

**EVALUATING PRIVATE GAME RESERVES' CONTRIBUTION TO
COMMUNITY DEVELOPMENT: A CASE-STUDY OF KWANDWE
PRIVATE GAME RESERVE**

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ABSTRACT

The purpose of this study was to evaluate the application of the community development-model adopted by Kwandwe Private Game Reserve (KPGR), in the Eastern Cape, towards sustainable development of communities near the location of the game reserve. Community development is one of the important areas that the government of South Africa is targeting to reduce poverty and inequalities. Many initiatives have been proposed through local authorities to enhance local economic development. KPGR provides work opportunities for the local people to enable them to earn household income. The study draws from a mixed method approach wherein elements of quantitative and qualitative techniques were used to obtain relevant information from 300 respondents. These include employees of KPGR, the management of KPGR, Ubunye Foundation and the community members of Branderstone and Kransdrift. Findings of the study revealed that many factors adversely affect KPGR from exercising some of its corporate social responsibility. These include limited interaction of KPGR with the surrounding community, low literacy among community members and inadequate infrastructure. These factors adversely affect the community developmental model in the Branderstone and Kransdrift communities. To mitigate these concerns, the study advocates a thoughtful and strategic involvement of the surroundings, harnessing the potential of local communities and investing in infrastructural projects which are crucial for community development.

DECLARATION

I, the undersigned, hereby declare, unless otherwise stated that the work presented in this thesis is my own. Other sources are acknowledged and, to the best of my knowledge, are accurately reported. I also declare that this dissertation has not been submitted for a degree at any other university or higher learning institution.

Phelokazi Stuma

Date

DEDICATION

I dedicate this dissertation to my mother, Miss Cikizwa Stuma, and to my aunt, Miss Velelwa Stuma, who both never ceased to pray.

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TABLE OF CONTENTS

ABSTRACT	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES	x
LIST OF TABLES.....	xi
ABBREVIATIONS AND ACRONYMS	xii
CHAPER ONE: INTRODUCTION AND BACKGROUND.....	1
1.1 Introduction	1
1.2 Background to the study.....	2
1.3 Problem statement.....	4
1.3.1 Aim and objectives.....	5
1.3.2 Research questions.....	5
1.4 Rationale for the study.....	6
1.5 Research methodology.....	6
1.6 Delimitations of the study	7
1.7 Limitations of the study.....	7
1.8 Structure of the study	7
1.9 Chapter summary	8
CHAPTER TWO: LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Tourism and tourism trends.....	9
2.2.1 Definition of tourism.....	9
2.2.2 Tourism in South Africa	10

2.3 Tourism and the private sector	11
2.4 Characteristics of a private game reserve.....	12
2.4.1 Private game reserves in the Eastern Cape	13
2.5 Community development.....	13
2.5.1 Community development approaches.....	15
2.5.1.1 Community-based tourism	15
2.5.2 Asset-Based Community Development Approach.....	17
2.5.3 Role of game reserves in community development.....	18
2.5.4 Gaps in community development.....	20
2.6 Nexus between tourism, community participation and development	22
2.7 Factors affecting community developmental initiatives in game reserve.....	25
2.8 Effective communication in tourism.....	27
2.9 Education, training and skills development in tourism	28
2.9.1 Education, training and skills development in private game reserves.....	30
2.10 Game reserves and employment opportunities to host community	32
2.11 Chapter summary	34
CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN	35
3.1 Introduction	35
3.2 Research approach	35
3.2.1 Interpretative paradigm.....	35
3.2.2 Quantitative approach	36
3.2.3 Qualitative approach.....	37
3.3 Research design.....	38
3.3.1 The case study	38
3.3.2 Kwandwe Private Game Reserve case study.....	39
3.4 Target population.....	41
3.5 Sample technique	42

3.5.1 Sample size	43
3.6 Data collection	43
3.6.1 Questionnaire	44
3.6.2 Questionnaire design and format	44
3.6.3 Interviews	45
3.7 Data analysis	45
3.7.1 Quantitative data analysis	45
3.7.2 Qualitative data analysis.....	46
3.8 Pilot testing	46
3.9 Delimitations	47
3.10 Limitations of the research	47
3.11 Reliability and Validity.....	47
3.12 Ethical consideration	48
3.12.1 Confidentiality and anonymity	49
3.13 Chapter summary	49
CHAPTER FOUR: STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF RESULTS	50
4.1 Introduction	50
4.2 The sample	50
4.3 The research instrument.....	51
4.4 SECTION A: Demographics of participants	52
4.4.1 Emerged findings through research instruments	52
4.4.1.1 Demographics.....	52
4.4.1.2 Gender of participants	53
4.4.1.3 Race of participants.....	54
4.4.1.4 Residence of participants	55
4.4.1.5 Level of education among participants	56

4.5 SECTION B - Employment typology and percentage employed.....	58
4.5.1 Percentage of those working at KPGR	58
4.5.2 Nature of employment	59
4.5.3 Length of service/employment at KPGR	60
4.5.4 Opportunity for growth at KPGR.....	61
4.6 SECTION C - Community development initiatives/ strategies.....	62
4.6.1 Classification of capacity-building opportunities at KPGR.....	62
4.6.2 Nature of training received	63
4.6.3 Length of training.....	64
4.7 SECTION D - Challenges undermining community development initiatives.....	65
4.7.1 The relationship between KPGR and the surrounding community.....	65
4.7.2 The community development model employed by KPGR for community development	66
4.8 SECTION E - Evaluation and effectiveness.....	67
4.8.1 The contribution of KPGR to community development initiatives.....	67
4.8.2 Challenges with community development initiatives.....	69
4.8.3 Community-wide benefits	70
4.8.4 The effectiveness of the community development model.....	71
4.8.5 Recommendations or suggestions to improve the ABCD community development model employed by KPGR	72
4.9 Chapter summary	72
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	73
5.1 Introduction	73
5.2 Review of the aim and study objectives	73
5.2.1 Research objectives	73
5.3 Summary of the study.....	74
5.4 Interpretation of the findings by research objectives	74

5.4.1 Objective 1: To determine the percentage and capacities of the population employed at KPGR	74
5.4.2 Objective 2: To assess the strategies used by KPGR in community development initiatives	75
5.4.3 Objective 3: To identify the challenges mitigating against community development initiatives	76
5.4.4 Objective 4: To propose alternative strategies for community development within the host community	76
5.5 Conclusions drawn from objectives 1 to 4.....	77
5.5.1 Conclusions drawn from the percentage and capacities of the population employed at KPGR - objective 1	77
5.5.2 Conclusions drawn from the strategies used by KPGR in community development initiatives - objective 2	77
5.5.3 Conclusions drawn from the challenges mitigating against community development initiatives - objective 3	78
5.5.4 Conclusions drawn from the proposed alternative strategies for community development within the host community - objective 4	79
5.6 Recommendations.....	79
5.6.1 Employment at game reserves.....	80
5.6.2 Strategies for community development initiatives.....	80
5.6.3 Mitigating community development challenges	81
5.6.4 Alternative strategies for community development in host communities.....	82
5.7 Recommendations for further research.....	83
5.8 Conclusion	83
REFERENCES	85
Appendix A: Letter of Consent.....	101
Appendix B: Questionnaire.....	102
Appendix C: (IsiHlomelo soku: 1)	107
Appendix D: (Isihlomelo sesi-3).....	108
Appendix E: Letter of Authorisation from Kwande Game Reserve	113
Appendix F: Editing Certificate	114

LIST OF FIGURES

Figure 4.1: Participants' age.....	52
Figure 4.2: Participants' gender.....	53
Figure 4.3: Participants' race.....	54
Figure 4.4: Participants' residence.....	55
Figure 4.5: Participants' educational levels.....	57
Figure 4.6: Length of service at KPGR	60
Figure 4.7: Opportunities for growth from current position.....	61
Figure 4.8: Training at KPGR.....	62
Figure 4.9: Nature of training received.....	63
Figure 4.10: Length of training.....	64

LIST OF TABLES

Table 2.1: Tosun’s community participation typology.....	22
Table 2.2: Pretty’s typologies of participation.....	24
Table 3.1: Stakeholders at KPGR.....	42
Table 4.1: Classification of participants.....	51
Table 4.2: Percentage of workers at KPGR.....	58
Table 4.3: Nature of employment.....	59
Table 4.4: Community development initiatives by Ubunye Foundation.....	68

ABBREVIATIONS AND ACRONYMS

ABCD	Asset-Based Community Development
ABET	Adult Basic Education and Training
CATHSSETA	Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority
EC	Eastern Cape
ECTMP	Eastern Cape Tourism Master Plan
FEDHASA	Federated Hospitality Association of Southern Africa
NGO	Non-Government Organisation
PGRs	Private Game Reserves
SANTSS	South African National Tourism Sector Strategy
SATSA	Southern Africa Tourism Services Association
UNWTO	United Nations World Tourism Organisation

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

The tourism sector plays an integral role in South Africa and contributes to the local economy (de Vasconcellos Pegas and Castley 2014: 605). According to Tosun (2000: 632) and Dadvar-Khan (2012: 260), integrity is particularly notable amongst the indigenous host community that derives some form of employment through the tourism sector. The tourism sector comprises of many sub-sectors and includes private game reserves, which are the focus of this study. The number of direct and indirect tourism-related jobs associated with game reserves are estimated to be over 63 000 (van der Merwe and Saayman 2013: 863; Theron 2012: 6). Scholars such as Jugmohan, Spencer and Steyn (2016: 306) and de los Angeles Somarriba-Chang and Gunnarsdotter (2012: 1037) note that, besides employment generation to the host community, game reserves also attract tourists and promote economic activity in the local area.

There are mixed views regarding the various contributions of game reserves. Green (2010: 290) affirms that game reserves of South Africa contribute significantly to their host communities through communal development, while Southgate (2006: 94) and de los Angeles Somarriba-Chang and Gunnarsdotter (2012: 1039) argue that employees in this sector are generally lowly paid. In consonance with these divergent views, the current study evaluates the application of the community development model used by Kwandwe Private Game Reserve (will be referred to as KPGR hereon) in Eastern Cape, in relation to community development within the Branderstone and Kransdrift communities.

The following sections of this chapter discuss the problem statement, aim, objectives and research questions. Furthermore, aspects such as the rationale for the study, research methodology, delimitation and limitation of the study

are also presented. Lastly, this chapter concludes with the structure of the dissertation.

1.2 Background to the study

From a global perspective, the growth of tourism in natural areas has been rapid and private game reserves form a key feature in the wildlife tourism sector (Kepe 2001: 155; Giampiccoli, van der Merwe and Saayman 2013: 861). Private game reserves are amongst the most common and profitable types of private protected areas in existence worldwide (Sims-Castley, Kerley Geach and Langholz 2005: 6). Furthermore, Vedeld, Jumane, Wapalila and Songorwa (2012: 29) affirm that protected areas and parks are established to solve challenges, including contributing to local livelihood improvements. In the South African context, Faasen and Watts (2007: 36) and Frey and George (2010: 622) contend that tourism had not yet developed between 1948 and 1990 and local communities were not actively involved in the tourism sector. However, a positive outcome of the development of consumptive wildlife tourism has been achieved since 1994 (Mbaiwa 2008: 148). Saayman (2009: 79) argues that the concept of development must not only benefit communities economically but also socially by improving the well-being of local communities.

In South Africa, parks are classified into national, provincial and private parks. Amongst these, 22 are categorized as national parks operated by the government, while an estimated 11 600 private game reserves are spread across the nine provinces of South Africa (van Hoven 2015: 101). In the Eastern Cape Province, at least eleven private game reserves are registered in the Eastern Cape Province with the Indalo Game Reserves Protected Environment, including Kwandwe Private Game Reserve (Indalo Conservation 2017).

Kwandwe Private Game Reserve (KPGR) is recognized for its conservation practices and community development model which is the focus of this

research. KPGR is situated in the heart of the Sarah Baartman district of the Eastern Cape Province of South Africa. The reserve is named after South Africa's national bird - the blue crane. Kwandwe means a place of the 'Blue crane' in isiXhosa language. Different species of animals inhabit KPGR, including lion, elephant, cheetah, black and white rhino and buffalo. KPGR also maintains other threatened species, such as the black wildebeest, Cape grysbok and crowned eagle (Kwandwe Private Game Reserve 2016). KPGR established Ubunye Foundation in 2002 to be a social development arm that would invest some of its resources to develop the nine rural communities in the vicinity of KPGR, two of which are in the reserve. The foundation applies the asset-based approach to facilitate community develop and community participation. The asset-based approach emphasises that sustainable development can only take place when communities are built from the bottom up (Boukas and Ziakas 2016: 9). A key feature of Ubunye Foundation is the employment of approximately 200 people from rural communities with fifty percent being women. Moreover, Ubunye Foundation has established forty successful support groups comprising individuals from each village. These groups comprise twenty-eight members who are mostly women. The groups meet to share their challenges and discuss ways to find solutions, thereby providing a powerful support system. Some of the income-generating projects include an herb and vegetables garden which supply fresh produce daily to the kitchens of the five luxury lodges on the reserve (Kwandwe Private Game Reserve 2016).

Having identified some of the contributory roles that KPGR offers to the Branderstone and Kransdrift communities, the chapter will proceed with the outline of the problem statement, aim and objectives, research questions and the rationale and limitations of the study. A brief outline of the research methodology concludes this chapter as well as the summary of the proceeding five chapters.

1.3 Problem statement

National parks and private protected parks are tourist attractions, often located in remote or marginalized rural areas (Brakspear 2008: 247; Theron 2012: 5; Jugmohan, Spencer and Steyn 2016: 306).

According to Snyman (2013:3), rural households face economic and development constraints and low levels of education and skills. The impact of tourism on local people touches on issues of employment through earnings and incomes; indirectly as suppliers of goods and/or services; as well as through efforts towards community development projects (Giampiccoli, van der Merwe and Saayman 2013: 861).

Muzirambi and Mearns (2015: 37) posit that early conservation efforts in Southern Africa displaced local communities and enforced strict access rules to natural resources, causing communities to lose all their rights to their ancestral land. To rectify this loss, efforts by tourism authorities increased to involve local communities in decision-making and benefit-sharing processes in order to gather their support (Muzirambi and Mearns 2015: 38). Moreover, (Makhindi 2016: 2) contend that communities residing in proximity of game reserves do not adequately benefit from these protected areas and local participation is inadequate. Sène-Harper and Séye (2019: 217) agree that, before the 1990s, local communities were removed from their land and could not be part of any developments let alone benefit from national/game parks. Local participation is one of the most significant features to sustain tourism (Job and Paesler 2013: 19). More importantly, it is evident that the future success of tourism in numerous areas depends on the level of community involvement, participation and behaviour of communities living in or adjacent to protected areas (Job and Paesler 2013: 19). Being one of the poorest provinces in South Africa, the Eastern Cape community members are often struggling socially and economically. Therefore, it is expected that Game reserves in their business strategy and their social responsibility programs to

facilitate the inclusion and benefits of local community members. This study is important as it investigates the benefits that are filtering from KPGR to the community.

1.3.1 Aim and objectives

Aim of the study

This study aims to evaluate the application of the community development model used by KPGR in relation to community development and assess if communities are benefiting from the work of KPGR.

Research objectives

The objectives of this study are as follows:

1. To determine the percentage and capacities of the population employed at KPGR;
2. To access the strategies used by KPGR in community development initiatives;
3. To identify the challenges mitigating against community development initiatives; and
4. To propose alternative strategies for community development within the host community.

1.3.2 Research questions

The research questions of this study are as follows:

1. How many community members are employed at KPGR and in what capacity?
2. What strategies are used to address community development initiatives?
3. What are the challenges facing KPGR in its community development Initiatives?

4. What measures are used to address challenges facing KPGR in its community development Initiatives?

1.4 Rationale for the study

The National Tourism Sector Strategy (NTSS) stresses the importance of enhancing rural areas for sustainable tourism development through collaborating with stakeholders such as the business community to realise investment growth (NTSS 2017: 37). In addition to governmental entities, non-governmental bodies equally support developmental initiatives within communities (Dadvar-khan 2012: 260). One such body is the communal developmental role that Ubunye Foundation provides to the Branderstone and Kransdrift communities in Grahamstown which is the focus of this research. Such developmental initiatives are viewed by Strickland-Munro, Moore and Freitag-Ronaldson (2010: 663) as critical in a country such as South Africa where most of the Black populace is affected by poverty, inequality and marginalization.

This research is important as it intends to evaluate the extent to which KPGR has contributed to community development. It is anticipated that this study will be beneficial to the management of KPGR as the recommendations may contribute to the effectiveness of their community development programmes. Furthermore, this study may also benefit the host community, whilst contributing to the creation of new knowledge within the scope of the study.

1.5 Research methodology

A mixed research approach was adopted in this study. While a judgmental non-probability sampling method was used in selecting the qualitative participants, a purposive non-probability sampling method was used in selecting the quantitative participants. The participants for the study comprised of the employees of KPGR, the management of KPGR, the executive members of Ubunye Foundation, and community members of Branderstone and Kransdrift.

Three hundred members participated in the study. The responses obtained from the participants were developed into themes linked to the objectives of the study.

1.6 Delimitations of the study

Although the concept of community development is multi-faceted, this study was confined to:

- Private game reserves in the Eastern Cape;
- Employment opportunities and wider community benefits acquired by the Branderstone and Kransdrift villages;
- The organisation and communities forming part of the study who were located within the private game reserve boundaries and their responses could have been biased; and
- Training and skills development towards community members of Branderstone and Kransdrift.

1.7 Limitations of the study

The limitations of this study are outlined below:

- Financial constraints;
- Difficulty in accessing the remote KPGR;
- Private game reserves use different approaches for community development. Therefore, the results obtained from this study cannot be generalized to all the private game reserves in the Eastern Cape; and
- Minimal documented information available on the operations of KPGR.

1.8 Structure of the study

This study comprises the following five chapters:

Chapter One outlines the introduction and background to the study. It discusses the research problem, aim and objectives, the rationale for the study, and limitations as well as delimitations of the study.

Chapter Two examines the conceptual framework and theoretical background to the study by means of reviewing literature. The purpose of this chapter is to present existing and relevant literature in consonance with the study's aim, objectives and problem statement.

Chapter Three describes the study area. This chapter also discusses the research methodology employed, the research design, sampling method, research instrument, ethical considerations of the study, reliability and validity and the data analysis.

Chapter Four presents the interpretation of data. Five sections divide this chapter. Section A provides the demographics of KPGR community; section B presents the community development initiative of KPGR; section C presents the challenges undermining community development initiatives; and section D evaluates the effectiveness of KPGR community development initiatives. Section E presents the suggestions of participants in this study.

Chapter Five draws the conclusions of the study and recommends suggestions for future research.

1.9 Chapter summary

An overview of private game reserves in South Africa was provided in this chapter. It focuses on the area of study, Kwandwe Private Game Reserve. The discussions centred on the contributory roles that private game reserves play in their respective host communities. This chapter also outlines the objectives of the research and the research questions of the study. Aspects such as the rationale for the study, delimitations and limitations are also outlined. Literature pertaining to this study is discussed in the following chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the relevant literature. It commences with tourism trends and definitions of tourism, followed by a general overview and conceptualization of the private sector, private protected areas, private game reserves and community development. The literature further examines community involvement and participation in tourism projects, with reference to community development. The final section discusses barriers to community development and threats to community involvement in relation to tourism.

2.2 Tourism and tourism trends

Interest in tourism, as a tool for economic development, has grown radically over the past decades, with a variety of definitions of tourism in existence (Higgins-Desbiolles, Carnicelli, Krolikowski, Wijesinghe & Boluk, 2019). Tourism is based on complex and bilateral relationship with the surrounding environment (Marsiglio 2015: 184), making tourism a complex term. However, the importance of tourism as an economic contributor has been recognized globally. Hence Kim, Uysal and Sirgy (2013: 527) posit that tourism should be treated as an important industry that can enhance local employment opportunities.

2.2.1 Definition of tourism

Defining tourism is essential to understand this multifaceted phenomenon. Tourism is defined as a set of activities of persons travelling to and staying in places outside their usual environment for not more than one year for various reasons (United Nations World Tourism Organisation 2014; Tsephe 2015: 1). The (UNWTO 2014) further defines tourism as “the movement of people to countries or places outside their usual environment for purposes such as

business or leisure”. Tourism is thus a social, cultural and economic phenomenon (UNWTO 2014) of which statistical representation has its challenges because of its nature (UNWTO 2008: 9). The common elements covered in the above definitions are accepted for this study.

2.2.2 Tourism in South Africa

South African Tourism (SATOUR) is mandated to market South Africa as a preferred tourist destination to both domestic and international markets (SATOUR 2017), and the country became famous for its game and nature reserves (Steyn and Spencer 2011: 178). Although considered a seasonal industry, South African Tourism campaigns to address challenges by offering travel packages throughout the year, ensuring that the tourism industry is able to create meaningful tourism-related jobs (SATOUR 2017). Moreover, in poor and wealthy countries, tourism has been recognized as a significant industry that impacts the economy, socio-cultural and community livelihoods (Rahman 2010: 5).

Recognised as one of the fastest-growing industries in South Africa, tourism provides employment opportunities and contributes to alleviating poverty (Mthembu and Mutambara, 2018). Economic benefits and new development opportunities empower local communities and provide some of the positive impacts that the tourism industry provides for South Africa (Saarinen 2010: 713). These developments of tourism provide several positive impacts such as empowerment of local communities through tourism-related positions and the acquisition of capacity building that involve a high degree of responsibility for supporting local tourism businesses. Local communities were afforded with opportunities to pursue formal qualifications to hold senior positions or even to explore new career paths (Butler 2017: 199).

Moreover, statistics show that South Africa saw an increase of 2.4% in international tourist arrivals, growing from 10.04 million in 2016 to 10.29 million in 2017. Domestic trips totalled to 17.2 million taken in the country during 2017, marking a decline of 29.3% compared to the 24.3-million trips taken in 2016.

The unfavourable economic conditions prevailing in the country were the result of the decline since 2015 (South Africa Tourism 2017: 28). Tourism in South Africa has been a special focus for a national economic development programme since 1994. International tourism was undeveloped, and the tourism sector was of minor importance due to the international boycotts and sanctions of the apartheid regime. Rogerson (2015: 190) asserts that the growth of tourism in South Africa is associated with the country's Big 5 as well as other natural attractions which result in tourists visiting major cities as preferable destinations. In South Africa, private game reserves and nature reserves have become a prominent feature of the countryside (Spierenburg and Brooks 2014: 151). However, Jugmohan (2015: 11) questions the beneficiaries of the developing countries in relation to the growth of tourism and believes that most of the revenue accrued does not trickle to the host community.

2.3 Tourism and the private sector

Private sector involvement in tourism development is recognized and documented in South Africa. The private sector has a vital role to play in terms of educating, training and transferring of skills (Noe, Hollenbeck, Gerhart, and Wright 2017). In South Africa, tourism is government-led and private sector is driven. The private sector can encourage the involvement of local communities in tourism ventures (South African Tourism White Paper 1999; Snyman 2013: 167). Through local investment, the private sector can mobilize resources to enhance community-based tourism initiatives in privately-owned land (South African Rural Tourism Strategy 2012: 39). Furthermore, the private sector has the potential to initiate the development of new community institutions, facilitating community projects, and training communities to manage them individually. In addition, private organizations are recognized for their supporting role in relation to the tourism industry. Private sector tourism organizations such as the Southern Africa Tourism Services Association (SATSA) and the Federated Hospitality Association of Southern Africa

(FEDHASA) are important role-players in driving tourism in the Eastern Cape Province (Eastern Cape Tourism Master Plan 2014: 14).

2.4 Characteristics of a private game reserve

In South Africa, private game reserves are typically located on private land. According to van Hoven (2015: 101), the number of private game reserves is estimated to be 11 600 in South Africa, covering 21 million hectares in total. A national game reserve and a private game reserve are different based on the ownership (Theron 2012: 5). Langholz (1996: 272) explains that a private game reserve, amongst other criteria, is an entity that is not owned by the government or public sector and is known for its effective model for protecting valuable resources. A private reserve is found on a private property which is funded by a private stakeholder and owned with the primary reason of preserving the land and managing it for conserving the natural environment (de Vasconcellos Pegas and Castley 2014: 605). Brakspear (2008:247) and Theron (2012:5) argue that private reserves do not expect or receive much provision from the government thus they operate independently.

Langholz and Kerley (2006: 25-26) outline the following ethical guidelines that are committed to involving communities:

- Beneficial to local communities - social programmes can be assessed and assist in the employment and development of the local people;
- Collaborating for mutual benefit - Accountability from a central association which promotes the welfare of the Industry with government and NGOs to promote the development and monitoring of the industry; and
- Maintaining a high-quality tourism product - employment of suitably trained employees, while ensuring proper service delivery.

Having discussed some of the ethical guidelines by the private game reserves, scholars still address the effectiveness of these guidelines, and whether they have been implemented by private game reserves. This study intends to

identify the level of implementation of these guidelines and address any shortcomings.

2.4.1 Private game reserves in the Eastern Cape

Eastern Cape Province is home to eleven (11) private game reserves which are registered members of the Indalo Conservation Association (Eastern Parks and Tourism Agency 2016; Indalo Conservation Association 2016). These private game reserves comprise of: Amakhala Private Game Reserve; Kariega Private Game Reserve; Kwandwe Private Game Reserve; Pumba Private Game Reserve; Shamwari Private Game Reserve; Hopewell Private Game Reserve; Kuzuko Private Game Reserve; Lalibela Private Game Reserve; Samara Private Game Reserve; Sibuya Private Game Reserve; and Bergplaas Nature Reserve. This study will focus on the Kwandwe Private Game Reserve because of its holistic community development model and community initiatives and the asset-based community development approach which focuses on resources which already exist in communities to initiate community development (Kwandwe Private Game Reserve 2016).

2.5 Community development

The underlying principle behind community development was to involve local people in decision-making and provide education while removing the stigma of charity (Sebele 2010: 136). The community development approach is used to improve the livelihood of a community's health, housing, livelihood and education, and is strongly associated with ways to support the disadvantaged communities (Ntonzima and Binza 2011: 660). Community development involves community members to engage in meaningful ways that lead to community member participation, empowerment and leadership (Sklar, Autry and Anderson 2014: 297) and is a reasonable way to shape communities to become better and connect with the people (Sklar *et al.* 2014: 282).

Local community development is also a formation and conserving of a community as a social characteristic of a local population (Theodori 2009: 92). It is also a concept used to illustrate plans and activities for building the community. The fundamental nature of local community development lies mainly in the doing, where members of the community interact on matters concerning their common interest (Theodori 2009: 92). Therefore, the impression of local community development largely depends on the people coming together and engaging to solve their local problems, improving their quality of life and improving their well-being (Theodori 2009: 92). Community development is described as an activity where community developers engage people, especially the disadvantaged in the community development process (Lawson 2010: 150). From a tourism perspective, local communities are identified as a modern and basic element of tourism development (Aref, Gill and Aref 2010: 155). Hence, partnerships are necessary to inspire communities to remain committed to local tourism development and broader development (Zhang, Cole and Chancellor 2013: 280). Moreover, tourism development in local communities is an indication of the community taking advantage of resources within the community, which is an example of the self-help approach to community development (Aref *et al.* 2010: 159).

A study conducted by Butler (2017: 199) observed the impacts of tourism development in Dullstroom, a small town in Mpumalanga. The findings of the study revealed that tourism development yields positive effects and that local community members met benefits beyond economic factors. It was evident that some residents benefited through employment even without any skillset or schooling qualification. However, capacity building opportunities were significant among employees in Dullstroom. The employees gained several skills through informal training arrangements offered by employers. Although the training and skills of most employees developed are informal, official qualifications were additionally acquired by others. In Dullstroom, locals take the initiative to progress in meaningful careers, in and outside the local tourism economy. It is significant to note that numerous community development

initiatives were undertaken by the women in the community, though levels of schooling or tertiary education were minimal (Butler 2017: 201). Similarly, this study intends to find out the extent to which KPGR contributes to community development.

2.5.1 Community development approaches

The implementation of specific strategies must favour community development (Giampiccoli, *et al.* 2013: 863). Different processes and strategies need to be implemented within the specific context of each game reserve and the community (Giampiccoli, *et al.* 2013). The needs of a community from rural areas will differ from those of urban areas. The demographic profile determines and confirms the uniqueness and the differences of the communities from each other. Therefore, community-based tourism models are proposed by Saayman and Giampiccoli (2016: 145) to be specifically relevant to facilitate the development of disadvantaged community members whilst alleviating poverty.

2.5.1.1 Community-based tourism

Community-based tourism (CBT) emerged in the mid-1970s with the intention of introducing a bottom-up approach that provides the community with a comprehensive community participation approach at all levels of tourism development (Asker, Boronyak, Carrard and Paddon 2010; Ndlovu 2016: 14). Mtapuri and Giampiccoli (2016: 154) interpret community-based tourism as a tactic to facilitate community development in developing countries, aiming at the remote, rural, impoverished, marginalized, and underprivileged people in small towns. According to Ndlovu (2016: 16), communities are likely to have a traditional, participatory or agricultural economic system, where the use and exchange of resources are shaped by tradition. However, community-based tourism is not limited to under-developed or developing countries, but community participation is considered ideal for improving community support for tourism development (Ndlovu 2016: 16). Some of the major characteristics

of community-based tourism, as outlined by Saayman and Giampiccoli (2016: 152), are as follows:

- Community-based tourism should be a long-term indigenous strategy with only temporal external support and facilitation;
- It should be based on local culture;
- In its primary stages, it should be seen as a complementary activity within the context of the diversification of livelihood strategies;
- It should be aimed at individual and community-wide well-being, including direct and indirect beneficiaries; and
- It should be considered a long-term approach to development and not a 'quick-fix' solution.

Mtapuri and Giampiccoli (2016) observe that partnerships do include the various functions related to community-based tourism, namely capacity building and skills development. Hausler and Strasdas (2003: 26, cited by Mtapuri and Giampiccoli 2016: 158) state that community members can be involved in the following different levels of community-based tourism which may vary by location:

- A good way of spreading the benefits within communities is when locals sell hand-made products to guests directly or through tourism businesses.
- Approval to operate privately owned tourism businesses in communities in return for a fee
- Persons with relations to the wider community running their own small tourism businesses in the informal sector. The level of success may differ, while the lack of skills and tourism knowledge has often proved a weakness.

Based on the above-mentioned definitions, a community can, therefore, be made up of individuals that share comparable characteristics and are restricted in a geographical location. Individuals must be linked by a common factor such as geographical location and culture. Sustainability, social, economic and

environmental responsibility play a major role in ensuring that local development provides employment opportunities for the local people's skills development and training. This will possibly prolong the benefits brought by tourism to local communities and the protection of the natural environment in nature reserves. Therefore, it is critical to base CBT on traditional practices and existing knowledge systems, in order to keep tourism development in local communities. CBT contributes to the wellbeing of locals, by involving the communities in the processes of building skills and knowledge to demonstrate their potential towards tourism development. Moreover, CBT increases community participation in decision-making, provides roles particularly for women and unskilled youth and increases opportunities to earn income which contributes to their livelihood. Basic facilities are brought by CBT, and includes developing infrastructure, health care, education and building houses.

2.5.2 Asset-Based Community Development Approach

Asset-Based Community Development (ABCD) is an approach that focuses on strengthening the potential and capacities of what already exists in a community (Jakes, Hardison-Moody Bowen and Blevins 2015: 393). The concept of the ABCD approach involves the use of resources such as people, informal associations and formal institutions (Jakes *et al.* 2015: 393). The driving force associated with the ABCD approach is drawn from the local community (Dolezal and Burns 2015: 136). Local community members are, therefore, active participants rather than clients in the process of development (Mathie and Cunningham 2002). A sense of control can be discovered by community members when they use their own assets for tourism development. This can relieve less developed countries, especially where influence from outsiders regularly compromises ownership of assets (Wu and Pearce 2014: 440). Thus, the ABCD approach is regarded as developmental and builds upon the strengths as well as the assets of people, associations and institutions to address the needs of the local community (Yeneabat and Butterfield 2012:

134). ABCD identifies destinations' assets as a major contributing factor to the success of tourism (Dolezal and Burns 2015: 140).

Various principles for ABCD have been identified by scholars. Amongst these, Mengesha, Meshelemiah and Chuffa (2015: 166) identify the following four principles:

- The community must enable change;
- Development must be from the capacity and assets of the community.
- Transformation should be determined by a relationship; and
- Transformation should be concerned with sustainable growth.

Consequently, before implementing the ABCD approach, authorities need to ensure that the critical principles for a successful ABCD approach are met. Moreover, local communities work together with the resources they have, hence, the formation of the steering committee and self-help groups. A key feature of KPGR and Ubunye Foundation is that there are approximately 200 people from rural communities who meet in different forums for sharing problems and finding solutions of income-generating projects. Hence, it is important to determine whether the ABCD approach implemented by KPGR reflect the principles highlighted in the literature and are linked to benefits reaped by local communities.

2.5.3 Role of game reserves in community development

The contribution of game parks and protected areas to tourism revenues as well as the role in preserving nature and wildlife has been regarded as a vehicle for sustainable development (Sène-Harper and Séye 2019: 217). Privately owned entities have now taken over for the protection of wildlife, from previously agricultural activities by private game reserves (Brakspear 2008: 248; Theron 2012: 5). Additionally, Brakspear (2008: 248) explains that private game reserves prioritize the involvement of local communities and concentrates on research.

Private game reserves provide several benefits to communities. According to de Vasconcellos Pegas and Castley (2014: 605), one such benefit is the improved economic returns by means of tourism. Nature-based tourism increases the economic dependency of natural resources, which Kajan (2013: 295) describes as largely depending on protected areas. In a recent study based on protected areas, tourism and community livelihood, Stone and Nyaupane (2015: 18) recommend that the *“best way for protected areas to survive and prosper is to take a long-term view and understand that if it treats the community well, then the community will realize the benefits of living with protected areas”*. This recommendation suggests that the communities living near private protected areas are important stakeholders and it is pivotal for the community to understand tourism as a developmental tool. Previous and current research has increased the understanding that tourist destinations located in communities are likely to be successful if local communities are involved and benefit from them (Dimitrakopoulos *et al.* 2010). Private protected areas play a significant socio-economic and environmental role in South Africa. Private game reserves have become economically significant for private landowners ever since the cattle industry declined (van Hoven 2015: 102). Private protected areas provide direct and indirect employment in various sectors of the tourism and hospitality industry and are associated with informal industries such as handicrafts and curio sectors. Most of the jobs created through privately protected areas benefit the rural areas. According to Moses (2006: 28), infrastructure development and recreational facilities for the local community are some of the direct contributions of privately protected areas in rural development programmes.

Though protected areas are in territories which have been used and occupied by local communities, establishing a protected area is about managing the natural environment and managing the communities in the locality. Local communities are likely to adhere and commit themselves to conservation strategies when their opinion and knowledge are incorporated into the decision-making process.

Participation is when participants, predominantly the local communities, share knowledge on development strategies and the decisions which affect them (Michael, Mgonja and Backman 2013: 84). Hence, communication between participants is of importance to facilitate better decision-making and sustainable development (Aref 2011: 21). Participation is necessary to ensure partnership and development. Therefore, failure to implement community development may be a lack of community participation in decision-making (Aref 2011: 21). Being active in decision-making is a historical process in participation. Local authorities can develop tourism policies which encourages the local community to be independent and participate in tourism. Participation in tourism can support and sustain local tourism businesses, develop skills and increase knowledge, especially for the communities living near KPGR. Hence, it is crucial to involve the local community when planning for tourism as it provides policy developers and local authorities with a strong understanding of local attitudes towards tourism. Similarly, this study intends to find the extent to which private game reserves contribute to community development.

2.5.4 Gaps in community development

Ndlovu (2016: 23) cautions that there are risks associated with community development models, particularly if they are introduced as a quick strategy for improving the well-being of local communities. Community development models fail due to a lack of tangible critical factors such as: employment creation; direct and indirect benefits from the land; the involvement and participation of the community; a lack of ownership of community-based projects; and a deficiency of financial resources (Ndlovu 2016:18; Rafee, Jussem, Wang Arshad, Hakimihalim and Hassan 2012). Local communities are viewed as inactive stakeholders (Idziak, Majewski and Zmyslony (2015: 134). In South Africa, the problem is linked to the provincial level in that communities do not have an organisation or representative committee at this level (ECTMP 2009: 14). It is suggested that learning the levels of engagement and commitment in community development is essential so that practices of

improvement can be identified (Sklar, Autry and Anderson 2014: 282). The main goal is to address problems, resolve issues and build relationships.

Various models used for tourism development involving communities are also constrained with obstacles, challenges, problems and limitations (Saayman and Giampiccoli 2016: 149). In the case of community-based tourism development, Saayman and Giampiccoli (2016: 152) identify the major challenges as: inadequate financial resources of the community; inadequate community capacitation, lack of infrastructure - particularly in remote areas; complications with local decision-making; dearth of local tourism business understanding; and training. Campbell (1999: 549) believes that tourism is valuable to those participating in it and that there is a low level of awareness amongst communities regarding specific opportunities in tourism. Saufi, O'Brian and Wilkins (2014: 803) asserts that local people's knowledge about tourism is limited by their lack of knowledge regarding tourism and discourages their ability to empower themselves. Using an example from Kimana, in Kenya, Southgate (2006: 94) alleges that the exclusion of the community from the benefits of tourism has been driven more by the community's exclusion from negotiations and their lack of access to participation. Game reserves are faced with similar challenges as the relationship with communities residing near the reserves have been historically difficult and contradictory. Mutual benefits, good relationships, mutual trust and understanding need to be engendered by both parties to foster mutual benefits. Giampiccoli, van der Merwe and Saayman (2013: 860) maintain that private game reserves can benefit greatly by maintaining good relations with their neighbouring communities. The issues concerning the involvement of women also need to be addressed. This is particularly an issue amongst developing countries.

It is evident from the literature (Nel 2015; Park 2012) that, in many communities living near game parks and protected areas, tourism is recognized as a vehicle for community development. This study anticipates addressing the issues that KPGR experiences with the community development approach it has

implemented. Objectives 2 and 3 of this research seeks to access the approaches used by KPGR for community development and identify the challenges brought by these strategies. Various community development approaches exist in the literature; however, the key issue with the community development approach employed by KPGR is that it needs local participation.

2.6 Nexus between tourism, community participation and development

A variety of earlier studies have discussed the connection between tourism, community participation and development (Altinay, Sigala and Waliyo 2016: 414), highlighting the immense interconnectivity amongst these variables. Tosun (2000: 615) refers to community participation as a development process where different levels of participation amongst residents are discussed. Community participation is an educational and empowering process that promotes partnerships and allows communities autonomy to manage their own plans (Tosun 2006:615). The model in Table 2.1 was designed by Tosun (1999: 118) within the framework of tourism. This model contains three levels of 'involvement-approaches' (Zhang, Cole and Chancellor 2013: 268).

Table 2.1: Tosun's Community Participation typology

LEVELS OF COMMUNITY PARTICIPATION	DEFINING CHARACTERISTICS OF COMMUNITY PARTICIPATION
SPONTANEOUS	Bottom-up; active participation; direct participation; participation in the whole process of development, including decision-making, implementation, sharing benefits and evaluating; authentic participation; co-production; self-planning; wide participation; social participation.
INDUCED	Top-down; passive; formal; mostly indirect; represents a degree of tokenism, manipulation and pseudo-participation; participation in implementation and sharing benefits; choice between proposed alternatives and feedback.
COERCIVE	Top-down; passive; mostly indirect, formal participation in implementation, but not necessarily sharing benefits; choice between proposed limited alternatives or no choice; represents

	paternalism; non-participation; high degree of tokenism and manipulation.
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Source: Tosun (1999: 118)

Participation in tourism activities and the development of projects must exist in all stages of development, namely, planning, implementation and monitoring (Stone and Wall 2003: 19). Mbaiwa (2003: 463) concludes that attention to planning, design and implementation of tourism programmes is necessary for tourism to be sustainable in local communities. Tosun (2000: 626) suggests that community involvement should be considered in two facets: firstly, in the decision-making process and, secondly, in the benefits of tourism development. Moreover, a study conducted by Van Niekerk (2014: 82) discovered that community participation can be seen from at least three perspectives. Firstly, people tend to avoid community participation. Secondly, community participation is a voluntary process in which the community will engage in planning and development only, and when they do so, if they are likely to benefit. Thirdly, community members want to participate in tourism development but are rarely given the opportunity to do so effectively. At the same time, it is important to note that local communities have knowledge of community resources, their needs and significances of tourism development than role players in the industry (Zhang, Cole and Chancellor 2013: 280). One point to consider will be to empower leaders in communities to be involved in the planning procedures and propel towards advanced levels of participation (Khazaei, Elliot and Joppe 2015: 1059). Lopez-Guzman, Sanchez-Canizares and Pavon (2011: 82) advocates that young people and women have a crucial role in the planning of tourist activities (Choi and Murray 2010: 589).

Kajan (2013: 295) states that local community members recognize the economic benefit of natural resources and that they have a broader relationship with the environment. When planning for tourism, their knowledge should be utilized fully (Zhang *at al.* 2013: 280). As such, Mbaiwa (2003: 463) suggests that emphasis should be placed on policy development in ways that will facilitate local participation. These are policies will increase the use of local

people’s knowledge, material and labour to obtain meaningful benefits from the tourism business. However, Khazaei, Elliot and Joppe (2015: 1058) state that it is challenging for tourism planners to have community groups engaged at different stages of planning processes. The intention of tourism in protected areas is to create and sustain relationships between the local people and the protected area (Xu, Liu, Chen and Liu 2009: 35). It is crucial to discuss community participation as it is one of the components to a successful project (Mowforth and Munt 2008: 225). In this way, the challenges mitigating against community development projects in KPGR will be identified and resolved. Thus, this study investigates the importance of involving local community members, from as early as in the planning process, and acknowledging the importance of local knowledge. This was facilitated by asking the respondents of their extent to which they are involved in the planning process, and the level of involvement in decision-making of projects in KPGR. Interactive and self-mobilization is linked to community-based tourism (see Table 2.2), as communities participate in decision-making to change systems that affect them.

Table 2.2 depicts Pretty’s typology of participation for community-based tourism. Pretty’s typology of participation can be linked to Tosun’s (see Table 2.1) typologies of community participation. These include passive participation; participation by consultation; bought participation; functional-interactive participation, self- mobilisation; and connectedness.

Table 2.2: Pretty’s typologies of participation

Typology	Defined characteristics of typology
Manipulative participation	People have no power and are unelected but have official boards as representatives.
Passive participation	People participate by being told what has been decided or has already happened. Shared information belongs to external professionals only.

Participation by consultation	People participate by being consulted or by answering questions. External agents define problems and information gathering processes, therefore having control over-analysis.
Participation by material incentives	People participate by contributing resources such as labour in return for money, and other material incentives. When the incentives end, people are not motivated to continue with the practices.
Functional participation	Participation is seen by external agencies in achieving project goals at reduced costs. People participate by forming groups to meet project objectives. Involvement may be interactive and involve shared decision-making.
Interactive participation	People participate in joint analysis, developing action plans and strengthening of local institutions. Participation is seen as a right and not just a means to achieve project goals. Groups take control of local decisions and determine how available resources are used.
Self-mobilisation	People participate by taking initiative independently of external institutions to change systems. External institutions are contacted and involved in resources and technical advice.

Source: Mowforth and Munt (1998: 241)

2.7 Factors affecting community developmental initiatives in game reserves

Despite the key role that private protected areas play in the socio-economic development of local communities, game reserves are confronted with several threats and challenges which significantly undermine the extent of developmental support that they can offer to host communities. Moses (2006: 29) asserts that some of the challenges faced by privately protected areas include theft, vandalization of property and unhelpful local communities to visitors, amongst others (Moses 2006: 29).

According to Norman (2012: 1), community-based initiatives are established as a plan for job creation and poverty alleviation in most communities. However, Giampiccoli, Jugmohan and Mtapuri (2014: 664) state that communities are often blamed when development projects do not work.

Previous studies have shown that there are unresolved issues and poor relationships between communities living near private protected areas (Brousse-James 2009: 25; Ezeuduji, Mdiniso and Nzama 2017: 42). As a result, many game reserves have failed to include important factors, such as social, cultural and political factors. This exclusion has significant implications and suggests a greater exclusion of local communities (Ezeuduji *et al.* 2017: 42). However, there is still a lack of trust between game reserve managers and local communities (Ezeuduji *et al.* 2017: 42) which has largely undermined community development initiatives in game reserves.

Community information is critical for local communities, to take on responsibility and feel empowered to design and implement local projects (Altinay *et al.* 2016: 414) so that they can make informed decisions. However, such is often not the case as the lack of sensitization and empowerment has significantly impeded community development initiatives amongst game reserves. Moreover, lack of confidence was identified amongst local communities and could not manage community-based tourism initiatives effectively. Even those that had received jobs had no certification or recognition for the level of skills and knowledge learnt on the job (McGrath and Akoojee 2007: 424). De los Angeles Somarriba-Chang and Gunnarsdotter (2012: 1039) assert that lack of training and investment opportunities to establish tourism businesses are some of the challenges faced by local people. Hence, the economic benefits are mostly received at national and global levels. Stone and Wall (2003: 19) contend that residents have not had the opportunity to participate actively in the planning process and decision-making. Saufi *et al.* (2014: 814) state generally the limitation of local people's knowledge stems from a lack of information regarding tourism. Furthermore, Iorio and Corsale (2013: 236) argue that local people lack awareness of tourism opportunities and the necessary skills to operate tourism projects. Community empowerment, leadership and capacity building should be considered to avoid failure of community-based initiatives (Manyara and Jones 2007: 640). These aforementioned factors are synonymous with the tourism of the Eastern Cape

Province, as well as other provinces of South Africa. This concern is further elaborated in the fourth chapter of this dissertation.

2.8 Effective communication in tourism

Effective communication between relevant stakeholders is essential to growing tourism in the Eastern Cape Province (South African Tourism Master Plan 2009: 14). It has been noted by Strickland-Munro, Moore and Freitag-Ronaldson (2010: 663) that communication is a vital tool for any successful relationship. Communication is defined by Wade, Robbins and Steenkamp (2013: 2) as a two-way process where information is sent by the correspondent through a passage to another person who reacts by giving feedback or a response. A two-way communication path can possibly lead to a developed personal knowledge by community members and requires the members of communities to have a certain level of past experiences and expertise about an area (Carmody and Prideaux 2011: 90). A study by Pawar and Torress (2011: 265) emphasized that established communication between community members and various stakeholders creates opportunities for people to reflect on their reality and look for alternatives to transform it. In addition, Fielding and du Plooy-Cilliers (2014:10) mention that communication can only be effective when people work together to create and share meaning. The South African Rural Tourism Strategy (2012: 55) emphasizes that the external stakeholders should work together with local communities in rural areas for their lives to improve.

More importantly, Carmody and Prideaux (2011: 91) maintain that effective communication consequently demands that people work together and that both the communication and interpretation of information can play a critical role in the sustainability of projects. Communicating the value of protected areas to community members is important. A key determinant of a successfully protected area is communication and knowledge that is accessible about a protected area (Carmody and Prideaux 2011: 102). Lai and Nepal (2006:1126) suggest that mechanisms need to be identified and established to facilitate

sincere communication amongst and between community members. Through communication channels, many local resources were identified by the very same community members and the resources were used to develop a community project that had addressed some felt needs of the whole community (Lai and Nepal 2006: 1126). Therefore, key partners were required for support of the project, including maintaining and sustaining it. When communities do not understand how tourism works, they are unlikely to benefit from it (Spenceley and Meyer 2012: 298). Hence, communication serves to minimise the tangible benefits of tourism projects (Spenceley and Meyer 2012: 298). The importance of strong communication skills and cultural knowledge in community-based participatory research projects cannot be underestimated (Mosavel, Simon, van Stade and Buchbinder, 2005: 2586). Eshliki and Kaboudi (2012: 340) advise that it is, therefore, necessary to provide effective communication between planners and communities to gain support from society.

2.9 Education, training and skills development in tourism

Training and workforce development programmes are critical in tourism (Johnson and Barlett 2013: 215) which brings forth employment and a source of revenue. Training is critical as it accumulates basic skills, but Liu and Wall (2006: 163) state that working capability is just one facet of broader tourism education and training needs. In South Africa, skills and training had been strongly racialised and generated (McGrath and Akoojee 2007: 424) and females, especially black people, had been deprived access to develop skills. In the apartheid regime, the underprivileged were marginalised and denied access to basic education and skills training and suffered severely (Binns and Nel (2002: 245). According to Stone and Wall (2003: 19), entrepreneurial activities, such as locally made goods and services in tourism development amongst local communities, may also require training. However, operating a tourism business is training that can be made available to local community members (Stone and Wall 2003: 19). More importantly, Stone and Wall (2003:

19) allege that park managers do try to educate community members. Hence, Kwaramba, Lovett, Louw and Chipumuro (2012: 892) posit that park managers, alongside other stakeholders, should educate, train and offer the necessary support to local community members. Similarly, Stone and Wall (2003: 19) also affirm that community members need to acquire skills so that they can be absorbed into the tourism spectrum, should vacancies exist. Therefore, park managers need to consider designing programmes to develop locals for work.

Liu and Wall (2006: 167) affirm that these training programmes are highly imperative as they have positive effects on tourism in destinations. Zhang, Cole and Chancellor (2013: 279) emphasise that local community members need to be educated about local tourism planning and development. Such community members should be given the required skills while also putting such skills into practice, as their participation in decision-making will impact on outcomes. Furthermore, Manyara and Jones (2007: 640) also suggest that to improve on skills and knowledge, then a suitable capacity building initiative is essential which will promote transparency among local communities.

The South African National Tourism Sector Strategy (SANTSS) (2011: 29), the tourism sector had not been attracting qualified personnel, which made it near impossible for the tourism sector to record significant growth. Moreover, the lack of training and capacity development has further exacerbated developmental concerns in the tourism sector. The lack of skill is more obvious amongst rural community members as it, sometimes, excluded rural community members from been involved in the tourism industry (SANTSS 2011: 40). Tosun (2000: 615) asserts that it is necessary to ensure that the members of society are educated, and tourism education and training are one of the fundamental pillars of tourism development in South Africa. The South African Tourism White Paper (1999) states that one of the main principles is to persuade the private sector to commit more to train in the tourism sector because the utmost disadvantage in the tourism industry is the absence of adequate education, training and awareness of opportunities. One of the key

vehicles for minimising this deficiency is through education and training (South African Tourism White Paper 1999). To address these training deficiencies, the South African government has taken several steps and has attempted to develop tourism through universities. For instance, two universities in the Eastern Cape offer tourism as an academic degree. These are the Walter Sisulu University and the Nelson Mandela University. Moreover, there are other learning and training institutions that provide tourism, travel and hospitality courses and training in the Eastern Cape. Fifty-three (53) training institutions and companies are currently registered by Culture, Arts, Tourism, Hospitality and Sport Sector, Education and Training Authority (CATHSSETA) in the Eastern Cape. Nonetheless, more measures need to be taken to address the skills deficiency in the South African tourism sector.

2.9.1 Education, training and skills development in private game reserves

Rural areas in South Africa have limited resources, and lack of participatory development and suffer from poor education (Gugushe, Grundy, Theron and Chirwa 2008: 252). According to Liu and Wall (2006: 159), local community members are often under-represented in tourism development, both as investors and decision-makers. AP, Menon, Sankaranarayanan and Arunachalam (2014: 119) argue that there is a need for ensuring full participation by the local community and it is, therefore, essential to ensure the long-term prospects of the tourism sector through education, training and skills development. Similarly, the Amakhala Foundation is home to the social projects of the Amakhala Game Reserve in the Eastern Cape, and it also serves as an educational project of the conservation centre. The Amakhala Foundation focuses on education and skills development where staff members have been put through various in-house programmes on an ongoing basis at various lodges. One staff member has been trained as a field guide through the Ulovane Environmental Training (Amakhala Game Reserve 2016). Additionally, a gardening project has been set up and running. This enables

the development of skills required in growing vegetables. The vegetables from this project are then sold to the Amakhala lodges for the long-term sustainability of the project. Furthermore, the Amakhala Craft Centre provides an opportunity for unemployed members of the local community to generate income by selling beaded artwork. A group of women make beaded items from their homes, and sewing is done on-site from a small business in the Centre (Amakhala Game Reserve 2016). A similar privately-owned game reserve is the Pumba Private Game Reserve, which operates a programme under the heading 'Umzi Wethu Stewardship'. This programme provides certified vocational training, internships and mentoring to displaced youth in Port Elizabeth. Each young person experiences careful mentoring and accredited training in a safe environment. Through the Umzi Wethu Stewardship, each participant graduates into careers such as field rangers, field guides, chefs and lodge hosts (Pumba Private Game Reserve 2016). Similarly, the Samara Private Game Reserve employs 90% of its staff members from Graaff-Reinet and the surrounding local community (Samara Game Reserve 2016). Educational visits were arranged for local schools in Graaf-Reinet to expose children to wilderness and learn about South Africa's growing eco-tourism industry. According to Ubunye Foundation (2016), the KPGR initiated its own community development arm in 2002. Ubunye foundation applies the asset-based approach to community development to facilitate community participation, focusing on the local people's potential rather than what they lack (Ubunye Foundation 2016; Kwandwe Private Game Reserve 2016). Ubunye Foundation, together with KPGR, empowers communities in the Eastern Cape region through initiatives such as:

- The formation of Ubunye Foundation empowers and supports local communities;
- Employing over 100 people from rural communities;
- Over 60 staff members have been trained through an accredited leadership programme; and

- Providing Adult Basic Education and Training (ABET) course with an on-property computer training centre.

Having discussed some of the training and skills development programmes run by the private game reserves, a variety of studies (Kwaramba *et al.* 2012; Boukas and Ziakas, 2016) still argue that these training and skills development programmes have not adequately addressed the skills deficiency in the South African tourism sector.

2.10 Game reserves and employment opportunities to host community

Manyara and Jones (2007: 641) posit that suitable capacity building improves skills and knowledge that encourages transparency between tourism developers and communities. For instance, the Mahushe Shongwe Game Reserve in the Ehlanzeni District, Mpumalanga Province, is a good example of this development. Their first conservation project was initiated in 1986 within the former KaNgwane homeland. The project generated a small number of part-time and full-time jobs for the surrounding communities (King 2007: 210). In addition, the communities near Mahushe participate in a variety of non-consumptive activities, including community training and development programmes in the community halls (King 2007: 211). In the context of community participation, locals earn an income by being involved in entrepreneurial activities, tourism managers, services and product providers and as employees. A portion of their earnings, locals is set aside for community projects which provide benefits to the community (AP *et al.* 2014: 105). Through education, training and capacity building initiatives, the United Nations World Tourism Organisation (UNWTO) seeks to strengthen and develop the competencies of tourism experts in order to foster the sector's great capacity and ultimately create jobs (UNWTO 2014).

The practical effectiveness of Private Game Reserves (PGRs) on community development is difficult to record as very few studies have been conducted.

However, new tourism jobs and opportunities have been created, especially for women, the youth and unskilled workers (Yunis 2009: 12; Jugmohan, Mtapuri and Giampiccoli 2017: 387). Snyman (2013: 167) asserts that tourism can employ workers with no labour experience which include women, while also providing employment opportunities for previously excluded people in remote areas. However, direct jobs cannot be regarded as the only source of income nor do they offer the only possibilities for employment and benefits. Indirect jobs are important as well. Game reserves may use local suppliers of goods and services, such as for the fresh supply of vegetables to campsites. The staff members of the attend schools and use the health care facilities in the area and spend their wages at local stores in the community (Snyman 2013: 167). More importantly, game reserves have the potential to employ a significant portion of the host communities. According to Porter, Ferrer and Aylwards (2003: 297), as cited by Giampiccoli *et al.* (2013: 863), “*an average of 7 employees were employed per private game reserve, while an estimated 49 000 jobs were created in privately owned game reserves in South Africa*”. Scholars have recorded that tourism is an ideal candidate to alleviate poverty amongst less advantaged communities. Therefore, this would enable the less advantaged members of the community with very little formal training to be employed. However, Manwa and Manwa (2014: 5697) assert that though tourism is a private sector business controlled by markets which are geared to serve the interest of visitors and investors and, however it does not automatically improve the well-being of the disadvantaged community.

According to Giampiccoli, Jugmohan and Mtapuri (2014: 664), the process by which communities can own and manage local tourism initiatives can be better facilitated by implementing concepts and practices of capacity building. However, several variables contribute significantly to employment creation in game reserves. These variables include the nature and location of the game reserve, the size and sources of investment and the policy intentions accompanying the investment (Nyama 2008: 20). Giampiccoli (2013: 865) states that the size and resources of a private game reserve could influence

the capacity of the owner to involve community members in the private game reserves activities. Snyman (2013: 166) asserts the size of the game reserve does limit employment opportunities, moreover, in the tourism sector, there has been a lack of qualified human resources in many local destinations (Tosun 2000: 623), which has attracted an influx of employees from around the world to work in tourism. Consequently, Tosun (2000: 623) states that foreigners and well-educated people qualify and attract high skills jobs while members of the community from less developed communities earn low wages working under harsh condition. This situation has created a cultural hostility between local people and seasonal workers and limited the participation of local people in tourism (Tosun 2000: 632).

2.11 Chapter summary

Chapter two reviewed literature with the aim and objectives of this study. It provided an overview of community participation and private protected areas, as well as their previous and current perspectives in South Africa. The chapter presented various typologies of community participation and their relevance to tourism community development. This chapter also outlined the important aspects of the South African Tourism White Paper (1999) relevant to the study. Improving the standard of living in local communities who reside near private protected areas requires a clear communication channel and co-ordination, and the exchange of ideas between policy makers and relevant stakeholders. Methodology is description in the next chapter of this study. It also gives a general overview of the Kwandwe Private Game Reserve.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter discusses the research methodology and research design adopted in this study. The research approach is explained in this chapter, and to achieve the study's aim and objectives, the data collection method is discussed. The chapter further discusses the targeted population, sampling method and data analysis used and concludes by providing detailed explanations of confidentiality, validity and reliability in this chapter

3.2 Research approach

Plans and procedures are research approaches, that range from comprehensive expectations to detailed methods of collecting data, analysing data and interpreting data (Creswell 2014: 3). According to Creswell (2014: 3), the research is determined by the research problem or hypothesis, and the researcher's interest, personal experiences and the readers for the study. The different chosen research approaches are explained by Salkind (2014: 72) as the type of the question asked; the technique used to answer it; and the degree of accuracy the method brings to answering the question. Though there are several decisions involved in planning, the overall decision however is determined by the approach used to study a topic (Creswell 2014: 3).

3.2.1 Interpretative paradigm

A qualitative approach within the interpretative paradigm was employed in this study. The interpretative paradigm, which is also referred to as the phenomenological approach (Babbie and Mouton 2008: 28), is an approach employed to understand the perceptions of individuals. Interpretivism supports that people continue to interpret, create, define, justify and rationalise actions daily (Babbie and Mouton 2008: 28). The focus on interpretive approach dwells

on exploring the density of common societal phenomena with the intent of development understanding. Consequently, Collis and Hussey (2009: 56) and Rubin and Babbie (2010: 37) states that the aim of research in interpretivism is to understand daily occurrences and interpret social structures and lived experiences.

Studies by Wisker (2008: 69) and Blumberg, Cooper and Schindler (2014: 17) outline three basic ideologies of interpretivism:

- The social world is constructed and given meaning subjectively by people. Human beings are subjects that have consciousness or a mind, while human behaviour is affected by knowledge of the social world, which exists only in relation to human beings;
- The researcher is part of what is observed; and
- Research is driven by interests.

The study followed an interpretive approach in line with the discussion to gain understanding of the stakeholders' perceptions of the study, concerning the subject matter.

3.2.2 Quantitative approach

In order to test objective theories, a quantitative research is used to examine the association between the variables (Creswell 2014: 4). Measuring the variables will assist to analyse numerical data by using statistical procedures (Creswell 2014: 4). Numbers forming a coding system are used to compare different cases and different variables (Bless, Higson-Smith and Sithole 2013: 58). Subsequently, quantitative research works with numbers that make possible a statistical analysis of data (Flick 2011: 11) relying on numerical evidence, quantitative approach involves statistical analysis to draw conclusions. It is essential to study the reliability of the results, and this is achieved by using computers to analyse data of large numbers of people (Punch 2013: 206). Therefore, to analyse the numerical data of this study, the

quantitative approach was employed. A questionnaire was used as the quantitative instrument. This was used to obtain pertinent information from employees of the KPGR.

3.2.3 Qualitative approach

Besides the quantitative aspect, some elements of the qualitative approach were also utilized to obtain a comprehensive perspective from the respondents of the study. In qualitative research approach, the researcher examines people's experiences in detail by using specific research methods such as in-depth interviews and focus group. However, Flick (2009: 16), states that qualitative research is not based on a unified theoretical and methodological concept, as various theoretical approaches and their methods characterise the discussions and the research practice. Flick (2009: 16) also states that qualitative data sources include observation and participation observation, interviews and questionnaires. Qualitative data are mostly a record of what people have said. In all cases, qualitative data can assist to understand people, their motivations and actions, and the broader context within which they work and live. Myers (2009: 9) believes that qualitative research is best if the researcher wants to study a subject in-depth. However, a major disadvantage of qualitative research is that it is difficult to generalize to a larger population (Myers 2009: 9).

The qualitative approach to research is generally not concerned with numbers. It involves gathering a great deal of information about a small number of people rather than a limited amount of information about many people. The information collected is generally not presentable in numeral form. The qualitative instrument used in this study was the structured interview and questionnaire, as alluded in the quantitative section. Thus, interviews were conducted with management from the KPGR as well as Ubunye Foundation executive.

3.3 Research design

Researchers use a plan to solve problems to research questions. This plan is a research design to solve a problem statement (Kumar 2014: 122) in a valid, objective and truthful manner. The selection of respondents; the method of collecting information from the respondents; and the manner in which the data is analysed and the manner in which the data is presented is determined by the research design (Kumar 2014: 123). The research design is a plan which is based on the objectives of the study (Blumberg, Cooper and Schindler 2014: 152). Consequently, a research design is a proposal which changes from essential expectations to state the results of respondents; the technique to gather data and the data analysis to be done (Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pieterse, Plano-Clark and Van der Westhuizen 2007: 70). The research design in research is structured in a way that it will increase the validity of the research findings (Wiid and Diggins 2009: 53) thus, a mixed method approach was employed in order to meet these requirements.

3.3.1 The case study

A case study methodology was employed in this study. Case studies are defined by their boundedness regarding the unit of analysis of the topic and their methodology (Henning 2010: 40). A case study is characterised by the focus on a phenomenon that has identifiable boundaries (Henning 2010: 41).

A case study is normally associated with a detailed investigation of a framework using mainly qualitative methods within interpretive enquiry (Hammond and Wellington 2013: 17). According to Rule and John (2011: 4) comprehending a case study as a systematic and detailed exploration of a phenomena to yield understanding is essential. Case studies can be a learning institution, a person or type of management, a community, an instance, an episode, a subgroup of a population or a town (Hammond and Wellington 2013: 16; Kumar 2014: 155). Case studies give an insight into some occasions to discover an overall problem within a focused location (Rule and

John 2011: 7). Case studies are useful designs when exploring an area where little is known or in situations in which a researcher intends to have a holistic understanding of the situation, phenomenon, episode or community (Kumar 2014: 155). Case studies are detailed strategies (Creswell 2009: 13), which understand a phenomenon being studied. This design is of a study of immense relevance when the focus of a study is on extensively exploring and understanding rather than confirming and quantifying (Kumar 2014: 155). This design is an attempt to select a case study that can provide information to understand the case in its totality. Kwandwe Private Game Reserve was selected as a case for this study. This private game reserve was considered suitable for the research as it has been a promoter of community development for almost two decades (Kwandwe Private Game Reserve 2017).

3.3.2 Kwandwe Private Game Reserve case study

The KPGR is located just 36 km from the town of Grahamstown in the Makana region (Makana Tourism 2017; Kwandwe Private Game Reserve 2017). The KPGR is privately owned and was established by the owners as a conservation area in 1999 when the land was used for ostrich and small stock farming by the local communities (Kwandwe Private Game Reserve 2017). Today, the game reserve covers an area of 22 000 hectares of wilderness, home to the famous South African big five animals - the lion, elephant, buffalo, leopard and black and white rhinoceros.

Presently, the game reserve is an award-winning safari destination offering visitors a range of safari activities and accommodation for a true African experience (Kwandwe Private Game Reserve 2017). The KPGR comprises of 26 rooms split across five luxury safari lodges and intimate country houses, each with its own distinctive appeal and attractiveness. Activities in Kwandwe Private Game Reserve include:

- Game drives

Daily morning drives and night drives accompanied by a qualified armed ranger and a tracker team are on offer. The extensive knowledge of the bush is shared with guests as tourists try to spot the big five and wildlife in the reserve.

- Interpretive bush walks

Guided by an armed ranger, guests walk through the bush on foot in the wilderness in between game drives. Birds and other species such as antelope, giraffe and zebra can be spotted.

- Family activity

Family packages are available where guests participate on building kites, treasure hunts and the collection of several items with an aid of a map around the reserve. An opportunity to plant the native *Spekboom* to educate guests about the carbon footprint is also on offer.

- Camp cooking

Based on three nights stay at KPGR, guests learn about preparing and cooking authentic South African braais with local ingredients. The experience is private and can be tailored to suit individual needs.

- Fishing

A variety of catch-and-release fishing options in still water (or in the Great Fish River) is on offer to the guests. This is a private experience, guided by a private guide for as much time as the guest wishes.

- Private photographic safaris

Guests can enjoy a tailor-made experience which entails a specialist guide. This tour enables tourists to take exceptional pictures at the safari.

- *Voluntourism*

Various programmes are available where guests can volunteer through the reserve's Ubunye Foundation. One of these include the knit-a-bit programme - where wool squares are joined to make blankets and given to Ubunye Foundation which distributes them to the communities. Guests can also

participate in the gardening projects at the Mgcamabele Community Centre, as well as in arts and crafts activities.

3.4 Target population

According to Blumberg, Cooper and Schindler (2014: 174) a population is an element in which the measurement is taken. Moreover, Walliman (2011: 185) clarifies a population as a term used to define the subjects of a study. In addition, Blumberg, Cooper and Schindler (2014: 174) propose that a population is the collection of elements which are used to make some implications. Brynard, Hanekom and Brynard (2014: 57) settle that a population refers to a collection in life which holds detailed features.

The target population in this study comprised the employees of KPGR, the management team of KPGR, the executive members of Ubunye Foundation, as well as the community members of Branderstone and Kransdrift (Table 3.1). The participants were significant for this study and were relevant stakeholders to provide information (Gray 2014: 217).

Table 3.1: Stakeholders at KPGR

	Participants	Sampling method	Population	Sample size	Data collection method	Analysis approach
Group 1	Employees of KPGR	Purposive sampling (Non-probability)	113	80	Questionnaire	SPSS, Tables, Bar charts, Pie charts
Group 2	Community members of Branderstone and Kransdrist	Convenience sampling (Non-probability)	400+	200	Questionnaire	SPSS, Tables, Bar charts, Pie charts
Group 3	Management of KPGR	Judgmental (Non-probability)	6	6	Interview	Thematic analysis
Group 4	Ubunye Foundation	Judgmental (Non-probability)	14	14	Interview	Thematic analysis
TOTAL	-	-	533	300	-	-

Source: Author (2017)

3.5 Sample technique

In a population, a sample is a selected number of cases (Walliman 2011: 185). A sampling technique is adopted to choose an insignificant group with a view to determine the characteristics of a larger group (Brynard *et al.* 2014: 56). Probability sampling is a technique adopted to randomly select a sample from a population where each member of the population has an equal chance of being chosen as a respondent (Leedy and Ormrod 2010: 45). Non-probability sampling does not have probabilities attached, as findings from such a sample

cannot be generalized to the population. Gray (2014: 217) infers that a non-probability sampling technique is when a researcher chooses respondents that will provide the best insight on the phenomenon of interest. Purposive sampling is a form of non-probability sampling method and makes no claim for representativeness (Sarantakos 2003: 141). Sampling determines the groups, cases and fields that should be integrated in a research study (Flick 2011: 50). In this study, to confirm the sampling used, a purposive sampling technique was adopted when participants were selected to provide appropriate information (Gray 2014: 217).

3.5.1 Sample size

In order to sample a population, a sample design was used to determine the population scope, population difference and sampling mistakes (Willemse 2009: 19). Bless Higson-Smith and Sithole (2008: 99) assert that a sample must have a defined population, an acceptable sample as well as an estimate of the characteristic of the complete population sample. In this study, 113 general workers were purposely targeted on the basis that they work at KPGR and can provide pertinent information. Though, only 80 employees of KPGR were accessible to participate, only six members of the management team of KPGR and 14 members of Ubunye Foundation were interviewed. More so, 200 community members of Branderstone and Kransdrift participated in the study. Fincham (2008:2) asserts that a response rate above 60 percent provides a representative and reliable data for a sample, predominantly if the population is homogeneous. Hence, the homogeneity applied in the current study, are participants from the same background and live on the same land.

3.6 Data collection

The decision and action concerning the gathering of information is referred to as data collection method (Daniel 2012: 122). Data collection is a suitable instrument to access data to address the research aim and objectives. The instruments used from which data can be collected are through reading, surveys, questioning participants, literature, communications and focus group

discussions (Daniel 2012: 122; Boeije 2010: 58). In this study, questionnaires were administered to the general employees of KPGR as well as community members of Branderstone and Kransdrift. All the questionnaires were hand-delivered to the respondents with the help of three (3) research assistants. The questionnaires were accompanied by a letter of information which stated the aim and research objectives of the study.

3.6.1 Questionnaire

Brace (2008: 4) defines a questionnaire as a written form of organized questions or statements. Questions are completed by participants responding to the questions (Bryman and Bell 2011: 231). To collect data, questionnaires are suitable as research instruments (Brace 2008: 4). In this study, a total of 80 questionnaires were returned, out of 113 distributed questionnaires. Thus, reflecting a 71 percent response rate which Fincham (2008: 2) states that is appropriate and justifiable.

3.6.2 Questionnaire design and format

The study's aim and objectives lead to the development of the questions. The questions were written in English and a Xhosa version of the questions was presented for the benefit of the participants. The questionnaire was accompanied by a cover letter, with the title, aim and objectives of the study. The cover letter was also used as a consent letter for participants to complete the questionnaire. The questionnaire consisted of closed-ended and open-ended questions. The closed-ended questions provided the participants with ideas of information required, while the open-ended questions enabled the participants to elaborate on their responses (Moses 2006: 42). Veal (2011: 284) agrees that closed questions offer the participant with a range of answers to choose from and respondents are usually required to make their selection from the choices available. Furthermore, the sections were grouped into themes to address demographic questions of the participants, while the second theme focused on the employment categories of the participants. The third theme had questions on skills development and capacity building of

employees and the fourth theme included the contribution of KPGR to community development.

3.6.3 Interviews

A verbal conversation is considered an interview between the researcher and the participant. The researcher questions the participants to collect data (Nieuwenhuis 2010: 87). In qualitative research, an interview is one of the most used techniques (Bryman and Bell 2007: 472) whereas a structured interview, is a pre-determined set of questions directed to a participant by the researcher (Yin 2010: 134). In this study, an informative summary for the interview was prepared and the prepared questions gave an opening to ask further questions during the interview (Boeije 2010: 69). The purpose of the interview was explained to interviewees and were thus informed about the duration of the interview. In this study, interviews were conducted with six participants from management positions at KPGR as well as the executive members of Ubunye Foundation. The interviews were conducted on a face-to-face basis.

3.7 Data analysis

According to Dul and Hak (2007: 16) data analysis is a process that is systematic to bring meaning to the data collected. Upon the completion of the process, the collected results from the participants were interpreted (Picardi and Masick 2013: 55). The Statistics Package for Social Sciences (SPSS) version 22.0 was used to analyse the quantitative data. The quantitative data is presented using figures and tables, while qualitative data was analysed through thematic analysis. The themes were identified by the patterns of the data collected (Mouton 2014: 111). The procedures of quantitative and qualitative data analysis are further elaborated below.

3.7.1 Quantitative data analysis

According to Bryman and Crammer (2009: 21), the researcher can analyse data quicker and in different ways when the SPSS is used in quantitative. Time spent on scores and mistakes when calculating becomes minimal when

calculations are carried out. Descriptive statistics were used to analyse the quantitative data, presenting the results by using figures and tables to illustrate the frequency of occurrences and to identify frequency relationships between variables.

3.7.2 Qualitative data analysis

It was necessary to organise the qualitative data into themes. In accordance with Braun and Clarke (2014: 57), themes enable the researcher to categorize and describe patterns within the data. Additionally, six phases of conducting thematic analysis was described by Braun and Clarke (2014: 60):

- 1) Understanding data and recognizing areas of interest;
- 2) Producing codes;
- 3) Searching for themes;
- 4) Studying possible themes;
- 5) Crucial and naming themes; and
- 6) Producing the report.

In this study a professional statistician was employed to analyse the data to ensure integrity and reality of the research.

3.8 Pilot testing

Pilot testing is used to detect unambiguous questions and errors that might have occurred in the instrument being used (Blair, Czaja and Blair 2014: 214). Further, Gray (2009: 359) suggests that a pilot study enables the researcher to adjust the questions, reduces ambiguity and eliminates confusing and unreliable questions.

In the current study, a pilot test was conducted among three members of the managerial staff of KPGR, while pilot testing was also conducted amongst 16 employees of KPGR. These pilot tests were used to verify the appropriateness of the questions, as well as testing the validity and reliability of the research instruments (questionnaire and interviews). The outcomes from the pilot tests prompted the adjustments to the interview questions and questionnaire. The

changes made included the addition of the local language; rephrasing of unclear questions; and using simpler sentences to facilitate a better understanding of some questions.

3.9 Delimitations

The study is limited to the Kwandwe Private Game Reserve situated in Grahamstown. Primarily, the study's focus areas covered community developmental initiatives; and involved community members of Branderstone and Kransdrift. Hence, due to the limited scope, the findings cannot be generalized to other private game reserves in South Africa or other national parks.

3.10 Limitations of the research

The total sample size was 80 respondents compared to the original target of 113 respondents. Unfortunately, some KPGR employees were either not available or were unwilling to participate in the study. Due to the nature of the study and time set out for it, time was a limiting factor as travelling to KPGR was cost-intensive considering the remoteness of the area.

3.11 Reliability and Validity

Validity and reliability are closely linked and related (Wagner, Kawulich and Garner 2012: 80). Denscombe (2010: 143) mentions that a vital issue in reliability is the trustworthiness and the consistency in measuring the instrument as it safeguards the integrity of the research findings. In reliability, the research instrument provides the same results though it may be administered to a different subject from the equal population (Gray 2009: 185). Therefore, in this study, reliability of data was safeguarded by translating the questionnaire into Xhosa as participants of the study were Xhosa speaking people. Moreover, three pre-interviews were conducted, and questionnaires were piloted prior to the data collection. The questionnaires were pilot tested among 16 KPGR employees. Furthermore, sections in the questionnaire were explained with the support of three research assistants.

The measuring instrument was tested by conducting the pilot study. The questions in the questionnaires were refined to ensure that the participants do not experience problems in answering them. The questionnaires were administered on two occasions to the same representative sample. This process assisted in identifying the degree in which the measuring instrument is immune to the occasion in which it is administered (Welman, Kruger and Mitchell 2005: 146). The questionnaires were sent to an editor for proofreading, to identify flaws and inconsistency and to ensure that the posed questions incorporated the research aim and objectives (Welman *et al.* 2005: 148). Since the pilot test revealed inconsistencies, the questionnaire was revised and adjusted accordingly. All the procedures were painstakingly conducted to ensure the reliability and validity of the research instrument.

3.12 Ethical consideration

Challenges and ethical consideration of conducting research should never be underestimated (Wagner *et al.* 2012:100). Researchers are guided by morals and ethics when conducting research. Such morals and ethics consist of informed consent that disclose and explain key aspects of the research and the data collection process to participants (Guest, Namey and Mitchel 2013: 326). The participants were informed of the purpose of the study prior to the administration of the questionnaire and were provided with a consent letter and a letter of information (see Appendix A). The participants were informed about the study and were informed about their voluntary participation and that they could withdraw from participating in the study at any time. The participants were also informed about confidentiality, which was maintained throughout the course of the study. The participants were assured that their anonymity and details would be kept confidential. This study followed the Durban University of Technology's ethical standards. Therefore, the participants' information will remain confidential and will not be disclosed to any third party besides the researcher's supervisors. To further abide with the ethical consideration principle, data would be stored by the researcher in a storage facility for a period of 5 years after which they will be shredded.

3.12.1 Confidentiality and anonymity

Confidentiality is when a researcher assures participants that the results presented will not reveal their identities (Saunders, Lewis and Thornhill 2012: 667). Therefore, participants were mandated to complete a consent form which declared confidentiality and anonymity, prior to the completion of the questionnaire. In addition, to ensure confidentiality and anonymity in this study, participants were assured that their identities would not be published, and any information supplied would remain confidential. Thus, the approach used to ensure confidentiality and anonymity resulted in a more truthful and accurate response in this study.

3.13 Chapter summary

A detailed explanation of the research methodology and research design were explained in this chapter. The research design, data collection, sampling strategy, data analysis, pilot testing, reliability, validity, ethical considerations and anonymity and confidentiality was also explained. The chapter discussed the data collection techniques used in this study, namely, questionnaires and interviews. The chapter also discussed the data analysis techniques used and provided the ethical considerations adhered to in this study. The findings of the study will be presented in the next chapter.

CHAPTER FOUR

STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF RESULTS

4.1 Introduction

The findings of this study will be presented in this chapter. The findings obtained through the questionnaires and structured interviews are also discussed in this chapter. SPSS Version 22.0 was used to analyse the quantitative data while the qualitative data was analysed with the aid of thematic analysis. The findings were presented through tables, graphs, bar charts and figures.

4.2 The sample

The total number of targeted participants was 300 individuals and were classified into four groups of participants as illustrated in Table 4.1.

A total of 113 questionnaires were administered to the employees of KPGR nonetheless only 80 were returned and completed. This saw a response rate of 71 percent which the above rate of 60 percent is justified by Fincham (2008: 2) as suitable in research. The 33 individuals who did not participate in the study had various reasons such as the time was not suitable to complete the questionnaires. Furthermore, amongst the estimated 393 community members, only 200 were involved, as some of the community members were minors and were not eligible to complete the questionnaires.

Table 4.1: Classification of participants

	Participants	Number of participants	Data collection method	Analysis approach
Group 1	Employees of KPGR	80	Questionnaire	SPSS, Tables, Bar charts, Pie charts
Group 2	Community members of Branderstone and Kransdrift	200	Questionnaire	SPSS, Tables, Bar charts, Pie charts
Group 3	Management of KPGR	6	Interview	Thematic analysis
Group 4	Ubunye Foundation	14	Interview	Thematic analysis and SPSS
TOTAL		300		

Source: Author (2017)

Moreover, the employed community members, who worked outside the Branderstone and Kransdrift communities, were not easily accessible to participate in this study. However, the KPGR management and the Ubunye Foundation executive members did participant in the study, despite their busy schedule.

4.3 The research instrument

Two research instruments, namely, questionnaires and interviews, were employed in gaining the information from the research participants. This information was analyzed and grouped into five themes. This study's aim and objectives were linked to the five themes outlined below:

Section A – Demographics of participants;

Section B - Employment typology and percentage employed;

Section C - Community development initiatives – strategies;

Section D - Challenges undermining community development initiatives; and

Section E - Evaluation and effectiveness.

4.4 SECTION A: Demographics of participants

4.4.1 Emerged findings through research instruments

This section is a continuum to section 4.3. It presents the core findings that emerged through the research instruments. This section presents a summary of the responses provided by the 80 participants. The identified five themes are elaborated below.

4.4.1.1 Demographics

The demographics of the participants of this study is provided in this sub-section. The age, gender, race, residences and level of education were identified as variables. These are illustrated in Figure 4.1.

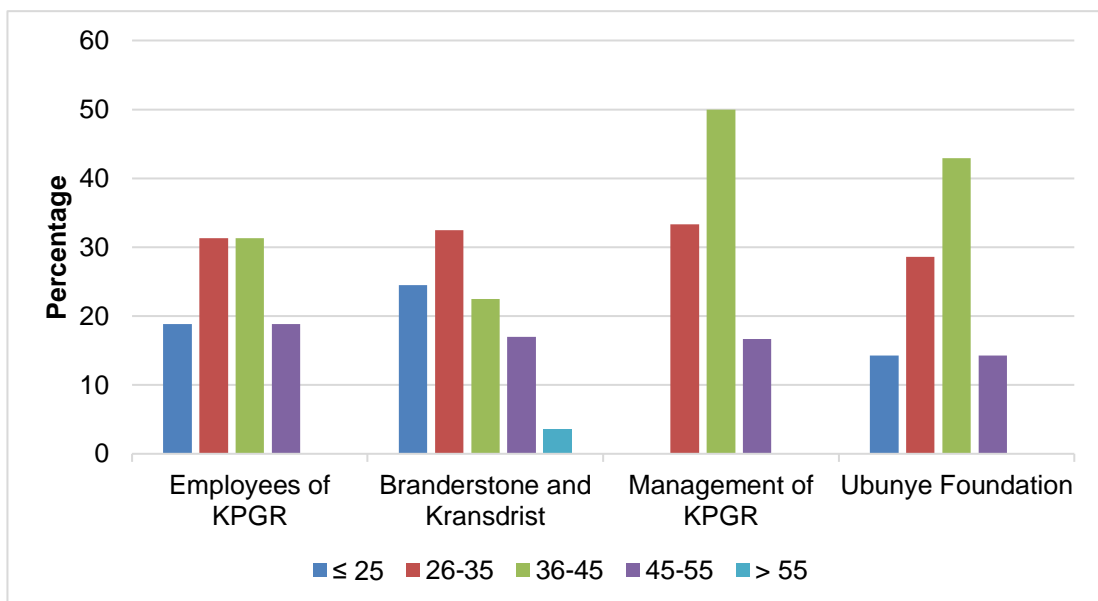


Figure 4.1: Age of participants

As inferred from Figure 4.1, the age brackets of employees of KPGR; community members of Branderstone and Kransdrift; management of KPGR as well as Ubunye Foundation are fairly spread across the 26-45 age brackets. This finding reflects the highest employment demographic in South Africa, as Statistics South Africa (2016: 43) affirms that the highest number of employees in South Africa is in the 25-45-year age bracket. More so, studies by Johnson and Barlett (2013: 215) mention that a high majority of private game reserve employees fall within a similar age bracket.

4.4.1.2 Gender of participants

Figure 4.2 reveals a partial gender balance amongst the participants. However, among the participants from the Branderstone and Kransdrift communities, the male populace outnumbers their female counterparts.

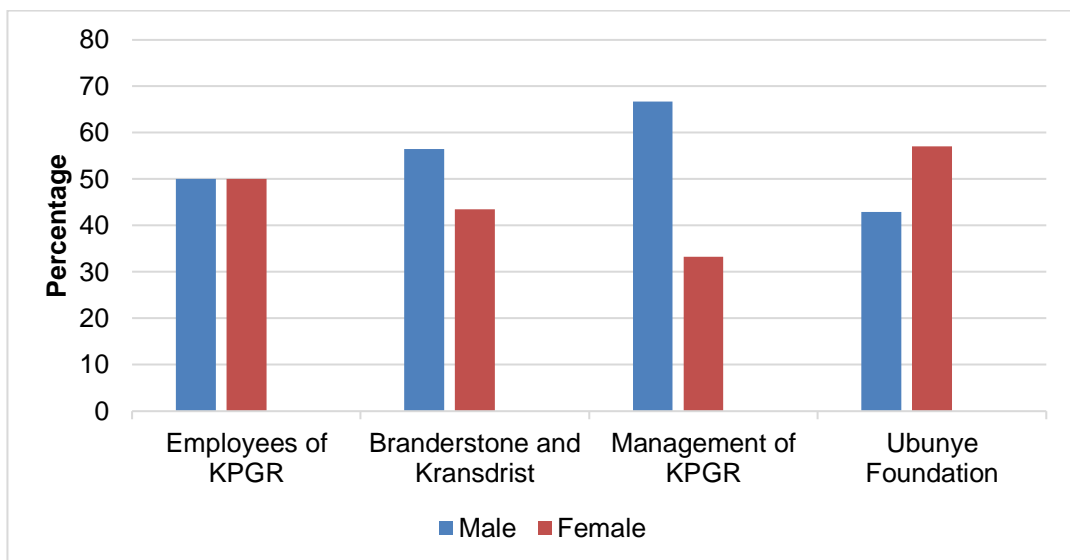


Figure 4.2: Gender of participants

The graph above reveals that both genders are represented in KPGR. These results support the view by the South African Tourism White Paper (1999) which mentions that the South African tourism sector provides employment opportunities for both males and females. Studies by Snyman (2013: 167) further mention that opportunities for employment in the tourism sector are available for women in areas such as arts and craft, basket weaving, vegetable

and herb gardens. On the contrary, there are employment opportunities for the males as porters, gardeners, security staff, tour guides, vehicle drivers and maintenance personnel, amongst others. The female-dominated employment typologies are like services provided by the women in KPGR, as well as their male counterparts in male-dominated employment typologies mentioned earlier. Moreover, community members that are conscientious about working for their children are women. Whenever there are any job opportunities, women seize the opportunity more than men do. “Marginalized groups, mostly women, are empowered through such community initiatives, and relief emerges from poverty” (Buzinde, Kalavar and Melubo 2014: 23).

4.4.1.3 – Race of participants

Figure 4.3 indicates that, besides KPGR’s management, the African (Black) race group is dominant.

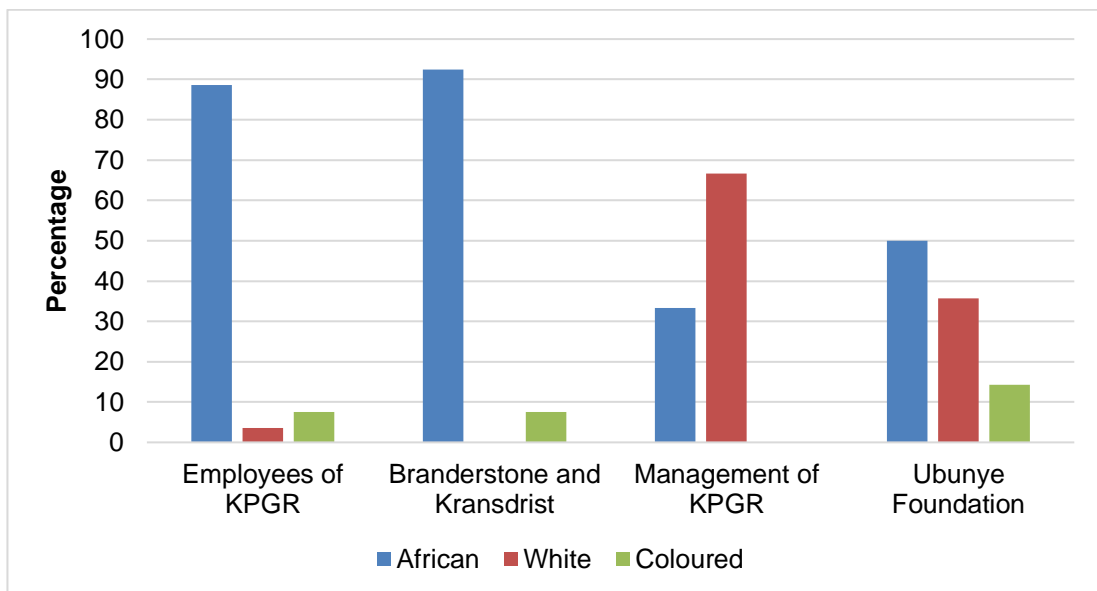


Figure 4.3: Race of participants

An estimated, 88.6 percent of employees were African: 92.5 percent of community members represented the African race; 33.3 percent were among KPGR management, and 50 percent of the Ubunye Foundation members represented the African race. Furthermore, the Branderstone and Kransdrift communities of Grahamstown, in the Sarah Baartman District in the Eastern

Cape Province, are African-dominated communities (IDP Sarah Baartman District 2017-22: 16). Thus, this finding supports the reason why most of the employees are of African origin.

4.4.1.4 – Residence of participants

Figure 4.4 depicts that most of the participants reside within the Branderstone and Kransdrift communities, particularly the employees, while the management of KPGR as well as the executive members of Ubunye Foundation reside out of these communities.

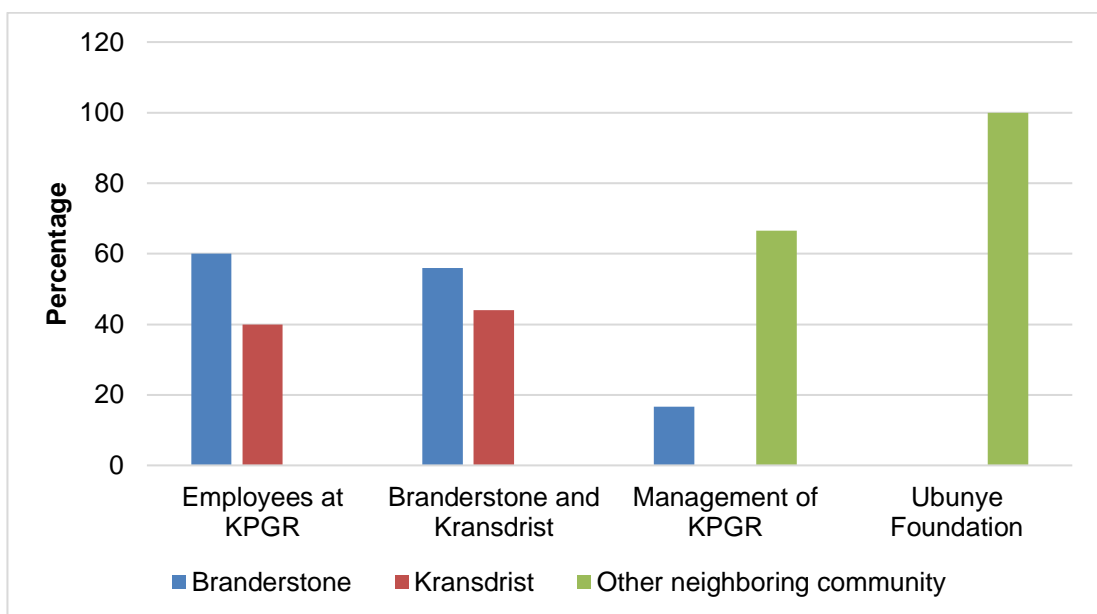


Figure 4.4: Residence of participants

Several studies have found that tourist organizations facilitate employment opportunities to the members of their host community (Langholz and Kerley 2006:2). Consequently, such employment opportunities facilitate community development in tourist communities (Helliker 2008:18). These results are an indication that the working relationship between the communities of Branderstone and Kransdrift and KPGR, as it has been historically recorded that some local communities had been displaced from parks and game reserves (Muzirambi and Mearns 2015: 37). However, Sklar, Autry and

Anderson (2014: 281) state that parks are essential to helping communities succeed.

These results correlate with the literature stating that, upon the establishment KPGR, the Branderstone and Kransdrift communities were not forced out of the land but remained and formed part of the KPGR (Kwandwe Private Game Reserve 2016). The results also indicate the significant relationship between KPGR and the communities; as it has been historically recorded that some local communities were displaced from their land to make way for parks and game reserves. Studies conducted by Stone and Wall (2003: 19) maintain that local communities are an important part of community development who need to be involved to promote tourism development. Aref *et al.* (2010: 155) agree that the role of communities is important for understanding and promoting tourism development. Moreover, Boukas and Ziakas (2016: 10) assert that the empowerment of locals in tourism planning is crucial to re-shape the tourism product at any destination. Local tourism planning should also be about local communities (Dadvar-Khani 2012: 263) since local community development largely depends on community members coming together and interacting with an intention of improving their quality of life (Theodori 2009: 92). The local communities are important stakeholders for tourism development; therefore, communities should be allowed to be active participants in tourism development (Sebele 2010: 144). Consequently, communities will be inspired to be loyal to local developments leading to tourism (Zhang *et al.* 2013: 280).

4.4.1.5 Level of education among participants

Figure 4.5 shows that most of the participants do not have a tertiary qualification. This finding is substantiated by the assertion of Johnson and Barlett (2013: 215) who mention that the tourism sector is a major source of income and provides employment for individuals.

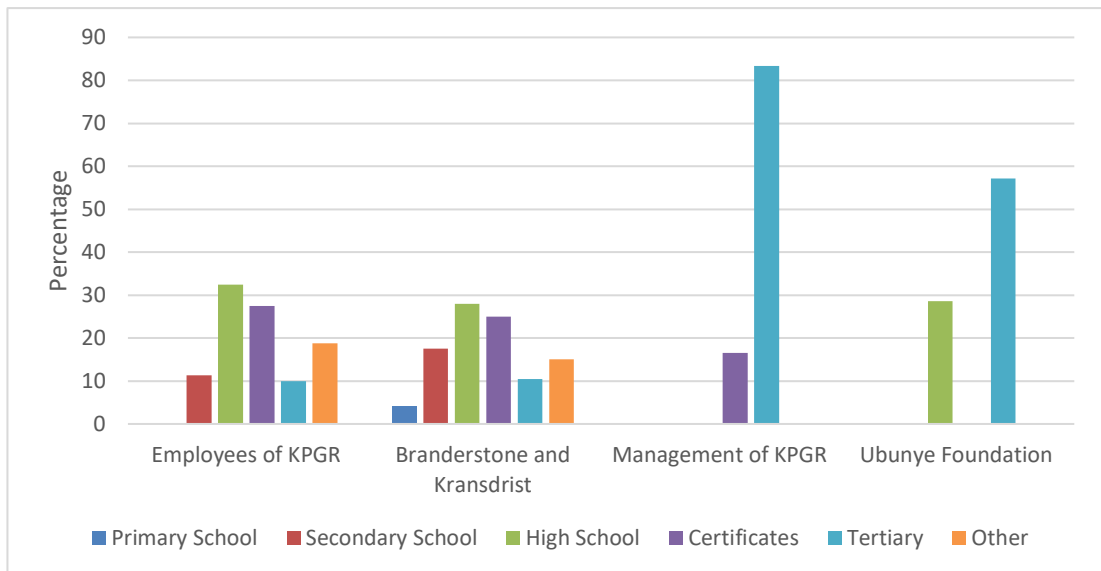


Figure 4.5: Level of education among participants

Hence, sectors such as tourism, mining and manufacturing can absorb employees with little skill or little educational attainment. However, it has often been argued that this low literacy rate and lack of capacitation are amongst the factors undermining the tourism sector (Manyara and Jones 2007: 640; NTSS 2011: 40). The impact of formal education and employment has shown significant results. These results suggest that education is necessary in communities to view tourism as a potential of promoting rural development (Hill, Nel and Trotter, 2006: 173). Moreover, Liu and Wall (2006: 167) suggest that education is necessary for securing positions of tourism in destinations. The results also indicate that the participants are an important group to seek buy-in and involvement in tourism (Liu and Wall 2006: 168). Liu and Wall maintain that plans for tourism in future would give a greater prominence in developing communities and residents will be in better positions to participate. Furthermore, Stone and Wall (2003: 19) suggest that communities need the essential skills and training to be able to fill better positions in tourism. By expanding on skills development and training, tourism supports individuals in communities and ultimately benefits the country (Pawar and Torres 2011: 266). Formal education has a positive impact on all tourism sectors and indicates the level of community involvement in tourism. Furthermore, in a study

conducted in Botswana, community members from remote areas created jobs through well-being programmes. Some of the resident communities were involved in livestock farming, small businesses, and tourism (e.g., campsites, arts/crafts, tour guides, and lodges/guesthouse/motels). Individual gains were mentioned to include employment opportunities, for example, safari-related tourism, game meat and business opportunities. The level of education indicates the type of employment opportunities that are needed to invest in tourism to fight unemployment and poverty (IDP Sarah Baartman District Municipality 2017-22: 20).

4.5 SECTION B - Employment typology and percentage employed

4.5.1 Percentage of those working at KPGR

This section presents the percentage of community members from Branderstone and Kransdrift working at KPGR, as shown in Table 4.2.

Table 4.2: Percentage of those working at KPGR

Department	Frequency
Wildlife	20
Marketing	10
Administration	25
Hospitality	14
Other / Maintenance	11
Total participants	80

Source: Author (2017)

The different employment categories were grouped into five major departments, i.e., wildlife, marketing, administration, hospitality and maintenance. The results depict a 25 of 80 participants indicated that they work in the administration department. A further 20 of 80 participants indicated that they work in the wildlife department. A total of 14 out of 80 participants are in the hospitality department and 11 of 80 participants work in the marketing department. The results indicate that employees work in different departments

at KPGR. These results connect with the first objective of the study which seeks to determine the percentage and capacities of the population employed at KPGR. These findings also suggest that there are different employment opportunities offered at KPGR. The results also suggest that employees are not confined but have an opportunity to be employed in any department provided they have the relevant training, knowledge and skills to perform their duties in these various departments. Similarly, Stone and Wall (2003: 19) suggest that, to be able to fill positions, it is essential for local communities to have the necessary skills whenever tourism grows, and employment opportunities expand.

4.5.2 Nature of employment

Table 4.3 indicates the nature of employment between full-time and part-time employees at KPGR.

Table 4.3: Nature of employment

			Are you a full-time or part-time employee at KPGR?		Total
			Full-time	Part-time	
Are you a full-time or part-time employee at KPGR?	Full-time employee	Count	69	0	69
		% of total	86.3%	0.0%	86.3%
	Part-time employee	Count	0	11	11
		% of total	0.0%	13.8%	13.8%
Total		Count	69	11	80
		% of total	86.3%	13.8%	100%

Source: Author (2017)

The results for the nature of employment show that 69 of 80 participants are employees on a full-time basis. The remaining 11 of 80 are part-time employees. These findings links with studies conducted earlier that tourism is a source of direct and indirect jobs (Hill *et al.* 2006: 173) which offer

employment opportunities in destinations (AP *et al.* 2014: 101). Thus, tourism has been perceived as a solution to the problem of unemployment and poverty (Nzama 2008: 3).

4.5.3 Length of service/employment at KPGR

The aim of this question was to establish the length of service of employees at KPGR. The results for the length of service indicate that some participants had worked for at least 6 years and above at KPGR, while other participants had at least 3 years work experience at KPGR.

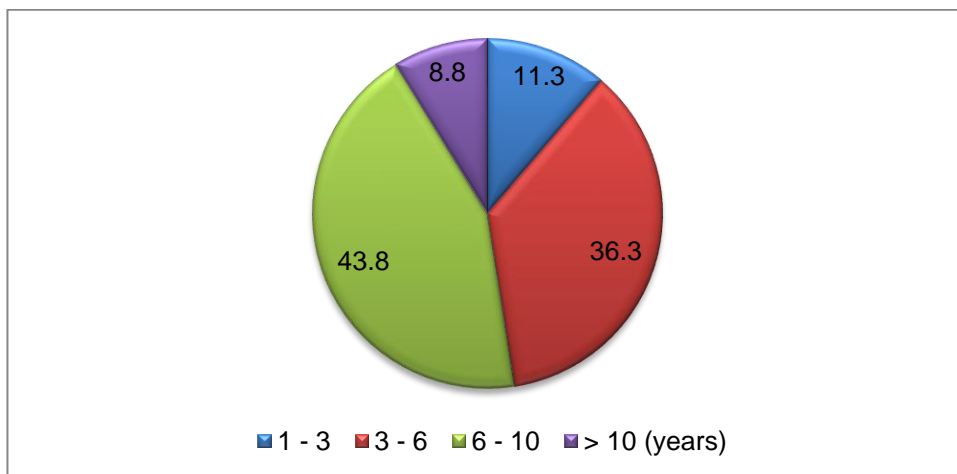


Figure 4.6: Length of service at KPGR

The results depicted in Figure 4.6 indicate that the participants have some level of work experience at KPGR. The results suggest that the participants who are employed are the same participants who reside in KPGR land. According to Zhang *et al.* (2013: 280), residents have a better understanding of community resources, needs and consequences of tourism development than industry planners. It is, therefore, important to involve residents in tourism planning.

4.5.4 Opportunity for growth at KPGR

The aim of this question was to establish whether employees have opportunities to be promoted or to move from one position to another.

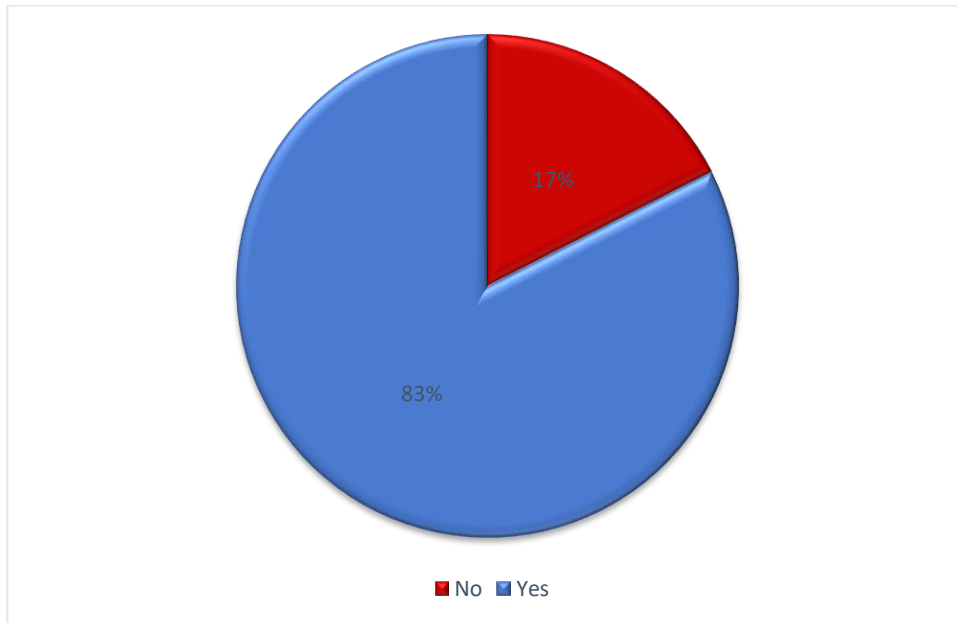


Figure 4.7: Opportunities for growth from the current position

The results indicate that 66 of 80 (83 %) participants felt that there are opportunities for growth from the positions they occupy at KPGR. Only 14 of 80 (17 %) participants felt that there are no opportunities for growth. This result correlates with the need to train and develop employees so that they are employable. AP *et al.* (2014: 119) believe that there is a need for full involvement by the local community. However, appropriate skills and experiences are necessary to facilitate employment growth to ensure the long-term prospects of the tourism sector. The right skills and experiences are necessary to facilitate employment growth.

Most participants indicated that the opportunity for growth from their current employment positions does exist. Growth exists from the tracker to ranger, and babysitter to the waitress. However, for some positions to be filled, education may be a limitation to growth, for example, from front-desk operator to an administrative officer or secretarial position. Figure 4.5 indicates the level of

education of employees. These results indicate that the possibility of being promoted is possible for the 32.5% participants who have completed Matric and 27.5% participants who hold some certification. Furthermore, Stone and Wall (2003: 19) maintain that local communities need crucial skills in order to fill positions and it is the responsibility of park managers to facilitate training programmes for local communities as workers.

4.6 SECTION C - Community development initiatives/ strategies

This section looks at skills development and training offered to employees at KPGR. It looks at whether employees were trained upon assumption of duty, and the type of training they were exposed to.

4.6.1 Classification of capacity-building opportunities at KPGR

The results show that only 11 of 80 (13.8%) participants indicated that they were not trained for their current position but were expected to perform their duties, while the remaining 69 of 80 (86.3%) participants received some form of training.

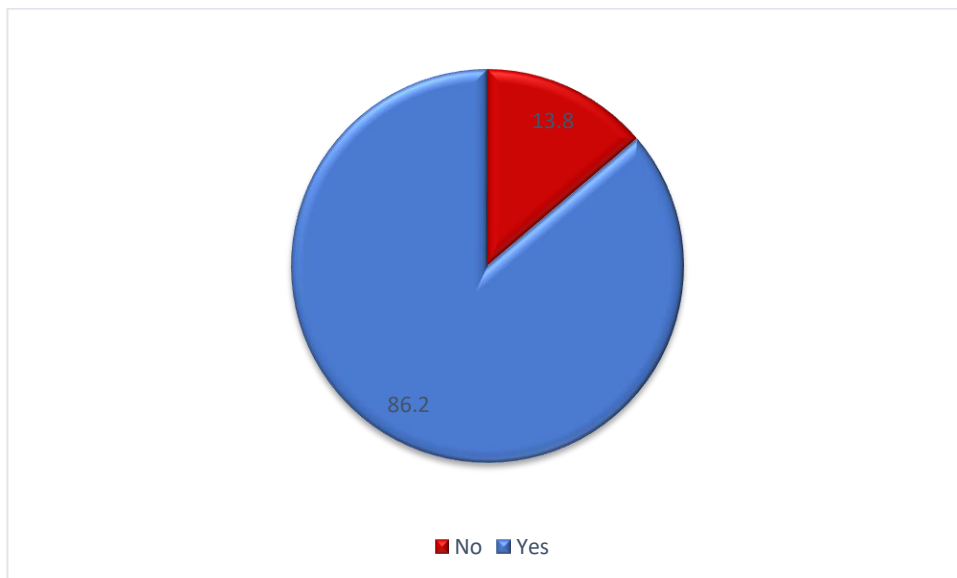


Figure 4.8: Training at KPGR

11 of 80 (13.8%) participants, who indicated that they did not receive training, mentioned that they had some knowledge of the job. Hence, they were required to perform their duties at KPGR without training. The 13.8% of participants who were not trained, but who worked in the hospitality department, belonged to the cleaning and housekeeping category, as well as the maintenance department for the repair of broken small fixable things, such as door handles. The remaining 86.2% of respondents occupied positions in the administration, marketing, wildlife, conservation and maintenance departments. As mentioned in chapter one, KPGR employs community members from Branderstone and Kransdrift so that they can earn an income and provide for their families. Liu and Wall (2006: 163) articulate that the crucial goal of training is to accumulate a set of basic skills; hence, local communities need to receive training and support from various stakeholders (Kwaramba *et al.* 2012: 892). Therefore, training programmes for residents are needed before employing workers (Stone and Wall 2003: 19).

4.6.2 Nature of training received

Of the array of different types of training, only 21.7% of participants indicated that they received in-house training, which is training on-the-job.

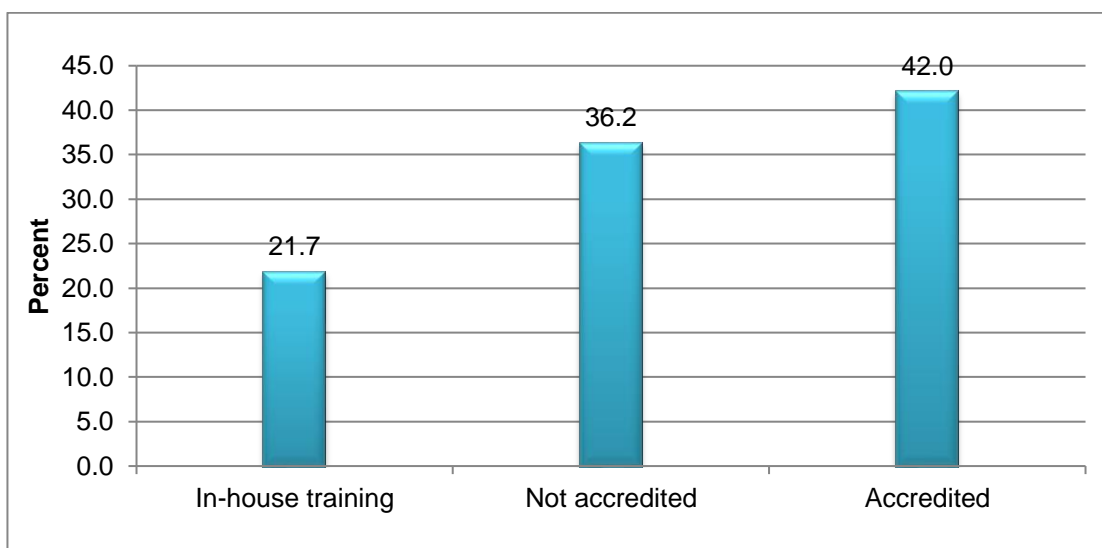


Figure 4.9: Nature of training received

The results indicate that 36.2 percent of participants received formal training, but without accreditation or certification. The remaining 42 percent of participant received training and were accredited and received certificates. Stone and Wall (2003: 19) articulate that managers need to develop training programmes for local communities before employing workers. The results suggest that KPGR invests in its employees in terms of skills development and training, as per Stone and Wall (2003: 19). There is a great significance between training in the current position and opportunities for growth at KPGR.

4.6.3 Length of training

The results show that 45 of 80 (56.7%) of the participants received training for at least four months, while 17 of 80 (22%) were trained for 1 to 3 months; 8 of 80 (10%) participants were trained on a continuous basis; 9 percent of participants were trained for less than one month; and 2.3 percentage of participants were trained for at least seven months.

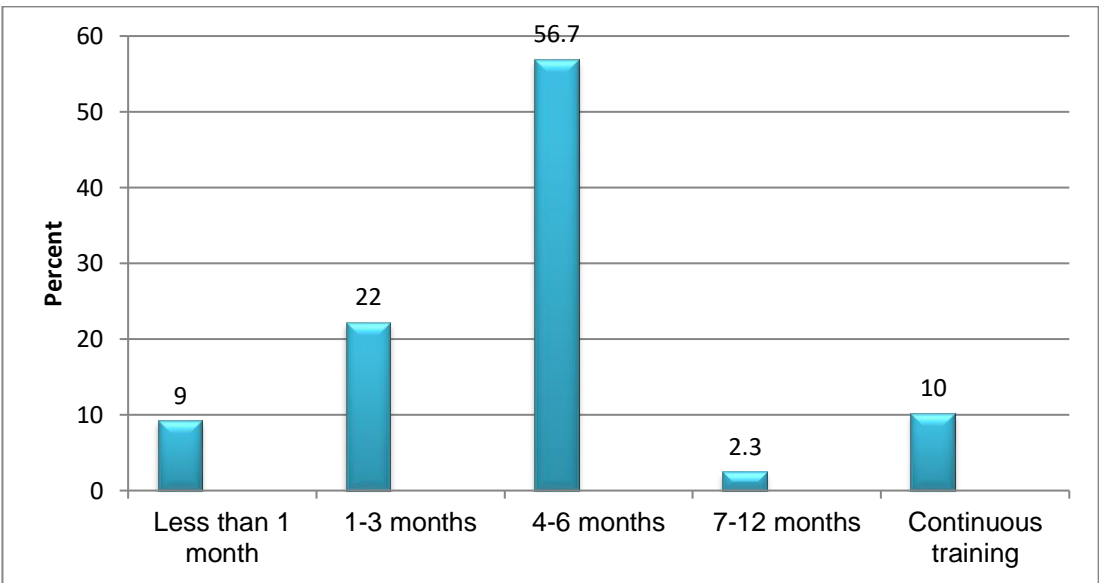


Figure 4.10: Length of training

Literature states that the tourism industry did not attract employees who are qualified with the necessary skills and thus failed to retain quality employees due to poor training and development, amongst other reasons (SANTSS 2011: 29). The absence of acceptable training and awareness of employment opportunities is of the greatest deficiency in the tourism industry in South Africa (South African Tourism White Paper 1999). To minimize this deficiency, education and training are crucial. An increased commitment to training is another method to encourage the tourism private sector (South African Tourism White Paper 1999).

4.7 SECTION D - Challenges undermining community development initiatives

This section summarizes the challenges which hinder the success of community development initiatives.

4.7.1 The relationship between KPGR and the surrounding community

Participants were asked to comment on the nature of the relationship between KPGR and the surrounding communities. This question was worded differently to suit the respondent groupings. As part of an agreement between the community and KPGR, both parties reached a mutual decision to stay on communal land. It was then that KPGR started programmes to involve communities in community development, decision-making and involvement.

KPGR management indicated that they use a highly inclusive approach to ensure good relations with the community. They also indicated that they use a bottom-up versus top-down approach. This means that they do not impose their plans on the community, but rather work on a consultative basis with the steering committee which was formed by the Branderstone and Kransdrift communities as a mechanism to strengthen their relationship with KPGR. This has been the case from the onset. Their responses revealed that KPGR did not remove people from the land, but community members were provided with the training, acquired skills and then employed in different departments of

KPGR. Some were employed on a full-time basis and some were employed on a seasonal basis. KPGR management added that training is an ongoing process and various community support initiatives are implemented through consultations with community leaders and the steering committee.

A study by Strickland-Munro *et al.* (2010: 663) suggests that communication is a vital tool for any relationship to be successful. A two-way communication path will lead to developed personal knowledge by community members to develop positive relationships (Carmody and Prideaux 2011: 90). Moreover, effective communication between the relevant stakeholders is essential to growing tourism (The South African Tourism Master Plan 2009-2014: 14). The South African Rural Tourism Strategy (2012: 55) stresses that external stakeholders should work together with local communities in rural areas to improve the lives of the latter.

4.7.2 The community development model employed by KPGR for community development

Campbell (1999: 549) maintains that tourism is valuable to those participating in it and however, there seems to be a low level of awareness amongst the community regarding specific opportunities in tourism.

KPGR management indicated that their community development model for community development was effective. Moreover, community members fully understood the ABCD community development model used by KPGR because the steering committee was established as a middleman for stakeholders. The steering committee comprised community members from the Branderstone and Kransdrift communities and other surrounding communities outside of the KPGR. KPGR management added that the steering committee was responsible for facilitating meetings with KPGR and communicating announcements to the communities. Thus, a consultative approach facilitates the establishment of a positive relationship between KPGR and their

communities. This enables them to establish community initiatives with the least resistance from the community. Moreover, local communities and their community leaders are adequately sensitized and empowered so that they can make informed decisions about their communities. Once people recognize their strengths and resources, they are likely to reach their goals and realize their potential. One respondent pointed out that the community is being informed of the activities at KPGR and that the community wishes to benefit from tourism. Another respondent acknowledged that, to create awareness about the community development model, there is need for a shared venture between all community stakeholders concerned. that the respondents also noted that there was a lack of interest from the community as a result of people not being aware of the community development model's existence. Participants in the study have previous knowledge of KPGR as some of them have been residing on the premises of KPGR since the inception of the reserve. This was an advantage for the study as the participants were able to provide crucial information resourcefully and credibly. One participant stated the following:

"I think the community is well-aware of the opportunities available here but it's only those selected individuals who have either completed school or work at KPGR who utilize fully the opportunities. We have the Mgcamabele Centre as an Information Centre where the community comes together and discuss as community issues. This is where we start for the community to take up these opportunities, through information sharing."

4.8 SECTION E - Evaluation and effectiveness

4.8.1 The contribution of KPGR to community development initiatives

Ubunye Foundation supports and empowers the local communities through a holistic community development model. Programmes were focused on

community leadership, financial education, livelihood and early childhood development and health. Table 4.4 describes the various community development initiatives facilitated by Ubunye Foundation.

The question of community developmental programmes was asked to measure participants' awareness of any community developmental programmes. Furthermore, community members, who are not directly employed at KPGR, could also benefit from these community development initiatives.

Table 4.4 presents a list of community development initiatives facilitated by Ubunye Foundation. From the table, it can be concluded that communities that reside in the vicinity of game reserves can benefit directly and indirectly, as in this case.

Table 4.4: Community development initiatives by Ubunye Foundation

	Frequency
<i>Community empowerment: a library facility for the members of the community, material available for both adults and children.</i>	1
<i>Women empowerment programme: Doll-making initiatives and basket weaving and handicrafts through self-help groups.</i>	1
<i>Educational programme: Learning opportunities for the elderly, Adult-Based Education and Training (ABET).</i>	1
<i>Childrens programme: an on-site pre-school and aftercare services provided for the children of staff.</i>	1
<i>Women empowerment programme; Child minding and meal preparation for children at the pre-school.</i>	1
<i>Transport services for school-going children outside KPGR.</i>	1
<i>Youth empowerment programme: sports facilities and equipment for the youth.</i>	1
<i>Community development: Housing and basic services provided for the surrounding communities.</i>	1
<i>Wellness programme dedicated to providing primary healthcare support and counselling for staff and their families.</i>	1

<i>Leadership and professional development programmes for staff.</i>	1
<i>Land allocated for the development of agricultural activities.</i>	1
<i>Land allocated for the construction of the Mgcamabele Community Centre where training for staff is held, with an on-site computer training centre.</i>	1

Source: <http://www.kwandwe.com/giving-back>

The results pertaining to community development initiatives by Ubunye Foundation connect with objective 2 of the study which seeks to access the strategies used by KPGR in community development initiatives.

4.8.2 Challenges with community development initiatives

The participants were asked to narrate challenges that they encountered with the establishment of the community development initiatives-wide benefits. Their responses were as follows:

- *Crime was evident as intruders would vandalize infrastructure such as the computer labs in the community centre; sporting equipment would get mistreated, stolen and eventually be unusable;*
- *Locals who were neither working nor going to school. Particularly the youth, had too much time on their hands which resulted in alcohol and drug abuse and mistreating of available resources;*
- *The sourcing of external funders to sustain the community library was becoming fewer;*
- *Lack of self-independence of staff due to dependency on the company. Distrust between certain staff and management; and*
- *Programmes would end, due to other commitments of some community members, and we receive no support towards sporting tournaments from Ubunye and KPGR.*

Saufi *et al.* (2014: 803) assert that a lack of knowledge regarding tourism policies and principles restricts local people's understanding about tourism and discourages their ability to empower themselves. Additionally, Mbaiwa (2003: 463) maintains that local communities lack essential management skills to

participate in the tourism business and are unable to derive benefits. The third objective of this study was to identify the challenges mitigating against community development initiatives. Hence, the results above pertaining to challenges with community development initiatives are a representation of this objective. As inferred from the results, there exist divergent challenges mitigating against community development initiatives.

4.8.3 Community-wide benefits

Participants were asked to evaluate the success of the approach employed for the development of their community. This was done to criss-cross whether participants would be able to identify the benefits brought to them by the community development model. Participants responded as follows:

- *The execution of basic housing infrastructure and facilities are needs in many rural communities;*
- *We became employable through the programmes of capacity building facilitated by KPGR and Ubunye Foundation;*
- *Community-wide projects assist by meeting basic needs, but also out of those community-wide projects came up income-generating projects. For example, the Crèche that looks after our children, child meals are prepared for them at a cost that goes to the women who prepare them;*
- *We no longer go to the river to collect water, we have clean running water and basic healthcare;*
- *We also have transport services that take us from our homes and bring us to work and back, also transport services that are arranged to take us to town, churches, and transport our children to school because the school is not here in the community but outside of KPGR;*
- *Ubunye Foundation helps us and our family members, especially those who are not working here at KPGR, by guiding us and them through entrepreneurial activities;*

- *We know better now. We don't go around littering or misusing our natural resources. We take care of our environment. People working at the reserve have improved their well-being; and*
- *Increase in the local skills base, people were trained to use resources wisely.*

Wlokas, Boyd and Andolfi (2012:48) emphasise that identifying and evaluating community benefit structures and beneficiaries are important for a local community. Manyara and Jones (2007: 640) assert that the level of local community participation is directly proportional to the tourism initiatives they will reap.

4.8.4 The effectiveness of the community development model

The majority of the general employees who fully understood the community development model responded that the ABCD approach model was effective and referred to the number of years they have been employees at KPGR (Figure 4.6), whereby they stated that their employers have been good to them for over six years. Participants were asked to comment on the effectiveness of the community development model that KPGR used in facilitating community engagement and development.

One respondent stated that:

"I believe that this model is working. There were people here who never went to school and some never completed at school, but now they are going to the ABET for learning. We have seen it happening where people or some community member can be employed; also, some community members make things such as dolls, beadwork, baskets and sell to KPGR for them."

"Yes, improved standard of living, improved employable skills, schooling even for the elderly, got a chance to learn and early childhood development from the crèche."

4.8.5 Recommendations or suggestions to improve the ABCD community development model employed by KPGR

Participants were asked for their suggestions and recommendations for improving the community-based model initiatives by KPGR. As articulated by Susan (2012: 411), an important role to play by the private sector, particularly in communities, is by providing education and training and encourage community involvement of local communities to engage in tourism ventures.

KPGR management and Ubunye Foundation inform their staff about tourism activities and their relations to community development. Local people need to be encouraged to take full responsibility to invest in tourism directly or indirectly. For example, there is a vegetable garden that supplies KPGR, but the question that is being asked is how much and how often does the garden produce vegetables? The soap-making project can be fully run by the community and sold to KPGR to be used by their guests.

4.9 Chapter summary

The discussion presents in this chapter provided findings of this study. The responses were presented using figures, tables and descriptions. The effectiveness of the model employed by KPGR was revealed and deemed successful. However, the communities suggested that there are still some areas that need attention to improve the model. The results indicated that KPGR's model for community development contributes greatly, particularly to the development of employees, the development of the community at large and offers employment opportunities. Their model is designed in such a way that it contributes positively to the empowerment of local communities. Drawing further from the discussions, the local community is encouraged to increase their participation in tourism-related activities to sustain their livelihoods and increase household income. The following chapter offers conclusions and suggests recommendations to improve tourism development approaches in private game reserves.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study objectives, findings, conclusions and recommendations are reviewed in this chapter. The chapter commences with the findings of the study and proceeds with the conclusions and recommendations which were drawn from the aim and objectives. Suggestions for further research regarding the contribution of private game reserves for community development is provided towards the end of this chapter.

5.2 Review of the aim and study objectives

This study intended to evaluate the application of the community development model with specific reference to the Kwandwe Private Game Reserve.

5.2.1 Research objectives

To establish the aim of this study, the following research objectives were formed:

1. To determine the percentage and capacities of the population employed at KPGR;
2. To access the strategies used by KPGR in community developmental initiatives;
3. To identify the challenges mitigating against community development initiatives; and
4. To propose alternative strategies for community development within the host community.

5.3 Summary of the study

Established in 2002, KPGR is a well-known conservation and community success story, offering African adventure in pristine wilderness conditions (Kwandwe Private Game Reserve 2017). Some 22 000 hectares of land were recovered from once degraded farmland for the establishment of KPGR (Kwandwe Private Game Reserve 2017). To facilitate community development, a marketing arm was formed within the borders of the reserve by the founders of KPGR, which grew to cover other neighbouring communities in the vicinity. According to Helliker (2008: 18) and Tessendorf (2014: 87), KPGR is committed to contributing to other rural communities living around the reserve through sustainable development and community empowerment (Ubunye Foundation 2017). When KPGR was established in 2002, it did not remove communities from the land. Instead, the communities were trained and employed to work at various departments in KPGR. To improve community development in KPGR, an understanding of their contribution to local community development is vital. The study employed a mixed-methods research approach to obtain relevant information from 80 participants. The quantitative approach was used to gather information from the participants using a questionnaire as an instrument. The qualitative instrument used in this study was the structured interview. The questionnaire was administered to employees and community members of KPGR who are from Branderstone and Kransdrift, while structured interviews were administered to the management of KPGR and Ubunye Foundation.

5.4 Interpretation of the findings by research objectives

The research objectives were the focal point of this study and are outlined:

5.4.1 Objective 1: To determine the percentage and capacities of the population employed at KPGR

The findings of this study revealed that KPGR contributes greatly towards community development as it employs more people than the original farms did.

The findings showed that the workers were from disadvantaged backgrounds. KPGR trained and employed local people to work at the different departments, filling many different positions in categories, such as front desk operations, housekeeping, maintenance, animal handling, arts and crafts. This is shown in Table 4.6. In some positions, upon assumption of duty, the employees have enrolled in training programmes and skills development programmes to perform better in their positions, such as animal handling and rifle handling. However, the training had been focused on lower positions rather than managerial positions. Requirements to occupy managerial positions include formal accreditation and training from external institutions. Thus, opportunities to move into management positions did not exist. However, the evidence is provided from the findings that an empowered community can work with confidence and excellence.

5.4.2 Objective 2: To assess the strategies used by KPGR in community development initiatives

As mentioned earlier in the study, employees from KPGR were sourced from the neighbouring communities to work in the reserve which was well embraced by local communities as this form of employment gives them the opportunity to break the cycle of poverty. Community development initiatives focused particularly on education, living a healthy lifestyle, sporting activities for the youth, schooling, housing and municipal services. Altinay *et al.* (2016: 414) state that locals need to be equipped to ensure successful projects and stakeholder engagement.

Community development initiatives create indirect jobs through products which are sold to KPGR to be used in the lodges. Beading, braiding and sewing of artisanal handicrafts and soap-making were some of the employees' efforts to generate income. Some of the beading products, dolls and artwork are displayed and sold to guests at the reception area of KPGR. Therefore, this study confirms that KPGR contributes significantly to community development as it has aimed at minimizing poverty through direct and indirect employment.

Moreover, the participants of this study asserted that KPGR had a positive impact on their standard of living, acknowledging that community development is an ongoing process and that their needs will be addressed.

Therefore, the participation of local community members in their own developmental initiatives is considered as a crucial feature in the success of a programme. In this study, it is evident that certificates of completion of training were given to employees who participated in the skills development programmes. This is reflected in Figure 4.9, which indicates that participants underwent an accredited form of training. Such accreditation had a great impact on the attitude and confidence of the employees. Saklar *et al.* (2014: 296) affirm that an empowered community, in the form of investment in their ability, has the confidence to perform better at their given tasks.

5.4.3 Objective 3: To identify the challenges mitigating against community development initiatives

As indicated in chapter two, participation of the local community is regarded as the most important factor for the successful implementation of any community developmental initiatives. Facilitating a community development initiative that is of value to communities encourages community participation. PGRs can initiate community development initiatives as part of their corporate social responsibility in communities they operate. However, there seems to be a lack of active participation in community development initiatives. Shortcomings such as this, hinder the success of these initiatives due to some members of the community not being fully aware of the processes involved.

5.4.4 Objective 4: To propose alternative strategies for community development within the host community

Social upliftment and mitigating poverty are achieved by raising awareness of educational attainment and skilling unskilled individuals. Thus, increased education levels would lead to better employment opportunities. Stone and

Wall (2003:19) suggest that park managers should develop training programmes for local communities before employing workers.

5.5 Conclusions drawn from objectives 1 to 4

Private game reserves are essential in protecting and conserving the natural habitat. They also contribute to community development through social responsibility programmes through which they justify their existence. The following conclusions are drawn from the study:

5.5.1 Conclusions drawn from the percentage and capacities of the population employed at KPGR - objective 1

This objective draw conclusions that KPGR has employed community members for different roles in the reserve. Moreover, community members allege that their employment at the reserve has played an essential role in improving the standard of living in their communities. According to the findings of this objective there is a variety of direct and indirect tourism employment offered for the members of the Branderstone and Kransdrift communities. Tourism-related jobs are listed as a game ranger, driver and guide, animal handler, rifle handling, tracker team, ranger, receptionist and housekeeper. Some of the indirect jobs are those projects that are operating where community members are involved, e.g., soap making and vegetable gardening and the sales of their products to the guests of KPGR. The jobs offered at KPGR do not necessarily require formal education, but do require a set of basic skills, training and knowledge. Hence, KPGR has ensured that employees get the basic legal requirements and accreditation, such as Field Guide Associations of South Africa and rifle handling accreditation.

5.5.2 Conclusions drawn from the strategies used by KPGR in community development initiatives - objective 2

The findings from this objective showed that KPGR has successfully contributed to the development of the community in providing the relevant

training and skills needed to carry out tasks for employees and basic services for the wider community. For example, all tour guides and game rangers at KPGR underwent wide-ranging training in various programmes. The onsite training is an ongoing investment in their tour guides, and it is a legal requirement to be knowledgeable and skilled in handling rifles. However, the literature suggests that formal education is only a basic requirement and that training is crucial. Consequently, some participants indicated that they were provided training for their positions at KPGR. In some of these positions, such as the master chef, employees need to demonstrate special skills to be effective and creative. Hence, capacity building is vital in this context. This result suggests that workers at KPGR are awarded with opportunities to learn and be established and the workers can use the skills they acquired. Therefore, this study concludes that the training process at KPGR creates confidence amongst employees. The participants did mention that their acquired skills enabled them to perform better in their various positions.

The community sees themselves as part of KPGR as they benefit directly through employment at the reserve (Table 4.3) and indirectly through community-wide projects and mentored community developmental initiatives facilitated by Ubunye Foundation for those community members not working at KPGR. Infrastructure and facilities, as illustrated in Figure 4.8 are some of the benefits accrued by community members.

5.5.3 Conclusions drawn from the challenges mitigating against community development initiatives - objective 3

This objective draws conclusion that employees are filling low income earning jobs due to minimal skills and minimal education and lack of experience. It was recorded in the previous chapter, in Figure 4.5, that employees had minimal education which then resulted in a lack of experience. However, some of the jobs, such as gardening, cleaning, security guards and portaging, do not require a high level of skills and education to perform. Some jobs can be performed with basic education, e.g., basket weaving and beading where knowledge has been passed on from generation to generation. The lack of

education becomes a disadvantage when a possibility avails for promotion to managerial positions. It was revealed in this study that education levels come across as a challenge to local community development and eventually staff development, but contextualized training does assist employees to be employable. This finding suggests that the game reserve does consider formal education to be a crucial requirement at management level.

5.5.4 Conclusions drawn from the proposed alternative strategies for community development within the host community - objective 4

This objective indicates that there is a process of communication. Hence, the establishment of a steering committee ensures communication between the community and KPGR. The steering committee considers the communities' views and meets with KPGR for discussions and decision-making. The steering committee, which represents community stakeholders, is led by a community leader and consists of a committee that co-operates and assists in identifying areas for development. Moreover, meetings with the community and KPGR may facilitate ideas that can assist to improve the community development initiatives. Community development initiatives may be drawn from other community development approaches, such as pro-poor and sustainable tourism.

5.6 Recommendations

This study's finding suggests the following recommendations for further research. These recommendations emerged from the conclusions of the objectives set out for the study. The recommendations are categorized as follows:

- Employment at game reserves;
- Strategies for community development initiatives;
- Mitigating community development challenges; and
- Alternative strategies for community development in host communities.

5.6.1 Employment at game reserves

Figure 4.2 on gender illustrated that there is a greater number of females compared to males based on their different participant groups. For this reason, this study recommends that women be given a wide scale of employment opportunities so that they will be able to grow and be promoted to higher positions where they will earn more income to condense the poverty gap. Ubunye Foundation should consider including basic education programmes as a prerequisite to ensure that the wider community is equipped with the necessary education and knowledge to ensure that their businesses remain operating and are sustainable.

To ensure that local communities are employable and occupy high income earning positions, this study recommends that employees make plans to educate themselves further to increase knowledge which will enable them to qualify to occupy managerial positions.

5.6.2 Strategies for community development initiatives

In rural communities, natural and cultural assets can be developed into business opportunities; thus, it is recommended that community members be taught how to plan, start and manage a business. This process will encourage entrepreneurship among local community members. Moreover, community members will understand the dynamics of tourism development and how it impacts on local businesses. Local communities recognize cultural and natural assets and local resources need to be identified, properly managed and local communities need to be fully included in the facilitation of programmes aimed at empowering them through capacity building (Jugmohan *et al.* 2016: 315). Business and financial education need to be made compulsory for all community members. This will create ideas, accelerate success and ensure the sustainability of businesses in local communities. Small vegetable and herb gardens, the doll-making initiatives and basket weaving, and handicrafts will stand to benefit from the business and financial education.

Based on the findings in the previous chapter, Figure 4.1 shows that most people living in KPGR vicinity are persons ranging from 26 to 35 years of age. This study recommends that community members, particularly young people, be engaged in entertainment activities, such as cultural shows or art exhibitions, where visitors can be entertained at a fee and which will add to the community's revenue generation and enable them to create other opportunities. It was revealed in the previous chapter that unemployed young persons are idle, which ultimately gives rise to substance abuse, poor health practices and crime. The involvement of youth in the implementation of appealing programmes will keep them actively engaged. The existing fitness centre and sporting facilities can keep young people off the streets and generate funds.

5.6.3 Mitigating community development challenges

The scarcity of funds remains the active hindrance for members of the community to fully reach their potential. Literature states that communication is vital for any successful working relationship, particularly where affected parties work together with local communities in rural areas to improve their lives. This study further reveals that most of the people are not involved with KPGR because they do not know how to get involved. Crucial information that can be used to encourage residents to be active participants in KPGR, does not reach local communities. This study recommends that the Mgcamabele Centre to be used as an area where meetings take place, allowing all information to be broadcast from the Mgcamabele Centre. Interested community members will have a central place where information is being released about activities, employment opportunities and matters of community development. If the communities know where to find information about projects currently operating and those in the pipeline, they will be informed of the processes and be part of the developments.

Financial constraints that slow the pace of developing new projects are a major concern. This study recommends that initiatives to raise funds to be able to

carry these activities should be reviewed and considered significant. The main concern is the scarcity of funds and how to generate funds that will eventually contribute towards the development of new projects. To improve the standard of living in local communities, a communication channel needs to be established and co-ordination is required between managers and communities who reside in the vicinity of private game reserves in South Africa. Therefore, this study suggests that the training programmes should be concentrated on developing skills, management and business planning.

5.6.4 Alternative strategies for community development in host communities

There is a need for extensive interaction with the community, particularly the involvement of young people. It was mentioned in the study that KPGR is involved with nine neighbouring communities and is aware of the community issues. KPGR should consider improving the existing model to involve other communities in the vicinity by strengthening the relationship. This study recommends that land be identified where farming projects can be implemented. Farm produce will supply the reserve and some produce can be sold to the nine communities around KPGR. Understanding that operating a farm is expensive and requires machinery, the researcher recommends that communities work together to ensure the long-term sustainability of the farm. Young persons can get involved in this programme and those studying towards an agricultural tertiary degree can participate by enrolling for mentorship or learnership programmes.

Various social groupings need to be formed with the community members, consisting of a defined structure. By involving the greater part of the communities, fund-raising activities will grow at a faster pace as more people are able to participate and contribute their resources. Ubunye Foundation can arrange to meet to discuss the progress of programmes with the communities.

5.7 Recommendations for further research

Further studies are recommended from the results of this study. The focus of this study was to evaluate the current community development model employed at KPGR and to assess the level of local community development. Additional research should be conducted in the following topics:

- Training, skills development to generate employment at private game reserves;
- The level of sustainability of community development initiatives;
- Factors constraining community development initiatives; and
- Social development in neighbouring communities.

The studies will enable researchers to identify areas where community development initiatives lack progress and provide direction in terms of closing the poverty gap found in rural communities. Also, comparison studies in community development initiatives are recommended from other game reserves where insights of poverty reduction and business sustainability are evaluated and implemented.

5.8 Conclusion

The contribution of the Kwandwe Private Game Reserve to local community development was revealed in this study. The results indicated that KPGR has contributed to the local community by employing people from the local community, the provision of training to staff at the Mgcamabele Centre, and the donation of educational and computer material to the local library. Nonetheless, KPGR faces challenges of minimal participation from community members; minimal education attainment of community members and employees, and a slow drive of existing community development initiatives which undermine the promptness of growth and development at KPGR. KPGR and Ubunye Foundation should consider evaluating their current ABCD

approach for community development in order to accelerate the growth and development of communities living in surrounding areas.

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Appendix A: Letter of Consent



Dear Respondent

RE: Permission to Conduct Research at Kwandwe Private Game Reserve

I am currently undertaking a research project towards a Master's degree with the Department of Hospitality and Tourism Management at the Durban University of Technology, under the supervision of Dr. Andrea Giampiccoli and Dr. Sean Jugmohan. My research will evaluate the model used by Kwandwe Private Game Reserve in relation to community development. The title of the research is:

Evaluating private game reserves' contribution to community development: a case-study of Kwandwe Private Game Reserve

You are invited to participate in this research project. Your participation in this project is voluntary and you may withdraw from the study at any time without giving reasons, with no negative consequences. The information you provide will be used for research purposes only and confidentiality will be maintained, and no person will be identified in the study. There will be no monetary gain from participating in this study. This researcher hopes to contribute in improving community development models associated with private game reserves. The duration of the interview will be approximately 20 minutes and it will be scheduled at any time convenient for you.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me, Miss Phelokazi Stuma, on cellphone number 074 325 6596 or my research supervisors, Dr. Giampiccoli and Dr. Jugmohan, on telephone number 031 373 5508.

Your assistance will be much appreciated.

Sincerely,

Phelokazi Stuma (Miss)

074 325 6596

phelokazistuma@yahoo.com

Appendix B: Questionnaire



EVALUATING PRIVATE GAME RESERVES' CONTRIBUTION TO COMMUNITY DEVELOPMENT: A CASE-STUDY OF THE KWANDWE PRIVATE GAME RESERVE

Instructions:

- Kindly respond to each question by inserting a tick in the appropriate block or by supplying a brief comment, reason or problem where necessary.
- Do not reveal your name as the questionnaire is anonymous. Your responses will be used for research purpose only and the research objectives will only be achieved through with your kind co-operation.

SECTION A: Demographics of participants

A1. Please indicate your age group.

25 years or less	1
26 – 35 years	2
36 – 45 years	3
46 – 55 years	4
56 years and above	5

A2. Please indicate your gender.

Male	1
Female	2

A3. Please indicate your race.

African	1
White	2
Coloured	3

A4. Please indicate your residence.

Branderstone	1
Kransdrift	2
Other Neighboring communities	3

A5. Please indicate your highest level of education.

Secondary School	1
High School	2
Certificate	3
Tertiary education	4
Other (specify)	5

SECTION B: Employment typology and percentage employed

B1. Please indicate the department you are employed in.

Wildlife	1
Marketing	2
Administration	3
Hospitality	4
Other (specify)	5

B2. Please indicate the nature of your employment.

Full-time employee	1
Part-time employee	2

B3. How long have you been employed at KPGR?

1 – 3 years	1
4 – 6 years	2
7 – 10 years	3
11 years and above	4

B4. Do you think there are opportunities for growth from the position you are in?

Yes	1
No	2

SECTION C: Community development initiatives – strategies

C1. Were you trained for your current position?

Yes	1
No	2

C2. If answered yes to C1, please indicate the nature of training you received.

In-house training	1
Not Accredited training	2
Accredited training	3

C3. If answered yes to C1, how long was the training?

Less than 1 month	1
1 – 3 months	2
4 – 6 months	3
7 – 12 months	4
Continuous training	5

Note: Section D and Section E are to be completed by the management of KPGR and Ubunye Foundation only.

SECTION D: Challenges undermining community development initiatives

D1. How is the relationship between KPGR and the community?

D2. Elaborate on the community development model employed by KPGR for community development?

SECTION E - Evaluation and effectiveness

E1. Elaborate on the contribution of the KPGR and Ubunye Foundation to community development initiatives.

E2. What are the challenges that came with these community development initiatives?

E3. Which community-wide projects have KPGR and Ubunye Foundation contributed to, for the development of the community?

E4. Has the community development model been effective since its inception?

E5. What would you recommend or suggest to improve the ABCD community development model employed by KPGR and the Ubunye Foundation?

Thank you for your co-operation and assistance.

Appendix C (IsiHlomelo soku: 1)



Ileta yeMvume

MPhenduli oBekekileyo

IMALUNGA: iMvume yokuQhuba uPhando kuLondolozo lwaBucala lweeNyamazana eKwandwe

Sithetha nje ndenza iprojekthi yophando yokufumana isidanga seMastazi kwiSebe leNkathalelo yomKhenkethi noLawulo loKhenketho kwiYunivesithi yeTekhnoloji iDurban phantsi koqeqesho lukaGqir. Andrea Giampiccoli noGqir. Sean Jugmohan. Uphando lwam luya kuvavanya umfuziselo osetyenziselwa uphuhliso loluntu kuLondolozo lwaBucala lweeNyamazana eKwandwe. Isihloko solu phando sithi:

Uvavanyo lwegalelo lophuhliso loluntu kulondolozo lwabucala lweenyamazana: imeko yophononongo kuLondolozo lwaBucala lweeNyamazana eKwandwe

Uyamenwa ukuba ithabathe inxaxheba kule projekthi. Uthabatha inxaxheba ngokuzithandela kwaye ungarhoxa nanini na kolu phononongo ungakhange unikeze zizathu zoko kwaye akusayi kubakho sohlwayo ngakuwe. Ulwazi obonelele ngalo luya kusetyenziselwa iinjongo zophando kuphela kwaye siya kulugcina luyimfihlo kwaye akukho mntu uya kunakana ukuba uthabathe inxaxheba kolu phononongo. Akukho nzuzo yezimali uya kuyifumana ngokuthabatha inxaxheba kolu phononongo. Umphandi unqwenela ukwenza igalelo kophuculo lwemifuziselo yophuhliso loluntu onxulunyaniswa nolondolozo lwabucala lweenyamazana. Isithuba sexesha eliya kusithabatha ukwenza olu dliwanondlebe siya kuba malunga nemizuzu engama-20 kwaye idinga lingenziwa nangaliphi na ixesha wena onalo.

Ukuba unayo nayiphi na imibuzo okanye inkxalabo ngokuzalisa eli phepha lemibuzo okanye ukuthabatha inxaxheba kolu phando, ungaqhagamshelana nam, Nks Phelokazi Stuma kwiinombolo zeselula ezingu-074 325 6596 okanye abaqeqeshi bam, uGqir. Giampiccoli noGqir. Jugmohan kwezi nombolo 031 373 5508.

Siyabulela ngoncedo lwakho.

Ozithobileyo,

Phelokazi Stuma (Nks)

074 325 6596 phelokazistuma@yahoo.com

Appendix D: (Isihlomelo sesi-3)



UVAVANYO LWEGALELO LOPHUHLISO LOLUNTU KULONDOLOZO LWABUCALA LWEENYAMAZANA: IMEKO YOPHONONONGO KULONDOLOZO LWABUCALA LWEENYAMAZANA EKWANDWE

Imiyalelo:

- Nceda uphendule umbuzo ngamnye ngokuthi ukrwele umgca kwibhloko efanelekileyo okanye ngokuthi usinike isihlomlo, isizathu okanye uchaze ingxaki apho kufanelekileyo.
- Nceda ungazichazi igama lakho nanjengoko eli phepha lemibuzo lingafuni ukuba uzichaze. Iimpendulo zakho ziya kusetyenziselwa iinjongo zophando kuphela kwaye nceda uqonde ukuba iinjongo zolu phando ziya kufezeka xa sifumana intsebenziswano yakho.

ICANDELO A: Inkcukacha zobuqu babathabathi-nxaxheba

A1. Nceda ukhethe iqela loontanga bakho

Iminyaka engama-25 okanye ngaphantsi	1
Iminyaka engama-26 – 35	2
Iminyaka engama-36 – 45	3
Iminyaka engama-46 – 55	4
Iminyaka engama-56 nangaphezulu	5

A2. Nceda ukhethe isini sakho.

Indoda	1
Ibhinqa	2

A3. Nceda ukhethe uhlanga olulo.

UmAfrika	1
Umntu oMhlophe	2
Umntu weBala	3

A4. Nceda ukhethe indawo ohlala kuyo.

eBranderstone	1
eKransdrist	2
Ezinye iindawo ezimeleneyo	3

A5. Nceda ukhethe izinga eliphezulu lemfundo yakho.

IsiKolo seSekondari	1
IsiKolo samaBanga aPhezulu	2
IsiQinisekiso /iSatifiketi	3
Imfundo ePhakamileyo	4
Ezinye (nceda ucacise)	5

ICANDELO B: Uluhlu lwengqesho kunye nepesenti yabaqeshiweyo**B1. Nceda ukhethe isebe osebenza kulo:**

Izilwanyana zasendle	1
Ulwaziso neeNtengiso	2
Ulawulo	3
Inkathalelo yomKhenkethi	4
Ezinye (nceda ucacise)	5

B2. Nceda ukhethe ubume bengqesho yakho.

Umqeshwa osisigxina	1
Umqeshwa wethutyana	2

B3. Ingaba lixesha elingakanani uqeshwe eKPGR?

Unyaka om-1 – 3	1
Iminyaka emi-4 – 6	2

Iminyaka esi-7 – 10	3
Iminyaka eli-11 naphezulu	4

B4. Ingaba ucinga ukuba kukho amathuba okukhula kwisikhundla okuso ngoku?

Ewe	1
Hayi	2

ICANDELO C: Amaphulo ophuhliso loluntu – amacebo

C1. Ingaba usiqeqeshelwe esi sikhundla ukuso?

Ewe	1
Hayi	2

C2. Ukuba uphendule ngo-ewe ku-C1, nceda ukhethe ubume boqeqesho othe walufumana.

Uqeqesho oluqhutywa ngaphakathi	1
Uqeqesho olungagunyaziswanga	2
Uqeqesho olugunyazisiweyo	3

C3. Ukuba uphendule ngo-ewe ku-C1, ingaba lwathabatha ixesha elingakanani na uqeqesho olo?

Ngaphantsi kwenyanga e-1	1
Inyanga e-1 – 3	2
Iinyanga ezi-4 – 6	3
Iinyanga ezi-7 – 12	4
Uqeqesho oluqhubekekayo	5

Qaphela: ICandelo D neCandelo E kumele azaliswe ngabaphathi be-KPGR kunye ne-Ubunye Foundation kuphela.

ICANDELO D: Imiceli-mngeni edodobalisa amaphulo ophuhliso loluntu

D1. Ingaba bunjani ubudlelwane phakathi kwe-KPGR noluntu?

D2. Cacisa ngomfuziselo wophuhliso loluntu osetyenziswa yi-KPGR kuphuhliso loluntu?

ICANDELO E – Uvavanyo neMfezeko

E1. Cacisa ngegalelo le-KPGR kunye ne-Ubunye Foundation kumaphulo ophuhliso loluntu.

E2. Ingaba ithini imiceli-mngeni eza nala manyathelo ophuhliso loluntu?

E3. Ingaba zeziphi na iiprojekthi ezikuluntu jikelele eziligalelo le-KPGR ne-Ubunye Foundation kuphuhliso loluntu?

E4. Ingaba lo mfuziselo wophuhliso loluntu usebenza ngokuyimfezeko ukusukela ukuqaliswa kwawo?

E5. Ingaba ungaphakamisa okanye ucebise ngelithini na ukuphucula umfuziselo wophuhliso loluntu ongu-ABCD osetyenziswa yi-KPGR ne-Ubunye Foundation?

Siyabulela ngoncedo nentsebenziswano yakho.

Appendix E: Letter of Authorisation from Kwandwe Game Reserve



To Whom it may concern,

9th Sept 2014

This letter serves to confirm that Kwandwe Guest Services (Trading as Kwandwe Private Game Reserve) gives consent for Phelokazi Stuma to conduct research on Kwandwe Private Game Reserve as set out in her request detailed below:

“Permission to Conduct Research at Kwandwe Private Game Reserve

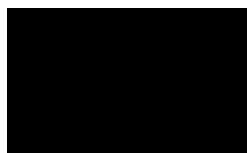
I am undertaking a Masters of Technology degree with the Department of Hospitality and Tourism Management, Durban University of Technology, under the supervision of Dr. Andrea Giampiccoli and Mr. Sean Jugmohan. My research will evaluate the model used by Kwandwe private game reserve and its contribution to community development. The research also explores wider community benefits that may arise from possible community development projects funded by Kwandwe. The title of the research is:

Evaluating private game reserves’ contribution to community development: a case-study of Kwandwe private game reserve.

I would be very grateful if you grant me permission to conduct this study within your organisation. Confidentiality will be maintained and no person will be identified in the study. No particular comments or views will be ascribed to particular institutions. It is anticipated that this study will not present any risk to you and your staff. Participation is voluntary and there are no adverse consequences should a respondent withdraw from the study.

This research hopes to make a contribution in improving community development models associated with private game reserves. The duration of the interview will be approximately 20 minutes and it will be scheduled at any time convenient for you.”

Signed



Graeme Mann
General Manager
Kwandwe Private Game Reserve

Kwandwe Guest Services (Pty) Ltd
Company Reg. No: 2011/136768/07
VAT Reg. No: 4790260873
PO Box 448, Grahamstown 6140, South Africa
Telephone: +27 (0)46 603 3400 * Fax: +27 (0)46 603 3401

Appendix F: Editing Certificate

Flat 1211
Kensington
311 Peter Mokaba Road
Morningside
4001

Cell: 0822673192
Email: garbharranhl@gmail.com

23 September 2019

DECLARATION CERTIFICATE OF ENGLISH LANGUAGE EDITING

Title of dissertation: Evaluating private game reserves' contribution to community development: A case study of the Kwandwe Private Game Reserve

This is to certify that I have proofread and edited the thesis of Phelokazi Stuma for accuracy of language and expression. After implementing changes, wherever applicable, I declare that this dissertation, to the best of my knowledge and ability, is grammatically correct and error-free.



Dr H.L. Garbharran

B.A., Honours, M.P.A., D.P.A.

DISCLAIMER

Whilst the English language editor has used electronic track changes to facilitate corrections and has inserted comments and queries in the right-hand column, the responsibility for implementing changes in the final, submitted document, remains the responsibility of the candidate in consultation with the supervisor/promoter.