment and is an important aspect of the overall empowerment of community members (Scheyvens, 1999).

Thirdly, skills development cannot be a once-off activity, rather it needs to happen over a period of time. This allows community members to retain more information and build up to a higher level of proficiency in the different areas (Asker et al., 2010).

Fourthly, training needs to be on the job. By conducting training in the locations where skills are going to be implemented, community members have a higher possibility of retention of skills.

Finally, skills development needs to be linked to opportunities available in the market. When training community members, there is an expectation created of economic opportunities after completion of the course. By aligning opportunities and skills at the beginning of the training there is a greater chance of meeting the expectations created in community members (Asker et al., 2010). While there has been a thorough analysis

of the deficiency in skills within CBT, there is no designed training model that considers of the identified gaps.

Tourism operators face the same challenge of identifying skilled staff from rural communities around their remote operations. Some operators, such as Wilderness Safaris, have taken the step to develop training programs where they can send staff to external locations to be trained for future management positions (Wilderness Safaris, 2015). These types of initiatives, however, do not help the CBT projects without external operators as the training opportunities are provided to the staff employed in the camps and to the immediate community and training only occurs once operations have been established. Furthermore, this excellent initiative is not, however, an affordable avenue for CBT projects as independent CBT projects do not have the scale and revenues to establish training facilities on their premises (Nzama, 2010).

The limited training opportunities available to local staff has directly impacted on the opportunities for promotion, thus increasing the employment of expatriates. Introducing an intervention at the training level should have a positive impact on employment opportunities for local staff (Dieke, 2003). Training of local staff should also have a positive effect on other areas of the local economy, including an increase in linkages with the local market and increased retention of earnings in the immediate community (Dieke, 2003).

Universities and other types of tertiary institutions are essential components of the process of skills development for the tourism sector, however, as it is in Botswana, the University offers a degree qualification for a long-term duration of four years, which is designed towards managerial skills. On the other hand, technical vocational colleges' offer certificate courses, with a duration of six months, through to diploma, with a length of three years. All of these institutions do not meet the needs of developing skills for CBT projects given that issues of access and equity are a challenge. Entry requirements are high and normally requisite a background in high school and some course skills offered in particular at technical college are at supervisory level. Therefore there is no rapid skills development program that could upskill or retool the local communities to attend to the needs of CBT projects or rather developed in line with the requirements of the industry (Baum & Szivas, 2008; Kararach, Hanson, & Léautier, 2011). Therefore, other skills development options could be better suited.

In 2008, the Botswana Tourism Board conducted a skills gap analysis for the tourism sector. In this analysis, the following gaps were identified within safari and wilderness establishments as well as hotels and guesthouses: “Advanced safari and camp management-related skills, conservation and environmental sustainability [skills], business and management capabilities, advanced food and beverage knowledge and strategic understanding of the tourism industry and related industries.”(Human Resource Development Council, 2014). A further training needs analysis for the tourism sector in Botswana was conducted in 2010. In the analysis, the following skills gaps were identified in the catering and hospitality sector; “Front of house, Professional chef and patisserie, Barista (coffee maker), Cocktail service, Front office skills (customer service, reservations and telephone skills, reception and problem-solving), Housekeeping (room decorations and set up, linen services)” (HRDC, 2014, p. 22). Although these analyses were not conducted specifically on CBT projects, the skills and roles align with Table 1 of skills for CBT mentioned above. Skills identified in Table 1 for CBT is more specific in regard to the skills needed within CBT Projects. This research will, therefore, use the table of skills for CBT as the basis for the skills needed for effectively run CBT projects.

The HRDC (2014) outlined three types of training centers that the country need to develop to provide the necessary skills to be able to build the tourism industry in their sector analysis. These centers were identified as a safari-based training camp, a culinary school to develop practical skills, and a mobile training unit to be able to provide training and seminars.

With regards to the mobile training unit, the report explained that this type of training center should only provide short courses and seminars and that practical training was not required to build theoretical knowledge. In line with the mobile training unit concept, the Tourism Sector Human Resources Development Plan (2014) further questioned how the Human Resource Development Council (HRDC) would “improve the quality of provision by training providers in the sector without building a ‘brick and mortar’ institution with inherent costs such as the buildings and infrastructure, furniture, utilities, machinery and equipment, staff salaries, consumables and other daily costs.” (HRDC, 2014, p.32). The geographical spread of the tourism industry hampers the effectiveness of (and accessibility to) traditional education and training providers

(Baum & Szivas, 2008). Therefore, being able to bring training to sites where it is needed would assist in the development of skills within the industry.

It is important to note that mobile training units are already employed in Botswana, however, only for the construction industry. The Construction Industry Training Fund identified the need for skilled construction labor in remote areas within Botswana. In order to overcome this need, they developed mobile training units and courses, specifically designed to rapidly improve the quality and productivity of construction works. Today, when large infrastructure projects are identified, such as the construction of roads and bridges, these mobile training units are sent to the surrounding community to skill community members. Trained staff are then employed to work on the construction of the project (Construction Industry Training Fund, 2015). Using this as a blueprint, the tourism sector can build on this concept for skilling staff in CBT projects.

A growing alternative option for training in the hospitality and tourism industry is the use of online or web-based training (Baum & Szivas, 2008). By moving training online, the geographical challenges identified by Baum & Szivas (2008) can be mitigated and training can reach a larger audience. However, only 15% of Botswana's population had internet access in 2015 (The World Bank, 2015) and therefore despite web-based training becoming a popular mode for training within tourism and hospitality globally, there is a limited the potential for online training within CBT due to the lack of digital inclusion within many communities in Botswana.

The tourism sector cannot address Human Capital in isolation, the industry needs to work to work together with the education sector to bridge the current skills gap (Human Resource Development Council, 2014). It is often argued that there needs to be a dynamic relationship between educators and the private sector to ensure that training institutions produce relevant skills for tourism operators (Baum & Szivas, 2008).

### **2.3 CBT within Community-Based Natural Resource Management (CBNRM)**

The concept of CBNRM is to bring the management and ownership of natural resources from the state level to the community level where the resources occur. It aims to ensure

that communities become participative members in the conservation process by ensuring that they are able to draw value from the preservation of the environment around them and incorporating them into the decision making process in regards to development of the resources (Fabricius & Collins, 2007; B. Jones, 2004b; Mbaiwa, 2013).

CBNRM has been present in Botswana since 1989 (Gujadhur, 2000). Initially, it focused on wildlife conservation areas and that changed in 2007 when the CBNRM Policy was formalized, expanding the mandate to also encompass veld products, cultural and heritage sites and wilderness sites and today covers 147 locations throughout the country (Centre for Applied Research, 2016).

Community-Based Organizations (CBO) operate within the CBNRM policy framework. The CBO has two main objectives, the sustainable use of natural resources to the benefit of the communities in the area and the conservation of natural resources and cultural heritage within the communities (Arntzen et al., 2003).

For CBNRM rights to be allocated to a community, a CBO needs to be registered, from which point the government can devolve the land use and management rights. In Botswana, CBO's are also required to prepare a Land Use Management Plan and submit audited financial annual accounts to retain the rights. CBO's can choose to engage in a number of different economic activities, of which tourism is one (Lukhele & Mearns, 2013).

In 1999, Botswana Community Based Organization Network (BOCOBONET) was set up to facilitate the development of CBO's, ensuring representation in discussions with government, the private sector and NGO's, and increasing their access to information and assist with lobbying (CBNRM, n.d.).

Between 2003 and 2012, the number of CBO's in Botswana grew from 83 to 106 (Mbaiwa, 2013) and as of 2016, there are approximately 147 CBO's (Centre for Applied Research, 2016). Although there were 106 CBO's in operation in 2012, only 33 were active, and 39% of these active CBO's were profitable (Centre for Applied Research, 2016). Furthermore, between 2013 and 2016, cash dividends to households

have also dropped from BWP 285'211 to BWP 68'660 (Centre for Applied Research, 2016).

The primary commercial activity for nineteen CBO's surveyed in 2015 were tourism based, with CBO's involved in Ecotourism (25%) Events (21%), Cultural shows (16%), Handicraft sales (16%), Camping (13%), Mokoro (traditional dugout canoe) trips (4%) (Centre for Applied Research, 2016). These activities are providing revenues to the CBO's as well as sustainable livelihoods to community members in the form of salaries.

In the review of the CBO's in Botswana, it appears that some of the significant challenges were an absence of definite long-term plans for revenue usage, lack of direct benefits to households and absence of apparent monitoring capabilities. Blaikie (2006), further observed that the lack of accountability in CBNRM projects was one of the main reasons for their failure. In addition to accountability to community members and external institutions, there was also lack of conflict management and negotiation, financial management, tourism-related skills and technical skills. (Arntzen et al., 2003).

Over the last decade, CBNRM has faced growing criticism as a poverty alleviation model as there are minimal benefits for communities and an increasing number of failing CBNRM projects (Fabricius & Collins, 2007). The lack of monitoring and accountability, and the use of a "one-size fits all" approach without understanding the complexities of each community, culture, and set of natural resources has increased criticism of CBNRM (Arntzen et al., 2003; Blaikie, 2006).

To minimize the failure of independent CBO's and their tourism ventures, BTO promoted the use of joint-venture plans (Centre for Applied Research, 2016; Mbaiwa, 2013). These joint-ventures permitted tourism operators to bring in the necessary skills required for marketing and running tourism products (Arntzen et al., 2003). Furthermore, in 2016 the Centre for Applied Research proposed the reinstatement of CBNRM support structures to assist with human, physical and environmental capitals needs to be done to ensure the continued development of CBNRM programs (Centre for Applied Research, 2016).

### **2.3.1 Critical Success Factors to Community Based Natural Resource Management**

As with all models, there are positives and negatives. CBNRM has been seen as a potential model for poverty alleviation in rural areas by governments, non-government organizations, and donors and has been well supported through funding (Giampiccoli et al., 2015; Jones, 2004a).

Fabricius & Collins (2007) used the five Capitals of the Sustainable Livelihoods framework to evaluate CBNRM projects. In reviewing the outcomes, it was identified that there were two significant factors that CBNRM projects have, firstly that they are strong in the Natural and Social capitals. One of the critical success factors of CBNRM/CBT is the concept of Social Capital. Social capital is defined as the interconnectedness and quality of relationships within a group or population through both structural (roles, jobs) and cognitive (values, beliefs) bonds.

It is further noted that although Social Capital can start as a strength, CBNRM projects can quickly break down due to misunderstandings and conflicts. The origins of these breakdowns are outlined by Koch (2004) as being conflicts when projects start to succeed, conflicts between individual entrepreneurs and the community, conflicts on the use of resources within the community, disputes about regional and local strategies, conflicts developing from powers held by community leaders and the mobility of communities. Fabricius & Collins (2007) also identify top-down development strategies as a potential cause for failure. Top-down development strategies encapsulate conflicts between regional and local strategies, adding to the disengagement and a breakdown of social capital within CBNRM.

Ensuring community buy-in or social capital is not a simple task and can be eroded very quickly to the detriment of the project (Fabricius & Collins, 2007; S. Jones, 2005; Okazaki, 2008; Selin & Chavez, 1995). Okazaki (2008) proposes a model to be able to analyze CBT projects by evaluating the social capital in a CBNRM project according to both Arnstein's "Ladder of citizen participation" and Selin and Chavez's "Collaboration process in the context of tourism development."

An example is provided of a community-based project in Tumani Tenda, in the Gambia where Social Capital had been a foundational force in the development of the CBT

project and all community members felt they had a say in the project (S. Jones, 2005). Nepotism did, however, start to damage the strong cognitive bonds within the community. Jones (2005) noted that although strong relationships within a small group, such as within a family, can create better cooperation, a greater sense of social inclusion can be achieved by having more extensive bonds within the community.

A local example of structural and cognitive bonds can be seen in the KRST in Serowe, Botswana. Here, through reduced involvement in decision making and exclusion through language usage, the structural and cognitive bonds between community members have been eroded, leading to low levels of community engagement (Sebele, 2010). When asked about ownership of the Sanctuary, community members did not feel that they had any ownership of the CBT project (Sebele, 2010), illustrating a breakdown of cognitive bonds. According to Arnstein's "ladder of citizen participation", this could represent a regression in the participation levels of the community. It was interesting to note that the KRST was also facing financial difficulties at the time.

Fabricius & Collins (2007) indicate that although Human Capital is a critical success factor for CBNRM, it is often not present in communities at the start of projects and therefore needs to be developed to increase the likelihood of project success.

Human Capital is defined as the skills, knowledge, and competencies as well as the health of people within communities that allows them to generate a sustainable livelihood (DFID, 1999). Nonetheless, on the contrary, CBT often lack Human, Physical and Financial Capitals (Fabricius & Collins, 2007).

As an example, in rural tourism projects in Kwazulu-Natal, South Africa the significant challenges facing the long-term sustainability of projects included "a brain-drain of skills from the area, dependency syndrome, a need for empowerment, lack of basic infrastructure, lack of political will, lack of knowledge about resource transformation, inability to market cultural products and inability to adapt to the change of pace" (Nzama, 2010, p. 52).

## **2.4 Community Development and Empowerment**

Since poverty eradication has become part of the global discourse, community development has been seen as a way to decentralize authority and management of rural areas (Ahmad & Abu Talib, 2014).

In order to understand community development as a whole, an appreciation of the word 'community' is required. This is, however, not a simple task due to the diverse interpretations of the term community. Some definitions note 'community' as including "a shared purpose" (Joppe, 1996, p.475) or "common goals" (Joppe, 1996, p.475), this, therefore, broadens the term beyond just geographical limitations and includes groups with common interest, shared heritage and cultural values (Joppe, 1996). For the purpose of this research, 'community' is defined by the geographical area without a focus on the broader cultural and heritage definition. This is aligned with how CBT projects in Botswana are structured, around geographical areas and with an added focus on the people living in those areas.

Since the 1950's community development has been seen as a method for poverty alleviation at a community level. Community development aimed to grow communities by identifying existing economic and social structures that can be leveraged for economic gain. Initially, decision-making within community development was done by external bodies and not by community members (Brocklesby & Fisher, 2003). In more recent times, community development has evolved to include the need to change from a position of external forces solving problems in communities to a position where people within the communities are working together to address their issues through self-help, felt needs and participation (Bhattacharyya, 2004)

Community development, therefore, works towards the empowerment of individuals and communities (Swanepoel & De Beer, 2006). Within the tourism sector, this empowerment is made up of four areas, as outlined in the Scheyven's power framework namely, economic; psychological; social and political empowerment.

Economic empowerment is the creation of a sustainable livelihood through formal, informal, or entrepreneurial opportunities. When applying this to CBT, it can be shown as communities visually improving due to economic benefits of CBT activities, as well as equal sharing of revenues generated by CBT (Scheyvens, 1999). Psychological

empowerment is the increased self-belief of community members due to the change of view of their self-worth. Furthermore, an external appreciation of a community's culture leads community members to start to celebrate these differentiating factors as opposed to trying to hide them (Scheyvens, 1999). Social empowerment is described as the strengthening of social bonds within the community network through closer working collaborations and improved community development, such as improvements to roads and community infrastructure (Scheyvens, 1999). Political empowerment is defined as the ability for fair and equitable decisions to be made within community structures and for all community members to be able to be equally heard (Scheyvens, 1999). According to Scheyven's framework, if tourism is to be used as a tool for community development, impacts need to be more substantial than financial benefits for community members. Impacts need to branch into the community members' self-belief and self-esteem, the interconnectedness of the community, and the ability for every community member to be heard.

However, the focus is currently placed on the economic empowerment of tourism through economic activities within CBT. For CBT to holistically empower communities, more focus needs to be placed on abilities of communities to make decisions about the development of tourism. However, even with the ability to take decisions at a community level, there needs to be a clear understanding of power structures within the community to avoid voices within the community becoming marginalized (Blackstock, 2005).

Akama and Kieti (2007) argue that in order for tourism to have a greater effect on community development, tourism needs to shift from a model of centralized, externally managed development to one that is managed by communities, with greater linkages to small and medium businesses within local communities, employing local staff. This shift to locally owned businesses ensures that there are reduced leakages from tourism activities and increased economic impacts for communities in the tourism destination. However, this shift cannot take place without the inclusion of local communities in the decision-making structures and the strengthening of local social organizations. Furthermore, capacity building needs to take place at a local level to develop the skills necessary for community members to take part in these decision-making structures and access to better paying opportunities within the tourism industry.

### **2.4.1 Sustainable Livelihoods in CBT**

The discussion of Sustainable Livelihoods (SL) has been ongoing since the 1990's; when foreign aid organizations became more focused on poverty reduction (Brocklesby & Fisher, 2003).

The Sustainable Livelihoods framework was developed to shift focus away from funding facilities to solve problems, that is, to focus on people within a community to solve problems. The framework assesses the effectiveness of any intervention on the impacts on people's livelihoods within a community (Ashley & Carney, 1999), with the outcomes reviewing five areas namely, more income; increased well-being; reduced vulnerability; improved food security and more sustainable use of natural resources (DFID, 1999).

According to the UK Department of International Developments Sustainable Livelihoods Guidelines, there are 5 capitals needed for the development of sustainable livelihoods (DFID, 1999). These Capitals include: Natural Capital – Natural resources in the ecosystem; Social Capital – Community engagement, social networks; Human Capital – Skills and workforce available in the community; Physical Capital – Infrastructure and Financial Capital – Money

In Ashley (2000), the 5 Capitals of the Sustainable Livelihoods Framework is used to analyze potential projects and understand the positive and negative effects on livelihoods for a project, allowing community members to choose a 'most beneficial' or 'best' option.

Criticism of the SL approach and framework is that power and politics are not sufficiently addressed in the framework and this can easily cause disruptions to projects when it looks at implementation (Ashley & Carney, 1999). In addition, the sustainable livelihoods framework is, at its core, an analysis tool and is not designed to develop communities. Lastly, with an SL approach, an external lens is often used, which does not necessarily account for cultural norms that could influence the outcomes of projects (Arce, 2003).

Mbaiwa (2008) uses an SL Framework to analyze the effects of tourism development within CBNRM in the Khwai, Mbabe and Sankuyo communities in Botswana. In his

outcomes, Mbaiwa notes that tourism has had a positive impact on communities, including increased household incomes, improved services such as water, access to training and scholarships for further education and the development of facilities in the communities. However, due to limited skills within the community, community members were not able to access managerial positions and professional guides, which offered better salaries, and were stuck in unskilled positions such as scullery and cleaning. Furthermore, due to a lack of entrepreneurial skills, community members needed to bring in tourism operators to develop and operate tourism businesses, leading to high levels of income leakage from the community.

Ashley (2000), uses the SL Framework to analyze the potential impacts of 2 different tourism opportunities on a community to maximize the benefits of tourism on a community in Namibia. Using the five capitals of the SL Framework, Ashley (2000) balances the strengths and weaknesses of each project to identify which project has to best overall impact on community members.

Although both Mbaiwa (2008) and Ashley (2000) examples show how the SL Framework can analyze projects within tourism, both demonstrate a backward-looking view on analyzing the impacts of tourism within a community environment.

#### **2.4.2 Asset-Based Community Development in CBT**

The ABCD model focuses on assets currently held in the community, which can be mobilized for economic development, however as opposed to a problem-based approach, ABCD approaches community development from a view of empowerment (Mathie & Cunningham, 2003).

In proposing an alternative approach to community development, the ABCD model aims to develop actionable strategies for community development, moving from being just people-orientated to citizen-driven (Mathie & Cunningham, 2002, 2003).

The ABCD model starts with identifying the Human Capital/Assets within the community environment by focusing on skills and abilities of individuals and groups, moving to Social Capital/Assets, to identify associations and groups with the community, and finally concentrates on Physical, Financial and Natural Capital (Kretzmann & Mcknight, 1993; Mcknight & Kretzmann, 1996). This process of asset

identification needs to be conducted by community members to ensure that they have ownership of the asset inventory of the community (Bebbington, 1999). In addition to the emphasis on ownership of the asset inventory, the ABCD model focuses on the importance of associations (social capital) within the community (Boyd, Hayes, Wilson, & Bearsley-Smith, 2008).

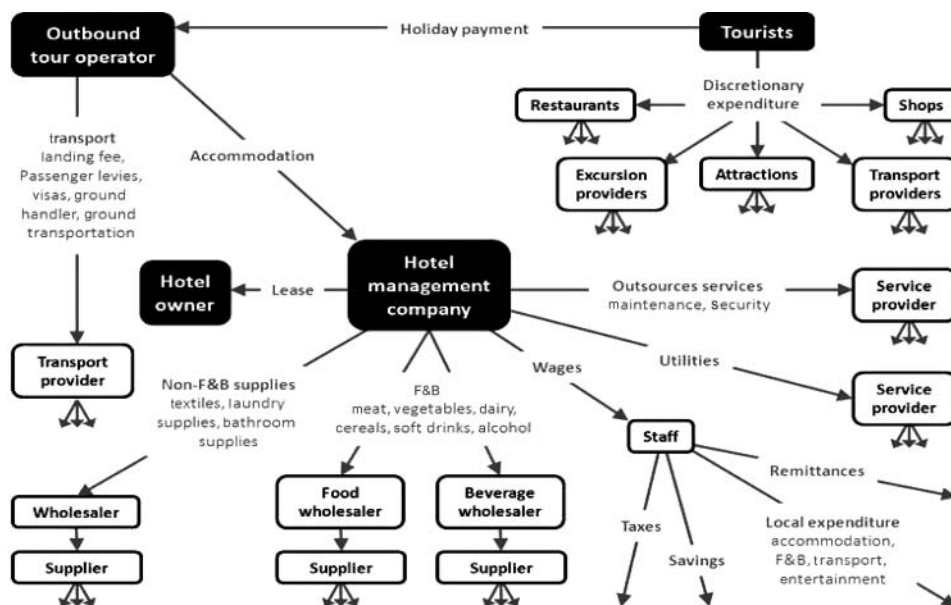
Wu & Pearce (2014), used an ABCD model to understand the current tourism assets and identify future growth possibilities for CBT in Tibet. This approach ensured that community members were empowered to identify tourism assets and opportunities that they believed were important to the development of tourism in the area. Some of the tourism assets identified were currently underdeveloped and therefore created new opportunities for tourism. In addition, by using the ABCD model, community members were able to address concerns that they had, in regard to the development of tourism in the area. These views were often different to views held by other stakeholders and could result in a reduction of social capital if not taken into account. This model, therefore, counteracts the criticism community development by (Blackstock, 2005) as it actively strengthens the psychological, social capital and political empowerment of community members by placing them at the center of the development process. Overall Wu & Pearce (2014) see the ABCD model as being a good foundation for the identification and development of CBT projects due to its emphasis on empowerment of the community in the process.

Furthermore, the ABCD model has been seen to bring successes regarding the leverage of social capital within rural communities outside the tourism industry, increasing the success of projects (Boyd et al., 2008)

Arguing for the use of the ABCD model in an educational context, Eloff & Ebersohn (2001) explain that the ABCD model orientates the learner towards the skillsets within the community (human assets) as opposed to the problems or deficiencies within the community, creating a downward spiral away from a solution. This “problem” orientation of SL, causes learners to see solutions coming from outside the community, as opposed to internally, moving away from the mindset of empowerment.

### 2.4.3 The Tourism Value Chain in CBT

In recent years, importance has been placed on understanding the tourism value chain, with specific emphasis on the measurement of the economic impact of tourism in the related communities. Tourism is not a single business, it is an entire economy that needs to exist to provide the tourism experience for a tourist, including hotels, transportation, tourism services and supply chains. The value chain of an industry offers a picture of the linkages within a sector, especially looking at the economic and organizational activities (Kaplinsky & Morris, 2002). Focusing on the tourism value chain allows for a review of the financial linkages and leakages from a tourism area, at the same time identifying gaps within the chain that are currently unfilled, by following the “tourist dollar” (Mitchell, 2012). The tourism value chain model as presented by Mitchell (2012) is noted in Figure 1.



**Figure 1:** The food and beverage value chain (Mitchell, 2012)

Income retention within the tourism value chain is essential and should also encourage communities to develop a broader range of skills within the community (Kariuki et al., 2014). A greater range of skills within the community helps to ensure that leakages are reduced and that the maximum number of services can be sourced locally (Kararach et al., 2011).

By identifying the flow of the tourist dollar, opportunities will become available for communities to supply support services as opposed to only benefiting from wages, and therefore reducing financial leakage from the community. Lepper and Schroenn Goebel (2010), propose that by focusing on the value chain within CBT projects, it may be easier to deliver more significant economic empowerment to communities as the capacity of the tourism establishments limits employment opportunities. By focusing on alternative opportunities in the value chain, communities can expand the total possible revenues.

An example of an effective tourism value chain is with Livingston, Zambia. The town of Livingston is maximizing the value of the tourism industry to the local economy by increasing linkages between the tourism industry and the local economy, reducing the potential outflow of tourism income (Rogerson, 2005). This is done by using locally owned and operated tourism activities and excursions, supply chains and retail shops, petrol stations and the marketing of Local brew (Chibuku) to the tourist market. Chibuku is a traditional alcoholic beverage that is made by fermenting sorghum. By selling Chibuku to tourists is a mean which ensures that more of the tourism income remains in the local economy (Rogerson, 2005). In addition, the introduction of an internationally renowned resort to the town of Livingston assisted in the marketing of the destination overall and created the demand for additional types of accommodation in the area, such as bed and breakfast, backpackers, and lodges (Rogerson, 2005). Focusing on the tourism value chain ensured that the communities increased their benefits from tourism activities as the overall tourism market grew. This practice is already being brought into Botswana by Botswana Tourism Organisation (BTO) with pilot projects in Tshabong Camel Park and Seboba (Centre for Applied Research, 2016).

Therefore, it may be possible to generate more substantial value in a community by increasing the communities access to training that has been designed around the overall tourism value chain of that area. This will allow communities to reduce leakages of tourism revenues through the development of support services and the provision of a skilled work-force that can engage in various aspects of the tourism value chain.

## **2.5 Lifelong Education and Learning**

Lifelong Education is the concept that learning is not limited to the traditional ladders of learning but rather the integration of learning from all areas of formal, non-formal and informal and without a bound timeframe (Daves, 1975). This shift in mindset allows education to shed the notion that it is about the accumulation of knowledge, and focus on the notion that education is a process of development and self-realization (Lengrand, 1975)

In the 1970's, the focus was predominantly on general education and the need to increase the skill level of workers in vocational fields (Medel-Anonuevo, Ohsako, & Mauch, 2001). This concept was then further formalized and expanded to encompass the right of an individual to learn at all stages of life for their personal development. Lifelong education is not an educational system but rather a principle, upon which, an educational system can be built (Faure et al., 1972).

By the 1990's, lifelong education had been reinterpreted in the form of lifelong learning. The major differentiator is the shift of the focus point from the community to the individual (Medel-Anonuevo et al., 2001; Organization for Economic Cooperation and Development, 2001). There are four clear distinguishing features of lifelong learning namely a systemic view of learning, where learning opportunities at all levels and times of the learners life; a learner-centered approach to learning, where the needs of the learner become the focus; the motivation to learn, where a student drives the learning process; and recognition of the multiple roles of education, where the impacts of education on society, economies and the larger environment are all recognized (Organization for Economic Cooperation and Development, 2001).

In tourism, the lifelong learning concept is highly beneficial to the industry as employees will enter at an unskilled level and work their way through organizations based on experience. It allows education and training to be targeted to the applicable level of a learner and the tasks they need to complete, ensuring that learning is relevant to the learner and that skills can be applied into the workspace (Cuffy, Tribe, & Airey, 2012).

In Botswana, the government has already started to integrate different forms of learning into lifelong learning concept (Ministry of Education and Skills Development, 2009).

Under this strategy, the Botswana Qualifications Authority (BQA) was created to oversee the quality management of education in Botswana (Government of Botswana, 2013). Through its mandate, BQA is “responsible for all qualifications, from early childhood to tertiary level” as well as “develop policy and criteria for work-based teaching, workplace learning and work-based learning program the recognition of prior learning (RPL) and the credit accumulation and transfer system (CATS)” (Government of Botswana, 2013, p. 4).

In 2007 Botswana embarked on a process to align qualifications with the country into a single Qualifications Framework, the Botswana National Credit and Qualifications Framework (BNCQF). The objective of this framework was to align different learning systems into a single framework to demonstrate clear learning pathways for students at all levels of education in Botswana (United National Educational Scientific and Cultural Organization, 2012). This framework now provides learners with a clear progression pathway through the education system in Botswana and allows students to shift between TVET and Higher Education systems if desired (Botswana Qualifications Authority, 2016).

#### NCQF Architecture

SUB-FRAMEWORKS				
Level	General Education	TVET	Higher Education	Minimum Credit Totals
10		Doctoral Degree	Doctoral Degree	360
9		Master's Degree	Master's Degree	240
8		Bachelor's Degree Honours	Bachelor's Degree Honours	120
		Post-Graduate Diploma	Post-Graduate Diploma	
7		Post-Graduate Certificate	Post-Graduate Certificate	360
		Bachelor's Degree	Bachelor's Degree	
6		Diploma	Diploma	240
5	Botswana Certificate V	Certificate V		120
4	Botswana Certificate IV	Certificate IV		60
3	Botswana Certificate III	Certificate III		40
2	Botswana Certificate II	Certificate II		40
1	Botswana Certificate I	Certificate I		40

**Figure 2:** Botswana National Credit and Qualifications Framework

However, even with this framework, challenges remain with regards to skills development in Botswana. In the 2009 Botswana Human Resource Development strategy, raised three main problems. First, there are “limited levels of opportunity,

highly selective and restricted access due to lack of facilities and opportunities especially in non-urban areas; Lack of personal commitment and recognition of the need for self-development and lastly, lack of appreciation that learning is a life-long activity” (Ministry of Education and Skills Development, 2009). Although the latter challenges are learner-based; the first is very much an institutional factor. With institutions, not being able to offer formal lifelong learning opportunities to rural, community members within CBT in Botswana can easily be excluded from formal lifelong learning opportunities.

Lifelong learning for tourism needs to be broader than tourism related entrepreneurial skills. Training also needs to look at areas of numeracy, language and communication skills which may not be present in communities where tourism is developing (Cuffy et al., 2012)

According to Walter (2009), lifelong learning is important within CBT structures as it develops the skills necessary for community members to get involved in tourism activities that drive community development. However, training cannot only focus on tourism and tourism management skills but needs to also train community members in political skills to manage relationships that are developed with different stakeholders within CBT. Furthermore, cross-cultural communication combined with political skills, help communities to strengthen and promote indigenous knowledge systems. Development of these abilities needs to be founded on an adult education approach which aims to educate and instigate a social change within the community.

### **2.5.1 Technical Vocation Education and Training**

As previously explained, the origins of lifelong education were born out of the need to educate employees on vocational skills. McGrath (2014) defines the mission Technical Vocational Education and Training (TVET) as a way to prepare for an occupational field, the ability to assimilate to the workplace, and a way to promote environmentally sustainable development. It continues to define TVET as a tool for both lifelong learning and poverty alleviation. However, according to von Kotze (2008), although efforts have been made to change the perception of TVET to a lifelong learning strategy, it is still heavily focused on preparing a learner for the workplace. Furthermore, TVET

is based on a pedagogical learning approach focusing on younger learners from school systems as opposed to adult learners (Lucas, 2014; S. McGrath, 2014).

In an African context, vocational training has been hindered in the past by a variety of issues including financial constraints and the quality of training (Union, 2007). However, in recent years, governments are starting to pay more attention to vocational training due to the critical role it can play in poverty reduction (Union, 2007). According to McGrath, Lugg, Papier, Needham, & Meymeyer (2013), this attention is still very much in the form of rhetoric without being able to substantiate the impact that TVET can have. If TVET is to prove an effective poverty eradication tool, the focus needs to shift from the formal economy to the informal economy, from work as 'employment' to work as 'livelihood' and finally, a shift from 'sustainable development' to 'sustainable livelihoods' (von Kotze, 2008).

In Botswana, it is important to note that vocational training has developed over a period and has been built up to a level that surpasses other SADC countries (S. McGrath et al., 2013). Currently, there are two levels of public institutions offering vocational training in Botswana being Brigades, and Colleges (public and private) who also offer vocational training.

Brigades were started in 1963, with the initial focus on the construction industry and designed to counter the unemployment of school leavers without access to higher education or work opportunities. They offer two levels of Certificate Training programs, as well as informal training in areas such as business skills and Computer skills (Akoojee, 2005). As of 2012, there were a total of 41 Brigades in Botswana (UNESCO-UNEVOC, 2012). McEvoy 2001, in Akoojee (2005), goes on to explain that the major challenges facing Brigades in Botswana are the access and quality of facilities, limited courses, teacher-centered methodologies and staff turnover and skill levels of staff. These factors have all had an impact on the quality of training that can be done in Brigades.

Finally, technical colleges offer the highest level of vocational education in Botswana. The Botswana Technical Education Programme (BTEP) was brought to Botswana through a bilateral contract between Botswana and the Scottish Qualifications

Authority (Gong, 2015). It consisted of Foundation, Certificate, Advanced Certificate and Diploma levels (UNESCO-UNEVOC, 2012).

In 2011, a review of all BTEP programs indicated that the academic skills of learners were rated “high” by 49.5% of respondents, however, when asked about trade-related skills, this dropped significantly, especially for work quality control skills (30.6%) and work management skills (25.8%). The greatest issue with the BTEP program arose when asked about employability skills. 71.4% of employers responded negatively when asked to rate areas such as decision-making skills, problem-solving skills, and enterprising skills. These employability skills categorized as soft skills (Odora, 2011), aligning with Baum (2008) and Sisson & Adams (2013) by highlighting that employers are placing increased emphasis on soft skills development within vocational training.

Below is an example of a BTEP Certificate in Hospitality Operations (Gaborone Technical College, 2018)

Unit	Title	Unit Number
Compulsory Units		
1	Working in the Hospitality Industry	U2004108
2	Cookery Processes 1	U2004208
3	Introduction to Food & Beverage Service Skills	U2004308
4	Introduction to Front Office Services and Procedure	U2004408
5	Introduction to Housekeeping Operations	U2004508
6	Hygiene and Safety for the Hospitality Industry	U2004608
7	Stock Control for Hospitality	U2004708
Elective Units		
8	Cookery Processes 2	U2005108
9	Food & Beverage Service Skills	U2005308
10	Laundry Services for Hospitality	U2005208
11	Front Office Skills	U2005608
12	Basic Nutrition	U2004808
13	Menu Planning	U2004908
14	Commodities	U2005008
15	Interior Decoration for Hospitality – An Introduction	U2005408

16	Control of Sales and Costs	U2005508
17	Cleaning Agents	U2005708
18	Introduction to Sales	U2005808

**Figure 3:** BTEP Certificate in Hospitality Operations (Gaborone Technical College, 2018)

Within each of the learning units, there are defined learning outcomes which a learner needs to achieve (See Appendix A: Unit standard: Provide housekeeping services in a hospitality establishment) for the learner to be declared competent. In the example of Housekeeping Operations, a learning outcome is defined as “Provide housekeeping services to guests in a hospitality establishment”(Botswana Training Authority, 2016, p. 1). The learning outcomes is then further broken down to the specific elements which define the skill needed by the learner. In this example, the elements are “Handle guest request” (Botswana Training Authority, 2016, p. 2) and “Familiarize the guest with room equipment” (Botswana Training Authority, 2016, p. 2). This element then has measurable performance criteria that measure both hard and soft skills of the learner. By breaking down the learning outcome to the specific measurable skills, assessors are better able the measure the learner’s achievement of the learning outcomes. This ensures that learners are able to achieve the academic skills of the programs as mentioned by Odora (2011). However, when reviewing the certificate in Hospitality Operations, it becomes clear that the emphasis of the program is on hard skills as opposed to soft skills due to the technical nature of modules has added to the lack of work-related soft skills discussed by Odora (2011).

In vocational training, there is a shift in learner assessment strategies towards a competencies-based model for assessment. In this, a learner does not only demonstrate knowledge or skill but demonstrates the ability to complete tasks in a given situation. These competencies are underpinned by specific skills needed to complete a task. This demonstration of competence ensures that specific skills are able to be applied to a working environment as opposed to only completed in a classroom environment. ( McGrath, Lugg, Papier, Needham, & Meymeyer, 2013).

When comparing the skills development areas of the certificate in hospitality operations and contracting them with Asker et al. (2010 and Tasci et al. (2013), there are gaps

between the skills needs of CBT and the skills developed in the certificate in hospitality operations. Firstly, the certificate focuses on skills for employability, as opposed to broader entrepreneurial and life skills. In addition, CBT identifies a wider range of soft skills, including cross-cultural communication and conflict management. Without these soft skills, learners have difficulty utilizing the hard skills in a work environment.

Due to the deficiencies outlined, to the BTEP programs, a new set of TVET programs is being launched in Botswana. These are the Diploma in Hospitality Management, Culinary Arts, and Travel Management. These programs were a joint development between the Botswana and South Korean Governments. The project was titled the Better Education for Africa's Rise (BEAR) Project and was only launched in Technical colleges in August 2014. It was designed to be built on learnings from other vocational training programs and therefore focused on three specific areas; Updated curricula developed with employers, improved TVET trainer capacity and improved monitoring and evaluation (UNESCO-UNEVOC, 2014). Recently though, newspaper reports have started to highlight difficulties in the program's implementation and that students who had been enrolled in 2014 and meant to graduate in 2016 were now only expected to graduate in June 2017 (Kayawe, 2017).

## **2.6 Andragogical Approaches to Learning**

As earlier mentioned, the current vocational learning approaches are centered round pedagogical approaches to learning.

Although the origins of the term "Andragogy" come from an earlier period, it entered mainstream academics in the 1960's with Malcolm Knowles seminal work of "Andragogy, not pedagogy" (Reischmann, 2004). In the work, he defines andragogy as the science of teaching adults as opposed to pedagogy which is the science of teaching of children.

In an andragogical approach to learning, there is a shift in learning patterns from pedagogical approaches. In a pedagogical approach, the teacher focuses on the imparting of information, however, in an andragogical approach, the teacher becomes a facilitator of the learning process, allowing the learner to relate the knowledge to their context and experience (V. McGrath, 2009).

It is important to note that in the andragogy approach to learning, adult learners are defined as those that have:

- a self-driven approach to learning
- life experience
- an intrinsic drive to learning & needs that relate to a shift in social relationships
- a problem-centered approach and desire to apply learning (Merriam, 2001)

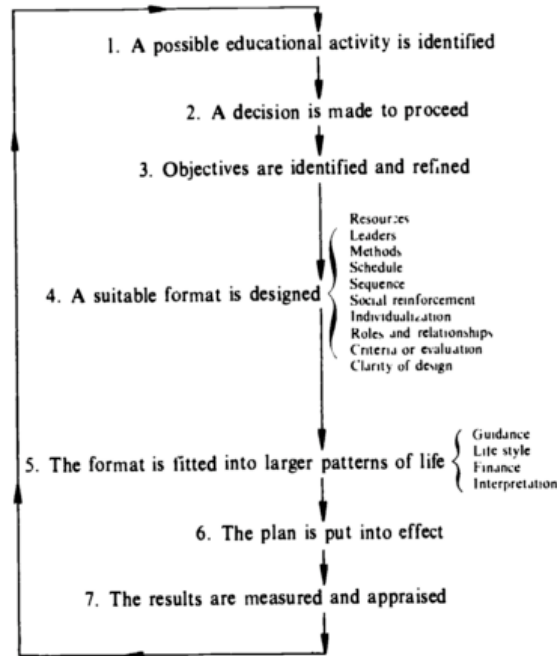
A *self-driven approach to learning* is based on that premise that as a person matures, they become more independent, by deciding to enter a learning institution at an adult age it becomes evident that the learner has shifted to a self-directed approach to learning (Knowles, 1973)

Within *life experience*, Knowles (1973), describes the life experience of adult learners as a “broadening base to which to relate new things” (Knowles, 1973, p. 45). This life experience also allows a learner to define themselves based on their personal experience rather than others around them. Therefore, learning material needs to be aligned to the learner’s life experiences to ensure that they can relate to it.

The *intrinsic drive to learn* relates to the reason the learner has for learning, in relation to their personal development. In this, learners need to see know why they are going to be learning what they are learning (Knowles, 1973).

Lastly a *problem-centered approach and desire to apply learning* speak to the orientation that the learner has towards the knowledge. In pedagogical learning, the learner is expecting to need to apply learning in a future context, however, with adult learning, due to the intrinsic drive and life experience, the learner plans to apply the learning in an immediate context (Knowles, 1973).

This emphasis on life-experience and different motivational factors has been emphasized in C. Houle (1972) fundamental system: decision points and components of an adult educational framework in (Knowles, 1973).



**Figure 4:** C. Houle's (1972) fundamental system: decision points and components of an adult educational framework

According to Knowles (1973), this model emphasizes the design of the learner into the learning process by incorporating them into the design of objectives and teaching formats as well as implementation. These actions force the learner to shift from a reactive to a proactive learner.

Although andragogy focuses on the learner and therefore social relationships are less emphasized in the learning theory, andragogical learning approaches can be interlinked with social capital to strengthen relationships in a developmental context (Kessels & Poell, 2004).

## 2.7 Conclusion

CBT has been developed to empower communities, through economic, Psychological, social and political empowerment (Scheyvens, 1999). However, although there are

successes within CBT, many CBT projects fail due to lack of skills in operating CBT or breakdowns in social capital in the projects.

The skills needed within CBT can be classified as hard skills, which include technical skills for operations and management, and soft skills, which look at attitude and teamwork (Baum, 2002). Asker et al. (2010) and Tasci et al. (2013) further break these skills down between hierarchical levels of staff, supervisors, owners and general skills within tourism operators. The necessary hard and soft skills are then outlined for each level within CBT.

A review of CBT within CBNRM in Botswana is conducted. The critical success factors for CBNRM/CBT projects are clear and well explained (Fabricius & Collins, 2007), however, overcoming the challenges faced by communities seems to be less clear, especially when looking at the real impact these challenges are having in Botswana and for this reason, CBNRM is receiving more and more criticism as a sustainable development framework (Mbaiwa, 2005b; Mearns, 2010). When it comes to the critical success factors of CBNRM, Social Capital is seen as a strength of CBNRM at the start of projects but in many instances, buy-in and goodwill within communities breaks down detracting from the empowerment of communities involved in CBT (Koch, 2004; Okazaki, 2008). In addition, Human Capital is usually not present in communities at the beginning of projects. Although Botswana has placed an emphasis on developing this human capital, there are still challenges in terms of access to training with businesses identifying skills as a major challenge to sustainability.

Community Development is the empowerment of individuals within a particular area or group. This empowerment can be defined as economic, psychological, social and political capital. To create an empowered community, all of these areas need to be strengthened. An ABCD model has been used to increase empowerment within communities due to its focus on community members and on 'assets for that can be used for development' as opposed to 'problems that need to be solved' (Kretzmann & Mcknight, 1993; Mcknight & Kretzmann, 1996). ABCD models can be applied to CBT to ensure that communities remain at the center of the development process and that development strengthens the assets within the community (Wu & Pearce, 2014)

A review of literature around the concept of lifelong learning was conducted, including the trends within TVET training globally and in Botswana. Although steps are currently being taken to ensure that TVET caters to a wider population, there are still steps that need to be taken at a local level to implement this (S. McGrath et al., 2013; von Kotze, 2008).

In addition, literature highlighted that many current solutions to TVET training in Botswana has not been effective on CBT due to the geographical spread of the industry, accessibility to community members and structures of current vocational training programs (Akoojee, 2005), with Botswana's HRDC calling for mobile solutions to develop skills in the tourism industry. Digital migration has also been limited in rural communities and therefore online solutions are also not possible.

Finally, a review of adult education and andragogical learning is done to understand the differences between adult and child learning concepts.

This paper will use the models of CBT, ABCD and andragogical learning approaches to underpin the research.

## **3 Methodology**

### **3.1 Introduction**

The theoretical frameworks and literature underpinning the study were discussed in the previous chapter discussed. The literature review covered CBT and the skills necessary for development, Community Development, and Empowerment, including ABCD, and finally looking at life-long learning, Vocational Training and Andragogical Approaches to learning.

This chapter explains the research methodology and strategies that were employed in the research. It discusses the use of, outline and justification for a social constructivist worldview. The qualitative approach to this research is described, with a specific focus on constructivist grounded theory methodology. Lastly, the chapter will review the data collection and analysis techniques used in the research, finally closing with the ethical and validity considerations of the research.

This chapter will explain the purposeful sampling methodology and the choices of participants and of the site to study. four groups were identified, community members, tourism operators, educators and government and associations. A purposeful sampling technique was used to define the individuals in each group and semi-structured interviews were conducted with each individual.

Finally, the data collection and analysis techniques used in the research are discussed, closing with the ethical considerations of the paper.

To gain an overview of the research methodology, an outline of methodological choices has been provided in Table 2: Methodological Choices

### 3.2 Methodological Choices

The table below outlines the selected research methodology, each is described in further detail herein.

Paradigmatic Assumptions	
Epistemological Paradigm	Social Constructionist Standpoint
Methodological Paradigm	Qualitative Research, Grounded Theory
Research Design	
Grounded Theory approach to data analysis	
Selection of Participants	
Selection of Site	Purposeful Sampling
Selection of Participants	Purposeful Sampling
Data Generation	
Data Collection Techniques	Individual Interviews Focus Groups
Data Documentation Techniques	Verbatim Transcripts Photographs
Data Analysis and Interpretation	
Thematic analysis and interpretation	
Quality criteria for the study	
Reflexivity, Triangulation of sources, Low inference of Descriptors	
Ethical Considerations	
Experience of the researcher, Informed consent	

**Table 2:** Methodological Choices

### 3.3 Qualitative Methodology

In order to ensure that local community members can become active participants in the tourism industry, an understanding is required of the unique skills development needs

for the tourism industry and of the expectations and perceived needs of community members with regards to achieving their inclusion in the tourism industry. For this reason, a qualitative research approach was adopted to facilitate a deeper understanding of training needs facing the communities in areas where tourism may be developed as well as those facing the tourism operators in remote areas.

### **3.3.1 Epistemological Paradigm**

A social constructivist epistemological paradigm has been utilized for this research. An epistemological perspective is defined as one of the central principles of philosophy and is based on the discussion of the “nature, sources and limits of knowledge” (Mathison, 2011, p. 129).

#### **3.3.1.1 Social Constructivist Paradigm**

Where a constructivist paradigm ensures that a researcher interprets the world in front of them, ensuring the integrity of the subject of the study, the Social Constructivist worldview goes one step further and looks at how the interpretation of the subject is made (Crotty, 1998), therefore incorporating any influence from the researcher within the interpretation of the data.

In a constructivist paradigm, the researcher aims to create an understanding of their environment, however, in creating that understanding, they are as much creating a subjective meaning as they are noting the observation objectively (Crotty, 1998). Constructivism places great importance on the subject of the study. Although the researcher interprets the subject that they see in front of them, it is still the subject of the study that forms the foundation and without the subject, the interpretation would be different (Crotty, 1998). In conducting research from a constructivist perspective, it is imperative to ensure the integrity of the subject being observed. If the integrity of the subject is lost, all integrity of the research is lost along with it.

In a social constructivist worldview, the researcher needs to take into account the world around them and understand how their views of the world inform their interpretation of the subject. As we develop as individuals, we learn from the world around us. The learnings, in turn, provide the foundation for the interpretation of the subject and the creation of the subjective meanings we attribute to a subject or an object (Gergen &

Gergen, 2016). This social construction, therefore, does not change the subject, however, it changes the interpretation of the subject, based on social backgrounds, which defines the social nature of the constructivist approach (Gergen & Gergen, 2016; Schwandt, 1998). At its core, there is no objective truth as knowledge is a social construction on interactions (Au, 1998).

The social constructivist lens does not mean that there is no reality that constructions are based on. It merely means that the researcher understands that the construction of reality that we have is based on interactions with the subject and our social histories around us (Schwandt, 1998).

This worldview is in contrast to views such as objectivism and modernism, which observe the world as a set of truths that can be observed from an external viewpoint (Schwandt, 1998). Although these worldviews have merit in their view, they assume that all interpretations of the world would be the same viewed from different perspectives and not open to interpretation by the researcher.

A criticism of social constructionism is that by incorporating the researcher into the interpretation of the environment, the researcher can draw conclusions which are not aligned with the intentions of the information provided and environment (Schmidt, 2001). This issue and others are addressed further in section 3.6 herein.

The choice of a social constructivist worldview allowed me to be able to interpret the differing viewpoints of the respondents. As stakeholders involved in tourism development and training have wide-ranging priorities, these priorities needed to be balanced to achieve a single rapid skills development concept. A purely objective standpoint would not have been possible as observations have been drawn from a range of stakeholders with varying views and priorities. This range of views and priorities may have rarely intersected and therefore interpretation needs to be done to identify the common themes.

In the same vein, a purely subjective worldview would equally not be possible, as it would negate the realities of different stakeholders within CBT. Any findings would therefore not be realistic and very difficult to implement in reality.

Social Constructivism is often used in Social Science research due to the need to understand the viewpoints and encourage the researcher to be curious about motivations behind viewpoints (Gergen & Gergen, 2016).

### **3.3.2 Constructivist Grounded Theory**

Grounded Theory (GT) methodology is the analysis of our environment through a “systematic, inductive, and comparative approach” (Charmaz & Strauss, 2007). From its origins in the 1960’s, GT has grown to become the most widely used methodological approach to qualitative research (Charmaz & Strauss, 2007). GT was initially developed by Barney G. Glaser and Anselm L Strauss in their 1967 work titled *The Discovery of Grounded Theory; Strategies for Qualitative Research*. They proposed that by using flexible guidelines, a researcher would be able to analyze data according to their chosen methodology. Through the research process and constant comparison of data, theories would then emerge. This had the advantage that any emergent theory would be exempt from preconceived notions prior to the collection of data and thereby “grounded” in the data that was collected (Strauss & Corbin, 1994). This also diverted the discussion around qualitative research from a data collection perspective to a discussion about the analysis of the data and theory creation (Charmaz, 2008).

Under the traditional GT, the researcher is supposed to enter the field without any preconceived ideas in an effort to minimize the data being filtered or changed before it is analyzed (Mills et al., 2006). In line with this concept, literature does not need to be reviewed prior to entering the field as this will also influence the way in which the data is collected.

In recent years, GT has evolved somewhat to encompass different epistemological viewpoints, including that of constructivism as developed by Kathy Charmaz. The major differentiator between traditional GT and Constructivist GT is the concept of objectivity. According to Mills et al. (2006), the traditional approach supports the concept of external realities, however, Constructivist GT incorporates the role of the interviewer and researcher in constructing the theory.

Based on this paradigm, three assumptions form the basis for data collection: firstly that multiple realities are possible; secondly that data is constructed based on the interaction between researcher and interviewee; and thirdly that the researcher is

affected by the reality of the interviewee and therefore the result is an interpretation of that reality (Charmaz & Belgrave, 2014). An opposing school of thought indicates that when incorporating subjectivity into the data collection phase, there is a higher potential for inaccuracies in the emergent theory (Glaser, 2007). The three assumptions noted in the former perspective resonate well with the research at hand and adequately address the role of the researcher within the qualitative research approach.

The Constructivist GT methodology was adopted for this research. One of the objectives of the study was to develop a Rapid Skills Development model for CBT in Botswana to empower rural communities. To achieve this objective the researcher needed to understand the comprehensive challenges and needs, as well as the reasoning behind them, identify the needs that can be addressed through training and build a Rapid Skills Development Model based on the needs of community members. The Constructivist GT approach is therefore ideal as it accommodates the researcher as the interpreter of the data.

### 3.4 Method

Primary and secondary data collections were conducted and used in the identification of the conclusion to this research. The table below outlines the methods used and provides the related timelines.

Research Phase	Activity	Tools	External Participant	Format	Language	Date
Secondary Data Review	Literature review	N/A	N/A			Mar. 2015 – Dec. 2018
Data Collection	Recorded one-to-one interview (Semi-structured interview)	Interview guideline (Government & Hospitality and Tourism Associations)	BTO	Face-to-face	English	Feb 2017
			HATAB	Face-to-face	English	Feb 2017
			DNMM	Face-to-face	English	July 2017
			DOT	Face-to-face	English	Feb 2017
Data Collection	Recorded one-on-one Interview	Interview guideline	&Beyond Safaris	Telephonic	English	Feb 2017

	(Semi-structured interview)	(Tourism Operator)	Tembe Elephant Lodge	Telephonic	English	Feb 2017
			Ngoma Safari Lodge	Telephonic	English	Feb 2017
	Recorded one-to-one interview (Semi-structured interview)	Interview guideline (Educational Institutions)	GTC	Face-to-face	English	Feb 2017
			Career Dreams	Telephonic	English	Feb 2017
	Recorded one-to-one interview (Semi-structured interview)	Interview guideline (Community Members)	Tsodilo Hills Kgosi	Face-to-face	Mbukushu (w/translator)	July 2017
	Recorded focus group (Semi-structured)	Focus group guideline (Community Members)	Humbukushu Community members	Face-to-face	Mbukushu (w/translator)	July 2017
			Ju'hoansi Community members	Face-to-face	Ju'hoan (w/translator)	July 2017
	Coding of Data	Initial codes are attached to the data	Database	N/A	N/A	English and code
Analysis of Data	Review of all interview and focus group feedback (Transcribed interviews & focus groups)	Database	N/A	N/A	English	Jul – Dec 2017

### 3.4.1 Sampling and Site Selection

Sampling for this research was done in a purposeful manner. Purposeful sampling is the specific selection of research subjects based on their knowledge and can assist to improve the validity of qualitative research as subjects have an in-depth understanding of the subject area (Patton, 1999). Selection of subjects based on four major stakeholder groups. These were community members, tourism operators, government and hospitality and tourism associations (from here on referred to as knowledge leaders), and educational institutions.

#### **3.4.1.1 Community Members**

Interviews and focus groups were conducted with community members in Tsodilo Hills, in order to understand the current inclusion of community members into the tourism development in the area and how they felt they could be more included, as well as to understand their ideal role in the tourism value chain. In addition to this, the research aimed to understand the skillsets currently held in the communities and where they thought they could add the most value.

Community members were interviewed in two focus groups based on the tribal make-up of the community in Tsodilo Hills. The first group was predominantly individuals from the Hambukushu tribe and comprised of four interviewees. The second group was made up of individuals from the Ju/'hoansi tribe and comprised of seven community members. It was observed that the tribes speak different languages and that there were nuances in their cultures.

A one-to-one interview was also conducted with the Kgosi (*Chief*), who is the traditional leader of the community.

The focus groups and the one-to-one interview with the Kgosi were conducted through a translator who was proficient in the local languages and had a good command of English. English was noted as a second or third language for all community members and therefore could not be used as an effective language for interviewing.

#### **3.4.1.2 Tourism Operators**

Hospitality service providers in and around Botswana were interviewed to fully understand the challenges facing the industry with regards to the skills gap, the challenges they have with regard to obtaining trained staff, their thoughts on effective training methods, community buy-in, and conflict management.

As highlighted by the literature review, the success of partnerships between tourism operators and communities is beneficial for CBT. Tourism operators who were working within CBT were identified in an effort to understand their specific challenges and needs. One of the largest lodge operators in Botswana was identified, &Beyond, which has a footprint of over 20 lodges. In addition, two independent lodges were identified, being Tembe Lodge in South Africa and Ngoma Lodge in Botswana. The reason for

selecting a lodge in South Africa was to see if there were best practices that could be brought to Botswana. All three operate in CBT environments, with close interactions with the communities surrounding their lodges.

The interviewees for the lodges were either the Regional HR Manager (in the case of &Beyond) or Senior Management in the individual lodges. Engagement at the senior level ensured that all interviewees had an in-depth understanding of the challenges faced in recruitment, skills development, and community engagement.

The tourism operators were all well-established businesses that own lodges and accommodation facilities in remote locations in Botswana and South Africa. This was found to be adequate for their data to be generalized to a location such as Tsodilo Hills. The tourism operators were:

- &Beyond
  - The Interviewee was the Regional HR Manager
  - 28 camps in Botswana that are based in the Okavango Delta and Chobe Region, as well as Kenya, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, Bhutan, India, Maldives, Nepal, Sri Lanka, Argentina, Chile, Ecuador and Peru.
  - Conservation principles are based on care of the land, care of the wildlife and care of the people.

The other two were independent tourism operators that have been developed as CBT projects or joint ventures between tourism operators and the local CBO.

- Ngoma Safari Lodge (Botswana) (Africa Albida Tourism, 2017)
  - The Interviewee was part of the Lodge Management
  - Opened in 2011, Ngoma Safari Lodge is a partnership between Africa Albida Tourism and the Chobe Enclave Conservation Trust.
  - Their aim is to employ people from the local community to increase the direct benefit of tourism to the area.

- Four-star lodge with eight rooms, guest lounge, restaurant, plunge pool and viewing deck, with rates between USD 452 and USD 1219 per person per night (Botswana Tourism Organisation, 2017b).
- Tembe Elephant Lodge (South Africa) (Tembe Elephant Park, 2017)
  - The Interviewee was the Hospitality Manager
  - Tembe Lodge is located in the Tembe Elephant Park, which is managed by Ezemvelo KZN Wildlife (KwaZulu-Natal conservation service).
  - The lodge is partly-owned and fully managed by the Tembe tribe, who are the local tribe in the area.
  - 13 rooms, restaurant, lounge and plunge pool, with rates between ZAR 1500 and ZAR 2750 per person per night.

#### **3.4.1.3 Knowledge Leaders**

The knowledge leaders were comprised of various Botswana Government institutions and the national hospitality and tourism association. Their inclusion in the research was to facilitate an understanding of the challenges faced with regards to the inclusion of communities in the tourism industry in Botswana. The selection of knowledge leaders aimed to ensure that the views of those governing and legislating the industry, those developing and growing the industry, and those driving the human capital development for the growth of tourism in Botswana were captured.

The interviewees from Government institutions and associations were either Senior Management or CEO's. In the case of the Department of Tourism, the interviewee was noted to be the Chair of the Training Fund, which oversees the training that is provided by the Department of Tourism to tourism operators in Botswana. The participants were afforded the opportunity to comment on the needs of the market as a whole and not only focus on the needs of a few smaller companies.

- Department of Tourism (Botswana)
  - The Interviewee was the Principle Tourism Officer
  - The Department of Tourism (DOT) is an arm of the Ministry of Environment, Natural Resource Conservation and Tourism.

- Its mission is to protect, conserve and derive value out of the natural resources and the environment for the benefit of the nation. They commit themselves to achieve this through teamwork and smart partnerships with the private sector and other stakeholders.
- Department of National Monuments and Museums (Botswana)
  - The Interviewee was the Principle Curator
  - The Department of National Monuments and Museums (DNMM) is an arm of the Ministry of Environment, Natural Resource Conservation and Tourism.
  - They are the curators of all cultural and heritage sites in Botswana, including Tsodilo Hills World Heritage Site.
- Botswana Tourism Organization (Botswana) (Botswana Tourism Organisation, 2017a)
  - The Interviewee was the Director of Strategy and Cluster Development
  - BTO is Botswana's destination marketing organization.
  - Their mandate is to promote and develop Botswana's tourism industry.
- Hospitality and Tourism Association of Botswana (Botswana) (Hospitality and Tourism Association of Botswana, 2017)
  - The Interviewee was the Chief Executive Officer
  - The Hospitality and Tourism Association of Botswana (HATAB) is the umbrella organization that represents all sectors of the industry. HATAB exists to promote, encourage and police excellence in hospitality and tourism in Botswana. It is the governing body for all of its members.
  - It was established in 1982 as a non-profit organization and its voluntary membership now covers more than 40% of the registered tourism companies in Botswana.

#### **3.4.1.4 Educational Institutions**

The educational institutions comprised of hospitality training providers, as an analogous group, their input aimed to provide an understanding of potential methods for providing training to the area. There were two training providers that were identified,

the Gaborone Technical College and Career Dreams. Both focus on vocational training within hotels and tourism operations.

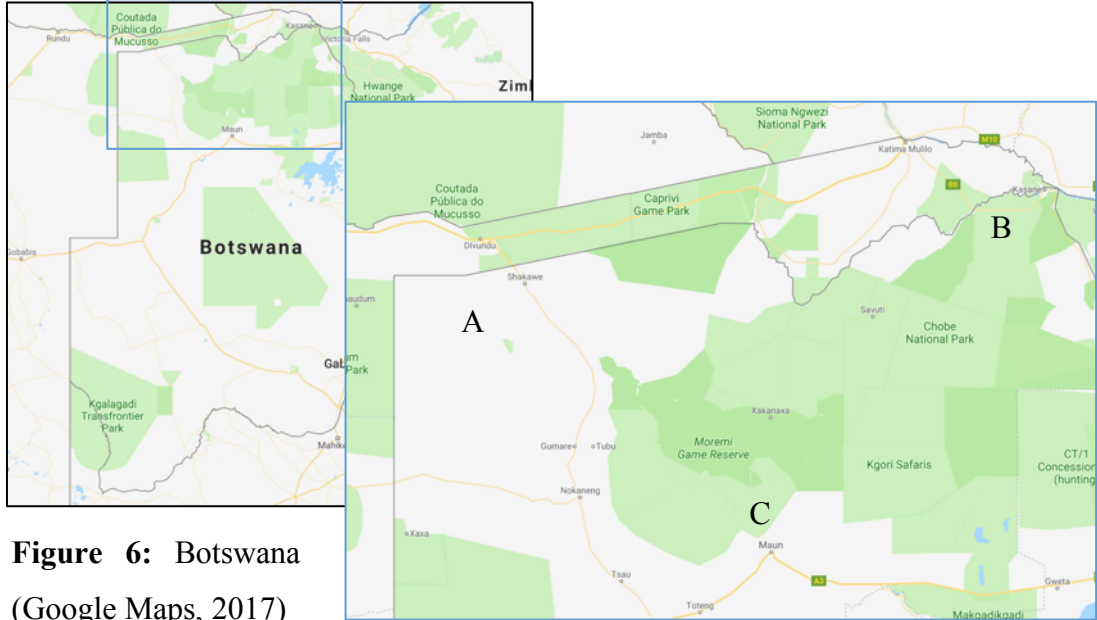
The interviewees from the hospitality training providers were both involved in the management of the school and the teaching of learners. As interviewees are involved in certificate level vocational programs, the learnings would be more transferable to potential students identified in Tsodilo than if interviews had been conducted with lecturers or management from Diploma or Degree level programs. Diploma and Degree level programs have stricter entry-level requirements and therefore may not be accessible to potential learners in rural areas.

- Gaborone Technical College
  - The Interviewee was the Head of Hospitality and Tourism Training
  - It is a Government funded training college located in Gaborone
  - Courses include: Certificate in Travel & Tourism, and Hospitality Operations, Diploma in Travel & Tourism, and Hospitality Management
- Career Dreams (Career Dreams Centre, 2017)
  - The Interviewee was the Owner and lecturer
  - It is a privately-owned training center located in Maun
  - Courses are aimed at sixteen to eighteen-year-olds who have left the school system after year ten (Junior Certificate level in Botswana)
  - Courses include: Hotel operations (Housekeeping, Front Office, Food Production, Food Service), Tourism (Guiding, Travel, and Tourism) and Business (Bookkeeping, Entrepreneurship)

### **3.4.2 Selection of Site**

Tsodilo Hills is located in the north-west region of Botswana and is the location of the Tsodilo Hills World Heritage Site, since its inscription in 2001. The Hills host around 4'500 San rock paintings and is noted as a place of Human settlement for over 100'000 years. The Hills themselves hold a religious and cultural significance to the local Hambukushu, and Ju/'hoansi (San) communities that live in the area. (United National Educational Scientific and Cultural Organization, 2017)

The reason for the selection of this site is four-fold. Firstly, the location is remote (365km (approximately seven hours) from Maun and 530km (approximately nine hours) from Kasane, Botswana’s two largest tourist destinations).



**Figure 6:** Botswana (Google Maps, 2017)

**Figure 5:** Tsodilo Hills (A), Kasane (B) and Maun (C) (Google Maps, 2017)

Secondly, there are currently two communities living around Tsodilo Hills, the Hambukushu and Ju/'hoansi; these communities total two hundred people maximum. They currently live in the buffer zone around the protected core zone of Tsodilo Hills (Tsodilo Hills Reference Group, 2005) A personal observation notes that the villages are separated by an approximate ten minute walk and that they are roughly twenty to



**Images 2:** Kgotla [traditional meeting place] in the Hambuskushu Village (1)



**Images 2:** Hambukushu Village (2)

thirty minutes' walk from the museums office and visitor center, located in the core zone. In the Tsodilo Hills management plan, alternative revenue is planned for community members, such as veld walks and alternative services, though none of these have implemented.

Thirdly, although Tsodilo Hills has a management plan and is aiming to develop lodges

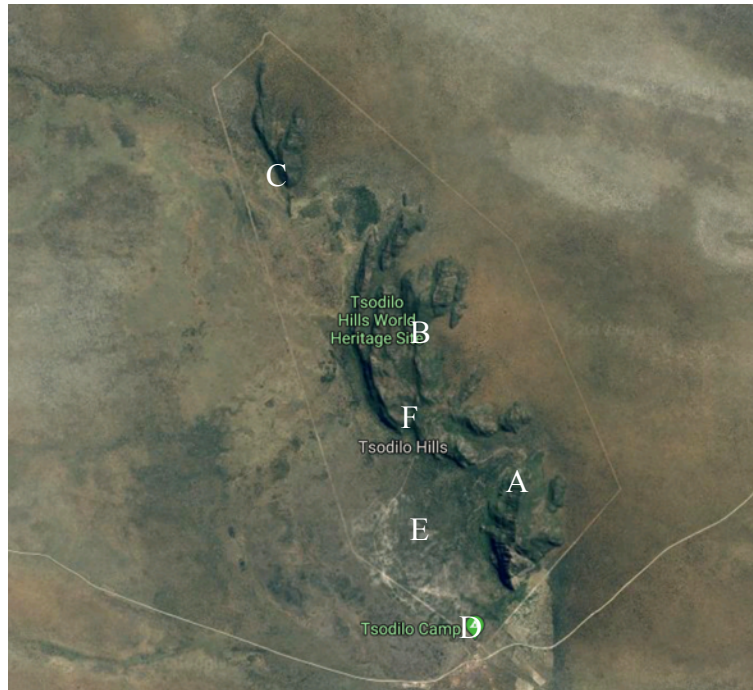


**Images 4:** Ju/'hoansi Village



**Images 4:** Ju/'hoansi Community Members during focus group discussion

in the area, it currently lacks any built accommodation facilities; inference can be made that community members, therefore, cannot be hired into lodges and trained directly by lodges as a result. The Tsodilo Hills area has a museums office and a visitor's center, which is run by the DNMM; as well as a camping site, which is run by the Tsodilo Hills Community Trust (Image 5).



**Images 7:** Tsodilo Hills, Father Hill (A), Mother Hill (B), Child Hill (C), Main Gate (D), THCT Campsite (E), Museum and Visitor Centre (F) (Google Maps, 2017)

There are three different walking routes that have been created around the Hills.



**Images 6:** Current paths around Tsodilo Hills



**Images 6:** Proposed paths and walkways

Visitors to the area can enjoy the routes but must be accompanied by a guide from the

community. There are also plans to construct walkways to ensure that visitors can safely access the paintings (Images 6 and 7).

Fourthly, BTO has identified Tsodilo Hills as having the necessary factors to attract tourists to the destination. They are aiming to build the destination into a cultural heritage attraction alongside the Okavango Delta and Kasane, therefore, there is a specific need for training within the community (Tsodilo Hills Reference Group, 2005).

### **3.4.3 Data Collection and Documentation**

The following section explains the data collection and documentation methods used in the research.

#### **3.4.3.1 Interviews**

Primary data for the research was collected one-to-one interviews. Where geographically possible, these interviews were done face-to-face, otherwise, telephonic interviews were used. The interviews were based on a set of open-ended questions that were designed in line with the research focus and further tailored to the participant groups. The interviews were conducted in a semi-structured manner, this allowed for comprehensive explorations into areas where the interviewee was more knowledgeable and felt more comfortable. Each interview lasted between thirty and sixty minutes. It was observed that one out of the twelve participants did not feel that they were able to comment on certain areas. This, however, did not occur frequently, this was most likely attributed to the fact that all the necessary authorization was obtained from the necessary government structures prior to conducting interviews. The interview questions were reviewed by subject matter experts prior to their use in this research.

During the interviewing process, it was important that the interviewees shared their personal introduction and that they were able to tell their personal stories. This built rapport and encouraged information sharing during the interviews. Where necessary, follow-up questions were used to ensure the authenticity of the answers, to confirm an understanding of the information that had been shared and also for further exploration of some aspects of the information (Charmaz & Belgrave, 2014). This approach is important when viewing the world through a social constructivist paradigm as it allows

the researcher to better understand the subject and interpret responses according to their social constructs.

With the exception of the community members, each interviewee was provided with the interview guides prior to the interviews taking place, this was intended to minimize any discomfort and nervousness and help prepare the interviewees thoughts around the topic. A brief overview of the research was provided at the beginning of the interviews. Regarding the community members, an interview guide was forwarded to the representative of the Department of National Monuments and Museums in Tsodilo, who in turn shared the information with the Kgosi of the area.

Field notes were taken during the interviews and every interview was recorded to allow for transcription of the interviews at a later stage. Transcription was done by the researcher, using transcription software, however, five transcriptions were outsourced due to time constraints.

#### **3.4.3.2 Focus Groups**

According to Morgan (1993) and Bloor, Frankland, Thomas, and Robson (2001), focus groups have an advantage in situations where motivations are being discussed due to the fact that multiple views will give balance to a discussion. In the context of the community members, a lot of the discussion was based on motivations behind preferences and therefore a focus group discussion was used. Focus groups are noted to have a lighter atmosphere than one-to-one interviews (Morgan & Krueger, 2013); this was reflected in the interactions with the community members, despite what appeared to be apprehension initially in the discussions. The use of focus groups within Constructivist GT has increased in recent years due to its ability to collect information from a wider range of participants in a more efficient manner (Charmaz & Belgrave, 2014).

Focus groups can face potential challenges though, including groupthink and a lack of willingness to discuss sensitive topics however these can be overcome through the open discussion of topics by the moderator (Morgan & Krueger, 2013). Furthermore, it was explained to participants that although recordings were done, there would be anonymity for all participants in the analysis and reporting of findings.

When identifying community members for the focus group, the Kgosi was not included in the focus groups to avoid the inclusion of bias within the groups and further allow feedback without any intimidation. The community members were separated into two focus groups to be able to collect a wider range of responses.

#### **3.4.3.3 Research Instruments**

A semi-structured interview format was employed, an interview guideline was developed for this purpose, with four versions created for the for the four categories of interviewees (Appendix B). The different versions were tailored to suit the expertise of each of the categories in relation to the over-arching research purpose, above and beyond this, interview guidelines remained aligned to ensure that the focus of the research remained central to the data collection. This was done in line with Kathy Charmaz and Belgrave (2012), who explain that it is vital to fit the questions to the experiences of the interviewees to collect more accurate data.

It is important to note that although the interview guidelines did not change throughout the data collection phase, follow-up questions were adjusted throughout the data collection depending on the analysis of previous interviews (Charmaz & Belgrave, 2014).

#### **3.4.3.4 Photographs**

In addition to interviews, photos were taken on location when conducting interviews in Tsodilo Hills. Although not forming part of the Constructivist GT analysis process, the photos have been incorporated for illustrative purposes where applicable in the research.

### **3.5 Data Coding, Analysis, and Interpretation**

In Constructivist GT methodology, data analysis plays a vital role because the researcher does not discover a theory, the theory rather emerges from the research through “interactions with their participants and emerging analyses” (Thornberg & Charmaz, 2013, p. 6).

In order to achieve this, the researcher needs to conduct the analysis of the data while the data collection is ongoing, this allows the researcher to, where necessary, amend the interview subjects or tools to allow the theory to emerge (Thornberg & Charmaz,

2013). The research at hand did not alter the interview questionnaires throughout the data gathering process, however, additional follow-up questions were added due to the outcomes of the previous interviews.

According to Draucker, Martsof, Ross, and Rusk (2007), the analysis is a layered approach, requiring the creation of initial codes based on initial themes in the data and then revising and editing them until focused codes are developed. The initial coding is considered an integral step in the data analysis phase to ensure that the researcher reviews the data thoroughly, identifies processes and sequences, identifies implied meaning and not just superficial meanings and that comparisons between the text are done. Once the initial coding is completed, all themes need to be reviewed and grouped to the final coding (Charmaz & Belgrave, 2014).

In this research, once the initial coding had been completed, codes were analyzed and collected to be able to identify the final codes, which were the themes and sub-themes. As the data was collected, it was added to an overall data collection sheet so that data could be viewed in its entirety. Initially, codes were attached to phrases that were then reviewed as more data was added. Codes were adjusted while the collection phase continued and responses started to refine the codes, to end with the final focused codes.

Data Analysis was done manually by collecting similar codes into single sheets to get an overview of the statements within the code.

### **3.6 Ethical Considerations**

This research has been conducted in line with the ethical guideline defined by the University of Cape Town. Ethical clearance was received from the University of Cape Town to allow me to conduct my research.

#### **3.6.1 Compliance with Botswana Research Policy**

Botswana has a strict policy with regard to the conducting of research in the country. In order to conduct data collection, researchers must obtain a research permit from the relevant Ministry. This is in line with the Anthropological and /or Monuments and Relics Act (Government of Botswana, 2001). Although the act specifies archaeological research, in practice all research falls under this field and it applies to all researchers, whether Botswana nationals or not.

Primary research commenced before the receipt of the research permit (Appendix C) due to a lack of awareness of the regulation. As soon as the error was identified, all data collection was stopped and only commenced once written confirmation had been received from the Ministry of Tertiary Education, Research Science and Technology approving the research had been received (Appendix C).

### **3.6.2 Informed Consent and Voluntary Consideration**

Where necessary, prior written consent was received from senior officials in the organization where the research was conducted.

During the data collection process, all participants were informed of their right to confidentiality in the research. Furthermore, participants were not forced to answer any questions did not feel comfortable answering and were given the option to withdraw in totality from the research if they did not feel comfortable.

### **3.7 Validity**

The study has been based on qualitative research with a Social Constructivist worldview, using a Constructivist GT methodology.

By its nature, qualitative research, and especially from a constructivist viewpoint, is difficult to be fully valid. Some scholars have gone as far as to question the term validity in qualitative research (Johnson, 1997; Maxwell, 1992). This is because the research is based on interpreting multiple different realities of individuals (Nahid, 2003) and drawing conclusions from them.

The research conducted 12 interviews and focus groups with a total of 21 individuals. Although this is not a large sample size, it was considered that data saturation was reached due to the repetition of responses from sources (Fusch & Ness, 2015). Furthermore, findings in the data analysis were considered to be aligned with the literature reviewed (Fusch & Ness, 2015). Although the sample size was small, data source triangulation has been used (discussed further later in this section) to ensure that multiple viewpoints were observed to accurately develop themes.

Johnson (1997) goes on to state that one of the challenges facing qualitative research is the issue of researcher bias. This is defined as the ‘cherry-picking’ of results and biased

interpretation by researchers to suit the results that they require. One way to reduce researcher bias is through the practice of reflexivity (Johnson, 1997).

Researcher bias is a significant aspect that I needed to be aware of as I am currently working in the hospitality education sector in Botswana, dealing directly with learners on a day-to-day basis, a position I have maintained for the past three years. I am also involved in consulting projects with SMME's in the tourism and hospitality sector. Before being based in Botswana, I was working in the five-star hospitality sector in Europe and Asia, in the area of talent development. With my background, I am aware of some of the issues that face the sector and therefore there is a possibility that I could cherry-pick the results that suit the research question. In order to avoid researcher bias, I employed two techniques suggested by Johnson (1997), namely triangulation, and specifically the triangulation of sources, and low inference descriptors.

The triangulation of sources or data triangulation involves “examining the consistency of different data sources with the same method” (Patton, 1999, p 1193). By using four different groupings of interviewees with slightly different questionnaires, I was able to triangulate and identify commonalities across the data.

The second technique was to use low inference descriptors, this is when quotes are taken directly from the interviews conducted, or when a minimal amount of adaptation is made from the field notes. This technique was employed to ensure validity and truth in the outcomes.

### **3.8 Conclusions**

Within this chapter, the methodology and method of research have been discussed, justifying the use of the specific interviewees, interview tools, and techniques.

A Social Constructivist paradigmatic approach has been used, to which a Constructivist GT methodology was applied. Constructivist grounded theory ensured that any skills development model is emergent from the stakeholders within CBT.

A purposeful sampling has been used to select respondents from 4 different groups, community members, knowledge leaders and associations, tourism operators and educational institutions. These 4 groups were seen as the major stakeholders in CBT.

The choice of Tsodilo Hills as a research site was explained due to the community present in Tsodilo and the planned tourism development.

The chapter concludes with a discussion on ethical considerations taken by the researcher during the course of research. Furthermore, research bias was discussed, as well as the considerations to ensure validity in the outcomes of the research. These validity considerations included triangulation of sources and low inference.

## 4 Data Analysis

### 4.1 Introduction

The methodological approach and methods of the research are discussed in the previous chapter. These include social constructivist paradigm and constructivist grounded theory methodology.

This chapter explains the data analysis outcomes of the twelve interviews and focus groups conducted that were outlined in the Methodology.

In order to identify the themes, transcripts of the interviews were reviewed and initially coded. As themes were identified, initial codes were merged and reclassified to identify the sub-themes and themes. Below, the themes and sub-themes are laid out in the table.

All the themes discussed in the research are seen as equally important to the outcomes of the research. However, within the themes, respondents highlighted certain areas more than others. In particular, foundational and technical skills and customer service and soft skills featured most prominently within the theme of foundational and multi-disciplinary skills. Within the theme of training method and learning approach, practical and applied training was seen as the most prominent subtheme. The remaining subthemes were judged to be equally important.

Theme	Sub-themes
Theme 1	
Foundational and multi-disciplinary skills	Foundational technical skills needed for employment
	Ability to communicate in English
	Business and entrepreneurial skills
	Customer service and work attitude
	Ability to work in an environmentally sustainable manner
Theme 2	
Transformation of the learner	Innovate to become an entrepreneur in the tourism value chain

	Provide exposure to new environments
	Individuals have to discover their career path
	Strengthen local culture and heritage
Theme 3	
Training method and learning approach	Practical and applied training
	Individualize learning based on educational background
	Training needs to be conducted locally
	Develop indigenous knowledge and skills
Theme 4	
Strengthen stakeholder engagement within CBT	Integrate potential future employers
	Continuous dialogue
	Conflict & conflict resolution

**Table 3:** List of themes and sub-themes

## 4.2 Theme 1: Foundational and Multi-Disciplinary Skills

The first theme identified from the data analysis was the need for foundational skills in a wide range of fields in order for interested community members to benefit from employment within CBT projects or to start-up small businesses within the CBT environment. Importantly, the community members would benefit most from diverse foundational skills in a variety of areas, not just related to technical skills for tourism operations. Furthermore, the skills need to be targeted at lower academic levels.

The theme focuses on data that addresses the first research question, which is “What skills are necessary for the development of an inclusive and sustainable tourism industry in rural communities in Botswana?”. There are five subthemes that further support this, they are: foundational technical skills needed for employment; ability to communicate in English, business and entrepreneurial skills, customer service, work attitude and ability to work in an environmentally sustainable manner.

#### **4.2.1 Foundational Technical Skills Needed for Employment**

The respondents overall felt that the majority of formal tourism employment opportunities accessible to community members were at an entry level. The hard skills needed for entry-level positions include vocational skillsets in areas such as housekeeping, bartending, food preparation, food service, maintenance and driving which can be used in lodges and tourism businesses. Guiding and mokoro poling [paddling of traditional dugout canoes] were also identified as skills that could be used by community members to be able to generate incomes.

Although specific technical skills were enquired about with the questionnaires, most respondents were able to identify skills areas or skill sets needed for employment rather than the technical skill.

It was evident that knowledge leaders saw most employment opportunities in the industry as entry-level, for positions requiring foundational skill sets.

*“We reckon about 95 percent of the industry is vocational anyway and primarily the jobs, if you look at it as on the pyramid basis is that you know the majority of the jobs sit at that entry level or definitely a skilled level, however not on your managerial level”* (Knowledge Leader Respondent 2, Interview)

*“one of the things which we do here in Botswana is that... tourism businesses and entities look to recruit from within the community or the neighboring communities... There’s a comfort zone for people and we will only go outside of the community where you can’t find the skills within the community... predominantly they would be entering into the businesses at a junior level”* (Knowledge Leader Respondent 2, Interview)

*“Especially those for housekeeping, bar tendering, chefs, waitering. Those are the areas which we were looking at the lower cadres in the hospitality industry. Because that is where we most of our people entering without any formal training.”* (Knowledge Leader Respondent 3, Interview)

This was reaffirmed by the tourism operator participants, who, from their previous experiences described the opportunities for community members as being predominantly at the unskilled level.

*“...Someone will come in as a security guard which doesn't require any qualification (Tourism Operator Respondent 1, Interview)*

*“So basically, all our departments, maintenance, front of house, basically the waiters, barmen so front of house. Drivers, basically they do the transfers for all our guests or maybe a town run or something like that, then the housekeepers. Some of our chefs, so it's only 1 of our chefs that's not from local. The canteen cooks, the staff canteen cooks, they also from local. The scullery guys.”*  
(Tourism Operator Respondent 2, Interview)

This viewpoint was also consistent with the educational institutions.

*“Just basics, basic skills of knife handling, knowledge of food preparation, stews, sandwiches you know basic meals.”* (Educational Institution Respondent 1, Interview)

*“Even if for instance most those are not able to enter the industry through guiding because it has a bit of a higher qualification, they go through as mokoro polers [paddling of traditional dug-out canoes], which just requires a very minimum qualification”* (Educational Institution Respondent 2, Interview)

The interactions with the community members clearly indicated that they too found that opportunities that they were currently involved in were simple tasks requiring a low skill level, for instance, guiding.

*“They have the opportunity, they are the eyes of the community. That they do the guiding tourists when there are tourists but when that tourist wants to visit the village, they will come with their guide, then they can visit the village”*  
(Community Member Respondent 1, Interview)

#### **4.2.2 Ability to Communicate in English**

In addition to vocational skillsets, language was another sub-theme that was raised by the respondents, specifically the ability to communicate in English.

The respondents indicated that there was a need for English training because it was the language used to communicate with guests and amongst staff in lodges. The viewpoint

was shared by all respondents, with the strongest views coming from the community members and educational institutions.

*“I think, you know our communications skills are needed”* (Knowledge Leader Respondent 1, Interview)

*“...they need to be able to speak well in English so that they can understand each other”* (Tourism Operator Respondent 2, Interview)

*“...as long as their spoken English is not good, they will not have the confidence they will be shy, they will run away from the guest. So, I find that is very very key, the spoken English”* (Educational Institution Respondent 2, Interview)

Furthermore, the community members noted that their inability to communicate with potential guests, due to the language barrier, was one of the major causes of exclusion from the tourism industry.

*“...like this youth who can speak English and so when they speak to the tourist they can have good communication”* (Community Member Respondent 1, Focus Group)

*“So, most of them are supposed to be taught English so that when somebody comes across they’ll not need somebody to translate what he says or what he wants to do”* (Community Member Respondent 3, Interview)

#### **4.2.3 Business and Entrepreneurial Skills**

The discussions further identified an additional subtheme, being the need for business and entrepreneurial skills. This subtheme also links closely to the subtheme of “Innovate to become an entrepreneur in the tourism value chain” (it is fully discussed in 4.3.1), however, it differs from that perspective, in that it talks to the skills needed as opposed to the activities performed.

This subtheme included areas of administrative skills, numeracy, bookkeeping and accounting skills, foundational marketing skills, as well as operational supervisorial skills such as stocktaking, coordination, and planning ability.

This subject did not arise in discussions with educational institutions, however, was brought up by all 3 of the other categories.

*“...there has also been a fair amount of training on the ground in terms of like bookkeeping skills in terms of admin skills. And in those cases, the community members of the community have been elected by an NGO or by an organization to come in and have the training.”* (Knowledge Leader 2 Respondent, Interview)

*“They need to be able to do stocktaking in advance if there is enough of this, when do we need to order this and those, you know, kind of skills, also organization, and think ahead, what are you going to need in a week’s time if you still have a little bit. Are you still going to have enough for next week? You know, those kind of little think-ahead kind of logical thoughts”* (Tourism Operator 2 Respondent, Interview)

Although the community members did not vocalize the specific skills needed, they mentioned the activities that they wanted to do, which they currently were not able to do due to the feeling that they did not have these abilities.

*To put more signs so that guests, when they come they can be directed.*  
(Community Members 2 Respondent, Focus Group)

#### **4.2.4 Customer Service and Work Attitude**

The subtheme of customer service and work attitude identified skills that are less tangible than operational, language or business and entrepreneurial skills. Respondents highlighted the need for community members to understand the nature of work in the tourism industry while fully grasping the importance of customer service and the ability to interact with tourists from different cultural backgrounds Respondents also spoke about the need for a good work ethic, as defined by reliability and consistency when working. In addition, respondents discussed the need to have the right attitude and passion for the tourism industry.

Outside of technical skills, this subtheme was one of the most talked about areas and was highlighted by all of the respondents.

*“There are the community and perceptions, so whereas in the tourism industry, depending on what skills you're talking about that as we talk about it it's a 24/7 industry. Now the perception from the community that a guide must patch up every single day and be available from this time to that time because at Tsodilo it's from, you know, sunrise to sunset is the primary times then all during the day. So now for the guide to live on the basis of 365 days a year that somebody needs to be on duty from before sun-up to after sundown is a challenging concept so. I don't know if the right word is reliability but the consistency in the service. So, if we talk at what is the current skill at the moment and what is available, the consistency of supply 365 days of the year, I think, is something that is challenging on the ground”* (Knowledge Leader 2 Respondent, Interview)

*“...major problem that we encounter is the cultural impediments if you wish. People coming from different backgrounds talking about this stuff and having been brought up in a different culture. And that culture the way someone who been brought up, interfering with the way we want to be able to project themselves in front of the guest.”* (Educational Institution 2 Respondent, Interview)

*“...to try change people mind-set towards the sort of conduct that is expected in the tourism industry. Not only in the tourism industry but the workplace generally. That is where the problem is currently.”* (Tourism Operator Respondent 1, Interview)

*“They want the kids to be trained how to handle the guests. How to guide the guests, to feed the guests even to manage them so that they can be teach them how to handle them.”* (Community Members Respondent 2, Focus Group)

#### **4.2.5 Ability to Work in an Environmentally Sustainable Manner**

The final subtheme addressed the ability to work in an environmentally sustainable manner where community members worked with the purpose of protecting the natural environment. The sentiment raised was one of community members needing to understand the impact of their work practices on the environment and subsequently

work in such a manner that they would have as little impact on the environment around them as possible.

Although this topic was not mentioned by the educational institutions and community members, it featured with both the knowledge leaders and tourism operators.

*“I think also in the training component definitely bring in the aspect of sustainability and responsibility. Most of these community-based tourism projects are reliant on the natural resource. And you've got to share with the community the necessity for always considering sustainability, longevity of the product, longevity of the future and very much you know and with the communities, the child is the future. And so, think of your child's future in this kind of thing. So, sustainability over and above making a quick buck.”*

(Knowledge Leader Respondent 2, Interview)

*“Tourism works together with conservation. We have heritage site South Africa, beautiful mountains and so on. But if they are no animals kept or protected, it will truly minimize tourism in South Africa it was very important to community to understand to be able to succeed and achieve what they want in the future in tourism, they have to look after the animal. They have to look after every asset in South Africa because a lot of people come long outside the country mainly come here to see animals. So very, very important we protect our animals.”*

(Tourism Operator Respondent 3, Interview)

### **4.3 Transformation of the Learner**

This theme speaks to the need of training to not only develop the hard and soft skills needed in tourism but to also transform the community members' outlook on their current situation. This talks to the shifting of a learner's mindset from one of seeking employment to one of identifying business opportunities and being innovative to create value for the community.

The theme addressed the first and second research questions, being “What skills are necessary for the development of a sustainable tourism industry in rural communities in Botswana, maximizing linkages into the community?” and “What is the most effective way to impart these skills in rural communities, where tourism is not already

a market sector and infrastructure is limited?”. This theme was further supported by four subthemes, namely; innovate to become an entrepreneur in the tourism value chain, provide exposure to new environments, individuals have to discover their right career path, and strengthen local culture and heritage.

#### **4.3.1 Innovate to Become an Entrepreneur in the Tourism Value Chain**

The subtheme speaks to creating awareness amongst community members of the greater opportunities in the tourism value chain, which they may not be aware of, to be able to create new opportunities. This speaks to the ability to identify and develop new businesses and products that can be created in and around the CBT product.

Many community members are aware of the conventional CBT business opportunities, including dancing, displaying traditional villages and making necklaces, however, community members do not necessarily see past these conventional opportunities.

*“Some want to sell at the gate their traditional necklaces so that they can market themselves. And he is one of the best dancers in the KhoiSan.”* (Community Members Respondent 1, Focus Group)

*“...and also, they demonstrate dancing... Long time back. The problem is that the visitors are not coming and that is why they have stopped dancing. Nowadays there are few clients coming to them.”* (Community Members Respondent 2, Focus Group)

And where small businesses have started, many have stopped due to lack of business.

*“...and also they demonstrate dancing... Long time back. The problem is that the visitors are not coming and that is why they have stopped dancing. Nowadays there are few clients coming to them.”* (Community Members Respondent 2, Focus Group)

This even became evident when observing the area. At the main gate to Tsodilo Hills, you encounter young community members selling necklaces and other curios to visitors of Tsodilo Hills.

However, in discussing this with knowledge leaders, they talked about a far more



**Figure 7:** Necklaces for sale at the Main Entrance to Tsodilo Hills



**Images 8:** Cultural Village built by the Ju/'hoansi

diversified tourism product, which is not catered for. Community members, therefore, needed to be able to identify these opportunities and create businesses from them.

*“I think for opportunities within these communities, it’s not just only about employment it’s even isn’t about, for of them venturing into the industry. For example, if you look at these communities you find that there are natural resources. For example, be it in the form of wildlife and wilderness, be it in the form of culture, be it in the form of heritage. You know like heritage sites, as an example, Tsodilo. So, these are some of the things that communities can look into, being able to form. It could be through their trust if they have set up those trusts. It could be through their own community organizations, whatever you can call it, where they are consortium if you will for lack of a better word and then be able to have some assistance that can help them set up these resources into a business. Then of course, by virtue of that employment opportunities come up. This is also able to help sustain the community.” (Knowledge Leader Respondent 1, Interview)*

*“...they can set up their own lodges, campsites and they should be able to offer all the services or all the components of the lodge setting which of course*

*includes the hospitality aspects of it.”* (Knowledge Leader Respondent 1, Interview)

*“...target cultural and heritage tourism and also sport and adventure tourism”*  
(Knowledge Leader Respondent 2, Interview)

Furthermore, community members would benefit from opportunities that are not direct tourism businesses but are linked to tourism businesses, such as support services and other avenues within the value chain. Training, therefore, needs to ensure that community members do not just see opportunities in the formal sector through employment, but that it includes an overview and awareness of additional services that can be offered. However, these services should not only be direct spin-offs from tourism, such as curio sales, dance performances or village tours but rather encapsulate the full value-chain of the tourism industry.

The need to look outside the traditional areas was highlighted during informal discussions with the translator; he is a member of the community. In the discussion, he spoke about the problems with the gravel road and that every year when it rained, the road would be damaged. However, it had not occurred to him that he might be able to get paid for by either the CBO or the Department of National Monuments and Museums (DNMM) for repairing the road.

#### **4.3.2 Provide Exposure to New Environments**

When looking at the transformative aspects of training, a very common sentiment was to provide the community members with a brief exposure external to the community for them to experience and observe a variety of ways of engaging in tourism-related activities. This did not refer to extended times away from the community and was noted as an opportunity for benchmarking purposes.

*“But the biggest thing that you can have for tourism is exposure. So, if you can get out there and you could see other places and you can see what is meant from a one-star to a two-star to a three-star so that you could see the various different deliverables which come with it what different types of tourism is out there. All that sort of kind of thing. So, I think it also I think one of the most incredible things I was talking about at lunchtime today is that the capacity and self-*

*development you get from travelling and you don't realize it at the time you know that when you come home from having been at something like this even if it's your very first time, you come home a changed person” (Knowledge Leader Respondent 2, Interview)*

*“So, I've always found that it would be good to take someone away from that environment. Perhaps expose them complete different environment” (Educational Institution Respondent 2, Interview)*

*“...someone can be sent to South Africa or to another region to help them see things from a different perspective or try approach things from a different perspective. That also gives them the opportunity to face different challenges. Development comes from being challenged in a different way, so I am very much in favor of that as well and it is something that I have done a lot of in the region. I have personally benefited from it, I had the privilege of staying in Africa. I went there for exchange program and I can tell you now that it helps, it helps a lot! It gives you a completely different viewpoint. In terms of how things are being dealt with.” (Tourism Operator Respondent 1, Interview)*

### **4.3.3 Individuals Have to Discover Their Career Path**

Although the participants agreed that opportunities were predominantly available at an entry level, it is important to note that they did not see this as the end point for community members' careers. The participants expressed that community members would be able to define their own career paths and work their way up once they were involved in a tourism-related activity. It is envisaged that the empowerment instilled in the community members will create a natural desire to succeed and advance, and not bring about complacency at the entry level. Moreover, the training includes a segment on career development and business progression to facilitate a mapping process that realistically identifies their expected career and or business growth.

One tourism operator respondent even shared his personal experiences with developing his career through working in the CBT field.

*“I personally come from a village called Sankuyo and this village is 85km outside Maun. I have been involved in the tourism industry from after finishing*

*school I went straight into the industry. First, I worked for the community as a coordinator then at the highest level in that organization and I am currently with the company here” (Tourism Operator Respondent 1, Interview)*

*“...once they are in the field there, they will start to be exposed to those areas and then ultimately, they will sit for an examination to attain their assistant guides license and from there they build up experience until they become guides and form guides, some of them will proceed onto being managers. So, a lot of the people started at an entry level and worked their way up like that.” (Tourism Operator Respondent 1, Interview)*

*“You can't bring somebody now as a chef who doesn't have any clue about cooking you know, so most of them they either came up through the ranks like started as scullery girl or something like that and they were trained in our kitchen to become a chef.” (Tourism Operator Respondent 2, Interview)*

*“We were lucky enough when Graaf Reinet school offered us some bursaries for the ladies from here to go and train there. That was also a huge relief. So, when they come back then we employ them temporarily so that we see which one is doing better and training continued from there” (Tourism Operator Respondent 3, Interview)*

Furthermore, according to one tourism operator, training should be able to speed up the development process of community members because they will be entering the industry with skills that can continue to be developed.

*“I think it definitely speed up the process if they've got the basic skills already, you know, and you can just refine it or tweak it here there like you would like it for the specific institution” (Tourism Operator 2, Interview)*

The need to start at the bottom and work ones' way through the organization was not seen in a positive light by one of the respondents, as it was potentially a tactic to pay staff less and limit the development of staff. Although this viewpoint was provided by only one of the respondents, it was noted as a significant statement with major potential implications.

*“...what I'm saying is you know these guys have been earning P800 for the past 20 years. So, if you don't feel compelled as an employer to raise the scale. Your people will be earning P800 for 20 years. That, in itself, is unfair. It means people are not growing.”* (Educational Institution Respondent 1, Interview)

#### **4.3.4 Strengthen Local Culture and Heritage**

This subtheme involves community members valuing their own heritage and background. Community members indicated that the younger generations were losing their own culture because of external influences. They further stated that the older generations were the holders of indigenous knowledge.

All aspects of the training need to build pride in the culture and heritage of the community, this is in order to avoid the loss of indigenous knowledge and the loss of the uniqueness and authenticity of the CBT product.

*“Because you want the Tsodilo product to be mainly Tsodilo, so that when somebody comes in and says, "How many people are from Tsodilo or from the Tsodilo community?". These people should be very proud and raise their hands. Not whereby you come into Tsodilo and you see a lot of [Respondents name] who are coming from the other parts of the country. Or even outside the country.”* (Knowledge Leader Respondent 4, Interview)

*“...when you teach someone you should not, in any way, be trying to say to them that my way is better than your way. You're actually saying that you have your way but we have learned how to teach it this way. So, come learn with us. You're basically saying to them that I'm learning as well so come learn with me.”* (Educational Institution Respondent 1, Interview)

*“When I reach at Gaborone, I want to change my behavior. So, the elders, when they are in the village they will be the ones who can bury the information. Of course, maybe when I see others there I feel like when I practice my culture I feel like it's a bad thing now. People will know that I am a Hambukushu. So that is the good thing of being taught together.”* (Community Members Respondent 3, Interview)

## **4.4 Training Method and Learning Approach**

This theme highlights the necessity for the methods and approaches to learning need to be conducted to increase the effectiveness of training. Primarily, training needs to be practical and applied to the context of the community. It focuses on the individual learners, their current status in life and their background, which can be used to help to engage learners throughout the training. Additional feedback from respondents indicated that the training needs to strengthen indigenous knowledge that is present in the community, as well as to impart external knowledge and skills.

This theme focuses on data that addresses Research Question 2: “What is the most effective way to impart these skills in rural communities, where tourism is not already a market sector and infrastructure is limited?” and is supported four subthemes, namely “Practical and applied training”, “Training needs to be conducted locally”, “Individualize learning based on the educational background” and “Develop indigenous knowledge and skills”.

### **4.4.1 Practical and Applied Training**

In training method and learning approaches, the strongest subtheme was the need to ensure that the training was conducted in a practical and applied manner. This focus on practical training assists in developing skills that can be applied as opposed to only developing knowledge in an area that may not be applicable in a work environment.

Respondents also stated the need to be able to apply these skills as quickly as possible into the environment that they are in so that skills are not lost due to a gap between learning and application.

According to the respondents, practical training allows for a greater retention of information by learners, therefore maximizing the benefits of the training.

*“We don't want a school, which is the kind of school whereby we open up the brains and we fill up a lot of information, a lot of jargon, but then not the practical part, we also need it so that people can have a feel and then the involvement also plays a pivotal role.”* (Knowledge Leader Respondent 4, Interview)

*“They would have been the ones having produced such. And we believe that giving them more practical work makes it stick better. Stays with them longer. Unlike like just to make them go and learn what the Bouillabaisse is and they come recite it and that's it. They've never seen this kind of seafood that goes in there. It does not help them that much.”* (Educational Institution Respondent 1, Interview)

*“...practical, practical, practical...”* (Educational Institution Respondent 2, Interview)

*“Because it teaches someone something that he's doing, so he will be able to gain knowledge as he works. So, you do a bit of practical and he can transfer that theory to practical straight away so that person catches it fast.”* (Tourism Respondent 3, Interview)

*“Of course, in the beginning it should be read and write then they do practicals.”* (Community Members Respondent 2, Focus Group)

#### **4.4.2 Individualize Learning Based on Educational Background**

The respondents expressed that the training must be tailored to the educational background of community members. This subtheme encapsulates the formal education backgrounds, the academic abilities, and language proficiency; all of which varied amongst the community members. Respondents noted that training would be more inclusive by taking the educational backgrounds of learners into account, therefore allowing more community members to take part in training sessions. Regarding English proficiency levels, the respondents noted that where necessary a translator would be required.

This theme was raised by the knowledge leaders and educational institutions, not by the tourism operators and community members.

*“However, what I would say is a very, very important thing is to fully understand, what level of understanding and what level of education or the capacity the individual or that group of individuals has as a norm... And let the community know that you don't have to have anything except for passion to go*

*into here so nobody is excluded before even the first round comes in”*  
(Knowledge Leader Respondent 2, Interview)

*“And there are areas where have had trainings where people were not conversant in Setswana, English, especially the arts, art and crafts producers. So, we had to engage the translators so that we can be able to converse with our trainees. We had in training Etsa [Rural village in Botswana] for arts and crafts producers and we have one North East, Kalanga... You have to provide the translators for ease of delivery of training.”* (Knowledge Leader Respondent 3, Interview)

*“There would be a number of different kinds of levels of people in the village be the mothers who have never been to school, you need to create something for them like basketry and you know weaving train them... But some of them already know such stuff just organize them into like cooperatives and I would take the junior secondary school students and offer them certificate programs.”*  
(Educational Institution Respondent 1, Interview)

*“And then if you have pictures, you can show them pictures you can take pictures and show them how you want something to be down or you want to be the bed, how you want it decorated how you want it to be always.”* (Educational Institution Respondent 2, Interview)

#### **4.4.3 Training Needs to be Conducted Locally**

This theme spoke to where training should be conducted. It included topics such as accessibility of training for community members and the need to ensure that community members were not excluded from training due to other commitments and cost implications of traveling elsewhere.

The general feedback from the respondents noted that community members would benefit from the training sessions being conducted locally as this may be more comfortable and it may lead to a more effective learning process. Training within the local environment was also seen as an opportunity for the community members to apply the skills directly into their surroundings as opposed to needing to still understand how to transfer the skills from the learning environment to the work environment.

*“Well, ideally, training facilities should be accessible... But you can still offer, what you offer in Gaborone, in Tsodilo, then still it's good enough for me... So, the only challenge that I could see forthcoming who will probably travel and maybe accommodation” (Knowledge Leader Respondent 1, Interview)*

*“The biggest one on that one that I've found is the cost implications of being trained elsewhere. If it's an NGO or if it's a training institution or it's paid for training you know the individual or the community or the government is not required to pay... Obviously, there's all sorts of other things whether a person is able to travel or not. All of those things come into it in terms of what other commitments they've got. And you shouldn't be, nobody should be excluded because they've got a family to look after or children or something like that. But generally, you'd see something could happen.” (Knowledge Leader Respondent 2, Interview)*

*“sending students to Maun, it's a little bit hectic because you are sending them into an unknown area. Some of these people, they have got their own families, they have got kids and it becomes hectic. And when you look at Maun, it's about 400km. If it was maybe in Shakawe it would have been closer to their area” (Knowledge Leader Respondent 4, Interview)*

*“In fact, I believe that for somebody to get the best out of training it must be in that familiar surroundings. So, you must take the training to them so that they can do it where they feel more comfortable.” (Educational Institution Respondent 1, Interview)*

*“I think it would be best to keep in the area where they going to work, although it is not always practical to do it like that” (Tourism Operator Respondent 2, Interview)*

*“So, the only negativity will be if something happens at home and they don't have money to rush home.” (Tourism Operator Respondent 3, Interview)*

*“Training should be done here... Because we live here and meet here so it is easy to do” (Community Member Respondent 1, Focus Group)*

Although the majority of the respondents supported the view of locally conducted training sessions, there were a few respondents who supported an alternative view, that the training would be more beneficial if conducted outside of the communities. These respondents indicated that once removed from the local environment, there would be a decrease in the level of distractions the learners would have, and secondly, that the communities may not have the facilities and resources needed to conduct skills training effectively.

*“In the community areas where these people come from you cannot do the training there. Because there's a lot of interference and when someone is back in the village there, they are the, they are part of the village and they are expected to be doing things there in a different manner.” (Educational Institution Respondent 2, Interview)*

*“You are far from home, not caught or anything, so you have a chance to learn. You can forget about [Lodge X] and concentrate on your lessons.” (Tourism Operator Respondent 3, Interview)*

*“They said outside is OK, everywhere, event out is ok... They outside is a little okay rather than here, here they cannot learn because they are adapted. Outside there is no disturbance.” (Community Members Respondent 2, Focus Group)*

*Yes, both side but even outside, of course most of the things, maybe they need power so that they can demonstrate something so that is why I said both is OK. But mostly maybe outside where there is ingredients. If they brought their power then it is acceptable. (Community Members Respondent 3, Interview)*

#### **4.4.4 Develop Indigenous Knowledge and Skills**

This subtheme addressed the need to first identify the skills and abilities that are present in the community and then to secondly design the training around the current abilities of individuals.

It was understood that the community members had a variety of skills that they were utilizing in their everyday life, such as tracking, identification of flora and fauna, understanding of traditional medicines and knowledge of the surroundings. These existing skills should then be included in the foundation of the training and not ignored,

therefore ensuring a tailored training as an end product that has capitalized on the skills that they already have.

*“What I am trying to say here is that the indigenous knowledge from this area is highly respected. But at the same time, we know we've got some of the rock art that is also there. All these. And we've got the flora and the fauna, you name it... So much so that when you go out with a guide you start talking about what you can touch, the tangible, and the intelligible, the spirituality. Most of our guides, you know, they always bring in this holistic kind of explanation. Yeah. So, the intangible heritage is also very important. They'll talk the spirituality, they will talk about the do's and don'ts, the taboos around here. So, all of these are actually brought in together, Yeah, So... What is happening, I think the indigenous knowledge is very important and it's taken seriously here.”*  
(Knowledge Leader Respondent 4, Interview)

*“We are not saying to them that your culture is inferior, your food is inferior, you are inferior. You saying to them you've got something that can contribute. Bring it on. Let's see how we can work with it together.”* (Educational Institution Respondent 1, Interview)

*“So, before any training can be rolled out, what we do is we would spend time in identifying the need for training. You know, needs can be specific. Every single individual has their specific training needs. First, we would spend time in identifying those needs.”* (Tourism Operator Respondent 1, Interview)

*“They also mention our guide Mr. Tsope who is a guide. He knows that place very well, every site, every guy, even when you want to do guiding you contact him because he knows that place very well.”* (Community Members Respondents 1, Focus Group)

#### **4.5 Strengthen Stakeholder Engagement within CBT**

The final theme that emerged from the data collection was for strong stakeholder engagement within CBT. This theme calls for an integration of the greater community, government and tourism operators with the aim of the training activities building stronger links between the stakeholders.

The theme further addresses the necessity to involve tourism operators in tourism project planning before commencing training as their input may impact on the specific human capital needs required from community members. It also speaks to the need for constant communication between all stakeholders to ensure a unified vision of the tourism projects. The respondents provided examples which illustrate various conflicts between tourism operators and community groups, as well as conflict within the community, and how communication is often one of the few ways to overcome these conflicts.

The data that addresses Research Questions 1 and 3 is the focus of this there, with question 1 being: “What skills are necessary for the development of an inclusive and sustainable Community-Based Tourism industry in Botswana” and Research Question 3 being: “How does one maximize community buy-in into the development of these projects, maximizing long-term sustainability?” and is supported three subthemes, namely “Integration of potential future employers”, “Continuous Dialogue” and “Conflict and Conflict Resolution”.

#### **4.5.1 Integration of Potential Future Employers**

The feedback from respondents highlighted the importance of integrating tourism operators into CBT projects. This integration is envisaged to bring value for both the community members and the tourism operators. Tourism operators have expertise that cannot be developed in a short time, so by integrating them into the CBT product, the community members can learn from them over an extended period of time. In return, the tourism operators will be able to gain access to natural and human resources that they may not have been able to access before and they can therefore potentially even consider expanding their businesses.

*“One of the other things is that here in Botswana, if there's a community which is involved any tourism entity would generally be on a joint venture basis, partnership basis through CBNRM or depending. Each one operates in its own way. So, the partnership with community from a tourism entity, the process is a very strong linkage.”* (Knowledge Leader Respondent 2, Interview)

*“...the private sector entity is going to go into partnership sometimes its partnership with the community, sometimes they lease from the community so*

*they just going into contractual agreement with these communities... They lease their concession out to a private sector entity because they want to have the know-how of doing it over time... So eventually, when they have acquired all the required skills when the contract comes to an end. Maybe they can then say now we will develop for ourselves and then maybe take it forward.”* (Knowledge Leader Respondent 1, Interview)

*“So, we're training up the next people that's going to take over from us within the lodge, it works out of course and everything goes according to plan. So hopefully, at the end of our term, we can leave it over into the local's hands and they can manage the place and make it their own.”* (Tourism Operator Respondent 2, Interview)

However, in addition to the aforementioned benefits, there are also indirect benefits of a joint-venture partnership development method. This can include improvements such as better infrastructure such as schools and conservation lessons in the schools for example.

*So, over and above that we go into communities, and although our lodges are in remote locations in Botswana, the school we are involved in Maun, from time to time we send out our guides from the lodges to do conservation lessons in schools. This is to try to engage or enlighten the communities around us of the benefits of tourism to them because it's very important to them because if they don't have the knowledge of what is happening. (Tourism Operator Respondent 1, Interview)*

It was made clear that tourism operators needed to be brought in at an early stage of any planning and training to be able to assist with the definition of the tourism plan and of the human capital prior to the commencement of any training. If this integration happens at a later stage then there is the potential for learners to complete training when there are no employment opportunities. If this happens, there is a potential for skills and learnings to be lost again.

*“There's obviously the development plans for the area. Now obviously staying abreast of those and as the implementation comes closer, is to ensure that the*

*training is done so that by the time that entity is up and running the training has already happened so that from day of opening effectively training has already been done.” (Knowledge Leader Respondent 2, Interview)*

*“Because like right now we have sent students to schools to do whatever they were training. Tell me. If you go to an institution, you train driving and you stay for more than 6 months without driving, will you ever be a good driver because you haven't been practicing. Most of these kids who went there, they also need refreshers courses now, once again to revive whatever they could have learned until they get into... Otherwise, we are going to foresee a disaster, if we say "no, Career Dreams was enough" there is going to be a disaster because people would have forgotten because it is taking longer than anticipated and that's how it is” (Knowledge Leader Respondent 4, Interview)*

*“...if I have a waiter trained and working at town hotel in Gaborone, that waiter can be able to move with the same skills and go into another hotel in town without a problem but here, what you find that a waiter moving from one company to another will find that things will change drastically.” (Educational Institution 2 Respondent, Interview)*

*“I think it would be great if the operator could be part of it so that they know what they are training and what their needs are... So that if they want to employ some of the locals that they trained the right way for the kind of service and products that they are looking for, whether it's a five-star or a three-star campsite so that you know you trained right for that job, although I'm sure whichever way, I'm sure there will still be more training on the job.” (Tourism Operator Respondent 2, Interview)*

#### **4.5.2 Continuous Dialogue**

The general feedback from respondents highlighted a need for constant communication between the stakeholders throughout the development and operation of the CBT project.

In order to avoid or minimize disengagement of community members from CBT projects, it was observed that constant communication between the community members and external stakeholders in the project is pivotal.

*“There was, what you call, consultation. Consultation going on with the people, even before it was recognized as a village by the government. Even before it was, you know, rubber stamped that it is a village” (Knowledge Leader Respondent 4, Interview)*

*“It depends on your approach, on how you approach the undertaking. If you miss that step, more often than not you will then have the community disengaging. But if training takes place, preparation takes place where you can prepare the community for the undertaking, often it becomes a bit more easy. You don't do it for them, you do it with them. So first you get the buy-in so whatever you do, they are fully behind you. So often if you do it that way, they are fully engaged.” (Tourism Operator Respondent 1, Interview)*

The respondents noted an additional benefit of the continuous dialogue, specifically the assistance from the community members with identifying individuals for employment with the CBT project.

*“First, what we would do is we would go to the community for those roles that do not require any skills, such as casual laborers. For me the community engagement is important to help uplift them and also help to change their mindset as well so for anything that we will do, we will first consider getting the resources from the community” (Tourism Operator Respondent 1, Interview)*

*“I'm always in contact with the local leaders, we call this Nduna [Community chief in South Africa]. Wards around [Lodge name] have headmen and we call them Nduna. So, we always keep them informed as to what is happening. If we are looking for people to come for training or come for work, we approach them and they choose people to come up here for interviews. That is how we keep the relationship or keep in touch with the local community so that they can be involved in each and every process here.” (Tourism Operator Respondent 3, Interview)*

And when speaking to the community members, you could already start to see the effects of not necessarily maintaining that dialogue as much as possible.

*“So, some of these plans, they are informable, but someone are not informable. You just see people coming and saying now we are doing this, unlike today. This five years past we were supposed to have lodges operating. Now, because of it some of the things that, some of the information. They just do it rather than inform the community. It’s like we go aside, not straight.”* (Community Member Respondent 3, Interview)

#### **4.5.3 Conflict and Conflict Resolution**

This subtheme addresses the likelihood of conflict and disengagement arising within the CBT project.

Although tourism operators can bring a lot of value to CBT projects, Respondents highlighted the possibility for tensions to form between community members and tourism operators. Furthermore, it was highlighted that conflict can arise in communities due to mismanagement of funds or unequal distribution of funds.

*“...you know what this is what we agreed but now see the private sector has gone this route and we are not. You’ve seen those things happen. You know where communities are not happy with the way the private sector entities carrying out its contractual obligations... maybe is the disbursements of whatever it is that you are supposed to give to the community”* (Knowledge Leader Respondent 1, Interview)

*“We have had complications in the past and those complications are in the form of people not understanding the importance of what you are trying to set up. You know, the benefit to them of what you are trying to do. That is where the breakdown has happened”* (Tourism Operator Respondent 1, Interview)

*“I’ve heard of some people they start the business but I don’t think they know what they are doing and it end up not working well especially in some place where there are leaders that are going to be given task and then they misuse the funds and then it doesn’t work and the camp stays there for a long time with nobody and it ends up to nothing. I heard of such things.”* (Tourism Operator Respondent 3, Interview)

When looking at how conflicts could be resolved, the need for dialogue and transparency came through very strongly as part of the conflict resolution process.

*“But keeping a transparent set of accounts is I think one of the most important things. So even if you have a monthly set of accounts or a weekly set of accounts put them up some way so that everybody can come and see them.”* (Knowledge Leader Respondent 2, Interview)

*“and often those challenges are due to lack of proper consultation where you sit them down and you talk to them about what you are trying to set up which makes it very clear what the benefits to them. Often it takes that to actually iron out things and get a break though.”* (Tourism Operator Respondent 1, Interview)

#### **4.6 Conclusion**

This chapter discusses the data collected. It starts by outlining how the data was analyzed and broken into themes and subthemes. These themes and subthemes were then outlined in a table to provide a clear overview of the analysis.

Overall, there were 4 themes in the section, including: “Foundational level and multi-disciplinary skills”, “Transformation of the learner”, “Training method and learning approach” and “Strengthen Stakeholder engagement within CBT”.

The themes and subthemes were explained and supported using verbatim quotes from the interviews.

## **5 Discussion**

### **5.1 Introduction**

The data analysis of the research, highlighting the four main themes was presented in the previous chapter

In chapter five, the themes and subthemes are compared and contrasted with the existing literature to identify parallels and diversions between the data collected and the current literature in the field. Silences in the research and literature are also noted.

Finally, a presentation of the CBT Rapid Skills Development Model is provided, along with justification for the model presented through the results of the study and reviewed literature.

### **5.2 Foundational and Multi-Disciplinary Skills**

Existing literature within foundational and multi-disciplinary skills for CBT showed a high correlation with the findings of the research. Literature around skills for CBT identify additional skills needed within CBT than identified through the research. Discrepancies occurred where comparing the skills developed in current training programs within TVET and the skills needed within CBT.

#### **5.2.1 Foundational Technical Skills Needed for Employment**

Within the research outcomes, it was noted that skills needed to be aligned at an entry level as this was where the majority of employment opportunities occur within CBT projects. This aligned with the findings of Mbaiwa (2013), Mbaiwa & Stronza (2010) and Sebele (2010) who identified that community members were finding employment at an entry level in CBT projects. It is further noted that when CBT projects were managed by tourism operators, entry-level employment for community members was even more pronounced.

The skills needed for these positions were identified as hard technical skills in areas such as housekeeping, bartending food preparation food service, maintenance, and driving, as well as guiding and mokoro poling. These skills corroborate the findings of Asker et al. (2010) and Tasci et al. (2013).

It is important to note that each CBT project is unique. Although certain technical skills will be needed in all CBT Projects such as hygiene or planning, many of the technical skills will need to be aligned with the natural resources, tourism development in the community, and the tourism value chain per the interests of the community.

Regarding education, Botswana has a well-developed vocational education system that offers a variety of programs at a vocational level (McGrath et al., 2013). The TVET training programs focus on entry-level skills and continue to build up to higher academic levels (Botswana Qualifications Authority, 2016). The vocational skills in TVET programs are well aligned to the needs of industry and provide sufficient skills for employment within the sector (Akoojee, 2005). The technical hard skills presently being taught in the certificate level TVET programs are far more detailed and precise, when compared to the technical hard skills identified through the research, identifying specific learning units in different areas (Gaborone Technical College, 2018). Furthermore, by breaking learning units into specific unit standards, each of the units become measurable and assessable (Botswana Training Authority, 2016). These learning units from the TVET program are more detailed and can, therefore, be used to develop the specific learning modules for the skills development programs to be conducted based on the CBT Rapid Skills Development model.

### **5.2.2 Ability to Communicate in English**

The research identified that being able to communicate in English was identified as a critical area for training within CBT projects, specifically because of the need to communicate with customers who use English. With a lower level of English proficiency, community members may be excluded from employment within this sector as they are not able to communicate with guests visiting the area. The need for English communication skills is again corroborated by Asker et al. (2010) and Tasci et al. (2013) who identify the need for language skills in CBT skills building. The use of the term language, as opposed to English, in literature can be attributed to the fact the literature is aimed at CBT globally and therefore needs to accommodate different languages, whereas tourists in Botswana use English as the primary language of communication as it is the official language of Botswana. In the analysis of the TVET certificate level program, English was not identified as a module within the course (Gaborone Technical College, 2018). English is, however, the primary language of

instruction and the learners are assumed to have the required English skillset as it is also the primary language of instruction at the junior and secondary levels of high school.

### **5.2.3 Business and Entrepreneurial Skills**

According to the research data, community members need to have the ability to not just work in an operational capacity but to go beyond that and understand the overall business environment within which they operate. These skills identified in the data include administrative skills, numeracy, bookkeeping, accounting, simple marketing skills and supervisory skills. Asker et al. (2010) and Tasci et al. (2013) corroborate these findings, also adding areas such as product development, monitoring and evaluation and procurement skills. Baktygulov & Raeva (2010), Giampiccoli et al. (2015), Lapeyre (2010), Lenao (2015), Mbaiwa (2005a), and Nzama (2010) who identify the need to develop skills in business creation, business management, quality management, marketing and financial management to be able to effectively operate CBT projects. Community members will, therefore, need to have all of these skills in order to optimize their opportunity for success as they engage in various avenues within the greater tourism value chain.

In the review of the literature on vocational training, the need for business and entrepreneurial skills is supported by Lucas (2014), who explains that learners within TVET training need to go past the technical skills that are provided in TVET institutions and develop skills surrounding entrepreneurship and business. The current TVET certificate level programs in Botswana include skills for planning and organization as components of other modules, with skills for marketing and entrepreneurship not being explicitly addressed (Gaborone Technical College, 2018).

Within the literature on CBNRM, business and entrepreneurial skills are also noted as a deficiency and one of the reasons for stagnation and failure of projects (Lukhele & Mearns, 2013; Sebele, 2010).

### **5.2.4 Customer Service and Work Attitude**

Customer service and work attitude were identified within the research outcomes as required skills, the customer orientation of the tourism industry makes these skills very

important. Particular focus was placed on the need for customer service training and the ability to work within the rigors of a formal work environment. Asker et al. (2010) and Tasci et al. (2013) corroborate these findings, identifying these skills as necessary for those working at an entry level. These skills are noted as soft skills, per the definition provided by Sisson and Adams (2013); they further emphasize the need for developing soft skills within tourism and hospitality training.

The research identified attitude to work and the workplace as an additional focus area for training. This finding was supported by literature on the critical aspects of vocational training (Lucas, 2014). As the research outcomes highlighted, as community members move into a formal employment environment, or business venture, there will be specific demands regarding attitude, and including punctuality, reliability and personal presentation.

The area of soft skills is the weakest area within TVET training in Botswana and therefore not sufficiently emphasized in the TVET structures (Odora, 2011). In the review of the certificate in hospitality management, it was observed that none of the learning units covered work ethic and operating in a professional environment (Gaborone Technical College, 2018). However, the learning outcomes of specific learning units do note soft skills. Nevertheless, the area of soft skills within TVET does not meet the requirements of CBT training.

### **5.2.5 Ability to Work in an Environmentally Sustainable Manner**

Respondents identified the need to train community members on environmental sustainability, due to the sensitivity of the environment that CBT operates within. These findings are corroborated by Asker et al. (2010) and Tasci et al. (2013).

Two of the objectives of CBT are the devolution of decision making with the CBNRM area and collective proprietorship of the natural resource (B. Jones, 2004b; Mbaiwa, 2013). To ensure that all community members can make the correct decisions surrounding ecological sustainability, they will need first to be trained in the area. Respondents highlighted the need for community members to understand the day-to-day impacts of their actions on the environment around the CBT projects. This skill was found necessary at all levels of employment and self-employment.

Globally, sustainability is seen as an important underpinning of TVET (S. McGrath, 2014). When comparing this with educational literature and the TVET program, there is a gap in the curriculum regarding environmental sustainability (Gaborone Technical College, 2018).

### **5.3 Transformation of the Learner**

Within the theme of transformation of the learner, there was a strong correlation between the research outcomes and literature surrounding CBT, ABCD and empowerment, value chains and andragogical learning approaches.

#### **5.3.1 Innovate to Become an Entrepreneur in the Tourism Value Chain**

The research data identified that the community members had limited awareness of opportunities in CBT, such as with traditional crafts and guiding, they, however, were not aware of additional opportunities across the tourism value chain. The literature notes that the national and local strategies for tourism have identified additional opportunities to diversify the national tourism product from its current focus of wildlife tourism (Government of Botswana, 2016; Tsodilo Hills Reference Group, 2005). Community members, therefore, need to be equipped with the tools to identify all the potential opportunities available to them. With the ABCD model, the community members can identify assets within a community environment that will be able to form the foundation for new business opportunities. (Mathie & Cunningham, 2003; Wu & Pearce, 2014).

Furthermore, by training the community members on the tourism value chain, they will be able to identify opportunities that could help to reduce economic leakages from the community (Mitchell, 2012). These opportunities could include supplying products to surrounding lodges or lodges outsourcing services to community members such as garden maintenance (Rogerson, 2005).

#### **5.3.2 Provide Exposure to New Environments**

According to the research responses, exposure was noted as being vital to skills development in CBT. Exposure includes, but is not limited to, the community members observing other CBT projects or tourism operators, with the learnings being utilized to improve their product offering.

Benchmarking was not supported or opposed by the literature, as there was no literature found on this topic.

### **5.3.3 Individuals Have to Discover Their Career Path**

In the research, respondents emphasized the need for community members to be able to enter the industry at an entry level and develop through the organization or their business based on their interests, career goals or business aspirations.

This theme addresses the empowerment of community members, specifically psychological empowerment. Psychological empowerment is defined as the increased self-belief of the individual (Scheyvens, 1999). By increasing self-belief, the community members should be more willing to challenge themselves to try different jobs, to identify opportunities that may interest them, desire to be promoted and want to expand their business.

The life-long learning approach echoes the sentiments of this theme. The life-long learning approach ensures that community members can build on their educational levels as their responsibilities within their employment increase, or as a business grows (Organization for Economic Cooperation and Development, 2001). This approach is also reflected in the global vision for vocational training, where the African Union has life-long learning as a strategic objective (Union, 2007). Furthermore, the BNCQF has integrated the life-long learning approach within the entire educational system based on the areas of general, vocational, and higher education (Botswana Qualifications Authority, 2016). Given that, a learner who is awarded a certificate, for example, will then be able to use that to gain access to learning later in life (Botswana Qualifications Authority, 2016; Ministry of Education and Skills Development, 2009).

Lastly, this theme is corroborated by an andragogical approach to learning. Andragogy focuses on the learner, ensuring that he or she defines the learning objectives of the program before embarking on the learning (Knowles, 1973). This theme is in contrast to pedagogical learning approaches employed in formal TVET, which focuses on a curriculum and on the teacher as being the source of all knowledge (Lucas, 2014).

### **5.3.4 Strengthen Local Culture and Heritage**

Strengthening local culture and heritage refers to the need to ensure that community members value in their cultural assets and want to protect their local culture and environment.

The ABCD model supports this theme, in that it promotes the identification of assets within the community, by the community, therefore the community members become the driving force behind the development and preservation of the community (Mathie & Cunningham, 2002). It further allows culture to be defined as an asset, therefore promoting the community's identification of its culture as an asset, so that community members will be more likely to hold their culture in higher regard, protecting and preserving it.

This theme is vital to CBT as it is the foundation of CBT, in that it is based on the natural environment and cultural experiences of a community. It is important to note that, per the respondents' feedback, a loss of local culture and a reduction in traditional practices are being observed as the young community members leave Tsodilo and move to urban areas.

## **5.4 Training Method and Learning Approach**

The research outcomes around training methods and learning approaches in CBT align with the literature on CBT and andragogical learning approaches, however, differs from current literature on TVET training practices in Botswana.

### **5.4.1 Practical and Applied Training**

Within the theme of training methods and learning approaches, the respondents felt that community members were most suited to training methods that were practically orientated, as opposed to theoretical. The justification from the respondents was that with a hands-on training, the learners would be able to develop an operational skillset as opposed to learning the theory that they may struggle to implement.

This need for practical training is supported by the Department of Human Resource Science and Technology (2007), which emphasizes a focus on skills training. Vocational training in Botswana currently uses a substantial proportion of practical

training to ensure that learners develop skills. This strategy has developed skills that are relevant to industry (Odora, 2011). However, due to challenges with accessibility, language barriers, reduced formal education and generalized curriculum in TVET programs, they are not ideal for training CBT community members.

The respondents noted that there was a need for the training to be applicable to the local context. The need for application into the local environment is corroborated by Asker et al., (2010). This training approach is supported by an andragogical learning approach, which calls for the application of learning to the environment of the learner (Knowles, 1973).

#### **5.4.2 Individualized Learning Based on Educational Background**

It was noted through the research that the community members had varying educational levels and language abilities. Training, therefore, needs to be tailored to the educational backgrounds, language abilities and areas of interest of the individual community members.

In a CBT context, communities are not defined by age and stage of learning, rather by the proximity to the CBT project and the desire to work in a particular area (Jamal & Getz, 1995). This theme goes against the TVET training structures in Botswana, which are primarily aimed at form three and form five school leavers (Akoojee, 2005). By having a homogenized group of learners with similar educational backgrounds and language abilities, TVET institutions can employ a pedagogical approach to learning. This learner-centered approach varies significantly as it relies on the learner's abilities and interests, and on the CBT project, therefore the training needs to be tailored. The need to adapt training to the experience and ability of the learner is in line with an andragogical approach to learning due to andragogy tailoring the learning process to the learner's experience (Knowles, 1973).

#### **5.4.3 Training Needs to be Conducted Locally**

Overall, the respondents viewed training conducted within the local environment to be more appropriate for the community members. Bringing the training to the CBT project increases the accessibility for those community members who may not otherwise be able to attend training based on their situation at home.

CBT projects are created to ensure that community members can become economically empowered (Lukhele & Mearns, 2013). By conducting training in the areas that are not accessible to community members, you reduce the likelihood of them becoming active members of the local economy (von Kotze, 2008).

Furthermore, the research noted that by conducting the training locally, community members can be more relaxed and would be more likely to learn effectively. There was no literature to support this finding.

When comparing this to the current TVET structures, it was noted that learners need to relocate to major centers, such as Gaborone, Francistown or Maun, where there are technical colleges. Although the policy was put in place to facilitate the relocation to centers, through the provision of accommodation facilities, access remains an issue in TVET in Botswana (Akoojee, 2005).

#### **5.4.4 Develop Indigenous Knowledge and Skills**

The research noted that training needs to focus on the development of skills that are currently present in communities. Training needs to, therefore, build on the indigenous knowledge and current skills of individuals in the community.

When comparing this with the literature, it is noted that CBNRM/CBT projects are designed around the need to preserve and build a culture (Lukhele & Mearns, 2013). By linking training to the indigenous knowledge, culture, and heritage that is held in the community, the training creates an opportunity to build the culture of communities as opposed to breaking it down.

This theme is further corroborated by current TVET literature globally, which emphasized that there is need to incorporate indigenous knowledge (Lucas, 2014). This view is confirmed by von Kotze (2008) who notes that TVET training needs to build on current capacity if it is to develop sustainable livelihoods.

In addition, the revised BNCQF emphasizes that any prior learning of an individual needs to be taken into account so that learners can start at the appropriate level of learning (Botswana Qualifications Authority, 2016; Ministry of Education and Skills Development, 2009). It is important to note, however, that while the current training practices take prior learning into account, indigenous knowledge then is not being

recognized as the curriculum has not been amended accordingly (Gaborone Technical College, 2018).

This theme aligns to an ABCD approach to tourism development by first identifying assets within the community that can be developed and strengthened before tourism development can take place (Mathie & Cunningham, 2002; Wu & Pearce, 2014). This theme also corresponds to an andragogical learning approach, as it takes the background and experience of the learner into account (Knowles, 1973).

## **5.5 Strengthen Stakeholder Engagement within CBT**

The research findings within strengthening stakeholder engagement within CBT showed correlations with literature around CBT and CBT skills needs.

### **5.5.1 Integrate Potential Future Employers**

In chapter two, it was explained that it was important to involve the tourism industry with CBT projects; tourism operators are important players in CBT Projects. In Botswana, the CBT projects often incorporate a tourism operator who brings in external management expertise in an effort to increase the success of the project. Community members, in turn, benefit by learning from the experienced operators, who they can then take over from once skills have developed to the appropriate level.

This is supported by the findings of Mbaiwa (2005a, 2013) who highlighted the benefits to community members of tourism operator integration.

It was previously determined that it was beneficial to integrate the tourism operators during the planning phase of any training intervention, as this would ensure that the vocational skills developed are aligned with their needs. It is important to note that the Ministry of Education and Skills Development (2009) has clearly stated that on a national level, Botswana needs to move to a model that is demand driven as opposed to supply driven.

In the event that there is infrastructure development required, skills development can be aligned with the completion of projects to ensure that there is a minimal loss of skills after the completion of training. This is corroborated by Asker et al. (2010).

The literature further notes that incorporating tourism operators during the planning of CBT projects to facilitates the alignment of visions between the tourism operator and community members (Jamal & Getz, 1995). An additional benefit of this approach is that it reduces the likelihood of conflict at a later stage.

### **5.5.2 Conflict & Conflict Resolution**

One of the main reasons attributed to the failure of CBT has been due to conflict (and poor conflict resolution skills) between community and tourism operators, and also within the community itself. This conflict can prevent projects from realizing their potential and even cause them to shut down.

In literature, social capital is seen as vital to the success of CBT projects (Giampiccoli et al., 2015; Scoones, 1998). According to Okazaki (2008), collaborative efforts in CBT can be damaged by uneven power relationships between community members, which can lead to conflict. This can, therefore, lead to negative socio-cultural impacts on communities through loss of voice and economic exclusion in CBT projects (Koch, 2004; Mbaiwa, 2005b).

CBT projects traditionally have strong social capital bonds because of existing relationships within the community (Fabricius & Collins, 2007), however, these can break down due to conflict (Koch, 2004).

In order to mitigate against conflict, the training needs to address conflict and conflict management, in a manner that is tailored to cultural norms. This is corroborated by Asker et al. (2010 and Tasci et al. (2013).

### **5.5.3 Continuous Dialogue**

Continuous dialogue was identified as an approach to reduce the potential for conflict within CBT projects. The premise is that by maintaining open and effective communication between community members and other stakeholders, the likelihood of conflict is reduced. This is corroborated by Asker et al. (2010 and Tasci et al. (2013).

In order to maintain the objectives of CBT projects, being economic empowerment and sustainable livelihoods, community members need to be trained in communication.

## **5.6 Silences in the Research**

The Tourism Sector Human Resource Development Plan identified the need for mobile training units that could bring training to theoretical and non-practical training to remote locations (Human Resource Development Council, 2014). At no point in the data collection, did respondents discuss the need for theoretical short courses within CBT. It has been highlighted as a silence in the research due to the link between skills and knowledge in creating competencies (Cedefop, 2011) and respondents could have highlighted this if they felt that theoretical courses relevant to skills development. However, as the research is looking specifically at skills development, it will not be included in the research outcomes.

Secondly, management levels skillsets were identified as critical within CBT literature. These managerial skills included marketing and financial management, quality management and business management (Baktygulov & Raeva, 2010; Giampiccoli et al., 2015; Lapeyre, 2010; Lenao, 2015; Mbaiwa, 2005a; Nzama, 2010). Although skills were identified in some of these areas, they were seen as practical skills such as bookkeeping, accounting, and marketing skills, which were understood to be at a lower academic level than management level skills. This research does not negate the need for managerial level skills, however, in order to develop managerial level skills, the learner must first develop the foundational level skills that can then be developed further into managerial level skills. Furthermore, with the inclusion of tourism operators in CBT, they will bring managerial skills into the projects, allowing community members to develop these skills over a longer period of time.

Finally, Asker et al. (2010) and Tasci et al. (2013) identify the need for community members to develop the ability to cope with changes that come with CBT. Mbaiwa (2005b) further identified some of the negative socio-cultural impacts of CBT. Finally, Koch, (2004) and Mbaiwa (2005b) highlighted the potential conflict that can arise in CBNRM, and by extension CBT, where community members see negative effects of tourism outweighing the positive impacts. Due to its importance in preserving social capital and community buy-in in CBT, skills in coping with changes that come with CBT are therefore seen as important to include in the research outcomes.

With regards to the training methods, one silence was identified in the research. Asker et al. (2010) talk to the importance of training being a repetitive exercise that allows community members to refresh and build on previously learned skills. Victurine (2000) further highlighted that where skills development was conducted over a short period, community members did not retain sufficient skills to implement them within the CBT project effectively and retraining was often required. At no point in the research did respondents discuss the was the length of training or the impacts of shorter training courses, however, we are looking at how to increase effectiveness in training, this silence will be included in the research outcomes.

### 5.7 The CBT Rapid Skills Development Model

This section combines the conclusions from the literature and research to present the unique approaches needed for training in CBT projects. The CBT Rapid Skills Development Model (RSDM) looks specifically at the necessary skills, learning methods and ability to strengthen social capital. Table five outlines the four themes of the CBT RSDM.

Due to the research focus on about the development of an RSDM for CBT in Botswana, specifically Tsodilo Hills, the study used theoretical models on ABCD and andragogical approaches to learning. When analyzing the individual models of CBT, ABCD and Andragogical learning (Table four), parallels are drawn across the three regarding the views of the community member, the process for learning and views of social capital.

Area	CBT (Mbaiwa, 2013; Mbaiwa & Stronza, 2010; Mearns, 2010; Scheyvens, 1999)	ABCD (Mathie & Cunningham, 2002)	Andragogical Learning (Kessels & Poell, 2004; Knowles, 1973)
Purpose of activity	Empowerment of the community member, Sustainability of environment	Empowerment of community member	Development of the learner's abilities (Community member in the context of the research)

Process owner	Community members	Community members	Learner (Community member in the context of the research)
Orientation to experience, indigenous knowledge	The core of the CBT experience	Knowledge of the community member is seen as a primary asset	Past experience defines the required learning needed and needs to be built on
Approach to the growth of the subject	N/A	Transformative	Problem-centered approach to learning
View of social capital	Critical success factor	Aims to build social capital	Strengthened through learning

**Table 4:** Comparison between CBT, ABCD and Andragogical Learning (constructed by the researcher)

The objective of CBT projects is the empowerment of communities (Mbaiwa, 2013; Mearns, 2010; Scheyvens, 1999) to provide them with sustainable livelihoods from the sustainable use and management of natural resources. However, if empowerment is the objective of CBT, then community members need to be the driver of projects in communities as opposed to external stakeholders (Mathie & Cunningham, 2002). The employment of the ABCD model ensures that communities are not just economically empowered through CBT, but that aspects of psychological, social and political empowerment are also strengthened through the development process which aligns with the objective of CBT to be able to empower communities (Mathie & Cunningham, 2002; Scheyvens, 1999). Andragogical learning can also be viewed as empowering the learner in the learning process as the learner plays a central role in defining and driving the learning process (Knowles, 1973).

Therefore, the concepts of CBT, ABCD and Andragogical Learning are combined to form the foundation of the CBT RSDM.

From the outcomes of the research, the CBT Rapid Skills Development model is a construction of four themes:

- Foundational and multi-disciplinary skills
- Transformation of the learner
- Training method and learning approach
- Strengthen stakeholder engagement within CBT

Theme	Description	Interpretive Discussion
Foundational and multi-disciplinary skills	<p>The skills that need to be trained are at an entry level but need to be multi-disciplinary. They include:</p> <ul style="list-style-type: none"> <li>- Operational skills</li> <li>- English communication skills</li> <li>- Business and entrepreneurial skills</li> <li>- Environmental sustainability skills</li> </ul>	<p>In designing courses for CBT skills development, training providers cannot only focus on operational skills.</p> <p>Rather, the focus needs to be placed on holistic skill sets that encompass the ability for community members to generate sustainable livelihoods</p>
Transformation of the learner	Training needs to go past skill set development, and it needs to transform the way that learners see the environment around them	Training needs to challenge the way in which a learner views his/her current situation in life and the opportunities that are available to them
Training method and learning approach	Training needs to be tailored to the environment that it is being conducted	Training needs to take indigenous knowledge and the local environment into account to ensure that learning is able to be applied directly by the learner
	Training needs to take the learning level, experience and goals of the learner into account	To engage the learner effectively, CBT training needs to first understand the individuals that are being trained, before developing the training program
	Training needs to be conducted in the community	Training needs to be conducted locally to ensure that accessibility is maximized for all community members.

	Training needs to be conducted over a period of time	Training cannot only be short courses. It needs to be long enough for community members to develop the needed competence level
Strengthen stakeholder engagement within CBT	Training needs to incorporate all CBT stakeholders into the design, including; the community members, government bodies, tourism operators	In order to build social empowerment and social capital, training needs to incorporate different stakeholders into the planning phase. By incorporating stakeholders at early on, the alignment of goals is clearer for the development of the CBT Project.
	Communication and conflict management needs to be addressed through training	As conflict is a major challenge in CBT projects, community members need to be trained in communication and conflict management to be able to understand how to use communication to avoid and diffuse conflict
	Ability to deal with negative and positive consequences of CBT	Tourism also has negative consequences for communities. Training needs to highlight these potential consequences and build the ability of community members to prevent or deal with them.

**Table 5:** CBT Rapid Skills Development Model

Like CBT, ABCD and Andragogical Learning, the CBT Rapid Skills Development model places the learner and community at the center of the training model.

The ABCD model defines how to empower communities by using development approaches that are able to strengthen social capital with communities. In an ABCD approach, assets are initially identified from within the community, building up to a community development plan that is then owned and driven by the community members (Mcknight & Kretzmann, 1996). Similarly, the CBT RSDM is built on the

ABCD model by using the latter to identify current assets within a CBT environment. These outcomes are then used to contextualize the training of the community based on their community development plan, current educational levels, capabilities and indigenous knowledge. This step ensures that training is built around the experience and background of the learners, which is in parallel with the andragogical learning approach (Knowles, 1973; V. McGrath, 2009).

By building an RSDM with community members as the drivers of the learning, they continue to be empowered by the activity as they continue to define the development of the community through the learning process. In addition, by constructing a training plan around community needs, social capital is also strengthened within the community environment (Mathie & Cunningham, 2002).

Furthermore, when external stakeholders are involved in CBT projects, the CBT RSDM advocates for their inclusion at the beginning of the training design stages. This ensures that community members can define the objectives of the skills development plan together with external stakeholders. This creates an alignment of vision for all stakeholders and therefore reducing the likelihood of conflict later in the project (Koch, 2004)

In prioritizing a transformative learning process, in addition to focusing only on skills development, aspects of psychological empowerment are also incorporated into the skills development. This transformative learning process is aligned to the ABCD model, as the ABCD model aims to shift the community member from a problem-orientated view to a value-based approach. This transformative approach is supported by the andragogical learning approach that focuses on building on the current capabilities of learners and teaching from an applied problem-solving perspective rather than a knowledge accumulation perspective (Knowles, 1973).

The CBT RSDM opposes the current training practices in Vocational Training Colleges in Botswana and globally. In the CBT RSDM, training is conducted in the community where the skills will be applied as opposed to the current TVET model, which centralizes training around the major city centers in Botswana. By conducting training in the targeted communities, the contextualization and applied nature of learning become more straightforward as the local environment defines the details of the training.

The CBT RSDM uses an andragogical learning approach as opposed to a pedagogical learning approach, which is used in TVET (Lucas, 2014). As shown, the objectives and approaches of CBT are closely aligned with the approaches of andragogical learning due to views of the process owner and experience. The CBT RSDM focuses on lower level and multi-disciplinary skills contextualized to the learning environment. Respondents expressed the need for skills ranging from business and entrepreneurial skills to language and conflict management in addition to the vocational skills. This contrasts with the approach of the vocational colleges, which place focus on skills for employability rather than a wider skillset for livelihood generation.

## **5.8 Conclusion**

A presentation of the comparisons of the research data and literature has been completed.

The models of CBT, ABCD and andragogical learning were compared and identified to be aligned based on their view of the community member and social capital. These viewpoints were also found to be consistent with the research findings. Furthermore, current TVET practices in Botswana were contrasted with the skills development needs of CBT projects.

The review of silences in the research data was the need for short courses that are able only to impart knowledge and not build skills; the inclusion of management skills in CBT, and the need for skills development to cope with changes in the community due to the impacts of CBT. Furthermore, the need for sporadic refresher training or longer training sessions was identified as necessary in order to optimize memory retention. Only the latter 2, coping with change and repetitive training were considered significant enough to include in the CBT RSDM.

The CBT RSDM, which was based on the models of CBT, ABCD, and andragogical learning, was presented and it included the four themes of foundational and multi-disciplinary skills, transformation of the learner, training method and learning approach, and strengthen stakeholder engagement within CBT.

## **6 Conclusion and Application of Theory**

### **6.1 Introduction**

The findings of the data analysis were compared and contrasted with the literature review in the previous chapter. The CBT RSDM was also presented.

In this chapter, the outcomes of the three research questions are addressed. Furthermore, implications of the study for academia and industry, including an example of a possible implementation plan for the theory are presented.

The chapter concludes with an outline of the potential limitations of the study and areas to be considered for further research.

### **6.2 Overview of Preceding Chapters**

The research premise was provided along with the relevant background regarding the research and Botswana as the target location. In summary, the Botswana Government has decided to use tourism, and especially CBT, as a tool to alleviate poverty and to empower rural communities which currently have few economic opportunities available to them. According to the literature, however, many CBT projects have not delivered the expected empowerment of the communities in which they occur due to, among others, insufficient skills to operate these CBT projects and breakdowns in social capital. The research aimed to identify the skills needed within CBT development, how to most effectively develop these skills in CBT projects and how training can be used to strengthen social capital in CBT projects in Botswana, specifically in the Tsodilo Hills area. Furthermore, it was understood that the TVET structures were not able to develop the necessary skills for CBT projects due to the lack of accessibility, language barriers, and the lack of tailor-made training for the different communities.

The primary research question identified was:

- “What skills are necessary for the development of an inclusive and sustainable community-based tourism industry in Botswana?”

The two sub-questions were noted as:

- “What is the most effective way to impart these skills in rural communities, where tourism is not already a market sector and infrastructure is limited?”
- “How does one maximize community buy-in into the development of these projects, maximizing long-term sustainability?”.

After discussing the expected contribution of the study, the importance of the study and possible limitations of the study were addressed. As an outcome of the project, the research aimed to build on current knowledge in CBT training and developing a model that may be used to design and implement training that is better suited to the needs of community members in Botswana.

The discussion in chapter two focused on existing literature on CBT and skills, and skills development. The literature review articulates how many CBT projects fail due to community members lacking the required skills for operating the projects effectively. It is noted that training within CBT does occur, however it is ad hoc and does not deliver the needed skills. It is identified that the skills needed in CBT include both hard and soft skills, at staff, supervisor and owner levels. Skills are also needed to facilitate communication and manage change and conflict within the community environment. In Botswana, CBT occurs primarily through CBNRM which is also negatively impacted by a lack of Human Capital and also suffers from breakdowns in Social Capital. ABCD, one of the underpinning theoretical models for the study, looks at developing communities by empowering community members to identify the assets within the community and finding ways to use these assets to develop the community around them. ABCD has been successfully applied in a CBT context to ensure that community members see themselves as the driver of the development process. Finally, a review was done of lifelong training and how the current TVET programs in Botswana develop skills for the hospitality and tourism industry. This training focuses on a pedagogical approach to learning that develops hard skills but fails to adequately develop the soft skills needed in CBT. Andragogy, the second theoretical model underpinning the study, approaches the learning process from the experience and background of the learner, ensuring that they become the driver of the learning process.

The research methodology was presented in chapter three, it includes the choice of social constructivism as an epistemological paradigm and constructivist grounded theory to explore the unique needs of CBT projects in regard to training. These research

techniques were utilized and aimed to ensure that the model took into account the motivations for the different emergent themes. Furthermore, the purposeful sampling method allowed the respondents to be selected from community members from Tsodilo Hills World Heritage Site, government and hospitality association, tourism operators and educational institutions. The data analysis and coding techniques were explained. The ethical considerations for the study were presented. Lastly, validity issues for the study were discussed, including the small sample size, a discussion of potential researcher biases, as well as triangulation of sources and the use of low inference in the data analysis to increase the validity of the data analysis.

The emergent themes were introduced from the data analysis in the fourth chapter. The four main themes that emerged, as well as the sub-themes for each section, were presented. The first theme, foundational and wide-ranging skills, identified that community members needed to develop both hard and soft skills in CBT projects. Furthermore, skills could not only be vocational but included language skills, business skills, customer service skills and the ability to work in an environmentally sustainable manner. The second theme, transformation of the learner, determined that training needed to go past the development of skills and needed to build the psychological empowerment of the community member. This was based on building on indigenous knowledge in the community to ensure that community members see the value of their abilities, culture, and knowledge. Within the transformation of the learner theme, it was important to include a training module to address the ability to identify new economic opportunities across the tourism value chain and to provide exposure to new environments that would allow community members to bring back new ideas to improve their CBT project. Furthermore, training had to transform the learner through exposing them to a variety of career paths and allow them to experience them to ensure that they could develop in the career path that best suited them. The third theme, training methods and learning approaches, emphasized a practical approach to learning to optimize the retention of skills. Moreover, the training needed to be tailored to each community member due to the variety of educational abilities, language proficiency and depth of indigenous knowledge. Training also needed to be conducted in the community to maximize accessibility for community members, mobile training units were explored. The fourth theme addressed the strengthening of stakeholder engagement within CBT, it described the need to integrate all stakeholder and

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especially potential employers into the early planning stages of skills development to maximize the opportunities for employment for community members. Furthermore, community members needed to be trained in communication skills to improve the continuous dialogue that needs to occur between community members and CBT stakeholders. Finally, this theme identified the need for training in conflict resolution to ensure that community members can reduce the likelihood and effects of conflict in CBT.

In chapter five, the emergent themes and subthemes were compared and contrasted with the existing literature reviewed in chapter two. Overall, all themes and subthemes were corroborated by literature, with the exception of ‘providing exposure to new environments’. Furthermore, silences in the data were identified in the importance of management skills for CBT in areas such as finance and accounting, marketing and business management. Furthermore, the ability for community members to be able to adapt to the changes was not identified in the data. The final silence in the data was the length of time needed for training. Lastly, the CBT RSDM was presented, based on the emergent themes of the research.

### **6.3 Conclusions in Terms of the Research Questions**

In the following section, the results of the research questions are presented, based on the outcomes of the research conducted.

#### **6.3.1 Research Questions 3**

*How does one maximize community buy-in into the development of these projects, maximizing long-term sustainability?*

Through the research, it was identified that community buy-in, which is part of the Social Capital of CBNRM, was a critical success factor for CBT projects. It was understood that in the event that Social Capital breaks down within a community, the CBT projects would most likely not succeed. Training can assist in building Social Capital and maximize community buy-in to empower community members in the CBT project.

Buy-in can be built up in the training process by ensuring that the community defines the scope of training. The CBT RSDM proposes the use of the ABCD model when

deciding the scope of the training. The ABCD model encourages community members to identify the assets currently present in the community, opportunities for developing new tourism ventures and skills needed to achieve these outcomes. The ABCD model also makes the community the director of the project as opposed to only a participant in the training.

In Botswana, CBT projects are often built with tourism operators as stakeholders. Tourism operators bring skills and expertise that may not be currently available in communities, however, tourism operators may have different priorities to those of community members for the CBT project. By incorporating tourism operators, as well as other CBT stakeholders, when defining the current assets and opportunities, all stakeholders gain a common understanding of the objectives of the CBT project and following training.

Furthermore, it was noted that tourism operators have specific skills needs to operate their businesses. By defining these needs at the start of the training, any skills developed through training will be aligned with the needs of the tourism operator as well as the needs of the community. This ensures that community members are aware of the opportunities that are created through training and will allow lodges to hire more staff from surrounding communities. This reduces the need to hire from outside the community and helps community members to enter into better-paying jobs as opposed to having to work their way up through the organization.

In addition, to maintain community buy-in, communication between stakeholders cannot only take place at the beginning of projects. In order to maintain and maximize the buy-in of community members, dialogue needs to happen on a regular basis. In these forums, community members have the opportunity to share views with each other and discuss any issues that may be arising. Training within CBT projects, therefore, needs to include communication skills to ensure that community members understand the importance of communication and continuous dialogue and how to communicate effectively in these forums. Furthermore, this dialogue does not only need to be between community members, but rather all stakeholders, including tourism operators, government, and other community bodies.

Where conflict does occur, conflict management needs to take place within community structures to reduce the effects of conflict on community engagement and to avoid the breakdown of CBT projects. Training therefore also needs to include skills development in conflict management.

Lastly, CBT is known to create change in the community. Although the aim of CBT is to empower the community, there is the possibility of negative changes and impacts within the community as well. These can take the form of changes to traditional culture with an influence of external cultures, limiting access to certain areas for environmental protection and conflict from uneven distribution of benefits. When negative impacts start to outweigh the positive impacts, community members can start to disengage from the CBT project. Community members need to be trained on what these potential negative changes and impacts can be and how to deal with the changes that can occur.

By empowering community members and giving them the power to design the skills development process, community members become more engaged in the development of the CBT project. Furthermore, by providing them with the skills needed to deal with conflict and changes that could occur over the lifetime of the projects, community members are better able to ensure a sustainable tourism project.

### **6.3.2 Research Question 2**

*What is the most effective way to impart these skills in rural communities, where tourism is not already a market sector and infrastructure is limited?*

It is important to focus the training on the learner and community to maximize the effectiveness of training. Although communities live in a similar geographical area, they are not a homogenous group, with varying educational and cultural backgrounds, differences in language proficiency, and of different ages. Within Tsodilo Hills World Heritage Site, there are two distinct cultural groups, each with their own languages. Therefore, skills development methods need to be tailored to each community and the community members within the group rather than focusing on a set curriculum.

This need for tailoring is in contrast to methods currently used in technical colleges and brigades in Botswana, and therefore training methods used in institutions cannot apply if training needs to be inclusive of all community members.

An andragogical learning approach, therefore, best suits CBT training due to the unique backgrounds and experiences of the learners. Trainers need to understand the: life experience of learners; educational background of learners; current skillsets of learners; and the training objectives of learners before any training can be conducted. Furthermore, in order to use an andragogical training approach, the learner needs to be in charge of the learning. During the planning of the training, an ABCD model ensures that community members define the assets and abilities already held within the community which can be used to define the CBT project. Once the current assets of the community are identified, community members need to define their training needs in line with their development plans. Allowing the learners to identify the current assets within the community and define their own training needs ensures that the learning becomes self-directed.

Moreover, the training needs to be tailored to the indigenous knowledge of the area, building on skills that are currently available. Focusing on indigenous knowledge and skills ensures that the training helps to strengthen local cultures as opposed to only diluting them by importing new skills. Furthermore, tailoring ensures that learners see the assets that they currently possess in a more positive light. This process also facilitates the psychological empowerment of the learner, leading to learners placing greater value on their current knowledge.

Within the model, the community members are required to identify the areas of training which they are personally interested in learning. This allows the learner to develop a skill set in an area that they are interested in working in after the training. If learners are placed into a training that they are not interested in working in, the engagement of the learner could be diminished, and the training will be less effective.

Training needs to be conducted in a practical manner as the objective is the development of skills. Practical training is noted as being more effective in CBT as community members need to develop the ability to complete necessary tasks and apply the skills in the environment around them.

Training needs to be conducted in and applied to the local environment to ensure that learning can be applied directly into the community setting that they are in. This approach is aligned with the andragogical training methodology by ensuring that

learners are able to apply any learning as quickly as possible. In order to achieve this, training practitioners need to develop mobile training units that have the facilities necessary for the different areas of skills training required, especially areas of hospitality operations such as housekeeping, food preparation, and waitering. Without the necessary facilities, practitioners will have difficulty to effectively impart the skills in the community environment.

Conducting training locally, in the community, is also important for increasing accessibility. By conducting it locally, community members are not excluded due to due to restrictions on travel and more members will be able to attend, allowing more community members to become active members in the CBT project.

Although the research is aimed at identifying an RDSM within CBT, with an emphasis on the rapid, it was noted that current training within CBT often fails as training programs are not long enough to develop a sufficient level of skills and that refresher training is not provided. Skills development programs, therefore, need to be of an appropriate length to develop a sufficient level of skill for community members to apply the training.

### **6.3.3 Research Question 1**

*What skills are necessary for the development of a sustainable tourism industry in rural communities in Botswana, maximizing linkages into the community?*

The skills needed to develop CBT projects are broken down into two categories; hard skills and soft skills. Hard skills focus on technical vocational skills and soft skills focus on attitude and communication skills (Sisson & Adams, 2013).

The primary focus of CBT skills development needs to be on foundational technical skills that can be used in entry-level employment in the tourism sector as well as to build on traditional skills that can be used to operate small businesses in the community. Hard vocational skills for formal employment include food preparation skills, food service skills, housekeeping skills, the ability to work hygienically, numeracy, bookkeeping, supervision, and planning. Hard traditional skills include guiding, mokoro poling, producing traditional crafts, making local food and alcohol, performing traditional dance and interpretation of sites in the area. It is important to note that all

hard vocational and traditional skills need to be aligned to the employment and business opportunities identified in the planning process through the ABCD model, as these skills allow the individuals to be able to work in that area in the future.

The ability to communicate in English, which is classified as a hard skill, is also important for the development of a sustainable and inclusive CBT project. English is the main language of communication between community members and tourists. If community members are not able to communicate with tourists without the use of a translator, they potentially become excluded from economic activities in CBT.

Employment opportunities in CBT are limited and therefore community members need to be able to develop small businesses that can be used to generate incomes. Therefore, training needs to develop business and entrepreneurial hard skills at a foundational level. These skills include the ability to identify economic opportunities available in the community and how to create a small business out of them. In addition, it should include basic planning, marketing, and accounting skills that are needed to operate a small business. By providing community members with the skills to create small businesses, CBT projects will be able to create more linkages to the tourism value chain in the area and bring greater economic empowerment to the community.

CBT projects operate within CBNRM areas in Botswana. These areas are environmentally sensitive and therefore community members need to be able to use resources in a manner that will preserve the environment. Community members, therefore, need to develop an awareness of issues around environmental sustainability and the hard skills to work or run a business in a sustainable manner.

Attitude and work ethic were the primary soft skills identified. According to the research, few community members have worked in a formal environment in the past and therefore have limited awareness of the requirements needed to work in or operate a business. Developing the right attitude and work ethics will assist community members to adjust to a formal work environment and deliver a consistent service as a small business.

Customer service skills also need to be developed. Within the tourism industry, there is often a high level of customer interaction and the community members need to be

taught to interact with customers in a way that creates high levels of customer satisfaction.

In addition to skills for employment in tourism, skills were identified to strengthen stakeholder engagement within CBT as well. As identified for the third research question, social capital is a critical success factor for the sustainable development of CBT and therefore skills in communication, conflict management needs to be developed to ensure that community members understand how to reduce the likelihood of internal conflict and how to manage it if it does occur. Botswana follows a partnership model when developing CBT projects, therefore communities need to be trained on how to deal with tourism operators and how communication can be used to strengthen the partnership between different stakeholders in CBT projects.

Furthermore, community members need to be trained to cope with the changes that will come with the development of tourism. Tourism comes with unintended negative consequences (Mbaiwa, 2005b). If communities are not taught to identify and deal with these consequences, there is a potential for a breakdown of Social Capital within the community and a loss of productivity in the CBT project.

CBT is designed to empower communities. Training, therefore, needs to play a transformative role in the development of community members. Training needs to challenge the way that the community members see themselves and their situation to see themselves as a part of the solution to developing the CBT product as opposed to needing external resources to develop the CBT product for the community. By transforming the mindset of the learner, community members start to view themselves and their situation more positively, empowering them from a psychological perspective. This shift of mindset is also aligned to the ABCD model, which encourages community member to see themselves as the solution to improving their quality of life, as opposed to seeing themselves as a problem that needs to be solved.

Part of the transformation process also includes being able to look at their situation and identify innovative opportunities for them to develop small businesses out of. Community members are generally aware of the tourism opportunities such as dancing, however, are not aware of the larger tourism value chain that can be exploited.

In designing the training programs, the above-mentioned skillsets need to be further broken down and matched with the relevant BNCQF learning units to ensure that training can be accredited through BQA. By accrediting programs through BQA, community members will be able to use their qualification to gain access to higher education as part of the lifelong learning process.

## **6.4 Recommendations**

In the following recommendations, the research proposes areas for further research within this field as well as possible applications of the theory in practical environments.

### **6.4.1 Recommendations for Further Research**

This research is not aiming to show that this model will bring more people from the local community into the formal economy or show how skills development will strengthen the quality of CBT projects. Further research could be proposed to look at the impacts of this training model once it has been implemented in a CBT project.

Additionally, as the study was limited to CBT projects, research needs to be done to see if the same model would apply to all types of CBNRM activities, and not just those running tourism ventures.

Outcomes of the research have shown that focus needs to be placed on a wide range of vocational skill sets needed to work at an entry level of organizations or start up a small business within the tourism value chain. The literature, however, also spoke to the lack of managerial skills within local communities, therefore further research needs to be conducted to understand the implications for training managerial skills in a CBT context.

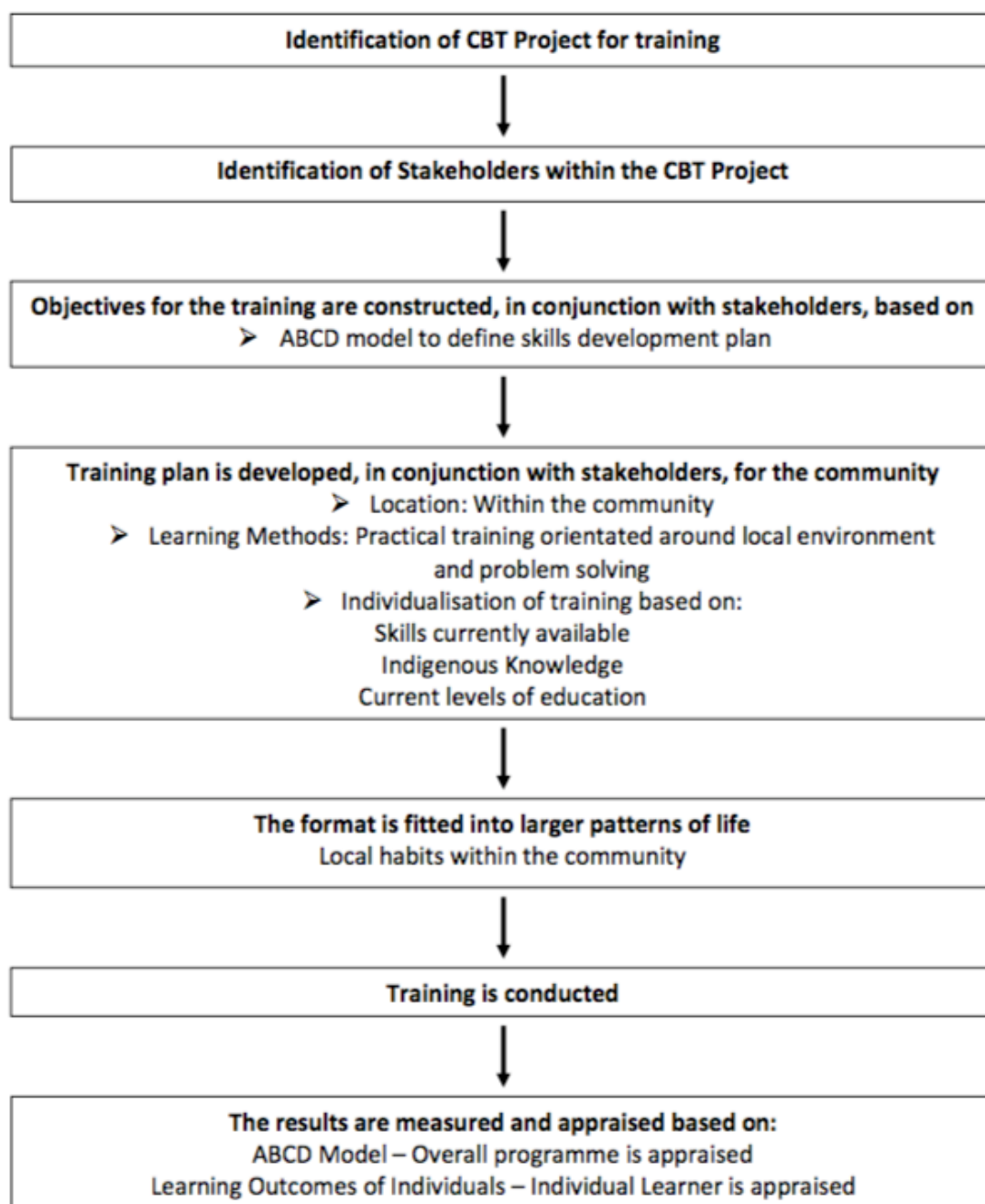
### **6.4.2 Recommendation for application of theory**

It is evident that the skills development needed for CBT is different to the skills development within the formal TVET institutions in Botswana. Therefore, skills development practices for CBT need to be adapted to ensure that training is able to empower communities and provide sustainable livelihoods for community members.

By using the CBT RSDM to build training programs, learning can be tailored to the unique needs of the community as opposed to the needs of industry solely, as it is within

the traditional curriculum. Additionally, through the RSDM, skills development is designed to strengthen Social Capital bonds within the community and amongst stakeholders, building a common vision and understanding of expectations.

To understand how the training model would be applied in a practical setting, we have applied the model to Houle's (1972) fundamental system: decision points and components of an adult educational framework. This system was developed in alignment with an andragogical learning approach (Knowles, 1973).



**Figure 8:** CBT Rapid Skills Development model applied to Houle's (1972) fundamental system: decision points and components of an adult educational framework

This cannot be a decision taken from the outside as it would mean that the training process is not community driven but rather externally driven.

#### **6.4.2.2 Identification of Stakeholders within the CBT Project**

After the identification of potential CBT project requiring training, the first step is to identify all stakeholders involved in the project. This could include:

- Community members
- Community-based organizations (and other formal local structures)
- Government bodies
- Tourism operators

This step aligns with the research outcome of strengthening stakeholder engagement within CBT and especially the subtheme of “integration of potential future employers”.

#### **6.4.2.3 Objectives for the Training are Constructed, in Conjunction with Stakeholders**

The ABCD model is used to understand the current assets within the community structure, moving from human assets, social assets and ending with natural, physical and financial.

Using these assets, stakeholders will need to identify business opportunities that could be built based on assets currently available in the community. At the same time, community members should also be asked how they would see themselves as being able to integrate into the greater tourism value chain. These views are then contrasted with the development plans of the community to identify the areas of skills training needs of the community.

Although this step initially starts to identify current assets of the community, it also starts to help community members to identify their strengths and build psychological empowerment. By getting community members to identify the assets that are held within the community already, they start to orientate themselves away from a being a “problem” that needs to be solved, towards a towards being a valuable member of society with value to contribute (Mathie & Cunningham, 2002).

In addition, this step lays the foundation for strengthening the bonds amongst all stakeholders in the CBT project; this is based on the theme of “strengthen stakeholder engagement within CBT”.

Finally, a deeper understanding of educational backgrounds and skills will be collected, to tailor the training program to ensure that training is contextualized to the background and experience of the learner, in line with andragogical learning.

#### **6.4.2.4 Training Plan is Developed, in Conjunction with Stakeholders, for the Community**

The training plan is developed based on the ABCD model, which incorporates the current skills of individuals and indigenous knowledge in the community, and identified areas for development.

- Learning outcomes are identified based on the ABCD model
- As training will be predominantly orientated to a practical format and located in the community, the necessary practical facilities are identified.
- A translator is identified, dependent on educational backgrounds and language skills

#### **6.4.2.5 The Format is Fitted into the Larger Patterns of Life**

The training plan is mapped to the local customs and patterns of life within the community to again contextualize the training to the local environment.

#### **6.4.2.6 Training is Conducted**

Training takes place in the community. There needs to be an integration of stakeholders in this phase of the project to ensure that tourism operators have provided their input to the learning conducted and level of outcomes achieved.

During the conducting of training, a portion of time needs to be spent outside of the community environment. This is based on the need to provide exposure to other tourism products to ensure that the learner is able to experience comparable products.

#### **6.4.3 Results are Measured and Appraised**

Once the training has been completed, results of the training program are measured based on the initial training plan for the community and each learner is assessed to provide certification.

## **6.5 Limitations of Research**

A possible limitation for this research is that it has been conducted with only a single community group and only a limited number of participants, therefore a potential opportunity for further research is to understand if these results are consistent with other communities and areas within Botswana.

The research has been conducted in a field in which I have in-depth knowledge; tourism and education in Botswana. By using a constructivist grounded theory methodology, there is a possibility of filtering responses before the emergence of the theory and therefore a bias of the results. Techniques such as triangulation have been employed, however, to minimize researcher bias (Johnson, 1997).

Language was another limitation of the research. All interviews with the community members were conducted in the local dialects (Jul'hoan and Mbukushu) and translated by an employee of the Department of National Monuments and Museums. As the translator was not a professional translator and was also known to the community members, there may have been a level of misinterpretation and filtering in the responses from community members. To mitigate this, five of the transcripts and audio recordings were reviewed by a third party for quality assurance purposes.

Finally, as a 'white South African male' entering rural communities in Botswana to ask questions about jobs, training and skill sets in the community, there is a potential of filtering from the community members. This may have limited the accuracy of the research. However, by using focus groups to speak to community members, and by interviewing 3 sets of community members, this should have increased the accuracy of the research data.

## **6.6 Conclusion**

Botswana has employed CBT and CBNRM as a means to empower rural communities to be able to generate a sustainable livelihood and also conserve the natural resources in their surrounding community. These economic benefits of CBT have however been diminishing due to, among other things, a lack of skills within communities to be able to operate these projects. In the review of the training for vocational skills in Botswana, it is noted that the learning outcomes are aimed at employability in the tourism sector

as opposed to generating sustainable livelihoods. Furthermore, challenges regarding accessibility remain for community members in remote locations.

Respondents saw the need to ensure that community members are able to define their personal and community development plans. This ability to take decisions in regard to the development of the community created a greater sense of buy-in within community projects. In addition, by designing skills development programs around the Human Capital already available in the communities, training can build on indigenous knowledge to also psychologically empower community members.

It was furthermore identified that the communities have a unique set of training needs based on a wide range of entry-level skills, a transformation of learner mindset, unique training methods and approaches and the need to strengthen stakeholder engagement in CBT. When training is done based on these factors, learners are better able to empower themselves to develop sustainable livelihoods within the community. This in turn also strengthens social capital bonds within the community, reducing the likelihood of conflict and increasing the long-term sustainability of projects.

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# Appendixes

## Appendix A – Unit Standard: Provide housekeeping services to guests in a hospitality establishment

ID Code: 00276.01.01

### **Level 2 Provide housekeeping services to Credits 6 guests in a hospitality establishment**

#### **Purpose**

This unit standard is for people working in or preparing to work in the front office and or accommodation service of a hospitality establishment. It recognises the skills and knowledge required to provide a range of general housekeeping reception services to guests. This unit applies to all tourism and hospitality establishments where accommodation is provided.

People credited with this unit standard are able to:

- Handle housekeeping requests
- Advise guests on room and housekeeping equipment.

#### **Special notes**

##### 1. General Information

- i. Assessment of this unit standard must be in the context of an accommodation services section of a hospitality establishment. Evidence may not be simulated but should be demonstrated in context.

##### 2. Legislation and references

- i. Performance of this unit standard must comply with the following legislation and codes of practice: Public Health Act 63:01, Consumer Protection Act 1999, and other codes of practice and standards industry practices for the hospitality industry.

#### **Quality assurance requirements**

BOTA has established a system for moderating the assessment of candidates against this standard. Assessors of this standard must comply with the requirements of that system. For details contact BOTA (**attention** Assessment and Moderation Division).

## Elements and Performance Criteria

### Element 1 Handle housekeeping requests

**Range** Guests requests could be for a range of items and services including that are not limited to roll away beds, additional pillows and blankets, irons, hair dryers, additional room supplies, rectification cleaning, repairs, maintenance and lost property inquiries.

**Range** Requests for information may relate to but are not limited to range of services and products offered by the establishment, availability, hours and location of meals, services, equipment, how various types of equipment work, local services, attractions, transport, shops and entertainment.

#### Performance criteria

- 1.1. House keeping requests are handled in a polite and friendly manner in accordance with establishment service standards and security procedures.
- 1.2. Guest are acknowledged by use of name wherever possible, and in accordance with the principle of "BOTHO" and Setswana culture.
- 1.3. Details of house keeping requests made are confirmed and noted in accordance with operation procedures.
- 1.4. Apologies are made where a guest request has not been met to their satisfaction.
- 1.5. Guest requests are delivered promptly within agreed time phrame and in accordance with operation procedures.

### Element 2 Familiarise the guest with room equipment

**Range** Equipment may include: electric kettles and jugs, telephones, computers, TV and video, hairdryer and alarm clock.

#### Performance criteria

- 2.1. Guests are advised courteously on correct usage of equipment
- 2.2. Equipment is set up for the guest when appropriate, and in accordance with guest's requirements.

- 2.3. Equipment malfunctions are reported promptly in accordance with enterprise procedures, and where possible, alternative arrangements are made to meet guest needs.
- 2.4. Collection time for repaired equipment is agreed on with guest where appropriate.

**Comments on this standard**

Please contact the Botswana Training Authority attention Training Standards Division [ustand@bota.org.bw](mailto:ustand@bota.org.bw) for comments and questions on the content of this unit standard.

**Please note**

Training institutions and Assessment Centres must be accredited by the Botswana Training Authority for the domain and level of this unit standard before they can register credits for assessment of this unit standard.

Accredited Training institutions and assessment centres assessing against this unit standards must engage with the moderation system that applies to this unit standard.

**Registration Data**

<b>FIELD</b>	Code S
	Name SERVICES
<b>Subfield</b>	Code SB
	Name Hospitalityt
<b>Domain</b>	Code SB01
	Name Accommodation Services
<b>Unit Standard ID Code</b>	0003461F
<b>Date first registered</b>	30 Sep 2011
<b>Date this version registered</b>	30 Sep 2011
<b>Anticipated review</b>	30 Sep 2016
<b>Body responsible for review</b>	Code TF0003
	Name Hospitality Standards Setting Task Force
<b>Document Status</b>	FINAL - FINAL

## Appendix B – Interview guides

### General Introduction for every set of questions

The objective of this interview is to identify career opportunities for local communities in the Hospitality and Tourism Industry, the necessary skills to work in these roles and some best practices within the field of Hospitality Training and community buy-in. As stakeholders in the field of tourism in Botswana, hospitality education or remote-location/community-based training, your insights will provide valuable data to assist with refining of the business model.

#### Please note:

- All responses will be treated anonymously and no personal data will be used in the publication of the research.
- Should you not be willing to answer any of the below questions, you are free to say so and the question will be skipped.

### Research Questions

*What skills are necessary for the development of a sustainable tourism industry in rural communities in Botswana, maximizing linkages into the community?*

Along with 2 sub-questions:

*What is the most effective way to impart these skills in rural communities, where tourism is not already a market sector and infrastructure is limited?*

*How does one maximize community buy-in into the development of these projects, maximizing long-term sustainability?*

# Community Questions

## Demographics

Name:

Community:

Role of Community:

### RQ1:

1. What opportunities do you see for yourself in the tourism industry?
2. What kinds of people are employed in the tourism industry?
3. What skills do you have that can be used in the tourism industry?
4. What training do you need to take advantage of opportunities in the tourism industry?

### RQ2:

5. How do you want to be trained?

### RQ3:

6. Are you aware of the planned development of Tsodilo Hills?
7. How have you been included in the planning of the tourism industry in Tsodilo Hills?
8. Other than skills, what training would you like to get?

# Knowledge Leaders Questions

## Demographics

Name:

Position:

Organization:

Role of Organization:

### RQ1:

1. Where are there opportunities for in communities for employment in Tourism?
2. Looking at the opportunities, what skills need to be developed to increase employability of people from surrounding communities?

### RQ2:

3. From your experience, what teaching approach best suits the rapid development of skills for the above-mentioned opportunities?
4. Does Training need to happen within the community or can trainees be relocated for training purposes?
  - a. What are the implications of this?

### RQ3:

5. How do you engage communities in tourism developments?
6. What steps are taken to maintain engagement once a development is operational?
7. In cases where engagement has broken down, why did this happen?
8. How would training be able to reduce the break down in engagement?

# Tourism Operator Questions

## Demographics

Name:

Position:

Organization:

Role of Organization:

### RQ1:

1. Where does your organization operate in rural communities?
2. What roles do you hire from the local communities in your hotels and what skills would you look at bringing in for outside?
3. What are the skills you require for these positions?
4. Why do you only hire the above-mentioned roles from the local community and not the others?
5. What skills would need to be developed to be able to hire more people from the community and increase the sustainability of the product?

### RQ2:

6. From your experience, what teaching approach best suits the rapid development of skills for the above-mentioned opportunities?
7. Does Training need to happen within the community or can trainees be relocated for training purposes?
  - a. What are the implications of this?

### RQ3:

8. How do you maximize the engagement of communities in your projects?
9. What role do communities play in the conceptualization and development of your projects?
10. What steps are taken to maintain engagement once a project is operational?
11. In cases where engagement has broken down, why did this happen?
12. How would training be able to reduce the break down in engagement?

# **Educator Questions**

## **Demographics**

Name:

Position:

Organization:

Role of Organization:

### **RQ1:**

1. At an entry level, where are the opportunities in the tourism industry?
2. What skills are necessary to incorporate people from local communities into these opportunities?
3. Do the skills developed in foundational studies match the requirements of the industry?

### **RQ2:**

4. From your experience, what teaching approach best suits the rapid development of skills for the above-mentioned opportunities?
5. Does Training need to happen within the community or can trainees be relocated for training purposes?
  - a. What are the implications of this?

### **RQ3:**

6. N/A

## Appendix C – Research Permit

TELEPHONE: 3655400/3655483  
TELEX: 2944 THUTO BD  
FAX: 3914271



MINISTRY OF TERTIARY EDUCATION,  
RESEARCH, SCIENCE AND TECHNOLOGY  
PRIVATE BAG 00516  
GABORONE

**REF:** MOTE 1/18/6 II (9)

29<sup>th</sup> May 2017

Mr Simon Lloyd  
P O Box 501564  
**Gaborone**

Dear Mr Lloyd

### **RE: APPLICATION FOR RESEARCH PERMIT**

Reference is made to your application on the above captioned matter.

Your application for Research Permit for the proposed research titled "**Development of a conceptual framework for a community based rapid skills development programme in the hospitality industry in Botswana**" has been granted. The permit is valid for one (1) year. You are kindly advised to peruse section 4.4 to 5.0 of the 'Guidelines for Application for Research Permit' in Botswana.

Any changes in the proposed research should be communicated, without fail, to the Permanent Secretary, Ministry of Tertiary Education Research, Science and Technology citing above reference.

By copy of this letter, the Assistant Dean, Faculty of Graduate Studies and Research is advised to take note of this development and ensure that deliverables to government are timely met.

Yours faithfully

Dr Theophilus Mooko  
**Permanent Secretary**

**cc:** Dr. Norman Radhumbu – ✓  
Assistant Dean, Faculty of Graduate Studies and Research  
**Botho University**

**MOTE**  
Ministry of Tertiary Education, Research, Science & Technology

toll free 0800 600 185

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## **M.A.D. On Location Training Services**



### **Executive Summary**

M.A.D. is a social enterprise, aimed at economically empowering rural communities, through integration of community members into the tourism industry.

### **Our product**

M.A.D. delivers tailored skills development programs to Community Based Tourism (CBT) projects and remote tourism operators. Each program is customized to the location and community to ensure that skills are developed in line with the current skills and indigenous knowledge in available in the community and the future needs of tourism development in the area.

By partnering with Botho University, a private university in Botswana, we will also deliver training which is accredited by a well-established and recognized educational institution in Botswana.

### **Target Market**

Programs are targeted at communities aiming at developing CBT projects and at community members wanting to join the tourism industry. In addition, the products are aimed at tourism operators opening tourism operations in remote locations, where there are limited skills available in local communities. Finally, the product is aimed at Governmental Bodies and NGO's, which are looking at developing skills in rural communities to be able to empower communities to develop sustainable livelihoods.

### **Competition and Positioning**

Currently, there are 3 sets of competitors; Public Educational Institutions, Private Educational Institutions, which offer nationally accredited programs in centralized locations such as major towns, and Training Consultants, which offer short skills development programs either on-site or in centralized locations.

By accrediting programs through the Botswana Qualifications Authority, we aim to be able to offer nationally accredited programs on par with Public and Private Educational Institutions but deliver them in communities where training is needed.

### **Operations**

Any skills development starts with an analysis of the current skills and assets available in the community, as well as outlining the planned tourism developments, which is done together with all stakeholders in the project. This is based on an Asset-Based Community Development (ABCD) model.

Programs are defined for the community and delivered by our accredited training team. To ensure that we are able to offer specific hospitality skills development modules as well, M.A.D. has developed mobile training units which are equipped with classrooms, kitchens, restaurants and rooms to ensure that there are no limitations to the skills that we can train in the programs.

### **Financials**

M.A.D. will need P1'640'000 in start-up capital, of which P1'440'000 will be financed through debt and P200'000 will be financed through equity. Every 4-month program runs at a gross profit margin of 70.3%, however this does not include financing of the start-up capital and monthly operating costs not associated to the programs.

# 1 Market Opportunity

Botswana's Tourism industry is seen as one of the economy's engines of growth, however current tourism areas are reaching carrying capacity limits and BTO is working to diversify the industry by opening up new areas of the country to Tourism (Government of Botswana, 2016)

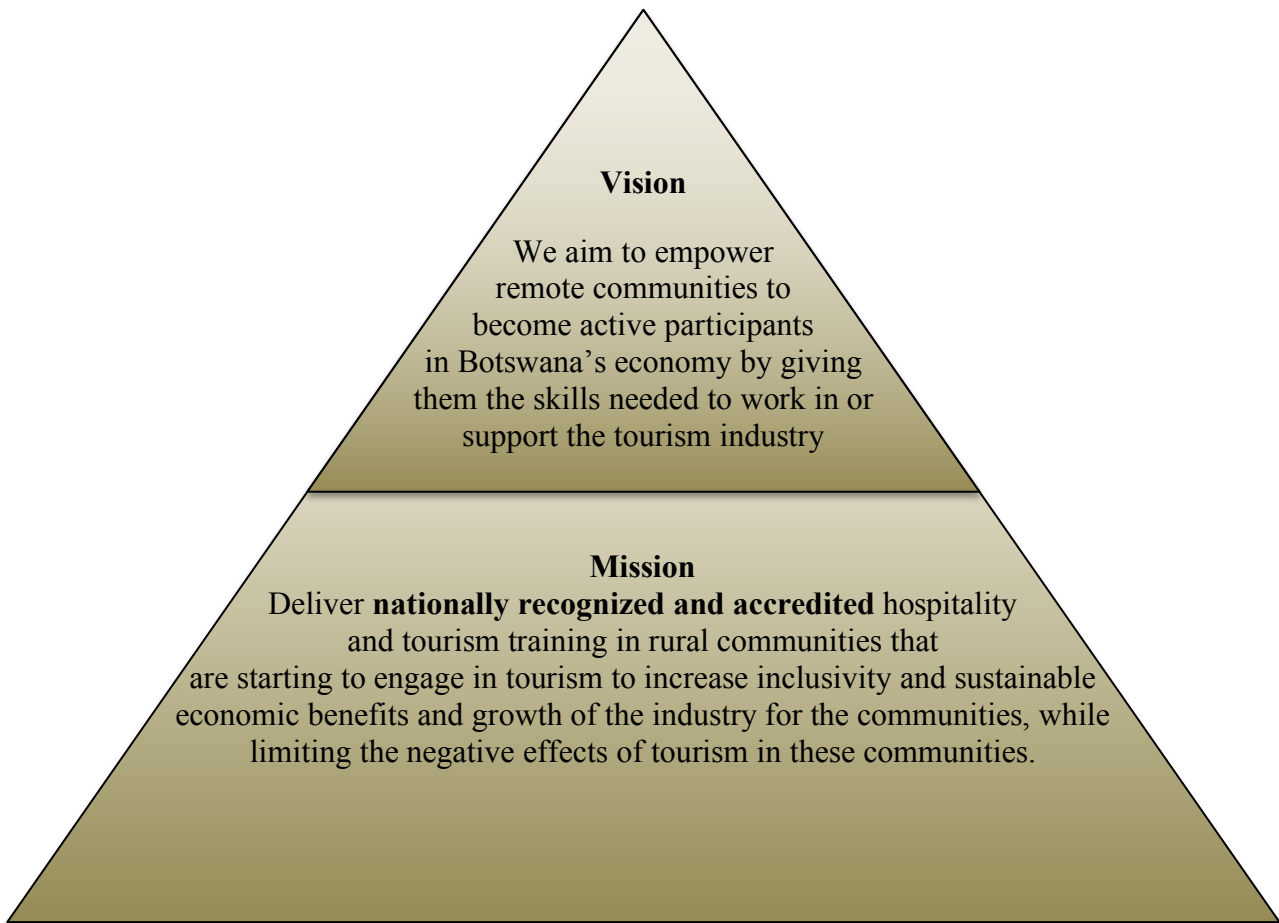
Community Based Natural Resource Management (CBNRM) and Community Based Tourism (CBT) is being pushed as a way to diversify the tourism industry and empower rural communities, ensuring that communities can utilize natural resources to generate sustainable livelihoods and at the same time, conserve those resources (Mbaiwa, 2013). In reality, although some projects benefit communities, many projects fall short of the desired targets with one of the major reasons CBT projects fail being the training and skills of staff working within the establishments (Sebele, 2010).

In Botswana, the number of CBO's has grown from 83 in 2003 to 147 in 2016, however only 53 of the 147 were considered to be active and only 22 of the 147 CBO's are reporting independent revenue generation. The majority of CBO's rely on agriculture and social welfare as the predominant revenue source. Where CBO's are generating revenues, eco-tourism and events are proving popular and a number of CBO's control and manage campsites (Centre for Applied Research, 2016).

In order to avoid CBT projects failing, communities are encouraged to enter into Joint Ventures with Tourism Operators to bring in management skills to run the projects and community members can then find employment in the lodges. However, operators struggle to identify skilled workforces from the community and therefore need to either bring in external teams to spend time training potential staff.

Currently, Formal Educational Institutions are not catering to the training needs of CBO's due to challenges of accessibility and admissions criteria. Institutions in Gaborone, Francistown and Maun offer Diploma and certificate programs however these programs focus on operational skills, not on skills in developing livelihoods. Where training is done for communities in rural areas, these trainings are ad hoc and

## 2 Business Concept



M.A.D. On location Training aims at developing hospitality and tourism skills in rural communities in Botswana to facilitate the empowerment of rural communities.

However, as opposed to the predominant training conducted in the tourism industry, M.A.D. aims to centralize the training on the community members and planned development as opposed to skills development for the tourism industry.

Using the CBT Rapid Skills Development model, M.A.D. aims to build on skills and indigenous knowledge present in the community, empowering communities to take charge of the development of the tourism industry in their areas.

Through engaging community, government and tourism operators, M.A.D. works to identify skills and knowledge held in the community, as well as current tourism development opportunities in the community, which are then translated into training plans tailored to the community.

## Unique Selling Point

Currently, if community members are looking for skills development for the tourism industry, they have 2 options:

- Training College (Private or public) – These are centralized training institutions in urban centers, which offer standardized curriculum. These programs are not accessible to many community members due to distance or entrance criteria (S. McGrath et al., 2013; von Kotze, 2008)
- Training Consultants – These are training companies that are brought in to train communities in certain skills. These courses are not always recognized in as part of the Botswana National Credit and Qualifications Framework (BNCQF) and therefore do little to facilitate the lifelong learning of community members.

With M.A.D., our training programs are based on the CBT Rapid Skills Development model to ensure that training is developed around the skills and knowledge of the community, as well as the development plans of the community. To achieve this, our courses are based on an adult education (Andragogical) learning approach, as opposed to pedagogical learning approaches used in training colleges, placing greater importance on the experience and background of the learner.

Our courses use a mobile training center (discussed in Mobile Training Units) to conduct training within communities to maximize accessibility for community members. The mobile training center is designed to include kitchen, restaurant and accommodation facilities to ensure that training is based on skills development, rather than theoretical knowledge development.

Courses are also accredited through the Botswana Qualifications Authority (BQA) and Botho University (BU) to ensure that courses are registered on the BNCQF, allowing training to contribute to the lifelong learning of community members.

Finally, CBT projects often face issues of conflict within the community or between project stakeholders. This conflict leads to diminished empowerment of community members. At M.A.D., we believe in holistic skills development, which trains communities in how to manage and resolve this conflict, increasing the long-term sustainability of CBT projects.

## Service Delivery Process

The service delivery process is based on 7 steps. These steps are designed to ensure that community members retain the maximum ownership of the learning process and can define the learning outcomes for the program.

<p>1. Identification of CBT Project</p>	<ul style="list-style-type: none"> <li>• Projects are identified through approaches from Community Based Organisations (CBO), Tourism operators, Government Organisations (Department of Tourism, Botswana Tourism Organisation)</li> <li>• Where the initial approach is not from the CBO, further discussion is held with the CBO to ensure that the desire for training is coming from community members</li> </ul>
<p>2. Stakeholder Identification</p>	<ul style="list-style-type: none"> <li>• Stakeholders are identified for the project             <ul style="list-style-type: none"> <li>○ CBO/community members</li> <li>○ Tourism operators</li> </ul> </li> <li>• Government organisations</li> <li>• Identification of funding sources (Private Sector, Community, NGO, Government)</li> </ul>
<p>7. Training &amp; Learner Assessment &amp; Learner Placement</p>	<ul style="list-style-type: none"> <li>• Assessment of learner (done in conjunction with community leaders and/or tourism operators)</li> <li>• Awarding of certification to the learner</li> <li>• Learner is placed in relevant opportunities identified at the beginning of the process with all stakeholders</li> <li>• Overall training process is evaluated with all stakeholders</li> </ul> <p>project</p>
<p>4. Training Plan Development</p>	<ul style="list-style-type: none"> <li>• Training plan is developed by M.A.D. based on Training Objectives             <ul style="list-style-type: none"> <li>○ Incorporation of experience of learners and indigenous knowledge into curriculum to ensure that training is at the right level for learners</li> <li>○ Identification of specialised skills development modules (Guiding, Culinary Skills, etc.)</li> </ul> </li> <li>• Implementation timelines are aligned with infrastructure development of the CBT Project (where necessary)</li> </ul>

## Program Development

All programs are accredited by BQA and delivered in conjunction with Botho University, a private university in Botswana. By accrediting the programs and partnering with Botho University, M.A.D. ensures that learners will receive nationally recognized training and will be able to build on their qualifications, should the later choose to continue to develop their qualifications.

As BQA will accredit the training programs, programs need to have generic structures, which are then tailored to the requirements of individuals and communities.

As defined by the CBT Rapid Skills Development model, an andragogical learning approach needs to be used to training in communities and therefore learning needs to be problem orientated and applied to the experience of the learner. In designing the program, learning outcomes have been designed in such a way that learners are required to identify tasks and problems that they can then solve as part of the course.

## Generic Learning Outcomes

- Demonstrate vocational skills in:
  - Guiding
  - Culinary Skills
  - Etc. (defined by the ABCD model)
- Identify and refine traditional skills already possessed
  - Bead work
  - Tracking
- Create and implement a small business plan
- Create and implement a sustainability plan for the small business plan
- Demonstrate the ability to communicate in English with potential customers
- Demonstrate the ability to resolve conflict in a community environment

However, as training needs to be tailored to the community member's needs, community members will need to select from vocational and traditional skills development areas that they would like to build on.

## **Mobile Training Units**

As the targeted rural communities do not have existing tourism facilities to conduct the training in, especially hospitality skills such as cooking, housekeeping and laundry, and we cannot build facilities for short-term usage, M.A.D. has developed a set of mobile training units. The initial units have focused on Hospitality Training, however additional units will be designed as classrooms

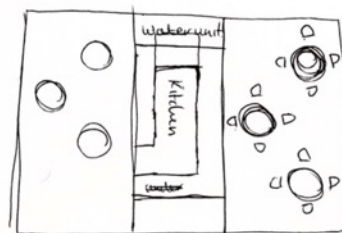
The units are designed from 6m containers to allow for easy transportation to the respective communities and minimum amount of manpower needed to setup the units.

Furthermore, they are designed to be self-contained units with solar power and water storage to ensure that they can operate without the need for external power and water supplies. This is due to challenges in identifying stable power and water supplies in many rural communities.

M.A.D. has worked together with kitchen designers and suppliers to develop the lab units for conducting practical classes.

## Conceptual Designs

Initial conceptual designs were worked on with the designers that included sketches and basic equipment specifications. The 2 sides of the containers fold down from the container and are then closed off with tenting sides to more than treble the size of the container.



Kitchen needs.

- Gas range (4 hobs)
- Flat top
- deep fryer
- Combi steamer
- Waste disposal + cleaning/scullery.

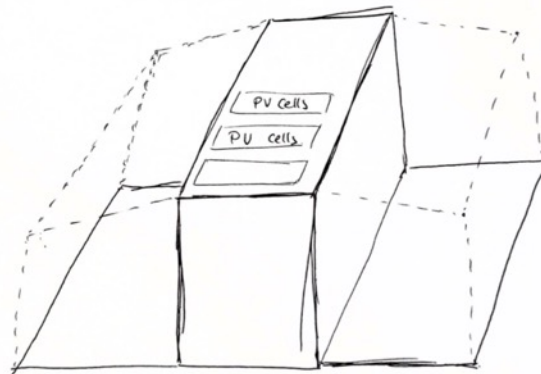


Figure 10: Kitchen Concept Sketch

These sketches were then reviewed and adjusted based on recommendations from



Rooms need:

- Shower
- Toilet
- Sink
- Bed (Dbl + Sgl) murphy style.
- Foldable desk + chair

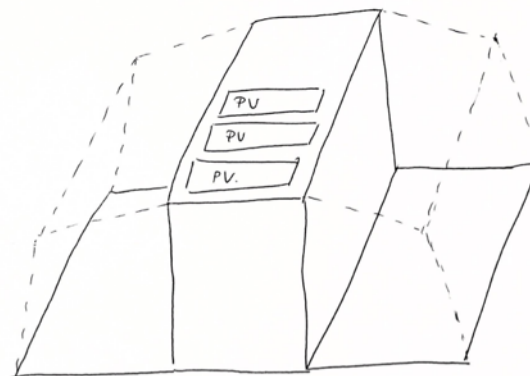


Figure 9: Rooms Concept Sketch

kitchen designers to ensure that all necessary equipment could be added to complete the relevant training.

## Computer Renderings

The conceptual drawings were then transferred into digital designs.



Figure 11: Side view of Kitchen and Restaurant Unit



Figure 12: Aerial view of Kitchen & Restaurant Unit

## Expansion and Growth Strategy

### Expansion of program offering

The initial focus will be on tourism development, however communities in CBNRM structures can focus on a variety of economic activities involving the natural resources available to them. By expanding the range of programs available, M.A.D. will be able to cater to a greater number of students within a community.

### **Expansion of target market**

Current offerings are targeted at CBT projects, however there are tourism facilities outside of CBNRM areas that also require training. By expanding the definition of the target market, programs would be able to be targeted at a variety of communities.

### **Expansion of target areas**

Initial focus will be to identify training within Botswana, however as the training units are mobile, in future, we will be able to identify CBT projects outside of Botswana as well. In this case, programs will need to be accredited locally as well, however this will be done according to the training needs.

### **3 People**

#### **Simon Lloyd**

Simon has been working at Botho University for the last 3 years and currently holds the position of Assistant Dean in the Faculty of Hospitality and Sustainable Tourism. Currently, the Faculty runs a BSc (Hons) in Hospitality Management and 2 certificate programs in Food & Beverage and Rooms Operations.

During his time with Botho, Simon has also worked as a consultant, taking part in 2 “Private Sector Development Program” projects aimed at developing SMME’s in the Tourism sector and a Tourism Value Chain Analysis in Botswana. As well as serving as an independent grading inspector for Botswana Tourism Organization.

Before joining Botho University, Simon worked with Kempinski Hotels for 6 years in China and Europe as Regional Strategic Planning Manager and Director of Talent Development.

#### **Aditya Ram**

Aditya Raja Ram is the Pro-Vice-Chancellor of Estates and Infrastructure for Botho University and since joining the Botho team in 2007 he has been responsible for the rapid infrastructure growth of the institution. He has worked on various projects in the Maldives, South Africa, India, the USA and Botswana and has considerable experience in both consulting and real estate management and development.

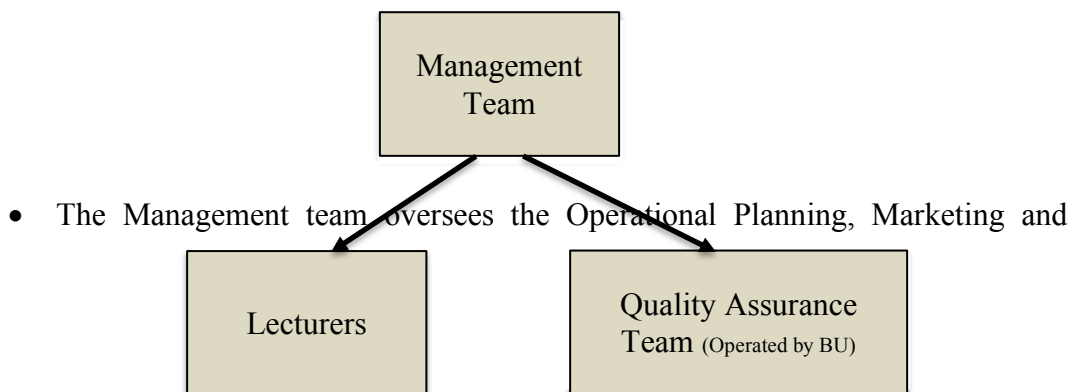
Aditya has a Bachelor of Science (Hons) in International Hospitality Management from Ecole Hôtelière de Lausanne, Switzerland and has been awarded the coveted EHL Spirit award for his contribution to the institution and its members. He also holds a Master of Science in Real Estate Development from Columbia University, New York, USA. His research interests are Student Housing Management as well as Campus Development and Construction Technology.

## 4 Company Structure

M.A.D. is registered as a private company to enable operation within Botswana. Ownership is shared between Simon Lloyd and Botho University.

This structure has been selected as we are not expecting to need to take donations but rather offer training services as a private company.

### Organizational Chart



Finances of M.A.D.

- Simon Lloyd oversees the program development, identification of training objectives (with lecturers if possible) and operational planning
- Aditya Ram oversees the financial and infrastructure planning and maintenance of mobile training units.
- Both Simon and Aditya oversee the marketing of the programs to government, NGO's and tourism operators.
- Lecturers will conduct the on-site skills development programs
- The Quality Assurance Team oversee the quality of delivery of programs to ensure that BQA standards are met.

### Partnership Agreements and Intellectual Property

The major intellectual property of M.A.D. will be the training programs and the content of modules.

## **Botho University Partnership Agreement**

However, in order for M.A.D. to issue qualifications that are accredited by BQA, it needs to be initially accredited as a training institution. This process is highly complex and resource intensive and would make M.A.D. financially unfeasible.

For this reason, M.A.D. has signed a partnership agreement with Botho University, so that Botho University acts as the accreditation body for the program and certificate and M.A.D. acts as the training provider. This relationship is possible due to the shared ownership of M.A.D.

As part of the agreement, Botho University provides oversight and quality assurance services, accrediting and issuing certificates to the learners, for which M.A.D. pays a service fee per student (Discussed further in financials).

This agreement is necessary due to the shift in the BQA accreditation processes that have taken place over the past year.

## **Intellectual Property of Learning Programs**

All programs will be designed and owned by M.A.D., however as explained before under Partnership Agreements, accreditation of the programs will be done through Botho University.

This will ensure that M.A.D. will be able to develop new programs and alter or customize existing programs to the needs of communities without too much complication.

## **5 Target Market**

### **Community Based Organizations**

As the training is aimed at facilitating empowerment through the skills development, we have identified our primary target market as being community members living within CBO structures. In Botswana, this represents a population of 557'447, or 28% or the total population of Botswana.

However, a challenge with this population is that it does not have the financial resources to be able to pay for the relevant training.

### **Private Sector Tourism Entities**

The secondary target market for M.A.D. is Tourism Operators. These are companies that are looking to open CBT ventures in areas with limited tourism skills.

This market would be looking at developing skillsets within community members which they would be able to hire into their operations once open. As part of the lease agreements for tourism concessions, tourism operators are required to hire a certain number of staff from the community. This comes at a major cost to operators, some of which have even gone to the extent of opening their own training centers for staff.

By contracting M.A.D., tourism operators will be able to focus on the setup of operations, creating a more efficient pre-opening phase for the CBT venture.

In addition, operators will be able to identify additional services from communities and create a greater inclusion of communities. Large operators such as Wilderness and andBeyond, report on their impact on communities in and around the ventures and by increasing inclusion, they will create greater community empowerment in and around their lodges.

### **Government Organizations/Non-Governmental Organizations**

Government and NGO's form the final target market. In its 2017/2018 budget, the government allocated 27.9% of the national budget to Basic and Tertiary Education.

The government has also identified CBNRM and CBT as a tool for empowering local communities. With M.A.D., the government will be able to better target training for CBO's, providing greater impact for communities.



## 7 Competitor Analysis

We have identified 3 main competitor groupings within the Botswana market. These are Government Institutions, Private Institutions and Consultants. Each of these sectors have differentiating factors that have tailored their businesses.

	Technical Colleges	Private Institutions	Training Consultants
<b>Sample organizations</b>	Gaborone Technical College	Career Dreams	TOCaDI
<b>Funding Model</b>	Government Funding	Private funding, Government sponsorship, NGO's	Government sponsorship, NGO's
<b>Payment from Students</b>	P 750 per semester	P XXX	N/A
<b>Facilities</b>	TC's well equipped, Brigades lack necessary facilities	Limited facilities	Limited to no facilities
<b>Location of training</b>	In major cities	In major cities	In communities
<b>Program Development</b>	Can only deliver National Certificate and Diploma programs	Can design own programs, but need to be accredited by BQA	Design own programs but not accredited by BQA.
<b>Sample of Programs</b>	Certificate in Tourism or Hosp. Operations, Diploma in Tourism or Hosp. Operations	Certificate in Food Production, Professional Guiding, Entrepreneurship	Certificate in Basketry, Traditional Song & Dance
<b>Customization of programs</b>	None	None	Customized to the community

### Government Colleges

Government colleges and institutions are the biggest of the competitive sectors as they have footprints in 3 major centers, Gaborone, Francistown and Maun, as well as 41 brigades across the country.

#### Current Operators:

- Gaborone Technical College
- Francistown Technical College
- Maun Technical College

- Brigades

### **Strengths:**

- Training Colleges are well recognized training institutions. They have been operating within Botswana since the 1990's and are known in the market.
- Financed through government and have access to capital to invest in well-equipped training labs.
- Courses are inexpensive due to government subsidies.

### **Weaknesses:**

- Reputation of the programs has dropped over the years. Although programs train vocational skills, they are not developing attitudes and workplace competences required by industry.
- Brigades are currently lacking sufficient facilities to teach Hospitality and Tourism programs
- Programs are designed to take in learners from the Botswana general schooling system and not aimed at community members.
- Programs are rigid and do not allow for customization to the learner or community that is requesting training.
- Programs do not cover the needs of CBT Projects as they are too focused on the needs of industry.
- Training is only done at the Training Centre; therefore, accessibility is limited for community members. No mobile training facilities available.

### **Private Institutions**

Private Institutions are currently a smaller competitive set, compared to Government Institutions, however they are the more direct competitors due to their funding models and operating structures.

### **Current Operators**

- Career Dreams
- Gaborone College of Culinary Arts

## Strengths

- Private Institutions have the ability to design their own courses and can tailor these courses to the needs of industry and communities. This flexibility allows for customization of programs.
- Ability to work directly with CBO's and CBT projects to offer training for communities. These are often financed through NGO's or Government training funds

## Weaknesses

- Due to the costs of facilities and only gaining financing from fees of students, private institutions have not invested as heavily into infrastructure as government institutions.
- Programs do not cover the needs of CBT Projects as they are too focused on the needs of industry.
- Training is only done at the Training Centre; therefore, accessibility is limited for community members. No mobile training facilities available.

## Consultants

Training Consultants offer the most tailored training currently in the market with the courses are designed based on the needs of communities.

## Current Operators

- TOCaDI

## Strengths

- Training consultants tailor their offer to the direct needs of the community.
- Programs can be offered in a community environment, depending of the project.

## Weaknesses

- Programs are not recognized by BQA, meaning that it is difficult for learners to use the training as a building block of their lifelong learning.
- Training Consultants do not have facilities to training vocational hospitality skills (Kitchens, rooms, etc.) and therefore focus on areas such as Guiding, Entrepreneurship, etc.



## 9 Marketing Plan

### Pricing Strategy and Models

M.A.D. is aiming at a More-for-More pricing strategy. By increasing the level of customization within the program and bringing skills development programs into communities, we are aiming at creating a greater value for community members and tourism operators. However, this customization and location have cost implications for M.A.D. which need to be factored into the pricing of the programs.

M.A.D. has developed 2 pricing models for skills development programs.

#### “Cost per student” pricing

In the cost per student pricing model, pricing is based on a “cost per credit” basis for each learner. Credits are charged at a rate of P300 per credit based on the cost of inputs into the program.

Unit	Amount
Number of students	30 Students
Credits per student (Based on a certificate level program)	60 Credits
Total Credits Taught	1’500 Credits
Cost per Credit	P 300
Total Cost of training	P540’000

Based on the break-even analysis (See Financial Projections), this model has a minimum number of 30 students that need to be taking part in the training.

A challenge with this pricing strategy is that if more learners are to be trained, the cost of the program increases very quickly, so we will look at giving discounts based on the total number of students taking part in the program.

#### “Cost per community” pricing

Alternatively, for larger projects where entire communities are involved in the training, pricing can be based on the total cost and length of the skills development plan. Costs are therefore based on the operating costs of the program as opposed to the cost per credit.

Unit	Amount
Once-off Costs (Based on number of learners)	P62’000
Monthly Operating Costs	P 93’528
Months for Skills Development Project	4

Profit Mark-up	25%
Total Cost of training	P 545'140
Number of Learners	50 Learners
Effective Cost per Credit	P 300
Effective Cost per Learner	P10'903

The advantage of the “Cost per community” pricing, is that there is a greater rate of inclusion in the skills development program, ensuring that training can have a wider reach. In addition, using a “cost per community” approach, the cost per learner drops depending on the number of learners in the program.

### **Funding Sources**

As the primary target market is not going to be financing the training, M.A.D. has identified alternative financing sources, currently in use in Botswana, that can be approached to sponsor students.

#### **Human Resource Development Council (HRDC) – Training Levy**

The HRDC collects a training levy from all companies in Botswana, that can be used to train and develop staff in operations. This levy is based on the turnover of the company and can be claimed back by companies for training that is conducted.

Tourism Companies are able to therefore conduct training with M.A.D. and claim back the amounts paid from the training levy, reducing the cost to the company.

#### **Dept. of Tourism Training Fund – Bed Night Levy**

The Department of Tourism also collects a levy from all tourism companies in Botswana. The Bed Night Levy is calculated at P10 per night per customer. This money is administered by the Department of Tourism to offer training aimed at developing the tourism sector.

#### **NGO's and Government bodies**

NGO's, such as UNDP, and Government bodies, both Botswana and foreign (USAID, EU), are currently sponsoring training activities for the development of rural activities.

In recent projects in Tsodilo Hills sponsorship has been provided to offer training to community members in basketry and guiding.

- **Tourism Operators**

Finally, tourism operators need to conduct training for community members in order to employ them within the organizations. This training comes at a cost to the companies in terms of financial costs (transportation, accommodation, payment of trainers) and operational costs (staff out of operation).

By working with M.A.D. during the pre-opening phase of a lodge development, tourism operators are able to hire skilled staff at the time of operations. This reduces the need for training of staff and increases quality of operations.

- **Promotions and Advertising**

Due to the niche market that we are operating in, mass marketing will not be effective for M.A.D., however that does not mean that PR and Social Media will be ineffective.

- **P.R. and Social Media**

M.A.D. will be developing a communication strategy based on success stories of the skills development programs conducted. These stories will be distributed via print media (Newspapers, Magazines, etc.) and social media (Facebook, Twitter, Instagram).

The primary objective of this communication is not to attract new clientele, but rather to advertise the impact that the funding companies are having on the development of rural communities in Botswana.

**Monthly Budget: P 5'000**

**Incl. Story writing, photography and posting online**

- **Relationship Management**

Due to the small number of potential funding sources, the primary marketing tool for M.A.D. will be a relationship management based marketing plan.

Primarily, the Hospitality and Tourism Association of Botswana will be approached to introduce the skills development philosophy. With their support, we will approach funding organizations such as the HRDC and Dept. of Tourism.

**Monthly Budget: N/A**

## 10 Financials

- **Startup Capital Requirements**

Initial Startup Capital requirements for M.A.D. are heavy due to the development of the 3 mobile training units. Startup Capital will be financed through debt financing that will be written off over a 5-year period (useful life of the asset) and equity from the 2 management executives.

Startup Capital	
Company Registration	100'000.00
Program Development	100'000.00
Mobile Training Units	1'440'000.00
Classroom Unit	300'000.00
Food & Beverage Unit	720'000.00
Accommodation Unit	420'000.00
<b>Total Startup Capital</b>	<b>1'640'000.00</b>

Equity will be used to finance the company registration and program development and registration.

Debt Financing will be used to finance the construction of the mobile training units. Financing has been identified at a rate of 9% p.a. and will be written off over a 5-year period.

Mortgage	
Initial Investment	1'440'000.00
Loan rate	9%
Life (Years)	5
Payments per year	12
No. of payments	60
<b>Monthly Payment</b>	<b>-29'892.03</b>
Sum of payments	1'793'521.89
Interest paid	353'521.89

- **Program Operating Budget**

The program operating budget has been developed to reflect the Operating Revenues and Costs for running a program. In this budget, we have priced the program based on the “cost per student” pricing model.

The program budget only reflects the direct costs of operating the program over the period of 4 months.

Program Budget (Based on 4-month program)	
Revenues	540'000.00
No. of Students	30
Credits per student	60
Cost per credit	300
Operating Expenses	160'000.00
Mobile Training Unit Transport	18'000.00
Program Licensing	30'000.00
Staff Salaries	88'000.00
No. of Staff	2
Monthly Staff Salaries	8000
Monthly Staff R&R	3000
Operating Expenses	24'000.00
Gross Operating Profit per 4-month program	380'000.00

Gross Operating Profit per training program runs at 70.3%, however this does not include non-operating expenses (marketing, etc.) or depreciation and interest on debt.

- Annual Cost projections

Non-operating expenses and run at just below P76'000 per month, however it is worthwhile noting that 31.5% of this is made up of depreciation and therefore will have no effect on cash flows. Furthermore, by adjusting the length or payment terms of the mortgage, the monthly interest rates can be reduced. Currently, mortgage repayments account for 39.3% of monthly operating costs.

Monthly Operating Budget													
	January	February	March	April	May	June	July	August	September	October	November	December	Total
Monthly A&G Costs	9'500.00	9'500.00	9'500.00	9'500.00	9'500.00	9'500.00	9'500.00	9'500.00	9'500.00	9'500.00	9'500.00	9'500.00	114'000.00
Rental	3'000.00	3'000.00	3'000.00	3'000.00	3'000.00	3'000.00	3'000.00	3'000.00	3'000.00	3'000.00	3'000.00	3'000.00	36'000.00
Marketing	5'000.00	5'000.00	5'000.00	5'000.00	5'000.00	5'000.00	5'000.00	5'000.00	5'000.00	5'000.00	5'000.00	5'000.00	60'000.00
Telephone and stationary	1'500.00	1'500.00	1'500.00	1'500.00	1'500.00	1'500.00	1'500.00	1'500.00	1'500.00	1'500.00	1'500.00	1'500.00	18'000.00
													-
Maintenance	7'200.00	7'200.00	7'200.00	7'200.00	7'200.00	7'200.00	7'200.00	7'200.00	7'200.00	7'200.00	7'200.00	7'200.00	86'400.00
Mortgage Interest	29'892.03	29'892.03	29'892.03	29'892.03	29'892.03	29'892.03	29'892.03	29'892.03	29'892.03	29'892.03	29'892.03	29'892.03	358'704.38
Depreciation	24'000.00	24'000.00	24'000.00	24'000.00	24'000.00	24'000.00	24'000.00	24'000.00	24'000.00	24'000.00	24'000.00	24'000.00	288'000.00
Insurance	5'400.00	5'400.00	5'400.00	5'400.00	5'400.00	5'400.00	5'400.00	5'400.00	5'400.00	5'400.00	5'400.00	5'400.00	64'800.00
Monthly operating Expenses	75'992.03	75'992.03	75'992.03	75'992.03	75'992.03	75'992.03	75'992.03	75'992.03	75'992.03	75'992.03	75'992.03	75'992.03	911'904.38

- **Breakeven Analysis**

Overall, M.A.D. will be required to run a minimum of 2.4 courses per year with the minimum number of students (30) to break-even. However, due to the high level of fixed costs, if there is an increase in the student numbers for a program, the gross operating profit for a program will increase rapidly, reducing the number of trainings needed in a year.

Minimum programs per year	
Annual Non-Operating Expenses	911'904.38
Operating Profit per 4-month program	380'000.00
Minimum programs per year	2.40
Minimum number of months in operation per year	9.60

## **12 Critical Risk Factors**

### **Management Risks**

Both Simon and Aditya hold full-time positions within Botho University. It will be important to ensure that adequate time can be placed into business development for M.A.D. to ensure business development is functioning while the Mobile Training Unit is out conducting training.

### **Marketing and Financial Risks**

Possibly the largest risk for M.A.D. is the pricing and operating costs due to the high Capital Investment needed to setup the business. However, as part of the marketing of programs, it needs to emphasize that community members will not need to be accommodated or fed during the training, as they will remain at home. This reduces the overall costing of programs for the program sponsor.

In addition, long-term contracts will be marketed to the Department of Tourism to ensure that there are a minimum number of students and projects identified every year.

In efforts to reduce financing costs, sponsors will be identified to try and reduce the initial capital investment through co-branding or donations. This will allow a greater flexibility in pricing as nearly 70% of non-operating costs come from interest and depreciation of the asset.

In addition, the market for the financing of training programs is limited. This group includes Government Bodies, Development Agencies and NGO's. The management team aims to sign bulk contracts with these bodies to ensure a minimum number of days and students per year. Furthermore, Tourism operators will be approached to train new hotel staff and diversify the possible clients for M.A.D.

### **Operating Risks**

M.A.D. will be operating in remote locations throughout Botswana. A risk of this is that if something goes wrong or breaks down, it will be difficult to get support for the team conducting training.

Repairs and maintenance will need to be conducted on a regular basis to decrease the likelihood of breakdowns while out on trainings.

In addition, Logistics will be a vital aspect to the operations. Deliveries will be minimal (if even possible, due to location) and therefore all raw products needed to conduct classes will need to be planned well in advance.

- **Intellectual Property Infringement**

As M.A.D. will be franchising the programs from Botho University, there is a risk that other training providers will be able to franchise the programs as well. To avoid the risk, Botho University has been made a shareholder in M.A.D.

# Appendix E – Declaration Form



## FACULTY OF COMMERCE

### DECLARATION FORM - MASTERS DEGREE CANDIDATES

<b>Name</b>	Simon Lloyd		
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<b>Word count:</b>	49023	<b>No. of pages</b>	190
<b>Dissertation Title:</b>	Development of a conceptual model for a rapid skills development in the community-based tourism industry in Botswana		
<b>Name of Supervisor:</b>	Angela Hansen		
<b>DECLARATION:</b>			
<p>1. I am presenting this dissertation in FULL/PARTIAL fulfilment of the requirements for my degree.</p> <p>2. I know the meaning of plagiarism and declare that all of the work in the dissertation, save for that which is properly acknowledged, is my own.</p> <p>3. I hereby grant the University of Cape Town free licence to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever of the above dissertation.</p>			
<b>Signature</b>			<b>Date:</b> 18/2/2018

#### 1 IMPORTANT NOTES

- 1.1 Candidates for graduation in June and December may expect to receive notification of the outcome of the examination of the dissertation not later than 1<sup>st</sup> week in June and last week in November, respectively, provided the dissertation was submitted by the due date. The University does not however undertake to reach a decision by any specific date.
- 1.2 Candidates who are required to revise and re-submit for re-examination are required to register during the revision phase. Fees will be calculated according to the date of the notification of the "revise and re-submit" result and the date of re-submission. [The Faculty will advise the Fees Office of the final result.]
- 1.3 Candidates are asked to note that the University will not permit degree/diploma qualifiers to graduate if they have any outstanding fees, fines, interest or dues. **The final date for payment of outstanding amounts is 30 April for June graduation and 31 October for December graduation.**
- 1.4 Please note that should your examination process run into the following year, you will have to re-register in order to be considered for graduation.

#### 2 FUNDING AND FEES:

2.1 First year of registration for minor dissertation. No rebate applies (see Fees Rule 8.1)

2.2 Candidates in 2<sup>nd</sup> or subsequent year of registration for minor dissertation have 2 options with regard to fees and funding.

Please indicate your preference by placing a tick in the appropriate box below.

**I wish to claim a fee rebate and discontinue funding (if applicable) through the PGFO.**

**Note:** Physical and library access will be cancelled. If you stay on in the department and receive payment through the payroll, such payment is taxable.

**I wish to remain registered and engaged in the department while writing up a paper for publication with full student rights and access to facilities.**

**Note:** You will be liable for the fees for the year and continued eligibility for funding already awarded for that academic year. **Access will extend only until such time as you graduate.** Should you need access beyond this, you will need to arrange for 3rd party access within your department.

**Signature**

**Date:**

#### FOR COMPLETION BY FACULTY OFFICE

I acknowledge receipt of the abstract and \_\_\_ bound copies of the Masters dissertation of the above candidate plus a compact disc containing a PDF file of the thesis being submitted for examination:

**Signature**

**Date:**

Cc Fees, IAPO, PGFO, Student Housing