Office of Strategic Information, Research, and Planning

Host Country Impact Study
Ghana

Final Report prepared by the Office of Strategic Information, Research, and Planning

About the Office of Strategic Information, Research, and Planning
It is the mission of the Office of Strategic Information, Research, and Planning (OSIRP) to advance evidence-based management at Peace Corps by guiding agency planning, enhancing the stewardship and governance of agency data, strengthening measurement and evaluation of agency performance and programs, and helping shape agency engagement on certain high-level, government-wide initiatives.

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ACKNOWLEDGEMENTS[1]

Several individuals at Peace Corps/headquarters were instrumental in shepherding this study from initial concept to reality. Particularly valuable support and input came from the Krista Rigalo, Chief of Programming and Training in the Africa Region, and Jacquelyn Geier Sesonga.

The interest and support from the Peace Corps staff in Ghana where the research was conducted were critical to this endeavor. Our sincere appreciation is extended to Country Director Michael Koffman, former Director of Management Operations, Bob Gingrich, former Director of Programming and Training, Rob Moler, and, especially, to Program Managers Joe Boamah and Mary Noorah.

The success of this study is due ultimately to the work of Senior Researchers Dr. Theophilus Gokah and John Ako Okoro, and their team of researchers. This research team skillfully encouraged the partners of Peace Corps Volunteers to share their experiences and perspectives.[2]

ACRONYMS AND DEFINITIONS

Acronyms

CoE	College of Education
GoG	Government of Ghana
FCUBE	Free Compulsory Universal Basic Education
HCN	Host Country National
ICT	Information Communication Technology
JHS	Junior High School
NGO	Nongovernmental Organization
OMB	Office of Management and Budget
OSIRP	Office of Strategic Information, Research, and Planning
PC/G	Peace Corps/Ghana
PCV	Peace Corps Volunteer
PST	Pre-Service Training
PTA	Parent-Teacher Association
SHS	Senior High School
UPE	Universal Primary Education
WATSAN	Water and Sanitation project or activities

Definitions

Beneficiaries	Individuals who receive assistance and help from the project; the people that the project is primarily designed to advantage
Counterparts	Individuals who work with Peace Corps Volunteers; Volunteers may work with multiple counterparts during their service. Project partners also benefit from the projects, but when they are paired with Volunteers in a professional relationship or when they occupy a particular position in an organization or community (e.g., community leader), they are considered counterparts

Host family members   Families with whom a Volunteer lived during all or part of
                             his/her training and/or service

Project stakeholders   Host country agency sponsors and partners.[3] These include
                             host-country ministries and local non-government agencies that
                             are sponsoring and collaborating on a Peace Corps project.
                             There may be a single agency or several agencies involved in a
                             project in some role.

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[3] This definition, while narrower than the one commonly used in the development field, is the definition provided
in the Peace Corps *Programming and Training Booklet I*.

EXECUTIVE SUMMARY

Introduction

In 2008, the Peace Corps launched a series of studies to determine the impact of its Volunteers on two of the agency's three goals: building local capacity and promoting a better understanding of Americans among host country nationals (HCNs). The Peace Corps conducts an annual survey that captures the perspective of currently serving Volunteers.[4] While providing critical insight into the Volunteer experience, the survey can only address one side of the Peace Corps' story. The agency's Host Country Impact Studies are unique for their focus on learning about the Peace Corps' impact directly from the host country nationals who lived and worked with Volunteers.

This report presents the findings from a study conducted in Ghana from November 2011 to January 2012. The focus of the research was the Ghana Education Project (GEP). The results of the findings from the local research team were shared with the post immediately upon completion of the fieldwork. This OSIRP report is based upon the data collected by the local team and contains a thorough review of the quantitative and qualitative data, supported by respondents' quotes, and some analysis of the data, presented in a format that is standard for all the country reports.

Purpose

Ghana's Host Country Impact Study assesses the impact the Ghanaian Educational Reform Program had on schools, students, teachers, and community members. In addition, the evaluation provides insight into what host country nationals learned about Americans and how their opinions about Americans changed after working with a Volunteer.

The major research questions addressed in the study are:

- Did skills transfer and capacity building occur?
- What skills were transferred to organizations/communities and individuals as a result of Volunteers' work?
- Were the skills and capacities sustained past the end of the project?
- How satisfied were HCNs with the project work?
- What did HCNs learn about Americans?
- Did HCNs report that their opinions of Americans had changed after interacting with the Peace Corps and Peace Corps Volunteers (PCVs)?

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[4]Peace Corps surveyed Volunteers periodically from 1975 to 2002, when a biennial survey was instituted. The survey became an annual survey in 2009 to meet agency reporting requirements.

The evaluation results will be aggregated and analyzed with the results from other Host Country Impact Studies in order to assess the agency's impact on local partners and participants across the world.

Evaluation Methodology

This report is based on data provided by counterparts, beneficiaries, students, and stakeholders of the GEP Project during interviews with the research team. The study included interviews with:

- 24 Counterparts
- 61 Beneficiaries
- 12 Students
- 2 Host family respondents
- 7 Stakeholders

The study reached 106 respondents in 20 communities.

All interviews were conducted from November 2011 to January 2012 (See Appendix 1 for a full description of the methodology. Please contact OSIRP for a copy of the interview questionnaire.)

Project Design and Purpose

The purpose of the GEP Project is to assist Ghanaian schools and the Government of Ghana in addressing the challenges outlined in the Ghana Educational Reform Program. The major challenges are:

1. Inadequate infrastructure and resources in schools due to decentralization of the school system and a shift from boarding schools to community-based schools
2. Introduction of free compulsory universal basic education
3. Growing youth population that exceeds school capacity in Ghana
4. Inadequate number of math and science teachers in Ghana
5. Low literacy and attendance rates among girls in rural areas

The GEP Project was designed to increase access to and improve the quality of education in support of Ghana's *Vision 2020.* The GEP placed Volunteers in schools, particularly at the junior high school (JHS) and senior high school (SHS) levels, to teach math, information technology, science, arts, or English. The project also placed Volunteers in teacher training colleges and in junior and senior high schools for the deaf. The project targeted rural schools that historically have had difficulty attracting local teachers.[5]

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[5] Information on the GEP Project cited in, *Ghana Education Project Framework,* Peace Corps, December 2009.

Volunteers working in junior and senior high schools focused on four objectives:

1. Identifying individual school needs
2. Improving student performance
3. Increasing access to teaching resources
4. Increasing teachers' use of student-centered teaching methods

In addition, Volunteers worked on programs to improve female student retention rates and making schools safer.

Volunteers working in junior high schools taught math, science, visual arts, or English, while Volunteers working in senior high schools taught science, information communication and technology (ICT), and English. All Volunteers working in junior and senior high schools also worked to make the school environment safer and more student-friendly by:

1. Improving the school environment
2. Sensitizing community and students on issues important to their well-being

In 2009, PC/Ghana expanded the Education Project to include teacher-training colleges. The Volunteers in the colleges focused on increasing teacher trainee ability to use ICT as a teaching and management tool by:

1. Improving the computer literacy of teacher trainees
2. Improving the use of computers in teaching methods
3. Providing support to teacher trainees during their practicum
4. Building teacher trainee skills in creating co-curricular activities (such as after school acitivities, tutoring, reading groups, health groups, etc.)

Evaluation Findings

The evaluation findings for the GEP Project indicate project objectives have been met in *junior and senior high schools.* The findings are less clear about the impact and outcomes related to the *teacher training colleges,* perhaps because this portion of the project is relatively new.

Volunteers also changed the opinion of Ghanaian project participants regarding Americans. As a result of working and living with the Peace Corps volunteers, the respondents changed the way they perceived people from the United States, developing a more positive opinion of Americans.

While the report provides a detailed analysis of the study findings, the key findings are listed below:

Goal One Findings

Project activities were implemented as designed
- Most Volunteers conducted school needs assessments
- Needs assessments showed schools were in need of basic physical amenities such as dormitories, ICT and science labs, books, and clean water
- Volunteers worked as classroom teachers, primarily teaching math, science, and art
- In addition, they implemented HIV/AIDS education and gender equity projects and started after-school clubs and activities

Training Was Provided
- 75 percent of the counterparts received training in teaching methods and developing teacher resources
- 59 percent of beneficiaries received sensitivity training.
- The training significantly enhanced their skills, reported 84 percent of the beneficiaries and 78 percent of the counterparts

Intended Outcomes
- 98 percent of beneficiaries and 96 percent of counterparts reported the overall quality of education improved
- Student Performance Improved
  - Students working with a Volunteer showed continuous improvement in math and science, reported 99 percent of the beneficiaries and 92 percent of counterparts
  - The number of female students passing math and science exams increased
- Teachers adopted new teaching methods
  - 96 percent of teachers began using student-centered teaching methods
  - Teachers in some schools also adopted fair grading practices
  - Many teachers learned alternate methods for classroom management and therefore reduced or eliminated caning (corporal punishment) in their schools
  - 90 percent of beneficiaries reported using new classroom resources introduced by the Volunteers
- Girls' class participation and school attendance increased
  - 88 percent of beneficiaries and 79 percent of counterparts reported the Volunteers were very effective in motivating girls to stay in school and in addressing many of the issues preventing them from continuing their education
  - Teen pregnancy rates decreased, leading to higher graduation rates for girls
  - School dropout rates among female students declined
- The physical environment in schools improved
  - Volunteers helped school communities construct dormitories, set up ICT resource centers, install water tanks, and construct classroom furniture
  - 96 percent of counterparts and 91 percent of beneficiaries reported a safer school environment

- Students became more knowledgeable about issues important to their well-being
  - Students became more sensitive to HIV/AIDs, gender equality, and safe sex practices
  - 95% of beneficiaries reported observing students' changed behavior in these areas

Unintended Outcomes
- An unintended consequence of some project activities was the creation of economic development opportunities for students through the visual arts and ICT training

Satisfaction with the Project Was High
- 96 percent of counterparts and 97 percent of beneficiaries were satisfied or very satisfied with the changes resulting from the project
- 100 percent of respondents expressed a desire to work with another Volunteer

Sustainability
- The most sustained results reported by counterparts were safer schools (100%) and improved student performance (85%)
- 92 percent of counterparts and 95 percent of beneficiaries stated that they continue to use new skills learned from the Volunteer in their personal lives on a daily basis
- Both respondent groups reported low levels of change in the area of ICT, due to difficulties in maintaining the ICT centers and computer equipment, and in financially supporting internet connections

Pathways and Barriers to Success
- Factors contributing to success
  - 82 percent of the respondents said the support provided by schools and teachers was the primary factor for success
  - Volunteers' dedication to their schools and students was an important factor for achieving success
- Factors hindering success
  - Lack of funding (88%) to implement projects resulting from the needs assessments was the major factor hindering the project said respondents
  - Other barriers were high staff turnover (67%) and need for more skilled community members (54%)

Goal Two Findings

Changes in Opinions of Americans

- *Before working* with a Volunteer:
  - 42 percent of the respondents had a negative opinion of Americans

- o Respondents learned about Americans from television and movies and most often viewed America as a racist, domineering, war-like super-power
- *After working* with a Volunteer:
  - o 96 percent of respondents had a positive view of Americans
  - o Respondents described Americans as friendly and able to integrate into other cultures
- Participants changed their opinions of Americans
  - o Volunteers were able to integrate into the local culture and obtain resources for the schools. This contradicted the image of Americans as racist and unable to live in local conditions
- Respondents changed their behaviors and outlook on life
  - o Respondents reported being better teachers, more respectful to students, less judgmental, and better at time management

CHAPTER 1: INTRODUCTION

Background

The Peace Corps traces its roots and mission to 1960, when then-Senator John F. Kennedy challenged students at the University of Michigan to serve their country in the cause of peace by living and working in developing countries. From that inspiration grew an agency of the federal government devoted to world peace and friendship.

By the end of 1961, Peace Corps Volunteers were serving in seven countries. Since then, more than 210,000 men and women have served in 139 countries. Peace Corps activities cover issues ranging from education to work in the areas of health and HIV/AIDS to community economic development. Peace Corps Volunteers continue to help countless individuals who want to build a better life for themselves, their children, and their communities.

In carrying out the agency's three core goals, Peace Corps Volunteers make a difference by building local capacity and promoting a better understanding of Americans among host country participants. A major contribution of Peace Corps Volunteers, who live in the communities where they work, stems from their ability to deliver technical interventions directly to beneficiaries living in rural and urban areas that lack sufficient local capacity. Volunteers operate from a development principle that promotes sustainable projects and strategies.

Peace Corps' Core Goals

Goal One - To help the people of interested countries in meeting their need for trained men and women.

Goal Two - To help promote a better understanding of Americans on the part of the peoples served.

Goal Three - To help promote a better understanding of other people on the part of Americans.

The interdependence of Goal One and Goal Two is central to the Peace Corps experience, as local beneficiaries develop relationships with Volunteers who communicate in the local language, share everyday experiences, and work collaboratively on a daily basis.

The Peace Corps conducts an annual survey of currently serving Volunteers; however, it tells only one side of the Peace Corps' story.[6] In 2008, the Peace Corps' launched a series of studies to better assess the impact of its Volunteers. These studies are unique for their focus on learning about Peace Corps' impact directly from the HCNs who lived and worked with Volunteers.

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[6]Peace Corps surveyed Volunteers periodically from 1975 to 2002, when a biennial survey was instituted. The survey became an annual survey in 2009 to meet agency reporting requirements.

Purpose

This report presents the findings from the impact study conducted in Ghana from November 2011 to January of 2012. The project studied was the Ghana Education Project (GEP). The study documents host country nationals' perspectives on the impact of Peace Corps Volunteers on skills transfer to and capacity building of host country counterparts, beneficiaries, students, and stakeholders, and changes in their understanding of Americans.

The major research questions addressed in the study are:

- Did skills transfer and capacity building occur?
- What skills were transferred to organizations/communities and individuals as a result of Volunteers' work?
- Were the skills and capacities sustained past the end of the project?
- How satisfied were HCNs with the project work?
- What did HCNs learn about Americans?
- Did HCNs change their opinions of Americans after interacting with the Peace Corps and Peace Corps Volunteers?

The information gathered will inform Peace Corps staff at post and headquarters about host country nationals' perceptions of the project, the Volunteers, and the resulting impacts. In conjunction with Volunteer feedback from the Annual Volunteer Survey, this information will allow the Peace Corps to better understand its impact and address areas for improvement. For example, the information may be useful for Volunteer training and outreach to host families and project partners.

This information is also needed to provide performance information to the Office of Management and Budget (OMB) and the United States Congress. As part of the Peace Corps Improvement Plan, drafted in response to its 2005 Program Assessment Rating Tool review, the Peace Corps proposed the creation of "baselines to measure results including survey data in countries with Peace Corps presence to measure the promotion of a better understanding of Americans on the part of the peoples served."[7]

Feedback from the three pilots conducted in 2008 was used to revise the methodology rolled out to six posts in 2009, ten posts in 2010, and five posts in 2011. A total of 24 posts across Peace Corps' three geographic regions (Africa; Inter-America and the Pacific; and Europe, Mediterranean and Asia) have conducted host country impact studies. Taken together, these studies contribute to Peace Corps ability to document the degree to which the agency is able to both meet the needs of host countries for trained men and women, and to promote a better understanding of Americans among the peoples served.

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[7] Office of Management and Budget. *Program Assessment: Peace Corps. International Volunteerism, 2005. Improvement Plan.*

Ghana Education Project

The Peace Corps' Ghana Education Project began in 1961 by providing math and science teachers to Ghanaian schools and communities. Since that time, Peace Corps/Ghana has continued to support the Government of Ghana (GoG) in its educational reforms. Peace Corps Volunteers (PCVs) support the National Education Strategy by teaching science, mathematics, visual arts, ICT, and English in junior and senior high schools.

The goal of the Education Project is to increase student graduation rates in mathematics, science, visual arts, and among ICT students—particularly girls—while improving access to secondary education for all students. The project gave special emphasis to improving girls' access to and retention in school. In the process, PCVs collaborated with host country teachers, counterparts, and community members to ensure sustainability and knowledge transfer through capacity building activities. The project targeted rural schools that have historically had difficulty attracting local teachers.[8]

Project Goals

The GEP Project placed Volunteers in Ghanaian junior and senior high schools, and—beginning in 2009—in teacher colleges. Volunteers worked, with their partners, toward the following project goals and objectives:

Goal 1: *Junior high school* students will be more successful in mathematics, visual arts, science, and English as a result of improved teaching and learning methods. The objectives for this goal are to:

1. Identify school needs
2. Improve student performance
3. Increase access to teaching resources
4. Increase the use of student-centered teaching

Goal 2: *Senior high school* students in rural high schools will be more successful in science, ICT, and English as a result of improved teaching and learning methods. The objectives are to:

1. Identify school needs
2. Improve student performance
3. Increase access to teaching resources
4. Increase the use of student-centered teaching

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[8] The summary of the project purpose and description comes from the "*Peace Corps Ghana Education Project Plan*, revised April 2007."

Goal 3: Volunteers working in junior and senior high schools will change the school to be a safer, more student-friendly school environment. The objectives are to:

1. Improve the school environment
2. Sensitize the community and students to issues important to their well-being

Goal 4: Teachers in *teacher training colleges* will increase their knowledge of and skills in ICT as a teaching and management tool in order to:

1. Improve the computer literacy of teacher trainees
2. Improve the use of computers in teaching methods
3. Provide support to teacher trainees during their practicum
4. Build teacher trainee skills in creating co-curricular activities

Figure 1: Theory of Change for the GEP Project: Ghana[9]

Problem	Goals	Activities	Sustained Outcomes	Public Benefit
1. Inadequate infrastructure & resources in schools	**Goal 1a & 2a: Improve student performance in math, arts, science, ICT & English through student-centered teaching** Increase access to teaching resources; increase student-centered teaching, identify school needs	Teach students using learner-centered methods Create teaching and learning teams to develop teaching materials Conduct sensitivity training and activities with communities and schools on topics that impact education: school enrollment, gender equity, career opps, health, HIV/AIDS	Students show mastery of subject matter at their grade level Teachers use student-centered teaching methods Improved quality of education w/new teaching resources New school environment fosters learning through safer schools	Increased school enrollment, especially girls Better attendance and participation in class by students Students stay in school
2. High attrition rate of teachers & lack of qualified teachers 3. Low literacy and attendance rates among girls in rural areas 4. Increasing population that exceeds school capacity	**Goal 1b&2b: Create safe, student friendly school environment** Sensitize school & community to issues affecting education **Goal 3: Improve teacher trainee skills & use of ICT.** Improve computer literacy, use ICT in teaching, build skills in creating co-curricular activities	Train teacher trainees in computer programs to manage admin Train teacher trainees how to use ICT in the classroom Observe & support teacher trainees during practicum Develop clubs & groups among teacher trainees	Students, teachers, school staff, and communities show changed behavior regarding topics that impact education: gender equity, health, HIV/AIDS Teacher trainees, meet standards of computer literacy Teacher trainees create student-centered learning environments after practicum Teacher trainees implement co-curricular activities that engage JHS in community and national affairs Teachers use ICT in their classrooms	More students graduate More qualified teachers

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[9] *Source:* Adapted from the *Peace Corps/Ghana Education Project Plan Framework*, Peace Corps, 2008 (revised FY 2009).

Evaluation Methodology

In 2008, the Peace Corps' Office of Strategic Information, Research, and Planning (OSIRP) initiated a series of evaluation studies in response to a mandate from the Office of Management and Budget (OMB) that the agency evaluate the impact of Volunteers in achieving Goal Two.

Three countries were selected to pilot a methodology that would examine the impact of the technical work of Volunteers, and their corollary work of promoting a better understanding of Americans among the people with whom the Volunteers lived and worked. In collaboration with the Peace Corps' country director at each post, OSIRP piloted a methodology to collect information *directly from host country nationals* about skills transfer and capacity building, as well as changes in their understanding of Americans.

The research study was designed by OSIRP social scientists and implemented in country by Senior Researcher Dr. Theophilus Gokah and a team of nine male interviewers managed by John Oka, under the supervision of Peace Corps country staff. To ensure comparability across countries, the study uses a standard interview protocol that also incorporates individual project goals in each country. The OSIRP team provided technical direction. A web-based database was used to manage the questionnaire data and subsequent analysis.

In Ghana, the team conducted 106 semi-structured interviews in 25 communities across the country. OSIRP identified 124 Volunteer placements between 2003 and 2011 for possible participation in the study. A systematic and representative, rather than a random, sample was drawn from this list of Volunteer assignment sites. The local research team conducted the interviews between November 2011 and January 2012. (The interview schedule is available upon request from OSIRP, and Appendix 1 contains a full description of the research methodology.)

Respondents

Five groups of Ghanaians were interviewed (Table 1):
- **Counterparts**: Teachers, headmasters, and department heads (24)

- **Beneficiaries:** Teachers, Parent Teacher Association (PTA) members, community members, headmasters, teacher trainees, and department heads (61)

- **Students:** Former junior and senior high students (12)

- **Host family members:** Families the Volunteer lived with or lived next door to for all or part of their service (2)

- **Stakeholders:** Ministry officials, province or district officers (7)

Table 1: Number and Type of Respondents: Ghana GEP Project

Interviewee Type	Number of Respondents	Number of Sites
Counterparts	24	25
Beneficiaries	61	25
Students	12	n/a
Host Family respondents	2	2
Stakeholders	7	n/a
Total	**106**	**-**

Teachers of math, science, art, ICT, and English formed the majority of the counterpart (85%) and beneficiary respondents (44%) (Figure 2).[10] The remaining respondents included headmasters or department heads, especially as beneficiaries (25%). ICT teachers served only as counterparts (17%). Among the beneficiaries, 15 percent were categorized as "other," and included the chairs of the school management committee and the school board, as well as school management board members and school staff.

Figure 2: Background of Counterparts and Beneficiaries

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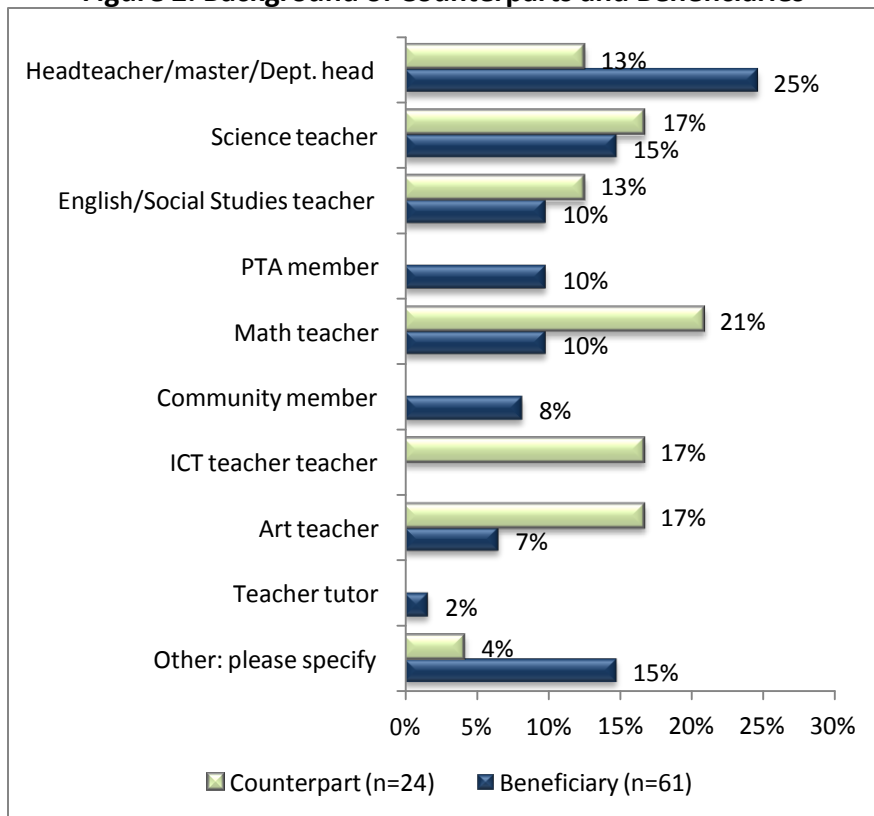
[10] Percentages in this graph do not total 100% because respondents were allowed to mark "all that apply."

Generally, Volunteers in Ghana do not live with host families. During the training the research team received, however, Volunteers mentioned that they had been "adopted" by local families or elderly women with whom they ate meals or from whom they had learned the local culture and language. As a result, the research team sought out host family members, but only two were interviewed.

Twelve former students were interviewed. The research team faced difficulties in locating former students because many of them had graduated and were working or living in another region of Ghana. The stakeholders that were interviewed were ministry officials.

Sixty-three percent of counterparts had ten or more years of experience in their field. Of the seven stakeholders, one had been working in the field for less than one year. The remaining were experienced educators, with between five and ten years of experience (three people) or more than ten years of experience (three people) (Figure 3).

Figure 3: Experience of Counterparts

Category	Percentage
1 to 2 years	4%
5 or more year but less than 10 years	33%
10 or more years	63%

Counterpart (n=24)
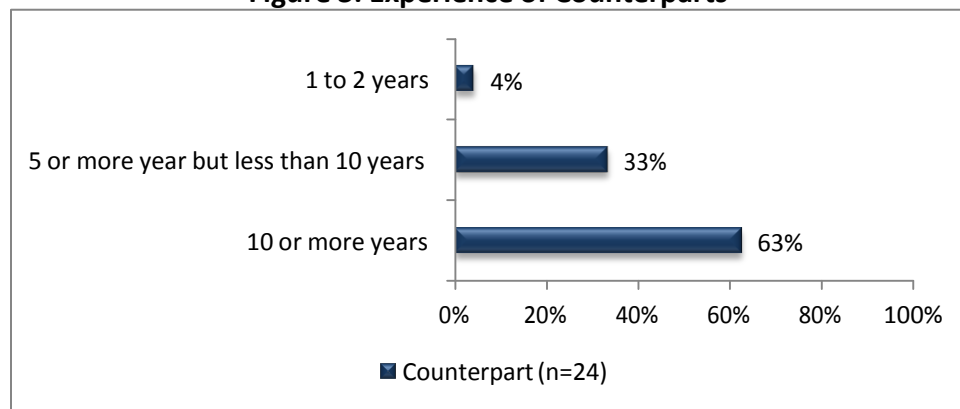
CHAPTER 2: GOAL ONE FINDINGS

All Peace Corps projects support the agency's primary goal of building the technical capacity of local men and women to improve their own lives and conditions within their communities. The primary goal of the project was to support the Ghanaian Educational Reform Program by increasing the quality of education.

Frequency of Interaction with Volunteers

The GEP Project assigned Volunteers to work in either a junior or senior high school, or a teacher's college. All the counterparts reported interacting with the Volunteer on a daily basis. Fewer beneficiaries interacted with Volunteers at work on a daily basis (62%); 25 percent interacted with the Volunteer several times a week (Figure 4).

Figure 4: Frequency of Interaction with Volunteer during Work
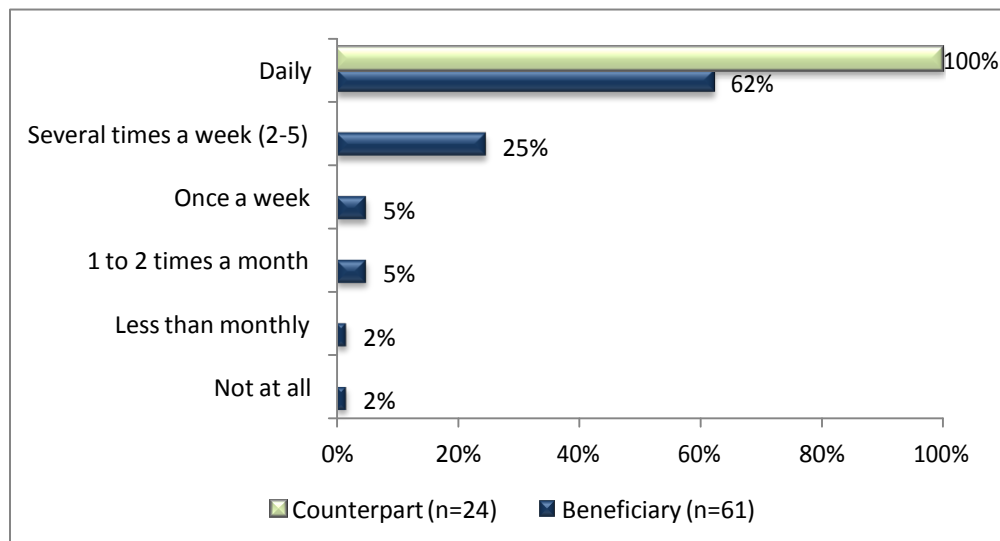
Outside of work, nearly one third of beneficiaries (31%) interacted with the Volunteer several times a week and a third of counterparts interacted with Volunteers once a week (Figure 5). Interaction outside the school was comparatively less frequent because many of the Ghanaian teachers did not live in the communities where they worked, but rather commuted daily to the schools from elsewhere. Students (n=12) showed similar interaction patterns, with seven students working with the Volunteer daily at school and four working once or twice a week with the Volunteer outside of school.

Figure 5: Frequency of Interaction with Volunteer Outside of Work

Category	Counterpart (n=24)	Beneficiary (n=61)
Daily	21%	18%
Several times a week (2-5)	13%	31%
Once a week	33%	23%
1 to 2 times a month	8%	10%
Less than monthly	17%	13%
Not at all	8%	5%
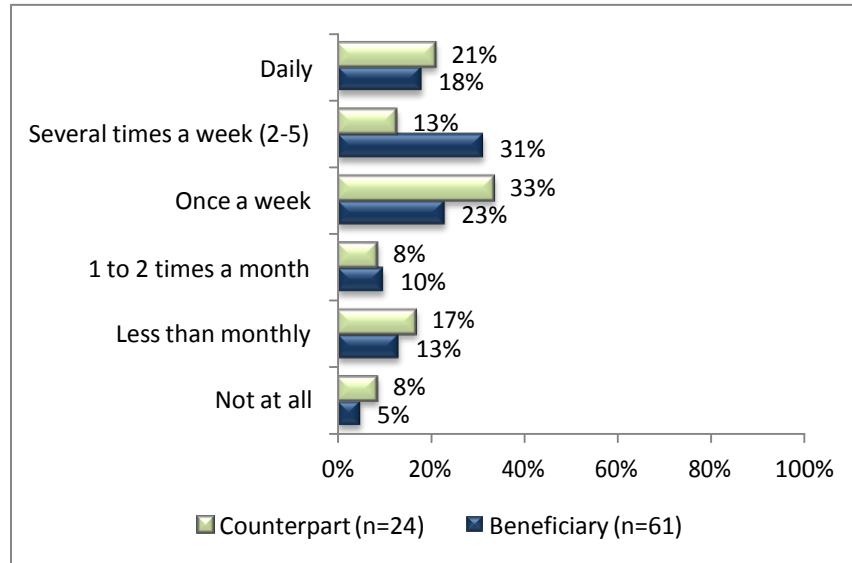
Project Activities

Volunteers working in the GEP Project are expected to achieve the project goals and build capacity through specific activities outlined in the project plan, as well as through activities generated at the grassroots level. These activities also strengthen the capacity building opportunities that support Goal One of the Peace Corps.

The project plan outlines numerous activities designed to support the project goals. The activities are grouped under the goals and student groups of the GEP Project:

1. Junior High Schools: Students will be more successful in math, visual arts, science, and English through improved teaching and learning methods
   a. Teach students using learner-centered methods
   b. Create teaching and learning teams
   c. Collaborate with school committees and the administration to conduct needs assessments
2. Senior High Schools: Students in rural high schools will be more successful in science, ICT and English through improved teaching and learning methods
   a. Teach students using learner-centered methods
   b. Create teaching and learning teams
   c. Collaborate with school committees and the administration to conduct needs assessments
3. Change the school environment to a safer, more student-friendly school environment (junior and senior high schools)
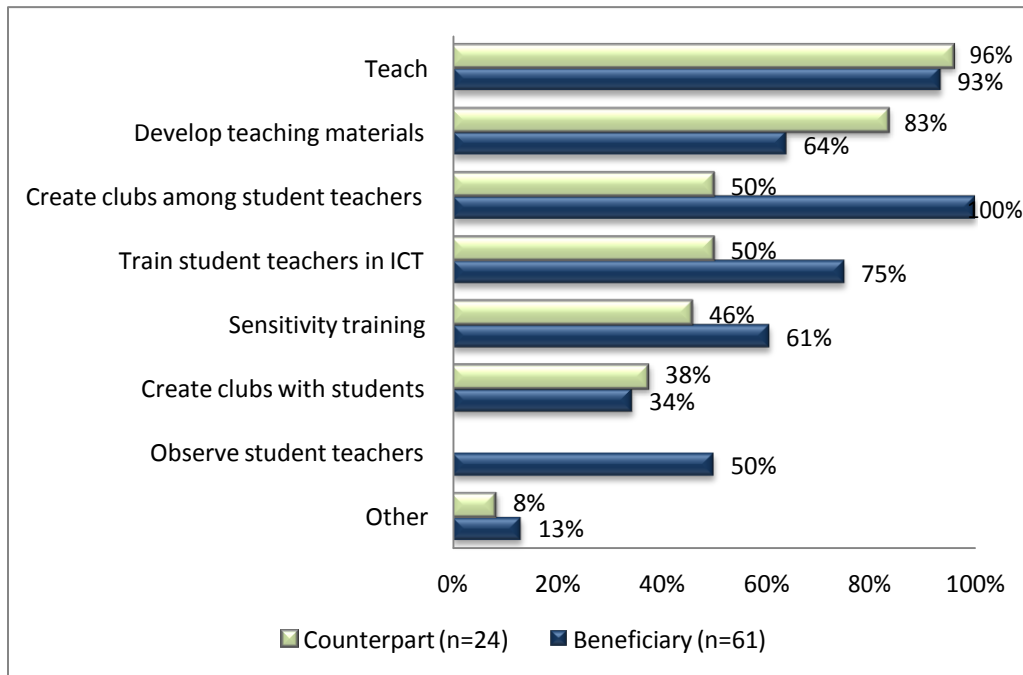
      a. Conduct sensitivity training with communities and schools on topics that impact education: school enrollment, gender equity, career opportunities, health, HIV/AIDS

4. Teacher training colleges: Increase teacher trainees' knowledge of and skills in ICT as a teaching and management tool
      a. Train teacher trainees in different computer programs to manage administrative duties
      b. Train teacher trainees to use computers to teach students to use computers
      c. Observe teacher trainees during practicum
      d. Develop clubs and discussion groups among teacher trainees

The OSIRP evaluation team noted that several objectives and goals listed in the project plan were not supported by the activities. For example, one of the objectives for the junior and senior high schools was to increase access to teaching resources. However, the project plan did not include any activities related to this objective. Similarly, the project plan did not include any activities related to the objective of improving the school environment.

Despite these gaps in the program logic, the Volunteers worked toward most of the objectives and activities in the project plan. According to *counterparts* and *beneficiaries* in the junior and senior high schools, Volunteers primarily taught math, science, and art (Figure 6). Volunteers working in the teacher training colleges primarily dedicated their time to teaching. However they also created clubs for student-teachers and trained them in information communication and technology (ICT) (Figure 6). Though student teachers reported that Volunteers observed them during their practicum, it is likely that counterparts were unaware of this activity (Figure 6).

The majority of the sensitivity training conducted by Volunteers covered HIV/AIDS prevention, and girl's empowerment and gender equality. In addition, many Volunteers modeled alternative classroom management and discipline procedures rather than caning students, the accepted method in many African schools.

Figure 6: Activities Conducted by Volunteers

Activity	Counterpart (n=24)	Beneficiary (n=61)
Teach	96%	93%
Develop teaching materials	83%	64%
Create clubs among student teachers	50%	100%
Train student teachers in ICT	50%	75%
Sensitivity training	46%	61%
Create clubs with students	38%	34%
Observe student teachers		50%
Other	8%	13%

Volunteers conducted additional activities, based on the results of the needs assessments conducted at the schools. According to beneficiaries, counterparts, and students, Volunteers built dorms, constructed furniture (beds, desks), raised funds to buy computers for the schools, and took students on field trips.

Students reported that Volunteers primarily taught math, science, art, or ICT. Several students described the Volunteers creating HIV/AIDS clubs or conducting workshops to raise awareness and prevent HIV/AIDS.

Intended Outcomes

The project activities seek to produce specific outcomes that meet project goals, and highlight the extent to which the Peace Corps meets its primary goal of transferring technical skills and building local capacity. Performance under Peace Corps' Goal One was examined in three ways:
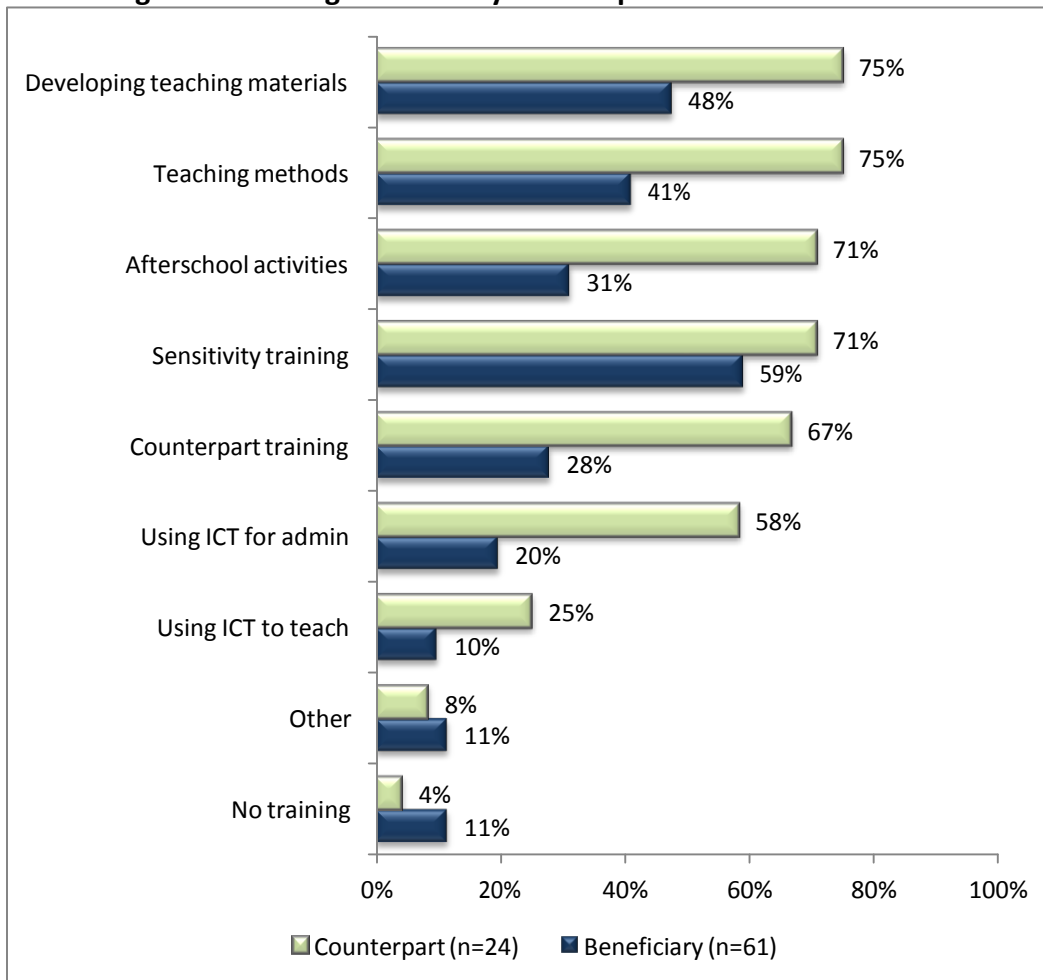
1. The extent to which local participants observed community and personal changes, and reported gaining new technical skills
2. The extent to which capacity was developed for maintaining the changes once the project ended
3. The extent to which the project met the community and personal needs of local participants

Formal training provided by Volunteers is one method for increasing the technical capacity of community members and one of the immediate outputs of any Peace Corps project. In Ghana, Volunteers also mentored or demonstrated skills, providing informal training. The training received by counterparts and beneficiaries—and the extent to which that training enhanced their skills—is presented in the next section. Intended outcomes observed by the project partners at the community-level are presented second, followed by the individual-level changes respondents reported.

Training Received

According to the project plan, training for counterparts and beneficiaries in the GEP Project included teaching methods, developing classroom resources and after-school activities, using ICT to teach and for administrative purposes, and sensitivity training. The Peace Corps also conducted training for counterparts to prepare them to work with a Volunteer.

Figure 7: Training Received by Counterparts and Beneficiaries[11]

Developing teaching materials — Counterpart 75%, Beneficiary 48%
Teaching methods — Counterpart 75%, Beneficiary 41%
Afterschool activities — Counterpart 71%, Beneficiary 31%
Sensitivity training — Counterpart 71%, Beneficiary 59%
Counterpart training — Counterpart 67%, Beneficiary 28%
Using ICT for admin — Counterpart 58%, Beneficiary 20%
Using ICT to teach — Counterpart 25%, Beneficiary 10%
Other — Counterpart 8%, Beneficiary 11%
No training — Counterpart 4%, Beneficiary 11%

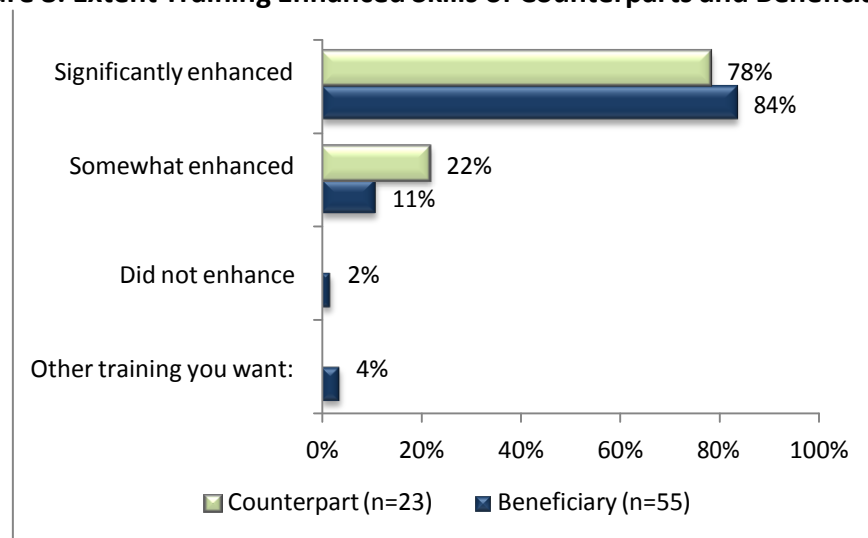☐ Counterpart (n=24)   ■ Beneficiary (n=61)

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[11] Percentages in this graph do not total 100% because respondents were allowed to mark "all that apply."

Counterparts most often described receiving training in developing teaching materials (75%) and teaching methods (75%), closely followed by after-school activities and sensitivity training (71%)(Figure 7). *Beneficiaries* most frequently stated they received sensitivity training (59%), especially with regards to HIV/AIDS prevention (Figure 7). Although these were the most frequently reported responses for this question, throughout the interviews, counterparts and beneficiaries spoke most often about the ICT training they received.

Most counterparts (78%) and beneficiaries (84%) reported the training significantly enhanced their skills (Figure 8). Among those reporting their skills had been significantly or somewhat enhanced, 57 percent of the counterparts and beneficiaries described their new ICT skills as the most enhanced.

Figure 8: Extent Training Enhanced Skills of Counterparts and Beneficiaries

Community-Level Change

The project theory of change (Figure 1) generated a list of project outcomes. Counterparts and beneficiaries were asked about the following community-level outcomes for junior and senior high schools:

1. Student performance
2. Using student-centered teaching methods
3. Using/developing new classroom resources
4. Education quality
5. Safer school environments
6. Sensitivity to gender equity practices, HIV/AIDS, health

These respondents were also asked about changes in graduation rates and increases in female students' participation in class and remaining in school (retention rates).

Counterparts and beneficiaries in the *teacher training colleges* were asked about the following outcomes:

1. Using ICT to teach or manage teaching
2. Developing co-curricular activities
3. Meeting ICT standards of learning

Counterparts and beneficiaries were asked about project outcomes through a series of questions. For each project outcome derived from the project plan, respondents were asked if changes had occurred and the direction of those changes, whether the community's needs had been met, and—where applicable—whether the change had been maintained after the Volunteer departed.

Stakeholders were provided with a list of the planned outcomes of the project and asked which of the outcomes they believed was most and least critical to Ghanaian students or schools. Stakeholders also ranked the outcomes in terms of satisfaction.

Changes Resulting from the Project

Most of the project outcomes showed high rates of change according to counterparts and beneficiaries. *Counterparts* in both junior and senior high schools reported equal levels of change in school safety, quality of education, the use of new classroom resources and the use of student-centered teaching methods after working with the Volunteer (96%)(Figure 9).[12]

A small group of counterparts (4%) reported that student performance had gotten worse.

In general, *beneficiaries* reported slightly higher rates of change than did the counterparts. Two outcomes were rated equally as high (99%) for improvements: student performance and using student-centered teaching methods (Figure 10). Beneficiaries also felt the quality of education had improved in their schools (98%).

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[12] Respondents were asked about the extent to which they saw changes related to each outcome in their community, business, or government office on the following scale: much better; somewhat better; the same; somewhat worse; and much worse. OSIRP grouped the "much better" and "somewhat better" responses into one category called "better." The categories of "somewhat worse" and "worse" were grouped into a single category called "worse." This resulted in the following scale: better, the same, and worse.

Figure 9: Counterpart Assessment of Community Changes Related to Project Outcomes

Quality of education (n=24)	96%
Using student centered teaching (n=24)	96%
Using new classroom resources (n=24)	96%
A safer school environment (n=24)	96%
Student performance (n=24)	92%
Changed behavior for gender equity, HIV/AIDS or health (n=24)	87% — 13%

Legend: ■ Better ■ The same ■ Worse
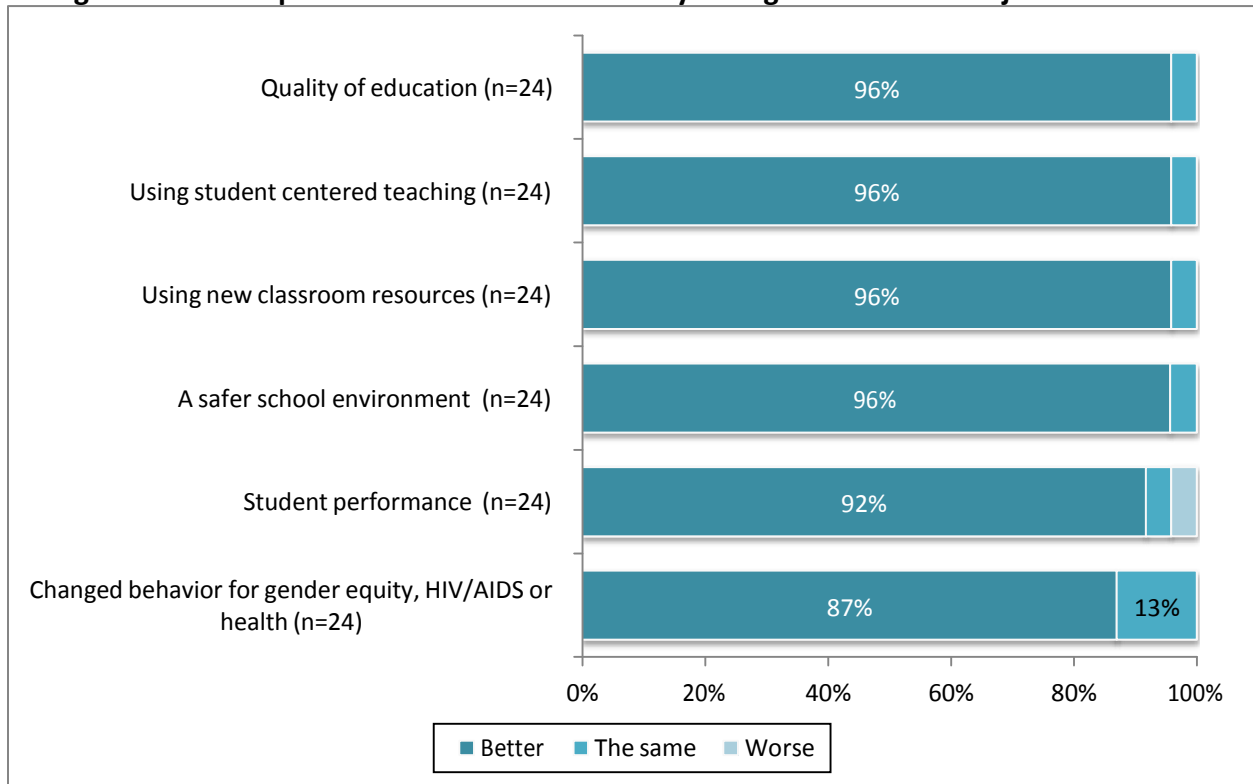
Figure 10: Beneficiary Assessment of Community Changes Related to Project Outcomes

Using student centered teaching (n=60)	99%
Student performance (n=60)	99%
Quality of education (n=56)	98%
Changed behavior for gender equity, HIV/AIDS or health (n=56)	95% — 5%
A safer school environment (n=60)	91% — 8%
Using new classroom resources (n=56)	90% — 11%

Legend: ■ Better ■ The same ■ Worse
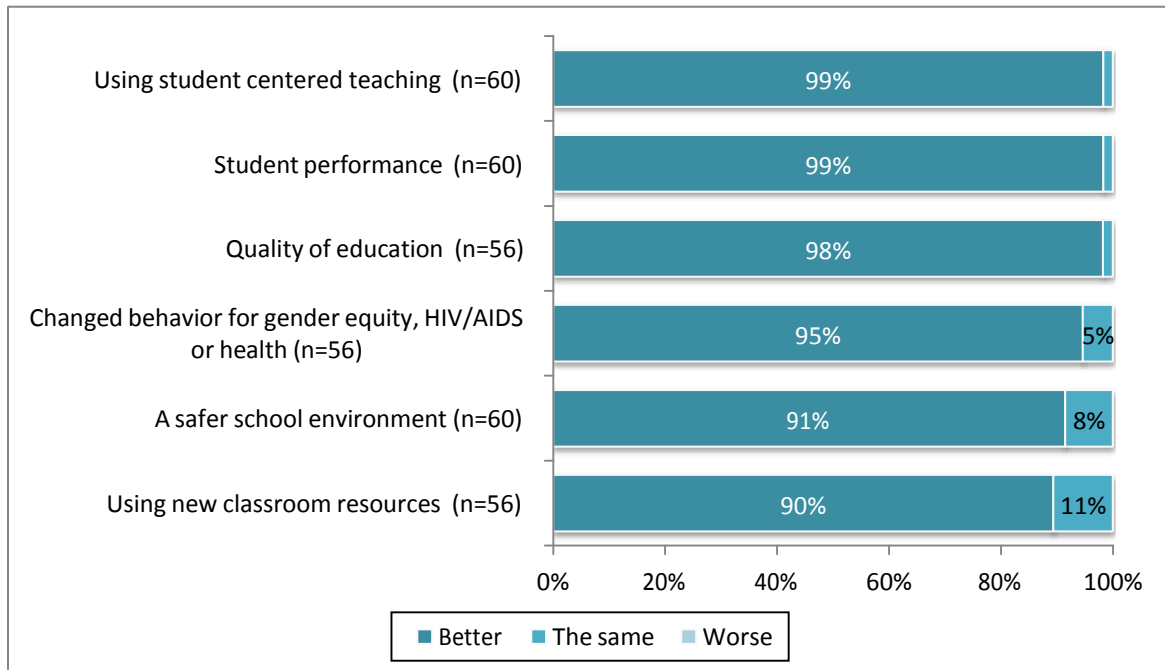
The four respondents in the teacher training colleges saw improvements in using ICT and developing co-curricular activities. All respondents reported that teacher-trainees were meeting the standards of learning for ICT.

Stakeholders rated the improvements in the quality of education as the most critical outcome of the project, and the one with which they were the most satisfied. Stakeholders explained that improved educational quality touches all aspects of student performance and is especially important when the Volunteer can inspire excitement about math and science in students, particularly girls.

When asked about the least critical outcome, some stakeholders (n=3) cited teacher-trainees developing co-curricular activities. According to them, this outcome is already built into the system and, in addition, trainees "are not committed" to the development of co-curricular activities and therefore will not carry out these activities once assigned to a school.

Four stakeholders, however, reported they were unaware of any changes taking place at schools with Peace Corps Volunteers, suggesting that more communication needed to take place between the schools and stakeholders, and between Peace Corps/Ghana and stakeholders.

To better understand the outcomes related to keeping girls in school and increasing their participation in class, counterparts and beneficiaries were asked why girls do not remain in school and how effective Volunteers have been in keeping girls in school. According to respondents, girls do not remain in school for the following reasons:

1. Ghanaian cultural norms do not support educating girls, especially in math and science
2. Girls not performing well in school are caned by teachers (corporal punishment)
3. Families' lack of money for school fees and uniforms
4. Teen pregnancy, especially when girls take an older "boyfriend" who pays the school fees in exchange for sex
5. Lack of dormitory facilities for girls who do not live in the community

Respondents reported that Volunteers had been very effective in keeping girls in school, with 79 percent of the counterparts and 88 percent of the beneficiaries reporting this outcome as very effective (Figure 11). According to the respondents, the Volunteers motivated the girls and addressed many of the issues that prevented girls from continuing their education. Student motivation included creating special girls' math and science clubs where students received tutoring and girls' empowerment courses.

The student-centered teaching, introduced by the Volunteers, respondents reported, made math and science "interesting" and practical. This approach made the subject understandable to students. In addition, respondents noted that Volunteers took the "fear" out of math and science, and built student confidence in the subjects. As a result, more girls succeeded in their math and science courses, and passed their exams.

The club he [the Volunteer] formed opened the eyes of the girls so much that they were competing with the boys. Presently, the girls do better than boys do and their performance in the subjects has seen [an upward] trend. –Counterpart

There has been improvement; the dropout rate by girls has [been] reduced. They have better academic performance since 2006. For example, in 2006 scores were 87%; 2007 (94%); 2008 (98%); 2009 (100%). In 2010 there were no exams but in 2011 (100%). This means that there has been an improvement in the performance of girls in the final examinations. –Counterpart

Figure 11: Effectiveness of Volunteers in Keeping Girls in School
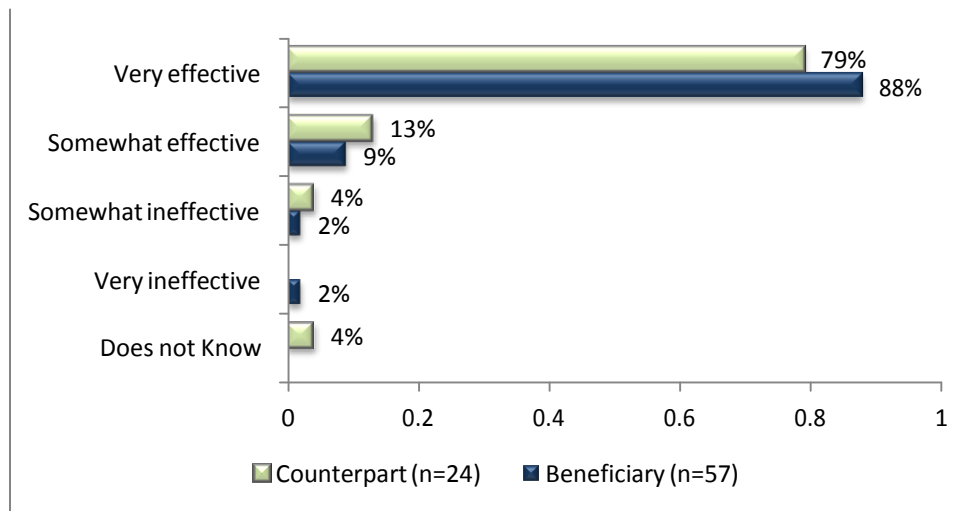
In a few schools, Volunteers also built dormitories for girls and raised money to pay for school fees. Workshops and training in HIV/AIDS and pregnancy prevention decreased the rate of teen pregnancies, according to respondents, and led to declines in female dropout rates.

The PCV sourced funds for the construction of a girl's dormitory…. Girls have taken much interest in education and we have a larger number of girls as compared to boys due to the dormitory he provided. Less of the girls are day students so truancy is reduced. – Beneficiary

Before HIV/AIDS education, most girls returned from vacation pregnant. This has changed for the better. Girls who show talent in art were identified and rewarded, which motivated them. –Counterpart

The most important was the attitudinal change in the behavior and learning of the participants. No teenage pregnancy has ever been recorded since 2005 because of the better health education given to the students. –Beneficiary

Very effective. For example, in 2011 we recorded no teenage pregnancies. The girls became interested in math and I believe this made them enjoy school. –Beneficiary

Volunteers also made the school environment safer by reducing or, in some cases, abolishing corporal punishment such as caning.

I have never caned [anyone] since I came to the school, so when the PCV was serious about its abolition or reduction I was really touched and happy with that development. I was most satisfied with abolition of caning because I feel caning inflicts pain. –Beneficiary

[The Volunteer] toned down corporal punishment for students, but not completely. Students feel at home because they feel safe in the school since no one chases them around with a cane. –Counterpart

To measure Volunteer's effectiveness at increasing graduation rates, counterparts and beneficiaries were asked about changes in these rates and about the reasons for the changes (Figure 12). Respondents reported that Volunteers had been very effective, and attributed the changes in graduation rates to the increased number of students passing their exams and matriculating to the next grade or education level, especially girls.

The PCV sometimes organized extra classes for groups and individuals to raise their level. As a result, when students wrote the exams this year, we recorded a 70% pass in Chemistry (in 2011) compared to a 10-15% pass rate in previous years. –Counterpart

Respondents explained students were better able to pass their exams because Volunteers "took the fear out of math" and more students attended the Volunteer's classes.

The absence of the fear of math has been so useful in getting the students ready for the final exams. Math has always been a drawback in the chances of students getting admission to tertiary education. –Beneficiary

Overall, respondents noted a shift in student attitudes to one that showed enthusiasm for learning.

A few counterparts noted that Volunteers showed up to class on time ready to teach (unlike some Ghanaian teachers) and were better able to track student attendance and progress. This made students accountable for their performance.

Figure 12: Effectiveness of Volunteers in Improving Graduation Rates for all Students[13]
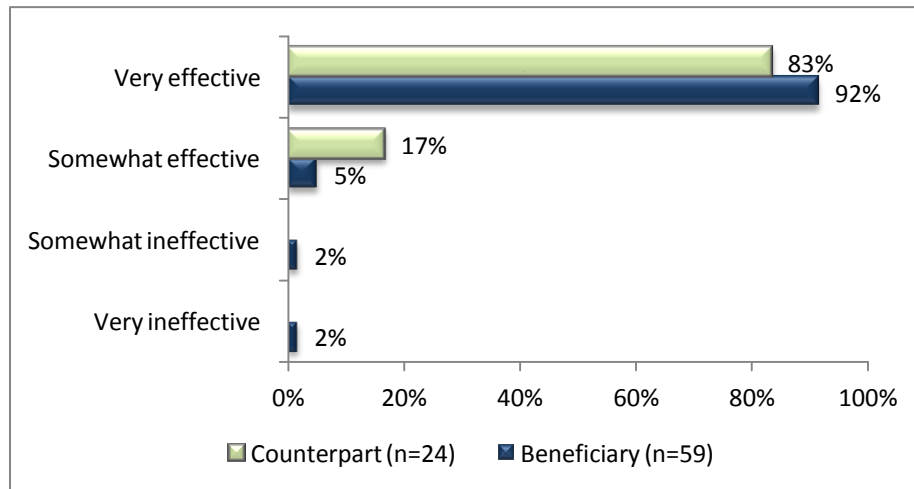
In a series of questions, *counterparts* and *beneficiaries* were asked which of the intended outcomes was the most critical for their school or students, and which project outcomes satisfied them the most and had the most positive impact. An equal number of counterparts and beneficiaries (20) believed student improvement and safer schools were the most critical outcomes of the project. Respondents often linked these two outcomes together in their responses, suggesting that these outcomes are interdependent.

While these outcomes were the most critical, they were not the most positive or satisfying. Instead, counterparts and beneficiaries felt the changes resulting from the needs assessment were the most satisfying and positive. These changes included new dorms, school and dormitory furniture, new computers and ICT labs, new art buildings, water tanks, sports equipment, and NGOs covering students' school fees.

Sustainability of Community Change
Respondents were then asked to assess the extent to which the changes had been maintained by the community on the following scale: yes, to some extent, and no.[14] Since many teachers had been transferred or left teaching, the scale also included "unsure."

Counterparts and *beneficiaries* felt all of the changes had been maintained to some extent once the Volunteer left (Figures 13 and 14). Counterparts cited safer schools (100%) and improved student performance (85%) as the most sustained outcomes. One counterpart stated:

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[13] The research team did not have access to the school records on graduation rates and therefore could not confirm or compare the rates at schools where Volunteers taught to other rural schools or to the national rates.
[14] "Unsure," responses were not included in this analysis.

I [learned] not to lash my students because I have seen it is not necessary. I don't even lash my children at home any longer. I am now a friendly man and you can see all students approach me to express themselves.

Although 100 percent of counterparts and 88 percent of beneficiaries responded that a safer school environment had been sustained at least to *some* extent, many of these respondents described the continued use of caning once the Volunteer left. For example,

The safer school environment has been maintained to some extent. The problem is the PCV wanted caning to be stopped, but this is not possible. It is good for the management of students.

This suggests that there are longstanding cultural norms and other beliefs underlying this practice.

Almost one third of counterparts, however, reported they had not sustained the use of new classroom resources. Other outcomes fared better, with only a small percentage of counterparts reported that using student-centered teaching methods (16%) and the improved quality of education (15%) had not been sustained (Figure 13).

Figure 13: Counterpart Assessment of Sustainability at the Community Level
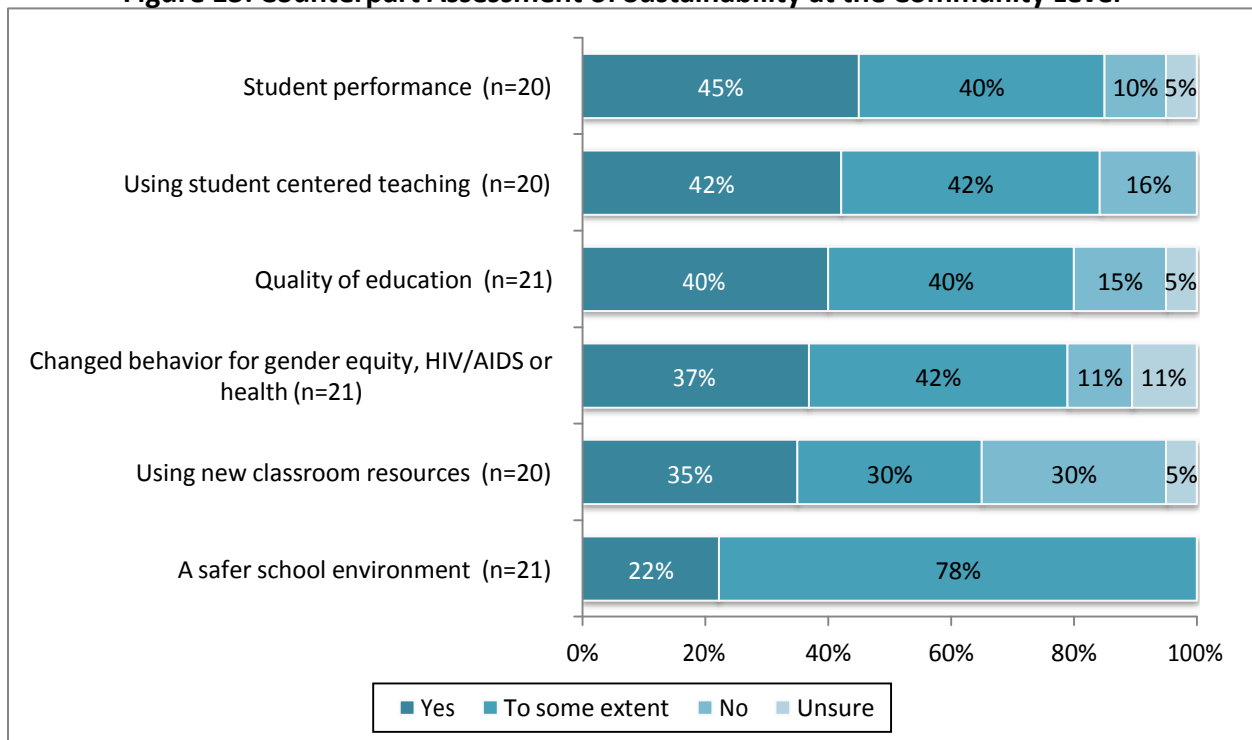
Beneficiaries (93%) felt that schools and students had sustained the behavioral changes resulting from the HIV/AIDS and gender equity training (Figure 14). Several beneficiaries explained the importance of these changes to students, including this teacher:

> *The Volunteer became an ambassador for spreading education on health and HIV/AIDS. We even have students who graduated from this school who remain members of the Jeff Club [HIV/AIDS prevention club named after the Volunteer].*
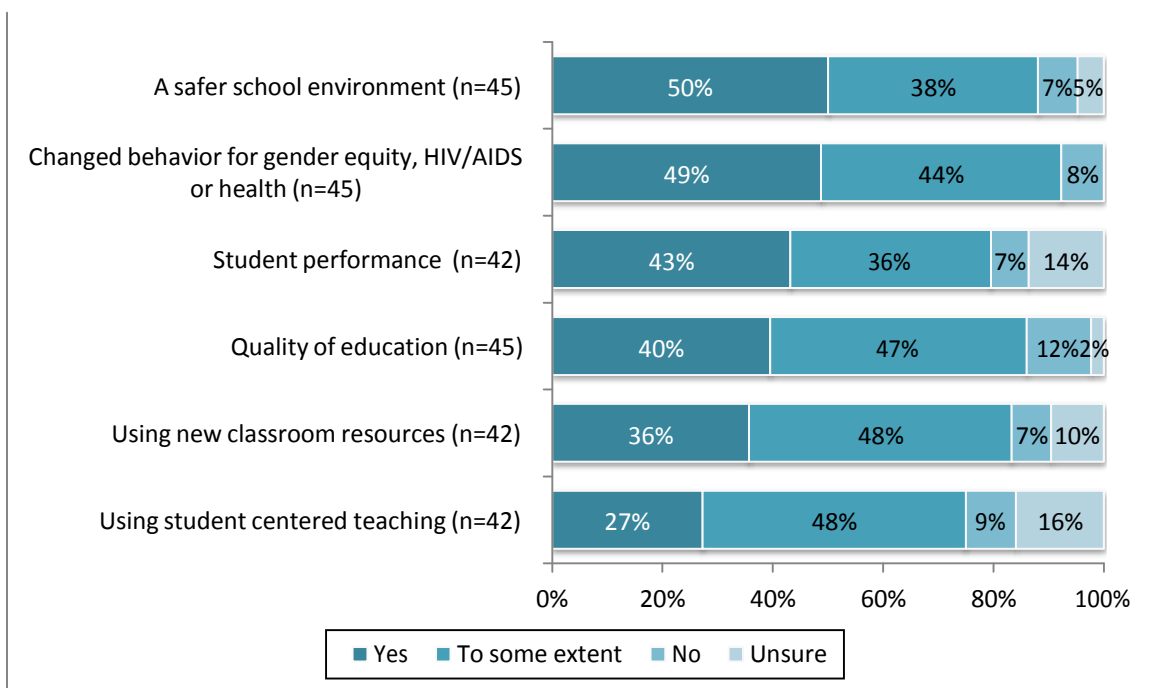
In the same vein, female students who worked with a Volunteer continued to succeed in school and graduated, while pregnancies continued to decline. These beneficiaries described the sustained changes:

> *The students appear to be better molded for life. There was a change in attitude toward learning and performance in examinations. The girl who was close to the PCV has grown to be a very responsible lady and I see her in town often.*

> *The first and most important was the attitudinal change in the behavior and life ways of the participants. No teenage pregnancy has ever been recorded since 2005 because of the better health education given to the students.*

A small percentage of beneficiaries (12%) reported they did not feel the quality of education had been sustained.

Figure 14: Beneficiary Assessment of Sustainability at the Community Level

A safer school environment (n=45): Yes 50%, To some extent 38%, No 7%, Unsure 5%
Changed behavior for gender equity, HIV/AIDS or health (n=45): Yes 49%, To some extent 44%, No 8%
Student performance (n=42): Yes 43%, To some extent 36%, No 7%, Unsure 14%
Quality of education (n=45): Yes 40%, To some extent 47%, No 12%, Unsure 2%
Using new classroom resources (n=42): Yes 36%, To some extent 48%, No 7%, Unsure 10%
Using student centered teaching (n=42): Yes 27%, To some extent 48%, No 9%, Unsure 16%

Legend: Yes, To some extent, No, Unsure

Extent to which Changes Met Community Needs

Finally, respondents were asked to assess how well the changes met the community's needs. *Counterparts* believed that the improved quality of education best met their needs (83%) followed by changes in student behavior after training in HIV/AIDS prevention and gender equity (Figure 15). It is not surprising that outcomes counterparts considered least effective in meeting community needs are also those with the lowest rates of complete sustainability: a safer school environment and using new classroom resources (Figures 13 and 15).

Figure 15: Counterpart Assessment of How Well Changes Met Community Needs
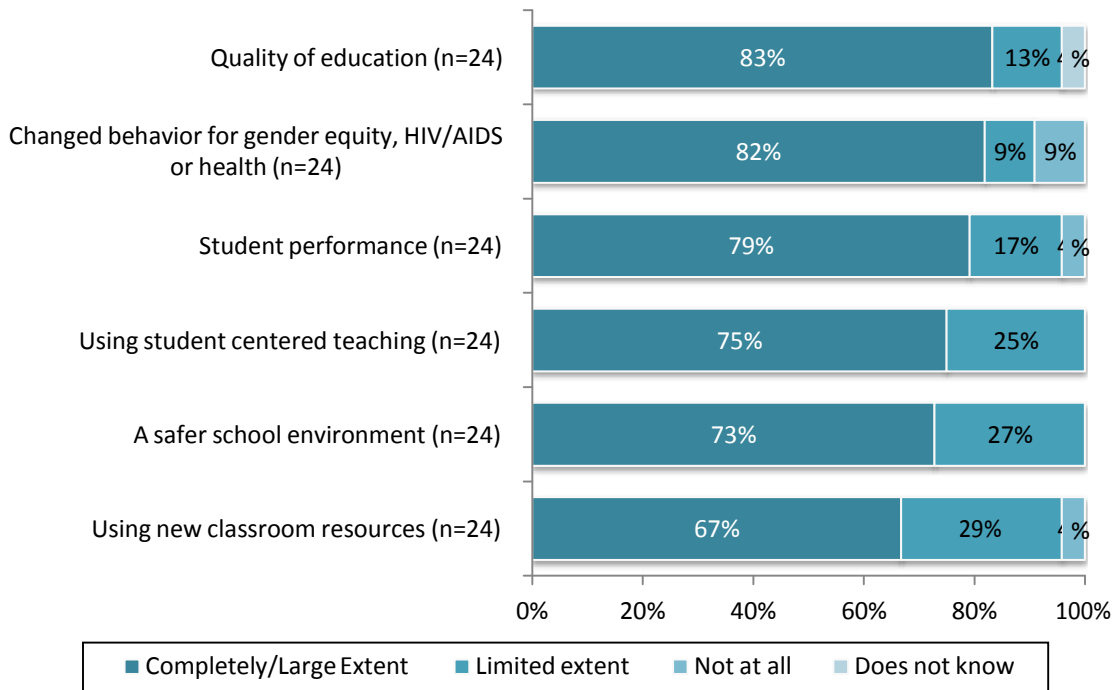
Beneficiaries believed that improved student performance best met their needs (89%), along with students' changed behavior regarding HIV/AIDS and gender equity (Figure 16). As with counterparts, beneficiaries were less likely to claim sustainability for outcomes they felt did not meet community needs (Figures 14 and 16).

Figure 16: Beneficiary Assessment of How Well Changes Met Community Needs
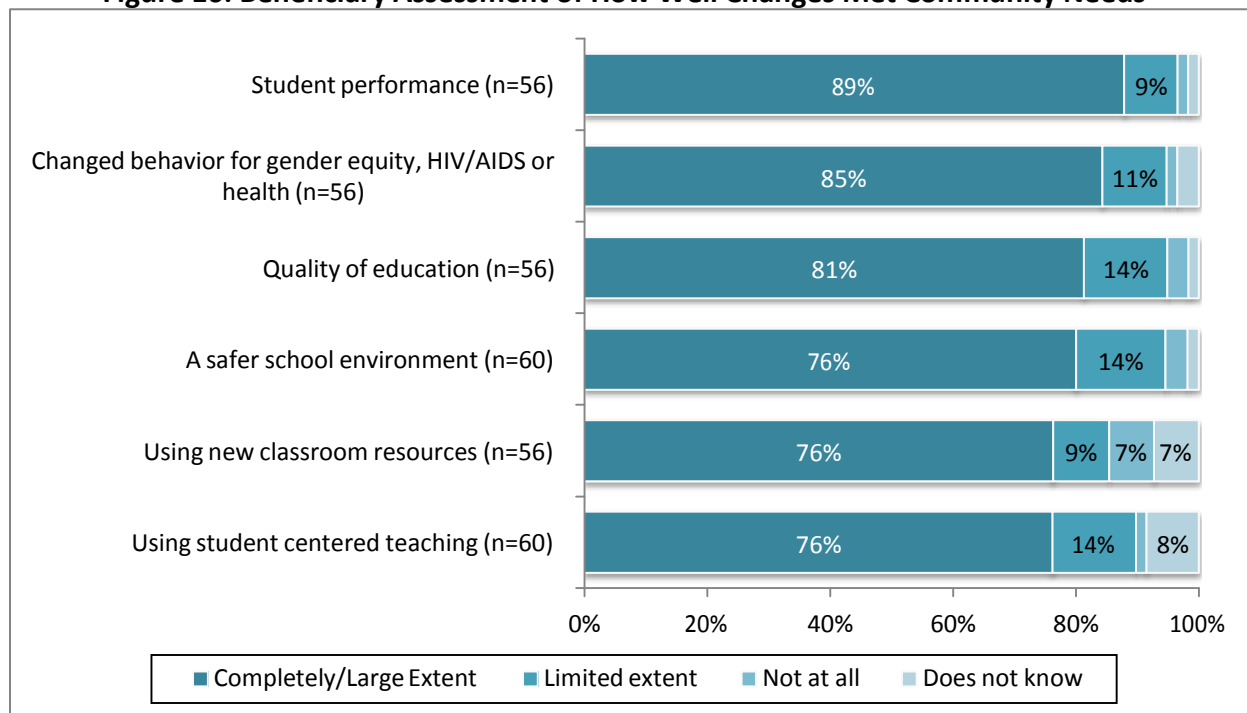
Changes at the Individual Level

The project theory of change model (Figure 1) generated a list of individual or personal-level project outcomes. Counterparts and beneficiaries were asked about the extent to which they saw changes in themselves related to each of the following outcomes:

1. Your ability to use student-centered teaching methods
2. Your ability to use new classroom resources
3. Your quality of teaching
4. Your ability to create a safer school environment that fosters learning
5. Your changed behavior regarding HIV/AIDS and gender equity
6. Your ability to use ICT as a tool in your teaching
7. Your ability to meet ICT standards of learning

Counterparts and beneficiaries were asked about individual-level project outcomes through a series of questions. For each individual outcome derived from the project plan, respondents were asked if changes had occurred and about the direction of those changes, whether their

needs had been met, and, where applicable, whether they had maintained the change after the Volunteer departed. Stakeholders were not asked about individual-level changes since they did not work with the Volunteer on a daily basis, but were more involved in the design and overall implementation of the project.

Individual Changes Resulting from the Project

According to both *counterparts* and *beneficiaries*, their individual abilities were greatly improved in three outcomes: creating a safe school that fosters learning (96% for both groups), improving their quality of teaching (96% for counterparts; 91% for beneficiaries), and using student-centered teaching methods (96% for counterparts, 93% for beneficiaries) (Figures 17 and 18). The large number of beneficiaries reporting that they were creating safer schools supports the idea that this outcome was achieved at an individual, teacher level rather than at school-wide level. Counterparts (96%) also felt they had personally improved their use of classroom resources; 78 percent of beneficiaries reported these skills improved for them personally.

Both respondent groups reported lower levels of change related to ICT outcomes. Throughout the interviews, respondents noted that schools had difficulties maintaining the ICT centers and computer equipment, and financially supporting internet connections.

Figure 17: Counterpart Assessment of Individual Changes Related to Project Outcomes
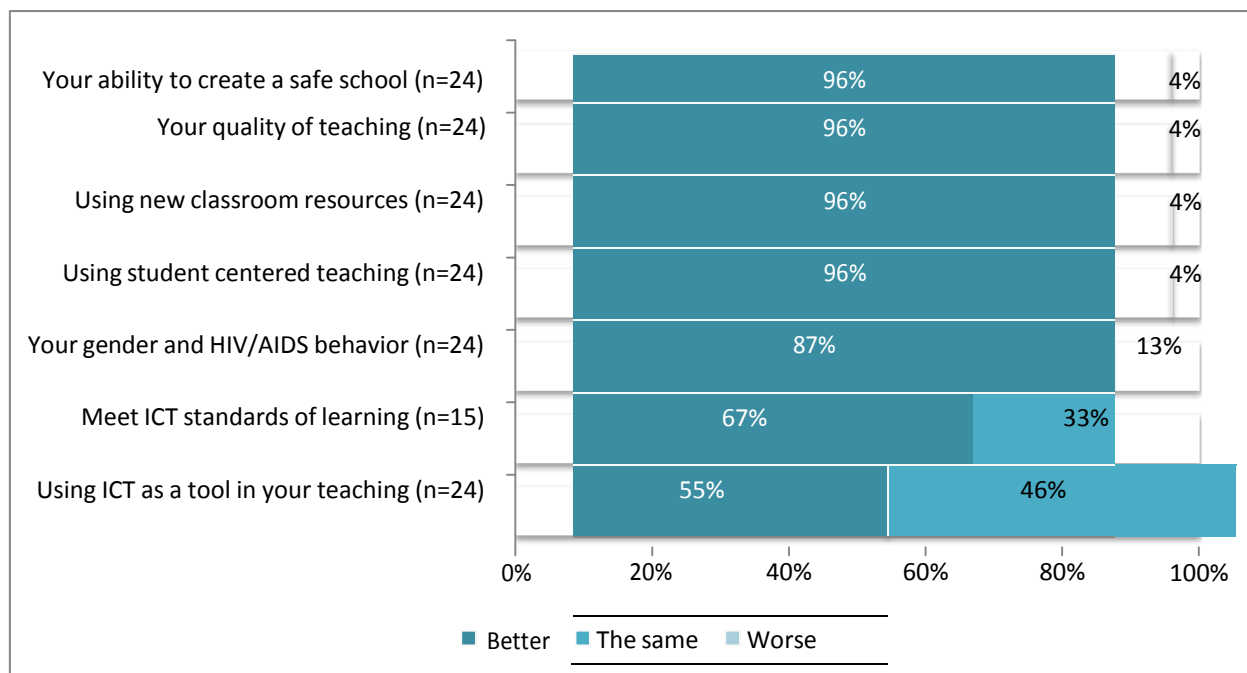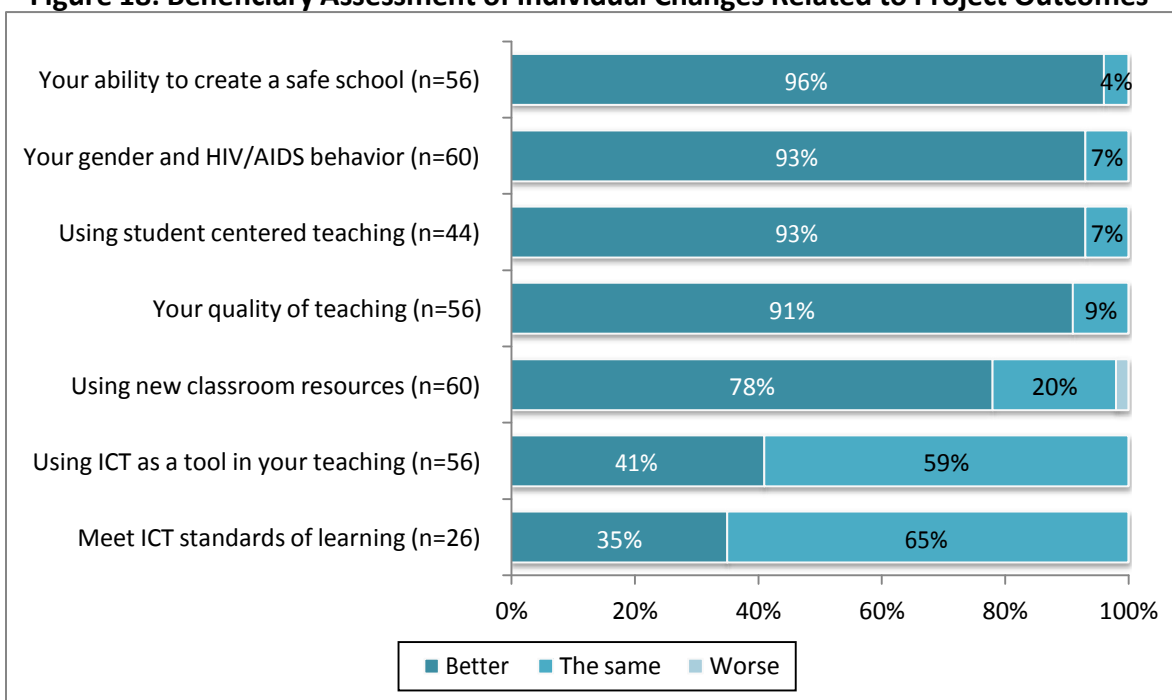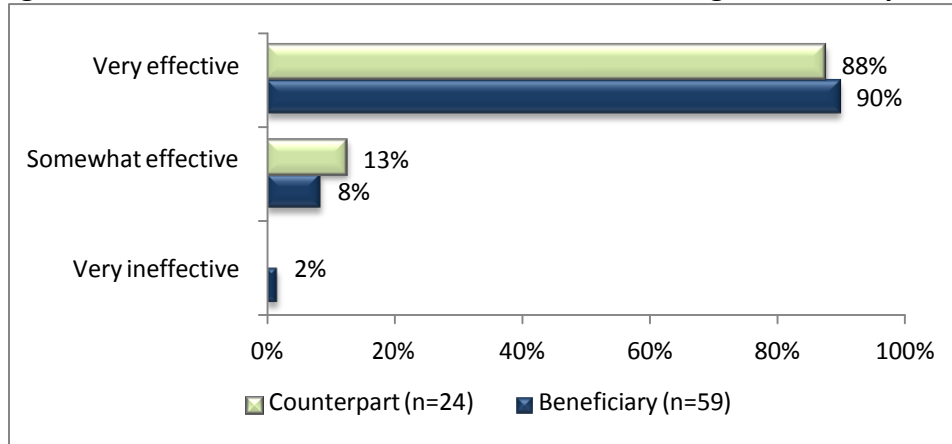
Figure 18: Beneficiary Assessment of Individual Changes Related to Project Outcomes

Category	Better	The same	Worse
Your ability to create a safe school (n=56)	96%	4%	
Your gender and HIV/AIDS behavior (n=60)	93%	7%	
Using student centered teaching (n=44)	93%	7%	
Your quality of teaching (n=56)	91%	9%	
Using new classroom resources (n=60)	78%	20%	
Using ICT as a tool in your teaching (n=56)	41%	59%	
Meet ICT standards of learning (n=26)	35%	65%	

■ Better ■ The same ■ Worse

In a separate question, *counterparts* and *beneficaries* were asked how effective was Volunteers' work overall in helping them to build their individual capacity to manage their environment and improve their standard of living (Figure 19). Eighty-eight percent of counterparts and ninety percent of beneficiaries stated that the activities were very effective in building personal capacity. Despite lower levels of change for ICT skills, respondents (27) who reported the Volunteers' work as effective most often went on to describe their new skills in ICT, including recording and tracking grades. Several noted that tracking the grades through a computer reduced their workload and ensured grades and report cards did not get lost or torn. Several respondents (13) who reported the Volunteers' capacity building efforts as effective, also described how they improved their interpersonal and professional skills. This included time management, a changed work ethic, and improved social relations with students and colleagues.

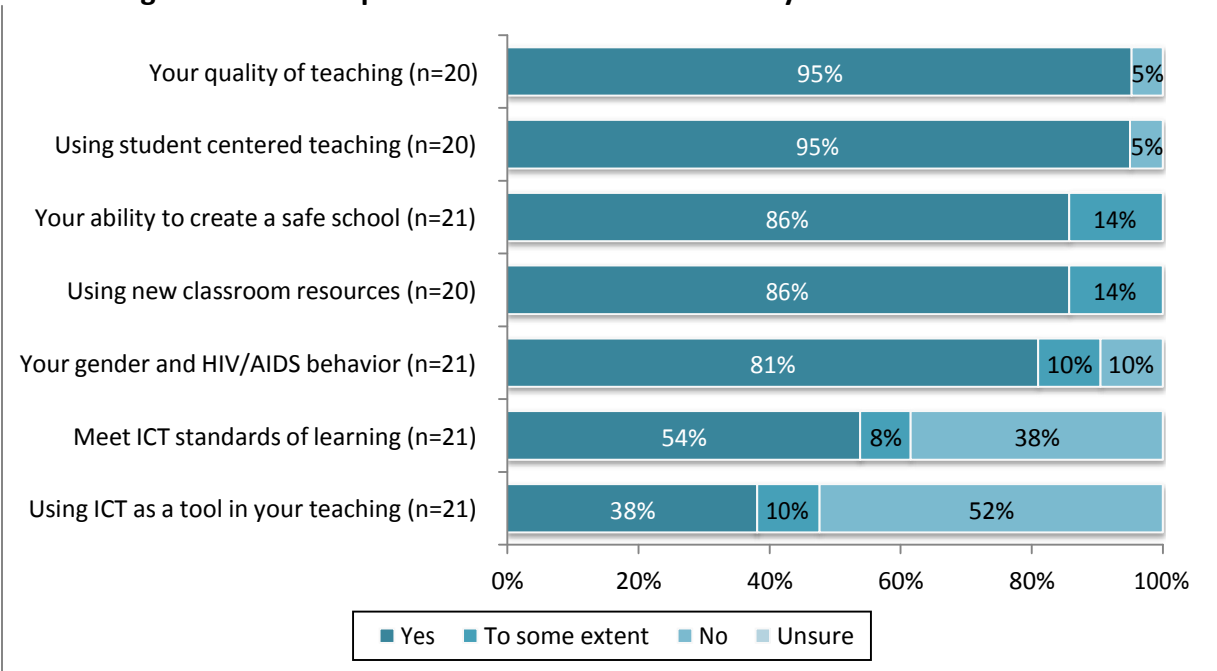**Figure 19: Effectiveness of Volunteers' Work in Building Personal Capacity**

Very effective: Counterpart 88%, Beneficiary 90%
Somewhat effective: Counterpart 13%, Beneficiary 8%
Very ineffective: Beneficiary 2%

Counterpart (n=24)   Beneficiary (n=59)

Sustainability of Individual Changes

Counterparts and *beneficiaries* felt strongly that most of the changes had been sustained to some extent at the individual level, except for those related to ICT skills. *Counterparts* cited two outcomes they had sustained equally (95% each): their quality of teaching, and using student-centered teaching methods (Figure 20). These two outcomes are interdependent and reinforce each other, while also suggesting that teachers who work with Volunteers in Ghana use the new methods with successive groups of students. For example, this counterpart explained the trajectory of the changes:

> *In 2006, I won the Best Teacher Award for the B/A region. This is a direct outcome of what I learned from working with the PCV. I apply the skills in the way I relate to people, in my work as a headmaster, and in my teaching.*

Figure 20: Counterpart Assessment of Sustainability at the Individual Level

Your quality of teaching (n=20): Yes 95%, To some extent 5%
Using student centered teaching (n=20): Yes 95%, To some extent 5%
Your ability to create a safe school (n=21): Yes 86%, To some extent 14%
Using new classroom resources (n=20): Yes 86%, To some extent 14%
Your gender and HIV/AIDS behavior (n=21): Yes 81%, To some extent 10%, No 10%
Meet ICT standards of learning (n=21): Yes 54%, To some extent 8%, No 38%
Using ICT as a tool in your teaching (n=21): Yes 38%, To some extent 10%, No 52%

Yes   To some extent   No   Unsure

Again, beneficiaries most often reported they could not sustain the changes related to ICT (Figure 21). Sixty-two percent reported they did not continue to use ICT as a tool in their teaching. Sixty-four percent reported they did not meet the standards of learning for ICT. With regards to creating safer schools, beneficiaries reported lower rates of sustained change than did counterparts (as they had with regards to community-level change).

Figure 21: Beneficiary Assessment of Sustainability at the Individual Level

	Yes	To some extent	No	Unsure
Your quality of teaching (n=42)	79%	9%		12%
Your gender and HIV/AIDS behavior (n=45)	79%	11%	6%	
Your ability to create a safe school (n=45)	78%	20%		
Using student centered teaching (n=42)	76%	15%	9%	
Using new classroom resources (n=42)	60%	17%	20%	
Meet ICT standards of learning (n=45)	32%	5%	64%	
Using ICT as a tool in your teaching (n=45)	22%	16%	62%	
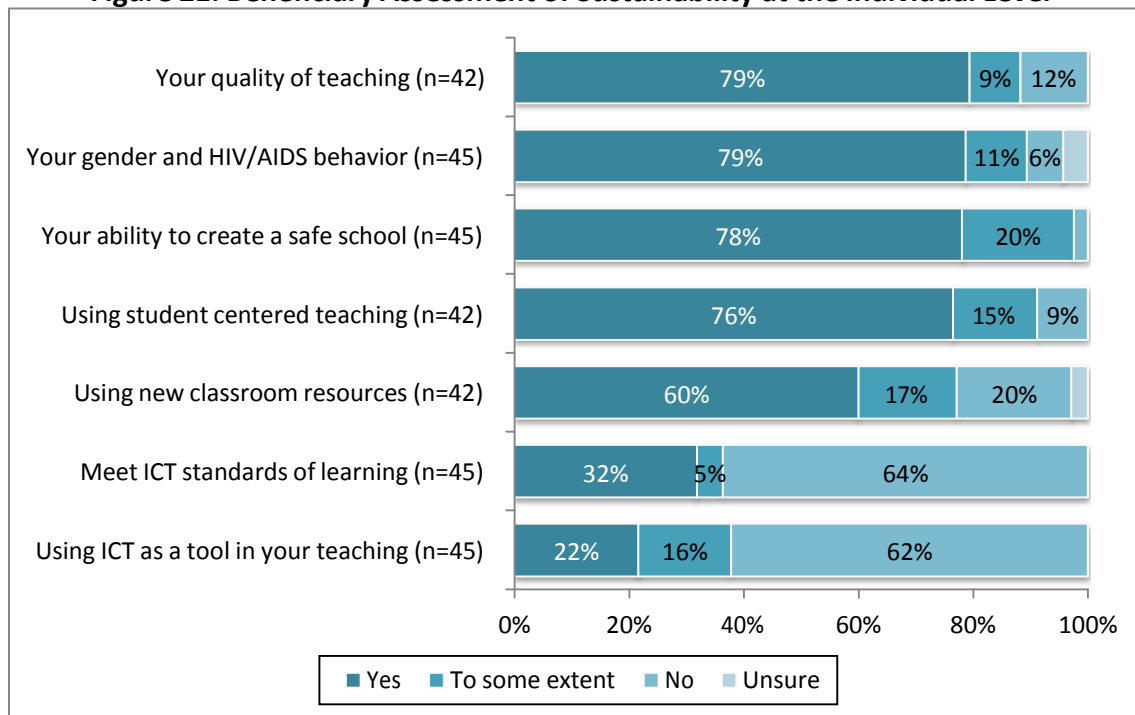
Extent to which Changes Met Individual Needs

Counterparts reported that six out of seven of the outcomes met their needs completely or to a large extent (Figure 22). Counterparts most often reported that using student-centered teaching methods (96%) and their ability to meet ICT standards of learning (100%) best met their needs. Conversely, beneficiaries (80%) reported that skill-building to meet ICT standards of learning met their needs to a limited extent. They also reported this outcome was difficult to sustain.

Beneficiaries (96%) believed creating a safer school environment best met their needs, closely followed by two outcomes (93% each): using student-centered teaching methods and their gender and HIV/AIDS behavior (Figure 23). Seventeen percent of beneficiaries reported using new classroom resources did not meet their needs at all.

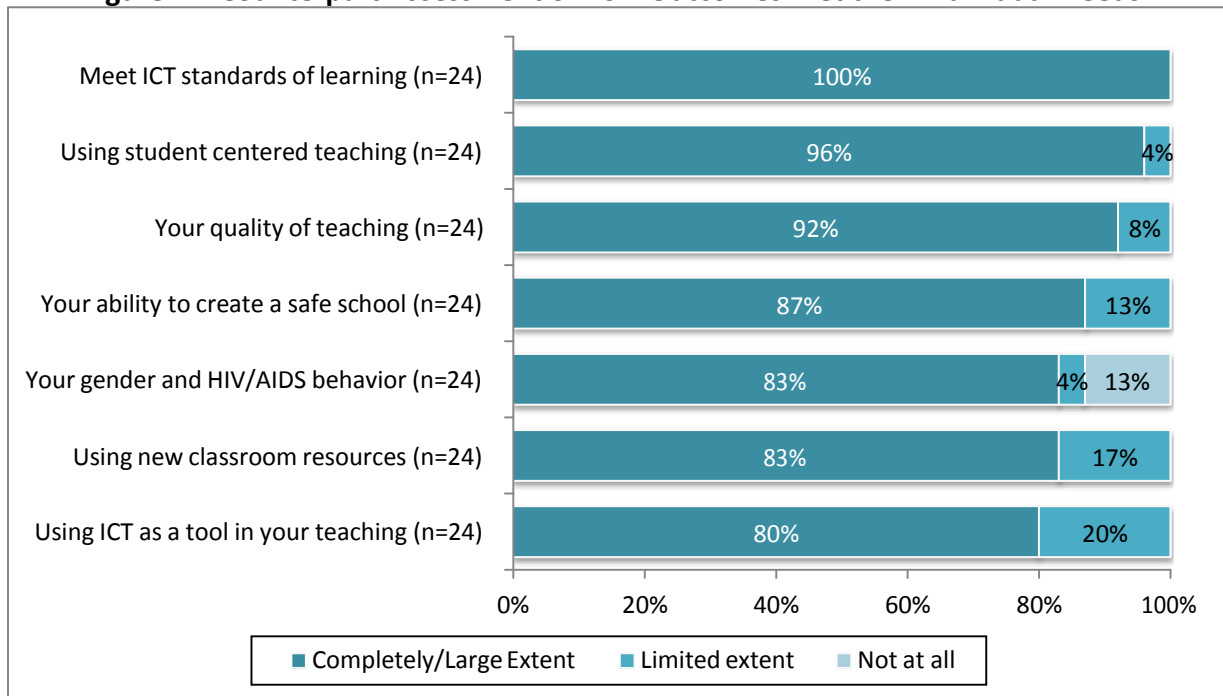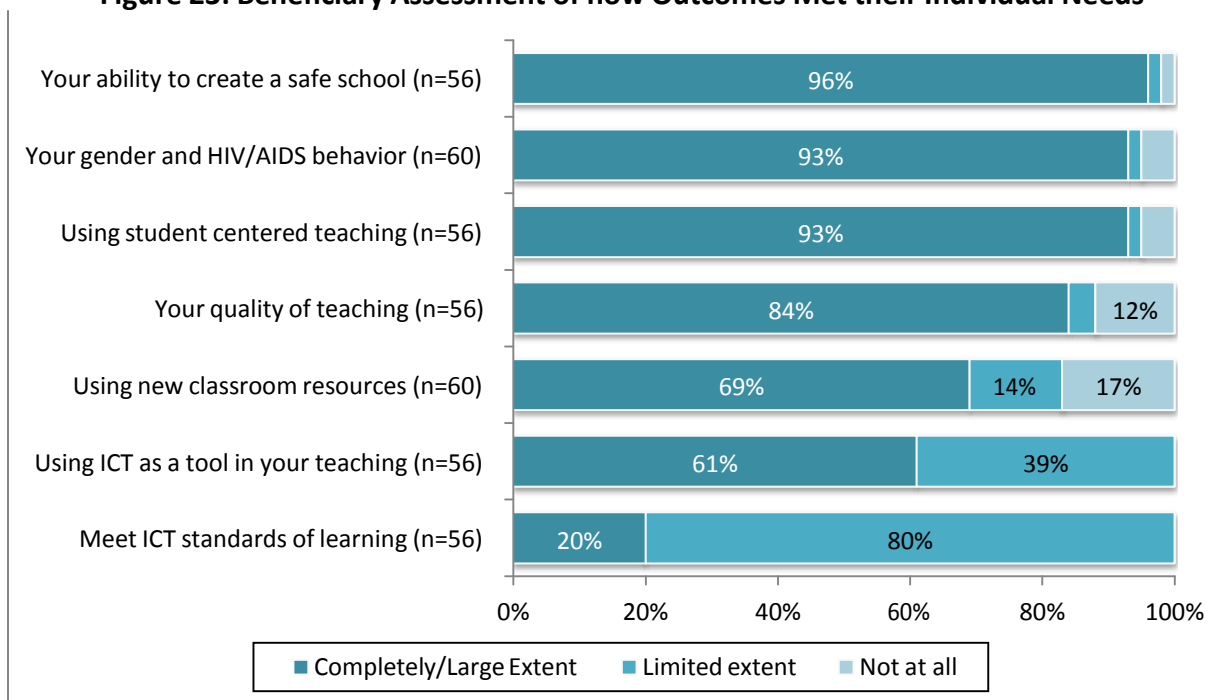**Figure 22: Counterpart Assessment of how Outcomes Met their Individual Needs**

Outcome	Completely/Large Extent	Limited extent	Not at all
Meet ICT standards of learning (n=24)	100%		
Using student centered teaching (n=24)	96%	4%	
Your quality of teaching (n=24)	92%	8%	
Your ability to create a safe school (n=24)	87%	13%	
Your gender and HIV/AIDS behavior (n=24)	83%	4%	13%
Using new classroom resources (n=24)	83%	17%	
Using ICT as a tool in your teaching (n=24)	80%	20%	

Figure 23: Beneficiary Assessment of how Outcomes Met their Individual Needs

| Outcome	Completely/Large Extent	Limited extent	Not at all
Your ability to create a safe school (n=56)	96%		
Your gender and HIV/AIDS behavior (n=60)	93%		
Using student centered teaching (n=56)	93%		
Your quality of teaching (n=56)	84%	12%	
Using new classroom resources (n=60)	69%	14%	17%
Using ICT as a tool in your teaching (n=56)	61%	39%	
Meet ICT standards of learning (n=56)	20%	80%	

How Skills are Used Professionally and Personally

Respondents were asked how often they used the skills gained from the project in their professional and personal lives, and which skills they used most frequently. Both counterparts and beneficiaries often reported using the skills they gained in their professional lives. Eighty-eight percent of *counterparts* used the skills they learned during the project on a daily basis in community development work (Figure 24). Ninety-three percent of *beneficiaries* reported using their new skills daily.

Respondents reported using student-centered teaching methods most frequently and linked these to other skills such as classroom management (that did not rely on corporal punishment) and ICT use for grading. Most of the school administrators described using ICT and interpersonal skills to better manage the school.

Figure 24: Frequency of Skills Used in Professional Life
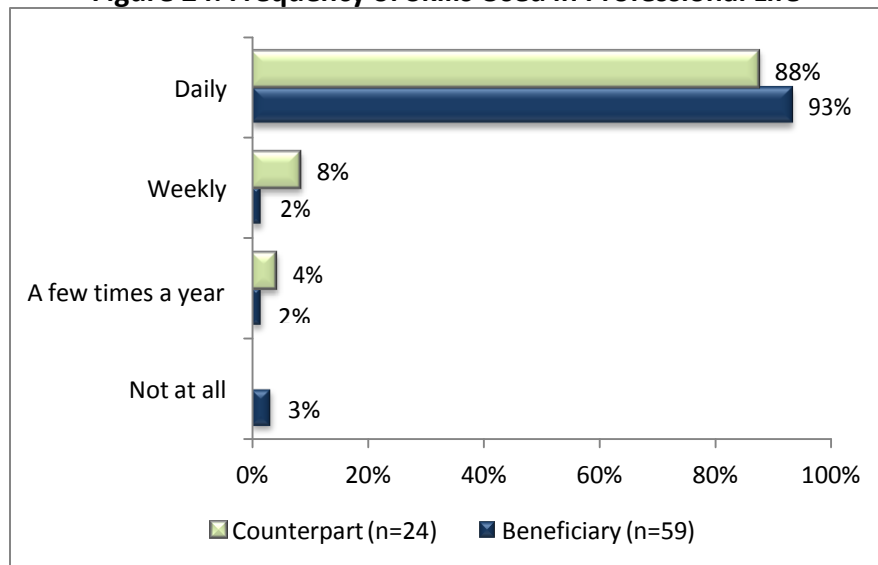
In their personal lives, 92 percent of counterparts and 95 percent of beneficiaries stated they used new skills learned from the Volunteer on a daily basis (Figure 25). Most respondents reported using these skills in their church activities and family relationships. In particular, beneficiaries described a "ripple effect" in which they adopted the training they received on HIV/AIDS prevention and gender equity for use with their church community, and trained members of their church on these issues. Respondents who described using new skills with their families reported they no longer caned their own children.

Figure 25: Frequency of Skills Used in Personal Life

Daily — 92%, 95%
Weekly — 4%
A few times a year — 4%, 3%
Not at all — 2%

Counterpart (n=24) ■ Beneficiary (n=61)
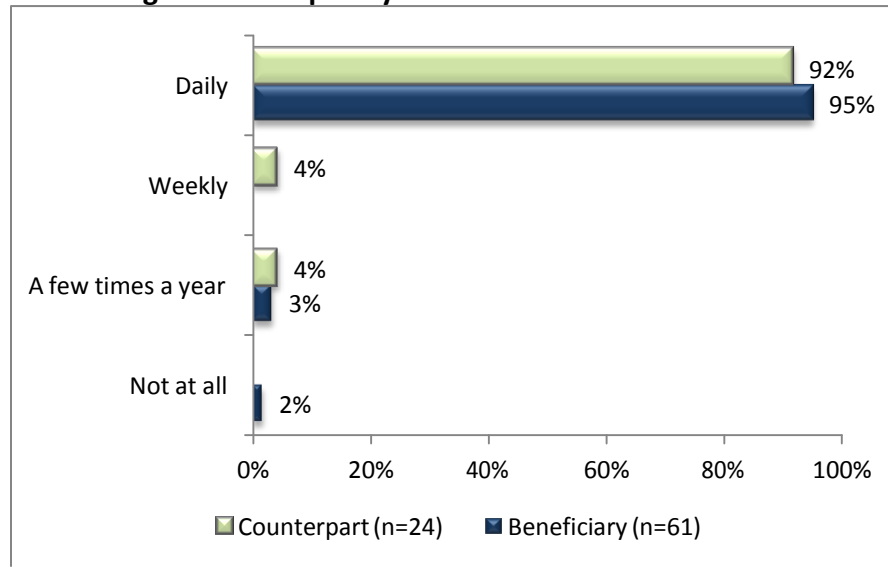
Unintended Outcomes

Research teams asked respondents to describe other changes and accomplishments resulting from the work of the Volunteer beyond those defined by the project plan.

Other Changes and Accomplishments

The GEP Project produced three unintended outcomes across most of the sites. As discussed earlier, the first unintended outcome was a decrease in the teen pregnancy rate at many of the schools. This result was linked to the outcomes achieved around creating safer schools and training students, school staff, and community members in gender equity and HIV/AIDS prevention.

The second unintended outcome identified by many teachers was a change in professional work ethic. School administrators and teachers described how Volunteers arrived at class on time and instituted time management practices outside the classroom. According to respondents, the Volunteers modeled professional behavior for teachers and instilled time management concepts in students. For example, these counterparts and beneficiaries outlined the change:

> *There was a change in work attitude and time management in the school because we were lacking in these areas. The PCV ensured that they [the Volunteer] were hardworking and punctual and all others did the same.* –Beneficiary

The punctuality of the PCVs made a change. They were always present on time at all [the] places where they were needed. Because there is an adage of the Ghanaian people that time accepts lateness. This for me is totally wrong and I wondered how we could change it. So when they started this change I was so happy. –Counterpart

[There was an] attitudinal change regarding class attendance, punctuality, and better time management by students. We had emphasized these several times to students, but the PCV was excellent in tracking late students, non-serious students and this had a positive change in attitude. –Counterpart

Time consciousness has caught up with the local teachers because time is money, they say, and we cannot waste time and fail to complete the syllabi and other projects. –Beneficiary

The third unintended outcome across the sample sites was the creation of local businesses, especially related to art and ICT. Most of the economic development projects involved art students at deaf schools creating items for sale, as this beneficiary described:

The introduction of after school crafts in embroidery to students resulted in the creation of amazing designs and styles for sale. Some members have gone on to practice this vocation for their livelihood. I never in a million years thought the deaf students had the talent to learn this craft and do it practically and perfectly. I wore some of those shirts myself and have kept one.

This respondent's surprise at the skill level of deaf students was repeated in responses from other beneficiaries and counterparts. These comments suggest that teachers did not believe these students were capable of learning and contributing to local communities or economies.

Not all of the unintended outcomes were positive. Many respondents reported the school environment had become safer due to decreased caning and, in the next statement, described new forms of corporal punishment for students. For example,

Students are always afraid of the cane, so its abolition was a huge relief to them. The cane made them reluctant to come to school; with no caning, they were ready for other forms of corporal punishment. –Counterpart

Factors Affecting Project Performance

Respondents were asked a series of questions to ascertain what factors contributed to the success of the project, what factors hindered the project outcomes, and the degree to which their daily interaction with the Volunteer caused the change. This section outlines these findings.

**Factors Contributing to the Project's Success**

Counterparts and *beneficiaries* (82%) reported support from the school, teachers, and students as the primary factor in the success of the program. Respondents most often linked what they did for the Volunteer to the success of the program. For example, 21 percent of counterparts and beneficiaries linked the provision of housing, electricity, and water for the Volunteer to the project's success. Other respondents linked success to the cooperation given by the teachers and students. Several counterparts linked the friendship they offered and the welcome provided to the Volunteer as keys to project success.

Another factor in the success of the project, according to counterparts and beneficiaries, was the Volunteer's dedication and ability to motivate students and staff. Respondents commented that Volunteers were dedicated to the schools and students, and to the project goals. A few respondents also linked this dedication to the Volunteer's willingness to integrate into the community and take part in school and community activities.

Factors that Hindered and Limited Project Outcomes

Counterparts and *beneficiaries* were asked to describe any factors limiting project outcomes, as well as any difficulties faced in implementing the project. The primary challenge, according to respondents, was the lack of funding (Figure 26). Counterparts and beneficiaries noted that schools did not have the financial resources necessary to implement some of the project activities and ideas resulting from the needs assessment. Respondents most often linked the school's lack of physical resources (such as water, electricity, computers, school furniture, labs, and teaching materials) to its lack of financial resources. Counterparts noted that Volunteers often grew frustrated when these limitations interfered with their ability to teach or reach project objectives.

Figure 26: Counterparts and Beneficiaries: Factors Limiting the Project Outcomes
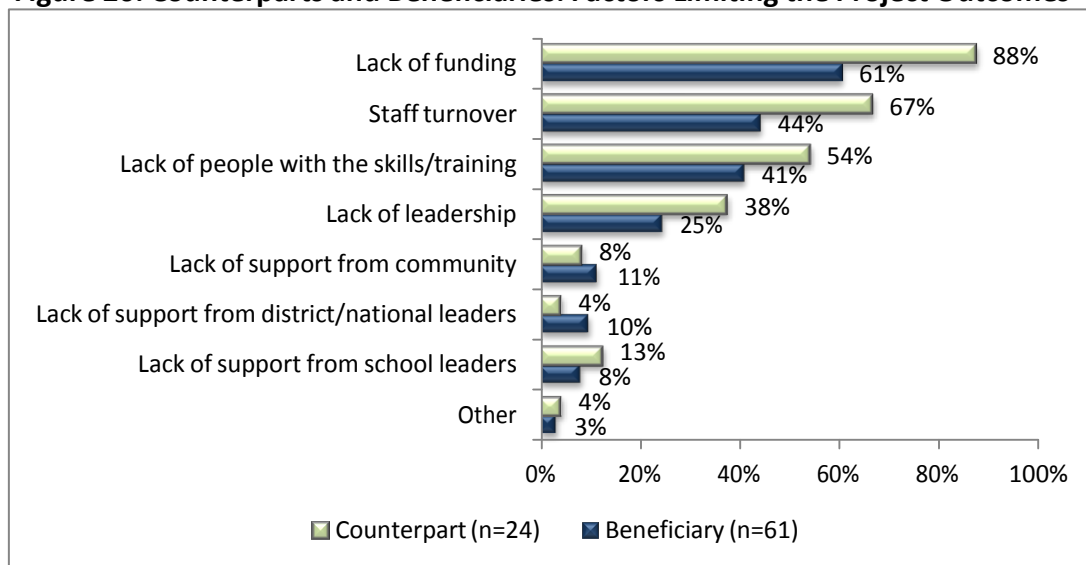
Respondents noted that although Volunteers could procure funding, they themselves could not and this led to unsustainable outcomes. In one case, the desire to continue the project activities led a school to tax parents:

The District Administration has not been active in providing infrastructure and resources. The community has not been helpful, either. They can contribute something to the development of the school. The funding problem is being solved partially with a levy on every parent whose child is in the school. –Counterpart

Staff turnover was another issue cited by counterparts and beneficiaries. This factor was also linked to a lack of individuals with the skills and training to sustain the outcomes. Respondents explained the situation, by saying:

The problem is staff turnover. For example, the counterpart and I have moved out of the school. The headmaster retired and left the town. The community did not provide any support by way of resources to the school to enable it to maintain the changes. –Beneficiary

People are transferred who have been trained by the Volunteer. This leads to problems of leadership and continuity. The leadership problem can be reduced if the Volunteer leaves behind a plan that the local people can follow or if more teachers are given the PC training in addition to the counterpart. –Counterpart

Respondents also noted that rural schools had a difficult time attracting qualified teachers and retaining teachers once they were trained. This led to a decline in student performance:

The staffing situation keeps on changing and I have reports from students of the low interest in math returning. The person teaching ICT is not a trained professional like the PCV and me. To solve this, the school should be able to attract and retain qualified persons for a long time. I left because I wanted to be in the capital to be able to do further studies and get access to better facilities. –Counterpart

The problem is staff turnover and funding. The remote location of the town makes many trained persons want to leave after a year or two. The funding comes from the regional education directorate and it is inadequate to allow us to do projects started by the PCV. –Counterpart

The GEP project plan acknowledged the challenge of retaining qualified teachers in the rural schools. Based on comments from respondents, this issue could be addressed by providing rural schools with better access to resources and infrastructure (another important challenge to the project's success).

Counterparts were asked to assess how prepared or ready the Volunteer was to work in the school. Half of the respondents reported Volunteers were very prepared to work in the schools

(Figure 27). Counterparts were then asked to describe which skills Volunteers most needed to work successfully in the schools. Counterparts (54%) most often commented that Volunteers needed better English speaking skills. They explained that Volunteers spoke too fast, used too much slang, and spoke with an American accent. As a result, students had a difficult time understanding them. One counterpart summed up the issue:

> *They need skills in speaking with a reduced American accent and slow enough for students to understand them. It takes time for us to become conversant with the American style of English.*

Several counterparts noted that Ghanaians are more used to a British accent.

Figure 27: Readiness of Volunteers to Work in Schools

Counterpart (n=24)

Legend:
- Very prepared
- Somewhat prepared
- Not very prepared

50%
46%
4%
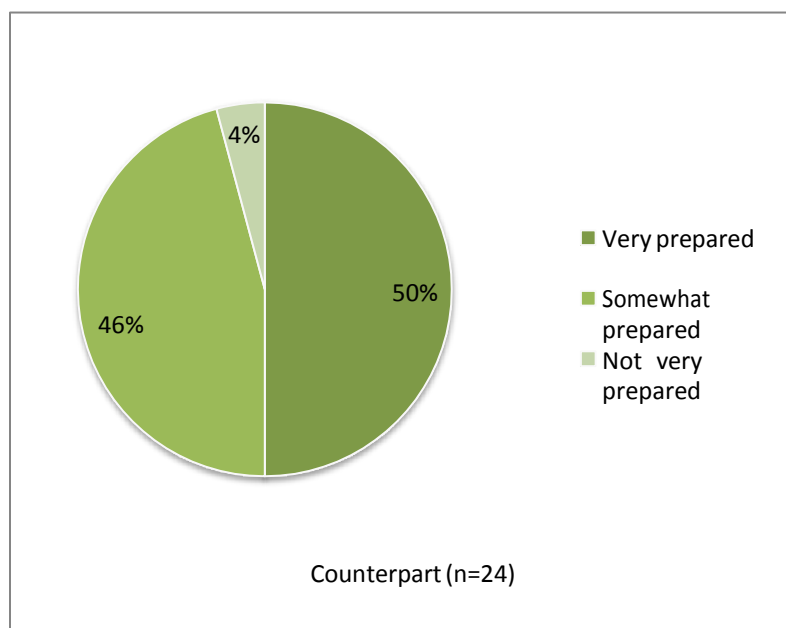
Many counterparts (46%) also noted that Volunteers needed better skills in integrating into the local culture, and described Volunteers who were "too emotional" and needed "anger management" skills.

> *They need to adjust quickly and effectively to the local situation—the ability to control their emotions and remain calm.* –Counterpart

> *Train them to understand that being called "Obroni" is not an insult in anyway. It is the cultural word that we use to describe them and really this is a better recognition of them than they think and react to.* –Counterpart

According to some respondents, Volunteers were not satisfied with housing that did not have electricity or water. In addition, community members often asked Volunteers for money, which frustrated Volunteers and led them to become "emotional."

Forty-six percent of counterparts also felt that Volunteers needed a better understanding of the overall structure of the Ghanaian education system and typical methods by which exams are written and proctored. Several respondents noted that Volunteers became frustrated when they could not develop their own exam questions for the subjects they taught. This issue may be related to the primary purpose of the project—to use student-centered teaching methods. These methods require a correspondingly different exam style than the British model used in Ghana. Respondents also felt Volunteers needed to be better prepared for the realities of rural schools, including large class sizes and school operations.

> *They need a better understanding of our local system, especially with regards to local timing and operations of activities. The local educational system had distortions [closures and delays] from unforeseen circumstances and this disturbed him a lot because of its effect on academic activities.* –Beneficiary

Degree to which Daily Interaction with Volunteers Caused the Change

Respondents were asked how important their daily interactions with the Volunteer were in facilitating or causing the changes they had described. As stated earlier, 100 percent of counterparts and 62 percent of beneficiaries worked with the Volunteer on a daily basis.

This level of interaction proved to be very important in facilitating change for counterparts and beneficiaries (92% each) (Figure 28). For both *counterparts* and *beneficiaries*, the primary factor facilitating change was the Volunteer's willingness to share ideas and information, and their time management skills. Respondents described the changes they saw in themselves after working with a Volunteer, such as using new teaching methods and developing a new work ethic.

**Figure 28: Importance of Daily Interaction in Causing Change**
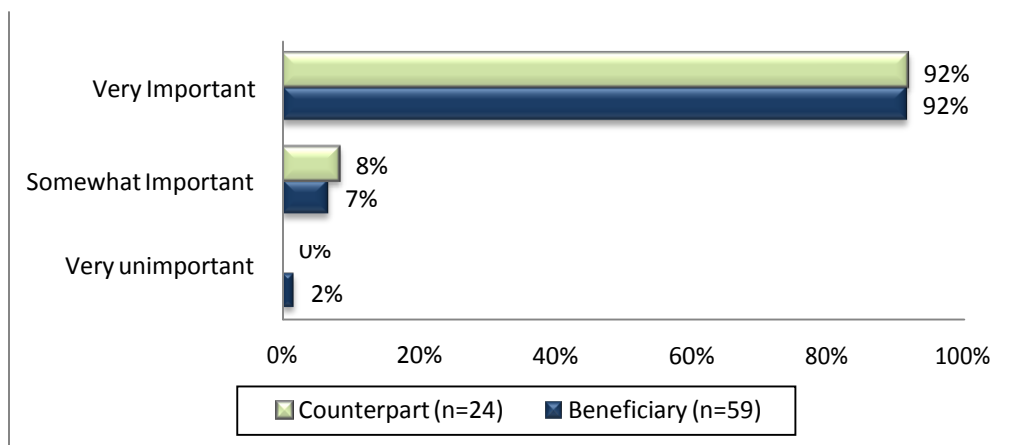
Satisfaction with Outcomes

The researchers asked counterparts, beneficiaries, and stakeholders about their satisfaction with the project through two different questions. One asked directly about satisfaction levels and reasons for satisfaction, while another asked if respondents would host another Volunteer.

Overall Satisfaction

Almost 100 percent of *counterparts* and *beneficiaries* reported they were very satisfied with the changes resulting from the project and the work of the Volunteer (Figure 29). Most counterparts and beneficiaries reported satisfaction with the outcomes of the Volunteer's activities, especially the improvements in student performance.

Figure 29: Counterpart and Beneficiary Satisfaction
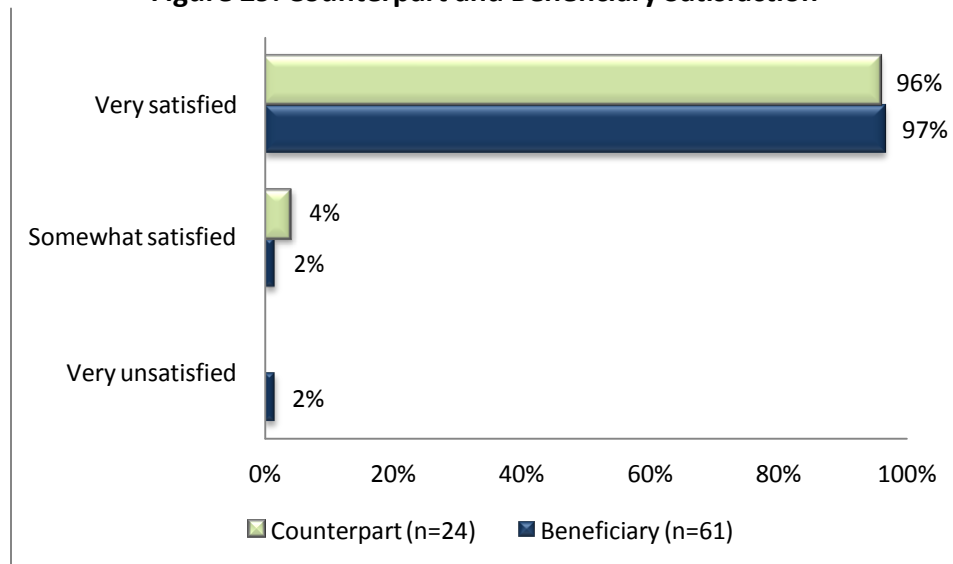
Desire to Work with Peace Corps Again

Another measure of satisfaction is whether counterparts and beneficiaries would want to work with another Volunteer. When asked if they wanted another Volunteer, 100 percent of *counterparts* and *beneficiaries* reported that they would want to work with another Volunteer. Respondents stated they were interested in working with another Volunteer because the latter bring change to schools and to student behavior. A few respondents commented that the Volunteers fill the need for teachers in rural schools. Respondents requested Volunteers with skills in ICT and math, as well as an increased number of female Volunteers who could serve as role models to the female students.

Summary Goal One

Volunteers conducted all of the activities outlined in the project plan, including building dormitories and labs and working other activities that met specific school needs based on needs assessments. The most significant outcomes in terms of impact were: creating safer schools; improving student performance and educational quality; and, using student-centered teaching methods. These changes led to higher retention rates for female students, higher overall graduation rates for all students, and decreased teenage pregnancy.

Interestingly, more than half of the stakeholders were unaware of these changes, suggesting that additional communication is needed between Peace Corps/Ghana and their stakeholders.

Persistent structural challenges remain in terms of the project's sustainability. Teacher retention rates remain low and high staff turnover rates drain the schools of qualified teachers who have received training from Volunteers. In addition, respondents noted that Volunteers needed to be trained to speak more slowly and to work within the Ghanaian education system.

CHAPTER 3: GOAL TWO FINDINGS

This section addresses how and to what extent Volunteers promoted a better understanding of Americans among the Ghanaian community members with whom they worked and lived. The section begins with a description of project participants' sources of information about Americans followed by what counterparts and beneficiaries thought about Americans prior to working with a Volunteer and how their opinions of Americans changed after interacting with Volunteers.[15]

The next section discusses the causes of change according to respondents, including descriptions of how much and in what ways Ghanaian community members interacted with Volunteers. The section continues with a description of the impact on respondents' behaviors and outlook on life.

Sources of Information about Americans

Prior to the arrival of a Peace Corps Volunteer, the primary source of information about Americans for counterparts and beneficiaries was television and movies closely followed by newspapers or magazines (Figure 30). Only two percent of beneficiaries reported not having any prior information about Americans.

**Figure 30: Sources of Information about Americans**

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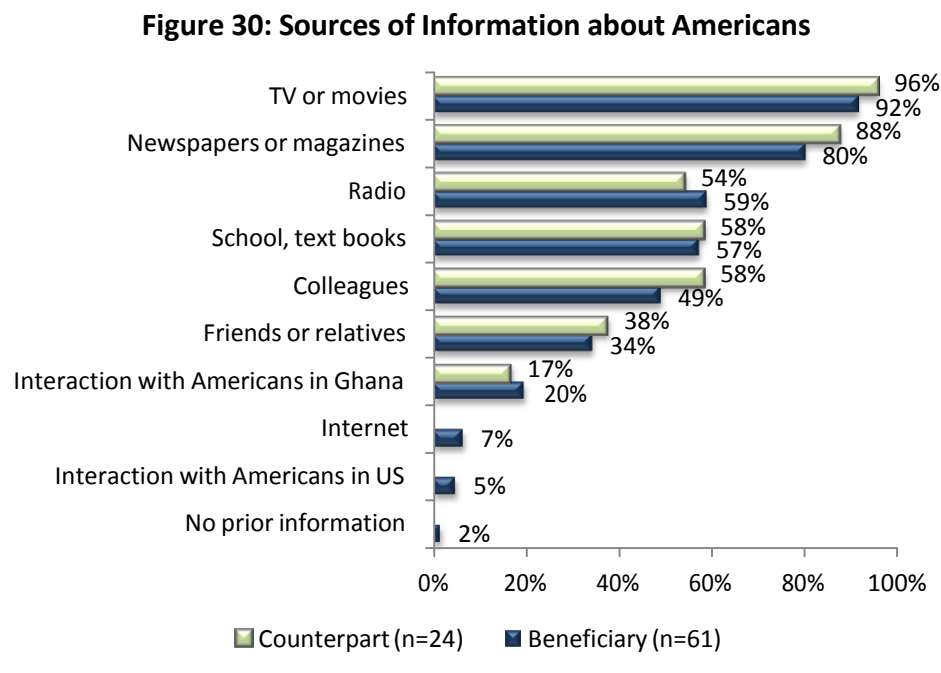
[15] Volunteers in Ghana do not live with host families. The research team interviewed only two respondents classified as host families. Their views were the same as those of the counterparts and beneficiaries.
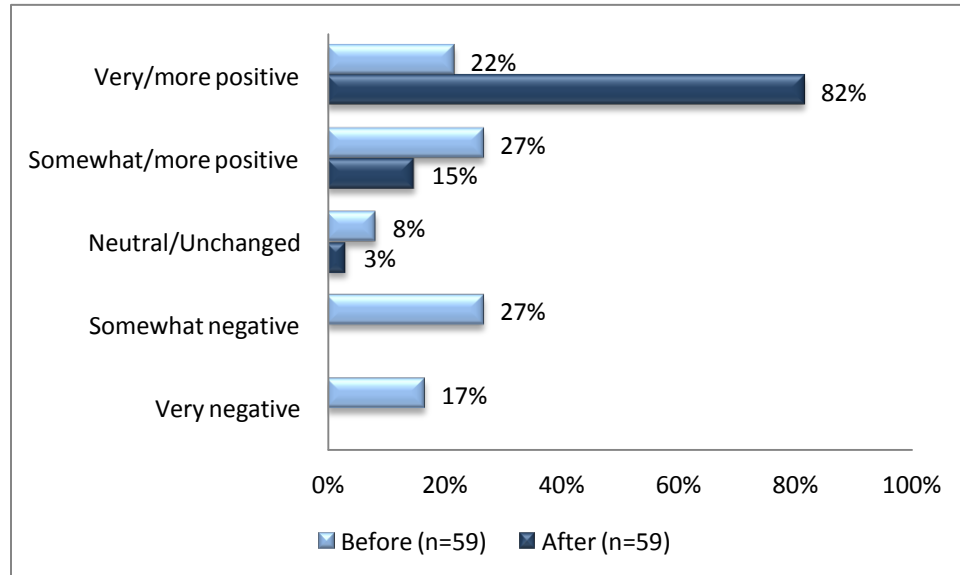
Changes in Opinions about Americans

Counterparts and beneficiaries showed improved opinions of Americans after interacting with a Volunteer. When asked what their opinion was about Americans prior to working with a Volunteer, 17 percent of *counterparts* stated they had a very positive opinion of Americans while 38 percent had a somewhat negative opinion of counterparts (Figure 31). After interacting with a Volunteer, 71 percent of counterparts reported they had a more positive opinion and 25 percent stated they had a somewhat more positive opinion; none of the counterparts reported a negative opinion.

Figure 31: Counterpart Opinions of Americans Before and After Interacting with a Volunteer
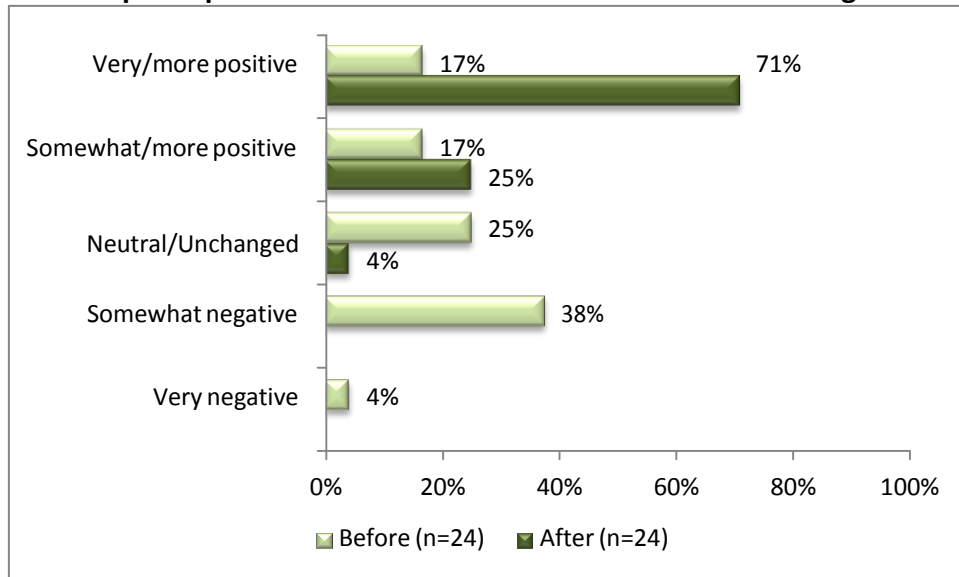
Prior to working with a Volunteer, 22 percent of the beneficiaries had a very positive opinion of Americans, while 44 percent reported a somewhat to very negative opinion of Americans (Figure 32). After interacting with a Volunteer, 82 percent reported a more and 15 percent reported a somewhat more positive opinion (Figure 32). None reported a negative opinion of Americans.

Figure 32: Beneficiary Opinions of Americans Before and After Interacting with a Volunteer

Horizontal bar chart comparing Before (n=59) and After (n=59):
- Very/more positive: Before 22%, After 82%
- Somewhat/more positive: Before 27%, After 15%
- Neutral/Unchanged: Before 8%, After 3%
- Somewhat negative: Before 27%
- Very negative: Before 17%

Counterparts and *beneficiaries* provided both positive and negative descriptions of Americans when asked about their opinions of Americans prior to working with a Volunteer. Positive descriptions of Americans cited friendly, hard workers who give aid to developing countries. A few noted the country stood for justice and democracy. For example:

> *I thought of them as friendly and good because all the media said so. Also, I saw food—rice, wheat, and oil— that were given for free. That is when I was young. They were marked "made in USA."* –Counterpart

> *I thought they were people who went to the aid of the down trodden and saw them as people who had good feelings for others. But I thought they might not be too friendly on a personal basis.* –Beneficiary

Negative descriptions of Americans centered on Americans as racist. For respondents, this meant that Americans could never integrate into a Ghanaian community. For example:

> *They were one of the super-powers in the world and had minimal respect for Africans. They thought Africans were poor and living in trees.* –Beneficiary

> *I thought they were not sociable and friendly, and would never eat Ghanaian food. They were too advanced to interact with us locally. Also, they discriminated against blacks.* –Respondent not noted

Respondents also gave negative views of America, rather than Americans. They viewed America as a domineering, violent super power that liked war.

> *They are domineering. They claim ownership of the world and they think they know everything. They try to help with one hand and use the other hand to collect it from you. They don't want to see Africa grow.* –Counterpart

> *I saw them as being radical people, discriminating against Africans. They were war-like as we saw from the actions of their Presidents.* –Beneficiary

> *I believed they were a super-power and rich. America is like paradise, so no American would like to live in this poverty-stricken village. Americans were war-like and could shoot a person at the least provocation.* –Counterpart

After interacting with a Volunteer, respondents whose opinion of Americans was somewhat or very negative now described Americans more positively. In most cases, these respondents described Americans as hard-working and friendly. A few respondents noted they no longer believed Americans were racist or war-like.

> *They are very hardworking and very principled, honest and very open. They are more accommodating to others, and do not fear telling the truth in any matter. They do not have time for many social things that matter so much in Ghana and prefer to engage in doing something better. –Beneficiary*

> *I felt they liked involving themselves in war and causing so much pain and harm to humanity instead of using those resources to solve poverty challenges. But I realized that not all Americans like war.* –Counterpart

Several respondents (10) reported they could not judge all Americans by an individual Volunteer. This meant the respondent felt positively about the Volunteer, but their overall impression of Americans did not change. For example,

> *I saw them as being possessive and egocentric. After working with the Volunteer, the same opinion remains. On a personal note, I will say the Volunteer was good, but that was not enough to improve my general opinion about Americans.* –Beneficiary

> *I saw them as people who feel the world should look up to them, and that they hated the dark-skinned person in some parts of the USA. Now, I think the Volunteer is an individual and I cannot use him as a basis to change my opinion. But the trend is more positive now. –Counterpart*

Causes for Changes in Opinion

Respondents described what caused the changes in opinions through a series of open-ended questions that asked about specific activities, memories, and learning experiences. These narratives were correlated against the level of interaction respondents had with the Volunteer who served in their community.

Most Frequent Activities

Counterparts and *beneficiaries* were asked which activities they most often conducted with Volunteers. The activities counterparts and beneficiaries engaged in most often with Volunteers fell into two categories: those related to project activities and those related to social activities. These activities, and the Volunteer's behavior, led to changes in opinions about Americans.

Counterparts and beneficiaries (85%) reported the actions that they most often engaged in with Volunteers were social activities. Social activities included eating meals together, attending community events such as funerals, and traveling or drinking together. Respondents commented that traveling included sightseeing, trips to the nearest market town, and visiting a counterpart's or beneficiary's relatives.

Many counterparts and beneficiaries also described working with Volunteers in schools as a frequent activity (55%). Most respondents described planning class activities or after school clubs. A small group reported that the most frequent work activities they engaged in with the Volunteer were related to HIV/AIDS education or gender equity training.

Whether working with Volunteers in schools or socializing with them outside of school, respondents felt this level of interaction allowed them to see how well the Volunteer could integrate into the community and school, and how well they could socialize with different groups of people. These interactions were important in changing their view of Americans as racist and superior.

Most Memorable Activities

Counterparts and beneficiaries (62%) recalled specific events or activities involving the Volunteer. Most respondents recalled the Volunteer's ability to obtain donations of books, computers, sports equipment, or financial support for students who could not afford to pay the school fees. Another group recalled the ICT training they received and how they continue to use their skills. A few respondents recalled unique events that stood out: a baby was named after the Volunteer or how the Volunteer helped them after an accident. One respondent recalled when the Volunteer's parents visited, both of whom were opticians:

> *The most memorable was the visit by both parents of the PCV. The parents were opticians and organized a free community eye screening and provided medication and reading glasses. Later they prescribed drugs.* –Counterpart

Counterparts and beneficiaries (42%) also described personality traits of the Volunteer as memorable. Respondents most often remembered Volunteers as open, honest, and friendly.

What Volunteers Did to Change Opinions and What Project Participants Learned About Americans

The majority of *counterparts* and *beneficiaries* (79%) who reported a more positive or somewhat more positive opinion of Americans stated that the Volunteer's personal conduct had caused the change. These respondents were surprised that Volunteers integrated well and were friendly with everyone in the school and community. Respondents noted that Volunteers were able to "live like a local person" and sought out local people's opinions and knowledge. These behaviors challenged respondents' previous ideas of Americans as superior, racist, and domineering. For example,

> *The inter-personal relations were perfect. I went out with one PCV to eat local food; he had become a local guy mixing freely with everyone to my delight and surprise.* – Beneficiary

> *The way [the Volunteers] integrated with us and behaved like us; they were like natives*. –Counterpart

> *He presented a personality that could not be associated with any foreigner. He ate, farmed with us and was in the thick of things at funerals. He was behaving and living like a Ghanaian.* –Counterpart

Another group of counterparts and beneficiaries (33%) said they changed their opinions because of the project's results and what the Volunteer accomplished. These respondents described the physical materials provided to the schools, as well as changes in student behavior. For example,

> *Their sense of charity and support to others in the school changed my opinion. For example, one PCV donated 5 computers to the school.* –Beneficiary

Impact of the Changes on Participants' Behavior and Outlook on Life

As the final question of the interview, respondents were asked how they had changed their behavior or outlook on life as a result of interacting with the Volunteer. *Counterparts* and *beneficiaries* who reported a more positive or somewhat more positive opinion of Americans stated they were better able to manage time; more dedicated to teaching; less judgmental and better able to work with different groups of people; more respectful of students; and, better able to teach.

Summary Goal Two

Overall, respondents improved their opinions about Americans based on the Volunteer's ability to integrate into the community and how well they socialized with different groups of people. This socialization challenged respondents' views of Americans as racist and superior. The Volunteer's ability to procure resources for the school also influenced their opinions of Americans, as well as the Volunteer's ability to change student behavior. Respondents reported changing their own behavior, including better time management skills, greater dedication to their jobs, judging people less, and respecting students more.

CONCLUSION AND RECOMMENDATIONS

Overall, the GEP met the goals of the project, supporting Peace Corps' Goal One. Volunteers also improved the opinions held locally about Americans, providing evidence that the Peace Corps is meeting Goal Two. In addition, Volunteers are making schools safer for female students. Finally, Volunteers are fostering a learning environment that adds to the quality of education and produces cross-cultural exchanges of different value systems.

The challenges the project faces are structural, such as high staff turnover and low teacher retention rates. Peace Corps Volunteers cannot address these challenges, but they do affect the project's sustainability. These challenges are outlined in the project plan as drivers for the project and the need for Volunteers. Post may want to analyze whether or not the project can address this challenge in the absence of structural changes in the school system on the part of the Ghanaian government.

Free compulsory education and the shift to community schools rather than boarding schools were listed as part of the changes in educational reform, and as challenges that the project would address. However, respondents described Volunteers building dormitories, which suggest that the boarding school system still exists. In addition, respondents described female students taking "boyfriends" to pay school fees and becoming pregnant. The lack of dormitories and the high pregnancy rate for female students were both cited as barriers to student attendance and graduation. These barriers suggest that Ghana's Educational Reform and Vision 2020 plans have not changed the existing school system. Similar to staff turnover, these challenges are structural and beyond the purview of Peace Corps. The Volunteers' efforts, however, make school more manageable for students and create opportunities for them to overcome these challenges on an individual basis.

APPENDIX 1: OSIRP METHODOLOGY

Site Selection

In Ghana, the team conducted interviews in 25 communities where Volunteers worked. The sample sites were a representative sample rather than a random sample and were generated from the list of Volunteer assignments in the GEP Project since 2005. Sites in which the Volunteer had served less than 12 months, had married someone at site, had remained at site after the close of their service, or sites that were extremely remote were excluded. Individual respondents were then selected in one of three ways:

1. At many sites, only one counterpart had worked with a Volunteer. In those cases, once the site was selected, so was the counterpart.

2. With regard to the selection of beneficiaries and host family members, and in cases where more than one possible counterpart was available, post staff and/or the Volunteer proposed individuals known to have had significant involvement in the project or with the Volunteer. Within a host family, the person with the most experience with the Volunteer was interviewed. It should be noted, however, that the case of Ghana only two respondents were classified as host families.

3. In cases where there were still multiple possible respondents, the research team randomly selected the respondents.

4. In cases where respondents had moved or were no longer at site, researchers either located their current contact information or conducted snowball sampling to locate other respondents who had worked with the Volunteer.

Data Collection

The research questions and interview protocols were designed by OSIRP staff and refined through consultations with the Country Director, Director of Programming and Training, and the Program Manager in Ghana.

A team of local interviewers, trained and supervised by a host country senior researcher contracted in-country, conducted all the interviews. Interviewers used written protocols specific to each category of respondents and conducted semi-structured interviews.

The research teams also reviewed existing performance data routinely reported by posts in Volunteers' Project Status Reports, as well as the results of the Peace Corps' Annual Volunteer Surveys and any previous evaluations or project reviews. However, the results presented in this report are based almost exclusively on the interview data collected through this study.

One hundred and six individuals were interviewed in Ghana for the study.

What data were collected?

The counterparts, beneficiaries, and stakeholders were asked questions related to both Goal One and Goal Two. Host family members were asked only questions related to Goal Two. The categories covered for each of the groups are shown in the table below.

Table 2: Summary of Interview Questions by Respondent Type

Respondent Type	Question Categories	Approximate Length of interview
Counterpart	Goal One 1. Clarification of the project purpose 2. Respondent's work history in the field and with the Peace Corps 3. Frequency of contact with the Volunteer 4. Project orientation 5. Project outcomes and satisfaction with the project 6. Community and individual-level changes 7. Maintenance of project outcomes Goal Two 1. Source of information and opinion of Americans prior to the Peace Corps work 2. Type of information learned about Americans from interaction with the Volunteer 3. Opinion of Americans after interaction with the Volunteer 4. Particular behaviors/attitudes that Volunteers exhibited that helped improve respondents' understanding of Americans	60-90 minutes
Beneficiary	Goal One 1. Clarification of the project purpose 2. Frequency of contact with the Volunteer 3. Project outcomes and satisfaction with the project 4. Community and individual-level changes 5. Maintenance of project outcomes Goal Two 1. Source of information and opinion of Americans prior to the Peace Corps work 2. Type of information learned about Americans from interaction with the Volunteer 3. Opinion of Americans after interaction with the Volunteer	60-90 minutes

Respondent Type	Question Categories	Approximate Length of interview
	4. Particular behaviors/attitudes that Volunteers exhibited that helped improve respondents' understanding of Americans	
Host Family Member	Goal Two 1. Source of information and opinion of Americans prior to the Peace Corps work 2. Type of information learned about Americans from interaction with the Volunteer 3. Opinion of Americans after interaction with the Volunteer 4. Particular behaviors/attitudes that Volunteers exhibited that helped improve respondents' understanding of Americans 5. Behavioral changes based on knowing the Volunteer	30 minutes

APPENDIX 2: RESEARCH TEAM METHODOLOGY[16]

Selection of Research Team

Following the award of [the] research contract, local advertisements were placed at [various] vantage points. Responses were rapid. Interested applicants were invited and screened based on the criteria outlined in the advertisement. Twelve (12) people were invited [to] interview out of which seven (7) [were] shortlisted and finally selected. The selection was based on [the] ability to speak, write and translate dialects spoken in the districts selected by PC Ghana.

Selected research assistants were offered initial briefings about the project. Communication between senior researchers and interviewers was ensured. Contact numbers, addresses and proof of academic status, achievements and ID were all taken for practicality and security reasons. We ensured that all interviewers knew the initial training location, which was the office of PC Ghana in Accra. In some cases it became necessary to drive the candidates to familiarise themselves with training location.

Fieldwork

After the training, Peace Corps/Ghana made a list of informants, their category (Stakeholder, Counterpart, Non-student Beneficiary, or Student Beneficiary) with regards to the instruments to be administered. Their phone numbers and towns/schools of residence were given. Printed copies of the set of instruments were provided by PC/Ghana and this included a set [of] Host Families about whom we were to make the appropriate inquiries while in the various towns/schools. Once this was done, two (2) Host Families were found and interviewed at Sokode and Akome in northern Volta Region.

During the implementation of the fieldwork, our assumption that access had been sought from all the respondents was not fully confirmed because some respondents expressed surprise at how their name and number was obtained for our research. These persons were reluctant to pick [up] their phones after we had made initial phone contact with them.

All the respondents in this research were treated as very critical and all efforts were made to accord them with due recognition and respect. This set a nice tone for the interviews. In every school, the first line of contact was with the counterpart who was shown copies of introductory letters from the researchers after which we went to the see the headmaster with the same message. Where a counterpart informant was having a class, we waited for up to an hour or more for him/her. We allowed the counterpart to marshal the other member or members (beneficiaries) for the interview and we also encountered cases of these teachers having classes.

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[16] This section was excerpted (with minor editing) from the research report developed by the in-country research team. As a result the formatting and style vary from those used in the body of the report. Dr. Theophilus K. Gokah, *Impact Evaluation Study on 50 Years of American Peace Corps Education Project in Ghana,"* pg.17-18, 2011.

In the course of the interaction, we inquired from the counterpart if there were a host family in town. Where they were found, the counterpart led us to the place or asked some other person to do so on his behalf. The stakeholders at the headquarters of the Ghana Education Service (GES) and Peace Corps/Ghana were interviewed in their offices, while a respondent at JICA was interviewed on a carpenter's bench under a mango tree after locating him to a place closer to his home at Ofankor. This shows that access was not as smooth as we thought with regards to teachers and also non-teachers. For example, a teacher who had become a chief of a town could not be visited with our 'bare hands.' As required by tradition a bottle of schnapps had to be presented; this required the deferment of the interview to another day. The decision to defer allowed the chief to attend to other assignments including meeting with his elders to inform them of the Peace Corp/Ghana interview (as tradition demands).

Every interview session was held in a location (under a tree, in a classroom, in a laboratory or office) that allowed for distance and privacy for the exercise. In a few cases, one or two 'inquisitive' teachers managed to get close to the interview and to listen in. These persons were not excused to avoid rumors and suspicions. The questions were delivered in a slow manner and in a tone that was very audible and friendly.

The interviews involved the making of provision of time for some social chat to allow informants [to] settle down. In many case[s], the typical Ghanaian way of getting us some drinking water after getting us some seats and also asking us about our mission were followed. The senior researchers were familiar and ready for these cultural attributes. After the interview, the informants were thanked and engaged in another short (10 minutes or so) social chat about their school, the local weather or farming, availability of guesthouse or hotel, etc). This engagement was a necessary part of building community relations. It was after this that we met with the headmasters of the school to thank him for permitting us to be accepted for the interview. There were cases where some time was spent chatting with the headmaster/mistress because it was realized that they wanted to ask a few questions of general interest or make a comment; an example was at Akome Secondary Technical School. This means a typical interview previously estimated on paper to last 50 minutes was not applicable in the local context. Additional time of 10 to 30 minutes for socio-cultural interaction was naturally required. This methodology gives the research a cultural face and contributes to leaving a good memory in the minds of informants and makes them ready to participate in future research by Peace Corps/Ghana or any other body.