

**THE IMPACT OF INTERNATIONAL VOLUNTEER
ORGANISATIONS IN ENHANCING PUBLIC
SERVICE DELIVERY IN LESOTHO – THE CASE OF
THE UNITED STATES PEACE CORPS**

by

Clement M. Lephoto
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Promoter: Professor J.C.O. Bekker

November 2011

DECLARATION

I, Clement M. Lephoto, sincerely and solemnly declare that this thesis submitted in fulfilment of the requirements for the Degree

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CLEMENT M. LEPHOTO
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DEDICATION

This thesis is dedicated to:

my spouse, 'Mamolefali,

my daughters, Molefali and Aggie;

my son, Lephoto; and

all the American men and women who have volunteered to serve
and who those who continue to serve in the Peace Corps
organisation.

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ABSTRACT

The delivery of public services is one of the key dimensions of governance. The sufficient provision of public services however continues to be a challenge to governments, this mainly as a result of the inadequate capacity of the governments to provide and sustain such services. In the case of Lesotho, international volunteer organisations such as the United States Peace Corps have been invited by the government to compensate the shortfall principally in building the human resource capacity.

In this thesis, the impact of the Peace Corps organisation in improving the delivery of public services in Lesotho is examined. Theoretical perspectives on the history of public service in Lesotho and the linkages between human resource development and the effective and efficient delivery of public services are discussed. Furthermore, theoretical perspectives on the Peace Corps mission, developmental approaches and projects are provided.

An empirical research was undertaken to solicit the perceptions of the Basotho and the Peace Corps volunteers on the contributions made by the Peace Corps organisation in strengthening the delivery of public services in Lesotho. A methodological triangulation involving personal interviews, focus group meetings and survey questionnaires was utilised to enhance the validity and reliability of the findings.

The major findings of the study unveil that human resource development emerges as a fundamental priority in pursuit of the economic growth and improvement of public services. It was also revealed that the international voluntary organisations such as the Peace Corps contribute significantly in building the human resource capacity in Lesotho. It has emerged from this study however that the human resource development is not the sole factor in the effective and efficient implementation of development projects. The

conclusion drawn is that the 'Human Factors' ultimately determines the degree of success of the developmental projects.

The Human Factors include various qualities in individuals within a society such as responsibility, commitment, accountability, motivation and integrity. From this study that it is evident that a significant number of Basotho have been trained sufficiently in variety of skill areas and yet demonstrate a lack of motivation, responsibility and commitment to the development projects resulting in failure to sustain any developmental projects.

The major conclusion drawn from this research is that despite the deficiencies resulting from the 'Human Factor' in project implementation, the Peace Corps organisation has contributed significantly towards enhancing the delivery of public services in Lesotho mainly by provision of education and training to the people of Lesotho and as such the organisation is poised to continue to offer the development assistance in the future. It is recommended that in order to exert greater impact in improving the lives of the Basotho, the Peace Corps organisation needs to restructure the developmental projects to align with the dynamic changes in global and local development fields and furthermore to invest in developing the positive Human Factors amongst the Basotho in order to enhance sustainable results.

This study may provide useful information to the Peace Corps organisation globally, other international voluntary organisations and relevant government ministries or departments responsible for delivery of public services when designing and implementing programmes that seek to improve the public lives.

OPSOMMING

Openbare dienslewering is een van regeringsbestuur se sleuteldimensies. Voldoende lewering van openbare dienste bly steeds 'n uitdaging vir nasionale en plaaslike regerings, grootliks weens die regerings se kapasiteittekort om hierdie dienste te voorsien en te volhou. In Lesotho se geval is internasionale vrywilligerorganisasies, soos die Verenigde State se Vredeskorps, genooi om veral te vergoed vir die tekortkomings van menslike hulpbronskapasiteitsbou.

In hierdie verhandeling word die uitwerking van die Vredeskorps se organisasie in die verskaffing van openbare dienste in Lesotho ondersoek. Teoretiese perspektiewe oor die geskiedenis van openbare dienslewering en die skakels tussen menslike hulpbronsontwikkeling en doeltreffende en voldoende openbare dienslewering word bespreek. Teoretiese perspektiewe oor die Vredeskorps sending, ontwikkelingsbenaderings en projekte word verder aangebied.

Empiriese navorsing is gedoen om die persepsies van die Basotho en Vredeskorpsvrywilligers oor die Vredeskorps-organisasie se bydraes tot die versterking van openbare dienslewering in Lesotho uit te lok. 'n Metodologiese triangulasie, wat persoonlike onderhoude, fokusgroepbyeenkomste en vraelyste behels, is gebruik om die geldigheid en betroubaarheid van die bevindinge te verbeter.

Die belangrikste bevinding van die studie is dat menslike hulpbronsontwikkeling ontluik as 'n basiese prioriteit in die strewe na ekonomiese groei en die verbetering van openbare dienslewering. Dit onthul ook dat die internasionale vrywilligersorganisasies, soos die Vredeskorps, betekenisvol tot die bou van menslike hulpbronskapasiteit in Lesotho bydra. Uit hierdie studie is dit egter duidelik dat die menslike hulpbronsontwikkeling nie die enigste faktor in die doeltreffende en voldoende implementering van

ontwikkelingsprojekte is nie. Die gevolgtrekking is dat die “menslike faktore” uiteindelik die sukseskoers van die ontwikkelingsprojekte bepaal.

Die menslike faktore beskryf die eienskappe van individue binne ‘n gemeenskap, soos verantwoordelikheid, toewyding, aanspreeklikheid, motivering en integriteit. Uit hierdie studie is dit duidelik dat ‘n betekenisvolle aantal Basotho voldoende in ‘n verskeidenheid van vaardighede opgelei is, maar steeds ‘n onvoldoende vlak van motivering, verantwoordelikheid en betrokkenheid ten opsigte van die ontwikkelingsprojekte toon. Die gevolg is die mislukking van volhoubare ontwikkelingsprojekte.

Die belangrikste gevolgtrekking wat uit hierdie navorsing gemaak word is dat, ten spyte van die tekortkominge wat uit die menslike faktore in projekimplementering spruit, die Vredeskorps-organisasie betekenisvol tot die verbetering van openbare dienslewering in Lesotho bygedra het. Dit is hoofsaaklik die voorsiening van onderrig en opleiding aan die Basotho. Die organisasie is dus selfversekerd om in die toekoms voort te gaan om ontwikkelingsondersteuning aan te bied. Vir groter invloed op die verbetering van die Basotho se lewens, word daar egter aanbeveel dat die Vredeskorps, eerstens, die ontwikkelingsprojekte herstruktureer om dit met dinamiese veranderinge in wêreldwye en plaaslike ontwikkelingsvelde in lyn te bring. Tweedens, moet beide die Vredeskorps en die Basotho self belê in die ontwikkeling van die menslike faktore in die gemeenskap, om volhoubare resultate te genereer.

Hierdie ondersoek kan waardevolle inligting verskaf aan die Vredeskorps-organisasie wêreldwyd, ander internasionale vrywilligerorganisasies, en betrokke regerings, ministeries of departemente wat vir openbare dienslewering verantwoordelik is, oor die ontwerp en implementering van programme om lewens in die gemeenskap te verbeter.

LIST OF ACRONYMS/ABBREVIATIONS

AFSI:	African Food Security Initiative
APSO:	Agency for Personal Service Overseas
AVI:	Australian Volunteers International
CHAL:	Christian Health Association of Lesotho
CHED:	Community Health and Economic Development
COSC:	Cambridge Overseas School Certificate
DED:	German Development Service
GTZ:	German Technical Cooperation
JC:	Junior Certificate
LEP:	Lesotho Education Project
MPS:	Ministry of Public Service
PCV:	Peace Corps Volunteer
PRS:	Poverty Reduction Strategy
PSIRP:	Public Sector Improvement and Reform Programme
SSIAP:	Small Scale Intensive Agriculture Project
SSRP:	School Self Reliance Project
UNDP:	United Nations Development Programme
UNV:	United Nations Volunteers
VSO:	Volunteer Service Overseas

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**THE IMPACT OF INTERNATIONAL
VOLUNTEER ORGANISATIONS IN ENHANCING
PUBLIC SERVICE DELIVERY IN LESOTHO -
THE CASE OF THE UNITED STATES
PEACE CORPS**

CHAPTER 1

INTRODUCTION AND OVERVIEW

Chapter 1 Introduction and overview

The human resource development programmes help strengthen the personnel competence and technical skills necessary to advance the mission and goals of the organisations served. Due to the budget constraints however, governments alone cannot provide adequate skills training for public personnel. As a result, the national governments have had to establish and maintain partnerships with the private sector, including the volunteer organisations in order to effectively facilitate the development of the human resource base through increased training of public servants in technical skills.

Volunteerism is not a new global phenomenon. Voluntary action is in most cultures deeply embedded in long-established, ancient traditions of sharing. In Lesotho, volunteerism has historically been enshrined in the Basotho customs and practices. Under the auspices of what came to be known in Sesotho as '*matsema*' translated as 'working cooperatively together', the people engaged in voluntary developmental activities. Traditionally the people have often volunteered time to engage in these developmental activities without expecting any form of compensation.

The independence of Lesotho in 1966 revealed further the significance of 'volunteerism', as the newly sworn in government immediately invited the international volunteer organisations to serve in the country, this in order to provide a much needed human resource development in agriculture, education and health sectors. Several developed countries responded positively to this invitation and sent out their citizens with an intention to contribute towards the development of Lesotho.

Some of the first international volunteers to arrive and serve in Lesotho following independence in 1966 were the Americans with the United States Peace Corps, the United Nations Volunteers, the Germans, the Danes, and the Canadians. The major contributor of volunteers since 1967 was and has

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remained the United States Peace Corps. The Peace Corps volunteers comprise of American men and women from a diverse background, who share a common set of values - a commitment to service, a belief in cross-cultural understanding, and a determination to make the world a better place.

The Peace Corps organisation has assigned volunteers in Lesotho since 1967 without interruption primarily in order to provide skills development for community and public officials such as Basotho farmers, teachers, health care professionals, youth development leaders and small scale entrepreneurs. Whilst the programme has over the years evolved in order to align itself with the identified and expressed needs of the people of Lesotho, it has never been subjected to a thorough assessment of the impact it has had on Lesotho. The need to formally conduct this impact study is vital in determining the effectiveness of the volunteer organisations such as the Peace Corps, in improving the lives of the Basotho through the enhancement of the delivery of public services.

1.2 BACKGROUND AND REASON FOR THE STUDY

According to the preliminary population statistics from 2006 census, the Kingdom of Lesotho has a population of about 1.88 million, indicating approximately a 0.08 percent growth rate from previous census taken in 1996 (Lesotho Bureau of Statistics, 2007a:2). Approximately half of Basotho live below the poverty line of about R150.00 a month. The United Nations Development Programme (UNDP) Human Development Index (HDI) ranks Lesotho at 149th country in the world in 2005 from 132nd in 2001, a figure indicating a decline in development progress (Lesotho Ministry of Finance and Development Planning, 2007:15).

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The economy of Lesotho is dependent on subsistence agriculture, textile industry, migrant labour, and southern African Customs Union revenues. The sale of water from the Lesotho Highlands Water Project to South Africa and the growing diamond mining sector adds some significant capital injection to the national revenue.

Lesotho became an independent country in 1966 after nearly hundred years as a British protectorate and by which time the country had already been forced into a state of economic dependence on the Republic of South Africa. Since independence, Lesotho has been striving for social and economic growth through the inclusive development of human resources. The Ministry of Public Service (MPS) in Lesotho has a responsibility to provide quality human resource services subsequently enhancing public service delivery in Lesotho. The vision of MPS is that by 2010, the Ministry will be a leading responsive Ministry in the provision of quality Human Resource Services to [its] clients (Lesotho Ministry of Public Service, 2007:1).

Although the vision of the MPS is compelling, the reality is that Lesotho has experienced severe challenges in developing and maintaining human resource base which is capable of improving and sustaining the public services in Lesotho. According to the United Nations Development Programme (2006:1), there are three key factors, among others, that have contributed to this capacity challenge. These are:

- The location of Lesotho as an enclave within South Africa resulting in extra costs incurred on overseas goods transiting through South Africa. Additionally, the frequent change of mode of transport result in high transaction costs and reduced international competitiveness;

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- Brain drain of the most qualified and competent Basotho to South Africa and beyond; and lately
- Its capacity attrition through HIV infections and AIDS related deaths.

These are among the factors that have left gaping holes in the number of skilled public service employees in Lesotho. In September 2007, Lesotho had an average of 40,110 public service employees (Friends of Lesotho, 2008:2). This is approximately two percent of the population of Lesotho. In order to compensate this shortfall in the human resource capacity and simultaneously to improve the delivery of services to the people, the government of Lesotho has continued to extend invitation to the non-governmental organisations and in particular the international volunteer organisations such as the United States Peace Corps to intervene.

The government of Lesotho has specifically requested the Peace Corps organisation to provide technical skills training to personnel in agriculture, environmental management, small scale business management, education, community health, and other community based development organisations. The human capacity building in both education and community health areas has since emerged as the major focus of this intervention.

The Peace Corps is a United States government agency that promotes peace around the world by sharing one of the greatest resources America can offer, volunteers, in order to help promote socio-economic development in needy countries (United States Peace Corps, 2001a:1). The then United States President John F. Kennedy introduced and signed the Peace Corps Act in 1961. As stipulated in the Peace Corps Act (United States Peace Corps, 2007a:3), the organisation has three primary goals namely:

- a. To make available to interested countries, and areas, men and women of the United States qualified for service abroad and

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willing to serve, under conditions of hardship if necessary, to help people of such countries in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries;

- b. To help promote a better understanding of the American people on the part of the people served; and
- c. To promote a better understanding of other people on the part of the American people.

Since the establishment of the Peace Corps organisation these goals have continued to provide a basic framework and direction to the Peace Corps programmes globally. According to the United States Peace Corps Press Office (2007a:1) since the inception of the Peace Corps a total of 195,000 volunteers have served overseas in about 139 countries. In southern Africa sub-region for instance the Peace Corps volunteers are present in Lesotho, South Africa, Namibia, Swaziland, Mozambique, Botswana, Zambia, Malawi, Tanzania, and Madagascar providing technical training in various fields such as education, health, and agriculture.

The fundamental philosophy of the Peace Corps organisation is to 'help people develop the capacity to improve their own lives'. The major focus of the organisation is on providing technical assistance mainly through building the human resource capacities of the nations served and ultimately resulting in the improvement of the delivery of services to the general population whilst at the same time promoting mutual cultural exchanges between the United States and the hosting nations.

The Peace Corps arrived in Lesotho following a formal agreement signed between the government of the Kingdom of Lesotho and the United States of America. The government of Lesotho represented by the then Prime Minister Chief Leabua Jonathan and the government of the United States

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represented by Jack Vaughn, the designate of the Secretary of State were signatory to the Peace Corps Agreement in Washington on September 22, 1967 (United States Department of State, 1967:1-5).

As a result of this 1967 Peace Corps Agreement between the government of the United States and the Kingdom of Lesotho, the first group of sixty (60) Peace Corps volunteers arrived in Lesotho in December 1967. This group of volunteers comprised of teachers, rural development workers and health and nutrition experts. The primary task of these volunteers was to teach and train Basotho in Agriculture techniques, English, Maths and Science. Both the governments of the United States and the Kingdom of Lesotho envisioned that through skills training and capacity building programme the newly independent nation of Lesotho would be positioned to realise improved standards of living.

The programme has since evolved in both the number of volunteers and the field of assistance. In the 1970s agriculture and education became the major programming areas. In the 1990s a small business development and environmental components were added. In 2000 the programme focus shifted to community development and health whilst maintaining education programme. According to the Peace Corps Country Profile on Lesotho over 2 000 volunteers have served in Lesotho and annually the number of volunteers range between 80 and 100 (United States Peace Corps, 2007b:1).

Each year annual project status reports are drawn for all the project areas highlighting the activities performed and the number of beneficiaries reached. Although these reports have been beneficial in determining if the project objectives have been met or not, the question of the 'impact' the projects have had in the lives of the people has not been addressed extensively.

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Measuring the impact of any organisation is a challenging task and given the nature and distinct qualities of the voluntary organisation, the measurement of the Peace Corps programme can be a complex undertaking. Kendall and Knapp (1999) argue that unlike the private and public sectors, the voluntary sector lacks any other means of measuring its performance, like share prices, profits and election results, hence the need for some kind of performance measurement system tailored to the sector (Wainwright, n.d.:6). This study is an attempt to provide an in-depth analysis of the impact of the Peace Corps organisation towards the development of the public services in Lesotho.

1.3 PROBLEM STATEMENT

The purpose of the volunteer organisations such as the Peace Corps, serving in developing countries like Lesotho is to strengthen the public service through human capacity building approaches. Whilst often the mission statements of these volunteer organisations are spelled out and articulated clearly and the programmes are implemented, the problem is that the impact of these organisations on the people served has not been thoroughly investigated. This research study was intended to assist both the volunteer organisations and the hosting countries to determine the effectiveness of the volunteer organisations in improving the delivery of public services by studying the case of the Peace Corps in Lesotho.

1.4 HYPOTHESIS FORMULATION

It is hypothesized that the impact of the Peace Corps organisation on the improvement of the delivery of public services in Lesotho is not significant due to an inadequate attention given the effect of the 'Human Factor' in the development strategies of Lesotho.

1.5 AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to investigate the impact that the United States Peace Corps as an international volunteer development organisation seeking to primarily improve the delivery of public services has had in Lesotho. Specifically the objectives of this study were:

- To relate the historical background of public service in Lesotho with particular focus on the successes and challenges in public service delivery;
- To provide a background of the United States Peace Corps as a development organisation serving in Lesotho;
- To analyse the contributions made by the Peace Corps organisation in strengthening the public service in Lesotho; and
- To provide findings, conclusions and recommendations on how the governments can maximise the contributions made by volunteerism in the delivery of public services.

1.6 RESEARCH METHODOLOGY

This research was in a form of a case study. Researcher Yin (1984:23), defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. In this instance, the research was meant to investigate the impact of volunteer organisations through a real-life context - the experience of the Peace Corps organisation.

The research utilised a mixed research methodology through a combination of both the quantitative methodologies and the qualitative methodologies. Quantitative research is the collection of numerical and statistical data.

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According to O'Neill (2006:2) quantitative research is built upon the 'positivism' paradigm, and is perceived as the scientific approach to research employing 'experimental' and 'quasi-experimental' strategies. The research was used to measure the fundamental linkages between the specified goals of the Peace Corps organisation in relation to its impact on the socio-economic development of the Lesotho.

Contrary to quantitative research, qualitative research provides results that are rich and detailed, offering many ideas and concepts to inform about the programme. Neill (2006:1) suggests that qualitative research explores the richness, depth, and complexity of phenomena. In this study qualitative research methodologies allowed for an in-depth and detailed exploration of the impact of the volunteer organisations in the socio-economic development of the hosting nations. The use of qualitative research methodology ultimately provided a better interpretation of the reasons behind the results from quantitative research.

One of the key strengths of the case study method involves using multiple sources and techniques in the data gathering process (Soy, 2006:2). The research was based on the following sources of reference:

- Literature review;
- Internet sources;
- Journals and other official government publications;
- Statistical records;
- Legislations;
- Survey questionnaires;
- Group interviews; and
- Personal interviews.

1.6.1 Literature Review

According to Taylor and Procter (2008:1) a literature review is an account of what has been published on a topic by accredited scholars and researchers. In this study the literature review entailed an in depth investigation into the publications and scholarly articles on the evolution of public service in Lesotho with a particular focus on the development of the human resource capacities in various government ministries. Secondly, the researcher explored the historical perspective of volunteerism in Lesotho and later the developmental interventions through engagement of international volunteers. Finally the review focused on the United States Peace Corps organisation, providing a summary of its history and projects.

1.6.2 Internet sources

Internet provides speedy and relatively up to date information on many issues and thus the researcher fully used this form of information and communication technologies.

1.6.3 Journals and other publications

According to Matusevic (n.d:1) a journal is a type of diary. It is a publication which is produced on a continuing basis. The research made use of the journals and publications from a variety of sources including those prepared by the volunteers who have served in the Peace Corps organisation.

1.6.4 Statistical records

Statistical records provide a basis for analysis and conclusions drawn on arguments. The research used statistical records from a variety of sources both in the public sector and volunteer agencies serving in Lesotho.

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1.6.5 Legislations

The development interventions through volunteer organisations typically results from agreements signed between relevant governments. The research examined the agreement between the government of the United States and the government of Lesotho in assigning volunteers since 1967.

1.6.6 Survey questionnaires

Survey questionnaires were used to collect data from respondents. The respondents included the current serving Peace Corps volunteers, civil servants drawn from various Lesotho government ministries and departments, community members and community leaders and other stakeholders and beneficiaries of the Peace Corps intervention in Lesotho.

1.6.7 Focus group meetings

Focus group meetings were conducted with the Peace Corps staff. The interviews provided an in-depth discussion on the role and impact of volunteer intervention in the improvement of public service in Lesotho.

1.6.8 Personal interviews

Personal interviews were conducted with selected members of society from various organisations and backgrounds. Similar to the focus group meetings, personal interviews provided the researcher an opportunity for in-depth discussions on the research topic thus strengthening the quality of the arguments raised in the study.

1.7 CLARIFICATION OF KEY WORDS AND CONCEPTS

The following are the key words used in this study and a brief explanation of each is provided within the context that they were used.

1.7.1 Impact assessment

In its broadest sense, impact assessment is the process of identifying any change resulting from an activity, project, or organisation. This includes intended effects as well as unintended effects, negative as well as positive, and long-term as well as short-term (Wainwright, n.d.:10). Impact assessment respond to the key question asked on the outputs of the organisation, specifically it answers the question, 'did the organisation achieve substantial and sustained results and did the organisation have an impact on an entire system or field?'

1.7.2 A volunteer

A volunteer is someone who contributes time, effort and talent to meet a need or to further a mission, without going on the payroll (Ellis, 2007:1). A distinction was drawn between a volunteer within the local context and an international volunteer. Although the contextual analysis on the usage of this term was provided, the study primarily investigated the role of the international volunteer in the development of Lesotho.

1.7.3 United States Peace Corps

Peace Corps is a United States government agency that promotes peace and friendship around the world by placing volunteers (United States citizens) in interested countries. Peace Corps came into existence in 1961 under the United States president of the time, President John F. Kennedy (United States Peace Corps, 2001a:1).

1.7.4 Capacity building approach

The primary goal of the Peace Corps organisation is to help people develop the capacity to improve their own lives. Human capacity building as a development approach is a long-term process where the real goal is building

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the capacity within the community to identify their own needs and strengths, plan the project, and build and maintain the project themselves (United States Peace Corps, 2001a:8). In the field of development capacity building can occur at various levels, for instance management, social, economic, and political.

1.7.5 Sustainable development

Development work is said to be sustainable when the community is able to continue on its own without outside support. The Peace Corps defines sustainable development as a process whereby people learn to build on their own strengths to take charge of their lives and to address their expressed needs (United States Peace Corps, 2001a:7).

1.8 SCOPE OF THE STUDY

This research took the form of the thesis consisting of seven chapters, namely: a) introduction and overview; b) an analysis of the correlation between the human resource capacity and the delivery of public services in Lesotho; c) the role of voluntary organisations in development - the case of Peace Corps in Lesotho; d) research methodology; e) presentation and analysis of data collected by means of survey questionnaires; f) presentation and analysis of data collected by means of personal interviews and focus group meetings; and g) general conclusions and recommendations. A brief description of each of the seven chapters that constituted this study is provided below:

Chapter 1: Introduction and overview of the thesis

This chapter provided an overview of the research paper and the justification for conducting this study. The chapter provided an outline of the following key areas: the background and the reason

Chapter 1 Introduction and overview

for the study, the problem statement, hypothesis formulation, the aim and objectives of the study, the research methodology, the clarification of the key terms and concepts and the layout of the study.

Chapter 2: An analysis of the correlation between the human resource capacity and the delivery of public services in Lesotho: A literature review

The researcher examined the historical background of public service in Lesotho. The thesis then explored the performance of human resource in service delivery and the linkages with the Peace Corps organisation.

Chapter 3: The role of voluntary organisations in development - The case of the Peace Corps organisation: A literature review

In this chapter the historical background of the Peace Corps as a volunteer organisation assisting the government of Lesotho was examined. The researcher provided a detailed discussion of the developmental approaches and programmes of the Peace Corps organisation. The researcher then investigated how the Peace Corps organisation has responded to the request by the government of Lesotho to assist in improving the human resource base which in turn presents opportunities for provision of better services to the population.

Chapter 4: Research methodology and data analysis

The focus of the discussion on Chapter 4 was on the research methodology. The research strategy included the demarcation of the research population, the data collection methods and the tools or instruments used to collect data and the manner in which these

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instruments were used. The research primarily focussed on the following population sample:

- a. A survey questionnaire for the people of Lesotho (Basotho) who have been affected directly or indirectly by the Peace Corps programme in Lesotho, these included ordinary community members and community leaders, and public sector personnel;
- b. A survey questionnaire for the Peace Corps volunteers serving in Lesotho;
- c. Personal interviews with selected members of society in Lesotho; and
- d. Focus group meetings with the Peace Corps staff.

Chapter 5: Exposition and analysis of research results: Survey questionnaires from the Lesotho nationals and the Peace Corps volunteers

In this chapter the results from the data collected by means of survey questionnaires together with the data analysis were presented. The presentation was organised around two categories. The first category comprised of the findings related to the people of Lesotho who were surveyed. The second category was the findings related to the Peace Corps volunteers who were surveyed. The data presentation methods included statistics, tables and graphs.

Chapter 6: Exposition and analysis of research results: Personal interviews and focus group meetings

In this chapter the researcher presented the results and analyses from the personal interviews and focus group meetings. The presentation was organised around two categories. The first category presented the findings related to the personal interviews with selected members of society. The second category presented

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the findings related to the focus group meetings conducted with the Peace Corps staff. The data presentation methods included statistics, tables and graphs.

Chapter 7: General recommendations and conclusions

In this final chapter a summary of the research findings were presented. Additionally, the key recommendations and suggestions drawn from the research were presented. The researcher concluded by suggesting opportunities for further research.

1.9 CONCLUSION

In this chapter, the researcher has provided a justification for an investigation into the impact of volunteer agencies in the improvement of public services in developing countries such as Lesotho. The researcher has presented the layout of the study and highlighted the research methodology to be utilised. In the next two chapters, a theoretical investigation of the human resource capacity and public service delivery in Lesotho and the role of the Peace Corps organisation in the development of Lesotho will be conducted.

CHAPTER 2

**AN ANALYSIS OF THE CORRELATION
BETWEEN THE HUMAN RESOURCE
CAPACITY AND THE DELIVERY OF
PUBLIC SERVICES IN LESOTHO: A
LITERATURE REVIEW**

Chapter 2 An analysis of the correlation between the human resource capacity and the delivery of public services in Lesotho: A literature review

Lesotho have placed the improvement of public services as a developmental priority. Although there have been some gradual positive outcomes in the delivery of public services in Lesotho, the country still faces significant developmental challenges and in economic terms it is still classified as a least developed country.

In this chapter, the relationship between the human resource development and the delivery of public services in Lesotho will be investigated. The study will entail a historical background of public services and the delivery of public services in Lesotho, the role of the government of Lesotho in developing human resource capacity in order to enhance economic growth and social development, and furthermore the correlation between the public sector development and the international volunteer organisations such as the United States Peace Corps in attempting to enhance the delivery of public services in Lesotho will be explored.

2.2 DEFINITION OF TERMS AND CONCEPTS

The following concepts provide a foundation and clarity for the discussion of the development of human resource capacity and the delivery of public services in Lesotho.

2.2.1 Public services

Public services in Lesotho are generally provided by the government either at the national level or local level. Services are considered to be public services if they are financed mainly by taxation, rather than by direct payments made by individual customers (Flynn, 2007:8). Typical examples of public services according to the Knowhownonprofit Organisation (nd:1) include:

- Care of the elderly and provision of accommodation;

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- Childcare;
- Education and training;
- Health care and treatment;
- Museums;
- Art galleries and libraries;
- Recreational and leisure services;
- Recycling, refuse collection and disposal;
- Social housing; and
- Support for disabled people.

2.2.2 Public service delivery

Public service delivery refers to a manner in which public services are provided to the public. An effective provision of basic services can contribute to state legitimacy and is vital for poverty reduction (University of Birmingham, 2006:1). Like in many other countries the government of Lesotho is mandated to develop the capacity for effective and efficient public service delivery for the benefit of the citizens.

2.2.3 Public human resource

Sometimes referred to as public servants or public service personnel, public human resource constitutes people who are elected or appointed to hold a government position. The International Labour Office (1998:5) views public human resource as persons employed by various public authorities or bodies, whether central, federal, regional, provincial or local. Furthermore Luvuno (2002:10) states that public human resources may include professionals, skilled personnel, semi-skilled personnel or unskilled personnel.

2.3 LESOTHO: COUNTRY PROFILE

In historical terms Lesotho is a fairly young nation. The country was formerly known as Basutoland and has emerged in 1818 as a result of military and political upheavals in southern Africa. The Basotho nation came into existence through the efforts of King Moshoeshe I, a minor chief who brought together the survivors of the devastating Zulu and Matebele raids (Encyclopaedia of the Nations, 2007:1). Moshoeshe I, was a revered leader and as Schwager (2004:114) states, '(the) Basotho owe their existence to this truly remarkable combination of gentleness, sensitivity and wisdom in one man'.

Amidst this troubled times in central southern Africa, Moshoeshe I ultimately managed to settle the Basotho nation in Thaba Bosiu, a mountain fortress situated in the present day Lesotho territory. On the 4th October 1966, Lesotho assumed the status of a sovereign self-governing state after more than 90 years of British colonial rule (Matlosa, 1999:5).

2.3.1 Physical Geography

The Kingdom of Lesotho is located in the south eastern part of southern Africa and geographically lies between 28 degrees east of the Greenwich meridian and 29 degrees south of the equator. It is a landlocked country that is completely surrounded by the Republic of South Africa as shown in Figure 2.1. Lesotho covers 30,344 square kilometres of the Drakensburg escarpment at elevations of 1,500 to 3,484 metres above sea level. The lowlands form a narrow strip along the western border with the Republic of South Africa and over 80 percent of the productive arable land and the highest population densities are found in this region (Marake et al. 1998:2).

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Lesotho is administratively divided into ten districts namely Maseru, Berea, Leribe, Botha Bothe, Mokhotlong, Thaba Tseka, Qacha's Nek, Quthing, Mohale's Hoek, and Mafeteng (see Figure 2.1). Maseru is the capital city and headquarters of the government.

Figure 2.1: A political map of Lesotho



Source: ephotoPIX

2.3.2 Population census and growth rates of Lesotho

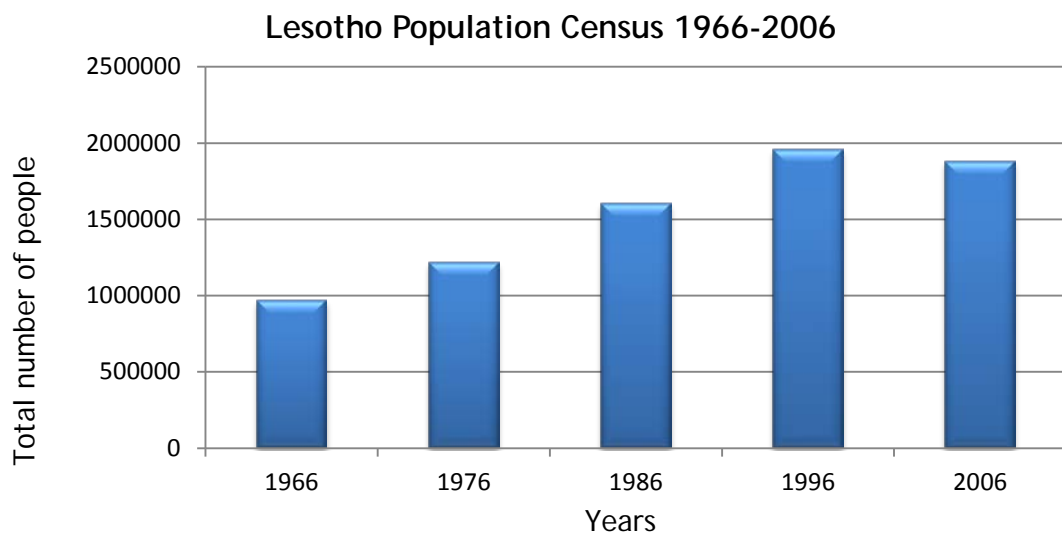
At independence in 1966 the population of Lesotho was 0.97 million and, with annual growth rates of 2.97% to 2.63% by 1976 (see Figure 2.2 and Figure 2.3). According to the Bureau of Statistics in Lesotho (2009:1), the

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de jure population of Lesotho is 1,876,633, with males constituting 912,798 which is 48.6 percent of the total population, while females represent 963,835 or 51.4 percent.

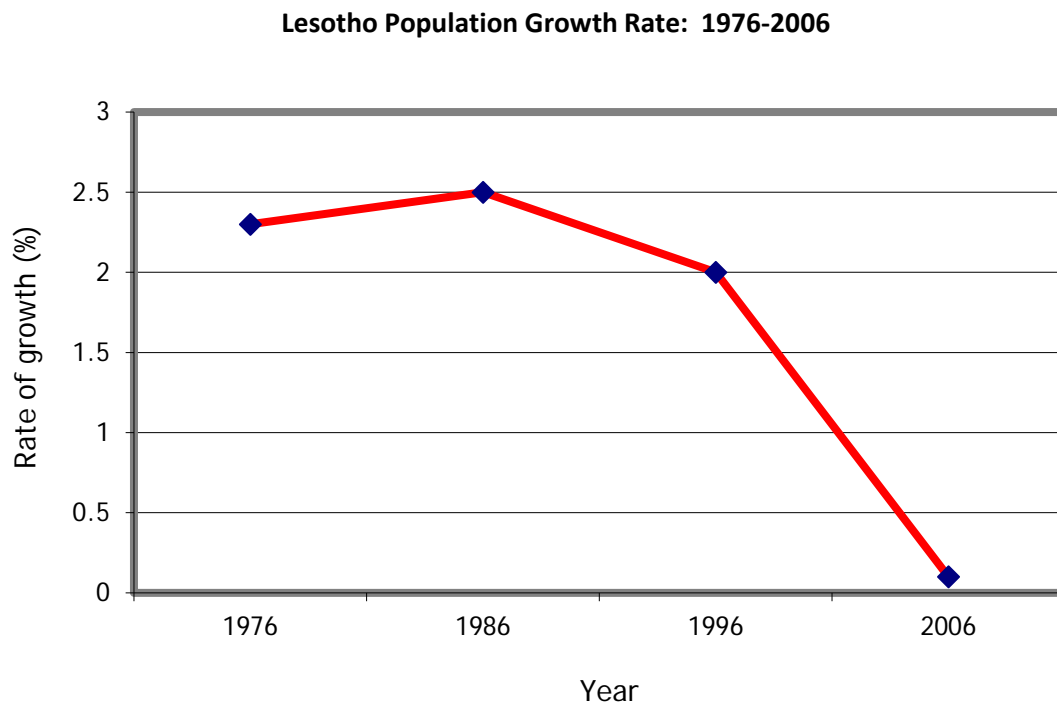
Figure 2.3 reveals that Lesotho experienced a significant decline in population growth from 1996 to 2006 compared to the intercensal annual growth for the period 1986-1996. This factored in the impact of HIV and AIDS pandemic in Lesotho. The observed declining trend in the population growth rate could also be due to changes in fertility, mortality and migration rates (United Nations Population Fund, 2007:90).

Figure 2.2: Population of Lesotho 1966 - 2006



Source: Bureau of Statistics Lesotho.

Figure 2.3: Lesotho population growth rate: 1976-2006



Source: Bureau of Statistics Lesotho.

Although most of the population lives in the western lowlands of Lesotho, an area that also represent the best arable land in the country, about 80% of the inhabitants still live in the rural areas while only 20% live in the urban areas (United Nations Development Programme, 2006:1).

2.3.3 The economic performance of Lesotho

The economy of Lesotho has traditionally depended on agricultural production. Basotho regarded agriculture as the main productive base for socio-economic and political prosperity. During the pre-colonial era, land tenure became an important aspect of survival hence acquiring land symbolised the strength of the nation. Phafane et al. (2004:14) suggest that

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the purpose of acquiring more land [was] in order to increase and intensify agricultural and livestock production to ensure food security, physical security and to protect [people] from enemies.

At this point in the history, Lesotho was self sufficient in food production and Phafane et al. (2004:14) attributes these successes to the leadership of the founder of the nation Moshoeshe I, under whose guidance Basotho had developed some 'excellent traditional technology in agriculture and livestock...[resulting] in optimized output... [with] surpluses that were either stored for rainy days or exchanged for other essentials with other regions'.

The discovery of diamonds in South Africa in 1870 followed by the discovery of gold in 1886 marked a significant change in the development of Lesotho. Both the diamond rush and the gold rush in South Africa brought urgent demands for labour, wheat, slaughter and transport cattle (Schwager, 2004:116). Lesotho, then known as Basutoland, had the capacity to provide these demands and responded to these new opportunities for agricultural exports with vigour. Turner (2005:4) observes that Basotho were major suppliers to the Kimberly diamond fields. This became a period of comparative prosperity for Basutoland.

The period of prosperity lasted for a short time mainly due to the arrival of the Dutch settlers from the Cape Colony in the mid-1830s. Initially Moshoeshe I maintained a cordial relationship with the Settlers but with the withdrawal of the British and the handing over of the newly proclaimed Free State to the Settlers, the animosity developed and soon armed conflicts over the land between the Boer settlers and Basotho emerged.

Although Moshoeshe I was able to defend the mountain fortress at Thaba Bosiu, he was ultimately forced to sign agreements that allocated much of

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the best arable land to the Boers (Institute for Security Studies, 2003:1). Turner (2006:1) notes that the Kingdom (Lesotho) 'lost much of its territory to European settlement through conquest and one-sided treaties in the 19th century'. The resultant factor was that the remaining land was placed under severe pressure from over-cultivation, over-stocking and grazing with serious degradation also due to increasing population. In essence the loss of land meant the loss of wealth for Basotho (Phafane et al. 2004:15).

The decline in agricultural output in Lesotho was exacerbated as a result of several other factors as observed by the World Food Programme (2004:1) in the report on 'World Hunger' and these are:

- The mountainous and rugged terrain with only 10.7% of the land suitable for crop farming;
- Erratic rainfall;
- Periodic droughts; and
- Soil erosion and decreased fertility.

At independence in 1966, Lesotho had already been reduced from a once prosperous country to one of abject poverty. The Institute for Security Studies (2003:1) states that the early years of independence were 'not particularly happy' as Lesotho 'was no less poor than it had been previously'. At this time, Matlosa (1999:5) suggests that, as was the case with many other emergent African nation-states during the decolonisation process of the 1960s, Lesotho lacked the necessary domestic economic base to set in motion, let alone sustain, viable development programmes.

In economic terms, Lesotho is classified as one of the least developed countries in the world. Despite being classified as a least developed country, Lesotho has embarked on developmental programmes that seek to

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improve the economic growth and simultaneously enhance the quality of the lives of the inhabitants. The government is transforming its economic base from one dominated by agriculture and migrant remittances to one that depends more on manufacturing and construction (Majoro, 2006:4). Besides agricultural production, the revenue base of Lesotho depends mostly on the following:

- The sale of water to neighbouring Republic of South Africa;
- The sale of diamonds;
- Migrant labour remittances, even though these have been reduced to the ongoing retrenchments in the South African mining industry;
- Textile industry with clothes sold mainly to the United States of America; and
- Customs revenue through the Southern African Customs Union Agreement.

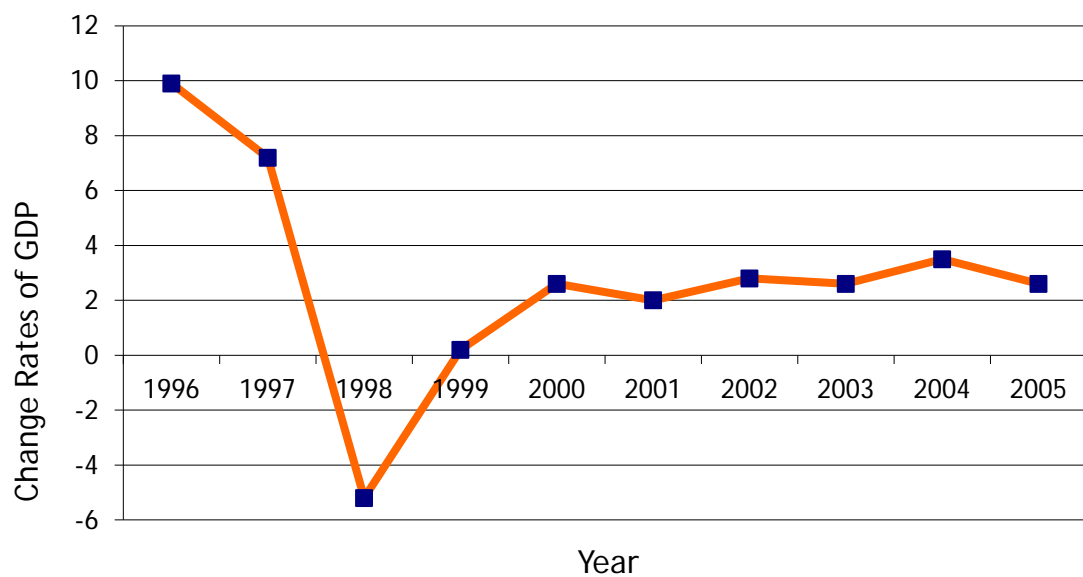
Even with this diversification of the economy, Lesotho continues to depend largely on a limited export base in the process generating low prospects for a substantial economic growth. Following independence in 1966, Lesotho experienced a positive average economic growth however, the 1980s experienced significant poor economic performance (Majoro, 2006:2). Majoro (2006:2) further noted that the economic growth rose rapidly and peaked at nine percent in 1996 before falling to still a strong seven and half percent in 1997.

Considering the Gross Domestic Product (GDP) as an indicator of economic growth, the Lesotho Bureau of Statistics (2006:1-20) indicates that from 1996 the rate of change of GDP in Lesotho has generally declined. The lowest recorded levels were in 1998, this phenomenon being attributed to

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the political uprising in Lesotho during the same year (Thahane, 2008:3). Figure 2.4 indicates the annual change rates of GDP in Lesotho from 1996 until 2005.

Figure 2.4: Annual change rates of GDP in Lesotho: 1996-2005



Source: Lesotho Bureau of Statistics: Statistical Report No. 10 2006. National Accounts 1988-2005.

Amidst the mixed results in the economic performance, public service delivery remains one of the key dimensions of governance in Lesotho. Economic growth alone cannot eradicate poverty. Majoro (2006:2) maintains that economic growth, while necessary, is not sufficient for poverty reduction and cannot alone reduce poverty under all circumstances. It is therefore important to examine the role of government in reducing poverty through effective and efficient public service delivery strategies.

2.4 HISTORICAL PERSPECTIVES ON PUBLIC SERVICE IN LESOTHO

Public services are not new to African societies like Lesotho, even though what constitute public services in the early days may be slightly different from the realities of public services currently. Over the years developments in the political arena have been subjected to transformations, so has the scope and outlook of public services. Public services are the responsibility of government of the day. According to Flynn (2007:9) public services are controlled through the political process and accountability for service delivery is through politicians to the public rather than to the shareholders, the factor that also applies to Lesotho the. From this view it is imperative therefore to consider major elements that affect the delivery of public services.

2.4.1 The nature of public services in during pre-colonial era

The nature of public services in Lesotho can be described through a close analysis of the type of government institutions adopted since the birth of the Basotho nation. Moshoeshe I utilised a Council of elderly men to decide on issues of national importance, such as food security, safety and security (protection of assets), and judiciary.

The elders, local leaders and doctors of medicine (traditional doctors) assumed the responsibility of providing informal education and training to the youth to mould them for the future (Lesotho Ministry of Education, 1982:1). Traditionally, Basotho valued communal living, making the provision of public services a key feature in the upbringing of a Mosotho child. Matsela (1982:168) as quoted by Muzvidziwa and Seotsanyana (2002:2) observes that “the traditional informal education system was

intended to produce a person characterised by social responsibility and committed to serving one's society". In essence public services were considered the responsibility of all the members of society.

2.4.2 The role of the Church on public service delivery in Lesotho

The arrival of Christian missionaries in 1833 and 1862 signalled a major shift in the nature and delivery of public services in Lesotho. The first missionaries to arrive in Lesotho were the Protestant (French Canadians) in 1833 and the first missionary station was set at Morija, approximately 30 kilometres south of Maseru. In the same year, the Methodist missionaries also arrived and settled in areas to the west of the Caledon (Mohokare) river (Campbell, Ambrose & Johnson, 1983:523). The second group of missionaries to arrive was the Roman Catholic under the leadership of Father Joseph Gerard. The group set a missionary station at Roma, 35 kilometres to the east of Maseru.

The arrival of missionaries influenced the political and socio-economic scenario in Lesotho. On the political front, the missionaries introduced Basotho to the use of horses and guns, both effective tools of war at the time. Notably the missionaries also brought new crops and farming techniques and for this reason the general lives of the Basotho significantly improved. On the economic front, Campbell, Ambrose & Johnson (1983:525) note that "the arrival of the missionaries had other far-reaching effects on Moshoeshoe's people. Potatoes, wheat, fruit trees and domestic cats and pigs were introduced". Besides assisting with food security the missionaries were also instrumental in setting up schools, providing printed books and introducing 'western' primary health care systems.

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Even with all the positive changes in the lives of the Basotho the primary goal of these Christian missionaries remained the same, to promote the values of Christianity amongst Basotho and to a large extent at the expense of the traditional values and practices. During these early days the focus of missionary intervention was on religious purposes and economic necessity (Net Industries, 2008:2). For this reason, the prospects for the significant development of human capital and improved delivery of services among the Basotho remained limited.

2.4.3 The nature of public services during the colonial era

Under the colonial government the churches continued to play a pivotal role in education and training in Lesotho. The British government however developed a greater interest in the education system only due to the demand for setting up an administration in Lesotho. In a document entitled 'A case system to annual reporting on the status of the Lesotho education - ED/F2/004 (undated), the Lesotho Ministry of Education states that:

“With the setting up of the British administration in Lesotho, there was need to produce support staff in the form of literate police, interpreters and clerks... the government also took upon itself to maintain standards in the schools through producing syllabuses, improving the setting up of new schools and conducting overall inspection.”

Although Lesotho was a British Protectorate, the missionaries continued to assume the responsibility for most aspects of education including the curriculum and school infrastructure. Incidentally, most schools are still owned by the church, for instance in 2003, Phamotse (2004:2) noted that there were 1,355 primary schools of which 93% of them were owned by the

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churches. During the colonial period Lesotho once again realised fewer if any, of significant developmental programmes or improved public services.

A few essential public services in Lesotho have been and continued to be provided by the church. Among key public services predominantly rendered by the church institutions were education, health, agriculture and other infrastructure. Notably, the church institutions and the non-government sector own almost eighty percent (80%) of the schools while almost seventy five percent (75%) of medical facilities fall within the Christian Health Association of Lesotho (CHAL) and a considerable number of agricultural initiatives are still being supported by Non-Governmental Organisations (Phafane et al. 2004:16).

2.4.4 The status of public services in post-independent Lesotho

In 1965, the first democratic government in Lesotho inherited from the British colonial government a country challenged with a poor economic base, lack of infrastructure and inadequate number of skilled personnel. Campbell, Ambrose & Johnson (1983:537) note that “when independence was restored to Lesotho on 4 October 1966, the prosperous country which Moshoeshe the Great had entrusted to British rule had become an over-populated and impoverished labour reserve. The country was subjected to poor governance with the powers and authority centrally driven”.

The dominance of the strong central government was not unique to the new independent Lesotho rather this was a general trend on countries emerging as small economies. Hughes (2003:136) comments that, developing countries emerged from independence in the 1950s and 1960s with government playing the largest role in the economy and society. It was a

time in which state-dominated economic development was seen as the most appropriate way of developing, as it was in the post-war period in France and the United Kingdom, the countries with the largest number of colonies (Hughes, 2003:136).

According to Phafane et al. (2004:16) the state [Lesotho] has continued dominating the economy and squeezing out the private sector. Phafane et al. (2004:16) argue that state dominance in public resource management and economy resulted from the threat of equally dominant churches in Lesotho.

A similar assertion is made by Mutahaba and Balogun (1992:130) who suggest that in nearly all African countries, the state maintains its dominance over every sphere of life. The economy, in particular, is controlled largely by government and parastatal organisations. Mutahaba and Balogun (1992:130) furthermore conclude that this prominent position occupied by the public sector in the economy of African countries underscores the importance of a comprehensive capacity-building strategy.

2.5 THE ROLE OF HUMAN RESOURCE IN PROMOTING PUBLIC SERVICE DELIVERY AND ECONOMIC GROWTH IN LESOTHO

The first government of independent Lesotho under the leadership of the late Chief Leabua Jonathan had embarked on programmes that sought to create a viable economy in order to improve the lives of the citizens of Lesotho. The government of Chief Jonathan recognised the need for building an efficient and effective human resource base in order to promote economic growth. This need would be met through the provision of relevant education. The first Five-year Development Plan in Lesotho

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(Government of Lesotho, 1970:162) observed that the first independence government of Lesotho inherited a school system, which was not only missionary inspired, but also unrelated to the development of the skills and aptitudes required to achieve rapid economic development and to improve the standard of living of the majority of the people.

According to Muzvidziwa and Seotsanyana (2002:5), the post independence government had aspirations of developing education as an instrument for development. The subsequent governments in Lesotho acknowledge the vital role that human resource play in public service delivery, economic growth and poverty alleviation. For instance, the sixth National Development Plan (1996/97 - 1998/99) states that the primary objective of national policy is to enhance sustainable human development (Maile, 2001:7). This policy further suggests that sustainable human capacity enhancement should be achieved by ensuring that appropriate education and training and excellent health services are accessible to all (Maile, 2001:7).

2.6 CAPACITY BUILDING APPROACHES IN ENHANCING THE DELIVERY OF PUBLIC SERVICES

The improved delivery of services in any government is closely linked to the effectiveness and efficiency of the human resource (personnel). According to Dada (2006:1-3), the human factor is indisputably acknowledged as a critical factor in the development action. He argues that, achieving the service delivery dreams in Africa public service calls for a deliberate and systematic capacity building initiative for the entire public service.

2.6.1 Defining the capacity building approach to development

Capacity building has become an integral part of development theory and practice. The concept of capacity building has been defined in many ways by different scholars and practitioners in development. Eade (1997:23) suggests that given the all-embracing scope often attached to the ubiquitous references to 'capacity-building' in many development agency documents, it is common to open a discussion on what it means by reeling off a set of competing definitions.

Within the Peace Corps organisation, capacity building approach focuses on helping people learn to identify what they would like to see changed, use their own strengths, and learn new skills to achieve what they believe is most important (United States Peace Corps, 2002a:7). Eade (1997:24) views capacity-building as an approach to development whereby development is about women and men becoming empowered to bring about positive changes in their lives; about personal growth together with public action... (Eade & Williams, 1995:9). Hickman and Lee (2001:130) define capacity building as the development of human competence, capabilities, and qualifications to meet the needs of society and the workplace. Based on these varying definitions of capacity building, it is essential to examine the nature and forms of this concept.

2.6.2 The nature or forms of capacity building

There are various perceptions on the nature of capacities that are vital for development. According to Oxfam, these capacities can be divided into social, organisational and material (Eade, 1997:8). According to the Global Development Research Centre (nd:2) capacity building is much more than

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training and includes the following:

- Human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively;
- Organisational development, the elaboration of management structures, processes and procedures, not only within organisations but also the management of relationships between the different organisations and sectors (public, private and community); and
- Institutional and legal framework development, making legal and regulatory changes to enable organisations, institutions and agencies at all levels and in all sectors to enhance their capacities.

Dada (2006:7) maintains that for effective implementation of service delivery, capacity building should focus on among other areas; strategic management, project management, ethics and good management, performance management, human resource development and management, poverty alleviation and service delivery.

In order to be an effective apparatus for development, the United States Peace Corps (2002a:7) suggest that capacity building needs to happen at four levels namely:

- Individual members of the community, or the project participants;
- Professionals or service providers;
- Organisations; and
- Community.

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One of the most important aspects of capacity building is investing in human resource base. Human capacity building consequently is perceived to be a long-term process where the real goal is building the capacity within the community to identify their own needs and strengths, plan the project, and build and maintain the project themselves (United States Peace Corps, 2001a:8).

2.6.3 The development of human capacity in Lesotho

The government of Lesotho views the success of effective public service delivery dependent on effective and efficient public service personnel hence the recognition by government for the need to invest in human capital. The preamble into the Lesotho Codes of Good Practice (2005) indicates that:

“ (1) The Government of Lesotho acknowledges that the ends sought by the public service of Lesotho are the development of the country and well being of its citizens, and that these ends can be achieved through diligence, perseverance and dedication of a disciplined corps of public officers who are instrumental in carrying out government policies. Each public officer in accepting an appointment to the public service of Lesotho accepts personal responsibility for developing and exhibiting a strong work ethic and affirms his or her commitment to combating negative work habits in the public service of Lesotho.

(2) This Code of Conduct (hereinafter referred to as “Code”) is made in the conviction that employment in the public service places a public officer under a moral obligation to work conscientiously to earn his or her living and look upon his or her

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work as a contribution to making the economy of Lesotho strong and healthy.”

The Central Bank of Lesotho (2007:3) adds that it is important to invest in the training of labour force and improving the moral of the public service if development were to occur.

In an attempt to reinforce the public sector and improve delivery of services in Lesotho, the government in partnership with the privately owned institutions has initiated several interventions. Several institutions of higher learning have been mandated to provide training for potential public servants and the already employed public personnel to enhance their knowledge and skills on relevant field of study. Amongst the key tertiary institutions there are the National University of Lesotho, the Lesotho Agriculture College, the Lesotho College of Education, National Health Training Centre, Centre for Accounting Studies, the Lesotho Institute of Public Administration and Management, the Institute of Development Management (Alder, 2006:1-14), and the Limkokwing University of Design and Technology, which opened in 2008.

Additionally Lesotho has a variety of trade and skill training institutions, for instance the Lesotho Polytechnic, Leloaleng Trade school, Technical School of Leribe and several Farmers Training Institutes (Alder, 2006:1-14). Most of these institutions have been established primarily to provide training for learners in vocational skills, technical, commercial and management education.

Besides training and skills development provided through the institutions either stipulated above or others, capacity building approaches dictate that for development to effectively and efficiently occur, it is necessary to

ensure that people are given an opportunity to build on their own strengths and ultimately make independent choices in life (Eade, 2003:75)... . Based on this argument, it can be concluded that any developmental activity that is not people-centred is not likely to be sustainable.

The government of Lesotho has attempted a variety of approaches to development, including the Five Year Development Plans, Annual Plans and Budgets and Three Year Rolling Plans (Government of Lesotho, 2001: vii), and whilst these were perhaps useful, the need to invest in a long term strategic planning that facilitate ownership of the development agenda on a sustained basis was necessary and this has ultimately resulted in the introduction of the Lesotho National Vision 2020.

2.7 LESOTHO VISION 2020: A PARADIGM SHIFT IN DEVELOPMENTAL PLANNING IN LESOTHO

With more and more people in the poor southern hemisphere increasingly falling in the vicious cycle of poverty (and Lesotho is not an exception) (Phafane et al. 2004:12), the government of Lesotho has embarked on a new paradigm shift from the way developmental planning had been done in the past. The new approach to development provides a long term vision and aspirations of Basotho whilst simultaneously taking into consideration the United Nations Millennium Development Goals in which Lesotho is signatory to.

2.7.1 Long-term development strategy - Lesotho Vision 2020

In 2000, the Kingdom of Lesotho took a policy decision to formulate a vision to provide a long-term perspective within which national short or medium-term plans could be formulated (Government of Lesotho, 2001:1). The

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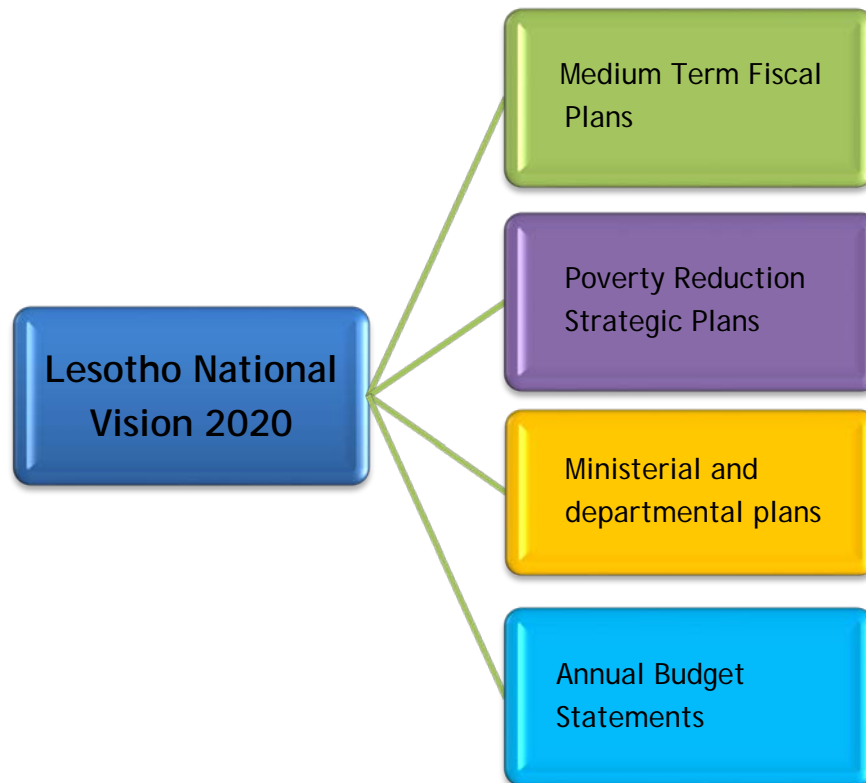
Lesotho National Vision states that:

“By the year 2020, Lesotho shall be a stable democracy, a united and prosperous nation at peace with itself and its neighbours. It shall have a healthy and well developed human resource base...” . (Government of Lesotho, 2001:4).

2.7.2 Implementation of the Lesotho National Vision 2020

The successful implementation of the Lesotho National Vision depends, to a large extent, on the effective implementation of operational plans as contained in three-year rolling plans, poverty reduction strategic (PRS) plans, ministerial and departmental plans, and the annual budget statements (see Figure 2.5) (Government of Lesotho, 2001:44).

Figure 2.5: A representation of key elements that support the implementation of Lesotho National Vision 2020



Source: Government of Lesotho (2001).

As a first step towards the implementation of the National Vision 2020, Lesotho developed a PRS, this primarily in order to provide mechanisms to eradicate poverty. The making of both the National Vision 2020 and PRS was an inclusive process, involving all stakeholders, private sector, civil society, development partners and all government ministries as noted by Phafane et al. (2004:12). In his preface of the PRS document, the Prime Minister of Lesotho, the Right Honourable Pakalitha Mosisili confirms that the two documents are the “outcomes of extensive consultative and participatory processes that involved grass-root communities, the National Assembly, Government Ministries, the private sector, civil society

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organisations, academia and development partners” (Government of Lesotho, 2003:1).

The PRS provides a framework for making progress towards the attainment of the Lesotho National goals with specific targets within three years. A joint Staff Advisory Note released by the International Development Association and the International Monetary Fund (Nankani & Kahkonen, 2005:9) suggest that the capacity building efforts are fundamental for a successful implementation of the PRS. The PRS represents an opportunity to gain the support of donors in providing the needed technical assistance for effective capacity building. The PRS has three interconnected goals. These are to:

- Create jobs through the establishment of an environment that facilitates private sector-led economic growth;
- Empower the poor and the vulnerable and improve access to health care and education; and
- Deepen democracy and improve public sector performance, to ensure that policies and legal frameworks facilitate the full implementation of priorities.

One of the important features of the Lesotho National Vision 2020 is an undertaking by the government of Lesotho to improve the public sector through the Public Sector Improvement and Reform Programme (PSIRP). The government of Lesotho recognises the potential of achieving sustainable economic development through the public sector management reform process (Central Bank of Lesotho, 2007:1). According to the Government of Lesotho (2001:1) the PSIRP represents the Government’s framework for public sector improvement and reform in:

- Good Governance;

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- Financial Management and Budgeting;
- Human Resource Management;
- Administration of Justice;
- Restructuring and Rationalisation of Ministries, Departments and Agencies;
- Decentralisation and Local Government; and
- Delivery of Services.

The first phase of the PSIRP focuses on three components, namely:

- Improving financial management and accountability;
- Improving public service management; and
- Improving service delivery through decentralization.

2.7.2.1 Financial management and accountability

Through the implementation of the PRS, the government envisions that the public services would be delivered in the most appropriate, effective, and efficient way through strengthened and disciplined public financial management. This component is expected to yield critical outputs such as an integrated planning and budgeting process through a Medium Term Expenditure Framework (MTEF), an integrated accounting and reporting information system and improved and transparent procurement system (Central Bank of Lesotho, 2007:2).

2.7.2.2 Public service management

This component mainly seeks to formulate, coordinate and put into operation the Human Resource policies and manuals. Additionally, the public service management strategy seeks to develop civil service capacity-

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building through the provision of quality training programmes and creating an HIV/AIDS competent public service (Central Bank of Lesotho, 2007:2).

2.7.2.3 Decentralisation of service delivery

Proponents of decentralisation argue that decentralisation process is poised to improve service delivery for it essentially promotes participation and facilitates local accountabilities. According to Goldman (2006:1) decentralisation is the process whereby authority is restructured between institutions of governance at the central, regional and local levels with powers and functions transferred to the lowest institutional or social level that is capable (or potentially capable) of completing them.

The major goal of the decentralisation process is to realise sustainable development under the control and management of the people who are directly affected, thus ensuring better coordination of development efforts and full participation of communities in poverty reduction efforts. The process identifies three goals namely:

- To ensure that decision making, resource allocation, district level planning, local development and the public services move physically closer to people;
- To deepen and open access to the structure of government, to give the electorate greater democratic control over the development planning process and to make public institutions more accountable to the elected representatives; and
- To ensure equitable distribution of Lesotho's human, institutional and infrastructure resources and capacity building (Maile, 2001:7).

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With regard to public services, the foundation for the implementation of Lesotho National Vision 2020 has been already been established through the existing legislations, for instance, in order to create an environment of effectiveness and efficiency in the public service the government of Lesotho had introduced the Public Service Act in 1995. Section 8 (1) of this Act states that:

“Entry into and advancement within the public service shall be determined solely on the basis of merit, namely; ability, qualifications, knowledge, skill and aptitude after fair and open competition which assures that all citizens of Lesotho receive equal opportunity”.

Furthermore section 8 (2) of the Act stipulates that:

“In selecting candidates for appointment to posts in the public service, the [Public Service] Commission shall have regard primarily to the need for promoting efficiency in the public service”.

According to the Economic Review, the implementation of Public Sector Reform Process has faced numerous challenges (Central Bank of Lesotho, 2007:3). The Economic Review acknowledges that the reform process hinges on effective and efficient civil service machinery, and that there is need to build human capital (Central Bank of Lesotho, 2007:3).

In order to strengthen the development of management capacity, the government of Lesotho has developed a strategic action to among other areas; improve human resource management (Government of Lesotho, 2001:33). In the final analysis, this vision is indicative of the importance of building capacity within the public sector with an aim of improving public

service delivery in Lesotho, a task that requires not only government to intervene but private sector, community based organisations and other non-governmental organisations as well.

2.8 THE ROLE OF NON-GOVERNMENT INSTITUTIONS IN ENHANCING PUBLIC SERVICE DELIVERY IN LESOTHO

It is evident from the discussions thus far that the successful improvement of public services depends on the strength of the human resource base. The public sector alone cannot provide sustainable development given the limited resources available at its disposal. Faced with this challenge the government of Lesotho has sort to align itself with the current development interventions that seek to establish partnerships with the private sector. Amongst the key interventions are:

- The local private institutions; and
- The involvement of volunteer agencies particularly the international volunteer agencies.

2.8.1 Local private institutions

The private sector plays one of the critical elements in national developmental efforts, particularly the delivery of public services, this in support of the concept of Private Public Partnerships (PPP). According to Campanile (2007:1) PPPs is a contractual agreement between a public agency (federal, state or local) and a private sector entity through which the skills and assets of each sector (public and private) are shared in delivering a service or facility for the use of the general public. Although private sector in Lesotho is not as developed, there are a number of

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institutions that have partnered with government to hasten the delivery of services in Lesotho. For example:

- Infrastructural development - private constructors are deployed in road construction and maintenance, construction of schools, health clinics and other public institutions.
- Several private companies have invested their resources in the socio-cultural development of Basotho. For instance, local companies such as news media, insurance, telecommunication, construction, and banks sponsor sports disciplines and cultural events such as Morija Arts Festival (Morija Arts & Culture, 2008:1).

The government of Lesotho recognises the importance of the private sector in development and this is indicated in the 2008/2009 budget speech by the Minister of Finance and Development Planning. The Minister suggests that amongst the Medium Term Key Priorities for 2008/2009 is “the government support for private sector development and the creation of a conducive environment for local and foreign investment” (Thahane, 2008:12).

2.8.2 The volunteer agencies serving in Lesotho

There are several volunteer organisations that operate in Lesotho. These volunteer organisations can be categorised in terms of local volunteers and international volunteers. A majority of local volunteers assist the local communities in development areas such as health, youth, and environment. The Lesotho Volunteer Association is a leading organisation that coordinates the developmental efforts offered through volunteers in Lesotho.

International volunteers comprise of people drawn from various nationalities globally. For instance, there are volunteers who originated in

countries such as Australia, Britain and the United States. The primary role of the international volunteers in Lesotho is to help develop the human resource capacity whilst simultaneously helping to enhance the delivery of public services in a sustained manner. The role of volunteers in development in Lesotho will be discussed in depth in chapter three.

2.9 THE STATUS OF PUBLIC SERVICE DELIVERY IN LESOTHO

The delivery of services is regarded by Turner (2005:8) as one of the key dimension of governance. Whilst some improvements can be observed in the delivery of public services in Lesotho, there are several areas where performance needs strengthening.

2.9.1 Positive changes in public service delivery in Lesotho

Over the years since independence in 1966, Lesotho has realized an improved delivery of services in several areas. These areas notably include but are not limited to the following:

- The infrastructure development with the construction of an improved road network, notably the Main South One road from Maseru to Qacha's Nek and the Main North One road from Maseru to Mokhotlong, the final section of the tar road from Maseru to the highland district of Thaba Tseka is under construction. Other infrastructural developments are in electricity and water supply.
- The completion of the first phase of the Lesotho Highlands Water Project resulting in not only infrastructural developments but also in collection of much needed royalties from the sale of water to South Africa.

- The introduction of Free Primary Education has been one of the significant undertakings by the government of Lesotho. Due to the amount of financial support required by the programme, the Ministry of Education and Training has continued to receive the largest share of the state budget. Although Lephoto (2005:82) drew a conclusion that the Free Primary Education has not significantly increased the number of learners who regularly attend school, the international institutions have helped to build new schools and expand existing facilities, and the government has accelerated teacher training (Prins & George, 2008:11).
- The health infrastructure and primary health care is available free of charge with highly subsidised hospital fees and referrals to neighbouring South Africa.
- Decentralisation and setting up of local governance; As part of decentralisation of governance and public services, local government elections were held on April, 2005. Decentralisation presents an opportunity for local government to deliver public services in a more equitable, efficient and higher quality to the local population.

2.9.2 The challenges faced by Lesotho with regard to public service delivery

Even with the accomplishments stipulated above, Lesotho has remained one of the countries where the public service sector faces severe challenges. Turner (2005:8) notes that although there have been significant improvements in Lesotho in the quality and coverage of public services like water supply, the coverage and performance of other services remain static

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or are in decline. According to the United Nations Public Administration Network (2008:2-3) some major challenges that Lesotho faces include:

- Brain drainage due to poor salaries and unsatisfactory conditions or terms of service;
- Lack of enough orientation and in-service programmes prior to placement of newly recruited public servants;
- Inability to serve and service people at grassroots level efficiently and effectively - in short poor delivery of services or/and projects meant to develop Lesotho; and
- Satisfactory/effective/efficient job performance of public servants.

On Africa Public Service Day in June 2005, Maphunye (2005:1) suggests that one of the key issues that affect the quality and extent of public service delivery is training and development. Sekatle (2008:13) acknowledges that in the case of Lesotho "capacity building and training programmes often offered to public officers are hardly aligned to the priorities and the dictates of the economy". Maphunye (2005:3) specifically highlights several challenges posed by inadequate level of training and development in many African countries such as Lesotho and these are:

- Inappropriate training or training materials;
- Lack of training;
- Unqualified and inexperienced trainers;
- Public service managers who undervalue or ignore the value of training; and
- Public servants who disregard or do not understand the strategic importance of training to the advancement of the vision and mission of their departments.

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The net effect of ignoring the importance of training and development is that the government of Lesotho is likely to face inappropriate recruitments and appointments which in turn can potentially lead to poor governance, maladministration, and mismanagement and ultimately poor service delivery. The challenge therefore is for the government to continue to invest in capacity building programmes within the public sector domain, a task that as already alluded to requires intervention by both the government and the non-governmental institutions.

Lesotho faces several other challenges and potential barriers to developmental efforts. Phororo (2001:xiv) identifies threats and shocks confronting Lesotho in its efforts to enhance the economic growth and these are:

- The Southern African Development Community (SADC) Free Trade Area Protocol, which obliges Lesotho to remove import restrictions over a period of 8 years, resulting in a 17 percent reduction in customs revenues;
- The spread of HIV/AIDS poses a threat and shocks to progress made in improving life expectancy, estimated to drop to 45 years by 2010, compared to projected 66 years without the disease;
- The socio-economic disturbances caused by the 1998 riots represent a national shock which will damage the economy if they are allowed to recur; and
- The El Nino phenomenon, which has been characterised by severe droughts, is a threat to the already ailing agriculture sector and rural livelihoods, and improved macroeconomic performance.

2.10 CONCLUSION

This chapter provided an analysis of the human resource capacity and the effect this has on the public service delivery in Lesotho. Several observations about the history of public service in Lesotho have been raised. Traditionally, Basotho have always lived communally setting a perfect stage for public sector development. The arrival of the Christian missionaries heralded a period of economic dependency whilst marking the beginning of the period of church dominance in public sector development. The missionaries introduced formal, 'western' aligned education system, health facilities and other innovations, but primarily focused on the spreading of the biblical doctrine.

Under the British Protection 1876 to 1966, few developments were realised in Lesotho with regards to improvement of public service delivery. This period marked the continued dominance of the church in education and health fields. The skills training provided by educational institutions focused mainly on clerks and translators. By independence in 1966, Lesotho had established a new education system with primary focus on equipping Basotho with various life-survival skills. Following this Lesotho realised an emergence of teacher training institutions and trade schools.

The Lesotho economic performance has remained a challenge for more than a century. During pre-colonial era Lesotho enjoyed period of prosperity due to a developed agricultural practices and the demand for grain by the South African mining sector, but this was soon followed by devastating loss of arable land (from Boer Wars) and severe unfavourable climatic conditions. These factors resulted in a decreased agricultural output, the major contributor to the economy of Lesotho and ultimately a decline in the standard of living.

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Several efforts have been applied to resuscitate the economic growth in Lesotho. In the early 1970s, Five-year development plans were introduced, but these have not yielded significant changes in economic output over the years. The declaration of Lesotho 2020 National Vision in 2001 marked a major shift in the manner in which government and the people of Lesotho address the economic challenges faced. The Lesotho Vision 2020 seeks to address also the United Nations Millennium Goals in which Lesotho is a Signatory. Key towards the implementation of the National Vision 2020 was the introduction of the Poverty Reduction Strategy Programme and the Public Sector Improvement and Reform Programme (PSIRP).

One of the major elements identified within PSIRP that can influence improved delivery of public services and economic growth is building capacity and performance improvement initiatives. By building capacities and optimising the limited human resources, Lesotho is more likely to realise an enhanced public service delivery. The process of building human capacity is not the responsibility of the government alone but the collaborative efforts by private sector in the form of local private institutions, community based organisations, volunteer organisations both local and international.

The volunteer agencies, utilised effectively can be instrumental in particular in infrastructural development and technical training programmes. In Chapter 3, the researcher will provide an analysis of the role of international volunteer agencies in enhancing public sector development in Lesotho.

CHAPTER 3

**THE ROLE OF INTERNATIONAL
VOLUNTARY ORGANISATIONS IN
DEVELOPMENT - THE CASE OF THE
PEACE CORPS ORGANISATION IN
LESOTHO:
A LITERATURE REVIEW**

evolution of volunteerism and how this phenomenon relates to development will be investigated. Secondly, the discussion will focus on the emergence of the Peace Corps as a voluntary organisation. Finally, the researcher will address the role of Peace Corps in Lesotho providing detailed analysis of the Peace Corps Lesotho program and how it has been aligned in principle strategically towards the improvement of the delivery of public services in Lesotho.

3.2 VOLUNTEERISM AND THE ROLE OF VOLUNTEERS IN DEVELOPMENT

Volunteerism exists in both domestic and international arenas and the role of volunteers varies significantly depending on the nature of the developmental issue being addressed. Several voluntary organisations have emerged with a mandate to promote 'volunteerism' however the interpretation of the concept 'volunteerism' is as diverse as these organisations.

3.2.1 The history 'volunteerism'

Volunteerism has a long history in most cultures. For instance in Equador, South America, volunteerism is enshrined in customs such as the Andean '*minga*' translated 'mutual aid between neighbours of a community' (United Nations Volunteers (2008:1). In the United States, the history of volunteering extend back to the first pioneers, when colonists had to ban together to overcome the challenges of surviving and adjusting to a new land (Points of Light Foundation, 2007:1). Since the time of the formation of America, the Americans have volunteered to help each other in times of war, tragedy, and need.

Similarly, within African societies such as Lesotho, the spirit of volunteerism, of helping one another was regarded as a social obligation. South Africa for instance has a rich history of voluntary service that promotes the public good beyond the family to the local community (Perold, 2006:11). Volunteerism is captured in the use of concepts such as *letsema* and *vukuzenzele* (translated 'let us do things ourselves') whereby the notion of *letsema* in South Africa is situated in the ideal of community ownership and is fostered by the African philosophy of *ubuntu* - 'the creation of a caring society, human agency, collaboration and partnerships and human diversity' (Patel, 2005:204). In Lesotho, voluntary activities have been observed in practices such as ploughing, harvesting and taking care of animals particularly for those in need of assistance as indicated in Section 1.1.

3.2.2 Volunteerism defined

Volunteerism is the concept that has variety of meaning to scholars and practitioners in the field of development. According to the United Nations Development Programme (2003:2) volunteerism has common roots, but manifests itself with enormous diversity. The International Association for Volunteer Effort (IAVE) (2008:3) notes that "Volunteerism is as diverse as the individuals who volunteer". Perold et al. (2006:42) present examples of the varied perceptions on the concept of volunteerism as understood by three South African respondents in a research project:

- "[Volunteering] is something you do to reach out to someone regardless of the working conditions; you enjoy it and it makes you feel good and happy".
- "Volunteerism is something you do with love to help the next person".

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- “[Volunteerism occurs when] individuals want to contribute to the development of the country because of the situation we find ourselves in”.

In Latino communities in the United States, volunteerism occurs first in the context of family and secondarily in the neighbourhood and church as opposed to mainstream community-based organisations (Hobbs, 2000:4). Volunteerism has since evolved into a broader social and community context. In the context of international volunteerism, human resources are committed across different nations.

The White Paper Supporting Voluntary Activity (Republic of Ireland, 2000:37) defines volunteerism as: ‘the commitment of time and energy, for the benefit of society, local communities, and individuals outside the immediate family, the environment or other causes. According to Billis and Harris (1996:56) ‘volunteering’ covers any action that individuals choose to contribute for the greater social good (as they see it), through whatever means or sector they prefer.

Voluntary activities are undertaken of a person’s own free will, without payment except for reimbursement of ‘out-of-pocket expenses’ (Republic of Ireland, 2000:83). Nelson (2005:8) argues that some definitions of voluntary activities also include the objective of public good in the work of a volunteer and the social commitment displayed by a person.

According to the United States Peace Corps (2008a:6), volunteerism entails carrying out services to benefit others or one’s community without the expectation of external rewards. Additionally, the Peace Corps organisation argues that volunteerism engages and empowers community members to address an issue or priority. Volunteerism in the context of this thesis

therefore involves a commitment of resources, primarily human resource for the benefit of communities and with direct involvement of those who are being assisted.

3.2.3 Characteristics of volunteerism

Volunteering takes different forms and meanings in different settings. Nelson (2005:8) identifies three key defining characteristics of volunteering. These are:

- The activity should not be undertaken primarily for financial reward, although the reimbursement of expenses and some token payment be allowed;
- The activity should be undertaken voluntarily, according to the free-will of an individual; and
- The activity should be of benefit to someone other than the volunteer, or to society at large, although it is recognised that volunteering brings significant benefit to the volunteer as well.

The International Association for Volunteer Effort (2008:5) presents four categories of volunteering, namely:

- Mutual aid or self-help;
- Philanthropy or service to others;
- Civic participation; and
- Advocacy or campaigning.

3.2.3.1 Mutual aid or self-help

Mutual aid or self-help provides an alternative means for attainment of sustainable development through utilization of existing resources (for instance, human and capital) within the communities. According to the Government of Quebec (2007:2), 'beginning in the 17th century, farmers

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pooled their efforts to perform the tasks essential to their survival (land clearing, harvesting, building construction)... the first tangible example of mutual aid’.

According to the Wichita State University (nd:1), Katz and Bender (1976) provide a realistic definition of self-help groups as voluntary, small group structures for mutual aid and the accomplishment of a special purpose. Brown et al. (2002:2) suggests that [mutual aid or self-help groups] provide a structure of choice because, in immediate terms, they provide a structure which:

- Allow communities to pool community resources;
- Help community members share what could otherwise be daunting responsibility;
- Foster legitimacy by involving many people and by being open and transparent democratic organisations; and
- Create an enterprise that is rooted in the community and will not easily move away.

3.2.3.2 Philanthropy or service to others

Philanthropy is about giving of oneself, whether it is with money or one’s time (The Dayton Foundation, 2008:1). There are different ways of providing charitable services to others. Typical options according to the Taos Community Foundation (2009:2) include corporate philanthropy, family philanthropy, joint philanthropy and personal philanthropy. In this thesis, philanthropy refers primarily to volunteers investing time and expertise towards the improvement of the lives of other people.

3.2.3.3 Civic participation

According to the PARSA Community Foundation (2008:1) civic participation is the 'exercise of both our rights and our responsibilities as citizens and residents of our communities. These responsibilities include voting, serving on juries, and participating in non-profit and civic organisations, among many other things'. Civic participation is about making a contribution to the public sphere of society. Although civic participation is often self intrinsic by nature, the expectation is that each citizen has an obligation to fulfil civic responsibilities. For international volunteers as will be observed in this research the scope of civic participation expands beyond the national boundaries.

3.2.3.4 Advocacy or campaigning

Advocacy is a type of problem solving designed to protect personal and legal rights, and to ensure a dignified existence (Brain Injury Resource Centre, 1998:1). Kanyoro (2004:1) views advocacy as the pursuit of influencing outcomes on issues such as public policy, resource allocation, decisions within political, economic and social systems and institutions that directly affects the lives of the people.

Advocacy and campaigning are often strategies utilised by politicians, trade unionists, and human right activists to present different views to the general population. Advocacy and campaigns promote knowledge and understanding of issues under consideration; for instance, volunteers are positioned to mobilise communities in the fight against HIV/AIDS stigma, discrimination against minorities including disability groups and environmental degradation.

3.2.4 The role of volunteers in development

The Maseru Declaration affirms that “Voluntarism is one of the most effective instruments of development today. We believe that, if carefully nurtured, the spirit of voluntarism, so noble yet so fragile, will continue to be a powerful force for national and international development” (United Nations Volunteers, 1986:39).

Voluntary organisations have increasingly become an integral part of development. As Nelson (2005:2) suggests, “current figures and statistics at regional and global level substantiate the potential role of volunteerism to alleviate social ills and advance national development. Whilst the institutional capacity of organisations and governments are central to the improved delivery of services, it is the human aspect and the role of the volunteers in development that is the key towards the improvement of the quality of lives.

The concept ‘development’ has changed over the years with economic, political, and social trends. The concept is often associated with infrastructural changes such as the improvement of road networks, housing, health, and education. Additionally the concept is used to describe the economic status of the countries, this, in terms of Human Development Index.

In technical terms however, development means reaching an acceptable standard of living for all people (World Bank, 2009:1). It means that people have the basic things they need to live. It furthermore means that all the people have the right to make choices about their lives and it means that they have opportunities to improve their living situations. In the broadest sense development is “... any process that promotes the dignity of the

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people and their capacity to improve their own lives” (United States Peace Corps, 2001a:5).

It is in the context of this definition that the role of volunteers has become more relevant to developmental efforts at international and domestic levels. Voluntary organisations present different interpretation of the role of volunteers in development. For instance, the Volunteer Service Organisation of the United Kingdom identifies three influential role areas that volunteers have in development and these are indicated in Table 3.1.

Table 3.1: The role of volunteers in international development

Service delivery	Improving service quality and/or availability
Building individual capabilities	Improving the skills and confidence of beneficiaries and/or colleagues
Building organisational capacity	Strengthening systems within an organisation
Supporting institutional development	Strengthening partnerships between organisations and strengthening national policy frameworks.

Source: Volunteer Service Overseas (VSO) Position Paper (nd:6).

Whilst the overall goal of volunteer organisations is to ultimately contribute towards the improvement of service delivery mechanisms, the key feature presented is that capacity building at individual and organisational levels are likely to provide a basis for sustainable development. Goel and Kumar (2004:11) suggest that volunteers are poised to strengthen community development efforts by:

- Supplementing government efforts so as to offer the rural people: choices and alternatives;
- Being the eyes and ears of the people at village level;

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- Activating the delivery system and to make it effective at the village level to respond to the felt needs of the poorest of the poor;
- Showing how village support and inadequate resources could be used as well as how human resources, rural skills and local knowledge grossly unutilised at present could be used for their own development;
- Training a cadre of grass-roots workers who believe in professionalising volunteerism;
- Mobilising financial resources from within the community with a view to making communities stand at their own feet; and
- Mobilising and organising the poor and generating awareness to demand quality services and imposing a community system of accountability on the performance of village level government functionaries.

Within the Peace Corps organisation, the primary role of volunteers in development is to 'help people (to) help themselves' (United States Peace Corps, 2002a:3). Specifically, the Peace Corps organisation defines the role of a volunteer in terms of six capacity-building sub-roles (United States Peace Corps, 2002a:4):

- Learner;
- Change Agent;
- Co-trainer;
- Co-Facilitator;
- Project co-planner; and
- Mentor.

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3.2.4.1 Learner

During the initial stages of the Peace Corps service, volunteers discover new knowledge, skills and attitudes about the community served. Volunteers build their own capacity and start with taking charge of their learning process. The community becomes a place for discovery - a place for observing, experiencing, reflecting, drawing conclusions, and applying lessons learned (United States Peace Corps, 2002b:2). Development offers the volunteers an opportunity to learn and grow as individuals. In summary, the Peace Corps experience is of mutual benefit to the volunteers and the communities served as each subsequently develops new knowledge and skills through the interaction.

3.2.4.2 Change Agent

Change Agents have a major impact on the success or failure of the project. A change agent or agent of change is someone who intentionally or indirectly causes or accelerates social, cultural, or behavioural change (Teambuilders Worldwide, 2008:1). A change agent is someone who generates ideas, promotes new practices, models healthy behaviours, draws attention to opportunities, and encourages networks to help people move forward in reaching their goals (United States Peace Corps, 2002c:2). It is important therefore for volunteers to act as role models and be conscious of the behaviour displayed within the communities served.

3.2.4.3 Co-trainer and Co-facilitator

Trainers and facilitators share various skills and characteristics. In the context of the Peace Corps organisation, a trainer is someone who guides a learner or group of learners through a learning process but often Peace Corps volunteers team with their counterparts or perhaps one or more

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leaders from the learning group to work with as co-trainers (United States Peace Corps, 2002d:3). The role of the Volunteer as a co-trainer is to address specific requests from individuals or groups for new knowledge and skills relevant to their goals and pursuits.

According to Knight and Scott (1997:11) co-facilitation refers to a situation where two or more facilitators work in partnership to enable a group and its individual members to reach an agreed outcome in a way that maximises their own and others' learning, through the active involvement of all. As co-facilitators though, volunteers help a group of people to identify and discuss goals and challenges, make decisions, and carry out tasks that will positively affect their well-being.

3.2.4.4 Project Co-planner

In the Peace Corps context, volunteers serve as co-planners by helping their communities to identify, plan, implement, and evaluate small-scale projects that will enable them to address changes or improvements they want in their lives (United States Peace Corps, 2002e:2). Volunteers refrain from assuming the role of project leaders for this promotes dependency on the part of the communities.

3.2.4.5 Mentor

A mentor is an advisor who may provide academic or career guidance, networking opportunities, and insights into the working world. Kalyani (2009:1) suggests that a mentor is a 'trusted and experienced advisor who has a direct interest in the development and education of a less experienced individual. A mentor is that person who achieves a one-to-one developmental relationship with a learner, and one whom the learner identifies as having enabled personal growth to take place'. Mentorship

programs help to promote human capacity development. Within Peace Corps organisation, the concept of 'expert-counterpart model' presents an opportunity for volunteers to provide mentorship programs to the people they work with.

In summary, development in the context of international volunteerism is about seeking ways to improve the lives of the people. Volunteers provide additional technical resource capacity to countries that are being assisted. A common strategy in which international volunteers address development is through capacity building models whilst ensuring that sustainable development is observed. The Peace Corps organisation in particular strives for human capacity building strategy and this is discussed in detail in Section 3.5.1.

3.3 VOLUNTEERISM IN LESOTHO

The history of Lesotho indicates that the country was one time prosperous. The country was able to provide and sustain basic services to majority of the population. During the period of prosperity one of the influential factors observed was the rooted spirit of volunteerism as already indicated through such activities as *matsema* (see Section 3.2.1). The introduction of market economy in the late 1800s however, resulted in a decreased motivation and attention to the *matsema* and volunteerism. Following independence in 1966 however, Lesotho revived the concept of volunteerism through the deployment of domestic and international volunteers in various sectors of development.

Since independence in 1966, different volunteer organisations operated in Lesotho. The major volunteer organisations include an Agency for Personal Service Overseas (APSO), German Development Service (DED), Skillshare

International, Danish volunteers, United Nations volunteers, Welsh volunteers, Australian volunteers and the United States Peace Corps organisation.

3.3.1 Agency for Personal Service Overseas (APSO)

The Agency for Personal Service Overseas (APSO) is an Irish government agency which was set up to promote temporary personal services by people from Ireland in the developing world. The Agency is part of Ireland Aid, the overseas development assistance programme sponsored by the government of the Republic of Ireland. The mission of APSO is to contribute to sustainable improvements in the living conditions of poor communities in developing countries. This was done by means of enhancing human resources, skills, and local capacities in the interests of development, peace and justice. The programme, which involves both long and short term input, is designed to meet the skills needs of people living in developing countries (The European Information System on Agricultural Research for Development (ARD), 2003:1).

3.3.2 German Technical Cooperation (GTZ)

Since 1975, GTZ has been active in Lesotho on behalf of the German Federal Ministry of Economic Cooperation and Development (BMZ). The primary role of GTZ is to coordinate the German Development Cooperation in Lesotho. In Lesotho the activities of GTZ focus on the decentralised rural development. With the focus on managing for development results, GTZ employs appropriate concepts and instruments to prepare, implement and evaluate technical cooperation in Lesotho. Technical cooperation entails support for capacity development in various spheres of government including the national, district and community level. It comprises, amongst other things, policy advice, personnel and organisational development and

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the financing of concrete development measures (Gesellschaft Fur Technisch Zusammenarbeit, 2004:1).

3.3.3 German Development Service (DED)

The German Development Service (DED) is one of the leading European development services for personnel cooperation. DED volunteers primarily seek to fight poverty, promote self-determined, sustainable development and to preserve natural resources (German Development Service, nd:1). DED started working in Lesotho in 1982. About 14 professional development workers drawn from the Federal Republic of Germany are placed in the Country each year. The DED supports local institutions and project partners with expertise, social competence and commitment for sustainable development (German Development Service, nd: 1).

3.3.4 Skillshare International

Skillshare is an international volunteer organisation evolving from the International Voluntary Service, a British government agency for international development agency. In Lesotho, the Skillshare is involved with skills development through placement of development workers drawn from various countries worldwide. The development workers are assigned to either the government of Lesotho or non-government institutions serving in Lesotho.

In the corporate strategy 2005-2010, the Skillshare International (2005:3) is defined as an international organisation that works to reduce poverty, injustice, and inequality and to further economic and social development in partnership with people and communities throughout the world. This is accomplished through sharing and developing skills and ideas, facilitating organisational and social change and building awareness of development

issues. According to the Letsema directory of Aid organisations working in Lesotho (2007:1) Skillshare International supported Lesotho in four sectors of development:

- Education and training for employment creation;
- Support for disadvantaged groups including people with disabilities, women, youth and people living with HIV/AIDS;
- Rural development in particular construction of rural roads and bridges; and
- Environment, science and technology.

3.3.5 United Nations Volunteers (UNV)

Set up as a United Nations subsidiary organ in 1970, the United Nations Volunteers (UNV) Programme is administered under the auspices of the United Nations Development Programme (UNDP). The primary mission of the UNV is to promote and support different types of volunteerism and to mobilise the United Nations Volunteers (United Nations Volunteers, 2001a:26). In Lesotho, the UNV has been active in areas such as agriculture, community and rural development, infrastructure development, health care and employment creation (United Nations Volunteers, 2003:1).

3.3.6 Welsh Volunteers

In 1985, the governments of Lesotho and Wales established an agreement to promote friendship and understanding between the people of Lesotho and Wales through a 'twinning' or partnership exchange programmes. The twinning programme include teachers between the two countries visiting each other to share teaching expertise, health professionals also visiting and exchanging skills and ideas in order to improve services in their respective institutions. The project office in Lesotho opened in 1999 with major focus

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on creating links between Wales and Lesotho in program areas in education, health, parliament, and NGO exchanges.

As a result of the Wales - Lesotho partnership exchange programme for instance, four Lesotho parliamentarians visited Wales in 2003 to observe the Welsh Assembly Government elections and in 2005, two members of the Welsh Assembly Government came to Lesotho on a return visit to help establish working groups and committees within the Parliament and further exchange visits have followed to promote the country to country 'twinning' (Letsema, 2007:1-2).

3.3.7 Australian Volunteer International (AVI)

Australian Volunteer International (AVI) funded by the government of Australia is one of the longest serving volunteer organisations in the world, surpassing even the Peace Corps organisation. AVI manages a range of development programs and similar to the Peace Corps organisation places volunteers with organisations or projects to exchange skills and thereby develop the capacity of local staff, institutions and communities (The Government of Australia, nd:1).

AVI volunteers are skilled Australian professionals who commit to achieve long term development, poverty alleviation and sustainable livelihoods (Commonwealth of Australia, 2007:1). Specifically AVI volunteers provide technical support in a range of sectors such as education, health, and community development. Volunteers are assigned to both health and education institutions in Lesotho.

3.4 AN OVERVIEW OF THE PEACE CORPS ORGANISATION

The United States Peace Corps is one of the largest international volunteer organisations in the world in terms of the number of volunteers and the geographical coverage. More than 195,000 Peace Corps volunteers have served in more than 139 countries over since 1961 (United States Peace Corps, 2007b:1). The organisation is an independent agency of the United States government administered through the United States Department of State.

3.4.1 The origins of the Peace Corps organisation

The origins of the Peace Corps organisation can be traced back to the early 1960s. The request for the establishment of the Peace Corps agency was made by the then Senator Hubert Humphrey of Minnesota in 1961 (United States National Archives & Records, 1961:1). According to the General Records of the United States Government (1961:1) the idea of Peace Corps caught the attention of the then Senator John Fitzgerald Kennedy who among some of his dreams was to send idealistic Americans abroad to work at the grass-roots level to spread American goodwill into the Third World and 'help stem the growth of communism there'.

On his campaign trail in 1960, speaking to the students at the University of Michigan, Kennedy challenged American Youth to devote a part of their lives to living and working in Asia, Africa, and Latin America (United States National Archives, 1961:1). Kennedy received overwhelming support. Following the campaign call by Kennedy, Lowther and Lucas (1978:21) noted that, more than 30,000 (Americans) had written to Kennedy before and after his election to pledge their support.

3.4.1.1 Executive Order 10924: Establishment of the Peace Corps.

On March 1, 1961, within two months as the President of United States, John F. Kennedy signed an executive order establishing the Peace Corps agency. The Executive Order was a call for the establishment and administration of the Peace Corps in the Department of State (United States Peace Corps, nd:1-2).

3.4.1.2 The Peace Corps Act

On September 22, 1961 Congress approved legislation formally authorizing the Peace Corps agency, giving it the mandate to help the peoples of such countries and areas in meeting their needs for trained manpower. The legislation, the Peace Corps Act, has already been subjected to several amendments as described in Section 101 of the Peace Corps manual section, a Peace Corps policy document (United States Peace Corps, 1998a:1-32).

3.4.2 Peace Corps Mission and Goals

The Peace Corps has a stated mission, that is, an overall purpose that justifies its existence. A mission statement is a brief description of a fundamental purpose of an organisation. A mission statement answers the question, "Why do we exist?" The mission statement articulates the purpose of the company, both for those in the organisation and for the public (McNamara, 1997:1). The Peace Corps mission has not changed since its inception in 1961. The Peace Corps mission is supported by three goals.

3.4.2.1 Peace Corps Mission

The mission of the Peace Corps organisation is to promote peace around the world and friendship by sharing one of the greatest resources the United States of America has: the *volunteers* (United States Peace Corps, 2001a:1).

3.4.2.2 Peace Corps goals

The mission of the Peace Corps organisation is guided by three goals as stipulated in the Peace Corps Act and these are:

- To make available to interested countries and areas, men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary, to help people of such countries in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries;
- Helping promote a better understanding of Americans on the part of the peoples served; and
- Helping to promote a better understanding of other peoples on the part of all Americans.

3.4.3 Criteria for selecting countries for Peace Corps Assistance

According to the Peace Corps records in John F. Kennedy Presidential Library & Museum (nd:2) countries that are interested in hosting Peace Corps volunteers must meet certain requirements in order to participate in the Peace Corps program. These requirements are:

- A country must invite the Peace Corps organisation;
- Since there is a limited budget, the senior staff at the Peace Corps headquarters in Washington USA decides in which countries it can be active in and then prioritizes the needs of each country; and
- The senior staff at the Peace Corps headquarters also ensures that the volunteers go to a country that is safe.

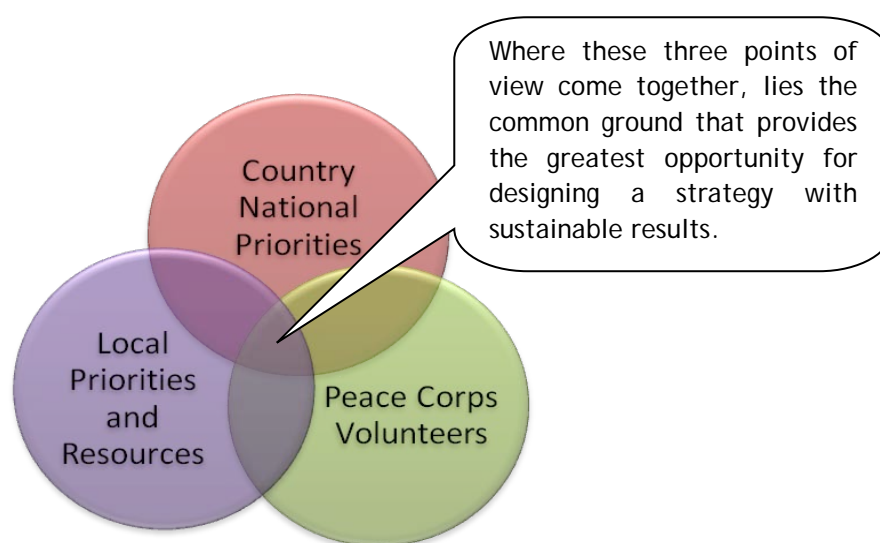
Once a Peace Corps country programme is identified, the Peace Corps staff together with the host partners develops a country strategic development

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plan. The Peace Corps strategic plans and projects have clear purpose, goals and objectives (United States Peace Corps, 2001a:9). The strategies for Peace Corps programmes are designed from three points of view (see Figure 3.1):

- The priorities and needs expressed in the national development plans of the host country;
- The priorities for assistance as expressed by the local communities; and
- The three goals, the philosophy and resources of the Peace Corps organisation, philosophy, resources, and availability of volunteers.

Figure 3.1: An illustration of the country programme strategy



Source: Programming and Training Booklet 1: The Basics. Washington DC: Peace Corps (Peace Corps, 2001a:9).

3.4.4 The nature of Peace Corps assignment

The Peace Corps assignment begins with the recruitment, selection and placement of volunteers. The volunteers are trained throughout the service beginning with two to three months of pre-service training, followed by in-

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service trainings and ending with a close of service workshop in preparation for re-entry back into the United States of America.

3.4.4.1 Recruitment, Selection and Placement

Peace Corps volunteers are drawn from a variety of sources in the United States. Typical sources include the institutions of higher learning such as colleges and universities. Volunteers are also recruited from the pool of retired citizens of the United States. Once potential candidates have formally submitted their applications to the Peace Corps, the Placement office of the Peace Corps organisation at Washington headquarters matches the skills and experiences of each candidate with the available positions at any of the countries that hosts Peace Corps volunteers worldwide. Following extensive health and security assessments, the potential candidates are then formally invited to join the Peace Corps organisation.

3.4.4.2 Duration of service

Peace Corps volunteers serve a normal term of twenty seven months including a period of three months of pre-service training or orientation course. According to Section 281 of the Peace Corps Manual (a collection of Peace Corps policies and regulations that govern the organisation) each volunteer is expected to honour the commitment to serve the people of the host country to the best of their ability for the period of time - usually two years - as specified by the Peace Corps policy (United States Peace Corps, 2007a:3). A volunteer may request an extension of up to one year in the case where the assignment is for instance, incomplete and the supervisors from the hosting agencies concur that such assignment is indeed incomplete and it is necessary for the candidate to continue with the service.

3.4.4.3 Core Expectations for Peace Corps volunteers

In an effort to reinforce a sense of professionalism in the Peace Corps organisation, several expectations have been set for the volunteers. According to Tschetter (2008:1), volunteers must meet these specific expectations. In working towards fulfilling the Peace Corps mission of promoting world peace and friendship, the volunteers are expected to:

- Prepare their personal and professional lives to make a commitment to serve abroad for a full term of twenty seven months;
- Commit to improving the quality of life of the people with whom they live and work; and, in doing so, share their skills, adapt them, and learn new skills as needed;
- Serve where the Peace Corps organisation ask them to go, under conditions of hardship, if necessary, and with the flexibility needed for effective service;
- Recognise that their successful and sustainable development work is based on the local trust and confidence they build by living in, and respectfully integrating themselves into, their host community and culture;
- Recognise that they are responsible twenty four hours a day, seven days a week for their personal conduct and professional performance;
- Engage with host country partners in a spirit of cooperation, mutual learning, and respect;
- Work within the rules and regulations of the Peace Corps and the local and national laws of the country where they serve;
- Exercise judgement and personal responsibility to protect their health, safety, and well-being and that of others;

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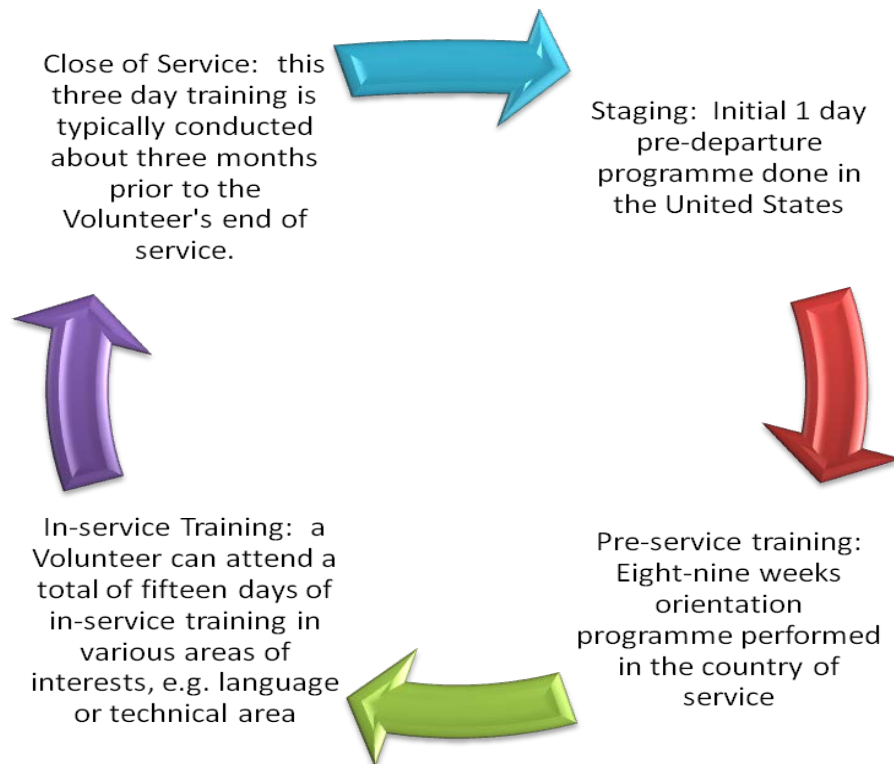
- Recognise that they will be perceived, in their host country and community, as a representative of the people, cultures, values, and traditions of the United States of America; and
- Respect cultures, values, and traditions of their host country and community to people in the United States both during and following their service.

These core expectations essentially indicate the minimum standards that every Volunteer is required to meet. Overall the Peace Corps volunteers are expected to be role models within the communities that they serve. Volunteers are also perceived to be professionals in their various disciplines and as such the expectation is that they will act professionally throughout their term of service.

3.4.4.4 Training

Throughout the volunteer life cycle, candidates are subjected to variety of training programmes as indicated in Figure 3.2.

Figure 3.2: A diagrammatical representation of the Peace Corps volunteers training programme



Source: Working with Supervisors and Counterparts (United States Peace Corps, 2002f:25)

Training is an ongoing event throughout the volunteer life. The Peace Corps organisation offers these training opportunities for volunteers and in some instances for the volunteer counterparts in order to strengthen their skills to effectively serve their communities.

3.5 THE PEACE CORPS APPROACH TO DEVELOPMENT

The approach to development can vary significantly amongst the developmental agencies. According to the Peace Corps organisation (United States Peace Corps, 2001a:5) one approach is to maximise the momentum

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by influencing the national policy while at the same time organising individuals at the grassroots level on a particular issue. Another approach is to identify and act upon the social, political and economic environments affecting a particular issue. Some development agencies also focus on a crucial key variable, such as the education of girls, that results in wider and multiple changes.

As indicated in the preceding chapters, the fundamental role of the Peace Corps is to ‘help people help themselves’ (United States Peace Corps, 2002a:3). Essentially the Peace Corps volunteers help people develop the capacity to improve their own lives. The Peace Corps organisation works with a human capacity-building framework where the focus of work is on: a) the development of people, not things; and b) assisting people to develop the capacity to improve their own lives according to their own decisions (United States Peace Corps, 2002f:9). By working within a human capacity-building framework, the focus of the work of volunteers is on strengthening the capacity of men, women, girls and boys to actively participate in their own development (United States Peace Corps, 2005a:8).

The Peace Corps approach to development emphasises the development of people, building of relationships, not monuments, building capacity and not dependence. This development work according to the Peace Corps organisation leads to sustainable development, that is, a process whereby people learn to build on their own strengths to take charge of their lives, and to address their expressed needs (United States Peace Corps, 2001a:7).

3.5.1 Capacity Building as a Development Approach

The terms capacity building and capacity development can have different meanings to different spheres of learning. For example, the United Nations

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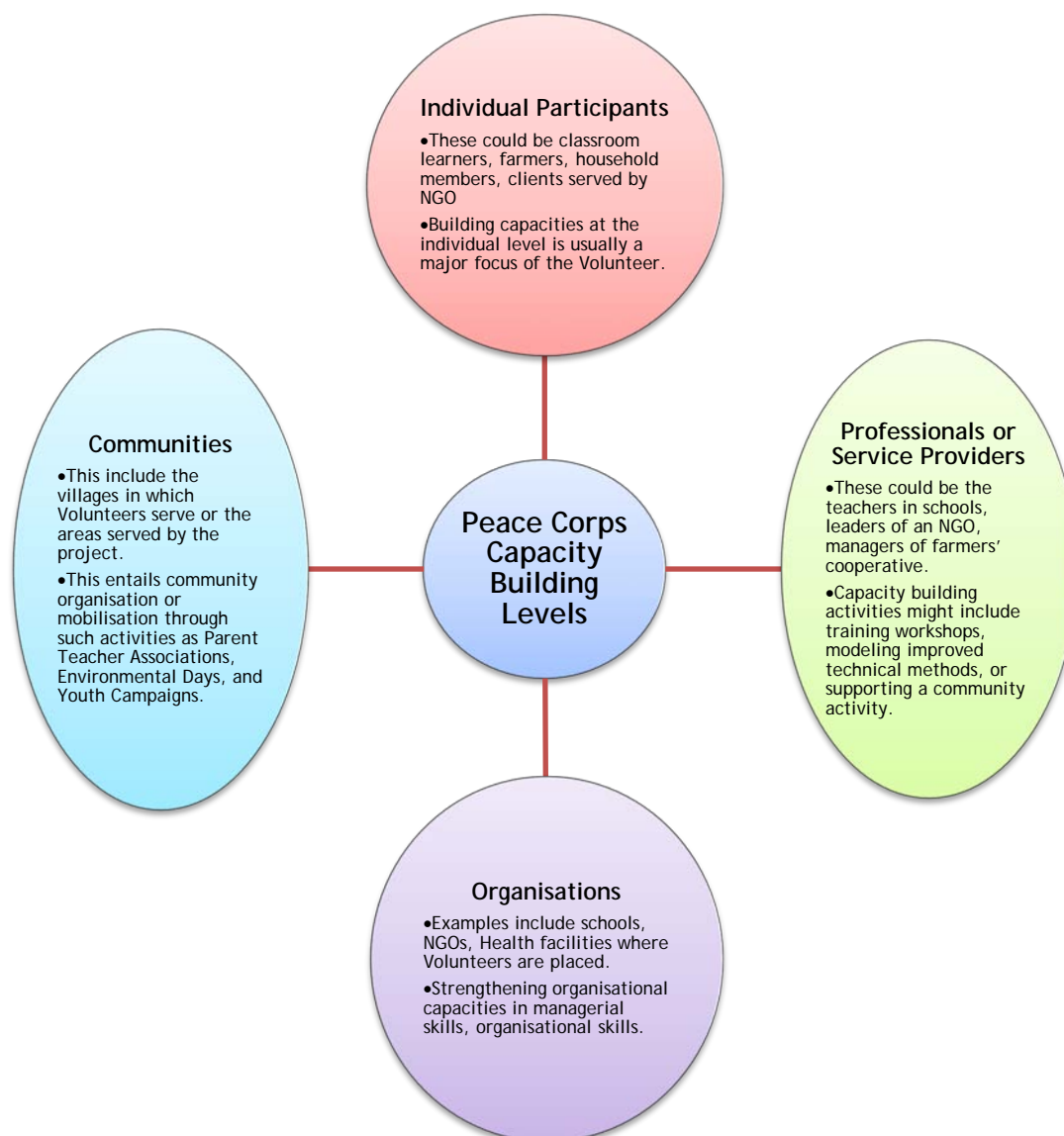
Development Programme views capacity development as the ‘process by which individuals, groups, organisations, institutions and societies increase their abilities to: 1) perform core functions, solve problems, define and achieve objectives; and 2) understand and deal with their development needs in a broad context and in a sustainable manner’.

According to the Peace Corps organisation the capacity building approach focuses on helping people to learn to identify what they would like to see changed, use their own strengths, and learn new skills to achieve what they believe is most important. The Peace Corps (United States Peace Corps, 2002a:7) further suggests that the capacity building, to be an effective approach to development, needs to happen at four levels as illustrated in Figure 3.3 and these are:

- Individual members of the community, project participants;
- Professionals, service providers;
- Organisations; and
- Communities.

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Figure 3.3: The four major capacity building levels as defined by Peace Corps organisation



Source: *The Role of the Volunteer in Development* (United States Peace Corps, 2002a:7-8).

These four capacity building levels form a basis for all the programming activities within Peace Corps organisation. The project plans reflect these

four capacity building levels and more significantly, the monitoring and evaluation strategies are aligned to these levels.

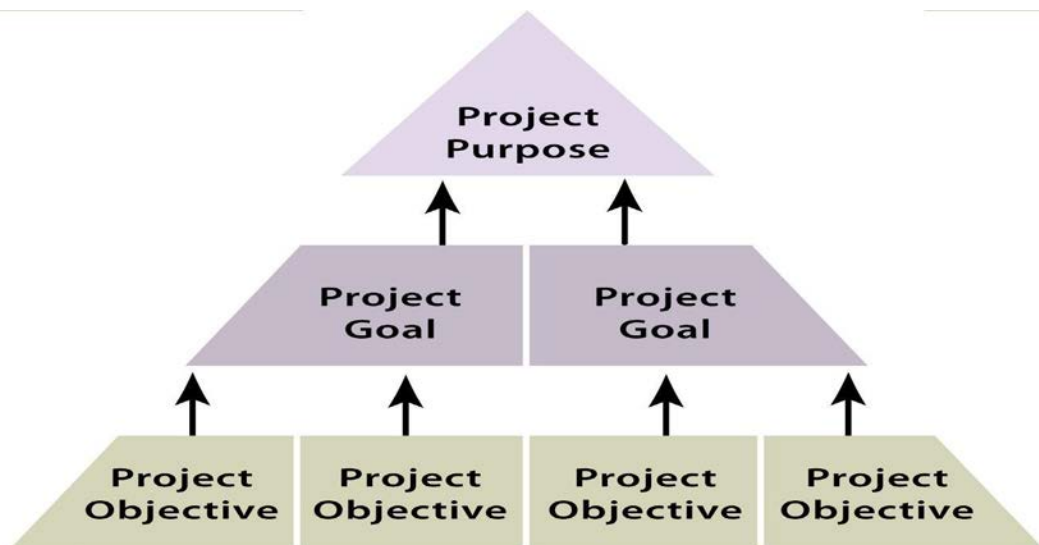
3.6 PEACE CORPS PROJECTS

In order to implement a country programme strategy as outlined in Figure 3.1, the hosting countries together with the Peace Corps organisation arrange the efforts of the volunteers and their counterparts around specific projects.

3.6.1 Peace Corps definition of a project

A Peace Corps project entails all volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives, that is, each project purpose is supported by two or more goals and in turn each goal is supported by two or more objectives (United States Peace Corps, 2001a:9). Figure 3.4 illustrates the structure of the Peace Corps project framework. Other aspects of Peace Corps projects are the volunteer and counterpart tasks, the resources required for the implementation of the project and monitoring and evaluation plans.

Figure 3.4: The project framework in the context of the Peace Corps organisation



Source: Programming and Training Booklet 1: The Basics (United States Peace Corps, 2001a:14).

3.6.2 Characteristics of a strong project

According to the United States Peace Corps (2002f:5), the projects are based on meeting certain programming criteria that reflect the goals and developmental philosophy of the Peace Corps organisation, the host country priorities and the local needs and resources. For this reason the Peace Corps organisation views a strong project as one that contains all the elements reflected in Figure 3.5.

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Figure 3.5: A depiction of the Peace Corps view on what constitutes a strong project



Source: Programming and Training Booklet 5: How to Design and Implement a Project. Washington DC: United States Peace Corps.

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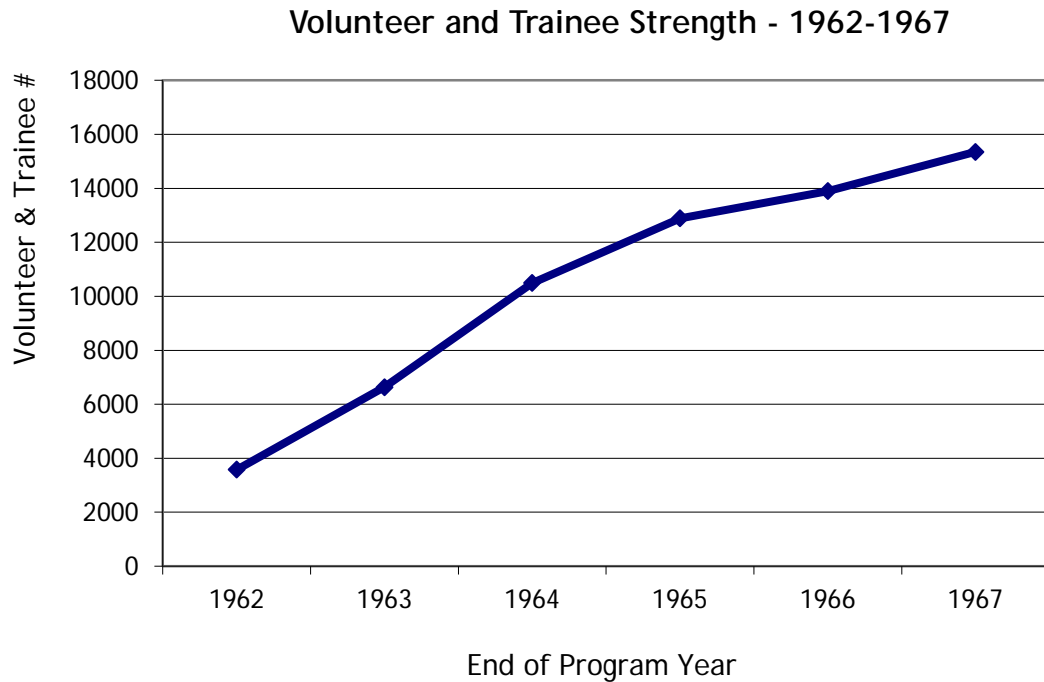
All the projects within Peace Corps agency are tested against these set of criteria. The Peace Corps staff, the hosting government or communities together with the relevant stakeholders ensure that the projects are aligned to the needs of the communities or government and this is mainly done through periodic project reviews.

3.7 PEACE CORPS VOLUNTEER NUMBERS (GLOBALLY)

From the onset the priority of the Peace Corps organisation was on assisting the undeveloped countries of the world. This was demonstrated by the arrival of 51 English, maths and science teachers in Ghana on August 30, 1961, five months after President J. Kennedy signed an executive order establishing the Peace Corps agency. According to the Peace Corps News (1961:1), within the first six months of its inception, 374 Peace Corps volunteers were already serving overseas in the following countries, Ghana, Tanganyika, Phillipines, Colombia, St. Lucia, Chile and Nigeria. By 1967, 15,350 Peace Corps volunteers were serving worldwide (see Figure 3.6).

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Figure 3.6: The number of Peace Corps volunteers and trainees from 1962 to 1967



Source: United States Peace Corps - Congressional Presentation - Fiscal Year 1968, 1967.

Figure 3.6 indicates a significant growth in Peace Corps volunteer numbers from 1962 -1967. The level of growth however declined in the 1970s the lowest recorded number of serving volunteers reaching 5,380 in 1982 (see Figure 3.7). This decline was mainly from insufficient funding for the programme, perhaps as a result of the Vietnam War. The 1990s realised an increased interest in the Peace Corps organisation, this possibly as a result of the fall of the Iron Curtain at the end of 1980s and the historic transition to market economies and democratic political systems among the former communist bloc (Rieffel, 2003: 1).

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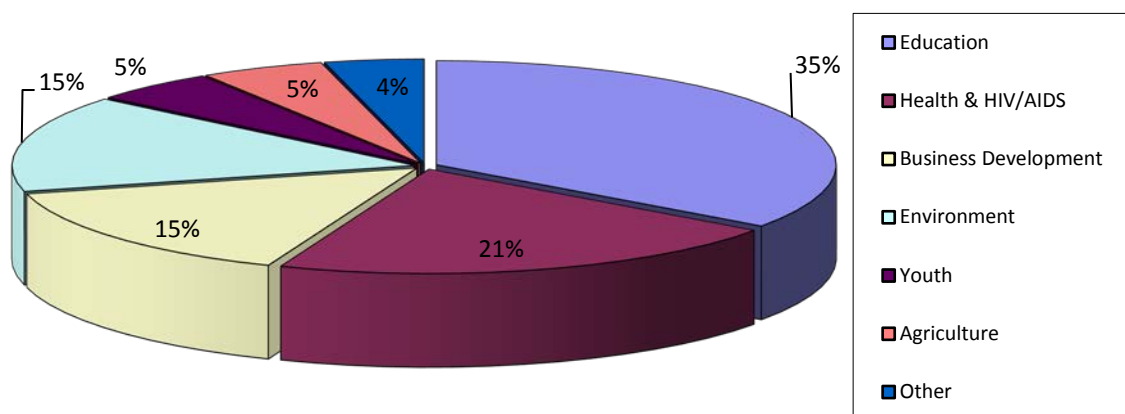
Figure 3.7: The number of Peace Corps volunteers during the decades 1960-2000



Source: **About the Peace Corps - Decades of service, 2008.**

During the 2000s the Peace Corps organisation growth trend continued particularly following the September 11, 2001 attacks on New York and Washington DC. According to Rieffel (2003:1) President Bush proposed a doubling of the Peace Corps from 7 000 to 14 000 volunteers by 2007 as part of his strategy of mobilising Americans to tackle domestic and foreign problems. Although the newly inaugurated Director of the Peace Corps in 2009 also called for an increase of Peace Corps volunteer numbers in 2010, however the total number of volunteers globally remains at 7 876 with most of the volunteers assigned to the education sector (see Figure 3.8) (United States Peace Corps, 2009:1).

Figure 3.8: Peace Corps volunteer assignments by sector - 2009



Source: United States Peace Corps Fact Sheet 2009.

3.8 PEACE CORPS LESOTHO PROGRAM

The establishment of Peace Corps organisation in 1961 coincided with the rebirth of several countries from the colonial era. Several of the newly independent states including Lesotho, sought assistance from the United States and other developed countries and the Peace Corps became more relevant than before.

3.8.1 History of the Peace Corps Lesotho Program

The Peace Corps organisation was invited to work in Lesotho early in 1967 just a few months after the country gained its independence from Great Britain. By the time the Peace Corps celebrated its 40-year history in Lesotho in 2007, over 2 000 Peace Corps volunteers have served in Lesotho, making it one of the longest operating Peace Corps offices in Africa (United States Peace Corps, 2007b:1).

3.8.2 Peace Corps Lesotho Vision

Peace Corps Lesotho, similar to the global Peace Corps remains a volunteer agency seeking to provide developmental assistance to hosting countries whilst simultaneously building on cross-cultural relationships between the Americans and these nations. The vision statement of Peace Corps Lesotho (United States Peace Corps, 2005b:10) stipulates that:

“Peace Corps Lesotho engages Basotho in meeting their development needs through collaborative activities that promote mutual understanding between Basotho and Americans and that provide sustainable, grassroots development, which helps to empower and strengthen local capacity by providing opportunities for volunteers to serve in a healthy and safe environment”.

In order to fulfil this vision Peace Corps Lesotho places an average of 80-100 volunteers each year to serve in a variety of projects in Lesotho.

3.9 PEACE CORPS PROJECTS IN LESOTHO

Since 1967, a variety of projects have been implemented by the Peace Corps organisation in Lesotho. The profiles of the projects vary widely and are determined by the expressed developmental needs of the government of Lesotho. Periodically the projects are reviewed and aligned to the changing needs of Lesotho or phased out based on the successful outcome or in some instances the lack of successful outcomes.

3.9.1 A history of Peace Corps projects in Lesotho

Initially Peace Corps Lesotho focused on two vital areas of development, education (secondary teachers) and agriculture. In the 1970s a project entitled African Food System Initiative was established (AFSI). The purpose

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of AFSI was to provide technical training to Basotho farmers and groups in food security. In the 1980s and 1990s a few other projects emerged including:

Small Scale Intensive Agriculture Project (SSIAP): The SSIAP project was funded by the United States Assistance for International Development (USAID) and the primary focus was for volunteers to assist the communities with skills and tools to establish and maintain home gardens. The volunteers encouraged effective gardening techniques, proper nutrition and healthy living habits.

School Self-Reliance Project: In partnership with the Ministry of Education and Training, the SSRP volunteers' major task was to work with groups (clusters) of primary schools to assist them to implement various activities which enable the schools to continue feeding their pupils upon the withdrawal of free food from the World Food Programme. The volunteers were expected to assist the schools:

- To establish and maintain vegetable gardens;
- To construct poultry houses and assist set up management of poultry projects;
- Construct water dams or water catchment tanks;
- Integrate the teaching of agriculture and science syllabi through project activities; and
- Improve the learners' nutrition through project produce.

Social Forestry: Social Forestry volunteers were assigned to the Ministry of Forestry and Land Reclamation to increase the amount of trees being grown,

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and the amount of degraded land being reclaimed. Specifically the Volunteers were expected to:

- Work with individuals, schools and various groups to plant and effectively maintain trees and shrubs;
- Undertake land conservation activities; and
- Promote a better understanding to Basotho about the challenging environmental needs of Lesotho.

Water Development: Volunteers worked with rural farmers, villages and schools to construct and maintain small scale water harvesting and irrigation systems.

Small Business Development: The Small Business Development volunteers and their counterparts provided assistance to emerging and small scale entrepreneurs in Lesotho. Much of the training focused on business plans, accounting and ensuring business sustainability.

3.9.2 Peace Corps Lesotho Current Projects

The current goals of Peace Corps agency in Lesotho are based on community development projects that place volunteers in education, health and economic development. As a result Peace Corps Lesotho identified two projects, the Education Project (LEP) and the Community Health and Economic Development project (CHED).

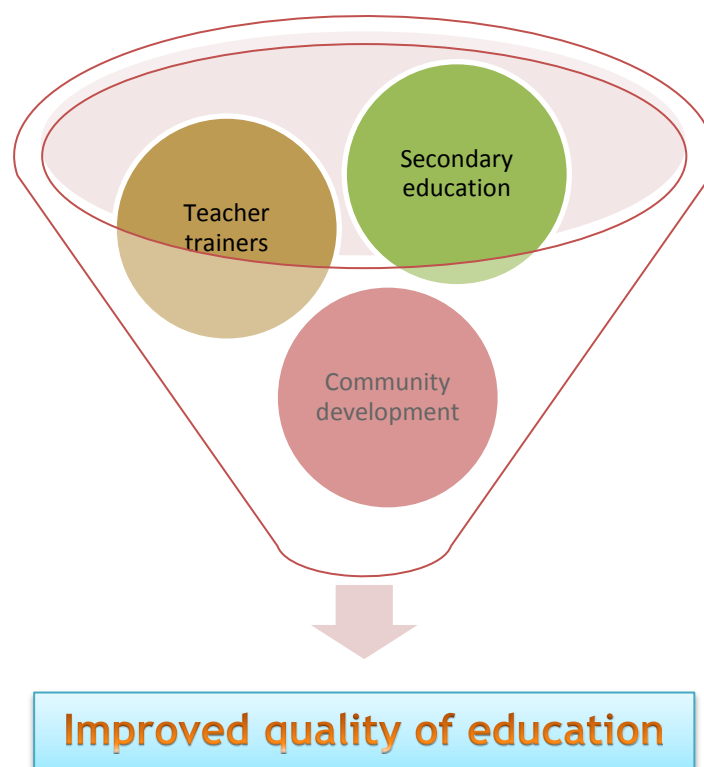
3.9.2.1 Education Project

The education project has evolved over the years from initially focusing on secondary and high school teachers to an inclusion of a teacher training component. The purpose of this project is to assist the people of Lesotho to improve the quality of education at various levels through direct classroom

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instruction, teacher training and strengthened school-community relationships (Lephoto, 2007:3). The project focus is on three themes namely; 1) teacher training; 2) secondary education; and 3) community development (see Figure 3.9).

Figure 3.9: A diagrammatic representation of the purpose and goals of the Education project



Source: Lesotho Education Project Plan (2007).

Goal 1 - Teacher training: Teachers and Caregivers (both male and female) in primary schools and early childhood education programs are taught to use innovative and appropriate teaching methodologies, to enhance their classroom management skills and to engage in educational opportunities. The activities and outcomes for this goal are reflected in Table 3.2.

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Table 3.2: The activities and outcomes related to goal 1 of the Lesotho Education Project

Activity	Expected Outcome
Training in learner-centred teaching approaches	10% of the 600 teachers trained will use learner-centred approaches.
Developing and incorporating appropriate teaching aids	10% of the 600 teachers trained will develop and incorporate appropriate teaching aids.
Training in effective classroom management techniques.	5% of the 600 teachers trained will teach large, multi-age classes effectively by improving their skills in time management, lesson planning and implementing alternatives to corporal punishment.
Training in gender equity	10% of the 600 teachers trained incorporate measures to provide equal access to lessons and opportunities to both boys and girls and actively encourage equal participation in both academic and extra-curricular activities
Mentoring of teachers to expose them to a variety of educational opportunities	10-20% of the 600 teachers will increase library use, and 25% of the teachers will engage in a variety of career and educational opportunities

Source: Lesotho Education Project Plan (Lephoto, 2007:11-12)

Goal 2 - Secondary education: Learners in secondary schools will improve their understanding and usage of the English language, their knowledge and skills in Maths and Science, and develop their critical thinking skills through innovative teaching methods and extra-curricular activities. The activities and outcomes for this goal are shown in Table 3.3.

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Table 3.3: The activities and outcomes related to goal 2 of the Lesotho Education Project

Activity	Expected Outcome
Classroom instruction to 15,120 learners in English, Maths and Science using innovative instruction techniques	End of year examinations pass rates will show a 10% increase over midyear results
Mentoring of learners exposing them to a variety of educational opportunities	50% of the 2,520 learners mentored will increase library usage; 40% will utilise independent study resources, 10% will use ICT at their disposal; 40% will participate in extra-curricular activities and all learners will have been exposed to a variety of career opportunities.
Teachers and Volunteers will develop gender sensitive lesson plans, teaching aids, appropriate classroom management, and methods for teacher collaboration across subject areas	25% of the 336 teachers affected will improve their use of two or more of the following: English as a language of instruction, strategies in teaching Maths and Science to learners, teaching aids, ICT, community content based instruction, alternatives to corporal punishment, learner-centred instruction methods, and gender equity

Source: Lesotho Education Project Plan (Lephoto, 2007:11-12)

Goal 3 - Community development: Community members and school staff will build collaborative relationships between the school and community for their mutual development. The activities and outcomes for this goal are explained in Table 3.4.

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Table 3.4: The activities and outcomes related to goal 3 of the Lesotho Education Project

Activity	Expected Outcome
Volunteers and counterparts will access expert resources to conduct HIV/AIDS education and awareness activities within their communities and schools	72 communities will demonstrate a 20% improvement in their willingness to use preventative measures and actively support one another in HIV/AIDS mitigation
Volunteers and counterparts will identify and plan community development activities in one or more theme areas, for example: educational resources, environment, nutrition, health, ICT, and gender sensitivity.	20% of the 72 communities involved will plan and implement projects based on expressed community needs.

Source: Lesotho Education Project Plan (Lephoto, 2007:11-12)

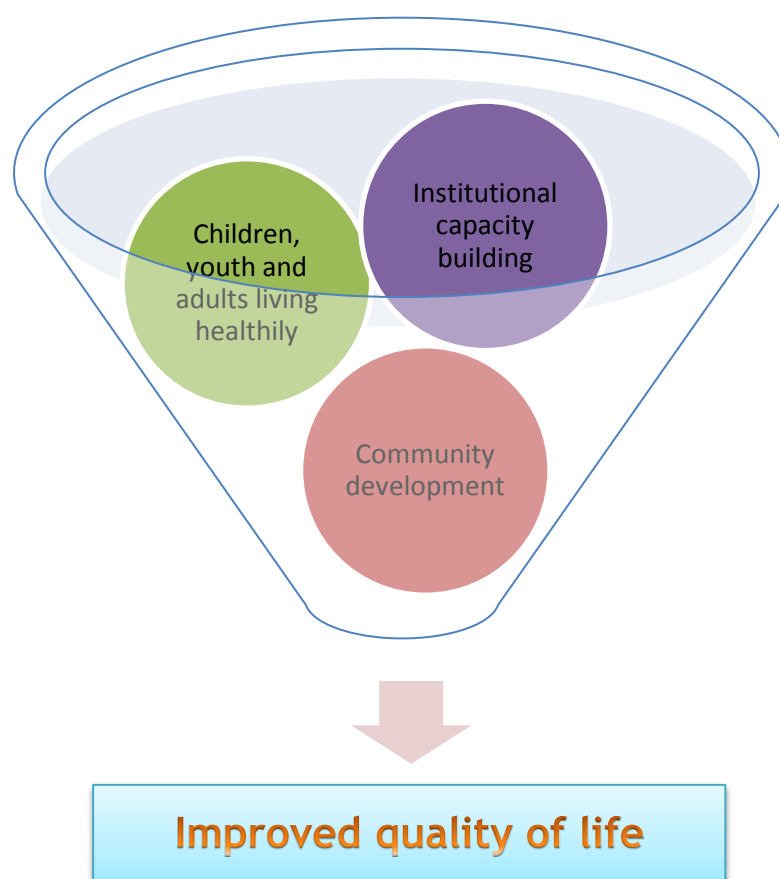
3.9.2.2 Community Health and Economic Development Project

The community health and economic development (CHED) project develops an HIV/AIDS-competent and economically productive society. The project is a comprehensive community development project working primarily in four sectors (see Figure 3.10), that is:

- Health - specifically HIV/AIDS;
- Small business development;
- Youth development; and
- Agriculture - small scale intensive gardening.

The purpose of the CHED project is to engage Basotho youth, adults, and community organisations in activities that contribute to positive response to the HIV/AIDS pandemic in Lesotho (Finch, 2008:1).

Figure 3.10: A diagrammatic representation of the purpose and goals of the Community Health and Economic Development Project



Source: Lesotho Community Health and Economic Development Project Plan (Finch, M., 2008:12-13)

The goals, activities and outcomes of this project are explained in the next paragraphs:

Goal 1 - Children, youth and adults living healthily: Community members will adopt positive behaviours to ensure their own health. Table 3.5 illustrates the activities and expected outcomes of Goal 1.

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Table 3.5: The activities and outcomes related to goal 1 of the Community Health and Economic Development Project in Lesotho

Activity	Expected Outcome
Children and youth will be trained in basic healthy living skills.	1,380 children and youth trained will practice HIV/AIDS preventative measures including Abstinence, Faithfulness and if necessary using Condoms.
Adults will be trained in basic healthy living skills.	5520 adults trained will practice HIV/AIDS preventative measures including Abstinence, Faithfulness and if necessary using Condoms.

Source: Lesotho Community Health and Economic Development Project Plan (Finch, M., 2008:12-13)

Goal 2 - Institutional capacity building: Partner organisations will have enhanced capacity to achieve their missions and goals. The activities and outcomes for this goal are indicated in Table 3.6.

Table 3.6: The activities and outcomes related to goal 2 of the Community Health and Economic Development Project in Lesotho

Activity	Expected Outcome
Organisations will be strengthened in areas such as networking and project planning	276 organisations trained will effectively implement the programmes and achieve their developmental goals. The determination on the successes or failures will be made through surveys, journals and interviews with relevant stakeholders.
Strengthening organisational skills in reporting, record keeping, information sharing, computer use and technology use	276 organisations trained will effectively implement the programmes and achieve their developmental goals. The determination on the successes or failures will be made through surveys, journals and interviews with relevant stakeholders.

Source: Lesotho Community Health and Economic Development Project Plan (Finch, M., 2008:12-13)

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Goal 3 - Community development: Community members will develop knowledge of and skills in developing sustainable income generating activities. The activities and outcomes for this goal are shown in Table 3.7.

Table 3.7: The activities and outcomes related to goal 3 of the Community Health and Economic Development Project in Lesotho

Activity	Expected Outcome
Men and women will be trained in business knowledge and skills including business plans and management, marketing, pricing, book keeping.	4140 men and women trained will effectively apply their entrepreneurial skills to build sustainable projects and to achieve their personal developmental goals.
Youth will be trained in business knowledge and skills including business plans and management, marketing, pricing, book keeping.	966 boys and girls trained will effectively apply their entrepreneurial skills to build sustainable projects and to achieve their personal developmental goals.

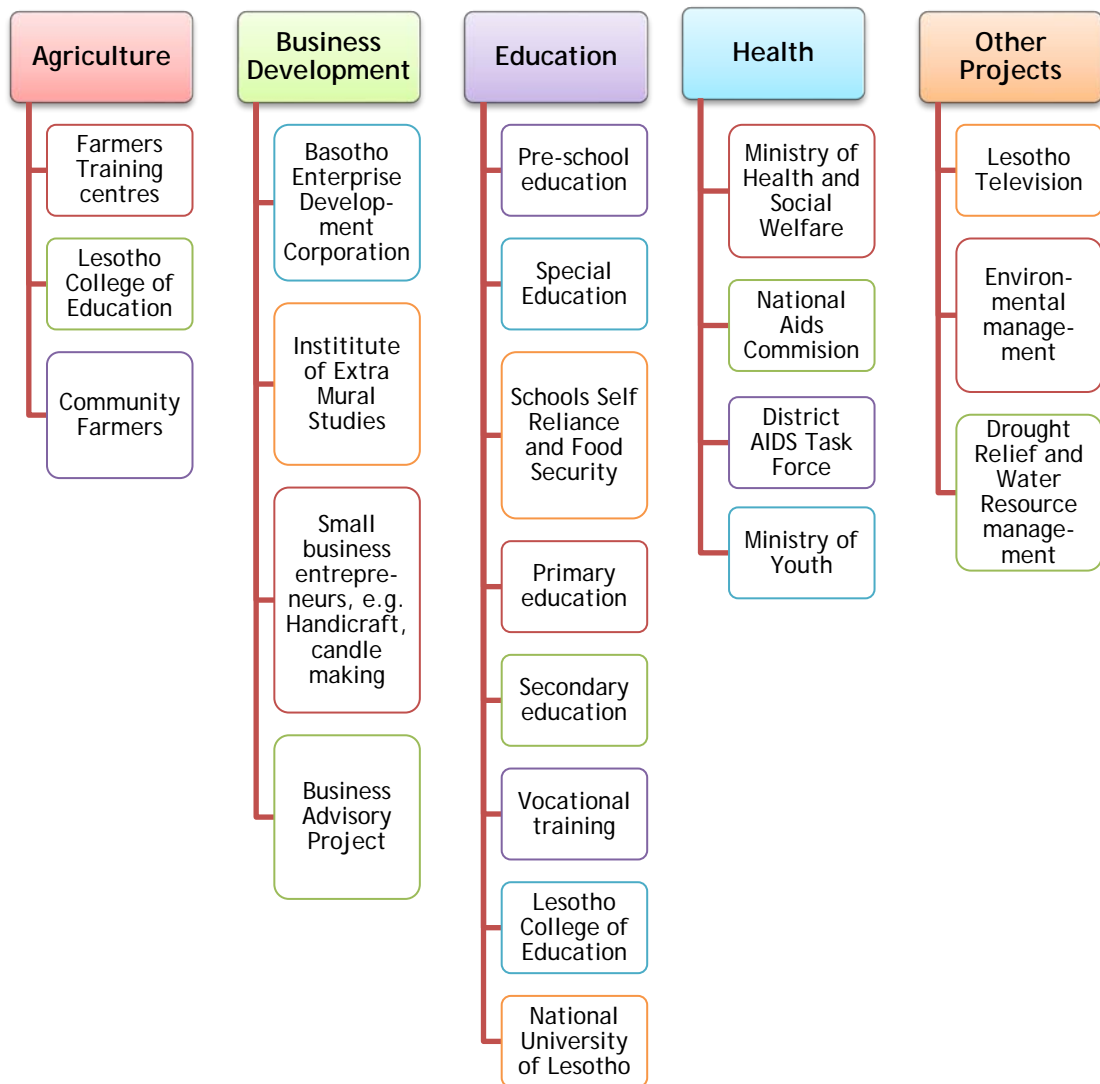
Source: Lesotho Community Health and Economic Development Project Plan (Finch, M., 2008:12-13)

3.10 SITES AND RECEIVING ORGANISATIONS

Since 1967, Peace Corps Lesotho has assigned volunteers with organisations both government and community based, in all 10 districts of the country. The major focus has traditionally been on placing the volunteers in disadvantaged rural communities, but some volunteers have also been placed in semi urban and urban areas. Figure 3.11 illustrates some of the major organisations and institutions which the Peace Corps volunteers have been assigned to in the past.

Chapter 3 *The Role of Voluntary Organisations in Development - The Case of the Peace Corps organisation: A literature review*

Figure 3.11: The major organisations that have been served by Peace Corps volunteers in Lesotho



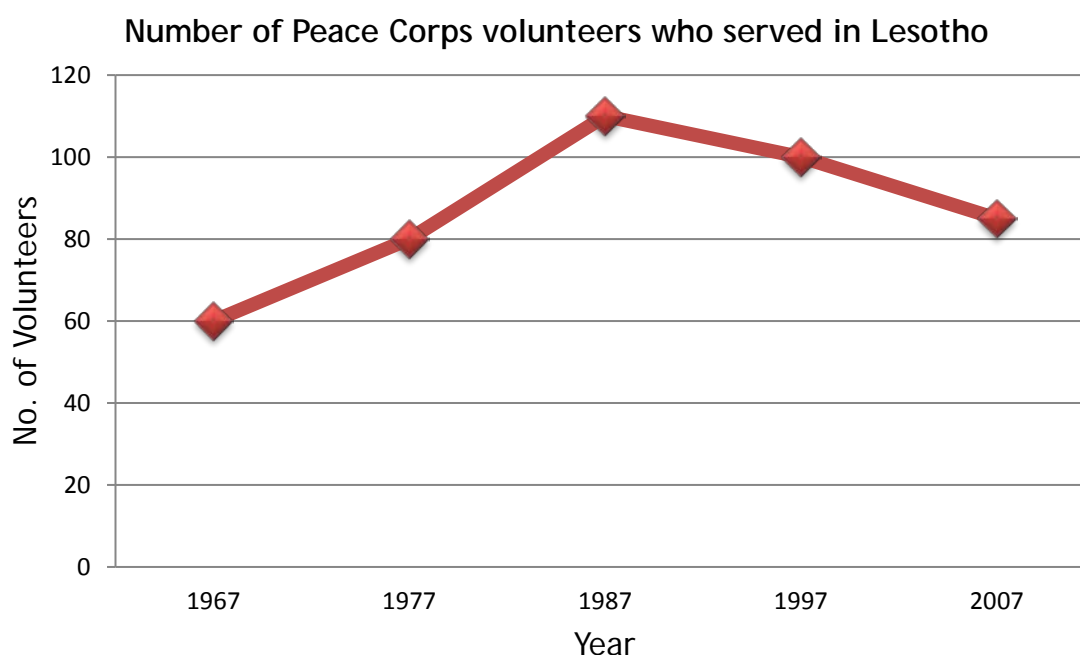
Source: Peace Corps Lesotho Manual Section 270 Files.

The institutions mentioned in Figure 3.11 will provide a basis for data collection and analysis for this study.

3.11 VOLUNTEER NUMBERS IN LESOTHO

The total number of volunteers in Lesotho has fluctuated in years but generally as shown in Figure 3.12, on a ten year period of reporting, there has been a growth in numbers from 1967 until 1987. Lesotho experienced a steady decline in numbers from 1987 reaching an average of 80 Volunteers for the years 2005-2008 (United States Peace Corps, 2005b:14).

Figure 3.12: A total number of Peace Corps volunteers who served in Lesotho in a ten year period from 1967 to 2007

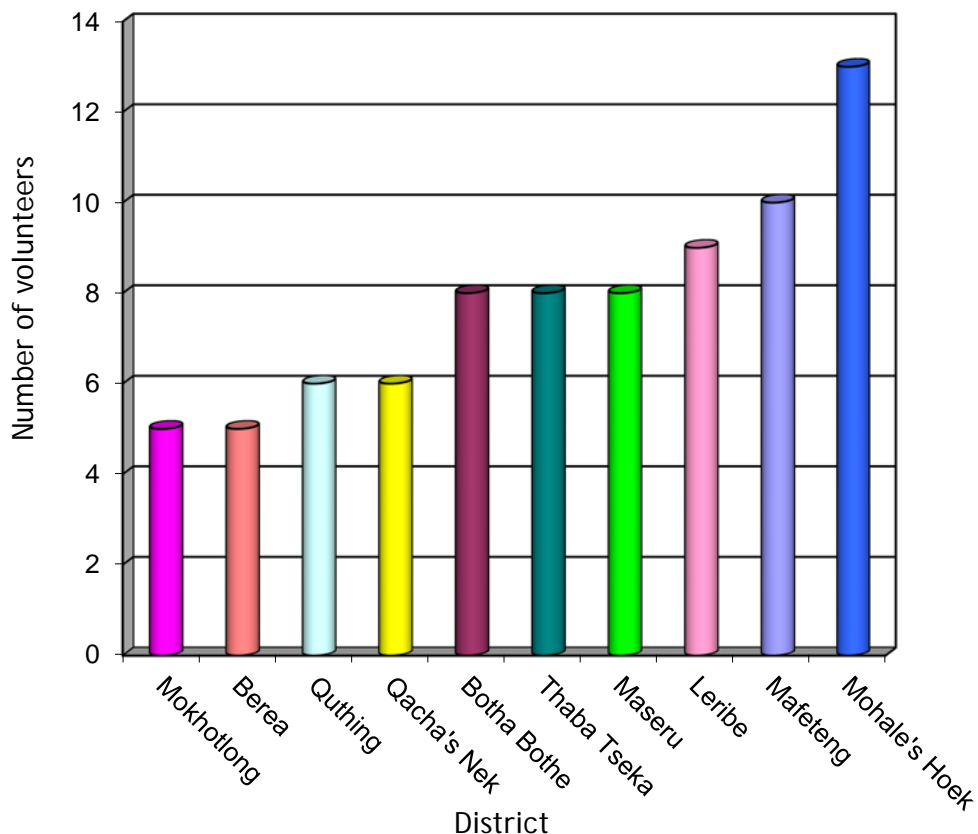


Source: Peace Corps Lesotho Archives.

In 2009, a total of 85 volunteers were serving in Lesotho. Forty-six volunteers were assigned to the Education project whilst the remaining thirty nine were assigned to the Community Health and Economic

Development project. The volunteers were assigned to all ten districts of Lesotho as shown in Figure 3.13.

Figure 3.13: The Peace Corps volunteer numbers in Lesotho by districts in 2009



Source: Lesotho Education Project - a presentation at a Supervisors workshop, January 7, 2009 (Lephoto, 2009:2).

3.12 CONCLUSION

Whilst the concept of volunteerism is not new, the role of voluntary organisations and volunteers in development has not been adequately addressed. In this chapter the researcher provided an analysis of volunteerism and the role of voluntary organisations in relation to

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development. The researcher additionally presented a brief history of volunteerism at both domestic and international levels in Lesotho. The role of volunteers as perceived by variety of authors and organisations was also addressed.

The theoretical investigation then focused on the history of the Peace Corps organisation from its origins in 1961, its mission and the processes of placing volunteers. The Peace Corps as a voluntary organisation presents a view that the major responsibility of volunteers in development is to build capacity at individual, service provider, organisational and community levels. This approach to development set the basis for the design of the Peace Corps projects. In Lesotho the Peace Corps mission begun in 1967 with placement of volunteers in various projects such as agriculture, environment, education and health.

In 2009, with an average volunteer population or eighty (80), Peace Corps Lesotho manages two projects, namely; the Education project and the Community Health and Economic Development project. In this chapter a detailed description of these two projects highlighting the volunteer activities and expected outcomes in relation to the beneficiaries was provided. Several organisations and institutions which have received Peace Corps assistance are mentioned and these will set a foundation for data collection in the next chapter.

CHAPTER 4

RESEARCH METHODOLOGY AND DATA ANALYSIS

the choice of methodologies adopted. The research strategy specifically includes the following:

- Demarcation of the research population;
- Data collection methods and the tools or instruments used to collect data and the manner in which they are used; and
- Data analysis, that is, how the information collected is analysed and presented.

Each of these research features are discussed in detail in this chapter and as a conclusion the researcher describes the strategies to test the validity and reliability of the data collected.

4.2 RESEARCH METHODOLOGY

The concept methodology has a broad meaning in the field of research. Azaruidis (2008:9) defines research methodology as a branch of knowledge (an epistemology) that encompasses a cluster of methods and their application in a particular field of study. Research methodology or research plan describes the outline of how the researcher intends to collect data describing each variable, and additionally how the researcher plans to analyse the relationships among the variables (O'Sullivan & Rassel, 1989:20).

Researchers draw a distinction between research methodology and research method. Research methods are the techniques or strategies used to gather the data whilst different research methodologies often have a different set of methods which are employed to collect and analyse data. O'Sullivan & Rassel (1989:20) posits that in general research methodology is characterised by the specific steps, namely:

- Deciding when and how often to collect data;
- Constructing measures;

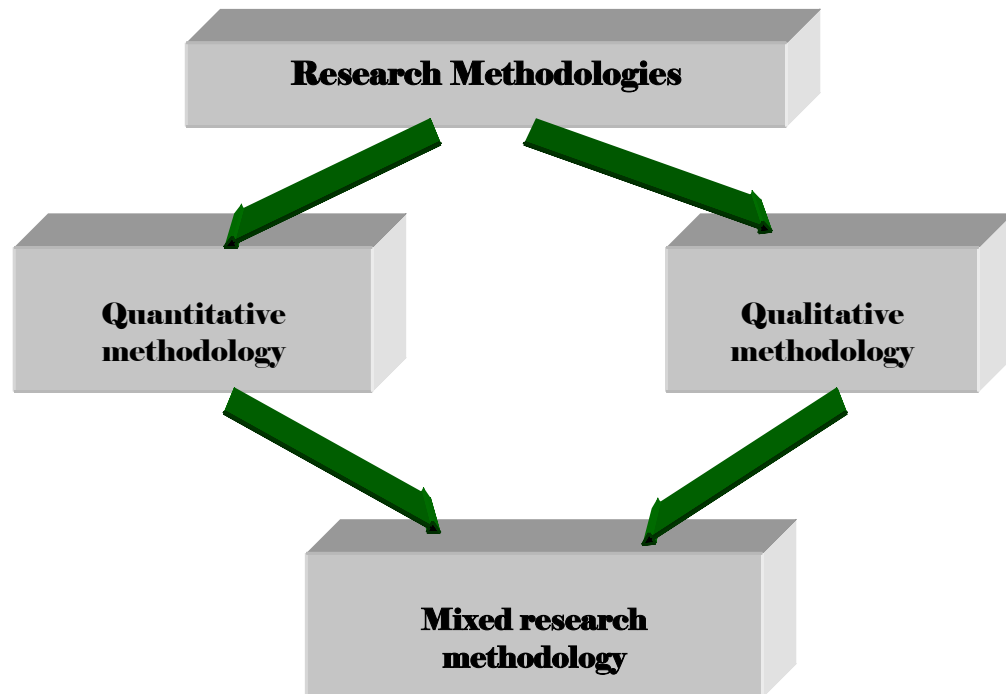
- Identifying a sample or test population;
- Choosing a strategy for contacting subjects;
- Selecting statistical tools; and
- Presenting the findings.

The steps stipulated above are discussed in detail in this chapter.

4.3 TYPES OF RESEARCH METHODOLOGIES

Traditionally, two types of research methodology paradigms have been applied in research. These are the quantitative research paradigm and the qualitative research paradigm. In this thesis however the third research paradigm namely, the mixed research methodology paradigm is adopted. The mixed research methodology combines both quantitative and qualitative research methodologies as illustrated in Figure 4.1.

Figure 4.1: An illustration of the relationship between quantitative, qualitative and mixed research methodologies



Source: Mixed Methods Research: A Research Paradigm Whose Time Has Come (Johnson & Onwuegbuzie, 2004:21).

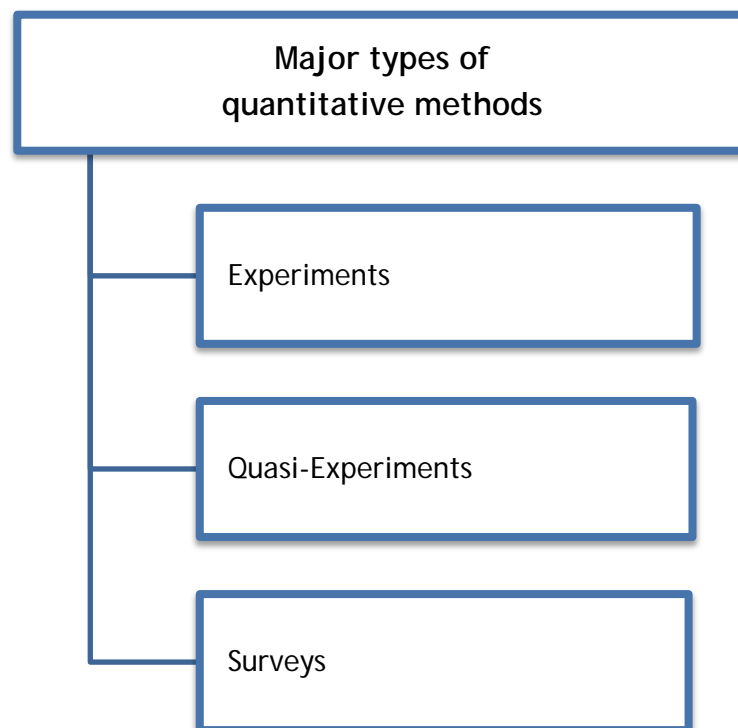
4.3.1 Quantitative research methodology

Quantitative research which is also referred to as the traditional research paradigm, is an inquiry into an identified problem, based on testing a theory, measured with numbers, and analysed using statistical techniques. The goal of quantitative methods is to determine whether the predictive generalisations of a theory hold true. This type of research relies primarily on the collection of quantitative data. Generally, quantitative research...leads [us] to regard the world as made up of observable, measurable facts (Glesne & Peshkin, 1992:6).

Quantitative research paradigm provides a high level of validity and reliability in the research. Liebscher (1998:669) believes that quantitative

research is appropriate where quantifiable measures of variables of interest are possible, hypotheses can be formulated and tested, and inferences drawn from samples to populations. The major types of quantitative methods are experiments, quasi-experiments and surveys as indicated in Figure 4.2.

Figure 4.2: An illustration of different types of quantitative research methods



Source: Mixed Research: Mixed Method and Mixed Model Research, University of South Alabama.

Of these types of quantitative methods illustrated in Figure 4.2, a survey method was utilised and this is discussed in detail in Section 4.4.3.

4.3.2 Qualitative research methodology

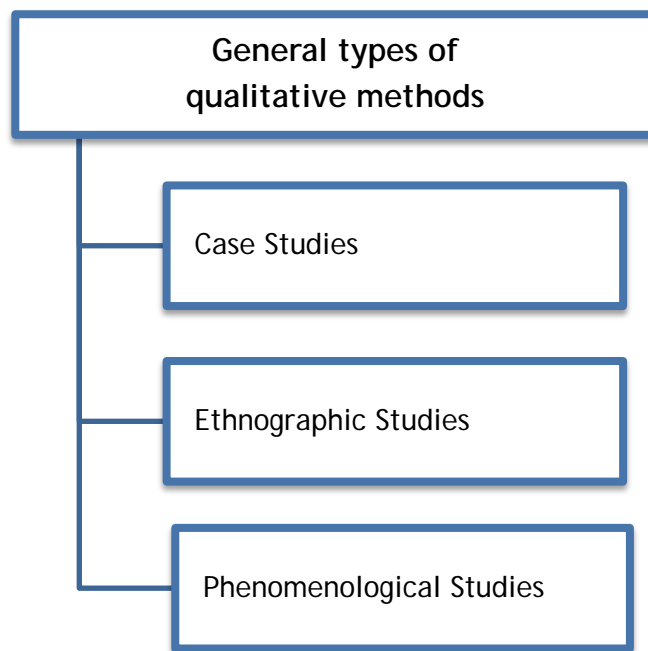
Qualitative research involves analysis of data such as words, pictures, or objects. In essence qualitative research uses a naturalistic approach that

Chapter 4 Research methodology and data analysis

seeks to understand phenomena in context-specific settings, such as “real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest” (Patton, 2001:39).

The focus of qualitative methodologies is the way in which participants (rather than the researcher) interpret their experiences and construct reality. Neill (2006:1) posits that the use of qualitative research provide researchers an opportunity to explore the richness, depth, and complexity of phenomena. The major types of qualitative research methods are case studies, ethnographic studies and phenomenological studies, as illustrated in Figure 4.3.

Figure 4.3: A diagrammatic representation of different types of qualitative methods



Source: Mixed Research: Mixed Method and Mixed Model Research, University of South Alabama.

Some common data collection instruments associated with qualitative research includes unstructured interviews, focus groups, open-ended

questionnaire and participant observation. These instruments are also described in detail in Section 4.4.

4.3.3 Mixed research methodology defined

This is the class of research where researchers mix or combine quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study (Johnson & Onwuegbuzie, 2004:17; Dean et al. 2008:89). According to Creswell et al. (2006:1), mixed methods research is both a methodology and a method, and it involves collecting, analysing, and mixing qualitative and quantitative approaches in a single study or a series of studies. Proponents of mixed research methodology typically adhere to the compatibility thesis as well as to the philosophy of pragmatism which states that researchers should use the approach or mixture of approaches that works the best in a real world situation (University of South Alabama, nd:1).

4.3.3.1 The mixed method design

In Table 4.1 the researcher illustrates the mixed method design and list the key features of this design as applied in this study.

Table 4.1: An illustration of the mixed method design as used in this case study

Mixed method design used in this case study		
Quantitative	Qualitative	
Survey questionnaire	Focus group meetings	Personal interviews

Source: Adapted from Qualitative Evaluation and Research Methods (Patton, M., 1990:6)

In Section 4.3.3.2 the researcher provides justification on the choice of the mixed research methodology adopted.

4.3.3.2 Rationale for choice of Mixed Research Methodology

In this study, the researcher opted for the use of mixed research methodology primarily to enhance the quality of this research. Johnson and Onwuegbuzie (2004:14) argue that for more than a century, the advocates of quantitative and qualitative research paradigms have engaged in ardent dispute. The strengths and weaknesses of each paradigm has been the source of dispute. The mixed research methodology provides a balanced perspectives and arguments in the results of this study. The methodology allows for the both quantitative and qualitative methods to complement each other.

4.4 RESEARCH INSTRUMENTS

The choice of mixed research methodology in this study is indicative of the fact that several research instruments were used to collect data. In the final analysis, the researcher identified five major research instruments and these are illustrated in Figure 4.4. These instruments are:

- Case study;
- Literature review;
- Survey questionnaire;
- Personal (one-on-one) interviews; and
- Focus group interviews.

Figure 4.4: A diagrammatical representation of the research instruments used in this study



Each of the research instruments chosen for this study is described in the next sections.

4.4.1 Literature Review

Both Chapters 2 and 3 provided an in-depth study of the writings on the research topic. A literature review is an account of what has been published on a topic by accredited scholars and researchers (Taylor and Procter, 2008:1). Duke University (2009:1) defines a literature review as a “critical analysis of a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles”. A literature review therefore

Chapter 4 Research methodology and data analysis

provided justification for research and additionally assisted the researcher in discovering prior investigations on the research topic.

The literature review for this study provided a foundation for the context of the research. From Chapter 2, the researcher presented information related to the evolution and status of the public service in Lesotho. The researcher also highlighted the relationship that exists between the human resource base and the public service delivery in Lesotho. The review then drew towards a conclusion that the development of human resource capacity in Lesotho is a salient feature in enhancing the public service delivery and this can be achieved through a variety of strategies including partnerships with non-governmental agencies such as the volunteer agencies.

In Chapter 3 the researcher introduced one of the volunteer agencies associated with the development of human resource capacity, the United States Peace Corps. The literature study focused on United States Peace Corps as a volunteer agency serving in Lesotho. From the Peace Corps archives and electronic files, the researcher collected information on the history of the Peace Corps organisation since its inception in 1961. The information on Peace Corps philosophy and its role as a development agency was presented.

The review then focused on the role of the Peace Corps organisation in Lesotho and how this relates to the promotion of the national goals of this country. Consequently the literature detail on this section of the study was minimal due to limited amount of materials and resources related to volunteerism and the Peace Corps volunteers generally.

4.4.2 Case study

A case study has been utilised by research across a wide spectrum of disciplines as a means to analyse a defined or limited number of events or conditions and their relationships. What then constitute a case study? A case study is an exploration of a “bounded system” or a case over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 1998:61). Case studies are narrowly focused and provide an in-depth focus of a particular phenomenon in order to expand the comprehension or knowledge of an issue.

Researcher Robert Yin (1984: 23) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. If carefully planned, case studies have been proven to be effective in studying real-life situations, issues and problems, Soy (1997:1) notes that there are critics who believe that the case study method:

- Can offer no grounds for establishing reliability or generality of findings;
- Can provide a biased findings with intense exposure to the study of the case; and
- Can be useful only as an exploratory tool.

This study sought to find out the impact of volunteer agencies on the delivery of public services by investigating the role of Peace Corps as a volunteer agency with a history of more than 40 years in Lesotho. The researcher has alluded in Chapter 3 that numerous volunteer agencies have served in Lesotho and each presents specific purpose and goals. The common factor though is that almost all of these agencies similar to the Peace Corps seek to enhance the livelihood of the people of Lesotho. Peace

Corps Lesotho is one of the longest serving international volunteer agencies and additionally the largest in Lesotho and by conducting an in-depth investigation of this agency using robust case study protocols, the level of validity and reliability of the findings was justifiable.

4.4.3 Survey Questionnaire

Garson (2008:1) defines survey research as the method of gathering data from respondents thought to be representative of some population, using an instrument composed of closed structure or open-ended items (questions). Roche (2002:97) views a survey as simply a method of establishing a comprehensive overview of a given situation. Surveying is the process of conducting a study from representative samples of specific populations. The survey is a non-experimental, descriptive research method. It is a structured list of questions presented to people.

Surveys may be written or oral, face to face, over the phone or online. Using surveys, the behaviours, beliefs and observations of specific groups are identified, reported and interpreted. There are two major types of surveys and these are the cross-sectional surveys and the longitudinal surveys. Cross-sectional surveys are used to gather information on a population at a single point in time whilst longitudinal surveys gather data over a period of time (University of Texas, 2000:1). Both cross-sectional and longitudinal surveys can make use questionnaires and interviews as data collection instruments.

A survey questionnaire therefore can be described as the means by which data are acquired through the use of a questionnaire. According to the United States Peace Corps (2001b:73) a survey questionnaire is a systematic collection of self-reported information from people.

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In this study, the researcher developed a cross-sectional survey with a set of open-ended survey questions since data was collected over a specific time period. Two sets of survey questionnaires were distributed amongst the Lesotho host country nationals and Peace Corps volunteers (see survey questions in Appendices 1 and 2 respectively). Prior to administering the survey, the researcher pre-tested the questionnaires for clarity and appropriateness in terms of duration. Five individuals with similar characteristics to the population sample in this study were asked to fill up each of the questionnaires.

The responses and experience gained in this pilot study were reported and analysed. The results from the analysis were used to modify the questionnaire and produce the final version. The survey questionnaires were administered over a period of three months at the end of which the researcher conducted a data analysis.

4.4.4 Personal Interviews

The use of personal or one-on-one interview as a research method involves a face-to-face meeting in which a researcher (interviewer) asks an individual a series of questions. The University of Texas (2007:1) views an interview as a one-on-one conversation with an individual using a series of questions designed to elicit extended responses. According to the United States Peace Corps (2001b:73) individual interview with an individual person entails collection of detailed information based on knowledge, opinions, beliefs, and feelings.

Personal interviews were an integral part of this research for as Cunningham (1993:93) states "they provide the opportunity for the researcher to investigate further, to solve problems and to gather data which could not have been obtained in other ways". Altricher et al. (1993) and Shaughnessy

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and Zechmeister (1994) as cited by Maharasoa (2001:17-18) present the advantages of using personal interviews in research and these are:

- Flexibility is one of the advantages of using an individualised interview in that the interviewer can rephrase questions to suit the level of the respondents.
- The physical presence of the interviewer allows for opportunity to interact with the respondents and the circumstances within which he/she is responding.
- The open-endedness of questions in the personal interview permits greater freedom of expression in that the participant can respond to questions in detail in order to achieve clearer meaning. This could, however, be very time-consuming.
- Greater completion rate is achieved through the use of personal interviews. Because the interviewer is there in person, it might be difficult for respondents to abandon some questions or reform from responding.
- In cases where questions are answered insufficiently, the interviewer can press for more information.
- The personal interview is highly effective in seeking responses to complex issues that require the participants' application of analytical thinking and linkages of causal factors to a problem being investigated.

There are two categories of interviews, the structured interview and the unstructured interview. In this study, a structured interview using open-ended questions was one of the three methods chosen to collect data. In its simplest form, a structured interview involves one person asking another person a list of predetermined questions about a carefully-selected topic. The structured interview was the favoured method of data collection for it

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allows for use of standardised questions and due to the large population considered, the interview was replicated.

In this study the researcher recorded the interviews to ensure that information was captured fully and could be accessed during data presentation and analysis. The researcher prepared the interview questions in advance and shared them with the participants (see Appendix 3). The main purpose of the one-on-one, structured interviews was to find answers to the main research question of this study: “What is the impact of the Peace Corps organisation in enhancing public service delivery in Lesotho?” The interviews focussed on:

- Perceptions of the respondents on delivery of public services in Lesotho.
- The status of public services within their communities.
- The perceptions of the respondents on the role of the Peace Corps organisation in enhancing the public service delivery in Lesotho and in their communities.
- Suggestions and recommendations on how the Peace Corps organisation could be aligned (if necessary) to effectively enhance the public service delivery in Lesotho.

A total of twenty (20) selected participants representing various institutions that the Peace Corps volunteers have served or partnered with were interviewed. Although the sample may be insufficient given the diversity of the fields in which the Peace Corps organisation cover the limited number of participants in these interviews provides cost savings in terms of time and finances. The participants selected presented a diverse background in terms of age, gender, socio economic status and technical knowledge of the research topic. Additionally all the participants were non employees of the

Peace Corps and as such were more likely to be at ease and present honest responses.

4.4.5 Focus Group meetings

According to Kreuger (1988:18), a focus group is a carefully planned discussion designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment. A focus group is a planned, relaxed, naturalistic dialogue among a small group of people on a specific topic (Israel & Galindo-Gonzales, 2008:1). This study utilised the focus group meetings for two main reasons as captured by Israel & Galindo-Gonzales (2008:1), the advantage of focus groups is that information can be obtained more quickly because only one interview must be scheduled for a group, rather than one for each person and more importantly the group setting allows individuals to use the ideas of others as cues to more fully elicit their own views.

In this study the researcher chose to use four focus groups each comprising of five participants. According to Morgan (1988:42), “one important determinant of the number of groups is the number of different subgroups required...if there are several distinct population segments...you may want or need to run separate groups in each”. Essentially one group is not adequate for the researcher may be observing the group dynamics within the group whilst missing on the salient features including the content.

The size of the group is considered based on the suggestions from scholars in the field of research, such as Merton et al., Stewart & Shamdasani and Kreuger, all of whom advocate for a limited size appropriate for the objectives of the research. Merton et al. (1990:137) suggests that the “size of the group should manifestly be governed by two considerations... it should not be so large as to be unwieldy or to preclude adequate participation by

most members nor should it be so small that it fails to provide substantially greater coverage than that of an interview with one individual”.

4.5 RESEARCH POPULATION

A population is a group of individual persons, objects, or items from which samples are taken for measurement (Mugo, nd:1). In other words, a population is the entire collection of people or things to be studied, that is, all subjects of interest. In statistics, a statistical population is a set of entities concerning which statistical inferences are to be drawn. In this study the targeted population was made up of the people of Lesotho and those who have lived in Lesotho and all of whom have had direct or indirect contact with the Peace Corps volunteers through Peace Corps projects.

The researcher identified two subpopulations. The first subpopulation was the host country nationals or Basotho drawn from communities which had received the services of the Peace Corps volunteers either directly or indirectly. This subpopulation also included Basotho who served as employees of the Peace Corps organisation in Lesotho. The researcher ensured that information collected reflects the diverse nature of the population in Lesotho. The demographics considered included gender, age, geographical locations and socioeconomic status.

The second subpopulation was drawn from the community of the Peace Corps volunteers who were serving in Lesotho. The researcher likewise considered the diversity of this subgroup in terms of composition and the job assignments whilst serving in Lesotho, for instance characteristics such as gender, age, geographical location, project assignment and number of years in service considered.

4.6 SAMPLING AND SAMPLING TECHNIQUES

The use of sampling and sampling techniques is a major feature of this study due to the large size of the population under consideration. The researcher selected a representative part of the population in this study thus, offsetting the need to collect data from the entire population.

4.6.1 Sample

A sample is a subset of units selected from a larger set of the same units (O'Sullivan & Rassel, 1989:114). This subset provides data for use in estimating the characteristics of the larger set. When dealing with people, [a sample] can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey (Mugo, nd:1). It is a more concrete portion of a population.

The first sample was drawn from the subpopulation of the host country nationals and this comprised of the Basotho from the communities which had received the services of the Peace Corps volunteers. The second sample was drawn from the current serving Peace Corps volunteers in their various project assignments in Lesotho.

4.6.2 Sampling

From the definition of a sample in Section 4.6.1, sampling can be defined as the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Mugo, nd:1). It is the process of selecting units (e.g., people, organisations) from a population of interest... (Trochim, 2006:1). For instance in this study sampling provided a researcher an opportunity to measure the overall impact of the Peace

Corps organisation without collecting data from the entire population in Lesotho and rather by concentrating on the representative population.

4.6.3 Sampling Technique

In order to obtain rich in-depth information in this study, the researcher opted for the use of mixed purposeful sampling. A purposeful sampling is a method in which the researcher chooses participants because of their specific knowledge of the research topic. United States Peace Corps (2001b:80) describes purposeful sampling as method used when 'you choose whom or what to include in the sample based on some carefully predefined, qualitative criteria.

The participants for this study were selected through the use of a combined or mixed purposeful sampling. According to Patton (1990:186) combined or mixed purposeful sampling combines various sampling strategies to achieve the desired sample. This helps in triangulation, allows for flexibility, and meets multiple interests and needs. When selecting a sampling strategy it is necessary that it fits the purpose of the study, the resources available, the question being asked and the constraints being faced. This holds true for sampling strategy as well as sample size.

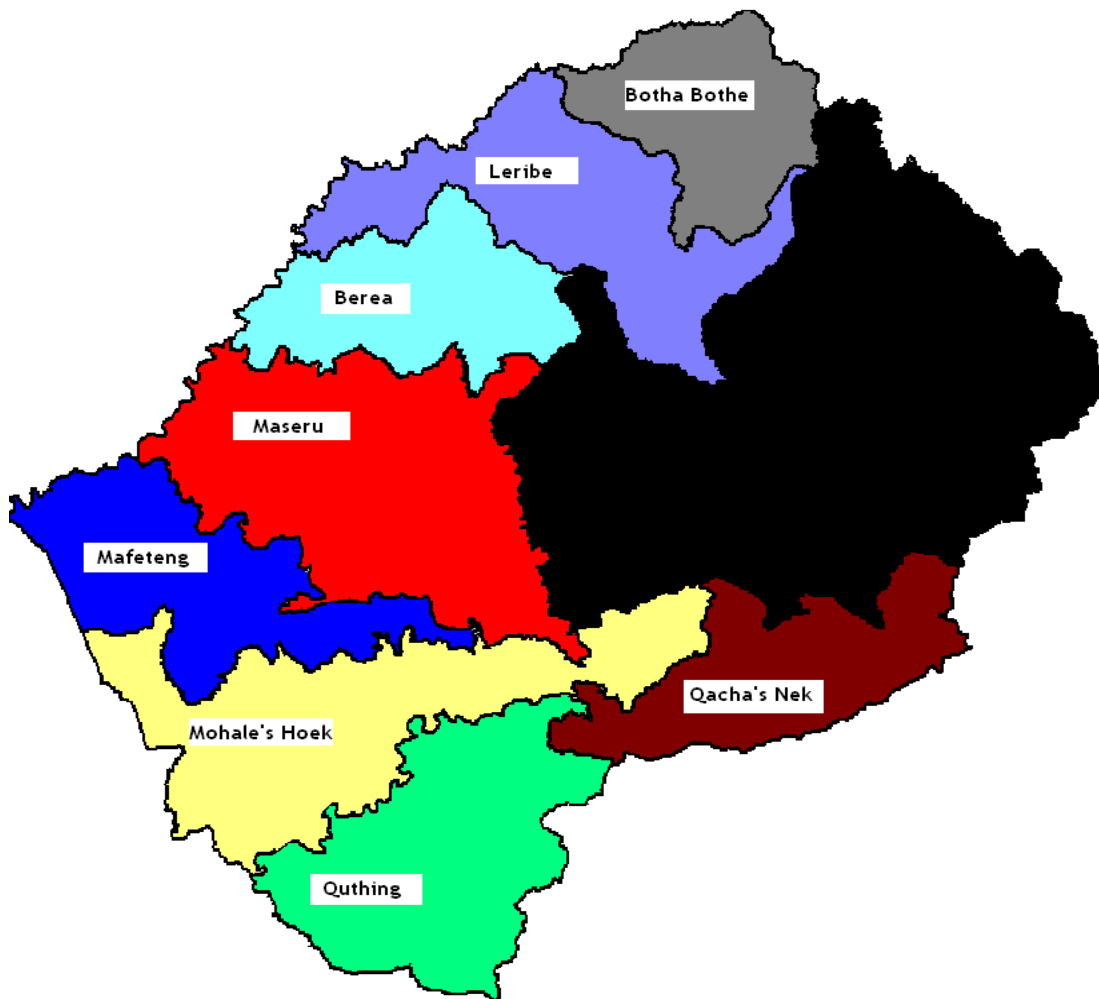
The participants in this study were people who had a direct or indirect link with the Peace Corps organisation in Lesotho. The choice of participants who had basic understanding of the Peace Corps provided the researcher an opportunity to engage the respondents fully and to interrogate the research topic deeper.

4.6.4 Sample frame

A sample frame is a listing of the accessible population from which a sample is drawn (Trochim, 2006:2). It is a listing of the elements in a population

from which a sample is to be taken. In other words, the sample frame is the largest possible sample of a population. In this study, the sampling frame was a list of people resident within eight of the ten districts in Lesotho as shown in Figure 4.5.

Figure 4.5: A map of Lesotho with study area (districts) indicated



The participants in this study were drawn from the combination of rural and urban communities in Lesotho and as such the researcher selected participants from Maseru, Berea, Leribe, Butha Buthe, Mafeteng, Mohale's Hoek, Quthing and Qacha's Nek districts. The diverse list of participants included teachers from pre-school, primary school, secondary and high

schools, principals from primary and high schools, directors of higher institutions of learning, chiefs, community leaders, Community Based Organisations, Youth Groups, civil servants, farmers, small scale entrepreneurs, Peace Corps volunteers and Peace Corps staff.

4.6.5 Sample size

As mentioned in Section 4.5, in this study two subpopulations were considered. The first subpopulation was made up of the residents of Lesotho and the size of the sample in this case was designated as n_1 and was equal to 190 ($n_1 = 190$). Of 190 subjects, 150 subjects representing eight randomly selected districts (see Figure 4.5) filled out the survey questionnaires. Forty (40) subjects participated in interviews, twenty (20) of whom represented eighty (80) percent of the Peace Corps staff in Lesotho. The geographical location of the subjects has been taken into consideration whilst selecting interviewees.

The second subpopulation was made up of the Peace Corps volunteers who were serving in Lesotho and this number was designated as n_2 and is equal to 50 ($n_2 = 50$). The number n_2 represent 62.5% of the Peace Corps volunteers serving in Lesotho. The total number of subjects sampled in this study was $n_1 + n_2 = N$, that is, $190 + 50 = 240$ ($N = 240$). Although more than 240 subjects could be considered, the researcher was of the opinion that with data collected from 240 subjects significant patterns and relationships in this study could be established thus yielding adequate validity of the results.

4.7 DATA COLLECTION

Data collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results. A systematic plan to collect data in this study

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entailed numerous steps. In all the instances the researcher discussed with the agencies and organisations to be approached for participant recruitment, the order of the instrument administration, testing procedures and informed consent.

Most of the data collected was through the written survey questionnaires. The researcher notified the heads of relevant government departments in Maseru (the seat of the national government and all government ministries) about the objectives of this study. The notification letters were extended to the heads of government departments in eight districts namely Maseru, Mafeteng, Mochale's Hoek, Quthing, Quthing's Nek, Berea, Leribe and Botha Buthe. The researcher then sent 200 survey questionnaires (50 more than the number expected to be returned) together with letters of consent to the participants who made up the sample and followed up by collecting them mainly in person, this in order to ensure maximum return.

The researcher distributed the survey questionnaires to 60 serving volunteers (approximately 70 percent of the total population of volunteers who were serving in Lesotho). The distribution was done through direct contact with volunteers or through electronic mail.

The focus group meetings were held at the Peace Corps headquarters in Maseru with the Peace Corps staff comprising of both senior and the support staff. A total of four focus groups meetings were held and each meeting was attended by five members of staff. The researcher requested authorization from the Director of the Peace Corps organisation in Lesotho to stage these meetings with staff. The researcher facilitated the meetings on four consecutive Fridays. The proceedings from each meeting were recorded on tape for future reference.

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Personal one-on-one in-depth interviews were held with 20 selected members of society in Lesotho and these were:

- The Director of Skillshare International in Lesotho (an international Volunteer agency), who is also a former programme manager in Peace Corps Lesotho.
- The Deputy Rector/Administration at the Lesotho College of Education and former Chief Education Officer - Teaching Service Department and a former Chief Education Officer responsible for Primary Education in Lesotho.
- Three representatives from national government ministries in Maseru.
- Three representatives from the Community Based Youth groups.
- Two representatives from the non-governmental organisations working in partnership with Peace Corps.
- Three representatives from HIV/AIDS organisations.
- Two representatives from Technical Trades school and farmers training institutions.
- Non State Actors Adviser from the Local Governance and Non State Actors Support Programme (LGNSP) also a former Programme Assistant at Peace Corps Lesotho.
- Two Senior Education Officers representing two of the ten districts.
- A retired Peace Corps/Lesotho Training Manager.
- A high school principal and a Language Tester with Peace Corps Lesotho.
- Lesotho College of Education Site Tutor and a counterpart to one of the Peace Corps volunteers.

The researcher prepared and sent letters of introduction stating the purpose of the interviews and provided guidelines and agreed on the dates and times for the interviews.

4.8 DATA ANALYSIS

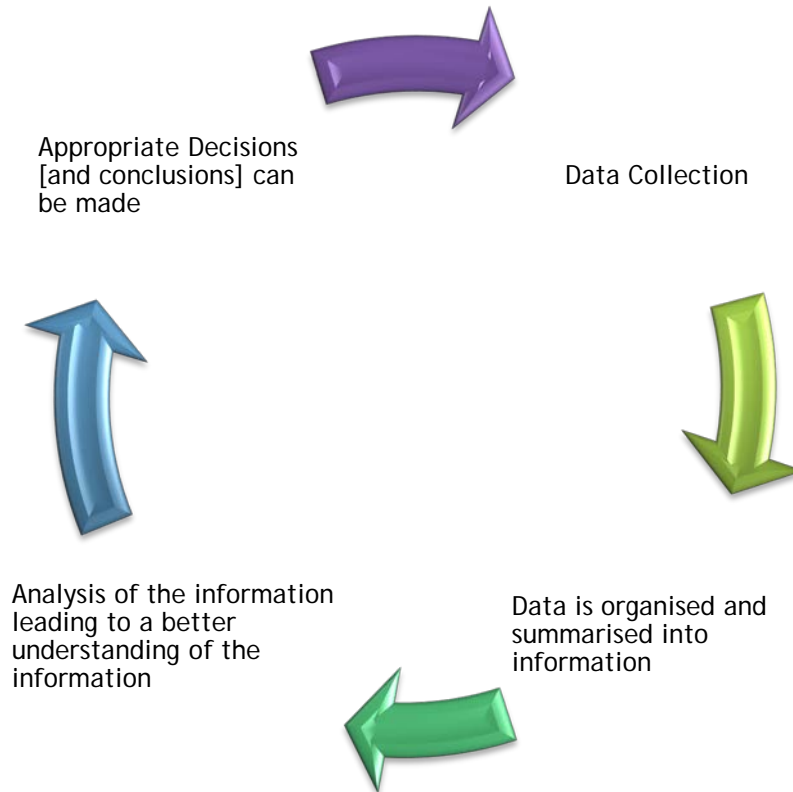
Upon completion of data collection, the researcher conducted data analysis, another vital step in the research process. Data analysis is a body of methods that help to describe facts, detect patterns, develop explanations, and test hypotheses (Levine, 1997:1). In most social research the data analysis involves three major steps, done in roughly this order:

- Cleaning and organizing the data for analysis (Data Preparation).
- Describing the data (Descriptive Statistics).
- Testing Hypotheses and Models (Inferential Statistics).

According to FEMA (Fire and Emergencies Management Authority) of the United States Homeland Security (2004:6), data analysis can be described in terms of four stages (illustrated in Figure 4.6):

- 1) Data.
- 2) Information.
- 3) Understanding.
- 4) Decisions.

Figure 4.6: An illustration of a typical data analysis process



Source: United States Department of Homeland Security (2004:6).

In this study, the researcher collected data using the various tools that were described in this chapter. The researcher sorted through the data to identify patterns and establish relationships that emerged from the research. The next two chapters are devoted to the presentation and analysis of the data collected. Chapter 5 is devoted to the presentation and analysis of the survey questionnaires whilst in Chapter 6 the researcher provides a presentation and analysis of personal interviews and focus group meetings. A variety of statistical features such as graphical analysis, frequency distribution, mean and median will be applied.

4.9 VALIDITY AND RELIABILITY OF RESULTS

Validity and reliability are the salient features of the empirical research. The two concepts provide the study with a basis for quality and scientific proof. In this study the findings were subjected to validity and reliability tools primarily through the use of triangulation. According to Bryman (2007:1) since much social research is founded on the use of a single research method and as such suffer from limitations associated with that method or from specific application of it, triangulation offers the prospect of enhanced confidence.

4.9.1 Reliability

Joppe (2000:1) defines reliability as 'the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Reliability is a necessary ingredient for determining the validity of a scientific experiment and enhances the strength of the results (Shuttleworth, 2008:1).

To ensure reliability of the data collected in this study, methodological triangulation was used. According to Maharasoa (2001:9) triangulation refers to a process by which, when a situation is investigated by using a number of different methods, each method partly transcends its limitations by functioning as a point of comparison with the others. In simpler terms, triangulation is the use of multiple methods, theories, data and/or investigators in the study of a common phenomenon. Methodological triangulation therefore refers to the use of more than one method for gathering data and as mentioned in this chapter, the researcher utilised a combination of survey questionnaires and interviews in this case study.

4.9.2 Validity

Validity refers to the extent to which the research data collected provides a true measurement or reflection of reality. According to Joppe (1998:1) validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. It encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method. In other words, does the research instrument allow you to hit “the bull’s eye” of the research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

As a single case study this research is prone to the critics of the case study method who, according to Soy (1997:1), believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings and others feel that the intense exposure to study of the case biases the findings. Although multiple cases would be preferred, the researcher has strategically designed the study so that it is based on a multiple data collection methods in order to validate the findings.

The researcher strategically spread the questions across a wide geographical scope, covering eight of the ten districts of Lesotho (as illustrated in Figure 4.5). In addition, data collection was considered diversity amongst the population by ensuring that the participants are drawn from a wide spectrum of the population of Lesotho.

4.10 CONCLUSION

In this chapter the researcher provided the reasons for selecting the chosen research methodology. A mixed research methodology was chosen on the basis that it provides optimal use of both quantitative and qualitative

Chapter 4 Research methodology and data analysis

research and thus raising the level of authenticity and integrity of this study. The mixed research methodology was determined to be a useful method for researching the perceptions and experiences of the Basotho and the Peace Corps volunteers in relation to the changes observed in the lives of the people of Lesotho.

The data was collected from two sources using three methods namely, survey questionnaires, focus groups meetings and personal one-on-one in-depth interviews. The researcher prepared and administered two survey questionnaires. The first survey questionnaire was used to collect data from the diverse communities of Lesotho in areas served by the Peace Corps volunteers whilst the second questionnaire was used to collect data from the Peace Corps volunteers who were serving Basotho communities.

The researcher conducted in-depth interviews with selected members of society as a means to enhance the quality of the study. Four focus group meetings conducted with a selection of twenty Peace Corps staff, whilst personal interviews conducted with 20 individuals who have had an opportunity to work directly or indirectly with the Peace Corps organisation in Lesotho.

The data collected was analysed inductively by interpreting the meaning of the perceptions of the participants. In order to make the findings of this research correct and reliable, the researcher checked and confirmed the validity and the reliability of the findings with the research participants. In the following two chapters the researcher presents the findings from the data analysis.

CHAPTER 5

EXPOSITION AND ANALYSIS OF
RESEARCH RESULTS:
*SURVEY QUESTIONNAIRES FROM
LESOTHO NATIONALS AND THE
PEACE CORPS VOLUNTEERS*

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administering the similar questions to different population samples as this provided an impetus to the validation of the data collected.

Upon receiving the data sets from the respondents, the researcher analysed the data in order to establish data patterns. The data presentation in this chapter is divided into two categories; a) the survey questionnaires from Lesotho nationals; and b) the survey questionnaires from the Peace Corps volunteers.

5.2 THE ANALYSIS OF SURVEY QUESTIONNAIRES: LESOTHO NATIONALS

The survey questionnaires (Appendix 1) were distributed amongst the communities served by the Peace Corps organisation in Lesotho. Contrary to the guidance presented in Section 4.6.5, a total of 200 questionnaires were distributed to the communities in eight (8) of the ten districts of Lesotho. The reduction in the number of questionnaires administered was influenced by the belief that significant trends, patterns and conclusions could be drawn from this reduced population sample without compromising the quality of the research. Of the 200 survey questionnaires delivered to the respondents 160 were filled out and returned to the researcher. The initial analysis of the surveys revealed that ten questionnaires were not filled up sufficiently leading to a total of 150 fully completed questionnaires.

In analysing the questionnaires, the researcher isolated each of the questions in order to investigate the trends and emerging patterns. A summary of the results and narrations were then presented using statistical features such as tables and figures.

Chapter 5 Exposition and analysis of research results: Survey questionnaires from the Lesotho nationals and the Peace Corps volunteers

5.2.1 Biography and profile of the respondents

The biographical information and profile of the respondents provided the researcher with a better understanding of the character and calibre of the respondents. The biographical information included the following categories; age, gender, educational qualifications, occupation, the relationship with the Peace Corps organisation and the duration of involvement with the Peace Corps organisation.

5.2.1.1 Age

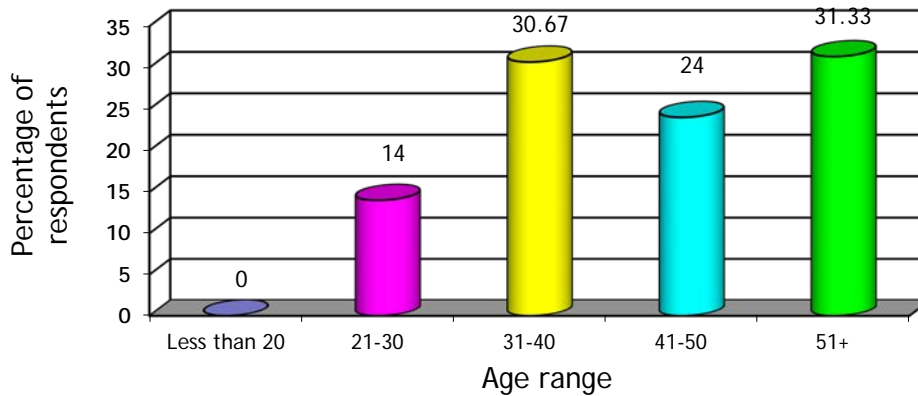
The purpose of this question was to determine the age brackets of the respondents which in turn provided the researcher an ability to contextualise the responses on the basis of the different age groups. A summary of responses is shown in Table 5.1 and Figure 5.1.

Table 5.1: Age distribution of the respondents

Age	Frequency	Percentage
Less than 20	0	0.00
21 - 30	21	14.00
31 - 40	46	30.67
41 - 50	36	24.00
51 and above	47	31.33
Total	150	100.00

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Figure 5.1: Age distribution of the respondents



According to Table 5.1 and Figure 5.1 the majority of the respondents (129) were above 31 years with 51+ age category ranking the highest at 31.33% each. None of the respondents were below the age of 20. A total of four out of five age categories were represented in this study. The researcher would have preferred perceptions from someone aged twenty or below in order to have a complete age spectrum.

5.2.1.2 Gender distribution

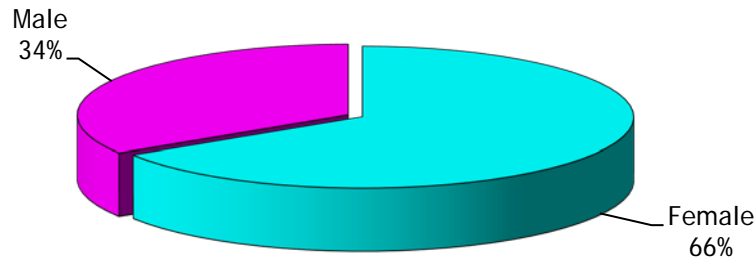
In order to find out the gender distribution of the respondents, this question was asked of the respondents and in Table 5.2 and Figure 5.2 a summary of the responses obtained is provided.

Table 5.2: The respondents by gender distribution

Gender	Frequency	Percentage
Male	51	34
Female	99	66
Total	150	100

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Figure 5.2: The respondents by gender distribution



From Table 5.2 and Figure 5.2, it is noted that about two thirds (66%) of the respondents were females whilst the remaining 34% were males. This gender distribution is consistent with the population statistics of 2006 (cf. 2.3.2) where the female population in Lesotho outnumbers the male population.

5.2.1.3 The educational qualifications of the respondents

The aim of this question was to elicit information regarding the educational profile of the respondents. The significance of this information is that the researcher could assess the level of conceptualization on the part of the respondents. A summary of the responses is presented in Table 5.3 and Figure 5.3.

Table 5.3: The education qualifications of the respondents

Educational qualification	Frequency	Percentage
Junior certificate (JC)	4	2.67
Cambridge Overseas School Certificate (COSC)	16	10.67
Professional certificate or Diploma	69	46.00
Degree	53	35.33
Other	8	5.33
Total	150	100.00

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Figure 5.3: The respondents by the educational qualifications

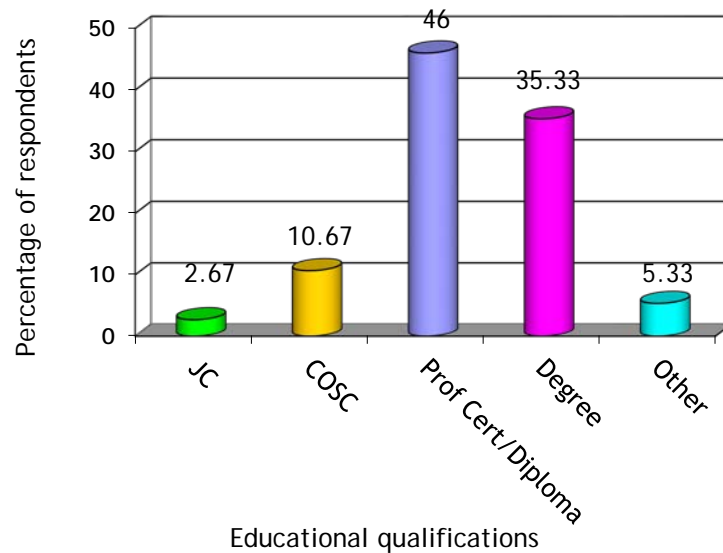


Table 5.3 and Figure 5.3 reveal that the majority of respondents possess tertiary qualifications in the form of professional certificates, diplomas or degrees. The highest number of respondents (46%) possesses professional certificates. The holders of undergraduate degrees ranked second (35.33%). The lowest ranked qualification is a Junior Certificate with only 2.67% of the total respondents depicted. The educational calibre of the respondents provided the researcher an opportunity to delve deeper in the discussion topic.

5.2.1.4 The occupation of the respondents

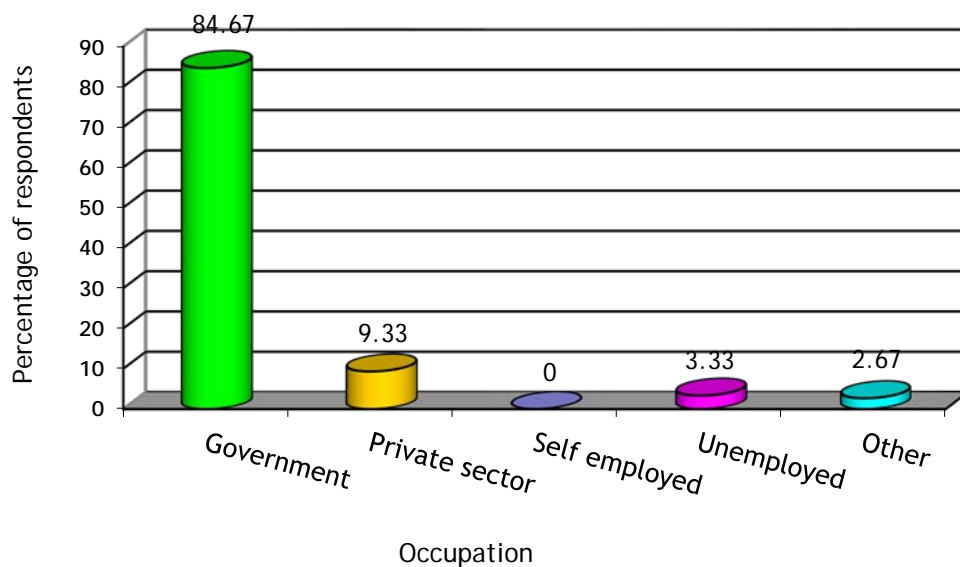
The question was intended to ascertain the type of occupation by the respondents, an information that would inject a dimension of diversity of perceptions based on the respondents' field of specialties. The responses from this question were summarised and presented in Table 5.4 and Figure 5.4.

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Table 5.4: The respondents by occupation

Occupation	Frequency	Percentage
Government	127	84.67
Private sector	14	9.33
Self employed	0	0.00
Unemployed	5	3.33
Other	4	2.67
Total	150	100.00

Figure 5.4: The respondents by occupation



The figures in Table 5.4 and Figure 5.4 indicate a significant 84.67% of the respondents were government employees. The respondents who were employed in the private sector ranked second (9.33%). None of the respondents were self employed and in order to allow for wider range of perceptions, the researcher could have included respondents who were self employed.

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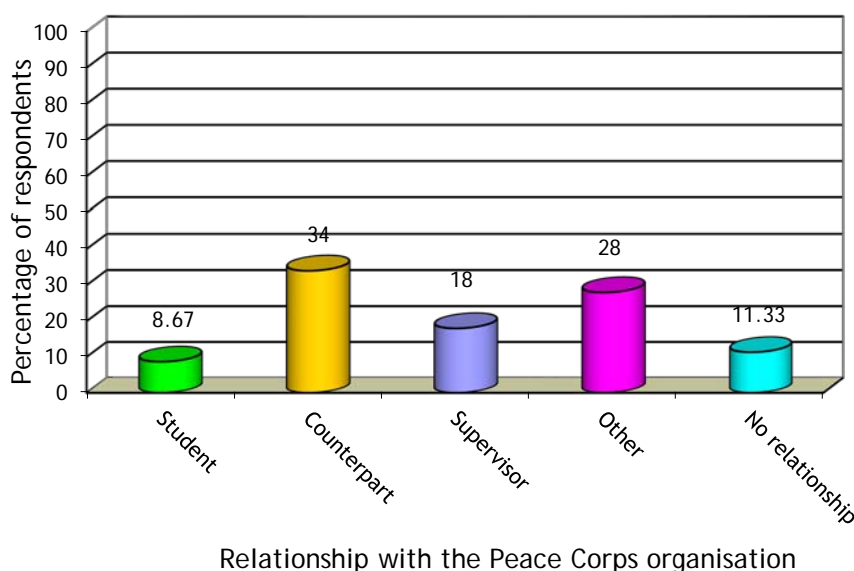
5.2.1.5 The relationships of the respondents with the Peace Corps organisation

The question was aimed at soliciting the type of relationship the respondents have had with the Peace Corps organisation. The relationships had a direct bearing on the background knowledge and experiences of the respondents with regard to the Peace Corps organisation. A summary of the responses is shown in Table 5.5 and Figure 5.5.

Table 5.5: The respondents by relationship with the Peace Corps organisation

Type of relationship	Frequency	Percentage
Student	13	8.67
Counterpart	51	34.00
Supervisor	27	18.00
Other relationship	42	28.00
No relationship	17	11.33
Total	150	100.00

Figure 5.5: The respondents by relationship with the Peace Corps organisation



The majority of the respondents (34%) have worked as counterparts to the Peace Corps volunteers as noted in Table 5.5 and Figure 5.5. The second

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ranked category is 'other' (28%) which according to the majority of the respondents translated into the relationship of 'co-workers and co-teachers' with the Peace Corps volunteers. Eight (8) percent of the respondents reported having been trained by the Peace Corps volunteers before.

5.2.1.6 Duration of the involvement with the Peace Corps organisation

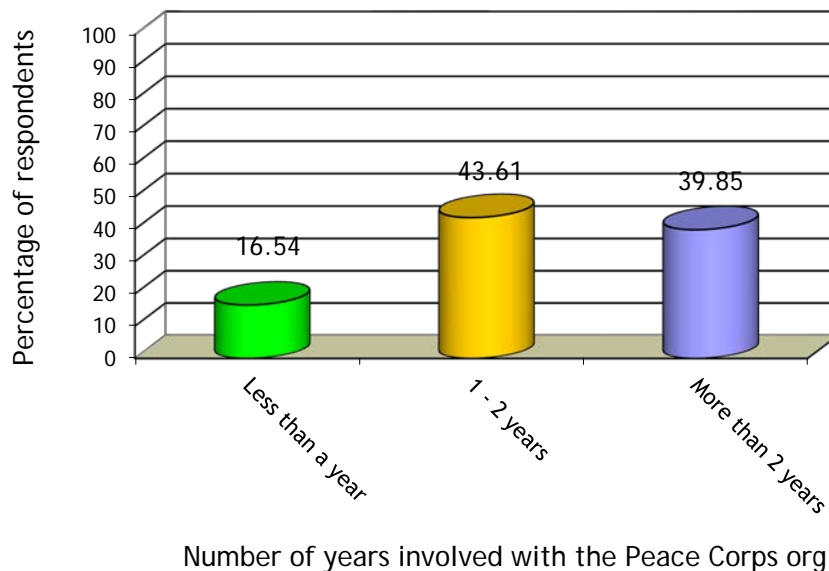
The respondents who have had prior involvement with the Peace Corps organisation were asked to indicate the duration of this involvement. The purpose of this question was to inform the study as to the amount of background knowledge and experience that the respondents had on the Peace Corps organisation. The Peace Corps volunteers are expected to serve for a period of two years (cf. 3.4.4.2) hence the reason for selecting two years and beyond as the upper limit. A summary of the responses obtained is presented in Table 5.6 and Figure 5.6.

Table 5.6: The number of years that the respondents have worked with the Peace Corps volunteers

The number of years working with the Peace Corps organisation	Frequency	Percentage
Less than a year	22	16.54
1 - 2 years	58	43.61
Over 2 years	53	39.85
Total	133	100.00

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Figure 5.6: The number of years that the respondents have worked with the Peace Corps volunteers



As indicated in Table 5.6 and Figure 5.6, the majority of the respondents have had an experience of more than a year with the Peace Corps organisation with 46.61% having had 1-2 years of working with the Peace Corps organisation whilst 39.85% having had more than 2 years experience working with the Peace Corps organisation. The remaining 16.54% of the respondents have had less than a year involved with the Peace Corps organisation.

5.2.2 Extrapolation of the responses

The second part of the survey questionnaires was designed to: a) elicit from the respondents the perceptions on the status of the delivery of public services in Lesotho; b) challenge the respondents to assess the role of the Peace Corps organisation in enhancing the delivery of public services in

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Lesotho; and c) provide a platform for the respondents to investigate the relevancy of the Peace Corps organisation in the development of Lesotho.

5.2.2.1 The existing public services in Lesotho

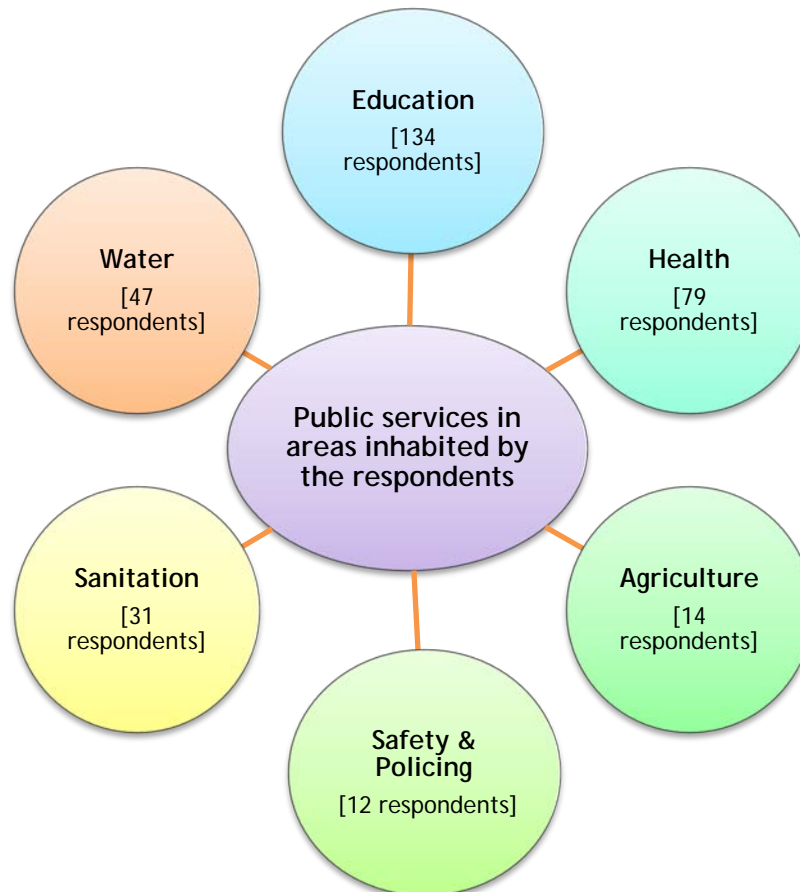
In order to ascertain the availability of the public services in Lesotho particularly in the areas where the respondents are resident, the researcher presented the first question as follows:

“Mention typical public services (e.g. educational institutions, health facilities, and water and sanitation facilities) that exist in your community”.

A summary of responses from this question is illustrated in Figure 5.7.

Figure 5.7: The typical public services in Lesotho

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As illustrated in Figure 5.7, the majority of the respondents (134) identified education as the main public service available in their communities. This was followed by a total of 79 respondents who indicated the existence of health services in their communities. Other services that were noted include water (47 respondents), sanitation (31 respondents), agriculture (14 respondents) and safety and policing (12 respondents).

5.2.2.2 The public services attributable to the Peace Corps organisation in Lesotho

The follow-up to the first question on Section 5.2.2.1 was meant to draw out the perceptions of the respondents on the contribution of the Peace

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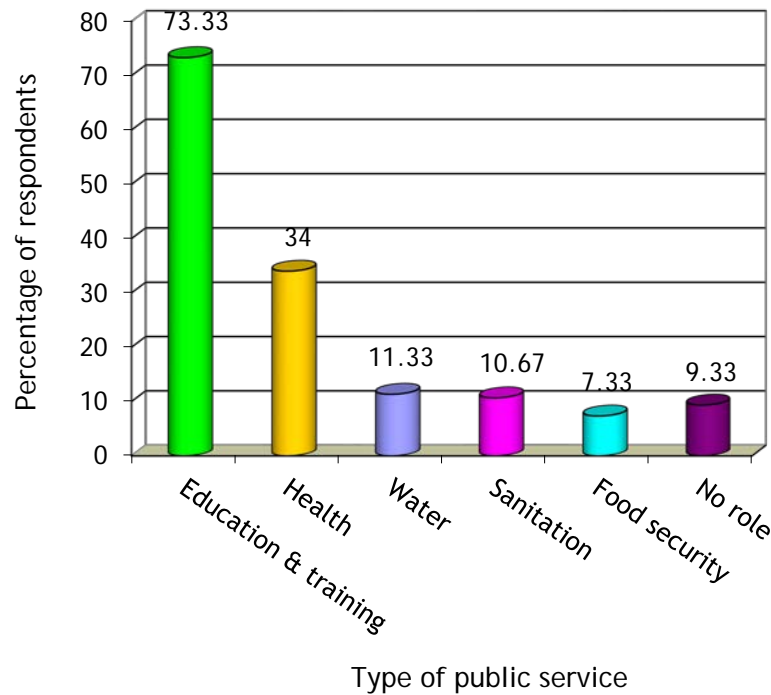
Corps organisation in the delivery of the services indicated. The question was phrased as follows:

“Of these public services which one(s) would you attribute to the Peace Corps organisation?”

A summary of the responses from this question is shown in Figure 5.8.

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Figure 5.8: The public services attributable to the Peace Corps organisation



From Figure 5.8, the majority of respondents indicated that the Peace Corps organisation has had greater input in the provision of services related to education (73.33%). A significant 34% of the respondents attributed the health services to the presence of the Peace Corps organisation. 9.33% of the respondents are of the opinion that none of the services can be attributable to the Peace Corps organisation.

5.2.2.3 The role of the Peace Corps in developing the public services

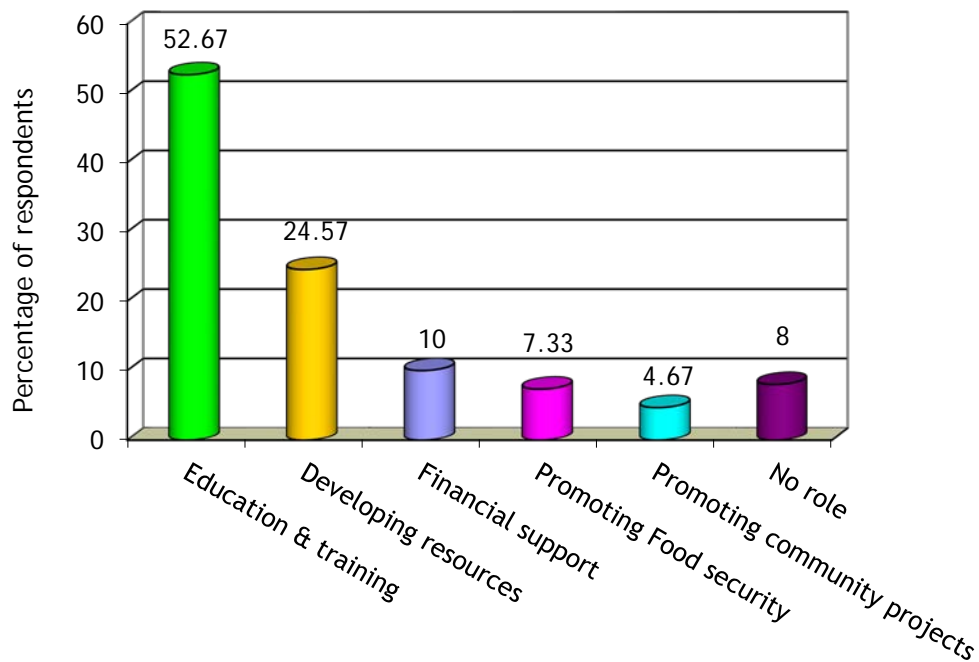
In order to investigate the role of the Peace Corps organisation in the development of the public services stipulated in Section 5.2.2.2, the researcher posed the following open ended question:

“What was the role of Peace Corps organisation in developing these services?”

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Figure 5.9 denotes the responses from this question.

Figure 5.9: The role of the Peace Corps in developing the public services



The Peace Corps role in developing public services

Figure 5.9 reveals that more than half of the respondents (52.67%) stated that the role of the Peace Corps organisation in developing the public services in Lesotho is primarily through provision of education and training. A quarter (24.57%) of the respondents pointed out that the Peace Corps organisation has been pivotal in developing resources. A significant 10% of the respondents were of the opinion that the Peace Corps organisation has had a role in securing financial resources for a variety of projects and services. Eight (8) percent of the respondents stated that the Peace Corps organisation had played no role in the development of any of the services mentioned.

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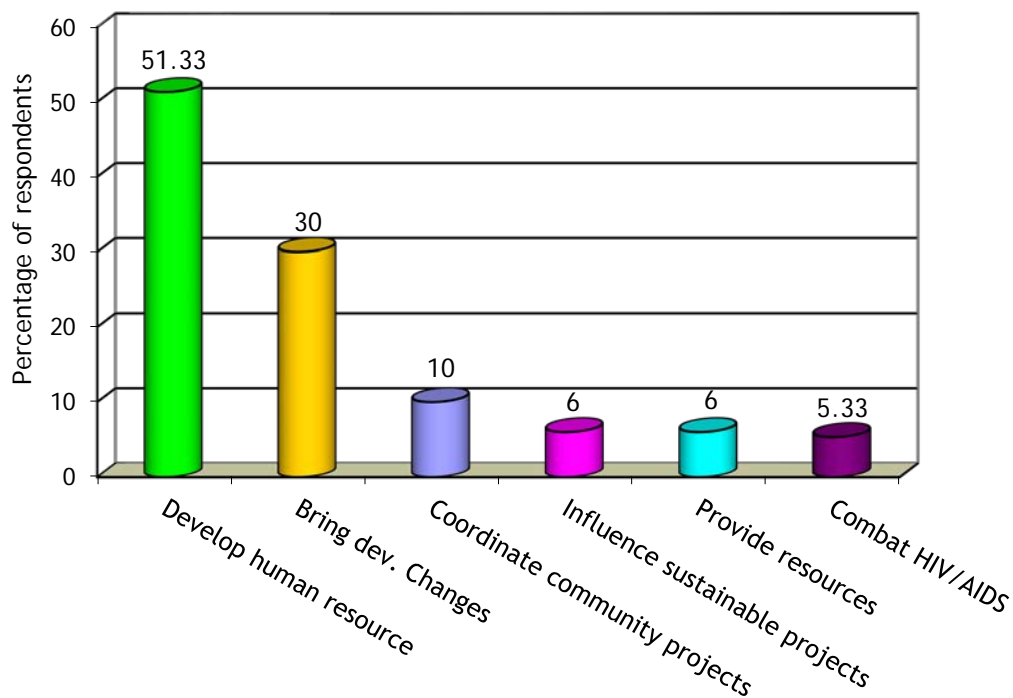
5.2.2.4 The primary role of international volunteers

The purpose of this open ended question was to investigate the level of understanding on the part of the respondents about the overall role of the international volunteers in Lesotho of which the Peace Corps organisation is a member. The question was phrased as follows:

“What do you see as the primary role of the international volunteers in Lesotho?”

A summary of responses is presented in Figure 5.10.

Figure 5.10: The role of the international volunteers in Lesotho



The role of the international volunteers

As indicated in Figure 5.10, the human resource development emerged as the major role played by the international volunteers in Lesotho with 51.33% of the respondents affirming to this conclusion. Although the respondents

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were not specific about the role of the volunteers, 30% stated that the role of the international volunteers has been to bring developmental changes to Lesotho. Other respondents perceived the role of the international volunteers as the coordinator of projects (10%), influencing force behind sustainable projects (6%) and provider of resources, both physical and capital (6%). The lowest ranked role is combating HIV and AIDS pandemic with only 5.33%.

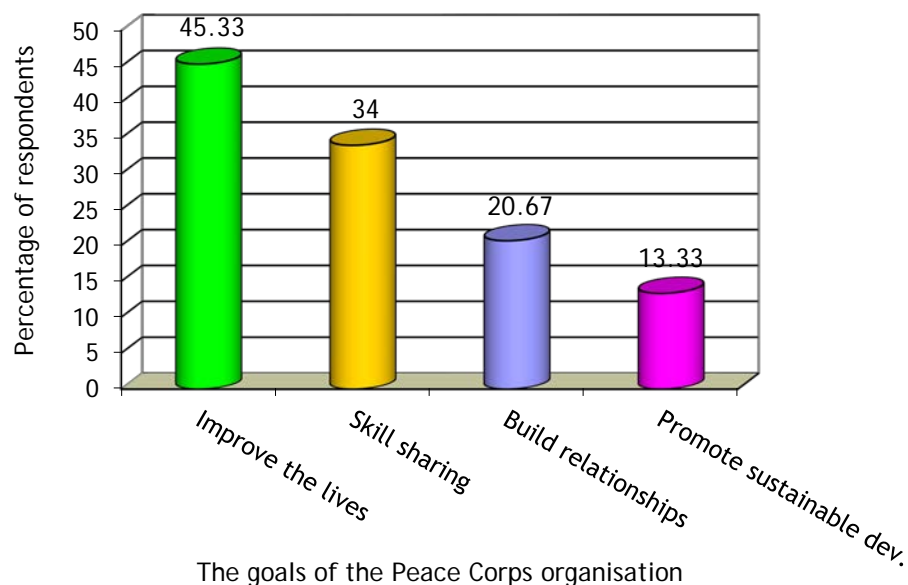
5.2.2.5 The Peace Corps goal in Lesotho

In order to establish the level of understanding on the part of the respondents about the Peace Corps goals in Lesotho, the researcher asked the following open ended question:

“What is your understanding of the Peace Corps goal(s) in Lesotho?”

A summary of responses are presented in Figure 5.11.

Figure 5.11: The goal of the Peace Corps organisation Lesotho



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Although no specific description of the Peace Corps goals was given, the majority of the respondents (45.33%) in Figure 5.11 reported that one of the primary goals of the Peace Corps organisation is to improve the lives of Basotho. Other respondents specifically suggested that the Peace Corps organisational goals were to provide a forum for skill sharing and build relationships between the peoples of the United States and Lesotho. A few of respondents (13.33%) perceived the Peace Corps as an organisation that sought to promote sustainable development in Lesotho.

5.2.2.6 The human resource development levels in Lesotho

One of the goals of the Peace Corps organisation is to enhance the human resource development (cf.3.2.4). For this reason, the researcher posed an open ended question to elicit the perceptions from the respondents on the current human resource development levels in Lesotho. The question was phrased as follows:

“In Lesotho, how would you rate the human resource development level of the general population?”

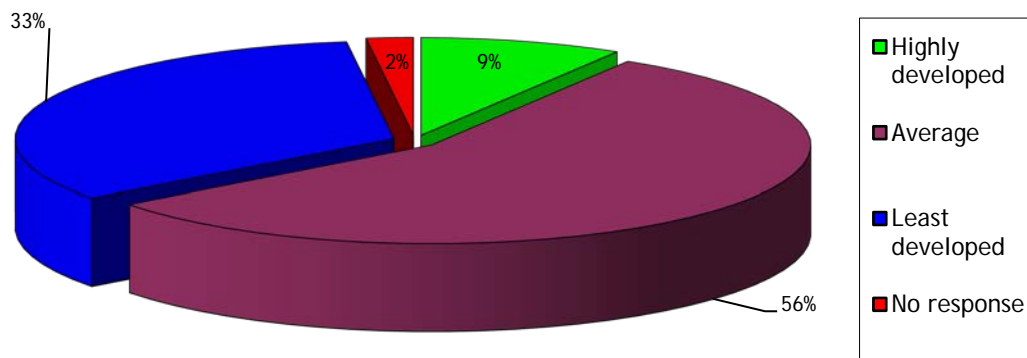
The responses to this question are presented in Table 5.7 and Figure 5.12.

Table 5.7: The human resource development levels in Lesotho

The human resource development levels in Lesotho	Frequency	Percentage
Highly developed	13	8.67
Average	84	56.00
Least developed	50	33.33
No response	3	2.00
Total	150	100.00

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Figure 5.12: The human resource development levels in Lesotho



The figures in Table 5.7 and Figure 5.12 reveal that more than half of the respondents (56%) were of the opinion that the human resource development level in Lesotho is neither low nor high. However notably 33% of the respondents acknowledged that the current levels of human resources were inadequate. Only 9% of the respondents were of the view that Lesotho has adequate human resource levels whilst the remaining 2% of the respondents did not choose any of the options presented.

5.2.2.7 The skilled human resource in Lesotho attributable to the Peace Corps organisation

In order to find out the perceptions of the respondents in relation to the role of the Peace Corps organisation in enhancing the human resource development in Lesotho, the researcher asked the following question:

“Of the skilled human resource available in Lesotho, what percentage would you attribute to the Peace Corps organisation?”

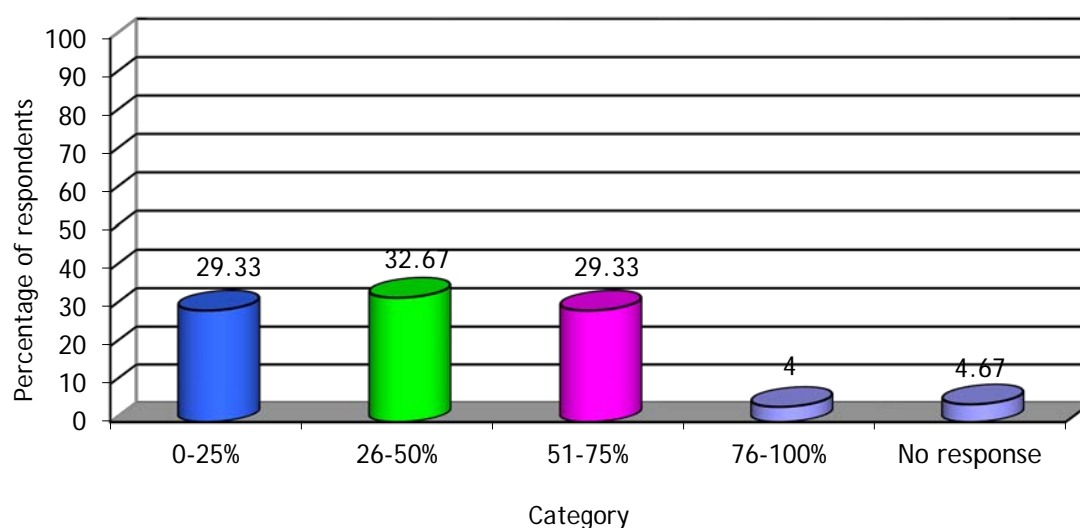
A summary of the responses from this question are presented in Table 5.8 and Figure 5.13.

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Table 5.8: The skilled human resource in Lesotho attributable to the Peace Corps organisation

Rating category	Frequency	Percentage
0 - 25 percent	44	29.33
26 - 50 percent	49	32.67
51 - 75 percent	44	29.33
76 - 100 percent	6	4.00
No response	7	4.67
Total	150	100.00

Figure 5.13: The skilled human resource in Lesotho attributable to the Peace Corps organisation



According to Table 5.8 and Figure 5.13, 32.67% of the respondents indicated that 26-50% of the skilled personnel in Lesotho could be attributed to the presence of the Peace Corps in Lesotho. An equal number of the respondents (29.33%) were of the opinion that 0-25% and 51-75% of the skilled personnel were as a result of the Peace Corps presence in Lesotho. Only 4% of the respondents considered the Peace Corps organisation responsible towards the development of 76-100% of the skilled personnel in

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Lesotho. There were 4.67% of the respondents who did not respond to this question.

5.2.2.8 **Peace Corps contribution towards the development of Lesotho in designated project areas**

Since 1967, the Peace Corps organisation has participated in the design and implementation of a variety of projects including as mentioned in Section 3.9.1, home gardens, school feeding, small business development, social forestry, water development, HIV and AIDS, youth development, secondary education, teacher training and vocation training. The researcher posed a question regarding the performance of the Peace Corps organisation in these project assignment areas and the specific question was phrased as follows:

“How has the Peace Corps contributed towards the development of Lesotho in these project areas? Please rank the project areas using the following scale: 1 - not at all; 2 - somewhat; 3 - average; 4 - Good and 5 - Outstanding”

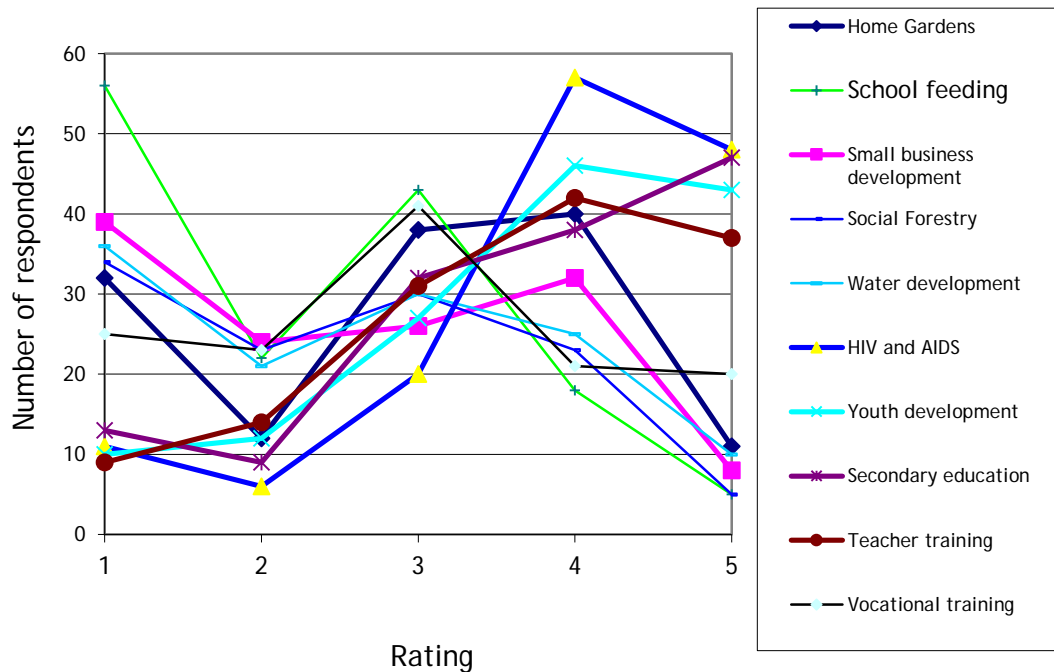
A summary of responses is provided in Table 5.9 and Figure 5.14.

Table 5.9: The contributions made by the Peace Corps organisations towards the development of projects in Lesotho

Project Area	1	2	3	4	5
Home gardens	32	12	38	40	11
School feeding	56	22	43	18	5
Small business development	39	24	26	32	8
Social forestry	34	23	30	23	5
Water development	36	21	30	25	10
HIV and AIDS	11	6	20	57	48
Youth development	10	12	27	46	43
Secondary education	13	9	32	38	47
Teacher Training	9	14	31	42	37
Vocational training	25	23	41	21	20

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Figure 5.14: The Peace Corps contributions towards the development of projects in Lesotho



According to Table 5.9 and Figure 5.14, most of the contributions by the Peace Corps organisation were in the field of HIV and AIDS (57 respondents rated this category 'good' and 48 rated 'outstanding'). Youth development, secondary education and teacher training were also ranked high as areas where the Peace Corps organisation contributed substantially. From the both Table 5.9 and Figure 5.14, it is noticeable that school feeding and small business in particular were perceived to be areas in which the Peace Corps organisation has had no major impact.

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5.2.2.9 The level of success in the implementation of the Peace Corps projects in Lesotho

As indicated in Section 3.6.2, the Peace Corps organisation designs developmental projects that meet minimal standards and criteria. In this question, the researcher sought to determine how the respondents would rank the Peace Corps projects against the set Peace Corps criteria for an effective project. The question was phrased as follows:

“Using the Peace Corps criteria for effective projects in column one, please rate the level of success in the implementation of the Peace Corps projects in Lesotho. Please use the following scale: 1 - not at all; 2 - somewhat; 3 - average; 4 - Good and 5 - Outstanding.”

The results from this question are shown in Table 5.10.

Table 5.10: Project implementation against the Peace Corps project criteria

Peace Corps Criteria for strong project	1	2	3	4	5
Increases local capacity	16	16	45	27	17
Strives to address expressed needs	16	11	37	47	22
Seeks sustainable results	11	11	39	48	22
Has local participants as partners	9	6	31	56	31
Considers gender relationships	20	16	29	50	17
Places volunteers at the local level	10	9	20	46	47
Does not displace qualified	27	12	27	28	38
Places the matching volunteer types and numbers	11	12	26	53	32
Has host agencies and communities as partners	11	12	31	47	30
Averages	14.56	10.33	31.67	44.67	28.44

Based on the figures from Table 5.10 the greatest strength of the Peace Corps organisation is that it places the volunteers at the local level where the needs are (47 respondents rated ‘outstanding’ and 46 rated ‘good’). A

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significant number of respondents (31 rating 'outstanding' and 56 rating 'good') are of the view that the Peace Corps projects consider local participants as partners. Notably 27 respondents indicated that the Peace Corps organisation displaces qualified Basotho.

5.2.2.10 The sustainability of the Peace Corps projects

As discussed in Section 3.6.2, the Peace Corps organisation seeks to implement projects that offer opportunities for sustainable results. In this section the researcher posed a question to determine the general opinions of the respondents on the ability of the projects implemented through the Peace Corps organisations to yield sustainable results. The specific question asked was:

“One of the challenges in development field is the implementation of projects that are sustainable. In your opinion are the projects implemented through the Peace Corps organisation sustainable?”

The results from this question are presented in Table 5.11 and Figure 5.15.

Table 5.11: The sustainability of the Peace Corps projects

Are projects implemented through the Peace Corps sustainable?	Frequency	Percentage
Yes	101	67.33
No	49	32.67
Total	150	100.00

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Figure 5.15: The sustainability of the Peace Corps projects

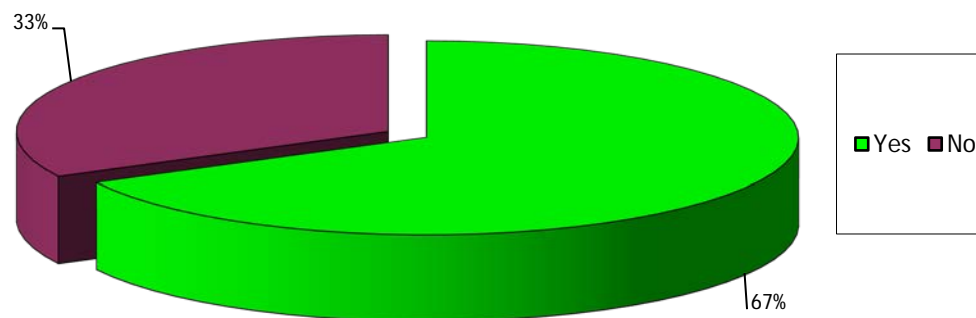


Table 5.11 and Figure 5.15 portray 67% of the respondents who indicated that the Peace Corps projects were sustainable whilst the remaining 33% stated that the projects implemented through the Peace Corps organisation were not sustainable.

The second part of the question was phrased as follows:

“If your answer is ‘yes’ please mention the sustainable projects you are aware of.

If your answer is ‘no’, what do you think is the major obstacle(s) towards sustainable development in Lesotho?”

Amongst the 67% of the respondents who indicated that the Peace Corps projects were sustainable the majority pointed out the following projects as a justification:

- Library development [38 respondents].
- Agriculture and food security [36 respondents].
- Infrastructural development (classrooms, electricity, water and sanitation) [30 respondents].
- Education and training [27 respondents].

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- Small business development and Income Generating Activities [16 respondents].
- HIV/AIDS [14 respondents].

The respondents who suggested that the Peace Corps projects were not sustainable cited the following reasons as the major impediment towards sustainable development in Lesotho:

- The character of Basotho as specified in the following bullets:
 - Resistance to change.
 - Lack of commitment and passion to see successful project implementation.
 - Lack of interest “Basotho need incentives in order to work hard”.
 - Lack of adequate training to manage projects effectively.
 - Lack of project follow-ups.
- Inadequate level of commitment and support on the part of the government authorities as exemplified in the following bullets:
 - Lack of infrastructure;
 - Lack of security; and
 - Projects are donor driven.
- Other
 - Lack of capital.
 - Dependency on Peace Corps organisations.

5.2.2.11 The assessment of the Peace Corps performance against the Peace Corps capacity building levels

The work of the Peace Corps organisation is primarily to help build capacity at four levels as illustrated in Section 3.5.1. These four capacity building levels are: a) the individuals; b) the service providers; c) the organisations;

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and d) the communities. In an attempt to obtain views from the respondents about the performance of the Peace Corps organisation against these four capacity building levels, the researcher posed the following question:

“The Peace Corps organisation strives to help Basotho to ultimately be in a position to help themselves through capacity building in the following categories: a) Individuals, b) service providers, c) organisations, and d) communities served. Please rank the effectiveness of the Peace Corps projects in strengthening the following capacity building levels using this scale: 1 - Not at all; 2 - somewhat; 3 - average; 4 - good and 5 - outstanding.”

A summary of responses is presented in Table 5.12 and Figure 5.16.

Table 5.12: The Peace Corps performance against the capacity building levels

Capacity building level	1	2	3	4	5
Individuals	19	16	31	41	34
Service providers	8	8	31	53	39
Organisations	7	10	25	57	39
Communities	10	14	31	49	37

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Figure 5.16: The Peace Corps performance against the four capacity building levels

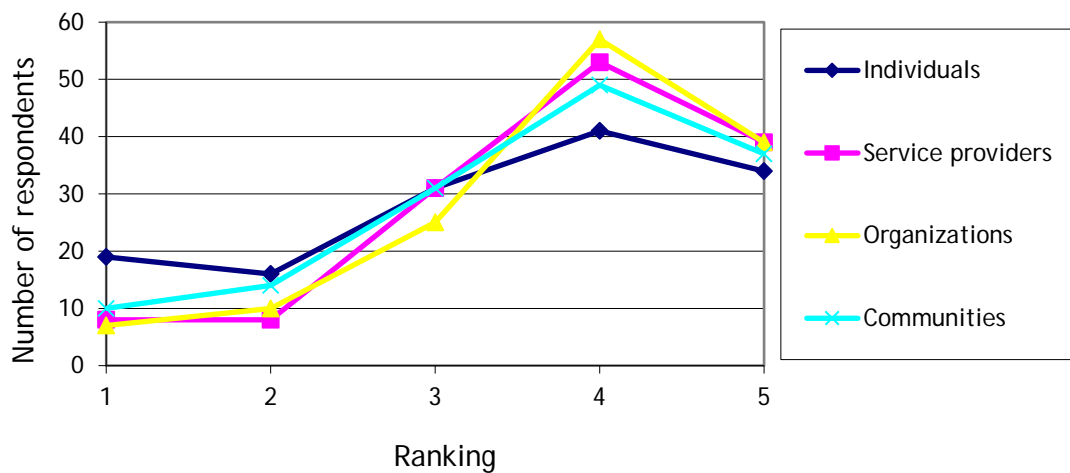


Table 5.12 and Figure 5.16 reveal a similar trend in terms of the Peace Corps performance against the four capacity building levels. The respondents however are of the opinion that the Peace Corps organisation has performed more effectively in building the capacity of the organisations and service providers than it is the case in building the capacity of the individuals.

5.2.2.12 The overall Peace Corps contributions to development in Lesotho

The purpose of this question was to determine the general opinion of the respondents on the overall performance of the Peace Corps organisation as a developmental volunteer agency serving in Lesotho. The respondents were asked to rank the statements provided using the following scale:

“1 - Not at all; 2 - somewhat; 3 - average; 4 - agree and 5 - fully agree”.

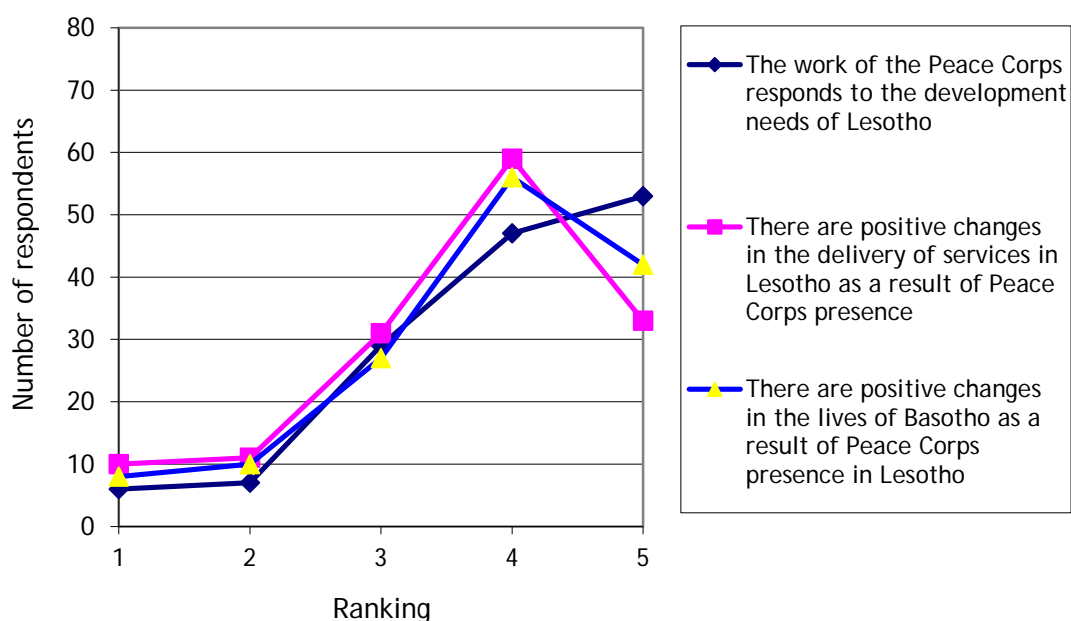
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The results from this question are summarised in Table 5.13 and Figure 5.17.

Table 5.13: The overall Peace Corps contributions in Lesotho

Statement	1	2	3	4	5
The work of the Peace Corps responds to the development needs of Lesotho	6	7	29	47	53
There are positive changes in the delivery of services in Lesotho as a result of the Peace Corps presence	10	11	31	59	33
There are positive changes in the lives of Basotho as a result of the Peace Corps presence in Lesotho	8	10	27	56	42

Figure 5.17: The overall Peace Corps contributions in Lesotho



According to Table 5.13 and Figure 5.17, the respondents were highly positive about the work of the Peace Corps organisation in Lesotho. There

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was a strong indication that there were a considerable number of respondents who were of the opinion that as a result of the Peace Corps presence in Lesotho the lives of Basotho have changed positively. Although also rated significantly high in comparison the respondents believe that the presence of the Peace Corps organisation has not influenced the positive changes in the delivery of services in Lesotho.

5.2.2.13 The impact of the Peace Corps organisation on individuals in Lesotho

In order to elicit a more descriptive response about the impact of the Peace Corps organisation specifically on the respondents as individuals in Lesotho, the researcher posed the following open ended question:

“How has the presence of Peace Corps volunteer(s) in your area impacted your life?”

The following is a summary of responses obtained from this question:

- Promoted skill development in:
 - Gardening and nutrition;
 - Teaching;
 - Small business development;
 - Information and Communication Technology and
 - English communication skills.
- Promoted relationship building and friendship amongst the community members and between different communities.
- Improved positive attitudes and values particularly with regard to the following:
 - Confidence;
 - Humility;
 - Positivity;

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- Motivation;
- Patience;
- Respect and love;
- Selflessness;
- Persistence;
- Cooperativeness/teamwork;
- Focus;
- Value of strength; and
- Empowerment.
- No impact: Some of the respondents however pointed out that the presence of the Peace Corps organisation has had no impact in their lives.

5.2.2.14 The impact of the Peace Corps organisation on communities

Similar to the question in Section 5.2.2.14, the purpose of this open ended question was to elicit a more descriptive response on about the impact of the Peace Corps organisation in this case specifically on the communities served by the Peace Corps organisation in Lesotho. The question read as follows:

“How has the presence of Peace Corps volunteer(s) in your area impacted your community in general?”

The following is a summary of the responses from the question:

- Improved delivery of public services [42 responses] such as:
 - Education;
 - Health;
 - Water;
 - Small business development; and
 - Gardening and food security.

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- Promoted youth development programmes.
- Promoted the spirit of volunteerism amongst the community members.
- No impact [14]: The respondents stated that the presence of the Peace Corps volunteers in the communities has had no impact at all.

5.2.2.15 The relevancy of the Peace Corps organisation in the development of public service delivery in Lesotho

The purpose of this last question was meant to elicit the general opinions of the respondents about the relevancy of the Peace Corps organisation in Lesotho. The question read thus:

“In your opinion does the Peace Corps organisation still have a role in enhancing the public service delivery in Lesotho?”

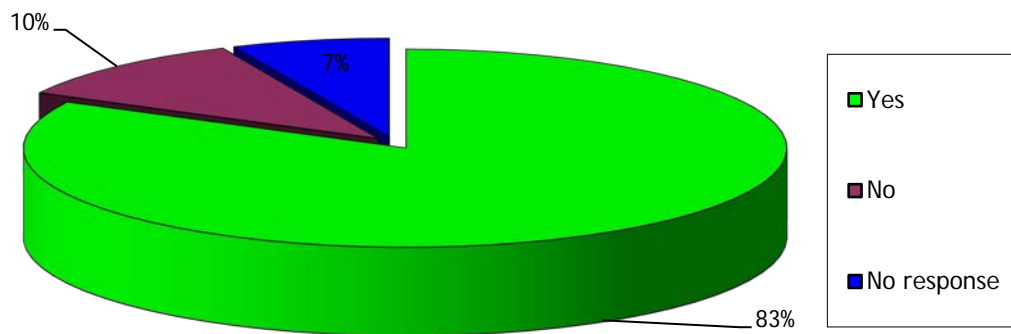
A summary of the responses is provided in Table 5.14 and Figure 5.18.

Table 5.14: The relevancy of the Peace Corps organisation in the development of Lesotho

Does Peace Corps organisation still have a role in Lesotho?	Frequency	Percentage
Yes	124	82.67
No	16	10.67
No response	10	6.67
Total	150	100.00

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Figure 5.18: The relevancy of the Peace Corps organisation in the development of Lesotho



From Table 5.14 and Figure 5.18, 82% of the respondents maintained that the Peace Corps organisation still has a role in enhancing the delivery of public services in Lesotho. Only 11% of the respondents indicated that the Peace Corps organisation does not have a role to play in this regard anymore. The remaining 7% of the respondents did not answer this question.

A follow up to this question was phrased as follows:

“If your answer is ‘yes’, what is that role? If your answer is ‘no’, please indicate why not?”

The respondents who believed that the Peace Corps organisation still has a role to play as an international volunteer organisation in Lesotho reiterated that the Peace Corps provides positive contributions in skill sharing, particularly in education, HIV and AIDS and life skills [79 respondents] whilst simultaneously improving the socio economic levels through sustainable self help projects (9 respondents).

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Among the 16 respondents who were of the opinion that the Peace Corps organisation has no future role in Lesotho, the following reasons were cited:

- There has not been a significant changes observed in service delivery as a result of the presence of the Peace Corps organisation in Lesotho. Perhaps if the organisation could support with financial resources for public services some positive changes would be realised.
- The Peace Corps organisation does not address the Basotho needs.
- The support provided by the Peace Corps organisation with human resource has not been effective.
- The work of the Peace Corps organisation is not sustainable.
- Lack of national government in project implementation.
- Service delivery is slow even after so many years of presence of the Peace Corps organisation in Lesotho.
- Development is political and following protocol is a challenge for instance there are too long procedures to follow (red tape).
- Some Peace Corps volunteers lack the motivation and commitment to work in Lesotho.

5.3 THE ANALYSIS OF SURVEY QUESTIONNAIRES: THE PEACE CORPS VOLUNTEERS

These set of survey questionnaires were specifically targeted at soliciting perceptions from a second population sample, the Peace Corps volunteers. A total of 50 survey questionnaires were distributed and collected back as outlined in Section 4.5.5. The 100% completion rate was enhanced by the fact that the researcher had direct contact either in person or through electronic mail with all the respondents. The survey questionnaires were analysed and the results are presented in the next paragraphs.

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5.3.1 Biography and profile of the respondents

Similar to Section 5.2.1, the survey questionnaire (see Appendix 3) departed with an inquiry into the biographic profile of the respondents. The significance of this information was that it gave the researcher an opportunity to learn about the respondents different backgrounds in order to determine the intensity and the depth of the discussions. The profile was guided by the following specific themes: age, gender, educational qualifications, the Peace Corps project assigned to, the geographical location of the job site, the duration of service in Lesotho and the number of previous Peace Corps volunteers who have served the same site. The results from each of these themes were analysed and presented in the following sections.

5.3.1.1 Age

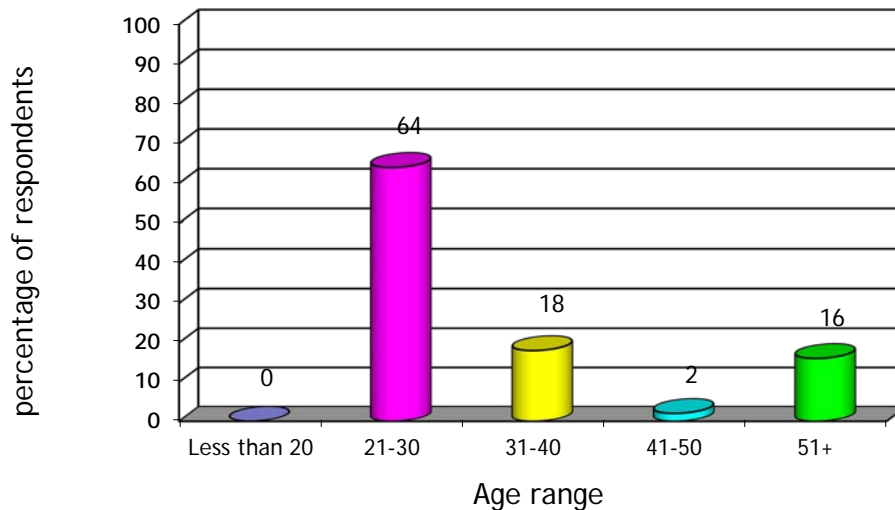
The purpose of this question was to determine the age spread of the respondents. A summary of responses is shown in Table 5.15 and Figure 5.19.

Table 5.15: The respondents by age distribution

Age category	Frequency	Percentage
Less than 20	0	0
21 - 30	32	64
31 - 40	9	18
41 - 50	1	2
51 and above	8	16
Total	50	100

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Figure 5.19: The respondents by age distribution



The results from Table 5.15 and Figure 5.19 reveal that the majority of the Peace Corps volunteers who participated in the survey were between 21-30 years age range (64%). This result supports the Peace Corps organisation statistical analysis of 2010 which states that the average age of the volunteers in service was 28 (Peace Corps, 2010:1). A significant number (16%) of the respondents were of the age 51 and above. None of the respondents were below twenty one years of age.

5.3.1.2 Gender distribution

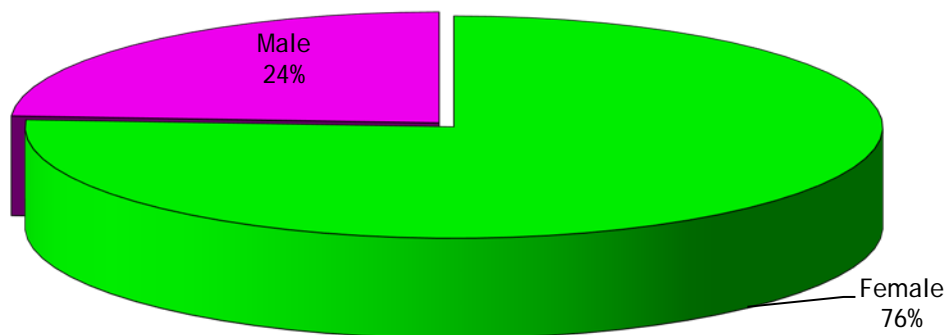
This question was aimed at soliciting the gender distribution of the respondents and the results were summarised and presented in Table 5.16 and Figure 5.20.

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Table 5.16: The gender distribution of the respondents

Gender	Frequency	Percentage
Male	12	24
Female	38	76
Total	50	100

Figure 5.20: The gender distribution of the respondents



The results from Table 5.16 and Figure 5.20 reveal that the majority of the respondents were female (76%). According to the Peace Corps Fact Sheet (Peace Corps, 2010:1) the gender distribution of the Peace Corps volunteers is approximately 60% female and 40% male, therefore the results from this study confirm the existing gender distribution amongst the volunteers globally.

5.3.1.3 The educational qualifications of the respondents

This question was meant to elicit information regarding the educational profile of the respondents. A summary of the responses from this question is presented in Table 5.17 and Figure 5.21.

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Table 5.17: The education qualifications of the respondents

The educational qualification	Frequency	Percentage
Associate Degree	0	0
Bachelors degree	30	60
Graduate degree	20	40
Other	0	0
Total	50	100

Figure 5.21: The educational qualifications of the respondents

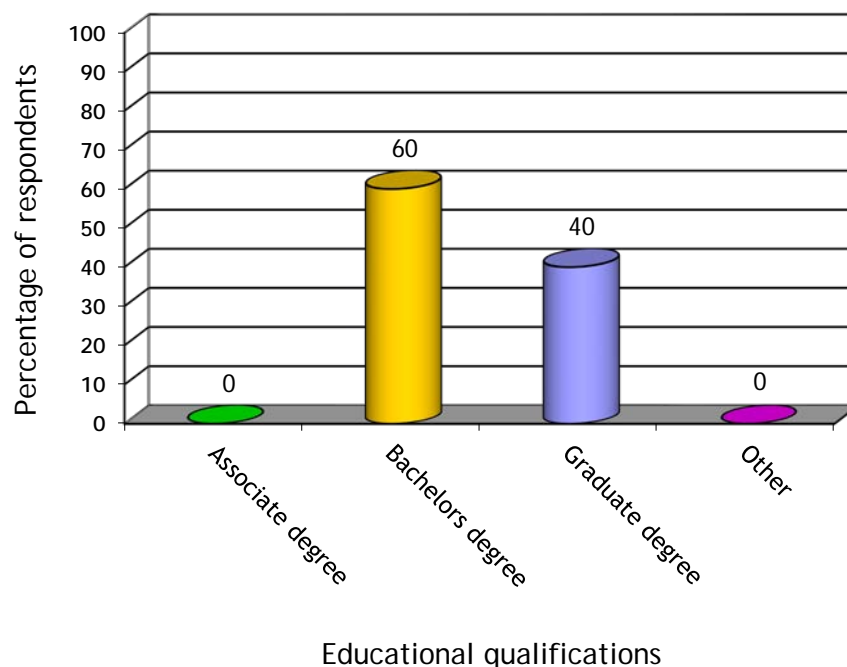


Table 5.17 and Figure 5.21 illustrate that sixty percent (60%) of the respondents had acquired a bachelors degree forty percent (40%) posses graduate degrees. These figures are in unison with the Peace Corps organisation fact sheet (Peace Corps, 2010:1) which indicates that 90% of the volunteers have at a minimum an undergraduate degree.

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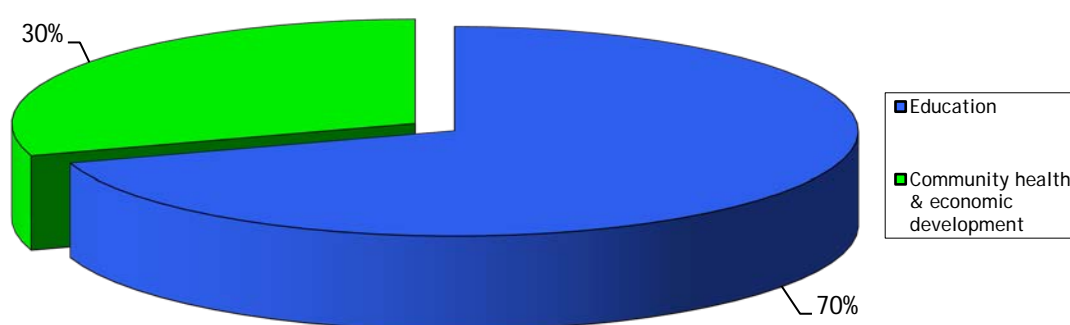
5.3.1.4 The Peace Corps volunteer distribution by project assignment

As discussed in Section 3.9.2, the Peace Corps organisation is concurrently implementing two projects, the education project and the community health and economic development project. The purpose of this category was to determine the distribution of the respondents across these two projects. A summary of results are presented in Table 5.18 and Figure 5.22.

Table 5.18: The number of Peace Corps volunteers distributed by project assignments

The Peace Corps project area	Frequency	Percentage
Education	35	70
Community Health and Economic Development	15	30
Other	0	0
Total	50	100

Figure 5.22: The number of Peace Corps volunteers distributed by project assignments



Based on the results in Table 5.18 and Figure 5.22 the majority of respondents (70%) who participated in the survey were assigned to the education project whilst the remaining 30% were assigned to the community health and economic development project.

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5.3.1.5 The geographical location of the sites assigned to the Peace Corps volunteers

In order to ensure the diversity of opinions based on the geographical location of the respondents, the research presented this question and the results are presented in Table 5.19 and Figure 5.23.

Table 5.19: The geographical location of the sites assigned to the Peace Corps volunteers

The geographical location of the sites	Frequency	Percentage
Urban	5	10
Semi-urban	13	26
Rural	32	64
Total	50	100

Figure 5.23: The geographical location of the sites assigned to the Peace Corps volunteers

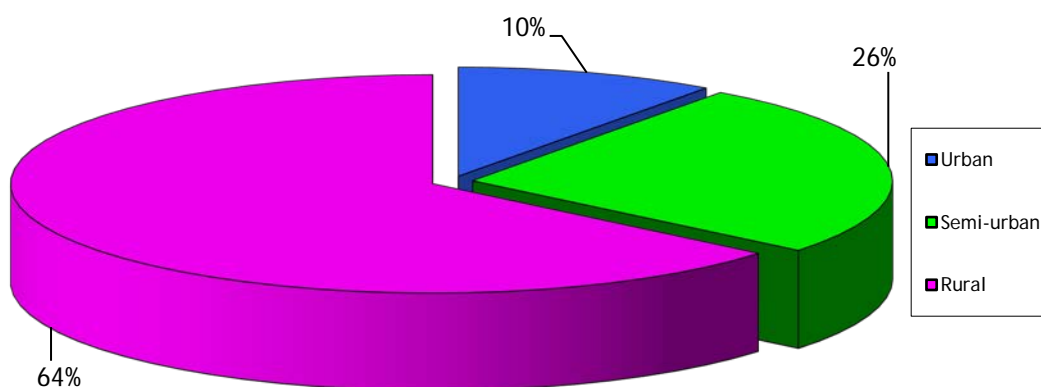


Table 5.19 and Figure 5.23 reveal that sixty four percent (64%) of the respondents were assigned to rural areas in Lesotho, twenty six percent (26%) were assigned to the semi-urban areas whilst the remaining ten percent (10%) were assigned to the urban areas (cf. 3.6.2).

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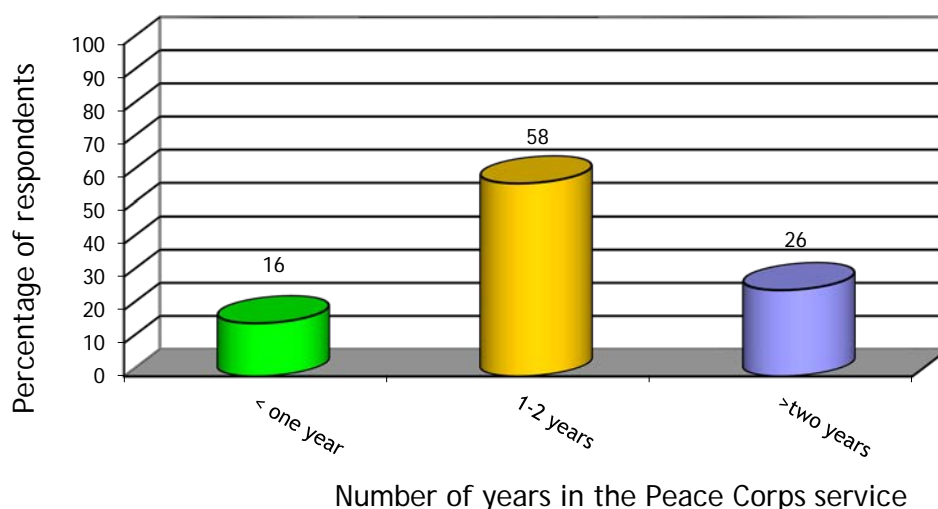
5.3.1.6 The number of years the respondents have served in the Peace Corps organisation

According to the Peace Corps standard procedures, the volunteers general serve for a period of two years (cf 3.4.4.2), however there are instances where this period may be increased and decreased depending on the extenuating circumstances such as incomplete assignments or personal reasons. The longer the volunteer remain within the Peace Corps organisation, the more experience gained. The purpose of this category is to provide the research a picture of the level of experience the respondents have at the time of presenting this information. The results derived from this question are shown in Table 5.20 and Figure 5.24.

Table 5.20: The duration of service with the Peace Corps organisation

The number of years served in the Peace Corps organisation	Frequency	Percentage
Less than one year	8	16
1-2 years	29	58
More than two years	13	26
Total	50	100

Figure 5.24: The duration of service with the Peace Corps organisation



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According to Table 5.20 and Figure 5.24, most of the respondents (58%) have had an experience of between 1 and 2 years of service with the Peace Corps organisation. Only 16% of the respondents have had less than a year of service.

5.3.1.7 The number of Peace Corps volunteers who have served previously at this site

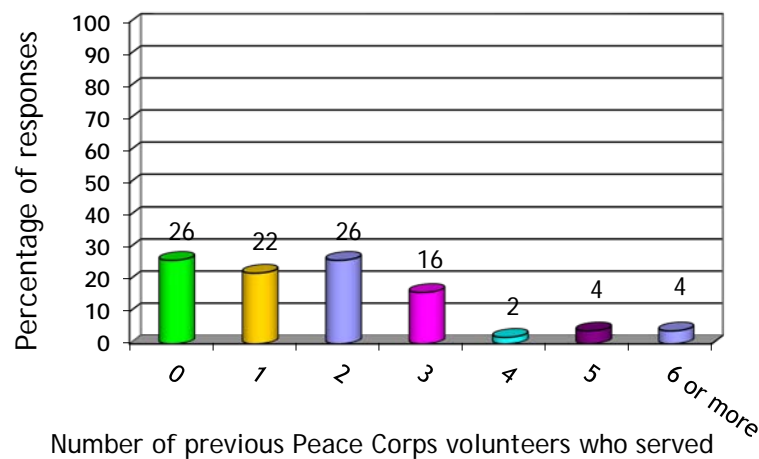
The purpose of this question was to establish the total number of Peace Corps volunteers who have served at the same site served by the respondent (six years are set as a marker since the Peace Corps organisation usually assigns three generations of volunteers at a site to serve two years each culminating into a total of six years at a site). Table 5.21 and Figure 5.25 portray the number of Peace Corps volunteers who have previously served the site where the respondents are assigned.

Table 5.21: The number of Peace Corps volunteers who have served this site

The number previous Peace Corps volunteers at site	Frequency	Percentage
0	13	26
1	2	22
2	13	26
3	8	16
4	1	2
5	2	4
6 or more	2	4
Total	50	100

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Figure 5.25: The number of Peace Corps volunteers who have served previously at this site



The figures in Table 5.21 and Figure 5.25 indicate the sites which have been served by two volunteers and the sites with no previous volunteers (essentially the sites having their first volunteers) were ranked highest at 26%. Although a relatively small number, a significant 4% of the Peace Corps volunteers have served in sites which have had 6 or more volunteers.

5.3.2 Extrapolation of the results

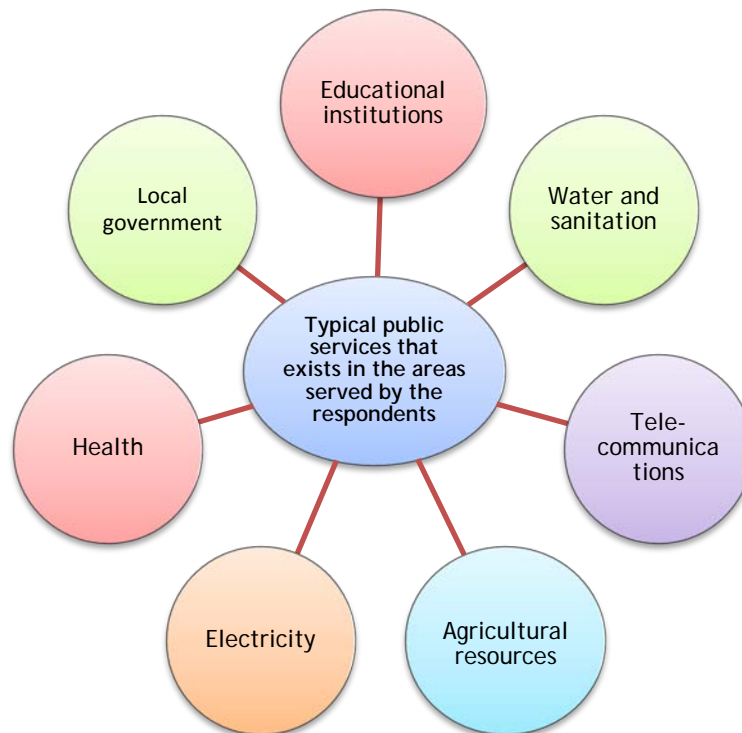
Similar to Section 5.2.2, the second part of the survey questionnaires was designed to: a) elicit from the respondents the perceptions on the status of the delivery of public services in Lesotho; b) challenge the respondents to assess the role of the Peace Corps organisation in enhancing the delivery of public services in Lesotho; and c) provide a platform for the respondents to investigate the relevancy of the Peace Corps organisation in the development of Lesotho.

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5.3.2.1 The public services that exists at the sites served by the Peace Corps volunteers

This question was asked in order to find out the situation regarding the availability of the public services in Lesotho, particularly in the areas where the respondents served. An illustration of the responses is provided in Figure 5.26.

Figure 5.26: An illustration of the public services as perceived by the respondents



The array of public services available where the respondents served include; educational institutions, health institutions, the local government, agricultural resources, water and sanitation, electricity and telecommunications (see Figure 5.26).

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5.3.2.2 **The public services that are attributed to the Peace Corps organisation**

The purpose of this question was to draw out the perceptions of the respondents with regard to the specific public services that can directly be attributed to the presence of the Peace Corps organisation in Lesotho.

Of the services highlighted in Figure 5.25, twenty one (21) respondents are of the opinion that the Peace Corps volunteers have had greater impact in the education field. A significant number of respondents (19) indicated that the public services mentioned would exist without the Peace Corps organisation. The lowest ranked public services attributed to the Peace Corps organisation include water supply, health clinic and HIV and AIDs.

5.3.2.3 **The role played by the Peace Corps organisation in the development of the public services in Section 5.3.2.2**

The follow up open ended question to Section 5.3.2.2 was meant to elicit the perceptions of the respondents with regard to the role played by the Peace Corps organisation in the development of the public services in Lesotho.

Similar to the results from Section 5.2.2.2, the majority of the respondents indicated that the role of the Peace Corps organisation was evident in the education sector where the volunteers taught learners and trained the local Basotho teachers (28 respondents). The role of the volunteers also included the establishment of schools and community libraries (9 respondents). Sixteen (16) respondents were of the opinion that the Peace Corps organisation had played no role in the development of the public services in Lesotho. Between one and five respondents additionally noted the following roles as played by the Peace Corps volunteers in Lesotho; support for health

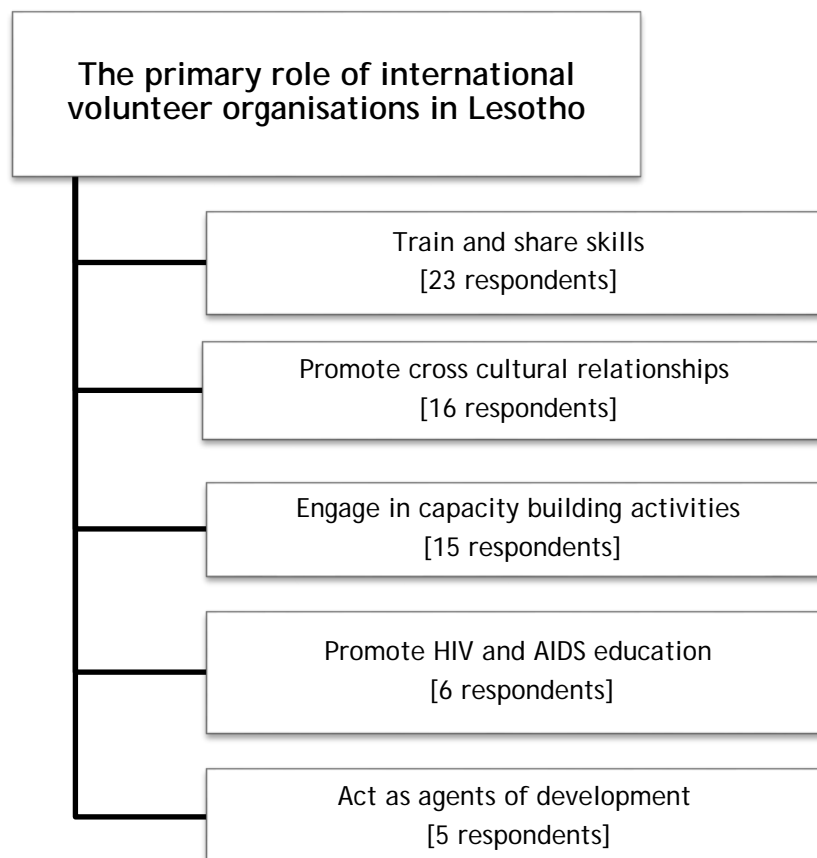
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clinics, technical assistance for water supply and sanitation and support of income generation activities.

5.3.2.4 **The primary role of international volunteer organisations in Lesotho**

The purpose of this open ended question was to determine the knowledge level of the respondents with regards to the role of international volunteer organisations in Lesotho. The responses from this question are illustrated in Figure 5.27.

Figure 5.27: The primary role of international volunteer organisations in Lesotho



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The perceptions of the respondents on the role of international volunteer organisations vary significantly, however the following common themes emerged from responses: a) training and sharing skills; b) promoting cross cultural relationships; c) engaging in capacity building activities; d) promoting HIV and AIDs education; and e) acting as agents of development (see an illustration on Figure 5.27).

5.3.2.5 The Peace Corps organisational goals in Lesotho

In this open ended question, the researcher asked the respondents to provide opinions on the Peace Corps organisational goals in Lesotho. A summary of responses is illustrated in Figure 5.28.

Figure 5.28: The Peace Corps organisational goals in Lesotho



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As illustrated in Figure 5.28, the summary of responses shows that the respondents were of the opinion that the Peace Corps organisation exist in Lesotho primarily to foster skill sharing, to build cross cultural relationships between the peoples of the United States of America and Lesotho and to engage in capacity building activities.

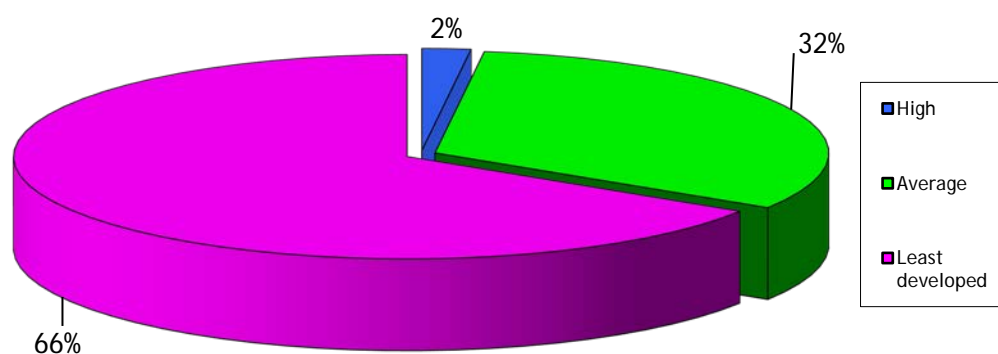
5.3.2.6 The human resource development level in Lesotho

The rationale for this question was to determine the perceptions of the respondents with regard to the level of human resource development level in Lesotho. The results are presented in Table 5.22 and Figure 5.29.

Table 5.22: The human resource development level in Lesotho

Rating category	Frequency	Percentage
Highly developed	1	2
Average	16	32
Least developed	33	66
Total	50	100

Figure 5.29: The human resource development level in Lesotho



The majority of respondents (66%) ranked the human resource development level in Lesotho low as shown in Table 5.22 and Figure 5.29. The

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respondents who stated that the human resource development level is neither high nor low amounted to 32% whilst 2% percent ranked the level high (see Table 5.22 and Figure 5.29).

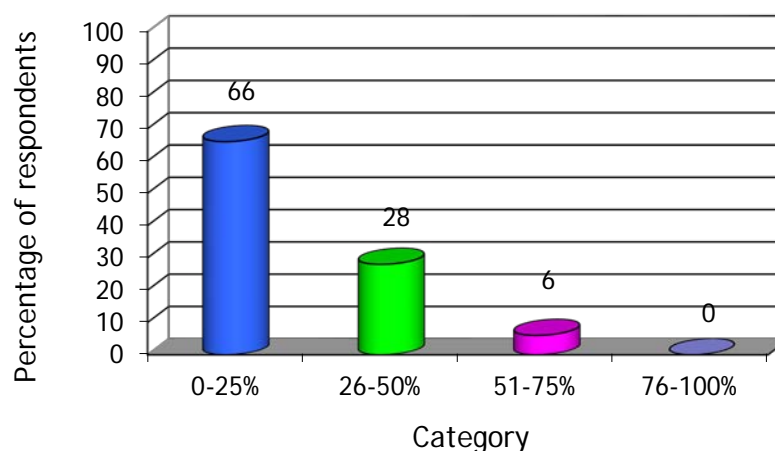
5.3.2.7 The skilled human resource in Lesotho attributable to the Peace Corps organisation

As a follow-up to the question in Section 5.3.2.6 the researcher asked the respondents to rate the level of skilled human resource that can be attributed to the presence of the Peace Corps organisation in Lesotho. The responses are presented in Table 5.23 and Figure 5.30.

Table 5.23: The skilled human resource in Lesotho attributable to the Peace Corps organisation

Rating category	Frequency	Percentage
0 - 25 percent	33	66
26 - 50 percent	14	28
51 - 75 percent	3	6
76 - 100 percent	0	0
Total	50	100

Figure 5.30: The skilled human resource in Lesotho attributable to the Peace Corps organisation



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From Table 5.23 and Figure 5.30 about two thirds of the respondents (66%) were of the opinion that only 0 - 25% of the skilled human resource in Lesotho can be attributable to the presence of the Peace Corps organisation. Fourteen percent (14%) of the respondents believed that the Peace Corps organisation has contributed 26-50% of the skilled human resource whilst only 6% of the respondents stated that 51 - 75% can be attributed to the Peace Corps organisation.

5.3.2.8 The Peace Corps organisation contribution towards the development of Lesotho in the designated project areas

Considering the projects implemented through the Peace Corps organisation in Lesotho, the respondents were requested to assess the contributions of the Peace Corps organisation with regard to each of the projects listed in the first column of table 5.26 using the following scale: "1 - not at all; 2 - somewhat; 3 - average; 4 - Good and 5 - Outstanding".

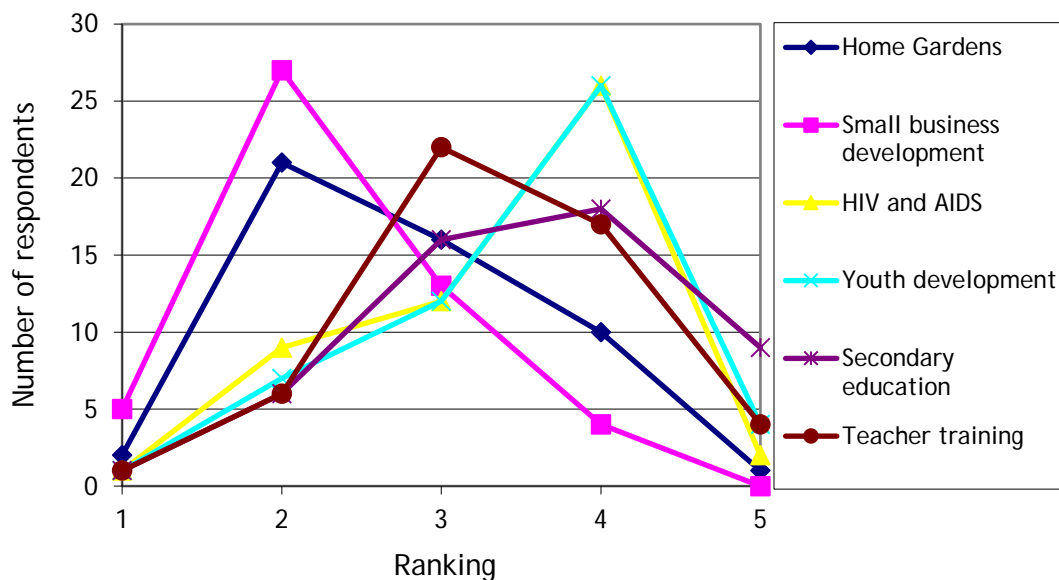
The results are presented in Table 5.24 and Figure 5.31.

Table 5.24: The Peace Corps contributions towards the development of projects in Lesotho

Project Area	1	2	3	4	5
Home gardens	2	21	16	10	1
Small business development	5	27	13	4	0
HIV and AIDS	1	9	12	26	2
Youth development	1	7	12	26	4
Secondary education	1	6	16	18	9
Teacher Training	1	6	22	17	4

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Figure 5.31: The Peace Corps contributions towards the development of projects in Lesotho



As indicated in Table 5.24 and Figure 5.31, the Peace Corps organisation has contributed significantly high in the areas of youth development and HIV and AIDS. This is followed by secondary education and teacher training. The lowest ranked categories are the small business development and home gardens.

5.3.2.9 The level of success in the implementation of the Peace Corps projects in Lesotho

Using the Peace Corps organisation criteria for strong project, the respondents were asked to assess the level of accomplishment in the implementation of the Peace Corps projects in Lesotho. The results are tabulated in Table 5.25.

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Table 5.25: The level of success in the implementation of the Peace Corps projects in Lesotho

Peace Corps Criteria for strong project	1	2	3	4	5
Increases local capacity	1	19	14	15	1
Strives to address expressed needs	0	9	16	22	3
Seeks sustainable results	1	13	13	16	7
Has local participants as partners	1	7	13	18	11
Considers gender relationships	0	8	12	19	11
Places volunteers at the local level	1	10	10	16	13
Does not displace qualified	2	12	11	15	10
Places the matching volunteer types and numbers	2	17	21	8	2
Has local Peace Corps resources to train and support volunteers	4	8	6	21	11
Has host agencies and communities as partners	5	10	14	21	0
Averages	1.7	11.3	13.0	17.1	6.9

In Table 5.25, the respondents indicated that one of the strengths of the Peace Corps projects is that the volunteers were placed at the local level where the greatest needs occur. The respondents also believed that the Peace Corps projects lacked the host agencies and community partnerships. Additionally other areas that were ranked low were the ability of the projects to increase the local capacity and the matching of the volunteer types and numbers to the specific project areas.

5.3.2.10 The sustainability of the Peace Corps projects

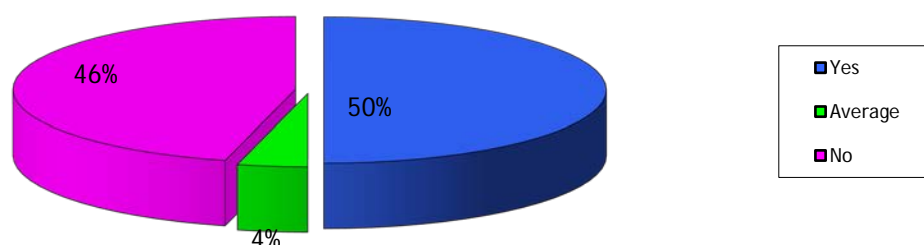
The respondents were asked to evaluate the sustainability of the Peace Corps projects in Lesotho. The respondents were additionally requested to support their responses. The results from this question are shown in Table 5.26 and Figure 5.32.

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Table 5.26: The sustainability of the Peace Corps projects

Are projects implemented through the Peace Corps sustainable?	Frequency	Percentage
Yes	25	50
Average	2	4
No	23	46
Total	50	100

Figure 5.32: The sustainability of the Peace Corps projects



From Table 5.26 and Figure 5.32, half of the respondents (50%) were of the opinion that the Peace Corps projects are sustainable. Slightly less than half (46%) believed that the Peace Corps projects are not sustainable. The remaining 4% ranked the sustainability of the Peace Corps projects as average.

The second part of the question was phrased as follows:

“If your answer is ‘yes’ please mention the sustainable projects you are aware of.

If your answer is ‘no’, what do you think is the major obstacle(s) towards sustainable development in Lesotho?”

The respondents who stated that the projects implemented through the Peace Corps organisation are sustainable provided the following as examples of the work that demonstrated the accomplishment of sustainable results:

- Training - learners and teachers and mentorship programmes (27 respondents) - the respondents argued that education yields sustainable results.

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- The schools and communities libraries (9 respondents).
- Keyhole gardens (home based vegetable gardens) (4 respondents).

For those who indicated that the Peace Corps projects are not sustainable, the following reasons were identified as the major obstacles towards sustainable development:

- Lack of motivation on the part of Basotho (10 respondents).
- Projects are often initiated by the communities (10 respondents).
- The handouts and financial injection to communities often lead to a culture of dependency; additionally the Peace Corps organisation cannot compete against other agencies who offer cash incentives to the local population (6 respondents).
- Lack of well defined development sustainability in project goals (5 respondents).

5.3.2.11 The assessment of the Peace Corps performance against the four capacity building levels

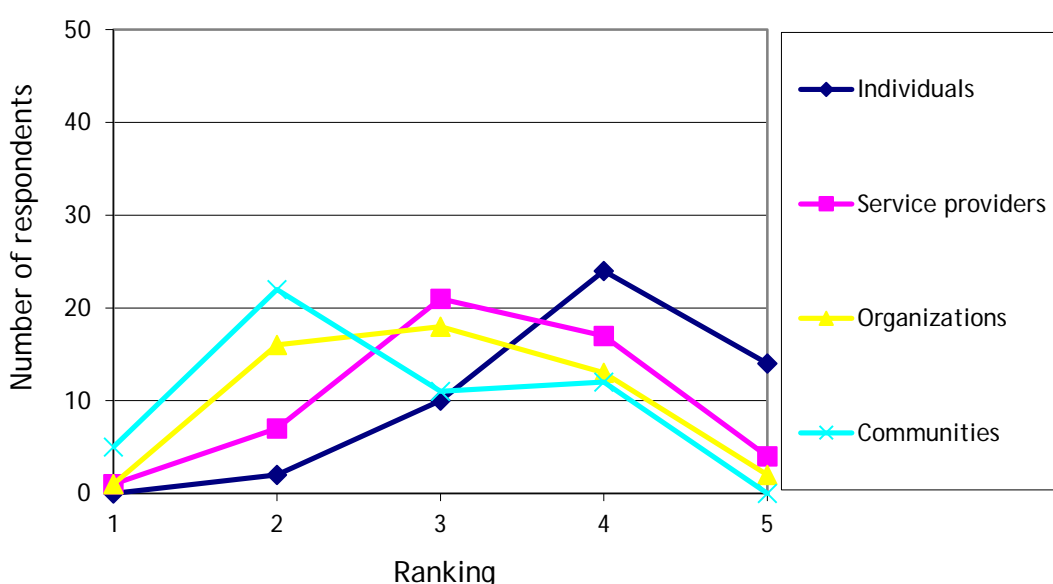
As indicated in Section 3.5.1, building the capacity of individuals, service providers, organisations and communities is the primary focus of the Peace Corps organisation. In this question an attempt is made to obtain views from the Peace Corps volunteers about the performance of the Peace Corps organisation against these four capacity building levels. The results are shown in Table 5.27 and Figure 5.33.

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Table 5.27: The performance of the Peace Corps organisation against the four capacity building levels

Capacity building level	1	2	3	4	5
Individuals	0	2	10	24	14
Service providers	1	7	21	17	4
Organisations	1	16	18	13	2
Communities	5	22	11	12	0

Figure 5.33: The performance of the Peace Corps organisation against the four capacity building levels



In Table 5.27 and Figure 5.33, the highest ranked capacity building levels developed through the Peace Corps organisations were the individuals and service providers respectively. The respondents ranked the communities and organisations lowest.

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5.3.2.12 The Peace Corps contributions to development

Similar to Section 5.2.2.12, the purpose of this question was to determine the general opinion of the respondents on the overall performance of the Peace Corps organisation as a developmental volunteer agency serving in Lesotho. The respondents were asked to rank the statements provided using the following scale:

“1 - Not at all; 2 - somewhat; 3 - average; 4 - agree and 5 - fully agree”.

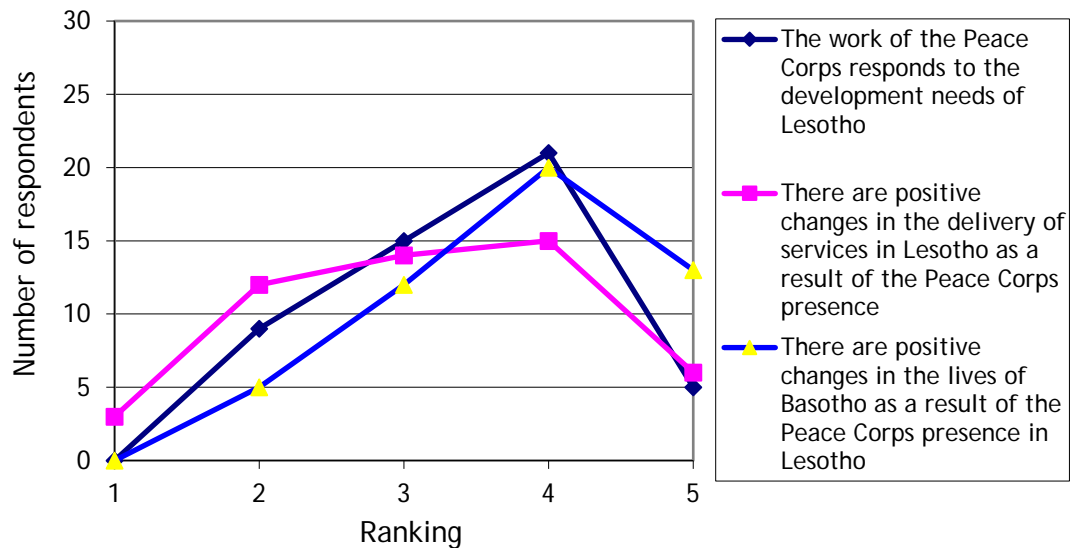
The results are presented in Table 5.28 and Figure 5.34.

Table 5.28: The Peace Corps contributions to development

Statement	1	2	3	4	5
The work of the Peace Corps responds to the development needs of Lesotho	0	9	15	21	5
There are positive changes in the delivery of services in Lesotho as a result of the Peace Corps presence	3	12	14	15	6
There are positive changes in the lives of Basotho as a result of the Peace Corps presence in Lesotho	0	5	12	20	13

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Figure 5.34: The Peace Corps contributions to development in Lesotho



Generally from Table 5.28 and Figure 5.34, the Peace Corps organisation is perceived to have contributed positively towards the development of Lesotho with most respondents citing the positive changes in the lives of the host country nationals as a result of the presence of the Peace Corps in Lesotho. Although on average but still ranked positively, the contributions in the delivery of services are comparatively lower than in the other two categories.

5.3.2.13 The impact of the Peace Corps organisation on individuals in Lesotho

In this open ended question, the researcher sought to investigate the general perceptions of the respondents on the specific impact of the Peace Corps organisation on the individuals. The major impact was observed in two areas: in promotion of the cross-cultural relationships and in skill development and training. With regards to skill development and training

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the specific area of impact observed was on classroom teaching, teacher-training, increased access and use of resources in schools, establishment of libraries and promotion of reading culture amongst the Basotho.

5.3.2.14 **The relevancy of the Peace Corps organisation in the development of public service delivery in Lesotho**

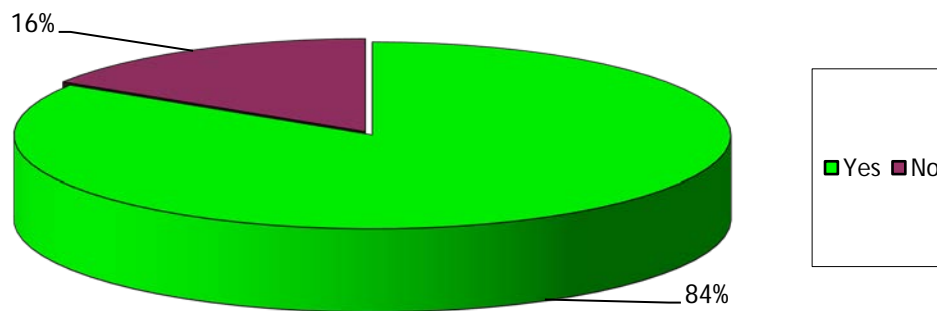
This question marked the highlight of this survey questionnaire and was meant to bring forth the general opinions of the respondents about the relevancy of the Peace Corps organisation in Lesotho. In the second part of the question, the respondents were asked to provide justification to the responses. The summary of the responses is shown in Table 5.29 and Figure 5.35.

Table 5.29: The relevancy of the Peace Corps organisation in the development of public service delivery in Lesotho

Does the Peace Corps organisation still have a role in the development of Lesotho?	Frequency	Percentage
Yes	42	84
No	8	16
Total	50	100

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Figure 5.35: The relevancy of the Peace Corps organisation in the development of public service delivery in Lesotho



The majority of the respondents (84%) as shown in Table 5.29 and Figure 5.35 considered the Peace Corps as an organisation that still has a role to play in the development of Lesotho. The remaining 16% indicated that the Peace Corps organisation was no longer relevant as a developmental agency in Lesotho.

In justifying the statement that the Peace Corps organisation still has a role, the respondents indicated that the Peace Corps organisation niche firstly is in building the capacity of local organisations, communities, individuals and service providers at grassroots level where most of the other development organisations do not venture into. According to the respondents there is still a need for the Peace Corps organisation to intervene in the areas of education, health and HIV and AIDS eradication.

Secondly, according to the respondents the Peace Corps organisation is poised to facilitate and promote the cross cultural relationships between the peoples of the United States and Lesotho, a view that support the

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second and third goals of the Peace Corps organisation as presented in Section 3.4.2.2.

In order for the Peace Corps organisation to effectively impact more on the lives of the people of Lesotho, the respondents suggested the Peace Corps organisation:

- Train other NGOs on sustainable development.
- Train the Peace Corps volunteers on development in Lesotho, the challenges associated.
- Train the host country nationals on the role of the Peace Corps in development.
- Focus on education as a key to enhancing public service delivery:
 - Teacher training is pivotal to development.
 - Primary education: A focus in primary education assists in setting a strong foundation in math, science and English subjects.
- HIV and AIDS information and infrastructure support.
- Ensure the monitoring and evaluation portions are established from the onset.

For the respondents who did not perceive the role of the Peace Corps organisation anymore in Lesotho, the following were given as the major reasons:

- a) The history of Development Aid in Lesotho and the dependency paradigm has positioned Lesotho globally as a least developed country. There is greater dependency and interest in financial assistance than technical assistance. For this reason the Peace Corps organisation cannot compete with organisations that provide financial

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aid as most communities would rather choose financial aid to technical assistance.

b) The role of the Peace Corps volunteers in development is not well defined and the Peace Corps projects lack sustainability largely because Basotho are not interested in implementing changes and following up with the work previously done by the volunteers; and

c) The public service delivery is highly political issue and the Peace Corps volunteers have no capacity to assist in this regard.

5.4 COMPARATIVE ANALYSIS OF FINDINGS: LESOTHO NATIONALS VIZ. A VIZ. PEACE CORPS VOLUNTEERS

The purpose of this chapter is to provide a comparative analysis of the findings from the two sets of survey questionnaires which were administered to the Lesotho nationals and to the Peace Corps volunteers. The major themes extracted from these questionnaires included: the status of public services in Lesotho; the status of human resource development in Lesotho; the goals and the role of the Peace Corps organisation in Lesotho; the effectiveness and responsiveness of the Peace Corps projects towards the improvement of lives in Lesotho; the overall impact of the Peace Corps organisation on the enhancement of delivery of public services; and the relevancy of the Peace Corps organisation in the future development of Lesotho.

5.4.1 The status of public services in Lesotho

The analysis of data from the two sets of survey questionnaires reveal that within the areas inhabited by the respondents, the general observation is that the common basic public services available are education and training,

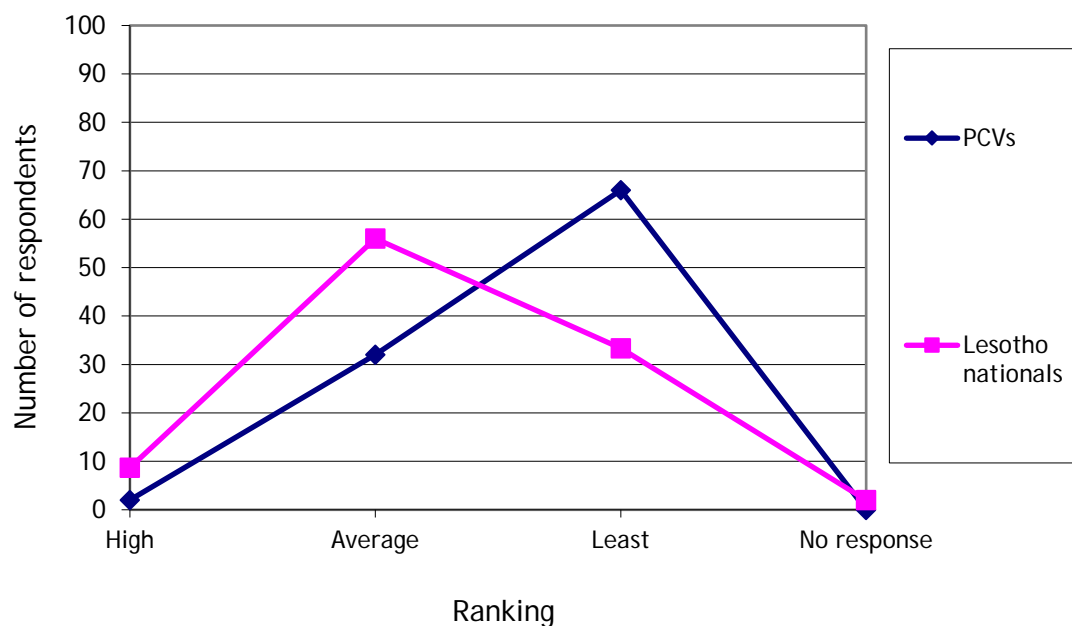
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health, water and sanitation, agriculture and the local government related services such as safety and policing.

5.4.2 The status of human resource development in Lesotho

The study reveals a sharp contrast between the perceptions of the Lesotho nationals and those of the Peace Corps volunteers with regard to the human resource development levels in Lesotho. In Figure 5.36 a comparison is drawn to depict these contrasting views.

Figure 5.36: A comparison of results from the perceptions of the Lesotho nationals and the Peace Corps volunteers on the level of human resource development in Lesotho



As Figure 5.36 indicates, the majority of Peace Corps volunteers believed that the human resource levels in Lesotho were not sufficient compared to the Lesotho nationals who on average believed that Lesotho had relatively

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fair developed human resource base in the form of Basotho who are skilled in various fields of specialties.

5.4.3 The goals and role of the Peace Corps organisation in Lesotho

The general interpretations of the Peace Corps organisational goals by both the Lesotho nationals and the Peace Corps volunteers are similar. From the analysis of both sets of questionnaires, three major goals of the Peace Corps organisation as perceived by the respondents emerged and these were; a) the skill sharing; b) the relationship building in a cross-cultural context; and c) the promotion of capacity building activities. These results demonstrated a clear understanding on the part of the respondents of the three goals of Peace Corps as presented in Section 3.4.2.2.

Another revelation from this study was that the majority of the respondents believed that the role of the Peace Corps organisation was to primarily provide education and training and to some extent strengthen the health and HIV and AIDS services.

5.4.4 The impact of the Peace Corps projects in Lesotho

In both sets of data, the general view was that the Peace Corps projects were relatively effective in addressing the needs of the hosting communities. Measured against the Peace Corps criteria for a strong project, the Peace Corps organisation was positively regarded as effective in placing the volunteers at the local level where the greatest needs occur, this was the finding from both sets of data (cf.5.3.1.5). It was further established that among the projects that the Peace Corps organisation has been involved with, a significant contribution has been in the fields of education and HIV and AIDS. The Lesotho nationals additionally indicated

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that the Peace Corps organisation has made a substantial contribution in youth development activities.

5.4.5 The assessment of the Peace Corps projects against sustainable development

From this study there was a split opinion on the sustainability of the projects implemented through the Peace Corps organisation with those believing that the Peace Corps projects were sustainable edging slightly those who did not believe so. Education and training emerged as an area that offered opportunities for sustainable development. The challenge with the sustainability of the projects was perceived to be a direct result of the character of the Basotho, for instance the lack of motivation and passion to implement and follow-up. This view reinforces the research hypothesis in that central to the success of the Peace Corps mission is the concept of 'Human Factor' (cf. 1.1). The findings also revealed that there was also a growing culture of dependency on the part of Basotho with reliance on donor driven handouts and financial assistance.

5.4.6 The overall impact of the Peace Corps organisation on enhancement of delivery of public services

From this study it is established that the work of the Peace Corps organisation has overall had a positive impact in Lesotho. This is particularly observed at the service provider level. The majority of the respondents were satisfied with the contributions of the Peace Corps organisation in enhancing the delivery of public services particularly in education and training field. Notably however, 10-20% of the respondents suggested that the Peace Corps organisation has had no impact at all in the improvement of delivery of public services in Lesotho with specific mention

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made of areas such as small business development and food security (school feeding and home gardens).

5.4.7 The relevancy of the Peace Corps organisation in Lesotho

A majority of respondents (over 80%) from both sets of data suggested that the Peace Corps organisation still has a role in enhancing the delivery of public services in Lesotho. According to the findings, the Peace Corps organisation is poised to assist with the capacity building of the Basotho in education and HIV and AIDS whilst continuing to foster the cross cultural relationships between the people of the United States and Lesotho.

It was further established however that the projects implemented with the assistance of the Peace Corps organisation have been susceptible to the lack of sustainable results. The general proposition from the respondents is that in order to strengthen the structures that support sustainable results the role of the Peace Corps organisation in the development of Lesotho will have to be redefined.

5.5 CONCLUSION

In this chapter the researcher presented the results emanating from the analysis of the survey questionnaires that were administered to the Lesotho nationals and the Peace Corps volunteers. Firstly, the presentation was focused on the analysis of the biographic profiles by classifying the respondents on the basis of: age, gender, educational qualifications from both questionnaires. With regard to the Lesotho nationals the classification was then further drawn on the basis of: the occupation, the type of relationship with the Peace Corps organisation and the duration of involvement with the Peace Corps organisation, whilst for the Peace Corps

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volunteers the classification was focused on: the Peace Corps project assigned to; the geographical location of the job site; the duration of service in Lesotho; and the number of previous Peace Corps volunteers who have served the same site.

Secondly, the analysis was focused on the key themes investigated in this study and these were: the status of public services in Lesotho; the status of human resource development in Lesotho; the goals and the role of the Peace Corps organisation in Lesotho; the effectiveness and responsiveness of the Peace Corps projects towards the improvement of lives in Lesotho; the overall impact of the Peace Corps organisation on the enhancement of delivery of public services; and the relevancy of the Peace Corps organisation in the future development of Lesotho.

The analysis of the results revealed that the goals of the Peace Corps organisation were adequately interpreted by the respondents. It was established that the Peace Corps organisation has been effective in project implementation through placement of the volunteers at the disadvantaged rural communities where the greatest needs occur. The findings indicate an overwhelming agreement that the Peace Corps organisation still has a major role to play in enhancing the delivery of public services in Lesotho, more especially in building the capacity of Basotho and communities in education and HIV and AIDS and in building cross cultural relationships between the people of the United States and Lesotho.

From this study, however it was apparent that the challenge of the lack of structures to support sustainable development was rife in Lesotho. A significant number of respondents indicated that the success of the Peace Corps organisation in implementing sustainable projects was hampered by

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among other factors, the character of the Basotho themselves. This undesired character of the Basotho entails the lack of interest, motivation and follow-through in project implementation.

In the next chapter, the results and analysis of data obtained from personal interviews and focus group meetings will be presented.

CHAPTER 6

EXPOSITION AND ANALYSIS OF
RESEARCH RESULTS:
*PERSONAL INTERVIEWS AND
FOCUS GROUP MEETINGS*

Chapter 6 Exposition and analysis of research results: Personal and Focus Group meetings

Although the researcher is an employee of the Peace Corps organisation, the respondents were assured of the confidentiality of the personal profiles, additionally the researcher further affirmed that authorization would be sought in the cases where the presentation of results would utilise words or quotes obtained from the dialogues with respondents.

6.2 PERSONAL INTERVIEWS

Prior to conducting the interviews, the researcher had to make preparations in advance. Respondents' presence was requested by means of emails, telephone calls and direct meetings. The request included a brief explanation of what the interview entailed, setting up the time and the location for the interview and giving the approximate duration of the interview. A total of twenty (20) interviews were conducted within a period of four months. Nineteen (19) of the interviews were conducted within the premises of the offices or the homes of the respondents. Only one interview was conducted at the Peace Corps offices in Maseru.

An interview guide, attached as Appendix 3, was utilised for purposes of the interviews. Only question 2.8 from the interview guide was omitted as the researcher was of the opinion that after the initial three interviews the content discussed in this area was captured elsewhere in questions 2.2, 2.3 or 2.4. The redundancies emerged since the majority of the respondents perceive the Peace Corps organisation in light of the existing Peace Corps projects. On average the interviews lasted approximately twenty minutes with the longest interview taking thirty six minutes. All the interviews were recorded on digital tape and later transcribed for analysis. The respondents also provided the biographical profile for the benefit of providing the researcher with a contextual understanding of the responses attained during the interviews.

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The researcher analysed the biographic details of the respondents using a six pointer key indicator namely; age, gender, educational qualifications, occupation, the relationship with the Peace Corps organisation and the duration of involvement with the Peace Corps organisation. The data from these indicators was then presented in the form of frequency tables and other statistical features such as pie charts and bar charts. Using the twenty transcripts, the researcher then identified a total of nine thematic areas. Each theme was analysed and similarly the data was presented through statistical features such as frequency tables, pie charts and bar charts.

6.2.1 Biography and Profile of the respondents

6.2.1.1 Age

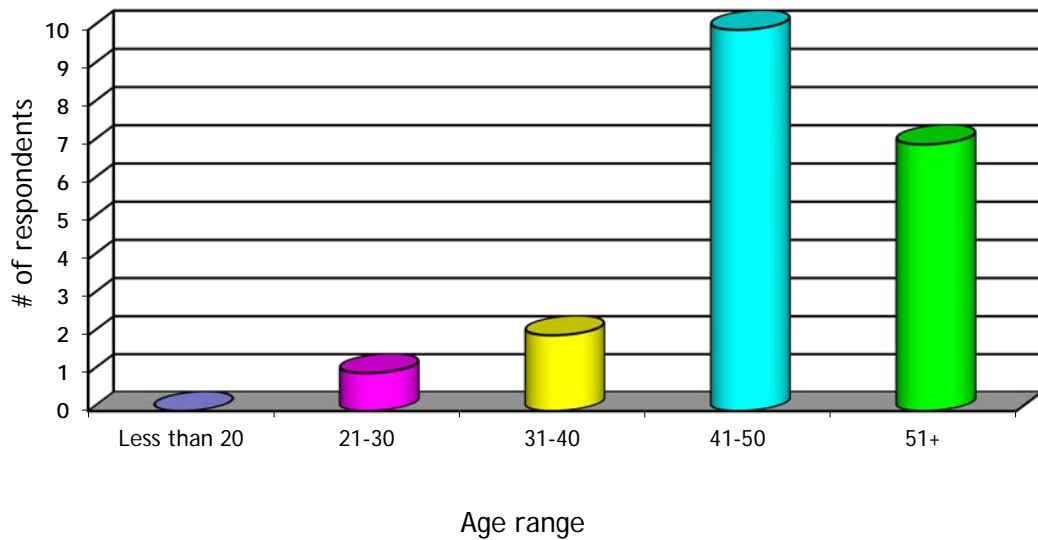
The purpose of this question was to determine the age bracket of the respondents which in turn provided the researcher an ability to contextualise the responses on the basis of the different age groups. A summary of responses is shown in Table 6.1 and Figure 6.1.

Table 6.1: Age distribution of the respondents

Age	Frequency	Percentage
Less than 20	0	0
21 - 30	1	5
31 - 40	2	10
41 - 50	10	50
51 and above	7	35
Total	20	100

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Figure 6.1: Age distribution of the respondents



According to Table 6.1 and Figure 6.1 the majority of the respondents (17) were above 40 years with the 41-50 year range ranking the highest. None of the respondents was below the age of 20. An adequate array of age groups were represented in this study although the researcher would have preferred an opportunity to interview someone aged twenty or below in order to have a complete age spectrum.

6.2.1.2 Gender distribution

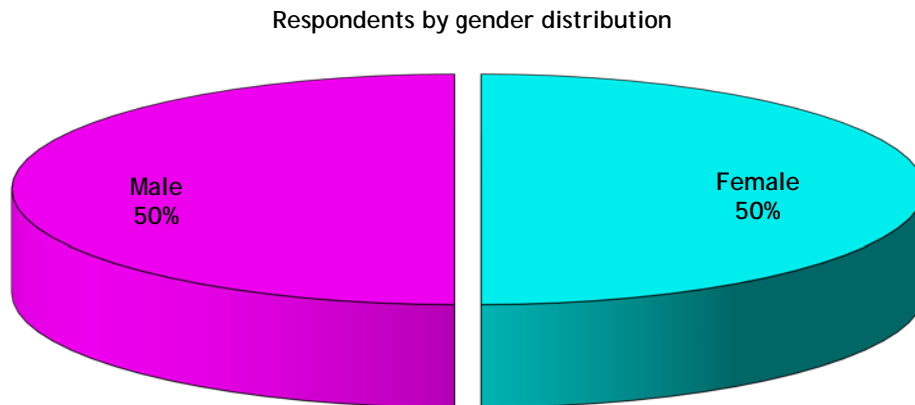
In order to determine the gender distribution of the respondents, this question was posed to the respondents and the following is the summary of the responses obtained from this category:

Table 6.2: The respondents by gender distribution

Gender	Frequency	Percentage
Male	10	50
Female	10	50
Total	20	100

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Figure 6.2: The respondents by gender distribution



From Table 6.2 and Figure 6.2, it is noted that an equal distribution of males and females participated in the interviews. The gender balance attained minimised any likely gender biases that could have emerged during the course of the interviews.

6.2.1.3 The educational qualifications of the respondents

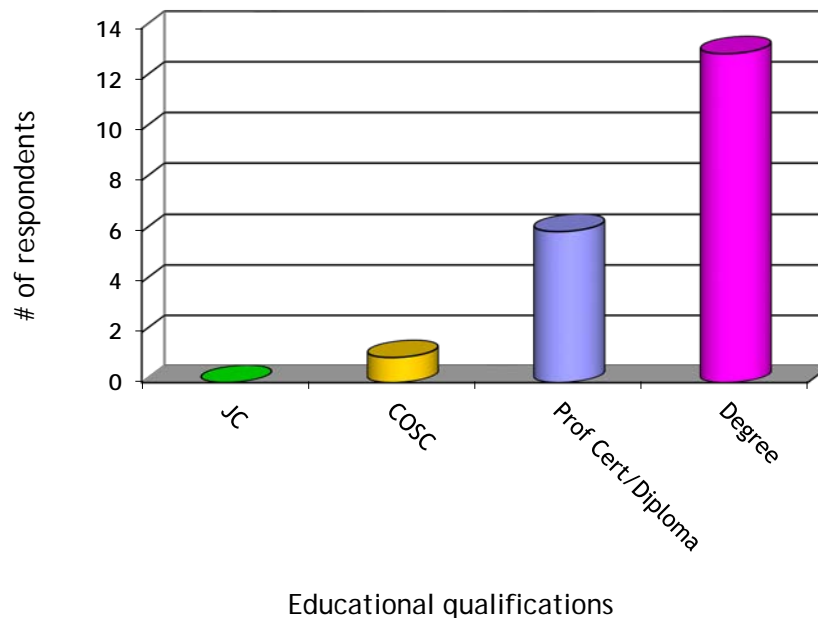
This question was meant to elicit information regarding the educational profile of the respondents thus enabling the researcher to appreciate the depth of the interview. The following is the summary of the responses from this question:

Table 6.3: The education qualifications of the respondents

Educational qualification	Frequency	Percentage
Junior certificate (JC)	0	0
Cambridge Overseas School Certificate (COSC)	1	5
Professional certificate or Diploma	6	30
Degree	13	65
Total	20	100

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Figure 6.3: The respondents by the educational qualifications



According to the Ministry of Education and Training in Lesotho (Lephoto, 2005:21) the education system in Lesotho consists of six years of early childhood development education, seven years of primary education (standards one to seven), three years of secondary education, two years of high school and four to six years of higher or tertiary education. The three years of secondary education culminates in a Junior Certificate (JC) whilst the two years of high school lead to a Cambridge Overseas School Certificate (COSC). The tertiary institutions offer professional certificates, diplomas and degrees depending on the nature of the courses and the duration.

Table 6.3 and Figure 6.3 reveal that the majority of respondents (95%) possess tertiary qualifications in the form of professional certificates, diploma or degree. Sixty five percent (65%) of the respondents have university degrees. The lowest ranked qualification is a COSC, amounting to five percent (5%) of the total respondents. The educational levels of the

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respondents provided the researcher an opportunity to delve deeper in the discussion topic.

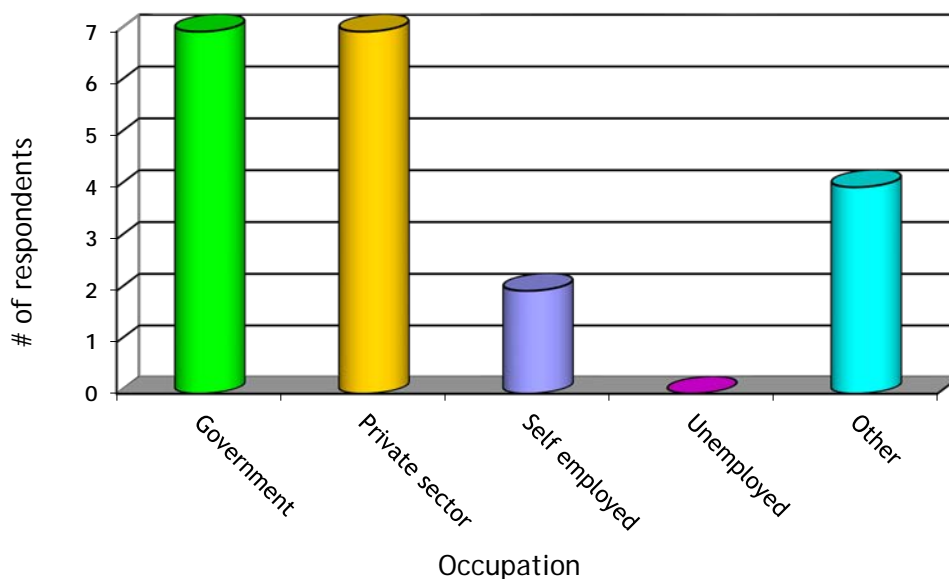
6.2.1.4 The occupation of the respondents

The question was intended to determine the type of occupation of the respondents, information that would bring a dimension of diversity of perceptions on the role the Peace Corps organisation, given the variety of occupations represented. The following is the summary of the results obtained:

Table 6.4: The respondents by occupation

Occupation	Frequency	Percentage
Government	7	35
Private sector	7	35
Self employed	2	10
Unemployed	0	0
Other	4	20
Total	20	100

Figure 6.4: The respondents by occupation



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From Table 6.4 and Figure 6.4 a deduction is made that all the respondents are employed and the majority of respondents either work for the government or are in the private sector with a total of seven (7) respondents on each of these categories. Other respondents indicated various areas of deployment such as in international development organisations. Two of the respondents were self employed. In order to diversify the responses further, the researcher could have included respondents who were unemployed too.

6.2.1.5 The relationships of the respondents with the Peace Corps organisation

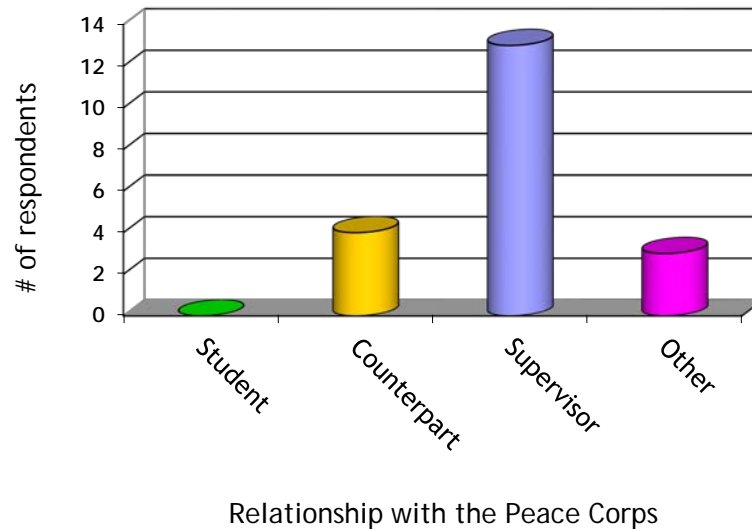
The question was aimed at soliciting the type of relationship the respondents have had with the Peace Corps organisation. The relationships had a direct bearing on the background knowledge and experiences related to the Peace Corps organisation. A summary of results from this question are as follows:

Table 6.5: The respondents by relationship with the Peace Corps organisation

Type of relationship	Frequency	Percentage
Student	0	0
Counterpart	4	20
Supervisor	13	65
Other	3	15
Total	20	100

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Figure 6.5: The respondents by relationship with the Peace Corps organisation



The majority of the respondents (65%) have worked as supervisors to the Peace Corps volunteers as revealed in Table 6.5 and Figure 6.5. Twenty percent (20%) of the respondents had worked as counterparts to the Peace Corps volunteers whilst the remaining fifteen percent (15%) indicated having worked for the Peace Corps organisation before as part time trainers.

6.2.1.6 Duration of the involvement with the Peace Corps organisation

Similar to the question posed in Section 6.2.1.5, the purpose of this question was to determine the degree of background knowledge and experience that the respondents had on the Peace Corps organisation. The rationale for deciding on the maximum duration of two years is informed by the normal duration of Peace Corps volunteer service which is two years.

A summary of the responses obtained is provided in Table 6.6.

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Table 6.6: The number of years that the respondents have worked with the Peace Corps volunteers

The number of years working with the Peace Corps organisation	Frequency	Percentage
Less than a year	0	0
1 - 2 years	0	0
Over 2 years	20	100
Total	20	100

Table 6.6 shows that all the respondents had over two years of work experience with the Peace Corps organisation, a duration that represents a full work cycle of the volunteers. This experience is likely to contribute to the depth of the interview due to the familiarity of the Peace Corps organisation by the respondents.

6.2.2 Extrapolation of interview responses

The content of the interview featured nine categories or themes as determined by the researcher. These themes are:

- The mission of the Peace Corps organisation in Lesotho;
- The Peace Corps performance in fulfilling its mission;
- The Peace Corps contributions towards improving the delivery of public services;
- The status of human resource development in Lesotho;
- The Peace Corps contribution towards improvement of human resource development in Lesotho;
- The quality of the Peace Corps training;
- The sustainability of the Peace Corps projects;
- The challenges faced by the Peace Corps in implementing projects in Lesotho; and
- The relevancy of the Peace Corps organisation in Lesotho.

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The responses obtained from the questions about each one of these themes are presented in the next paragraphs.

6.2.2.1 The Peace Corps mission in Lesotho

The first question on the interview was meant to elicit responses on the general perception of the respondents on the mission and goals of the Peace Corps organisation in Lesotho. This information was vital for it provided the researcher a background knowledge and experience that the respondents possess in relationship to the Peace Corps organisation. The specific question asked was:

‘What do you know about the Peace Corps and its mission and goals in Lesotho?’

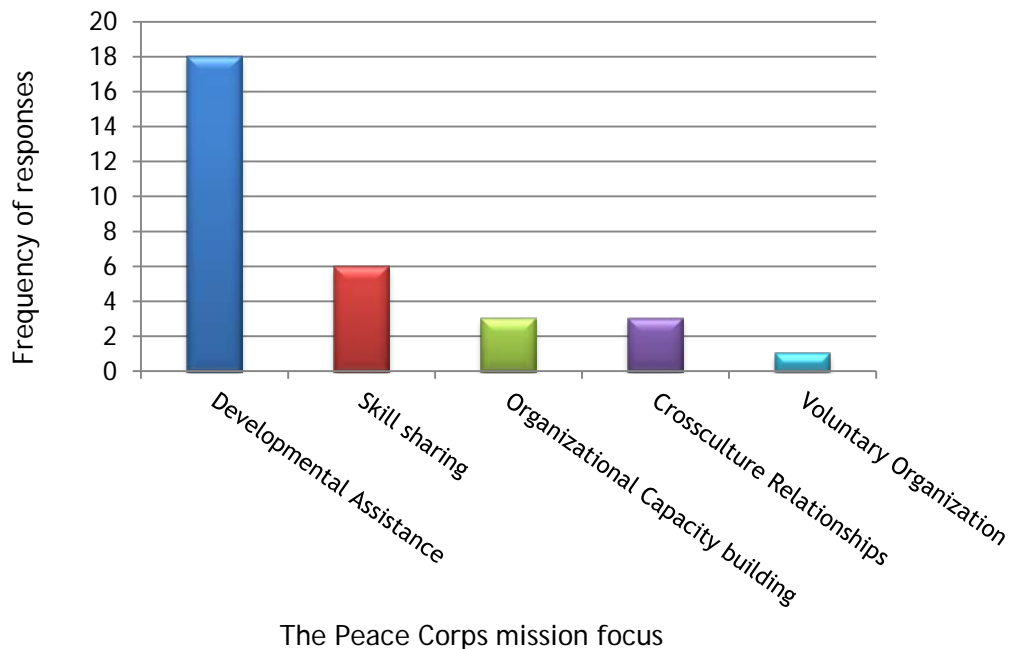
The results from this question are presented in Table 6.7 and Figure 6.6.

Table 6.7: The respondents perception on the Peace Corps mission in Lesotho

The perceptions on the Peace Corps mission	Frequency	Percentage
Developmental assistance	18	90
Skill sharing	6	30
Cross-cultural relationships	3	15
Organisational capacity building	3	15
Voluntary organisation	1	5

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Figure 6.6: Perceptions on the Peace Corps mission in Lesotho



The majority of respondents indicated that the primary mission of the Peace Corps in Lesotho is to provide developmental assistance (90% of the respondents). Additionally as shown in Table 6.7 and figure 6.6 only thirty percent (30%) of the respondents perceive the Peace Corps as an organisation that focuses on skill sharing and fifteen (15%) each consider the Peace Corps mission providing means to build organisational capacity and promoting cross-cultural relationships.

The key mission of the Peace Corps organisation as indicated in Section 3.4.2.1 is to 'promote peace around the world and friendship by sharing one of America's greatest resources'. The concept of peace and friendship was not mentioned by the respondents however the general understanding of the goals of the Peace Corps organisation (cf. 3.4.2.2) emerged from the responses given.

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6.2.2.2 The Peace Corps performance in fulfilling its mission in Lesotho

A follow-up to the question posed in Section 6.2.2.1 was meant to elicit the perceptions of the respondents on how the Peace Corps organisation has fulfilled its mission in Lesotho, if at all. The question was phrased as follows:

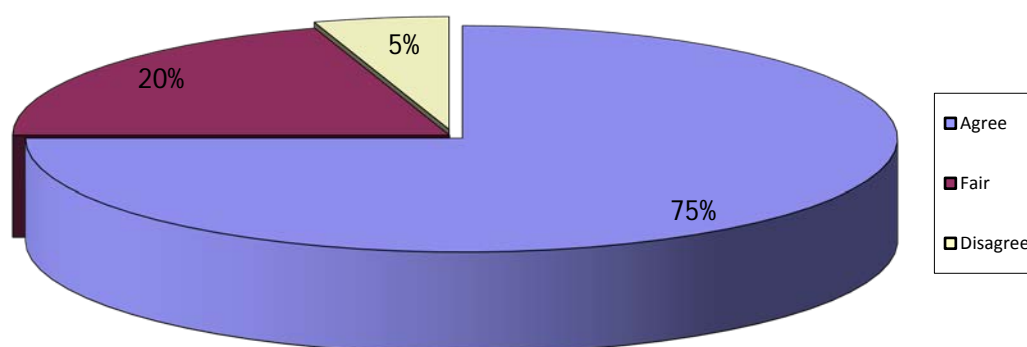
'In your opinion how has the Peace Corps organisation fulfilled its mission in Lesotho?'

A summary of responses from this question are presented in Table 6.8 and Figure 6.7.

Table 6.8: The perceptions of the respondents on how the Peace Corps organisation has fulfilled its mission in Lesotho

The perceptions on how the Peace Corps organisation has fulfilled its mission in Lesotho	Frequency	Percentage
Agree	15	75
Fair	4	20
Disagree	1	5
Total	20	100

Figure 6.7: The perceptions of the respondents on how the Peace Corps organisation has fulfilled its mission in Lesotho



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According to Table 6.8 and Figure 6.7 seventy five percent (75%) of the respondents are of the opinion that the Peace Corps organisation has fulfilled its mission in Lesotho. Twenty percent (20%) of the respondents indicated that the Peace Corps organisation can perform more effectively with some modifications. Only five percent (5%) of the respondents indicated that the Peace Corps mission is not fulfilled at all.

6.2.2.3 The Peace Corps contributions towards the delivery of public services

The purpose of this open ended question was to provide the link between the work of the Peace Corps and the ultimate goal of the Peace Corps in development, 'to improve the lives of the people' through enhanced delivery of services. The question posed read:

'How has the Peace Corps contributed towards the delivery of public services in Lesotho?'

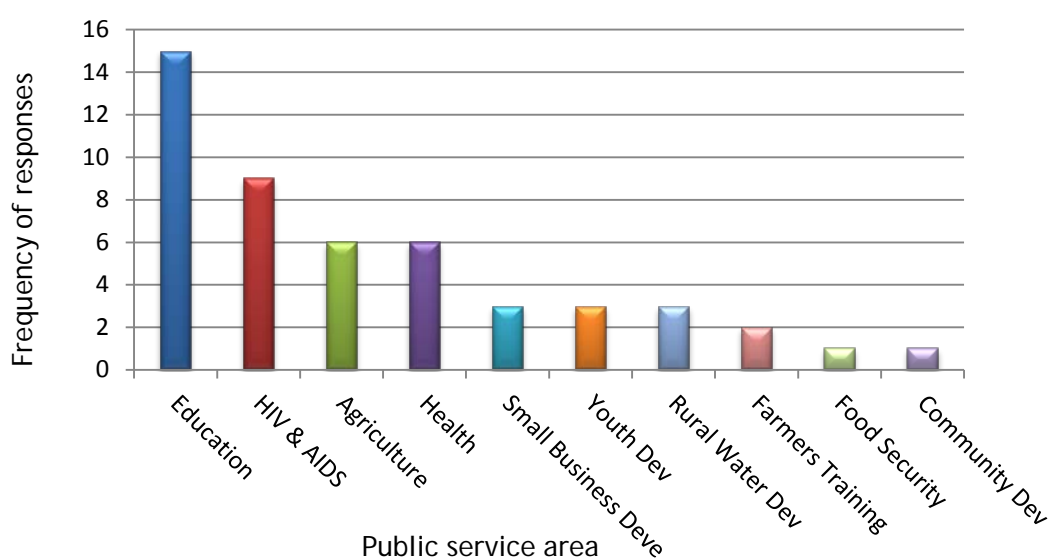
For some interviewees the concept of public service was difficult to comprehend but with further explanation from the researcher the quality of the data generated from this question was enhanced. Table 6.9 and Figure 6.8 reveal a summary of responses elicited from this question.

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Table 6.9: The public services enhanced as a result of an intervention by the Peace Corps organisation.

The services enhanced through the Peace Corps	Frequency	Percentage
Education	15	75
HIV and AIDS	9	45
Agriculture	6	30
Health	6	30
Small Business Development	3	15
Youth Development	3	15
Rural Water Development	3	15
Farmers Training Centres	2	10
Food Security	2	10
Community Development	2	10

Figure 6.8: The public services enhanced as a result of an intervention by the Peace Corps organisation.



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As Table 6.9 and Figure 6.8 reveal, the majority of respondents indicated that the presence of the Peace Corps organisation has contributed significantly in strengthening the education systems and outputs in Lesotho (75%). This is followed by forty five percent (45%) who perceive the strategies to eradicate HIV and AIDS as another area that has been strengthened as a result of the Peace Corps organisation. Although fewer numbers highlighted other public services strengthened through the Peace Corps, the analysis reveals that almost all of the projects that the Peace Corps organisation has implemented in Lesotho since 1967 as described in Section 3.9.1 were independently identified by the respondents. The only area that was not mentioned was the project focused at social forestry.

6.2.2.4 The status of human resource development in Lesotho

Human resource development is one of the key challenges the government of Lesotho is facing, hence the 'recognition by government for the need to invest in human capital' (cf. 2.5.3). In order to validate this statement the respondents were asked to rate the level of human resource development in Lesotho. A closed ended question was phrased as follows:

'How would you rate the level of human resource development in Lesotho?'

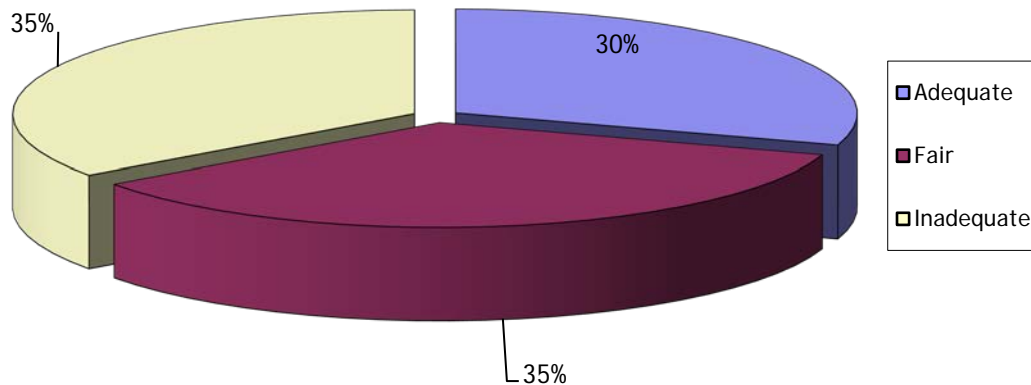
A summary of results are presented in Table 6.10 and Figure 6.9.

Table 6.10: The status of human resource development in Lesotho

The status of human resource development in Lesotho	Frequency	Percentage
Inadequate	7	35
Fair	7	35
Adequate	6	30
Total	20	100

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Figure 6.9: The status of human resource development in Lesotho



The respondents raised divergent opinions on this question with the three categories ranking almost equally. Thirty percent of the respondents are of the opinion that there is inadequate level of human resource in Lesotho. However Table 6.10 and Figure 6.9 show that there are an equal number of respondents (35%) who believe that the level of human resource development is either adequate or fair. The majority of those rating 'fair' indicate that even though there are some improvements in the human resource development in Lesotho, the challenges of lack of relevant skill training, lack of utilisation of skilled personnel (unemployment) and brain drain are the major obstacles in this area (cf. 2.5.3).

6.2.2.5 The Peace Corps contribution towards human resource development in Lesotho

This question was asked in order to elicit from the interviewees any linkage between the level of human resource development and the contributions made by the Peace Corps organisation in addressing human resource development challenges in Lesotho. As discussed in Section 3.5.1, the philosophy of the Peace Corps is to build human capacity of among others, individuals and service providers. The responses from this question

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therefore would indicate the degree to which the Peace Corps organisation has contributed towards the development of human resource in Lesotho. The question was phrased as follows:

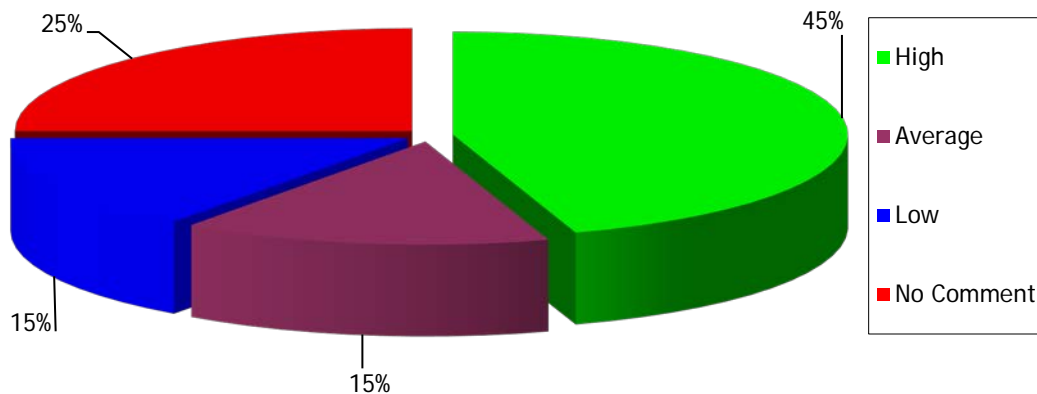
‘How would you rate the level of the Peace Corps contribution towards the development of human resource in Lesotho?’

The responses from this question are summarized in Table 6.11 and Figure 6.10.

Table 6.11: The Peace Corps contribution towards human resource development in Lesotho

The Peace Corps contribution towards human resource development in Lesotho	Frequency	Percentage
High	9	45
Average	3	15
Low	3	15
Not commended on	5	25
Total	20	100

Figure 6.10: The Peace Corps contribution towards human resource development in Lesotho



As shown in Table 6.11 and Figure 6.10, forty five percent (45%) of the respondents are of the opinion that the Peace Corps organisation has contributed significantly high in the development of the human resource in

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Lesotho. Fifteen percent (15%) of the respondents believe that the Peace Corps contributions are fair and another fifteen percent (15%) believe the contributions are minimal. The remaining twenty five percent (25%) of the respondents did not comment on this question with some indicating that they find it hard to draw any conclusive correlation between the Peace Corps organisation and the human resource levels in Lesotho particularly given the limited ratio of the Peace Corps volunteers to the general population of Lesotho.

6.2.2.6 The impact of Peace Corps volunteers training Lesotho

Whilst the Peace Corps organisation has served Lesotho since 1967, with an injection of over 2,000 volunteers to provide training in Lesotho (cf. 3.8.1), it is the quality of this training that indicates the level of achievement of the goals of organisation. The question therefore was asked of the respondents:

'What impact has the training offered by the Peace Corps volunteers had in Lesotho?

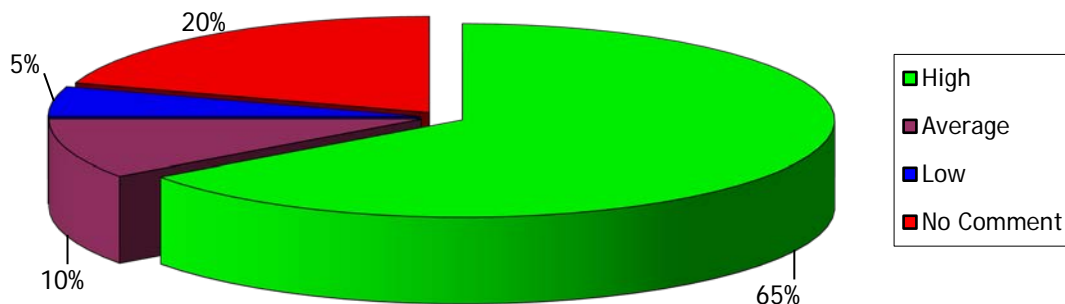
Table 6.12 and Figure 6.11 show the summary of responses obtained from this question.

Table 6.12: The impact of the Peace Corps volunteers training in Lesotho

The impact of the Peace Corps volunteers training in Lesotho	Frequency	Percentage
High	13	65
Average	2	10
Low	1	5
Not commended on	4	20
Total	20	100

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Figure 6.11: The impact of the Peace Corps volunteers training in Lesotho



According to Table 6.12 and Figure 6.11 sixty five percent (65%) of the respondents are of the opinion that the impact of training offered by the Peace Corps volunteers is high. A further ten percent (10%) rated the impact of training as fair whilst five percent (5%) are of the opinion that it is inadequate. Twenty percent (20%) of the respondents were not able to draw any conclusive comments on this question.

6.2.2.7 The sustainability of the Peace Corps Projects

As discussed in detail in Section 3.2.4, the Peace Corps approach to development recognises the significance of sustainable results in project implementation strategies. The researcher raised this question in order to ascertain from the respondents their own perceptions regarding the degree at which the projects implemented through the Peace Corps organisation in Lesotho are sustainable. The question was asked as follows:

'One of the challenges in development is the implementation of projects that are sustainable. In your opinion are the projects implemented through the Peace Corps organisation sustainable?'

- yes
 no

If your answer is 'yes' please mention the sustainable projects you are aware of.

If your answer is 'no', what do you think is the major obstacle(s) towards sustainable development in Lesotho?'

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A summary of results obtained from this question are shown in Table 6.13 and Figure 6.12.

Table 6.13: The sustainability of the Peace Corps projects

Are projects implemented through the Peace Corps sustainable?	Frequency	Percentage
Yes	2	10
Average	5	25
No	13	65
Total	20	100

Figure 6.12: The sustainability of the Peace Corps projects

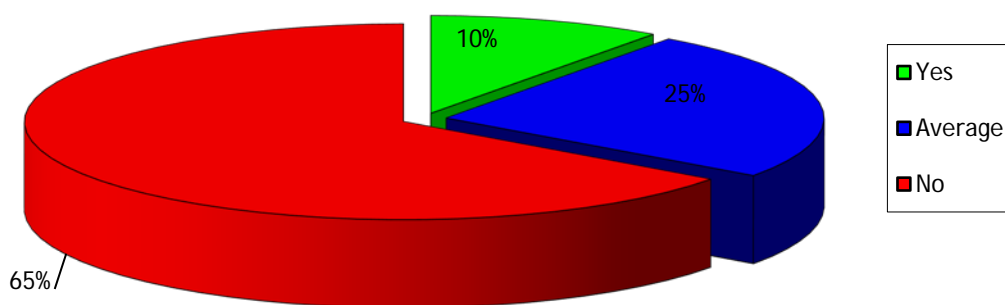


Table 6.13 and Figure 6.12 show that the perception of sixty five percent (65%) of the respondents is that the projects implemented by the Peace Corps in Lesotho are not sustainable. In support of this opinion the respondents argued that although the Peace Corps organisation is striving to hard to accomplish its goals, there is lack of long term deliverables or outputs. Of concern is that only ten percent (10%) of the respondents believe that the work of the Peace Corps in Lesotho is sustainable. Within this 10% the Peace Corps positive role is observed in education, as one respondent pointed out 'education is sustainable'. Additionally the respondents emphasised that the existence of the schools and community libraries is the result of the Peace Corps sustainable development in

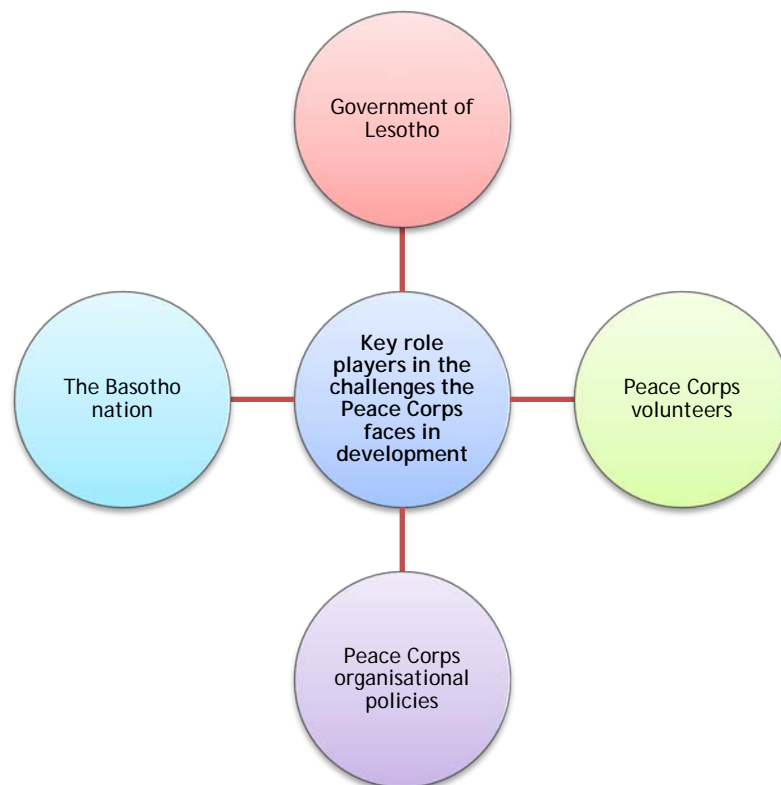
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Lesotho... Twenty five percent (25%) of the respondents rated the sustainability of the Peace Corps projects average.

6.2.2.8 The challenges faced by the Peace Corps in implementing projects in Lesotho

Besides sustainable development as a challenge, the researcher posed this question mainly to solicit from the respondents their own views on other challenges that perhaps the Peace Corps organisation has faced in Lesotho in the attempt to implement varying developmental projects. The question elicited varying opinions on what constitutes the Peace Corps challenges. The researcher has summarised the key challenges and illustrated them in Figure 6.13.

Figure 6.13: An illustration of the key challenges faced by the Peace Corps organisation in implementing projects in Lesotho.



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- **The government of Lesotho:** Despite the intensions by both the Peace Corps organisation and the government of Lesotho to forge the developmental relationship, the lack of implementation capacity by the government of Lesotho is a hindrance. One respondent suggested that donor agencies present developmental strategies however the government of Lesotho finds it a challenge to implement the ideas. Additionally the challenge of 'red tape' and the bureaucratic structures involved are perceived to be a key in hampering implementation of the projects.

One other observation made is that there is lack of resources to support the work of the Peace Corps volunteers. For instance a respondent suggested that in order to fast track the implementation of the Peace Corps projects in the districts 'there should be one vehicle allocated to [the] Peace Corps [volunteers]'

- **The Basotho nationals:** There are certain misconceptions about development and the role that development agencies such as the Peace Corps organisation play in Lesotho. For instance due to economic realities, communities perceive the Peace Corps volunteers as sources of funding, resulting in the lack of commitment on voluntary activities in support of the initiatives of the Peace Corps organisation, a general view presented by the respondents.

Another major challenge faced by the Peace Corps organisation is that the communities often look up to the Peace Corps volunteers to implement the projects for them. As one respondent indicated, some of the Basotho tend not to assume the responsibility and ownership of the developmental projects, opting for the external assistance in the form of the Peace Corps volunteers to produce

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things on their behalf. Often this situation is exacerbated by the reality that the communities do not receive adequate orientation on the role that the Peace Corps volunteers play in development prior to the deployment of the volunteers. The ultimate result as one respondent pointed out is that some hosting agencies and schools take advantage of the volunteers to satisfy short term goals, whereby the volunteers are regarded as 'free service and free labour'.

- **The Peace Corps volunteers:** The Peace Corps volunteers, as mentioned in Section 3.4.2.1 are the major 'asset' in the United States contribution towards the attainment of the mission of the Peace Corps. It is evident therefore that for the effective implementation of the Peace Corps projects, the role played by the Peace Corps volunteers is vital.

One of the challenges raised by the respondents was that the Peace Corps volunteers skill levels and experiences are perceived to fall below par compared to other volunteer agencies (such as the Australian volunteers) serving in Lesotho. A respondent pointed out that one of the biggest challenges the Peace Corps organisation has always faced is bringing young people with no experience in Lesotho. The general impression given by the respondents is that most of the Peace Corps volunteers are recent college graduates with minimal or lack of adequate experiences to foster their impact in the various assignments in Lesotho.

The persona and personal ambitions of the Peace Corps volunteers also emerged as one of the major challenges. Some Peace Corps volunteers adapt better than others in Lesotho. This is the case not only with the cultural adaptations but also with the work space

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environment. The respondents questioned the ability of the Peace Corps volunteers to adapt to the living conditions in Lesotho. One respondent noted some of the Peace Corps volunteers 'lack... psychological strength to withstand the rigour of living life in countries like (Lesotho)'. Several respondents indicated that whilst some of the Peace Corps volunteers have had a positive impact in the same communities others have had severe challenges in working within the same communities and this can be attributed to the differences in the personality and the ability to adapt.

The motive of some of the Peace Corps volunteers joining the Peace Corps organisation has also been challenged by the respondents. The perception is that some Peace Corps volunteers join the Peace Corps organisation primarily to advance their personal careers and not necessarily to serve the interest of the communities served. Some of the Peace Corps volunteers are also perceived to indulge in entertainment activities at the expense of commitment towards attainment of organisational goals. A respondent observes that '[for the Peace Corps volunteers] coming from such a big country, entertainment is such a big problem to an extent that they would travel some distances to find where they could entertain themselves, sometimes they may even not show [up] at work'. This kind of attitude together with the lack of commitment towards the attainment of the Peace Corps goals, impact negatively on the successful implementation of the developmental projects in Lesotho.

To a lesser extent some of the Peace Corps volunteers are perceived to have direct connections to the 'intelligence' activities. At times the volunteers are believed to be agents of the Central Intelligence

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Agency (CIA) or the Federal Bureau of Investigation (FBI) both agencies being the security arms of the government of the United States. On the contrary according to the Peace Corps (2010:3) the Peace Corps organisation is not involved with the day-to-day conduct of the United States foreign policy, is not involved with intelligence activities, and its programmes do not depend on outside funding that may be politically-driven. The challenge that this perception poses however as one respondent noted is that some local Basotho and communities tend to be reluctant to share information and resources with the volunteers in order to foster positive impact in Lesotho.

The same perception however is, according to this respondent often removed when the Peace Corps volunteers make a concerted effort to integrate with their communities to a point where the communities understand the role of the Peace Corps in development.

- **The Peace Corps organisation and policies:** The Peace Corps organisational policies and operations were also perceived to be another major hindrance in the implementation of developmental projects in Lesotho. The Peace Corps organisation has set standard policies which at times may not necessarily match with the prevailing developmental challenges of specific countries. The duration of service by the Peace Corps volunteers is only two years (with occasional extension of one year) and this is seen to be a limiting factor for any significant impact to be observed. Not only is the limited tenure of service scrutinised by the respondents but also the limited number of volunteers deployed at a given time is perceived to lead in limited impact.

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The placement of the Peace Corps volunteers is often a major challenge for several reasons. Firstly, there is lack of adequate visibility studies prior to any project implementation. One of the respondents lamented that the Peace Corps organisation fails to conduct rigorous visibility studies before implementing developmental projects instead the organisation sometimes opt to 'copy' from what other countries are doing resulting in adoption of projects that may be irrelevant to the conditions in Lesotho.

The safety and security of the Peace Corps volunteers is a priority for the Peace Corps organisation. The areas that are considered to be of relatively high risk, for instance Maseru city, do not receive the Peace Corps volunteer placements. These areas may be of strategic importance to the implementation of the projects thus by not placing the volunteers this jeopardises the effectiveness of the project implementation.

Another Peace Corps policy that was highlighted as a challenge for the implementation of projects is with regard to transportation of volunteers. According to the Peace Corps Transportation policy (Peace Corps, 2006:1) the Peace Corps volunteers/trainees are 'expressly prohibited from using the following forms of transportation: motorcycles, open back of the truck, or van/bakkie'. As mentioned earlier by one of the respondents transport is a major challenge that if resolved could enhance the Peace Corps volunteer mobility and effective utilisation of their time, another respondent however suggests that the Peace Corps transport policy that states that the Peace Corps volunteers 'cannot ride at the back of an open truck' lacks flexibility particularly considering the remoteness of the

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areas that the Peace Corps volunteers are sometimes placed. The respondent further states that 'this country [Lesotho] is a mountainous country there is not flexible transport that can move one person from one place to another so I think probably rules like those [the Peace Corps volunteers not riding at the back of an open truck] if they could really be revisited especially for people who are out there in the mountains'.

6.2.2.9 The relevancy of the Peace Corps organisation in Lesotho

The highlight of the interview and the final question was posed in order to ascertain from the respondents their perceptions on the need for the Peace Corps to continue operating as a development agency in Lesotho. The researcher assured the respondents that the responses to this question will be treated confidentially and therefore should be as genuine as possible. The researcher hoped also that since this group of respondents have minimal or no linkage with the Peace Corps organisation their responses would portray minimal biases if at all. The question was phrased as follows:

'Does the Peace Corps organisation still have a role in Lesotho?'

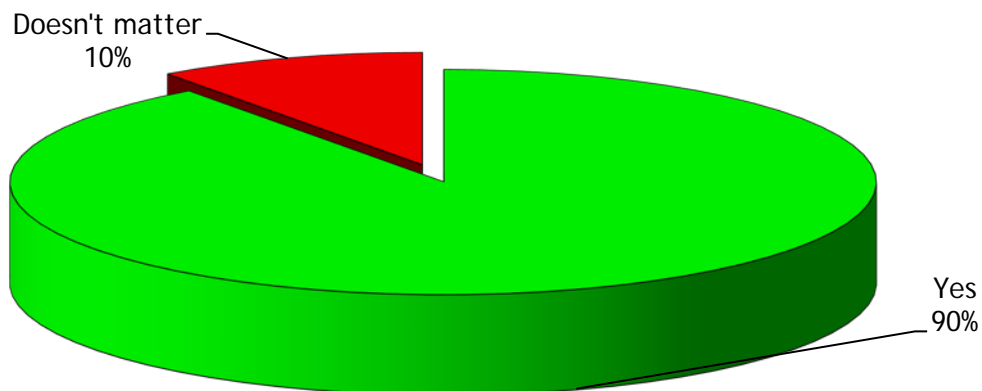
A summary of the responses from this question is presented in Table 6.14 and Figure 6.14.

Table 6.14: The relevancy of the Peace Corps organisation in Lesotho

Does the Peace Corps still have a role in Lesotho?	Frequency	Percentage
Yes	18	90
Doesn't matter	2	10
Total	20	100

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Figure 6.14: The relevancy of the Peace Corps organisation in Lesotho



As indicated in Table 6.14 and Figure 6.14, ninety percent (90%) of the respondents agree that the Peace Corps organisation still have a developmental role to play in Lesotho whilst only ten percent (10%) believe that the Peace Corps has little or no role to play in Lesotho. Of the ten percent (10%) who are of the opinion that the presence of the Peace Corps organisation in Lesotho does not really make any difference, one respondent raised a point that 'if we were to wake up one year and there would be no volunteers we would not have a crisis'. The respondent further supports his argument by providing this analogy, that the Peace Corps organisation is like an appendix, if it is removed from the body nobody misses it but when it is there not aching it does not cause any harm either.

One respondent believes that the Peace Corps organisation has in recent years faded away and this whilst Lesotho is facing many developmental challenges such as HIV and AIDS and food security. Specifically in response to the question of relevancy of the Peace Corps organisation the respondent pointed out that every time there is always upcoming issues that one would think an organisation such as the Peace Corps would actually target in order to make meaningful impact nationally yet the Peace Corps does not assume the responsibilities when the opportunity arise.

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Even though ninety percent (90%) of the respondents indicated that the Peace Corps organisation needs to continue with the operations in Lesotho, several significant programmatic changes were suggested in order to position this organisation strategically to maximise its effectiveness in assisting with the developmental efforts of Lesotho. According to the respondents, first and foremost the Basotho counterparts should harness the skills and experiences of the volunteers in innovative approaches to youth development. As one of the respondents noted ‘...we [Basotho] still need a lot of skills, a lot of young people don’t really have a lot of skills and they come into work and they really don’t have any skills and obviously [the] Peace Corps [organisation] can provide that’.

Secondly the suggestion was made that the current Peace Corps programmes in education and health, particularly with emphasis on HIV and AIDs education should continue. The respondents are of the opinion that the Peace Corps organisation should continue to explore placement of volunteers in the rural and disadvantaged communities.

Thirdly, the Peace Corps organisation should explore the possibility of placing older and mature Volunteers as often they withstand the severe challenges of the realities of the Peace Corps assignments. According to some respondents these older volunteers often are equipped with the necessary skills and experiences to perform their assigned tasks effectively.

Fourthly, the Peace Corps organisation should invest in promoting sustainable development by laying emphasis on monitoring and evaluation of projects and strengthening the capacity building approaches enshrined in the Peace Corps philosophy by ‘pushing’ Basotho to do things themselves.

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Finally, the Peace Corps organisation should increase the number of volunteers assigned to Lesotho, this in order to realise a significant changes in the lives of the people. The changes in the lives of the people are not confined to the technical area but also the cross-cultural understanding of the part of the peoples of the United States and Lesotho. As one respondent concluded 'the developed world do not understand us [citizens from the developing countries such as Lesotho], and the only way for them to understand us is to come to us, so that they understand us quite well. For those who have been here they have a completely different view of us all together'.

6.3 FOCUS GROUP MEETINGS

The researcher identified a total of twenty respondents representing eighty percent (80%) of the total number of the Peace Corps employees in Lesotho. The respondents were drawn from all three major departments within the Peace Corps organisation in Maseru. The departments are administration, health, programming and training. Four group meetings comprising of five staff members each were held over a period of two months.

Three meetings were conducted in the English language whilst the fourth one was conducted in the Sesotho language. The decision to conduct this meeting in Sesotho was made following a request from the respondents who suggested that conducting the meeting in Sesotho would allow an in-depth dialogue given their mastery of this language. All group meetings were conducted within the premises of Peace Corps office in Maseru and in each case the Director of Peace Corps in Lesotho provided both written (through an email to all the staff) and oral authorization.

The following section is the biographic profile of respondents.

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6.3.1 Biography and Profile of the respondents

Each group meeting departed with an inquiry into the biographic information of the respondents. The significance of this information was that it gave the researcher an opportunity to learn about the respondents different backgrounds in order to determine the intensity and the depth of the discussions. The profile was guided by the following specific themes:

- Age;
- Gender;
- Educational qualifications; and
- The number of years served in the Peace Corps organisation.

A similar line of argument given in the personal interviews (see Section 6.2.1) as to the reason behind the collection of information on age, gender, educational qualifications and the number of years the respondents have been associated with the Peace Corps organisation holds true for this focus group interviews also. The results from each of these themes are presented in the following sections.

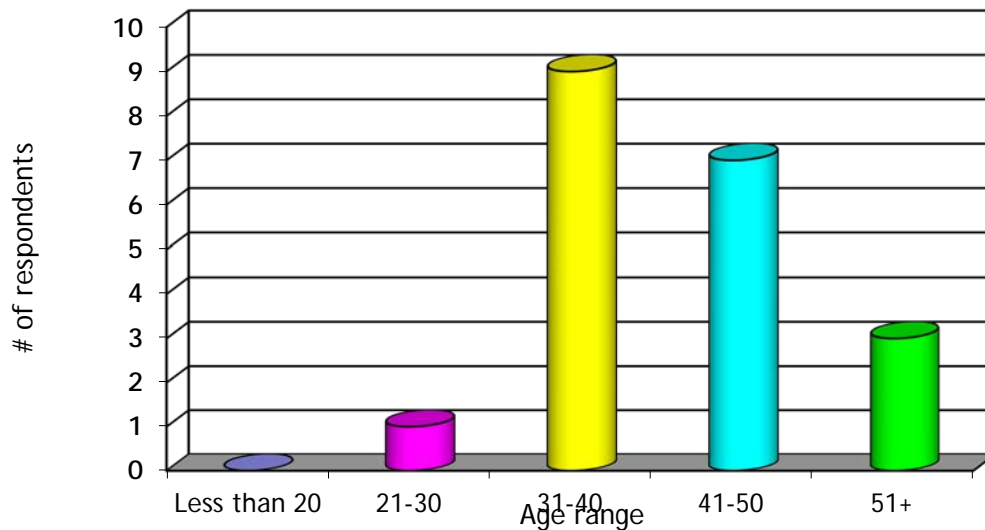
6.3.1.1 Age

Table 6.15: The respondents by age distribution

Age category	Frequency	Percentage
Less than 20	0	0
21 - 30	1	5
31 - 40	9	45
41 - 50	7	35
51 and above	3	15
Total	20	100

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Figure 6.15: The respondents by age distribution



The results from Table 6.15 and Figure 6.15 reveal that the majority of the Peace Corps employees interviewed were in their middle ages, with the 31-40 age range ranking the highest. None of the respondents were below twenty one years of age. The lowest ranked age category is 21-30 with only one respondent.

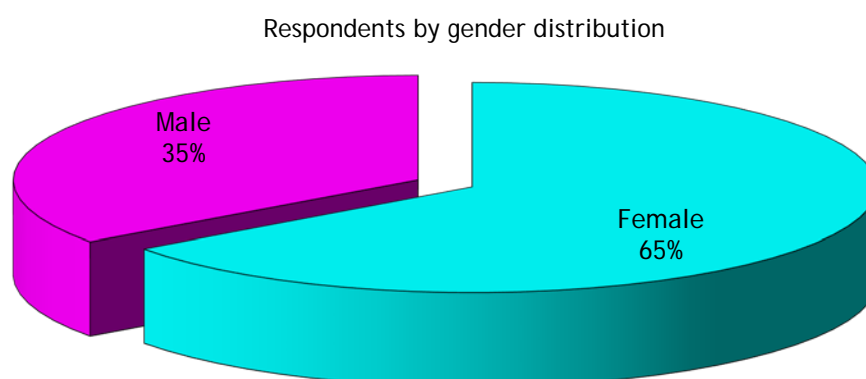
6.3.1.2 Gender distribution

Table 6.16: Gender of the respondents

Gender	Frequency	Percentage
Male	7	35
Female	13	65
Total	20	100

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Figure 6.16: Gender of the respondents



The results from Table 6.16 and Figure 6.16 reveal that the majority of the Peace Corps staff interviewed were female (65%). This figure reflects on the overall population distribution in Lesotho where the number of females outnumbers the males as indicated in Section 2.3.2. Unlike in Section 6.2.1.2 where random selection of the participants was made, in this section the selection was informed by the total number of employees (25).

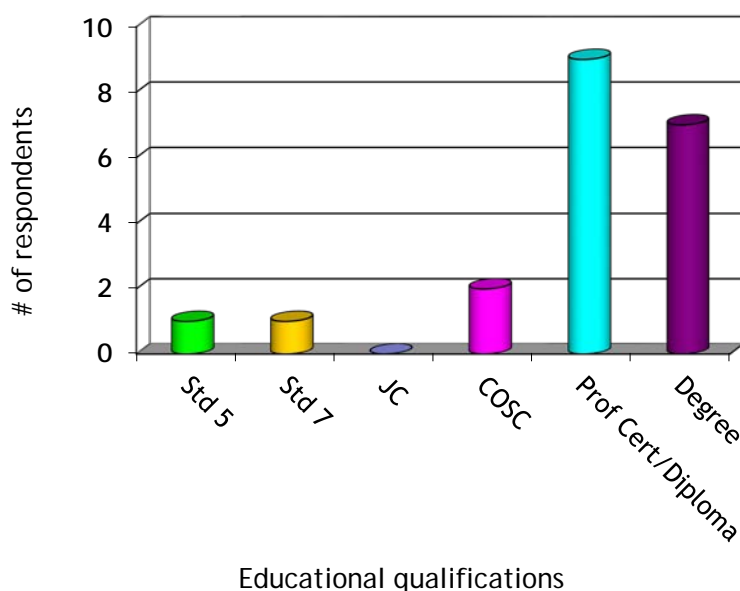
6.3.1.3 The educational qualifications of the respondents

Table 6.17: The education qualifications of the respondents

The educational qualification	Frequency	Percentage
Standard 5	1	5
Standard 7	1	5
Junior certificate (JC)	0	0
Cambridge Overseas School Certificate (COSC)	2	10
Professional certificate or Diploma	9	45
Degree	7	35
Total	20	100

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Figure 6.17: The educational qualifications of the respondents



Both Table 6.17 and Figure 6.17 illustrate that eighty percent (80%) of the respondents have acquired at a minimum a professional certificate, diploma or degree. Two respondents have attained primary level education, and this further justifies the decision to conduct one of the interviews in Sesotho in order for them to fully engage in a language that they are comfortable in. The high level of academic qualifications enabled a more in depth interrogation of the topics under discussion.

6.3.1.4 The respondents' duration of service with the Peace Corps

Table 6.18: The number of years the respondents have served the Peace Corps

Number of years in the Peace Corps service	Frequency	Percentage
Less than a year	3	15
1 - 2 years	3	15
Over 2 years	14	70
Total	20	100

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Figure 6.18: The number of years which the respondents have served the Peace Corps

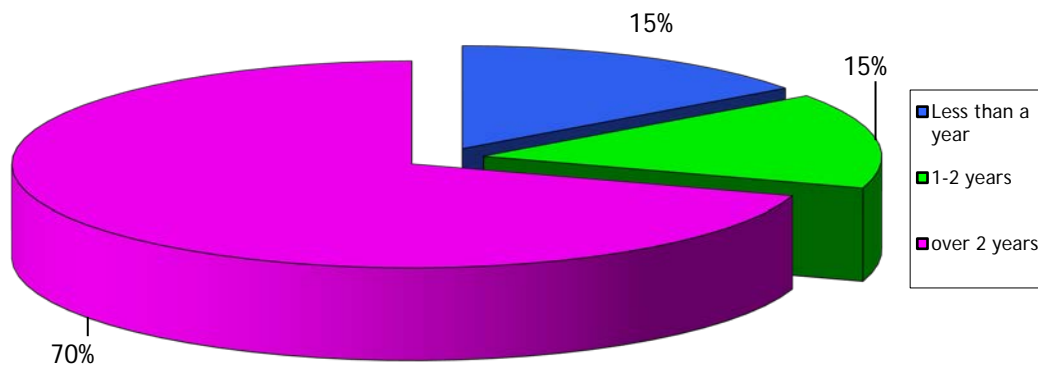


Table 6.18 and Figure 6.18 reveal that seventy percent (70%) of the respondents have served more than two years in the Peace Corps organisation. Only fifteen percent (15%) of the respondents have had less than a year and between one and two years each of service with the Peace Corps organisation. These results further enhance the validity of the data obtained considering the wealth of knowledge and experiences that the respondents have acquired as a result of long service with the Peace Corps organisation.

6.3.1.5 Other

Although this was not derived directly through the interview guide, another revelation from the results is that of the twenty respondents who participated in the focus group interviews, six indicated that they were trained by the Peace Corps volunteers at secondary schools. This figure is equivalent to a total of 30 percent of all the respondents.

6.3.2 Extrapolation of focus group interview responses

Eight major themes were identified from the data collected in the four focus group meetings. The themes which are similar to the themes identified under the personal interviews are:

- The mission of the Peace Corps organisation in Lesotho;
- The Peace Corps performance in fulfilling its mission in Lesotho;
- The Peace Corps contributions towards improving the delivery of public services;
- The status of human resource development in Lesotho;
- The Peace Corps contribution towards improvement of human resource development in Lesotho;
- The sustainability of the Peace Corps projects;
- The challenges faced by Peace Corps in implementing projects in Lesotho; and
- The relevancy of the Peace Corps organisation in Lesotho.

The results from each of these themes are presented below.

6.3.2.1 The Peace Corps mission in Lesotho

The respondents demonstrate an understanding of the mission of the Peace Corps as presented in Section 3.4.2.1. As employees of the Peace Corps organisation, the respondents had sufficient opportunities and exposure to the organisation to warrant satisfactory responses to this question. It is notable though that the respondents omitted specifically to highlight one salient feature of the Peace Corps mission, that is 'to help people of such countries in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries'(cf. 3.4.2.2). The omission could be attributed to the fact that

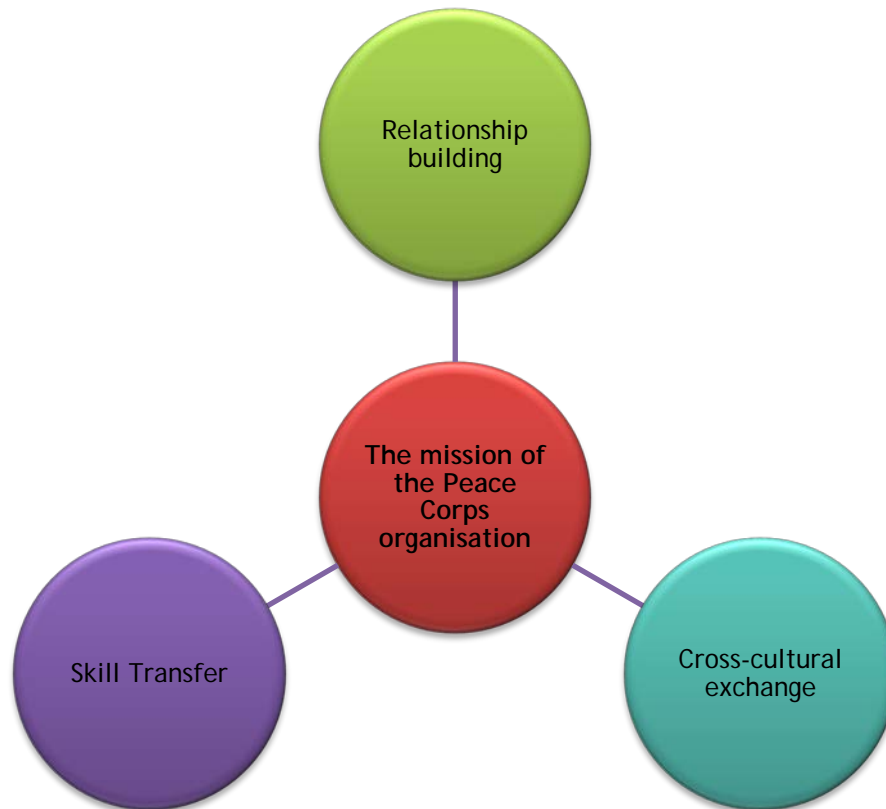
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the majority of the respondents were either not directly involved with the Peace Corps projects or recently employed by the Peace Corps to have a thorough understanding of the Peace Corps projects.

Overall the four focus groups identified three key areas in the mission of the Peace Corps organisation in Lesotho and these are a) strengthening the relationship between the peoples of the United States and Lesotho; b) improving the lives of Basotho through skills transfer; and c) cross-cultural exchange between the peoples of the United States and Lesotho. The three key areas are illustrated in Figure 6.19.

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Figure 6.19: An illustration of the interpretation of the Peace Corps mission in Lesotho by the respondents.



- **Relationship building:** Of the four focus group meetings, the respondents from three groups concluded that the Peace Corps organisation promotes peace, understanding and love between the peoples of the United States and Lesotho. The respondents indicated that the salient feature in the Peace Corps mission is that both the United States and Lesotho work in collaboration and one of the resultant factors is that strong bonds are established between the citizens of the two countries (cf. 3.4.2.1).
- **Skills Transfer:** Generally there is a consensus between all the groups that the Peace Corps mission is to facilitate skill transfer through a variety of projects such as agriculture, education,

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economic development and community health with emphasis on HIV and AIDS. One group highlighted the significant role of the Peace Corps organisation in helping the host nation [Basotho] to help themselves. One respondent drew a conclusion that '[the mission of the Peace Corps organisation is] to help people build their capacities so that they can be aware of what they have, the skills they have, what they can be able to do using the available resources to help themselves' (cf.3.5).

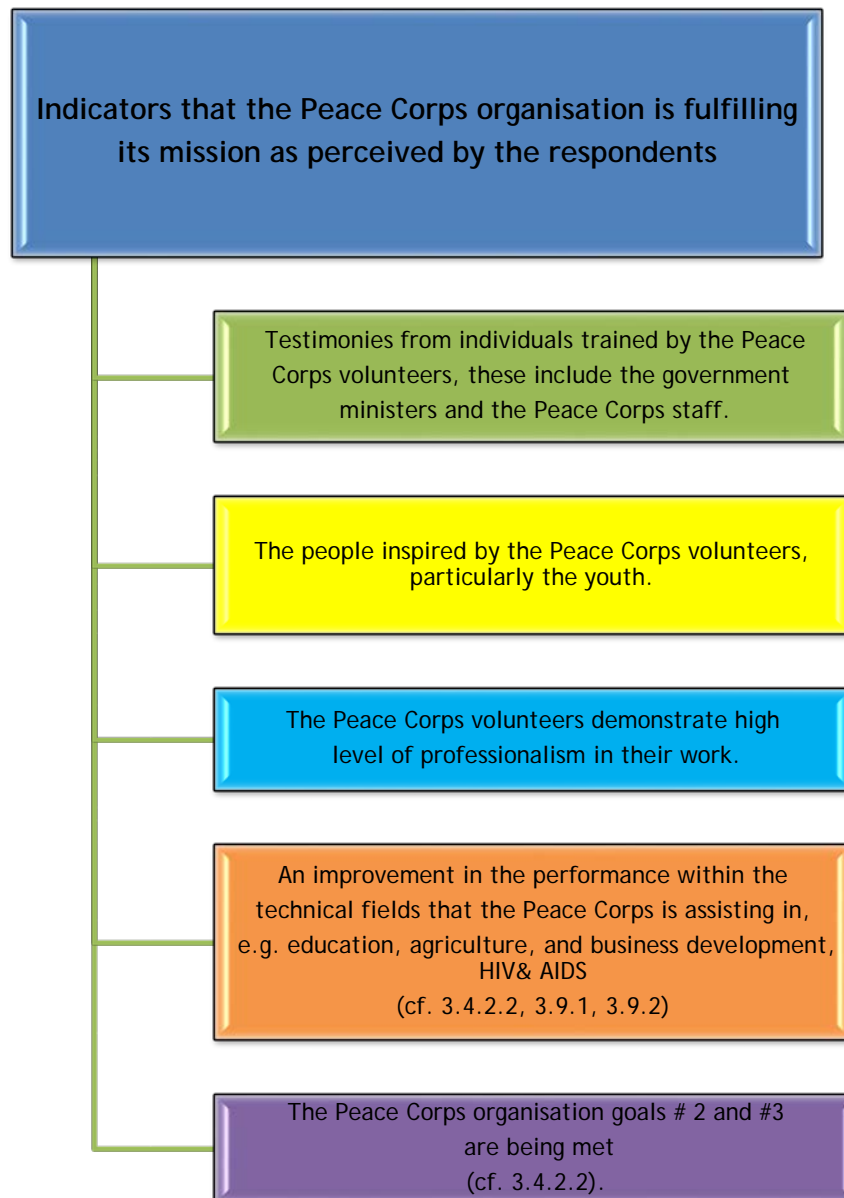
- **Cross-cultural exchange:** Three groups drew a conclusion that the mission of the Peace Corps is to provide opportunities for the people from the United States and the host nation (in this case Lesotho) to learn about the culture of each other. The host country nationals learn about the culture of the Americans and in turn the Americans learn the culture of the host country nationals. One group further indicated that when the Peace Corps volunteers return to the United States upon completion of their service, they share their experiences gained abroad with the people in the United States (cf. 3.4.2.2).

6.3.2.2 The Peace Corps performance in fulfilling its mission

According to the majority of the respondents, the Peace Corps is an organisation that strives hard to fulfil its mission in Lesotho and there are indications that the positive changes have been observed. These indicators as discussed by the four groups are illustrated in Figure 6.20.

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Figure 6.20: An illustration of how the Peace Corps mission is fulfilled in Lesotho as perceived by the respondents

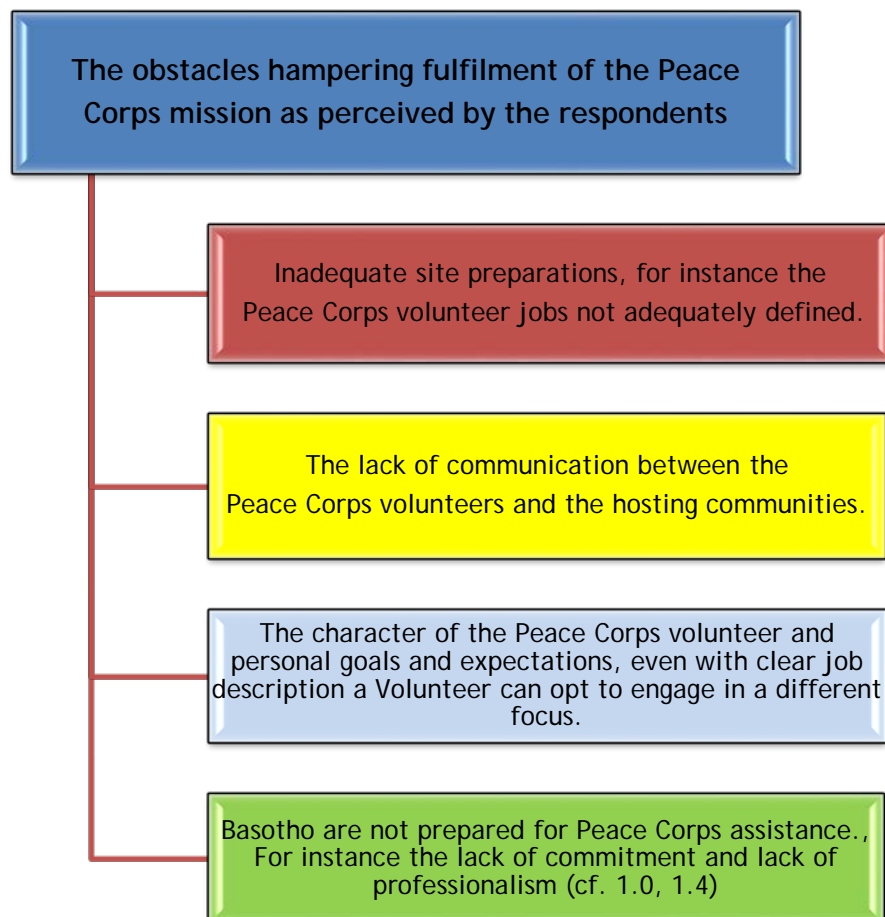


The respondents noted however several areas where the performance of the Peace Corps could improve and these as indicated in Figure 6.21 include; a) Inadequate site preparation, that is, the identification of the volunteer sites and the definition of the volunteer work assignments; b) a

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mismatch on Peace Corps volunteer expectations and the community expectations; c) the lack of communication between the Peace Corps volunteer and the community served; d) the character of the Peace Corps volunteer, that is, the ability of the volunteer to adapt to the living conditions in Lesotho; and e) the differences in the work ethic and standard of professionalism on the part of the Peace Corps volunteers and the Basotho.

Figure 6.21: An illustration of obstacles hampering fulfilment of the Peace Corps mission in Lesotho as perceived by the respondents.



Whilst the high degree of professionalism and adherence to ethical standards were identified as contributing factors towards the success of the

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Peace Corps mission, the respondents noted that there are some volunteers who lack these trades, who also have their own personal goals for joining the Peace Corps organisation, for instance joining the Peace Corps for the purpose of 'adventure'. Some of these personal goals tend to be in conflict with the Peace Corps mission goals and the community expectations. The resultant factor is that the volunteers ultimately contribute minimally if at all to the attainment of the mission of the Peace Corps organisation.

Overall the respondents argued that the performance of the Peace Corps organisation in Lesotho has to a greater extent demonstrated a degree of achievement of its mission. One respondent raised a point that the outcomes of the Peace Corps assistance are long term and cannot be realised immediately. The majority of respondents pointed out the calibre of the volunteers in terms of their professionalism and adherence to high ethical standards contributes towards the success of the mission.

Some respondents indicated that one of the major obstacles in attaining the Peace Corps mission in Lesotho is Basotho themselves. Basotho are seen to be unprepared for the type of assistance the Peace Corps organisation provides. As one respondent pointed out 'I have observed that Peace Corps volunteers try hard. ...at times you find that the Basotho are the ones who hinder progress'. Another respondent summarised this argument by saying that 'these people [the Peace Corps volunteers] are here to help us and as Basotho but we seem not willing to be helped and to work hard'. Other respondents also noted that the standard of professionalism on the part of Basotho counterparts is inadequate which in turn impede any developmental effort (cf. 1.0, 1.4 and 2.5).

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6.3.2.3 The Peace Corps contributions towards delivery of public services in Lesotho

The respondents identified six major public service areas (see Figure 6.22) that are positively influenced by the presence of the Peace Corps organisation in Lesotho and these are: a) Health; b) HIV and AIDs; c) infrastructural development (in schools and communities); d) education and training; e) information and technology; and f) food security (cf.2.2.1).

Figure 6.22: An illustration of the public services enhanced through the Peace Corps organisation in Lesotho



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The discussions on this theme revealed varying opinions on the actual public services that can be attributed to the Peace Corps organisation. Some respondents agree that the Peace Corps organisation has significantly contributed towards the delivery of public services in Lesotho (cf.2.7.2). The concern raised by some respondents was the reality that some of the developmental efforts influenced by the Peace Corps organisation have remained 'white elephants', as in many a case the infrastructural development remain unused once the Peace Corps volunteers departed Lesotho. This issue will further be interrogated in Section 6.3.2.6.

6.3.2.4 The status of human resource development in Lesotho

In all four group interviews the majority of respondents indicated that the human resource base in Lesotho is sufficient, the challenge however as presented by the respondents is that the government is not able to absorb trained personnel in various government ministries. The respondents further indicated that most of the skilled personnel are either misplaced or move to other countries for employment. One of the respondents argued that the country [Lesotho] cannot absorb the trained human resource as a result the skilled personnel ultimately seek employment elsewhere.

These perceptions confirm the theoretical analysis made in Section 2.8.2 where a conclusion was drawn that one of the major challenges that Lesotho faces is the 'brain drainage due to poor salaries and unsatisfactory conditions of terms of service (United Nations Public Administration Network, 2008:2-3). Additionally the respondents suggested that one contributing factor to the situation described above is that the education system is not streamlined to meet the developmental demands of Lesotho. Specifically, as one respondent mentioned the education system hinders

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Basotho to be 'deployed in technical fields where they can get their hands dirty'.

6.3.2.5 The Peace Corps contribution towards human resource development in Lesotho

There were mixed reactions to this particular theme as the respondents failed to reach consensus on the success of the Peace Corps in improving the human resource base in Lesotho. Table 6.19 depicts the varying opinions on this subject.

Table 6.19: Perceptions on the contributions of the Peace Corps organisation towards human resource development

Positive contributions	The challenges that the Peace Corps faces and recommendations
<p>The Peace Corps effort is centred on training and development of disadvantaged people residing in the rural areas where the massive manpower that the country has, do not venture into.</p>	<p>The Peace Corps organisation has been working on the same projects (teaching Maths and Science) for over 40 years. There should be an attempt to explore other areas such as Information and Technology.</p>
<p>The Peace Corps volunteers are competent teachers, especially in Maths and Science and they do great job in teaching.</p>	<p>The existing learning environment in Lesotho does not make it easy for the effective transfer of skills, since the teacher-learner ratio is exceptionally high, for instance the introduction of the Free Primary education increased this ratio further.</p>
<p>As an organisation that lays emphasis on capacity building, the Peace Corps is doing well overall.</p>	<p>The Peace Corps should strengthen the capacity building aspects and ensure that proper mechanisms are in place for</p>

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Basotho to carry over the projects when the Peace Corps volunteers return back the United States.

6.3.2.6 The sustainability of the Peace Corps projects

Only one respondent felt strongly that the Peace Corps organisation is structured to implement projects that are sustainable (cf.3.6.2). The respondent pointed out that there is a significant emphasis placed by the Peace Corps on capacity building rather than building the structures. For instance with teacher training the emphasis is on skills transfer with the belief that the teachers will continue to apply what they have learned from Peace Corps volunteers long after the Peace Corps volunteer has left Lesotho (cf. 2.5.2 and 3.5.1).

The greater majority of respondents however pointed out that the Peace Corps projects are not sustainable due to several factors. The major criticism is on the perception of 'development' by Basotho and the following are some quotes from the respondents that were noted on this theme:

- 'We [Basotho] have learned to eat fish and not to catch fish'.
- 'We [Basotho] are so much used to handouts so much that even if we get skills to do things on our own we are not able to'.
- 'One Motswana said 'if you are at a workshop, seat next to a Mosotho, you will find a solution to the problem that brought you there, but this Mosotho will not implement the solution''.

In general the respondents are of the view that the sustainability of the Peace Corps projects is hindered mainly by the following; a) The manner in which the projects are designed and b) the mindset of the people receiving

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the assistance, that is, the Basotho (cf. 1.0 and 1.4). Each of these hindrances is highlighted in the following:

- **The design of the Peace Corps projects:** According to the respondents the Peace Corps projects should be designed in such a

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manner that the following considerations are made:

- The Peace Corps projects should have evolved over the years to meet changing needs of Lesotho.
- The Peace Corps organisation should train the communities on the role of Peace Corps volunteers emphasizing that the volunteers are here to help us to help ourselves.
- The Peace Corps organisation should emphasize the importance of community initiated projects for increased sense of ownership.
- Some communities are simply getting burnt out or tired of external assistance. There are many non-governmental organisations and community based organisations operating in one community, often doing more or less the same projects.

From these particular responses, the researcher noted that the respondents are of the opinion that the Peace Corps organisation should adhere more strongly to its developmental philosophy as stipulated in Section 3.6.2, '...the projects are based on meeting certain programming criteria that reflect the Peace Corps' goals and philosophy of sustainable development, the host country priorities and the local needs and resources'.

- **The mindset of the host nationals (Basotho) in development** (cf.1.1.0, 1.4): The respondents questioned the interpretation of the concept of development by the Basotho nation. According to the respondents, the following are some of the Basotho expectations and practices associated with development work in Lesotho:
 - The culture of receiving is rife.
 - The Peace Corps projects are sustainable; the problem is Basotho who developed a culture of 'dependency' over time.

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- Basotho communities usually want the financial assistance, they do not want to do things by themselves, when funds ran out, that is the end of the project.
- Basotho like to consume only and not to work hard.
- Basotho are great in ideas but fall short in implementation.

6.3.2.7 The challenges faced by the Peace Corps in implementing projects in Lesotho

The respondents raised several challenges as an impediment to the successfully implementation of the Peace Corps projects in Lesotho. The following is a summary of these challenges:

- Political instability in the country;
- Lack of advocacy about the Peace Corps organisation - orientations are needed both by the politicians and the communities served;
- the Peace Corps organisation has been doing the same projects since 1967 and Some of these perhaps are not as effective as they used to be, for instance the maths, science and English teaching;
- The lack of sustainability in projects that are implemented;
- Some communities become dependent on assistance received from the Peace Corps organisation, for instance a Peace Corps volunteer is seen as someone who provides for the community needs such as education, the construction of libraries and obtaining books;
- The Peace Corps organisation compete with other agencies who offer financial assistance;
- Duplication of developmental efforts with other non-governmental organisations and community based organisations doing parallel projects;

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- The calibre of the Peace Corps volunteers: New generations of the Peace Corps volunteers are not ready to face challenges and some also lack the necessary work experience;
- An inadequate orientation of the Peace Corps volunteers - this should begin earlier during the recruitment stage to highlight the realities of the Peace Corps experience;
- The Peace Corps volunteers do not integrate enough within the communities they serve - perhaps the innovations in information and technology are responsible for this situation as the volunteers tend to spend more time enclosed in their houses, using laptops and cell-phones and not necessarily with the community members;
- The lack of productive relationships with the supervisors and counterparts; and
- Working with Basotho who are not interested or committed to the developmental endeavours. For instance teachers who lack the motivation to engage in effective teaching practices (cf. 1.0 and 1.4).

6.3.2.8 The relevancy of the Peace Corps organisation in Lesotho

The respondents agreed that the Peace Corps organisation should continue operating in Lesotho, however the majority indicated that in order to exert greater impact, the Peace Corps organisation should consider redesigning some of the projects and also following up on the recommendations listed below. Most respondents pointed out that the education project should continue, however one respondent strongly felt that if the education project is to continue, redundancies should be avoided and new areas of intervention should be exploited such as the Information and Communications Technologies.

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In support of the education project continuing one respondent indicated that a number of new schools have been built and this coupled with the teachers who go on retirement there is a continuous gap and need that the Peace Corps volunteers can fill. Some respondents raised concern that the current community health and economic development project is yielding minimal if any at all tangible results. One respondent said, 'honestly, I don't think the Basotho see the value of the Peace Corps volunteers in the other programme [Community Health and Economic Development (CHED)]'. Another respondent was of the opinion that, 'from the other project [CHED] there are so many [other] projects, Non-Governmental Organisations (NGOs) dealing with health issues, HIV and AIDS issues which have sustainable funding far more than what [the] Peace Corps [organisation] provides'. However one respondent argued that even though this project [CHED] is not doing well, there are still challenges in the health sector in Lesotho and the Peace Corps organisation is poised to assist in this regard.

In order for the Peace Corps organisation to continue work in Lesotho, the respondents presented these recommendations:

- Revise the current projects and restructure the volunteers' jobs where necessary;
- Raise awareness of the Peace Corps organisation within the society; and
- Reach out to the communities to find out if the Peace Corps organisation is still relevant.

As one respondent summarized '[the] Peace Corps should continue [to serve Lesotho] but people should have an understanding that [the] Peace Corps volunteers are here to help us and we should in turn work hard so we can utilise their skills'.

6.4 RESEARCH FINDINGS RELATED TO THE PERSONAL INTERVIEWS AND FOCUS GROUP MEETINGS

The purpose of this section is to provide a synopsis of the findings from both the personal interviews and the focus group meetings. The key areas of discussion include the findings related to:

- The status of human resource development in Lesotho;
- The Peace Corps mission in Lesotho;
- The Peace Corps projects;
- The impact of the Peace Corps organisation on the enhancement of the public services and the overall improvement of lives in Lesotho;
- The challenges faced by the Peace Corps organisation in development; and
- The relevancy of the Peace Corps organisation in the development of Lesotho.

6.4.1 The status of human resource development in Lesotho

From this research, it is evident that the majority of the respondents believe that Lesotho has an adequate human resource base to provide the public services. The human resource development is one of the key goals of the Peace Corps organisation and most of the respondents are of the opinion that the Peace Corps organisation has effectively achieved this goal. The greatest challenge however is that most of the skilled Basotho personnel are either not absorbed in the job market in Lesotho or are employed elsewhere outside of the country.

6.4.2 The Peace Corps mission in Lesotho

Although the key aspect of the Peace Corps mission, 'to promote peace and friendship' was not mentioned by the respondents from both methods of

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data collection, it is evident from this research that the overall goals of the Peace Corps organisation were correctly interpreted by the participants. The two key pillars through which the Peace Corps mission is based on, namely technical assistance and the promotion of cross-cultural understanding between the peoples of the United States and Lesotho emerged in all the interactions with the respondents.

6.4.3 The Peace Corps projects

The overall conclusion from the interviews and meetings is that the Peace Corp organisation has since inception in Lesotho, focused on the following areas; agriculture, education, environment, food security, health, HIV and AIDS, small business development, youth development and community development. The majority of respondents have indicated that education and HIV and AIDS are the areas on which the Peace Corps organisation has invested most.

6.4.4 The impact of the Peace Corps organisation on the enhancement of public services in Lesotho

The pinnacle of this research focused on the investigation of the changes in the lives of the people as a result of the developmental intervention by the Peace Corps organisation in Lesotho. From this research it was established that the Peace Corps organisation has contributed significantly in establishing a positive change in the lives of the people served (Basotho). The majority of the respondents are of the opinion that the Peace Corps organisation has overall played their role sufficiently in the implementation of developmental projects in Lesotho, particularly in the fields of education and health.

6.4.5 The challenges faced by the Peace Corps organisation in development

The study reveals that although the Peace Corps organisation is perceived to be striving to fulfil its mandate satisfactorily, there are numerous factors that hinder the effectiveness and efficiencies in the Peace Corps programmes in Lesotho. The major challenge is the 'Human Factor' in the form of the calibre of the volunteers recruited into the Peace Corps organisation and the developmental mindset of the Basotho nation (cf. 1.4). Additionally a significant number of respondents noted the inadequacies in the Peace Corps project designs and implementation strategies.

The type of volunteers recruited into the Peace Corps organisation in terms of technical skills, experiences and the motivation and attitude is regarded as one of the major contributors to the success of the Peace Corps mission. It is noted that a significant number of Peace Corps volunteers lack these traits and ultimately end up being liabilities rather than assets to this programme.

The developmental mindset of the Basotho has been scrutinised by the respondents. The general perception is that the majority of Basotho lack the necessary motivation to sustain the projects implemented through the Peace Corps organisation. The effects of a 'dependency paradigm' where Basotho are seen to rely on the external help to solve developmental challenges Lesotho faces. The similar mindset is observable at the community and national government levels. This is in contradiction to the Peace Corps philosophy stated in Section 3.5, 'helping people to help themselves'. The general finding from this research is that the projects implemented through the Peace Corps organisation are not sustainable. Another major finding derived from this study is that the Peace Corps

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projects are not designed and implemented as efficiently as possible. For instance, there could be more stakeholder input particularly in aligning the projects with the expressed needs of the communities served.

6.4.6 The relevancy of the Peace Corps organisation in Lesotho

Despite the challenges that the Peace Corps organisation faces in implementing successful projects in Lesotho, particularly with regards to sustainability as indicated in Sections 6.2.2.7 and 6.3.2.6, the research findings show that the Peace Corps programme in Lesotho is still relevant. The major justification lies in the observation that at individual level, the Peace Corps organisation has had a successful and meaningful impact through skills training and education in general. The respondents however suggested that in order for the Peace Corps organisation to have a greater impact there is a need to restructure the projects to ensure an alignment with the developmental needs of Lesotho and additionally to for the Peace Corps organisation to advocate for the programme amongst the stakeholders and communities served.

6.5 CONCLUSION

In this chapter the researcher presented the data attained from the personal interviews conducted with individuals drawn from variety of job sectors, including both public and private sectors and from the focus group interviews with the Peace Corps employees in Lesotho. The data presentation comprised of the biographic profiles of the respondents and a minimum of eight key themes namely, the Peace Corps mission; the Peace Corps performance in fulfilling its mission; the Peace Corps contributions towards improving the delivery of public services; the status of human resource development in Lesotho; the Peace Corps contribution towards

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improvement of human resource development in Lesotho; the quality of the Peace Corps training; the sustainability of the Peace Corps projects; the challenges faced by the Peace Corps organisation in implementing projects in Lesotho; and the relevancy of the Peace Corps organisation in Lesotho.

The findings from the analysis of both personal interviews and focus group interviews reveal significant correlations. From the interviews, it was evident that the respondents have a clear understanding of the Peace Corps goals and the Peace Corps projects. Overall, the perception by the respondents is that the Peace Corps organisation has managed to achieve its stated organisational goals in Lesotho, this despite several challenges the organisation has faced. Some of the identified challenges include the lack of commitment on the part of the Peace Corps volunteers themselves, the national government and the Basotho in general.

It is further established that the sustainability of the Peace Corps projects in Lesotho is a major challenge, with most of the projects disintegrating soon after the departure of the Peace Corps volunteers from Lesotho. Contrary to this perception though, it is notable that the majority of the respondents believe that the Peace Corps organisation still has a role to play in the development of Lesotho, however the respondents recommend that in order for an effective and efficient intervention to occur the Peace Corps organisation should consider redesigning the projects that are aligned with the dynamic changes in the global and local developmental field.

CHAPTER 7

GENERAL CONCLUSIONS AND RECOMMENDATIONS

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organisation in strengthening the delivery of public services in Lesotho (Chapters 5 and 6).

In this chapter, firstly the conclusions derived from the major aspects of the study will be presented. The conclusions will be drawn specifically from: a) the literature review; b) the analysis of the survey questionnaires; and c) the analysis of the personal interviews and the focus group meetings. Secondly the recommendations towards the effective utilisation of the Peace Corps organisation in enhancing the delivery of public services in Lesotho will be provided. Finally in conclusion the suggestions for further research will be offered.

7.2 CONCLUSIONS DRAWN FROM THE LITERATURE REVIEW

The following are the theoretical perspectives drawn from the analysis of: a) the human resource capacity and its influence on public service delivery in Lesotho, and b) the role of the international voluntary organisations in development using the case of United States Peace Corps organisation in Lesotho.

7.2.1 Correlation between human resource development and the delivery of public services in Lesotho

It has been established from this thesis that human resource development and the delivery of public services are integrally linked. The analysis of the human resource capacity in Lesotho and the effect this has on the public service delivery revealed the following:

- (a) The provision of public services in Lesotho has historically been influenced by the communal life of the Basotho nation where members of the society participated jointly (*matsema*) in the provision of the community services (cf. 1.4 and 2.4.1). The

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introduction of the post independence strategic development plans in Lesotho in the form of the Five-year National Development Plans and the Lesotho National Vision 2020 recognise the development of an effective and efficient human resource base as a basis for the enhancement of the economic growth and social development in Lesotho (cf. 2.7). Although there have been some significant improvements in the delivery of services such as water supply, health and education the overall performance of other public services has yielded no significant changes (cf. 2.9.2). The responsibility of building an effective and efficient human resource is not the individual responsibility of government but a collaborative effort with the private sector, community based organisations and volunteer organisations both local and international (cf. 2.8).

7.2.2 The role of the Peace Corps organisation in enhancing the delivery of public services in Lesotho

The analysis of volunteerism and the role of the Peace Corps as a voluntary organisation that is mandated to assist with the improvement of the lives of the Basotho revealed the following:

- (a) The concept 'volunteerism' is integrally linked to development, with the volunteers providing human resource capacity both at the national and international arena (cf. 3.2.4).
- (b) The key role of the international volunteer organisations such as the Peace Corps organisation is to improve the delivery of public services by means of building or strengthening the capacity of the individuals and institutions served (cf. 3.2.4.5).
- (c) The Peace Corps organisation has since 1961 sought to promote the global peace and friendship by means of providing human resources in the form of the Peace Corps volunteers, to interested countries.

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The key mission of the Peace Corps organisation is to promote 'peace and friendship' by means of providing technical assistance and encouraging cross cultural exchanges between the people of the United States and the interested hosting countries (cf. 3.4.2.1 and 3.4.2.2). The fundamental role of the Peace Corps organisation is to improve the lives of the people by means of building the capacity of individuals, service providers, organisations and communities (cf. 3.5). Since the introduction of the Peace Corps organisation in Lesotho in 1967 over 2 000 volunteers have been assigned to work in Lesotho to promote peace and friendship between the people of the United States and Lesotho whilst simultaneously focusing on the improvement of services in areas such as education, agriculture, environment, small business development, health as well as HIV and AIDS mitigation (cf. 3.8).

7.3 CONCLUSIONS DRAWN FROM THE ANALYSIS OF SURVEY QUESTIONNAIRES

The key conclusions drawn from the survey questionnaires from both the Lesotho nationals and the Peace Corps volunteers revealed the following:

- (a) The mission and the role of the Peace Corps organisation remain relevant with the major concentration of the volunteers in improving the lives of Basotho, sharing the technical skills and promoting cross cultural relationships between the citizens of the United States of America and Lesotho (cf. 5.2.2.3; 5.2.2.5 and 5.3.2.4).
- (b) The primary role of the Peace Corps organisation in Lesotho where a significant positive change (more than 50% of the respondents) has been realised is in the field of education and training (cf. 5.2.2.3 and 5.3.2.3).

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- (c) The level of sustainability of Peace Corps projects is in general satisfactory with the satisfaction levels higher (67%) within the Lesotho nationals than amongst the Peace Corps volunteers (50%). The sustained developmental effort is recognised mainly in the field of education. Beyond education, a significant number of respondents suggested that there are no concrete indications that the development projects implemented with the assistance of the Peace Corps organisation have been sustainable. The level of success with sustainable development is hindered by among other things the lack of motivation, responsibility and commitment towards the implementation of the development projects on the part of Basotho (cf. 5.2.2.10 and 5.3.2.11).
- (d) Despite all the major obstacles faced by the Peace Corps organisation in striving for development in Lesotho, the majority of the respondents (82% of Lesotho nationals and 84% of the Peace Corps volunteers) concluded that the Peace Corps organisation has contributed significantly towards the improvement of the lives of Basotho and that this organisation still has a role to play in the future development and enhancement of the delivery of public services in Lesotho (cf. 5.2.2.15 and 5.3.2.15).
- (e) The major difference between the results from the analysis of data from the Lesotho nationals and the Peace Corps volunteers was on the question of the human resource development levels in Lesotho. About half of the Lesotho nationals were of the opinion that the human resource levels in Lesotho are adequate (cf. 5.2.2.6) whilst most of the Peace Corps volunteers perceived the levels to be inadequate (cf. 5.3.2.6).

7.4 CONCLUSIONS DRAWN FROM THE ANALYSIS OF PERSONAL INTERVIEWS AND FOCUS GROUP MEETINGS

The personal interviews and focus group meetings presented the researcher an opportunity to generate substantial qualitative data and simultaneously provide for validation of the data obtained from the administration of the survey questionnaires. The quality of data obtained was enhanced by means of probing questions to the respondents. Similar to the conclusions drawn from the survey questionnaires the personal interviews and focus group meetings yielded parallel results as well. The following are the specific conclusions drawn:

- (a) The primary mission and role of the Peace Corps organisation is to provide developmental assistance and more specifically to help develop technical skills and to build the organisational capacity in Lesotho (cf. 6.2.2.1 and 6.3.2.2). This is similar to the findings from the survey questionnaires (cf. 7.3 (a)).
- (b) The human resource levels in Lesotho range from fair (one third of the respondents who participated in the personal interviews) to adequate (as noted by the respondents who participated in the focus group meetings). The respondents recommended that the current deficiencies in the human resource levels in Lesotho can be mitigated by training people on relevant skills and also overcoming the challenge of 'brain drain' whereby trained Basotho migrate to other countries for better job opportunities (cf. 6.2.2.4 and 6.3.2.4).
- (c) The projects implemented with the assistance of the Peace Corps organisation are considered unsustainable as a result of among other things the lack of implementation capacity by the government and

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the lack of motivation and commitment by the Basotho in the implementation of developmental projects (cf. 6.2.2.7 and 6.3.2.6).

(d) The Peace Corps organisation is fulfilling its developmental mission and goals in Lesotho, for instance by means of strengthening the education and HIV and AIDS sectors (cf. 6.4.4).

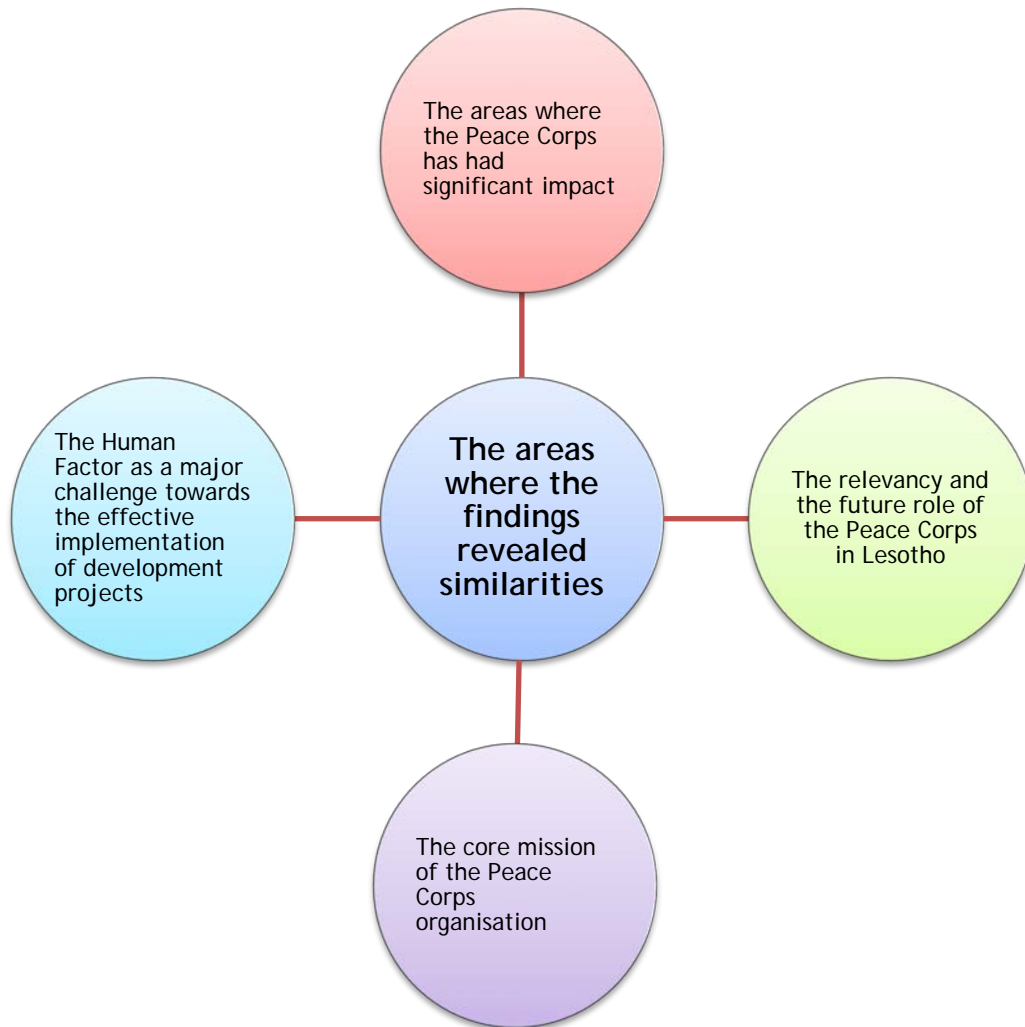
(e) The Peace Corps organisation remains a relevant entity in Lesotho and this is the opinion of the majority of the respondents in both sets of interviews. In order to further strengthen the impact of the organisation on the lives of Basotho the respondents suggested that the Peace Corps organisation consider redesigning its developmental strategy (cf. 6.2.2.9; 6.3.2.8 and 6.4.6).

7.5 COMPARATIVE ANALYSIS OF THE RESULTS FROM CHAPTERS FIVE AND SIX

The overall findings from chapters five and six reveal significant similarities in key thematic areas (illustrated in Figure 7.1), however there were few instances where the results yielded different outcomes as illustrated in Figure 7.2.

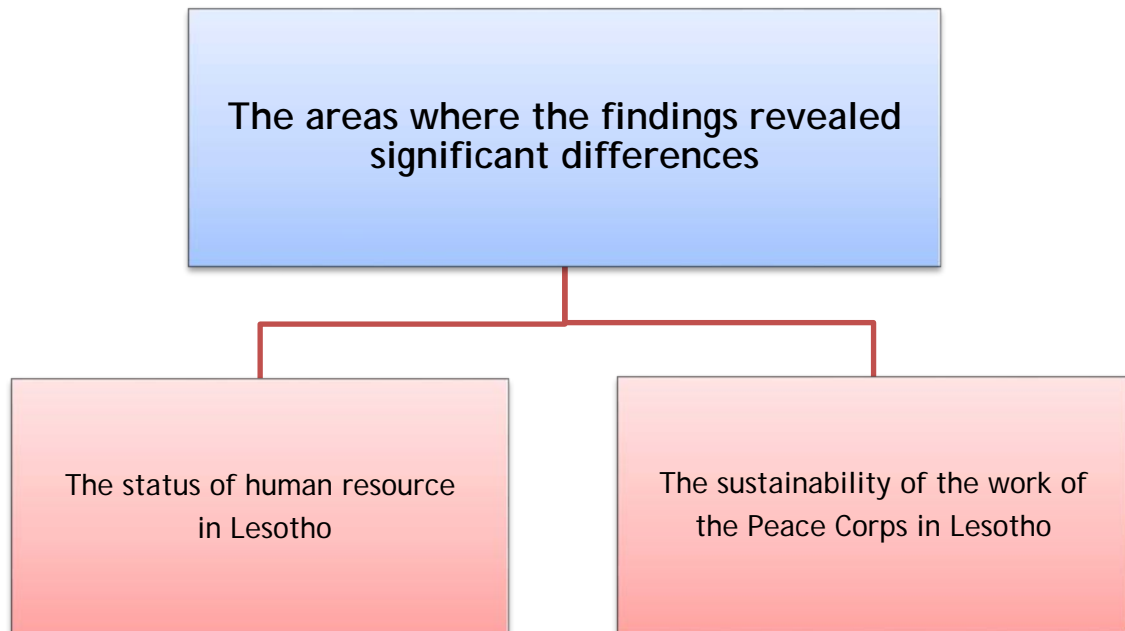
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Figure 7.1: An illustration of the similarities drawn from the comparison of the analysis of the results from chapters five and six.



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Figure 7.2: An illustration of the differences drawn from the comparison of the analysis of the results from chapters five and six.



Despite the differences stipulated in Figure 7.2, in general this study yielded parallel outcomes indicating the reliability and validity of the data collected by means of the different data collection tools used.

7.6 RECOMMENDATIONS

The Peace Corps organisation remains one of the key development agencies in Lesotho providing the largest number of volunteers. The organisation has earned substantial respect amongst the Basotho and the communities served. The overall recommendation from this study is that the Peace Corps organisation should continue providing assistance to Lesotho particularly in the areas of education and HIV and AIDS mitigation. In order to enhance the level of impact by to the Peace Corps organisation in Lesotho the following are the key recommendations resulting from the study:

- (a) At the national level, the Peace Corps organisation and the government of Lesotho need to consult frequently to assess the

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progress and the status of the Peace Corps assistance and ensure that the projects which are implemented are aligned to the Lesotho national development strategy.

- (b) The partnerships between the organisations and communities that host the Peace Corps volunteers should consider the fundamental role of the volunteers in development. The developmental philosophy of the Peace Corps organisation should be emphasized more, that is, the Peace Corps works with a human capacity-building framework where the main focus is on: i) the development of people and not things; and ii) assisting the people to develop the capacity to improve their own lives according to their own decisions.
- (c) A general conclusion drawn from the literature review, the analysis of the survey questionnaires and the analysis of both the personal interviews and the focus group meetings is that a major obstacle towards the improvement of delivery of services in Lesotho is Basotho themselves.

Basotho are perceived to be a hindrance to development due to the lack of motivation, responsibility and commitment towards the implementation of development projects, a conclusion confirming the suggestion made in section 1.1 that 'the ability of governments to provide adequate services to its citizens depends largely on the Human Factor'. The concept of 'Human Factor' as discussed in section 1.1 'encompasses various qualities in individuals within a society. These qualities include responsibility, commitment, accountability, motivation and integrity'.

The acute deficiency in the motivation and the commitment of the Basotho to implement developmental projects has contributed

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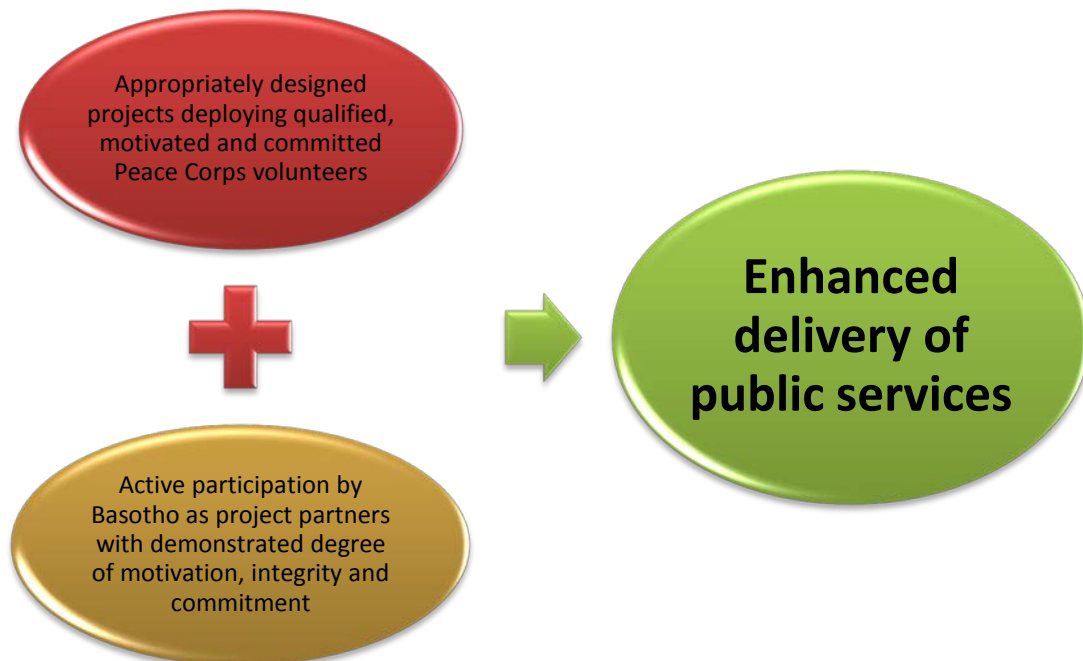
significantly towards the failure to realize sustainable results within the projects implemented with the assistance of the Peace Corps organisation.

The government of Lesotho with the assistance of the developmental agencies such as the Peace Corps organisation could consider changing the developmental mindset of the Basotho by investing additional resources in programmes that seek to groom the youth to develop a sense of ownership and 'love' for the country by engaging in voluntary and community development activities. By investing on the youth, the future generation, the challenges associated with the 'Human Factor' as discussed in this study are more likely to be defeated.

Figure 7.3 depicts a diagrammatical illustration of the recommended considerations for an effective strategy in utilising the volunteers and the local Basotho communities in order to enhance the delivery of public services.

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Figure 7.3: A diagrammatical illustration of the effective strategy of utilising the volunteers and Basotho project partners to enhance the delivery of public services Lesotho.



In Figure 7.3, the researcher diagrammatically illustrates the significant role of the 'Human Factor' (perceptible amongst both the Peace Corps volunteers and the Basotho) in the effective implementation of the projects that seek to enhance the delivery of services as proven in this study. According to the findings from this study, the enhanced sustainable delivery of public services is substantially dependent on the calibre of the Peace Corps volunteers assigned and the motivation and the capacity of Basotho to assume the responsibility to manage the developmental projects themselves.

7.7 RECOMMENDATIONS FOR FURTHER RESEARCH

The enhanced delivery of public services is dependent on variety of factors including as discussed in this research study, the contributions made by the international voluntary organisations. From this study the key question that emerged is 'why is the Peace Corps organisation perceived by the majority to

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be contributing positively towards the enhancement of the delivery of public services yet simultaneously the projects implemented with the assistance of the Peace Corps demonstrate inadequate level of sustainability?'

A sustained delivery of services is dependent on the 'Human Factor' as established from this study. Whilst this study focused mainly on the Peace Corps organisation, further research is recommended on the analysis of the 'Human Factor' as an integral part of the effective and efficient delivery of public services. This research study would provide an opportunity to investigate the reasons why sustainable delivery of public services continues to be a major challenge particularly in developing countries.

7.8 CONCLUDING REMARKS

The hypothesis of this study was stated as follows: 'the impact of the Peace Corps organisation on the improvement of the delivery of public services in Lesotho is not significant due to an inadequate attention to the concept of the 'Human Factor' in the development strategies of Lesotho'.

In this study it was established that there are acute challenges associated with the 'Human Factor' in the development of Lesotho however this has not deterred the Peace Corps organisation from contributing significantly towards the enhancement of the delivery of public services in Lesotho, a conclusion that nullifies the hypothesis of the study (cf. 1.4).

7.9 CONCLUSION

The final chapter of the thesis was aimed at presenting the final conclusions drawn from the analysis of the literature review, the survey questionnaires from the Lesotho nationals and the Peace Corps volunteers, the personal

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interviews with an array of Basotho nationals and the focus group meetings with the staff from the Peace Corps organisation in Lesotho.

From the research study, it is established that effective and efficient delivery of public services is directly related to the technically skilled and competent personnel. The human resource development is a fundamental priority in the pursuit for economic growth and improvement of public services. It was established also that the role of international voluntary organisations such as the Peace Corps agency in developing the human resource base is critical. Although essential, the human resource development is not the sole factor in the effective and efficient implementation of development projects, the conclusion drawn from the study is that the 'Human Factor' ultimately determines the achievement or failure of projects.

In Lesotho, Human Factor emerges as one of the major challenge in sustaining the projects that seek to enhance the delivery of public services. It is established that there is a significant number of Basotho who have been trained in various skills yet demonstrate a lack of motivation, responsibility and commitment to the development projects resulting in failure to sustain any projects implemented with the assistance of the international voluntary organisations such as the Peace Corps agency.

The major conclusion drawn from this research though is that despite the challenges resulting from the 'Human Factor' in project implementation as substantiated, the Peace Corps organisation has played a vital role in contributing significantly towards enhancing the delivery of public services in Lesotho mainly by provision of education and training to the people of Lesotho and as such the organisation is poised to continue to offer the development assistance in the future.

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This study may provide useful information to the Peace Corps organisation globally, other international voluntary organisations and relevant government ministries or departments responsible for delivery of public services when designing and implementing programmes that seek to improve the public lives.



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## APPENDIX 1

# THE IMPACT OF INTERNATIONAL VOLUNTEER ORGANISATIONS IN ENHANCING PUBLIC SERVICE DELIVERY IN LESOTHO - THE CASE OF THE UNITED STATES PEACE CORPS

| <b>Questionnaire for Lesotho nationals</b><br><i>Please note that this information is confidential and will be treated as such.</i>                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Part 1. Biographical information about the respondent</b>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |
| <b>1.1 Age of the respondent</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Less than 20 <input type="checkbox"/> 21 - 30<br><input type="checkbox"/> 31 - 40 <input type="checkbox"/> 41 - 50<br><input type="checkbox"/> 51 and above                                                                                                                                                                   | <b>1.2 Gender of the respondent</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Male<br><input type="checkbox"/> Female                                                                                                                                                     |
| <b>1.3 Educational qualifications</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Junior Certificate (JC)<br><input type="checkbox"/> Cambridge Overseas School Certificate (COSC)<br><input type="checkbox"/> Professional certificate/diploma<br><input type="checkbox"/> Degree<br><input type="checkbox"/> Other <i>(please specify)</i><br><hr/>                                                      | <b>1.4 Occupation</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Government<br><input type="checkbox"/> Private Sector<br><input type="checkbox"/> Self Employed<br><input type="checkbox"/> Unemployed<br><input type="checkbox"/> Other <i>(please specify)</i><br><hr/> |
| <b>1.5 Have you been directly involved with Peace Corps Volunteer (s) before?</b> <i>(Please indicate by an X)</i><br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If your answer is yes, in what capacity?<br><input type="checkbox"/> as a student<br><input type="checkbox"/> as a counterpart<br><input type="checkbox"/> as a supervisor<br><input type="checkbox"/> Other <i>(Please specify)</i><br><hr/> | <b>1.6 If your answer to 1.5 is yes, how long have been involved with Peace Corps organisation?</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> less than a year<br><input type="checkbox"/> 1 year to 2 years<br><input type="checkbox"/> More than 2 years                |

*Appendix 1*

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**Part 2:**

2.1 Mention typical public services (e.g. educational institutions, health facilities, water and sanitation facilities) that exist in your community.

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2.2 Of these public services which one(s) would you attribute to the Peace Corps organisation?

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2.3 What was the role of the Peace Corps organisation in developing these services?

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2.4 What do you see as the primary role of the International Volunteers in Lesotho?

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## Appendix 1

2.5 What is your understanding of the Peace Corps goal(s) in Lesotho?

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2.6 In Lesotho, how would you rate the human resource development level of the general population? *Please put an X in appropriate box.*

- Highly developed  
 Average  
 Least developed

2.7 Of the skilled human resource available in Lesotho, what percentage would you attribute to the Peace Corps organisation? *Please put an X in appropriate box.*

- 0 - 25 percent  
 26 - 50 percent  
 51 - 75 percent  
 76 - 100 percent

2.8 How has the Peace Corps contributed towards the development of Lesotho in these project areas? Please rank the project areas below using the following scale: *1 - not at all; 2 - somewhat; 3 - average; 4 - Good and 5 - Outstanding. Put an X in the appropriate box.*

| Peace Corps Project area                     | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------|---|---|---|---|---|
| Home gardens and food security               |   |   |   |   |   |
| School Feeding                               |   |   |   |   |   |
| Small business development                   |   |   |   |   |   |
| Social Forestry                              |   |   |   |   |   |
| Water development                            |   |   |   |   |   |
| HIV/AIDS mitigation                          |   |   |   |   |   |
| Youth development                            |   |   |   |   |   |
| Secondary education                          |   |   |   |   |   |
| Teacher training/In-service teacher training |   |   |   |   |   |
| Vocational training                          |   |   |   |   |   |

## Appendix 1

- 2.9 Using the Peace Corps criteria for effective projects in column one below, please rate the level of success in the implementation of the Peace Corps projects in Lesotho. Please use the following scale: 1 - not at all; 2 - somewhat; 3 - average; 4 - Good and 5 - Outstanding. Please put an X in the appropriate box.

| Peace Corps criteria for effective project                                                                      | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Increases local capacity                                                                                        |   |   |   |   |   |
| Strives to address expressed needs of those who have limited access to resources and opportunities              |   |   |   |   |   |
| Seeks sustainable results that complement other development efforts                                             |   |   |   |   |   |
| Has local participants as partners in developing, implementing, and assessing the projects                      |   |   |   |   |   |
| Considers gender relationships and promotes women's participation to increase their status and opportunities    |   |   |   |   |   |
| Places Volunteers at the local level where needs occur                                                          |   |   |   |   |   |
| Does not displace qualified and available local workers with Volunteers                                         |   |   |   |   |   |
| Places the types and numbers of Volunteers that match with the needs of the receiving organisations/communities |   |   |   |   |   |
| Has host agencies and communities as partners who can support the project and the Volunteers                    |   |   |   |   |   |

- 2.10 One of the challenges in development field is the implementation of projects that are sustainable. In your opinion are the projects implemented through the Peace Corps organisation sustainable? Please put an X in appropriate box.

- Yes  
 No

If your answer is 'yes' please mention the sustainable projects you are aware of.

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## Appendix 1

If your answer is 'no', what do you think is the major obstacle(s) towards sustainable development in Lesotho?

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- 2.11 The Peace Corps organisation strives to help Basotho to ultimately be in a position to help themselves through capacity building in the following categories: a) Individuals, b) Service providers, c) Organisations, and d) Communities served.

Please rank the effectiveness of the Peace Corps projects in strengthening the following capacity building levels in Lesotho using the scale below:

*1 - Not at all; 2 - somewhat; 3 - average; 4 - good and 5 - outstanding. Put an X in the appropriate box.*

| Capacity building categories (levels)                         | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------|---|---|---|---|---|
| Individuals (e.g. students)                                   |   |   |   |   |   |
| Service providers (e.g. teachers, extension officers, nurses) |   |   |   |   |   |
| Organisations (e.g. schools, NGOs)                            |   |   |   |   |   |
| Communities (e.g. villages)                                   |   |   |   |   |   |

- 2.12 Please rank the statements below using the following scale: *1 - not at all; 2 - somewhat; 3 - average; 4 - agree and 5 - fully agree. Put an X in the appropriate box.*

| Statement                                                                                                 | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| The work of the Peace Corps responds to the development needs of Lesotho                                  |   |   |   |   |   |
| There are positive changes in the delivery of services in Lesotho as a result of the Peace Corps presence |   |   |   |   |   |
| There are positive changes in the lives of Basotho as a result of the Peace Corps presence in Lesotho     |   |   |   |   |   |

*Appendix 1*

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2.13 How has the presence of the Peace Volunteer(s) in your area impacted your life?

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2.14 How has the presence of the Peace Corps Volunteer(s) in your area impacted your community in general?

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2.15 In your opinion does the Peace Corps organisation still have a role in enhancing the public service delivery in Lesotho? Yes  No  .  
*Please put an X in the appropriate box.*  
If your answer is 'yes', what is that role? If your answer is 'no', please indicate why not?

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*Once again thank you for taking time to fill up this questionnaire.*

## APPENDIX 2

# THE IMPACT OF INTERNATIONAL VOLUNTEER ORGANISATIONS IN ENHANCING PUBLIC SERVICE DELIVERY IN LESOTHO - THE CASE OF THE UNITED STATES PEACE CORPS

### Questionnaire for Peace Corps Volunteers

Please note that this information is confidential and will be treated as such.

#### Part 1. Biographical information about the respondent

1.1 Age of the respondent (*Please indicate by an X*):

- Less than 20                       21 - 30  
 31 - 40                               41 - 50  
 51 and above

1.2 Gender of the respondent (*Please indicate by an X*):

- Male  
 Female

1.3 Educational qualifications (*Please indicate by an X*):

- Associate Degree  
 Bachelors Degree  
 Graduate Degree  
 Other (*please specify*)  
\_\_\_\_\_

1.4 Peace Corps Project Area (*Please indicate by an X*):

- Education  
 Community Health and Economic Development  
 Other (*please specify*)  
\_\_\_\_\_

1.5 Can you categorise your site where you are assigned as (*Please indicate by an X*):

- Urban;  
 Semi-urban; or  
 Rural?  
 Other (*please specify*)  
\_\_\_\_\_

1.6 How long have you been serving in Lesotho?

- (*Please indicate by an X*):  
 Less than a year  
 1 year to 2 years  
 More than 2 years

1.7 How many Peace Corps Volunteers have previously worked at your site?

- (*Please indicate by an X*):  
 1                               4  
 2                               5  
 3                               6 or more

*Appendix 2*

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**Part 2:**

2.5 Mention typical public services (e.g. educational institutions, health facilities, water and sanitation facilities) that exist in your community.

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2.6 Of these public services which one(s) would you attribute to the Peace Corps organisation?

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2.7 What was the role of the Peace Corps organisation in developing these services?

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2.8 What do you see as the primary role of the International Volunteers in Lesotho?

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## Appendix 2

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2.5 What is your understanding of the Peace Corps goal(s) in Lesotho?

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2.7 In Lesotho, how would you rate the human resource development level of the general population? *Please put an X in appropriate box.*

- Highly developed  
 Average  
 Least developed

2.16 Of the skilled human resource available in Lesotho, what percentage would you attribute to the Peace Corps organisation? *Please put an X in appropriate box.*

- 0 - 25 percent  
 26 - 50 percent  
 51 - 75 percent  
 76 - 100 percent

2.17 How has the Peace Corps contributed towards the development of Lesotho in these project areas? Please rank the project areas below using the following scale: *1 - not at all; 2 - somewhat; 3 - average; 4 - good and 5 - outstanding. Put an X in the appropriate box.*

| Peace Corps Project area                     | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------|---|---|---|---|---|
| Home gardens and food security               |   |   |   |   |   |
| Small business development                   |   |   |   |   |   |
| HIV/AIDS mitigation                          |   |   |   |   |   |
| Youth development                            |   |   |   |   |   |
| Secondary education                          |   |   |   |   |   |
| Teacher training/In-service teacher training |   |   |   |   |   |

**Appendix 2**

2.18 Using the Peace Corps criteria for effective projects in column one below, please rate the level of success in the implementation of the Peace Corps projects in Lesotho. Please use the following scale: 1 - not at all; 2 - somewhat; 3 - average; 4 - good and 5 - outstanding. Put an X in the appropriate box.

| Peace Corps Criteria for strong project                                                                              | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Increases local capacity                                                                                             |   |   |   |   |   |
| Strives to address expressed needs of those who have limited access to resources and opportunities                   |   |   |   |   |   |
| Seeks sustainable results that complement other development efforts                                                  |   |   |   |   |   |
| Has local participants as partners in developing, implementing, and assessing the projects                           |   |   |   |   |   |
| Considers gender relationships and promotes women's participation to increase their status and opportunities         |   |   |   |   |   |
| Places Volunteers at the local level where needs occur                                                               |   |   |   |   |   |
| Does not displace qualified and available local workers with Volunteers                                              |   |   |   |   |   |
| Places the types and numbers of Volunteers that match with the needs of the applicants                               |   |   |   |   |   |
| Has local Peace Corps staff and resources to train and support Volunteers to complete their assignments successfully |   |   |   |   |   |
| Has host agencies and communities as partners who can support the project and the Volunteers                         |   |   |   |   |   |

2.19 One of the challenges in development is the implementation of projects that are sustainable. In your opinion are the projects implemented through the Peace Corps organisation sustainable? Please put an X in appropriate box.

- Yes
- No

If your answer is 'yes' please mention the sustainable projects you are aware of.

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## Appendix 2

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If your answer is 'no', what do you think is the major obstacle(s) towards sustainable development in Lesotho?

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- 2.20 The Peace Corps organisation strives to help Basotho to ultimately be in a position to help themselves through capacity building in the following categories: a) Individuals, b) Service providers, c) Organisations, and d) Communities served.

Please rank the effectiveness of the Peace Corps projects in strengthening the following capacity building levels in Lesotho using the scale below:

*1 - Not at all; 2 - somewhat; 3 - average; 4 - good and 5 - outstanding. Put an X in the appropriate box.*

| Capacity building levels                                      | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------|---|---|---|---|---|
| Individuals (e.g. students)                                   |   |   |   |   |   |
| Service providers (e.g. teachers, extension officers, nurses) |   |   |   |   |   |
| Organisations (e.g. schools, NGOs)                            |   |   |   |   |   |
| Communities (e.g. villages)                                   |   |   |   |   |   |

- 2.21 Please rank the statements below using the following scale: *1 - not at all; 2 - somewhat; 3 - average; 4 - agree and 5 - fully agree. Put an X in the appropriate box.*

| Statement                                                                                                 | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| The work of the Peace Corps responds to the development needs of Lesotho                                  |   |   |   |   |   |
| There are positive changes in the delivery of services in Lesotho as a result of the Peace Corps presence |   |   |   |   |   |
| There are positive changes in the lives of Basotho as a result of the Peace Corps presence in Lesotho     |   |   |   |   |   |

*Appendix 2*

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2.22 In general what impact has the Peace Volunteer(s) in your area (site) had on the lives of the Basotho?

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2.23 In your opinion does the Peace Corps organisation still have a role in enhancing the public service delivery in Lesotho? Yes  No .  
*Please put an X in the appropriate box.*

If your answer is yes, what is that role? If your answer is no, please indicate why not?

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*Once again thank you for taking time to fill up this questionnaire.*

### APPENDIX 3

## THE IMPACT OF INTERNATIONAL VOLUNTEER ORGANISATIONS IN ENHANCING PUBLIC SERVICE DELIVERY IN LESOTHO - THE CASE OF THE UNITED STATES PEACE CORPS

| <b>Interview Guideline [Personal]</b>                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Please note that this information is confidential and will be treated as such.</i>                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                         |
| <b>Part One: Biographic details about the respondent</b>                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                         |
| <b>1.2 Age of the respondent</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Less than 20 <input type="checkbox"/> 21 - 30<br><input type="checkbox"/> 31 - 40 <input type="checkbox"/> 41 - 50<br><input type="checkbox"/> 51 and above                                                                                                                                                          | <b>1.2 Gender of the respondent</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Male<br><input type="checkbox"/> Female                                                                                                                                            |
| <b>1.3 Educational qualifications</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Junior Certificate (JC)<br><input type="checkbox"/> Cambridge Overseas School Certificate (COSC)<br><input type="checkbox"/> Professional certificate/diploma<br><input type="checkbox"/> Degree<br><input type="checkbox"/> Other <i>(please specify)</i>                                                      | <b>1.4 Occupation</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Government<br><input type="checkbox"/> Private Sector<br><input type="checkbox"/> Self Employed<br><input type="checkbox"/> Unemployed<br><input type="checkbox"/> Other <i>(please specify)</i> |
| <b>1.5 Have you been directly involved with Peace Corps Volunteer (s) before?</b> <i>(Please indicate by an X)</i><br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If your answer is yes, in what capacity?<br><input type="checkbox"/> as a student<br><input type="checkbox"/> as a counterpart<br><input type="checkbox"/> as a supervisor<br><input type="checkbox"/> Other <i>(Please specify)</i> | <b>1.6 If your answer to 1.5 is yes, how long have been involved with Peace Corps?</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> less than a year<br><input type="checkbox"/> 1 year to 2 years<br><input type="checkbox"/> More than 2 years                    |

### Appendix 3

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#### Part 2

- 2.1 What do you know about the Peace Corps organisation and its mission and goals in Lesotho?
- 2.2 In your opinion how has the Peace Corps organisation met these goals?
- 2.3 Has the Peace Corps organisation contributed towards improved delivery of public services in Lesotho?  
Agree  Disagree   
Please provide reasons for your response.
- 2.4 Mention the public services (if any) in Lesotho which you would attribute to the Peace Corps organisation in Lesotho.
- 2.5 In Lesotho, how would you rate the human resource development level of the general population?
- 2.6 Of the skilled human resource available, what percentage would you attribute to the Peace Corps organisation?
- 2.7 How would you rate the impact of skills training provided by Peace Corps in Lesotho?

### *Appendix 3*

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2.8 How has Peace Corps organisation changed the quality of life in Lesotho with respect to the following areas?

2.8.1 Education

2.8.2 Community Health and Economic Development

2.9 What do you perceive as the challenges (if any) that the Peace Corps organisation has faced towards the improvement of delivery of public services in Lesotho?

2.10 One of the challenges in development is the implementation of projects that are sustainable. In your opinion are the projects implemented through Peace Corps organisation sustainable?

yes

no

If your answer is 'yes' please mention the sustainable projects you are aware of.

If your answer is 'no', what do you think is the major obstacle(s) towards sustainable development in Lesotho?

2.11 Does the Peace Corps organisation still have a role in the improvement of public service delivery in Lesotho?

## APPENDIX 4

# THE IMPACT OF INTERNATIONAL VOLUNTEER ORGANISATIONS IN ENHANCING PUBLIC SERVICE DELIVERY IN LESOTHO - THE CASE OF THE UNITED STATES PEACE CORPS

| <b>Focus Group Meetings - Guideline</b><br><i>Please note that this information is confidential and will be treated as such.</i>                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Part 1. Biographic details about the respondents</b>                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                  |
| <b>1.1 Age of the respondent</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Less than 20 <input type="checkbox"/> 21 - 30<br><input type="checkbox"/> 31 - 40 <input type="checkbox"/> 41 - 50<br><input type="checkbox"/> 51 and above                                                                                                                                                                          | <b>1.2 Gender of the respondent</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Male<br><input type="checkbox"/> Female                                                                                                                                                     |
| <b>1.3 Educational qualifications</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Junior Certificate (JC)<br><input type="checkbox"/> Cambridge Overseas School Certificate (COSC)<br><input type="checkbox"/> Professional certificate/diploma<br><input type="checkbox"/> Degree<br><input type="checkbox"/> Other <i>(please specify)</i><br><hr/>                                                             | <b>1.4 Occupation</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> Government<br><input type="checkbox"/> Private Sector<br><input type="checkbox"/> Self Employed<br><input type="checkbox"/> Unemployed<br><input type="checkbox"/> Other <i>(please specify)</i><br><hr/> |
| <b>1.5 Have you been directly involved with Peace Corps Volunteer (s) before?</b> <i>(Please indicate by an X)</i><br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><b>If your answer is yes, in what capacity?</b><br><input type="checkbox"/> as a student<br><input type="checkbox"/> as a counterpart<br><input type="checkbox"/> as a supervisor<br><input type="checkbox"/> Other <i>(Please specify)</i><br><hr/> | <b>1.6 If your answer to 1.5 is yes, how long have been involved with Peace Corps?</b><br><i>(Please indicate by an X):</i><br><input type="checkbox"/> less than a year<br><input type="checkbox"/> 1 year to 2 years<br><input type="checkbox"/> More than 2 years<br><hr/>                    |

*Note: Part 1 is to be filled by all the participants.*



## **Part 2**

- 2.1 What do you know about the Peace Corps organisation and its mission in Lesotho?
- 2.2 In your opinion how has the Peace Corps organisation met these goals?
- 2.3 Has the Peace Corps organisation contributed towards an improved delivery of public services in Lesotho? (Count the number of respondents)
- Agree  Disagree
- Please provide reasons for your response.
- 2.4 Mention the public services (if any) in Lesotho which you would attribute to the Peace Corps organisation in Lesotho.
- 2.5 In Lesotho, how would you rate the human resource development level of the general population?
- 2.8 Of the skilled human resource available, what percentage would you attribute to the Peace Corps organisation?

## *Appendix 4*

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2.9 How would you rate the impact of skills training provided by the Peace Corps organisation in Lesotho?

2.8 How has the Peace Corps organisation changed the quality of life in Lesotho with respect to the following areas?

2.8.1 Education.

2.8.2 Community Health and Economic Development.

2.9 What do you perceive as the challenges (if any) that the Peace Corps organisation has faced towards the improvement of delivery of public services in Lesotho?

2.10 One of the challenges in development is the implementation of projects that are sustainable. In your opinion are the projects implemented through Peace Corps organisation sustainable?

yes

no

If your answer is 'yes' please mention the sustainable projects you are aware of.

If your answer is 'no', what do you think is the major obstacle(s) towards sustainable development in Lesotho?

2.11 Does the Peace Corps organisation still have a role in the improvement of public service delivery in Lesotho?

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