FACULTY OF EDUCATION

DEPARTMENT OF ADULT EDUCATION

TOPIC

EVALUATION OF THE CONTRIBUTION OF VILLAGE DEVELOPMENT COMMITTEES TO RURAL DEVELOPMENT IN MAHALAPYE SUB DISTRICT OF BOTSWANA -2004-2014

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STATEMENT OF ORIGINALITY

I, the undersigned researcher certify herein that this research was carried out while I was a student at the University of Botswana between August 2014, and June 2015. I prove and affirm that it is the product of my work that has not been submitted to nor published anywhere else, and that any ideas or quotations from the work of other people are fully acknowledged in accordance with the standard referencing style of the American Psychological Association (APA) style.

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Signature……………………..

Date: June 2015

APPROVAL

This dissertation has been examined, and approved as meeting the requirements for the partial fulfilment of the Master's Degree in Education (Adult Education)

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Dean of Graduate Studies

DEDICATION

I entirely dedicate this work to my loving family, my mother Keiketile Kheru, my three beloved sisters Gaselame, Gosego, and Lesedi Gloria Kheru, and my nieces Michelle, Katlo, and Seneo Kheru, who had to endure the long periods of my absence during the time I was pursuing   my studies. I will forever be grateful for your love, support, trust, and encouragement, and believing in my capabilities.

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ABBREVIATIONS AND ACRONYMS

Below are the abbreviations and acronyms used in this paper in alphabetical order.

BIDPA: Botswana Institute of Policy Analysis

CBOs: Community Based Organisations

CDO: Community Development Officer

DCEC: Directorate on Economic Crime and Corruption

DDP: District Development Plan

GNP: Gross National Product

LBRP: Labour Based Relief Programme

NGO: Non-Government Organization

RADP: Remote Area Development Programme

S & CD: Social & Community Development department

UCCSA: United Congregation Church of Southern Africa

UN: United Nations

VDC: Village Development Committee

VDP: Village Development Plan

VET: Village Extension Team

VO: Village Organizations

WDC: Ward Development Committee

DEFINITION OF OPERATIONAL TERMS

Area: a region, part or portion of a settlement, space, village, town, country, or the world.

Committee: a small group of assembly given a mandate to plan, implement, coordinate, and evaluate a project/activity.

Contribution: a part, or an input played by a person, program or activity in helping something to grow, and become better.

Development: the improvements in the quality of life of people both socially, economically, politically, and culturally with care for the environment.

Effectiveness: the extent to which the program meet its stated goals.

Kgotla: is an institution in Botswana where communities are governed. It is through this institution known as the Kgotla, where members of the community discuss matters of economic, social, and political importance that affect them (Mapitse, 2009).

Kgosi: leader of a community, usually referred to as Chief (Plural *Dikgosi*).

Performance: achievement of tasks a measured according to the objectives, and standards.

Rural : a place that has access to a road network, a minimum of a primary school, a health facility, a kgotla, a mobile phone network access, and most likely a connection to national grid, and where a population depends on agriculture for source of income (Moepeng, 2010).

Sub-district: an officially defined administrative area.

Village: a community of people staying in one area with a population above five hundred.

ABSTRACT

Since 1968, Village Development Committees (VDCs) have been charged with the responsibility of community-led development through a presidential directive. In recent years, VDCs have been faced with both controversies, and success stories.

This study sought to assess the contribution of VDCs to rural development in Mahalapye Sub-district of Botswana between 2004 and 2014 by questioning VDC members, community members, and Community Development Officers in four villages within the Sub-district. The two main research questions of the study were: a) the extent to which VDCs' activities conform to the VDC objectives, and b) The performance levels of VDCs. This study was a mixed method because the researcher wanted to offset the weakness of both qualitative and quantitative research for the purposes of breath, and depth of understanding. Quantitative methods were embedded in qualitative interviews. The sampling procedures used were snow ball and multi stage.

The research used the framework of Systems Theory to evaluate the contribution of VDCs to rural development of Mahalapye Sub-district between 2004 and 2014. Focus group interviews with thirty three (33) VDC members of the four VDCs, and individual interviews with seventeen (17), and two (2) Community Development Agents were the main methods of collecting data. Documents such as VDC minutes of the four villages, media reports, and policies of developments were consulted.

Qualitative content analysis method was employed for data analysis. Mean average was used to calculate percentage suitability of some specific questions. The research results showed that between 2004 and 2014, VDCs have contributed towards infrastructure development within Mahalapye Sub-district such as construction of VDC houses, bus shelters, conference rooms, maintenance of VDC houses as well as taking social services to the people, such as diffusing information on social protection programmes. The findings also indicated that

VDCs were also carrying out social responsibility activities such as donating to the needy. The level of contribution was satisfactory as community members were knowledgeable about VDC activities, and satisfied with the activities of VDCs in their communities, and strongly believed that between 2004 and 2014, VDCs contributed significantly to their quality of life. The results indicated that the four main VDC objectives in Mahalapye Sub-district were:

A) To identify and discuss local needs

B) Assist community development department in their assessments

C) Solicit help from donors to carry out local developments

D) Provide a forum of contact between community and its leaders.

The results further showed that the community members and VDC members believed that VDC objectives are still relevant, and needed some modifications. VDC members were also averagely (50%) satisfied with the VDC workshops. Based on the findings, the study recommended the following: the review of tenure of office of VDC members, recognition of principles of adult education in the training of VDC members, formation of VDC association at the Sub-district level, and recognition of the longest serving VDC members.

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CHAPTER ONE

General Orientation to the study

1.0 Introduction

Development has too often failed to deliver on its promises to poor nations (Bicker, Pottier, & Sillitoe, 2003). This is irrespective of the huge amount of funding it has attracted from donor agencies. In Africa, the past several decades of development funding has demonstrated the failures of top down approaches to development (Khwaja, 2004). Bicker, Pottier & Sillitoe (2003) point out that the policies imposed from above by the international agencies, and state bodies have frequently not met the needs and aspirations of ordinary people. As a result, projects implemented from above by international agencies usually suffer from lack of sustainability (Khwaja, 2004). A possible reason for these failures is attributed to lack of local participation (Khwaja, 2004). According to Khwaja (2004), participatory, or community-led development has been a popular slogan for development since the 1980s as a way of increasing community participation in the development process. For Dipholo (2007), debates over the necessity, advisability, and effectiveness of community, or people's participation in development activities to promote sustainable rural development have become popular and frequent topics of seminars, conferences, workshops, and academic writings.

Therefore, village-level institutions such as Village Organisations (VOs), Ward Development Committees (WDCs) and Village Development Committees (VDCs) are increasingly considered as essential partners by development agencies, and local governments which frequently rely on them to implement their programs (Bernard et al, (2008); Smith, 2008). This is particularly the case for the new wave of community-driven development based on decentralization and participation (Bernard et al, (2008); Mansuri & Rao, 2004).

Numerous case studies have contributed important understanding of the existence and performance of such village-level institutions (Clayton, 1995; Smith, 2008). The question of whether these village-level institutions contribute to the living standards of their communities has been a subject of discussion recently. It is this situation that informs the current study. The study is on evaluation of the contribution of VDCs to rural development in Mahalapye Sub-district of Botswana between 2004 and 2014.

The sections that follow presents what the study is about. They show the main interest of the researcher. They include Background to the Study, Statement of the Problem, Purpose of the Study, Specific Research Questions, Significance of the Study, Delimitations, and Limitations of the Study, and Structure of the Dissertation. Finally, a summary of what has been presented in this chapter is given in section 1:9.

1. 1 Background to the study

In Botswana, Village Development Committees were established through a Presidential Directive in 1968 to carry out development projects on a self-help basis (Republic of Botswana, 2001). According to Kgathi, Ngwenya & Wilk (2011), self-help basis means that VDCs must secure funding from the government, and mobilize other sources such as community contribution in kind, from private sector as well as from Non-Government Organisations. It is important to note that VDCs in Botswana are therefore more or less as old as the country's post-colonial liberal democracy, and together with the *Kgotla*, not only do they have a pervasive influence in a village everyday life, but also do demonstrate remarkable resilience, and adaptability over time (Ngwenya, 2008).

Village Development Committee (VDC) is the main institution, or structure   charged with responsibility for community development activities within a village, or ward, or section of village through participatory decision making of a community (Republic of Botswana,

2001). VDCs are the lowest structures within the hierarchy of district administration institutional framework (Ngwenya, 2008). The committee is popularly elected at a *Kgotla*, or public gathering (Republic of Botswana, 2001). According to Mapitse (2009), *Kgotla* is an institution in Botswana where communities are governed. Also it is through *Kgotla*, that members of the community discuss matters of economic, social, and political importance that affect them (Mapitse, 2009). The supervision of VDCs is undertaken by the district councils, through their Department of Social and Community Development.

According to Sharma (2010), one of the greatest challenges of local government institutions (VDCs inclusive) in Botswana is that of limited capacity. Sharma (2010) explains that although their strength and capacity have grown steadily since independence, local governments are still not able to perform their roles, and discharge their functions as efficiently as expected. Their autonomy is limited, and they remain unable to manage their functions besides formation of bodies such as Directorate on Economic Crime and Corruption (Sharma, 2010).

Recently, there has been a concern that some politicians are using VDCs as a mileage to political office (Ganetsang, 2011), a statement denied by those suspected of such. For example, politicians have been accused of meddling into the affairs of the VDCs, and in fact politicizing the appointment of members to such committees (Ganetsang, 2011). On the other hand, council authorities have been accused of conniving with the VDC members to siphon thousands of Pulas (Botswana's currency) that were meant for community development initiatives (Ganetsang, 2011). Sharma (2010) observes that the current mind-set about the significance of VDCs has to change to make them more effective instruments for enlisting people's participation in local level governance. According to Sharma (2005a), changing mind-set about VDCs will enable VDCs to have sound financial management and maintain standards of integrity and accountability. As a result, there must be a zero tolerance for

corruption, and mechanisms of control, and accountability must be strengthened (Sharma, 2005a).

Furthermore, media reports in Botswana has also indicated that some VDCs in most newly established villages are effective, that is, they are able to contribute to the development of their villages, and they carry out their duties diligently (Jabeng, 2014). For example, it was reported that Letoreng has built a health post, and *Kgotla* offices through the assistance of their VDC. On one hand, it has been reported that some VDCs especially in the Shoshong Constituency which forms part of the Mahalapye Sub-district, are surrounded by controversies of corrupt practices and mismanagement of finances (Jabeng, 2014). The issue of financial mismanagement and other related practices within VDCs in the area has been raised by the local community leadership.

On the basis of the above, the study focused on the contribution of VDCs to rural development in Mahalapye Sub-district, central part of Botswana, between 2004 and 2014. According to Youngman (2004), VDC is responsible for ensuring community participation in the development process including District Development Plans. However, the question remains: How effective this is in practice? The research aimed at interrogating this.

1.2 Statement of the Problem

Empirical studies have shown that Community Development institutions such as Social and Community Development Department in Botswana has influenced the popularity and dominance of Village Organisations such as VDCs in trying to improve the livelihoods of individuals in rural areas and enhancing their participation in development process (Clayton, 1995; Bernard et al 2007; Khuzwayo, 2011; Ngwenya, 2008). However, the contribution of VDCs to rural development across the world has been criticised (Smith, 2008). Botswana is not an exception to that.

The central part of the country, in particular Mahalapye Sub-district has been experiencing criticisms about inadequate performance of VDCs, and their contribution towards improvements in the quality of life of communities of Mahalapye Sub-district (Jabeng, 2014). This situation happens despite induction workshops for VDC members, and introduction of new VDC guidelines in 2002. Thus, lack of understanding of VDC objectives and shortage of Community Development Officers at Department of Social & Community Development in Mahalapye Sub-district to provide guidance on VDC activities could certainly be a contributing factor to the low performance, and contribution of VDCs to rural development in the Sub-district. Further, the basic appointments of illiterate community members to VDCs could also contribute to the mentioned problems. A knowledge gap exists in regard to understanding the impact of criticism on low performance of VDCs to rural development, and the total development of Botswana as well as how the low performance changes the productivity of the program. As a result, it is important to have a thorough understanding of the existing historical and adaptation strategies of the Mahalapye Sub-district communities in order to use their views as a basis for policy recommendations.

Therefore, this study gathered more information to ascertain the extent to which VDCs have contributed to rural development in Mahalapye Sub-district in Botswana between 2004 and 2014, with the view of improving the lives of Mahalapye Sub-district communities; implementing the VDC concept; and assisting government in formulating a policy regarding the future of VDCs.

1.3 Purpose of the study

The purpose of the study was to assess the contribution of VDCs to rural development in Mahalapye sub district of Botswana between 2004 and 2014.

1.4 Research questions

1. What are the objectives of Village Development Committees within the Mahalapye Sub-district?

2. To what extent have the activities of the Village Development Committees conformed to these objectives?

3. Which quantitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye Sub-district?

4. Which qualitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye Sub-district?

1.5 Significance of the research

The information made available by this study is important to stakeholders in community development programmes. These stakeholders include Adult Educators, Social Workers, NGOs, local authorities such as Dikgosi, political leaders such as Councillors and Development Practitioners. These stakeholders will see the importance of strengthening VDCs and the value of involving beneficiaries of community development initiatives.

Research about VDCs has been very limited, although the institution is one of the oldest post-independence local institutions in Botswana (Ngwenya, 2008). Therefore, this study will contribute to the body of knowledge about VDCs as it fills a gap in the literature. The recommendations of the study might be helpful in assisting VDCs on how to run their affairs and remain as strategic partners to sustainable community development. The publication stemming from this study, if funds permit would influence future research.

1.6 Delimitation of the study

Every study is delimited in terms of geographical coverage. Therefore, only four out of forty villages in Mahalapye Sub-district were studied. The VDC guidelines were introduced

in 2002. Therefore, the researcher evaluated the activities of VDCs between 2004 and 2014. Activities that were carried out by VDCs before 2004 were not included in this study.

1.7 Limitations of the study

Limitation is what Hatch (2002) defines as an aspect of study that the researcher knows may negatively affect results which the researcher has no control over. Thus, this study did not foresee major limitations which could compromise on its credibility and validity. However, the limitations that were faced during the study period include that of time and finances to cover more grounds.

1.8 Structure of the Dissertation

Chapter 1: It is about defining what is to be studied and why it is worth studying. It begins with the context, which introduces the research by providing the background that sets the stage for the problem to be investigated. Chapter 1 also describes the Purpose, Research Questions, Significance of the Study, Delimitations of the Study, and Limitations of the Study and the Structure of the Dissertation.

Chapter 2: This chapter presents the review of related literature using related empirical studies to the problem and documents such as journals, books, and policies such as Village Development Committee guidelines. Another section is also dedicated to the theoretical discussion of evaluation of Village Development Committees, and the profile of Mahalapye Sub-district.

Chapter 3: In this chapter, information on how the study was conducted is presented. It describes the research design adopted, the sampling procedures, data collection tools, and other important components of the methodology section.

Chapter 4: This chapter analyses and presents the results of the study.

Chapter 5: It discusses the findings of the study in relation to Systems Theory and findings of earlier studies, summary, conclusion, and recommendations.

1.9 Chapter summary

This chapter has described the critical components that set the stage for research study. It has presented the Background to the Study, Statement of the Problem, Purpose of the Study, Research Questions, and Significance of the Study, Delimitations and Limitations of the Study. The chapter stressed the interconnectedness of each of these components, and underscore that they are at the core of the research, and that everything that follows hinges on how well these components are constructed, and aligned. In addition to these major concepts, it gave the structure of the dissertation. The next chapter presents discussions from empirical studies.

CHAPTER TWO

Review of Related Literature

2.1 Introduction

The purpose of this chapter is to present the literature review on issues relating to evaluation of the contribution of VDCs to the rural development of Botswana. Even though there is scanty research information found on this subject matter, related empirical studies to this problem are reviewed together with other documents which include, journal articles, and books . This chapter is divided into eight sections including this introductory section.

The second section describes the theoretical framework for the study. It describes the concept of Systems Theory, and its implications to the field of adult education with special reference to evaluating community development programs.

The third section is about the meaning of evaluation, pinpointing the multidimensional nature of the concept, and how a term it is contested. It also describes the types of evaluation, and how evaluators must use them.

The fourth section describes the concepts associated with rural development. Literature on concepts of development, rural, rural development, and community participation were reviewed. The Revised National Policy on Rural Development in Botswana was also reviewed together with literature on development planning in Botswana.

The fifth section describes the history of VDCs in Botswana. An attempt is made to describe their functions and duties as well as a brief synopsis of VDCs in the Mahalapye Sub-district. The subsequent sections are about empirical studies on performance of Village Organisations, contribution of VDCs to the development of their villages and challenges that they face. The next section is on detailed description of Mahalapye Sub-district. Finally, there is a summary of the literature reviewed.

2.2 Theoretical framework of the study

This study was informed by Systems Theory.

2.2.1 Relevant History

Ludwig von Bertalanffy (1901–1972), as mentioned above, is credited with being the originator and the most famous theorist of the form of Systems Theory used in Sociology and Social Work. Von Bertalanffy, a theoretical biologist born and educated in Austria, became dissatisfied with the way linear, cause-and-effect theories explained growth and change in living organisms (Higgs & Smith, 2008). He felt that change might occur because of the interactions between the parts of an organism, a point of view that represented a dramatic change from the theories of his day (Higgs & Smith, 2008). Existing theories had tended to be reductionist, understanding the whole by breaking it into its parts. Von Bertalanffy's introduction of Systems Theory changed that framework by looking at the system as a whole, with its relationships and interactions with other systems, as a mechanism of growth and change. This changed the way people looked at systems and led to a new language, popularizing terms such as *open and closed systems, entropy, boundary, homeostasis, inputs, outputs,* and *feedback* (Higgs & Smith, 2008).

2.2.2 Terminologies of Systems Theory

2.2.2.1 System: A system is defined by von Bertalanffy as "a set of elements standing in interaction", in other words, a group of things which have something in common. This includes any grouping with any sort of relationship such as a collection of people, a forest, the planets or anything else (Friedman & Allen, 1997).

There can be smaller systems (sub-systems) within other, larger systems - a clear example of this would be a VDC. The activities of VDCs would be seen as taking place within a system (VDC policy guidelines), which in turn exists within the larger system of the

village itself. The village can also be seen as a sub-system, one of a number of communities which together comprise an even greater system, the Sub-district which they all are located.

2.2.2.2 System boundary

Each system is a unit of wholeness with a distinct property or structural limitation that delineates it from other systems, a property von Bertalanffy termed as the system's *boundary.* The boundary is what makes each system unique and gives it definition. Some boundaries are clearly defined; others may be permeable (Friedman & Allen, 1997). The boundaries of social systems can be partially defined by norms and customs. For example, the boundary of VDCs is the VDC Policy of 2002. The boundary of Mahalapye sub-district is its geographic location.

2.2.2.3 Energy in system theory

A system grows through an exchange of energy between the system and its environment, a process that is possible only if the boundary possesses permeability. This energy can be tangible or intangible (Friedman & Allen, 1997). Tangible resources would be VDC funds, shelter, attendance of scheduled meetings by VDC members and other things that contribute to the physical maintenance of the system. An intangible resource could be information, as exemplified when a Community Development Officer who is educated or has useful knowledge that helps the system (VDC). Understanding how to help communities gain access to and control beneficial types of energy is one of the main aims of community work (Tamas, Whitehorse & Almonte, 2000). The amount of information or energy that is permitted to pass through a given system's boundary determines the permeability of that boundary (Friedman & Allen, 1997). The more permeable the boundary, the greater the extent of interaction that the system has with its environment, thus leading to greater openness (Friedman & Allen, 1997).

2.2.2.4 Open and closed system

von Bertalanffy (1968) differentiated between open and closed systems, observing that "living organisms are essentially *open systems*" (p. 32). An open system, unlike a closed system, exchanges matter with its environment; *closed systems* "are isolated from their environment" (p. 39) (Higgs & Smith, 2008). An example of a closed system that may serve adaptive purposes could be a VDC that has limited support to majority of other institutions due to active discrimination directed against it by politicians who differ with them in terms of political affiliation.

2.2.2.5 Entropy in Systems Theory

Recognizing that system growth derives from the ability of the system to import energy or system inputs from other systems, openness is a critical quality for system functioning, and possibly even survival (Friedman & Allen, 1997). However, there are other times when a system does close as a perceived means of protecting itself. In these instances, the system is exporting (system outputs) more energy than it is able to import (Friedman & Allen, 1997). Since systems rely on a flow of energy, with outputs relying on fresh inputs, too much exporting can lead to a state of disorder, referred to as *entropy* (Higgs & Smith, 2008). When the system is importing more than it is exporting, it is termed *negative entropy,* or *negentropy,* a state of system growth (Friedman & Allen, 1997).

For example, in large social systems such as VDCs, where there can sometimes be an abundance of entropy-related forces such as disunity, conflict, or injustice, it is often difficult to maintain the highly-ordered forms of co-operation and social cohesiveness which are needed to foster harmony or well-being among the people (Tamas, Whitehorse & Almonte, 2000). Without constant effort, such VDCs can become unpleasant organizations to serve. One of the tasks of Social & Community Development Department is to help communities find ways of reducing or countering the tendency toward entropy which exists in all systems.

2.2.2.6 Feedback

The exchange of information between the system and its environment is regulated by a process called *feedback,* a method of evaluation used to determine whether the system's outputs are consonant with the perceived *outcomes* (goals) that the system has established for itself (Friedman & Allen, 1997). In addition to this internal feedback, the system also has a method of measuring responses from the external environment. In both situations, if the system perceives a variance between output and outcome, it can alter the process by varying the level of inputs (Friedman & Allen, 1997). For example, VDCs usually give quarterly reports about their challenges and success stories during *kgotla* meetings. This enables the community to judge if the VDC is achieving its goals or not. In other words, *kgotla* meetings help to adjust the perception of the performance of VDC.

2.2.2.7 "Homeostasis", or Dynamic Balance (and Change) in System Theory

"Homeostasis" is a term which is used to describe a condition inside a system. It is a "steady state" or a "dynamic balance" which occurs within a system when its internal and external conditions stay essentially the same from one day to the next (Tamas,Whitehorse & Almonte, 2000). The concept of homeostasis thus includes reference to the passage of time: a system will progress through time in a state of balance if it can continue to gain access to the resources it needs to keep itself in that condition (Tamas, Whitehorse & Almonte,2000).

If there is a desire to make a change in a system, there is a need to alter its "steady state" by modifying some of the conditions in that system. Anything which alters the energy flow within or between parts of a system will bring about changes (Tamas, Whitehorse & Almonte, 2000). For example, a VDC which has high levels of disunity and back-biting among its members can be changed by giving influential members of each sub-group an important task to do which requires them to collaborate with their counterparts in other sub-

groups. Working on this common task might change attitudes and the type of communication between groups and foster a system-wide shift from conflict to cooperation (Tamas, Whitehorse & Almonte, 2000).

2. 2.3 Implications for Adult Education

In evaluation, Systems Theory is better suited in informing program evaluation because community development programs are complex, with multiple interactions among participants and the environment (Frye & Hemmer, 2012).

The theory provides adult educators with an analytical framework which can be used to describe some of many factors involved in community development. For example, changes involved in planning, implementing and evaluating development activities can be understood and described using systems theory (Bhola, 2004).

To mobilize, to socialize, and to educate all stakeholders involved in VDCs, adult educators must create a system of adult education and training that interfaces with the totality of existing world systems of politics and economy and fulfils the needs of lifelong learning of politicians, community leaders (Dikgosi), civic leaders, members of the communities (individuals), and inclusive of adult educators (Bhola, 2004).

Systems Theory encourages openness by breaking down artificial barriers. Therefore, adult educators are to encourage stakeholders in VDCs who perform different functions to talk to one another and to understand one another better (Bhola, 2004).

The Systems Theory informed the methodology of the current research by suggesting that the whole system must be involved in the study. For example, Community members, Community Development Officers (CDOs), and VDC members themselves were interviewed to collect data on the contribution of VDCs to rural development in Mahalapye Sub-district. It would be unfair to evaluate the contribution of VDCs without involving the whole system.

Community members are beneficiaries of VDC services and are the ones who voted them in office while the CDOs provide a facilitative role to the VDCs. VDC members run the affairs of the committee on behalf of the community which have entrusted them with authority.

Below is a diagram that shows structures that interact with VDCs and influence the performance of VDCs.
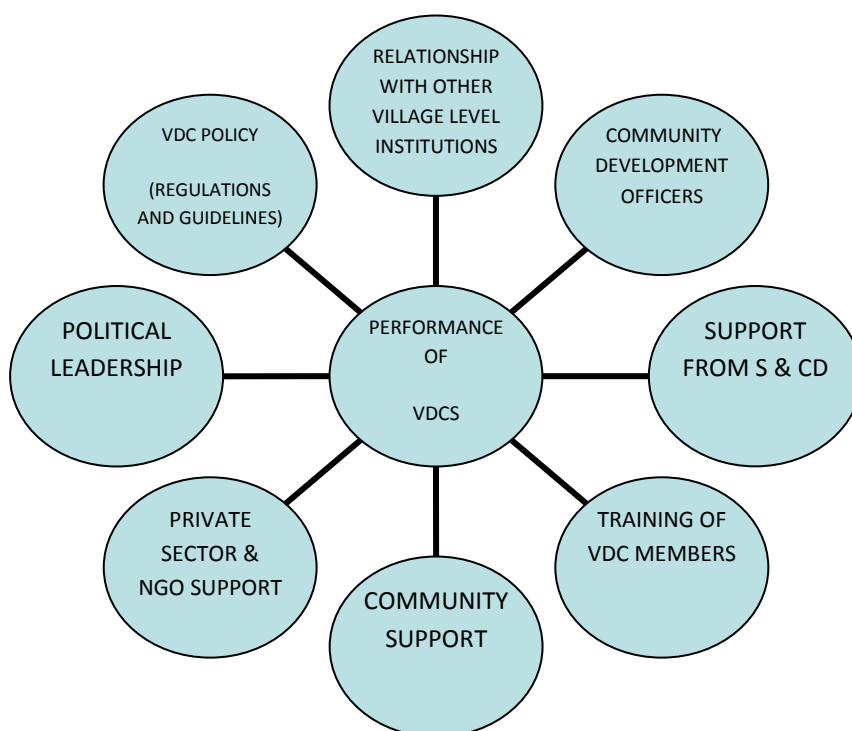
Figure 1: Structures that interfere with the system of VDCs

2.3 The meaning of evaluation

It is necessary to examine more carefully what is meant by evaluation. In addition to the semantic examination, some of the competing ways in which the concept is constructed is also presented. Evaluation has been defined in many ways over the years. Therefore, it can be concluded that evaluation is complex and multi-dimensional. According to Gboku & Lekoko (2005), evaluation is a complex activity. It is an outcome or utility-based exercise. Gboku &

Lekoko (2005), elaborate that it is important for evaluators before evaluating to first answer the question, why is it necessary to evaluate? So, a broad definition of evaluation is that it is the assessment of the worth of the program or activity or an event. For, James & Roffe (2000), they define evaluation as comparing the actual and real with the predicted, or promised which emphasises the need to reflect on what was achieved in comparison to what was hoped for. This definition also highlights the potential subjectiveness of evaluation for different individuals. Gboku & Lekoko (2005) argue that it is normal for people to question if indeed the programme is leading them to where they want to go, because all human actions have a purpose. Thus, people reflect, make judgements and form conclusions about actions taken to see whether their anticipated outcomes have or are being met (Gboku & Lekoko, 2005).

The lack of standard definition of evaluation contributes to a misunderstanding of how, and what to evaluate. The literature suggests that terms such as value and judgement are often used when defining evaluation (Scriven, 1999). These terms are subjective: They have different meaning to different people, scholars, and researchers. As a result, it is important as adult education professionals, to evaluate if our communities are satisfied with the programmes that are supposed to increase their participation in the decision making process that affects them.

2. 4 Types of Evaluation

There are two types of evaluation. They are formative and summative evaluation (Caffarella, 2002; Gboku & Lekoko, 2005). According to Brewer (2011), Michael Scriven is given credit for coining the terms "formative evaluation" and "Summative evaluation" and to discriminate between these two different functions of evaluation. Brewer (2011) is of the view that the determination of Scriven came from a realization that evaluation can play more than a single role in adult education or any field. Evaluation can be used to examine the entire

program or determine its relative merits and the future (Brewer, 2011). As a result, formative evaluation can be viewed as an assessment that takes place during programme development with the aim of auditing the quality, and efficiency of input factors ,and the processes, and the environment (context) of the teaching and learning whereas summative evaluation is an assessment that takes place either near the end, at the end, or after completion of a programme to assess the merit of a whole programme or some aspects of a programme (Gboku & Lekoko, 2005). Caffarella (2002) adds that, evaluation done to improve or change a program while it is in progress is termed formative evaluation. When evaluation focuses on the results or outcomes of a program, it is called summative evaluation. From the foregoing, it can be concluded that Gboku & Lekoko's definition of formative and summative evaluation shares major attributes with the definition of Caffarella (2002).

Brewer (2011) suggests that usually formative and summative evaluation can be termed as Outcome Based Evaluation. Brewer (2011) argues that formative evaluation has two types of levels namely program and effectiveness evaluation whereas summative evaluation as well has two levels namely impact and policy evaluation. Below is their discussion.

2.4.1 Formative evaluation

2.4.1.1 Program evaluation: Program evaluation typically strives to answer the question, "what outcome is my programme producing to its service recipients?" (Brewer, 2011). Therefore, program evaluation is the most often defined as the process used to determine whether the design and delivery of a program were effective, and whether the proposed outcomes were met (Caffarella, 2002). Fitzpatrick, Sanders & Worthen (2004) concluded that program evaluation is conducted as systematic and objective processes that collect, analyse, and interpret information.

Program evaluation is used to measure progress in achieving objectives, improve program implementation, provide accountability, information to stakeholders, assure funding institutions about effectiveness, increase community support for initiatives, and inform policy decisions (Pasavac & Carey, 2007). For example, Gboku & Lekoko (2005) argues that there are instances where program starts off with limited resources. In such instances, program administrators, who are usually charged with budget accountability, are challenged to exercise their decision making powers, and work out a number of alternatives for effective use of resources. As a result there, is need to confirm if indeed the program was run in a cost effective manner (Gboku & Lekoko, 2005). Program evaluations are mostly used in the education, health and social services realms (Brewer, 2011).

*2.4.1.2 Effectiveness Evaluation***: Effectiveness evaluation strives to answer the question, "is my program meeting its goals and objectives?" Its primary uses are to : (1) to compare the program's goals with the achieved outcomes; (2) to report the program's performance and value outcomes ; and (3) to provide formative feedback information for program change and improvement (Schalock, 2001 as cited by Wang, 2011). This type of evaluation is very similar to program evaluation except that effectiveness evaluation establishes a comparison condition against which accountability and outcomes can be judged.

2.4.2 Summative evaluation

2.4.2.1 Impact evaluation: Impact evaluation stems from the question "Is my program better than others?" This type of evaluation focuses on the program's impacts and determines whether those impacts can be attributed to the intervention being employed, or the services being evaluated (Schalock, 2001). It also gives stakeholders feedback in the areas of accountability, and improvement plans (Schalock, 2001). Conducting an impact evaluation requires a comparison group with which to compare results or outcomes. The evaluator must look at the people served by each program, the services rendered by each, the outcomes, and

then determine whether there is a statistically significant difference in the results (Schalock, 2001).

Schalock (2001) enumerated five evaluation designs most commonly used in impact evaluations. They include experimental and control, matched pairs, hypothetical comparison group, longitudinal status and comparison and lastly pre- and post-change comparison.

Wang (2011) correctly points out that evaluators must not force themselves to use experimental design unless if they can randomly assign participants in to different groups for comparison. The other designs are reasonable alternatives, but the evaluator must be aware of their shortcomings. According to Mika (1999), when choosing an evaluation design, the evaluator must know the purpose of the data and the evaluation, which is to determine if one program has made a difference compared to other program. The evaluator must establish the comparison condition, describe the data sets, and how they were measured, and present the results (Mika, 1999). These results include making an impact assessment based on significant mean differences. Finally, the researcher discusses the major results, and their implications for the program. Priest (2001) argue that, it is then up to the program to make suggested changes or policy improvements.

2.4.2.2 Policy evaluation: Policy evaluation strives to answer the simple question, "Does this policy work?" This method of evaluation determines outcomes in reference to their equity, efficiency and effectiveness. Policy analysis should focus on the same standard as other evaluations (Schalock, 2001). This type of evaluation employs multiple methods and can focus on the individual, the program, or the system as a whole. Also, policy evaluation techniques can vary and include any of the previously discussed evaluations, as well as cost benefit analysis. A cost- benefit analysis merely determines if a program's benefits outweigh its costs (Priest, 2001).

When performing a policy evaluation, the evaluator must keep in mind the validity, the importance, the usefulness, and the feasibility of his or her findings, and also the recommendations (Mika, 1999). Policy evaluation does not occur in a vacuum. There are a number of stakeholders who need to be involved, including the consumer, the practitioner, the supervisors and managers, and the policy makers who set the standards (Mika, 1996). An evaluator must keep in mind that it is easy to exaggerate the importance of government policies. Also, this type of evaluation can offer solutions to problems where there is no agreement on the nature of problems.

It can be concluded that it was necessary to review literature on the concepts of evaluation. This is because the purpose of the study is to evaluate the contribution of VDCs in Botswana's rural development. Therefore, the researcher must have thorough knowledge of evaluation concepts so that they may influence the choice of the study design. As a result, a mixed method design was adopted to focus on the community members, VDC members and the system as a whole in assessing the contribution of VDCs to rural development in Mahalapye Sub-district of Botswana 2004-2014.

2.5 Concept of Rural Development

2.5.1 Rural: Rural areas have changed dramatically over the past fifty years (McAreavey, 2009). Challenges have shifted, and new opportunities has emerged (McAreavey, 2009). It is therefore important to define the concept of rural area in Botswana because rural Botswana today is different from rural Botswana in 1966 when the country got independence.

A standard description of a rural area in contemporary Botswana is a place that has access to a road network, a minimum of a primary school, a health facility, a *Kgotla,* a mobile phone network access, and most likely a connection to the national electricity grid (Moepeng,

2010). Although a majority of people in rural areas have a low level of education, more than 70 percent of the rural areas have been to a primary school. A rural area has a population that depends on various source of income (Moepeng, 2010). According to Statistics Botswana (2011), a rural area means an area where less than 75 per cent of the population depend on the non-formal employment outside agriculture, this needs to be reconsidered. Despite the length of time, such definition has been in use in the general population including most government policies in rural development (Moepeng, 2010).

This definition of rural area has to be reviewed because there has been a serious transformation in the Botswana's development path. In support of the idea to review of this definition, Moepeng (2010) argues that while it was clear cut in the past that rural development meant the development of infrastructure and agriculture, today's rural development approach needs to identify the different potentials of each area, livelihood patterns, opportunities arising from international relations and globalization and how existing human capital and technology adoption could be harnessed to achieve optimal benefits to increase standard of living in rural areas (Moepeng, 2010).

2.5.2 Development: According to Todaro (1997), in strictly economic terms development has traditionally meant the capacity of a national economy, whose initial economic condition has been more or less static for a long time to generate and sustain an annual increase in its Gross National Product at rates of perhaps 5 to 7%. Todaro (1997) argues that an alternative common economic index of development has been the use of rates of growth per capita Gross National Product (GNP) to take in to account the ability of a nation to expand its output at a rate faster than the growth rate of its population. Freire (1972) is of the view that, "in order to determine whether a society is developing, one must go beyond criteria based on indices of per capita income (which, expressed in statistical form are misleading) as well as those which concentrate on the study of gross income. The basic

elementary criterion is whether or not the society is a 'being for its self', that is, its political, economic and cultural decision making power is located within." (Freire, 1972).

On a further note, Todaro (1997) is of the view that "economic development in the past has also been typically seen in terms of the planned alteration of the structure of production and employment so that agriculture's share of both declines, whereas that one of the manufacturing and service industries increases." Simpson (1987) is of the view that industrialization was the way to a secure and less dependent future, to the creation of wealth and the removal of poverty. In this regard, industrialisation was perceived to absorb the surplus population of the underemployed and unemployed. It can be noted that development practitioners here argue that economic change must precede any other form of change and be realised through industrialisation.

Furthermore, the experience of the 1950's and 1960's, when a large number of third world nations did achieve the overall UN growth targets but levels of the masses of people remained for the most part unchanged, signalled that something was very wrong with this narrow definition of development (Todaro, 1997). An increasing number of economist and policy makers now clamoured for the "dethronement of GNP" and the elevation of direct attacks on widespread absolute poverty, increasing inequitable income distributions, and rising unemployment. (Todaro, 1997). He also emphasised that during 1970's economic development came to be redefined in terms of the reduction or elimination of poverty, inequality and unemployment within the context of a growing economy. He quotes Professor Dudley Seers who posed the basic question about the meaning of development when she succinctly asserted three main questions. What has been happening to poverty? What has been happening to unemployment? What has been happening to inequalities? These questions highlight three outstanding variables that are directly linked to development. These are poverty, unemployment, and inequalities.

The above assertion tells one that even if per capita income doubles, in the new poverty, equality and employment criteria were not developing whereas in the old growth criteria were developing. Edga Owens as quoted in Todaro (1997) argues that, "it is high time we combine political and economic theory to consider not just ways in which societies can become more productive but the quality of societies which are supposed to become more productive-the development of people rather than thing." Development must, therefore, be conceived as a multi-dimensional process involving major changes in social structures, popular attitudes and national inequality, and national institutions as well as acceleration of economic growth, the reduction of inequality and eradication of absolute poverty.

2.5.3 Community participation: Winstanley (1995) referred to community participation as a means used by stakeholders to control rural development by contributing to project design, influencing public choices and holding public institutions accountable for the goods and services they provide. Theoron (2005), for example, argues that community participation means empowering people by developing their skills and abilities so that they can negotiate with rural development system and make their own decisions in terms of their development needs and priorities.

While many authors and rural development agencies argue that authentic people's participation in rural development can increase the efficiency, effectiveness, self-reliance, coverage and sustainability of development projects and programs (Blunkett & Britain, 2003), there is a wide range of views on the concept of community participation. Chifamba (2013) argues that community participation has been limited to consultation, thereby stifling the creative capabilities and potential of community members at all levels of the society. Similarly, Winstanley (1995) argues that, participation is usually asserted, not demonstrated, as few rural development organizations have time to examine the indicators or follow the process of how participation happens, and what its effects are on participants and in the wider

society. The question in many development programmes and projects as Arnstein, (1969) postulates is therefore not whether to increase participation but how to achieve effective participation.

2.5.4 Rural development: The meaning of rural development has been subjected to debates and little agreement been reached. Rural development is the modernization process that aims at raising the living standards of the rural communities as well as enhancing a variety of social welfare services geared towards self-reliance, and sustainable development (Republic of Botswana, 2003). For Shephered (1998), rural development is the set of activities, and action of diverse actors such as individuals, organisations, groups, which when taken together leads to progress in rural areas. Therefore who defines progress? Progress is defined differently by different people. The local communities should be allowed to define progress as developments are for them.

According to Youngman (2004), there are three main arguments that can be made for giving priority to rural development in the African context. The first argument is that a significant proportion of the population lives in rural areas. African Development Bank (2000), reports that in overall, 70% of the population in Sub Saharan Africa is rural. In Botswana 47% of the population is rural, which is nearly half of the population (Youngman, 2004). The second argument is that a disproportionate number of poor people live in rural areas whereas the third argument places agriculture as the central element of the rural economy (Youngman, 2004).

Given the above reasons it is appropriate to expect stakeholders and national policies to put much emphasis on rural development and address a multiplicity of issues in rural development. Because a large number of the poor are poverty stricken, there must be efforts to reduce rural poverty in African continent. African leaders must be committed towards

financing rural poverty reduction initiatives. Consequently, rural people need to form organisations that can empower them, and contribute to improvements in quality of their livelihoods.

2.6.1 The Revised National Policy on Rural Development

Despite the high rates of urbanization, which have been witnessed in the past decades, rural development still continues to be a high priority for Botswana Government (Republic of Botswana, 2002). The pursuit of rural development is aimed at achieving social justice by improving access to opportunities by rural dwellers (Republic of Botswana, 2002). During the latter part of National Development Plan 8, Government undertook a comprehensive review of the Rural Development Policy of 1973 with a view of sharpening its focus and bringing it in line with contemporary socio-economic situation (Republic of Botswana, 2002). The review process culminated in the adoption of *Government Paper No1 of 2002: The Revised National Policy for Rural Development* by the National Assembly in April 2002 (Republic of Botswana, 2002).

The Revised National Policy for Rural Development sets out a transitional path between the past and the future (Youngman, 2004). It balances a vision of how rural Botswana should look like in 2016 within a pragmatic recognition of the steps involved in getting there (Youngman, 2004). The Revised National Policy for Rural Development aims at maximising the impact of the existing and emerging sectoral policies and programmes through particular focus on the following thematic areas under which a number of issues have emerged: promotion of sustainable rural livelihoods, land, and natural resource management, social protection, and retooling the institutional framework and capacity for implementing rural development initiatives (Republic of Botswana, 2002). Specifically, some of the objectives of the policy are:

I.   To reduce rural poverty

II.   To promote sustainable livelihoods

III. To retain subsistence   livelihood opportunities   for those without   adequate
      alternatives and through the establishment of viable rural commercial sector .

IV.   To increase agricultural productivity

V.   To improve the rural extension services

VI.   To promote a participatory rural development process, through the involvement of
      local communities, NGOs, CBOs and the private sector (Republic of Botswana, 2002;
      Youngman, 2004).

An important observation to be made is that the Revised National Policy on Rural
Development is linked to the work of VDCs more especially through the objective of
promoting participatory rural development process. This policy can be given credit for
recognising the need to increase community participation in planning, implementation,
evaluation and the management of rural development activities. However, this can only be
achieved if decision making process is decentralized to include the voice of the communities
through their organisations such as Village Development Committees (Ngwenya, 2008).

2.6.2 The Remote Area Development Programme

The Remote Area Development Programme (hence forth RADP) is a programme
which aims at uplifting citizens who reside in those parts of the country that are defined by
the state as "remote". The definition of the RADP's intended beneficiaries has shifted from an
ethnic definition singling out Basarwa as the intended beneficiaries, to a subsequent non-
ethnic definition that focuses on socio-economic, political and locational variables
(Molebatsi, 2002). Despite a non-ethnic definition of RADP's intended beneficiaries,

research has shown that majority of RADs are Basarwa. RADP was officially launched in 1978 (Molebatsi, 2002). Basarwa are known as the "first people" of Botswana. They have over centuries been hunted, persecuted, and driven off their traditional lands by more assertive tribes to the point where they now live in landless poverty (Nthomang, 2002).

 RADP aims are to:

a) Provide social services including education and health

b) Provide physical infrastructure including water

c) Expand of economic opportunities including access to land, subsistence and jobs

d) Assist RADs to form administrative structures such as headmanship,

Village Development Committees, Parents Teachers Associations. (Kann et a1. 1990 as cited in Molebatsi, 2002).

It is important to note that there are RADs communities in the Mahalapye Sub-district. Some of the RADS communities are Kodibeleng, Moralane and Ikongwe. However, this study is not focused on the integration of Basarwa to the mainstream of Tswana society through participation in VDCs. The question of interest to the study is: Are the aims of RADP showing any positive results in Mahalapye Sub-district?

2.6.3National Development Planning in Botswana

Botswana emerged to statehood in 1966 (Dipholo, 2007). At that time Botswana was listed as one of the poorest of the world and presently it has reached a middle income country status (Dipholo, 2007). National Development Planning has always been guided by the four principles of Democracy*, Development, Self-reliance and Unity* and today this principles are still regarded valid (Republic of Botswana, 2003).

Decentralization has been proposed by the government to promote and accelerate rural development in Botswana (Dipholo, 2007). The government established district institutions to spearhead development at district level, though many projects implemented are

under authority of the central government through line ministries (Dipholo, 2007). For example, Local Government (District Council) Act of 1965 established democratically elected bodies at the district level which took over many powers and functions of the Tribal Administration whereas the District Administration Act of 1965 retained the office of the District Commissioner but with less political and legal powers than in colonial times and with new emphasis on rural development administration (Youngman, 2004). At the village level, VDCs were established through a Presidential Directive in 1968 and made responsible for development in villages through preparing and implementing village plans (Dipholo, 2007). The inputs of each individual village are then collated in to a coherent district level plan, which then fed through to the national level (Mokwena & Fakir, 2009).

It can be concluded that during the mid-1960s, just before, or soon after independence, a comprehensive framework of local level institutions was put in place to ensure rapid rural development (Youngman, 2004). This framework has continued substantially unchanged until present (Youngman, 2004). As a result, it is important to look at VDCs today and assess whether they contribute to rural development as envisioned by the presidential directive in 1968.

On the next page, an illustration of the framework for development in Botswana is presented. It illustrates how development plans are conceived from VDCs to National Development Plans.
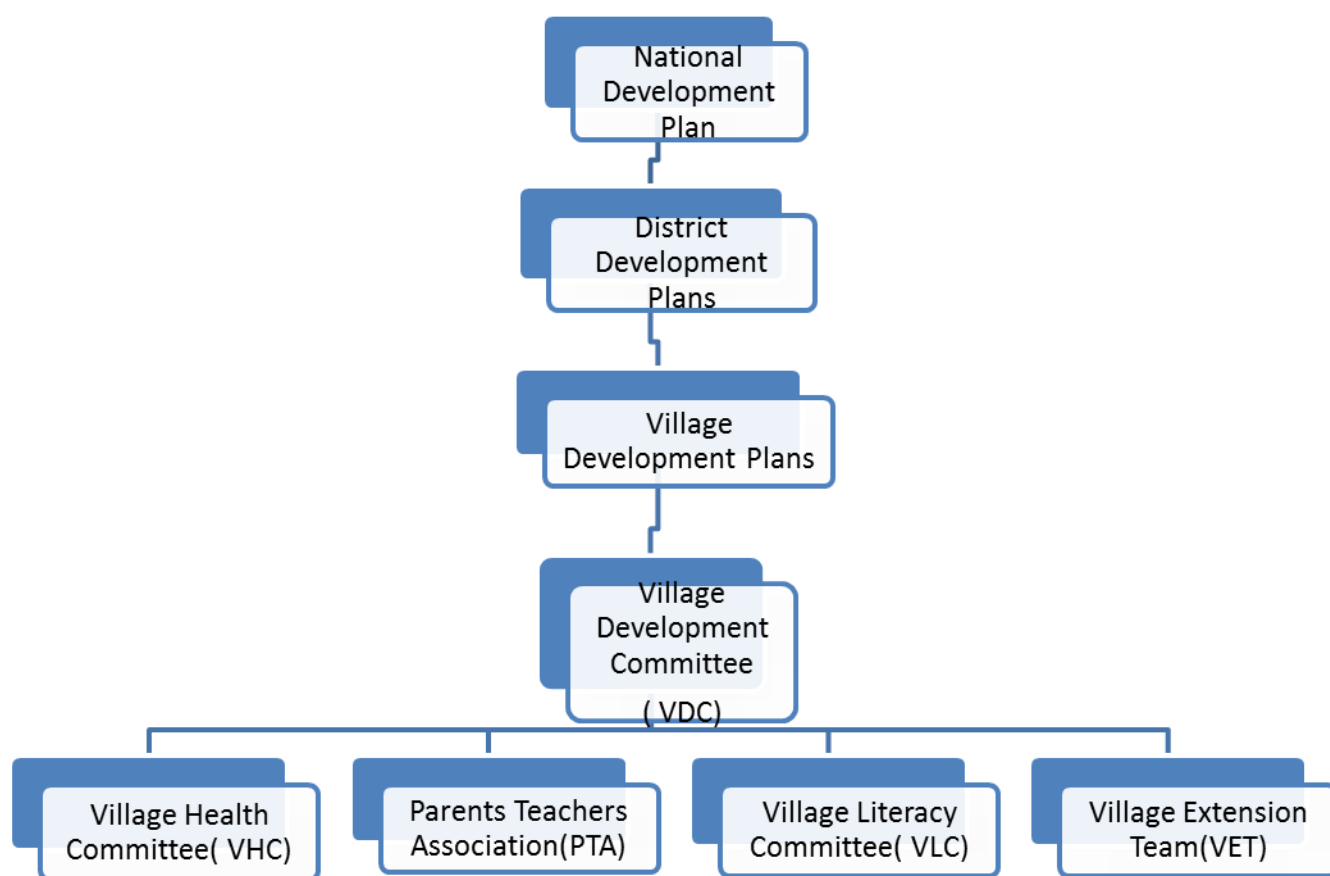
Figure 2: Development Planning Model in Botswana

Source: Mokwena & Fakir (2009)

2.7.1 History of Village Development Committees in Botswana

Botswana is known as a country in Africa which has operated within the political framework of democracy since independence, and has promoted local government as an instrument of decentralization, and public participation for local level governance and service delivery (Sharma,2010). Local government is the second tier system of government in Botswana. This system consists of councils, Tribal Administration, Land Boards, District Administration (and Central Government Departments), District Development Committees and Village development Committees (Republic of Botswana,2002). Below is the three tier local government structure.
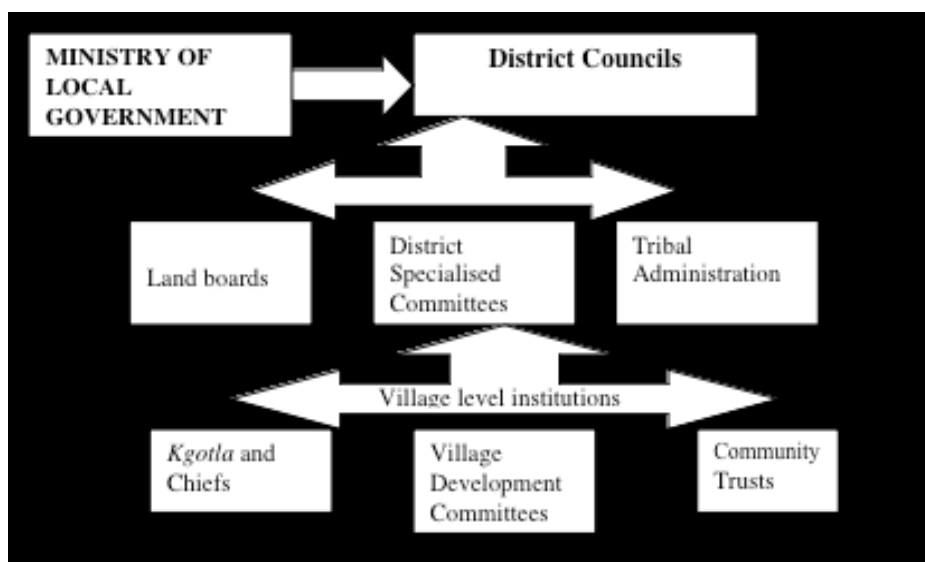
Figure 3: The three tier local government structure. Source: Ngwenya, 2008

VDC's were established in 1968 through a Presidential Directive as non-statutory, non-political and voluntary committees (Republic of Botswana, 2001). They have no legally enforceable powers to raise funds or invoke sanctions (Clayton, 1995). These committees were formed with the purpose of initiating and coordinating village level development programmes on a self-help basis (Republic of Botswana, 2001). This structure was later introduced in urban areas as Ward Development Committees (WDCs). The role of this institution is to ensure community participation in the implementation of village, or ward development plans (Republic of Botswana, 2001). It is responsible to its community through *Kgotla*. The committee is popularly elected at a *Kgotla* (Republic of Botswana, 2001). It is important to note that the participatory nature of the *Kgotla* can be questioned. Mokwena & Fakir (2009) are of the view that in the *Kgotla,* those who are close to the Chief or the Chiefs themselves usually dominate the deliberations over the development plans. The relatively resourced, better educated, and other local dynamics may mean that some voices are marginal in the process, if not completely excluded from consultations of the *Kgotla* on development

plans (Mokwena & Fakir, 2009). This poses a threat to VDCs if they can only be responsible to their communities through the *Kgotla*.

The Village Development Committee consists of ten (10) popularly elected members at the *Kgotla*, or public meeting held for the purpose of carrying out elections. Elected members of the committee serve a term of two years and are eligible for re-election at the expiry of their term of office (Republic of Botswana, 2001). The Village or Ward Development guidelines point out that, there shall be five (5) Executive,   and five (5) Additional Members. The Executive shall consist of Chairperson, Vice Chairperson, Secretary, Vice Secretary, and Treasurer. The following shall be ex-officio members: Chief, Councillor, and CDOs. A Member of Parliament has the right to attend any committee meetings in his/her constituency (Republic of Botswana, 2001). The question is whether the office bearers are able to perform their functions diligently?

Any person may be nominated for the membership of the committee provided that person has the following qualification: can read and write in at least one of the official languages; has completed at least Standard Seven or its equivalent; he or she is 18 years, and above; he or she is a resident of the village or ward, and he or she has been nominated and seconded by people qualifying to vote and has agreed to the nomination (Republic of Botswana, 2001). Serema (2002) in cited by Mokwena & Fakir (2009) argues that sometimes VDCs are given major reports like the Village Development Plan to read and verify certain things and comment. It has proved not always easy for the VDC members to read and understand such reports (Serema, 2002 as cited by Mokwena & Fakir, 2009). Therefore, it is important to ascertain whether this seem to be the situation in Mahalapye Sub-district or not. If this situation is happening in Mahalapye Sub-district, one could therefore wonder what the implications for training of VDC members would be.

The VDC must meet at least four times a year but can meet more frequently as required. Minutes of each meeting are kept by the VDC Secretary or Vice Secretary. On receiving copies of the minutes, the District Council pays the elected VDC members sitting allowance (Clayton, 1995). The sitting allowance is paid for the quarterly meetings not for the additional meetings, and in 1995 was ten Pula (P10) per meeting (Clayton, 1995). During data collection in 2015, it was revealed that sitting allowance is now P220.00.

The introduction of sitting allowance for committee members and the implementation of   the Labour Based Relief Programme (LBRP) through the VDCs has led to substantial institutional development in the VDCs (FSG, 1990). According to Clayton (1995), the VDCs had to identify village projects that they wished to undertake through the LBRP. The VDCs proposals were then discussed at the *Kgotla* in order to gain support of other villagers. After the consultation process with the local community came to an end, the VDCs then made formal application to the District Drought Relief Committee. It is important to note that, once the project is approved, the VDC was responsible for recruitment of labourers and supervisors. Houses constructed through LBRP were handed over to the VDC (Clayton, 1995). According to Dipholo (2007), VDCs in Botswana have always chosen the construction of house as ways of generating income perhaps because such projects are readily visible, appealing, and easy to implement, and generally reflects a bias towards   infrastructure development. Do VDCs in Mahalapye Sub-district maintain the status quo?

2.7 .2 Functions and Duties of the Committee

The main responsibilities of the committee are to: identify and discuss local needs; help community to prioritise their local needs; formulate proposals for the solution of identified local needs; determine the extent to which the people can satisfy their identified needs on self-help basis (Republic of Botswana,2001); and develop a plan of action for the community area; through the help of Council, VDCs solicit the assistance of donors, and

other development agencies; provide a forum of contact between, and among community representatives, local needs, politicians, and District or Urban Authorities to enhance the flow of development information (Republic of Botswana,2001); represent community in development matters and to act as a source of reference point in matters pertaining to community development activities of participating voluntary organisations, and local agencies to enhance smooth planning, and implementation (Republic of Botswana,2001); formulation, implementation, monitoring and evaluation of community action plans. They also coordinate National activities in their respective areas (Republic of Botswana, 2001). The research question is whether VDCs are able to perform their functions, and duties as expected?

2.7.3 The Political dimension of VDCs

VDCs in Botswana are operating in a multiparty political system. Although VDCs are supposed to be non-political, the fact that councillors and members of parliament are ex-officio members raise a question of whose interest are they serving? Are they serving the interest of their voters or the interest of their political parties? Ngwenya (2008) is correct in pointing out that VDCs shy away from expressing divisive partisan politics. In reality, this does not mean that their members are apolitical as some are cardholders of various political parties (Ngwenya, 2008). In some cases, some would have lost primary elections of their various parties. It is important to note that if the organization of VDCs is influenced by politics there might be conflicts regarding development ideas. Therefore, if conflict erupts with a political dimension, projects or ideas of those in power might be sabotaged by those opposing their views (Dumedisang, 1993). The question is how do VDCs accommodate individual party political differences and interests and still stay focused on addressing the general development needs of their communities?

2.7.4 VDCs in Mahalapye Sub-district Council

There are 40 villages that form part of Mahalapye Sub-district (details about Mahalapye Sub-district to follow later). There are 47 VDCs in the Sub-district. Mahalapye village has seven (7) WDCs and the umbrella committee (BOPA, 2013). In a village where there are more than five WDCs, an umbrella committee is usually formed with chairpersons of such WDCs (Republic of Botswana, 2001). According to Sharma (2010), although the strength and capacity of local government organizations have grown steadily since independence, local government organizations such as VDCs are still not able to perform their roles, and discharge their functions as well as expected. For example, Jabeng (2014) reported that in Shoshong, (the second largest village in Mahalapye Sub-district), the local Member of Parliament has said that most VDCs in Botswana become inactive because of lack of collaboration with their communities, lack of transparency, mismanagement, and misuse of public funds, and goods by VDC committee members (Jabeng, 2014). It was indicated that the Member of Parliament said that VDC in Shoshong is having a problem of mismanagement. As a result, he requested the local community, and the Department of Social and Community Development to extend the term of the committee so that it can correct its maladministration and to prepare a financial report before they can handover (Jabeng, 2014). Some members of VDCs in Mahalapye Sub-district have decried lack of team work, and challenges in managing affairs of VDCs because they do not have financial reports (Jabeng, 2014).

In the Tswapong area (eastern part of Mahalapye Sub-district), Keipeile (2014) reported that in Letoreng (a small settlement which attained permanent village status in 2008), the VDC has been effective. It is indicated that through the help of the VDC, the village has started to receive quite a few developments from the government. Such developments include allocation of plot for a health post and school, the construction of

health post and fencing of the school plot through *Ipelegeng* (Keipeilie, 2014). Sharma (2010) has rightfully observed that the autonomy of local government organizations is limited, and they remain unable to manage essential functions without the assistance from the central government. The picture portrayed here is that the VDC of Letoreng is dependent on government assistance. The question raised here is: Will Letoreng follow the footsteps of other VDCs by depending on the government funding? Is this dependence sustainable?

From the above, it is clear that performance of VDCs in the Mahalapye Sub-district varies. Some are faced with issues of mismanagement, others are performing well, and they are able to attract help or funding of other stakeholders in their quest to improve the livelihoods of their locals. Therefore, there is a need for a study to evaluate the contribution of VDCs in the rural development of the sub district.

2.8 .1 Performance of Village Organisations

Although research carried in performance of Village Organisations is scanty, there are available related studies which shed light in to the current study. Two such a studies are the surveys carried out in the late 1970's and early 1980's in Botswana which revealed that the performance of VDC's has been mixed (Fortmann, 1986 ; Zuffery, 1986) as cited by Clayton (1995). Of the 400 registered VDCs in 1979, only 100 appeared to be operating effectively (Reilly & Tordoff, 1991 in Clayton 1995). According to Fortmann (1986) as cited by Clayton, 1995), the extent to which village leaders cooperate, and support the VDCs varies from village to village. In some villages, the headman, councillor, and extension agents may work closely together with the VDC. In some villages, there may be considerable tension between VDC, and the village leaders. For example, where there is opposition to the headman from the villagers or the councillor, the VDC may be used as focus of opposition (Fortmann, 1986 as cited by Clayton, 1995). It is worthwhile to mention that nothing seems to have changed between 1995 and 2008 and a later study in a different country.

In another study, Smith (2008) carried out interviews with councillors, municipal officers responsible for overseeing WDCs, members of the WDCs, and public residents in selected wards, used focus group interviews, and attended and observed a Ward Development Committee meeting to get the views on the role of WDCs in enhancing participatory local governance, and development in South Africa ; evidence from six Ward Development Committee Case Study. The choice of municipalities for the study was based on a number of different criteria including size (in terms of number of wards), rural-urban profile, and access to the municipalities was also taken in to consideration. Smith (2008) also indicated that municipalities were chosen where the research team had existing contacts.

Smith (2008) explains that the sample criterion of the municipalities sought to achieve a balance between well-functioning and poorly functioning committees, rural and urban locations, and ruling party and opposition party led committees. The findings of the study revealed that out of the six WDCs, only two, are unarguably reasonably functioning effectively. This suggest to one that they are able to meet regularly, and there is some sense of common purpose and achievement in their meetings and other activities carried out by the committee. The findings also showed that while some of the committees have managed to be able to meet monthly, it is not apparent what the value of these meetings is. The case studies also gave evidence of political party influence on WDCs, in terms of nomination and election processes and their functioning. How then does political party influence affect the effectiveness of WDCs in South Africa? If this is happening in Mahalapye Sub-district what could be the impact on the VDC development mandate?

It is important to note that Smith (2008) has indicated that they used more than one method to collect data. Smith (2008) used individual interviews, focus group interviews, and observation methods. This has reduced bias and has ensured trust and confidence in the data they collected. Moreover, participants were selected from six municipalities with different

characteristics to draw conclusions on the role of WDCs in enhancing participatory local governance, and development in South Africa. It was therefore appropriate to generalize their findings. Smith (2008) is guilty of not indicating whether they piloted interview guide. The researchers were supposed to pilot the interview guide to improve on it and ensure that it is well understood.

2.8.2 Contribution of Village Development Committees to the Development of Villages

Research studies have shown that VDCs have contributed to the development of their villages in Botswana and other countries especially in Africa. According to Ngwenya (2008), Rankopo's (1996) case study demonstrates ways in which VDC is a community participation structure, using Bokaa Village in the Kgatleng District as an example. The case study looks at the provision of housing for primary school teachers and police officers to address the problem of a shortage of accommodation. Ngwenya (2008) posits that Rankopo (1996) argued that the implementation and deliberation of communal self-help was achieved through the process of *thersiano* at the village *kgotla. Therisano* is an extensive dialogue between villagers on matters of communal (Rankopo, 1996 as cited by Ngwenya, 2008). Further, Ngwenya (2008) is of the view that although Rural Development Policy gives District Councils the statutory responsibility to provide accommodation to extension workers employed by district authorities, the provision of housing to public workers was undertaken by villagers as self-help projects. Rankopo (1996) asserts that in Bokaa Village, women (over 60%) in VDCs formed the backbone of the social development drive. Asked why men were not active in the project, some respondents in Rankopo's focus groups suggested that men were involved in paid work, while others pointed to the fact that there was general lack of understanding in the village about the significance of the project (Ngwenya, 2008).

Although Bokaa is in Kgatleng District, the findings of Rankopo are useful in shedding the light about implementation and deliberation of communal self-help through

therisano. The study also showed that VDCs were in responsible for provision of housing for extension workers in the district. Are Mahalapye Sub-district VDCs also providing accommodation to the extension workers? What challenges and opportunities in the provision of housing to the extension staff?

In the same vein, Bernard et al, (2008) used quantitative surveys, and qualitative case studies to assess the existence of village organisations, their performance, and members' participation in benefits in Senegal, and Burkina Faso. The survey consisted of three questionnaires at the village, the Village Organisation (VO), and the household level. For each VO, questions were asked to its leaders about the organisation's history, activities, governance structure and external links (Bernard et al, 2008). Finally, basic information on all households in the community was collected thorough an indirect survey fielded with an informant (Bernard et al, 2008).

The research sampled three geographical regions in Senegal (Peanut Basin, Fleuve Valley, and Niayes), and five in Burkina Faso (North, Center North, South, South East, and West) (Bernard et al, 2008). These regions were chosen based on agro-ecological and socio economic features. They randomly selected 14 villages in each region of four to seven clusters in Communautes Rurales in Senegal, and Depaertements in Burkina Faso (Bernard, et al 2008). In overall, the surveys covered 245 villages, 434 VOs, and 8 114 households in Senegal and 280 villages, 647 villages organisations and 11 998 households in Burkina Faso (Bernard et al, 2008).

The findings from the research reveal that VOs are present in majority of villages. Retrospective data collected from the surveys helped to retrace the evolution of Village Organisations since the beginning of the 1980s, and their prevalence at the time of the survey (Bernard et al, 2008). In both countries, the presence of VOs has increased rapidly. For

example, In Senegal , 10 percent of the villages had at least one village organisation in 1982; by 2002 the figure has risen to 65% whereas Burkina Faso showed rapid growth , with 22 percent of the villages that had at least one   organization in 1982 and 91% in 2002 (Bernard et al, 2008).

It has been revealed that external partners often play a determinant role as they tend to favour the VOs because of their public good activities which typically benefits a larger share of the village population (Bernard et al, 2008). The findings also revealed that their performance is constrained by low professional management capacity, and lack of access to resources. Bernard, et al (2008) argued that a striking feature of most organisations in both Senegal and Burkina Faso is the importance of bureaucratic procedures and the formalisation of rules that characterises their governance structure.

The strength of their study is that they have used mixed method research. There are scholars who purport for the use of mixed method research because they believe it complements the strengths and weakness of the qualitative and quantitative research paradigms. Another strength of their study is that, it has used many samples hence the study results can be generalised. They tried to have a representation of all regions in their countries. Similarly, the current study has settled for a mixed method research approach in order to enhance the balance of data collection and expected results.

2.8.3 Challenges of Village Development Committees

Regarding the challenges of VDCs , a research done by Khuzwayo (2011) entitled " The role of Ward Committees in Facilitating Community Participation in Municipal Planning: the case of Wards 1 and 19 at Umzumbe Municipalities" revealed that one of the key impediments to Ward Committees having an influence on council decision making appears to be limited power that most Ward Committees have within the deliberation

process of municipal councils. Moreover, the tensions around respective powers, and functions of Ward Committees also highlight a larger fundamental issue affecting public participation and local government. The main objective of the study was to identify challenges currently faced by Ward Committees in discharging their responsibilities, and to make recommendations that would improve the Ward Committee's participation in municipal planning. A qualitative approach was adopted and data was collected through focus group discussions and interviews.

However, the weakness of Khuzwayo (2011) is that the study did not indicate the sampling procedures that he used and the number of the respondents. According to Merriam and Simpson (2000) sample selection in qualitative research is purposeful. Since the researcher is interested in the in depth understanding of those who know most (rather than the average opinion of the many), the researcher selects a purposeful sample. Therefore, the research findings could be congruent if the readers were informed about the sampling procedures and the population that was sampled.

Nevertheless, it is important to note that, Khuzwayo (2011) recommends training for Ward Committees on municipal process, clarity on their role and access to information on municipal planning. Khuzwayo (2011) makes an important observation by arguing that Ward Committees have a great potential to facilitate bigger community involvement and should be more integrated in to the municipal processes.

2. 8.4 Profile of Mahalapye Sub–district

This section is concerned with the local context of the study, the community profile of Mahalapye Sub-district, which was conducted in order to analyse the situation. Mahalapye Sub-district is situated in the central district of Botswana. It is situated in the mid-way between Gaborone (Capital City) and Francistown (Second City) (Republic of Botswana,

2003). Mahalapye Sub-district is one of six Sub-districts that form the Central-district and lies to the south –eastern of the Central district, which is the largest district in Botswana covering an area of 146 531 km2. Mahalapye Sub-district compromise 40 fully fledged villages and a number of settlements which have not been accorded village status. Mahalapye is the administrative and economic centre of the Sub-district (Republic of Botswana, 2003). Mahalapye has a Rural Administration Centre, district hospital, district police, prisons and Rehabilitation College, hosts the Botswana Railways Headquarters, and has a senior secondary school, five junior secondary schools are found in Mahalapye, shops and lodging facilities are also found in the area (Republic of Botswana, 2003). It is important to note that t Mahalapye Sub-district is rural in nature with a number of settlements. Below is a map of Botswana, illustrating the position of Mahalapye Sub-district.
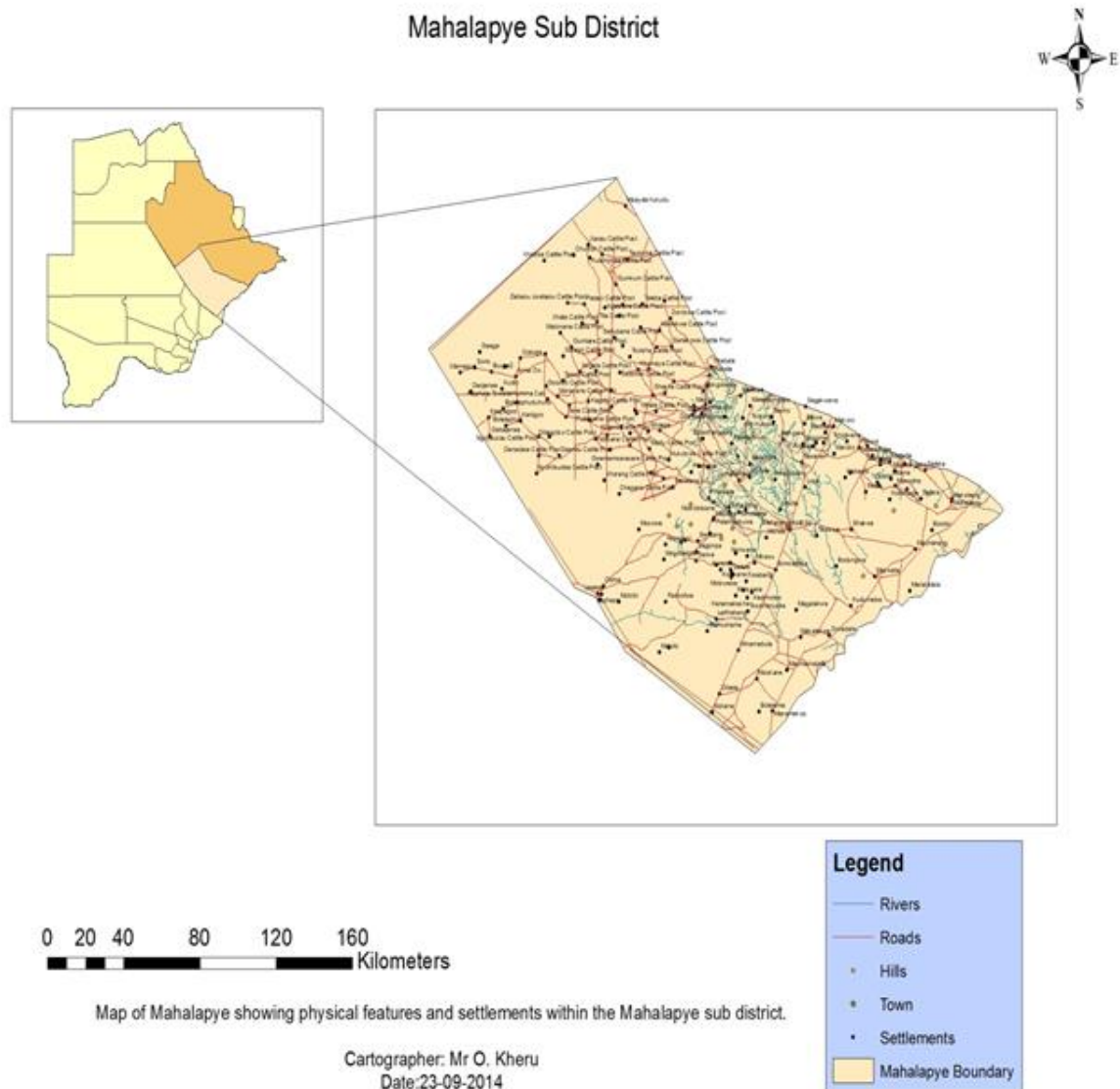
Figure 4: Mahalapye Sub-District Map

2.8.4.1 Size of Mahalapye Sub-district

According to the 2011 population and housing census, Mahalapye Sub-district has a population size of 118 875, with 57 543 males and 61 332 females. Compared to the previous population housing census of 2001, there is an increment in the population size (Republic of Botswana, 2012). In 2001, the population for the Sub-district was 109,811. The largest village in the Sub-district as per the 2011 housing census is Mahalapye with 46 418 (22 527 males and 23 891 females), followed by Shoshong with 11 884 (5 808 males and 6 076

females) and the least populated village is Ngwapa with 503 (224 males and 279 females) (Republic of Botswana, 2012). The sub district covers the area of 23 688 sq. km (Republic of Botswana, 2003)

2.8.4.2. People and Language

Botswana is a nation made up of many ethnic groups, but all these ethnic groups regard themselves as Batswana (Mapitse, 2009). The diversity of people making up the membership of communities in Mahalapye Sub-district is not different from the national scenario: However, there are tribes which are predominately natives of the area and have settled in one central *motse or metse* or village in English (Schapera, 1970 as cited by Mapitse, 2009). Many villages in the Mahalapye Sub-district are situated on the banks of rivers (Mahalapye, Kalamare, Bonwapitse etc) and hills (Mokobeng, Ngwapa, Chadibe, Sefhare, Shoshong, etc.). The tribes found in Mahalapye Sub-district include the Batswapong, Bakaa, Baphaleng, Bapedi, BaXhosa, Barotsi, Batalaote, Bangwato, Basarwa and Baherero (Schapera, 1970 as cited by Mapitse, 2009).

All ethnic groups in the Mahalapye Sub-district are under the leadership of the paramount chief of Bangwato, who is represented at Sub-district level by a Senior Subordinate Tribal Authority (Republic of Botswana, 2003). The Paramount Chief of Bangwato is also the President of the country, Lt General Seretse Khama Ian Khama. At the House of Chiefs, the Mahalapye Sub-district is represented by The Regent of Bangwato, Kgosi sediegeng Kgamane, the representative of Mahalapye, Kgosi Tshipe Tshipe and Tswapong region, Kgosi Sello Moroka.

Although this study is not focused on participation in VDCs by ethnicity, it provides a basis for analysing VDCs in the Sub-district. Ngwenya (2008) observed that during the focus group interviews of her study in selected localities of Ngamiland district, there was no

evidence to suggest that a VDC failed to deliver a public good due to either internal or external strife fuelled by ethnic differences. Is this the case with VDCs in Mahalapye Sub-district? Are ethnic differences contributing to the criticisms on the low performance of VDCs in the Sub-district? Is the voice of minority groups heard in VDCs? It is important to note that Mahalapye Sub-district has Basarwa communities in the Shoshong area in villages like Ikongwe and Kodibeleng. Therefore, to what extent are Basarwa in that communities involved in the activities of VDCs?

2.8.4.3 Physical Environment

The Physical environment of Mahalapye Sub-district is hostile like other areas of Botswana (Mapitse, 2009). The Sub-district is composed of the two contrasting physical regions, the hardvelt (Sefhare, Ramokgonami, Mokobeng, Taupye Villages, and surrounding localities) and sand veldt (Otse, Shoshong, Mosolotshane, Kodibeleng Villages, and surrounding localities) (Mapitse,2009).

There are two major hills in Mahalapye Sub-district which are Tswapong Hills, and Shoshong Hills. Batswapong are found in the Tswapong Hills (Mapitse, 2009). Tswapong Hills are in two sets, the Tshweneng hills which stretch from Moshopha and Ramokgonami Villages up to Mokobeng Village. The other, Tswapong Hills start from Palapye stretching to villages like Lerala, Mokokwana, Mosweu, and Lesenepole or Matolwane (Modikwa, 2012). According to Clayton (1995), Baphaleng, Bakaa, and Batalaote are mostly found in Shoshong Hills. Some of the villages that form part of Shoshong Hills are Mmutlane, Shoshong and Kalamare. The hills were a defence strategy during the civil war era (Clayton, 1995).

The above information shows that Mahalapye Sub-district has rich natural resources that have a potential to attract tourists. In fact, communities in Botswana have been encouraged to venture into community-based tourism using their local natural resources.

Therefore, if VDCs in Mahalapye Sub-district could venture in to community-based tourism thorough the formation of Community Trusts that are responsible to the VDCs, they can contribute to conservation of natural resources and job creation in rural areas thus ultimately contributing to community empowerment. To what extent have VDCs realised the potential of their natural resources and indeed other resources of their Sub district?

2.8.4.4 Environmental Features

The situation of Mahalapye Sub-district climatic condition is as the same as the national state (Mapitse, 2009). Botswana is a semi-arid country. Botswana's temperature fluctuates between extremes in summer (November–January) and winter (May-July) (Republic of Botswana, 2008). For Mapitse (2009), Mahalapye Sub-district has an average temperature of 32 degrees Celsius and 13 degrees Celsius in winter. Mapitse (2009) believes that the temperature in the Sub-district differs as factor altitude, and site topography.

Botswana's rainy season starts in October and ends in April. Rainfall varies between different localities. As to when exactly (date), it should start raining, and the amount expected is not precisely known and it therefore makes the rainfall unpredictable, and unreliable (Republic of Botswana, 2008). In Mahalapye Sub-district, the mean annual rainfall ranges from around 350mm to 450mm (Mapitse, 2009).

2.8.4.5 Economic sectors

The economy of the people of the Mahalapye Sub-district is organised around agriculture, construction and government programmes such as *Ipelegeng*. *Ipelegeng* formerly knowns as Labour Intensive Public Works Programme, is a government initiative ,or a programme whose main objective is to provide short term employment support, and relief whilst at the same time carrying out essential development projects that have been identified, and prioritised through the normal planning process (Republic of Botswana, 2012).

The *Ipelegeng* programme has been in existence since independence in the 1960's. The programme implementation strategies have over the years, and the programme itself have undergone changes since its inception, changing names, and focus with the times (Republic of Botswana, 2012).

The Ipelegeng programme is designed to maximise employment of simple tools and machinery, unskilled, and semi-skilled labour in the implementation of labour based initiatives and maintenance of government facilities (Republic of Botswana, 2012). The programme is targeted mainly as being a source of income and employment to, but not limited to, vulnerable members of the community with valid National Identity card and being aged 18 years and above (Republic of Botswana, 2012). The *Ipelegeng programme* wage rate was set by Cabinet, taking in to consideration the cost of living. The wages are not regarded as payment, but supplement to the other sources of income for the beneficiaries. Currently the rates are P25.50 per day for the labourers and P29.50 per day for the supervisors (Republic of Botswana, 2012). Due to the re-occurrence of the unfavourable (hydro-climatic conditions), and low employment opportunities, the government has declared the programme as a poverty eradication strategy in 2008 through a Presidential Directive CAB19 (A) of 2008 (Republic of Botswana, 2012).

The problem with *Ipelegeng* is that there has been no evaluation to determine whether it is achieving its intended of reducing unemployment, and, or alleviating poverty (Bakwena, 2012). Bakwena (2012) observes that the other problem of *Ipelegeng* is that it perpetuates what Siphambe (2003) termed as "dependency syndrome" among Batswana as it provides neither training nor education to harness relevant skills that may reduce unemployment (Bakwena, 2012). Following the above statement, this study intends to investigate the activities of VDCs in Mahalapye Sub-district from 2004-2014. An analysis was made as to

determine whether they harness relevant skills that may reduce unemployment in their communities.

The economy of Mahalapye Sub-district has a great potential in the agricultural sector. For example, Tswapong area is well known for its good harvests. It is important to note that the most practiced arable agriculture in Mahalapye Sub-district is rain-fed. It is characterized by the use of low levels of technology, traditional methods of farming, and low productivity (BIDPA, 2011)

2. 9. Summary of the literature review

This chapter has reviewed related literature on issues relating to evaluation of the contribution of VDCs in rural development of Botswana. It first started by adopting systems theory as theoretical framework. It was explained that Ludwig von Bertalanffy (1901–1972) is the most famous theorist of the form of systems theory used in sociology and social work. Von Bertalanffy emphasized the need to system as a whole. Terminologies of systems theory such as system, open and closed systems, entropy, boundary, homeostasis, inputs, outputs, and feedback were explained in relation to the work of VDCs. Operative terms such as rural, development, rural development, community participation, and evaluation were defined. It was shown that there are a lot of variations in to how these terms are understood. Therefore, lack of standard definition for the aforementioned terms makes it necessary to operationalise the terms in this research. Concepts of evaluation such as formative and summative evaluation, and their types were discussed elaborately.

A critical analysis of National Rural Development Policy, Remote Area Development Programme (RADP), development planning in Botswana, functions and duties, the political dimension of VDCs and history of VDCs in Botswana were made. The literature review revealed that performance of VDCs in the Mahalapye Sub-district is mixed. There are some

VDCs which are performing according to expectations whereas others were engulfed by controversies such as corrupt practices, and mismanagement. The available literature shows that females dominate membership of VDCs. The literature also gave reasons for such as a picture (Rankopo, 1996, Ngwenya, 2008). Will females dominate membership of VDCs in Mahalapye Sub-district? This study will interrogate this. Empirical studies on performance of Village Organisations were scanty. However, surveys in early 1970's in Botswana reveal that the performance has been mixed (Clayton, 1995). Smith (2008) in his study of role of WDCs in enhancing participatory local governance and development in South African municipalities also reveal that performance of WDCs is poor.

In Burkina Faso and Senegal , Bernard, et al ,(2008) in their study " Do Village Organisations Make a difference in African Rural Development ?" found out that performance of village organisations is constrained by low professional   management capacity, and lack of access to resources. Therefore, the question is how is this so in Mahalapye Sub-district?

Though the studies were not focused directly on contribution of VOs to the rural development of their communities, the envisaged factors that contribute to performance of VDCs, challenges, and solutions to those challenges were identified in various studies. The reviewed literature has provided an insight into how the envisaged factors can influence contribution of VDCs to rural development in Botswana. Additionally, it is important to note that, the reviewed studies served as a guide to conduct this study, particularly in the construction of research questions, selection of appropriate research methods and analysing data.

A major gap in the literature reviewed is that the studies reviewed are broad topics, though they are related to this study. As a result, the researchers did not carry out in-depth

studies on the contribution of VDCs to rural development of Mahalapye Sub-district. In other words, no specific formal study on the evaluation of the contribution of VDCs to rural development in Mahalapye Sub-district has been made. As such, this study is undertaken in response to lack of formal study on contribution of VDCs to rural development and negative criticisms about the performance of VDCs.

The outline of Mahalapye sub district was given. The next chapter discusses the research methodology which describes the research design and the strategies used to carry out this study.

CHAPTER THREE

RESEARCH METHODOLOGY

As indicated in Chapter One, the goal of this study was to assess the contribution of VDCs to rural development in Mahalapye Sub-district of Botswana between 2004 and 2014. Therefore, the purpose of this chapter is to present the research design, population, sample, sampling techniques, instruments, data collection techniques employed in this study and the data analysis as well as how issues of ethics were considered.

3.1 Research design

Kothari (2004) defines research design as the conceptual structure within which research is conducted. The study utilized mixed method research defined by Tashakkori & Teddlie (1998) as the combination of "qualitative and quantitative approaches in the methodology of a study" (p. ix). It is also defined by Johnson, Onwuegbuzie & Turner (2007) as the type of research in which the researcher or team of researchers combines elements of qualitative and quantitative research approaches (use of qualitative and quantitative viewpoints, data collection, analysis , inference techniques) for the purposes of breath and depth of understanding and corroboration (p.123) .

The researcher chose the method based on the following reasons:

- A mixed method provides strengths that offset the weakness of both qualitative and quantitative research and therefore has the potential to provide better inferences (De Vos et al, 2011).

- For developmental reasons: qualitative and quantitative methods can mutually facilitate the formulation of a problem, the development of research instrument and the checking of discrepancies in findings at different levels of data collection (Chilisa & Preece, 2005).

- To engage both the insider and outsider perspectives: quantitative research is concerned with the questions asked by the investigator. It collects the perspectives from the view point of the subjects. A dual approach enables both insider and outsider perspectives on a problem (Chilisa & Preece, 2005).

The study was an embedded case study. Embedded case study typically refers to a case that is embedded within a larger case (Yin, 2003). Further, Yin (2003) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly defined. Yin (2003) argues that case studies can be single or multiple according to their numbers. As a result, four villages within Mahalapye Sub-district were studied to establish a relationship between the goals of VDCs and the achievement at each level in Mahalapye Sub-district between 2004 and 2014, thus the study used multiple case study approach for the purpose of triangulation. The research design was predominantly qualitative design; quantitative data set only provided a supportive role. During the focus and individual interviews, the participants were required to select percentage suitability of a certain questions. Therefore, quantitative data was embedded within a qualitative case study design to help to describe the broader context of a qualitative study.

3.2 Population

The population of this study was made up of all Community Development Officers and VDC members as wells as community members residing in Mahalapye Sub-district. According to Burns and Grove (1993), a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. A thick description of the research site and population has been discussed in Chapter Two. It has covered the social, economic, political, religious, cultural and environmental aspects of the research site.

3.3 Sample

Out of 40 villages in Mahalapye Sub-district, 4 villages of Sefhare, Kodibeleng, Tewane and Pallaroad were chosen. The sample for this study was Two (2) Community Development Officers and seventeen (17) Community members who were interviewed. Focus group discussions were held with four VDCs, each compromising 8 members except one with 9 members, thus making the total number of focus group participants thirty three (33). Therefore, the total number of participants in this study is fifty two (52). It was difficult to balance gender since the researcher used snowball sampling. The sample was coded, for example, participant one (1) was participant VDC001

3.3.1 Sampling procedure

The techniques employed in drawing sample for the study were the snowball sampling technique and multi stage sampling technique. Sampling is the process of selecting members of a research sample from the defined population with the intent that the sample accurately represents the population (Gall, Gall and Borg 2007).

3.3.1.1 Snowball sampling

In snowball sampling, the researcher selects a few participants who have information that is important to the study (Chilisa & Preece, 2005). This method was adopted because the researcher had no communication networks with the participants (Cohen, Marion & Morrison, 2004). The researcher started with Community Development Agent responsible for coordination of the VDCs in the Mahalapye Sub-district to choose four (4) VDCs in the district that meet the inclusion criteria. After choosing, the four (4) VDCs, the VDC Coordinator in the Sub-district linked the researcher with the VDC Chairpersons of the selected VDCs. The VDC Chairpersons linked the researcher to the VDC committee and the community members who met the inclusion criteria as well. The inclusion criterion for the community members was as follows:

- They must be willing to take part in the study

- Either be of any gender

- Must either be a former VDC member or bonafide resident of the village who stayed in the village between 2004 and 2014.

- Must be well known to attend community activities.

3.1.1.2 Multi stage sampling

To obtain a sound representative sample of VDCs in Mahalapye Sub-district, the researcher used multi stage sampling. First the researcher and VDC Coordinator for the Sub-district used cluster sampling, divided the VDCs in the Sub-district in to four geographical locations (North, South, East and West). Simple random sampling was used to select VDCs within each geographical location. The VDC names of each cluster were put in to different containers and one VDC from each container was picked up. The Ward Development Committees of Mahalapye Village were not included because they were in the pilot study.

3.6 Data collection Procedures

The data collection procedure went through a number of stages.

3.6.1 Entry in to the communities

The researcher received an introductory letter from the Supervisor that the research shall be conducted (see Appendix 1). Chilisa & Preece (2005) support the idea of requesting permission to conduct the study by stating that that one of protocols in conducting a research includes acquiring permission to do research from the institution or community involved. The researcher presented the letter to the Senior Assistant Council Secretary. The researcher was given permission to conduct the study. The researcher then met with Community Development Officers who linked him with VDC Chairpersons. The VDC Chairpersons linked the researcher to the village chief. Chilisa & Preece (2005) argue that in the Botswana

context, the procedure for gaining entry in to the research setting involves reporting to community leaders. So the procedure adopted in this study is consistent with established norms in literature. Chilisa & Preece (2005) further elaborated that it is during these meetings with the community leaders that researchers should take every opportunity to familiarise themselves with the setting and take note of the cultural codes (e.g. How to show respect, gratitude, and paying attention).

Below is an illustration of how the researcher entered in to the research setting.
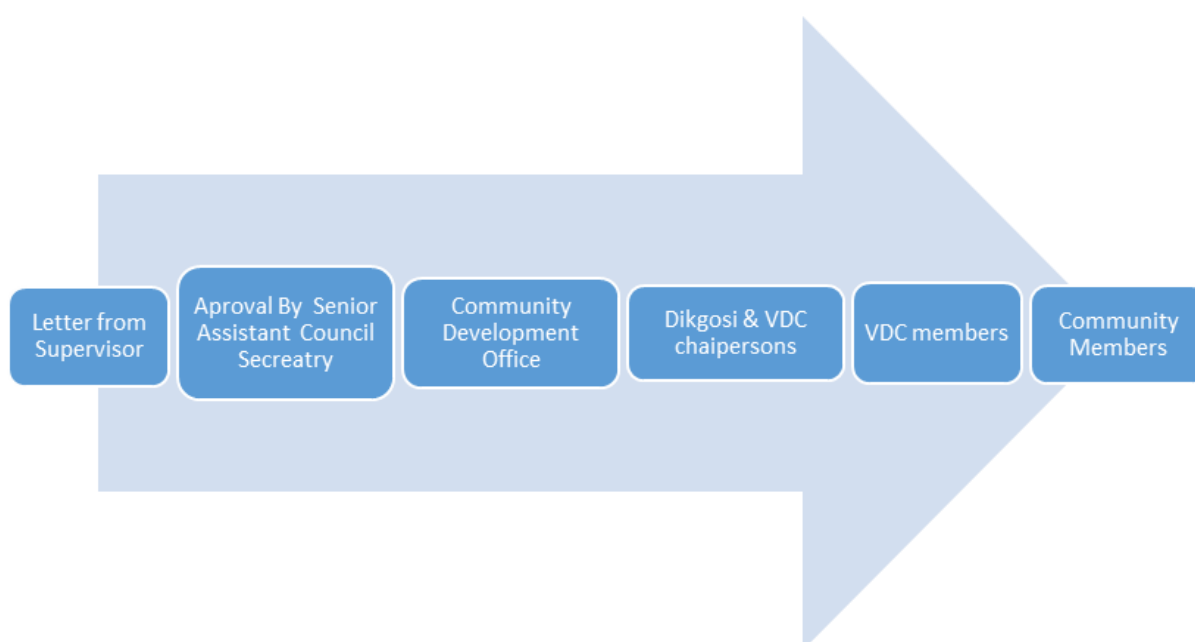
Figure 5: Entry into Communities

3.6.2 Instruments

A semi-structured interview was employed. Three interview guides for VDC members, community members and Community members was used to gather information from each focus group, and individual interview in Setswana and English (See Appendix, 2 & 3). Documents review and reflective journals were also used to collect data.

3.6.3 Data collection Techniques

This study used various data collection techniques such as focus group interviews, individual interviews, documents review, and reflective journals.

3.6.4 Focus group Interview

Focus group interviews are discussion-based interviews in which multiple research participants simultaneously produce data on a specified issue (Chilisa & Preece, 2005). The focus group methodology was adopted because it allowed the participants of the study to listen to one another, and challenge the views of others constructively (Chilisa & Preece, 2005). In this regard, focus group discussion allowed for information to be checked for accuracy as member's question, complement and corroborate what others say. Focus group interview method was also deemed necessary because it allowed the researcher to cover a wide range of issues in a short period of time (Chilisa & Preece, 2005).

In-depth focus group interviews were employed to collect data from eight (8) VDC members of selected VDCs in order to gain their understanding of the contribution of VDCs to rural development in Mahalapye Sub-district. The key objective was to elicit from each group of participants a comprehensive range of views, and reflections on their experience of VDCs.

The focus group interviews lasted for thirty minutes to one hour. Focus group interviews were conducted in VDC offices and in Setswana language. Most participants felt more comfortable with Setswana than English. Chilisa & Preece (2005) argue that steps in the focus group interview process include the stimulus used for the discussion, the composition of the group, and the place for the interview as well as time and duration of the interview. The first step was to decide on the purpose of the focus group interview, and to explain research ethics; and to fill the biography data form. Introductions among the focus

group members and the researcher then followed. The focus group interviews were audio recorded with the permission of the participants.

3.6.5 Individual Interviews

Individual interviews were carried out with five (5) members of each community that its VDC have been sampled, and CDOs. Interview is the art of establishing what is on the mind of the participant through inquiry (Patton, 2002). The individual interviews for this study lasted for twenty minutes to thirty five minutes. Individual interviews were conducted in VDC offices after arrangements have been made. VDCs were responsible for identifying members of the community who met the selection criteria since the researcher was new in the environment. Both focus group interviews and individual interviews were audio recorded with the consent of participants. The researcher also took notes. Participants were reminded that breaks are allowed if they felt the need to do so (Morales & Hanson, 2005). This method was deemed necessary because individual interviews allows the researcher to glean common information from participants at the same time being able to probe them with additional questions based on what they said in order for them to elaborate their thoughts (Maruatona, 2001). This enabled the researcher to seek clarification on unclear issues during the interview.

3.6.6 Documents review: VDC minutes, official reports, and records were accessed and read. Newspaper articles on VDCs were also read. Documents are used to support evidence from other sources such as interviews (Chilisa & Preece, 2005). Furthermore, they save the researcher's time and expenses of writing notes and transcribing tapes as it is the case with interviews (Chilisa & Preece, 2005).

3.6.7 Reflective journal: Another form of data collection was keeping a reflective journal and field notes. The Journal allowed the researcher to describe his feelings about conducting research in the area of VDCs, and rural development. According to Morales &

Hanson (2005), the use of reflective journal adds rigor to qualitative inquiry as the investigator is able to record his or her reactions, assumptions, expectations, and biases about the research process. The field notes provided additional data for analysis.

3.6.7 Pretesting of instruments

To ensure validity of the semi-structured interview guides, the instruments were pilot-tested. The instruments were piloted in February 2015. A focus group interview was held with 9 TIDIMA WDC members (two males and seven females), and individual interviews were held with two community members (a male and a female) of Tidimalo ward in Mahalapye. TIDIMA WDC is a Ward Development Committee in Mahalapye Village which is made up of Tidimalo, Madiba, Madiba 14, and Leretlwa Wards in Mahalapye. Simple random sampling was used to select one out of seven WDC in Mahalapye Village. The researcher and the VDC coordinator wrote the names of the WDC in Mahalapye, and shaked those in a container, then the researcher picked one. Snowball sampling was used to select two community members for pilot testing.

The results indicated that the draft instrument was generally well understood. However, some important parts of the instruments were not included. For example, there are some people who served VDCs for many years. Therefore, the researcher was prompted to include the part that asks how long the committee members have been serving VDCs because experience is valued in the field of adult education.

3.7 Data analysis

Before the data is analysed, the researcher transcribed all the audio taped interviews, documents and field notes. The process of transcribing allowed the researcher to become acquainted with the data (Morales & Hanson, 2005). The researcher created Microsoft word files for the interviews, documents and field notes. All files were protected by storing them in more than one gadget. All files were saved in the researchers' laptop, memory sticks, and

empty CDs for which he only has access to (Morales & Hanson, 2005). Files were named and created according to names of the VDCs that met the selection criteria (e.g. Sefhare, VDC).

To analyse data, qualitative content analysis was employed to develop themes. While content analysis can involve quantitative approach such as counting the number of times a particular word is used, a qualitative approach to content analysis involves exploring the documentary materials for cultural meanings and insights that the test can provide (May, 2001). Hsieh & Shannon (2005) defined qualitative content analysis as a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding, and identifying themes or patterns (p.1278). In the view of, Zhang & Widemuth (2009), qualitative content analysis pays attention to the use of inductive reasoning, by which themes, and categories emerge from the data through the researcher's careful examination, and constant comparison. Qualitative content analysis was primarily chosen because the researcher was evaluating the contribution of VDCs to rural development. Therefore, it allowed the researcher to provide a rich description of social reality created by themes as they are lived out in the Mahalapye Sub-district setting (Zhang & Widemuth, 2009).

Quantitative findings were analysed through mean percentage of particular questions in the interview schedule. According to Chilisa & Preece (2005), the mean is the average of the values for any given variable. They further explained that it is calculated by dividing the sum of all valuables by their number. The results will then be presented through pie charts.

3.8 Validation strategies
3.8.1 Credibility: Credibility for this study was achieved through the use of validation strategies of triangulation, and member check. The data was triangulated through employment of various data collection instruments in this study (i.e. interviews, documents

and field notes). Gay & Airasian (2006) are of the view that triangulation is an important powerful approach used to enhance credibility of an evaluation research study. Chilisa & Preece (2005) argue that it is based on the assumption that the use of multiple methods, data sources or investigators can eliminate biases in the study.

3.8.2. Member check: The researcher summarised what he had captured during the interviews and asked the participants if the notes that he had really reflect their position as participants.

3.8.3. Transferability: According to Chilisa (2011), transferability of research findings in qualitative research can be enhanced through sampling and dense description of the setting of the study. To ensure transferability, the researcher has already provided a dense description of Mahalapye Sub-district in Chapter 2. Dense description is where the researcher provides dense background information about research participants, research context and setting so that those reading the study can determine if there are similar settings to which findings of the study can be applicable or transferable

3.9 Ethical consideration

To ensure observation of ethics in research, the researcher enrolled on website training called *"Protecting Human Research Participants* "with the National Institute of Health at United States of America (see Appendix 6 for certificate). This was meant to supplement coursework on educational research. As a result, several ethical principles were considered when collecting data for the study. According to Chilisa & Preece (2005), ethical principles are a set of standards that guides researchers on how they should interact with research participants (p.227).

Informed consent & Autonomy: The participants were provided with information about the study, its purpose, how it will be carried out and its duration, risks and benefits to

themselves. They were further told that their participation is voluntary and that they can withdraw from the study before its completion if they wish to do so.

The participants of this research were given a Consent Letter (Appendix 5). The researcher developed two Consent Letters, one in English (Appendix 5a) and the other one in Setswana (Appendix 5b). The letter included contact details of the researcher .The consent letter gave respondents the option to participate in the research and to withdraw at any stage. To ensure confidentiality, the consent letter did not require the participants to write or sign with their names in it. Where respondents were willing to give their names, the researcher used his discretion to withhold the names of respondents when presenting the research results, especially when reporting a response verbatim

Confidentiality & Anonymity: In order to ensure confidentiality, participants remained anonymous. They were assured of their privacy and protection of the identities. Pictures were not used in this research. According to Chilisa & Preece (2005), " confidentiality and anonymity are exercised to avoid embarrassment, pain, loss of self-esteem, psychological damage and the loss of dignity and self-respect that might occur when research participants or communities recognise themselves or are named in embarrassing descriptions in print" (p.231).

Justice: During data collection there should be conformity to truth and fairness within the participants. At the time of the interviews and focus group discussions, each participant was given equal time as a way of adhering to the ethical principle of justice. One of the crucial and distinctive features of the principle of justice is avoiding exploitation and abuse of participants (Orb,Eisenhauer & Wynaden,2000). The researcher negotiated meetings with the participants without oppressing them as there was no pre-determined

schedule drawn by the researcher for meetings. As a result, meetings were mainly based on the participants' free time.

***Honesty and Integrity*:** The researcher honoured the appointments with the participants. He also recorded the interviews with the permission of the participants to ensure that their responses are not falsely reported. As a backup, some notes were also taken using a laptop.

CHAPTER FOUR
ANALYSIS OF FINDINGS

4.1 Introduction

This chapter presents and analyses the research findings. The purpose of the study was to assess the contribution of VDCs to rural development in Mahalapye Sub-district of Botswana between 2004 and 2014. The study was based on the following questions:

1.   What are the objectives of Village Development Committees within the Mahalapye Sub-district?

2.   To what extent have the activities of the Village Development Committees conformed to these objectives?

3.   Which qualitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye Sub-district?

4.   Which quantitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye Sub-district?

This chapter includes the demographic data of participants, their responses according to questions and lastly the chapter summary.

4.3 Demographic data

Fifty two (52) participants were interviewed. There were more female participants than male participants. The age of the participants ranged from twenty to fifty one and above. The educational level of the participants ranged between never attended school and tertiary education. The participants served in VDC for a period ranging from one (1) year to sixteen (16) years.

GENDER OF RESPONDENTS BY PERCENTAGE (%)

A majority of the respondents (67%) were females whereas 33% of the respondents were males.

Figure 6: Age of Participants
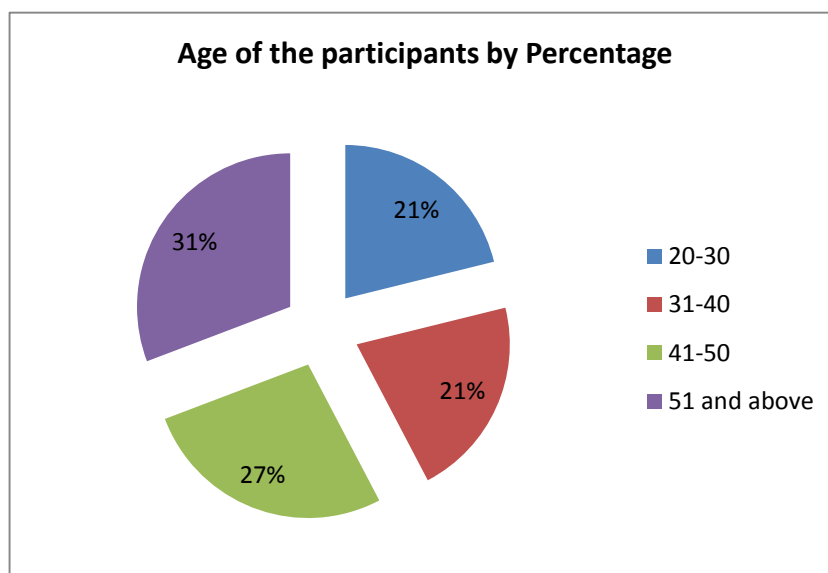
The pie chart above (Figure 6) shows that most of the participants (31%) were aged 51 and above, followed by aged group of 41-50 with 27% and the remaining age groups of 20-30 and 31-40 were the least with 21% each.

Figure 7: Educational Level of the Participants
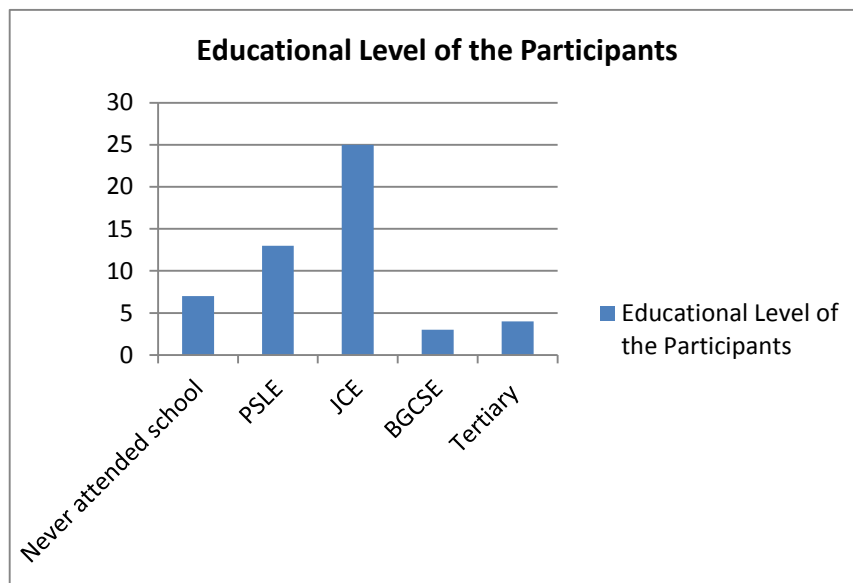
The graph above (Figure 7) shows that most of the participants (25) were Junior Certificate (Form 3) holders, followed by Primary School Certificate holders (13), 7 participants have never attended school, 4 respondents had a tertiary education qualification and the least qualification attained by the respondents was Botswana General Certificate of Secondary Education (Form 5) with 3 respondents.

Figure 8: Years served in VDC
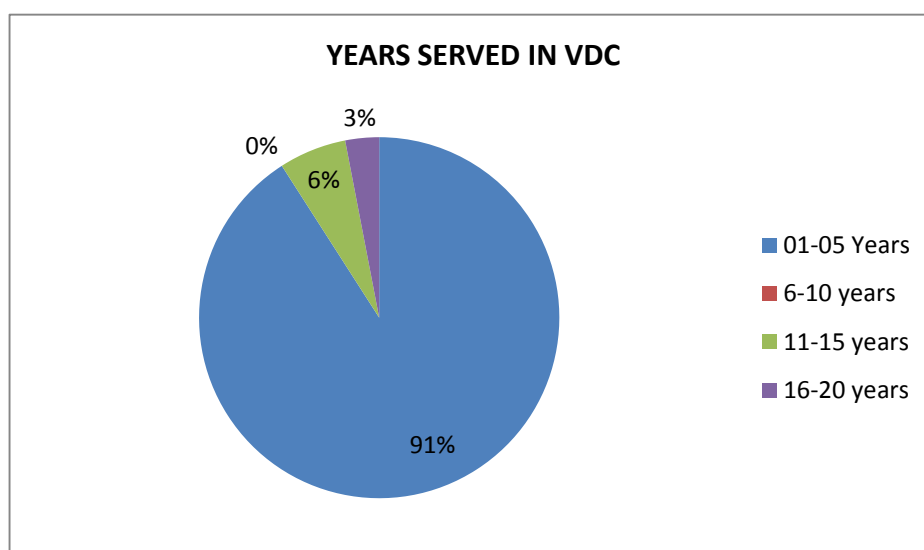
The pie chart above (Figure 8) shows that participant's years served in VDC range from 1 year to 16 years. Most (91%) of the VDC members served in VDC office for a period of between 1 to 5 years. 6% of the participants served for 11-15 years and 3 % of the participants served for VDC between 16- 20 years.

4.4 Research question 1: What are the objectives of Village Development Committees within the Mahalapye Sub-district?

   I.   **What are the objectives of VDC in your Village?**

Most of the participants said in Setswana that *"VDC ke palamente ya motse"* (meaning that VDC is the Village Parliament. One of the participants said VDC coordinates all activities in the village, and forward issues to councillors, and members of parliament. One VDC chairperson said in Setswana that "VDC *ke leitho, maoto le molomo wa sechaba"* (meaning that VDC is the mouth piece of the community members regarding their needs). Many participants said that VDC works collaboratively with Department of Community Development for assessment of the needy children, orphans and destitute. One middle aged man said in Setswana that

" *re bereka le makalana a puso le a ikemetseng ka nosi go thabolola motse ka go kopa dithuso mo go one (meaning that they work with and request funds from stakeholders for community development such as public sector and private sector to develop their villages)*"

II.   From the above list of VDC objectives, which 4 VDC objectives does your VDC concentrate on? Explain

In all sampled VDCs, most participants said that,

- They focus on assessing village needs and help to prioritise them. For example, one participant said in Setswana that:

"re leba lethoko la motse jaaka re sena maternity clinic ebe re di kopa mo go baba tshwanetseng"(meaning that they look at the needs of the village, like they do not have the maternity clinic and request such developments from relevant authorities)

In another village, one participant added that

"re ne ra bona gole matshwanedi go gatelela botlhokwa jwa popagano mo motseng wa rona"(We found it fit to emphasise on village unity).

The explanation given was that their areas are still lagging behind in terms on infrastructure development, integration on minority tribes to mainstream Tswana ethnic groups, service provision and some government programmes are not reaching them well in time. For example, one youth who is a VDC member said that their *Kgotla* does not have a stamp and a police officer. Therefore, they are forced to travel to Mahalapye (38kms) away from their village to certify copies when they want to apply for jobs.

- All the sampled VDCs indicated that they assist the Social & Community Development Department in their assessments. The explanation given was that, Social & Community Development Department relies on the help of the VDCs to carry out its assessment because VDC members know the needs of the people well as they live together with the community members.

- Most of the participants said that they focus on requesting donors to assist them to carry out some developments in their villages. The explanation given was that government is overwhelmed; therefore, VDCs must also assist where government runs short. For example, One VDC member said:

"They built their conference room through public donations, VDC income generating activities and from other development donors. He also said that they have also started to send donation letters for computers because they struggle when they want to type their minutes."

- Three out of four VDC sampled, said they are intermediaries between the authorities and the general public. One participant said:

"They prepare and announce village activities such as kgotla meetings for councillors, Members of Parliament and public servants."

The explanation given was that they want the community members to participate in decision making of their development needs by attending consultative meetings called by their political leaders.

III. **Which percentage can you give about knowledge of VDC objectives by community members of your area? Explain**

Most of the participants rated the knowledge of the community members about VDC objectives at 70%. The explanation given was that people interact with VDC members and share with them issues relating to their duties. One participant said

"Community members usually report to us when there is someone who needs the help of Community Development Department".

The other reason given was that community members attend VDC elections in large numbers. A young lady (28years) asserted:

"the community members are informed of the VDC objectives before elections and even during Kgotla meetings the Chairperson can explain their role as VDC members".

Even when it is so, some participants rated the knowledge of VDC objectives by community members at 50%. The explanation given was that the community do not understand the role of VDC in Ipelegeng projects. One participant said in Setswana:

"baakanya gore ke rona re laolang ya Ipelegeng ebile re tlhophetswe Ipelegeng"(meaning that , the community think that they were elected to implement Ipelegeng and they are in control of the Ipelegeng projects".

One participant also stated in Setswana

"ka dithopho tsa VDC, batho batla ka maikaelelo a go swelela bangwe, ga go lebiwe boleng jwa motho"(meaning that during VDC elections, some members of the

> *community do not take in to account personality and capabilities of an individual to*
>
> *be elected but rather they use their vote as a sabotage to others and humiliate them."*

The explanation given was that usually people point fingers at VDC members when they are not hired at *Ipelegeng* projects and ensure that they unseat them during elections.

IV.   Are the objectives of VDCs still relevant? Explain

When asked about whether VDC objectives were still relevant or not, almost all the participants said VDC objectives were still relevant but with a room for some modifications. One participant pointed: "VDC objectives are still relevant as they promote participation in local development issues such as needs identification by communities". Another explanation given was that VDCs are important in the implementation of poverty eradication programme, and in helping the needy to get services. One participant said in Setswana:

> *"fa go nale loso la mothoki, re baakanya seemo ka go lekodisa ba Boipelego (Meaning that if someone poor dies, VDC helps a lot before Social & Community Development intervenes.)"*

Some of the participants felt that there is need to increase term of office from two years to five years as two years limit their project implementation. For example, an old man (60years) asserted:

> *"Two years in office makes us to fail to deliver our projects, we should be given 5 years like councillors so that the first year in office is about learning VDC procedures and planning, whereas the other years are for implementation of projects."*

4.5 Research question 2: To what extent have the activities of the Village Development Committees conformed to these objectivities?

I.   **Between 2004 and 2014, what activities of VDC were implemented in your Village?**

Most of the VDCs were implementing infrastructure developments. Between 2004 and 2014, almost all the VDCs have built bus shelters. The explanation given was that, bus shelters are helpful during harsh weather conditions whilst still waiting for a bus.

They also carried some maintenance to VDC house (paid for electrification, water connection, renovations of doors and locks).

"The explanation given was that some tenants complained about poor state of VDC houses more especially lack of electricity. "Public servants complain about lack of electricity in our houses" said one of the participants"

Another participant said that

"In 2008, we built a conference room for our village, although is still incomplete (left with celling and floor tiles) it is helping to generate income as community members use it for social gatherings."

In some Villages, the VDC had village garden whereas the other VDC was a having a project of cultural village. Most of the VDCs were also donating to the poor. One respondent said "they connected water to the homestead of a blind person, built toilets for the needy". One VDC was recently involved in village expansion plan with land board. One respondent said

"Last week we were with land board, advising them where our village should develop to. We have told them to give people as far as 3km away from our village to the eastern and western side".

The participant's sentiments showed some sense of confidence when talking about projects implemented.

II.   Do you think the above activities conform to VDC objectives?

Almost all the participants said that VDC activities conform to VDC objectives. They also explained that they undergo training about their roles and expectations about VDCs. One participant said that:

"We went to VDC workshop last year at Mahalapye, we were equipped with knowledge of which activities we can do".

Another participant said "by building a conference room; they are giving our village a new face".

III.   Is there enough support from Community Development department to support VDC to conform to its objectives?

Almost all the participants were satisfied with the help of Community Development Department. One participant who served for sixteen years (16) in VDCs said:

"Community Development department is helping VDCs with guidance on how to carry out their tasks. She said Community Development Department through its Social workers and Community Development officers, they provide facilitation to VDC, and they guide VDCs and ensure that they understand their mandate."

They were also appreciative of VDC workshops which are usually run by Community Development Department in conjunction with other stakeholders. Although they were satisfied with support from Community Development Department, they decried

shortage of Community Development officers at their respective villages as a hindrance to their achievements. One participant said in Setswana:

"nkabo re le kgalakala fa re ne re nna le rraboipelego mo garona, jaanong o tla a kgabola a tswa kwa metseng e mengwe, (meaning that we could be far in terms of VDC activities if we could have a Community Development Officer residing in our village than meeting him/her once in a while when he comes from other villages)"

IV.   How much would you say the VDC workshops are suitable for VDC members' training?

Figure 9: Per cent (%) suitability of VDC workshops to VDC members
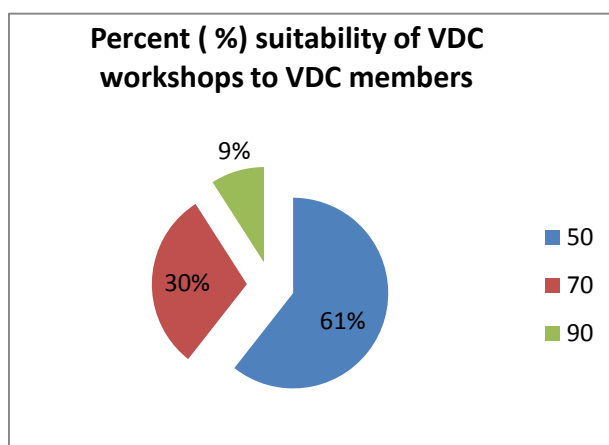
Figure 9 shows that (20) (61%) of the participants (VDC members) perceived the VDC workshop as averagely suitable for their training. Ten (10) (30%) of the participants found workshops above average suitable for their training whilst 3 (9%) of the respondents viewed VDC workshops as highly suitable for their training.

V.   What reasons can you give for your percentage suitability?

More than half of the participants rated suitability of the VDC workshops at 50%. The reasons advanced were that VDC workshops usually run for two days which they feel it is not enough. One participant who recently attended the workshop said

"The workshop runs for two days although it is heavily loaded on issues that needs more time". Adding on, One participant said that "there is few time allowed for us to do practical's and share experiences.

One participant who rated the workshop at 70% said that, he is impressed with the stakeholders that are usually called to address them as they are relevant to VDC issues.

4.6 Research question 3: Which quantitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye Sub-district?

I.   How much are you satisfied with the performance of VDC in relation to its objectives?

Figure 10: Level of satisfaction with performance of VDC s in relation to its objectives by percentage.
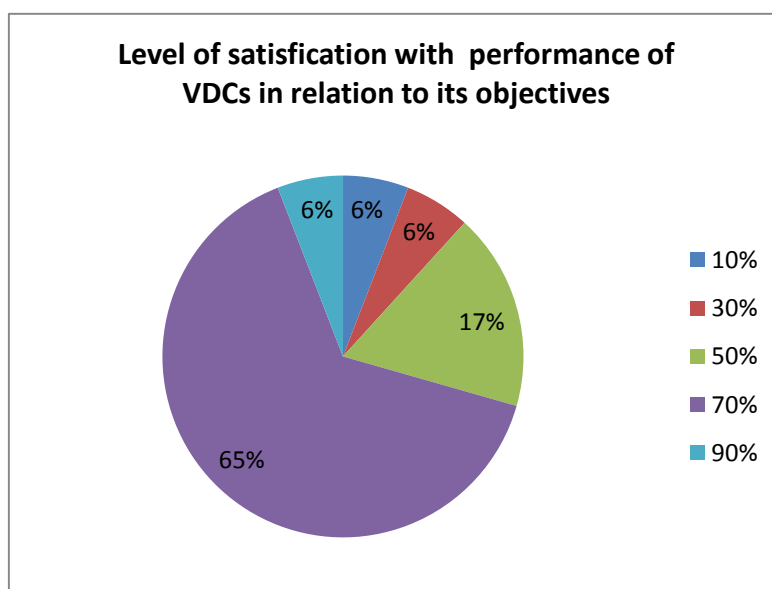
Figure 10 Shows that 11 (65%) of the community members were satisfied above average (70%) about the performance of VDCs in relation to its objectives, 3 (17%) were averagely satisfied with the performance of VDC in relation to its objectives. There were mixed feeling s of below average and above average with the satisfaction of performance of VDC activities. The trio shared the remaining 18% equally.

II.   How much would you say you are satisfied with community participation in VDC activities?

Figure 11: Level of satisfaction with community participation in VDC activities
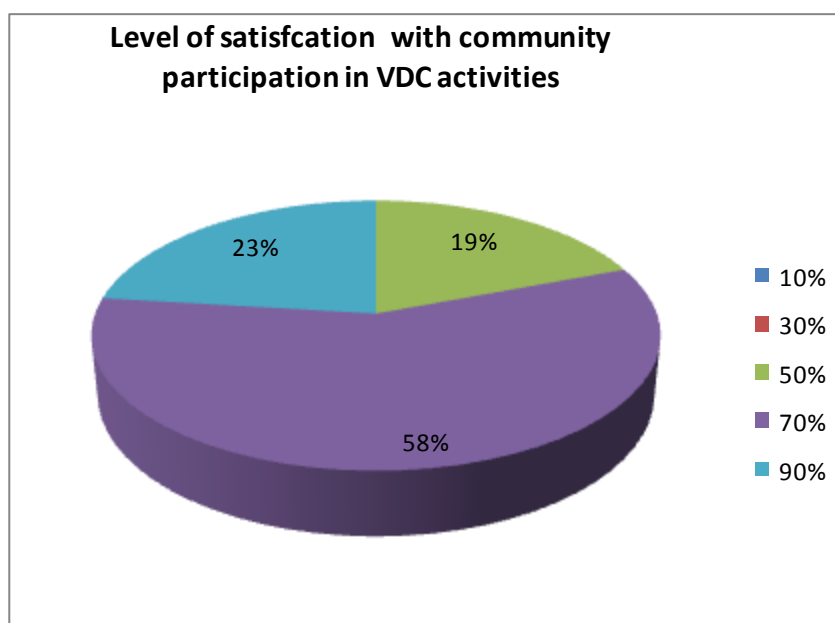
Figure 11 shows that 30 (58%) of participants were above average (70%) satisfied with the level of community participation in VDC activities, whereas 12 (23%) of the participants were highly satisfied (90%) with the level of community participation. Ten 10 (19%) of the participants were averagely (50%) satisfied with the level of community participation in VDC activities.

4.7 Research question 4: Which qualitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye Sub-district?

I.   **What are your views with the level of community participation in VDC activities?**

Most of the participants said they were very impressed with the level of community participation in VDC activities. The explanation given was that community members usually contribute towards the activities implemented by VDCs. A young lady of 25years of age said they support VDC when it has fundraising activities like buying of tea. One of the participants said "community members come in large numbers when there are VDC elections". One VDC chairperson said

"The community members usually donate cattle, food such as sorghum and their time for celebrations of National activities."

Some of the participants were concerned about low participation of youth in VDC activities. One participant said in Setswana "*banana ga ba tsenelele ditiro tsa VDC*" (meaning that youth do not participate in VDC activities).

II.   **To what extent has these activities contributed to the quality of life of Mahalapye Sub-district residents?**

Most of the respondents said that they hope their quality of life will improve as time goes on. The explanation given was that VDCs are very active when it comes to helping Community Development Department to identify, to assess, and to help beneficiaries of poverty eradication and other programmes. One respondent said:

"That she has been helped by VDC on how to get poverty eradication project. She said she went to training for catering and still awaiting for materials to arrive. She said she hopes her life will change for the better."

 Some participants said VDC has been very helpful when it comes to increasing the numbers of community members hired under the Ipelegeng programme. "They negotiate for increment of numbers on our behalf". Most of the participants said that VDC is playing a fundamental role in ensuring infrastructure developments in their villages such building of clinics and drawing village development plans.

Challenges of VDCs in Mahalapye Sub-district

The participants mentioned that they have a challenge of rent collection. They said public servants do not pay them in time. During focus group interviews, one treasure said:

"badirela puso ga ba re duele, tota re lela ka lephata la sepodisi"(Public servants especially Police officers do not pay us).

The above statement was confirmed by files which showed that they are owed P7115 from VDC house rentals. When asked about what could be the solution, they said:

(Re batla gore S &CD e re thuse go bua le maphata a barirela puso ba rona gore re tseye madi mo di bank account tsa bone ka stop order)" (S &CD should us to consult the concerned departments of such public servants so that they VDC rentals could be taken directly from occupants bank account).

The other challenge was politicians who de-campaign VDCs members who are vocal and those who seem not to take their orders by advocating for their friends to be voted in to office. One VDC member said *"rona ba re buang thata, mapolotiki ba raya batho bare ba seka ba re tlhopha ka jaana re le dingalo go bereka le bone" (some of us who are vocal ,politicians tell the people that we should not be voted because we are difficult to work with them)*

4.8 Summary of the findings

A majority of the participants (67%) were female and 33% were male. The age of the participants ranged from 20 years to 60 years and they served for one year to sixteen years in VDCs as committee members. The highest age group was the 51 and above, whereas the lowest was 20-30 and 31-40. Many of the participants have basic education.

The findings show that participants were knowledgeable about the objectives of VDCs in Mahalapye Sub-district. The four main objectives of VDCs in Mahalapye Sub-district were said to be:

1. Identifying and discussing local needs, responsible for community development in their area.

2. Assisting Community Development department in their assessment.

3. Soliciting help form development donors and funders.

4. Providing a forum of contact between community members and their traditional, political and district leadership.

Participants thought that the knowledge of community members about VDC objectives is above average as most of them rated it at 70%. The reason advanced was that community members report issues that are relevant to the duties of VDC members. Almost all the participant felt that VDC objectives are still relevant and needed some modifications to suit the needs of 21st century.

The findings revealed that between 2004 and 2014, there were a lot of infrastructure developments carried by VDCs such as

1. Maintenance of VDC house (repair of doors and locks, electrification and painting)

2. Building of bus shelters

3. Donating houses and toilets to the need.

4. Construction of a village garden

5. Construction of conference room

The participants felt that such activities were conforming to the objectives of VDCs in Mahalapye Sub-district. Despite shortage of Community Development Officers, the findings revealed that the participants were satisfied with the help they get from Community Development department. The findings further revealed that the participants were, on average satisfied with VDC workshops conducted by Community Development Department as they gave it 50% suitability. They said two days is not enough for the workshop material as they do not even enough time to do practical's and share experiences.

The findings reveal that level of satisfaction of community participation in VDC activities and level of satisfaction of VDC activities in relation to VDC objectives both recorded a percentage above average (70%). The findings also reveal that the participants were very impressed with community participation in VDC activities. They said community members give out their resources to ensure that VDC activities become a success.

The findings indicated that the participants felt that VDCs have contributed to the quality of life of Mahalapye Sub-district residents. They said that VDC is very helpful in diffusing information on social service programmes such as poverty eradication programme and in ensuring that their development needs are fulfilled. Lastly, they said they were faced with the challenge of VDC rental collections from public servants and the politicians who interferes with the VDC elections.

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings in relation to both the theory that guided this study and in

relation to the findings of earlier studies. The chapter also focuses on the summary of the

whole report, conclusion and the recommendations.

5.2 Discussion

The discussion of the data was carried out under specific thematic item.

5.2.1 Question 1: What are the objectives of Village Development Committees within the Mahalapye Sub-district?

Codes derived from Interview data for the objectives of VDCs in Mahalapye

Sub-district

Table 1: Shows the codes derived from the participants concerning their knowledge about the objectives of VDC in their villages

Response	Code
VDC coordinates all activities in the village, and forward issues to councillors and members of parliament.	Coordination Forum of contact between the community and its leaders.
VDC is the mouth piece of the community members regarding their needs	Represent community in local development issues.
VDC collaborate with Department of Community	Needs assessment

Development for assessment of the needy children, orphans and destitute.	
VDC can request funds from other stakeholders to support its community development initiatives	Financial assistance
VDC works with public and private sector organization to develop their villages	Collaboration

Table 2: showing the codes derived from the interview data for Question one (I): what are the objectives of VDC in your Village?

Codes derived from the interview data for the four VDC objectives that VDCs in Mahalapye Sub-district concentrate on.

Table 2: shows codes from question two (ii): from the above list of VDC objectives, which 4 VDC objectives does your VDC concentrate on? Explain

Response	Codes
Our VDC focuses on assessment of our development needs and what we need most. For example, integration of Basarwa in VDCs	Priority of local needs Basarwa and VDCs
Assist Community Development Department in assessments of its clients (Poverty eradication beneficiaries, the needy and orphans)	Needs assessment

Our VDC focuses on requesting donors to assist them to carry out development activities	Financial assistance.
VDC is the link between authorities and community members.	Forum of contact between community and its leaders.

Table 3: showing codes from question two (ii): from the above list of VDC objectives, which 4 VDC objectives does your VDC concentrate on? Explain

Codes derived from the research data on knowledge of VDC objectives by Community Members

Table 3: showing the codes from the question: which percentage can you give about knowledge of VDC objectives by community members of your area? Explain

Response	Codes
Knowledge of community members about VDC objectives is at 70% My explanation is that people interact with VDC members Community members attend VDC elections in large numbers	Above average Accessibility VDC elections
I rate knowledge of community members about VDC objectives at 50% Some community members elect VDC members based on sabotage.	VDC elections

Table 4: showing the codes from the question: which percentage can you give about knowledge of VDC objectives by community members of your area? Explain

Codes derived from the research data on the relevancy of VDC objectives

Table 4: showing codes from the question: are the VDC objectives still relevant?

Response	Codes
VDC objectives are still relevant because they promote participation in development	Participatory Development
VDCs are important because the they help Community Development Department	Community Development issues
Although VDC objectives are important, there is need to increase their term in office from 2 to 5 years	VDC term in Office

Research Question 1 Themes

Table 5: showing the themes developed from research question 1

Theme	Codes
Community Participation	Participatory Development Priority of local needs Represent community in local needs
VDC and Social Inclusion	Basarwa in VDCs
Networking and Collaboration	Collaboration Financial assistance
Issues in Community Development	Community development issues Needs assessment
Tenure of Office	VDC term
Elections	VDC elections
Leadership & Coordination	Accessibility Forum of contact between the community and leadership Coordination

5.2.1 Discussion of findings of research question 1

The themes derived from the codes on the first research question were, participatory development, networking and collaboration, issues in community development, term of office, elections and leadership.

5.2.1.1 Community Participation

The findings of the study showed that participants believed that the core objectives of VDCs are to enhance community participation. They believed that VDCs enhance community participation in development process, and decision making. Further, they said, VDC committee members represent them in issues that affect their livelihoods and help to prioritise local needs. From the above statements, it is clear that Mahalapye Sub-district residents know why VDCs were initially formed. Their views on the objectives of VDCs conform to the available literature. Village Development Committee (VDC) is the main institution or structure charged with responsibility for community development activities within a village section of village through participatory decision making of a community on a self-help basis (Republic of Botswana, 2001).

The literature has also emphasised that rural development process considers community participation and involvement in rural development efforts as pertinent in enhancing the progress of the country side mostly rural areas (Elands & Wiresum, 2001). In Botswana, the issue of community participation has been enshrined in public policies such as Vision 2016. Vision 2016 recognises *"Seabe sa Motswana mongwe le mongwe"* (the role of every Motswana) in the development process (Republic of Botswana, 1997). It argues that the people's participatory contribution to development relies entirely on the commitment, and dedication of the young women and men, the elderly, the children and the disabled. It further

states that, they have to acquire knowledge and expertise that can be utilised to improve the quality of lives and the status of their villages and towns (Republic of Botswana, 1997).

Therefore, the findings suggest that community participation in Mahalapye Sub-district through VDCs could be described as representational participation. This is also enshrined in the VDC policy as well, for example, one of the functions of VDCs is to represent community in development matters and to act as a source of reference point in matters pertaining to community development activities of participating voluntary organisations, and local agencies to enhance smooth planning and participation (Republic of Botswana, 2001). Even though this seems like a good idea, one of its disadvantages is that it might result in instances whereby VDCs (small system) serve their interest thus misrepresenting the community (large system). Therefore, VDCs must ensure that community participation is more direct and there is active involvement from communities. Before reaching conclusion about decisions that affect the community, there must be a continuous process of dialogue between VDCs and the community. In this regard, the community can have the capacity to hold VDCs accountable thus effective participation would be attained.

5.2.1.2 VDC and Social Inclusion

The findings show that in Kodibeleng (a village under the RADP) the VDC prides its self with integration of Basarwa to other Tswana speaking tribes in the village. During focus group discussions, it was mentioned that, initially the village was separated into two parts (The Basarwa were on the other side and Tswana speaking tribes on the other). It was also learnt that there are some Basarwa who are additional members of VDC committee. During individual interviews with one of the village veterans who started with VDCs in 1968, he said:

re ne ra bona gole matshwanedi go gatelela botlhokwa jwa popagano mo motseng wa rona" (We found it fit to emphasise on village unity).

Therefore, the presence of Basarwa in Kodibeleng VDC implies that VDC has been used as a vehicle to integrate Basarwa at Kodibeleng. They also said that today, Basarwa have homesteads among Tswana speaking groups, thus they are no longer separated in terms of ethnic origins. According to Molebatsi (2002), political and administrative institution such as VDCs is an essential component of any meaningful integration effort. The participation of the target population or the 'subjects of integration' will depend on the extent to which existing administrative structures are designed to facilitate such participation (Molebatsi, 2002). Thus, the nature and mode of operation for such institutions can either serve to maintain the status quo or they can be a vehicle for change (Molebatsi, 2002). However, there is need to ensure that Basarwa are empowered by encouraging them to assume position of responsibility such as Chairperson and Secretary of VDCs rather than being additional members. On other issues, the VDC decried lack of consultation when vacant posts such as drivers and cleaners are filled through the affirmative action which is a policy that gives special attention to locals to fill posts that do not require technical skills. Therefore, VDCs should be consulted because they are accountable to their communities. If extension workers who are responsible for filling up such posts are not careful, they might reverse the gains gained by Kodibeleng VDC to ensure unity amongst the villagers.

5.2.1.3 Networking and Collaboration

The findings indicated that one of the objectives of VDCs is to network and collaborate with other stakeholders to solve their developmental needs. This implies that VDCs are responsible for identifying sponsors and donors who can help them to achieve their development aspirations. Where possible they are helped by the Council through CDOs. According to Chambers (1997), development assistance works best when it contributes to

efforts that people are already attempting to carry out. In support of this statement, Dipholo (2007) argued that there is need for better compromise between what people want and what development agencies can offer.

The documents review suggests that there are efforts made by VDCs to network and collaborate with other stakeholders such as donors. There were donation letters that were sent to places such as Gaborone and Mahalapye for the request of computers by one of the sampled VDCs. The chairperson who is a former Head Teacher said "I have been following up the request since I assumed office last year". This suggests that VDCs also want to take the advantage of existing opportunities of giving back to the communities by the local business community. However, it looks like the VDCs have been frustrated by government policy of sharing resources. They said it is not easy for them to use computers of other departments. Therefore, acquisition of computers by VDCs can solve the traditional problem of record keeping. The implication of the above statement is that, VDC secretaries should undergo training on basic computer operations such as Microsoft word and management of files. One of the focus group participants said "the reason why other departments do not want to borrow us their computers is that some of us are slow when typing". When asked about what could be the solution to that, they suggested short course training on basic computer operations.

An important point to mention is that some of VDCs in Mahalapye Sub-district have been able to attract the pensioners who were former government and private sector employees. They are helping to negotiate with stakeholders and they bring along their wealth of experience to the management of VDCs. This is commendable and can help to take VDCs to greater levels. According to Major & Mulivihill (2009), Julius Nyerere (the former Tanzanian President and African Philosopher) believed that the learned should teach the villagers by applying new methods in to practice and by being examples. He

also believed that education should not delineate students from their society. Therefore, education should solve the immediate community problems. In this context, these pensioners are giving back to their communities that raised them up and invested in their education.

5.2.1.4 Leadership & Coordination

The participants indicated that they regard VDC committee members as their immediate leaders before the political leaders. They said VDC members are easily accessible and they rely on them to forward some of their issues to the political leaders. This conforms to the available literature. According to Ngwenya (2008), VDCs have been providing exemplary community leadership. Ngwenya (2008) is of the view that that the ability of VDCs to mobilise internal community resources such as money and voluntary labour and the ability to resolve conflicts demonstrates the exemplary leadership of VDCs.

The findings further showed that one of the roles of VDCs is to coordinate village level development activities. Further, the findings indicated that VDCs coordinate all local institutions such as Parents Teachers Associations (PTAs), Farmers Associations etc. Indications are that there seems to be no complaints between VDCs and such local institutions. For example, in one sampled VDC, records showed that VDC and PTA had a strong relationship. This demonstrates the ability of VDCs to work with other village level institutions. Where conflicts arise between such village level institutions, VDCs can resolve such conflicts thus exhibiting qualities of exemplary leadership as espoused by Ngwenya (2008). Contrary to what Ngwenya (2008) suggested, the topic of group dynamics such as teamwork and conflict resolution did not appear in the agenda for VDC workshops in Mahalapye Sub-district (Appendix 7), sample agenda for VDC workshop in Mahalapye Sub-district. Therefore, training should be concerned with group dynamics,

because at times conflict might erupt among committee members and may lead to failure of certain projects under the supervision of VDCs. What is important to understand is that conflict is not always bad when it is about differences in opinions, thus it ensures that learning takes place and it can be destructive when it is based on personal judgement of the idea of others. Emphasis should be on unity and mutual understanding of each other's differences which will lead to sound ideas on the development of the village.

5.2.1.5 Issues in Community Development

The findings of the current study showed that VDCs play an important role in addressing the needs of the local communities. They said that VDCs help in identifying local needs and prioritising them. They said VDC work collaborately with the Social & Community Development. The research further indicated that Social & Community Development Department relies on the help of VDCs to diffuse information on social welfare programmes as well as in their assessment of the needy, orphans and the destitute. The above statements confirm the arguments of Systems theory. The theory argues that, the parts of the system work together in some way. VDCs are best suited in helping the Social & Community Development to conduct assessments because they know the needs of the people well because they live together with the community members. This is a true reflection of systems working together to achieve a common goal, which is to serve the community diligently.

5.2.1.6 Treatment of VDC members at Workshops

Although VDCs help the Social & Community Development Department, the participants felt that they were not accorded the status that they deserve. They decried lack of recognition during workshops and meetings for the department. They said at times they are told to eat after government officials have eaten. This makes them to feel that they are exploited and unrecognised. This therefore means that VDC members are not motivated in carrying out

their duties. This is in contrast to the available literature. For Chifamaba (2013), some government agencies and donor agencies in Zimbabwe do not pay community members for attending meetings and workshops but rather do provide incentives such as good food for work of community members involved in rural development activities. Therefore, the Social & Community Development Department should budget well for their workshops so that VDC members do not feel being exploited. The workshops should create inclusiveness among all the attendants so that no one feels that she or he is outside the periphery. During focus group interviews, it was said that VDC members do not claim when they go to workshops. They only claim for their scheduled meetings only whereas Dikgosi who attend such workshops with VDCs claim because they are public employees. Therefore, this differences in policies need to be reviewed so that they do not create tension between VDCs and Dikgosi as village level institutions. VDCs could be motivated if they claim for workshops because they are not salaried and at times they can spend the whole day at Mahalapye or Shoshong for the workshop and when they return home, the bring nothing for their children. This will be a way of acknowledging their contribution as far as Botswana's development path is concerned.

5.2.1.7 Tenure of office

The findings showed that the term of office for VDC members is two years. The study revealed that VDC regulations are silent on the number of terms a person can serve in VDCs. The VDC guidelines failed to explain how many terms can a person stay in office as a VDC member. Elected members of the committee shall serve for a term of two (2) years and shall be eligible for re-election at the expiry of their term in office (Republic of Botswana, 2001). Most of the respondents were serving for the first time whereas the longest serving VDC member was serving for the eighth term. Serving for the eighth term could signal different thoughts to many people especially in this era of corruption where Batswana like to say *"ba ja sengwe" (meaning that they are benefiting something as well).* Lack of clarity on the terms

a person can stay in office as a VDC member could be used by corrupt members of the community to serve and promote their interest. This loophole needs to be addressed by relevant authorities. What is being stressed here is that, although serving VDCs for many terms without a limit was a good idea in the past, because veteran VDC members used their experience in office to guide the new members and drive the developments of the village. Today there is need to rethink about it given the prevailing circumstances of corruption that is said to be high in the Ministry of Local Government and Rural Development.

Furthermore, the findings showed that the respondents were not satisfied with the current time of tenure in office. They said two years is not enough for planning and implementing their activities so as to achieve the objectives of the VDCs. They said after two years when they leave office, it looks like they have been doing nothing. This gives an impression that the current generation of VDCs want to leave a legacy behind rather than in the past, where they came and left with very little or nothing done. They suggested that their term of office should be reviewed to be at least 5 years so that the first two years in office are meant for planning and getting used to the culture of VDC. This is in line with literature which contends that officials of VOs in some West African countries can serve up to five year after every election (Inlogos, 2009). However, VDC members should note that it is not the time that they take in office that can make them to deliver but rather their commitment to serving the community and program implementation strategies. For example, Smith (2008) found out that WDCs in South Africa managed to meet regularly, but it is not apparent what the value of these meetings was? Therefore, the South African experience provides a learning curve for the Mahalapye Sub-district VDCs to guard against having long meetings that are not productive.

5.2.1.8 VDC Elections

The findings have shown that VDC members are elected in to office every two years with the   presence of Social & Community Development Department representative. The findings further revealed that, elections are carried on time as per the stipulations of the VDC guidelines. The respondents said that the VDC guidelines have helped a lot because initially VDCs were elected annually but often lasted for years before another election was held. This was a challenge for almost all VDCs in the country.

The findings show that although local community members understand the importance of VDCs and their objectives, their choices during VDC elections can be questioned. Participants explained that at times community members choose people who are their friends to lead the committee or they frustrate those that they do not like by removing them from office besides their hard work and delivery as far as their duty prescriptions is concerned. As a result, there is need for public education about the VDC elections just like the general elections are given attention.

The above findings also corroborates to available evidences in literature. For example, according to Ngwenya (2008), the advantage of electing VDCs at the *Kgotla* is that VDCs gain community legitimacy, as no one cannot claim that the do not know who their VDC members are since there has been a public endorsement. On the disadvantages of electing VDCs at the *Kgotla,* Ngwenya (2008) argues that   when voting at the *Kgotla* there is threat and fear of isolation as people vote for a person at times in order to maintain social relations and at times can be divisive by breeding animosity, jealousy and conflict between friends and family members   thus promoting factionalism in the village.

From the foregoing, it is clear that community members need to guard against jealously and hatred when electing their leaders because this can hamper or delay their progress as far

as development is concerned. Programmes such *Batho Pele* (people first) on Botswana Television which broadcast local government issues should be used to diffuse information on how to elect good representatives. The communities must therefore vote VDC members based on merit.

5.2.1.8.2 Politics in VDC elections

The findings showed that some politicians interfere with VDC elections. The participants said the politicians target those who are vocal. They said, they de-campaign them when VDC elections are near. This conforms to the available empirical evidences. According to Dumedisang (1993), some politicians in Serowe influenced the appointment of VDC members. Therefore, the literature suggests that the problem of politics in VDCs is not a new phenomenon. Politicians should not use VDCs as a platform that they could use to serve their interest of remaining in power. Partisan politics in VDC could promote village factionalism and hurt the development process. In this regard, politicians should be invited in VDC training workshops so that they are reminded about their roles in VDCs. It must not be assumed that they know, they need to continue to learn and re-learn about the importance of VDCs as the development and political landscape changes in Botswana.

Research Question 2: To what extent have the activities of the Village Development Committees conform to these objectives

Codes Derived from Research Question about Activities of VDC Implemented

Table 6: shows the codes from the question: Between 2004 and 2014, what activities of VDC were implemented in your village?

Response	Code
Our VDC has built bus shelters	Bus shelters
We have conducted maintenance of VDC	VDC houses

houses We have a problem of rental collection	Challenge of rental collection
Built conference room Community members already renting the conference room.	Conference room Rent by the community
Village garden	Garden
Our VDC donated to the poor, they connected water to the home of a blind person.	Donation Disability
Built toilets for the needy	Toilets Needy
Last week, we were with our Sub Land Board , advising them where our village should develop to	Village Development Plans

Table 7: showing the codes from the question: Between 2004 and 2014, what activities of VDC were implemented in your village?

Codes Derived from the Research Question on conformity of VDC Activities to its Objectives

Table 7:shows the codes from the question: do you think the above activities conform to VDC objectives?

Response	Code
VDCs activities conform to the VDC objectives because they undergo training	Training
We went to VDC workshop last year at Mahalapye	VDC workshop
We are equipped with which activities we should do	Advice

Table 8: showing the codes from the question: do you think the above activities conform to VDC objectives?

Codes Derived from the research question about the support of Community

Development department to VDCs.

Table 8: shows the codes from the research question: is there enough support from Community Development department to support VDCs to conform to its objectives?

Response	Codes
I am satisfied with the help of Community Development department.	Satisfaction
They guide us on how to carry out our tasks	Guidance
Social workers and Community development play a facilitative role to VDCs	Community Development Agents Facilitative role
They ensure that we understand our mandate by organising workshops which they usually run with other stakeholders	Guidance Workshop Stakeholders
Although I appreciate their support, they should ensure that every village has a Community Development Officer	Shortage of Community Development Officers

Question four was quantitative as it used quantitative data analysis. Mean percentage for the   suitability of VDC workshops to VDC member's training was calculated. Mean was used to get the average percentage of the suitability of the VDC workshops to VDC members. It is calculated below:

Mean= [20(50%) + 10(70%) +3(90%)]/33

   =1970/33

   =59.6%

Codes derived from the question on Reasons for Percent Suitability of VDC Workshop

Table 9: showing reasons for percent suitability of VDC workshop

Response	Codes
VDC workshops usually runs for two days which we feel is not enough	Short period
The workshop runs for two days although it is heavily loaded on issues that needs more time	Short period Many issues to be covered
Few time allowed for practical's and share experiences	Less time on practical's and sharing of experiences
I am impressed with stakeholders that are usually called to address us.	Stakeholders

Research Question 2 Themes

Table 10: showing themes developed for research question 2.

Theme	Codes
Infrastructure development	Bus shelters

	Conference room
	VDC houses
	Village Development Plans
Social Responsibility	Donation of toilets
	Disability or needy
Training	Training
	VDC workshop
	Workshop
	Short period
	Lot of issues
	Stakeholders
	Less time for practical's and sharing of experiences
Role of Community Development Officers in VDCs	Advice
	Guidance
	Facilitative role
	Satisfaction
Shortage of Community Development	Shortage of community Development

Officers	Officers

Table 11: shows the themes developed from the codes for   Research Question 2: These are Infrastructure development, social responsibility, and training, role of community development officers in VDCs and shortage of community development agents.

5.2.2.2. Discussion of findings for Research Question 2

The themes developed from the codes on the second research question were infrastructure development, contribution of VDCs to financial status of VDCs in Mahalapye Sub-district, social responsibility, and training, role of community development officers in VDCs and shortage of Community Development Officers.

5.2.2.2.1 Infrastructure development

The study revealed that most of the VDCs in Mahalapye Sub-district have been carrying out activities that are related to infrastructure development of their locale. Most of the VDCs have built bus shelters, renovation of VDC houses (water connection, electrification, replacement of doors, and locks), gardens and one VDC has built a conference centre which is still incomplete (left with floor tiles and celling). This implies that VDC conceive infrastructure development as important. This result conforms to the available literature about activities of VDCs in Botswana. For example, Dipholo (2007) is of the view that, VDCs in Botswana have always chosen the construction of house as ways of generating income perhaps because such projects are readily visible, appealing and easy to implement , and generally reflects a bias towards infrastructure development. During focus group interviews, it was learned that although the conference centre is not yet complete, the community is already renting it for social purposes. As a result, VDC is able to generate its

income thereby reducing dependency on government funds and it has contributed the facial uplift of their village. They said people from neighbouring villages emulate it. In this regard, those who emulate it must not copy the project to their village, but rather they must discern their context and make something different that would complement the conference centre in the neighbouring village.

In one of the sampled VDCs, the VDC was planning to have a cultural village. During focus group interviews, the participants asserted:

"re agelela noka ya Sefhare ka fa ga lentswe, e tla dirisiwa jaaka tourist adventure, security fence e teng".(meaning that they are using the security fence to fence their river which is near the hill so that it could be used for tourist adventure)

The participants indicated they have engaged Forestry Department at Selibe-Phikwe to help them. This shows the ability of the current generation of VDCs to use their natural resources to benefit their communities. This shows that in some areas of Mahalapye Sub-district, the VDCs projects are shifting focus from infrastructure development towards natural resource conservation strategies such as cultural tourism. Cultural tourism refers to tourism industry that is owned and controlled by local people, meeting their socio-cultural and economic needs (McIntosh, 2004 in Mbaiwa and Sakuze, 2009). In Botswana, tourism industry is more predominant in the Ngamiland District; therefore efforts by Sefhare VDC to have a cultural village will help to diversify the economy of the village which have been heavily relying on agricultural and government social welfare schemes. The benefit of cultural tourism is that tourists visit local people, learn and appreciate their culture (Mbaiwa & Sakuze, 2009)

5.2.2.2.1.2 The contribution of VDC infrastructure to financial status of Mahalapye Sub-district VDCs

The results of this study show that VDCs in Mahalapye Sub-district are trying to depart from depending on government funding by renting VDC houses, conference room, chairs, tents, selling of food. During data collection, Sefhare VDC members mentioned that they had P37 000 and used it to build a conference room and renovate the Member of Parliament's office which was handed over to VDC by the Labour Based Relief Programme. The Sefhare VDC said its main source of income is the money they acquire from renting the Member of Parliament's office. This shows the potential of VDCs to fund their own projects than waiting for government funding, which its bureaucratic nature in terms of processes might results in funds being released late. Therefore, projects might encounter delays due to shortage of funds as a result of inflation rate that might have overtaken what was initially planned for.

Documents review indicated that all the sampled VDCs had banks accounts. For example, after renovating VDC houses (electrification of VDC houses, maintenance of doors and locks) Kodibeleng VDC is now having P4247.27 at the bank whereas Tewane VDC had P7130 at the bank during the time of data collection. Most of the VDCs have opened accounts with First National Bank in Mahalapye. This demonstrates a departure from the past where VDC treasures kept money in their houses and eventually used the money for their own purposes or claim that they have been attacked at times.

However, what contributes to the unsustainability of VDC funds is the traditional problem of rental collection. During Focus group interviews, one participant said:

"badirela puso ga ba re duele, tota re lela ka lephata la sepodisi"(Public servants especially Police officers do not pay us).

For example, one VDC was owed P7115 from VDC house rentals. If paid well, VDCs could be able to generate funds that could enable them to implement big projects that could improve the economic well-being of their communities. For example, in one village VDC could be getting P1490 from rental collection monthly. After some time, the money could enable VDCs to embark on their own projects. When asked about what can be done to solve the problems of VDC rentals, the participants said Social & Community Development Department should help them to consult the concerned departments of such public servants so that they VDC rentals could be taken directly from occupants bank account. This seems to be a good idea.

5.2.2.2.2 Social Responsibility

Although VDCs are known to be biased towards infrastructure development, the study has shown that they also carry out some social responsibility activities. VDCs were found to be donating houses and toilets to the needy and people living with disabilities in their communities. In carrying out social responsibility activities, VDCs are contributing to the achievement of Vision 2016's pillar of "a compassionate, just and caring nation". Vision 2016 is a policy document that have identified the major challenges that must be met, and sometimes painful changes that should be embraced if the goals of 2016 are to be achieved when Botswana will be celebrating 50 years of independence (Republic of Botswana, 1997). In this regard, where funds permit, VDCs should be encouraged to continue to help the less privileged Batswana.

5.2.2.2.3 Training

The findings show that VDC members are trained through workshops especially after each and every election of committee members. They are trained on matters regarding their roles and what is expected about them. They believe that their training helps to shed light on

their roles and how to carry out their tasks because stakeholders that are invited in their workshops are relevant to their needs. This feeling is in line with the view of Mathias& Jackson (2011) who argued that training is a process whereby people acquire capabilities to aid in the achievement of organisational goals.

Additionally, the respondents showed dissatisfaction with the way their training is conducted. The mean percentage suitability for VDC workshops was 50%. They said their workshop usually takes 2 days and is packed with a lot of issues that needs time. They said the facilitators usually rush through the programme than ensuring that indeed learning has taken place. They also decried lack of enough time to share experiences and do practicals. This means that the planners of the workshop should evaluate the workshops and ensure that they are responsive to the needs and demands of the VDC members. This is because VDCs have different needs and aspirations that require different attention. In light of the above statement, DeSimone & Werner (2009) argues that when designing training and development program, there is a sequence of steps to be followed that can be grouped in five phases. These include: needs assessment, instructional objectives, designing, implementation and evaluation. Needs assessment can be conducted at three levels that include: organizational analysis, tasks analysis and individual analysis (DeSimone& Werner, 2009). The belief is that if the Community Development Officers who plan and organise training and development plans of the VDC members could follow this model with possible modifications, the VDC members could be satisfied with their training. It is important to note that more efficient VDC workshops and training courses can contribute to enhancing the strength of VDCs in contributing to rural development.

The above findings suggest that Social & Community Development Department need to review their training program because its period has been criticised. Two days is not enough to grasp all the materials presented since VDCs most of the time attract community

members with basic education. Therefore, there is need for more time to start from simple issues to more complex issues in VDCs as a way of catering for the learning needs of the respective members. More practicals could enhance application of learned skills from the workshop.

5.2.2.2.4 Role of Community Development Officers in VDCs

The study showed that the role of CDOs in VDCs is that of facilitation. They guide VDCs on what activities to implement and link the VDC with the Council. The information obtained from the respondents also indicated that the CDO does not impose his or her ideas but rather help the VDC to be realistic and responsive to the needs of the community when they take decisions. According to Craig, Popple & Shaw (2008) the functions of a community worker are: to ensure that people he or she is working with really are agreed about just what need, or want, or problem they are aiming to discuss, to ensure that people base their thinking on facts rather than assumptions about facts. Further, they are to ensure that they consider both the pros and cons of each and every alternative open to them rather than restricting themselves to considering only one and to help them avoid getting involved in unproductive argument (Craig et al, 2008).

It is clear that VDC members appreciate the contribution of CDOs to their work. In order for VDCs to play their functions effectively, it is necessary that CDOs carry out their functions diligently. It has been observed in the demographic findings of the study that, VDCs attract semi-literate to illiterate community members. As a result, the guidance of CDO is much appreciated in this regard and must be continued if VDCs are to prosper because some of the CDOs are trained adult educators who have project implementation and facilitation skills.

5.2.2.2.5 Shortage of Community Development Officers

The research has shown that there is shortage of CDOs in the Mahalapye Sub-district. The respondents said that they share CDO with the neighbouring villages as a result this hampers the facilitation that the CDO has to provide to the VDC. They said most of the time, the CDO comes to their village to conduct assessment and not present in their meetings most of the time. Although there is shortage of CDOs, the available CDOs have created a system of how to respond to the needs of each village besides the vast area that they have to cover. However, they are frustrated by shortage of transport. According to System theory, systems work in a certain way. This implies that CDOs should create a way in which they serve all their clients without bias.

5.2.2   **Research question 3: which quantitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye sub district.**

Mean percentage (%) for the level of satisfaction of VDC performance in relation to its objectives

Mean percentage for the level of satisfaction of VDC performance in relation to its objectives was calculated. Mean was used to get the average level of satisfaction of VDC performance in relation to its objectives. It is calculated below

Mean=[1(10%)+ 1(30%)+3(50%)+11(70%)+1(90%)**]**/17

=1050/17

=61.7%

This implies that the performance of VDCs in relation to its activities was just above average. Therefore, the findings suggest there is need for public education about VDC activities and that there is need to deepen community involvement in planning and implementing VDC activities.

Mean percentage (%) for the level of satisfaction   of community participation   in VDC activities

Mean percentage was calculated to get the average percent for the level of satisfaction towards community participation in VDC activities. It is calculated below.

Mean=[10(50%)+30(70%)+12(90%)**]/52**

  =3680/52

  =70.7%

The VDCs in Mahalapye Sub-district are satisfied about the community involvement in the VDC activities. However, the challenge is to maintain the community participation and ensure that all stakeholders play their roles as expected.

 5.2.4 Research question four(4): Which qualitative levels of performance were recorded at the level of each objective between   2004 and 2014 within Mahalapye Sub district

   Codes Derived from Responses of Research Question 4:

Views on level of Community participation in VDC activities

Table 11: shows the codes for research question which investigated views on level of community participation in VDC activities

Response	Codes
We support VDC when it has fundraising activities like when they sell tea	Financial Support
They donate cattle , food such as sorghum for celebration of National activities	Donations
They come in large numbers for VDC activities like VDC elections	Good attendance
I am concerned about low participation of youth in VDC activities	Low participation of youth

Table 12 showing the codes for research question which investigated views on level of

community participation in VDC activities

Codes Derived from activities that contribute to the quality of life of Mahalapye

sub district residents

Table 12: shows the codes for research question which investigated the extent to which VDC activities contribute to the quality of life of Mahalapye residents.

Response	Code
They help us on how to benefit from government programmes like the poverty eradication programme.	Poverty eradication programme
They have negotiated for an increment of	Ipelegeng

numbers of people to be hired under the Ipelegeng programme	
They have contributed to the development of our villages e.g building of bus shelters, village gardens	Infrastructure development

Table 13: showing the codes for research question which investigated the extent to which VDC activities contribute to the quality of life of Mahalapye residents

Research Question 4 Themes

Table 13: showing the themes for research question 4.

Theme	Codes
Community Support	Financial assistance Good attendance Donations
Youth Participation	Low youth participation
Social Service	Poverty Eradication Programme Ipelegeng

5.2.4.2Discussion of the findings of research question 4

The themes derived from the codes on the last research question were: community participation, youth participation and social services.

5.2.4.2.1 Community Support

The findings of the study showed that VDC members were satisfied with the participation of the community in their activities. The findings further indicated that community support VDCs in a number of ways. The community is said to be supporting

VDC activities by donating material resources where possible. The donations most of the time are geared towards accomplishing a goal that is set by the community and the VDC.

Similarly, the results demonstrated that the community support VDCs by renting VDC chairs and tents for weddings and funerals, buying tea as part of fundraising activity, and contributing cash for any VDC activity that might require additional cash. This means that the VDCs also get financial assistance from the support of the community. These findings conform to the system theory. According to the systems theory, the parts of the system work together in some way; all systems have goals or purposes. Therefore, VDCs cannot achieve their mandate if the community does not support their activities. Therefore, the relationship between the community and the VDCs is commendable. If the community does not participate in VDC activities, the activities of VDC will become a failure.

Although the VDCs are satisfied about community participation, they decried lack of payments from their tenants. This means that despite many years of concerns   from VDCs about public servants who do not pay rents for VDC house, some public servants continue to owe VDCs and vanish in to thin air without paying them. According to systems theory, the systems need to be controlled. This implies that strict measures need to be put in place to ensure that VDCs are not cheated by some public servants who want to enjoy cheap accommodation without paying for it.

5.2.4.2.2 Youth Participation

The findings showed that the VDCs were not impressed about youth participation in their activities. They said the participation of the youth in rural areas is low. This means that the youth do not want to be members of the VDCs and support VDCs in carrying out their activities. According to Mokwena & Fakir (2009), the VDCs represent a chief mechanism through which citizen engagement and participation in village development planning is

institutionalised. If future Botswana is to continue to prosper, the youth should use such mechanisms such as VDCs to learn on how to be active citizens of their country and to respond to the need to serve their communities as part of African values.

The above finding conforms to the available literature. For example, Kgosi Matenge of Matenge village in the North East, during his interview with the Daily Newspaper said,

I am unhappy with the youth reluctance to participate in village activities. Youth participation in community matters is below par. Though many of them are away because of working in other places, the few that are here are not doing enough.

Although Dikgosi and VDCs are worried about lack of youth participation in VDCs, the possible reason could be that VDC members are not salaried. Therefore, strategies are needed to be put in place to attract youth to VDCs. For example, most of the youth are unemployed, therefore the youth who are in *Tirelo sechaba* (community service program designed for youth with a monthly allowance of P600) could be encouraged to stand for VDC elections if they have interest and continue to get allowance from *Tirelo sechaba*. This calls for negotiations between Ministry of Youth, Sports and Culture and the Ministry of Local government and rural development about the above proposal.

5.2.4.2.3 Social Services

The findings indicated that the VDCs have contributed to the quality of life of Mahalapye Sub-district communities through provision of social services. VDCs were said to be diffusing information about government social welfare schemes such as poverty eradication programme. It can be argued that VDCs are a marketing strategy that government has used to diffuse new information to the people. For example, VDC prepares for and inform the public about *Kgotla* meetings and meetings of other service providers.

Therefore, department such as Social & Community Development depends on VDCs to help them to assess the needy, orphans and the destitute. Further, the District Commissioner's office rely on VDCs during outbreak of disasters such as floods to know who is affected and what kind of help does she or he needs.

On the other hand, VDCs are helping those who are unemployed to benefit from Ipelegeng. They said most of the time VDCs request government to increase the number of employees to *Ipelegeng programme.* Therefore, they are playing an advocacy role on behalf of the communities about services. This is in consistent with Ngwenya (2008) who argue that VDCs have a long history of identifying and facilitating the assessment and registration of indigent persons by CDOs. Ngwenya (2008) stressed that VDCs use their knowledge to identify and refer to CDOs, households that have unregistered orphans, or whose care givers are reluctant to have them registered. Ngwenya (2008) said they do that out of fear and stigmatization.

5.3 Implications for Adult Education

The following themes or issues have implications for Adult Education practice:

1.   **Research:** The research has shown that politicians interfere with VDC elections. Therefore, professionals have to engage in research to find out the relationship between VDCs and the Botswana's multiparty politics with an eye of creating cordial relationship between the two.

2.   **Adult Education Training:** The research indicated that training programmes offered to VDCs should be much more needs oriented. For instance, by offering a few weeks training with relevant stakeholders on the needs of specific VDCs. Creative combinations of the formal, Non formal and Informal learning should be enhanced to ensure acquisition of necessary skills for the development of villages. Such skills include basic Microsoft word, proposal writing, and lifelong learning skills such as teamwork.

3.   **Evaluation:** There is need for evaluation of VDC training programmes in Mahalapye Sub-district. The training period has been heavily criticised by the respondents and VDC members decried poor treatment during some workshops that they attended. Relevant authorities need to correct these problems.

4.   **Guidance and Counselling:** CDOs as changes agents have to provide guidance and counselling to VDC members especially when they get frustrated with their initiatives. For example, if donors do not respond positively to their requests VDC members get frustrated. Guidance and Counselling might help VDC members to cope with their failures and learn from their experiences for future planned activities.

5.4 Summary

This is the summary of the research. The purpose of the study was to assess the contribution of VDCs to rural development in Mahalapye Sub-district between 2004 and 2014. The research questions were:

1. What are the objectives of Village Development Committees within the Mahalapye Sub district?

2.   To what extent have the activities of the Village Development Committees conformed to these objectives?

3.   Which qualitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye Sub-district?

4.   Which quantitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye Sub-district?

The literature review focused on explaining rural development and evaluation concepts. Development planning model in Botswana as well as information about the history and functions of VDCs was explained in details. The study was informed by Systems Theory. Previous research studies in the area of Village Organisations were also consulted. The major gap identified was that there was no formal study conducted on the contribution of VDCs to rural development in Mahalapye. Therefore, the study was filling the identified gap. The profile of Mahalapye Sub-district was also given and contextualised to the VDCs.

The methodology used was a mix method research type. It was an embedded case study in which the research design was predominately qualitative design whereas quantitative data provided a supportive role. This was because with mix method research provides the strengths that offset the weakness of both qualitative and quantitative research. The sampled

VDCs were Sefhare, Kodibeleng, Tewane and Pallaroad. Like stated in the methodology chapter, the study used various data collection techniques such as focus group interviews with VDC members, Individual Interviews with community members and CDOs, documents review such as development policies and VDC minutes, and reflective journals. Research ethics such as Informed Consent & Autonomy, Confidentiality & Anonymity, Justice and Honesty and Integrity were observed.

The findings show that participants were knowledgeable about the objectives of VDCs in Mahalapye Sub district. The four main objectives of VDCs in Mahalapye Sub-district were said to be:

- Identifying and discussing local needs, responsible for community development in their area.

- Assisting Social & Community Development Department in their assessment.

- Soliciting help form development donors and funders.

- Providing a forum of contact between community members and their traditional, political and district leadership.

Participants thought that the knowledge of community members about VDC objectives is above average as most of them rated it at 70%. The reason advanced was that community members report issues that are relevant to the duties of VDC members. Almost all the participant felt that VDC objectives are still relevant and needed some modifications to suit the needs of 21st century.

The findings revealed that between 2004 and 2014, there were a lot of infrastructure developments carried by VDCs such as

- Maintenance of VDC house (repair of doors and locks, electrification and painting)

- Building of bus shelters

- Donating houses and toilets to the need.

- Construction of a village garden

- Construction of conference room

The participants felt that such activities were conforming to the objectives of VDCs in Mahalapye. Despite shortage of Community Development Officers, the findings revealed that the participants were satisfied with the help they get from Community Development department. The findings further revealed that the participants were averagely satisfied with VDC workshops conducted by Community Development Department as they gave it 50% suitability. They said two days are not enough for the workshop programme as they do not even enough time to do practical's and share experiences.

The findings reveal that level of satisfaction of community participation in VDC activities and level of satisfaction of VDC activities in relation to VDC objectives both recorded a percentage above average (70%). The findings also reveal that the participants were very impressed with community participation in VDC activities. They said community members give out their resources to ensure that VDC activities become a success.

Lastly, the findings indicated that the participants felt that VDCs has contributed to the quality of life of Mahalapye Sub-district communities. They said that VDC is very helpful in diffusing information on social service programmes such as poverty eradication programme and in ensuring that their development needs are fulfilled.

During the discussion of the findings, major points were articulated. The discussion found out one of the objectives of VDCs is to enhance community participation, networking and collaborating for development process, and providing exemplary community leadership. The discussion also raised important issues in community development such as the role played by VDCs in identifying local needs, and prioritising them. The discussion found out that the tenure for VDC office term was two years which contradicted the normal term of five years of village level institutions in some African countries such as Senegal and Burkina Faso. It was pointed out that the VDC guidelines have helped to ensure that every two years VDC elections are held. This has helped to reduce corrupt practices from some of long serving members. The VDC policy did not limit a number of times a person can be elected as VDC member. Therefore, it was argued that this needs to be re-looked.

The discussions showed that, the activities that were carried out by VDCs in Mahalapye Sub-district were biased towards infrastructure development such as building of bus shelters and VDC houses, social service provision, and social responsibility. The discussion found out that VDCs were trained through workshops but VDC members showed dissatisfaction on the way they are carried out. They criticised length of time of their training which is two days and how they are treated at times in some workshops.

The discussions further indicated that Community Development Officers play a significant role in VDCs. However, shortage of CDOs to some extent limits the contribution of VDCs to the development of their communities as most of the time they depend on the advice and guidance from the CDO. Although the VDCs were satisfied with the level of community participation, they registered a concern about poor youth participation in VDC activities. The discussions indicated that VDC have contributed to the rural development of Mahalapye Sub district through implementation of infrastructure development and bringing social services closer to the communities.

5.5 Conclusion

In conclusion, the participants were knowledgeable about the objectives of VDCs in Mahalapye Sub-district. They perceived VDCs as a chief mechanism for the community to play a significant role in the development process and contribute to their quality of life. This research concludes that VDCs are still effective in spearheading development of villages thus ultimately contributing to the development of rural areas. The activities of VDCs conform to the objectives of VDCs but with biasness towards infrastructure development. They also carry out social responsibility activities such as donating to the less privileged members of the community. Therefore, VDCs have contributed to rural development of Mahalapye Sub-district between 2004 and 2014. This is supported high levels of community participation in VDC activities and level of satisfaction of VDC activities in relation to VDC objectives.

However, shortage of Community Development Officers in the Mahalapye Sub-district might have compromised the contribution of VDCs to rural development. The study has revealed that most of the times VDC members are semi-literate and rely much on the guidance of the Community Development Officer. The current study concludes that there is compromise when planning meetings are held without the presence of the CDO as most of the time such meetings are characterised by conflicts and arguments about prioritization amongst VDC members. Therefore, training of VDCs has to cover topics such as group dynamics and team building.

The content of training of VDC members is relevant and appropriate but the main problem is that the time framework for the VDC workshops limits sharing of experiences and implementation of practical's. On this basis VDC members are not satisfied with it. This however, breaks the rules on principles of training adults such as value to the experience of adults in the learning context. Therefore, there is a need for evaluation of VDC training

programmes to ensure that principles of adult learning are observed and that training is responsive to the needs to individual VDCs.

5.6 Recommendations

1.   Botswana government should consider revising the tenure of VDCs members in office to allow for more time for planning, implementation and evaluation of activities.

2.   Based on the findings of the study, the study recommends that Community Development Department should organise a forum such as VDCs Association where all VDCs can meet at Sub-district level to share experiences or have field trips to observe well performing, and active VDCs on the other parts of the country.

3.   The study further recommends that Community Development Department should take VDCs to the people by having open days for VDCs and working collaborately with the media to diffuse information on VDC objectives, their activities and their role on various developmental issues.

4.   The Botswana government should include the topic on Village Organisations such as Village Development Committees in Junior Certificate curriculum to ensure that youth can appreciate the importance of VDCs.

5.   Botswana government should devise a mechanism of recognising long serving VDC members.

6. This study further recommends that rentals for VDC facilities such as VDC houses should be collected directly from the bank accounts of the occupants.

Therefore, Social & Community Development Department should help VDCs with the process of involved in implementing this recommendation.

7. Based on the findings of this study, the study recommends that there should be negotiations between Ministry of Youth, Sports and Culture and the Ministry of Local Government and Rural Development to attract youth in Tirelo Sechaba programme (Community Service program designed for youth with a monthly allowance of P600) to stand for VDC elections if they are interested whilst they still get their Tirelo Sechaba allowance. This will help to improve their participation in VDCs as VDCs are not salaried and most of the youth are unemployed.

8. Additionally, the study recommends that VDC members should be paid when they attend workshops just like Dikgosi. Therefore, differences in policies regarding who should be paid for attending workshops need to be reviewed so that they do not create tension between VDCs and Dikgosi as village level institutions. VDCs could be motivated if they claim for workshops because they are not salaried and at times they can spend the whole day in another village for the workshop and when they return home, they bring nothing for their children. This will be a way of acknowledging their contribution as far as Botswana's development path is concerned.

9. There is need for public education about the VDC elections just like the general elections are given attention.

10. Finally, the study recommends that there is need for more time in VDC workshops to allow facilitators to start from simple issues to more complex issues in VDCs as a way of catering for the learning needs of the respective

members. More practicals could enhance application of learned skills from the workshop.

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APPENDIX 1A (RESEARCH PERMIT REQUEST LETTER)

Faculty of Education
DEPARTMENT OF ADULT EDUCATION

Corner of Notwane & Mobuto Road	Telephone:	[267] 35552266/4828
Private Bag 00702	Fax	[267]3185096
Gaborone	Website:	www.ub.bw
BOTSWANA		

The Senior Assistant Council Secretary

Mahalapye Sub district Council

Private Bag 002

Mahalapye

December 09 2014

PERMISSION TO CONDUCT A STUDY

The bearer, Kheru Obakeng, is a Masters Research student of the Department of Adult Education, University of Botswana. He is currently undertaking a study in the area of Village Development Committees' contributions to rural development in Botswana. His study requires him to interview local community members and to hold Focus Group Discussions with some of the Village Development Committee members. He is expected to begin work in Villages by February 2015

We shall be grateful if you will accord him all the assistance he needs since a study as such as his will enhance both the work Village Development Committees do and the development of communities in Botswana.

Yours sincerely

Idowu Biao

Professor of Lifelong Learning

Supervisor

Appendix 1B (Research permit)

MAHALAPYE SUB DISTRICT
Telegrams: "CENDICO"
P/Bag 002, Mahalapye   BOTSWANA

Telephones:

Mahalapye Sub District.........4718600

Fax Line 4713205

Senior Ass Council Sec 4710476

05/01/2015

To: Mr Obakeng Kheru

University of Botswana

Dear Sir

RE: APPLICATION FOR A RESEARCH PERMIT

1. Your application for a research permit refers.
2. You are granted a research permit to conduct a study titled "*Evaluation of the contribution of VDCs to rural development in Mahalapye Sub-district*". The is granted subject to the following conditions:

- Copies of the final report of the research are to be directly deposited with Community Development Department in Mahalapye sub district, and University of Botswana Library.

- The permit does not give you authority to enter any premises, private establishment or protected areas. Permission for entry of such premises should be negotiated with those who are concerned.

- You should conduct your study according to particulars furnished in your application taking into account the above conditions.

- The study is to be conducted from February 2015 in Sefhare , Kodibeleng, Tewane and Pallaroad. Our Staff will help you where you need help.

3. Failure to comply with any of the above stipulated conditions and those furnished in the application will result in the immediate cancellation of this permit.

4. Thank you.

Yours faithfully,

....
T. Maroba
For/Senior Assistant Council Secretary

APPENDIX 2A (INTERVIEW GUIDE FOR   VDC MEMBERS & COMMUNITY MEMBERS)

1.0   Objectives of VDCs

1.1   What are the objectives of VDC in Mahalapye?

1.2   Amongst the aforementioned listed objectives, which are the most important four objectives to Mahalapye VDC?

1.3   Why are the four listed objectives important to your VDC?

1.4   Are these objectives still relevant?

2.0   Activities of VDCs

2.1   Between 2004 and 2014, what activities of VDC were implemented in your Village?

2.2   Do you think the above activities conform to VDC objectives?

2.3   Is there enough support from Social & Community Development department to support VDC to conform to its objectives? **(VDC members only)**

2.4   How much would you say the VDC workshops are suitable for VDC members' training?**(VDC members only) (10, 30, 50, 70, 90)**

2.5   What reasons can you give for your percentage suitability?

3.0 Which quantitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye sub district?

3.1   How much are you satisfied with the performance of VDC in relation to its objectives? (**Community members only**)

3.2 II. How much would you say you are satisfied with community participation in VDC activities?

4.0 **Which qualitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye sub district?**

4.1 . What are your views with the level of community participation in VDC activities?

4.2.   To what extent has these activities contributed to the quality of life of Mahalapye sub district residents?

APPENDIX 2B- POTSOLOTSO YA BANNI BA METSE LE DI VDC (TRANSLATED VERSION IN TO SETSWANA)

1.Maikaelelo a ditiro tsa VDC

1.1Tiro ya VDC ke eng mo motseng?

1.2 Ke dife ditiro tse nne(4) tse lo kareng VDC ya lona e remeletse mo go tsone?

1.3 ke eng fa lo ithophetse go remelela mo go tsone?

1.4 A maikaelelo a ditiro tsa VDC santse a le maleba?

2. Ditiro tsa VDC

2.1 VDC ya lona e dirile ditiro difeng magareng ga 2004 le 2014?

2.2 Go ya ka wena/lona, a ditiro tse di tsamaelana le maikaelelo a di VDC?

2.3 Ba lephata la Boipelego ba le thusa go le kae mo tirong ya lona gore lo tsepame mo maikaelelong a di VDC? (**Komiti ya VDC**)

2.4Ke seelo sa bokafe se o ka se fang bomosola jwa dithuto tsa VDC tse di rulaganngwang ke ba lephata la Boipelego? (10, 30, 50, 70, 90). Tlhalosa **(Komiti ya VDC)**

3.1 O kgotsofalela tiro ya VDC go le kafe fa go tshwantshwang le maikaelelo a tsone?(10, 30, 50, 70, 90) Tlhalosa **(Potso ya Banni ba motse)**

3.2 O kgotsofalela seabe sa sechaba go le kae mo ditirong tsa VDC? ? (10, 30, 50, 70, 90) Tlhalosa

4.1   o kareng ka seabe sa sechaba mo ditirong tsa VDC?

4.2 Diriro tsa VDC di tlhabolotse matshelo a batho ba kgaolo ya Mahalapye jaang?

APPENDIX 3A (INTERVIEW GUIDE FOR COMMUNITY DEVELOPMENT OFFICERS)

1.0   Objectives of VDCs

1.1   What are the objectives of VDC in Mahalapye?

1.2   Amongst the aforementioned listed objectives, which are the most important four objectives to Mahalapye VDC?

1.3   Why are the four listed objectives important to your VDC?

1.4   Are these objectives still relevant?

2.0   Activities of VDCs

2.1   Between 2004 and 2014, what activities of VDC were implemented in your Village?

2.2   Do you think the above activities conform to VDC objectives?

2.3   How do you support VDCs?

 2.4   How much would you say the VDC workshops are suitable for VDC members' training?

2.5   What reasons can you give for your percentage suitability?

3.0 Which quantitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye sub district?

3.1   How much are you satisfied with the performance of VDC in relation to its objectives?

3.2 II. How much would you say you are satisfied with community participation in VDC activities?

4.0 Which qualitative levels of performance were recorded at the level of each objective between 2004 and 2014 within Mahalapye sub district?

4.1 .What are your views with the level of community participation in VDC activities?

4.2.   To what extent has these activities contributed to the quality of life of Mahalapye sub district residents?

APPENDIX-3B POTSOLOSO YABA BOIPELEGO (TRANSLATED VERSION IN TO SETSWANA)

1.Maikaelelo a ditiro tsa VDC

1.1Tiro ya VDC ke eng mo motseng?

1.2 Ke dife ditiro tse nne(4) tse lo kareng VDC ya lona e remeletse mo go tsone?

1.3 ke eng fa lo ithophetse go remelela mo go tsone?

1.4 A maikaelelo a ditiro tsa VDC santse a le maleba?

2. Ditiro tsa VDC

2.1 VDC ya lona e dirile ditiro difeng magareng ga 2004 le 2014?

2.2 Go ya ka wena/lona, a ditiro tse di tsamaelana le maikaelelo a di VDC?

2.3 Le thusa di VDC jang?

2.4Ke seelo sa bokafe se o ka se fang bomosola jwa dithuto tsa VDC tse di rulaganngwang ke ba lephata la Boipelego?(10, 30, 50, 70, 90). Tlhalosa(Komiti ya VDC)

3.1 O kgotsofalela tiro ya VDC go le kafe fa go tshwantshwang le maikaelelo a tsone?(10, 30, 50, 70, 90) Tlhalosa

3.2 O kgotsofalela seabe sa sechaba go le kae mo ditirong tsa VDC? ?(10, 30, 50, 70, 90) Tlhalosa

4.1   o kareng ka seabe sa sechaba mo ditirong tsa VDC?

4.2 Diriro tsa VDC di tlhabolotse matshelo a batho ba Kgaolo ya Mahalapye jaang?

APPENDIX 4 -BIOGRAPHY DATA FORM

1) In which age bracket do you fall in to?

    A) 20-30………………..

    B) 31-40………………..

    C) 41-50…………………

    D) 50 and above………….

2) How long have you been serving VDC...?

3) What is your educational level...?

Check list for Interviews?

A pen, book, diary

Lap top, Voice recorder/ smart cell phone

Biography data form translated

1)Tlhopaha setlhopha sa dingwaga tsa ga.

    a) 20-30

    b) 31-40

    c) 41-50

    d) 51 and go ya godimo

    2) O ntse mo komiting ya VDC dingwaga tse ka fe?

    3) o eme fa kae ka di thutego?

APPENDIX 5A - CONSENT LETTER

Obakeng Kheru

Department of Adult Education

University of Botswana

Email: okheru@yahoo.com

Cell: 74619988(Mascom)/74806684(Orange)

Consent Letter for the research project

'Topic: Evaluation of the contribution of VDCs to rural development in Mahalapye sub district of Botswana between 2004 and 2014.'

Dear Participant

My name is Obakeng Kheru and I am the researcher. I am collecting data on evaluation of the contribution of VDCs to rural development in Mahalapye Sub-district of Botswana between 2004 and 2014.

This research involves one on one interview and focus group interviews about the above mentioned topic. All interviews will be conducted during the pre-scheduled appointments agreed upon by both the researcher and the participant.

You may agree to participate and change your mind later. You may even begin the interviews and withdraw while the session is on-going.

By participating in this study, you will be helping Department of Community Development, VDCs and other development agencies to ensure that their development initiatives are a response to local felt needs.

The final report will not include names or photographs. In the written report, you will be referred to by a participant code (e.g VDC001)

I look forward to working with you in this research.

Yours sincerely

Obakeng Kheru

Please return this form to Obakeng Kheru on completion. You are allowed to keep a copy of the same form.

I want to participate in the research.

Yes

No

APPENDIX 5B- CONSENT LETTER- SETSWANA VERSION

Obakeng Kheru

Department of Adult Education

University of Botswana

Email: okheru@yahoo.com

Mogala: 74619988(Mascom)/74806684(Orange)

<div align="center">

Lekwalo la tumelano ya patisiso

</div>

Setlhogo: tshekatsheko ya seabe sa di VDC mo tlhabololong ya mage mo kgaolong ya Mahalapye.

Go motsaakarolo

Leina lame ke Obakeng Kheru, ke batisisa ka : tshekatsheko ya seabe sa di VDC mo tlhabololong ya magae mo kgaolong ya Mahalapye.

Patisiso e tlhokana le puisano ka bongwe/ka ditlhophana ka setlhogo se se fa godimo. Dipuisano tse, di tla a dirwa morago ga tumalano ya nako magare ga mmotsolosi le motsaakarolo.

O ka tlhopha go dumelana kgotsa go fetola mogopolo. O letelesega go tlogela le fa patisiso e tsweletse.

Go tsaa karolo mo patisisong e, o tla a bo o thus aba lephata la Boipelego le bana le seabe ba bangwe mo ditlhabololong tsa magae go tokafatsa ditirelo mo Batswaneng.

 Go tla abo go sa kwalwe maina kgotsa go tsaya dinepe. Go tla kapiwa mantswe ka tumalano ya gago. O tla a bo o bidiwa ka tsela nngwe, sekai VDC001

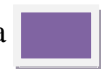Ke solofela go bereka le wena mo patisisong e.

Ka Boikokobetso

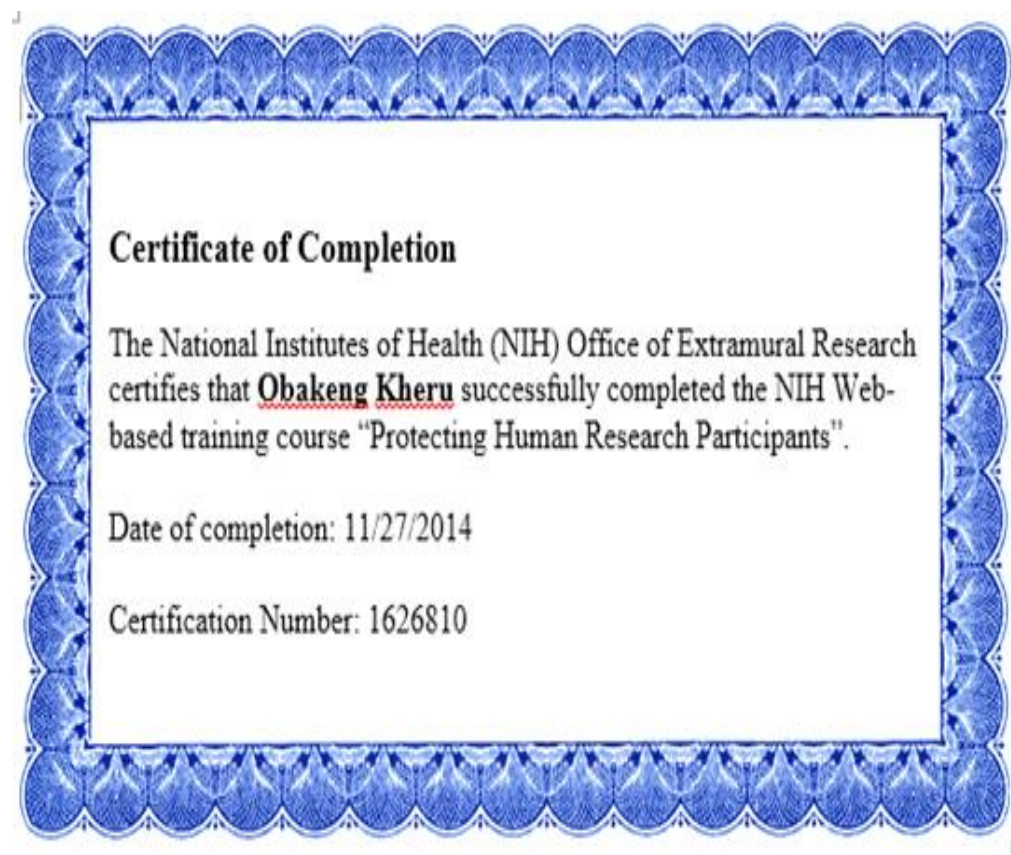Obakeng Kheru

Ke batla go tsaya karolo mo patisiong e.

EE ▮

Nyaa ▮

APPENDIX 6- CERTIFICATE OF ETHICS IN RESEARCH

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Obakeng Kheru** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 11/27/2014

Certification Number: 1626810

APPENDIX 7(SAMPLE OF AGENDA FOR VDC WORKSHOP)

MAHALAPYE SUB DISTRICT
SOCIAL & COMMUNITY DEVELOPMENT
VDC WORKSHOP PROGRAMME   **VENUE: Mookane Spritual Church**
DATE: 17 FEBRUARY 2015   0830HRS

TIME	ACTIVITY
0800-0830	Registration
0830-0835	Opening prayer
0835-0840	Introduction of distinguished community members
0840-0845	Introduction of guests
0845-0855	Welcome remarks
0855-0910	Official opening
0910-0920	Workshop objectives
0920-0940	VDC Act/VDC guidelines
0940-1000	Questions and comments
1000-1030	**Tea break**
1030-1100	Record keeping & VDC books
1100-1120	Questions & comments
1120-1140	Practical's on recording
1140-1200	Minutes writing
1200-1230	Auditing of VDC books
1230-1245	Questions & comments
1245-1345	**Lunch**
1345-1430	Project Management
1430-1445	Questions& comments
1445-1530	Ipelegeng guidelines
1530-1600	Questions & comments
1600-1630	Poverty Eradication

	Programme
1620-1630	closing prayer

Day 2

Time	Activity
O800-0830	Registration
0830-0835	Opening prayer
0900-0930	Lease agreement
0930-0950	Questions & comments
0950-1020	Tea break
1020-1050	Crime awareness
1050-1100	Questions and comments
1100-1130	VDC plots
1130-1150	Questions & comments
1150-1230	Accounts opening
1230-1245	Question & comments
1245-1345	**Lunch**
1345-1445	Sharing experiences
1445-1510	Resolutions
1510-1520	Official closing
1520-1530	Closing prayer
Depature!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	*Depature!!!!!!!!!!!!!!!!!!!!!*

APPENDICES –8 BUDGET FOR THE STUDY

Activity	Budget
Transport for pre- testing	P250
Transport for study area (cover all 4 different VDCs)	P1000
Incentives for Participants (in all four VDCs)	P1000 (P250 each VDC)
Tape recorders(2) at P695 each	P1390
Total	P3640