

Golden Africa Foundation

Theory of Change



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Acronyms

CBNRM:	Community-based Natural Resource Management
GAF:	Golden Africa Foundation
HWC:	Human-wildlife conflict
KAZA:	Kavango-Zambezi
K-N WDA:	Khaudum-Ngamiland Wildlife Dispersal Area
LIT:	Leader in Training
TEK:	Traditional Ecological Knowledge
TFCA:	Transfrontier Conservation Area
TOC:	Theory of Change
UNESCO:	United Nations Educational, Scientific and Cultural Organization
YEP:	Youth Empowerment Program

Cultural Background and Justification

Golden Africa Foundation (GAF) is supported by Golden Africa Safaris to facilitate a continuous intergenerational transfer of traditional ecological knowledge and develop a pathway for livelihood improvement for the youth of Xai Xai and the surrounding areas. Golden Africa Safaris has been operating in Botswana for nearly 20 years and shares a close relationship with the Xai Xai community, where clientele frequent the village while on private excursions to experience cultural heritage sites and local tradition. With strong community ties established, GAF was created to support projects in community development, cultural preservation, and youth empowerment for the marginalized Xai Xai community.

Xai Xai is a village in western Ngamiland, Botswana, one of the country's most impoverished areas. It is comprised of approximately 500 people, predominantly Ju'hoansi, a Khoisan tribe. There is a clinic and a primary school in Xai Xai, but school attendance is low among local Khoisan children. The community's biggest challenges are illiteracy, lack of representation and voice in government decisions, cultural disintegration, high rates of unemployment, alcoholism and HIV transmission. Today, the Khoisan continue to be among the most disadvantaged group of indigenous people worldwide.

Due to these challenges, strong community mentors and youth leaders are urgently needed to develop pathways for livelihood improvement. The traditional Khoisan nomadic way of life, along with their skillful hunting practices, were lost when government policies settled 'rural area dwellers' into a sedentary lifestyle in some of the most inhospitable areas of the Kalahari Desert. Government housing has since been provided for the Khoisan, but most community members prefer to sleep outside and live in traditional huts that were designed for their former nomadic lifestyle.

The Human Genome Project identified Khoisan groups in Southern Africa as the most closely genetically linked group to the earliest Homo sapien societies. Despite being the most numerous group of humans on Earth until only 22,000 years ago with a distribution that spanned from the Cape of Good Hope to Cairo, the relatively recent expansion of the Bantu migration and displacement by European settlers has reduced the range of Khoisan communities to select pockets in southern Africa mostly oriented around one of the most inhospitable landscapes on the continent; the Kalahari (Schuster et al. 2010).¹ In 1950 the Khoisan population was estimated at down to 50,000 individuals (Suzman

¹ Shuster et al. 2010. Complete Khoisan and Bantu genomes from southern Africa. *Nature* 463, 943–947

2017).² Today the population is on the increase however displacement, modern pressures and inter-tribal marriage has severely reduced what was once a wealth of traditional hunter-gatherer wisdom. The knowledge still possessed by a countable number of elders residing in the remote areas in the Kalahari, represents the last of the earliest human technology, philosophy, art forms and skillsets that is not only a legacy of Botswana but should be recognized and preserved as a global asset and heritage.

Now the community elders are the last people who possess the ancient Khoisan tradition, culture, and ecological knowledge. Unfortunately, these community elders and their invaluable cultural knowledge and skills are dying along with them. Currently, there are only two Masters (traditional Healers) left in Xai Xai, Kgum Xoo and Kgao Qamme (The "Masters" featured in LeCiel's The Twelve Film), and they are estimated to be in their late 80s or early 90s (exact ages are unknown).³ The Masters are the last of traditional healers (shamans) and bow and arrow subsistence hunters. Countrywide, the number of individuals still possessing shamanistic and bow and arrow hunting skills, in our qualified estimation, is under 30. **These skills are truly ancient in that the custodians of these skills can be traced back genetically to the earliest known human lineages.**

If no preservation is taken of these cultural practices and skills then this knowledge will continue to vanish. Not only will humankind lose portions of the world's oldest heritage which has been accumulated over thousands of years and generations, but also intimate knowledge of unmapped land, sustainable resource-use strategies, and human coexistence with a harsh environment. The key to saving this knowledge is to facilitate intergenerational links, while improving livelihoods, which can revive the flow of this unique culture to future generations.

² Suzman. 2017. *Affluence without Abundance: The Disappearing World of the Bushmen*. Bloomsbury Publishing.

³ The Twelve Film. 2018. LeCiel Foundation. www.thetwelvefilm.com

Contextual Relevance of Golden Africa Foundation

To address the immediate and long-term challenges of the Xai Xai community, GAF has developed a project model to ensure that the youth learn both the knowledge of their unique heritage and the skills needed to thrive in a modern world, which can function as the tools utilized to create their own fusion of cultural identity and socioeconomic success. This project will continue to be both targeted to and shaped by the youth, in that they not only develop a sense of ownership and pride in their identity but are also given the motivation and skills to create their own vision and adaptation of their ancient heritage in the modern world. The main purpose of this project is to establish Ju'hoansi culture as a valuable and irreplaceable facet of human history, deserving of both



Xai Xai community female elder mentoring at the YEP.

conservation and propagation; by knowing their history and ancestry, we hope the youth will be the future leaders and luminaries of this mission in action.

The development of cultural appreciation, mentorship, and leadership skills will be accomplished through the Youth Empowerment Program (YEP) which will involve outdoor educational excursions at the historically significant Aha Hills and other areas surrounding Xai Xai. The YEP will employ elder Xai Xai Masters as well as female community elders to become mentors, leaders, and teachers of the ancient Khoisan culture for children, many of whom do not attend school or drop-out in their early years.

Through the YEP, Khoisan culture and historical knowledge will be exchanged from the elders to younger generations, and provide children with educational skills that will improve future livelihood prospects. The YEP fosters a curriculum that includes traditional skills such as wildlife tracking, identifying wild edibles, fire-making, environmental conservation, traditional healing, stories, dances and sustainable

resource-use. This kind of traditional ecological knowledge such as **tracking and a deep understanding of Botswana's flora and fauna** are also **highly desired skillsets in Botswana's economy due to gainful employment in the tourism industry**. In addition to the cultural enrichment aspect, students enrolled in the YEP will also benefit from tutoring in subjects such as English, math, gender equality, and teambuilding exercises in which essential job skills can be gained from.

Xai Xai will be leading the way as the pilot village for GAF and its Youth Empowerment Programs. As the scale and capacity of the programs grow, other target communities will be assessed for future program participation. Eventually, a network of cultural and conservation linkages will be made across the Ngamiland landscape through the YEP. These connections across the landscape aligns with the greater Kavango-Zambezi Transfrontier Conservation Area (KAZA TFCA) initiative which is the world's largest international conservation area and home to the highest concentrations of elephants on Earth. The KAZA TFCA aims to connect tourism with culturally significant sites while preserving transboundary wildlife dispersal areas that will allow for healthy wildlife populations to persist over time.

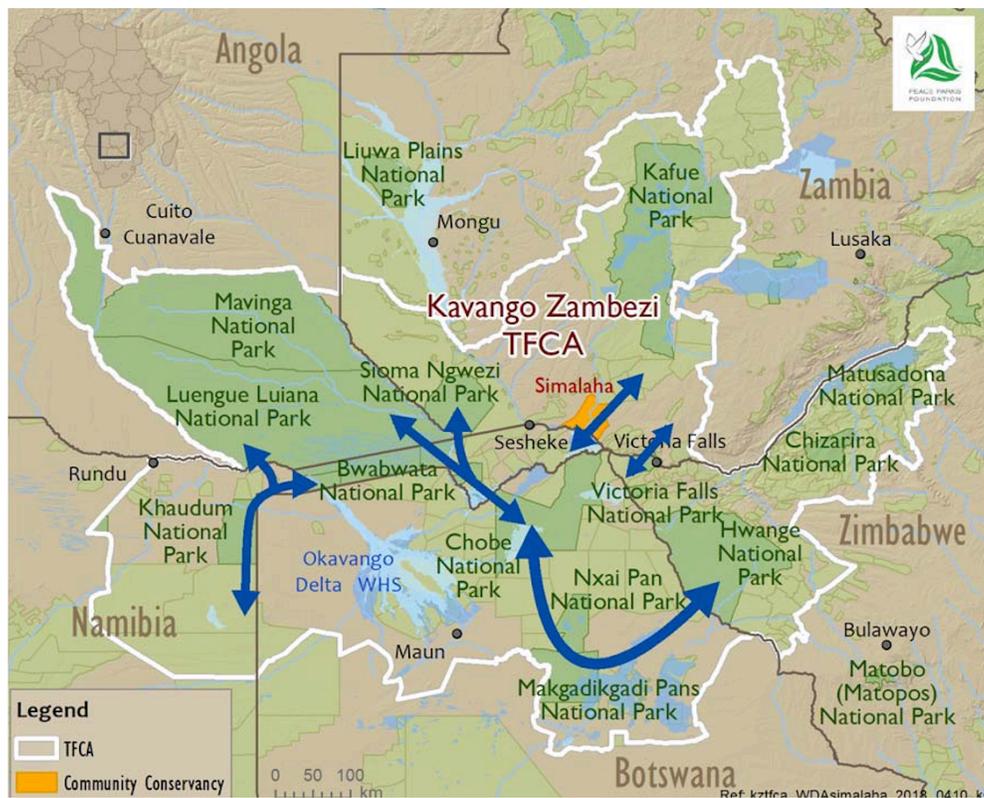


Figure 1. Kavango-Zambezi Transfrontier Conservation Area (KAZA TFCA)

Xai Xai, along with surrounding Khoisan communities, are located within one of the major wildlife dispersal areas of KAZA which is known as the Khaudum-Ngamiland Wildlife Dispersal Area (K-N WDA). On the eastern side of the K-N WDA, lies the Khaudum National Park and the N#ajaqna and Nyae Nyae Conservancies of Namibia. On the western side, the region includes the Tsodilo Hills, a UNESCO World Heritage Site, and another of Botswana’s most distinguished landscape features, the Gcwhiba Caves, as well the Okavango Delta and its western tributaries. Major challenges that the K-N WDA face are restricted wildlife movements, lack of socioeconomic opportunities, limited transboundary infrastructure, and underdeveloped tourism potential. The goals of GAF seek to connect these cultural and ecological significant areas throughout the K-N WDA to enhance livelihoods through tourism and community-based economic development as well as maintain habitat connectivity and wildlife migratory routes.

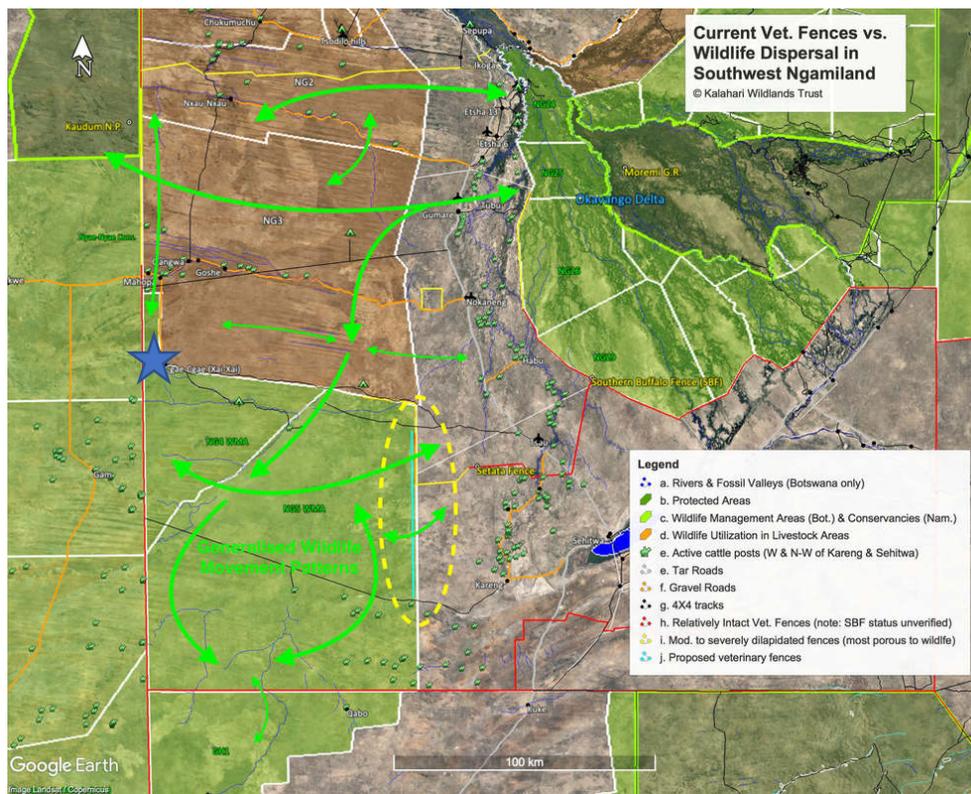


Figure 2. Khaudum-Ngamiland Wildlife Dispersal Area of KAZA TFCA
 * Star indicates location of Xai Xai village

Mission

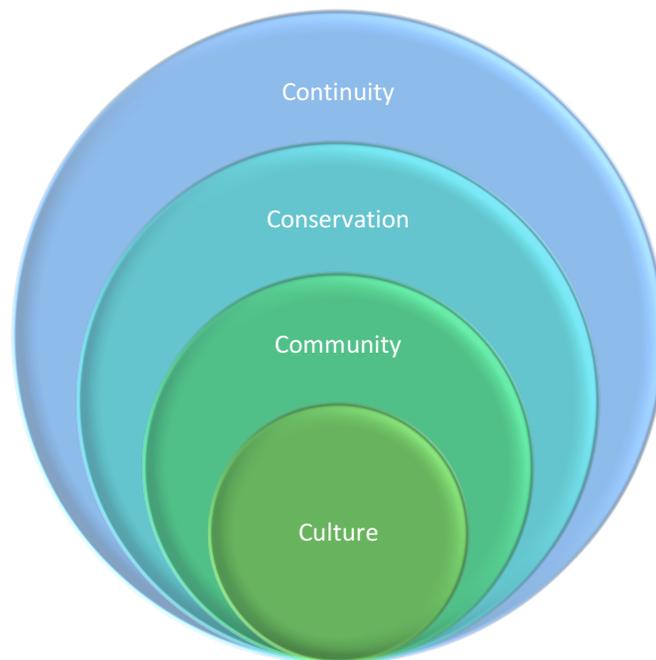
Our mission is to integrate cultural appreciation, conservation and gender equality in a holistic framework towards socioeconomic improvement for youth in western Ngamiland, Botswana.

Vision

Our vision is empowered communities of western Ngamiland, Botswana, prepared to steward and prosper from their cultural and wilderness heritage.

Goals and Objectives

To carry out the GAF mission and vision, there have been four clearly defined goals that fall under interconnected themes. These themes include Culture, Community, Conservation, and Continuity, and are built upon one another respectively. Pictured below, these themes were chosen to ensure that the GAF's mission encompasses a holistic approach that involves improving interdisciplinary sectors in society, ecology, and economy. This approach is a nonlinear, continuous cycle in which the process can be applied again and again in various communities and regions.



Goal 1: Cultural Preservation through Education

To preserve the Khoisan cultural history, an intergenerational exchange of customs and oral traditions will be facilitated in several, annual Youth Empowerment Programs (YEP's). Five pilot YEP's were implemented in 2018 and 2019 where community elders were able to pass on their cultural knowledge to Xai Xai children. The appreciation by the Masters and community at large for the initial pilot YEP has led to an overwhelming request for its continuation for the youth in Xai Xai and the surrounding areas.

To continue this goal of *Cultural Preservation through Education* four objectives have been identified. First, a Traditional Ecological Knowledge (TEK) Skill Assessment will be conducted in the community to identify other skilled community members in craft making, bush tactics (i.e. tracking, fire making), and cultural attributes like dancing and singing. Second, more annual YEP's will be carried out during school holidays, totaling six programs in the first year. These Programs will all be a "Level 1" introductory course to Khoisan traditional ecological knowledge and oral traditions and more advanced courses, "Level 2," will be developed for returning students. In addition, Level 2 students will be tested on previous knowledge taught in the introductory program to assess teaching effectiveness and curriculum retention.

After consultation with the 'Master's' (Shamans) of Xai Xai, one of their key interests was to teach their knowledge to broader interest groups including international students. The development of advanced course material will appeal to students of the tracking and primitive skills schools in the US, Europe and Australia. The International Tracking Community has been increasing since the early 2000's and the quality and standards of these courses are competitive and costly. The first year of the TEK preservation program will be to develop a curriculum that first caters to the values and essentials for Ju'hoansi youth and secondly operates at a standard that appeals to international students. In this way, a business model for sustainability can be developed that allows for the costs of the Xai Xai Youth Program to be offset by paying students from abroad (see Goal 4).

These programs are currently taught in mobile bush camps surrounding the Xai Xai village. The final and fourth objective of the Cultural Preservation goal will be to find an available and suitable plot for a Heritage Cultural Center. This Center will provide a home-base site for the cultural education programs and allow for a higher capacity of student enrollment as well as essential infrastructure for program logistics and staff. An established center will also ensure the continuity and permanence of the program for future generations of students in Xai Xai and eventually, other surrounding communities and visiting tourists.

Five-Day Youth Camp Itinerary Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	<ul style="list-style-type: none"> • Gather students, village elders, and cooks • Pack personal gear, water, camp supplies and drive out to campsite. 	<ul style="list-style-type: none"> • Bush walk led by village elders teaching medicinal plant gathering and identification 	<ul style="list-style-type: none"> • Bow and arrow building lessons • Bush-crafted trapping techniques 	<ul style="list-style-type: none"> • Art of wildlife tracking • Plant sustenance gathering • Digging stick creation 	<ul style="list-style-type: none"> • Fire making lessons via stick friction • Walking stick creation
Afternoon	<ul style="list-style-type: none"> • Set up camp and begin traditional dancing/singing training for trance dance 	<ul style="list-style-type: none"> • Teambuilding activities and traditional games • Literacy lesson 	<ul style="list-style-type: none"> • Environmental education: careers in conservation, rangeland management, human-wildlife conflict 	<ul style="list-style-type: none"> • Gender equality education: strategies for improved livelihoods • English tutoring 	<ul style="list-style-type: none"> • Basic arithmetic lesson • Camp breakdown and drive back to village
Evening	<ul style="list-style-type: none"> • Village elders teach the healing trance dance 	<ul style="list-style-type: none"> • Healing trance dance practice and training 	<ul style="list-style-type: none"> • Final healing trance dance night 	<ul style="list-style-type: none"> • Traditional storytelling and rhythm/beat lessons 	<ul style="list-style-type: none"> • Final send offs, payments, and staff departure

Goal 2: Community Development through Youth Empowerment

By learning their ancestral traditions, students will not only step away with a new-found knowledge from the YEP but also with a deeper understanding and appreciation of Khoisan heritage. Students will be able to learn about their ancestral past and how it can be integrated into career opportunities. For example, under this goal, students will be counseled about prospective jobs that can combine their heritage with the modern world. By attending the YEP, students can gain skills that are needed for the viable job pathways in western Ngamiland, which include tourism, anti-poaching, conservation, and community development. Learning Khoisan ancestral skills (i.e. bush survival tactics, animal knowledge and tracking, and natural resource-use) is one way to prepare youth for these jobs that offer a better and more secure livelihood than livestock rearing and agriculture in this drought-prone region.

Prospective, long-term jobs as well as immediate, seasonal jobs will be created under GAF. Teaching mentors and cooks will be employed directly from the community to facilitate the YEP. Two men and three women of the village elders have already been employed to lead the pilot YEP where they teach traditional Khoisan history and bush skills.

In addition to job creation and career guidance, developing a tutoring curriculum is another objective under the *Community Development through Youth Empowerment* goal. Students will be tutored in essential job skills and proficiencies such as literacy, English, and basic arithmetic. Since school attendance is low among local Khoisan children in Xai Xai, this tutoring aspect is a key component of the program. To quote a teacher from the Xai Xai primary school, “The Basarwa (Khoisan) are clever students when they are here but they often are only here for two weeks and disappear for months. Their parents never went to school and don’t really know the value of it, so they don’t have much encouragement to attend classes.” As a result, illiteracy is common among community members and, because of this, the Khoisan are disadvantaged in career opportunities and governmental decision-making policies.

The pilot YEP in 2018 incorporated team building exercises as well as basic English and math tutelage and in time, will incorporate computer literacy and technology into the program with the aid of international volunteers. Early stages of the YEP will be focusing on developing this program by sourcing both local and international tutors to create a formal mentorship program that students will have access to through correspondence and visits outside the camp program. The ultimate objective would be to introduce Xai Xai youth to role models who will serve to facilitate higher academic performance and graduation rates from the Xai Xai Primary School and provide general counseling and career advice.

Gender equality education will also be integrated into the YEP curriculum. Traditional and present gender roles among men and women in Khoisan culture will be discussed in addition to other livelihood opportunities, especially for women and girls, who are amongst the most vulnerable members of the Xai Xai community.

The last objective of this goal is creating a scholarship program for secondary and tertiary education for exemplary students who complete all courses in the YEP while maintaining high academic standards. This will ensure that they can continue their educational experience equipped with a diverse set of skills and cultural insight.

Goal 3: Conservation through Landscape Connectivity

Goal 3 involves implementing conservation initiatives that compliment current conservation efforts within the Khaudum-Ngamiland Wildlife Dispersal Area. A critical component to this goal will be to create and strengthen key linkages with other private and public sector stakeholders within the K-N WDA. Under Goal 3, culturally significant sites will be identified with the Xai Xai community through participatory resource mapping. In addition, critical wildlife habitat, corridors, and migration routes will be located to develop feasibility analyses for conservation action. From these analyses,



Xai Xai YEP student participating in traditional ceremony.

cultural and ecological hotspots with significant attributes will be identified for potential CBNRM (Community-based natural resource management) projects such as low-impact mobile safari sites.

After these cultural and wildlife hotspots are identified and mapped out, they can then be integrated into the bigger picture of KAZA. By doing so, linkages and partnerships will be made with organizations and projects that share similar objectives, such as the Khaudum-Ngamiland Heritage Trail project currently underway by Botswana Predator Conservation Trust and the Kalahari Wildlands Trust. These partnerships will enable collaboration among stakeholders that are also working to connect their conservation initiatives within the KAZA TFCA.

Lastly the environmental education component to the YEP curriculum will be expanded on to include topics that are relevant to Xai Xai livelihood improvements such as rangeland restoration, conservation, agriculture and climate adaptation. Additional topics such as how to protect people and property from wildlife and human-wildlife mitigation strategies for predators and elephants, will be discussed in interactive lessons and games.

Goal 4: Continuity through Sustainable Scalability

With Goal 4, a model to sustain and further develop the program will be created. This model will allow the program to sustainably expand to other target communities. A major target for the first year will be to develop a business model where the curriculum developed for the Xai Xai youth is of an international standard and can attract funding from international students. In doing so, the YEP of GAF can start to move away from donor dependency while continuing to scale up and reach more youth of western Ngamiland.

Community input will help dictate the progression of infrastructure development (i.e. water taps, boreholes, cultural centers). This infrastructure development will not only benefit the community but also ensure the continuity of the YEP's. In addition, new target communities will be identified and met with to discuss future interests in cultural preservation programs as well as rangeland restoration management and landscape connection opportunities. With the sustainably scalability model, staff and infrastructure capacity can grow allowing this program to be replicated and implemented into other communities and areas in western Ngamiland.

List of Goals and Objectives

- 1 Cultural Preservation through Intergenerational Exchange
 - 1.1 Create the Traditional Ecology Knowledge (TEK) Skill Assessment of the Xai Xai community
 - 1.2 Expand Youth Empowerment Programs (YEP's) with higher capacity of students and more frequency throughout the year
 - 1.3 Develop the Level 2: Advanced Skill Program for returning, exemplary students to ensure knowledge progression
 - 1.4 Identify career pathways in associated fields (i.e. tourism, conservation, community development)
 - 1.5 Investigate plot for Cultural Heritage Center

- 2 Community Development through Youth Empowerment
 - 2.1 Further the development of essential job skills such as literacy, math, and English
 - 2.2 Integrate gender equality education and leadership training in the YEP curriculum
 - 2.3 Provide career guidance
 - 2.4 Develop a scholarship program for tertiary education
 - 2.5 Create job opportunities in the Xai Xai community

- 3 Conservation through Landscape Connectivity
 - 3.1 Develop a feasibility analysis for identifying areas of significant cultural and ecological value, as well as tourism routes and infrastructure surrounding Xai Xai
 - 3.2 Integrate environmental education components into the YEP
 - 3.3 Create linkages and partnerships with other stakeholders that have aligned objectives (i.e. Kalahari Wildlands Trust, Botswana Predator Conservation Trust, Habu Elephant Development Trust)
 - 3.4 Investigate rangeland restoration strategies with local farmers

- 4 Continuity through Sustainable Scalability
 - 4.1 Develop business model for sustainable development and replication of the project
 - 4.2 Explore program options and interests with other target communities
 - 4.3 Identify growth for staff, infrastructure, and programs

Target Population

The GAF project model has been designed to target youth in the Xai Xai village, ranging from early childhood to young adults that have either enrolled in school or have never attended. Currently, the Xai Xai Primary School has 170 students enrolled from grades one to seven, however there are over 200 children in the village, many of which are enrolled in school but do not attend regularly or at all. The ethnic breakdown of children in the school mirrors the village with 80% Ju'hoansi and 20% Herero children.

Thus far, over 50 students and 5 community members have attended the YEP camps that were piloted in 2018. Community members that have mentorship skills such as teaching cultural knowledge are also a key part of the project's target population. At first, the

target population will be focused in Xai Xai to further refine the YEP before it is rolled out to other communities.

The long-term aim is to introduce the YEP to other communities in western Ngamiland. Currently, there are approximately 4,000 people living in the Core Area of the Khaudum-Ngamiland Wildlife Dispersal Area at a density of 1 person per 10 km² (KCCC workshop, 2017).⁴ Most of these communities like Xai Xai are heavily impoverished and predominantly Ju'hoansi. The necessity for education enrichment, community development and livelihood enhancement is vast in this region and falls in line with the Botswana's Poverty Eradication Program.

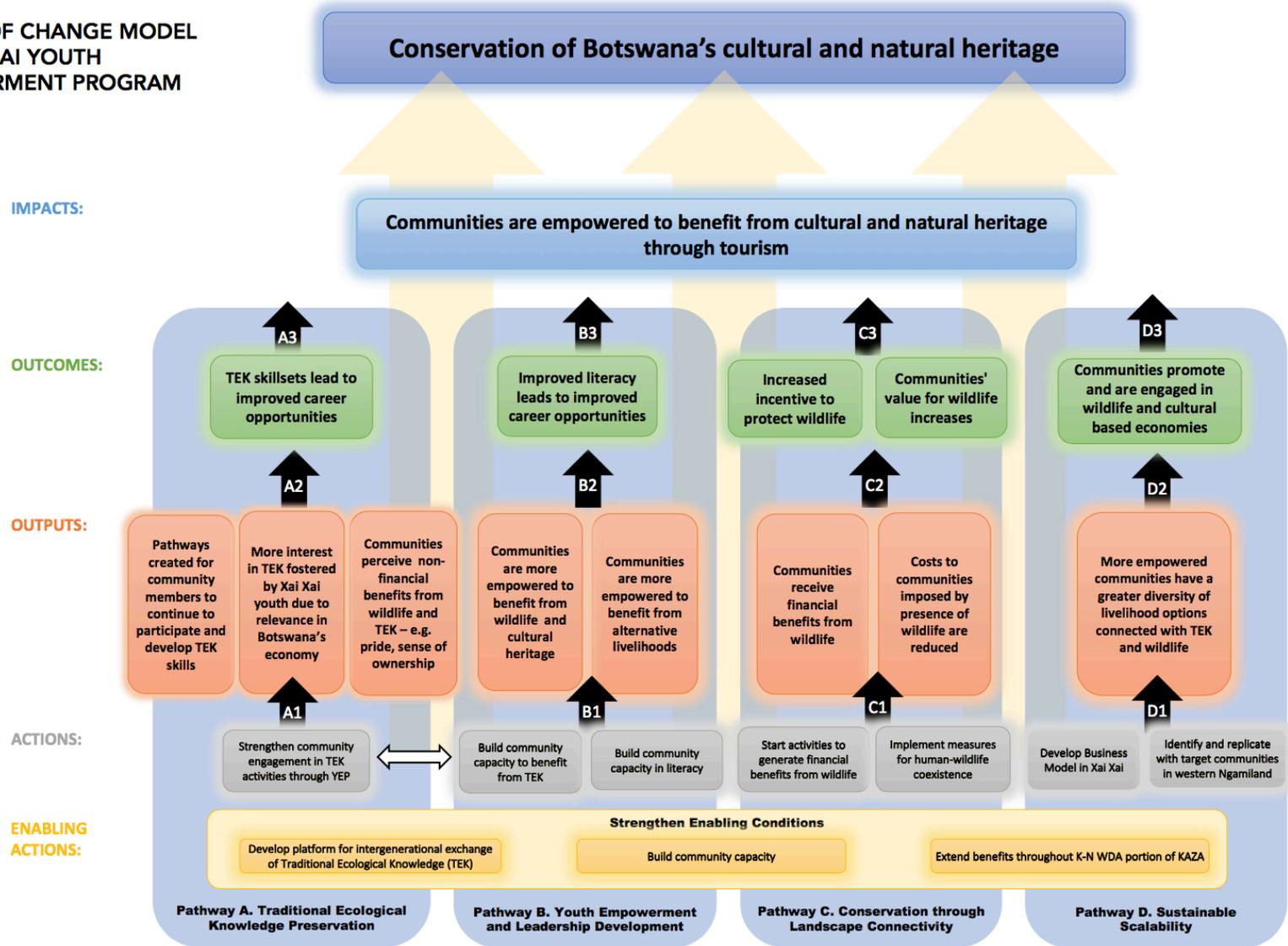


Kgao Qamme one of Botswana's last traditional healers passes along his knowledge of the Healing Dance.

⁴ KAZA Carnivore Conservation Coalition. 2016. Khaudum-Ngamiland thematic Working Group Workshop. August 9-10, 2016. *Workshop Proceedings, Notes and Outcomes.*

Theory of Change Visual

**THEORY OF CHANGE MODEL
FOR XAI XAI YOUTH
EMPOWERMENT PROGRAM
(YEP)**



Purpose of Theory of Change

The Theory of Change (TOC) is a widely-used framework for planning and evaluating initiatives that promote social change. The TOC is an on-going process that works backwards from long-term goals to impacts and associated assumptions. This approach gives clarity to organizations on what goals they're working toward, why they're working toward those goals, and how those goals will be accomplished. Benchmarks are put in place to self-evaluate and monitor an organization's effectiveness in reaching its goals. Critical thinking processes that drive social change initiatives are shown in TOC models as transparent and concrete strategies. This is not only beneficial for an organization's development but for providing stakeholders and donors with a clear understanding on the complexities of change.

For the GAF TOC, context for the organization's initiatives was gathered with input from the Xai Xai community to explain the current state of the problematic social, political, and environmental conditions. Four viable pathways, which all lead into the GAF vision, were then identified to show what change GAF seeks accomplish. Long-term goals were developed for each pathway, which show what GAF seeks to achieve out of the influenced change (outputs), what the result will be for achieving objectives (outcomes), and what specifically GAF is trying to achieve and for whom (impacts). Assumptions about how this change might happen were pinpointed to check whether the outputs were fitting for influencing change toward the desired outcomes. The GAF TOC was put into a diagram summary (page 16) to capture the outcomes of the discussion.

Theory of Change Assumptions

A1	Communities are willing and desire to preserve, value and pass on TEK.
A2	TEK skills lead to career opportunities.
A3	There are enough jobs in the tourism sector to provide jobs for skilled trackers and guides.
B1	There is demand and opportunity to create career opportunities from TEK; livelihoods in K-N WDA are marginalized; communities desire improved economic opportunities.
B2	Illiteracy is inhibiting employment opportunities for residence of western Ngamiland.
B3	Literacy leads to improved career opportunities across sectors.
C1	Wildlife is capable of creating financial benefits and HWC mitigation strategies will reduce costs of living alongside wildlife.
C2	If communities benefit from wildlife then they are more likely to protect it as an economic asset.
C3	If communities have healthy wildlife populations, they are better poised for wildlife-based economies (photographic safaris).
D1	Business model in Xai Xai is successful (based off international skills- major assumption is that there is a demand for these skills), replicable and applicable/desired to surrounding communities.
D2 +D3	Mirrors overarching assumption. Once communities benefit from wildlife and culture they will maintain stewardship over those resources.

Addressing Assumptions with Field Research Underpinning the Model

Pathway A

A1. The vision of this project was developed with input from Kgum Xoo and Kgao Qamme, Xai Xai's last shaman elders who led the pilot project. It is their wish to see their cultural heritage preserved through the younger generation of Xai Xai as well as the international community. The community response to the pilot project of 2018 was largely appreciative and there has been much anticipation for the program's growth and development.

A2. Tourism is now the second largest contributor to GDP following mining and leading the livestock Industry. There is a large demand for qualified guides and trackers (the demand for the latter is projected to increase with the recent lifting

of the hunting ban) however the demand for genuine experiences with traditional Khoisan healers is even greater and rises each year as more of the elders pass.

A3. Botswana has a thriving and growing tourism industry with a total contribution of 10.9% of GDP and in 2017 had a projected growth rate of 6.5%. Travel and Tourism directly supported 25,000 jobs in Botswana in 2016 with a projected growth rate of 6.8%. Qualified professionals trained in the YEP will have additional support in finding related career opportunities through the extended GAF networks (Travel and Tourism Economic Impact 2017 Botswana).⁵

Pathway B

B1. First assumption addressed in A3. Xai Xai falls in one of the most impoverished regions of Botswana, from conversations with community members there is a huge need and want for career and educational opportunities as few alternative livelihoods exist apart from subsistence farming and the Ipelegeng, a government welfare program.

B2. From interviews and experience with other safari operators many companies chose to source guides from outside the company who have the educational background to converse easily with high paying international clientele. Foreigners are also financially prepared to pay for the costly guiding exams which necessitate the credentials to enter the industry. Several guiding scholarship programs exist for Botswana citizens however often cited reasons why more Safari Operators do not source local guides are linguistic barriers and lack of work ethic.

B3. Similar constraints of lack of education including basic math and English skills continue to be multi-sectorial barriers for rural residents of western Ngamiland when sourcing employment in Botswana.

Pathway C

C1. With lessons learned through CBNRM initiatives on the eastern side of the Okavango Delta (including the Community Trusts of Sankuyo, Mababe and Khwai) healthy wildlife populations are capable of providing gainful employment through Safari Operators and the associated spinoff industries. With lessons learned

⁵ Travel and Tourism Economic Impact 2017 Botswana. 2017. World Travel and Tourism Council.

elsewhere on the continent, wildlife based economies are able to offset costs associated with living alongside it (livestock depredation, crop damage). Through human-wildlife mitigation tactics like herding and kraaling, cattle herders in the Okavango Panhandle were able to reduce livestock depredation by lions and other predators by 80% (Weise et al. 2018).⁶

C2. Similar to above, healthy populations of wildlife occur next to most communities of the eastern Delta, which is largely attributed to the benefits those communities receive through the wildlife tourism industry. Tourism in western Ngamiland has huge potential but largely undeveloped (WWF Feasibility Report 2019).⁷

C3. Wildlife is the most cited reason tourists venture to Botswana. Western Ngamiland is more arid than the eastern side of the Okavango Delta and therefore wildlife populations occur at lower densities, nonetheless the diversity is comparable and there are several great viewing areas for wildlife around Xai Xai. Xai Xai is also renowned for its cultural attributes and topographical features that include the Gcwihaba Caves and the Aha Hills.

Pathway D

D1. In the U.S. and globally there has been a recent renewal of interest in ancestral knowledge and Khoisan societies have inspired new theories in much of the recent literature. Recent studies have linked tracking and persistent hunting with the evolution of bipedalism in hominids as well as cognitive theory and the development of the human brain (Low 2017).⁸ The findings of some studies have compared the complexities required by Master trackers to the intricacies of thought required in the fields of physics and high-level mathematics. Khoisan traditions and customs have had recent relevance in topics as varied as but not limited to: water conservation (as written by Alan G. Workman in the Heart of Dryness: *How the Last Bushmen Can Help Us Endure the Coming Age of*

⁶ Weise et al. 2018. Size, shape and maintenance matter: A critical appraisal of a global carnivore conflict mitigation strategy - Livestock protection kraals in northern Botswana. *Biological Conservation*. (225) 88-97.

⁷ WWF Feasibility Report. 2019.

⁸ Low. 2017. *Human Origins: Contributions from Social Anthropology*. Chapter 9: Human Physiology, San Shamanic Healing and the 'Cognitive Revolution.' Berghahn Books.

Permanent Drought),⁹ human fitness (explained in a chapter on the Khoisan persistence hunt in the 2009 New York Times Bestseller, *Born to Run* by Christopher McDougall),¹⁰ modern day labor ethics and individual contentment (described in the 2017 popular book, *Affluence without Abundance* by James Suzman)¹¹ and nutrition of which there is much literature which has spawned the recent trend in Paleo diets. Furthermore, with the advent of a series of survival-based television shows in the U.S. starting from the early 2000's (Man vs Survivor with Bear Grylls, Man-Woman Wild, Dual Survivor, Naked and Afraid) there is a growing interest in traditional knowledge in the U.S. as a form of recreation and tourism. Several tracking and primitive skills schools occur throughout the western world and graduates of these schools recognize and herald 'Bushmen' communities as the originators of this knowledge however few opportunities exist to come learn from Khoisan Master trackers in a structured and accredited program. Through marketing assistance by Golden Africa Safaris and networks already acquired with international tracking schools, the potential for bookings with international students is high. The growth and development of the pilot program in Xai Xai will help determine its wider reach in the region.

Overarching Assumption: Communities empowered to benefit off their natural and cultural assets are more likely to conserve it.

In the wildlife sector perhaps no other country in Africa has proved this more than Botswana which has earned its reputation as a major tourism hub and hosts the world's largest elephant population with over 40% of its land under some form of wilderness protection. Cultural heritage attractions (particularly Khoisan tradition) are large contributors to the tourism sector however the main benefactors to these attractions are the safari operators who organize the site visits rather than individuals who possess the knowledge and as a result the Khoisan culture is rapidly disintegrating with the passing of each elder. By empowering the youth to benefit from their ancestral heritage and by facilitating a modern relevance to traditional wisdom, the GAF purposes to reverse this trend.

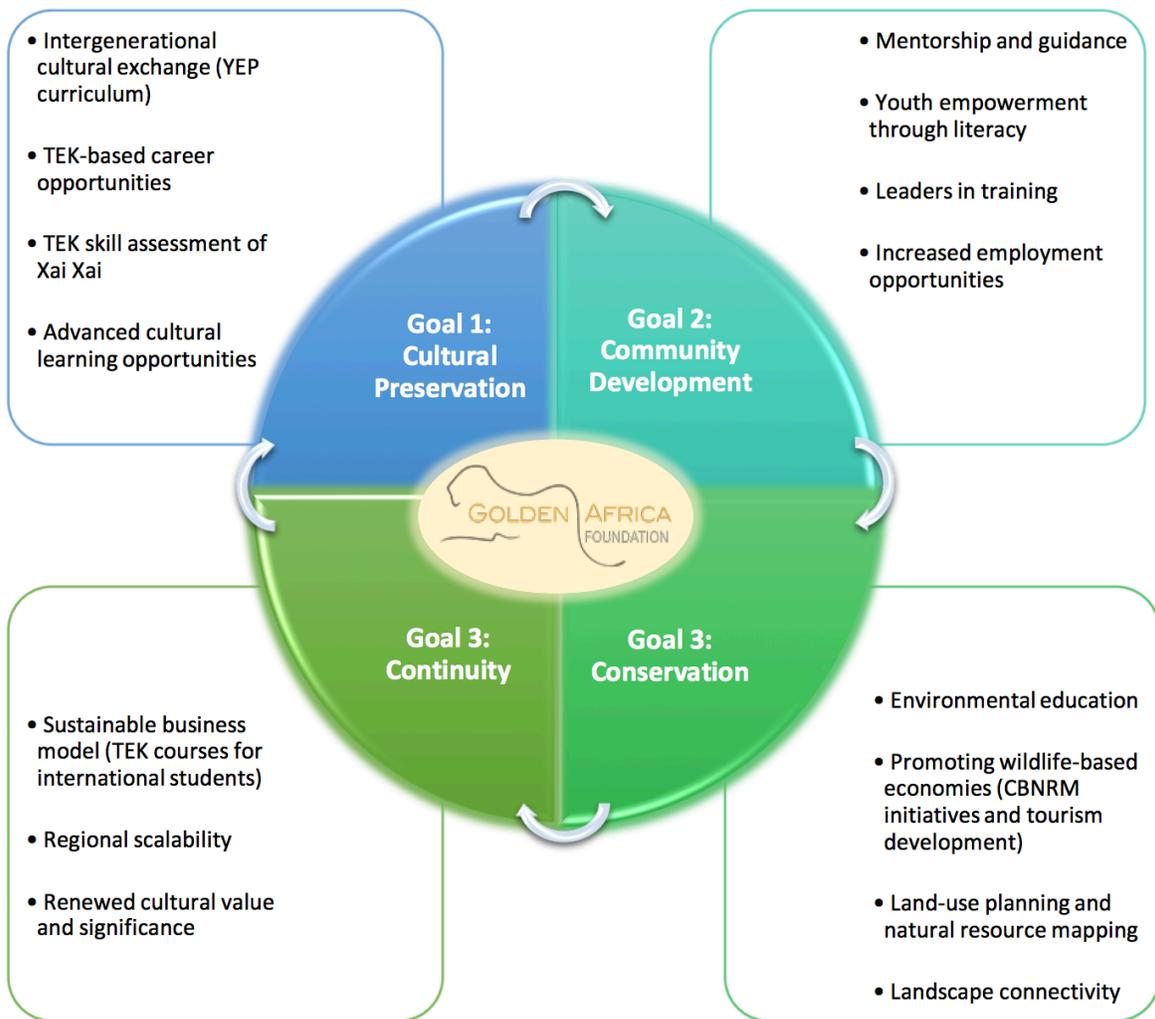
⁹ Workman. 2009. *The Heart of Dryness: How the Last Bushmen Can Help Us Endure the Coming Age of Permanent Drought*. Walker & Company

¹⁰ McDougall. 2009. *Born to Run: A Hidden Tribe, Superathletes, and the Greatest Race the World Has Never Seen*. Published by Knopf.

¹¹ Suzman. 2017. *Affluence without Abundance: The Disappearing World of the Bushmen*. Bloomsbury Publishing.

Program Model

The program model diagram pictured below summarizes the four core GAF goals with their corresponding objectives. Each objective is sequentially tied with one another. For example, as TEK-based career opportunities are developed through the YEP, employment opportunities will increase and progress community development. In addition, the four goals are portrayed in a continuous cycle to show that this Theory of Change is a process that can be replicated in other communities and improved upon where adaptations and alterations may be needed.



Workplan, Indicators and Outcomes

Objectives	Activity	Performance Indicator	Metrics	Plan/Schedule	Target	Remarks
Goal 1: Cultural Preservation						
1.1 TEK Skills Assessment of Xai Xai	Surveys and interviews of Xai Xai Community	Report	# of community surveyed	First Quarter 2020	100% (~500 people)	This survey is designed to accurately understand the TEK skill level that is still prevalent in Xai Xai
1.2 Facilitate Intergenerational exchange of TEK	Youth Camp Program with Village Elders	Camps operational	# of students attended	School breaks starting in 2020-continuous	100 students in year 1	The Youth Camp Program, initiated in 2018, is best run over the course of 5 days, which limits the program to school holidays. In the first year we aim to target half of the Xai Xai Primary school student body and aim to expand in subsequent years.
1.3 Advance curriculum and course structure	Develop advanced skills and standardized assessment programs	Advanced Course Curriculum	# of nationally accredited courses	Year 2	3	Advanced Programs will be tailored for returning Xai Xai students whose costs will be covered by students from the international tracking community.
1.4 Investigate plot for cultural heritage center and Youth Camp site	Identify and acquire Heritage Center Site	Site acquired	Lease in hand	2020	2 sites	We propose two sites to run the Youth Camp program. One near Xai Xai in the Aha Hills, the other closer to Maun and GAF Headquarters
Goal 2: Community Development and Youth Empowerment						
1.3 Advance curriculum and course structure	Further the development of Youth Tutor Program	Advanced Course Curriculum	academic performance of tutored students	First Quarter 2020-continuous	Increased performance and attendance for 50% of program attendees	Tutoring sessions are currently run by project volunteers. This part of the curriculum needs to be formalized and strengthened by hiring a professional tutor to attend camps.
2.2 Develop Leader in Training and Gender Equality Program	Target students for LIT camps and internship program	LIT program operational	# of students enrolled	First Quarter 2020-continuous	10 LIT students in year 1	A role of the position mentioned above will be to further the LIT program which will run separately from the general youth program.
2.3 Career Guidance	Identify career pathways for program graduates	Networks strengthened and opportunities identified	# of networks acquired and jobs identified	continuous	10 opportunities identified by end of year 1	Network with professionals in aligned fields aimed to develop placement, internships, and employment opportunities
2.4 Scholarship Program for tertiary education	Source funds to sponsor qualified students with tertiary education	Students enrolled in tertiary education	# of students enrolled	Year 2-continuous	3 scholarships available in year 2	Scholarships will be geared towards promising students who have undergone several years of the LIT and mentorship program while maintaining good academic performance.
2.5 Job creation	Create employment opportunities through GAF and community based tourism initiatives in K-N WDA	Jobs created	# employed	2nd Quarter 2020	10 staff year 1	See Personnel section of Budget.

Workplan, Indicators and Outcomes Continued

Goal 3 : Conservation through landscape Connectivity of K-N WDA						
3.1 Feasibility analysis	Identify areas of significant cultural and wildlife attributes, land tenure systems, tourism infrastructure and routes around Xai Xai Village	Report	Portion of K-N WDA covered	2020-2022	100% of K-NWDA region covered	This analysis will build off a previous regional survey of similar theme completed in 2019. It will be more detailed and focused to the Xai Xai area in year 1 and look to expand to adjacent villages in subsequent years.
3.2 Environmental Education	Integrate Environmental Education component to Youth Cultural Program	EE program operational	# of students enrolled	First Quarter 2020-continuous	100 students in year 1	This theme runs complimentary to current lessons of the program and will incorporate current global and national issues of conservation.
3.3 Partnerships and Stakeholder support	Create linkages and partnerships with other stakeholders in the region with aligned objectives i.e. DWNP, KWT, BPCT, HEDT.	Linkages identified and secured	# of linkages created	First Quarter 2020-continuous	N/A	Several organizations currently operate in the region which will undoubtedly strengthen and compliment the GAF goals through tight linkages and collaborations.
3.4 Land rehabilitation	Investigate rangeland resoration opportunities with local herdsmen	Communal herding	# of hectares under improved management	2021 wet season-continuous	80% of Xai Xai rangelands under improved management	As much of the agenda is focussed on Basarwa culture it is important not to exclude the Herero contingent of the community. Herding and planned grazing is an avenue to address the environmental degradation concerns around Xai Xai while appealing to the wider community.
Goal 4 : Continuity and Replication across K-N WDA						
4.1 Sustainability Model	Develop model for continuity moving forward	Avenues for sustainability identified	Annual operational funds garnered	continuous	N/A	A Business plan will be developed moving forward. While Year 1 will focus on curriculum development and getting the youth program off the ground, year 2 will be geared to creating a sustainable model through income generation by appealing to international tourists and primitive skills community.
4.2 Program expansion	Explore and Implement program options with other target communities	Students from outlying communities enrolled	# of students enrolled	Starting 2021-continuous	2 villages included in Year 2	With evaluation off the first year in Xai Xai the plan will be to unroll the model out to other communities in the K-NWDA.
4.3 Growth and Development	Identify growth for Staff Infrastructure and Program	Infrastructure needs identified	N/A	continuous	N/A	This project is centered on delicate cultural knowledge with a marginalized group in a politically sensitive environment thus must develop strategically and organically. The long vision is to unroll it regionally and nationally and a strategy for its growth and development is a critical issue to address from the initial phase.

Considerations

This project entails working with economically disadvantaged and impoverished people in remote, environmentally adverse conditions within a relatively undeveloped area, therefore, project planning and implementation requires an adaptable approach. The everyday survival challenges facing the target population, is at times unpredictable involving complex variables and the provisioning of support beyond the direct work plan outlined in this TOC will at times be required. Many of these challenges that may arise are common in the region and to be expected when working with communities of similar circumstance. These include matters of insufficient basic infrastructure, or complete lack thereof, such as communication facilities, transportation, reliable water supplies, domestic circumstance, sanitation and health issues. These commonplace issues can affect the ability of an individual or community at large to participate and support the project and must be brought into consideration during the project planning process.

From experience working in western Ngamiland, GAF has already put in much groundwork building relationships and understanding the political complexities within the landscape. As the overall scope of the GAF program is addressing disenfranchised communities in sensitive landscapes the implementation must take a sensitive approach. Employment opportunities are rare in this region and many of the basic skills necessitated for gainful employment in more developed regions have to be patiently developed over time.

Ethnicity and tribalism are delicate subjects in Botswana and there is a real need to show transparency and inclusivity of all stakeholders involved. As this project outwardly appears specified to Khoisan culture it is important to acknowledge the Herero contingency of Xai Xai and western Ngamiland. It will be critical to emphasize that the YEP is working towards preservation of a heritage for all humanity and that **all GAF educational programs and livelihood improvement activities are inclusive of any qualifying student regardless of race, ethnicity or gender.** In Xai Xai this is particularly important as though the Khoisan make up the majority of the population the Herero generally dominate in economic opportunities and politics thus the project must be sensitive to the local circumstance to be effective moving forward.

Best Practices for Implementation

To accommodate and address the risks and considerations detailed above, GAF aims to garner government approval and support early on in the project and work within a participative framework with the existent community structures in place from the onset. In so doing, it will be easier to navigate within the political landscape and will help instill a sense of ownership in program by the community which will help ensure the overall success and impact of the project. Where applicable, program procedures will follow international best practices for community engagement, as well as interpretation of cultural heritage and management of intellectual property.

1st, 3rd, 10 Year Plans

1st Year

- Staffing needs identified and recruited
- Youth Empowerment Program initiated
- Curriculum Development
- Heritage Center and Infrastructure Development
- Business plan

3rd Year

- Courses offered to International Students
- Scholarship Program Initiated
- Expand YEP into neighboring communities

10th Year

- Operating and recognized throughout K-N WDA and other sites in Botswana
- Demonstrated graduates with degrees and careers
- Financial Sustainability

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Appendices

Appendix A: Executive Director Position Description



Organization: Golden Africa Foundation

Position Title: Executive Director

Position Summary

Golden Africa Foundation (GAF) is a holistic community program for impoverished rural youth of Botswana. GAF has four main components: 1) Cultural Preservation; 2) Youth Empowerment/Leadership Development; 3) Conservation; 4) Sustainability and regional upward Scalability.

GAF is looking to hire its first Executive Director--someone who is a self-starter who is goal driven and possesses a high degree of motivation and energy and has ability to attract and inspire others, including volunteer board members and staff. The Executive Director is passionate and knowledgeable about working towards social inequality, Khoisan culture and its preservation and large scale landscape conservation. Reporting to the Board of Directors, the Executive Director is responsible for the supervision of all aspects of agency operations.

Qualifications

- *Essential Experience*
 - At least 5 years' experience managing a community development, education or conservation related project in Africa
 - Must be able to communicate effectively with donors, senior government officials, community members and general public
 - Excellent written and oral communication skills, strong interpersonal skills, strong organizational skills and attention to detail
 - Experience reporting to and/or serving on a board of directors
 - Experience with financial reporting and creating and working within budget
 - Ability to work in remote settings under adverse conditions

- *Desired Experience*
 - Masters or post-graduate degree (environmental, social or related development work)
 - Previous experience as an executive director or senior manager
 - Demonstrated ability to work effectively with nonprofit boards, committees, and other volunteers

Primary Responsibilities

- *Advocacy, Policy, and Program Development*
 - Build and maintain relationships with public, private, community and key governmental stakeholders
 - Cultivate relationships with local media and other influencers of public opinion
 - Communicate agency messages to stakeholders of all types in order to achieve agency goals
 - Serve as primary contact and spokesperson with the press, government agencies and coalition partners
 - Prioritize, supervise and communicate program policies to ensure proper program operations and facilitation
 - Review and finalize Youth Empowerment Program Curriculum
- *Operational Management*
 - Recruit, manage and train volunteers, staff and community volunteers
 - Assist with the development of a three to five-year strategic plan
 - Oversee the budget, maintain fiscal records and submit financial reports in a timely and accurate manner.
 - Assure the proper development and implementation of a wide range of policies and procedures related to all aspects of human resources, financial management, donor relations, legal matters, etc.
- *Fundraising*
 - Individual, Foundation, Corporate fundraising and Special Events
 - Assure donated funds are properly accounted for, spent, and reported in accordance with grant/donor requirements
 - Coordinate and implement a comprehensive fundraising strategy
 - Oversee grant applications, as well as reporting and contract compliance

- *Volunteers*
 - Cultivate and manage volunteers to facilitate programs, serve on the board of directors, committees, etc.

Core Competencies

- *Fundraising*- Develops and manages a strategy to increase the annual operating funds from individuals, foundations, corporations, and other funding partners.
- *Program Development* – Develops and pilots curriculum for local and international students
- *Operations Management* - Develops and implements operational systems that support the organizational mission; Regularly evaluates systems for effectiveness; Anticipates challenges and responds appropriately to unforeseen problems; Demonstrates good instincts regarding long-term impact and implications of action.

Salary

Salary range is \$85,000-\$90,000 depending on experience

Benefits

Medical Coverage

Accommodation in Maun

Work related travel expenses

Use of Company vehicle

Appendix B: First Year Projected Budget

Expenses Year 1	Total
Staff Salaries	
Executive Director	\$90,000.00
Program Manager	\$60,000.00
Secretary	\$30,000.00
Youth Development Specialist	\$20,000.00
Senior Instructor I	\$15,000.00
Senior Instructor I	\$15,000.00
Instructor II	\$10,000.00
Instructor II	\$10,000.00
Instructor II	\$10,000.00
Apprentice Instructor	\$5,000.00
Curriculum accreditation consultant	\$10,000.00
Cooks (x2)	\$6,000.00
Infrastructure Development	
Field site Infrastructure	\$150,000.00
Borehole (including drilling, equipment and water reticu	\$20,000.00
Maun Site Infrastructure	\$200,000.00
Training and Development	
Staff training/development	\$50,000.00
Transportation and accomodation	
Travel and meetings	\$20,000.00
Accomodation for Executive Director (Maun)	\$3,600.00
Equipment	
Vehicles (3)	\$60,000.00
Trailor	\$5,000.00
Dome tents	\$4,000.00
Camping/cooking equipment (Chairs, pots, sleeping ma	\$10,000.00
Traditional clothing	\$10,000.00
Satellite phone	\$2,000.00
Laptop s (3)	\$3,000.00
Printer (1)	\$1,000.00
GPS units (4)	\$1,000.00
Blackview Smart Phones (4)	\$1,000.00
Battery packs for SMART devices (4)	\$400.00
Supplies	
First Aid	\$2,000.00
Printing and copying	\$2,000.00
Consumables (stationary, report sheets etc.)	\$3,000.00
Administration and general running costs	
Marketing and advertising (ie. web design)	\$10,000.00
Telecommunications	\$3,000.00
Vehicle running costs and fuel	\$20,000.00
Vehicle Insurance	\$5,000.00
Insurance	\$20,000.00
Legal, accounting, business fees	\$20,000.00
Email & Internet access	\$10,000.00
General administration (10%)	\$93,364.00
Total cash expenses	\$1,010,364