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The significance of civic education on community participation to improve local government service delivery for Ratau and Mohlakeng community councils in Lesotho.

by

Khotso Andreas Lefatsa

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Supervisor: Lihle Ngcobozi

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Title Page

The significance of civic education on community participation to improve local government service delivery for Ratau and Mohlakeng community councils in Lesotho.

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University of the Witwatersrand, Johannesburg

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ACRONYMS

ABC	All Basotho Convention
CAP	Community Action Plan
ED	Electoral division
SADP	Sustainable Agricultural Development Project
PISA	Participatory Initiative for Social accountability
NICE	National Initiative for civic Education
CSO	Civil society organizations
CBO	Community Based Organizations
LNFOD	Lesotho National Federation of Disability
SPSS	Statistical Package for Social scientists
QDA	Qualitative Data Analysis
MP	Member of Parliament

Table of Contents

Title Page i

Approval sheet iii

Acknowledgements iv

ACRONYMS v

List of tables ix

Abstract x

CHAPTER ONE 1

INTRODUCTION 1

1.1 Background 1

1.2 PISA (Participatory Initiative for Social Accountability) 2

1.3 Problem statement 4

1.4 Research question 5

1.4.1 Sub-questions 5

1.5 Purpose statement 5

1.6 Research objectives 5

CHAPTER TWO 6

2.0 Literature Review 6

2.1 Theoretical framework for the research 6

2.2 Political, civil, and social rights 7

2.3 The conceptual framework of the research 8

2.4 Civic Education 9

2.5 Key debates/differences among different scholars 11

2.6 community participation 12

2.7 Local government service delivery concept 15

2.8 Overview of service delivery at both Ratau and Mohlakeng community councils 16

2.9 Socio-economic description of Ratau and Mohlakeng community councils ..... 17_Toc120813869

2.9.1 Mohlakeng community council 17

2.9.2 Ratau community council ..... 18_Toc120813873

2.10 conclusion 18

CHAPTER THREE 20

3.0 Research Methodology 20

3.1 Research paradigm 20

3.2 Research approach and data collection 21

3.3 Sampling 22
3.4 sampling frame 22
3.5 Sampling strategy 22
3.6 Sample size 23
3.7 Data Analysis 23
3.8 Ethical considerations 24
3.9 Limitations of the Research 24
3.10 Positionality of the researcher 24
CHAPTER FOUR 26
Data Analysis, Presentation and Interpretation 26
4.1 Introduction 26
4.2 Data analysis results Presentation 28
4.2.1 Demographic Data 28
4.2.2 Education information of respondents 29
4.2.3 Occupation of Respondents 30
4.2.4 Gender of Respondents 31
4.3 Section 2 research questions analysis 32
4.3.1 Services provided in the communities 32
4.3.2 who influenced the provision of services 33
4.3.3 Development projects implemented in the villages 35
4.3.4 participation of community members in the development projects 37
4.3.5 respondents respond to capacity building from PISA 38
4.3.6 Kind/type of capacity building/training received from PISA 39
4.3.7 Influence of community members for service delivery 40
4.3.8 Skills received from PISA 41
4.3.9 determination of skills contribution to help community members to demand services 42
4.3.10 knowledge gained from PISA ..... 43_Toc120813906
4.3.11 assessment to find out if knowledge gained has helped community members to demand services from the councils. 44
4.4. Section 3 questions to councilors and council secretaries 44
4.4.1 services which were given to communities by the community council/councilors 44
4.4.2 capacity building gained by councilors and council secretaries 45
4.4.3 challenges faced by councils and councilors 46
4.4.4 ways to overcome the challenges faced by councils and councilors 48
4.4.5 any other information important to note 49

4.5 Data Interpretation 50
_Toc120813917
_Toc120813918
CHAPTER FIVE 53
SUMMARY, CONCLUSION AND RECOMMENDATIONS 53
5.1 Summary 53
5.2 Major findings of the study 54
5.2.1 Findings based on Interviews ..... 54_Toc120813924
5.3 Conclusions 55
5.4 Recommendations 56
References 59
Annexes 63
Annex 1: Consent Form 63
Annex 2: Participant Information Sheet 65
Annex 3: List of interview questionnaires to community members, CBOs, CSOs, Chiefs and church leaders between 2016-2018 67
Annex:4 Participants Questionnaire tool Template 68
Annex 5: Research schedule 75

List of tables

TABLE 1 :BELOW SHOWING AGE OF RESPONDENTS. 28

TABLE 2 :EDUCATION BACKGROUND OF RESPONDENTS 29

TABLE 3 :BELOW SHOWS COMMUNITY MEMBERS ROLE TO INFLUENCE SERVICES..... 40

TABLE 4 :BELOW SHOWS THE DISTRIBUTION OF RESPONDENTS 44

List of figures

FIGURE 1: BELOW SHOWS OCCUPATION OF RESPONDENTS..... 30

FIGURE 2: BELOW SHOWS GENDER OF RESPONDENTS..... 31

FIGURE 3: BELOW SHOWS SERVICES PROVIDED IN BOTH COUNCILS 32

FIGURE 4: BELOW SHOWS CATEGORIES OF PEOPLE WHO INFLUENCED SERVICES IN THE COMMUNITIES..... 33

FIGURE 5: SHOWS PROJECTS IMPLEMENTED IN DIFFERENT VILLAGES..... 35

FIGURE 6: SHOWS COMMUNITY MEMBERS PARTICIPATION THE COMMUNITY DEVELOPMENT PROJECTS..... 37

FIGURE 7: SHOWS CAPACITY BUILDING DISTRIBUTION BY RESPONDENTS 38

FIGURE 8: BELOW ILLUSTRATE TRAININGS PROVIDED BY PISA..... 39

FIGURE 9: BELOW ILLUSTRATES SKILLS RECEIVED FROM PISA..... 41

FIGURE 10: BELOW SHOWS RESPONSES FROM PARTICIPANTS IN RELATION TO CITIZENS DEMAND FOR SERVICES FROM BOTH COUNCILS 42

FIGURE 11: BELOW ILLUSTRATES KNOWLEDGE GAINED FROM PISA 43

FIGURE 12: BELOW SHOWS SERVICES PROVIDED BY COUNCILS TO COMMUNITIES/VILLAGES..... 44

FIGURE 13: BELOW SHOWS CAPACITY BUILDING FOR COUNCILLORS AND SECRETARIES 45

FIGURE 14: BELOW ILLUSTRATES CHALLENGES FACED BY COUNCILS..... 46

FIGURE 15: BELOW ILLUSTRATES SUGGESTIONS FROM RESPONDENTS TO OVERCOME CHALLENGES 48

FIGURE 16: BELOW SHOWS OTHER IMPORTANT NEEDS OF THE COUNCILS AND COUNCILLORS 49

Abstract

Citizens are continuously experiencing poor provision of service delivery in their communities. This poor service delivery to communities is due to low budgets given to councils, late funds to the councils from central government, lack of induction and training of councilors and council secretaries, non-implementation of decentralization policy and other resources such as shortage of technical human resource, poor connection of internet, lack of transport, poor means of communication and technological infrastructure. Service delivery to the communities faces these multiple mentioned challenges and requires consolidated civic education to promptly address poor service delivery challenges. The purpose of my research was to investigate the extent in which civic education through community participation improves local government service delivery for rural people of Mohlakeng and Ratau community councils.

The main research question sought to find answers on how civic education through community participation improve service delivery at community level. The research assumed qualitative design approach. Individual questionnaires were used to collect data from 25 respondents. Purposive sampling technique was used to collect data, and thematic analysis was employed to analysis data. Research ethics principles were also maintained and adhered to during research execution. Conceptual and theoretical framework from literature were used to analysis the responds and understandings of respondents in relation to service delivery.

The findings indicate that there are several challenges that might hinder provision of service delivery to communities as mentioned in first paragraph of this abstract. The findings further show that there is minimal/less influence of citizens/community members to demand services from the councils despite civic knowledge and skills gained from PISA. Findings further indicate that service delivery in both Ratau and Mohlakeng community councils were low or very poor.

The recommendations given include establishment of civic education curriculum and civic education policy for Lesotho, grants support to youth to curb high unemployment, continuous capacity building of community members by civil society and public media programs such as radio, capacity building of both citizens and service providers to strengthen accountability as the pillar of civic education. Lastly consolidated civic education for Lesotho is needed so that improved service delivery can be realized.

Keywords: *Civic education, community participation, service delivery*

CHAPTER ONE

INTRODUCTION

1.1 Background

This Research intends to determine the extent in which civic education, through community participation, has improved local government service delivery for Ratau and Mohlakeng community councils in Lesotho. The study builds on an existing civic education study which was conducted to investigate the extent to which civic education in Lesotho has achieved it's goal of teaching democracy and producing responsible democratic citizens (Ngozwana, 2017). In Lesotho, service delivery is very poor both at central government and local government levels. In 2005, Lesotho held it's first local government elections with deliberate intention to establish a local governance system which will be mandated to provide better services at community level. Quinn (2006) States that;

> the system ushered in by the elections has not decentralized power entirely to the last level of society, the village. The intended outcome for the decentralization of power, was for the government of Lesotho to delegate some ministerial functions to local government and/or community council. For example, management and control of clinics, construction of feeder roads which connect villages, construction of water supply in the villages, management and control of ministry of agriculture functions, management and control of rural electrification. However, the local governance system has weakened democratic values of popular participation and service delivery to the people.

In remedy this, Participatory Initiative for Social Accountability (PISA) was introduced in Lesotho as a government program to empower citizens with democratic knowledge and skills so that citizens can participate in democratic developmental initiatives.

> The work of PISA as a civic education programme took place against the backdrop of wide-spread poverty, a volatile political environment, poor service delivery, and a disenchanted and largely disengaged citizenry (*PISA II , Theory of Change*, n.d.).

The government of Lesotho with the support from the European Union (EU) implemented a Civic education program called PISA which aimed to empower citizens with knowledge and skills to participate in democratic developmental processes in their respective communities.

Democratic developmental processes include, but not limited to; service delivery such as water provision in the communities, supply and installation of electricity, construction of roads both gravel and tarred roads, good education for children with well-developed infrastructures, good health services at the clinics and hospitals. Civic participation includes citizens partaking in community developments in the form of being available to work when they are required, participate in elections either by voting or being elected to represent their communities, be able to develop their own opinion and defend it. Citizen participation also is measured through taking part in developmental projects in the community. The research further focuses on involvement in community meetings, and joining others to advance developmental issues in the community. According to (Riutta, 2007a)

> civic education provides a platform for citizens to participate in issues which affect them by being empowered with democratic knowledge which induced them to participate as informed citizens in democratic issues and governance activities.

PISA initially started in June 2016 as phase 1, until June 2018 when phase 1 ended, PISA II started in July 2018 and is projected to end in August 2022.

This model was inspired by the Malawian program called National Initiative for Civic Education (NICE). NICE was supported by EU to conduct civic education for citizens in Malawi. The government of Lesotho adopted the same model and started to implement it in Lesotho as PISA program.

As Indicated in (*PISA II , Theory of Change*, n.d.) the Constitution of Lesotho entrenches the right of citizens to participate in public affairs. The worsening economic situation in Lesotho, coupled with poor basic service delivery, has led to the dwindling confidence and increased doubt citizens have in their government. This is even more so amongst rural people, and their belief in the failure of democracy (HR Sims, 2001). This is underlined by low levels of trust and confidence in government institutions as indicated by (HR Sims, 2001). Service delivery such as construction and installation of electricity, provision of water, provision of basic health care services at clinics and hospitals, unemployment among youth and quality education for children has declined drastically due to negligence of government and failure of government to account to citizens.

1.2 PISA (Participatory Initiative for Social Accountability)

PISA targets citizens in Lesotho from the age of 14 and above to equip and motivate them to participate in dialogue platforms and community issues. Citizens and citizen representatives both require awareness, knowledge, and skills (individual capacities). To this end, PISA builds

the capacities of actors on the demand-side (citizens) and supply-side (citizen representatives) through civic education (*PISA II , Theory of Change*, n.d.).Capacity building of citizens was done through various means, these include but not limited to citizens state dialogue, open citizens session, citizens campaigns, community parliament engagements, Meet your MP(member of parliament)platform, METHAKA youth empowerment platform, Speak-up for Lesotho panel discussion with citizens, PISA libraries full of books and journals for citizens to read in order to gain knowledge, radio programs in both commercial and community radio. These approaches were used by PISA to empower citizens with civic knowledge so that they gain knowledge and skills to participate in governance and democratic issues with the aim and objective of realising improved services delivery in the communities.

Baseline survey for PISA in 2016 indicated that only 30% of citizens have knowledge of governance and democratic issues and only 24 % of citizens participate in governance and democratic issues (PISA II, theory of Change, n.d.). This clearly indicates that citizens knowledge and participation was very low in governance activities hence need to empower citizens with knowledge in order to improve their participation with the aim to induce motivation which will then help them to demand services and hold duty bearers accountable with the ultimate goal for improved service delivery in the communities.

Improved service delivery is, of course, dependent on various influencing factors, many of which lie outside the control of the PISA program. In the long-term, PISA aims to contribute to effective and efficient provision of public goods and services to citizens with less cost incurred. The specific objective for PISA is to strengthen public participation of citizens and citizens representatives in project areas in dialogue formats and community responses to improve local service delivery (*PISA II , Theory of Change*, n.d.). This will assist on improved service delivery by identifying bottlenecks and elevating these to the right level and/or institution for action or by devising local community-based self-help solutions.

In Lesotho, education lands itself through three modes of delivery which are formal, informal and non-formal education (Ngozwana, 2017). The structure, curriculum, teaching style, assessment style, setup and delivery of education approach differs across all three modes of education.

Civic education is predominately informal in Lesotho. Due to it’s nature of informality, civic education does not have well developed curriculum, it is not carried out in a formal setting like schools, where there will be assessments to measure whether participants indeed understood the nature of the content or not. However, it is done informally to adults in out of school, and it doesn’t follow structured or standardized approach. Therefore, this study focused on the

adult rural people at Mohlakeng and Ratau community council in which three years of civic education program PISA was implemented from 2016 to 2018.In these three years of implementation, PISA aimed to empower citizens with skills and democratic knowledge in order to participate in developmental activities and processes in the community and empowered citizens to take initiative to demand better services in their communities.

Mohlakeng and Ratau were part of community councils in which the civic education program (PISA) was implemented for the past three years. They fall in the category of rural setting, due to their poor access to structural developments such as infrastructure, poor roads, lack of water supply, lack of access to information, food insecurity and unemployment, as indicated in the poverty reduction strategy for Lesotho (International Monetary Fund, 2012) . The research study zeroed-in and used concepts of community participation, civic knowledge, civic participation, civic skills, civic education, civic accountability, civic disposition, and rule of law to guide the discussion of this research study and attempted to trace nature of civic education imparted to citizens by PISA and it's link to improved service delivery.

1.3 Problem statement

In Lesotho service delivery is very poor both at central government and local government. According to (Quinn, 2006) in 2005, the government of Lesotho introduced Local government governance system with the aim to fast-track provision of service delivery at community level through community councils establishment. The intention was to bring services and assist citizens to participate in governance issues and democratic developments in their communities through local government system. Instead, the local government system has had an effect of dejection of democratic values for popular participation in a sense that local government does not provide the required basic services to citizens such as water, electricity, basic health care and provision of much needed services, and to that effect citizens experience poor service delivery. Citizens' knowledge, skills, and participation in democratic developments in their communities to address issues which affect them is critical to find solution to their problems. To address this, government of Lesotho introduced a program called Participatory Initiative for Social Accountability (PISA) in 2016-2018 as a civic education program aiming to empower citizens with knowledge and skills to participate in the community developmental programs.

Therefore, there is a need to determine the extent to which PISA has empowered citizens with knowledge and skills to participate in community development initiatives which influenced service delivery at both Ratau and Mohlakeng community councils.

1.4 Research question

To what extent does civic education on community participation improve local government service delivery for Ratau and Mohlakeng community councils?

1.4.1 Sub-questions

a) What is the contribution of PISA on improved service delivery at Ratau and Mohlakeng community councils?
b) Is there a link between civic education, community participation and service delivery at Ratau and Mohlakeng community councils?

1.5 Purpose statement

The purpose of this research is to determine the extent to which civic education on community participation improves local government service delivery for rural people of Mohlakeng and Ratau community councils.

1.6 Research objectives

a) To determine the extent in which civic education on community participation improves local government service delivery for rural people.
b) To determine the contribution of PISA on improved service delivery at Ratau and Mohlakeng community councils.
c) To determine the link between civic education, community participation and service delivery at Ratau and Mohlakeng community councils.

CHAPTER TWO

2.0 Literature Review

In this section of literature review, the research study investigated civic education as the concept and its principles, Community participation, theoretical framework, research conceptual framework, political rights, civil rights, social/economic rights, and local government service delivery concept. The literature review gave perspective of other scholars and the relevance of the concepts to the research study. Understanding of the concepts was vital in analysing the findings of this research because the research study is centred around use and application of these concepts.

Globally, the term service delivery denotes distribution of basic communal needs and services such as housing, land, water and sanitation, electricity, and infrastructure (Reddy et al., 2016).However in Lesotho, basic services required by citizen in both Ratau and Mohlakeng communities are identified as water provision, construction of gravel roads which connects villages, rural electrification or connection of electricity in the communities (Kabi et al..,2017). The research focused more on those services but was not limited to these mentioned services but rather documented and analysed services which citizens identified important to them during data collection. These functions emanate from the constitutional mandate for different government institutions to fulfil their obligation for ensuring social rights of It's citizens. However, in Lesotho context, provision of those basic services is poor, minimal and to some extent not existing at all in some community councils and villages (Kabi et al., 2017). This has resulted in the loss of confidence and trust in government as argued by (Harvey Sims, 2001) However, this does not become a hopeless case because when government improves it's performance, citizens' confidence and trust will be restored again (HR Sims, 2001).These debates about service delivery set the tone for this research study to share the findings of the research in the next chapters to follow.

2.1 Theoretical framework for the research

According to (Dean et al., 2007) the concept of citizenship was coined from Greek city -states which was modernised in the 18th century as Citizenship. Citizenship meant participation of those who have rights as citizens in their respective country on public affairs, national assembly and in public decision making. Dean et al (2007) points that, in the 18th century only

men were participating in the public affairs but with time, women fight for their rights to participate in the public affairs and after a long struggle woman were also accepted to participate in public affairs as citizens. The concept of citizenship is grounded in three key principles known as civil rights, political rights, and social rights.

2.2 Political, civil, and social rights

According to (Tushnet, 1992) civil, political and social rights were immutable and almost inherent in the nature of society. This means, these rights are almost embedded in the life of every person because they should always be respected. Civil rights are inherent personal rights to freedom of action, right to life and right to select and to pursue a life plan (Tushnet, 1992).Social rights are personal rights inherent to social order and market, these include : right to shelter, food and decent job etc (Tushnet, 1992). Political rights exist from person's location in an organised political system, these rights are right to vote, right to participate in the political life of the community and right to get improved services (Tushnet, 1992).(Howard, 1983) argues that civil and political rights are needed as intrinsic values in which governments indeed need to implement in order to achieve development policies, to ensure equitable distribution of wealth which will ultimately translates into improved economic growth as a result improved service delivery and social rights then will be realised. Government is a prime custodian to guarantee citizens' rights, it must uphold these rights and provide a conducive environment to ensure that citizens enjoy existence of these rights.

There are quite a few definitions for citizenship:

1. Education of citizenship involves development of people in both political and social aspects as members of the society at local, national, and international level (Dean et al., 2007). At personal level it teaches integration in the society, and it also empowers people to overcome issues of structural barriers in service delivery to equality. At political and social level, it creates a social order which helps to provide security without the need for repression (Dean et al., 2007)
2. Citizenship education aims to empower people's knowledge, attitudes, skills and values to enable citizens to actively participate as informed citizens in democratic processes (Howard, 1983).

From the definitions we can deduce few themes, concepts, and dimensions from citizenship education. The *themes* include preservation of democratic society and associated rights, participation of people, preparation and capacity -building of citizens and the focus on inclusion

or integration of society (Dean et al., 2007).On the notion of *contemporary society* key concepts include : democracy, rights, responsibilities, respect, equality, tolerance, diversity and community. Regarding *dimensions*, the concepts include knowledge, understanding, skills, attitudes and values (Dean et al., 2007).Therefore the study used citizens' participation in the development process to demand improve service delivery in their communities.

2.3 The conceptual framework of the research

The research used political accountability as conceptual framework. According to (Fox, 2000) political accountability can be promoted through state and non-state institutions. This means pro- accountability outcomes depend on mutual interactions between state and non-state actors or participants. Political accountability conceptual framework zoomed in two fundamental terms, namely horizontal and vertical political accountability. The difference between vertical and horizontal political accountability is that: horizontal political accountability means no power relations applied between citizens and state, while vertical political accountability means power can be from the state to citizens and reverse vertical political accountability means power comes from citizens to the state (Fox, 2000).For example citizens have power over state during elections because power is vested in them to elect their own preferred government to be in power in order to run the affairs of the state. The state also gains power over citizens once voted in government to run the administration of the country. This means there is a need to do a balancing act here, citizens must apply checks and balances on government of the day, so that the government performs it's mandate as promised. Citizens must be equipped enough with knowledge and skills to hold government accountable on the use of public funds, Citizens must demand accountability from duty bearers who are given responsibility to provide services.

According to (Blair, 2000) democratic local governance(DLG) contains a number of aspects in addition to participation and accountability in relation to service delivery, resource allocation and mobilization. The research further investigated ability of the local government structure to implement developmental projects, and ability to provide basic services to communities. The idea behind establishment of local government system was to speed up the wheel of service delivery to citizens at community level because community councils are well placed in the heart of rural communities. Therefore, political accountability framework provides the leeway to analysis citizen participation/empowerment through civic education program PISA and determine whether indeed it has influenced citizens knowledge and skills to participate in the affairs which affect them and to determine capabilities of citizens to demand better services from Ratau and Mohlakeng community councils.

2.4 Civic Education

Civic education has been defined in many ways by different scholars. Civic education is the provision of information and learning experiences to equip and empower citizens to participate in democratic processes (Rietbergen-mccracken, n.d.). While (Olayinka et al., 2015) defines civic education as an organised body of human knowledge involving individual and group membership rights, duties, institutions, practices and actions linked with citizenship of a state. This implies that the value of civic education is to promote civic engagement, support democratic participation, and promote the demand for good governance. Therefore, an informed and engaged citizenry, is a necessary complement to improve the practice of good governance. Vibrant democracy is centred around citizens involvement and participation.

According to (Ngozwana, 2017) civic education has been used to address a wide variety of political and governance issues (e.g. corruption, civic apathy or post-conflict reconciliation) as well as important social issues (e.g. domestic violence, drug abuse, and HIV/AIDS, poor service delivery etc). Civic education is concerned with three different elements, namely civic knowledge, citizens' understanding of the workings of the political system which includes their individual political rights, civic rights, responsibilities, and lastly the responsibility of citizens to respect the rule of law and the rights and interests of others.

According to (Ngozwana, 2017) civic skills are citizens' ability to analyse, evaluate, take action, defend positions on public issues, and to use their knowledge to participate in civic and political processes. This includes but not limited to the ability of citizens to monitor government performance or mobilise other citizens around particular issues. In the next paragraph the discussion focuses on civic disposition and the relevancy of civic disposition in this research study. Civic disposition in this research is important because knowledge gained by citizens is fundamental and it plays critical aspect to determine value addition of PISA regarding capacity building of citizens, which ultimately has effect to citizens behaviour to demand improved services in their respective communities.

Civic disposition by definition is defined as citizen traits necessary for a democracy to prevail; these include but not limited to; tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise (Rietbergen-mccracken, n.d.).Civic disposition and civic education can be used interchangeable together in a sense that they are similarly related in meaning. Civic education affords citizens a space to learn, form opinion

and be able to defend their opinion. Talò et al.,(2014) suggests that civic education has been used to construct and exercise knowledge and skills regarding rights and obligations to participate in the public life of the society in which they exist. For example, citizens can only participate meaningfully in any community developmental discussions, activities, and development if they have knowledge of the issues discussed. What this means is that as responsible citizens living in the village is paramount important to know your rights, your responsibility as citizen and to know duty bearers' responsibilities. Informed citizens have capacity and knowledge to engage constructively with duty bearers because they can form their own opinion and be able to defend it because they have facts and knowledge of governance issues.

Joldersma (1997) indicates that civic education can be offered as an *out-of-school* exercise by civil society organisations as part of informal training, experiential learning, and mass media campaigns. As such, it is an approach that employs a range of different methods and is often used in combination with other participatory governance tools such as community service and social networking for future citizenship engagement. Some of the common uses of out-of-school civic education include voter education, awareness-raising programs for disadvantaged groups such as immigrant communities or the poor, on their social and political rights, and leadership training for local civil society activists (Rietbergen-mccracken, n.d.). It has further been used in the public sector to improve the democratic functioning of local government or political parties. It is frequently used in conjunction with other capacity-building and dialogue approaches to strengthen the ability of citizens and civil society groups to organise themselves, interact with others, and to make their voices heard by those in power.

Examples where out-of-school civic education has been implemented in African countries include Kenya and Angola. In Kenya, it has been used to promote citizenship from a rights and responsibility aspect. The programme was implemented between August 2000 and September 2002 through a partnership of a group of development partners and civil society organisations (CSOs).

> The programme aimed at consolidating a mature political culture in which citizens were more aware of, and fully exercised their rights and responsibilities, as well as participating effectively in broadening democracy (Rietbergen-mccracken, n.d.).

It is important to show that the programme was implemented by civil society organisations rather than government.

In Angola, civic education was introduced for purposes of peace-building and citizens' education to encourage dialogue and tolerance among war-affected communities and followed by extensive peace-building efforts through civic society organisation as said by (Joldersma, 1997). In Malawi, the government introduced a program known as National Initiative for Civic education (NICE). This was a civic education program which aimed to empower citizens with civic knowledge, skills, and democratic values to participate meaningfully to democratic governance in Malawi. This is a sister project which gave birth to PISA program implemented in Lesotho. In Lesotho, Civic education program was used to correct poor service delivery problems. This is an approach which affords citizen to be empowered with knowledge to demand good services from government and force duty bearers to account to citizens who gave them power to manage and run public funds efficiently and effectively to provide needed services to the communities. In Lesotho, there are no mandatory accounting laws/ or mechanisms which compel duty bearers to formally account to citizens as a result duty bearers account on their voluntary discretionary decision making. Citizens only gain control or power to force political representative to account when they campaign for elections, this is the time when citizens have an opportunity to question elected candidates to account to them. This is the time in which citizens exercise their rights to deny those whom they feel that they have not performed well as expected to be removed from power.

Thakaso (2017) points out that in most African countries, including Lesotho, people rarely exercise their citizenship rights, since they are not involved in providing input in the preparation and formulation of public policies as there are limited channels for them to participate and as a result, the citizens' needs are not reflected. There are situations in which civic education can be used to raise awareness among the responsible officials and instigate political will in them so that they can promote and advance peace and stability in the country. However, Riutta (2007b) believes that experts could use civic education to unlock and promote communication between citizens and elected officials, this will bridge the gap of misunderstanding between the two parties being citizens(rights holders and government (duty bearers) as a result that action encourages dialogue which subsequently promote better services to citizens.

2.5 Key debates/differences among different scholars

According to (Mkandawire, 2015) if developments had to be realized, social policy must be sound and implemented efficiently to root-off social injustices so that citizens can enjoy provision of services. Therefore, Mkandawire (2015) argues that it is fundamental to have policy direction targeted for specific purpose to develop poor communities, in doing so social order and poverty reduction through improved services can be achieved.

On the other hand, (Tushnet, 1992) argues that to realize development in the communities, civil and political rights are basic fundamentals for development and provision of services to communities. Tushnet (1992) argument is that civil and political rights provide a platform for citizens to participate in the affairs which affect them. In a way Tushnet (1992) believes that civil and political rights pave away for social rights hence improvement of economic growth and that allows governments to accumulate resources which will ultimately help them to provide require services to citizens.

Howard (1983) argues that development and provision of services to communities can be in two folds: 1) development requires significant economic growth and stability which Howard (1983) believes that in most cases it limits civil and political rights.2) development requires active participation of people and fulfilment of basic economic and social needs to be achieved, Howard (1983) argues further that denying people civil, political rights and human needs will therefore result in failure to provide for human rights, basic services and needs of citizens . Therefore, Howard (1983) concluded that development definition depends on the angle in which one is looking at it. For example in Africa, development refers to an absolute growth, redistribution of wealth in an egalitarian manner, increased national autonomy/self-sufficiency (Howard, 1983) ,while others may look at development in the lens of civil and political liberties as fundamentals to ensure proper development policies and inappropriate policies are changed to realise development in the communities and improved service delivery.

2.6 community participation

Community participation is a strategy which provides citizens with the sense that they have ability to solve their own challenges through careful designed reflection, processes, procedures, and collective action (Zakus & Lysack, 1998). In essence community participation has it's unique mechanisms which help people to create positive impact on the responses and solutions to their issues. This can be achieved through various forms of engagement such as communication, taking action to attend public gathering, attend community meetings, working as labour or technocrats within community developments projects and contacting of local

government representatives to account to citizens. For example, feedback mechanisms between community members and their ward councillor improves trust and confidence in citizens as there is transparency, and relationship formed between government institutions and citizens.

According to (Talò et al., 2014) participation is categorised in three main typologies which are either at an individual or collective level. These main typologies are political participation, latent/civil participation, and non- participation or disengagement. The research employed civil participation at community level to measure to what extent community participation has improved local government service delivery. The rational for choosing civic participation among three typologies mentioned above is: civic participation develops capacity of individuals to voluntarily participate in developmental initiatives and processes in their communities. In the process individuals acquire democratic knowledge and skills which help them to gain independency, efficacy and to a larger extent individual gain capacity for thinking, respect for others and willingness to take responsibility (Talo et al.,2014). Therefore, PISA applied civic participation principles/mechanisms to equip citizens with skills and knowledge to engage with service providers to demand improved service delivery. Talo et al (2014) affirms that civic participation employs civic engagement by observing the interest of citizens and principles of democracy.

Gran (1983) states that participation entails citizens empowerment to make decisions on issues which affect them. Capacity building through participation increases ability of citizens to deal with their challenges (Bryant and White, 1982).Participation improves sustainability of developmental projects because citizens take ownership over local resources because they belong to them (Machooka,1984).Participation promotes efficiency and effectiveness in the long run because it promotes effective engagement between local people and service providers (Paul, 1987).Participation promotes self-reliance of local people by taking responsibility for bringing desired changes which improve the quality of their lives (Kolawole,1982).Participation is attributed to transparency, effectiveness, efficiency, responsiveness and accountability of government (Bryant and White,1982).

Participatory planning should be bottom-up approach inclusive of issues identified from community level and citizens must play their part in prioritising those issues emanating from communities during electoral divisions public gatherings in councillors respective wards (MoLGC,2006).Prioritised issues which were identified at electoral divisions public gatherings are consolidated into community action plan (CAP) containing multisectoral list of projects

prioritised from community level with cost estimates and provisions for community participation (MoLGC,2005).Community members participation in these public gatherings are vital because the gatherings create platform for citizens to voice their concerns and issues which they want councillors to take into consideration (MoLGC,2005).Participation of citizens in public gathering is not legally guaranteed but it is institutionalised by range of policy documents (GOL,2004;MoLGC,2006).

Riutta (2007) argues that inter-election participation is more relevant to the rural poor than electoral activity. Inter-election participation is civil participation which promotes civic engagement among citizens or community members to find solutions collectively with the service provider (government). Participation through political protesting as form of participation is considered urban and is distinct from rural participation (Riutta, 2007a). This means that community people do not embark on protests or high mass rallies to government offices to show their dissatisfaction at government offices but rather they employ discussions and dialogue to find solutions to their challenges collectively with service providers. For example, PISA encourages community dialogue to engage with citizens at community level to solve issues of service delivery such as construction of feeder roads between communities and water provision for rural communities.

Logically it is essential to empower individuals so that they participate effectively at community meetings and public gatherings. This is considered as the most effective means of public participation to induce impact than participation through protests and group rallies to show dissatisfaction. If validated, the findings for relevance of civic education has to form a democratic orientation and identity based on individualism empowerment (Riutta, 2007b).The more people are empowered, they engage constructively and amicable solutions are always reached between two parties involved. This research measured community participation through the following mechanisms: none participation of citizens, attendance and participation in public gathering meetings, Participation in developmental projects in the communities either as labour or volunteer, participation by presenting issues during council monthly meeting or at the council, participation on radio talk shows discussing issues related to Ratau and Mohlakeng councils and participation through trainings conducted by PISA project in both Ratau and Mohlakeng councils. PISA is central to this research because it was a civic education project initiated by government of Lesotho to empower citizen with civic knowledge and skills so that citizens can participate in governance issues and to capacitate citizens with skills to hold duty bearers accountable with the bigger objective to influence good and improved service delivery at Ratau and Mohlakeng community councils. Participation in developmental activities was defined as participation in community work organised by

community members when they see problem in their community. For example, when the road is broken and citizens decide to take initiative to rehabilitate the broken road, or when there is a broken tap and citizens decide to take out money from their pockets to contribute and fix or repair the broken water tap, and participation as labour was by means of collecting stones when there are some road works going on in the village. Civic education promoted by PISA preached that "responsibility is for all" which means everyone must play his/her part which is within his or her means to improve the standard of living (*PISA II, theory of change,n.d*). Participation through radio call-ins is very common in Lesotho, there are radio programs designed to address service delivery challenges, the programs provide dialogue platform for community councils to engage with citizens to give updates on the services provided to citizens in their respective communities, this is the platform in which citizens engages with service providers to account (*PISA II, theory of change, n.d)*

2.7 Local government service delivery concept

According to (Adeyemo, 2005) local government was established through law to exercise specific powers within set areas, to initiate and direct provision of certain services. These include the local governments' ability to determine and implement projects to complement the activities of government in the specific locality.

On the other hand, (Boyte, 2003) defines local government as a sub-division of the national government established by law and substantially controls the specific unit or ward. It has powers bestowed upon it to impose tax or to extract labour for a specific purpose.

This implies that, to improve service delivery at community level, local government has powers bestowed upon it to facilitate the process of service delivery to citizens at community level. These are the functions and roles delegated by the national government as means to fast-track service delivery at a localised level (Kabi et al., 2017).

In Lesotho, local government functional areas include allocation of sites/plots for residential, cemetery yards, provision of water through construction of taps within communities, maintenance of broken taps, construction of feeder roads within the villages, construction of roads which connect adjacent villages, management of rangelands, and control of natural resources within their council. It is the responsibility of citizens to measure performance of councils on service delivery based on their mandate of work. PISA as civic education program empowered citizens to stand up and demand these services from service providers.

2.8 Overview of service delivery at both Ratau and Mohlakeng community councils

Kapa (2010) affirms that Mohlakeng community council has limited progress in service delivery especially roads construction, water supply, and maintenance of gravel roads. Kapa (2010) further indicates that limited capacity of human resource and the fact that central government has not devolved functions to community councils compounded the challenge of poor service delivery. Kapa (2010 also indicates that delays in disbursement of funds from central government to local councils distort implementation of planned council projects at community level. Lack of decentralization of functions to community councils increase levels of poor service delivery at communities (Kapa,2010).

Nyane (2017) reports that the problem of limited financial resources impeded negatively on the implementation of plans for Ratau community council on planned service delivery projects in the financial year 2017/2018.The planned service delivery projects were water supply, construction of gravel road which connects Ha Tsilo, Ha Makoetje and Mauteng villages however, the services never saw light of the day.

According to Kabi (2017) Local government was introduced to address two broad functions, which are: a) to provide local democracy through the platform of citizens by voting for their own choice of leadership and to open channels for citizens' participation to make decision in the governance system. b) to fast-track provision of service delivery at communities. This is the rationale for the establishment of community councils in Lesotho, it is therefore important to give holistic overview of Ratau and Mohlakeng community councils in the next paragraph.

Data from Ratau and Mohlakeng councils showed that, gravel roads constructed between 2005 and 2010 were washed away by heavy rainfalls and have not been maintained. Mantsebo-Chiboko road constructed was left unfinished because the yellow plant which was working in that road was ordered to stop without proper communication to the local government. Decisions from central government were imposed on local government which is a clear problem inflicted on local government by failing to effectively and efficiently delegate functions to local government. In both councils' roads conditions are bad, furthermore both councils have similar challenges of controlling natural resources without by-laws, ineffective councillors who lack knowledge and skill, insufficient financial resources, lack of accountability from the councils on the small budget given to them and Incompetency of councillors which affect negatively efficient and effective implementation of developments and provision of service delivery in the communities.

With these underlying challenges in Ratau and Mohlakeng councils, citizens still experience poor road conditions, lack of water supply, poor health care services and lack of electricity connections in their communities. This is induced by lack of political will from central government to delegate functions to local government to perform it's constitutional mandate. Central government's reluctance to implement decentralization policies which give local government autonomy to carry out it's function at community level remains the cause of poor service delivery at community level, this is coupled with lack of financial support to councils by central government.

2.9 Socio-economic description of Ratau and Mohlakeng community councils

Both councils are located and situated in foothills of Maseru district. Both councils experience same and identical socio-economic challenges, therefore the description and analysis applied to both councils similarly. Both councils are relatively rural with poor basic services such as electricity connections, water supply, poor roads Maintenance, shortage or no new roads construction, lack of provision of identity documents for citizens, poor or no availability of agricultural inputs, no construction of new water connections, poor Maintenance or repair of water taps. Renewable source of energy are firewood and gas which are used for cooking and other household activities which need energy. Knowledge and understanding of governance issues by citizens is relatively low, citizens have low knowledge on the functions and work of government, and understanding of democracy is relatively low as well. Citizens get news mostly through radio, few have television sets. All the people speak Sesotho as their mother tongue language and few individuals know English as official second language in Lesotho. In both Ratau and Mohlakeng community council citizens knowledge on civic issues such as rule of law, human rights, political rights and understanding of governance and democratic issues is still very low (Nyane ,2017). Kapa (2010) also points out that generally, citizens living in rural councils have less knowledge on civic, human and political rights as a result, their participation in democratic issues and good governance is low.

2.9.1 Mohlakeng community council

Kapa (2010) shows that Mohlakeng community council is situated within Koro-Koro national parliamentary constituency. The council is made up of eleven electoral divisions. It has estimated 4366 households and estimated total population of 19 248 of which 9420 are males and 9828 are females (government of Lesotho,2006). The council has Roman catholic Church

and Roman catholic primary school. It has one high school and small shopping area and the businesses are mostly run by Chinese people. Community livelihoods depend on agricultural production both livestock and crop production. Men work at mines in South Africa, high unemployment rate among youth. The constituency name is Koro-Koro and it was also won by All Basotho Convention (ABC) party. There are 6 electoral division member representing ABC in the council (councillors) while other 5 members are coming from other parties.

2.9.2 Ratau community council

Kapa (2010) indicates that Ratau community council is situated 45 kilometers in Nazareth south east of Maseru city. It has eleven electoral divisions. Ratau is within Thaba-bosiu constituency. It has approximately 6381 households and estimated population of about 26 116 of which 12 811 are males and 13 305 are females (government of Lesotho,2006) Dominating businesses within the council are owned by Indians. People's livelihoods also depend on agriculture. The constituency name is called Thaba-bosiu and elected member of parliament comes from All Basotho convention (ABC) party. In Ratau council ABC councillors are 7, and 4 members come from other parties.

2.10 conclusion

In summary chapter two looked into literature related to the research study. The focus was to give information about PISA program implemented in Ratau and Mohlekeng community councils. PISA was used as the case study to assess citizens' knowledge on civic issues which happened in their communities and also to measure the level of community participation on the issues which affect them, whether indeed citizens' participation has improved service delivery in their communities. Community participation for this research was assessed looking at none participation, took part in public gatherings, labour or participation in community development projects, ability to present issues to councilors or at council's meetings, ability and active participation on radio shows or program organised to talk about Ratau and Mohlakeng issues of service delivery and participation of citizens on civic education trainings organised by PISA on community development. It is important to note that community participation helps to influence decision making in the sense that service providers will provide services in the villages where citizens pressurised them to provide services (demand services) (Kapa,2010) but in the situation where citizens are silent and don't participate service delivery is poor or very low (Kapa,2010).Therefore civic/community participation is critical for this

research study because it helped to link the relationship between civic education or community empowerment done by PISA in both Ratau and Mohlakeng community councils and community participation and it's influence to improved service delivery.

CHAPTER THREE

3.0 Research Methodology

Sönmez, 2013) argues that human learning is best researched by using qualitative data. Therefore, the research employed qualitative research approach to get in-depth understanding on the extent to which community participation through civic education program PISA has improved service delivery focusing specifically at Ratau and Mohlakeng community councils in Maseru District.

3.1 Research paradigm

Reeves and Hedberg (2003) states that interpretive paradigm concept addresses understanding of the world as others experience it. And willies (2007) indicates that interpretive paradigm believes that the reality consists of people's subjective experience of external world therefore, they may view and adopt an inter-subjective epistemology and ontology belief as reality of social construction. Furthermore, Walsham (1993) argues that interpretive paradigm as traditional belief with the notion that there are no "correct" or "incorrect" theories, nonetheless "interest" rests in the researcher area under study or investigation. While Gephart (1999) believes interpretivists rely on knowledge and meanings as act of thinking and reasoning of human beings, hence Interpretive paradigm does not rely on subjective relationship between the researcher and subjects nor it doesn't predefine dependent and independent variables but rather focuses on full complexity of people sense making. Therefore, the aim of interpretivist is not to generate theory but to evaluate and refine existing theory (Reeves and Hedberg ,2003). Walsham (1995) states that interpretive theory can be used in three different forms, these are: theory being used as a guiding approach for design and data collection, theory as iterative process of data collection and analysis, and theory as an outcome of the case study. Therefore, this research used interpretive paradigm as an outcome of case study hence PISA program was used as case study and the key words pertaining to the methodology relate to the influence of community participation to service delivery both Ratau and Mohlakeng community councils.

According to (Sönmez, 2013) interpretive paradigm looks at the human truth which is accessible through inner subjectivity and the human being is an integral part of the environment. This means that human beings understand that, their socio-economic

development evolves around the environment they live in. This is very important because the interpretation of improved service delivery in their lens might differ from the perspective in which other people may see or understand it. Therefore, semi-structured interviews were used to get in-depth understating of their perceptions about service delivery in their area. The underlying factors which influence improved service delivery gathered from literature were compared with what has transpired through the civic education program for Mohlakeng and Ratau community councils. This gave the perspective of realities on how citizens at Ratau and Mohlakeng community councils understand improved service delivery in their own lens. A total of 25 participants were interviewed and from Ratau council 15 participants interviewed while in Mohlakeng council 10 respondents were interviewed.

3.2 Research approach and data collection

Qualitative research approach is an investigation process of understanding a study into a human/social problem, focused on enriching a diverse, holistic interpretation, shaped with words, reporting comprehensive views of respondents, and conducted in a normal setting (Trotter, 2012). In this research, the triangulation approach was adopted for data collection. The triangulation approach entails secondary data sources to validate the information collected as primary data. Primary data was collected using semi -structured interviews, while secondary data was collected through desktop review to triangulate primary data collected from respondents. Semi structured in-depth interviews were adopted to gather information from respondents using the questionnaire tool. This technique affords a researcher an opportunity to observe the respondent gestures when giving responds whether indeed information is true or false, and it gives the researcher latitude to probe further to get clear responses. In qualitative data collection Carspecken & Cordeiro (1995) state that art of observing should be a skill and privilege of gift in which a researcher must have. This gift of being a good observer helps the researcher to deal with possible prejudices and biases. The rationale to conduct individual semi-structured interviews was that people were able to express themselves better without fearing others, and they were able to share valuable information which informed my research findings. Secondary data provided a bases for making comparison with primary data collected through semi-structured interviews. Secondary data was gathered from Lesotho Journals, books, Government official documents, university of Lesotho publications and councils' documents. The importance of secondary data helped to triangulate the shortfalls of primary data collected so that there are no biases in the researcher study.

3.3 Sampling

Coyne (1997) states that sampling is the process of identifying respondents, place/research area, situations that will give greatest opportunity to gather relevant data for the research under investigation. Therefore, for evaluation of this research, data was collected from two councils in Maseru Districts, namely Ratau and Mohlakeng councils. A sample of 25 respondents was purposefully selected from both the councils to be interviewed using semi structured questionnaire. The selection criteria looked for participants who took part in PISA activities during phase one of PISA project, that is between 2016-2018 within Ratau and Mohlakeng councils. Coyne (1997) further states that purposive sampling in qualitative research chooses respondents, locations/sites, and documents to maximize opportunities to elicit data regarding variations along dimensions of categories and to demonstrate that indeed changes happened.

3.4 sampling frame

The sample frame was designed to meet several objectives and interests (Reimer, 2002).It must make systematic comparisons relevant to the interest of the researcher (Reimer, 2002).Therefore, in this research study a list of all stakeholders available, who participated in the civic education program implemented at Mohlakeng and Ratau community councils from 2016 to 2018 was established before data collection process starts. The list includes chiefs, councillors, government officials in the councils, Civil Society Organizations, Community Based Organizations, church leaders and individual members of the community. This also formed part of exclusion criteria because any civic education programs prior and after the period mentioned (2016 to 2018) were not included in the sample.

3.5 Sampling strategy

Sampling strategy is the process of trying to answer the research question (Byrne, 2001).This research is qualitative in nature, and it has employed a non-probability sampling technique. purposive sampling technique was used to identify respondents in the research area. Different stakeholders who took part in the PISA program were interviewed, these include government officials, civil society organizations, Community based organizations, and individual members of the community in both Ratau and Mohlakeng councils. The inclusion criteria were based on six months employees within all the institutions identified. Regarding community members, the inclusion criteria was based on individuals with education level of Matric, ranging between

the age of 18- 50 years old individuals living in the research areas (Ratau and Mohlakeng) for three years of the PISA program (2016 – 2018). In addition, stakeholders from different institutions, the exclusion criteria include employees less than six months employed in the institution. Purposive sampling technique employed because it allowed the researcher to carefully select individuals hence rich information was gathered to inform the findings of the research.

3.6 Sample size

As (Kumar et al., 2011) states that larger sample size makes accurate estimates; however due to time and budget constraints a sample size of 25 respondents was determined in the research study. The sample size of this research is 25 respondents in total. This includes two (2) area chiefs gazetted, three (3) civic society organizations (CSO), four (4) community-based organizations (CBO), two (2) council secretaries, four (4) electoral division councillors, four (4) church leaders, six (6) individual members from the community. The respondents were interviewed to get their views to what extent does civic education improve local government service delivery because all these stakeholders above were involved in the implementation of civic education program at Mohlakeng and Ratau community councils in 2016 to 2018 initiative.

3.7 Data Analysis

Since the study is qualitative, data processing has qualitative nomenclature. Thematic analysis as an independent qualitative descriptive approach, is mainly described as “a method for identifying, analysing and reporting patterns (themes) within data sets (Vaismoradi et al., 2016). (SPSS) Statistical package for social scientists Data Editor version 28.0 and (QDA) qualitative data analysis miner computer software’s were engaged in computing the analysis of my data. Data was analysed using thematic analysis and descriptive analysis.

Data from respondents during interviews was recorded using audio devices and personal field notes written, then data was transcribed and codified after field exercise to produce a document which translates responses from research participants. Thematic analysis grouped responses from participants into themes following the pattern of responses from research interviewees.

Thematic analysis employed the following themes: community participation, civic knowledge, civic participation, civic skills, civic accountability, civic disposition, and rule of law to analyse the socio-economic needs of citizens at Ratau and Mohlakeng community councils which can

be addressed through improved service delivery. Descriptive analysis was used to populate graphs and summaries the categories of responses from different respondents which constitutes the sample size and demographics.

3.8 Ethical considerations

The research was approved and the university gave go ahead to conduct the research in Ratau and Mohlakeng community councils. The following issues were considerations during research execution:

- Informed Consent: it was very important and imperative to explain to respondents the nature of research and ask their consent to participate, and when they agree to the conditions stipulated in the consent form, they indeed participated freely.
- Explicit nature of research: The consent form given to the participants asked permission to take notes and to do the recording so that later I could transcribe the information.
- Right to privacy: I fully explained to respondents that they could voluntarily participate in the research or not to participate if they don't want to. Issues of anonymity, confidentiality, and reciprocating (sharing feedback to participants) were explained to them. I also clarified to them that, they can even pull-out during the interview if they don't want to continue anymore and I further explained to the participants that if they don't want to answer any question, they are free to do so.
- Analysing data: care was taken to avoid biasness either by siding with participants and opposing findings and perspectives that prove or disprove the researcher's predispositions were reported.

3.9 Limitations of the Research

The research was confined to Mohlakeng and Ratau community councils since these two councils received civic education program in 2016 to 2018.The focus of this study was based on the people of Mohlakeng and Ratau community councils and stakeholders found within the research area therefore the findings of this research are for Ratau and Mohlakeng community councils and they cannot be generalized to any other areas or locations.

3.10 Positionality of the researcher

It's imperative to note that positionality and subjectivity are strengthened longitudinal, progressive and unstable and not fixed (Syracuse, 2016).This means that it was important for

the researcher to be objective about the research study not to be court-up in minor personal affiliations, cultural norms and believes. Interviewing participants was an act of accessing information without any bias motives but rather to gather information which gave results that are credible. The researcher adhered to standard of ethical research and suspended any personal believes and attachment to the research study.

CHAPTER FOUR

Data Analysis, Presentation and Interpretation

4.1 Introduction

Reich (1994) states that Qualitative data analysis is a process of the description, classification, and interconnection of phenomena with the researcher's concepts. This means that the researcher develops explanation of events so that theories and generalization about causes, reasons and processes can be developed. The ability and skill of the researcher to code is an essential/important part of analysis (Jones, 2007).

> The data must be divided into meaningful textual sections which are coherent and in such add value to the research, secondly a tag/label must be given to the data which is descriptive and sufficient to the abstract to encompass other similar, and yet unique datum (Hamid et al., 2012).

It involves the researcher in two ways, the data presented consists of results from the questionnaires. The questionnaires were divided into three main themes: demographic characteristics such as age, gender, occupation, and citizen participation, skills, knowledge gained, accountability and challenges faced by councils and lack of service delivery by the councils. A total of 25 respondents were interviewed.

As part of this chapter introduction, let me share perspective of different scholars' definition of qualitative data analysis zooming into thematic analysis and it's importance. Qualitative research as an approach can be defined as the collection and analysis of data with the aim to provide an in-depth understanding of research phenomenon, socio-context and a detailed description and interpretation of the research topic (Vaismoradi et al., 2013).Further more (Vaismoradi et al., 2016) states that thematic analysis is an appropriate method of analysis when seeking to understand experiences, thoughts, or behaviors across a data set.

For validation of information collected from respondents , triangulation was applied by conducting secondary data source from local government reports, academic books, academic thesis and academic journals particularly research studies carried in Lesotho and related to this research study.

Reich (1994) states that the researcher applies one measurement process to compare the findings with the ones using different method. If the second method affirms the findings of the first results, triangulations reinforce the reliability of the findings. If it does not hold, it can be seen as proof that using just one method or measure is not always reliable.

Qualitative data was coded to present it as tables, bar charts, pie charts and percentages from semi-structured questionnaires after the analysis of responses from participants using (SPSS) statistical package for social scientists and QDA miner computer software for qualitative data analysis. The analysis, presentation, and interpretation are done using themes (thematic analysis) to link the findings to the research objectives and research questions. Therefore, Chapter four presents findings and analysis with the aim to determine community participation for improved service delivery at both mohlakeng and Ratau councils. Specific questions of the study are:

- Which services were provided in the communities?
- Who influenced provision of those services?
- Which development projects were implemented in the village or service delivery activities?
- How did community members participate in the development projects?
- The aim also was to find out which capacity building attained from PISA as the case study initiative for this research?
- Again, the aim was also to find out if indeed community members feel that they have influenced service delivery or services just happen because government decided on it's own to provide those services?
- I also wanted to find if the skills received from PISA helped community members to participate as a result influenced service delivery?
- The aim also was to identify types of civic knowledge gained from PISA and to find out whether that knowledge assisted citizens to participate or not?
- Section 3 looked into councillors and council secretaries' ability to provide services to citizens and to identify bottlenecks which hinder service delivery.

In summary of chapter four, the research used qualitative approach to get in-depth information from participants, data was analysed using thematic analysis to develop themes from data collected and information is presented as tables, charts and percentages and quotations from respondents from both Ratau and Mohlakeng community councils. The responses from participants for both Mohlakeng and Ratau are quoted as R1 and R2 respectively and

responses from Councillors and council secretaries from Mohlakeng and Ratau are coded as C1 and C2 respectively.

4.2 Data analysis results Presentation

4.2.1 Demographic Data

Table 1 below showing age of respondents.

Age of respondents

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	18-30 years	5	20.0	20.0	20.0
	31-43 years	9	36.0	36.0	56.0
	44-60 years	11	44.0	44.0	100.0
	Total	25	100.0	100.0	

The respondents were divided into three categories, starting from 18 -30 years as the first category,31-43 years as the second category and the final category which is 44-60 years. From Table 1 above, most respondents fall within the third category which is age 44-60 years which constitute 44%, it is followed by second category 31-43 years with 36% and the least category is age 18-30 years with 20%.

4.2.2 Education information of respondents

Table 2 Education background of respondents

Education information

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	Junior certificate	4	16.0	16.0	16.0
	matric	7	28.0	28.0	44.0
	diploma	8	32.0	32.0	76.0
	degree	4	16.0	16.0	92.0
	above degree	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Table 2 above illustrates education background of respondents who took part in this research study. Education information was divided into five categories, which are junior certificate, Matric, diploma, degree and post graduate degree. Looking at the table above, majority of respondents have diploma which constitutes 32%, followed by respondents who have matric qualification with 28%. Junior certificate and degree holders both have similar 16% and only 8% for above/post degree holders.

4.2.3 Occupation of Respondents

Figure 1: below shows occupation of Respondents

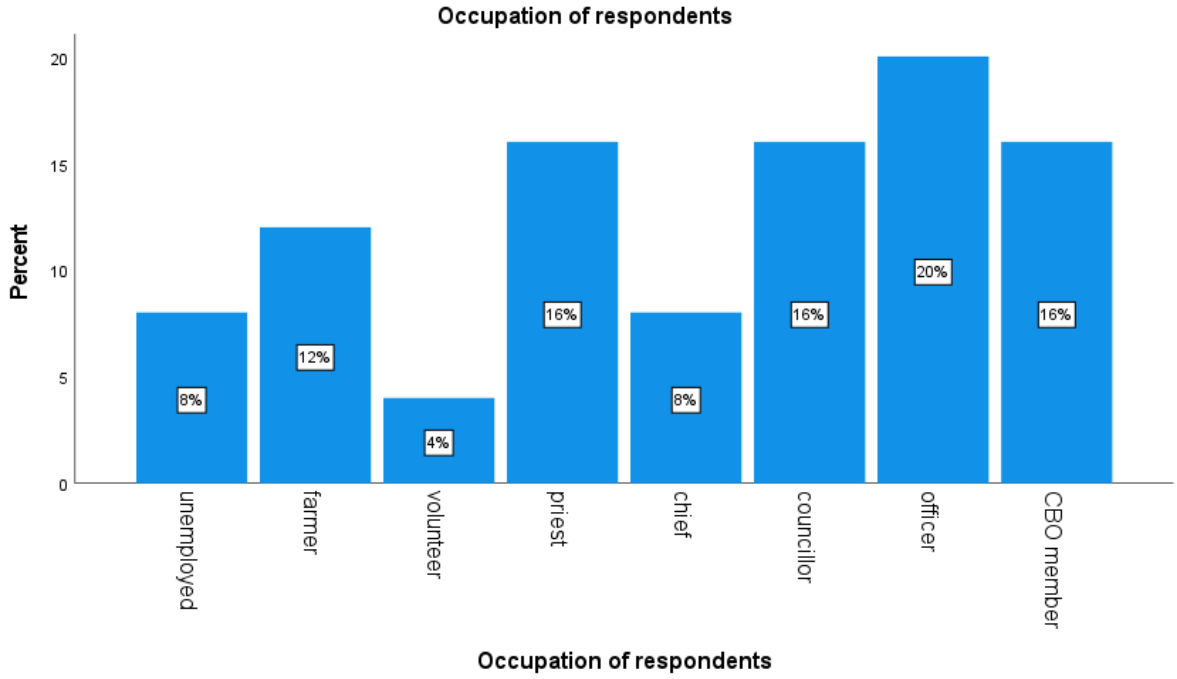


Figure 1 above shows different participants or respondents who took part in answering the questionnaires. In the graph, 20% of respondents were working in different offices as officers such as private sector, government offices in the community, non-governmental organizations in the communities and church-based organizations in both councils. The second category which constitutes 16% is for community-based organizations (CBOs), councillors and priests. CBOs are mostly composed of people who have common goal, and they are formed by community members to advance their own development. For example, village water committees, range lands management associations and funeral schemes etc. The other category is group of people who earn their living purely from farming which is 12%. This group requires government support, particularly provision of agricultural inputs which will help them to increase their production. This group produces both livestock and crops for their livelihood development. This group of people does other social and economic activities with the products produced from agriculture, for example they sell animals to take children to school, they buy clothes and other basic needs from selling of agricultural produce. The other category of respondents is chiefs with 8%, they rule and govern citizens. They implement government policies and strategies for development of communities. There is also another group of respondents who are unemployed which constitutes 8%, this group of individuals who is actively seeking for employment, it includes graduates from different tertiary institutions in

Lesotho and different institutions outside Lesotho. The least group with 4% is youth who are doing voluntary work on case-by-case bases to gain experience which will increase their chances of employability as they are also in the group of people who are actively looking for jobs/employment.

4.2.4 Gender of Respondents

Figure 2: below shows gender of Respondents

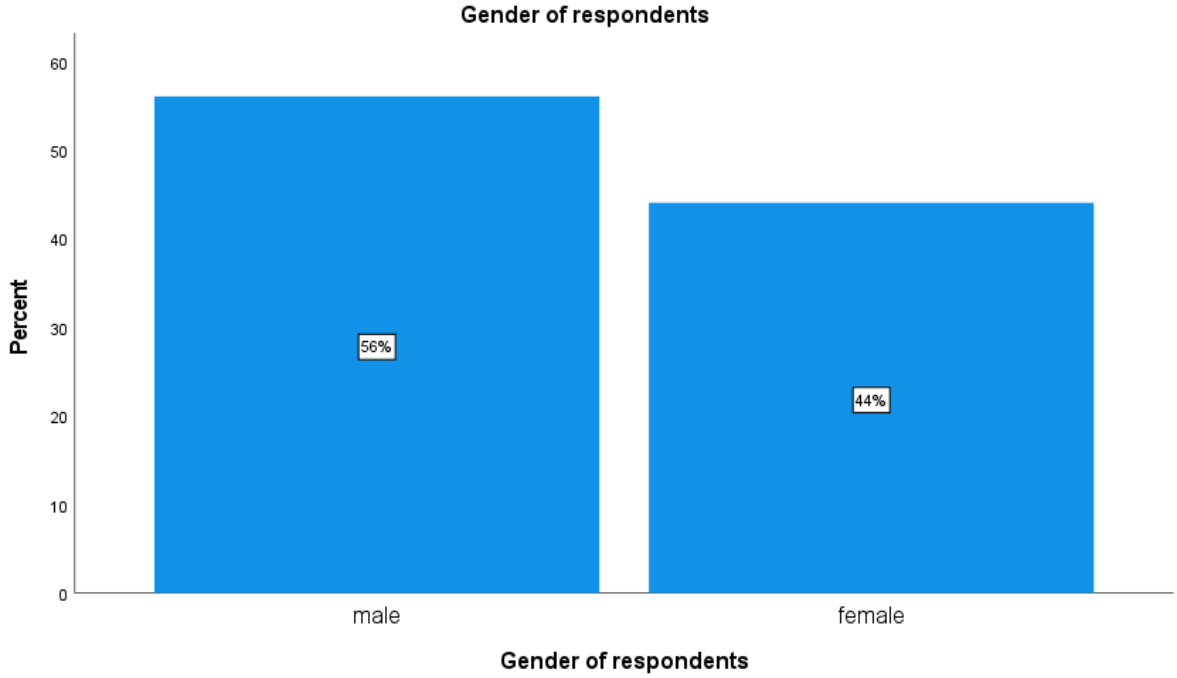


Figure 2 illustrates, gender categories of participants, two categories emerged which are female and male categories. the above graph shows that 56% of participants were male while 44% of participants were female. Therefore, both genders were fairly represented.

4.3 Section 2 research questions analysis

4.3.1 Services provided in the communities

Figure 3 below shows services provided in both councils

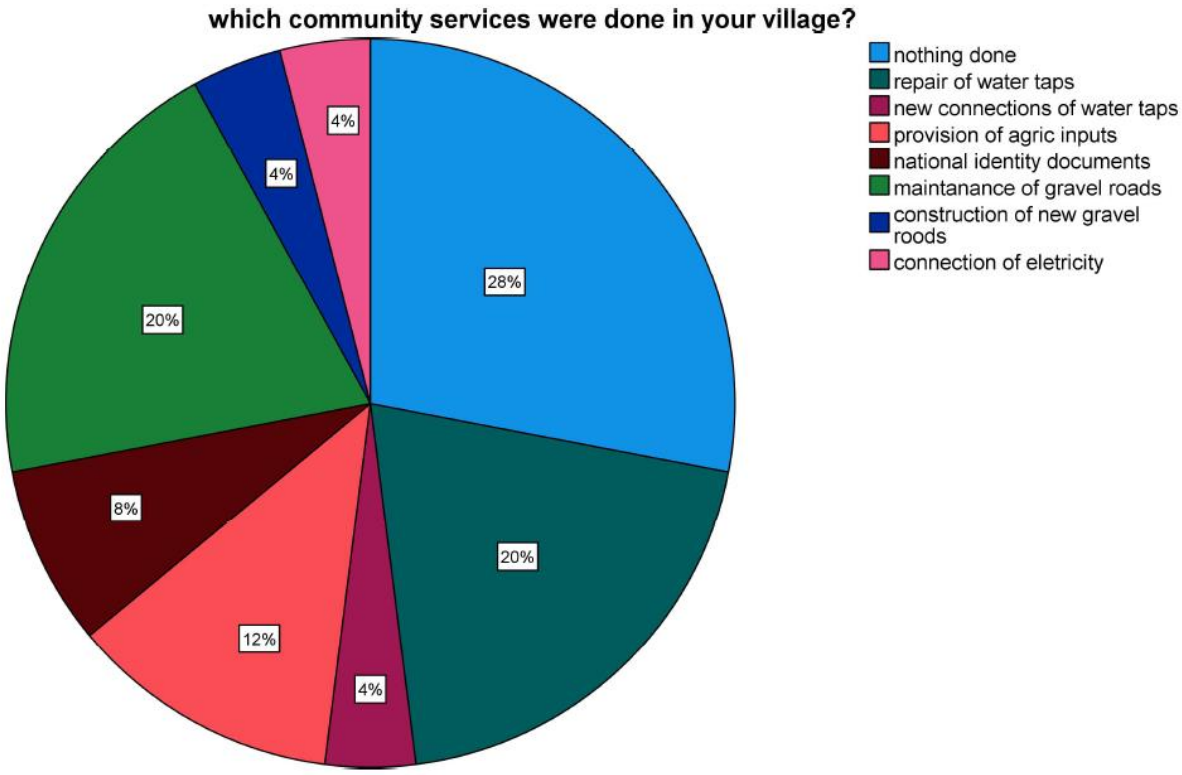


Figure 3 above illustrates different services which were done in the villages of respondents and some larger degree in which nothing was done in other villages. The above figure shows that 28% of respondents indicated that in their villages no services provided between 2016-2018 period. The quote below shows the responds from respondents who indicated that nothing happened in their villages:

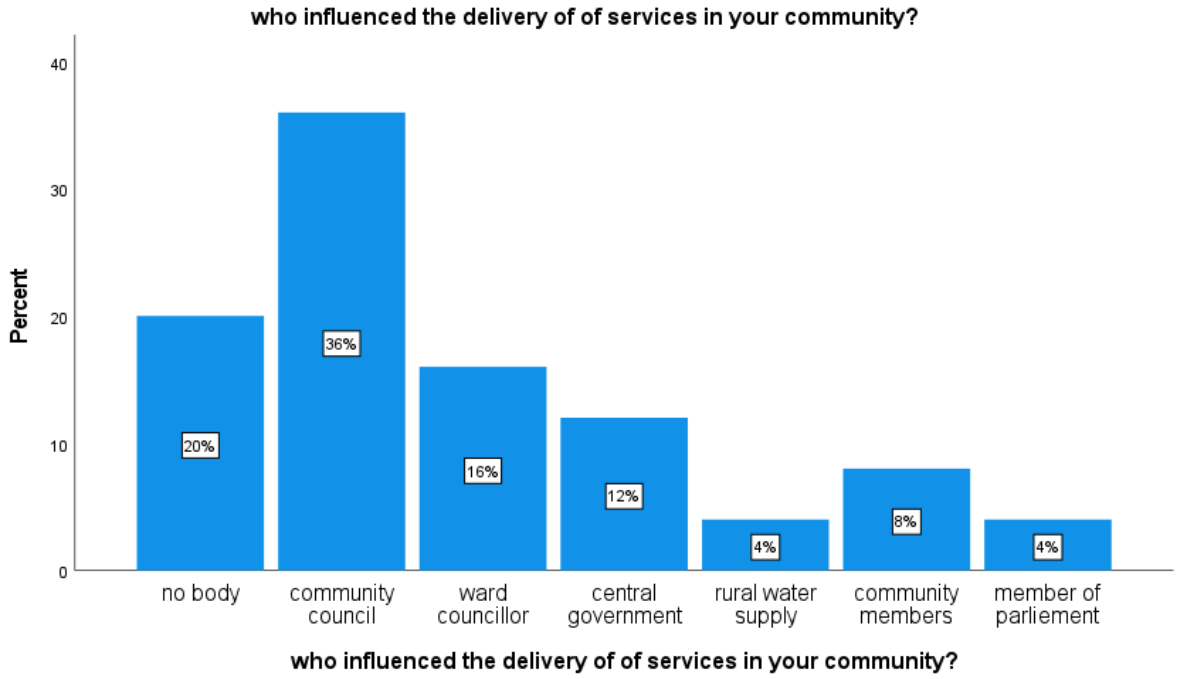
"No services provided by central government or community council in our village during 2016-2018 period, our need as Ha phaloane community is water but no provision of water while we have submitted our need several times to the community councillor to report our need to the council so that it is included in the budget" (R2)

"Nothing done but our need is provision of water in our village" (R2)

Majority of respondents who indicated that nothing was done in their villages were people whose need was centred on provision of water in their respective villages. These villages submitted their requests every year when community councillors collect community needs which will be included in the next council budgeting process, which is done every year as the process and procedure of government, so that government institutions can provide needed services to communities. The other categories which constitute 20% each are repair of water taps in the villages and maintenance of gravel roads within the villages. About 12% of respondents showed that, they were provided with agricultural inputs to improve their farming activities while 8% of participants indicated that, they had provision of identity documents which include national IDs, birth certificates, passports, and death certificates for deceased people. From the figure above, new connections of water taps, connection of electricity and construction of new gravel roads constitute 4% each as services provided in the communities. This is a very low percentage as a result there was very minimal provision of those services.

4.3.2 who influenced the provision of services

Figure 4 below shows categories of people who influenced services in the communities

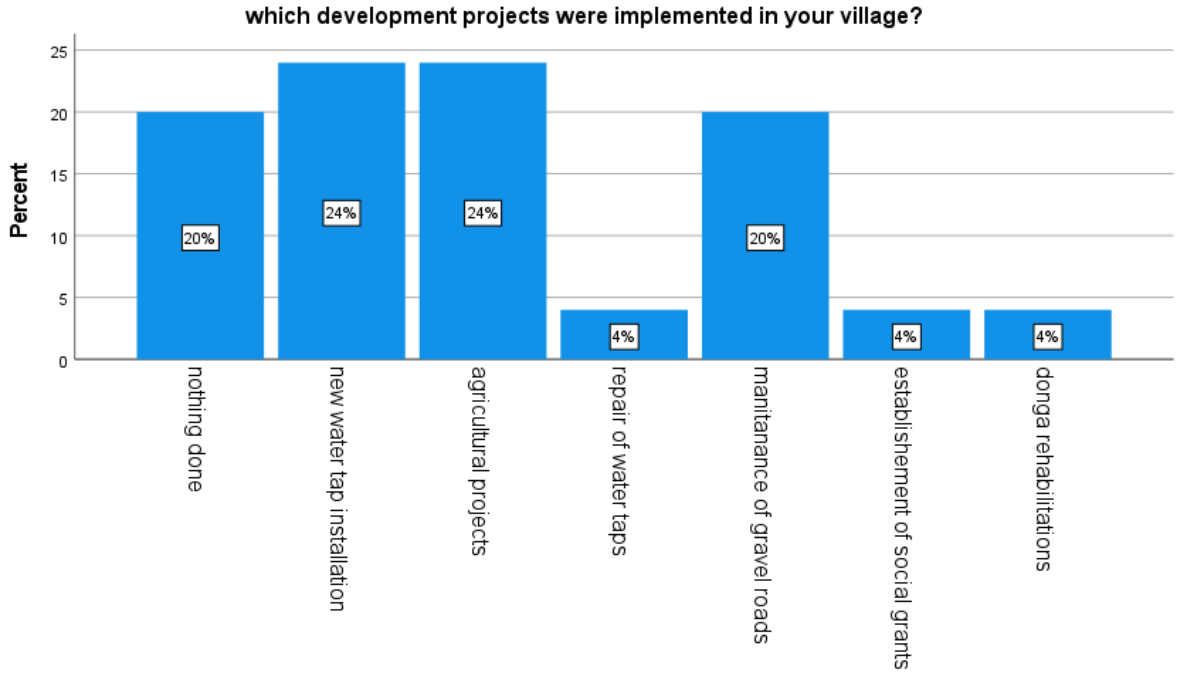


In the above figure 4, there are seven categories which came from the data set collected. Participants were asked who influenced the services which were done in their villages/communities.36% of respondents said community council influenced delivery of those

services. The mandate of the council is to provide services to the citizens because it is situated close to the communities so that it becomes easy to access services. Nevertheless 20% of respondents indicated that no body influenced the delivery of services. This category indicated that between the period 2016-2018 no services offered or done in their villages. 16% of respondents showed that the services received in their villages were influenced by ward councillors/community councillors through the process known as “community needs collection and prioritization”. Councillors make public gatherings to collect community needs and submit them to the council so that they can be budgeted and then be implemented in the respective communities in the next financial year. In the council, there is always debate and politics, this means that the councillor must be focal and be able to demand and make request to the council to develop his/her electoral division (ED). Therefore, the influence of the community councillor /ward councillor is very vital to direct provision of services.12% of respondents show that services were influenced by central government particularly subsidised agricultural inputs. The decision to subsidise agricultural inputs was done at central government and the budget was administered by the ministry of agriculture and food security.8% of participants believed that community members influenced availability of services through their participation in different platforms. These platforms include public gatherings called by community councillor, radio programs in which citizens make call-ins to voice their needs and in any public gathering organised to discuss development issues in the community. The least two categories with 4% each are rural water supply and member of parliament. Rural water supply is government department mandated to provide water to rural communities, 4% of respondents felt that provision of water in their community was influenced by rural water supply while on the other hand only 4% of respondents said that member of parliament has influenced connection of electricity in their village. From figure 4 above we can clearly see that the influence of community members for availability of services in their village is very low or very minimal.

4.3.3 Development projects implemented in the villages

Figure 5 shows projects implemented in different villages



The above figure 5, illustrates development projects which were done in both Ratau and Mohlakeng community councils. There were seven categories identified from the data set based on the answers given by respondents.24% of respondents showed that new water tap installation occurred in their respective villages while also 24% of respondents indicated that agricultural projects were done in their villages.

"*In my village SADP (sustainable Agricultural development project) support project was introduced, the project supports vegetable farmers to increase their production so that they graduate from subsistence farming to commercial farming, we were supported with small grants based on the proposal submitted to SADP project team, extension workers are available to provide technical know-how so that we can be able to increase our production and meet the demands from the market. We are supported with agricultural inputs particularly seeds, fertilizers and herbicides" (R2).*

From the quote above farmers were supported with inputs to increase their production. In the rural areas most households derive their livelihoods from agricultural production both livestock and crop production. This means that, for other livelihoods needs people will sell agricultural produce to get money to do other things. For example, taking children to school, building their own shelters, clothes etc. It is also worth noting that 20% of respondents also indicated that nothing happened in their villages, no services provided, and no projects implemented in their

villages. The other category is maintenance of gravel roads, it is important to note from this quote.

"*We are very happy as citizens of Ha Mofoka community, our gravel road was renovated and during that renovation, we worked as labour and at least we were paid for three months" (R1).*

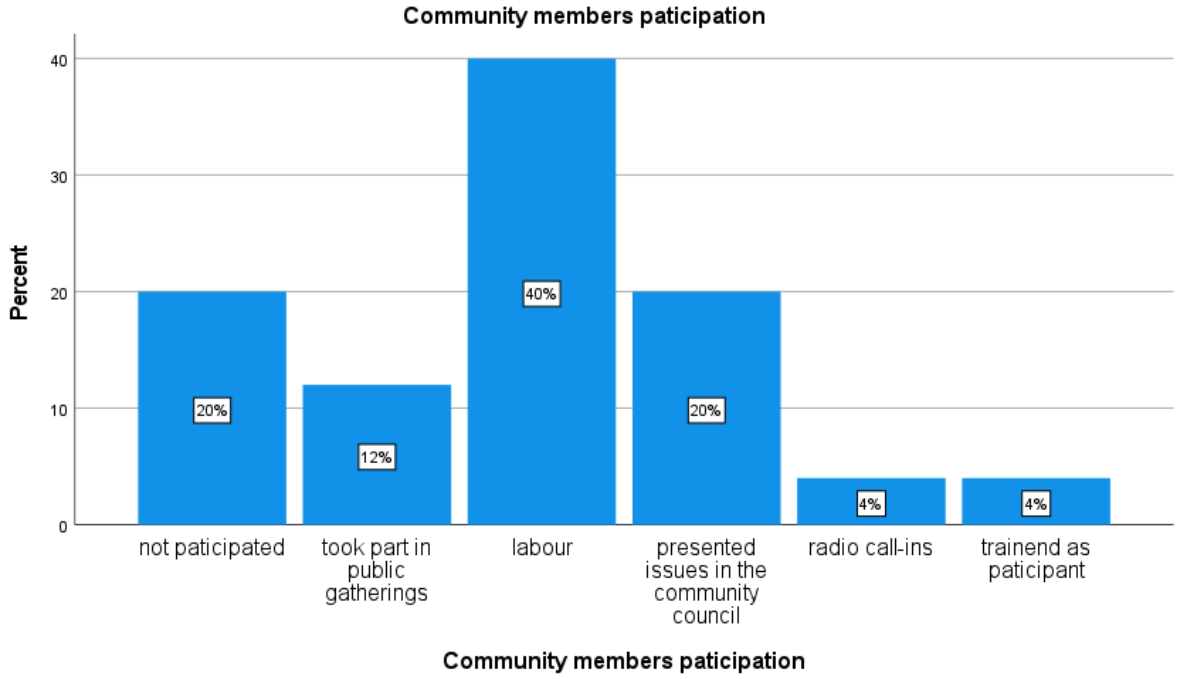
Unemployment is very high both on youth who are eligible to work and adult people who fall within the working force/group. Unemployment affects both educated and illiterate people. The maintenance of gravel roads helped citizens in two folds, for job creation for community members and good roads for citizens to travel easily. The other three categories with 4% each are repair of water taps, rehabilitation of dongas and establishment of social grant for disabled people.

"As the council, we have projects specifically established to address unemployment and to support disabled people. The projects support Lesotho National Federation of disabled people (LNFOD) with M30 000 to start new enterprises, and social grant given to disadvantaged and disabled people as the safety nets, we have youth empowerment project called apprenticeship for youth and HIV/AIDS awareness project in our community and waste collection management truck" (C1)

These projects are developed and established with the aim to address high unemployment which exposes community members to vulnerability and poverty, therefore the council established these projects to respond better to the needs of citizens.

4.3.4 participation of community members in the development projects

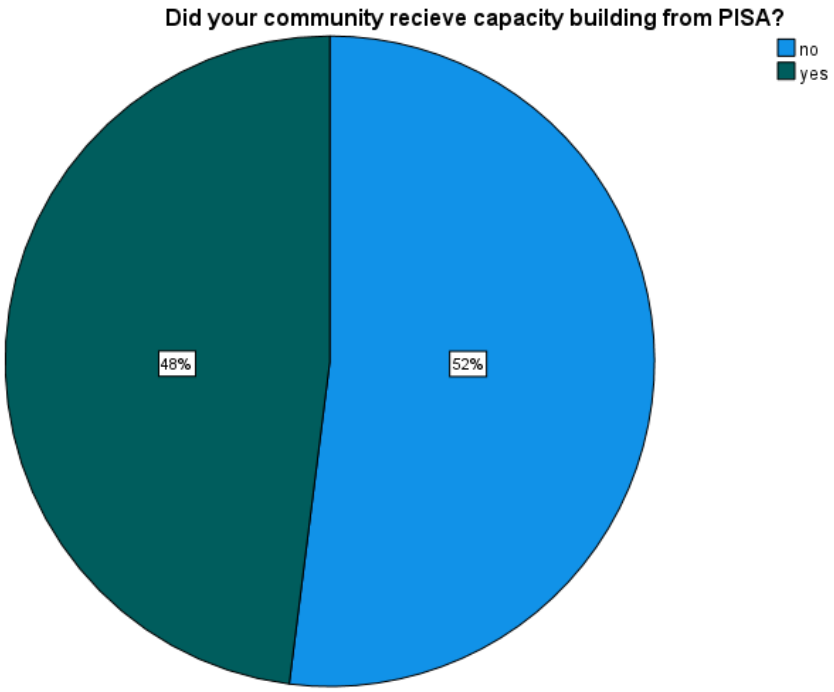
Figure 6 shows community members participation in development projects



From the analysis of responses given by participants, six categories were identified. From the chart above,40% of community members participated in the development projects as labour because of high unemployment, while 20% of respondents indicated that they did not participate because no development projects done in their respective villages.20% of respondents showed that they participated in the development projects by giving their issues to ward councillor to present them in the council so that they can be implemented.12% said they participated during public gatherings conducted in their villages. And the least categories with 4% each are respondents who participated through radio call-ins program while others were trained as catalyst for change or as exchange agents in their communities.

4.3.5 respondents respond to capacity building from PISA

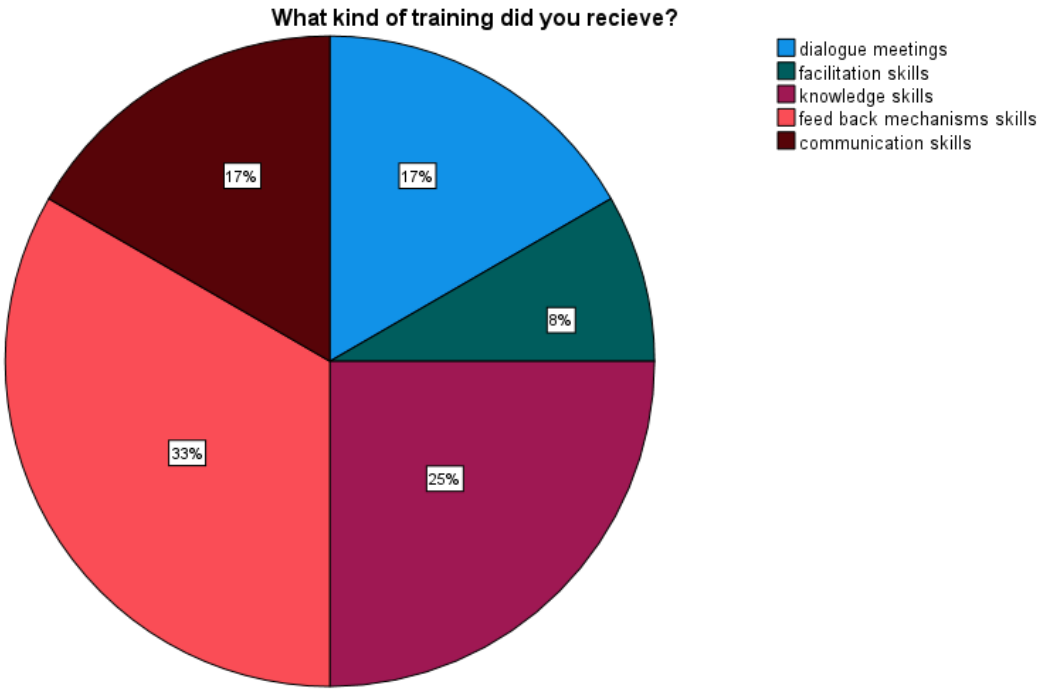
Figure 7 shows capacity building distribution by respondents



In this question respondents' answers were broken into two categories which is "yes" and "no". Among all respondents 48% did not receive any capacity building from PISA while 52% of respondents received capacity building from PISA.

4.3.6 Kind/type of capacity building/training received from PISA

Figure 8 below illustrates trainings provided by PISA



The follow-up question from the capacity building question aimed to find out type/kind of capacity building received from PISA; therefore, five categories were identified from the responses given by participants.33% of respondents were trained on feedback mechanisms.

"*We as councillors and council secretaries, we were trained by PISA in 2017 at Khali hotel on 16 tools of feedback mechanisms, feedback mechanisms are communication tools given to us as councillors and council secretaries on how to share feedback to the citizens. We were trained to use different methods to address different issues. We cannot always use public gatherings to engage with citizens but rather use other methods from our arsenal of tools to communicate with citizens, these methods of feedback mechanisms include announcement on notice boards, face to face engagement with councillor which is known as surgery etc" (C1 and C2)*

From the above quote, the respondents obtained training from PISA project, they acquired skills to choose appropriate tool or method of communication to citizens depending on the issue at hand to address. For example, people cannot be called for public gathering always even for announcement but rather the information can be displayed on council notice board so that people can see it. The other tool which they were trained on was "surgery" this tool or method helped both community members who are not satisfied with the work of councillor to

have private conversation with the councillor until the issue is resolved and both parties satisfied, rather than to call public gathering even when other members of the society are not part of the discussion.25% of respondents received knowledge skills from PISA through different means such as PISA library materials, free Wi-Fi for citizens to learn governance issues online or electronic media and knowledge gained through dialogue meetings etc. Two other categories are PISA dialogue meetings and communication skills which constitute 17% each. PISA provided citizens with democratic communication skills on how to engage constructively with service provider/government and citizens also gained facilitation skills especially youth. They were empowered to facilitate democratic and governance issues among their peers.

4.3.7 Influence of community members for service delivery

Table 3 below shows community members role to influence services

Do you think community members influenced availability of services?

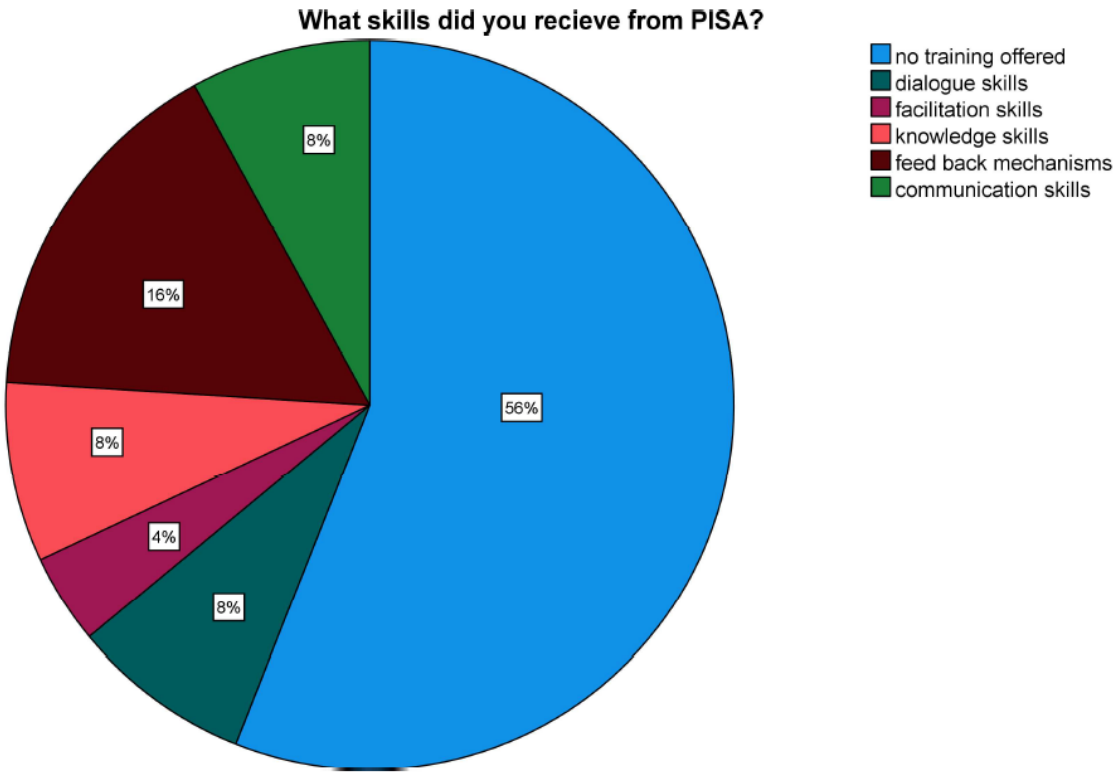
Frequency			Percent	Valid Percent	Cumulative Percent
Valid	No	14	56.0	56.0	56.0
	Yes	3	12.0	12.0	68.0
	partly influenced	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

It was important to know if indeed, community members have any influence for the services given in their respective communities/villages. From table 3 above 14 respondents out of 25 respondents interviewed said “No”, which means community members did not have any influence for availability of services provided in their villages, this gives 56% of respondents who believed that community members did not “demand” services from service provider either at community council or central government. Three respondents said “yes” which gives 12% as a result those participants believe that community members have influence in delivery of the services done in their respective villages. Eight respondents partly believe that community members influenced availability of services in their respective villages by giving their needs to ward councillors to table them during council meetings/sittings when budgeting and planning process takes place, hence that constitute 32%. In general majority of respondents believe

that community members had no influence in provision of services done in their respective villages.

4.3.8 Skills received from PISA

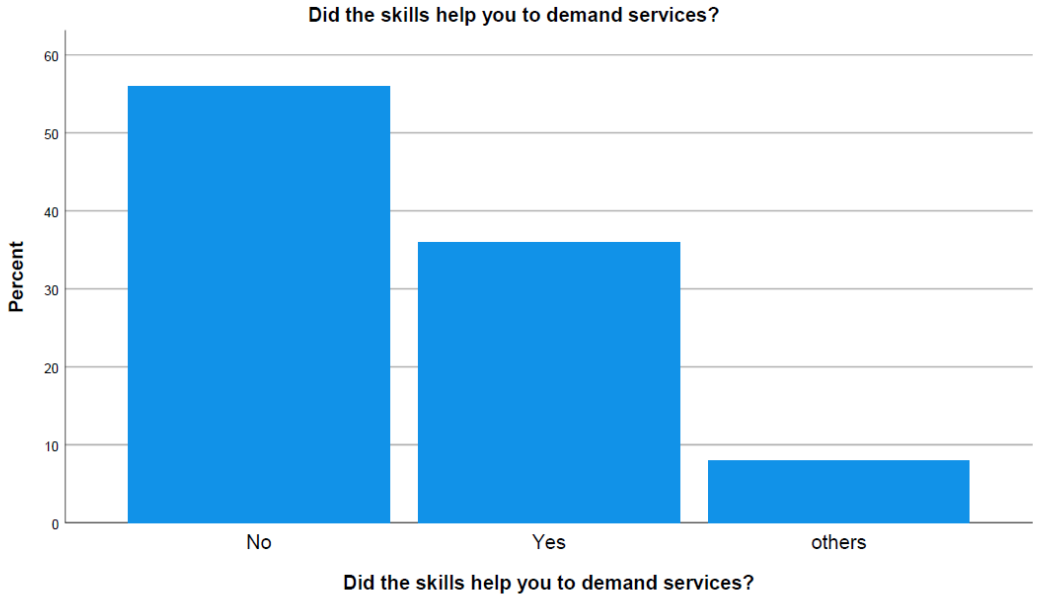
Figure 9 below illustrates skills received from PISA



From the figure above, in terms of skills verse knowledge from PISA, majority of participants did not gain much with regard to the use of skills to demand services from the duty bearers/ governement.This is illustrated by 56% of participants who showed that no training offered to them.However 16% of respondents gained skills as feed back mechanisms,followed by communication skills,dialogue skills and knowledge skills with 8% each showing that respondents gained skills from PISA. And the least skill gained is facilitation particularly among youth with 4%.This shows that even though youth gained facilitation skill to be peer to peer educators on issues of governance and democracy, young people did not utilize that skill very much for their benefit.

4.3.9 determination of skills contribution to help community members to demand services

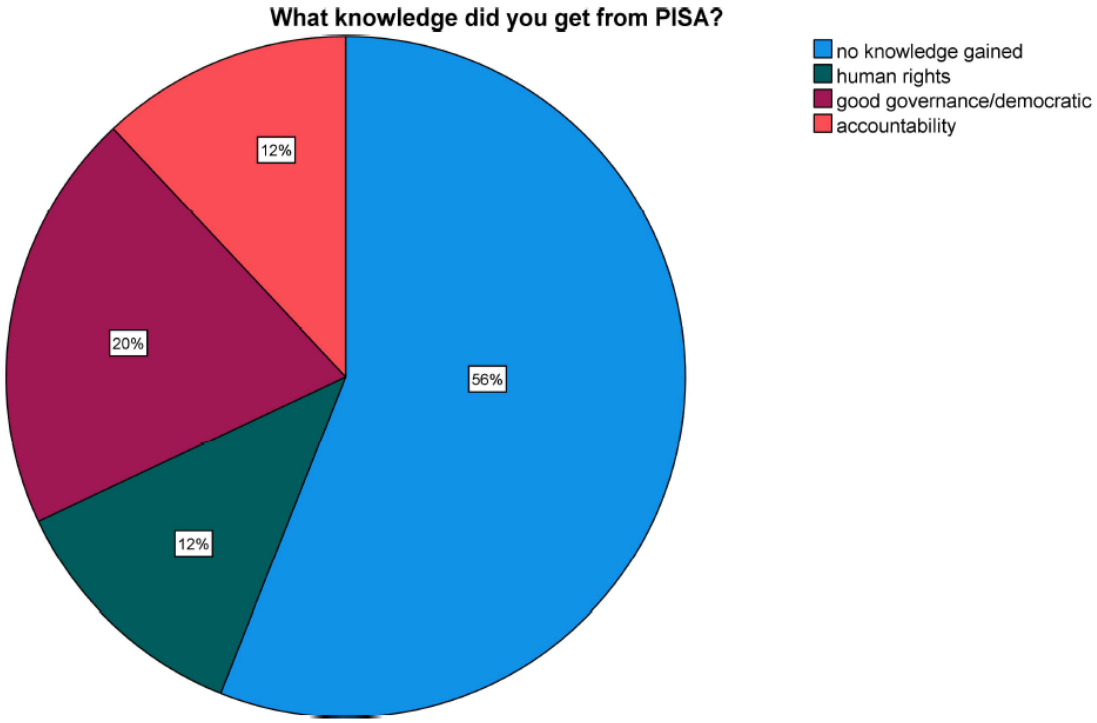
Figure 10 below shows responses from participants in relation to citizens demand for services from both councils



From the above figure 10, it was important to assess whether indeed respondents used the skills and knowledge gained from PISA project to “demand services” from service providers/government. Therefore, looking at the data set from participants, three categories were established.56% of the respondents indicated that community members did not demand any services from councils however 36% of respondents showed that participants use knowledge and skills gained from PISA to engage better with ward councillors to push them to voice their issues in the council so that answers can be given to them either positive or negative. The other 8% represents the responses from participants who felt that it was council decision to take services to their communities, it was not influenced by ward councillor nor community members.

4.3.10 knowledge gained from PISA

Figure 11 below illustrates knowledge gained from PISA



It is essential to understand what is meant by knowledge gained and participants were asked to specify or break down the word knowledge, hence four categories were established looking at responses given by the participants. Most participants with 56% indicated no knowledge gained from PISA however 20% of participants showed that they gained principles of good governance/ democratic knowledge from PISA project. Human rights and accountability were established as other categories with 12% each. Respondents explicitly showed that PISA taught them principles of accountability as citizens and accountability as form of responsibility for service providers/duty bearers. Respondents showed that constitution allows them to demand from government and government must account to citizens.

4.3.11 assessment to find out if knowledge gained has helped community members to demand services from the councils.

Table 4 below shows the distribution of respondents

Did the knowledge help you to demand services from the community council?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	56.0	56.0	56.0
	yes	7	28.0	28.0	84.0
	Partly	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Respondents' answers were presented in table 4 above. Three categories were established based on responses from the data set.14 respondents out of 25 participants interviewed did not use knowledge gained from PISA to demand services from the councils while 7 respondents indicated that knowledge helped them to demand services through different platforms such as public meetings, radio call-in programs and meeting with community councillors. And 4 respondents show that partly they have influenced services through their ward councillor.

4.4. Section 3 questions to councillors and council secretaries

4.4.1 services which were given to communities by the community council/councilors

Figure 12 below shows services provided by councils to communities/villages.

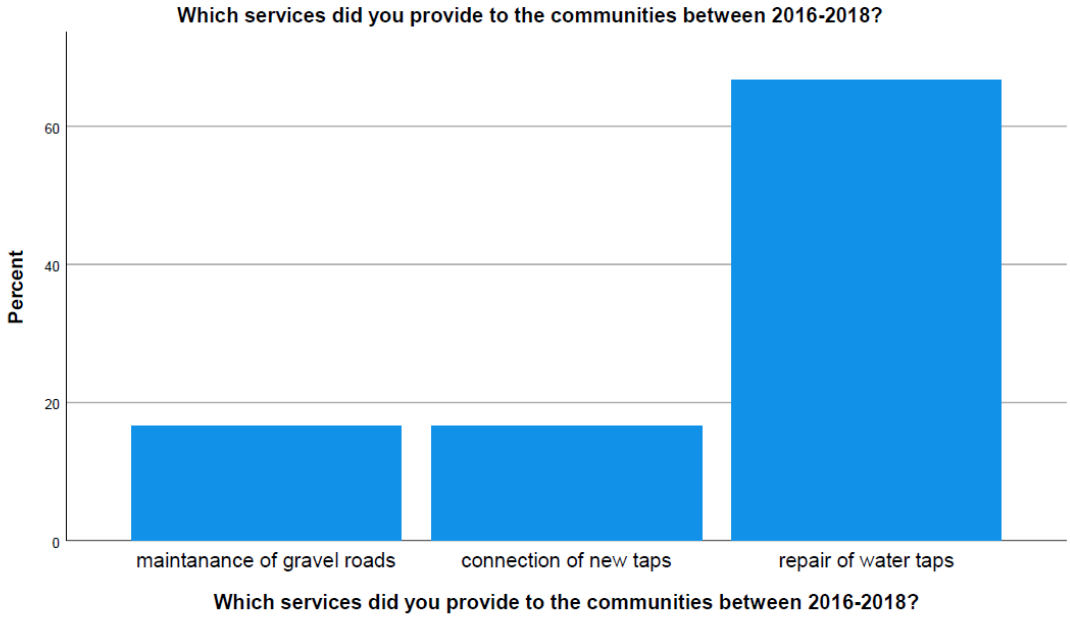


Figure 12 above shows services provided by the councils to different communities. And councillors affirmed that; they have taken those services to the communities. This question was asked to 6 respondents, this includes four ward councillors and two council secretaries. Three categories came from data set.66% of respondents confirmed that repair of water taps was done at Ha phaloane, Ha Mofoka and Ha nkhema while maintenance of gravel roads and connection of new water taps each received 16% which affirmed services provided at Ha Ratsiu, Ha Majara and Koro-Koro communities.

4.4.2 capacity building gained by councilors and council secretaries

Figure 13 below shows capacity building for councillors and secretaries

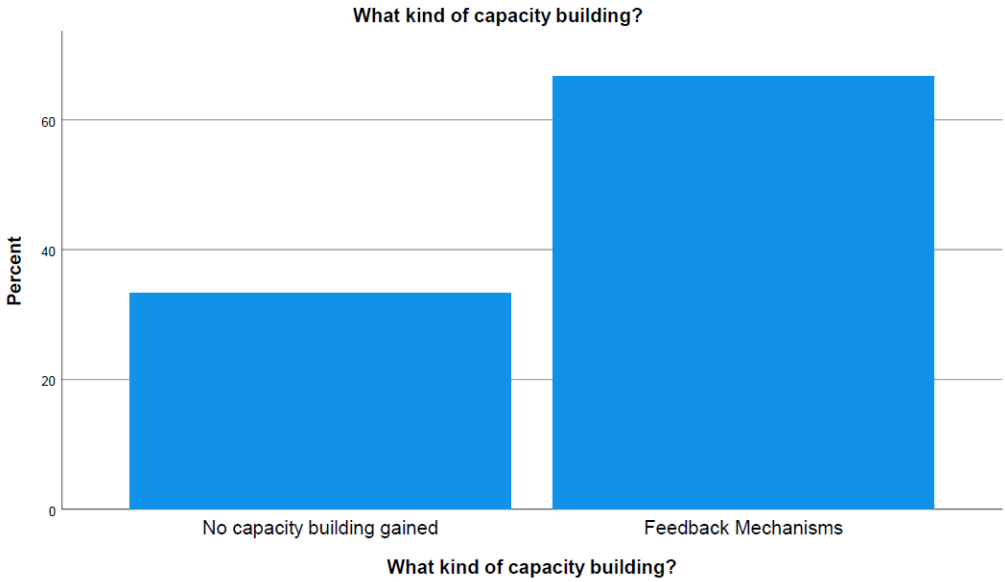
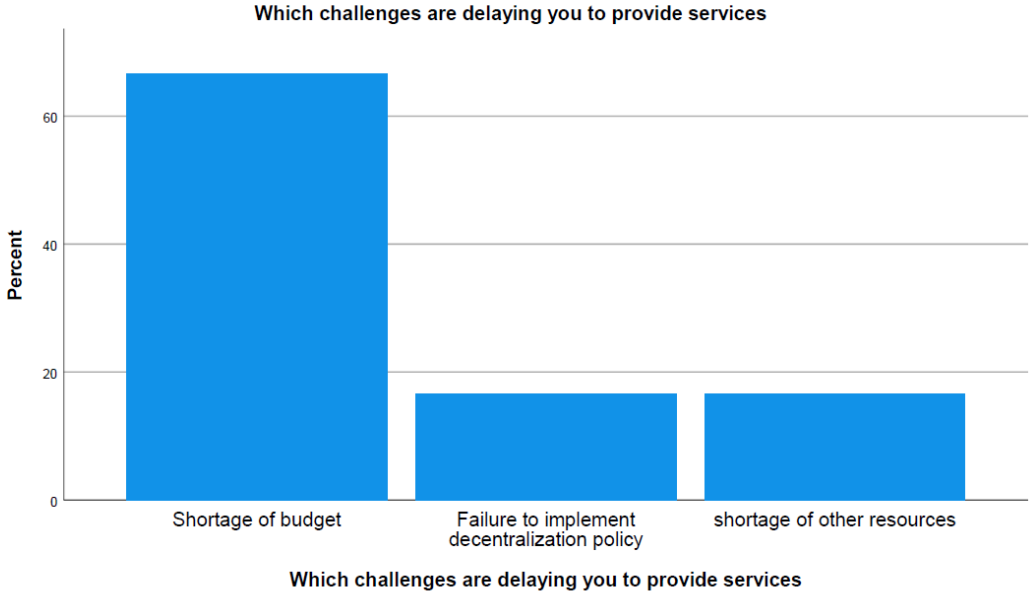


Figure 13 above illustrates two themes established based on the data set collected.64% of respondents confirmed that they received capacity building from PISA and the training was on feedback mechanisms which was explained in details in figure 8. However, 36% of respondents also indicated that they have not received any capacity building from PISA.

4.4.3 challenges faced by councils and councillors

Figure 14 below illustrates challenges faced by councils



There were three themes/categories established when this question was analysed. Most respondents indicated that shortage of budget is the biggest problem for councils to provide services to communities, this constitutes 66 % as the biggest challenge faced by councils.

"*Low budgets given to the councils which do not meet councils' needs and demands deter councils to provide needed services to the communities" (C1)*

"Late disbursement of funds to councils from central government hence funds are returned when they are not used as the law stipulates" (C2)

From the quotes above, respondents confirmed that councils' budgets are very small to meet the needs and demands of communities hence the main reason for poor service delivery in the communities. The other problem is delaying tactics of central government to release funds to the community councils on time. The situation is even worse for councils which are not won by the ruling party. Citizens in those councils will not receive any services as form of punishment or revenge, because they have not voted the ruling party in power, which results in selective and biasness of service delivery. The minister has control of councils' funds, when the funds get late to the councils, implementation fails to happen as a results funds must be returned to central government for re-planning in the next financial year as the financial law that governs government funds stipulates. In most cases it is difficult to get waiver to use government funds if they have not been used in that particular financial year.

The other theme or category is shortage of other resources with 16% of respondents indicating that:

"*Lack of resources such as transport, communication materials, printing equipment, technical resource people (human resource), internet connection and shortage of yellow planet machinery for construction of gravel roads are the main challenges facing our councils" (C1 and C2).*

This is an affirmation that there are quite substantial challenges facing the councils, which make it difficult for councils to delivery on their mandate. There is a need to address all these underlying challenges to improve service delivery.

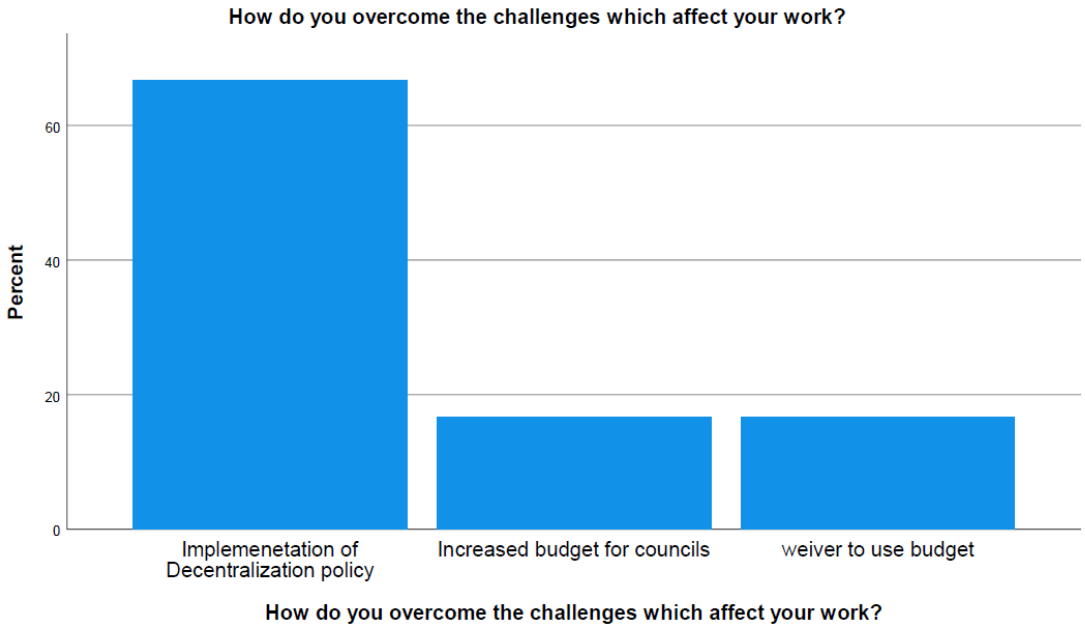
The other category which constitutes 16% is failure of central government to implement decentralisation policy.

"*The problem faced by councils is non-implementation of decentralization policy which devolves power from central government to local government" (C1 and C2)*

Decentralization policy has long been developed but central government does not want to implement it because it wants to control government budget/funds for the councils for political reasons.

4.4.4 ways to overcome the challenges faced by councils and councillors

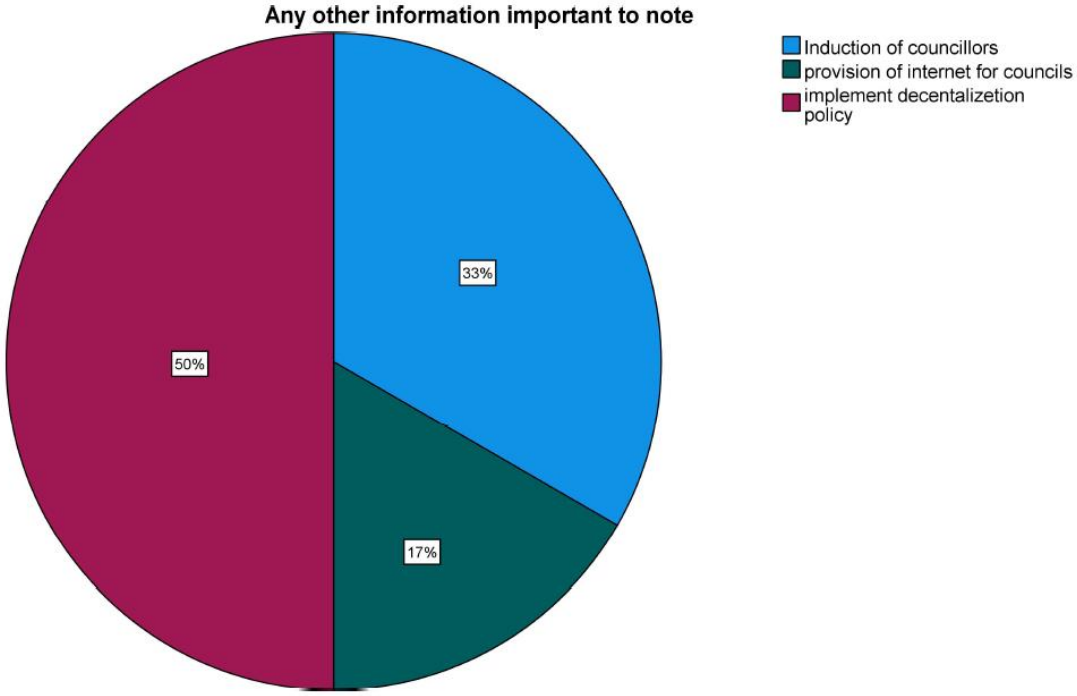
Figure 15 below illustrates suggestions from respondents to overcome challenges



Respondents were asked to share their opinion on how the challenges can be resolved. Most respondents with 66% indicated that implementation of decentralization policy will solve many challenges faced by councils. When Decentralisation policy comes into effect power will be transferred from central government to local government, hence efficiency and effectiveness can be seen in terms of service delivery, because councils will make their own budgets based on the needs of communities they serve.16% of respondents believed that increased budget for the councils will solve poor service delivery at council level while also 16% of respondents believe that waiver to use budget can help councils to improve their service delivery.

4.4.5 any other information important to note

Figure 16 below shows other important needs of the councils and councillors



When respondents were asked any other information important to note, they emphasised that implementation of decentralisation policy is key as illustrated by 50% of respondents in figure 16 above, followed by induction of councillors with 33% and then provision of internet to the council with 17%. The world is living in fourth industrial revolution where everything evolves around internet or technology. Induction of councillors is key; this is emphasised by the quote below:

"There is a need for public awareness so that citizens have clarifications on the role of council, councillors and other public representative such as member of parliament. Induction of councillors is very key so that they can perform their work better after being elected to office, this will improve their knowledge as a result improved services given to communities" (C1 and C2)

The quote shows that induction of councillors is very important so that they fully understand their responsibility, their roles and how the council works. After being elected to power they come with their political mandate at back of their minds which is not how the council works. They are considered as members of council with no affiliation to any political party therefore they need to understand their role as members of council not as representatives of political parties. All these misunderstandings and challenges can be resolved through proper induction

process and training of councillors on their mandate as councillors. However, with small budgets given to councils this important principle has been compromised.

4.5 Data Interpretation

As stated, and discussed in chapter two of this research study, the study employed qualitative research approach and it was informed by citizenship theory which applies principles of citizens' participation, political accountability from state institution and non-state institution as conceptual framework. The aim is to arrive to the conclusion whether indeed civic education through community participation improves service delivery at community level with focus to Ratau and Mohlakeng councils as the research area. Subsumed within civic education are specific concepts or tools that measure community participation to determine/measure influence of community members for improve service delivery. These concepts include council service delivery, civic participation, civic knowledge, civic skills, civic dispositions, and civic accountability. The interview questions were informed by these concepts and categorisation of responses from questionnaires adopted to the very same concepts.

To start with, about service delivery, respondents indicated that poor service delivery in both Ratau and Mohlakeng community council is due to small or low budgets given to community councils by the central government.66% showed that low budgets hinder service delivery. Councils and councillors' find very difficult to meet the needs and demands of communities they serve. Failure of central government to implement decentralization policy which will devolve power from national government to local government plays a big role in poor service delivery provided to communities by the councils. Poor service delivery is exacerbated by late arrival of funds at local councils from central government and respondents indicated that councils have short time to use the budget to respond to the needs of communities (4.4.3).

On the other hand, respondents have strong believed that implementation of decentralization policy can solve many challenges faced by community councils. This will allow transfer of power from central government to local government as a result councils will make their own budgets, plans, and control their own funds, hence that will speed up the process of service delivery to the communities (4.4.4).Respondents also indicated that induction of community councillors is very vital because it will help them to know their responsibility, know their role, know the work of the council as a result respondents believe that service delivery can improve.

Participants also have a feeling that provision of internet and technology at the councils will improve efficiency and effectiveness of councils to provide services to the communities (4.4.5).

Regarding civic knowledge, most participants/ respondents indicated that, they have not gained much knowledge from PISA project which was showed by 56% of respondents. Nevertheless, there were some respondents who benefited from PISA project. They gained knowledge particularly on principles of good governance or democratic knowledge although there was low utilization of that knowledge to demand services from the councils. respondents showed that PISA was able to hold session on responsible citizens, contents and importance of national constitution, importance of elections and benefits of casting the votes to practice democracy. This knowledge helped citizens to understand their role as citizens in their own country. Other participants indicated that they gained knowledge related to human rights. As citizens they know that human rights are entrenched in the constitution of Lesotho as a result the law protects them and they can voice their opinion as citizens (4.3.10). There was a very important question asked to respondent to find whether knowledge gained was used to "demand" services from the council, and 14 respondents which constitute 56% showed that they did not use the knowledge to demand services from community council. This percentage corresponds exactly with the percentage of respondents who indicated that they have not gained any knowledge from PISA (4.3.11).

About civic participation/community participation, respondents showed that there was less or little participation of community members to influence provision or availability of services done in their communities. Only 8% indicated that community members participation contributed to provision of services, this is not significant to believe that community members have influenced availability of services in their communities. The decision to take services to the communities was purely depended on community council to decide which community or village will be provided with services based on availability of budget and needs submitted to the council by councillors. When participants asked who influenced the availability of services in their community, 36% indicated that community council has the biggest percentage in terms of influence (4.3.2). Most respondents indicated that they participated in development projects in their communities as labour because they didn't have jobs, but they didn't use their civic knowledge nor skills to participate in those services provision.

Regarding civic skills, most participants with 56% indicated that, they have not gained any skills from PISA. However, fewer respondents showed that PISA helped them on how to democratically engage through dialogues with service providers, while others indicated that they were trained on feedback mechanisms, facilitation skills, and communication skills.

Majority of respondents indicated that the skills received from PISA didn't help them to "demand" services from community councils (4.3.8 and 4.3.9).

Civic disposition is ability of citizens to use the knowledge gained to participate in community development. Although majority of respondents indicated that they have not use civic knowledge and civic skills received from PISA to demand services from councils, on the other hand 64% of councillors and councils' secretaries indicated that they were able to use feedback mechanisms tools to improve on their communication with community members (4.4.2).

Lastly, about civic accountability,12% of respondents indicated that accountability principles were applied. Community councillors were able to account to citizens/community members by giving them feedback of developments and services which the councils are planning to implement. And citizens were able to voice their needs during public gatherings, dialogue meetings with members of parliament (MP), radio call-in program and any other platforms discussing development issues in the communities (4.3.10). However, majority of citizens didn't do anything despite efforts done by PISA to educate them that, it is their right to demand services from community councils. The laws and Act of local government, which regulate councils' sittings allow citizens to attend and listen to the discussions made by community council members and members of public are allowed to ask questions during the sitting (Nyane, 2017). Majority of respondents indicated that citizens did not use their right to hold duty bearers accountability. Lesotho is a democratic country if citizens are not satisfied with councils' performance in terms of services delivery, they have a right to vote them out of power during elections.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The research study sought to investigate the extent in which civic education through community participation has improved local government service delivery for both Ratau and Mohlakeng community councils. And the main research question is: To what extent does civic education on community participation has improved local government service delivery for Ratau and Mohlakeng community councils? Specific questions include:

a) What is the contribution of PISA on improved service delivery at Ratau and Mohlakeng community councils?
b) Is there a link between civic education, community participation and service delivery at Ratau and Mohlakeng community councils?

Chapter one provided more elaboration on the background of the study, the problem statement and description of the research problem. Emphasis was made on significance and objectives of the study which were clearly spelled out in chapter one and PISA as the case study was explained and how it links to the research study. Chapter two placed emphasis and explored theoretical framework with more reference to citizenship theory, so that we can understand participation of community members to demand services in their community as their right to receive those services from community councils. Citizens' participation is grounded within the principles of political, civic, and social rights. The conceptual framework discussed some concepts related to civic education. And an outline of literature review was taken to understand civic education and it's concepts in relation to service delivery from local government councils particularly Ratau and Mohlakeng. Interpretive paradigm was extensively discussed and it's alignment to this research study.

Chapter three provided the research approach through the lens of interpretive worldview which focuses on the way of approaching the problem rather than focusing on the method of data collection. The research assumed an explanatory approach, where sampling procedure, sample size, sampling strategy and methods of data collection were well defined. Data processing and analysis methods were clearly defined, and ethical consideration as well as researcher positionality well outlined. Lastly, limitations of the study were also spelled out

clearly. Chapter four presented, analysed and interpreted qualitative data while chapter five culminated summary of the research through major findings, conclusion, and recommendations.

5.2 Major findings of the study

5.2.1 Findings based on Interviews

There is a major problem with service delivery in both Ratau and Mohlakeng councils attributed to various challenges, such as low budgets to councils, shortage of yellow plant machinery, non-implementation of decentralization policy, and other factors like shortage of human resource, lack of transport, means of communication, late arrival of funds from central government, no internet connections, lack of induction and training of community councillors and council secretaries, this is also confirmed by Kapa (2010) and Nyane (2017) when they say limited financial and other resources deter local government to provide adequate service delivery at community level. These challenges resulted in poor service delivery to the citizens. There is a gap and disjointed relationship between local government and central government. Most respondents indicated that sometimes funds take time before they reach councils because if the minister in charge is not interested, funds are released late so that councils fail to deliver on their mandate. There are delays from central government, in most cases, funds are re-directed for other use, which leaves the councils with no money or budget to provide services to the communities. Respondents indicated that there is no application of law for civil servants and ministers who mishandled and re-directed the use of funds allocated to a specific council. Weak monitoring and lack of accountability within government institutions are also the big challenges which resulted in poor services given to the communities. Although there were some villages which received services, but most respondents indicated that they are not satisfied with the work of both Ratau and Mohlakeng councils.

Regarding, contribution of civic education for improved service delivery, respondents indicated that there is minimal contribution of civic education through community participation for improved service delivery. Citizens who acquired knowledge, and skills, didn't apply or use knowledge gained to aggressively "demand services" from government do deliver on it's mandate as their right to hold government to account to them as citizens. Respondents indicated that, there is mismatch or misalignment between application of human rights as indicated in the constitution of Lesotho, Local government ACT of 1997 as amended in 2004 and execution of government work on the ground. Citizens are suffering poor service delivery

while they are supposed to enjoy good services from councils. Despite efforts made by PISA to capacitate both citizens and service providers to play their part as responsible citizens, there is still minimal improvement regarding service delivery.

In general, there is no direct or linear link between civic education, community participation and improved service delivery. This is well illustrated by the responds given by majority of respondents with 56% that they didn't use knowledge and skills given from PISA to "demand" services from councils. Participants showed that largely decisions are made by the council where services will be taken, depending on the availability of funds/budget. Fewer respondents indicated that with the knowledge and skills gained from PISA, they were able to voice their issues and needs during public gatherings, dialogue meetings and radio platforms, but no direct influence from community members for improved service delivery, indirectly fewer respondents felt that partly they contributed by engaging extensively with councilors to present their issues at council sittings so that they can be included in council plans.

5.3 Conclusions

This research aimed to investigate the extent in which civic education through community participation has improved local government service delivery for both Ratau and Mohlakeng community councils in Maseru, Lesotho. Based on qualitative data analysis collected it can be concluded that civic education through community participation has indirect minimal influence on service delivery however if continuous capacity building of citizens is done, improved service delivery can be realised in the communities. The results indicate that challenges hindering service delivery rest on:

- Low/small budget allocated to the councils by the central government.
- Non-implementation of Decentralization policy
- Lack of human resource, Transport, means of communication, no internet connection and low technological infrastructure
- Non- induction and training of councillors and council secretaries
- Low participation of citizens to influence service delivery
- Late funds given to community council to do work
- Shortage of yellow plant equipment to construct roads

However, results showed positive aspects regarding community participation and improved service delivery at both councils (Ratau and Mohlakeng). In some villages gravel roads, water supply, electricity connections, repair of water taps, construction of new roads, maintenance of some roads, supply of agricultural inputs and establishment of agricultural projects were

done while in some other villages no service delivery activities were done. There were other services which are very important which were not done such as building of schools, and clinics which don't fall within the mandate of local councils but rather a mandate of central government through ministry of education and ministry of health. Capacity building of councillors and council secretaries on feedback mechanisms by PISA helped them to communicate better with citizens on feedback and to announce developments that are coming. The other positive aspect displayed by the results is that, citizens gained knowledge and skills from PISA, but citizens didn't use that knowledge to demand services from duty bearers. Qualitative approach was preferred with the lens of interpretive worldview because participants views are vital to reach to the conclusion whether services provided indeed meet their needs. Generally, the results displayed that, there were some services provided to different communities but according to respondents, they were not enough hence citizens were not satisfied. Because there is still high unemployment among citizens particularly in the rural areas, results showed that community members participated in the development projects as labour. The positive effect is that even though there were fewer services done to communities, but those services created temporary employment for community members.

Although there were some research studies in relation to democracy, civic education, service delivery and governance at councils in Maseru but none looked at the extent of civic education through community participation with the lens for improved service delivery done by the councils. The study opened possible avenues for future research. It is important for future researches to find out more why citizens don't use/apply civic knowledge and skills gained to demand from service providers. Secondly, most respondents indicated that improved service delivery can be realised if decentralization policy can be implemented, therefore follow up studies can try to explore reasons/challenges for non-implementation of decentralisation policy.

5.4 Recommendations

The problem statement of this research addressed a particular need for, which was to determine if empowered community members have used the knowledge and skills gained to address a challenge of poor service delivery at council level. The theoretical framework proposed citizenship theory which encapsulates political, civic, and social rights as fundamental principles for human development through efficient and effective service delivery. If local government through councils can use or implement these principles, human development through improved service delivery can be realised.

Based on the conclusions of this research: It is recommended that international donors should support the central government of Lesotho to implement decentralisation policy. Most

participants showed that if decentralisation policy is implemented it will solve most of the issues which are challenges faced by local government. Poor service delivery to citizens can be improved through implementation of decentralisation policy as indicated by many respondents.

Regarding, community participation as means to improve service delivery, continuous capacity building of community members is recommended because the observation was that slowly community members will eventually use the knowledge and skills to participate in the developmental projects which will in turn resulted in improved service delivery. For short outcomes or immediate results, projects like PISA should channel the resources to councils to solve challenges faced by communities. The route of solving poor service delivery through civic education it's a long route which will solve the problem in the long run. It is important to educate citizens to know their rights so that they can do their responsibility "to demand" from government. Because failure of government to use funds correctly it will result in misuse of public funds and corruption will escalate in government institutions.

Induction, training of councillors and council secretaries is important. Therefore, it is recommended that induction and training of council secretaries and councillors should be prioritised as well, because it will help councillors and secretaries to perform their work better hence communities will receive improved services.

Increased budget for councils has been identified as the answer for improved service delivery. Therefore, national budget allocation should increase the portion of money given to the councils. Local government with it's councils is situated closer to the people, therefore if local government budget is increased, it means more citizens will benefit from the national budget through different forms. For example, job creation at local government through service delivery to the communities.

On the political governance level, working relationships between central government and local government should be strengthened. Late arrival of funds from central government which hinders provision of service delivery to communities should be addressed. In the event where funds given late to councils there must be clear regulations which lay down the procedure for waiver to use government funds. This will minimise returning of funds to central government from community councils. Hence that will result in an improved provision of services to the communities.

In Lesotho civic education is still weak not highly consolidated, therefore it is recommended that civic education policy and civic education curriculum be established so that civic education in Lesotho should follow a well-established standards and procedures. Civic education helps

to deepen understanding of democracy and human rights. According to (Ngozwana, 2017) civic education is the means to increase citizens' participation in political life and for promoting better understanding of their human rights.

The findings showed that citizens' participation was very minimal although community members did not use the knowledge and skills gained from PISA to demand services or force councils to improve on their service delivery, nevertheless the recommendation is to continuously capacity citizens to fully understand their role as citizens and it is also important to do continuous capacity building of councils so that they can discharge their mandate well as service providers.

Findings showed that citizens participated as labour in developmental projects, this speaks volume in terms of high unemployment in the councils. Most people who are eligible to work are unemployed. Therefore, youth engage in illegal activities and detrimental acts such as theft, robbery, sexual assaults, and hijacking due to stress. Therefore, job creation opportunities for youth is highly recommended. Credit schemes and grants for youth initiative projects must be established to support youth to start their own long-term projects.

There are other resources than financial means which inhibit provision of services to the communities by the council, these include shortage of human resource, connection of internet, means of communication and transport. It is therefore recommended that donors and partners to government can support councils financially to overcome these challenges.

Lastly, accountability as the pillar of democracy and civic education is lacking on both sides of citizens and service providers. It is highly recommended that capacity building of both sides be strengthened through robust engagement of non-governmental organizations and public media such as radio programs.

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Annexes

Annex 1: Consent Form

Title of project: The significance of civic education on community participation to improve local government service delivery for Ratau and Mohlakeng community councils in Maseru district in Lesotho.

Name of researcher**:** Khotso Lefatsa

I, ……., agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that my participation will remain anonymous	YES	NO
I agree that the researcher may use anonymous quotes in his / her research report	YES	NO
I agree that the interview may be audio recorded	YES	NO
I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.	YES	NO

…… (signature)

…… (name of participant)

…… (date)

K.lefatsa…(signature)

Khotso Lefatsa. (name of person seeking consent)

09 Nov 2020…(date)

Annex 2: Participant Information Sheet

Wits letterhead (optional)

Dear Sir / Madam, or Good day or (similar)

My name is Khotso Lefatsa and I am a master's student in management in Monitoring and Evaluation at the University of the Witwatersrand, Johannesburg. As part of my studies, I am undertaking a masters level research project. My project investigates *the significance of civic education on community participation to improve local government service delivery for Ratau and Mohlakeng community councils in Maseru district in Lesotho* under the supervision of Mrs. Lihle Ngcobozi. The aim of this research project is to find out the significance of civic education on community participation on improvement of service delivery at community level.

As part of this project, I would like to invite you to take part in an interview / answering a questionnaire / taking part in a focus group discussion / interview This activity will involve audio recording, face to face interaction and will take around 30 minutes. With your permission, I would also like to record the interview using a digital device (optional).

There will be no personal costs to you if you participate in this project, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you (optional). The data collected from this research project will be stored in password protected computer and will be kept for 5 years. With your permission the data collected from this research project may be used by other researchers (optional). If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrec-medical.researchoffice@wits.ac.za

Yours sincerely,

Khotso Lefatsa

Email :lefatsak@gmail.com

Tel:+266 53820184

Supervisor:

Lihle Ngcobozi

Wits email: lihle.ngcobozi@wits.ac.za

Annex 3: List of interview questionnaires to community members, CBOs, CSOs, Chiefs and church leaders between 2016-2018

1. which community services have been done in this community?
2. Who influenced the delivery of those services in your community?
3. which developments project were implemented in your village?
4. how did you participate in those projects in your village?
5. Did your community receive capacity building from PISA project?
6. What kind of training did you receive?
7. Do you think community members influenced availability of services?
8. What skills did you receive from PISA project?
9. how did the skills help you to demand services from community council?
10. what knowledge did you get from PISA project?
11. how did the knowledge help you to demand services from community council?

Questionnaire to councillors

1. Which services did you provide to the community between 2016-2018?
2. Did you receive any capacity building from PISA which help you to improve your service delivery?
3. Which challenges do you encounter which delay you to deliver services to citizens in your ward?

Annex:4 Participants Questionnaire tool Template

Dear Participants

My name is Khotso Lefatsa and I am a master's student in management in Monitoring and Evaluation at the University of the Witwatersrand, Johannesburg. As part of my studies, I am undertaking a masters level research project. My project investigates *the significance of civic education on community participation to improve local government service delivery for Ratau and Mohlakeng community councils in Maseru district in Lesotho* under the supervision of Mrs. Lihle Ngcobozi. The aim of this research project is to find out the significance of civic education on community participation on improvement of service delivery at community level.

As part of this project, I would like to invite you to take part in an interview / answering a questionnaire / taking part in a focus group discussion / interview This activity will involve audio recording, face to face interaction and will take around 30 minutes. With your permission, I would also like to record the interview using a digital device (optional).

There will be no personal costs to you if you participate in this project, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you (optional). The data collected from this research project will be stored in password protected computer and will be kept for 5 years. With your permission the data collected from this research project may be used by other researchers (optional). If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrec-medical.researchoffice@wits.ac.za

Yours sincerely,

Khotso Lefatsa

Email :lefatsak@gmail.com

Tel:+266 53820184

Supervisor:

Lihle Ngcobozi

Wits email: lihle.ngcobozi@wits.ac.za

Section 1: demographic information

Name …….
Surname……

Village…….
council…….

1. Age range: Circle the range in which your age falls within
    - 18 - 30 years
    - 31 – 43 years
    - 44 - 60 years

2. Education information: circle the appropriate
    - Junior certificate (JC)
    - C.O.S.C/ Matric
    - Diploma
    - Degree
    - Above Degree

3. Sex: circle the appropriate
    - Male

- Female
- other

4. What is your occupation?

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Section 2: research questions

12. which community services have been done in this community between 2016-2018?

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13. Who influenced the delivery of those services in your community?

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14. which developments project were implemented in your village?

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15. how did you participate in those projects in your village?

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16. Did your community receive capacity building from PISA project?

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17. What kind of training did you receive?

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18. Do you think community members influenced availability of services?

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19. What skills did you receive from PISA project?

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20. how did the skills help you to demand services from community council?

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21. what knowledge did you get from PISA project?

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22. how did the knowledge help you to demand services from community council?

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Section 3: Questionnaire to councillors

4. Which services did you provide to the community between 2016-2018?

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5. Did you receive any capacity building from PISA which help you to improve your service delivery?

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6. What kind of capacity building?

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7. Which challenges do you encounter which delay you to deliver services to citizens in your ward?

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8. How do you overcome those challenges which affect your work?

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9. Any other information important to note which affect provision of services to citizens you serve?

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Annex 5: Research schedule

Description	dates
1. Proposal defense	April 2021
2. Data collection (interviews)	October 2021
3. Data analysis	October 2021
4. Presentation of the findings	November 2021
5. Report writing	November 2021
5.1. Chapter 1: Introduction and Background	November 2021
5.2. Chapter 2: Literature Review	December 2021
5.3. Chapter 3: Research methodology	January 2022
5.4. Chapter 5: Summary, Conclusions and Recommendations	January 2022
6. Submission	February 2022