

**THE ROLE OF PEACE CORPS VOLUNTEERS IN THE
DEVELOPMENT OF THE COMMUNITY AT
PHOKWANE**

by

MANKUTU FRANCINAH MAGORO

RESEARCH ESSAY

Submitted in partial fulfillment
of the requirements for the degree

MAGISTER EDUCATIONIS



UNIVERSITY
in — OF —
JOHANNESBURG

COMMUNITY EDUCATION

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

SUPERVISOR: DR D DANIELS

November 2000

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DEDICATION

This essay is dedicated to my son, Matome, who passed away in a car accident on September 23, 2000. God's ways are never our ways. May his soul rest in peace.



ACKNOWLEDGEMENTS

I would like to thank God Almighty for giving me the strength and the wisdom during difficult times in writing this essay. This research essay is the byproduct of many significant contributions. First, I thank my daughter, Mokgadi, for her invaluable support, encouragement and assistance. She was enormously helpful in various ways.

Two individuals deserve special praise and gratitude for their academic assistance. Firstly, my supervisor, Dr. Doria Daniels, for her unmeasurable guidance and advice in this study. Her enormous academic expertise made this research essay what it is. Secondly, Prof. Elizabeth Henning for her enthusiasm and inspiration during the course of the study in Community Education.

I wish to express a word of thanks to Maria Kgabo, Winnie Makuba, Jackie Matlala, Frans Kubjane, Kim Perez and Bob Deforge for their valuable contributions in helping me to gather the data required for this research essay. Special thanks also goes to the Peace Corps office, for providing me with relevant books and materials needed for the literature review.

Finally, I appreciate the support and wish to thank a special friend who gave me tremendous support during my hectic studies. To my study group, I thank you for believing in me.

ABSTRACT

The purpose of this research is to investigate the role of Peace Corps volunteers (PCVs) in the development of the community at Phokwane in the Northern Province. In this qualitative study, the contributions of two PCVs were recorded. They were interviewed and observed in their work settings in Phokwane. In addition, four key informants who are people from the community, were also interviewed.

The recommendations made are that PCVs need to be provided with a thorough training in how to conduct needs assessment during their pre service training. This could be beneficial in training community members about its value prior to project initiation. It has also been recommended that there is a need to involve all stakeholders from the community in the planning and management of community projects.

Based on the findings, the study showed that PCVs interaction with the community is invaluable. Their dedication and commitment to adapt to the culture and the community at Phokwane has made a positive impact on the lives of the people of Phokwane.

SECTION ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This study focuses on the role of Peace Corps volunteers (PCVs) in the development of the community at Phokwane. In this section, the researcher will explain why Peace Corps programme is implemented in South Africa, and why specifically in the Northern Province. Furthermore elaborate on the rationale for this study, what the researcher is aiming to accomplish, and research questions that will guide the study. Finally, outline the research methods that will be used.

1.2 BACKGROUND TO THE PROBLEM

The Northern Province is the province that contains large, historically underserved communities. It is a poverty-stricken province that lacks resources, and has been earmarked by the government as a needy province in terms of human development. Lack of human resource development is the main element hindering marginalized South Africans from participating in the socio-economic growth of the country. The government, due to a shortage of resources, invited other governments to assist with the resourcing of South Africa. Several responded to the invitation. One of them is the United States of America through its Peace Corps programme.

The Peace Corps which was established in 1961, is a unique organization with a long history of working with governments and communities throughout the world to address critical developmental needs. Some of its policies and procedures have been developed as a result of experience and knowledge gained from successful collaboration with other countries. The Peace Corps programme was implemented in South Africa in 1995 when the then South African Deputy President, Thabo Mbeki and the American Vice President, Al Gore, signed an agreement between the two governments. This agreement spelled out the conditions under which Peace Corps volunteers could work in South Africa.

Subsequent to the agreement, a team of Peace Corps staff members conducted an assessment of the Republic of South Africa. Working in collaboration with Reconstruction and Development Program members, it was recommended that Peace Corps South Africa start operations by placing volunteers in the Northern Province. The reason for this recommendation was multifold. The Northern Province is a former homeland. It is rural, underdeveloped and has 77% of the population living in poverty.

1.3 MOTIVATION FOR THE STUDY

The Peace Corps is aiming for the greatest possible impact. Their work is guided by measurable capacity-building goals, monitored and evaluated on a regular basis to ensure that Peace Corps volunteers (PCVs) are indeed building capacities and leaving behind knowledge, skills, and abilities in community development. The need exists to research how effective PCVs are in serving the community of Phokwane. They are committed to help create an environment in which the community of Phokwane will accept change. This is reflected in their commitment to adapt to the culture, and live at the level of the community.

The government presence at Phokwane is rendered ineffectual by the limited contact between government officials and the society they serve. Because most projects represent ideas from the government, target groups at community level rarely participate in the definition of possible solutions to community problems. One of the roles of the PCVs is to ensure that community members are actively engaged in the process of development. They aim to bring community members in as active partners of development.

1.4 AIMS AND OBJECTIVES

This study is aiming at investigating the impact Peace Corps Volunteers (PCVs) have on the development of the community at Phokwane.

Secondly, it will determine the sustainability of the community projects after the departure of the PCVs.

Thirdly, it aims at determining whether PCVs or the community or both parties initiate community projects.

Lastly, it plans to contribute to the literature regarding the PCVs involvement in the development of the communities.

1.5. AN ANALYSIS OF THE RESEARCH PROBLEM

Peace Corps volunteers are dedicated individuals willing to contribute their talents and time to the service of the community. Community development is a two-way process whereby PCVs at Phokwane share their knowledge and experience with community members. They are called volunteers because they willingly volunteered to accept the challenge of living and working in a culture that is new to them. It is expected that the PCVs throughout the two years of their service will accomplish the three Peace Corps goals. Though Peace Corps South Africa has three goals, the study's focus will be the community development goal. The PCVs work with the community of Phokwane is to empower, assist and support the community with reference to community initiated projects.

The research questions that will guide this study are:

1. What impact does the Peace Corps Volunteers (PCVs) intervention have on the development of the community?
2. How are projects being initiated?
3. How would these projects be sustained after the departure of the PCVs?

1.6 THE SIGNIFICANCE OF THE STUDY

Phokwane is a rural area with a predominantly historically marginalized and underserved community. The allocation of resources by the government is inadequate, hence its invitation for outside resources. As a result my claim is that the PCVs will make a contribution in community development. The volunteers are young, skilled, energetic and self-motivated as they have just graduated from colleges and universities.

Before commencing with their service in South Africa, a volunteer must educate herself/himself about the country, the living conditions of its people and their expected responsibilities. Volunteers must then develop the specific skills needed to complete their assignments. Because Peace Corps realizes the need for volunteers who can bring practical skills and new ideas to the community, Peace Corps have therefore designed an intensive three-month pre-service training. During the pre-service training, volunteers receive training in learning the local language, cross cultural surviving skills, as well as knowledge and skills that will enable them to work effectively in their assignments.

After successfully completing pre-service training, PCVs take an oath that they will diligently serve the community. To assure that PCVs are able to provide the needed service to the community, Peace Corps staff regularly visits the volunteers to observe their performance and interaction with community members. Feedback and support are provided to enable them to continually strengthen and improve their performance in the development of the community.

1.7 THE RESEARCH DESIGN

For the purpose of this research, the researcher will use a qualitative research design. According to Macmillan and Schumacher (1993:372), a qualitative design involves getting the views and experience of the people who are familiar with the research problem. This implies that the researcher will identify the relevant participants that are involved in the Fun Run and Youth Day projects.

Methods to be used will be observation and interviews. According to Friedrichs (1973: 272) observational procedures are classified along five dimensions. With this study, two of them will be applied, which are non-participant and covert observations. The researcher will observe the participants as a non-participant, that is, not actively involved in a programme. Furthermore, the researcher will observe the PCVs interaction with the community members without revealing to them officially that they are being observed. My presence in the community will be justified by my official work with the PCVs. During the observation, field notes will be taken.

The researcher will also conduct in-depth interviews with two PCVs. During an in-depth interview the interviewer and the interviewee meet

one-to-one. This kind of interview provides the researcher with an opportunity to ask open-ended questions, which simultaneously allows the interviewee to freely elaborate on issues. According to Patton (1987:108), in-depth interviewing probes beneath the surface, soliciting detail and providing a holistic understanding of interviewee's point of view. The in-depth interview with PCVs will be of great assistance in soliciting information that could collaborate the observational data.

An individual interview will be conducted with a sample of about six community members who are involved in the Fun Run and Youth Day projects and interact with PCVs on a daily basis. An interview as a research method involves the collection of data through verbal interaction. It allows the researcher to capture the other person's views (Patton, 1990:109).

After the data has been collected, I will begin with the process of analysing the data. Patton (1990:120) defines data analysis as the process of bringing order to the data, organising the data into patterns and categories and the production of basic descriptive units. The interpretation of data is the core of qualitative research, hence, the researcher will interpret data by applying the coding method. Coding is explained by Strauss and Corbin (1990:57) as:

representing the operations by which data are broken down, conceptualized, and put back together in new ways. It is the central process by which theories are built from data.

Thereafter I will organise the data into categories and identifying patterns among the categories. According to Macmillan and Schumacher (1993:479), categories and patterns emerge from the data, rather than being imposed on the data.

1.8 ORGANIZATION OF THE STUDY

The study comprises of four sections. Section one is the introduction to the study. Section two focuses on the review of literature on the research topic. It will present the interpretations of the views of other scholars. Section three will focus on the design and methodology used for data collection. It will provide an analysis of data collected. Lastly, Section four will discuss the findings as well as my interpretation of the data. Some conclusions will be drawn and recommendations will be made.

1.9 CONCLUSION

In this section, the researcher explained the rationale behind the Peace Corps programme in South Africa, gave an overview of what the researcher hopes to achieve in this study, and how to achieve it, and outlined the research methodology that will be used. The role of PCVs is to assist, support and empower the communities. However, it is the responsibility of the community to take charge of their own development. This study is an attempt to contribute to literature on how communities are empowered to take charge of their own development.

SECTION TWO

THE THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This section will focus on a review of existing literature on the role of the Peace Corps volunteers in the development of the community at Phokwane. This means reading and interpreting the views of other research scholars about the chosen topic (Bell, 1995:35). Relevant literature will be consulted with the purpose of constructing a theoretical framework for the study. Conclusions will be made to show that the literature reviewed from the various resources have been understood and internalised.

Community is the configuration of people we live next to, as well as people with whom we share deep common bonds such as work, love, an ideology, artistic talent, a religion, a culture, a sexual preference, a struggle, a movement, or a history (Munoz & Garcia-Blanco 1989:5). In a community there is an element of common sharing. A person can belong to different communities. For example, she can be part of a geographic community, whilst at the same time belong to a church community that has members from different geographic communities.

Community exists in three forms, namely by kinship, place and mind (Townsend, 1994). Community by kinship emerges from the unity of being, in the sense of a *we*, identifying families and extended families. For example, in our culture we say *re ana tau*, which means, our totem is lion. Those whose totem is lion, are of the same community, even when

they live elsewhere. Community of place is when people share a common locale such as a village, a town or a country.

Communities are made up of people. In Setswana we say *motho ke motho ka batho*, which means, you are what you are as a person because of other people. As a person you cannot live in isolation from other people. As an individual, you are surrounded by people that contribute to your entire well being as a person. These people help provide a sense of belonging and identity as well as a setting to meet and make friends with people. People develop a shared perception of *us* as opposed to *them*.

2.2 INVESTMENT IN COMMUNITY EDUCATION

According to Coletta (1980: 56), there are three different types of education, namely informal, formal and nonformal education. Informal education is the incidental transmission of attitudes, knowledge, and skills. Formal education is the systematic transmission of knowledge, skills and attitudes within an explicit, defined and structured format for space, time and material with set qualifications for teacher and learner. On the other hand, nonformal education is like formal education, but the emphasis is on skills (Nonformal Education Manual, 1990:4). For the purpose of this study, nonformal education will be the frame of reference.

The nonformal Education Manual (1990:5), states that the purpose of nonformal education is to improve the life of the individual or the community, rather than to teach isolated skills, or knowledge. The Peace Corps program is designed to support the government and peoples of South Africa in transformation and to help them overcome the legacy of apartheid. The Peace Corps volunteers (PCVs) selected to serve at

Phokwane are to use the nonformal education approach to empower, support, and assist in developing the historically marginalized community of Phokwane.

Kerensky (1989:63), describes community education as an educational and community development process for the development of human potential and participation in the local decision making process. The values of the community usually prevail in the schools of that community. By making the school a community resource, an increase in participation of the community in education will result. Community problems may be identified and addressed.

Education cannot be separated from the culture and community in which it occurs – it is linked to community development and the empowerment of communities (Cunningham, 1989:55). Therefore the commitment is to bring about development and empowerment in underserved communities. The reality of the situation is that in a rural area such as Phokwane, community development is minimal, hence the presence of Peace Corps volunteers.

2.3 THE ROLE OF THE PEACE CORPS VOLUNTEERS

The Peace Corps volunteers are selected to serve in their assigned areas and have to accomplish three goals. For the purpose of this study, the focus is on one goal only, namely for volunteers to work with community groups to increase their capacity to develop and carry out a variety of projects that will enrich the overall life of the community (PCV Assignment Description). Therefore, the role of the two PCVs at Phokwane is to empower, support and assist in developing the community of Phokwane.

It is expected from the two PCVs to empower the community of Phokwane in identifying and prioritising their needs. In retrospect, it is expected of the community themselves to determine their own needs, set their goals, and to decide how to carry out their plans for the improvement of their own lives. The PCVs role is to assist the community to do what they have decided to do. The challenge to PCVs is to make a contribution to the lives of the community of Pkokwane without taking over. The onus lies with the community. As the saying goes, "give a man a fish and he will eat for a day, but teach a man to fish, and he will eat for a lifetime" (Nonformal Education Manual, 1990:6). Thus the role of the PCVs is to facilitate the process only.

According to the PCVs assignment description, the government has funds available for small community projects, but bottlenecks in the implementation process occur because communities do not have the skills to access funds from the government and other sources. As a result, the presence of volunteers at Phokwane will assist in developing these skills of community members. The PCVs as resources, will be valuable participants in the process if they take special care to discover and validate the values and strengths that are present within the community of Phokwane, rather than presenting themselves as experts.

The objective of this research is to highlight the contributions that will be made by the PCVs in the development of the community of Phokwane. The success of the PCVs depends upon the quality of the training that they receive prior to beginning their assignments. Before commencing with their assignments, PCVs receive approximately 12 weeks of intensive training. This pre service training include three main components, namely intensive local language training, cross-cultural training and preparation to live and work in their assigned areas. They also undergo technical training to prepare them for their assignments.

Training is a qualifying process. Each component has competencies to be mastered and methods of evaluating their progress. PCVs are expected to take personal responsibility for successfully completing the objectives of the training program. Becoming a volunteer will depend on how well they absorb and can apply the technical material, learn to communicate in the local language, and adjusting to living in South Africa. Attending training is not a guarantee of acceptance as a volunteer. There is evaluation throughout training that determines suitability as volunteers.

2.4 PARTNERSHIP IN COMMUNITY PROJECTS

A cardinal principle of community development requires that people be involved in developing an awareness of their needs. It is expected from the two PCVs to involve the community of Phokwane in developing an awareness of their needs. According to Vella (1994:48), the useful question of Who needs What as defined by Whom? is a useful instrument in discovering the needs of a community. Addressing this problem will provide an opportunity of engaging the community in identifying their needs. Furthermore, it will enable partnerships for the constructing of community projects. The presence of PCVs at Phokwane is to assist the community in their development.

Hamilton (1992:63), distinguishes between expressed needs and assumed needs. According to him, expressed needs can come only from the people of the community, although they may need assistance from an outside source to properly analyse the complex issues that produce an array of needs. On the other hand, assumed needs are those determined by people outside of the community, who have a very limited understanding and knowledge of the community. Assumed needs have a

major weakness in development because community projects are imposed on people. Needs that come from the people has more potential for sustainable community projects.

Many community projects and programmes failed due to lack of participatory decision-making, consensus seeking, conflict resolution, transparency and consultation. Community development is not for people, but is about people. Community projects seem to work best and last the longest when they come from the people. An example of a successful community project that came from the people was that of the community of Mandela Village, Leeuwkraal, an informal settlement near Hammanskraal, 45 km north of Pretoria (Hagg 1996:9). Community structures that were established in Mandela village had the right motivation and leadership. They initiated development projects such as the delivery of water and telephone services. Another major development was negotiations with Eskom, which led to the delivery of electricity to all households, including the adjacent area. This created part-time jobs and income for the community, as well as the acquisition of scarce resources, such as a computer and fax machine.

Another example of the importance of needs assessment is provided in the case of the community of Zakhele in the Eastern Cape. There was representation from all sectors of the community in identifying and prioritising their needs. As a result, a large number of services to this community have been subsequently improved, such as job creation and improved health services. The bringing together of all sectors of the community in a consulting process, will contribute towards evolving a bottom-up approach and assisting the entire community in taking ownership of their own development.

There are various techniques that PCVs can use to help the community of Phokwane to determine their own needs. Most of the techniques are valid under appropriate conditions. Community mapping is a technique that uses dialogue in helping communities to identify their needs. In community mapping, the community is asked to map everything that they think is of value to them (PACA Manual 1996:130). This kind of technique includes representation from all sectors of the community.

Another technique in this study is asking questions. The presence of PCVs at Phokwane for two years will obviously lead to many questions from the community as well as from the volunteers themselves. The critical skill needed from volunteers is knowing where, when and how to ask questions from the community. According to Hamilton (1992:62), the questioner is required to conscientiously analyse and pinpoint questions to ask, and to decide who will be asked questions. Depending on the purpose of the questions, the selection of individuals and groups should represent a cross-section of the community. As a result, all stakeholders in the community will be consulted and given the opportunity to list needs and speak freely why they felt they were important.

People are capable of making their own decisions and taking charge of their own development. However, human beings are capable of reflection and are able to look at their lives objectively and critically through dialogue. Dialogue is the search for information and understanding. When PCVs and community members are linked by love, hope and mutual trust, says Freire (1987:46), they can join each other in an educational endeavour that will have an impact on the development of the community of Phokwane.

Whenever an outsider come into any new situation, the first thing to do is to observe the situation, compare it with your own situation, analyse what is being observed, and lastly try to make sense of what is seen. These are natural processes when arriving in a new culture where things seem to be strange or confusing at first. Because it is important to understand firstly the complexities of a new situation before attempting to assist people to take any kind of action, it is ideal for trainees to observe and reflect (Nonformal Education Manual 1990:13). Hence, PCVs undergo approximately 12-weeks of intensive pre-service training before serving the communities. The aim of training is to equip PCVs with community entry skills, learning the local languages, and preparing them to work in partnership with the community. It is also to be able to fulfil their role as community developers.

2.5 PARTICIPATION AND SUSTAINABILITY

According to Maser (1997: 115), the most important component of sustainable community development is community members' participation in planning, implementing and monitoring community projects. The goal is to improve the quality of popular participation instead of merely its quantity. Therefore, for sustainable community development, it is vitally important for the community of Phokwane to participate in planning, implementing and monitoring the projects that get implemented.

Sustainable community development is based on the assumption that the best ideas usually come from the people, not the policymakers. Therefore, active participation in the community of Phokwane is necessary to direct the process. It implies, for instance, community members taking part in meetings and activities with the volunteers.

Hagg (1996:9), explains that people are regarded as a country's most important resource. Therefore, it is no surprise that one of the basic principles of South Africa's Reconstruction and Development Programme is that development projects should be people driven. The aim is to ensure active involvement and growing empowerment of communities through forums and other negotiation structures.

The community of Phokwane for years, have lived a deprived life, and survived the hardships of poverty. The huge problem of sustaining development could be resolved if the affected community participate in its development knowing that they have a stake in the efforts and results. However, Smith (1988) argues that people are often said to have participated when they have been drawn into discussions by developers, but are unable to make immediate decisions. He further argues that such participation varies in three ways. Firstly, it is said that such processes are fairer than non-participatory ones. This is because they allow those who will be affected by decisions to have some influence over the outcome. Secondly, it is often suggested that it aid individual development. It is claimed to help provide those involved with a sense of dignity and self-respect, develop their self-confidence, and enhance their knowledge and skills, because it allow them to be aware of their needs. Lastly, he further argues that getting people involved in the decision-making process makes for managerial efficiency.

I support the claim that the volunteers, by involving the community of Phokwane to participate in the decision making of projects, will create an opportunity to the community to develop a sense of dignity and self-respect. Their self-confidence will be developed and their knowledge and skills will be enhanced through their awareness of their needs. Hence, it is assumed that the PCVs two-year service will have an impact on the development of the community of Phokwane.

Community development is the ability to mobilise people for involvement through participation. Being present is one thing, but active participation is another. Participation depends on usage, too, not just simply taking part. In this study, participation will refer to being involved in the process of decision making. However, being involved in the processes that surround decision making is not the same as the activity of taking decisions. The community must be empowered to decide on the community projects they want, in order to fulfil their vision (Sergiovanni 1994).

According to Phil (1998), where there is no vision there is no development. Each community must have a shared vision for development. According to Sergiovanni (1994), a vision is a belief or a mission statement that explains the commitment of the community. It indicates the plans that the community intends to follow as well as the aims to achieve. The vision statement also identifies the expectations and the needs of the people involved, which should reflect the needs of the community of Phokwane. PCVs must serve as facilitators of the mission stated by the Phokwane community. This means that PCVs should have the communication and listening skills to get all stakeholders involved, and to understand the essence of their vision. Once the mission statement is clearly defined and understood, the community will have a better focus, which will enable involvement of the community in overall decision making.

Participation is sharing responsibilities, that is, encouraging community worker and participants to initiate and carry through activities, giving them effective voice in decisions about aims. According to Vella (1994:100), their voice in this case is deliberative, which means decision making, and not merely consultative voice. A consultative voice is a suggesting voice by the community workers. Community workers that allow participants as decision makers, provide them the opportunity of individual development. That is the reason behind prior training of volunteers, to equip them with the skill.

On the other hand, the radical approach sees participation as a way of ensuring equity, as well as a democratic right (Swanepoel, 1997:6). Every adult, even the poor of the poorest, has the right to be part of the decision-making that affects his or her development. Therefore, for PCVs to uphold and implement the radical view, they must ensure that the community members of Phokwane are present when developmental decisions are made regarding the projects.

People are often said to have participated when they have been drawn into discussions with policy makers. A community group for example, may be invited to talk with members of the local government regarding the needs of their community. What transpires from the discussion may influence the government, but the community could still be excluded from making the final decision. Many different activities are included in the processes, which surround decision making, and participation can take place in any one or all of them (Richardson, 1993).

The community of Phokwane, as a disadvantaged community, needs the most effective development process possible, one that is honest and is participatory in a truly democratic way. Participative development must begin with a firm belief in the potential of people (Maser, 1997:115). It arises both out of a leader's heart and his or her personal commitment to people. Paulo Freire (1987) wrote to literacy teachers that you need above all to have faith in human beings, you need love. You must be convinced that the fundamental effort of education is to help with the liberation of people, never their domestication.

To accomplish participative development, PCVs must create and maintain an environment within which the PCVs themselves and the community members can develop quality relationships with each other. Relationships must have the power to teach people to place genuine value upon the worth of each human being, extend moral consideration to all groups, and determine to act in the interest of others (Le Sourd, 1997: 158). A strong commitment to relationships must be shared by both PCVs and the community of Phokwane, hence volunteers receive training in cross-cultural relations.

CONCLUSION

In this section, issues pertaining to community development have been discussed. Various sources have been consulted in order to develop a framework for understanding the role of the Peace Corps volunteer in the development of the community at Phokwane. Participation of community members is the cornerstone to successful development.

SECTION THREE

THE CONCEPTUAL FRAMEWORK

3.1 INTRODUCTION

This section focuses on the research design and the methodology used in collecting data from participants. There will be a detailed description of the setting of the inquiry, explanations of the research plan as well as the management of data. Furthermore, the data will be analysed and the themes and categories will be presented.

3.2 THE SETTING OF THE INQUIRY

In this research, setting means the place and the environment in which the inquiry took place. The inquiry was conducted at Phokwane. Phokwane is about 218km from Pretoria. It is a complex village in the Nebo region in the Northern Province, which consists of several areas that are quite different from each other, ranging from rural to urban. There are five secondary schools, ten primary schools and one clinic. There is a police station and a filling station as you enter the village.

3.3 THE RESEARCH PLAN

As stated in section one, the research design for this study is qualitative. A qualitative approach was used to collect data for this research essay. The data was collected through interviews and observation. According to Patton (1990:9)

Qualitative data provide depth and detail through direct quotation and careful description of program situations, events, people, interactions, and observed behaviours.

The qualitative approach gives the researcher an opportunity to be in close contact with the participants, to observe behaviour, investigate the situation, and to consider events that are expressed by the participants in their natural settings. This will enable the researcher to make meaning and draw valid conclusions from the data.

As much as a qualitative approach gives the researcher an opportunity to be in close contact with the participants, the researcher cannot study everyone everywhere, doing everything. According to Miles and Huberman (1994:27), the qualitative researcher work with small samples of people nested in their context and studied in-depth. Since this research study is qualitative, I chose to work with a small sample of people as well as with key informants. The sampling type used is purposive. The key informants were deliberately selected because they work closely and interacted more with the Peace Corps volunteers. This helped in getting more information to answer the research questions.

There are different methods that a researcher can use in data collection. For the purpose of this study, I used qualitative methods to collect data. The data was collected through individual interviews and observation. Patton (1990:9) states that:

Qualitative data provide depth and detail through direct quotation and careful description of program situations, events, people, interactions, and observed behaviours.

The individual interviews and observation were conducted in order to gather data that would answer the research questions asked in section one of this research essay.

An interview is a deliberate conversation between the researcher and the participants where the researcher records all the responses without interfering with the participants' way of presentation. The purpose of conducting interviews is to get firsthand information from people who are actively involved in the issues being researched. They therefore have knowledge and an understanding of the issues the researcher wants to investigate. Furthermore, interviews provide the researcher with an opportunity to observe and note things that are not easily recorded, such as emotions, feelings and behaviour (Patton, 1990:11).

In this research, I have used the in-depth interview method. In-depth interviews can be conducted in various ways, namely, semi-structured, unstructured and structured. The structured approach involves using an interview guide, which has a list of leading questions.

In this inquiry, I have used the interview guide, which consisted of a list of open-ended questions. These questions allowed the participants to express their experience without interference. Follow-up questions were asked when responses were not clear enough and where necessary, in order to urge the participants to give more information or to elaborate on some important issues. The strength of the interview method lies in the fact that it gives the researcher an opportunity to gain a better understanding about the chosen field of research, in order to make informed and meaningful conclusions about the subject that is investigated.

Bell (1995) identified two main types of observations, namely participant and non-participant observation. In this study, only non-participant observation was used. What happened in terms of this method was that the researcher observed the interactions of the volunteer with the key informants. Other observations were made during interviews. This enabled the researcher to get a deeper sense of the volunteers' interaction with community members.

In this section, I also intend to outline how the data was collected, and how it has been processed. Data analysis suggests that the data gathered through the interview and observation processes, is interrogated and broken down into units in order to get qualitative understanding of the subject under investigation. Hence, qualitative data analysis is defined as a process through which all the data has been organised with a view to make sense of it. This involves the process of unitisation, categorisation and the development of patterns (McMillan & Schumacher, 1993).

Data organisation implies the bringing together of all the data collected in the interviews and observations into an integrated piece of information. According to Patton (1990:25), organised units give rise to categories. A unit could be a sentence, a statement or even a paragraph that can stand on its own and still convey a rational meaning. According to Strauss and Corbin (1990:65), categorising data involves coming up with dozens of conceptual labels. Then, once we have identified particular phenomena in the data, the concepts can be grouped around these labels. A pattern is a relationship among categories. They emerge once the categories with which data is organised, is established (McMillan & Schumacher, 1993).

3.4 SAMPLING PROCEDURES

I contacted the Peace Corps office to ask for permission to interview two PCVs, Kim and Bob, at their respective sites. Kim Perez is a young 24 year old female from San Diego in California. She holds a Bachelor of Arts in American Studies. Bob Deforge is 67 years old, and a retired university professor from Allington, Massachusetts. He has a doctorate in pharmacy. It was not difficult to get permission from the Peace Corps Country Director because I work closely with their office. In addition, I also planned to interview four community members who were working closely with these PCVs.

I telephonically contacted PCV Kim to make arrangements for conducting interviews. Since she is involved in two community projects, I chose to individually interview two workers from each project. These community members' views were considered relevant to the inquiry because they are working closely with the PCVs; therefore it will help in getting more data that could answer the research questions. The appointments were scheduled for August 2000.

3.5 DATA COLLECTION

I conducted individual interviews in August, 2000. Three community members were individually interviewed at their respective working places. I could not interview the fourth person because he was out of town. Due to time constraints, I managed to interview him telephonically. All the interviews were conducted through the medium of English. The two PCVs, Kim and Bob, were interviewed on the 16th of August 2000. For each community worker the interview lasted for about an hour, and for the PCVs the interviews were about two hours long.

I was accompanied by Kim to the respective interviewees, though she absented herself during the interviews. She introduced me to the chairperson of the Fun Run Project called Maria, who is a store manager at Bee Gees clothing shop. Maria offered her office as the venue to conduct the interview. I explained the purpose of the interview and asked Maria if I could use a tape recorder, but she felt uncomfortable and explained that it was against the policies of her workplace. I did not want to act against her workplace policies; as a result the recorder was not used. However, I explained that I will take notes during the interview and she was comfortable with that.

I used the interview guide to focus my interview with her. However, I did not ask the questions in the sequence I had initially written in the guide. Be that as it may, I made sure that I asked all the prepared questions which were related to the research questions. Follow-up questions were asked for more clarification. I asked Maria about the idea of starting the Fun Run Project. She said:

It is my job description to enrich the community so I initiated the idea, then I spoke to Kim about the idea, and thereafter I invited two hospitals from the AIDS department, youth group, health care clinics and Hlatlolanang NGO.

The second interview was with Winnie who is the executive member of the Fun Run Project. Winnie is the sister in charge of the Hlatlolanang health centre, and responsible for the adolescent program. She also offered her office as the venue for conducting the interview, which turned out to be a hall, not an office *per se*. Again I explained the purpose of the interview, and explained that I will use the tape recorder to record our discussion. Winnie was comfortable with the equipment, but there was too much echo, hence the recording did not come out clearly. I established how she became part of the committee of the Fun Run project, she said:

We came in to help. We found that the idea was already initiated. Since the Fun Run Project is about HIV/AIDS awareness, they relied on us to get speakers to address people. We helped in identifying resources and helped with transport.

She further mentioned that it was important to have good resources and good speakers during the actual day of the activities, in order to send a message across to the community, the youth in particular.

When I interviewed Kim and Bob, the two PCVs about the Fun Run Project, they responded as follows:

Kim: I do not deserve any credit for the project, Maria and other people work very hard to make sure that people get educated as far as HIV/AIDS is concerned.

Bob: I did not work much with the community regarding the project, but I have been approached by a church minister and a women's club to address them regarding HIV/AIDS. But to my surprise I started by dispelling the myths.

I interviewed the teacher who is the chairman of the Youth Day Project. After the introduction, I established how he became involved in the project. He said:

The idea was initiated by a volunteer with a teacher that he was working with. Then they told and I thought that it's a good idea.

3.6 DATA ANALYSIS

Data analysis focuses on the process of unitising, categorising and pattern coding of the interview data that was collected. After collecting data through interviews and observation, I started coding. Coding represents the operations by which data are broken down, conceptualised, and put back together in new ways. It is the central process by which theories are built from data (Strauss & Corbin 1990:57). Firstly, I identified key areas that were determined by the research questions and gave them different colours. Then I started coding the data line by line, using different colours according to the key areas that were determined.

Here are a few examples of the codes and the colours used to code them.

1. Idea of the project: Blue
2. Participation: Yellow
3. Community involvement: Brown
4. Sustainability: Orange
5. Interaction: Black

The following table presents the year of establishment of the projects and the people who worked in these projects.

Table 1: Projects establishment and committee composition

Project	Establishment	Committee members
Fun Run	2000	10 people, representatives from health centres, two hospitals, and youth group.
Youth Day	1998	10 teachers from five schools

As can be seen, the two projects were recently established. The composition of the committees does not represent all the different members of the community, rather only stakeholders in these projects. An important part of the inquiry was to determine how projects were initiated and who initiated them.

The following table presents the community workers involved in the Fun Run Project.

Table 2: Community workers of the Fun Run Project

Units	Categories
<ul style="list-style-type: none"> ▪ I initiated the idea • We came in to help we found that the idea was already initiated 	Community initiated the idea

<ul style="list-style-type: none"> ▪ It is my job description to enrich the community ▪ I am working a lot with community 	Both participants are involved in community development
<ul style="list-style-type: none"> ▪ Volunteers used their own material to do HIV/AIDS banners ▪ I started working from 06h00 in the morning, no one was there 	Lack of community involvement
<ul style="list-style-type: none"> ▪ Volunteers love what they are doing ▪ Volunteers are part of us ▪ Kim learnt to be patient with people ▪ I have learnt dedication and commitment from volunteers 	Community interaction with volunteers Volunteer commitment and acceptance
<ul style="list-style-type: none"> ▪ We work as a team with Kim ▪ When I visit primary schools, I invite Kim because I know that she is more experienced in working with children 	Teamwork
<ul style="list-style-type: none"> ▪ I attended several meetings ▪ I chaired the meetings 	Active participation of committee members
<ul style="list-style-type: none"> ▪ Kim is helpful in working with children, our community still need her ▪ We still need more volunteers to help us 	Community dependent on volunteers

Table 3 is a representation of categories that were identified in the data collected from the community workers

Table 3: Youth Day Project community workers

Units	Categories
<ul style="list-style-type: none"> ▪ I came with the idea and discussed with the volunteer ▪ They told me and I thought it is a good idea 	Community initiated the idea
<ul style="list-style-type: none"> ▪ Volunteer got sponsors for us ▪ Volunteer wrote letter for us 	Community dependency on volunteers
<ul style="list-style-type: none"> ▪ Committee consists of teachers 	Lack of community involvement
<ul style="list-style-type: none"> ▪ I gained self-confidence since working with volunteers ▪ Volunteers have learnt to be patient, and are hardworking 	Volunteer interaction with community
<ul style="list-style-type: none"> ▪ We still need more volunteers at our village ▪ If Kim leaves, we will be happy to have a replacement 	Lack of training
<ul style="list-style-type: none"> ▪ I chair the meetings ▪ We are going to have another meeting on the 29th of Aug. to do a post mortem of the project ▪ We intend raising more money to offer bursary to the best student ▪ We want to expand our project 	Active participation of the community

Table 4 represent categories of the role of the PCVs in community development.

Table 4: PCVs role in community development

Units	Categories
<ul style="list-style-type: none"> ▪ I was approached by Maria ▪ Maria initiated the idea, I assisted to make sure that the idea is implemented ▪ I am approached by community members to address them regarding HIV/AIDS 	Projects initiated by the community
<ul style="list-style-type: none"> ▪ I did not do any needs assessment nor assist the community in identifying the needs ▪ I think we did not get enough training in community development 	Lack of knowledge in needs assessment
<ul style="list-style-type: none"> ▪ I am working more with the teachers ▪ It is not easy to work with teachers and doing community work at the same time 	Uncertain in how to divide their time
<ul style="list-style-type: none"> ▪ Knowing a little bit of the local language helps a lot 	Importance of knowing the language
<ul style="list-style-type: none"> ▪ I am too old to learn a new language 	Lack of interest in learning the local language

After categorising data, then followed a process of pattern formation. This implies that all the categories that are related are grouped together for the purpose of analysis and interpretation. The following, tables 5 and 6, are examples of patterning.

Table 5: Patterns of the community workers

Categories	Patterns
▪ Community initiated the idea	Volunteers do not initiate community projects
▪ Lack of other community members involvement	All stakeholders in the community not represented
▪ Both still need more help from volunteers	Lack of sustainability Community depend on volunteers
▪ Active participation of members	Community members involved in the project are committed, would like to see things happening
▪ Community interaction with volunteers	Dedication and commitment

Table 6: Patterns of the PCVs

Categories	PCV1	PCV2
Project establishment	No	No
Community involvement	Yes	Yes
Interaction with community members	Yes	Yes
Sustainability after departure	No	No
Importance of language	Yes	No
Conducting needs assessment	No	No
Actively involved in F.R.P.	Yes	Yes
Actively involved in Y.D.P	Yes	No

PCV1 = Kim, PCV2 = Bob, F.R.P= Fun Run Project, Y.D.P = Youth Day Project

The above table shows that the two volunteers did not initiate projects in their assigned communities. They described their roles as assistants in the process of developing the projects. PCV2 work with the community per invitation only, whereas PCV1 work more intimately with the communities. Both PCVs interacted with the community.

3.7 FINAL CONFIGURATIONS

After the data were analysed and categories determined, the following categories were identified:

- Initiating community projects
- Lack of other community members involvement
- Dependency on volunteers
- Active participation of members
- Community interaction with volunteers

The first category emerged from the analysis in that all informants in both projects initiated the ideas. The volunteers supported the ideas and assisted in the development.

The second category illustrates that not all stakeholders in the community are represented. For instance, in the Youth Day Project, the committee consists of teachers as the only community link with the project.

The data showed that the community members were dependent on the volunteers to do some work for them. For example, the volunteers were instrumental in getting the community financial assistance in the form of donations.

The fourth category indicated that the members of both projects are actively involved as they attended meetings, and shared responsibilities. In both cases, the community members chaired the meetings. This suggest that volunteers are not taking over from the community, nor are they in leadership positions in these projects.

The final category indicates that volunteers interact with the community because participants cited that they have learnt commitment and dedication in what they were doing. They further expressed that they work as a team with volunteers.

3.8 CONCLUSION

This section gave a detailed description of the role of the Peace Corps volunteers in the development of the community of Phokwane. It also provided an overview of the data collection and analysis, as well as procedures applied in data processing, for instance, the process of coding and categorising. Through the process of analysis, data was presented by means of tables. The process of the construction of the final data was related and explained the emergence of certain categories.



SECTION FOUR

DISCUSSION OF FINDINGS

4.1 OVERVIEW OF THE SECTION

This section will focus on the issues that will address the research questions which guided this inquiry into the role of the Peace Corps volunteers in the development of the community at Phokwane. The questions, as outlined in Section one were:

1. What impact does the Peace Corps volunteers (PCVs) intervention have on the development of the community?
2. How are projects being initiated?
3. How would these projects be sustained after the departure of the PCVs?

The data collected were consolidated into categories and patterns. In this section, the researcher will discuss the findings of the research against the theoretical framework developed in Section Two. Furthermore, the strengths and weaknesses of the study will be pointed out and thereafter the implications of the findings will be discussed. The researcher will conclude by drawing final conclusions.

4.2 DISCUSSION OF FINAL CATEGORIES

Based on the context of this study, the data collected through interviews and observation led the researcher to arrive at the following major categories:

- Lack of knowledge in needs assessment
- Initiating community projects
- Lack of other community members involvement
- Dependency on volunteers
- Active participation of members
- PCVs interaction with community

The data obtained from all the key informants and PCVs show that there was no proper identification and prioritisation of needs that were done. Who should decide what the community needs? From the data obtained, this question cannot clearly be answered. For instance, focusing on the two projects, Fun Run and Youth Day, these projects were decided upon by certain members of the community. The Fun Run community interviewee indicated that it is her job description to enrich community, and with Youth Day the teacher stated that he thought of raising funds to assist the students. PCVs assistance to the community in identifying and prioritising their needs was limited due to inadequate knowledge of needs assessment.

However, it was clear from the information gathered from the PCVs and community members, that the community initiates the community projects. The Peace Corps volunteers provided support and assisted in the development of the project. However, there is lack of community involvement. With the Youth Day Project, for example, only teachers were involved in the planning and management committee, while parents

and other community members were just invited as guests. The opposite was true in the Fun Run Project as representatives were from the HIV/AIDS departments of the two hospitals, the health centre and the youth group. A weakness seems to be that not all stakeholders in the community are involved in the decision-making or the development of the community. The viewpoint of the researcher is that if other community members were involved in the planning of these projects, they would effectively help to satisfy the projects' objectives.

It was however clear that members of the community who were involved in the planning of the two projects, were actively involved. This was indicated in the meetings that people shared responsibilities and the volunteers did not dictate the community development that takes place. The volunteers' interaction encouraged the community to initiate and carry through activities as decision-makers, which provided them with the opportunity of individual development.

4.3 STRENGTHS AND WEAKNESSES OF THE STUDY

It should be noted that this study has examined only the role of the Peace Corps Volunteers in the development of the community at Phokwane. The role that the PCVs play in developing the community was highlighted. The study drew attention to the existence of a fertile research area that can attract further educational research.

The fact that it is a research essay implies that it has limitations. The researcher is aware that the sample consisting of only the Fun Run and Youth Day Projects, is not enough to make broad generalisations and recommendations. The inquiry was only confined to the Phokwane area in the Northern Province and focused only on the PCVs contribution to

community development. Better results would have been yielded if more PCVs in other areas could have been included and more communities were involved in the study.

The sample size, which consisted of the four community members from the Fun Run and Youth Day Projects and two volunteers, does not constitute an adequate sample. However, it is believed that the qualitative methods used have compensated for much of the shortfall in the study. If researchers can be stimulated by this essay to conduct in-depth investigations on some of the aspects touched upon, and then the researcher shall have realised part of her objective.

4.4 IMPLICATIONS OF THE INQUIRY

Recommendations of this inquiry can be summed up as follows:

There is a dire need to provide thorough training in how to conduct needs assessment for PCVs during pre service training. Though pre service training prepares PCVs to work effectively and efficiently with the communities, it is assumed that PCVs who are well trained in conducting needs assessment will be able to empower and assist these communities in identifying and prioritising the needs. It is quite clear that the PCVs lacked knowledge in assisting the community of Phokwane in identifying and prioritising the needs of their community when it came to projects initiation.

Projects that were initiated by the community, were ideas of certain individuals. Certain community members were not provided an opportunity of being engaged in constructing community projects. It should be realised that it is more effective for community projects to come from the community, because they will work better and be

sustainable, as opposed to PCVs initiating projects for the community. However, the community at large should be involved in identifying the projects in order to take ownership. Without the necessary knowledge in identifying and prioritising the needs, the PCVs impact in developing the community is limited. I recommend that this study be conducted in other areas in the Northern Province where other PCVs are working to facilitate comparison.

Another issue that emerged is the limited involvement of other community stakeholders. There is a need to involve parents and all community stakeholders in the planning and management of these projects. The lack of representation of other stakeholders on the committee contributes to the lack of community involvement. It has been proven that many community projects failed due to lack of participatory decision-making, consensus seeking, transparency and consultation. Community consultation is a proven and powerful method to bring the community to the development of their own area. Some community members possess specialised skills such as planning and management, which could have been put into good use in the Fun Run and Youth Day Projects.

It should be noted that this study has examined only the development of the community. Although teacher development was not part of this study, I found that it is not easy for PCVs to divide their time to work with teachers of four to five cluster schools, and at the same time work with communities on other projects. Hence, this implies that the two year service is inadequate to work with both teachers and at the same time develop the community in reference to the community initiated

projects. For PCVs to be able to play an important role in their assigned communities in the two year of service, the program should rather be redesigned in such a way that there are two groups of PCVs, those that will focus on teacher development only, and those that will do community work only.

4.5 CONCLUSION

In this study, an attempt has been made to highlight the significance and the role that Peace Corps volunteers can play in the development of the community of Phokwane. The methods of data collection included interviews with community members who were involved in the Fun Run and Youth Day Projects and the two Peace Corps Volunteers.

The findings of this research essay revealed that PCVs interaction with the community is invaluable. Their dedication and commitment to adapt to the culture, and the community at Phokwane, has made a positive impact on the lives of the people of Phokwane. In the process, they made it possible for the community of Phokwane to expand their horizons and participate in the development of their community. More importantly, it led to people from two diverse communities working together towards a common goal, which was community development in Phokwane.

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Appendix (i)

Interview one with community worker

Q: I gathered from PCV Kim that you were involved in the Fun Run community project, can you tell me who initiated the idea?

A: It is my job description to enrich community so I initiated the idea, then spoke to Kim about the idea. Thereafter I invited two hospitals from the AIDS department, youth group, Health Care clinics and Hlatlolanang NGO.

Q: When was it established?

A: The project started in February this year.

Q: How many people are involved?

A: As I said that we had people from two hospitals, NGOs, youth group, Health Care clinics, Hlatlolanang we had about 60 people.

Q: How were this 60 people involved?

A: This people were involved in the planning and running, but we had a committee of about 10 people.

Q: What was your role?

A: I chaired the meetings.

Q: How was the participation of other members of the committee?

A: Our people here don't have any exposure this is a very rural area. You know you'll be surprised here to see a young child of 4 or 5 years pushing a wheelbarrow to fetch water. I grew up in the urban area, so I have exposure of many things?

Q: Did you undergo any training in community development?

[She laughed]

A: No I didn't undergo any training . I love doing community work. I started doing community work during those times of school committees. I was very much involved in the school committees. Like I said that it's my job description to do community work to enrich community.

Q: How often did you hold meetings?

A: As I said that this is a rural area, people did not come to meetings regularly because of transport problems and they don't have money. Most of them are not working and I told them that we should start gardening where people should plant vegetables and sell them to get something for their living. I will supply them with seeds.

Q: How is your working relationship with Kim?

A: Well I started working with CD, as I said that my job is to enrich community, our shop adopted the school that CD was working with for Youth Day project and gave trophies for football teams that played quarterly tournament we sponsored the trophies. So I began working with CD since that he was involved in community projects. After he left Kim came and I can say that my working relationship with her is so good and I wish you could have seen when we were preparing for the Fun Run Kim and Bob (another PCV) were so much involved. You know Bob

bought two cleaning mobs with his own money to get the stocks to put up the AIDS banner because Fun Run was just for fun it was to raise AIDS awareness.

Q: Do you have sponsors?

A: No the only thing that we get from our shop is the awards for the winners and when CD was still here he got sponsors for us and influenced us to get donations.

Q: Since that you worked with CD, he left and now Kim, would you prefer to get another PCV after Kim's departure and why?

A: As I said that our people lack exposure here you know they still want to be pushed to do things and it's a challenge on my part. The PCVs are helpful in helping in this, really we will still need to have some more coming to help.

Q: What have you learnt from PCVs?

A: I have learnt dedication, you know they are so dedicated to their work they have acclimatized themselves well to the community, and you know the PCVs have learnt to be patient - you know our people don't respect time. When we were preparing for the Fun Run they came late and I was angry with some members but Kim said to "Maria don't worry let us just wait for a while they will come."

Appendix (ii)

Interview two with community worker

Q: Hlatlolanang was involved in the Fun Run project, what was your role?

A: We came in to help we found that the idea was already initiated, since that Fun Run is about AIDS awareness they relied on us to get speakers to address people. We helped in identifying resources and helped with transport.

Q: How often did you attend the meetings held?

A: Well I attended several meetings when we were planning for the big day.



Q: Do you sometimes initiate new ideas or make suggestions during meetings?

A: Yes because I'm working a lot with community.

Q: How was the participation of other members?

A: Preparation was easy, everybody was involved, but the day of Fun Run real practice of what has been promised or said was difficult. I started working from 6h00 in the morning no one was there, people came late.

Q: What do you think went wrong?

A: I think the problem is it's easy to say something but when it comes to actual doing it becomes difficult. Another thing was the power struggle people want to earn recognition or be seen as the main people in the whole thing.

Q: How is your working relationship with PCVs?

A: My working relationship with Kim is good, even if I don't work with her on a daily basis. I work with youth to educate them about AIDS. If I go to visit primary schools I invite Kim to help because I know that she has patience with children and has a lot of experience in dealing with children. I was very much impressed during preparation when Bob and Kim did the AIDS banners. They used their own materials to do the banners.

Q: What have you learnt from the PCVs?

A: They love what they are doing, we work as a team with Kim which is something that I have learnt. You know Kim is well known in our village because she is part of us. She is able to go to the bar lounge alone and no one will hurt her. I see that things have changed having a white person in our village and the community accepting her as part of theirs.

Q: If Kim leaves would you prefer to have another volunteer and why?

A: Yes because she is helpful in working with children. Our community still needs help.

Appendix (iii)

Interview three with community worker

Q: I learnt that you were involved in the Youth Day project, who initiated the idea ?

A: The idea was initiated by CD with the teacher that he was working with. Then they told me and I thought that it's a good idea.

Q: When was it established?

A: It was established in 1998.

Q: Do you have a committee, and if yes how was it established?

A: The teacher that I told you about and myself invited other teachers, it's about 20 from five secondary schools of Phokwane.

Q: How did you invite other teachers?

A: We send them letters of invitations.

Q: Who wrote the letters?

A: Well CD wrote the letters because he had enough time as he was working with the community and teachers. And I'm busy at my school.

Q: What is your role in this project?

A: I am the chairman, I chair all the meetings.

Q: How often are you holding the meetings?

A: Well, when we started we had informal meetings, CD the other teacher and myself but after inviting other teachers we had our meetings maybe once a week or so.

[He was not sure]

Q: Why is it teachers only involved, what about other members of the community?

A: No the teachers are the committee because we are dealing with youth most of the time at schools and we want to improve their lives. You don't know, here the youth are not exposed to many things you can see for yourself how the place looks like.

Q: What is the role of the parents?



A: The parents give support during the day of celebrating youth day, they prepare their children I mean those who participate in the beauty contest. Again the parents give us support by helping in cooking and selling food. They really give that support.

Q: How is your working relationship with Kim?

A: Well I started working with CD and we were buddies. He will go with me to my house and when his friends from America came to visit him he will bring them to my house. But with Kim is not the same because she is lady but I work well with her is just that with CD we were friends.

Q: What do you think will happen after her departure?

A: No we will continue with our project because CD came with the idea in 1998 and he left but we still continue with it we even raised R1700.00 this year for the first time.

[He was confident]

Q: What are your plans with the money you raised?

A: We opened a banking account, so we intend raising more money because now we want to expand our project to give awards and to the best student in Grade 12 to motivate our students.

Q: What have you learnt from the PCVs?

A: I gained self-confidence by interacting with them. CD taught me how to operate the computer this year I wrote the project report by computer because the first one was written by CD. Our youth also have gained self-confidence and are able to communicate freely with the teachers.

Appendix (iv)

Interview four with community worker

Q: Who initiated the idea?

A: I actually came with the idea and discussed with CD
I was in fact thinking of raising funds for our school to help students from a poor background. Then I discussed the idea with CD and he suggested that we should involve other schools in Phokwane and make a Bursary Fund.

Q: How is your working relationship with PCVs?

A: I worked with CD a lot and we had a wonderful working relationship even with Kim. CD went to Middelburg to get donations for us at Simba.

Q: Why did he go alone?

A: All of us in the committee are teachers and so we couldn't take time off from our jobs so he had to leave on his own.

Q: How often did you held your meetings?

A: Not much due to time and distance problem because we have people that stays far from Phokwane you find that they have to leave early. But we are going to have another meeting next week Tuesday on the 29th of August and we are going to do a post mortem to the previous Youth Day Celebration and see how we can improve.

Q: It appears as if the committee consist of teachers only, how do you involve parents?

A: Well we fail to involve parents fully because we are still beginning we will involve them at a later stage.

[He was hesitant]

Q: What have you learnt from the PCVs?

A: Patience, the PCVs are patient, hardworking and to be disciplined in your work. We intend to change the name this project to name after CD because he worked hard for this project.

