Imperatives for Monitoring and Evaluation of Community-Based Tourism: A Higher Education Institutions Perspective

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Abstract

The purpose of this article is to identify the imperatives for monitoring and evaluation in community-based tourism and propose a model highlighting key stakeholder interactions. Only general matters on monitoring and evaluation (M&E) are presented while greater focus will be on specific matters related to M&E in community-based tourism (CBT) and the possible roles of higher education institutions in CBT through their community engagement (CE) actions. The study used a documentary analysis method of evaluating policies, guidelines and handbooks as there is limited information relating to empirical studies on M&E of CBT via higher education institutions. The study found that while CBT is monitored, there is inadequate focus on the evaluation of the outcomes and impacts. In addition, higher education institutions need to develop and common understanding of CE and elevate it to one of its core activities. Finally, the reciprocal and mutual relationship amongst communities and higher education institutions could be enhanced through the implementation of a systemic CBT monitoring and evaluation system. The findings are significant for the national and provincial education departments, higher education institutions and local communities since they provides a framework to develop stronger collaborations for sustainable development.

Keywords: Community-based, evaluation, monitoring, systems, tourism.

Introduction

Tourism impacts such as waste generation, energy and water consumption can severely affect local communities and the natural environment (Passafaro *et al.*, 2015:225). As a consequence of these negative impacts of conventional/mass tourism since the 1970s an array of alternative approaches to tourism has been proposed such as small scale tourism, green tourism, community-based tourism and so on (Fennell 2006:4; Loizos-Christou, 2012: 1; Luo, Brown & Huang 2015:292). These alternative forms of tourism are suggested to have less negative impacts of conventional tourism (Loizos-Christou, 2012:1). The objectives of the study is to ascertain the extent to which CBT is monitored and evaluated within a socio-economic developmental context. Secondly, there is an additional need to ascertain the role of higher education institutions' in CBT through their community engagement initiatives. Finally, the researchers seek to propose a model identifying the key stakeholders and the

sustainable relationships to enhance M&E of CBT. The research questions to be answered include: To what extent is CBT monitored and evaluated? How can higher education institutions engage with communities to enhance the outcomes and impacts of CBT? Can a systemic stakeholder model be developed for CBT?

Following this introduction, a literature review related to general concepts of CBT, M&E and CE matters is presented. Thereafter M&E in CBT is discussed with the inclusion of the possible roles of higher education CE in M&E of CBT projects. A possible model related to CBT M&E involving higher education institutions is presented. A conclusion will terminate the article.

Methodology and Materials

Academic literature on M&E in CBT is scant , therefore the research method is essentially a documentary analysis based on CBT manuals and available handbooks. The global recognition of CBT has grown (Tasci, Semrad, Yilmaz, 2013:45) and this recognition has increased the publication of handbook/manuals/guidelines on CBT (The Mountain Institute, 2000; Häusler, & Strasdas, 2003; Asker, Boronyak, Carrard & Paddon, 2010; Calanog, Reyes & Eugenio, 2012; NDT, 2016). In this context CBT handbook/manuals/guidelines should be considered as a documents that allow better understanding, and especially practical implementation and development of CBT projects and ventures.

Literature Review

Community-based tourism
Community-Based Tourism (CBT) is rooted in the alternative development approach of the 1970s (Giampiccoli, 2015:678) and it is proposed to work against conventional/mass tourism negativities proposing an alternative approach to tourism development (López-Guzmán, Sánchez-Cañizares & Pavón, 2011:73). Literature on CBT is developing as it is a complex and emerging field of study, and much remains to be learned (Naik, 2014:46). As much as the notion of CBT can be attached to a longer history related to community-based development concepts (see Petrić & Pivčević, 2016:297; Giampiccoli, 2015) CBT gained momentum throughout the 1990s. Influenced by the principles of sustainable tourism and opportunities for local communities to utilise tourism as a means of community development, CBT has become an attractive form of alternative tourism (Pawson, D'Arcyn & Richardson, 2017: 379).

The alternative development approaches of the 1970s can be seen as originators of CBT specifically for disadvantaged community members, and comprising of issues such as empowerment, sustainability, social justice and self-reliance (Giampiccoli, 2015; Tasci, Semrad & Yilmaz, 2013:10). This growth of CBT can also be linked to new generations of travellers that "seek more meaningful experiences from their leisure time" (McNeill, 2015:2). Community-based tourism is promoted as a means of reducing poverty and fostering local community development (Runyowa, 2017:2). This growth of CBT can also be associated with the need to promote more sustainable tourism; CBT "is increasingly seen as a potential contributor to the local economy and is a means by which sustainable tourism development can be achieved" (Sripun, Yongvanit & Pratt, 2017:104).

There is yet "to be a universally accepted definition of CBT" (Pawson, D'Arcyn & Richardson, 2017:382). One community-based tourism definition isthat CBT "is managed and run by the community itself, management decisions are made by local people and profits directly go to the community" (Nataraja & Devidasan, 2014:68). More comprehensibly scrutinizing of numerous CBT definitions proposes: "CBT is a tourism that is planned, developed, owned and managed by the community for the community, guided by collective decision-making, responsibility, access, ownership and benefits" *(*Giampiccoli & Nauright, 2010:52; Tasci,

Semrad & Yilmaz 2013:9). The central significance of community members' ownership, management and control of CBT is paramount, as the main principle of CBT is to build the local communities rather than external parties. In addition to CBT being managed and owned by local people, the main objective is to help local residents for their economic benefit (Kaur, Jawaid & Bt Abu Othman, 2016:17).

At the same time, some attempts to list common features of CBT are present (see for example Boonratana, 2010; Mtapuri, Giampiccoli & Jugmohan, 2014; Jugmohan & Steyn, 2015; Giampiccoli & Mtapuri, 2016; Giampiccoli & Mtapuri, 2017). The attempts to better understand what the common features and traits of CBT should be is fundamental because of the need to elaborate and advance CBT indicators serving within the monitoring and evaluation process. This is also important because whoever wish to be involved in CBT should need to have a comprehensive understanding of CBT principles and characteristics (Nataraja & Devidasan, 2014:67).

Monitoring and evaluation

This section specifically discusses key elements in M&E in CBT, namely, reasons for M&E, criteria and indicators in M&E, and the various actors involved in M&E. The section will not enter into finer details or analyse the M&E process in CBT (as this could very much be a new research in itself). Monitoring and evaluation (M&E) are fundamental components of any project, program or policy intervention (Frankel & Gage, 2016:3). In social-economic development work, evaluation is the determination of impact, or whether an intervention has achieved its objectives while monitoring focuses analytically on the process of intervention itself, tracking inputs like cost and activities to verify that the intended protocol is being followed (Peters, 2016:315). Customarily M&E focused on assessing inputs and implementation processes whereas the current focus is on assessing the contributions of various factors to a given development outcome, with such factors including outputs, partnerships, policy advice and dialogue, advocacy and brokering/coordination" (UNDP, 2002:5). Thus, the UNDP (2009:8) define monitoring as the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives. Contrary to many definitions that treat monitoring as merely reviewing progress made in implementing actions or activities, the definition used in this Handbook focuses on reviewing progress against achieving goals. It follows that evaluation is a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making (UNDP, 2009:8). Importantly M&E can also apply to many things, including an activity, project, programme, strategy, policy, topic, theme, sector or organization (UNDP, 2009: 8).

All stakeholders need to be aware of M&E reasons. There are two key reasons for monitoring a CBT project and these reasons should be evident and clarified for stakeholders at the start of any project: "Firstly, to assess project's business performance relative to specific business objectives. Secondly, to assess the contribution of the project to the community's development and sustainability objectives" (Twining-Ward, Jamieson, Noakes & Day, 2007:20). Monitoring and Evaluation is time consuming, but is likely to result in a more responsive and successful CBT projects (Twining-Ward, Jamieson, Noakes & Day, 2007:7).

M&E general process can include the following steps (Twining-Ward, Jamieson, Noakes & Day, 2007:19): planning to monitor, scoping key issues, developing indicators, collecting data, evaluating results, planning the response, communicating results, and reviewing and adapting. A proposed framework for monitoring CBT should include the following: monitoring the success of CBT objectives to evaluate the project; developing indicators during the process of project planning; ensuring the participation of the local people; monitoring project impacts on a variety of aspects including environment, culture, social system, economy and participation to evaluate the use of CBT as a tool for community development (Suansri,

2003:96). Another CBT handbook proposes the following steps in developing a monitoring plan for CBT organizations (from Hamzah & Khalifah, 2009:89): develop monitoring objectives, determine boundaries of the area to be monitored, identify community attributes, identify potential impacts, prioritize impacts, identify potential indicators, collect data, and evaluate the monitoring data.

It is important that "CBT ventures need to be continually monitored to maintain quality standards, keep track of any adverse impacts of tourism on the local community and ensure the product is suitable for the market. Monitoring the project over time also helps to identify issues, track progress, and generates information for decision-making and to identify areas of necessary skill development for personnel" (Asker, Boronyak, Carrard & Paddon, 2010:36). Monitoring and review processes "should be a constant (ongoing) one" (NDT, 2016:68). At the same time "CBT ventures should build monitoring and evaluation processes into all management systems, to enable the CBT to respond appropriately to tourist expectations and stakeholder needs and expectations" (Asker, Boronyak, Carrard & Paddon, 2010:26). Unfortunately, monitoring is seldom carried out making it difficult for the organisation to take further actions to improve the quality of the product or service (Hamzah & Khalifah, 2009:86). As noted internationally, there is insufficient M&E in CBT (Dixey, n.d.:21). Consequences reasons not to do M&E include limited knowledge and unclear impact performance of the CBT project (Calanog, Reyes & Eugenio, 2012:341).

Indicators
M&E cannot be dissociated from the use of indicators which can be proposed as "signposts of change along the path to development. They describe the way to track intended results and are critical for monitoring and evaluation" (UNDP, 2009:61). The CBT handbook on M&E mentions that "Monitoring involves carefully selecting and piloting indicators, collecting and evaluating data, and presenting and acting on the results" and evaluation "involves assessing each indicator result, and deciding whether it represents an excellent, good, or poor result (Twining-Ward, Jamieson, Noakes & Day, 2007:7, 39). Indicators can be utilized at any point along the results chain of activities, outputs, outcomes and impacts, but must always directly relate to the result being measured (UNDP, 2009:62). For example from an ecotourism perspective it has been mentioned that "to evaluate the past, guide the actions of the present, and plan for the future, we need to know what to monitor, what types of data to collect and what to measure. In other words, to track changes in social, natural, cultural, economic, and political arenas of ecotourism destinations, we need several sets of sustainability centered ecotourism indicators based on their relevance, analytical soundness and measurability" (Aziz, Barzekar, Ajuhari & Idris, 2015:1). It follows that in the context of this article, that CBT indicators will also serve to monitor and evaluate performance and deviation from set targets.

The following are some monitoring indicators for CBT (from Hamzah & Khalifah, 2009:87): effects of tourism on community tourism, local community participation, product quality, achieving equitable distribution of tourism funds/ benefits across the community, professional and personal development, operation and support of community based enterprises, and environmental management systems and environment initiatives. From these indicators it is possible to understand and support the suggestion that it is essential that monitoring does not only measure the success and gaps in terms of monetary value, but also includes non-monetary gains such as pride in the local community, sense of ownership and increase self-esteem. In most of thecase studies, it is the non-monetary gains that are valued more by the local community than the financial benefits" (Hamzah & Khalifah, 2009:86).

While there are some criteria already established for measurement of sustainability in each issue area (environmental, socio-cultural, economic, etc.) by different organizations, indicators should be adapted to the specific characteristics of a CBT site" (Tasci, Semrad & Yilmaz, 2013:36). Some examples of indicators related to M&E in CBT project include income

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generation, cultural and social impacts, conservation, and community participation (see Häusler, & Strasdas, 2003:38). Simple indicators should be agreed and made known to the community. These should cover economic performance, local community reaction and wellbeing, visitor satisfaction and environmental changes" (Denman, 2001:24). In this context, the toolkit for monitoring and managing community-based tourism considers that key issues and linked indicators that should include business and sustainability performance. Thus indicators should be related to environmental, economic, gender equity and social inclusion, poverty, social and cultural, and tourism management thus proposing a long list of 302 indicators is provided to assist the generation of an initial indicator list.

The long list should be compared against a community's identified key issues in order to assess if these are applicable to the particular project" (Twining-Ward, Jamieson, Noakes & Day, 2007:25, 67). Community spread of benefit, for example, is relevant to M&E in CBT: "The socio-cultural, ecological, environmental and financial resilience of the CBT site /project has to be monitored. A critical success factor in financial resilience of the CBT is that once the ventures start making profits, a portion of profits should always be reinvested in the community by sharing among the community, hiring more locals, buying local products, and, more importantly, improving the CBT product. These factors, as success criteria, need to be measured and evaluated as well" (Tasci, Semrad & Yilmaz, 2013:43). At the same time different 'items' ('compartments') need to be monitored specifically monitoring tourists, monitoring tourist attractions, and monitoring community members (see Sunsri, 2003:97).

Various fundamental principles to which CBT should adhere have been individuated such as endogenous, environment, education, empowerment, equity, evolving, enduring, entrepreneurship, ethical, externalities, and exclusive. General commonality to all CBT project and specific context both need to be considered. Thus, while "every destination and project is unique, in community-based tourism, there are some reoccurring themes that are worthy of examination…" such as monitoring gender equity and social inclusion, poverty reduction, business enterprise sustainability, and local capacity development (Twining-Ward, Jamieson, Noakes & Day, 2007:7). As amply shown above, indicators in M&E in CBT should go well beyond just economic matters and include various types of indicators and include various 'compartments'. In this context, it can be proposed that M&E in CBT should go beyond strict economic and numerical indicators to include matters related to holistic development. It should also consider various 'compartments' such as tourists, tourism attractions, CBT owners/participants, and stakeholder engagement but, at the same time, consider the interdependency amongst 'compartments' and thus also consider the macro-system comprising all 'compartments' together.

Community engagement
It is also important to understand that the community, the people involved (the people that are supposed to own and manage the CBT venture) are protagonists in M&E. Community-based tourism projects need to be "ensuring that community members are given the opportunity to participate in related projects, and are involved in monitoring and controlling the negative impacts" (Hamzah & Khalifah, 2009:4). Koster (2007:70) mentions that CBT is premised on the inclusion of local people in the development of the industry and should include local control of development, community involvement in planning, equitable flow of benefits, and incorporation of resident values (Koster, 2007:70). However, various actors or entities such as local government officials, representatives from funding institutions, CBT project managers can also be involved in the M&E process as important stakeholders (Calanog, Reyes & Eugenio, 2012:341). While the monitoring team can include guides, staff from the NGO and local tourism board, as well as the community itself, it is supported that local community members involved in CBT are fundamental actor in all aspects of the CBT project, including M&E activities (Häusler, & Strasdas, 2003:38). As suggested earlier, various participants play key roles in the choice, design and management of CBT, including tourism enterprises,

conservation activities and monitoring and evaluation (The Mountain Institute, 2000:28). While other entities such as the facilitating organization can also conduct M&E for its own reasons, it is the community that should ultimately set its own indicators and conduct monitoring every three months to determine whether CBT is achieving its objectives (Suansri, 2003:65). Facilitators should discuss M&E issues with the community from the outset, the idea of monitoring should be discussed with community members early on in the project planning process and should be presented as an essential part of managing a CBT business" (Twining-Ward, Jamieson, Noakes & Day, 2007:20).

Besides the relevance of establishing indicators through common features, it is relevant to pay attention of the often (usual) lack of capacity at community level since the lack of human and social capital is one of the biggest threats to the success of CBT destinations (Tasci, Semrad & Yilmaz, 2013:32). As CBT is a dynamic process, focusing on capacity building that properly addresses different stages of development is crucial (Hamzah, 2014: 596) as the lack of capacity can jeopardise CBT venture consequently proper capacity building in CBT projects is essential (Giampiccoli, Saayman and Jugmohan, 2014:1143).

Common problems are also identifiable (from Saayman & Giampiccoli, 2016:152) such as marketing/market access, low community financial resources, low local capacity, and pseudo-participation. In the elaboration of the CBT index, a number of items and sub-items have been proposed "based on the different stages of CBT development; the different types of possible CBT ventures; the type of tourism market and other CBT characteristics presented in the literature (Giampiccoli & Mtapuri, 2016:5). This includes CBT project matters related to origin, ownership, management, possible partnership, type of venture, type of market, scale, benefits distribution, marketing and infrastructures (Giampiccoli & Mtapuri, 2016). A CBT index for visitors has also been proposed with items correlated to the relationship of visitors/tourists with CBT ventures (see Mtapuri, Giampiccoli & Jugmohan, 2014).

Higher education institutions and community engagement
The concept CE in higher education institution is not new, however it is widely debated. Thus one can say that the "idea of community engagement (CE) has remained a central, though contentious discourse in higher education (HE) milieus over the last half-century" (Mtawa, Fongwa & Wangenge-Ouma, 2016:126). Consequently, as university–community engagement increases globally, there have been discussions on the meaning of this engagement, the socio-economic contexts in which the universities and communities interact (Bailey, Burke, Weekes & James, 2014:2). While there is a wide agreement for universities to contribute to society beyond teaching and research, the conceptualisation of this third function has varied across regions, type of universities and even academic disciplines (Mtawa, Fongwa & Wangenge-Ouma, 2016:126). This could be attributed to various interpretations of the CE, as universities are grappling to articulate what counts as 'engaged practice' (Kruss, 2012). The list of CE activities or practices is long and it cuts across issues of knowledge generation and transmission; myriad partnerships; entrepreneurship initiatives; cultural, political and social development; as well as links with local and international donors and other institutions" (Mtawa, Fongwa & Wangenge-Ouma, 2016:127). Within this debate, and in relation to this article, CE takes on a specific angle, and it leans, towards a more community development and capacity building perspective.

Within this approach in its fullest sense, community engagement is the combination and integration of service with teaching and research related and applied to identified community development priorities (Lazarus, et al., 2008:63). Within this context in communities where institutions of higher education exist, the collective resources of these universities and colleges (students, academic staff, facilities, research funding, knowledge, skills, and capacities to facilitate learning) represent the largest accessible, available, and underutilized resource for community change and sustainability (Hall, 2009:13).

Community development and capacity building should be seen in a holistic perspective going beyond strict economic matters, and as such "Communities Engagement has a broad vista that extends beyond business and economic aspects. Universities have a wider view of engagement, which includes social, economic, environmental and cultural dimensions of capacity building" (B-HERT, 2006:3). Therefore, the fundamental "challenges for universities are to broaden the engagement agenda to complement development in the community with development of community, and to create the institutional platforms and supports that encourage public scholarship" (Bridger & Alter, 2006:176).

In South Africa, for example, the White Paper on the Transformation of Higher Education in South Africa considers the matter of social responsibility within Higher Education, thus it has been proposed that one of the fundamental goals in the White Paper is to "emphasizes the role of higher education to promote and develop social responsibility and awareness amongst students. The engagement of community service programmes to promote social and economic development should be fostered. In addition, higher education is commissioned to provide and make available expertise and infrastructure for community service programmes to 'demonstrate social responsibility of institutions and their commitment to the common good" (Sibiya, et al., 2014:103). The Department of Tourism and Hospitality Management of the University of Venda (South Africa) for example indicated in its Community Engagement Activities that: "The Department is engaged in various tourism activities with various municipal structures, all aimed at using tourism to promote community upliftment" (University of Venda, online). The matter is however to be sure CE is long-term and more fully embedded in higher education institutions (see Fitzgerald, et al., 2012:239). Following this assertion on the need to go beyond tokenism and short-term intervention/engagement a proposal to involve higher education institution in M&E of CBT projects/ventures is advanced.

Results and Discussions

Community based tourism operates within a developmental socio-economic environment where both the tangible and value-based outcomes are critical for its success. Based on previous literature and research by Boonratana (2010:284) it is proposed that the concept of CBT should basically include the matters such as the local communities retain a traditional way of life and culture that is of interest to tourists; tourism in host communities are planned, developed, and managed with their consent; and host communities are actively involved in the planning, developing, and managing the tourism products and activities. Saayman and Giampiccoli (2016:152) proposed that characteristics such as CBT should be based on local culture, aimed at individual and community-wide well-being, including direct and indirect beneficiaries, and should also be considered a long-term approach to development and not a 'quick-fix' solution.

Community engagement (CE) should be recognized as a critical element in higher education institutions in order to stay relevant to the stakeholders it serves. Fitzgerald et al. (2012:224) noted that, "Today and in the future, public universities need to build on their experience of university–community relationships and transition to making engagement more central to the core of the institution". Evidently, examples of university CE in tourism are present (see Herts, 2013; Manowaluilou, 2017) while the impacts have not been fully evaluated, thus weakening the sustainability of the university-community relationships. In higher education engagement it must be scholarly; cut across the missions of teaching, research, and service; be reciprocal and mutually beneficial; and embrace the process and values of civil democracy (Fitzgerald, et al., 2012:239). Where specifically for 'be reciprocal and mutually beneficial' it is meant that "university and community partners engage in mutual planning, implementation, and assessment of programs and activities" (Fitzgerald, et al., 2012:229).

Despite M&E being recognized as a critical management tool for achieving successful outputs, outcomes and impacts, project developers tend to give it modest priority . This has resulted in M&E compliance simply for the sake of fulfilling the requirements of most funding agencies without any intention of using the findings as a mechanism of ensuring the success of the projects (Biwott, Egesah, & Ngeywo, 2017:49). M&E together and properly done, should allow development professionals to determine whether social change was achieved, and if not, whether the failure was due to an intervention's flawed design or to its faulty implementation (Peters, 2016:315). While M&E can sometimes seem like an unaffordable luxury, an administrative burden, or an unwelcome instrument of external oversight, if used well, it can become a powerful tool for social and political change (University of Oxford, 2014:5). The UNDP (2009:7) proposes that initiatives with strong monitoring and evaluation components tend to stay on track. Additionally, problems are often detected earlier, which reduces the likelihood of having major cost overruns or time delays later. It can be added that M&E should be flexible, reflective, and iterative, promoting 'course corrections' in the ongoing implementation of a program and establishing final conclusion around the effectiveness of its approach (Peters, 2016:315). M&E is valuable in CBT since it is used to review the progress of the project, is instrumental in identifying the problems during planning and implementation stages and it seeks to make action, and expected results (Calanog, Reyes & Eugenio, 2012:339). Other benefits of monitoring CBT include managing project performance over time, to adapt project activities in light of the lessons learned, to prioritise future projects based on areas of greatest need, to improve project planning and development to ensure that all social categories, (including ethnic minorities, youth, and women) can benefit from CBT. (Twining-Ward, Jamieson, Noakes & Day, 2007:7). Again the *toolkit for monitoring and managing community-based tourism* background mentions that for CBT "monitoring helps to improve understanding of the effects of tourism on the community, and of the contribution tourism makes to the community's sustainability goals".

External facilitation process should be structured in such a way to promote community self-reliance in both the intervention and the M&E process. For example, "Facilitators should encourage participants to develop skills in choosing relevant tools for monitoring and evaluation" (The Mountain Institute, 2000:71). Recognizing that M&E are fundamental components of any CBT project M&E "as with the entire planning and implementation process should be participatory to the fullest extent possible" (The Mountain Institute, 2000:71). Dixey (n.d.:21) also mentions that M&E in CBT should be participatory involving the beneficiaries. In the context of proposed CBT standard, it is suggested that the CBT standard can be a potential tool for self-monitoring and evaluation (Suansri, Yeejaw-haw & Richards, 2013:15). In CBT M&E indicators need to be considered in various matters and be: measurable, precise, consistent, sensitive, consider the degree of relationship of actual tourism activity, be an accurate, utility, availability and cost evaluation to collect and analyze the data (Calanog, Reyes & Eugenio, 2012:340). A CBT handbook (Sunsri, 2003:100) proposes that indicators should be: quantitative and qualitative, specific or identifiable, measurable, and appropriate for the project size and the time and resources available. The need to work on monitor criteria from the outset, before, project implementation is again suggested, "Depending on the goals and objectives identified at the situation analysis phase, some criteria for control and monitoring with appropriate measures and mechanisms need to be identified before investing in and implementing plans" (Tasci, Semrad & Yilmaz, 2013:36).

Conclusion and Recommendations

The article has reviewed literature on CBT, M&E, and CE and the possible interlink amongst them. A specific section on the M&E in CBT was presented and a possible model related to

CBT M&E involving higher education institutions was presented. The proposed model shows the interlinked roles that various entities can have and how university as a key stakeholder can work with community M&E in CBT. It is important to underline the value of M&E in CBT and the specific roles that higher education's institutions can have in assisting (facilitating) community members involved in CBT to plan and implement M&E. The role of higher education can be seen to be relevant also in relation to the need to continue to advance the research on CBT.

Based on the finding, this study proposed the following frameworks,

Monitoring and Evaluation in community-based tourism: A proposed model
The proposal in this section is twofold. First, it attempts to advance a possible relationship framework of entities that can be involved and managed the CBT M&E process mostly proposing a relation between higher education institutions and CBT projects. This relationship must from the outset be directed towards self-reliance of CBT projects. As mentioned above, higher education institutions CE is growing and it is seen an important mandate of a university. In South Africa, for example, it has mentioned that CE is one of three core responsibilities of higher education, alongside research and teaching (Kagisano, 2010:3). In a similar vein, an alliance of Australian University document seeks to advance national understanding of community engagement as a core responsibility of higher education (AUCEA, 2008:2). Within a South Africa context it is however noted that despite clear policy mandates, community engagement as an important task, has been largely neglected. Universities are involved in many activities structured around research, teaching and outreach that entail engagement with a wide range of communities, but these activities are uncoordinated and are the result of individual initiatives, rather than part of strategically planned, systematic endeavours" (Kagisano, 2010:3) while the Australian document (AUCEA, 2008:4) mention that "AUCEA is committed to furthering the understanding, development, promotion and resourcing of effective engagement and knowledge exchange between universities and their communities." The involvement of higher education institutions in CBT can certainly be seen as another way to stimulate, enhance and properly structure CE in universities.

It is important to note that university involvement in CBT is not new, on the contrary, various CBT organizations such as Community-based Tourism Institute in Thailand and the Latin America Community-Based Tourism Network all have universities as collaborators (see Giampiccoli, Saayman & Jugmohan, 2014:1149). As a matter of fact ,the University of Hawaii (School of Travel Industry Management) collaborated to produce the *toolkit for monitoring and managing community-based tourism* (Twining-Ward, Jamieson, Noakes & Day, 2007), the Faculty of Built Environment (Tourism Planning Research Group) of the Universiti Teknologi Malaysia prepared *Handbook on Community Based Tourism* (Hamzah & Khalifah, 2009) and the authors of the *Effective community based tourism: a best practice manual* are with the University of Technology Sydney (Asker, Boronyak, Carrard & Paddon. 2010).

In relation to monitoring and control in CBT it has been advanced that: "Partnerships with researchers and academia is critical at this stage, since their research skills can also be used as an 'in-kind' support to evaluate all sustainability criteria to include socio-cultural, ecological, environmental, and economical strategic partnerships with educational institutions and academia is also needed to conduct continuous research to control and monitor for improvement and sustainability" (Tasci, Semrad & Yilmaz, 2013:43). For example, amongst the possible collector of data for M&E in CBT are indicated "Professors or students from a nearby university or college" (Twining-Ward, Jamieson, Noakes & Day, 2007:34). University are well positioned to be involved in CBT project (as in many other community development matters). Universities boast many types of expertise that can be useful to CBT projects and "usually their academic staff, contrary to NGOs, are locally based and their presence in an area is long term; unlike NGOs that often only stay for the duration of the project. The long-

term presence of universities is able to guarantee a long-term relationship with the community involved in CBT and dialogue with government offices. Contrasting with the private sector, universities are not profit-oriented entities. Typically, the private sector regards community development as secondary to its *raison d"être* of making a profit" (Giampiccoli, Saayman & Jugmohan, 2014:1149). A study from South Africa suggests a model of university involvement in CBT proposing a community-based tourism institute (or organisation) for South Africa (CBTISA) that "would be managed by universities in association with CBT project community members" (Giampiccoli, Saayman & Jugmohan, 2014:1141). It is proposed that in CBTISA the roles of university will be of co-manager of CBTISA and also that the university will benefit as it will have research enhancement in CBT (Giampiccoli, Saayman & Jugmohan, 2014:1154).

It is proposed that higher education CE in CBT could be linked to increased possibilities of research, increased possibilities of networking through collaborative initiative and participation in conference/symposium, increased possibilities to be involved in community engagement, and an increase of available facilities and resources. Again student practical work in the projects (work integrate learning) or other practical experience, research and use the CBT project as a case study in their Bachelor/Master/PhD works are other possible involvement of university collaboration in CBT projects. Figure 1 illustrates a possible framework of university involvement in M&E. The framework is not about the M&E itself but it represents a framework of involvement in M&E considered as a whole.
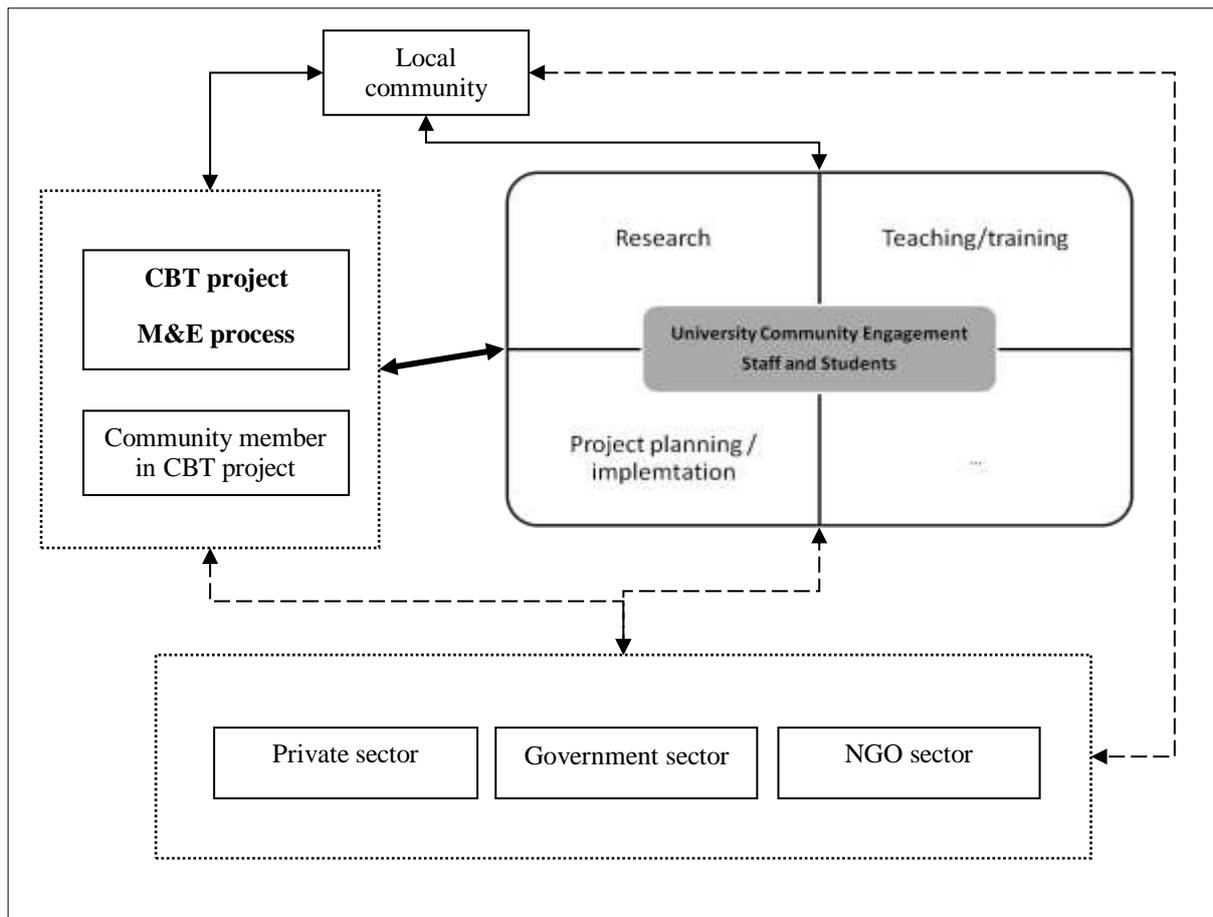

Figure 1. University engagement in M&E in CBT. **Source:** Author's own

In a university CE various actors can and should be involved in the M&E of CBT projects: CBT members, local community, university staff and students. In addition, government, private and NGO sectors can all have a role in the M&E process in CBT. External involvement and facilitation are needed but local ownership and control of the M&E in CBT must be internally kept and are seen as a final aim of CE. Importantly, involvement through the CE should be established as early as possible, ideally from the precondition stages where initial M&E of preconditions and establishment of initial indicators benchmark can be elaborated. Thereafter, the CE in M&E (as other possible aspects of the CBT project) should continue along of the stages of CBT development. This should be done in a facilitative and long-term, but temporary approach, "The idea is that if partnership is necessary (as often happens especially at the beginning), it should be temporary where possible for technical backstopping as advisors. This is a phenomenon which is common in many business transactions. Ideally, partnerships should facilitate the empowerment of community members, capacity and skills development in all aspects of CBT management and development. Only in this way will CBT remain nested within its initial conceptual understanding, which facilitates community empowerment and self-reliance in a holistic community development perspective" (Mtapuri & Giampiccoli, 2013:9). In this context, the usual long-term presence of university staff can surely be an advance to establish more close and reciprocally beneficially relationships.

There are many ways in which CE can occur, thus the dots in one of the spaces in the University community engagement framework for staff and student indicates the other possible ways in which CE can be advanced and implemented. The dots arrow indicated that while private, NGO and government sector can participate in the M&E process and can have relationship with all various entities their presence is welcome but *ad hoc* and not necessarily a regular on-going relation such as the one between University CE structure and the CBT project. The main relationship in the CBT M&E process is between the CBT members and project and thereafter with the local community at large (as all community members living in the surrounding can be affects by the CBT project – their role and opinion is important for the long term sustainability of the CBT project) and the university CE structure. Education/training can possibly be seen as the main sector of benefit for the CBT project member, local community and other possible stakeholders involved in the CBT project, and the benefits can go beyond education alone. The CE initiative could also be involved and give assistance in the CBT project in an array activities linked to promote and assist in research, planning and implementation of CBT projects such as fundraising and marketing.

The 'double arrow' indicates that the relationship between the various entities should be of mutual exchange with all the entities involved having their relevant and equally important roles to play. As such, whatever involvement in CBT is advanced, it is important to recall that the main protagonist, the owner and manager of the CBT project are the community members. The danger is twofold, external entities "often assume both local ignorance of, and local interest in M&E" and secondly there is the risk of "Imposing indicators and methods despite participatory intentions. No matter how hard they try, organizations keen to facilitate the development of local monitoring systems often impose their ideas of useful indicators or methods to some extent" (Guijt, 1999:7). This issue remains the same in M&E of CBT. Unfortunately "community members who participate in CBT projects are seldom given an equal opportunity to evaluate the programme or reflect upon their participation levels, as well as the activities and responsibilities that they took part in, despite the fact that, fundamentally, CBT aims to be run autonomously by local communities for their own long-term benefit" (Park, Phandanouvong & Kim, 2017: 2).

All possible strategies to allow for community participation should be put into place. In fact, while external facilitation can be necessary, the CBT members should be the one that control and guide the M&E process. Therefore, facilitation should not be intended as facilitation of the M&E process but facilitation should be directed to allow community members to 'master' the

M&E process itself so that they can guide and control from in the future. As such a small digression it is here a necessity. It is proposed that, while community members in CBT should become self-reliant, it is also important, especially at the beginning, to ensure that all members have the necessary skill/education to perform their mandate and role in the CBT structure. As such it is proposed that whenever possible the university CE collaborative initiative should be be employed (give a payment/compensation from the CE initiative) local community members involved in the CBT project. This will serve to enhance projects implementation and sustainability. It is further advanced, that in order to properly facilitate and enhance the sustainability of community projects community members should be directly involved in part of the projects from their inception through all the stages. It is difficult for disadvantaged/poor people to be fully involved in the project without income. They will spend time and effort to continue to find the means of survival and thus decrease the possibility of dedicating their efforts to projects. Therefore, an income (or other sort of compensation) for people directly involved is seen as crucial to enhance the success of community development projects in the facilitation stages. While the income structure and timeframe can vary, it is proposed that it is necessary to properly enhance the chance of sustainability of a CBT project.

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