

**Public Participation in Tourism Projects for Sustainable  
Development: The case of Malealea Lodge and Pony Trekking  
Centre -Lesotho**

**BY**

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### **Declaration**

In conforming to the regulations of the University of KwaZulu-Natal, I hereby state that this dissertation is original work by the author and has not been previously submitted to any University. Where the work of other people has been used, it has been appropriately acknowledged and referenced in the text.

Signature

Date

Researcher.....



31/03/2008.....

Supervisor.....

.....

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## **Abstract**

The concept of public participation is one of the growing interests in development discourse. It is considered to be one of the valuable principles of sustainable development, because of its people-centred development approach world wide.

The study examines the level of public participation in the Malealea Lodge and Pony Trekking Centre and whether the public participation procedures in the centre sustain the livelihood strategies of the Malealea community. The investigation of the level of participation is triggered by the notion that the centre presents itself as a “best community involvement programme.”

The study employed qualitative and quantitative methods. Interviews, observations and documentation were used for data collection. The background to the study presents levels of participation, the model for full public participation and techniques for appropriate participation, according to Pearce *et al.* (1996). The findings within this study show that from case studies and secondary data collected, one of the driving factors in the failure of tourism projects is the implementation of policies which stick to exploitative, outdated approaches to development. Some tourism development projects are still practising pseudo or partial participation, whilst supposedly practising full participation.

This study includes the analysis of responses regarding the level of participation and perceptions of participation from both the community and lodge management. It shows the shortfalls of full participation in the Malealea Lodge and Pony Trekking Centre. The researcher concludes that the centre practices partial participation and recommends, in this project and other similar projects, some potential solutions to ensure full participation for sustainable community development. Some recommendations are that: there should be community consultation at all levels of development, employment contracts should be drawn on agreement of conditions of work between lodge owners and community members, training and re-training of different community groups, and local authorities should be capacitated with different skills, mainly facilitation and management skills. The LTDC should also ensure implementation of tourism policy.

### **Abbreviations**

**CBNRM**= Community Based Natural Resources Management

**CD**=Community Development

**DDC**= District Development Councils

**LHDA**=Lesotho Highlands Development Authority

**LHWP**=Lesotho Highlands Water Project

**LNTP**= Lesotho National Tourism Policy

**LTDC** = Lesotho Tourism Development Corporation

**MDTP**= Maluti Drakensberg Transfontier Project

**NGO**= Non-Governmental Organisation

**PCD**=People-Centred Development

**SC**= Steering Committees

**UNDP**=United Nations Development Programme

**VDC**=Village Development Communities

**WDC**=Ward Development Council

## **Chapter One: Introduction**

### **1.0 Introduction**

This chapter presents the background, the core argument of the study, and the general idea that is presented in this dissertation. The research questions and objectives of this study are part of this chapter. It concludes with an outline of the dissertation.

### **1.1 Background to the study**

Tourism is widely perceived as an economic development strategy and a means to promote further development in socio-political dimensions for many nations. This perception challenges development scholars globally to investigate the potential for tourism as a strategy for development. There is also a growing interest among scholars in investigating the potential for tourism as a strategy for development in Africa (Rogerson, 2003:2).

Some researchers study the negative and positive impact of tourism on the environment and host communities. Others study the implementation of tourism-related policies. Scholars, such as Murphy (1985:166), state that the tourism industry is entering a stage of maturity after forty years of rapid expansion and development.

Looking at the history of the role of tourism in development, Garter (1996:52) says “it is clear that the new paradigm on development opens up a much broader focus to improve the contribution of tourism to the improvement of human well-being”. Other writers observe that transforming the development approach of tourism is due to the fact that, like other development programmes and projects, tourism has been dominated by exploitative development approaches. People have not been fully involved in community-based tourism projects (Kibirige, 2003; Ntsime, 2004; The Orissa Development Report, 2001).

Public participation in development approaches is recognized globally as a useful principle to sustainable development. Pearce *et al.* (1996: 183) cite and support Paniter (1992) who presents the three forms of public participation as “Pseudo”, “Partial” and “Full”. According to them, pseudo participation “is said to be restricted to such processes as information and

endorsement, and offers a feeling of participation without its substance”. Partial participation “is supposed to give the participants some opportunities for exercising influence, but reserves the final decision with an authority holder”. Full participation is defined “as a process where each individual member of a decision making body has equal opportunities to determine the outcome of decisions”. In most development projects, communities are manipulated by the authorities by inducing “pseudo” or “partial” public participation. This practice often leads to the down-fall of most development projects. Development projects need to practise “full” participation that has the potential to sustain the livelihoods of host communities (Pearce *et al.*, 1996).

In this study, and with these ideas in mind, the researcher intends to find out the level of public participation in tourism projects in Lesotho. The concern of this study is based on two issues. The first is public participation as a principle for sustainable development; the second is tourism as a measure for national development. The question remains, is public participation fully practised in tourism development projects?

The economic dimension is another sector addressed by tourism. ‘From this dimension, tourism is supposed to be an industry with the potential to provide rural communities with economic diversity,’ (Tisdell and Roy, 1998:79). These authors further explain economic determinants of development in tourism as:

*The creation of job opportunities:* Demand for more service and products in the tourism industry creates opportunities for local people to take initiative and also jobs are created. This may serve to facilitate a more equal distribution of income.

*Inflow of foreign capital and revenue:* The involvement of foreign investors in capital projects brings economic benefits to involved countries because an observation has been made that the more tourists (tours) there are in any country, the more they spend.

*Increase in the economy and an improvement in the standard of living of the host communities:* The increase in income should not be analyzed in an objective manner by

calculating GDPs; for example the subjectivity of assessing the impact of tourism on the standard of living of people in real terms (like real income levels) should be observed.

*Diversification of exports of the tertiary sectors:* This promotes introduction of external aspects to promote economic growth and development. The nature of the tourism sector makes it suitable to further balanced economic growth among regions because it is the only service or tertiary sector that can serve as a source of autonomous development.

On socio-political development dimensions, it is also argued that community involvement through the ownership, management and distribution of economic benefits among local communities living around tourism projects is needed (Tisdell and Roy, 1998:79). This is not only to conserve the environment but also to enhance sustainable community development by improving community livelihood strategies through tourism. In explaining the improvement in the quality of life, Tisdell and Roy (1998:80) say:

“Besides the influence on the standard of living, it is imperative to consider the qualitative aspects of development. Through the impact of development and the effects of development on self education, general living conditions, political and economic empowerment, etc. the general quality of life and their ability to take control of their own lives can be improved”.

The researcher views the issue of changing the life of host communities through tourism as a strategy for national development, crucial for both local communities and authorities. There should be indicators of sustainable community development and sustainable tourism. If the appropriate approach is missed, the people-first approach is not observed and development will not occur as needy people will always be dependent; consequently tourism projects will not flourish the way they are supposed to.

To say that tourism is a strategy for community development does not imply that all types of tourism address the needs of host communities directly. A clear distinction therefore has to be drawn between different types of tourism. Some types do not cater for disadvantaged communities' needs directly. The focus of the present study is on tourism projects that are community development oriented and involve the host communities in planning, implementation and managing of all activities taking place.

Tourism projects that observe host community needs include eco-tourism, pro-poor tourism and community-based tourism. These three types of tourism have common features and in most cases the community is involved in their formulation (Goodin *et al.*, 2001, in Ntsoha and Lattiff, 2003). Goodin *et al.* explain that with eco-tourism, benefits are distributed as incentives for conservation. In pro-poor tourism, the aim is to deliver net benefits, and environmental concern is just one aspect of this picture. Community-based tourism focuses mainly on unlocking benefits and opportunities of the various levels and scales of operation.

A number of authors accept a broad definition of community-based tourism as ‘the mode in which a number of local people are involved in providing services to the tourists and tourism industry, and in which local people have meaningful ownership, power and participation in the various tourism related enterprises’ (Leballo 2000, in Ndlovu & Rogerson, 2003:129). It is necessary, therefore, to find out the level of participation by the community in tourism projects. In this study the investigation of the level of participation is based on the Malealea Lodge and Pony Trekking Centre in Lesotho, one of the developing countries which use tourism for national development.

## **1.2 Lesotho tourism development background and strategies**

Since 1966, Lesotho has been using tourism projects to eradicate poverty, especially in rural areas, just as many developing countries do (Mashinini, 2003:87). In fact, it has been with the same intention of alleviating poverty in the rural areas of Lesotho that nationally organized development efforts have been undertaken in recent years.

Among the list of development strategies in this country is the introduction of the new tourism departments with their different roles. The Lesotho Tourism Development Cooperation (LTDC) is one of the parastatal bodies attached to the government of Lesotho. It was established by the Tourism Act of 2002 to facilitate and maximize private sector investment. This is because central to the aim and objectives of the Lesotho National Tourism Policy (LNTP), is the promotion of tourism as one of the key economic factors, contributing effectively to the GDP growth and encouraging the private sector’s involvement (LNTP 2002).

Mashinini (2003:87) explains that the major strategies for national development to promote tourism started during the 1970s and 1980s, as stated in the Five Year Development Plans for Lesotho (1970, 1975, 1980, and 1987). The department of tourism was responsible for policy formulation and government fund allocation, while the Lesotho Tourism Co-operation Board sought and provided promotional capital for investment in tourism. According to Mashinini, assessment of the Lesotho Tourism Policy and strategies since independence, up to the end of the 1980s, can be seen as a consolidating phase, as success was gained in some areas and problems were encountered in others.

In an attempt to address the problems identified, the Lesotho Tourism Act, 2002 was promulgated to provide for the promotion and development of tourism and related matters. The current tourism policy states that the minister of Tourism, Sports and Culture requested assistance from the United Nations Development Program (UNDP) to develop a tourism policy for Lesotho (Mashinini, 2003). The consultants recommended the importance of the policy to the government. A great deal of emphasis was placed on developing a tourism policy that catered for facilitation of maximum participation from stakeholders in the tourism industry (LNTP 2000). One would consider this as a good step towards development, as development is about changing the standard of living for the people.

The Lesotho Tourism Policy (Section 3.4) states that the broader objectives of the government are to achieve poverty alleviation, employment creation and economic growth. However, there are still a number of factors that prevent the effectiveness of the tourism industry from playing more meaningful roles such as poverty alleviation, employment creation and economic growth and tourism development for rural areas in the national economy of Lesotho. Some of the constraints are lack of infrastructure, limited local entrepreneurship, limited investment in the tourism industry and globalization (The Lesotho Tourism Act 2000).

The central aim of The Lesotho National Tourism Policy (LNTP) is national development. The policy outlines strategic directions for smart partnership between the government,

private sector and members of the community in both the formulation and implementation of development goals for the tourism industry (LNTP 2000).

There are driving factors that influence the country to use tourism for national development. Apart from addressing socio-economic problems, as indicated in the policy (LNTP section 3.4), the country has good natural endowments. In trying to explain the socio-economic and political conditions of Lesotho, Seotsanyana (2001:1) contends that “whatever progress has been made in Lesotho towards trying to strengthen democratic politics and trying to restore economic dynamism has been put at risk by the mass poverty and profound inequalities of income and wealth that plague the mountain kingdom”. He further mentions that not only are income disputes and extreme poverty morally offensive but also their persistence could defeat the country’s struggle for sustained growth and undermine prospects for stable democracy.

There are a limited number of development activities taking place in the country (especially in the rural areas) for the well-being of the rural communities. Most of the investments or firms are concentrated in urban areas. Over-investment in urban areas and under-investment in rural areas have caused massive rural–urban migration.

Another driving factor for rural under-investment is a high retrenchment of Basotho from South African mines that took place in the 1990s. This situation has contributed to the high level of unemployment, estimated at 35 per cent in 1994, as indicated by Sechaba Consultants. Furthermore, Lesotho is not endowed with many mineral resources, besides diamonds. However the country is well endowed with water. The Katse Dam is one of the largest water reservoirs in Africa (Rantso, 2001:3-4).

Most industrial activities in Lesotho are labour intensive, but there are only a few industries which employ a limited number of people. The economy is based on light industries that constitute clothing, footwear and textiles. There is little labour absorbed in other small-scale industrial activities and the majority of people have to seek other means of livelihood, such as farming (Rantso, 2001:4).



### **1.2.1 Lesotho tourism assets**

Lesotho is a country with land lying at altitudes in excess of 1 500m. It is blessed with a beautiful and often snow-capped range of mountains, ‘the Maluti’. It is a land of heights and extremes. It also has wonderful scenery, such as the mountain, Thabana-Ntlenyana, which is 3 482 metres high, and is the highest in Southern Africa. Lesotho also boasts the highest single waterfall drop in Southern Africa, Maletsunyane, at 192 metres high and the highest abseiling cliff in the whole world at 204m. The country is positioned in the heart of Africa’s most developed economy, that of South Africa. It is home to the largest and most ambitious civil engineering project in the whole of Africa, the Lesotho Highlands Water Project which has harnessed and commercialized upstream surplus water resources, often referred to as “White Gold” (Lesotho Tourism Investors, 2004).

Lesotho has many tourism projects such as Quthing Wildlife Trust, Semonkong Lodge, Tsehlanyane National Park, Bokong and Liphofung Nature reserve, Sehlabathebe National Park and the Lesotho and South Africa bilateral project, Maluti-Drakensberg Transfontier Project (MDTP) and Malealea Lodge and Pony Trekking Centre.

The Malealea Lodge and Pony Trekking Centre market itself as the “best model of community involvement tourism programme” (Lesotho Tourism Investors, 2004). This is due to the variety of tourism method operations in this centre.

### **1.3 Objectives of the project**

The main objective of this study was to critically assess the level of public participation in the Malealea tourism project and the extent to which this contributes to sustainable community development. This was done through:

- Establishing the level of public participation.
- Establishing community perceptions of benefits of participation in the project.

- Making recommendations for improving public participation into tourism development for sustainable community development.

#### **1.4 Research Questions**

The research project was intended to find out whether the Malealea Lodge and Pony Trekking Centre practises the level of public participation that can promote holistic livelihoods strategies for the Malealea community.

The following sub-questions were asked:

- Does the project allow participation of community members in decision making, planning and implementation of development activities?
- Does community participation have an impact on the policy and institutional framework within which the project is operating?
- Do project development activities contribute to sustain an assets base for sustainable livelihoods?

#### **1.5 Motivation and purpose of the study**

In accordance with the state of the world population 2001 overview, there is widespread recognition that participatory development is critical for achieving sound resource management. However, this kind of development requires a flexible and evolving process of planning for change and poses new challenges for decision-makers and evaluators alike. Basically, this requires major institutional reorientation at the policy level to ensure awareness of local demand, and to empower and enable communities to act. Fundamental reshaping of decision making, in the light of country-specific conditions, may be necessary if environment and development are to be put at the centre of economic and political

decision making, in effect achieving a full integration of these factors. ([www.unfpa.org/sustainable/environment.htm](http://www.unfpa.org/sustainable/environment.htm)).

The changes can be achieved through research. Harkins (1993) and Ritchie (1993) in Pearce *et al.* (1996:8) argue for the idea that studies in resident-responsive tourism will become increasingly important in future tourism policies and planning. Investigations have to be made at the level of public participation and its impact on sustainable livelihoods of host communities. Issues such as the opportunity to participate, access to resources, institutional legal aspects, capacity building, empowerment and the perception of community members of the benefits of participation have to be established.

The concern for investigation in full participation was brought about by the fact that in its mission for development trust, Malealea presents itself as the best type of community involvement programme. The questions are on what grounds is this programme called the best community involvement programme? Is the observation based on tourism policy implementation, community members' perceptions or the lodge owner's perceptions? What tool is used to measure the appropriateness of the strategy used for community involvement. The most worrying issue is that the Malealea Lodge originated as a private tourism project, although it is recently catering for community needs. The researcher intends to investigate public participation strategies used in Malealea, as most of the private and public-private tourism projects practise biased development strategies.

It was the researcher's interest to find out the strategies that the Malealea Lodge and Pony Trekking Centre uses to achieve sustainable community development through full public participation so that the strategies are recommended nationally and internationally, as studies such as Kibirige, (2003); Ntsime, (2004) and the Orissa Development Report (2001), indicate that many nations are facing a crisis of failure in development projects due to poor public participation strategies.

## **1.6 Conceptual framework of the study**

The conceptual framework for this study is based on the comparison of past development theory (modernisation) and people-centred development which are recent sustainable development approaches. The study presents concepts relevant to tourism as a strategy for community development, as discussed in detail in chapter three. In the same chapter the dominant development paradigms, such as modernization, are criticised, as opposed to people-centred development. Most of the development in the past failed because of distancing of the beneficiaries (the report of South Commission, 1990). The current status of participatory development is reflected in what has become known as “people-centred development” (PCD).

Korten (1990:5) says that people-centred development enhances human growth, well-being, equity, and sustainability. This is the appropriate approach for community-based tourism, especially in rural areas where people are ignorant, illiterate, and oppressed. Some scholars argue that once communities take part in matters affecting their lives, their standard of living will change and there is likely to be a sustainable, developed community.

Oakley and Marssden (1984), cited in Roodt (2001:474), observe that public participation emphasises local control of resources. They say that participation can be expressed as “... achieving power in terms of access to, and control of resources necessary to protect livelihoods”. The sustainable livelihoods framework is the appropriate model to analyse the livelihood strategies in Malealea. This is because some of the tourism projects are community-based. Therefore this model is used to assess the level of public participation in community-based tourism performance of concerned institutions and sustainability of measurement of livelihood outcomes.

Generally, people engage in livelihood strategies to obtain acceptable livelihood outcomes. To do this they need a range of assets such as: human, social, physical, natural and financial assets. Equally they rely on supportive policies and processes to enable the exchange of assets to achieve sustainable outcomes. Participation is one such process. If practised properly through participatory planning and implementation, the livelihoods framework can

build the capacity of local people and empower them to lobby for appropriate policy and institutional support that benefits the community members (Bowden, 2004:55). The researcher is arguing for full participation in community-based tourism projects as a process that would lead to sustainable community development. The question of the right procedure for people involvement in development projects is presented by different scholars. Scholars such as Pearce *et al.* (1996) present prerequisites for full public participation. These include the legal right and opportunity to participate, access to information, provision of enough resources for people or groups to get involved, and genuine broad public participation. These prerequisites, together with the appropriate techniques for public participation, are presented in chapter three.

In chapter five the discussion presents the experience of other tourism projects; the challenges and prospects of community-based tourism. This includes finding out whether community members are empowered on issues such as community involvement procedures, communal property rights, management skills and knowledge of other skills that might enlighten them to engage in development activities and produce sustainable livelihood outcomes. Ntsime (2004:712) emphasises that concerns for empowerment and human development are about people participating in matters that affect them either directly or indirectly. Participation becomes the means towards achieving empowerment and ownership of resources; therefore the issue of empowerment is crucial in assessing the level of participation.

Paulo Freire, in Reid (1995:173), defines empowerment as ‘conscientization’ or education for consciousness. This is where communities or individuals become aware of where their poverty and oppression originate. They begin to discuss what they themselves can do about it without enabling action by authorities. This emphasises the point that decentralization plays a vital role in promoting public participation. Schlenke and Stewing Associates in Tisdell and Roy (1998:22), emphasise that participation of the population in tourism is closely related to the development of the whole country. According to them, popular participation does not only address industrial development of tourism but also addresses the social and political development of the community concerned. These imply that community-based tourism has significant impact on host communities.

According to Kibirige (2003), the sustainability of community-based tourism for community development depends upon private and government investment, with benefits being channelled to the poor rural communities through their constructive involvement and inclusive participation in sustainable environmental management. While ecotourism planners recently put local participation in decision making high on their agendas, this has mostly been done to confuse dissent. In rare cases local people have been involved in the planning and implementation of eco-tourism ventures. Nor have they taken part in decisions on whether a project should go ahead or on the distribution of common resources and revenue, Ole Kamuaru (African Voices: 6). Kibirige (2003:23) cites the example of a study of the Integrated Cooperation Development Programme (ICDP). She holds the view that local participation is crucial in achieving conservation and development goals. However, the finding from ICDP indicates that few communities are involved in the establishment or management, given the linkages between local participation, conservation and national economies.

Although eco-tourism projects are community development oriented, some of them fail to implement public participation appropriately. For example, the Orissa Development Report (2001) presents that:

A social forestry project has been initiated in the State in order to reduce pressure on reserve forest and to create sustainable forest resources for the people to meet their needs for fuel wood, fodder, minor forest produce and small timber requirements with the active involvement of the people, particularly women and economically and socially weaker sections. However, the result is not satisfactory due to poor involvement of women in VFCs, limited participation of the people in decision making on issues like selection of land and species, lack of adequate dissemination of information regarding the rights on community plantation and the arrangement of distribution, etc.

There is a strong link between community forestry projects and eco-tourism. Community forestry projects promote nature conservation and management which is practised not only for environmental management but also to meet the needs of the present and future generations to attract tourists and for domestic and commercial use through eco-tourism. Therefore communities in question need to be informed at every stage of development in order to participate in such projects. In the context of South Africa, Mahlangu (2004:5)

explains that the government established community forest programmes with the purpose of helping rural communities meet their needs for firewood and building material.

The South African government approach to community forest development was developed to adopt a model of community ownership. The focal point for this model was shared responsibility and distribution of the benefits to the broader community. The assumption was that the community would work collectively to manage and protect the forest. Implementation of the model of community ownership failed to reach its objectives due to uneven distribution of benefits. It is important for communities to participate fully because pseudo or partial participation results in the downfall of tourism projects. Decentralization paves the way for implementation of full public participation; therefore it should be implemented in such a way that communities are competent in ownership issues. The development objectives achieved would be economically, socially and politically sustainable.

Tourism improves the economy of the nations and the sustainability involves the resources, services, and lifestyle in general. In order to achieve sustainable development, over 50 community-based organizations are active in various Community-Based, Natural Resources Management (CBNRM) in Botswana. In that country, the Netherlands Development Organization provided four equally important dimensions for sustainable development of community-based tourism (Twyman, 2000). According to Botswana CBNRM, a project should be economically viable and ecologically sustainable, Twyman (2000). It should ensure the equitable distribution of costs and benefits among all participants in the activity. It should have transparent organization, recognize all stakeholders as representing the interest of all community members and reflect true ownership. In the case of Lesotho, participation in development projects is presented as follows.

### **1.7 Participation in development projects in Lesotho**

Mashinini (2003:93) recommends the promotion of community participation in tourism and management. With regard to community participation in tourism, he describes the Lesotho Highlands Water Project (LHWP) implementation of public participation in development

projects. LHWP is the largest industrial project in Lesotho. Lesotho Highlands Development Authority (LHDA) has the mandate to promote and assist the government of Lesotho ministries with development within the (LHWP) catchments basin. Two such development projects are conservation of natural and cultural resources and the enhancement of rural community income through eco-tourism. Both these are intimately related to the overall development and use of water and land resources.

The LHDP implements this objective in three sites: Bokong Nature Reserve, Tsehlanyane National Park and the Liphofung Cave Cultural and Historical site. In these sites, the full involvement of communities has not only ensured the success of high conservation efforts but has also instilled an enthusiasm for taking care of the surroundings and protecting the resources. Among the three nature reserve sites and MDTP, major emphasis is continuously placed on the involvement of the local neighbouring communities in all phases of the development process of the protected areas. Benefits from establishment of these managed protected areas to communities are of both a direct and indirect nature. Some of the participation strategies in MDTP are:

- Preferential employment opportunities during the planning, construction and development phase, as well as during the operational stages of the reserves.
- Facilitation of entrepreneurial opportunities and skills and enhancement within both park management issues and the tourism market.
- Sustainable resources management and use providing for improved environmental conditions. All tariffs and fees levied for tourist activities within the parks include a proportion shareholding returned directly to the communities to assist in the improvement of quality of life (Lesotho Revenue of Commerce, Industry and Tourism 2004).

Mashinini (2003:93) points out that a need has been demonstrated in the LHWP for a transparent property transfer strategy from the LHWP tourism assets for sustainable management when the LHWP ends. This is a good strategy that other regional tourism



projects have to adopt because it has the element of effective decentralization. The decentralization process has to be considered critically in tourism projects because it enhances participation in development projects. The LHWP tourism projects prepare the community for sustainable tourism and sustainable community development by involving them in tourism activities so that during the hand-over period community members will be in a position to manage the project independently.

SD dimension (1991) indicates the legal and policy conditions for people's participation. The document notes that legal and administrative frameworks should motivate free movement of rural people in doing things that enable them to participate in the development process. The document further explains that legislation which restricts the rights of individuals to freely organize them into a participatory self-help organization to pursue their own economic interests, to have access to land, inputs, market and services can constitute a serious obstacle to participation. The Lesotho Local Government was elected in April 2005 and the tourism department is expected to work together with the newly elected local government authority to empower tourism host communities.

### **1.7.1 Decentralization and development projects in Lesotho**

Decentralization of administration, planning and development of community-based tourism projects are interconnected. This is because most tourism projects, particularly community-based projects, are advised to involve community members ownership of resources found in the area at their initiation. The recommendations for public participation in Lesotho by scholars such as Mashinini (2003) and some tourism policy consultants imply that participation has to be recognized. However the threat to community members is the kind of participation to be implemented by parastatals as well as private and public tourism ventures. Efforts towards full participation are to be made. For example, policies working towards sustainable tourism projects are drawn in Lesotho.

Kibirige (2003) indicates that the driving factors for the failure of tourism projects lie in areas such as lack of appropriate knowledge, information, power and resources on the part of the community. These factors hold back the communities full participation and lead to unsustainable tourism development and community development. Kibirige says that people

would understand better and participate actively if they understood and were introduced to decentralization of resources and institutions.

Mapetla and Rembe (1989:13) explain that “decentralization has been increasingly viewed as a progressive and appropriate strategy for the management of rural development by making full use of local institutions and facilitating participation of local people in the planning and managing of services required for social and economic development”. However, Cheeria and Rondinell (1993:14) cited in Mapetla and Rembe (1989) state that, many governments have experienced problems with new political and administrative arrangements for planning and managing development programmes and projects at local levels for decades.

The Local government departments created during colonial times in many African countries were dismantled; Lesotho is included in this experience too. According to Mapetla and Rembe (1989), the decentralization of Lesotho’s development projects has a long history. In Lesotho there has been a gradual establishment of the necessary legal framework for the functioning and creation of local administration structures. Among these has been the enactment of the Land Act of 1979, the Urban Government Act of 1983, the District coordinators Act of 1984, as well as specific model terms of reference in the rural areas of Lesotho. These legislations have however, been characterized by a number of factors which contributed to misunderstanding of decentralization by many people at different levels. Rembe and Mapetla (1989) present them as follows:

- Firstly, due to vague policy design and planning of decentralization programmes, legislation has been lacking in many areas, becoming necessary only when a legal obstacle presents itself. For example, for four years, District coordinators operated without any legal basis for their authority in the districts. If coordinators did not know their roles, it was not easy for them to plan and follow development policies and their strategies appropriately; the issue of public participation was left out because legal aspects of decentralization were vague.

- Secondly, until 1998 there was no legal provision for control of finances and involvement in planning by local institutions. If there is a problem in financial control, it is clear that there will be poor distribution of benefits, more especially when the local institutions are not involved in the planning of any development activity.
- Thirdly, politicians have tended to show little respect for the law and often made arbitrary policy statements. This was illustrated in October 1985 when the Prime Minister made an oral announcement of a policy to the effect that, “with immediate effect” Principal Chiefs would become heads of districts, with Districts coordinators serving as their Secretaries. This was a serious obstacle for the development process because some people would not participate in development programmes because of their political affiliations or dislike of certain leaders.
- Fourthly, most of the legislation enacted has been inadequate, and therefore largely ineffective. Legal rights are one of the prerequisites for participation, and if there were problems with the legislation, local communities had nothing to protect them if anything went wrong in the development programmes.
- Fifthly, in some cases, as in the case of the Urban Government Act, implementation of the law was delayed for various reasons. The complex nature of legislation made it difficult for chiefs and people to understand its provisions and this resulted in a misinterpretation of the Act. Lack of sufficient publicity, particularly in rural areas, means that the majority of the people, including some chiefs, are not able to interpret the law. Lack of consultation with chiefs and people at the design stage, has resulted in complications at implementation stage. The law has in some cases been regarded as an infringement on tradition.

A similar view is presented by Hall (1993: 20) in his report on Community Participation in the Matelile Rural Development Project (MRDP), Lesotho. The overall objective of the MRDP was to “reduce the dependency on migrant labour income by utilizing the development potential of all sectors (particularly agriculture) in the project area, under the

aspect of an appropriate use of the local resources”. The approach is described as “participative and self-oriented”. The leadership for the development process in this project was never certain for the Villages Development Committees (VDCs), Ward Development Councils (WDCs), Steering Committees (SCs) and District Development Councils (DDCs). One committee after another was established because of political reservations. The committees’ selection was not transparent. For example, the project staff who regularly attended SCs meetings and who knew the members well, estimated that probably only 7 out of 17 members were elected freely. The remainder were probably nominated by the chiefs, sometimes with the consent of the community who cared to attend the “*pitso*” (public gatherings) on that occasion. Hall explains that the low level of popular participation in the selection process of SC members has resulted in what may be described as a “crisis of legitimacy”. Because most people did not know how the SC members were chosen, they questioned their right to play a central role in the development process of the area. Apart from that, VDC members were unaware of the basic government orders and legal notices which brought them into being, gave them a legal foundation and stipulated the role they were expected to play in the development process. According to the report, a number of VDC members reported “We are elected to different positions but we are not sure what we are supposed to do” (Hall, 1993). The selected committees did not know their roles. It seems that consultation procedures of people at grassroots level were partial and that only people with a certain status in the village were lucky to be informed or to be part of the project.

The experience for development project practices in Lesotho presents similar factors which contribute to the failure of tourism projects of the ICDP indicated earlier in this chapter. Malealea is in the Matelile area. This study presents the Malealea experience in this regard and the following section gives an overview of the Malealea community.

### **1.7.2 An Overview of Malealea: Case study Region**

Malealea, the case study for this research, is a tourism centre whose current aim is to unlock benefits and opportunities for the local people who take part in different operations going on

in the centre. Though it was initially a private-oriented tourism centre, the idea of community development is currently present in its objectives.

### ***Geographical Location***

The Malealea Lodge and Pony Trekking Centre is located in the Mafeteng District in the Southern part of Lesotho. It is about eighty kilometres from Maseru, the capital town of the country. It is situated in one of the rural areas in the district of Mafeteng. The topography of the area comprises a range of hills and valleys. There are no forests around this area and this makes it difficult for the community members to access fuel. Fire is made from shrubs and dried cow-dung. The natural vegetation is a mixture of shrub and grassland. There are many streams and wetlands which the project works hard to protect by fencing the area and collecting water for irrigation schemes for community gardens. Despite these efforts, it is sometimes not easy for animals to access drinking water and this creates conflicts between stock and crop farmers.

### ***Socio-economic conditions***

Malealea is a remote area, the socio-economic status of this area falls within the range of other disadvantaged areas. The area has limited livelihood strategies. People live on crop and stock farming. Most of them, especially the youth, are educated up to form C level. Most of the male adults are retrenched miners and they make a living through farming. They obtain income from engaging in duties such as tour guiding and pony trekking. A limited number of women are members of the Malealea handicraft centre. This implies that there are no other firms, industry or projects that can create employment for this community. However, it has natural assets that help people to carry out tourism projects. Part of the focus of this study was to establish whether the community members have control over these resources and whether the projects sustain the livelihoods of this community.

### ***Historical background of the area***

The origins of Malealea Lodge can be traced back to the colonial period when Merwyn Bosworth Smith founded the centre. Merwyn Bosworth Smith was involved in the Boer War which took place between (1914 and 1918), and visited Reginald who joined the

colonial service as a Government Secretary. Merwyn was fascinated by the countryside. He spent months riding around the country. One of the places he came across was Malealea. He fell in love with the place and decided to build a trading station there. He had to return to England to get permission to stay in Malealea and he was assisted in this endeavour by some of his companions in England who were then in high places. Many Basotho from Malealea bought food on credit during this period and they never forget “MOFANA”, the name given to Merwyn by the local people, because when he first arrived he only spoke “fanakalo” but later he spoke the local language, Sesotho, fluently.

The transition from the Malealea Trading Station to Malealea Lodge was due to poor business. The current owners, Mick and Jones, were born in Lesotho. They bought it in 1950 when Merwyn died. They bought this site with the intention of making a casual lodge. The Pony Trekking sub-project started in 1991 due to the arrival of tourists in large numbers. The Malealea Development Trust was subsequently formed with the intention of helping to reach the entire community with tourism benefits <http://www.malealea.co.ls/development-projects.htm> (05 April 2006).

### **1.8 Malealea Development Trust**

Malealea is one of the most attractive sites of the country and many tourists like to spend their holidays, especially the summer holidays, at Malealea Lodge. In the past, the Malealea Lodge owners encouraged the villagers to ask for help from tourists and tourists would give funds to some individual community members. This caused conflicts among community members and annoyed some tourists. The lodge owners decided to develop a strategy where the funds would be distributed to the entire community. This strategy led to the establishment of the Malealea Development Trust.

The Malealea Development Trust has seven (7) panel members. These are a teacher from the local school, the nurse from the local clinic, the local chief, the community development facilitator from Wits University, one tour guide who is also the pony trekking local facilitator and the two lodge owners. The trust does not have the capacity to initiate decisions, largely because of its lack of funds and heavy dependency on the goodwill of

tourists. Though Malealea is not a community based project, it serves as a community-based tourism centre which works with over 300 people from fourteen villages. It has different groups of people engaged in Pony Trekking and Cultural Tourism. Through the trust, a number of supporting industries have developed around the lodge. Notably, learning circles have led to the development of skills and values, schools and orphan caring facilities. Some of the activities taking place at Malealea are discussed below.

### ***Guides and Horses are hired from the local Basotho for the pony trekking.***

The pony trekking association has been formed and there is a committee that runs its operation. The lodge buys equipment for the pony trekking operation. Equipment includes saddles, bridles, and saddle blankets. The association has a committee which handles reservations, bookings and organises horses which all alternate. Tour guides are grouped and allocated tours in weekly turns.

### ***Artefact making for sale***

Initially, the building of the handicraft cooperative was open to any person interested in improving his/her handicraft skills. But most of the people who joined the cooperative already had some skills. Most of them were women but later men joined the group because, although they had special training from different places, they could not produce or sell their own artefacts because of the inaccessibility of the market. The handicraft group makes artefacts, such as wall mats, utensils made of clay, bead accessories and Basotho hats.

### ***Learning circles***

Learning circles were also established by Gillian Attwood, a researcher and a lecturer at Wits University. She is one of the panel members. Members of the circles take development issues into their villages. Each circle has two trained facilitators to manage and monitor the learning and action process. The learning circle project works with the Craft Co-operative. All the craft members are involved in the learning circles. Educational topics include business skills, gender issues, AIDS and life skills education, gardening, tree planting skills, control of land degradation, waste recycling and care for natural resources. The learning circle in each village engages in development activities twice a week, on Tuesdays and Thursdays, for two-hourly periods.

### ***Basotho Huts Hired from the villages***

When the huts are hired, half of the accommodation levy is paid to the owner of the hut and the balance is kept in a fund reserved for buying equipment for old huts. The huts are equipped with mattresses on the floor, a gas cooker, basic pots and pans and a bucket of water.

### ***Basotho children are encouraged to take clients on hikes.***

Visitors are guided by children in the villages to places such as bushman paintings. There is also a choir which performs traditional dances to entertain tourists.

### ***Basotho people have the opportunity of growing and cooking their own food for sale to visitors.***

Basotho people selling food or vegetables advertise with coloured plastic bags attached to poles outside their huts, indicating that there are various food items for sale. For example, a green plastic bag flag indicates vegetables for sale.

The Malealea community has derived some benefits from the tourism centre. Attwood (2003) describes how Malealea Development Trust promotes community involvement in tourism and provides a list of assets that tourists have added to the community. They include the construction of three primary school classrooms, stationery, a community library, community gardens, community sports facilities, social care projects, wetlands conservation and skills development courses.

## **1.9 The outline of the dissertation**

The dissertation has six chapters. Chapter one provides the reader with the overall aim of this dissertation. It presents the background, the core argument of the study; tourism as a strategy for poverty reduction in Lesotho and a background to the case study. The research questions and the objectives of the study are included in this chapter. Chapter two presents the design and methodology that was followed during data collection. Chapter three presents the influence of modernization theory as opposed to people-centred development



(sustainable development). The sustainable livelihoods framework is also part of this chapter. It also offers the conceptual framework within which the whole study is based. The key concepts are discussed in depth within this chapter. The chapter further looks at models used to view public participation in tourism as the best alternative for sustainable community development. Chapter four presents the literature review of the impact of tourism on community development. Chapter five presents the findings of the study. In the sixth chapter there is the data analysis of the Malealea case study. This gives an analytical discussion, based on the findings. Chapter seven is the concluding chapter. It provides conclusions and recommendations based on the research.

## **1.10 Conclusion**

This was an introductory chapter. It therefore presented the background to the study and Lesotho in relation to the tourism experience. It also presented Lesotho's experience with regard to participation in development projects. A brief conceptual framework, the research questions and objectives of this study are part of this chapter. The chapter ends with the outline of the dissertation. The next chapter presents the methodology used to conduct this study.

## **Chapter Two: Research Methodology and Design**

### **2.0 Introduction**

This chapter describes the research design, the type of inquiry, and methodology employed to achieve the objectives of this study. It makes a distinction between the research design and methodology. The methodological paradigm includes the qualitative research approach and research methods which describe the data collection procedure and data analysis, in accordance with the design. The chapter further discusses the ethical considerations and limitations of this study.

### **2.1 Research methodology**

The research methods are about the process of sampling, collecting and analysing the data in accordance with the design. This section describes the approach and the research method employed in this study.

#### **2.1.1 Research design**

In this study both quantitative and qualitative methodological paradigms were used. The quantitative paradigm was used because, as Babbie *et al.* (2001:49) say, “the quantitative researchers believe that the best or only way of measuring the properties of phenomena (e.g. the attitudes of individuals towards certain topics) is through quantitative measurement; that is, assigning numbers to the perceived qualities of things”. This paradigm indicates the positivism of the results as explained by Emile Durkhem one of the fathers of positivism explained in Babbie *et al.* (2001:22).

With regard to qualitative methodology Babbie *et al.* (2001:49) state that “... Qualitative researchers always attempt to study human action from the insider’s perspective”. This paradigm was used because the results would be associated with the understanding of phenomenology of full public participation.

### 2.1.2 Research methods

Among the five major types of qualitative research, the case study research will be used. Case study research has three types. Firstly there is the intrinsic case study, the aim of which is to gain a better understanding of the individual case. Its main purpose is to describe the case being studied. The second is the instrumental case study. This is used to elaborate on a theory of a social issue which merely serves the purpose of facilitating the researcher's gaining of knowledge regarding the social issue. Finally, the collective case study furthers the understanding of the researcher regarding a population and/or a social issue being studied. In this type of case study, the cases are chosen so that a comparison can be made between them and concepts and so that theories can be extended and validated, (De Vos *et al.*, 2005:272).

The case study is the most appropriate research strategy to analyse the complexity and challenges relating to the sustainable development model on which many community tourism projects are based (Bowden, 2004:35). The researcher explores a single entity (the case) bounded by time and activity (a programme, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures (Babbie, 2001:288). In this study, the case study was employed in order to obtain information on the level of participation practised at Malealea Lodge and Pony Trekking Centre.

The intrinsic case study will be used in this study because Malealea presents itself as the best community involvement programme in Lesotho as indicated in chapter one. The researcher therefore wants to find out what it is that is done in Malealea with regard to community involvement. One of the characteristics of a case study is that it is likely to use various sources of information as well as multiple methods to collect information. Babbie *et al.* (2001:282) explain that using multiple sources of data through multiple interviews or observation occasions and a variety of informants when the research question calls for them, is important in case studies of all kinds.

For the present study, information was collected through interviews, examination of documents and observations. The choice of the process was made to enable the researcher to collect data that elicited information from different members of the community on their benefits for participation in the project and to observe the techniques used in involving them in the development process. Various community members were interviewed and observed and field notes were made in order to achieve the research objectives.

## **2.3 Population**

According to Borg and Gall (1983), in Makhele (2005:41), the term population refers to all the people who could be included in a study. In this study, the population consisted of beneficiaries who are employed and directly benefit from the services that the project offers the community. The population included (30) tour guides, (25) pony trekkers and (35) handicraft staff, all of whom take part in learning circle groups. The lodge management consisted of 7 panel members and 1 staff member from the Lesotho Tourism Development Authority for policy implementation.

### **2.3.1 Sampling procedure**

The sample comprised four groups mentioned above, three panel members and one Lesotho Tourism Development Cooperation (LTDC) staff member. Population sampling was done to represent the entire population to observe generalisation. Maxwell, cited in Mahlangu (2003:62), explains “that generalisation refers to the extent to which one can extend the count of a particular situation or population to other persons, times or settings than those directly studied”. Babbie *et al.* (2001:267) explain that “the generalizability of case study findings is demonstrated through showing the linkages between the findings and previous knowledge”.

The snowball sampling, a non-probability sampling technique, was adopted. Snowball sampling is appropriate when the members of a special population are difficult to locate (Babbie and Mouton, 2001:166). It was appropriate in this study because most of the people involved in the projects were not available for interviewing at their homes because it was

the harvest season; they were working in the fields. The only available people were those who were on duty at the lodge on the days when data was collected. Seven tour guides, six pony trekkers, six handicraft groups, six learning circles, three panel members and one the LTDC staff member were interviewed as a sample for this population.

### **2.3.2 Instruments**

This section describes test measurement scales that were used in data collection. Documents such as books and articles were used to build a theoretical framework of the study. De Vos *et al.* (2005:272) mention that the case study researcher seeks to enter the field with the knowledge of the relevant literature before conducting the field research. For primary data, interview instruments were administered for three different groups of the targeted population; namely directly involved community members, the panel members and the Tourism sector staff member.

For community members, the interview instrument was structured into four sections. The first section comprised of biographic variables, gender, and level of education, employment and the role that the individual played in the project. The second section consisted of public involvement procedures in all aspects of the project. The third section was concerned with availability of resources needed for one to participate. The fourth section focused on the community perception of the benefits of participation. The management instrument asked about the way the project is run in relation to decision making of different stakeholders and perceptions of community participation according to the project. The policy maker questionnaire was about the strategies in place to ensure public participation in tourism projects.

Two different types of data were collected. These are the primary data and the secondary data. Primary data was collected through interviews and observations with field notes and secondary data were collected through reading materials such as published books articles, journals and related dissertations.

### **2.3.3 Interviews**

Interviews were used in data collection in order to assess the level of public participation and to establish community perceptions of benefits for participating in the development projects. A semi-structured interview was used because it is appropriate in providing the opportunity for the interviewer to respond to information given and to obtain an accurate and complete picture relatively quickly (Bowden, 2004:52). Appendix I shows open-ended questions that were used to establish what experience had been gained and what was occurring at that point in time in relation to decision making in the project development activities. Much information was gathered through probing. Groups of respondents were interviewed, including the owner of the Malealea Centre, the local nurse, the tour guide facilitator and some tour guides.

The community members were interviewed in a hall specifically allocated for the researcher's use for those days. Each interview lasted for approximately one hour. The interview questions were open-ended and translated into the local language, Sesotho, for the interviewee's understanding and the researcher clarified sections they did not understand. This mode of data collection allowed the researcher to collect data during working hours when workers would be around the lodge to resume their duties. It allowed workers to resume their duties after the interviews.

The panel members were also interviewed through a one-to-one interview. The researcher had to make an appointment with them as they were engaged in employment duties. The lodge owners, who are panel members, were busy because they were engaged in an annual general meeting of lodge owners, held at the lodge during the data collection period. The Lesotho Tourism Development Corporation staff member was also interviewed.

### **2.3.4 Observations**

On the first visit to Malealea for data collection, the researcher collected data through observation because the people in the sample were not available. It was planned that people would be observed in meetings to assess their decision making potential. However, they did

not attend any meetings during the data collection period. The researcher decided to observe them in other project activities such as tour guiding, pony trekking, making artefacts and tree planting.

It would have been unethical and impractical to force people to attend a simulation meeting just for the researcher to have the opportunity to observe them participating. As Babbie (2001:265) says, in such approaches the respondents might have modified their behaviour and their speech to suit her purpose, more especially when they were informed about the purpose of the study beforehand and had been interviewed. Avoiding collection of participants for the meeting was to observe the research principles such as voluntary participation. In this participation method, the respondents must have the choice of whether to participate in the research. If voluntary participation is not observed, it can threaten the validity of the study, De Vos in Mahlangu (2004:64) says:

“...the scientific goal of generalisation is threatened if experimental subjects or survey respondents are all kinds of people who willingly participate in such things... a research cannot generalise the sample survey findings to the entire population unless a substantial majority of the scientific selected sample actually participates-the willing respondents and the somehow unwilling alike”. (De Vos, 2001:521).

The researcher had to plan more visits to gain access to community members. She took a tour with one of the tour guides and travelled around the villages to see some of the development projects and the improvements that were achieved through tourism projects. These were developments such as the community garden, the fenced wet lands, and the constructed school and community hall, the use of dust bins around the villages for environmental cleanliness, the community dams, and clean-water scheme.

Because assessing the potential of community members in decision making through meetings was crucial for the study, the researcher re-visited Malealea after the harvest season. The appointment was made through the tour guides and pony trekking facilitator who was also a panel member and was responsible for such arrangements. The researcher was introduced to the handicraft and learning circle groups because they hold meetings several times per month. The agenda was visualised on the flip chart and the chairperson

started facilitating the meeting. As the meeting proceeded, the researcher observed proceedings and recorded her observations.

### **2.3.5 Documentation**

Secondary data was collected from published books, journals, newspaper articles, the internet, and reports for different conferences and meetings. These were used to build a theoretical framework as well as to understand and link the theory and practice of concepts such as people-centred development (sustainable development), participation and community-based tourism and to find out how other community-based tourism projects operate with regard to public participation.

The legal documents such as the Tourism Act and policies, the Lesotho tourism advertising document and Malealea profile were used to gather the background of the study and the case study. Informal discussion notes from relevant people such as the retired pony trekkers' staff were used to provide more details that were left out in the interview. Some data was collected from documents and observation of handicraft and learning circles in meetings, as table one below illustrates.



**Table 2.1 A summary of the data collection table**

| Methodology             | Sources of Data            | No of Respondents and/ or Documents | Type of data                         | Date of data collection |
|-------------------------|----------------------------|-------------------------------------|--------------------------------------|-------------------------|
|                         |                            |                                     |                                      |                         |
| <b>Documents Review</b> | Documents                  | 2                                   | Malealea History                     | 25-25/04/06             |
|                         |                            |                                     | Relevant Books and Articles          |                         |
|                         |                            |                                     | Lesotho Tourism Policy               |                         |
| <b>Interviews</b>       | Tour Guides                | 7                                   | Biographic status                    | 20-22 /06/06            |
|                         |                            |                                     | Availability of resources            |                         |
|                         |                            |                                     | Involvement Procedure                |                         |
|                         |                            |                                     | Benefits Perception                  |                         |
|                         | Pony Trekkers              | 6                                   | Biographic status                    | 26-28/08/06             |
|                         |                            |                                     | Availability of resources            |                         |
|                         |                            |                                     | Involvement Procedure                |                         |
|                         |                            |                                     | Benefits Perception                  |                         |
|                         | Handicraft                 | 6                                   | Biographic status                    | 29-30/06/06             |
|                         |                            |                                     | Availability of resources            |                         |
|                         |                            |                                     | Involvement Procedure                |                         |
|                         |                            |                                     | Benefits Perception                  |                         |
|                         | Learning circles           | 6                                   | Biographic status                    | 03--06/07/06            |
|                         |                            |                                     | Availability of resources            |                         |
|                         |                            |                                     | Involvement Procedure                |                         |
|                         |                            |                                     | Benefits Perception                  |                         |
|                         | Malealea development Trust | 3                                   | Community involvement Produce        | 27/06/06                |
|                         | LTDC                       | 1                                   | Tourism policy Implementation        |                         |
|                         |                            |                                     | Community involvement implementation | 13/07/06                |
| <b>Observation</b>      | Learning circles           | 15                                  | Participation level in meetings      | 20/10/06                |

## **2.4 Data Analysis**

When analyzing the data collected from the field and documents, the presentation was based on themes on the theoretical and conceptual framework of the study. Some sub-themes were built and categorized according to the structure of the questionnaire. Sub-themes were identified during data analysis to avoid ambiguity. The data was also analysed based on the level of participation (Full participation) which is regarded as the effective, relevant participation to sustainable community development principles by the researcher.

## **2.5 Ethical consideration**

The reason why ethical consideration is crucial in research is that it has the potential to interfere with people's lives (Babbie *et al.*, 2001). These researchers explain that the moment one gets into any community or makes preparation to interact with community members to conduct research s/he has the potential to intrude in people's lives. Ethics have to be considered to prevent conflicts of interest between the researcher and the involved parties. This section presents some of the ethical issues observed during the study process.

Procedurally, for the primary data collection, permission to conduct research was negotiated with the project management, the local chief and authority bodies from the LTDC. The researcher presented a letter of introduction to the concerned people from different groups of respondents and asked for permission to conduct her study. Strydom cited in Makhele (2005:53), observes "that granting of permission by the relevant authority, such as the mayor of a town or headman of a tribe, is important as it allows people on the ground to know what the project seeks to accomplish". One panel member introduced the researcher to the tour guides, pony trekkers and handicraft members who were present on her arrival day.

Prior to the beginning of the interviews, interview group members were read the consent forms which were signed later by the interviewees and the researcher. This was done to observe voluntary participation as research respondents must choose to participate at their own free will (Babbie *et al.*, 2001:521). They were interviewed individually and their identification was

written on the consent form which was kept separate from the questionnaire to ensure confidentiality. It is the responsibility of the researcher to ensure that the study does not cause any harm to the participants. Babbie *et al.* (2001:522) contends that:

Social research should never injure the people being studied, regardless of whether they volunteer for the study or not. Perhaps the clearest instance of this norm in practice concerns the revealing of information that would embarrass them or endanger their home life, friendships, jobs and so forth.

During data collection, some respondents did not feel free to talk and the researcher had to convince them that the results of the study would not harm them. During data analysis the researcher had to be cautious not to present information that might identify any respondent and that might put them in any form of danger.

## **2.6 Limitations of the study**

Despite all research procedures taken to make arrangements for access and engagement with respondents, some problems were encountered during the preparation and the data collection stages. Firstly, data collection was not easy due to the fact that the data collection period coincided with the harvest season. The staple crops are harvested in winter in Lesotho. It was difficult to get hold of some respondents, in particular community members.

Secondly, at the beginning of the interviews and during meetings some of the respondents did not feel free to talk. They had a fear that they might lose their jobs, although the researcher had ensured confidentiality and clearly presented the purpose of the study. The lack of freedom for respondents might have not revealed the real situation or information. The researcher had to create time to explain the purpose of the study to respondents who arrived late and to convince them that the study had nothing to do with lodge management.

Thirdly, some panel members, such as the nurse at the local clinic, was busy with duty commitments during the interview. This led to more than one appointment set for her interview as on some days the researcher could not get hold of her, although the agreement had been to interview the nurse after her day's work. This happened because of a long queue of patients. The appointment for the interview had to be postponed and be set for the following

day. The researcher also had to wait for the harvest season to be over in order to interview the community members. Obviously, this was time consuming.

Fourthly, the researcher was sometimes expected to answer some questions where the respondents were expecting her to act as a facilitator, especially in gaining access to some resources. The researcher was asked at some point to organise management skills training for some respondents as they said "*batho ba bang ba re botsang lipotso joalo ka uena ba re tlišetsa lithupelo*" (people who come to ask us questions like you do some times give us some training). The only help the researcher promised was that the lodge and other concerned parties would receive copies of the research report after completion of the study, and that some of their needs might be attended to as a result of the research recommendations.

Lastly, staff members in the tourism sector delayed giving their information because the responsible person was away from the office attending a workshop. It took more than a week to get the required service. When he returned, he did not get the questionnaire on time to fill it independently because no one gave it to him. It ended up getting lost and another copy was made as he needed to be interviewed.

## **2.7 Conclusion**

This chapter presented the methodology employed to collect data for this study. The research methods and research design were presented with quotations to justify their appropriateness in this study. The chapter also offers limitations and ethical considerations of the study. The following chapter presents the secondary data study, which is the theoretical framework and literature review of this study.

## **Chapter Three: Conceptual Framework**

### **3.0 Introduction**

This chapter offers an argument on the ideology of recognizing public participation in tourism as a strategy for sustainable community development. It presents modernisation, a dominant development paradigm, as a background that underpins the claim that people-centred development is the best alternative for development strategies, particularly in the tourism industry. The sustainable livelihoods model is presented in this chapter, as a useful framework for promoting people-centred development. Some relevant key concepts of this study are discussed in this chapter.

### **3.1 Transition to Sustainable Development**

Since people began to gather together to form communities, there has been a need to work towards satisfactory collective needs (Hilliard in Bekker 1996). Development as a change process is and has been the leading objective of many countries in addressing human needs. Efforts were made to meet community needs through development processes, but services have never been satisfactory.

A study of development theories indicates that in the 1950s and 1960s the modernisation theory was dominant. This theory put strong emphasis on the transfer of significant amounts of aid. The broad technical assistance to transfer aid was followed by state intervention, planned industrialisation and reliance on economic growth as a tool for social change. This was done with the motive of promoting rapid economic growth and improving socio-economic conditions for Third World countries (Swanepoel 2000:31-32).

There was significant change in development through this approach which was seen as a change from primarily traditional values to modern industrialisation. This was a dominant development philosophy, as argued by the economic historian, Rostow (1960). He further pointed out that though productivity could rise due to technical innovation introduced in trade,

industry and agriculture, the central issue about traditional society was a ceiling that existed on the level of achievement per head. The limit resulted from the fact that the potentialities which flow from modern science and technology were either not available or not regularly and systematically applied. This resulted in unsustainable development because developing countries were still depending on developed nations.

The Modernisation theory indicated state limitations, ineffectiveness, and persistence of unequal distribution of benefits in all attempts to eradicate poverty through economic growth (Bowden 2004:12). This is because the area and volume of trade within and between traditional societies fluctuated with the degree of political and social confusion and the efficiency of central rule (Rostow 1960: 101). In general terms, Dlamini (2004) presents Harris' (1988:22) criticisms of Modernisation as follows; "the theory ignored the historical and natural reality of the underdeveloped countries". This simply means that the actual needs of the poor, as it is rooted in their experiences and their intake of the environment around them, were not taken into consideration.

The Modernisation approach would automatically fail community-based tourism as the latter is derived from what people have in terms of skills and resources from their immediate and natural environment. The modernisation theory did not take cognisance of indigenous knowledge systems that play a vital role in sustaining the livelihoods of people at grassroots level. It also left behind the significance of policies that did not allow target groups to identify their own socio-economic problems, nor to solve them.

With time, the New International Economic Order (NIEO) observed that certain aspects of human endeavour and certain segments of each society were being left out in these state-led pursuits of development. NIEO presented the observation to the United Nations in the 1970s (Haines in Swanepoel, 2000:31-45). Its new approach was aimed at responding directly to the needs of the poor. The second outcome of this period, towards the late 1970's and early 1980's, was the realisation that growth by itself was not an answer to human misery (Tandon 1994).

The 1970s era is marked by a threshold to include the ‘basic needs’ approach, especially the needs of the poor in development. The paradigms did not sustain the beneficiaries’ livelihoods; therefore sustainable development was seen as an alternative and ideal approach to people-centred development.

### **3.2 Conceptual overview: Sustainable Development**

The new ideology, Sustainable Development, supported the role of communities in bringing about decentralization and meaningful participation in efforts to reduce poverty through a “bottom up” approach to development (Gibson, 1999: 629). The new ideas in this approach were recommended in global environmental problems complying with the 1992 earth summit in Rio de Janeiro. The commitments to the Rio principles were strongly reaffirmed at the World Summit on Sustainable Development (WSSD) held in Johannesburg, South Africa, from 26 August to 4 September, 2002.

The statements in the above mentioned summits strongly advocated the sustainable utilisation of the environment, a combination of government decentralization, devolution to local communities of responsibility for natural resources held as commons and community participation (United Nations division for Sustainable Development – Agenda 21: August 1992).

Sustainable Development hence seems to be a broad term and it is criticized because it means different things to different people (Redclift1992; Beckermann1995 cited by Oelofse, (2000). On the one hand, Thin, (2002:13) argues that “sustainable development is widely agreed to be a good but vague idea, and one that lasted because it appears to be a wide range of political interests while avoiding the kind of rigorous definition which would prescribe kinds of policy”. On the other hand, Oelofse (2002:13) believes that it expresses an approach to development that aims at finding solutions to all current and future social, economic and environmental problems such as poverty, diseases, pollutions, loss of biodiversity and unemployment.

The most accepted definition is that given by the World Commission on Environment and Development (WCED), commonly known as the Bruntland Report or 'Our Common Future' (1987:1) where sustainable development is defined as: "development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs". The social unity of common core concepts in sustainable development analysis is categorized as economic development, ecological development and community development (Thin, 2000:9). Oelofse (2002: 14) gives a detailed account of the meaning of these components as follows: Economic Development focuses on economic growth, which will ensure that people will have access to jobs and resources in a society that is able to provide for the needs of people. Ecological development deals more with limiting the use of natural resources to a level that allows nature to regenerate resources. Community development focuses on empowering communities to manage their own environments, using appropriate technology, and meeting people's basic needs in a way which does not degrade the ecological system.

Sustainable development therefore requires a strategic, rather than modernisation theories, which requires a permeable approach that involves trade-offs. How we will implement it and whether we will achieve it is strongly dependent on what happens at the local level in terms of decision making, implementation and management of development projects, with regard to public participation at the regional and national level, in consideration of policy, legislation and economic strategies. Some community-based tourism projects use natural resources to initiate tourism. Implementation of development activities in these projects has to be applied following the right principles of sustainable development.

### **3.3.1 Principles of Sustainable Development**

Thin (2000) proposes that principles of sustainable development are diverse but there are several common themes which distinguish sustainable development from routine planning. In support of this proposal, Oelofse (2000) presents four general and sustainable development principles as: Futurity, integrity of the environment, equity or social justice, and public participation. *Futurity*, refers to the stock of both natural and human capital that should be



passed on to future generations. According to him, sustainable development is future oriented, in that it aims to ensure that future generations are at least as comfortable as people living now. As it is difficult to predict what the needs and problems of future generations will be, it is better to bring in precaution principles. This leads us to the second principle of sustainable development which is *Integrity of the environment*; this principle refers to the multi-functioning of natural resources. The third principle is *equity or social justice*, which refers to meeting the needs of the present generations, particularly those that are marginalized and impoverished through wise development and planning. Finally there is *public participation*. It is seen as being critical for accumulating sustainable development. A broad range of stakeholders needs to be involved in decision making regarding areas or regions that they have an interest in.

These principles seem to interlink. With a close observation, one would conclude that due to the fact that they are practised for human good and by human beings, public participation encompasses them all. Therefore it serves as an umbrella for sustainable development and it has to be practised actively in all development projects. According to Bekker (1996:15) an “Act of participation should not be viewed in isolation, it should rather be seen within a stream of interconnected acts”. Ashley *et al.* (2001), in Wang (2002:82), emphasises that community participation is indispensable to development strategies. According to Wang an assessment of different paradigms of development reveals that participation is needed because it is a people-centred approach.

### **3.3.2. Sustainable development as a people-centred approach**

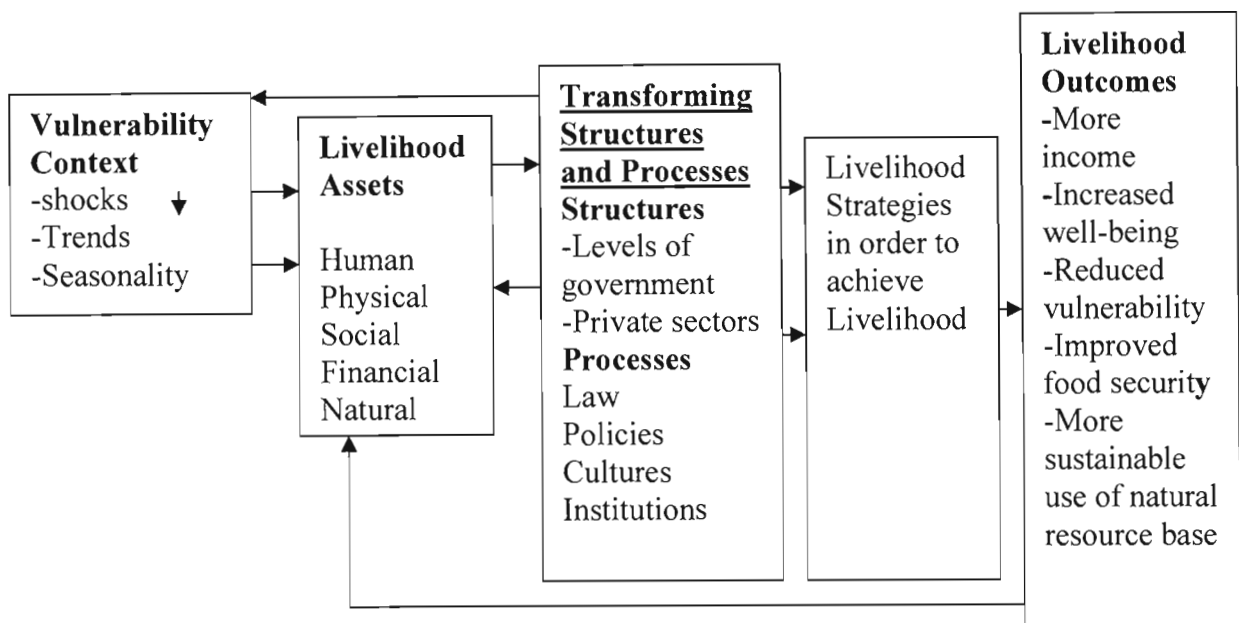
As indicated in the previous chapter, sustainable development cannot be understood outside the human development perspective, because sustainability is about people, their capacity and willingness to take part in their own development. It means that the trace of failures of past development approaches led to beneficiary involvement in a public programme (The report of South Commission on population and population policy, 1990). The current status of public participation in development is reflected in what has become known as “people-centred development” (PCD) which draws, to a certain extent, on all of the previously discussed

approaches. PCD stresses the importance of participation of the majority of the population in the process of development. If development focuses on a large number of needy populations, there will be significant human growth and sustainable development.

Korten (1990) argues that “people-centred development enhances human growth and well-being, equity, and sustainability”. This maintains sustainable development, the appropriate approach for community-based tourism, especially in rural areas where people tend to be ignorant, oppressed and illiterate. Rural people are vulnerable to development shock or any other threat. Oakley and Marsden (1984), cited in Roodt (2001: 474), advocate that PCD emphasises local control of resources. They say that participation can be expressed as “... achieving power in terms of access to, and control of, resources necessary to protect livelihoods”. The sustainable livelihoods framework should be included in emphasizing the need of participation in development programmes and its impact on the resource-based as well as livelihood strategies.

### **3.3.3 Sustainable livelihoods framework**

In accordance with Satge, cited in Bowden (2004:15), the ideas and aims of community conservation, as in the community forest approach, link with the concept of the sustainable livelihoods approach. That approach takes a holistic view which unites concepts of economic development, reduced vulnerability and environmental sustainability while building on the strength of the poor. Though the idea is nature conservation-oriented, this approach is also applicable to community-based tourism because it is not only the environment that needs to be sustained, but all the resources and livelihoods strategies in the programme need a sustainable approach. This model can therefore be used to emphasise the need for public participation in community-based tourism and to analyse the approaches used in such projects. It is presented in the following figure.



**Figure 3. 1: The livelihoods framework by Satge ( 2002 cited in Bowden 2004:15)**

According to the above illustration, the sustainable livelihoods approach assumes that households are sustainable if their resources and capabilities are enough to avoid vulnerability. Vulnerability in this case can be an obstacle to capacity of an individual, household, community or even an ecosystem to anticipate, manage, resist or recover from an impact of a natural or other threat. In most private-owned tourism projects, host communities experience these shocks.

In this study of community-based tourism, vulnerability can be interpreted as lack of information, power, resources and skills. This can be a source of vulnerability mainly to the public. Assets are defined as the resources used for gaining a livelihood while capabilities are the combined knowledge, skills and state of health and ability to labour or command over labour of a household.

A number of factors influence livelihoods assets. In the transformation of structures and process, the livelihoods strategies are applied in order to achieve sustainable outcomes as an indication by the livelihood framework illustration.

The manner in which this livelihoods framework is put into practice, through participatory planning and appreciative enquiry, can build the capacity of local people to lobby for appropriate policy institutional support that benefits them most. These enhance the socio-cultural element of sustainable development premise, which is why community involvement in decision making throughout the whole community-based tourism programme is crucial.

Sustainable development initiated the idea of sustainable livelihoods and acknowledged the integrated nature of poverty reduction. It is the integration which encompasses resource accessibility and management, control over assets, markets, household incomes, health, education, gender sensitivity, social inclusion and environmental preservation at the grass roots level, (Mullen in Bowden, 2004:12). This new development ideology helps community members to realise the significance of sharing skills and knowledge in order to engage in different livelihoods strategies. According to the approach, a community should identify its problems and be in a position to make decisions and engage in activities that work towards solving those problems.

The participatory approach is therefore based on the recognition of the reality in the development situation. Its objective in the new paradigm of tourism development, according to Griesgraber and Gunter (1996) in Tisdell and Roy (1998:70), and is to give substance to an operational model for community activities. They explain that a clear and unambiguous operation model, with clear standards and measures as well as clear community management models, needs to be developed. This should make provision for a holistic orientation facilitating sustainability in terms of the various dimensions of development such as a communitarian approach. The communitarian approach demands an institutional strategy that sets in operation a community-centred human development and a social development movement that will parallel the current enterprise-centred economic activity at global and national levels (Griensgraber and Gunter 1996 in Tisdell and Roy, 1998:72). This however does not apply to economic dimensions only. It applies even in all community development sectors that deal with community needs and services. Community members have to take part in service delivery from different sectors and understand that whatever is done is not for certain

individuals only but for the entire community. That is why they have to share skills in order to build capacity for one another and to be competent in service delivery.

Tisdell and Roy (1998:72) advocate that the new and sustainable means of development should be sought in the new awareness of people in the development process. They emphasize that “In contrast with the past development approaches, development has to draw on all human values, social, political, aesthetic and spiritual as well as economic and scientific aspects as factors and criteria of success”. From their point of view, as discussed above, it is evident that the conceptualisation of the role of tourism as one of the development measures needs to change, not only because sustainable tourism is a development measure, but also to comply with international development declarations by concerned members.

The theory of pro-poor tourism as presented by Ashley cited in Wang (2002), argues for the significance of participation in the tourism industry. He says that tourism needs are not sustainable without adapting and addressing the community. It is therefore necessary to follow the right principle of sustainable development that focuses on the elements of economic, social and political systems of the community for achieving sustainable outcomes. That is full public participation.

### **3.4 Community Development through public participation**

Community Development is another dimension of sustainable development. It is a multifaceted concept in which various issues and processes interplay to make an impact. Ife (2002:18) says, “Community development is seen as a process of establishing or re-establishing structures of human community within which new ways of relating, organising social life and meeting human needs become possible”.

Generally, Cryathorn (2003:143) views Community Development as both a process and a stage of growth. Swanepoel (1990:2) also contends that a critical characteristic of community development is that it is a learning process that is made possible through participation, initiative and evaluation. Public participation is therefore one of the crucial issues in

community development. In accordance with Burkey (1998:207), the experience of various groups and organisations working with the genuinely poor and disadvantaged under highly varying conditions in Asia, Africa and Latin America led to the introduction of the idea of participation.

Participation in development has a long history. Its introduction resulted from the evaluations of the shortcomings of development at the end of decades' call for participatory development because democratic environmental human rights are an essential goal of development, centred on the people as well as critical means of accelerating development (The reports of South Commission 1990). According to Bekker (1996), "Effective citizen participation is determined to exist when a decision-making effort aimed at planning, funding, advocacy or delivery of services directly involves those whom the decisions affect, so the results reflect their concerns".

Rahnema (1992:116) explains that the words *participation* and *participatory* were first used in development jargon during the 1950s. The social activists and field workers, who had joined the development bandwagon in the hope that they could help the oppressed, unfolded and came up against a reality which was totally different from their earlier expectation. This situation attributed most of the failures of development projects to the fact that the populations concerned were kept out of all the processes related to their design, formulation and implementation. The notion of participation was introduced in order to make people feel that they are the core components of their communities. This therefore gives the idea that a participatory approach is not about a system of procedures for accomplishing development projects. It also has to do with an attitude, values and belief that would translate into the way power is negotiated in the participatory process.

The notion of participation varies widely. The *Oxford English Dictionary* (2001:664) presents participation as the action or fact of partaking, having or forming a part of. That means participation could be transitive or intransitive; moral or immoral; either manipulative or spontaneous. The paradoxical presentation of the *Oxford English dictionary* (2001) triggers

one's interest to dig more on what should be considered genuine participation and to recommend the appropriate way of public participation.

According to Bekker (1996:20), participation is broadly divided into two main categories; these are the mere receiving of information by citizens from authorities about proposed actions and the sharing of power with citizens to shape the final decisions. Participation appears to be broader than decision making. It starts before the decision in question is made and extends well beyond it.

Bekker's categories of participation eliminate some vital elements that are encountered in the development planning and implementation processes. Sometimes the change agents give the ambiguous process of participation by reporting that people are represented, while in actual fact the change agents are making final decisions for the target populations. This is what Pearce calls partial participation and this research advocates for full participation in Pearce's model because it encompasses important aspects of participation.

In this study, the researcher observed that in most of the activities carried out in the project the final decision is made by the "owners" though community members are consulted in the planning and implementation of some of the development activities private oriented tourism projects. Such practice calls for the clarity and appropriate procedure for full participation. The reasons for failure of development projects in past decades are further explained as in appropriate procedure for full participation Rodrigo (2004:12). Rodrigo states that visions of effective community-driven development in the African region encompass five pillars: empowerment of communities by providing them with tangible resources, empowerment of local government, re-alignment of central ministries and service delivery, accountability and Learning-by-doing. According to Rodrigo (2004), Community Development Practice (CDP) is the problem-solving cycle, mobilization techniques, community-contract system, and revolving loan schemes. CDP is adequate for the participatory methods applied by NGOs and other international agencies. People need power in order to do all these.

Empowerment is a major requirement in participation for sustainable development. This implies that the utilization of tourism as a community development strategy is not only to address economic dimension. Social and political issues are also addressed.

Participation is therefore not just a particular methodology but also a political choice in doing community development work. White (1996) states that the politics of participation are admitted mainly in two ways in development planning:

“Firstly; the question of who participates; this recognizes that the people are not homogeneous, and that special mechanisms are needed to bring in relatively disadvantaged groups. Secondly, the level of participation shows that the involvement of local people in implementation is not enough for a full participation project, they should take part in management and decision making”.

The driving factor to failure of full participation indicated in 1.1 can be fought through decentralization and empowerment models. The Participatory approach does not only involve the methods used to accomplish any projects in community development. It has to do mostly with political choice. People involved in projects should not be passive and instruments used by the elites or those in power to improve themselves. Communities need freedom, power and knowledge to participate fully. A discussion of these crucial factors in participation now follows.

### **3.4.1 Freedom for public participation**

According to Pearce (1996:183), the question of power and influence becomes a dominant thought in any discussion on community involvement in tourism development decision making. For many individual citizens, the simple purpose of participation is to exercise power and freedom or at least some influence over the outcomes of tourism development in their residential area.

According to Sen (2001:10), development has to be more concerned with enhancing the lives we lead and the freedom we enjoy. Increasing the freedom that we have reason to value makes our lives richer and more tolerant. It also allows us to be fuller social persons, exercising our



own volitions and interacting with and influencing the world in which we live. Sen's idea emphasises the point that freedom and development are inseparable. When introducing the South African Budget Speech for February 2003, Manuel, the Minister of Finance cites Asen (1999) who says:

“...freedom is both the primary objective, and the principal means of development ... what a person has the actual capability to achieve, is influenced by economic opportunities, political liberties, social facilities, and the enabling conditions of good health, basic education, and the encouragement and cultivation of initiative”.

People have been victims of lack of freedom globally. They experience this lack of freedom in different ways such as access to education, unemployment, economic and social security, and inequality between women and men. A great many people in different countries are denied political liberty and basic civil rights; it is sometimes claimed that the denial of these rights helps to stimulate economic growth and is ‘good’ for rapid economic growth development. Some have even championed harsher political rights for their alleged advantage in promoting economic development. This idea is sometimes backed by some fairly basic experiential evidence. In fact, more comprehensive inter-country comparisons have not provided any confirmation of the idea, and there is little evidence that authoritarian politics actually helps economic growth. The evidence suggests that economic growth is more a matter of a friendlier economic climate than of a harsh political system (Vago 2000:160).

Some people's achievements are economic opportunities. As Sen (2001:5) observes, “The institutional arrangements for these opportunities are influenced by the exercise of people's freedom through liberty to participate in social choice and in the making of public decisions that impel the progress of these opportunities”

In the context of South Africa, people had to struggle for freedom and the results of their freedom were portrayed by development progress where people have access to services they did not have before. One of the countries that experienced these changes is America. American communities' power is diffused to a considerable degree. Thomas Dye (1988:49), cited from Vago (1999), contends that the community's most important resource is land and that those who control land use are the community's elite. They include mortgage bankers, real estate

developers, builders, and landowners. Vago argues that community elites are different from national elites in their function to prepare land for capital investment. However, their power is limited. They cannot control the needs of their communities. Their power is limited to economic development decisions, and they secure mass support for their policies by emphasising prospects for more jobs and small business opportunities. These communities have been disadvantaged because the structure of the economic system is based on production, distribution and consumption. Production involves the assembly and applying of resources, and it requires land, capital and labour. Land refers to physical territory and resources. Capital consists of the means of production of money, equipment and tools. Labour pertains to people who produce goods and services. This does not differ from what is experienced in African Countries.

In tourism projects, particularly private-public projects, people are not free to participate in the development process according to Mbaiwa (2004:163). This might affect the sustainability of community-based tourism and it is therefore significant to maintain freedom and power in public participation for sustainable community development.

### **3.4.2 Power for Public Participation**

Rahnema (1992) contends that the political function of participation was to provide development with a new source of legitimacy, assigning to it the task of empowering the voiceless and the powerless and eventually, of creating a bridge between the establishment and its target population, including even the groups opposing development. The question is who should be empowered?

It is indicated that the failure of most development projects in previous years was due to the negligence of core community members such as women and old people. This is because they were not empowered. Empowerment seems to be the word that links development to politics but views about the term can be polarized. For example Rowland (1999:7) states that in interviews with Senior British NGO staff, empowerment was a term avoided by some

interviewees as being dangerously political, but embraced by others as the key to meaningful development.

Rahneman (1992) clarifies that the notion of empowerment was intended to help participation perform one main political function, and the intentions of the pioneers of participation were pure and noble. The pioneers considered that the tremendous abuses of power by oppressors had to be stopped and the victims be provided with new possibilities of defending themselves.

The vision of power did in practice prove useful to the sustainable development establishment. For example, Kabee (1991) points out that after the criticism of the 'Welfarists' approach to women, there has been a recent shift to seeing women as economic agents. Gorman (1996) proved the idea of marginalizing the old people in society by advocating that old age is wisdom personified and unquestionable power. Rahnema (1992) stresses that it helps to persuade community development target populations but they are also within everyone's reach, provided everyone is ready to participate fully in the development design. This therefore emphasises the significance of power in a participatory approach for community development and this is why community members should be empowered to participate in decision making.

Since community-based tourism is a partnership development approach, stakeholders should work towards equitable distribution of benefits. In most privately owned tourism centres, community members have less power to air their views and make decisions, even when the mission and objective of the project is to develop the host communities and they are less informed about the procedural way of full participation.

### **3.4.3 The motive for knowledge and power in community development**

The relationship between power and knowledge is presented in most papers as 'knowledge is power'. Academics in different disciplines claim that knowledge is power. For example, Vaknin (2000) indicates that power is gained through knowledge, and knowledge is gained through power. He cites Emerson (2000) who believes that power is gained through knowledge. He says 'a man who is well versed in all trades has more knowledge, and in that

knowledge, he is more powerful than a man who knows only a single trade'. One who has experience of several trades becomes powerful over those that know only one trade. A society made of many people with multiple talents is destined for success. A society that unites in a combined effort is stronger than a society of individuals working for themselves. Emerson (2000) says that one must take the whole society to find the whole person

When proving that knowledge is power, En fracias (2004) points out that one may know that one has a problem but not know exactly what it is. According to him, recognising a problem is the first step toward solving it. The next step is to find the kind of services that will best meet one's needs. She further says one should start by getting as much information as one can about one's problem and support available. The more one knows the better decision one will make. One will have more power and control to deal with the situation.

In support of En francias's claim, Davis (2002) says that self-knowledge is power and he postulates that self-determination is often thought of as the ability to advocate for one's needs. If a person is self-determined, this means one takes responsibility for getting her/his needs met. One might find that when s/he takes the initiative to get his/her needs met his /her problem solving and decision-making skills increase and his/her stress is reduced. In the workplace or in educational settings, this kind of proactive behaviour can be the key to success. Likewise, when communities are involved in facilitation of community development activities of tourism projects they are empowered and they gain more skills related to tourism development activities and management skills.

The UNDP (2002) also acknowledges that information is power. The paper argues that the existence of community relevant education programmes and free and open press is among the required empowerment tools for communities' involvement in their own development. Civil society actors can effectively influence government policy and actions if they are well informed. The rapid exchange of information for enhancing public participation in governance issues becomes important because indigenous knowledge base and practices become better appreciation of the broader national challenges and their implications under such conditions.

Sowell (2004:5) states that knowledge is power, but power trumps knowledge politically. This is supported by the fact that there are circumstances where power trumps knowledge more than when those with a particular preconception are in charge of handing out money.

With regard to private tourism projects, owners do not involve communities because they find the involvement process time consuming and expensive. Community members are probably ignored because owners are in control. They even undermine the indigenous knowledge of the community with regard to tourism related issues.

If people are not involved at planning and implementation stages of tourism projects, they are likely to forget skills they already have. Odoro Hoppers (2000) points out that a major threat to the sustainability of natural resources is the erosion of people's knowledge and the basic reason for this erosion is the low value attached to it. The erosion of people's knowledge is associated with natural resources themselves.

Tandon (1998:88) states that the participatory learning perspective entails learning in the concept of doing practice and results in the learning of empowerment. This perspective requires the use of knowledge for empowerment. This is where the principles of participatory research become important because they emphasise the role of knowledge as an instrument of power and control. Participatory research attempts to legitimize and articulate indigenous knowledge and indigenous ways of gathering, disseminating and utilizing knowledge.

The market-led model of development treats human beings as economic actors without moral, cultural or social capacity. Therefore, strengthening of civil society has the most profound ability of changing the mind-set and attitudes of large numbers of citizens to take on their rightful role as citizens of the new democratic order (Tandon, 1994:336).

A lot of evidence suggests that one cannot participate fully without the necessary prerequisites. These prerequisites are interdependent. One cannot participate if s/he lacks knowledge and if s/he is not given freedom to exercise her/his power in decision making on matters affecting his/her life. Involved institutions should provide all prerequisites and be accountable for

application of proper techniques for public participation. Arguments from the ensuing discussion suggest that without power, freedom and knowledge, participation in development projects is likely to fail and that progress towards sustainable Community Development will be hampered. Development agents are expected to bring change in development approaches. What follows is a discussion of strategies that promote public participation in development projects.

#### **3.4.4 Public participation techniques**

Host communities should access all the necessary resources in order to follow the appropriate techniques for full public participation in community-based tourism projects. This requires that appropriate methodology should be used in order to achieve public participation that sustains the livelihoods of the host communities.

There are various methods of community participation. Pearce *et al.* (1996) cite Deldelg and Van de Ven (1971) on the general area of public participation. They suggest that specific techniques can be applied for different interest groups at different phases in the process of participation. Deldelg and Van's model of public participation (which they term the program planning model), distinguishes five stages of involvement; namely problem exploration, knowledge exploration, priority development, programme development and program evaluation. In this model, consumer groups are particularly involved in problem exploration and programme evaluation, with technical and administrative personnel being the relevant audiences for other programme phases. Pearce's (1996) analysis in this approach states that this approach represents an implicit manifestation of the assumed power and superiority of technical knowledge. It effectively reduces the comments for participation exercise to initial and commentary stages of the process.

In tourism-based programmes, Delberg and Van de Vens's work remains important despite these limitations because they advocate and define the nominal group technique. This is one of the methods clearly reported and recommended for use in the tourism literature as being of value in community-tourism planning. In this technique, a group of eight to ten people from

different backgrounds is formed. Groups are given tasks to list key concerns and issues about a specific project without consultation with members of other groups. Thereafter the groups communicate and vote for priorities of key concerns. This procedure seems to be effective because it eliminates dominance of other group members. Moreover, it benefits from the role of audience effects in enhancing productivity (Pearce 1996:194). The present researcher argues for Pearce's model as it incorporates necessary aspects of the participation process. Among other issues, the model includes community perception of tourism projects. Community perception is very important in initiating community-based tourism.

Murphy (1985), in Pearce *et al.* (1996:18), explains that there is a wide variety of interpretations associated with the notion of community participation in the tourism planning process. In general, Pearce *et al.* (1996:196) posit that social representations emphasise five features for survey design and interpretation. They stress the recording of the importance of attitudes and impacts of tourism to respondents, connecting attitudes, providing segmentation on community reactions to tourism using the attitudes themselves rather than demographic variables as the defining variables and then sectioning the socio-demographic differences in these representations. Finally, they suggest that planners and business interests pay attention to the source of the community's tourism information. Scholars such as Simon (1994), present different approaches to compare and measure participation and social representation in tourism planning. This is illustrated in figure 2 below.

| Method  | Type of<br>Communi-<br>-cation | No. of<br>Participants | Represent-<br>ativeness of<br>participants | Effective |        | Perceived personal<br>Usefulness |                 |
|---|--------------------------------|------------------------|--|-----------|--------|----------------------------------|-----------------|
|   |                                |                        |  | time      | cost   | For<br>public                    | For<br>planners |
|   |                                |                        |  |           |        |                                  |                 |
| Interviews with Key stakeholders                              | Two way                        | Low                    | High                                       | High      | Medium | Medium                           | Low             |
| Community Survey  | One way                        | High                   | High                                       | High      | High   | Low                              | Medium          |
| Focus groups<br>(Including a nominal group technique session) | Two way                        | Low                    | Medium                                     | Medium    | Medium | High                             | High            |

**Figure 3.2: Education of Citizen Participation Methods in Tourism (taken from Simon in 1994)**

According to Pearce's *et al.* (1996:196) interpretation of participation methods, the table gives an assessment of these approaches in their sequential use. Furthermore, they provide an operational definition of community participation in tourism planning as 'the involvement of individuals within a tourism-oriented community in the decision-making and implementation process, with regard to major manifestations of political and socio-economic activities'. The change agents are able to identify their problems, explore knowledge priorities, develop and evaluate programmes together with communities through these methods as suggested by Delberg and Van deVens's work. These approaches are important and need to be considered in assessing the procedures followed in public participation in tourism projects, if the world is advocating sustainable community development.

### **3.5 Tourism and sustainable community development**

The relationship between the two concepts, tourism and community development show the link between strategy and outcome of the process of development. Tourism is a strategy for community development and community development can only be sustainable if this strategy



is procedurally and effectively implemented. If applied effectively, tourism clarifies the understanding of residents' perception, value and priorities regarding the role of tourism in communities. Moreover, community-based tourism involves initiatives that are owned by one or more defined communities or run as joint venture partnerships with the private sector, with equitable community participation, as a means of using the natural resources in a sustainable manner to improve their standard of living in an economic and non-economic way. The livelihoods framework for sustainable development clearly explains this process where different stakeholders achieve different goals. The relationship is also brought about by the idea that tourism is often perceived as the best option for rural communities' development for developing countries. If each party is playing its role, the process produces productive results. The recommendations of public participation in community-based tourism further emphasise the positive impact of tourism on community development.

Nijkamp, and Verdonkschot, cited in Fossati and Panella (2000:18), present sustainability of tourism activities as "the demand of increasing numbers of tourists in a manner which continues to attract them whilst meeting the needs of the host population with improved standards of living, yet safeguarding the destination environment and cultural heritage". The tourism and community development guidelines have a bond where communities use tourism as a strategy for development. Tourism and community development concepts are therefore inseparable. This is clarified by the model of Livelihood Strategies Framework which most development plans follow. The model has the concept of sustainability. The definition of sustainable development suggest a concern of an holistic version of development with consideration for social, economic and environmental aspects of life, together with processes policies, and running strategies for sustainable livelihood outcomes.

As Harkins (1993) and Ritche (1993) in Pearce *et al.* (1996:8) indicate, studies in resident-responsive tourism will become increasingly important in future tourism policies and planning for sustainable development. The notion of sustainability has recently become a central issue in community-based tourism. Development strategies such as Community-based tourism utilize several types of sustainability. Wang (2002) gives an example of Thusano Lefatsheng, a non governmental organisation (NGO) working with the rural poor in Botswana. This organisation

makes use of four definitions of sustainability which are economic viability, ecologically important aspects of sustainability, equity and institutional consolidation. These principles have been previously considered by new approaches to planning for tourism (Flyman, 2000 in Wang 2002:6).

Harkins (1993) and Ritche (1993) review the negative impacts of tourism on both host communities and their environment. They propose various changes to tourism as a social phenomenon. Apart from the standard tourism products, eco-tourism, one of the tourism types, is catering for community needs in recent years. It has also been slowly gaining prominence particularly in those countries with a rich ecology such as Brazil, Indonesia and India. However, the growth of tourism has contributed to a significant degradation of many tourism products, including the ecology and thereby may have defeated the very objective for which tourism was encouraged and promoted initially in many countries (Roy and Tisdell, 1996:58). The problem regarding environmental management can be easily overcome through full public participation. By the same token, Murphy (1988 and 1995), in Pearce (1996:10), introduces the “community-driven tourism plans” concept. Pearce (1996) explains that central to community-driven tourism planning is an explicit recognition that experts cannot judge the perceptions and preferences or priorities of communities. Murphy, in Pearce (1996), advocates for direct participation of local communities in tourism planning and development. This is considered by some scholars, such as Murphy (1995) and Pearce (1996), as a good move for sustainable community development.

It is clear therefore that through the appropriate procedure of full public participation tourism has the potential for sustainable community development as indicated by some scholars. Although, there are negative and positive impacts of tourism on community development through full public participation, tourism can bring about fruitful and sustainable community development.

### **3.6 Conclusion**

This chapter has presented the theoretical framework and procedures to be followed when engaging in full participation. The theoretical overview illustrates how the dominant development paradigm (modernisation) operates and how results of its implementation led to the introduction of people-centred development as a sustainable development approach. The sustainable development conceptual overview and sustainable livelihood framework, in figure 1, have been presented to introduce an analytical base for this study. Full public participation leads to sustainable community development, because it introduces concerned community members to effective and relevant strategies to community development and it has an element of ownership.

In addition, this chapter introduces another concept of public participation and its relevance to development discourse. It is the process of public participation as well as a prerequisite and techniques incorporating it in development planning. The relation of tourism to community development is presented in the last section of this chapter. Against this backdrop, the following chapter discusses the challenges of tourism community development. In this regard, the discussion in the following chapter also examines the social, political and economical benefits of tourism on community development.

## **Chapter Four: Challenges and benefits of tourism on Community Development**

### **4.0 Introduction**

This chapter presents the challenges and benefits of tourism on community development. It shows that as much as tourism is widely recognised and recommended for community development in developing countries, host communities face challenges from economic, social and political dimensions of development.

### **4.1 Challenges in tourism development projects**

Tourism development projects face challenges such as globalisation. In most cases these challenges are accelerated by a lack of skills by host communities as well as state and/or tourism projects legal capacity. This varies from one country to another and from one community to another. According to Hambleton *et al.* (2002:9), globalisation is far more than a socio-economic phenomenon. It has consequences for local culture and politics and how urban governments manage a range of political, economic, social and environmental issues. In particular, it has major implications for the conduct of local democracy. They say, “In much the same way as globalisation could bring about increased democratic fervour, better communication, rising prosperity and a widening of middle classes may very well introduce democracy to heretofore closed, authoritarian societies”.

Hambleton *et al.* (2002:8) explain the challenges faced by localities in their struggle to maintain local identity in the face of external pressures. They say the dilution of the ‘local’ base, whether this be neighbourhood, city-wide, metropolitan or regional, and the increasing disconnection of local economic development and emphasis is a threat to local democratic institutions. Local democracy represents the capacity of the locality to influence, interpret, mediate or ultimately counter the forces of globalization in pursuit of the democratically expressed wishes of the local population.

From an economic point of view, artefacts and food are produced from tourism projects and sold to the tourists as a mode of local economic development. However, the question will always remain whether local people are competent enough to produce good quality goods to attract tourism in order to make a living. This has an effect on communities who work mostly with external or international tourists, as tourists have a chance to compare products from different tourism centres. If they produce low quality products, globalization affects sustainability of production of goods from tourism projects and livelihoods strategies. The empowerment of local communities for production and distribution of resources is necessary because communities could not face the challenges of globalization if they are ignorant and unskilled.

Other reasons for empowering local municipalities to face globalization challenges are the opportunities that globalization bring about. Ascher in Hambleton *et al.* (2002:9) points to the fact that globalization of some aspects of economic and social life provides a motivation and opportunity for the improvement of more localized aspects. With regard to tourism, participants in tourism projects improve their quality of goods in order to be competent human resources.

According to Ludeking in Rodrigo (2004), a major finding on government enablement is that a local, formal, legal and administrative framework should facilitate the efforts of communities and their organizations. Urban managers, who are keen on allocating public funds to a community managed improvement project, for instance, cannot do so because there is often no legal basis and appropriate procedure that would allow communities to manage public resources. This is one challenge faced by local authorities in dealing with facilitation and coordination of development activities in tourism projects. This is again caused by lack of skills.

Local authorities also lack mechanisms for handing over the management and maintenance of clinics, schools and community centres to organized community groups. This is probably why Ascher (2001) in Hamilton *et al.* (2002: 9) recommends that the problem of local government autonomy should be viewed from a legal perspective for full accreditation. Local government

development projects should focus on public empowerment, participation and community development and its outcome is to deepen community participation in municipal governance and local service delivery. The UNDP report (2002) states that developmental local government is perceived to be an important first step to create regular opportunities for citizen-state interactions. This can improve accessibility of resources and information for local authorities. Reid (1995:163) argues that a local exchange trading system is one attempt to promote the informal economy in ways that benefit the community and particularly its financially poorest members. The main issue facing local economic problems is for the local government authority to be strong enough to face globalisation challenges and engage in effective participation in planning and implementation of community development projects.

The local capacity to control tourism challenges is generally weak because of a lack of trained personnel and organization and because of the strength of outside interests. The principle regulation and control in terms of local capacity is therefore imperative (Reid 1995). It is rare that people in local communities, whether through existing structures or specially designed arrangements, get the opportunity to influence the course of events relating to development in general and tourism in particular. This is the case despite the fact that their lives are influenced profoundly by it. Planning for tourism in development and implementation therefore should be reconsidered because the definition of successful development depends largely on local perception and experience.

Community involvement is a cross-cutting component which is intended to facilitate community participation in the implementation of other components of tourism projects. The Maluti Drakensberg Transfrontier Project (MDTP) for example, has identified relevant key stakeholders in the three main districts, and has established a Community Involvement Working Group comprising of key stakeholders from different interest groups. The involvement of community members has a great impact on the political development of involved communities. Lombard (1992) states that to understand the political field of the possible contribution that the community can make towards political development there should be a network of organizations and structures which are necessary in any community in order to ensure that economic, social and political progress are maintained. In most cases, community

members are ignorant and this makes them vulnerable and unskilled. It is the role of concerned parties, local governments for example, to take responsibility to advocate, empower and protect local communities in cases of exploitation either by central government or private organisations in partnership mode of development projects, observing that group rules of partnership project can challenge globalisation.

In the case of the Maluti Drakensburg Transfrontier Project (MDTP), the implementation of the environmental policies of Lesotho and South Africa has observed the issue of participation by decentralising project administration. This has a great input in empowering the people in these communities. Project interventions are community driven with the local communities taking the lead, and ultimately the ownership of development initiatives. Significant benefit accruing from the project will therefore probably go directly to the local communities who are the authentic custodians (LRCI 2004).

#### **4.1.1 Partnership as a remedy for globalization**

Different parties are involved in tourism projects. In most cases, local communities are the vulnerable group yet they are the target groups for development, especially in community-based tourism. In some private-public oriented tourism projects, the management makes profits at the expense of community members, taking advantage of their ignorance. The empowerment of local communities is done in a biased way where the communities are trained more on taking good care of tourists than being trained on the entire development process. Because the communities are vulnerable, they follow whatever direction is given to them.

In an attempt to address vulnerability that comes with globalization and related issues, a structure or agency that ensures generation of the projects, economic success is necessary (Wang 2000:54). Wang argues that the goals of tourism development and community development are necessary and complementary for community-based tourism. He explains that understanding pro-poor tourism proposes a path between the two, consisting of partnerships between poor communities and others, such as business, NGOs and government. The significance of integration of different parties ensures that the project is successfully marketed.

In this case Wang explains that the structure in the form of limitation is needed to provide a framework within which an agency can grow towards a certain goal, and just as a structure is necessary to guide the agency, so too is the agency necessary to allow people to choose which structure to follow and how to meet the duties imposed by it. The interaction of the two therefore is advisable in a community-based tourism approach because different parties have hierarchical structures and roles to play in planning and implementing of institution development activities.

Public Participation is considered to be an alternative model of development to modernization and other dominating development paradigms. The idea of partnership emphasises the need to consider participation because modernization uses external raw materials and labour from the poor in the Third World and the selling of processed materials for a profit. The notion of partnership advanced by community-based tourism could be seen as extracting the raw materials from poor communities and processing them into cultural villages, complete with performance and crafts to sell for the benefits of the business, while paying the community as little as possible to maximize profits. If this were the case, the pro-poor would supply the poor in the most basic sense and the approach would fall under the participation and put the community in control. It prevents community-based tourism from being exploitative through pseudo and partial participation approaches.

While government can enact legislation to promote community-based tourism, the private sector stands to benefit financially from a partnership with poor communities, while providing these communities with valuable skills needed in the tourism business.

In other places, public-private partnership tourism projects work. Through a partnership with the South African San Institution (SASI), the community in that area formed its own organization. The CPA was awarded land to manage as it chose. SASI continues to work with the Khomani Business and their CPA. The Sisen Craft project is funded by the NGO and helps the local people to produce and sell Bushmen style craft. The emphasis of SASI is to give things to the Bushmen and as in the Sisen project, to get the community started on generating its own income. Aside from providing a venue to sell Bushmen craft, the Sisen craft shop is



run by two different community members who change every two months. The incumbent members receive training in “stock control”, income and expenditure sheets, the buying of materials and other bookkeeping skills. The Sisen craft is the result of a partnership between the community and NGO and it helps willing community members to develop the skills required to run their own formal craft business (Wang, 2002). One would consider this practice sustainable. Community members are involved and empowered. They are in control of their development activities.

#### **4.1.2 Decentralization as a remedy for the globalization effect in tourism**

According to Crook and Sevrison, cited in Johnson (2001:523), democracy and decentralization are often presented as necessary conditions for effective rural development. They produce effective systems of governance according to Blair, *et al.* (cited in Johnson (2001:523). However, the relationship between democratic decentralization and poverty reduction is not entirely clear. Studies that preceded the establishment of the World Bank conclude that there was no consistent connection between pro-poorness and democracy. While the worst performers tend not to be democracies, democracy does provide the same kind of safety-net. There are non-democracies among the best performers (Moore and Putzel, cited in Johnson 2001:223). These authors further declare that “The notion that there is a predictable or general link between decentralization of government and the development of ‘pro poor’ policies or poverty alleviating outcomes clearly lacks any convincing evidence. Those who advocate decentralization on these grounds, at least should be more cautious”.

Johnson (2001:524) advocates that it is worth building on these conditions because democratic activities are instrumentally good and have intrinsic benefits for the rural poor. Johnson (2001) states that though there are unsuccessful stories to report, there are cases where three conditions have been met. In the amplification of these conditions, Rodrigo (2004:1) maintains that decentralisation is aimed at promoting empowerment at a local level. Rodrigo indicates that decentralisation has a wide range of elements but evidence suggests that three conditions must be met. These are:

- Significant responsibilities and powers for local service delivery should be devolved to democratically elected local authorities (Local government) in line with capacities and potential, based on a principle of subsidiary (political) decentralization.
- Resources, through own revenues (especially local taxes) and grants from higher level government, sufficient to meet those responsibilities should be devolved to local governance (fiscal decentralisation).
- Proper channels to encourage strong accountability between elected representatives and local bureaucrats and between elected representatives and their electorates (institutional decentralisation).

Mapetla and Rembe (1989:58) contend that for a country to embark on decentralisation, possession of some form of legal framework within which the system should operate is a necessary condition. The role of the framework is to reflect the nature of decentralisation in a country, the form that decentralisation will take, the institutions and structures to be created, and how these relate to each other and/or central authorities. They maintain that the amount of law required for a deconcentration type of decentralisation is relatively less than that for devolution.

According to Humbleton (2002), the transition to an internationalized world has not been easy nor is it likely to become easier. For those who lead and manage cities, promises of free trade, open borders, industrial restructuring, mobility of technology transfer and electronic communication create opportunities but pose major challenges for globalization.

According to the 2004 final report for the MDTP, municipalities are being overwhelmed with requests, many in the form of unfunded mandates, to implement regional and or national policies. Their lack of capacity will frustrate them and result in a less than acceptable implementation response. In addition, the individuals that make up municipalities, at both political and official levels, are driven by local concerns and priorities. These are invariably focused around improving the distribution of resources among previously disadvantaged individuals and communities, (MDTP final report 2004).

Local government development projects should focus on public empowerment, participation and community development. Their outcome is to deepen community development (Ntsime, 2004). Local government cannot succeed independently as public participation is heralded as the most important source of strength for a municipality. Ntsime (2004) gives an example of the Bolivian government which enacted the public participation Law in 1994 with the intention of strengthening prospects for sustainable development through public service delivery. This promotes the element of ownership among community members.

The UNDP report (2002) states that developmental local government is perceived to be an important first step in creating regular predictable opportunities for citizen-state interaction. Public participation promotes effectiveness. Sustainable education is attained through participation. Cultural dimension is observed in public participation and promotes sustainability in any development programme. In this case, decentralisation is a remedy in tourism projects. According to SD Dimensions (1991), decentralized systems of public administration and government decision making motivate participation at the local level. People in the rural areas are likely to support development initiatives when these take into consideration the views and expressed needs of the targeted beneficiaries. Community-based tourism should not be seen as an end in itself, but as a means towards empowering poor communities to take over their resources, to tap their potential and to acquire the skills necessary for their own development.

Botswana community-based tourism serves as an example of local communities taking the future into their own hands. Local communities see tourism as an accessible development alternative, which enables them to improve standards of health and education and their general quality of life without having to sell off their natural resources (Twyman, 2003:26). This initiative seems to be in line with Ntsime's (2004) idea that the government needs to recognise the core values, ethics and types of leadership needed for sustainable development to take place. This can be done by embracing development principles that are embedded in key legislations and policies. The government cannot expect the rural poor to successfully manage their natural environment in the most economically viable and environmentally sustainable

manner, if policies and strategies are not followed, and proper guidance of environment education is not given to local authorities.

## **4.2 The benefits of public participation in tourism projects**

Community-based tourism is defined as a tourism initiative that is owned by one or more defined communities or run as joint venture partnerships with the private sector with equitable community participation. It is seen as a means of using the natural resources in a sustainable manner to improve the standard of living of the community in an economical and non economic way. Across the region of Southern Africa, community-based tourism is becoming increasingly popular as a means of contributing to rural development through sustainable natural resources management (Ndlovu and Rogerson, 2003:124). The economic impact of tourism on society is considered in terms of its positive and negative aspects. Its impact can only benefit development if it is employed effectively in terms of the local situation, on the basis of real needs, opportunities and realities.

### **4.2.1 Economic benefits**

According to Tisdell and Roy (1998:79), tourism centres have a number of economic determinants including creation of jobs, inflow of foreign capital and revenue, improvement of the standard of living of the general population, diversification of exports of the tertiary sectors, introduction of external aspects to promote economic growth and development, upward pressures on prices, income elasticity of the sector to an over-concentration on tourism and insufficient planning. However the seasonal nature of tourism impacts on the stability of the market.

Ecotourism is widely believed to be the perfect economic activity to promote both sustainability and development. However, Barkin (1996:2) states that the prevailing trickle-down approaches to economic development enrich a few and stimulate growth in 'modern' economies and sectors within traditional societies. They do not address most people's needs. This is because (in the present policy context of globalisation and international trade) the

alternative efforts to fight unemployment and general economic growth are focused at the central rather than the national level. “Think Global and act local,” this means acting at the community level and fostering economic, social-cultural growth ([www.enter.org/community.htm](http://www.enter.org/community.htm)).

The importance of linking community-based tourism to the objectives of local economic development is emphasized by the added explanation that community-based tourism should offer some form of benefit to local people who are not directly involved. Despite its growing local economic development in rural areas, Tisdell and Roy (1998:194) state that job opportunities are restricted and local incomes are low in many rural areas of Scotland compared to other areas

Policies promoting tourism are often based on an assumption that it will help the local people. However, according to Chambers (1998), the PRA held in Keolaeko seriously questions such assumptions and related policies. The net loss to local people in establishing the national park in this study is significant. Tourists are subsidized to visit the park and tourism revenue accrues to social groups that do not experience conservation costs or burdens.

The main focus of the policies of Lesotho and South Africa and their implementation of MDTP concerning economic practices is on eco-tourism; the farming activities of the project focus on rangeland management. Production of high quality animals to sustain the farmers’ life is an indirect focus that is further constrained by limited entrepreneurship, especially in Lesotho.

According to Friedman, cited by Cloke (1998:10), “in economic markets, each of us can decide for himself, within the limits of our income, we can be sure that what we vote for with our dollars we get. This is why the economic market is by far the only mechanism available that provides real individual democracy”. To allow sustainable benefits, other socio-political development should also be examined as they have been dominated by the former in the past decades.

#### **4.2.2 Social and political benefits**

Social development is aimed at the welfare of the total community. This welfare refers to, among others, education and training, culture and religion, the development of abilities like good human relationships, leadership and organizational abilities. The focus of social development is primarily on human development and, secondarily, on the development of service (Lombard, 1992:213). Hugo (1980:167), cited by Lombard (1996), confirms this viewpoint as follows:

The social process whereby people become more able to better their way of life (the education) is thus of greater importance than the physical facilities or amenities established as a result of the application of community development programs. Human development is based on the supposition that participation in community development motivates the population to accept social responsibility and strive toward prosperity.

According to the project progress report of the MDTP from Lesotho, 'The committees consist of representatives of various stakeholders in the district, and these include community groups, the private sector and the public sector. The steering committees consist of up to 40 members in each district, representing all relevant stakeholders, while the executive committees consist of seven to nine members elected from the general membership of the steering committees. The steering committee provides strategic guidance and identifies priority issues to be captured in MDTP district action plans, while the executive committees serve as the implementing arms of the steering committees in each district' (MDTP Report 2004). This implies that community members are taking part in decision making.

To ensure constant contact with the local communities in the target area, the Lesotho Ministry of Tourism, Environment and Culture has been actively supporting the MDTP by convening public meetings throughout the project area in an effort to sensitize the public about the objectives of the MDTP as well as ecotourism opportunities that exist within the project area ([www.maloti.org](http://www.maloti.org)). This implies that the involved communities are educated in tourism related socio-political issues as they are engaged in these activities.

Reid (1995:14) points out that education, whether formal or informal, is a powerful means of promoting changes in awareness and attitude. He further says education for sustainable development must create an awareness of the global environmental crisis and place it at the heart of the curriculum. It must be ecological rather than environmental, encouraging broad holistic thinking, teaching the need for structural change and promoting the correct application to specific technical problems.

An example of education on environmental issues is given by Meintsma (2001:70) who reports that due to the proposed reserved area for the tourism sector in THE 1000 HILLS EXPERIENCE, some stakeholders, such as the environmental agency in that area, pursued the community environmental awareness programmes. This plan has positive impacts on tourism in the area, and the communities living around it because they are exposed to environmental education in order to improve the natural environment surrounding the reserved area. What happens around the reserve has a direct influence on the functioning of the reserve. Consequently community members will initiate tourism projects if they manage and conserve their environment in a sustainable manner. The emphasis for environment education should be demonstrates and applied by local authorities The community members should also be taught the significance of proper environmental use from an economical point of view.

From the political point of view, Hope and Timmel (1995:26) postulate that many leaders for social change feel that critical awareness is necessary for community development and people should understand the human causes of their misfortunes and recognize their own capacity for positive activities for important changes to take place. Given the opportunity by legal basis to exercise their power, the local authorities engaging fully in tourism projects have a chance to improve their coordination and facilitation of development activities. It is the role of local authorities, either as in traditional leader status or political appointee position, to take part in decision making, planning and managing of tourism projects in their host communities. It is also their role to protect human, natural and financial resources. Local authorities play all these roles to comply with the political role. The more they practise in tourism projects, the more they become competent. Empowering people leaves them with life time skills that sustain their livelihoods. When they know their rights, communities will be able to play their political role

of participation, as indicated by White (1996). This should be done for sustainable community development. Apart from that, local authorities and also the local people benefit as the procedure of including local authorities and consulting community members improves and creates local democracy and political stability in the state.

### **4.3 Conclusion**

This chapter demonstrates the way through which tourism can affect community development. The argument emphasises the use of public participation principles in aspects such as globalisation challenges which impact negatively on community development. Some concepts such as partnership and decentralisation are introduced as remedies for negative impact. Because sustainable livelihood outcomes are expected from tourism, the chapter offers some social, economic and political benefits that communities get from tourism projects through participation. Based on sustainable livelihood framework outcomes, the researcher investigated the level of participation and perceptions of the Malealea community tourism project with regard to benefits. The methodology used for inquiry is presented in the next chapter.



## **Chapter Five: Research Findings**

### **5.0 Introduction**

This chapter presents the findings of the study. The purpose of this study was to find out whether the Malealea Lodge and Pony Trekking Centre practises public participation that can promote holistic livelihoods strategies for the Malealea community. In order to achieve the objectives of this study, the following research questions were asked:

Does the project allow participation by community members in the decision making, planning and implementation of development activities?

Does their participation have an effect on the policy and institutional framework within which the project is operating?

Are the project development activities sustaining the livelihoods of the communities of Malealea?

The three research questions presented in chapter one were broad; therefore each question was divided into sub-questions in preparation for interviews as indicated in Appendix no (1). The answers to these questions were conducted through a one-to-one interview with community members, the Malealea Lodge and Pony Trekking Centre management (panel member), and tourism policy facilitators. Some information about the centre was collected through holding informal discussions with some community members, and through observation. This information is presented in the next section before presentation of interviews' data collected from three groups of respondents.

## **5.1 Overview of the Malealea Development Trust Activities**

The development trust was established with the intention of providing more benefits for the community. Some of the Trust objectives were to alleviate poverty, improve health conditions for the community and access education for marginalised groups. In order to achieve these objective English language courses for talking to tourists were developed to enable communication with tourists. Several training units on business skills development were developed and members of the craft-cooperative experienced them. Pony trekking and tour guides have received guide training. All these strategies were implemented without consultation with various groups. They are not even involved in planning these strategies. If all these had been implemented properly with equity, sustainability and public participation, the centre would increase the limited livelihood strategies in Malealea. Despite the fact that it is a privately oriented project, the Lesotho tourism policy encourages community involvement in all types of tourism projects.

The informal discussion with some community members revealed that the people of Malealea are among the poorest and least skilled labour force groups of the country. There is a high unemployment rate, as is the case in other rural sites of the country. The livelihood strategies in Malealea are few. The Majority of community members who are directly involved supplement their income with commercial farming livelihood strategies. Community members who are indirectly involved benefit from development activities such as community gardens or of clean water supply taking place in the village. Some community members make a living from selling handicraft, pony trekking and tour guiding.

The Handicraft group is a group of 25 people making artefacts such as dolls and necklaces to sell to tourists. Tourists learn about local people and read stories from these crafts. The Cooperative was initiated by Gillian Attwood, the community development facilitator. She scouted for some people with handicraft skills from the village. This was done with the purpose of selling the artefacts to the tourists and helping the community members to make money through the project. The skilled and unskilled labourers in artefact-making reported at the project. The latter group worked with skilled labourers and started a handicraft centre.

Later the handicraft cooperative grew because Gillian funded members' training. They took study tours to places such as Durban and Thaba-Tseka. The Thaba-Tseka district has a vocational school where people learn how to make different types of artefacts.

The pony trekking started long before other groups and later tour guides were invited to do duties such as enabling tourists to visit remote mountain areas and experience rural life. The lodge management once organised training on how to talk to tourists and answer their questions as they tour around and outside Malealea.



**Photo: 5. 1 The Malealea handicraft centre      Photo: 5. 2 The Malealea Pony trekkers**

**Photos by: Di Jones**

Learning circles' activities involve and benefit a large number of people, all handicraft cooperation members are involved, as explained in 1.8. Members learn issues affecting different people in the community. Some of the education topics that these groups engage in are AIDS and life skills, gender issues, business skills, tree planting, land degradation and natural resources management. Some of the projects done by learning circle members are community gardening and construction of small village dams. The learning circle groups put their focus on food security, health education and environmental education. The community garden provides the community with improved nutrition. There is also an irrigation system which provides access to water. Community members are able to provide tourists with clean

water because apart from the dam, constructed for irrigation with the help of the lodge, they also have clean water taps in their villages. The water system benefits the lodge with clean water and leads to improved community health conditions. Tree planting is another one of the activities done by learning circle groups. They do this to help the community control soil erosion by planting trees and producing fruit. These are some of the natural assets that are valuable to other communities outside Malealea.



**Photo: 5.3 Community members working in their Garden**

**Photo by: Di Jones**

## **5.2 Characteristics of the community participants**

### ***Age***

Age is one of the factors that affect public participation in development projects. It is important to assess age of the directly involved population at the Malealea tourism centre. Table 5.1 shows that the participating community members include youth between 15-25 years and adults between 25-68 years. It shows the age of different group members. It indicates that a large number of tour guides are supposed to be at school. Other groups, such as pony trekkers, the learning circle members and the handicraft centre members are economically active as their age ranges from 25-60. The pony trekking includes groups, economically active people and older people whose ages are above 65 years.

**Table 5.1: Community respondents’ age**

| Groups          | Age            |               |               |       |
|-----------------|----------------|---------------|---------------|-------|
|                 | From 15-40 yrs | From 40-50yrs | From 60-70yrs | Total |
| Pony Trekkers   | 2              | 2             | 2             | 6     |
| Tour Guides     | 7              | 0             | 0             | 7     |
| Handicraft      | 3              | 3             | 0             | 6     |
| Learning circle | 4              | 2             | 0             | 6     |
|                 |                |               |               |       |
| Total           | 16             | 7             | 2             | 25    |

**Education Level**

Table 5.2 shows that all of the tour guides completed secondary education while all pony trekkers completed primary education. The handicraft and learning circle groups have a small number of respondents that did complete primary education and the majority have secondary education. The learning circle has two members with primary education and four with secondary education.

**Table 5.2: Community respondent’s education Level**

| Groups           | Primary Education | Secondary Education | Total |
|------------------|-------------------|---------------------|-------|
| Pony Trekkers    | 3                 | 3                   | 6     |
| Tour Guides      | 0                 | 7                   | 7     |
| Handicraft       | 1                 | 5                   | 6     |
| Learning circles | 2                 | 4                   | 6     |
|                  |                   |                     |       |
| Total            | 6                 | 19                  | 25    |

**Gender**

The respondent’s gender in table 5.3 below reveals that all of the tour guides are male. There are very few women in the pony trekkers group. The majority of pony trekkers are men. The Handicraft centre has 33 percent men and 67 percent women; therefore in this group there are more women than men. The learning circle group is similar to the handicraft groups; there are more women than men.

**Table 5.3: Community members gender table**

| Groups           | Male |     | Female |     |
|------------------|------|-----|--------|-----|
|                  | No   | %   | No     | %   |
| Pony Trekkers    | 1    | 17  | 5      | 83  |
| Tour guides      | 7    | 100 | 0      | 100 |
| Handicraft       | 2    | 33  | 4      | 67  |
| Learning circles | 1    | 17  | 5      | 83  |

### 5.3 Presentation of themes

This section presents the key themes taken into account during questionnaire formulation and sub-themes considered during the data analysis stage. This is done to indicate the link between the themes and research questions. Before the presentation of each theme the questions are re-stated.

### 5.4 Community involvement procedures

According to LTP (2002 section 3.3.iii), one of the key principles that guides the development of tourism in Lesotho is effective community involvement. This forms the basis of tourism growth. An involvement procedure theme was created in order to find out whether the project allows participation of community members in the decision making, planning, implementation and management of different development activities within the Malealea project. The procedure further assesses whether community members have influence on the institutional framework within which the project is operating. Questions such as the following were asked: How did you know about the project? Have you ever been invited to the planning of a development activity of this project? Have your recommendations ever been implemented? Do you think that community members have control over development activities affecting them in this project?

**Table 5.4: Community involvement**

| Community        | Involved |    | Not involved |     | Total<br>(sample size) |
|------------------|----------|----|--------------|-----|------------------------|
|                  | No       | %  | No           | %   |                        |
| 1                |          |    |              |     |                        |
| Pony Trekkers    | 0        | 0  | 6            | 100 | 6                      |
| Tour guides      | 0        | 0  | 7            | 100 | 7                      |
| Handicraft       | 1        | 17 | 5            | 83  | 6                      |
| Learning Circles | 1        | 17 | 5            | 83  | 6                      |
| <b>Total</b>     | 2        | 34 | 23           | 366 | 25                     |

Table five shows that 92 percent (23) of the interviewed community members mentioned that they are excluded by the trust in the planning of development activities taking place in the village and they have never been part of the planning process. They are not involved in budgeting their own funds that were donated by tourists or for charges collection from viewable tourism sites such as natural falls or bushman-painted caves. The two people who serve as committee members in different groups said they have been involved in planning of the development activities but the final decision is always made by panel members. Community members mentioned that as a group they discuss issues affecting their project. They identify problems and panel members help them to write the identified needs down.

Thereafter committee members submit the report for discussion to the panel members who assess and prioritize the needs and write proposals for addressing these needs. When the proposal is approved by the lodge owners, depending on the number of people who would benefit from the project proposal, it is sent to the tourists who sometimes fund a certain project during their visits. When the funds arrive, they are channelled by the panel to development projects according to its priority list. Community members are not told that the funds are available. Instead, the panel budgets and manages the funds. The community knows only when and if it asks for feedback from the proposal. Fifty percent (13) of the respondents said that they do not have control over the project because most of the things they suggest in meetings are not implemented and sometimes panel members change the plans. About 32 percent (8) of the respondents said they are not sure, while 16 percent (4) said they have control because they received some of the things they asked for. Most of the activities are done by community members.

#### **5.4.1 Pony Trekker' involvement**

There are about 30 pony trekkers in the project. Their ages range between 30-68 years and they rely on pony trekking for an income. All of the sample pony trekkers mentioned that they learned about pony trekking duties offered by the lodge from the local community members. They mentioned that they never have a chance to air their views to lodge owners with regard to pony trekking activities. They are not allowed to meet lodge owners because committee members serve as mediators between them and the owners. Pony trekkers meet with committee members once a month to bring in suggestions and complaints. The pony trekkers' committee members meet twice a month to discuss and attend to problems and complaints presented in the general meeting. Committee members present the decisions and suggestions they made to the panel members once a month.

Eighty-three percent (5) of the pony trekkers mentioned that most of their suggestions are not implemented and most of their complaints are not attended to. They said their suggestions are basically on the distribution of resources. In particular the suggestions concern the money collected from the tourists. They complained that they get very little money but they travel for long hours on ponies. They said initially they had agreed with the lodge owners that they would get M30.00 from the M150 paid by each tourist engaging in pony trekking but they realise that they would get M30.00 even when they take very long tours. That means the final decision for the amount they should earn is made by the lodge. Thirty-three percent (2) of the villagers who joined the association later are not sure of the former agreement on the payments. In addition, they mentioned that they never air their views because it would never make any difference since during their informal discussion with the long term serving pony trekkers they learned that whatever suggestion they put forth is ignored and as a result, they have stopped suggesting anything during formal meetings. Moreover, they find that the reporting on the trip is sometimes biased as tourists sometimes report in the absence of the pony trekkers and this does not give the pony trekkers a chance to respond to any negative report about pony trekking as presented by the tourists.



#### **5.4.2 Tour guides' involvement**

The general age of the sample tour guides ranged between 15 and 25. There are 25 of them. Seventy percent (5) of those interviewed are school leavers. Thirty-three percent (2) work as tour guides during the school holidays or weekends. Each tour guide gets M10 per hour. The study shows that 100 percent (7) of the tour guides are not involved in the planning of tour guides development activities. They mentioned that they have never had a chance to talk directly to the lodge owner about any development activity. Instead, they are always told what to do, even with matters relating to their payments. Seventy-one percent (5) of them explained that they once requested panel members to give them permanent contracts with the project but their plea was never attended to. Twenty-nine percent (2) of the tour guides stated that they never asked for anything from the project because they had only joined the project recently. Eighty-six percent (6) found it unfair that some groups should be given a uniform by the lodge owners, yet the tour guides were not given one. Even after they had asked for the uniforms their plea was never heeded. One tour guide had not asked for anything from the project. He said he had never aired his views, even in the meetings with committee members. Like the pony trekkers, the tour guides presented their suggestions to the committee members who would discuss them with the panel members. The final decision of any tour guide development activity is made by the panel members.

#### **5.4.3 Handicraft Centre involvement**

When responding to the question: how did you learn about the handicraft cooperative, thirty-three percent (2) of handicraft respondents said they had heard about the craft from Gillian, the community development facilitator. Sixty-seven percent (4) had heard about it from other people in the village. The handicraft cooperative is different from the other project groups in the sense that it partly makes decisions independently. They make their own decisions in the planning of its activities and meets once a week to discuss handicraft issues. All the members are involved in the learning circles which meet and engage in learning activities twice a week. Eighty-three percent (5) of them said they had had a chance to present decisions directly to the committee members who facilitate the decisions. Most of their decisions have been

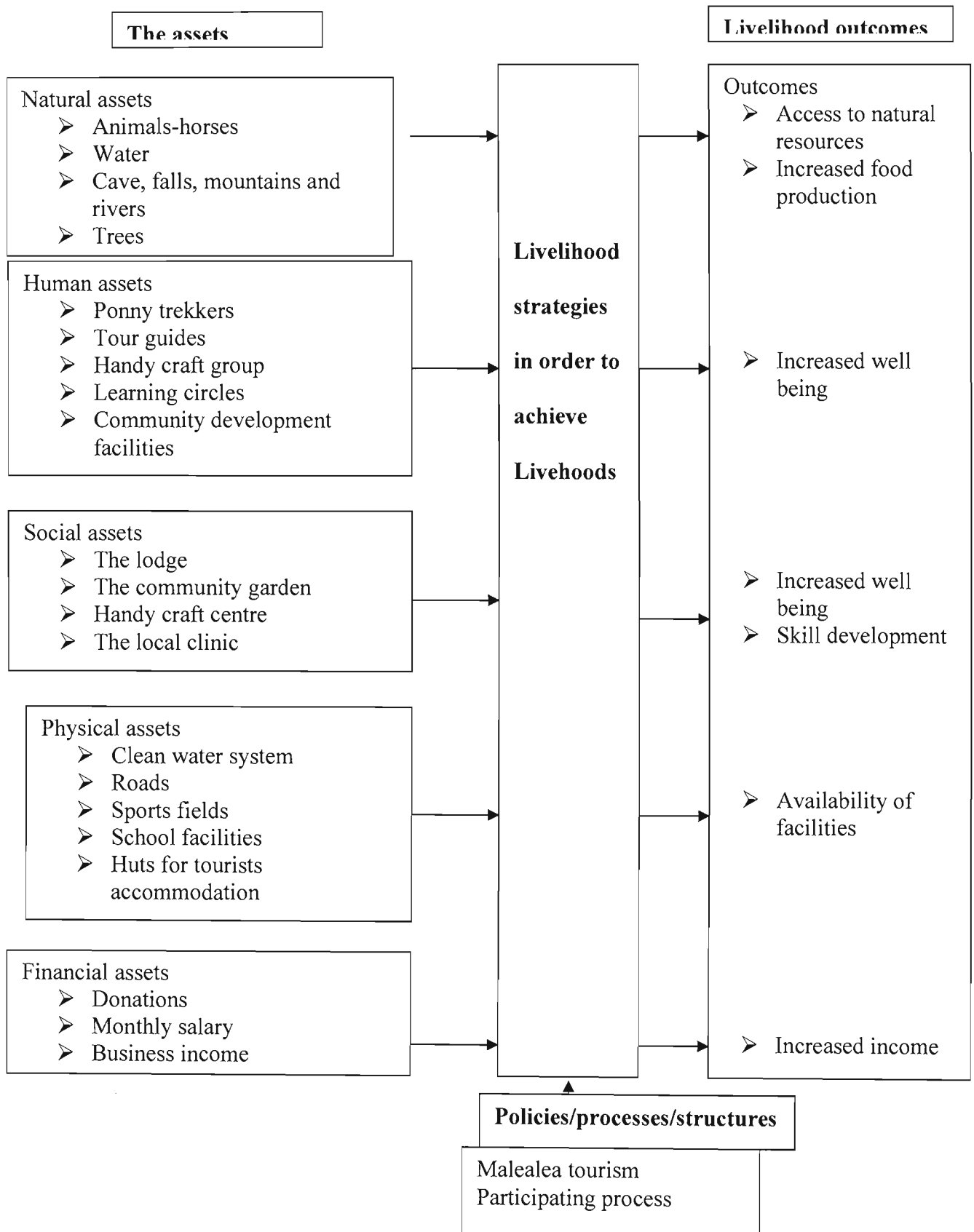
implemented. Seventeen percent (17) of the members said they make suggestions in meetings but some of the suggestions are not implemented. They are outnumbered by other members when voting. There is no direct link with regard to decision making.

#### **5.4.4 Learning Circle group involvement**

Out of the six learning circle members interviewed, eighty-three percent (5) said they are allowed to air their views in meetings and to engage in development activities. One of them said they only make suggestions but the final decision is made by the facilitators (Two trained people for monitoring of learning and action process as explained in page 21-learning circles). Their proposals for development activities are approved by the lodge owners. They said that they present suggestions to the trained, immediate facilitators and the facilitators are the ones who discuss people's views with the panel members, depending on the final decision made by the panel. It is their representatives who make the final decisions.

#### **5.4.5 Summary of Malealea Development activities**

Figure 2 below illustrates the livelihoods of the Malealea community. Each group works to achieve the livelihood outcomes as indicated in figure 2. The livelihood outcomes are few because the human resources are vulnerable to subjugating transformation processes and structures and community members do not have enough skills to initiate more livelihood strategies. Vulnerability in this case refers to obstacles of an individual, households, and community of Malealea in managing resources and processes of the programme. This can be caused by shortage knowledge and skills and it can prevent them to, resist and recover from threats. The community members are not strong enough to resist vulnerability. Structures and processes between committee members and panel members do not allow other communication channels. This means that communication is not transforming the community in a sustainable manner. Lodge management does not empower community members to resist their vulnerability so that they become a sustainable and developed community. They do all the planning and let the community members implement their decisions.



**Figure 5.1: A summary of the Malealea assets, Livelihoods Strategies and their Output**

## **5.5 Perceptions of community members' benefits of participation**

In this study, the sustainable livelihoods framework was built in order to address the issue of community perception of the benefits of full participation in tourism projects. It identified five livelihoods asset groups that the development projects use to sustain rural livelihoods. The theme is based on the livelihood strategies of the assets and outcomes discussed in relation to livelihood strategies in the project. This was done based on the assumption that sustainable livelihood strategies lead to sustainable community development.

The second objective of the study was to establish the community perception of benefits of participation in the project. This was achieved by obtaining responses to the question: Do the project development activities contribute to sustain assets based on which sustainable livelihoods can be based? This was a broad question, so some specific interview questions were: Would you say that the project has improved your life? It was followed by the question: If no, state the reasons and if yes, how would you describe the improvement of the project in the community in terms of, natural, human, social, physical, and financial assets?

This question was put to every respondent of each group. The researcher's expectation was to find different responses from different groups but the groups seem to have similar perspectives about most of the assets. The findings disclose that a hundred percent of the respondents said yes to the first question. They are presented in the following sections for each group.

### **5.5.1 Pony Trekkers perceptions of their livelihood assets**

The pony trekkers benefit from the *natural assets* such as the animals and the land because they have direct access to them. One hundred percent (6) of the pony trekkers mentioned that ever since they engaged with the lodge activities, they understand horse-care better because they were once given training by the lodge management. They extend good care even to other domestic animals such as cows. They are now cautious of animal diseases which they did not take seriously before. They know that when an animal looks sick, it has to be taken to the

veterinary clinic or be given special medication. Before they joined the project they would leave an animal to heal on its own. Their concern for quicker healing of animals is influenced by their knowledge that if a horse takes a long time to heal it results in a loss of income to the horse owner because sick animals are not allowed to participate in pony trekking.

Sixty-seven percent (4) of pony trekkers pointed out that the nature conservation lessons which they sometimes get from the local facilitators (panel members) help them to care for their animals and to help them survive as their animals are vulnerable to shocks such as drought. The range management training which they get from the lodge helps their animals to survive even in bad times. Thirty-three percent (2) of the pony trekkers mentioned the importance of natural conservation with regard to natural plants which they use as medicine for themselves and their animals as well as for cultural and traditional practices.

Although horse guiding offers jobs to some community members, eighty-three percent (5) of those in the sample say that the project affects youth education levels. Youths start to lose interest in furthering their studies because of the money that they make from the project. Some pony trekkers are used as child labour by their parents. This situation can affect the level of education in this area. Some pony trekkers take education only up to Form C (junior certificate) level. This is a qualification required by the project owners for one to serve as a horse guide. This level of education enables one to speak English.

Some pony trekkers mention that some children from the community are spoiled. They expect to be paid even by local people after doing menial or household duties. This is because tourists normally give some money to the children after asking them for help. They further mentioned the prostitution problem in the area. Some of their children, especially girls, disappear in the evening only to be found at the lodge.

Thirty-three percent (2) of the sample of pony trekkers pointed out that the hospitality training which they received helped them to understand other people's lifestyle better, while people from other villagers see white people as strangers who might attack them. They understand that they gain a livelihood through tourists so they have to take care of them. This is a skill

development for someone who is working in the tourism industry. People working for the tourism industry have to have an understanding of multicultural societies or people from different backgrounds in order to offer the best service for the benefit of tourism growth and to pay back to the development of host communities.

Fifty percent (3) of pony trekkers referred to animal care and nature conservation as *social assets*. They mentioned that being subcontracted to the lodge benefits them through sharing knowledge of care and treatment for animals with the entire community. These issues are discussed in their meetings and in public gatherings.

The pony trekkers' association organises other activities other than pony trekking for the horses. Their horses are trained to join races when competitions are held either with other villages or within the association. The horses are trained to entertain people in cultural festivals. Pony trekkers also work on the improvement of their horses. This has the effect of improving unity among community members and it contributes to public participation in community activities.

They enjoy some benefits from *physical assets* in the form of infrastructure that leads the project to sustainable tourism. This links directly to sustainable community development with the help of the lodge by means of gravel roads to Malealea and to other villages where tourists travel has increased. The study shows that sixty-seven percent (4) of the pony trekkers are happy with the improved roads. They have made public transportation more accessible. Pony trekkers no longer buy horse shoes time and again to protect their horses when travelling long distances. Thirty-three percent (2) of them mentioned that with the improved roads they are happy for their horses. However, the roads cannot be tarred because that would be contradicting the aim of reserving nature and cultural tourism. Gravel roads attract more tourists, meaning an increase in financial and social resources and opportunities for other community members to be involved in development.

As the other groups do, pony trekkers observed that they have benefited from financial assets. Eighty-three percent (5) of sample pony trekkers find the project beneficial. It is their sole

source of income. One of them supplements his income through farming. All of them are adults with families. Although they find this project helpful, compared to limited livelihood strategies from other villages outside Malealea, they complain about not having permanent contracts and they mention that this does not give them a chance to express their views in planning and implementing developments that affect them in pony trekking such as determining the amount of money to be paid per horse on a trip. They further mention that their complaints are hardly attended to. They complain that they are paid very little yet they pay for medication for their horses. They further mentioned that they applied for donations for veterinary chemist funding so that they would have more money to sustain a better life, but the chemist is managed by the lodge owners. They proposed to manage their veterinary chemist but the lodge management refused. They found the situation unfair because it excluded them from participating in the management of this development activity.

### **5.5.2 The perception of Tour guides on project impact**

The entire tour guide sample considers their duties as protecting the natural assets, conserving nature and improving their knowledge about indigenous plants, animals, and different groups of people in their society. Being tour guides has helped them to know more places. They explained that most of the plants and animals they took for granted are valuable according to other people's cultures and practices. They have learned the significance of such plants and animals from their discussions with tourists as they travel to different places. Some tour guides mention that before they joined the tourism project, they did not know that natural assets such as waterfalls, mountains and wetlands are valuable.

Financial assets play a major role for this group, especially because some are bread winners. Most of them are school leavers. Eighty-six percent (6) of them have a positive view about being part of the project. Although they find the project helpful, they do not have permanent contracts with the project. This situation does not allow them freedom to air their views. Some of them left school due to financial problems. The money that they get from the project helps them from migrating to town or other places to look for jobs.

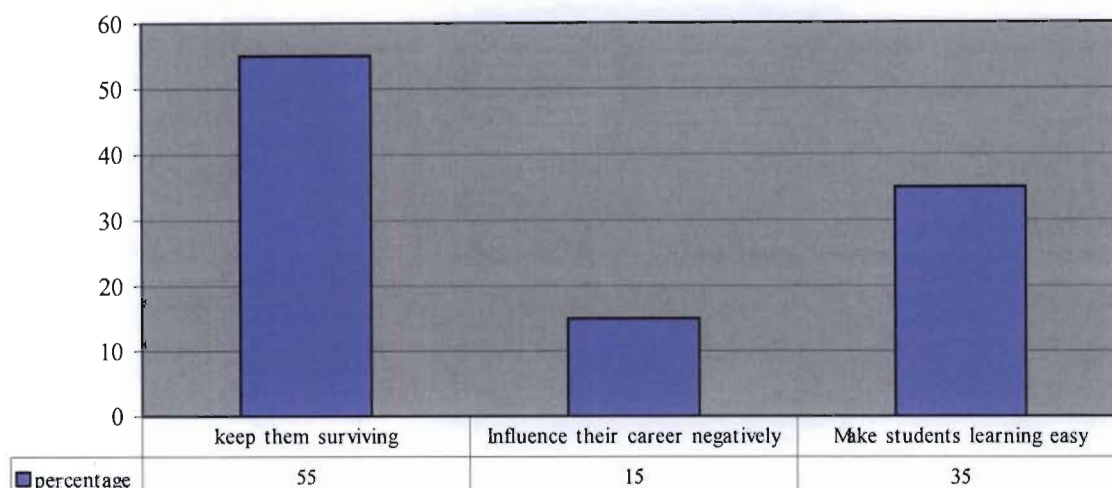
The tourism centre offers some social assets to the tour guides. Compared to other school leavers from the villages outside the project, eighty-three percent (6) of them consider themselves better off. They have something to help them survive. The project challenges them to pursue their studies, particularly in tourism. They feel that this would help them to be paid better salaries and the project could grow bigger and further develop the community.

One tour guide is currently a student. He does his duties on the project during the holidays and on weekends. He is happy to participate in the project in his village. He mentioned that he is able to link some of the things taught at school with what he learns from the project and the tourists. For example, interacting and talking with the tourists has improved his fluency in English (a medium of instruction at all levels of education in Lesotho). He has learned much about the countries that tourists come from. The tourists tell him about their backgrounds. This challenges the tour guide to work hard at school so that he can “walk in the footsteps” of some of the tourists.

One of the tour guides finds that the project influences his life negatively. He blames it for wasting his time to prepare for a better career. He regrets having left school because with the money he gets from the project, he cannot sustain his life. His parents cannot give him another chance to go to school because there are no financial resources. His father has been retrenched from the mine where he was employed.



Figure 5.2 Tour guides perception of participation benefits



The tour guides referred to some physical resources that they already had as hope for sustainable community livelihoods. Some of the physical benefits mentioned by the tour guides are sports facilities. They considered themselves lucky to have sports facilities that were built through donations from tourists. Although tour guides do not have full control over some sports fields which are constructed within the school premises, the sport fields are also used by the community. Engaging in sports helps tour guides to avoid involvement in crime and liquor intake.

Some of the tour guides stated that they do not feel fully attached to the project because, unlike other groups, they do not have their own office. They would like to have a small hut where they can wait to be called for their duties, especially in bad weather. They feel discriminated against because other groups, such as the pony trekkers and the handicraft cooperative, have such facilities. According to one of them an office would give them a sense of belonging to the project.

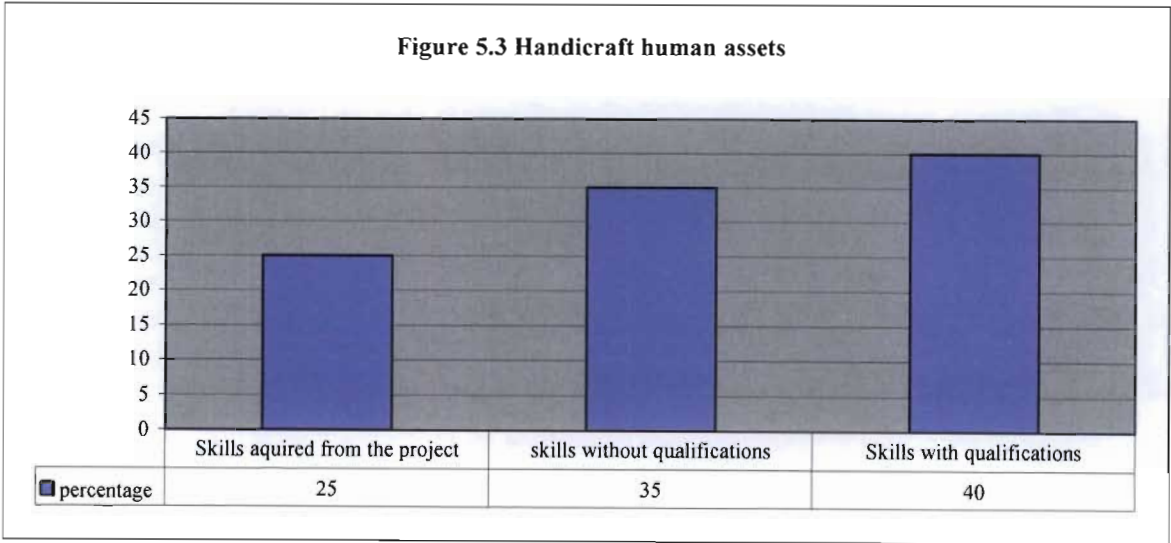
Tour guiding needs people who are capable of walking long distances without any problems. The Malealea tour guides have to be such people. It also needs people who understand indigenous plants, animals and the traditional life-style of the native society. All the tour guides are at the active age of performing the duties such as hiking, because they are expected

to and they should know their area to provide the tour guide services. They grew up in this area, and were exposed to indigenous plants and animals through looking after animals, giving them practice to travel long distances.

**5.5.3 Handicraft observation of project impact**

The handicraft group perceives the idea of natural assets as being significant with regard to their livelihood strategies. All of the handicraft group members in the sample indicated that they use some plants from the local wetlands to make artefacts. Some of the plants used are found in the wetland so they value the wetlands even though access is sometimes restricted. Nature conservation is good although it sometimes affects their business negatively. The Wild Life Trust in the project does not allow hunting. Therefore the handicraft group does not have full access to wild animal products to make some of their artefacts.

According to some members of the handicraft cooperative, the project promotes skills development and builds the social assets of the Malealea community. Fifty percent (3) of the handicraft group members joined the project already having some qualification (certificates) and some skills, thirty-three percent (2) had some skills without qualifications and seventeen percent (1) acquired skills after joining the craft cooperative group.



The study shows that various members of the handicraft group had different levels of skills-training before they joined the project. Some of these skills were acquired and/or refined after members joined the group. They share knowledge of skills and they get training organized by the project. The making of the artefacts provides training of a better understanding of indigenous life and knowledge of one's own society. Furthermore, the handicraft group makes artefacts that sell easily because they are culture-inclined. They explain the lifestyle of indigenous people. The artefacts are fascinating because tourists learn about Basotho society and understand it better. The handicraft group emphasises that it acquired artefact-making skills as well as business and bookkeeping skills from Gillian, with the help of project funds. They took excursions to places such as Durban where they undertook training in artefacts skills. They therefore felt that the project had helped them to improve their social assets and feel fully involved.

The handicrafts group felt that the project had provided them with a workshop. The workshop is a big hall located at the lodge. Because of the workshop, they have a place where they work or train, even in bad weather. A small hut serves as a sales room and an office. They also have a market for their artefacts. This is why they feel fortunate as these facilities make their jobs easier.

#### **5.5.4 Learning Circle Groups' Views on Project Impact**

All of the six interviewed learning circle group members of the Malealea community are proud of the project. They are happy to have acquired skills. Some of them serve as facilitators for different activities such as village health work. The entire community engages in environmental cleaning campaigns, gardening, and tree planting. They have different skills which they share among themselves. They also have indigenous knowledge.

The Malealea project serves as a community learning area, where people with different skills interact through the learning circle. Those who participate in the project benefit from the project activities. The learning circle group members have acquired some skills in waste management. They recycle cans and bottles. The cans are used to construct gabions for

prevention of soil erosion and to make desks for pre-schools and tables for lodge rooms. Waste bottles are used to construct 'greenhouses' in the community garden. The mouth of the bottle faces inwards to allow the inwards flow of water. Condensation occurs in the bottle as the temperature drops towards nightfall. The water evaporates again as the sun warms the outside base of the bottle during the day. Training in skills development for community development was given by some volunteer tourists. It includes prevention of land degradation, resource management, tree planting and community gardening.

Members of the learning circle find the Malealea tourism project helpful in teaching them to construct a number of visible assets such as a dam that collects water for the community garden irrigation, fencing of the wetlands and conservation areas, a pre-school to promote early childhood education and a greenhouse for vegetable production. The following picture shows the water system in Malealea. The water from the system illustrated below is used for domestic purposes and for irrigating the community garden.



**Photo: 5.4 clean water system in Malealea**

**Photo by: Di Jones**

The clean water system is one of the physical assets built with the help of the funds from the lodge. After realising the water crisis that affected the community and the tourists, the lodge

owners decided to construct a clean water system that would supply the villages around the lodge and be used for irrigation of the community garden. In the past, community members used to suffer from severe water-borne diseases. With the provision of the clean water system, there are now very few cases of water-borne diseases in the village.

The community garden provides food for domestic consumption and for commercial purposes. In this way, the garden serves as a source of income. The learning circle group sells vegetables to the lodge to cater for tourists. It also sells to the local people and for self catering tourists. Tree planting by learning circles serves as an income generating activity. Trees are sold within and outside the community.

#### **5.5.5 Perceptions of the Malealea panel members**

According to three panel members, their perception of public participation is that it provides benefits for the host community. In response to the question: what were the objectives of the project with regard to community development? All three members mentioned that the development trust aimed to help the community to engage in the development activities of the project.

When responding to the question: what development has the project achieved for the community? They mentioned that members hired by the lodge, are paid wages. There is an improvement in the clinic facilities and construction of rubbish bins in the villages for environment cleanliness. They encourage the presence of the tourism industry in the area to stimulate development of infrastructure and to empower the local communities through capacity building.

When responding to the question: the centre is known as the best community involvement programme; how do you define community involvement? They say a large number of community members are benefiting from development activities done with the help of the lodge. The lodge gives funds to the community. According to two panel members, tourists give some funds to the community. Though the use of these funds is discussed with the panel members, the final decision is made by the lodge owners. They mentioned that after the

donations have been used for proposed projects, the generated income is used for development within the communities. They listed a number of improvements such as health and environmental facilities, assisting the orphans to pursue their education, and transporting people with HIV and AIDS to get ARV treatment from the hospital in town.

The panel members said they would like to see a large number of community members involved directly but most of them are not skilled. A further question was: why do you not offer better training? They mentioned that the project holds workshops for different groups. However, community members mention that the workshops are held only once in a while. The panel members' response to this question was that there are problems and people who seem to be talented in tour guiding are drunk most of the time. The project owners are scared to invest a lot of money in people who do not take their life seriously. They further mention that they do not allow community members to manage the donation funds because they are not skilled and this causes conflict among them because they say that resources are not distributed equally.

Another worry of the panel members is the great migration of people from other villages to Malealea, with the hope of business advantages. They feel that resources are already insufficient for the present community and if more people move in, it means there will be nothing left.

All of the panel members mentioned that they have good relations with local authorities, especially because the local chief is a panel member. They mentioned that they are on good terms with the Tourism Development Corporation and the Ministry of Tourism.

#### **5.5.6 The views of the Lesotho Tourism Development Corporation**

The Corporation is a parastatal body which is owned by the government of Lesotho and was established in 2002 by an Act of Parliament (Tourism Act 2002). Its roles are to provide incentives to private investors, to successfully advocate for involvement of local communities in tourism projects and to encourage joint ventures in which communities have significant ownership of resources and sustainable roles in the management of tourism plans. This is done

based on the idea that communal ownership of land offers forms of equity in these kinds of schemes (LTP 2002, section 3.5: xi and x).

A staff member in this corporation was interviewed and he presented the role of the corporation as tourism advertising and mediating between community members and tourism investors. He mentioned that they invite investors and introduce them to host communities. On the question about the role they play in support of community involvement strategy, he mentioned that the corporation gives catering and hospitality skills to the employed staff. During the launch of the tourism project, clarification of roles between the private owner and local communities is not specified. Rather the LTDC talks about community members treatment of tourists and they train some community members in catering and hospitality skills so that the project is known for good services and participating community members acquire the best hospitality skills that they can use even in other tourism projects they might engage in. The corporation does not have any report on any community perception of community involvement in tourism projects.

## **5.6 Conclusion**

The aim of this chapter was to present the findings of the study regarding the level of participation, based on Pearce's (1996) procedure to be followed on appropriate public participation. The second theme of the chapter presented the perceptions of community members on benefits of participation. It is observed that community members gain some benefits through the livelihood strategies practised in the project but the procedural way of involving them in the planning and managing of this strategy is not people-centred. Therefore it is not sustainable. Community members are also not aware of the appropriate participation techniques. Instead of promoting the self-reliance approach where people will acquire all skills necessary for the development process, there are more impediments and spoon-feeding than facilitation. The development process in this project does not observe key aspects of the sustainable livelihood framework. Some of these resources are knowledge and social resources. They are not available and the tourism policies sections that cater for effective

community involvement in tourism projects are not implemented. These observations are discussed in-depth in the next chapter based on data analysis.



## **Chapter Six: Data Analysis and Discussions**

### **6.0 Introduction**

The analysis of the research findings is based on the population description and the five identified themes, namely participation procedure, community perception on benefits of participation, management participation perceptions, and the LTDC tourism implementation strategies in relation to community involvement. These themes are discussed in line with research objectives. The first objective is to establish the level of public participation in the Malealea Lodge and Pony Trekking Centre. The second objective is to establish the community perception of participation benefits in the project. The third is to make recommendations for improving public participation in tourism development for sustainable community development

### **6.1 Population description**

Age, gender and level of education have an effect on public participation in development projects. Some studies indicate that some of the driving factors for the failure of development projects are denial of some societal groups to exercise their power and to show their potential in the development process. Sometimes these groups fail to take part in decision making because their knowledge is not recognised by authorities, (Bekker 1996). Sometimes cultural and traditional practices prevent society members from participating fully in development projects. In Malealea, community members engage in certain development activities because of their background; this is clarified in the three factors discussed below.

Most community members engage in activities which suit their age. For example, tour guides are still active and can travel long distances when hiking; this kind of job is suitable for young people. Although they are not denied the opportunity for pony trekking, most of the young people in these projects act as tour guides. The learning circles and handicraft projects are done by middle-aged people. These are those who might be able to capture business and

development concepts easily because they have life experience in this work and they have time for it. They are neither students nor are they employed by any organisation.

Most of the respondents have a Form C (junior certificate) level of education. This might be due to a lack of resources to pursue their education. The lodge influences their level of education negatively as they decide to become employed at the lodge rather than pursue further education. Those adults who have only the junior high school certificate work at the lodge because they can probably not obtain better employment outside Malealea.

The study shows that there are very few women who participate in pony trekking. This does not mean that the lodge owners choose men over women for pony trekking employment. The norm is influenced by the fact that according to Basotho culture men are better horse riders than women. The boys practiced pony trekking related activities when they do horse riding at an early age during cattle herding. This is why they take part in pony trekking activities. Most handicraft cooperative members are women. They practise handicraft-making from an early age when they make carpets and clay pots for mock homes.

## **6.2 Participation Procedure**

In order to find out the level of participation of community members in the project, the researcher investigated whether the project uses appropriate techniques for public participation and whether prerequisites for participation are available to the community. Prerequisites include availability of power and legal rights, knowledge and information, opportunity and institutions that facilitate full participation (Pearce *et al.*). Availability of resources is a good step toward full public participation because it enables communities to engage in livelihood strategies that produce sustainable outcomes. Appropriate mobilisation of these resources leads to full public participation because different stakeholders play their part. Therefore, through assessment of resource availability and resource mobilisation, as well as assessment of public participation and implementation strategies by involved institutions, it is easy to determine the level of participation.

### **6.2.1 Accessibility of resources**

According to the livelihood strategies framework, the category of policies and institutions has to work on the processes that provide resources. That means the institutions concerned have to facilitate the procedure for availability of resources. Resources include power and legal rights, knowledge, information and opportunity.

Based on the findings of this study, the majority of community members indicated that they do not have the opportunity to participate in planning and management of development activities. They do not have control over development activities taking place in Malealea. The lodge, as a private sector business, tends to suppress the local communities in decisions made concerning development of activities in the project. The two parties do not explore the problems together and do not engage in programme planning, implementation and evaluation together. Community members only make suggestions but the final decision is made by the panel members with the lodge owners' final approval. The tour guides, for example, are allowed to express their views but the implementation of those views is not visible. They complain about certain things in relation to their duties but their complaints are never attended to.

If the community members do not take part in the whole process, the approach is not people-centred. The lodge owners fear incompetent human resources in these processes but their responsibility to facilitate the process in such a way that the people take part in decision making is low. The procedure also indicates that community members have no control or autonomy over their decision making ability because they do not have enough power to influence the policy framework in which the project is operating.

Lack of opportunity for community members in decision making of matters affecting their lives and their environment is a dominant strategy; it is an element of exploitation of human resources which was practised in modernization paradigms. This practice does not observe human-centred development principles because people's views and complaints are not attended to. Therefore there is no equity between community members and lodge owners. Sanyal, cited

in Dlamini (2004), clarifies that autonomy is important in order to minimize the possibilities for exploitation of the people by a dominant institution.

Apart from that, the absence of community members in planning and development activities in the development of pony trekking and tour guides contradicts the principles of community-based tourism and full participation. In order for community-based tourism to succeed, community members should be part of decision making in the planning and implementation of development projects and full participation principles argue that each individual member of a decision-making body has equal power to determine the outcome of decisions (Pearce, 1996).

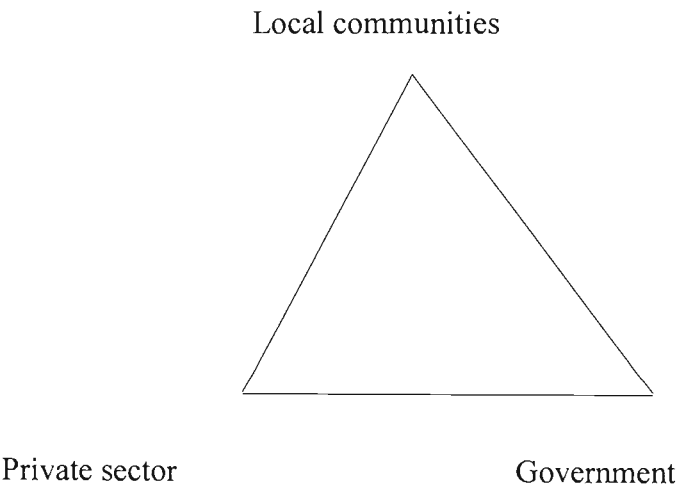
Pony trekkers also complain that the lodge does not treat them as fairly as the tourists. They say that they are expected to give reports in the presence of the tourists after a tour but the tourists give reports in the absence of the horse guides. This makes their work difficult because they are sometimes expelled from the project due to the tourists' reports without management hearing their side of the story. That means they have to compromise their rights to save their jobs. This practice does not serve the social justice principle of people-centred development.

The study identified a sense of powerlessness among the handicraft cooperative members. The members feel a sense of hopelessness. They do not fully trust the lodge owners. They mentioned that they initiated the idea of a pre-school to supplement their income. Their initial objective was to get funds for the registration of pupils and to pay the teachers with school fees. They explained that they wrote the proposal for funding, and secured the site from the local chief, as the land provider. After the completion of the project, they did not have control over the running of the school at all. None of their plans were implemented. Instead, the lodge has full control because it took responsibility to register the school. They feel that they have been cheated.

Arnstein (1969:176) explains this as token participation. She says token participation is without the redistribution of power. 'It is an empty and frustrating process for the powerless'. The handicraft centre members need to be liberated so that they participate fully to sustain their livelihoods strategies. Liberating people is one good approach to people-centred development.

Steve de Gruchy (2001:9) says that “liberation expresses the aspiration of oppressed people and social classes, emphasizing the conflicting aspect of the economics, social and political processes which puts them at odds with wealthy nations and oppressive classes”.

Partnership is another way of allocating duties to different parties for provision of different resources necessary for the project. In accordance with LTP (2002 section 3.5) “the approach to sustainable development in Lesotho shall be based on smart partnerships among the private sector, local communities and the Government of Lesotho, depicting the triangle, as illustrated in figure 6.1. In support of the illustration, Sandal (1997,) in Dlamini (2004:60), maintains that “a partnership is strong when all partners have equal powers. Where there is an imbalance of power, either in terms of resources or influences, the partnership suffers”. (Borrowed from LTP 2002 in form of a three legged pot). The Malealea tourism project does not operate in line with this observation. There is no balance of power in decision making. Lodge owner are in control of all development plans and activities taking place in this project.



**Figure 6.1 The partnership illustration for community based tourism**

The role of the government tourism department is to invite investors (who are from the private sector) to build tourism projects in rural communities. It further has to ensure protection of both host communities and investors for sustainable tourism growth and community development. Support is only given to investors and they are in control of everything; this

leaves community member powerless. The experience of these groups signifies a powerless community. Rahnema (1992) indicates that if there is no power, communities become victims; development is not sustainable yet it is intended to be about the people and for the people.

### **6.2.2 Access to knowledge and information**

The study shows that some community members are not sure whether they have control over activities taking place in the project or not. This implies that they lack knowledge of what should actually happen. They do not know their roles. The majority of community members declare that they have never received any information and knowledge of communal property rights from any institution. They confirm that they do not have business skills and skills related to management of resources, or exercising rights on communal property. For example, they have no rights over the Bushmen paintings because they did not see any value in them. They mention that they receive but do not manage the donations in the form of money because they do not have the appropriate skills. Some of them point out that they have traditional ways of managing their resources, such as range management, but the lodge owners do not take cognisance of this. They always come up their own decisions. If the lodge owners had invited the community to share knowledge they have they would not feel excluded in planning and managing their resources. Sharing knowledge with the lodge owners would make the lodge owners realise the potential that community members have and involve them in planning other activities.

Meitsma (2001:62) says that although attempts at engaging communities in tourism have been made, there has been little follow up and projects are often not as successful as expected. The lodge owners gain production at the expense of the community. Communities are excluded in the innovation of development activities and budgeting of donations because the lodge owners assume that they do not have such skills. Communities are supposed to plan how the money should be utilized and how they can make good use of their resources.

The lodge has opted to employ a limited number of community members because they do not have skills. They are not even involved in some activities. A few of them are given managerial

roles. One panel board representative from the horse tour guides has an employment contract. The teacher is employed by the Ministry of Education and the nurse is employed by the Ministry of Health. This lack of representation denies the community a sense of ownership over the tourism project. As the tour guides and pony trekkers mention they do not have control over the activities in the project. They even mention that they sometimes see activities taking place without their knowledge or they are just informed that certain activities will take place. It seems that the panel members report the needs of community members to the lodge owners. They act as facilitators, not managers. If community members do not understand or know the procedural way of benefiting from their skills they remain ignorant and their knowledge will not sustain their livelihoods.

### **6.3 Participation techniques**

The public participation techniques used in tourism projects determine the level of participation. In this project, the panel members mention that the development trust started in 2002 but before then activities such as pony trekking and tour guiding already existed. The question was “can you describe the process involved in identification of community needs for involvement in the centre?” Panel members mentioned that a needs assessment was not done before the trust was founded. Community members were gathered, with the help of the chief, to be told about the development trust, but they had never been asked to give their views. They were just told that the development trust was founded to help them to sustain their livelihoods. The last time they talked to community members about the project was in 2004. This means that the lodge owners rarely meet with them.

One of the questions asked under this theme was: Do you always implement community members’ suggestions of development projects? Community members said they do not implement all suggestions because some projects seem to benefit individuals. They accept the proposals which benefit a large number of community members, not only one a family. According to them, it would be impractical to implement individual needs in a community setting. If appropriate steps such as problem exploration, community consultation in policy planning and implementation, management and evaluation were done by acceptable social

representation of stakeholders of the projects, it would be easy to solve collective community problems through a people-centred approach.

Participation procedures for sustaining the livelihood strategies are not observed in this project. The fact that most development activities are done without community consultation affects the sustainability of community development. The community becomes independent only if it is skilled in the whole development process. Pearce *et al.* (1996) encourage community involvement in all stages of the development process. It seems that this technique is not practised in these tourism projects. There is no community consultation and there is limited community representation at the planning and management stages. Community members are not given a chance to reflect on their experience and perceptions. They are therefore not able to realise their potential and to see their weaknesses and capacity. The focus is on tourism growth, not on community development.

Participation techniques practised in Malealea therefore are not people-centred. Out of seven panel members, two are government employees. They are not working for the project full time. Their representation is influenced by their work which is related to general community development issues. They are nominated by the lodge owners to help with community development services. That means that none of the panel members are elected by the community members. It implies that community members have no control on final decisions of development activities in the project.

There are controversial issues arising when parties do not plan together. Financial resources become a controversial issue between the project and the community. The management says that it gives community members, especially pony trekkers and tour guides, a chance to make money while the community members feel that they are somehow cheated. The management say that the tour guides and pony trekkers get more than they deserve. Pony trekkers are denied a chance to make money through the veterinary chemist, for example. The denial of opportunities for the community to take such initiatives makes the group members reluctant to participate fully and this might affect community development negatively.



The dispossession of the pre-school from the handicraft group makes the group feel vulnerable to maltreatment by the lodge owners. It also makes the lodge owners look untrustworthy. People think that they cheat the community of its belongings. If the right procedures were followed, there would be enough financial resources. Partners would share responsibilities and in cases where they experience skilled labour problems the alternative of training would be provided. These would be done with the consensus of the two parties. It would be easy for community members to accept that they do not have appropriate skills and the lodge owners would merely facilitate a way out.

In a situation such as this one, Ntsime (2004) says that concerns for empowerment and human development are about people participating in matters that affect them, either directly or indirectly. Participation becomes a means towards achieving ownership; therefore the issue of empowerment is crucial in assessing the level of participation (2004:712).

#### **6.4 Community perception on participation benefits**

The livelihoods outcomes are influenced by good application of livelihood strategies which are brought about by accessible resources. Community members present the benefits that they get from the project, as compared to those who are not involved in it. Different groups responded differently to accessibility of resources to carry out the livelihoods strategies for sustainable livelihoods outcomes.

The learning circles benefit from qualified personnel. For example, the nurse works at the local clinic. She trained twenty village health workers and people benefit from these resources. In relation to social resources, the community networks through the different groups to share skills. They have a chance to learn from each other and to develop trust among themselves. This enables community members to participate in development activities taking place in this project. The handicraft group members have different skills and they learn from each other. They share skills in gardening, tree planting and soil erosion control activities. The project has established rapport among community members. They work as a team.

The training and workshops held for different groups help the groups to perform their duties better, within and outside the project. That means they have acquired lifelong skills. The tour guides, for example, have the potential to protect nature for tourism and to encourage shepherds to stop degrading the environment and making unnecessary and uncontrollable fires.

The Malealea community is proud of the physical resources established for education, environment and health. Resources such as dams and the clean water system enable them to work in their gardens without any problem. They mention that they are not vulnerable to drought. The clean water supply enables community members to rent their huts to the tourists for accommodation without a problem.

Without the project, the Malealea community would not have preserved natural assets, engaged in the environmental cleaning campaigns, have clean water available and cared for animals and HIV/AIDS-infected and affected people the way they do. That means the project improves the natural assets and the community members are able to deal with the multifaceted tourism activities. However, only a few community members understand that the communities have a say in assets such as bushman paintings and natural waterfalls that the tourists normally appreciate. This means that not all community members are benefiting from these resources the way they are supposed to because the levy collected from viewing these sites benefits only a small portion.

The Lesotho Tourism Policy (2002), section 3.4.1 states some of the economic objectives as follows: to promote the tourism industry for economic growth and foreign exchange; to create employment and income and make a sustainable contribution towards the well-being of all people in Lesotho; to create opportunities for small and medium size business as well as emerging entrepreneurs and the informal sector. With regard to employment issues, community members expressed the following experiences.

### **6.4.1 Job Creation**

With regard to job creation, and wage employment in particular, there are few people working with permanent contracts. This means that those who are not contracted (like the pony trekkers and tour guides) are not secure and feel vulnerable to dismissal any time. This denies them the opportunity to engage fully in the project. They constantly think of alternative jobs in different places. This might affect the project in the sense that it prepares training for newly hired personnel and temporary staff members all the time. This process is time consuming and wastes funds.

### **6.4.2 The small businesses**

The entrepreneurship in Malealea is within groups such as the learning circle (gardens workers and tree nursery producers) and the handicraft cooperative. As members are self employed and are always engaged in the planning and implementation of the activities that affect their lives and their business, they mentioned that their livelihood strategies sustain their lives. The handicraft cooperative members mention that because the project owner encourages tourists to buy their artefacts, they are better off than people who make artefacts outside Malealea. The community garden workers explain that because they have water all year round, the garden is always green. The lodge and the local community members are the major target market. This approach gives community members the opportunity to participate with motivation.

The study observed the element of dominance. Pony trekkers initiated the idea of a veterinary chemist. The lodge owners approved it and the trust received funds for the project but they are not allowed to manage it. This implies that they do not have access and knowledge on management issues and this calls for a need for capacity building. They further complain about the tourists' treatment of horses. This problem has not been attended to and management is not doing anything to stop it. This lethargy may indicate a sign of negligence on property rights from managements' side and ignorance from community members' side. If pony trekkers had a better understanding of alternatives, they might take their complaints to a higher authority.

One of the social objectives for tourism in Lesotho is “to provide appropriate education, training and awareness programmes for tourism as well as capacity building for rural communities”. Another objective is “to encourage participation by all stakeholders in the development of plans and policies making for the tourism industry” (LTP 2002 section 2.4.2). The majority of tour guides stated that they had once attended tour guide training. They even had handbooks to remind themselves about the principles and right procedures for tour guides. Three tour guides mentioned that they had never attended any workshop or training since starting their duties. That means they acquired the procedures from other guides.

The majority of pony trekkers mentioned that they have acquired some skills in care and treatment of horses. They feel that the training has helped them even to care for other animals. They have learnt a lot about horse equipment, horse feeding and rearing. They regard this as a special benefit for the Malealea community. They say, “lipere tsa rona li shebahala li phela hantle ho feta tsa metse e meng” ‘our horses look healthier than those from other villages around us’. They say that this is an improved skill for them because they now treat their horses with better care. They however, feel subjugated by tourists who do not treat the horses the way they are supposed to. Some tourists like to race the horses in evening hours or in cold temperatures. These conditions are not good unless the horses are covered with blankets to keep them warm thereafter. According to them, this causes colds in horses and horse owners have to spend a lot of money for horses.

When the handicraft cooperative started, some people did not have skills although they were interested in being part of the cooperative. In the past those people were given chances to acquire skills. Those who had skills were given further training on making good quality artefacts, as well as in business, and bookkeeping skills. Unlike other groups this group is independent in the sense that it meets every week and makes decisions for its business. Moreover, the group does not share any money with the lodge; this means that it is in control of its resources and empowered in decision-making skills.

The learning circles sample mentioned that a large number of people are trained in a wide range of skills especially on HIV and AIDS-related issues. They were trained to destigmatise

AIDS patients, to test patients for HIV and to raise awareness campaigns. They also learnt gardening skills, soil erosion control, tree planting skills and waste recycling. This is a step towards capacity-building and empowerment because people take action in matters affecting their lives. They improve skills and become powerful. This leads to a sense of community building because people volunteer to help through HIV and AIDS support groups. The discussion of HIV/AIDS issues helps the already affected and infected people and raises awareness of those who are less informed about HIV and AIDS-related issues. It also empowers those who are HIV positive to take care of themselves so that they can carry on with their lives.

The main objective of the project with regard to community development was to increase benefits of community members from the projects, either through economic opportunities or through social development. The contribution of employment to community development is limited because few direct employment opportunities resulted because of unskilled and semi-skilled labour within the tourism business. However, employment opportunities created through this project generate income for community members who were not able to purchase goods and services previously.

Although the project linkages are limited by community members' lack of control of mobilisation of resources, the existing linkages are strong. This is the case with the community garden which supplies the lodge and the entire community with vegetables. The lodge has also created a market for handicraft groups as it encourages tourists to buy artefacts, provides education, and health facilities as well as environmental education. Education for disadvantaged children and orphans is funded by the project. Community members get free education on nutrition, care and treatment of HIV and AIDS patients and environmental cleaning, which are done mostly to impress tourists. These facilities also benefit the host community. That means the Malealea community has better livelihoods strategies compared to other communities in the vicinity.

## **6.5 The project management perception of public participation**

Based on the perceptions of panel members on community involvement and development, it seems that the appropriate community involvement procedure, as recommended by scholars such as Pearce *et al.* (1996), is not followed in the Malealea Lodge and Pony Trekking Centre. The majority of panel members mentioned that a needs assessment is never done before implementing any development activity. This is not a sustainable approach to community development. It does not give community members the opportunity to voice their needs and to engage in the process of planning their development activities. They just follow orders. It promotes further dependency instead of the self-reliance encouraged in the people-centred approach. Community members are not gaining any skills that empower them to manage their own development activities.

Community development is about providing services and goods to the community concerned. It also involves empowering community members to be competent human resources in the development process. In the case of the Malealea community, the community members are part of the development process only at the implementation stage; they are excluded in the planning, management monitoring and evaluation stages. Even independent groups, such as the handicraft and learning circles who initiated development activities, do not have the rights and opportunities to make final decisions on budgeting finance for their cooperation.

## **6.6 The role of the Lesotho Tourism Development Corporation**

Another party involved in this partnership is the LTDC. This corporation does not do enough to ensure implementation of the tourism policy with regard to effective community involvement. As a result, the legal rights of the community are not observed. As a tourism advertising agency, the LTDC is more interested in investors' needs than in community needs. Its role is to ensure implementation of policies. The way they introduce investors to the host communities does not clarify the roles of each and does not indicate the rights of each group. This strategy leaves community members underdeveloped and dependent. They accept whatever is done by investors because they do not know their own roles and rights. If they

knew, they would probably have power to take control of the development process. This scenario emphasises the point that legal issues are not seriously attended to. The issue of effective community involvement, as indicated in the 2002 Tourism Act and its policy, is not implemented in the way it is supposed to be.

Despite government policies that promote community involvement in tourism projects, the implementation strategies seem to be biased. The Malealea lodge benefits financially more from the partnership than the host community. The practice gives a picture of good business partnership with community members and provision of the host communities with tourism skills while the skills seem to work more for the lodge than for the community. The community is trained in proper handling and treatment of tourists, not a proper approach to the entire tourism projects because the community is not involved in the planning of development activities of the project. The LTDC serves as a facilitator in tourism development. Its aims are to ensure that the needs of a prospective investor are met on time. One of its functions is to formulate and implement a national Plan for Tourism (Tourism Act section (2002)4(1a). If they do not have records of community members' views on public participation in tourism, on what base would they draw up policies? Some of The Tourism Policy actions of the proper approach to sustainable development are to facilitate and develop partnerships between the tourism private sector and local communities; and sensitise the private sector to the importance of involving communities in the development of sustainable tourism development (LTP 2002 section 3.5).

It is the responsibility of the corporation, as a marketing agency and a tourism growth department, to ensure the effective implementation of community tourism plans. However, the corporation seems to focus on economic growth production more than facilitation of community involvement, because the focus is more on profit-making than community development. Evidence from this study and from literature indicates an element of exploitation of labour in this project.

As the study indicates, the corporation meets local communities only when introducing the investors and tourists. The local communities are taught to be cooperative with the investors.

They are not informed of the procedure and rights in involvement in tourism projects. This observation partly supports the general argument that the introduction of empowerment raises many suspicions for those already in power, that their positions are threatened by grassroots members of the community. The corporation might not be in a position to facilitate or advise related departments to emphasise community involvement for fear that they might lose the investors if community members know their rights. Apart from that, it is argued that community involvement can significantly increase the time and effort required by professionals to complete a project. The corporation aims to ensure that investors' prospects are met on time, and feels that training or empowerment of community members will be time consuming.

By the same token, the lack of coordination skills by local authorities is indicated during the introduction of tourism investors to host communities. They are supposed to protect the community against any misuse but they can do this only if their roles or terms of reference are clearly defined. The past experience of the MRDP, presented in section 1.7.1 of this study, shows that VDCs, WDCs, SCs and DDCs did not know their roles in development activities. This problem is currently being attended to, after being observed by local government. This observation is supported by the Lesotho News Agencies (LENA) (Lesotho Government on line, Tuesday 8th August 2006) which reports that: "Chiefs and councillors as leaders play a vital role in enhancing good governance in their areas".

## **6.7 Conclusion**

This chapter presented the detailed analysis of observations on the Malealea tourism project. There are a number of identified issues that affect the level of participation. The failures of the LTDC to facilitate application of LTP, and the lodge management decision making procedures and its implementation of public participation. The perception of community members' participation benefit influenced the conclusion that although Malealea livelihoods strategies contributed to community development, there is still an element of distrust from community members towards Lodge management and this affects the element of sustainability in development discourse. Therefore, the level of participation of community members is not



according to sustainable development principles. The concluding chapter presents the level of participation in the project.

## **Chapter Seven: Conclusions and Recommendations**

### **7.0 Introduction**

This chapter presents the conclusions which are, in turn, followed by recommendations. The aim of this study was to critically assess the level of public participation in the Malealea tourism project and the extent to which this contributes to sustainable community development. This was done through the establishment of the level of public participation in the Malealea tourism project, and perceptions on benefits of contributing to the project. The following sub-questions were asked and answered: Does the project allow participation of community members in decision-making, planning and implementation of development activities? Does community participation have an impact on the policy and institutional framework within which the project is operating? Do project development activities contribute to sustain an asset base for sustainable livelihoods?

Pearce *et al.*'s (1996) levels of public participation, supplemented by Deldelg and Van de Ven's (1971) (2.4.6) model techniques, were used to draw the conclusion of the level of participation in the project. The proposer of this model sees consumer groups as being particularly involved in problem exploration and programme evaluation, with technical and administrative personnel being the relevant audiences for other programme phases. Pearce's analysis of this approach states that it represents an implicit manifestation of the assumed power and superiority of technical knowledge and effectively reduces the comments for participation exercise to initial and commentary stages of the process. The prerequisites of participation, as per Pearce *et al.* (1996) were checked against the sustainable livelihood framework to assess the policy framework in which the project is operating to produce sustainable livelihoods outcomes from the Malealea Lodge and Pony Trekking Centre.

### **7.1 Conclusion**

Sustainable community development is guided by sustainable livelihoods framework, and the sustainable outcomes are achieved if good strategies are in place. Figure 2 shows the

livelihoods outcome achieved through the strategies practised in the Malealea tourism project. The study concludes that, out of these strategies, community members get benefits from the project, in contrast to other villages that do not have such a project. The lodge has the potential of contributing to sustainable community development in the form of community-based tourism, because through this project there is a clean environment activity, awareness of HIV and AIDS, promotion of education, creation of jobs for the local community and improvement of skilled labour and livelihood strategies. However, the project does not observe principles of full public participation. It practises partial participation. Pearce *et al.* (1996:183) describe this level of participation as “to give the participants some opportunities for exercising influence, but reserve the final power to make decisions with an authority holder”. This practice affects the sustainability of community development in this area. This is indicated by a number of issues such as the inappropriate procedures followed in involvement of groups in the development process; lack of support from tourism departments in their failure to implement tourism policies relevant to public participation, lack of resources such as knowledge and civil rights, poor service delivery and vague perceptions of public participation and community development.

### ***Public participation procedure***

The study concludes that the Malealea lodge owners do not involve the pony trekkers and tour guides, learning circle groups and handicraft cooperation members in the policy framework from which the institution is operating. The applied strategy does not allow these members of the community to influence the final decisions of development activities affecting them.

Although, the learning circle and handicraft groups plan their own activities, they rely on the lodge for management of funds of some activities. The partnership between these groups and the lodge is vague in problem exploration and identification, planning, implementation and evaluation of development strategies. Community members are told what to do and they follow. Although there is an opportunity for them to share skills as they engage in different activities and in different groups, they do not have the opportunity to manage their resources and activities, to mobilise skills and to follow the correct public participation procedures for development projects.

The study concludes that The Lesotho Tourism Policy has appropriate strategies for effective community involvement in tourism projects. However, it seems that the strategies are not implemented because none of them are applied in the Malealea Lodge and Pony Trekking Centre.

The study concludes that community members are not fully involved in decision making and do not always have an impact on the institutional framework in which the project is operating. The corporation as not have records or reports on perceptions of community involvement in tourism projects. This indicates that projects are planned without consultation with the community. The community is merely informed when the implementation is about to take place. This calls for intervention by the responsible department.

#### ***Availability of knowledge and services***

The study concludes that the community's level of knowledge and understanding of communal property, management skills, re-training on their duties and involvement procedures is low. This affects the project's sustainability of livelihoods outcomes. It implies that departments such as the local government authority have not yet empowered community or local councillors on their roles and rights in community-based and public-private tourism projects.

A great number of people in different countries are denied political liberty and basic civil rights. It is sometimes claimed that the denial of these rights helps to stimulate economic growth and is 'good' for economic growth development (Vago, 2000:160). Their power is limited to economic development decisions and they secure mass support for their policies by emphasising prospects for more jobs and small business opportunities (Dye, cited from Vago, 1999). This is what happens with the LTDC strategy. During investors' introduction to the host communities, people are promised temporary jobs, but this is not enough to sustain the livelihoods of the tourism host communities. If the authority bodies keep on practising sustainable tourism and community development this way, people will keep on depending on donations for survival while they should be empowered for self-reliance. Local communities

should be empowered so that they facilitate livelihood strategies that maintain independence and produce sustainable livelihoods outcomes.

Since dependency leads to poverty and oppression of the poor and local communities, this adversity ought to be eradicable by political means. A community-based tourism project should be a local enterprise undertaken by a group of the indigenous population trying to put an end to the situation of dependence which keeps them in a state of poverty and oppression. The theory of independence and self-reliant development, along with support of projects geared to liberation, with full public participation, means a liberating approach to sustainable community development. When referring to budget priorities in development of freedom, the Minister of Finance, South Africa (2003) says;

“The government must act to ensure that we reduce the number of people dependent on social welfare, increasing the numbers that rely for their livelihoods on normal participation in the accomplishment of the goal of enhancing the dignity of every South African”, (Budget speech 2003:5-6)

This mandate should also be applied to tourism projects in Lesotho. Host communities should be equipped with skills that allow them to engage in the development process and management of tourism projects, without depending on anybody for assistance.

### ***Perception of public participation and Community Development***

The study concludes that the lodge misses the entire concept of community development. It focuses on creating temporary jobs and making infrastructure improvement in the community. This is a temporary means of solving the problem because community members do not realise the significance of the project if they are not involved in its planning. They do not realise the core issues behind the implementation of development activities. Therefore, they can neither take enough responsibility nor have enough commitment to engage in development activities. Community development is a multifaceted process that includes economic, social, political, environmental and cultural development. Generally, Cryathorn (2003:143) views development as both a process and a stage of growth. Swanepoel (1990:2) contends that a critical characteristic of community development is that it is a learning process that is made viable

through participation, initiative and evaluation. This is an important step towards a self-reliance approach because it is people-centred.

## **7.2 Recommendations**

The new procedure of public participation has to be practised in Malealea if the intention is to empower community members for sustainable community development. There should be greater involvement and support from the Lesotho Tourism Development Corporation. In addition, the Trust would have to take on a greater leadership role in tourism plans than is currently the case. It is possible to strike a balance between the lodge owners and the community, to thus establish community-based tourism, along with the existing private enterprise, with the present supportive tourism policy in Lesotho. Community-based tourism projects should be practised with informed host communities or with the plan to inform the community members. The host communities should be part of problem identification and resources mobilisation so that the project becomes productive, and the community members are well served. Host communities can identify the problems better because they know their environment and understand their own life styles and their background better.

It is necessary to build capacity for those who do not have skills. Another problem that hinders active engagement of some groups in tourism projects is lack of capacity among community members. Communities, therefore, need to be informed by government, local government in particular. This government category is expected to work closely with the community to find sustainable ways to meet the social, economic and material needs of the community as well as to improve the quality of life and work in an integrated and coordinated manner, so as to provide holistic development strategies. Communities need to be assisted to learn how to engage actively in tourism activities. They should be provided with training on local economic development and cooperative advantage concepts, as well as communal rights. The training will make them competitive human resources, through the creative promotion of tourism growth and community development.

### ***Decentralized administration of tourism projects***

The decentralized administration of tourism projects needs to be facilitated in the private-public and private-oriented tourism projects because the aim of decentralisation is to empower the host communities with all the necessary skills to manage, administer and coordinate the development process in tourism projects. This strategy has an element of sustainability. It allows the involvement of community members in development projects and programmes in all stages of the development process. It is a sustainable approach because if community members acquire the planning, managing, monitoring and evaluation skills they can easily initiate their own development projects that would lead to sustainable livelihood outcomes. It is therefore increasingly important to move from rigid notions of sustainable development to progressive methodologies and models of public participation which involve the concerned community at all stages of the development process.

### ***Employment contracts***

The terms and conditions of partnership of pony trekkers and tour guides with community members should be clearly outlined. Agreement contracts on conditions of their work should be drawn. This strategy could make service delivery easy because all parties will perform their duties based on the contract. The study recommends that the lodge owners should be flexible and have employment contracts for members of involved groups, in order to practice genuine participation guided by a legal framework and that ensures commitment from both parties.

### ***Re-training***

The lodge should provide re-training for tour guides. The training should focus on an acceptable approach to tourist treatment. It should bring awareness of some of the livelihoods strategies that the tour guides and pony trekkers should engage in. For example, they should initiate other income generating activities such as further horse racing and training for the entertainment of the tourists. The lodge owners should encourage handicraft groups to organize exhibitions of their artefacts and thus create a market for tourists and for local people so that they can make more money.

### ***Community consultation through different communication channels***

The lodge has to open other communication channels for community members. This can be done through re-visiting community members at least once a year, either by making one-to-one reflection interviews for community members who might not feel free to talk during interviews or by making a suggestion box for the community to indicate their direct attitude, understanding, needs and interests. This might change the public participation policy framework in which the centre is operating. The approach might be more people-centred and increase sustainable livelihoods strategies in the community. In accordance with Narayan (1993), there is widespread recognition, that participatory development is critical for achieving sound resource management. However, this kind of development requires a more flexible and evolving process of planning for change, and poses new challenges for decision-makers and evaluators alike. Basically, it requires major institutional reorientation at the policy level to ensure awareness by locals as well as to empower and enable communities to act. Fundamental reshaping of decision making, in the light of country-specific conditions, may be necessary if environment and development are to be put at the centre of economic and political decision making, in achieving full integration of these factors ([www.unfpa.org/sustainable/environment.htm](http://www.unfpa.org/sustainable/environment.htm)).

Harkins (1993) and Ritche (1993) in Pearce *et al.* (1996:8) support the idea that studies in resident-responsive tourism will become increasingly important in future tourism policies and planning. Investigations have to be made about people's attitudes, values, beliefs and perceptions of tourism projects. Pearce *et al.* (1996:182) advocate that:

“One possibility of linking social representation work to a public participation exercise lies at a technical level: by examining survey data on how people think about tourism, dominant social representations may be unearthed and used as the basis for planning discussions, workshops, and negotiations.”

### ***Empowerment of local authorities***

With regard to service delivery, local government authorities should work hard to empower local councillors to play their role of maximising social development and economic growth of the marginalised communities. Training of trainee's workshops should be held for community members' representatives on related matters. This is because the Malealea community seems to



be uninformed or unempowered on issues relating to dependency and exercising of power over communal properties. Local government authority is a responsible body for protecting, advocating and empowering local communities, but it does not perform these duties. The interviewees pointed out that the local government department never visits the project with the intention of educating community members on communal rights or property rights or to provide any form of training. Public participation has to promote empowerment of previously disadvantaged communities; it should provide skills training, and employment opportunities establishment. This does not only empower community members, but it also promotes political stability as community members would not oppose the government development strategies. It also ensures understanding of benefits of ownership. Leadership and management of small scale facilities increase potential linkages and decrease the leakages (Meintsma, 2001:66).

In addition, the local authorities should negotiate with lodge owners and advocate for full public participation. A study by Rodrigo (2004) documents that communities are far more effective in reducing poverty when they add management skills to those of participation. Data obtained from surveys indicates that households can strengthen their capacity to participate by identifying and mobilizing resources. Additional community management skills are helpful to households and their organization includes mechanisms to budget finance, implement and maintain improvements, as well as monitor and evaluate such developments.

### ***The LTDC facilitation of public participation implementation***

The LTDC should facilitate implementation of tourism sections that deal with community involvement. It should organise, facilitate and sponsor training which deals with innovation of other livelihoods artefacts marketing strategies that accommodate both the growth of the tourism centre and community development. Such training may hold community members accountable for their resource mobilisation. The strategy indicates that citizens are at the centre because they are empowered. If the LTDC does not do it, they should at least facilitate and coordinate it.

The fight against dependence as recommended by the South African Minister of Finance (2003), should apply to other developing countries as well in order to promote the self-reliance principle. This would liberate and empower marginalised groups.

The LHWP of the Ministry of tourism should conduct a countrywide survey for identification of tourism projects and categorise them according to their public participation implementation. This should be done so that workshops are held for various private and parastatal organisations and public tourism projects' representatives to share experiences and skills in practising public participation. This is done to empower communities to engage effectively in the development process and private-public partnership for sustainable livelihoods strategies. In the case of the government tourism projects, the government has to intervene by monitoring the implementation of the tourism policy sections which deal with public participation. In the private and parastatal projects, the 'owner' has to see to it that there is a free and sustainable market for host communities.

With all the collected evidence, the researcher recommends that community-based and community-driven development projects such as the Malealea Lodge and Pony Trekking Centre are best undertaken in a context-specific manner, with a long term perspective and with careful and well-designed monitoring and evaluation systems. If such issues are ignored, the practice will lead to the downfall of development projects and tourism projects and host communities will always depend on external forces for the development process when they initiate their projects. Involving the community in the development process and activities provides opportunities for economic and social benefits to filter through to the host communities.

### **7.3 Further investigation on development projects**

The study makes two conclusions about public participation in development. The first one is that policies are not implemented as they are on paper. For example, the role of the LTDC on building the relationship between the investor and the host communities implies that the focus is more on the investors' satisfaction than on community involvement. The country cannot

achieve sustainable development if people and their human resources and communal rights are not observed. Further research should investigate the implementation of tourism policies, in particular, in public-private partnerships in tourism projects.

Another conclusion is that the role of local government authorities should empower community members. The ministry of local government is currently holding workshops for different local leaders on the community development and administration roles. Further investigations should focus on the role local government should play to ensure that local communities are empowered and provided with the necessary resources for participation in development projects.

The investigation should be done by the Ministry of Tourism, in collaboration with the Lesotho Tourism Development Cooperation, and it should be comprehensive enough to find a number of community-based projects in Lesotho, categorise them according to different levels of participation, and find involved ministries in tourism policy making. The LTDC should encourage the exchange of learning among the participants of projects.

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**Appendix: 1**  
**Community Questionnaire**

Age  
Sex  
Marital status  
Level of education  
Employment

**Participation**

1. Are you involved in this project?  
.....
2. What role do you and your family play in the project?  
.....
3. How did you learn about this centre?  
.....

|   |  |
|---|--|
| From the meeting called by Malealea authority     |  |
| From other local people                           |  |
| From a public gathering called by the local chief |  |

4. Have you ever been invited to the plan of any development activity of this project?  
.....  
.....
5. How many times have you attended the meeting organized by the project?  
Management?  
.....
6. Have you declared your view in a meeting organized by the management?  
.....
7. Has your declaration ever been implemented?  
.....
8. Have you ever complained about the activities taking place in this project?  
.....
9. What complaint was that?  
.....  
.....

.....  
.....

10. Are your complaints as a community towards the project always attended to?  
.....  
.....

12. Are there some development activities from which you feel excluded in their implementation?  
.....

13. Are there benefits from the development of the projects from which you think you are excluded?  
.....  
.....

14. How can this community become more involved with tourism?  
.....  
.....  
.....  
.....

15. Do you think that community members have any control over development affecting the community in this project?  
.....  
.....  
.....

**Empowerment**

16. Is there any form of education you get from the project?  
.....  
.....  
.....

17. Is management training provided for community members by project owners?  
.....1...  
.....  
.....  
.....

18. Have you ever learned anything related to communal property?  
.....  
.....  
.....

19. What kind of skills do you gain from the project?  
.....  
.....  
.....  
.....

20. Are you learning new skills or does the training you are given modify what you already know?  
.....  
.....  
.....  
.....

21. Do you think the skills you have gained can help you sustain you life in future?  
.....  
.....  
.....  
.....

**Impact of the programme on sustainable livelihoods**

22. What benefits do you gain that other villages which are not engaged in these projects miss?  
.....  
.....  
.....  
.....

23. Would you say the project has improved your life for the better? If you say no state the reasons. ....

24. If yes how would you describe the improvement the tourism centre has made in the community in terms of:

Natural.....  
.....  
.....  
.....

Physical.....  
.....  
.....  
.....

Human.....  
.....  
.....  
.....

Social.....  
.....  
.....  
.....

Financial  
.....  
.....  
.....  
.....

25. Among the problems you mentioned, which are addressed by the project?  
.....  
.....  
.....  
.....

26. What kind of problems have you identified between the tourism centre and the  
community?.....  
.....  
.....



**Appendix: 2**

**Questions for panel members of Malealea Lodge and Pony Trekking Centre**

1. How long has the programme been running as a community involvement programme?  
.....  
.....  
.....  
.....
2. What were the objectives of the centre with regard to community development?  
.....  
.....  
.....  
.....
3. The centre is known as the best community involvement programme; how do you define community involvement?  
.....  
.....  
.....  
.....
4. Is the entire Malealea community involved?  
.....  
.....  
.....  
.....
5. Can you describe the process involved in identification of the community needs for involvement in the centre?  
.....  
.....  
.....  
.....
6. Do you always implement community members' views in the development activities of the programme?  
.....  
.....  
.....  
.....

7. How often do you meet community members at large?  
.....  
.....  
.....  
.....

8. What elements would you identify in the program that made you decide that this is indeed a community involvement programme?  
.....  
.....  
.....  
.....

9. What are the challenges you experience in the planning and implementation of development activities?  
.....  
.....  
.....  
.....

10. What are the problems you foresee as the threat for community involvement in the programme?  
.....  
.....  
.....  
.....

11. What are the developments /achievements that the programme has done for the community?  
.....  
.....  
.....  
.....

12. How is your relationship with the local authority/government?  
.....  
.....  
.....  
.....

**Appendix: 3**

**Questionnaires for Lesotho Tourism Development Corporation**

1. One of the main objectives of The Lesotho Tourism Policy 2000 is to encourage community involvement in tourism projects. What attempts have there been in place to ensure that the marginalized communities become actively involved in tourism projects?

.....  
.....  
.....  
.....

2. What is the tourism project’s role in the development, management and support of your community involvement strategy?

.....  
.....  
.....  
.....

3. What is the role of the community in the development, management and of tourism project according to your strategy?

.....  
.....  
.....  
.....

4. What is your role in empowering communities and improving tourism skills in relation to communal rights?

.....  
.....  
.....  
.....  
.....

5. Do you have any report on communities’ perceptions on community involvement in tourism projects?

.....  
.....  
.....  
.....

6. If there are any (from no 5), what is the general communities perception with regard to community involvement in tourism projects?

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**Appendix: 4**

**Consent Form**

I am **Manapo Makhele**

I am a student at The School of Social Work and Community Development in the Faculty of Humanities Development and Social Sciences within UKZN, Howard College. I am doing a study on public participation in tourism projects for Sustainable Community Development: The case of Malealea Lesotho. The purpose of conducting this study is to fulfill a requirement for a master’s dissertation within the School. Furthermore, it is expected that findings from this study will be used to help develop new policies in relation to the planning and implementation of tourism projects in Lesotho and other countries.

**Research agreement between Researcher and respondents**

**Researcher:** I would like to invite you to participate in this study. It is your personal decision to participate in this study, and this will not affect your current job or your family in any way.

If you agree to participate in this study, you will be interviewed at your convenient time. You will be asked few questions about the Malealea Lodge and Pony Trekking Centre. You have a right to refuse to answer a question or stop this interview at anytime.

Please note that the information you give will be used for research purposes, you will not be asked questions that might reveal your identity and your name will not appear in any report.

Respondent: I agree to be part of the study.

Signature.....

Date .....

Researcher.....

## Appendix: 5

### The Letter



5<sup>th</sup> May, 2006

Dear Sir/Madam

This is to introduce Ms Manapo Makhele (Student number 204513875), a Masters student at the University of KwaZulu-Natal.

As part of her Master's programme, Ms. Makhele needs to carry out research into a community development intervention. She has chosen the Malea-lea Community Tourism Project to do this.

Please assist her with the necessary support and do not hesitate to consult the undersigned (her research supervisor) should you have further queries in this regard.

Yours faithfully

Dr Betty Claire Mubangizi  
Senior Lecturer  
School of Social Work & Community Development  
University of KwaZulu-Natal

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Founding Campuses:

■ Edgewood

■ Howard College

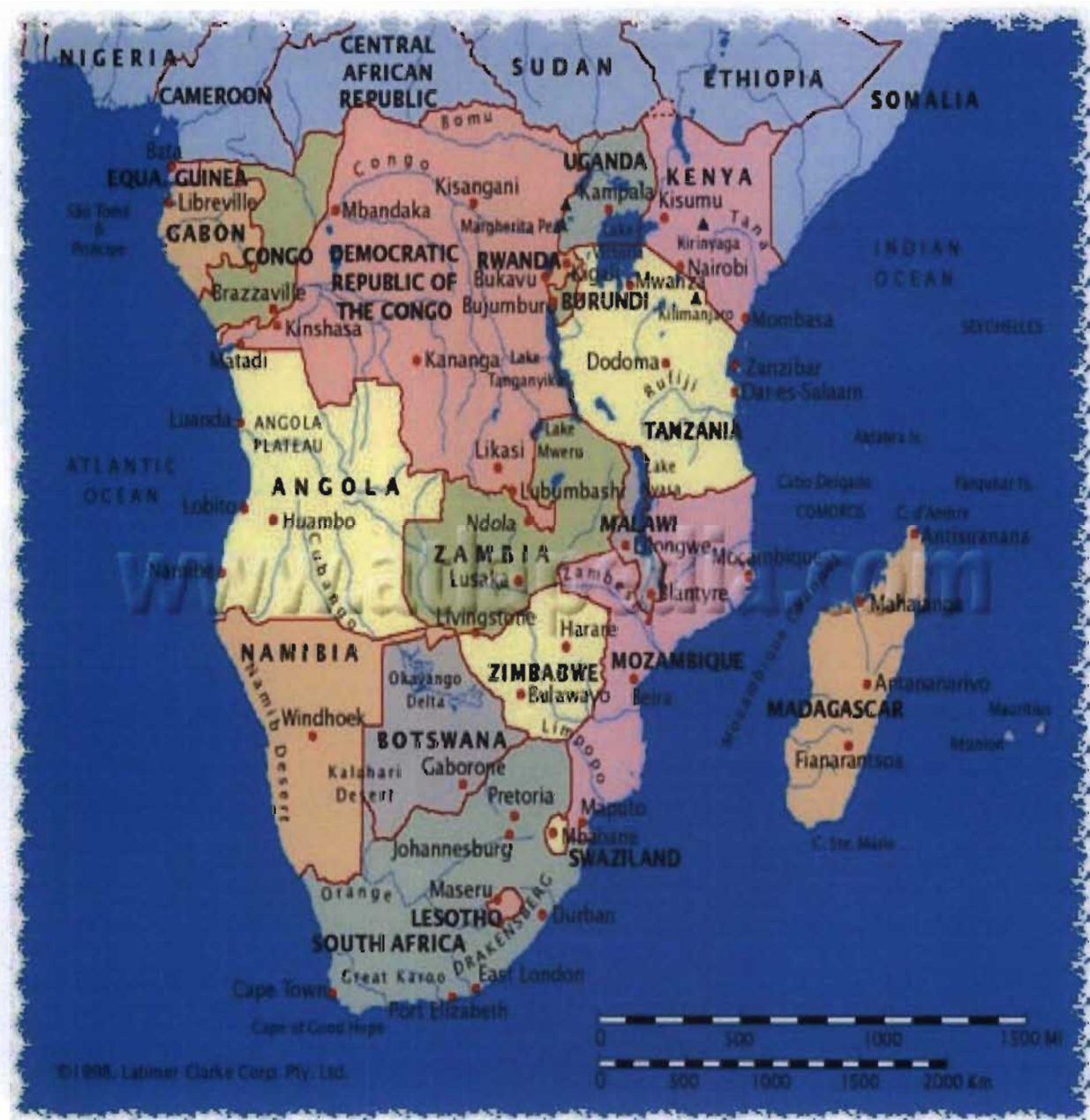
■ Medical School

■ Pietermaritzburg

■ Westville

## Appendix: 6

Map 1: Map of Southern Africa



Source: [www.adapedia.com](http://www.adapedia.com)



### Map: 2 Map Of Lesotho

**Source:** [www.go2africa.com/lesotho/map.asp](http://www.go2africa.com/lesotho/map.asp)



**Source:** [www.go2africa.com/lesotho/map.asp](http://www.go2africa.com/lesotho/map.asp)

### Malealea the Case Study Area