



*Office of Strategic Information,
Research and Planning*

Host Country Impact Study Ukraine



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

TABLE OF CONTENTS

LIST OF TABLES	3
LIST OF FIGURES	3
ACKNOWLEDGEMENTS	5
ACRONYMS AND DEFINITIONS.....	6
EXECUTIVE SUMMARY	7
Introduction	7
Purpose of the Host Country Impact Studies	7
Evaluation Methodology	7
Project Design and Purpose.....	8
Evaluation Findings.....	8
CHAPTER 1: INTRODUCTION.....	11
Background	11
This History of the Peace Corps/Ukraine Teaching English as a Foreign Language (TEFL) Project.....	12
Purpose of the Host Country Impact Studies	12
Evaluation Methodology	13
How Will the Information be Used?	14
CHAPTER 2: PROJECT DESIGN AND PURPOSE	15
Sector Overview	15
CHAPTER 3: GOAL ONE FINDINGS.....	18
Did Peace Corps’ Projects Help Project Partners Meet Skill and Capacity Building Needs?	18
Findings on Individual Changes.....	25
How Did Skills Transfer Occur?	32
Overall HCN Satisfaction.....	38
Support and Barriers to Project Performance.....	44
Lessons Learned Regarding Goal 1 Performance	47
CHAPTER 4: GOAL TWO FINDINGS.....	48
How Did Ukrainians Get Information about Americans Prior to Interacting with a Volunteer? 48	
What Were Respondents’ Opinions about Americans Prior to Interacting with the Volunteer? 51	
To What Extent Did Respondents Have Experience with the Peace Corps and Volunteers?..... 58	
Changes in HCNs’ Understanding of Americans After Knowing a Volunteer	61
Findings on What Ukrainians Learned About Americans from Volunteers	69
Lessons Learned Regarding Goal 2 Performance	72
CONCLUSIONS	73
APPENDIX 1: METHODOLOGY	75
APPENDIX 2: METHODOLOGY FROM THE HOST COUNTRY RESEARCH TEAM	78

LIST OF TABLES

Table 1: Number and Type of Host Country Nationals Interviewed: Ukraine.....	14
Table 2: Number and Type of Host Country Nationals Interviewed: Ukraine.....	76
Table 3: Summary of Interview Questions by Respondent Type.....	76

LIST OF FIGURES

Figure 1: Overview of the Theory of Change for the TEFL Project: Ukraine	16
Figure 2: Percentage of TEFL Project Counterparts and Beneficiaries that Rated the Change as At Least Somewhat Better: school Level (n=141).....	20
Figure 3: Percentage of TEFL Project Counterparts and Beneficiaries that Indicated that the School-Level Changes Remained in Effect After the Departure of the Volunteer (n=141). 21	
Figure 4: Percentage of TEFL Project Counterparts and Beneficiaries that Indicated that the School-Level Changes Largely or Completely Met Their Needs (n=141).....	22
Figure 6: Number of TEFL Project Stakeholders that Indicated that the School-Level Changes Largely or Completely Met Their Needs (n=4)	24
Figure 7: Number of Years Education Counterparts Had Worked in the Field: Ukraine (n=65). 26	
Figure 8: Percentage of TEFL Counterparts and Beneficiaries that Rated the Change as at Least Somewhat Better: Individual Level (n=140)	27
Figure 9: Percentage of TEFL Project Counterparts and Beneficiaries Who Indicated that the Individual-Level Changes Remained in Effect After the Departure of the Volunteer (n=140)	28
Figure 10: Percentage of TEFL Project Counterparts and Beneficiaries Who Indicated that the Individual-Level Changes Largely or Completely Met Their Needs (n=140)	29
Figure 11: Frequency with Which Education Project Counterparts and Beneficiaries Report Using Skills Learned Through the Peace Corps Project: Ukraine (Work life n=64; personal life n=137).....	30
Figure 12: TEFL Counterpart Training: Ukraine (n=65).....	32
Figure 13: Technical Training Received by TEFL Counterparts: Ukraine (n=65)	33
Figure 14: Technical Skills Developed by TEFL Beneficiaries: Ukraine (n=76)	35
Figure 15: Usefulness of Training for TEFL Project Technical Skill Development and Sustainability: Ukraine.....	36
Figure 16: Extent to Which TEFL Projects Were Sustained After Volunteer Departure: Ukraine (n=125).....	37
Figure 17: Counterpart and Beneficiary Satisfaction with the TEFL Project Outcomes: Ukraine (n=139).....	39
Figure 18: TEFL Project Counterparts' Rating of Local Capacity Building: Ukraine (n=62-65) 41	
Figure 19: Percentage of TEFL Project Counterparts and Beneficiaries Who Would Like to Have Another Volunteer at Their Site: Ukraine (n=140).....	42
Figure 20: Factors TEFL Project Counterparts and Beneficiaries Credited with Project Success: Ukraine (n=59).....	44
Figure 21: Barriers to Project Success among TEFL Project Counterparts and Beneficiaries: Ukraine (n= 141).....	45

Figure 22: Barriers to Project Success among TEFL Project Stakeholders: Ukraine (n=4).....	46
Figure 23: Counterpart and Beneficiary Sources of Information about Americans Prior to Interacting with a Volunteer: Ukraine (n=141)	49
Figure 24: Host Family Sources of Information about Americans Prior to Interacting with a Volunteer: Ukraine (n=16).....	50
Figure 25: Level of Understanding of Americans Before Interaction Among Counterparts and Beneficiaries: Ukraine (n=141)	52
Figure 26: Level of Understanding of Americans Before Interaction Among Host Family Members: Ukraine (n=16).....	53
Figure 27: Opinion of Americans Before Interaction Among Counterparts and Beneficiaries: Ukraine (n=141).....	55
Figure 28: Opinion of Americans Before Interaction Among Host Family Members: Ukraine (n=16).....	56
Figure 29: Activities that Host Family Members Shared with Volunteers: Ukraine (n=16).....	59
Figure 30: Host Families' Rating of Their Relationship with the Volunteer: Ukraine (n=16).....	60
Figure 31: Frequency of Volunteers' Interaction with Counterparts and Beneficiaries: Ukraine (n=141).....	61
Figure 32: Change in Level of Understanding of Americans After Contact with Volunteers Among Counterparts and Beneficiaries: Ukraine (n=141)	64
Figure 33: Change in Level of Understanding of Americans After Contact with Volunteers Among Host Family Members: Ukraine (n=16).....	65
Figure 34: Change in Opinions of Americans After Contact with Volunteers Among Beneficiaries: Ukraine (n=76)	66
Figure 35: Change in Opinions of Americans After Contact with Volunteers Among Host Family Members: Ukraine (n=16).....	67
Figure 36: Change in Opinions of Americans After Contact with Volunteers Among Stakeholders: Ukraine (n=4).....	68
Figure 37: What Host Country Nationals Reported Learning from Volunteers: Ukraine (n=16) 69	

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The success of the studies is due ultimately to the work of the local research team headed by Senior Researcher Lyubov Palyvoda. Her team skillfully encouraged the partners² of Peace Corps Volunteers to share their experiences and perspectives.

¹Although these studies are a team effort involving all members of the OSIRP staff, we would like to recognize Heidi Broekemeier for her role as the study lead and the significant support provided by Susan Jenkins and OSIRP's Chief of Evaluation, Janet Kerley. John Bryan copy-edited the paper and OSIRP Director Cathryn L. Thorup reviewed and made substantive edits to the paper.

² Partners include any individuals who may have lived or worked with a Peace Corps Volunteer.

ACRONYMS AND DEFINITIONS

Acronyms

CCC	CCC Creative Center
HCN	Host Country National
FLEX	Future Leaders Exchange Program
MOES	Ministry of Education and Science
NGO	Non-Governmental Organization
OMB	Office of Management and Budget
OSIRP	Office of Strategic Information, Research and Planning
PC/U	Peace Corps/Ukraine
PCV	Peace Corps Volunteer
TEFL	Teaching English as a Foreign Language

Definitions

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

³ This definition, while narrower than the one commonly used in the development field, is the same as that used in the indicator data sheet developed for Peace Corps Performance Indicator 1.1.1 b.

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 host country nationals who lived and worked with Volunteers. This report presents the findings from the study conducted in Ukraine during May of 2010. The research focused on the Teaching English as a Foreign Language (TEFL) Project.

Purpose of the Host Country Impact Studies

Ukraine's Host Country Impact Study was designed to assess the degree to which the Peace Corps was able to meet the needs of the country in developing educational capacity, in improving health outcomes, and in promoting a better understanding of Americans among host country nationals. The study was intended to provide the Peace Corps with a better understanding of the TEFL Project, and to identify areas for improvement.

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)?

Evaluation Methodology

This evaluation report is based on data provided by counterparts, beneficiaries, and stakeholders of the Teaching English as a Foreign Language Project, including:

- 65 Counterparts/project partners
- 76 Beneficiaries

⁴Peace Corps surveyed Volunteers periodically from 1973 to 2002, when a biennial survey was instituted. The survey became an annual survey in 2009 to meet agency reporting requirements.

EXECUTIVE SUMMARY

- 16 Host family members
- 4 Stakeholders

Overall, the survey reached 161 respondents in 20 communities.

Interviews were conducted from May 5 to May 18, 2010. The evaluation studies were designed by Peace Corps/headquarters' Office of Strategic Information, Research and Planning (OSIRP). This evaluation was conducted in-country by the CCC Creative Center (CCC), a Ukrainian NGO. Ukrainian Senior Researcher Lyubov Palyvoda and her team of ten interviewers conducted the research. (A full description of the methodology is found in Appendix 1. Please contact OSIRP for a copy of the interview questionnaire.)

Project Design and Purpose

The TEFL Project started in June of 1993 when 23 Peace Corps Volunteers arrived in Ukraine. The Peace Corps/Ukraine TFFL project was originally developed in response to reforms in foreign language education. The Ministry of Education and Science (MOES) in the State National Program requested assistance from Peace Corps to address needs in the following areas:

- Improve the English language ability of students and teachers
- Further teacher-to-teacher skills transfer between native English speakers (Volunteers) and Bulgarian English teachers
- Develop and/or enhance educational materials
- Provide extra-curricular activities for students to strengthen their capacity and motivation to engage in community outreach projects.

The Peace Corps' TEFL Project focused primarily on educational institutions in outlying areas where the demand for English language instruction is increasing.

Evaluation Findings

Goal 1 Findings

The evaluation findings confirm the successful realization of the TEFL Project by Peace Corps/Ukraine (PC/U). Three of the four project outcomes were successfully achieved. While the report provides a detailed discussion of the results for all the study questions, the key findings are presented below:

TEFL Outcomes Were Reached

- 95% of the teachers and students reported improved English language skills among students
- 91% of the teachers reported improvement in their use of creative and student-oriented teaching methods

EXECUTIVE SUMMARY

- 76% of respondents indicated that the change in the English language skills of students met their school's needs

Civic Engagement Outcome Partially Achieved

- Fewer than 50% of respondents noted that the organization-level changes in civic activities met their needs

Individual Capacity Was Built

- 94% of respondents said that their ability to reach their professional goals was improved
- 93% of students said that their English language skills were improved
- More than 90% of respondents reported the project was effective in building their English language capacity
- 87% of respondents reported learning English language skills
- 72% of respondents reported learning communication skills

Capacity Building Was Sustained

- 96% of the changes were maintained at the 50% level or more, after the departure of the Volunteers
- More than 60% of the respondents reported daily professional use of the skills developed through the project. Almost 40% reported daily personal use of the skills learned through the project

Unanticipated Changes Occurred

- Additional changes in the schools included greater cooperation among teachers, increased participation and success in international competitions/grants, and growth in resource centers and libraries
- Volunteers' secondary projects included HIV/AIDS education, sports clubs, summer schools, neighborhood clean-ups, and theater groups

Satisfaction with the Peace Corps' Work

- 79% of TEFL respondents were very satisfied with the Peace Corps' work
- 17% of TEFL respondents were somewhat satisfied with the Peace Corps' work

Factors Contributing to the Project's Success

- The most frequently mentioned factor leading to the success of the TEFL work was the professionalism of the Volunteers

EXECUTIVE SUMMARY

Barriers to Project Success

- A lack of funding was the most frequently mentioned barrier to project success, mentioned by 30% of TEFL project respondents

Goal 2 Findings

HCNs Developed More Positive Opinions of Americans

- Before interacting with PCVs, 18% of counterparts and beneficiaries and two of 16 host family members reported a thorough understanding of Americans
- After interacting with the Volunteers, 50 percent of counterparts, 39 percent of beneficiaries, and six of 16 host family members reported having a thorough understanding of Americans
- Before interacting with PCVs, 10% of counterparts, 15% of beneficiaries, and three of 16 host family members reported a very positive opinion of Americans.
- After interacting with the Volunteers, 72% of beneficiaries and 10 of 16 host family members reported more positive opinions of Americans⁵

⁵ Due to an error in the development of the interview questions, this question was not asked of counterparts.

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 200,000 men and women have served in 139 countries. Peace Corps activities cover issues ranging from AIDS education to information technology and environmental preservation. 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 nationals. 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.

The interdependence of Goal 1 and Goal 2 is central to the Peace Corps experience, as HCNs develop relationships with Volunteers who communicate in the local language, share everyday experiences, and work collaboratively.

The Peace Corps conducts an annual survey of currently serving Volunteers,⁶ but it conveys only one side of Peace Corps' story. 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 the Peace Corps' impact directly from the host country nationals who lived and worked with Volunteers.

Peace Corps' Core Goals

Goal 1- To help the people of interested countries in meeting their need for trained men and women.

Goal 2- To help promote a better understanding of Americans on the part of the peoples served.

Goal 3- To help promote a better understanding of other people on the part of Americans.

⁶Peace Corps surveyed Volunteers periodically from 1973 to 2002 when a biennial survey was instituted. The survey became an annual survey in 2009 to meet agency reporting requirements.

This History of the Peace Corps/Ukraine Teaching English as a Foreign Language (TEFL) Project

The Teaching English as a Foreign Language (TEFL) Project started in June of 1993 when 23 Peace Corps Volunteers arrived in Ukraine. The project was originally developed in response to reforms in foreign language education identified by the MOES for the State National Program and to address the needs of Ukrainian people. The project focused on improving the English language capabilities of students and teachers, promoting a communicative approach to the TEFL methodology, developing educational materials, and involving schools in community outreach.

In 1998 the Advisory Committee, comprised of representatives from Peace Corps' staff and Volunteers, the Ministry of Education and Science, and other national and international organizations—was formed to conduct surveys, analyze the results, and evaluate the project's framework and mid-term accomplishments. The goals of the TEFL Project were carefully reviewed and new priorities were determined. The latter included the placement of Volunteers in small towns and villages, regular teacher trainings for community English teachers, and content-based education with a focus on community activism.

Purpose of the Host Country Impact Studies

This report presents the findings from the impact evaluation conducted in Ukraine during May of 2010. The project studied was the Teaching English as a Foreign Language Project (TEFL).

The impact study documents HCN perspective on the impact of Peace Corps Volunteers on skills transfer to and capacity building of host country counterparts and community members and on changes in host country nationals' 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 report that their opinions of Americans had changed after interacting with the Peace Corps and Peace Corps Volunteers?

The information gathered through this research will help the Peace Corps answer questions about the degree to which the agency is able—across posts, sectors, and sites—to meet the needs of host countries for trained men and women and to promote a better understanding of Americans among HCNs. This information complements the information provided by Peace Corps Volunteers in their Project Status Reports and the Annual Volunteer Survey.

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 Peace Corps evaluate the impact of its Volunteers in achieving Goal 2.

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 worked and lived. 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 for this study was designed by OSIRP social scientists and implemented in-country by Senior Researcher Lyubov Palyvoda and a team of interviewers, under the supervision of the Peace Corps' country staff. Technical direction was provided by the OSIRP team. A web-based database was used to manage the questionnaire data and subsequent analysis.

In Ukraine, the team conducted interviews in 20 communities where Volunteers worked. Three hundred sixty-one placements between 2005 and 2010 were identified for possible participation in the study. A representative, rather than a random, sample was drawn from the list of Volunteer assignments since 2005. Ukrainian Senior Researcher Lyubov Palyvoda and her team conducted semi-structured interviews with Ukrainians who had lived and/or worked with Peace Corps Volunteers. (The interview schedule is available upon request from OSIRP.)

The survey reached 161 respondents in 20 communities. Sites were selected to be as representative of Ukraine as possible, including geographic and linguistic diversity.

Interviews were conducted from May 5 through May 18, 2010 with seven groups of host country individuals (Table 1):

- **Project partners/counterparts:** English teachers, department directors and deputy directors, and English language specialists from secondary schools, universities, or training institutions
- **Project beneficiaries:** English teachers, teachers of other subjects, English club members, and students from 63 secondary schools, nine universities, and four training institutions
- **Host family members:** Families that hosted or served as landlords to Volunteers during all or part of their service, including during Pre-Service Training
- **Project stakeholders:** Individuals with significant involvement in the design, implementation or results of the Peace Corps project, including officials from the Ministry of Education and Science, the Ministry of the Economy, and the editor of an English language newspaper

CHAPTER 1: INTRODUCTION

Interviewers recorded the respondents' comments, coded the answers, and entered to a web-based database maintained by OSIRP. The data were analyzed by OSIRP researchers and the senior researcher.

Table 1: Number and Type of Host Country Nationals Interviewed: Ukraine

Interview Type	Number of People	Number of Sites
Project counterparts	65	20
• Language teachers	44	
• Directors	9	
• Linguists	6	
• Staff at training institutions	6	
Project beneficiaries	76	20
Host family members	16	10 in-service families 6 PST families
Project stakeholders	4	-
Total	161	-

How Will the Information be Used?

The information gathered will inform Peace Corps staff at post and headquarters about host country nationals' perceptions of the community projects and the Volunteers. 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 U. S. Office of Management and Budget (OMB) and the U.S. Congress. As part of the Peace Corps' Improvement Plan, drafted in response to its 2005 Program Assessment Rating Tool review, the Peace Corps proposed "creating baselines to measure results including survey data in countries with a Peace Corps presence to measure the promotion of a better understanding of Americans on the part of the peoples served."⁷ Feedback from the original pilots was used to revise the methodology rolled out to nine posts in Fiscal Year 2009 and eight posts in FY 2010, for a total of 17 posts across Peace Corps' three geographic regions: Africa; Inter-America and the Pacific; and Europe, Mediterranean, and Asia. 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.

⁷ OMB. *Program Assessment: Peace Corps. International Volunteerism. 2005.* Improvement Plan.

CHAPTER 2: PROJECT DESIGN AND PURPOSE

Sector Overview⁸

The Peace Corps/Ukraine TFFL Project was originally developed in response to the need for reforms in foreign language education identified by MOES for the country's National Program and to address the needs of the Ukrainian people. Ukraine's integration into the global marketplace requires the development of English-speaking ability in a large portion of its populace. The educational system is not able to provide English language training for all interested students.

The TEFL Project seeks to improve students' and teachers' English communication skills and to encourage independent thinking and problem-solving through the creation of an interactive learning environment and through the use of contemporary methods and materials. Volunteers work in educational institutions as English teachers and teacher trainers. Volunteer English teachers work in classrooms with more than 20,000 students each year. Many classroom teachers also work as teacher trainers bringing contemporary methodologies to the Ukrainian educational system fostering debate, critical thinking skills, and teacher-to-teacher linkages. The Volunteers also work on developing education materials and increasing community outreach.

The Peace Corps' TEFL Project is primarily concentrated on educational institutions in outlying areas where the demand for English language instruction is increasing. Volunteers help to lessen the effects of a shortage of English teachers at secondary schools in small towns and villages, where native English-speaking teachers are rarely found. They also assist Ukrainian colleagues in developing their language competencies through daily communication in informal settings and formal teacher training presentations or workshops. The TEFL Project also requires all Volunteers to tackle the shortage of materials through the creation of resource centers; material development and revision; and the active solicitation of publishers, organizations, institutions, friends, and families. Volunteers also promote attitudes and skills essential for a shift to a market economy and a democratic society—problem solving, critical thinking, civic responsibility, environmental awareness, and healthy lifestyles.

Project Goals:

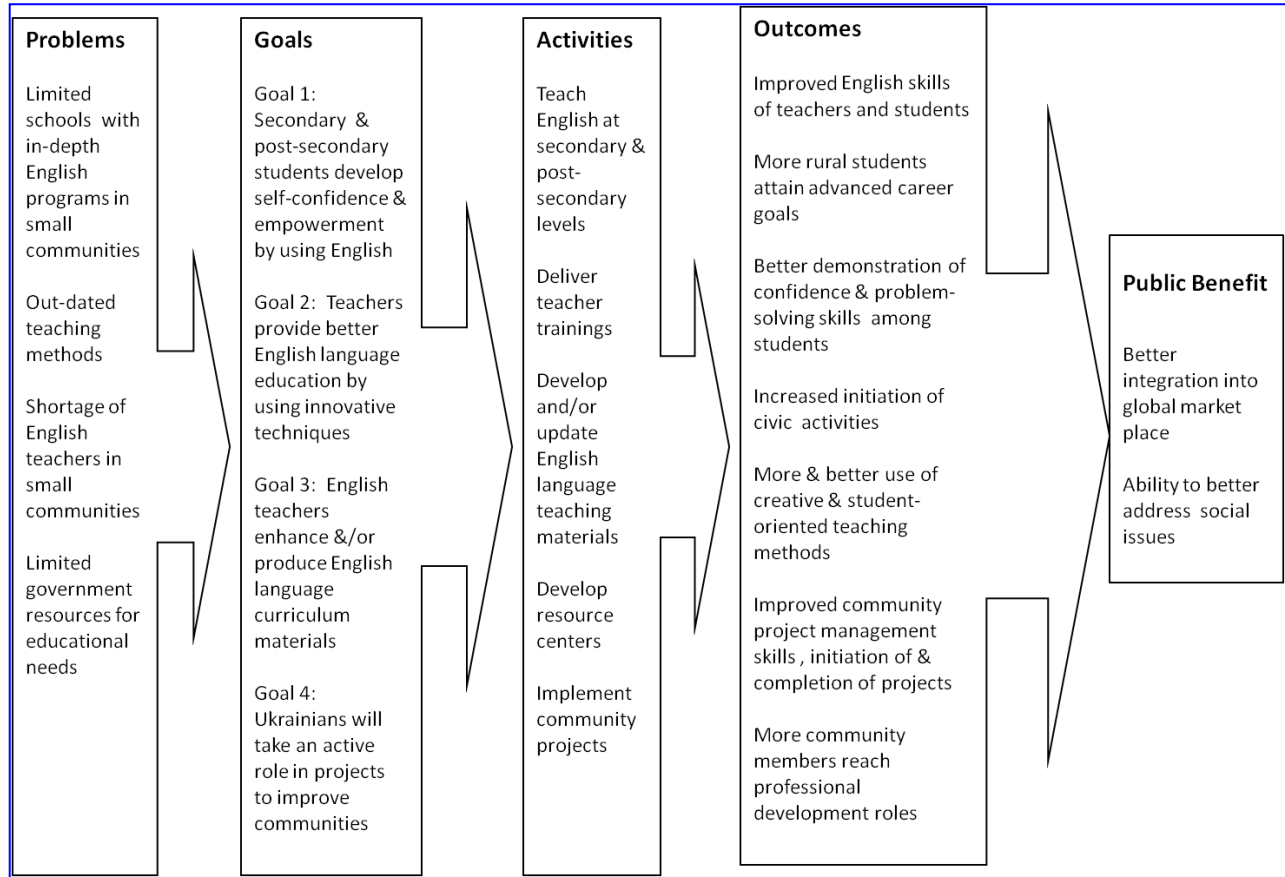
1. Ukrainian secondary school and university/college students at all levels will develop self-confidence and empowerment through the use of the English language.
2. Ukrainian teachers will provide better English language education by utilizing innovative techniques and applying improved conversational skills.
3. Ukrainian English teachers, in collaboration with Peace Corps Volunteers, will enhance and/or produce English language curriculum materials for secondary schools and universities.

⁸ The Sector Overview is based on the Ukraine Education Project Plan Code: 343-ED-01 (2009).

CHAPTER 2: PROJECT DESIGN AND PURPOSE

- Ukrainians, in collaboration with Peace Corps Volunteers, will take an active role in community projects aimed at the betterment of local communities.

Figure 1: Overview of the Theory of Change for the TEFL Project: Ukraine



This figure was compiled from information in the Teaching English as a Foreign Language (TEFL) Project Plan. Project Code: 343-ED-01. April 2009.

The Volunteers' Work Activities

Counterparts, beneficiaries, and host family members were asked about the work activities of Volunteers in their communities. As expected, counterparts reported Volunteers spent most of their time working in educational institutions with their counterparts, teaching English, conducting English clubs and weeks, and preparing students for Olympiads and other extracurricular activities.

Beneficiaries' description of Volunteers' work included a more detailed set of activities, including:

Academic classes

- English classes, special "English Language Days" and "English Language Weeks"
- Language summer schools
- Communication lessons
- Small Academy of Sciences
- Preparation for the FLEX program (group and individual)

Extracurricular and summer clubs

- Bible classes in English in the church
- Debate Clubs
- English Club
- English summer camp
- European Club
- Movies and discussion (Movie Club)
- School newspaper

Implementation of projects

- An environmental campaign in the gymnasium
- Creation of a resource center

Special events

- Celebration of American holidays together with the teachers such as Halloween or St. Valentine's Day
- Preparation of students for the Olympiad
- Environmental excursions for the volunteers
- Training on leadership and civic education
- Celebration of the Women's Day (the 8th of March) and World AIDS Day

What Volunteers do was nicely summed up by one of the beneficiaries who said: "*Volunteers created conditions for us to talk about ourselves in English.*"

CHAPTER 3: GOAL ONE FINDINGS

Performance under the Peace Corps' first goal was examined by measuring:

1. The extent to which HCNs observed community/school-level changes and personal changes, reported gaining new technical skills, and reported having the capacity for maintaining the changes once the community project ended.
2. HCNs' satisfaction with the work of the TEFL project, in particular satisfaction with the extent to which their needs had been met.

The community/school-level changes observed by the project partners are presented first, followed by the individual changes reported by respondents.

Did Peace Corps' Projects Help Project Partners Meet Skill and Capacity Building Needs?

Counterparts, beneficiaries, and stakeholders were asked about project outcomes in two ways:

1. For each of a list of predefined project outcomes derived from the project plan, respondents were asked about whether there was a change, whether the community's and school's needs were met, and—where applicable—whether the change was maintained after the Volunteer departed.
2. Respondents were also asked to generate a list of changes in either the community or the school during the period of the PCV's assignment. For each change listed, the respondent was then asked about the size of the change, the extent to which the PCV was responsible for the change, and—where applicable—whether the change was still evident after the departure of the Volunteer.

Degree to Which the TEFL Project Plan Outcomes Were Met: Community/School Level

Through the process of developing the project theory of change (Figure 1) a list of project outcomes was created. Respondents were asked about the extent to which they saw changes in their communities or schools related to each outcome.

In this study, changes in the following community/school-level outcomes were measured. The outcomes are listed in order, from highest impact to lowest, as ranked by the teachers and students during the interviews.

1. Improved English language skills of teachers
2. Community members reaching their professional development goals
3. Improved English language skills of students
4. Teachers' use of creative and student-oriented teaching methods
5. Demonstration of confidence and public speaking skills among students

CHAPTER 3: GOAL ONE FINDINGS

6. Initiation of civic activities
7. Community project management skills (e.g., initiation and completion of projects)
8. Rural students attaining advanced career goals

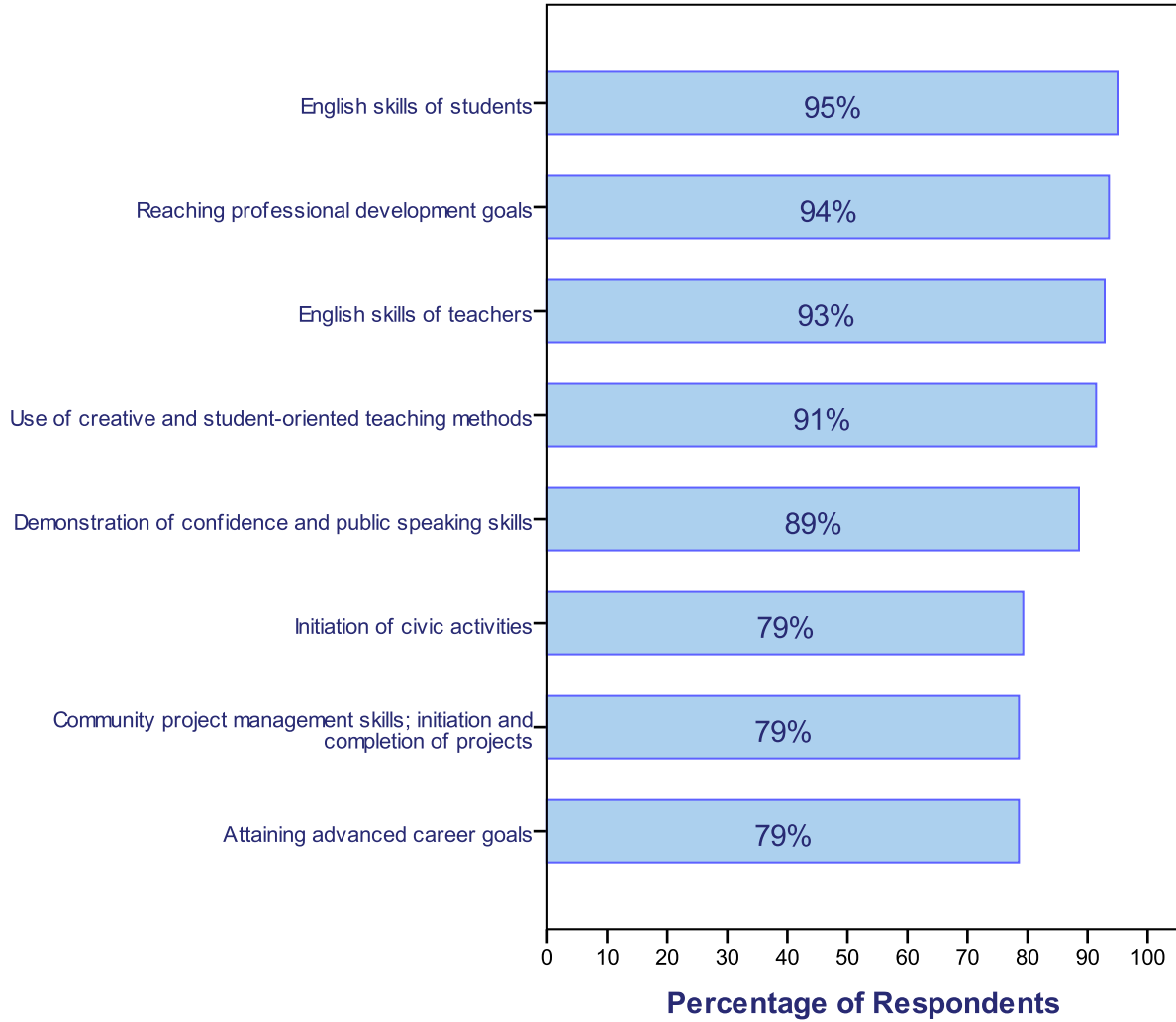
One focus of Volunteers' work with teachers was to provide them with better English language skills by utilizing innovative techniques and applying improved conversational skills. At the same time, Volunteers worked with teachers to teach creative and student-centered methodologies. The respondents were asked to assess to what extent the English language skills of teachers improved. The majority of all respondent groups (95% of counterparts, 91% of beneficiaries, and 100% of stakeholders) reported that the English language skills of teachers were *much better* or *somewhat better*. Only a very small portion of the counterparts (5%) and beneficiaries (8%) responded that they thought teachers' English skills were *the same* as before the Volunteer came to the school.

The teachers also reported that their professional development skills had improved and 91 percent reported improvement in the use of creative and student-oriented teaching methods (Figure 2).

Similar success in improving the students' language skills was reported. A corollary purpose for the Volunteers' work with students was to help develop self-confidence among students and to empower them through the use of the English language. All respondents (93%) assessed the impact of Volunteers' work on the English skills of students as very high, demonstrating the effectiveness of the approaches used in the TEFL project (Figure 2). The majority of all respondents (97% of counterparts, 92% of beneficiaries, and 100% of stakeholders) thought that the students' English language skills were *much better* or *somewhat better*. Only a small fraction of respondents from among the counterpart (1.5%) and beneficiary (5%) groups thought that the students' English language skills were *the same*.

CHAPTER 3: GOAL ONE FINDINGS

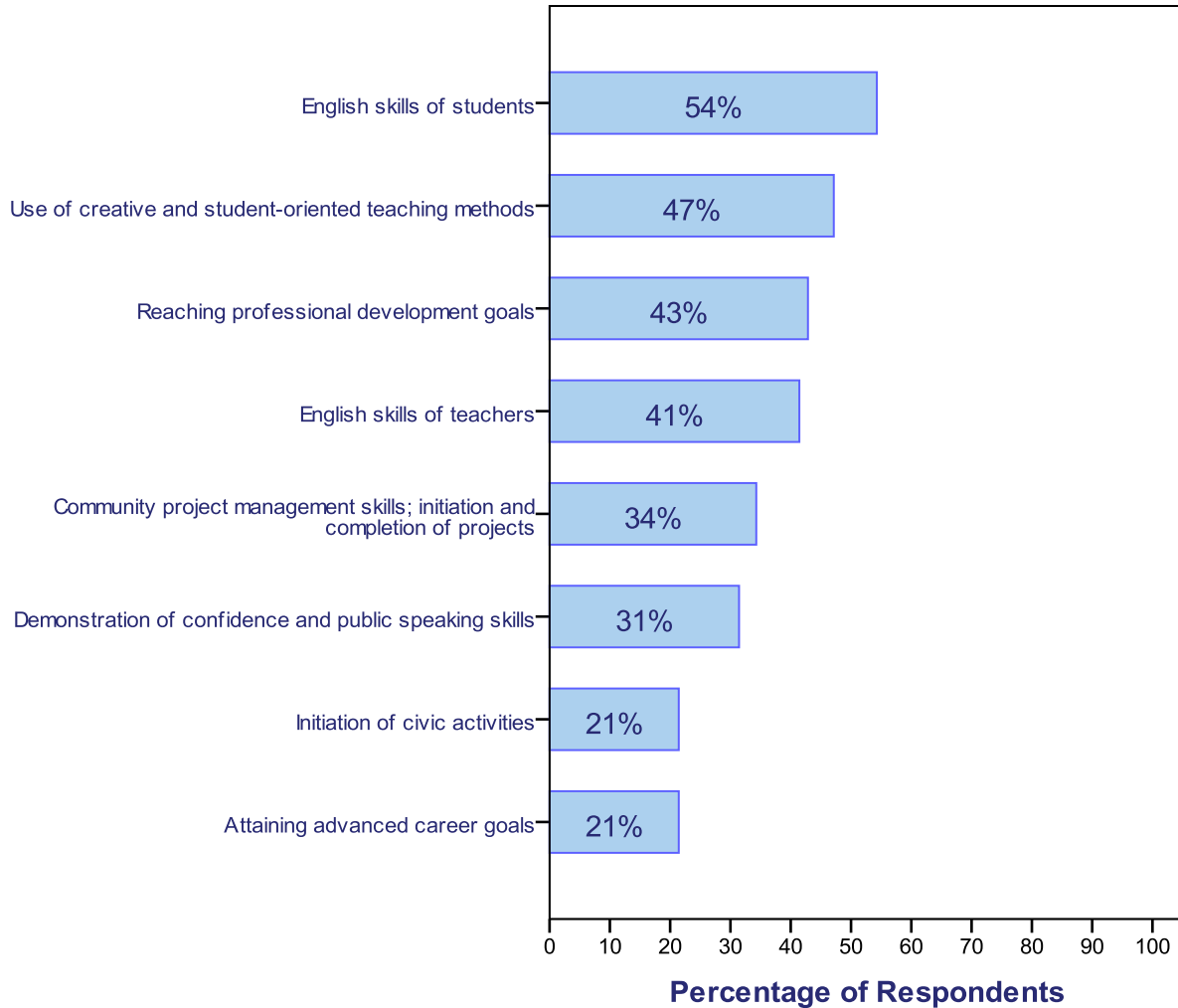
Figure 2: Percentage of TEFL Project Counterparts and Beneficiaries that Rated the Change as At Least Somewhat Better: School Level (n=141)



CHAPTER 3: GOAL ONE FINDINGS

When asked whether the changes realized through the project had been maintained after the departure of the Volunteer, 54 percent of respondents said that changes in the English language skills of students had been maintained (Figure 3).

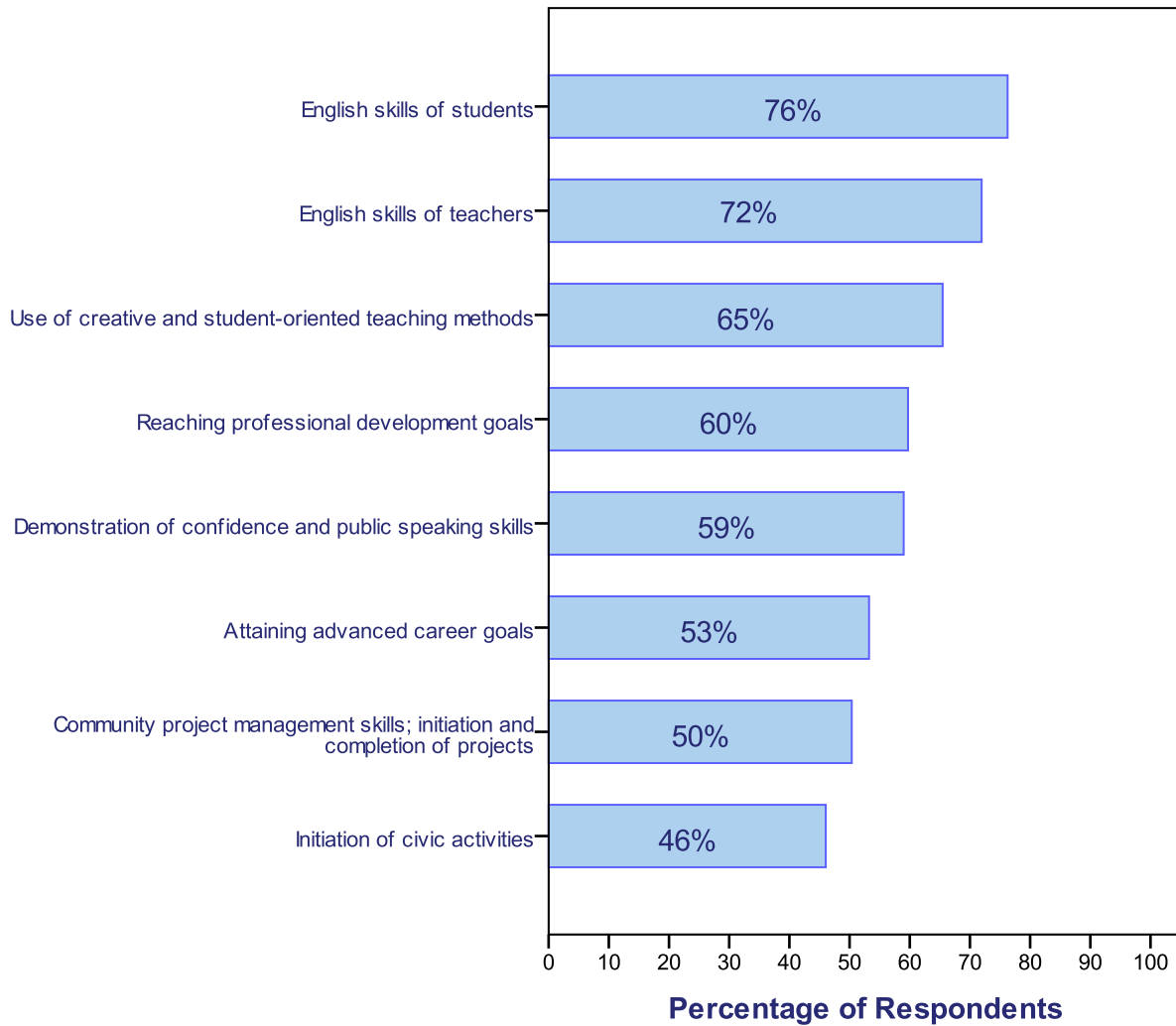
Figure 3: Percentage of TEFL Project Counterparts and Beneficiaries that Indicated that the School-Level Changes Remained in Effect after the Departure of the Volunteer (n=141)



CHAPTER 3: GOAL ONE FINDINGS

Seventy-six percent of respondents said that the changes in the English language skill levels of students met their school's needs (Figure 4).

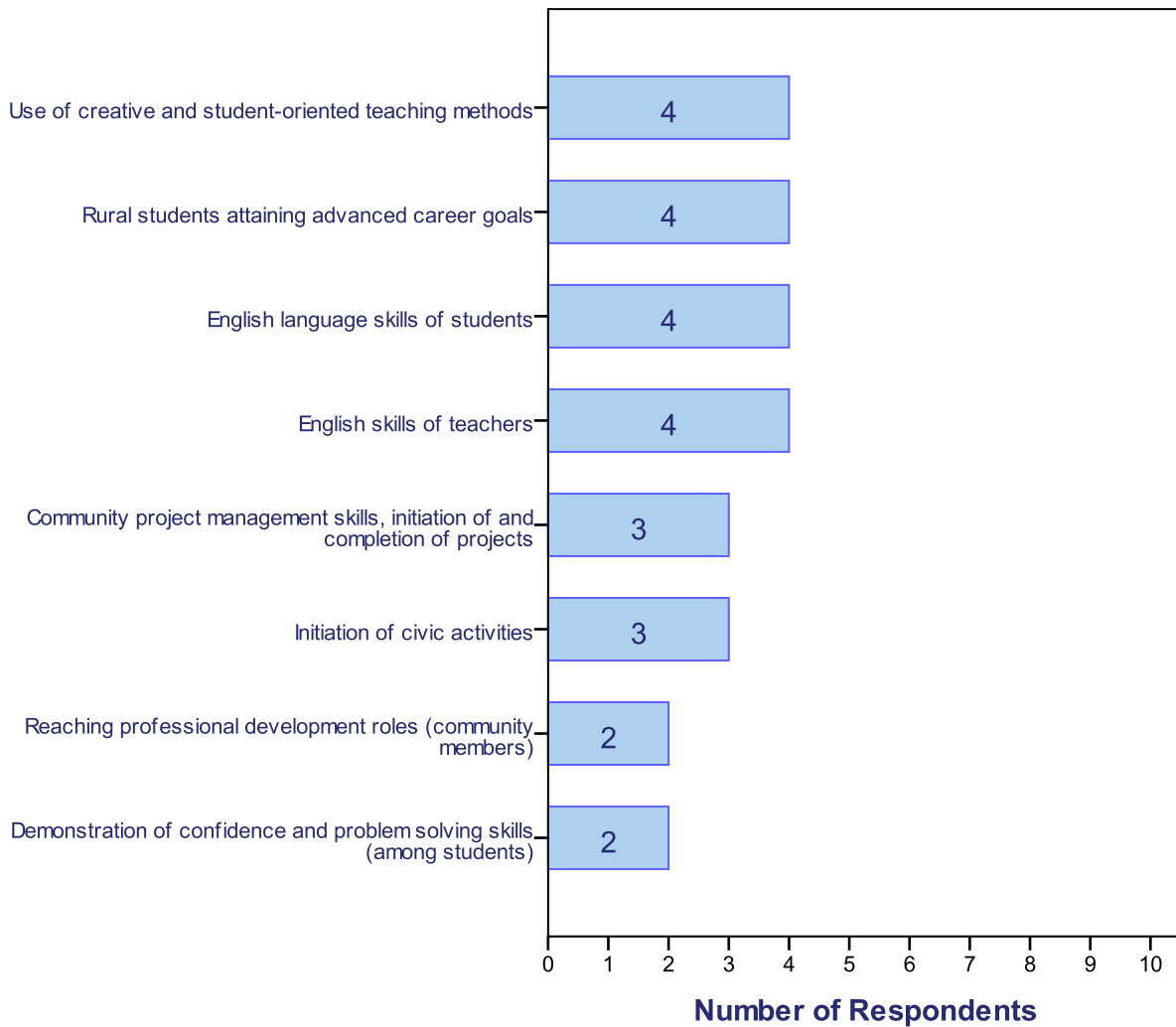
Figure 4: Percentage of TEFL Project Counterparts and Beneficiaries that Indicated that the School-Level Changes Largely or Completely Met Their Needs (n=141)



CHAPTER 3: GOAL ONE FINDINGS

All four of the project stakeholders reported that there were improvements in four of the eight project outcomes, including creative teaching methods, students' English language skills, teachers' English language skills, and rural students attaining more advanced career goals (Figure 5). Three of the four stakeholders also noted that community project management skills had improved, as had the ability of teachers and students to initiate civic activities.

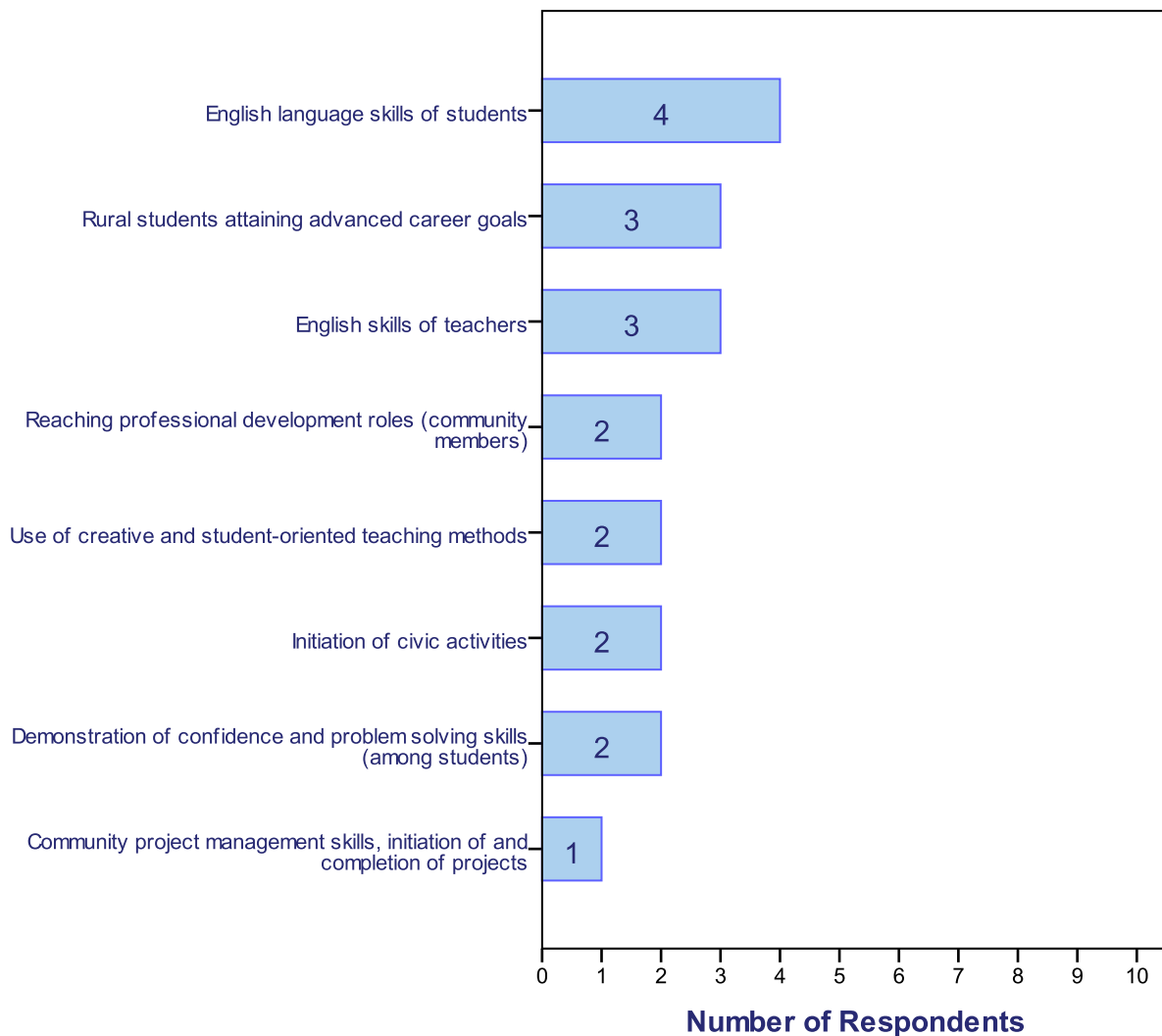
Figure 5: Number of TEFL Project Stakeholders that Rated the Change as At Least Somewhat Better: School Level (n=4)



CHAPTER 3: GOAL ONE FINDINGS

All four stakeholders indicated that the project completed its objectives. The students' English language skills improved, rural students attained more advanced career goals, and teacher's English language skills improved (Figure 6). It is not surprising that the students and teachers reported their needs were met (Figure 6), given that the major focus of the Volunteers' activities was on school-based activities. On the other hand, the stakeholders reported that the outcomes focused on the community - community focused, community project management and the initiation of civic activities - were not met.

Figure 6: Number of TEFL Project Stakeholders that Indicated that the School-Level Changes Largely or Completely Met Their Needs (n=4)



Community/School-Level Outcomes

Counterparts and beneficiaries were also asked if there were additional changes in their schools that resulted from the work of the PCV not already mentioned in earlier interview questions (unanticipated consequences of the project).

The changes the respondents described included:

1. Participation and success in international competitions/grants
2. Initiation of English clubs/groups
3. Increased motivation of students to learn English
4. Greater understanding of American culture
5. Increased cooperation among teachers
6. Increased resources such as libraries and resource centers
7. Secondary projects such as HIV/AIDS education, sports clubs, summer schools, neighborhood clean-ups, and theater groups

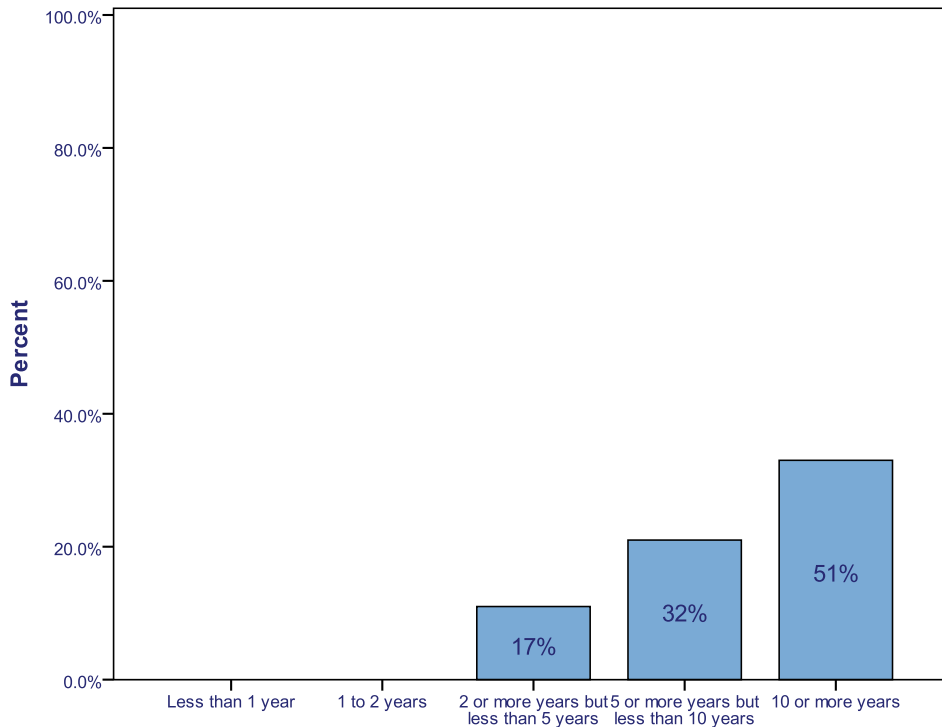
Findings on Individual Changes

In order to provide the context for the individual-level changes reported, this section starts with an overview of counterparts' prior professional experience. It continues with respondents' feedback about areas in which they have changed, information about how those changes occurred, and the extent to which they have been able to maintain those changes after the departure of the Volunteer.

Prior professional educational experience

The counterparts were a mix of educators with a great deal of experience and those who were very new in their field. Fifty-one percent of TEFL Project counterparts reported working in the education field for 10 or more years (Figure 7), whereas 17 percent had less than two years of experience.

Figure 7: Number of Years Education Counterparts Had Worked in the Field: Ukraine (n=65)



Degree to Which the TEFL Project Plan Outcomes Were Met: Individual Level

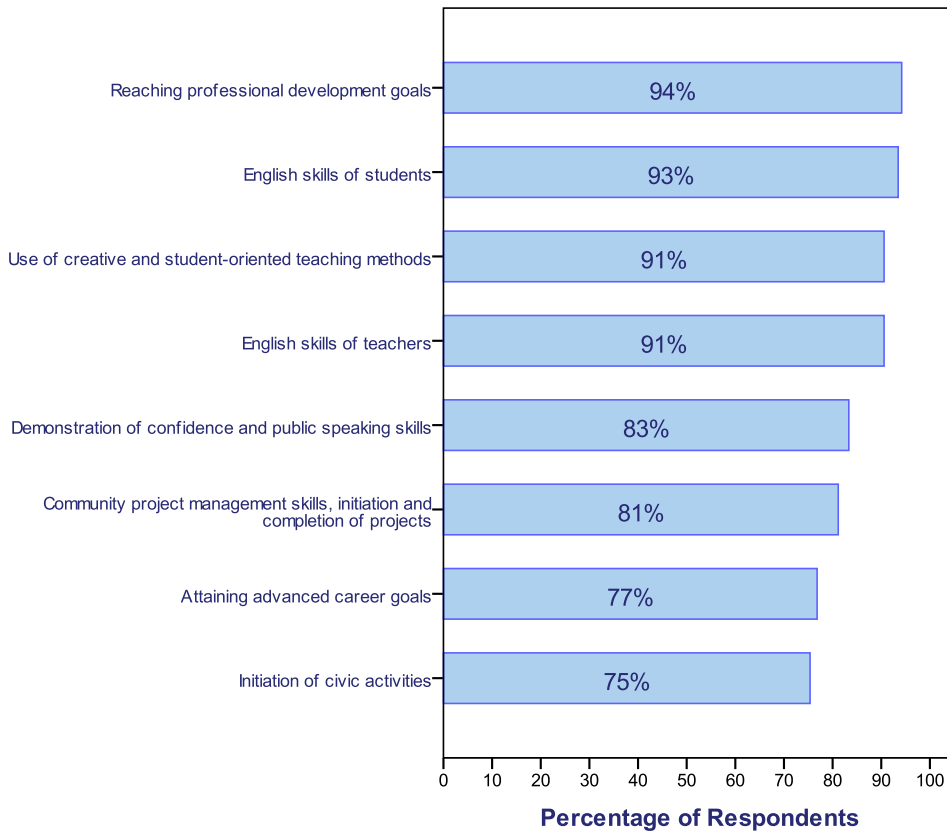
Through the process of developing the project theory of change (Figure 1) a list of individual-level project outcomes was created. Respondents were asked about the extent to which they saw changes in themselves related to each outcome. The individual-level outcomes measured in this study are listed below, from highest to lowest, as reported by the respondents:

1. Community members reaching professional development goals
2. Student's improving English language skills
3. Teachers' using creative and student-oriented teaching methods
4. Teachers improving English language skills
5. Students demonstrating confidence and problem-solving skills
6. Community members improving their project management skills (e.g., initiation and completion of projects)
7. Rural students attaining advanced career goals
8. Students and teachers initiating civic activities

CHAPTER 3: GOAL ONE FINDINGS

Four of the project outcomes were rated by over 90 percent of the respondents as being improved: community members' ability to reach their professional development goals (94%); English language skills of students (93%); use of creative and student-oriented teaching methods by teachers (91%); and English language skills of teachers (91%) (Figure 8).

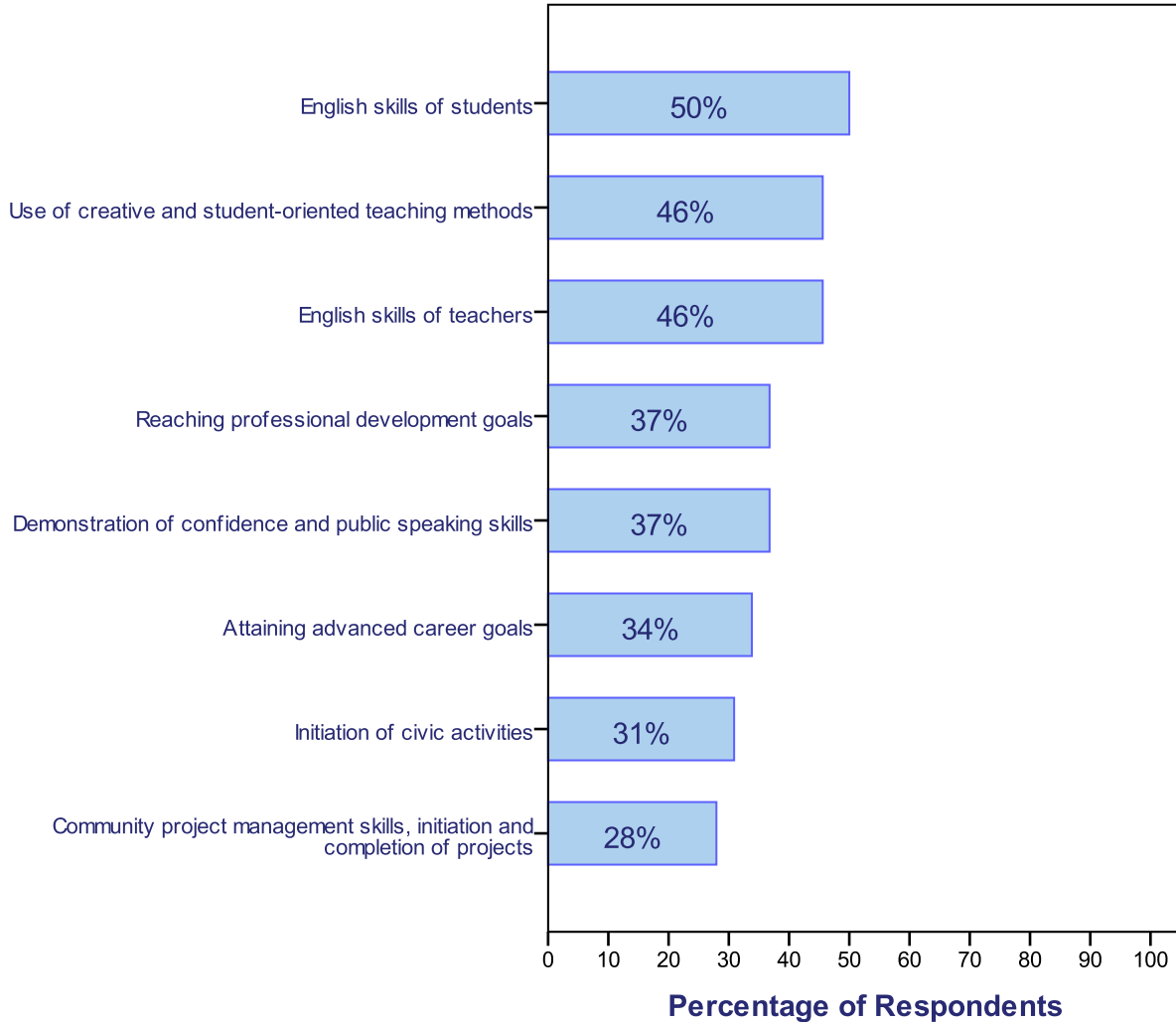
Figure 8: Percentage of TEFL Counterparts and Beneficiaries that Rated the Change as at Least Somewhat Better: Individual Level (n=140)



CHAPTER 3: GOAL ONE FINDINGS

When asked whether the personal changes were maintained after the departure of the Volunteer, 50 percent of respondents said that the English language skills of students were maintained, 46 percent reported the English language skills of the teachers were maintained, and 46 percent indicated that the teachers continued to use student-oriented teaching methods (Figure 9).

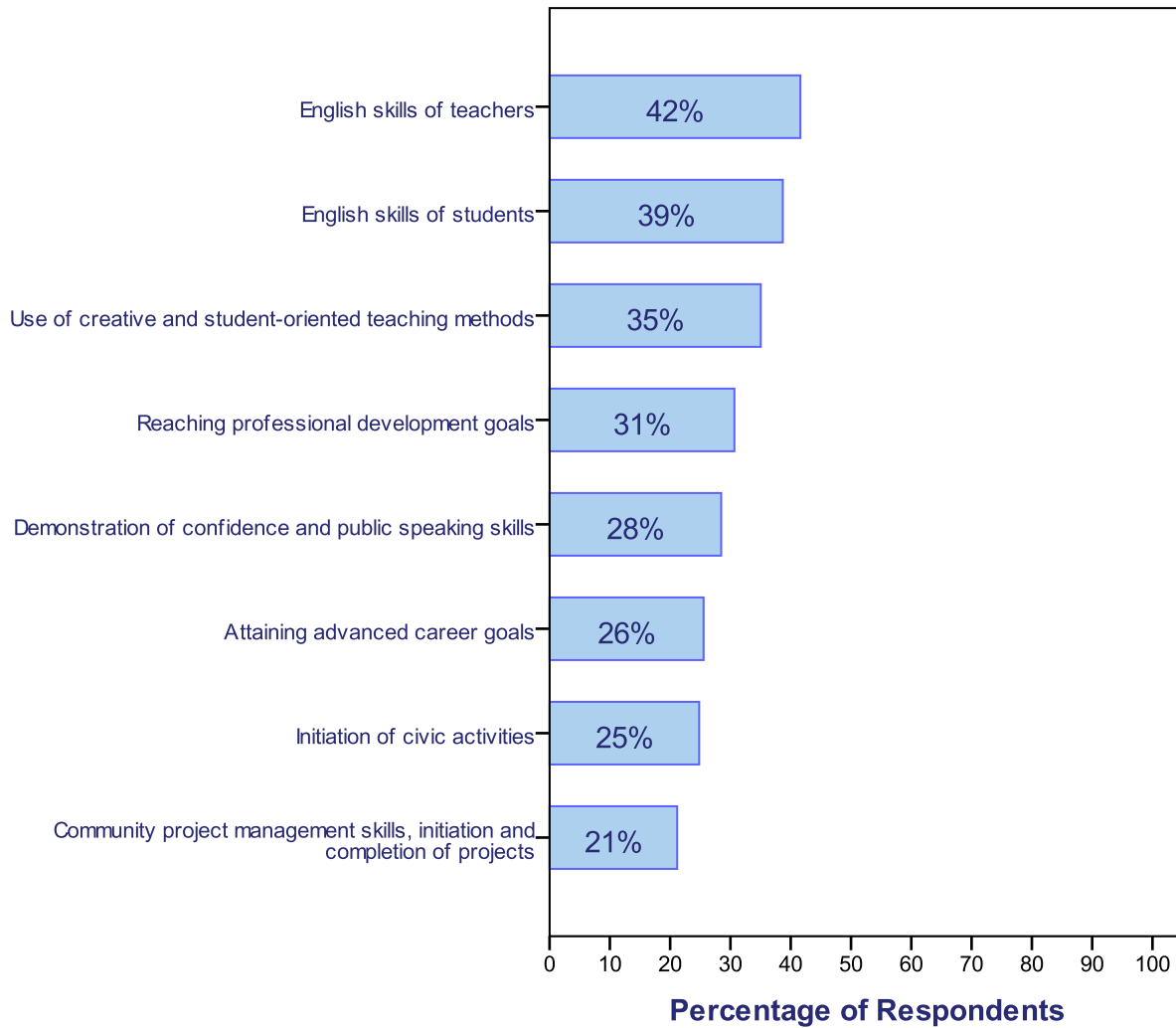
Figure 9: Percentage of TEFL Project Counterparts and Beneficiaries Who Indicated that the Individual-Level Changes Remained in Effect after the Departure of the Volunteer (n=140)



CHAPTER 3: GOAL ONE FINDINGS

Fewer than half of the respondents indicated that any of the outcomes largely or completely met their individual needs (Figure 10).

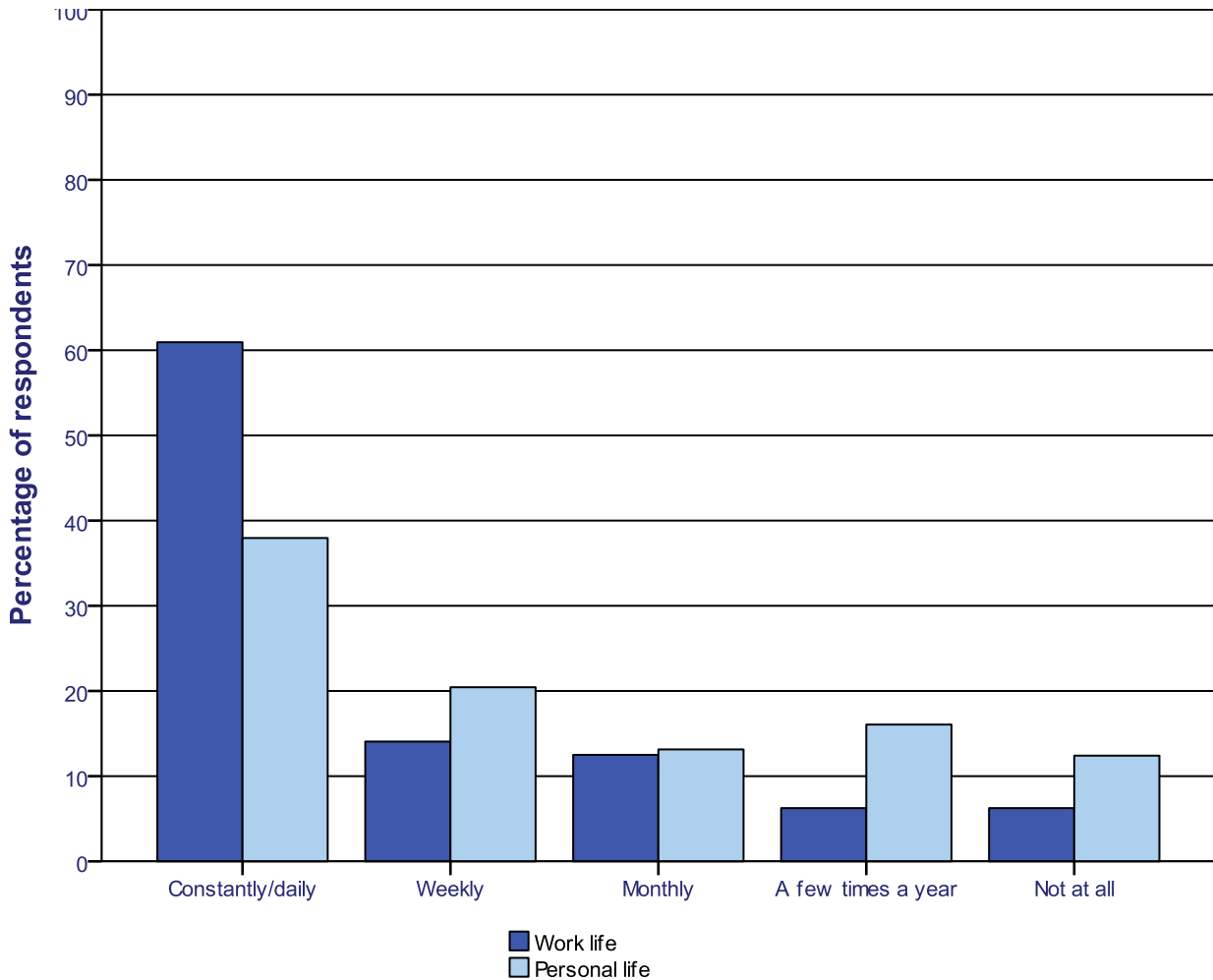
Figure 10: Percentage of TEFL Project Counterparts and Beneficiaries Who Indicated that the Individual-Level Changes Largely or Completely Met Their Needs (n=140)



CHAPTER 3: GOAL ONE FINDINGS

The frequency with which respondents reported using the skills learned through the projects in both their work and personal lives suggests that, for the most part, the skills transmitted were practical, useful, and much needed (Figure 11). Over 60 percent of the people reported using their new skills at work on a daily basis with relatively few reporting that they never used the skills either at work or in their personal lives.

Figure 11: Frequency with Which Education Project Counterparts and Beneficiaries Report Using Skills Learned Through the Peace Corps Project: Ukraine (Work life n=64; Personal life n=137)



The senior researcher presented a detailed interpretation of the changes, saying, “*Different groups of respondents saw different effects of the [Peace Corps] Volunteers’ work on their personal life. Counterparts appreciated [the] improvement in the English skills of students, [their] attaining advanced career roles, more confidence and improved speaking skills, higher engagement in civic initiatives, creative teaching methods, the initiation and completion of community projects, and reaching professional development goals. The students also acknowledged the Volunteers’ impact in the above mentioned areas, but reported higher*

CHAPTER 3: GOAL ONE FINDINGS

appreciation for personal development in spheres such as development of management skills for initiating and implementing community projects, and improving the English skills of [their] teachers.”⁹

Ways Counterparts Use Project Skills in Their Work Life

I use the work in groups and pairs, role plays, and visual means (sheets of paper). The resource center offers technical support, equipment, textbooks and movies.

My knowledge mainly dealt with teaching foreign language. We tested some creative methods and presented them to the teachers during the lectures (German teachers). Also we used the project approach.

[I use the skills in the] organization of extra-curricular events, preparation of projects and some methods and forms of teaching.

Ways Counterparts and Beneficiaries use Project Skills in their Personal Lives

Counterparts

I have learned to be more creative in what I do and even in the way I organize family holidays and celebrations. I have advanced my life-planning skills.

[The] knowledge gained with the support of the Volunteer helps a lot when communicating with foreign friends via the Internet.

I apply the new knowledge when I need it. But, I think I have become more relaxed and tolerant.

My interaction with the Volunteer helped me advance my English skills. The training had a great impact. I use the knowledge gained in my classes with English teachers to conduct trainings on leadership and stereotypes. I taught other teachers how this information could be presented to children and how it could be used.

Beneficiaries

Sometimes I use these skills when I communicate with American organizations via the Internet.

My communication with the Volunteer contributed to my overall development and this was useful for the everyday life. The volunteer told us a lot about the legal system in the US. Later this knowledge was instrumental for my studies at the University.

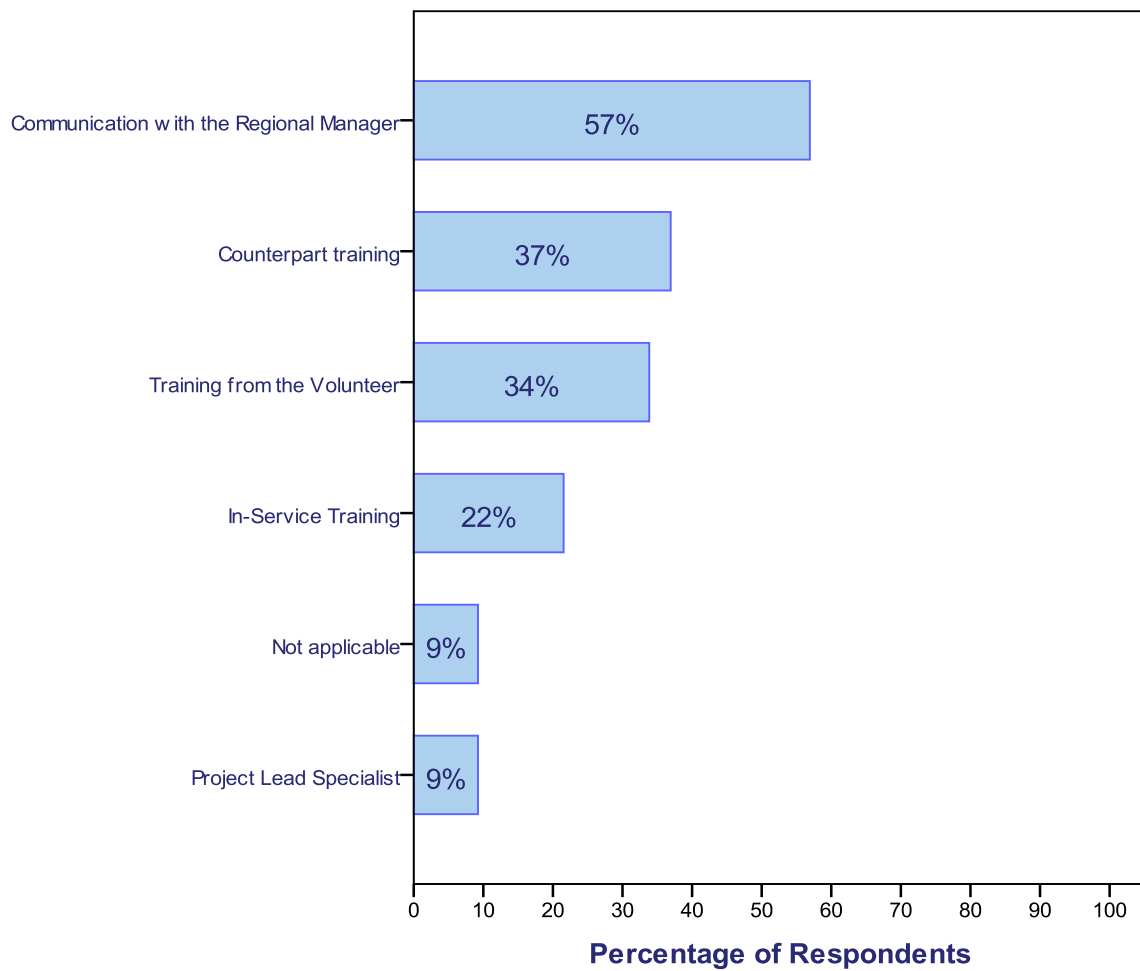
⁹ Final Report: Peace Corps Ukraine Impact Study Results. CCC Creative Center. September 2010. p.65

How Did Skills Transfer Occur?

Peace Corps staff, as well as Volunteers, conducted various training courses for counterparts and beneficiaries at different stages of the TEFL project. During the preparation stage, most of the counterparts (57%) participated in training to prepare them to work with Volunteers and Peace Corps staff in Ukraine. Counterparts who received training at the preparatory stage were satisfied with the information they received. However, six respondents did not receive any training as they prepared to receive a Volunteer, but participated in many other events.

The Peace Corps staff in Ukraine provides both formal and informal training to counterparts, as do the Volunteers throughout the course of the two year project. The importance of this type of training, often described by the counterparts as “communication with regional manager of the Peace Corps staff,” is underscored by the fact that the majority of the counterparts (57%) mentioned this when asked about their training experience with Peace Corps (Figure 12).

Figure 12: TEFL Counterpart Training: Ukraine (n=65)



CHAPTER 3: GOAL ONE FINDINGS

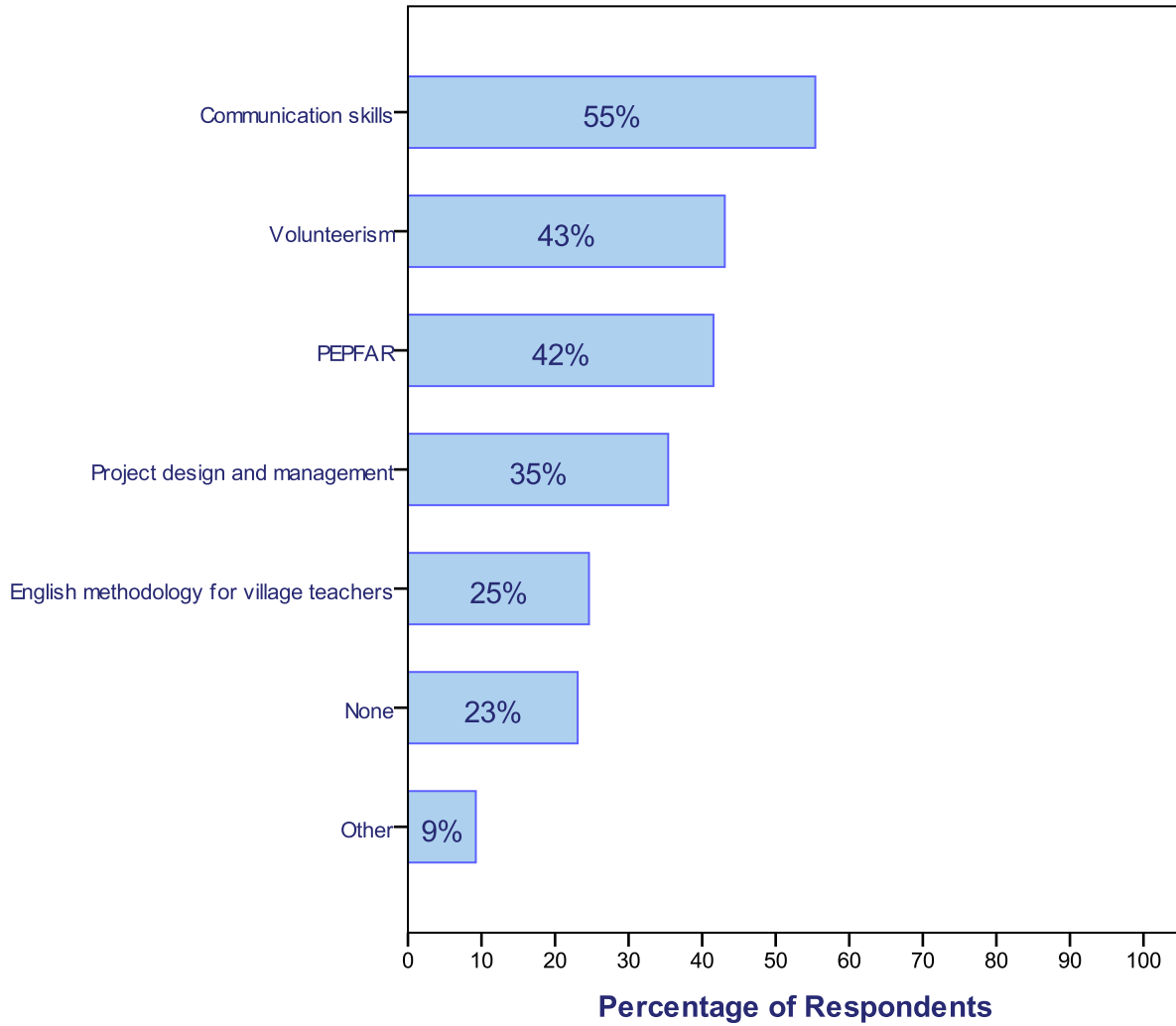
Counterparts reported receiving a range of technical training in several focus areas of the project (Figure 13). Among the counterparts, 55 percent of respondents participated in communication skills training. Other well-attended training courses included volunteerism (43%), HIV/ AIDS/ PEPFAR (the U.S. President's Emergency Plan for AIDS Relief) (42%), and project design (35%). Nine percent of respondents reported receiving training in "other" areas, such as computer skills, teaching methodology, fundraising, leadership, and ways to break stereotypes (Figure 13).

Twenty-three percent of the respondents did not identify any training in which they had participated. In addition to the lack of training for some respondents, some also commented on the content of the training itself. This group noted that, "*The training support was not adequate.*" They said, "*We needed to receive clear information or guidelines about how to organize the work of the volunteer in the school. We relied on our own experience in communicating with foreigners via the Internet, our own knowledge about the American culture and way of life.*"

The majority of **beneficiaries** (55%) thought that Peace Corps training *significantly* enhanced their skills; 41 percent of the beneficiaries thought that it *somewhat* enhanced their skills. A smaller number of **counterparts** said Peace Corps training enhanced their skills. Twenty-eight percent of the counterparts said that the training from Peace Corps Volunteers *significantly* enhanced their skills and 46 percent said that the training *somewhat* enhanced their skills.

CHAPTER 3: GOAL ONE FINDINGS

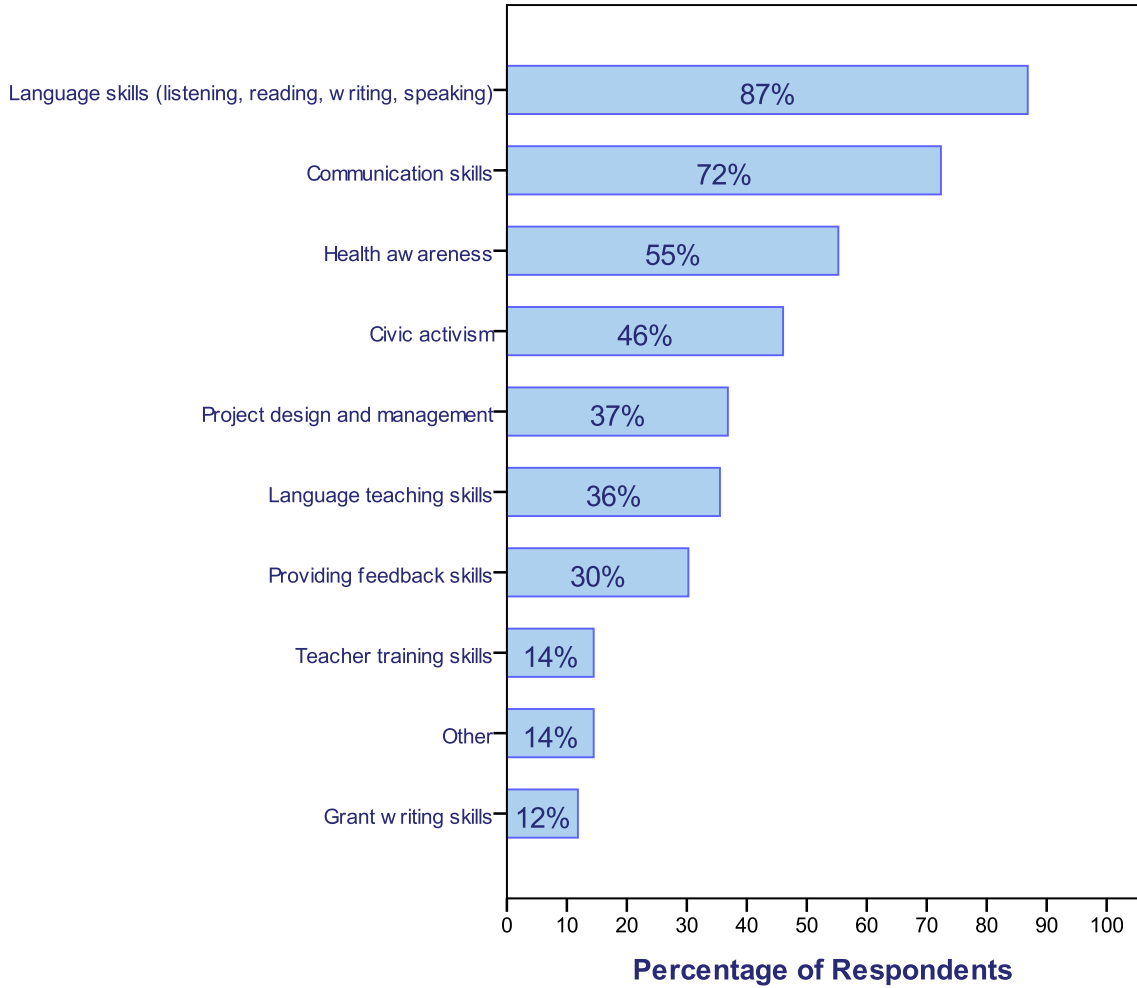
Figure 13: Technical Training Received by TEFL Counterparts: Ukraine (n=65)



CHAPTER 3: GOAL ONE FINDINGS

Eighty-seven percent of beneficiaries indicated that the project helped them to improve their English language skills (Figure 14).

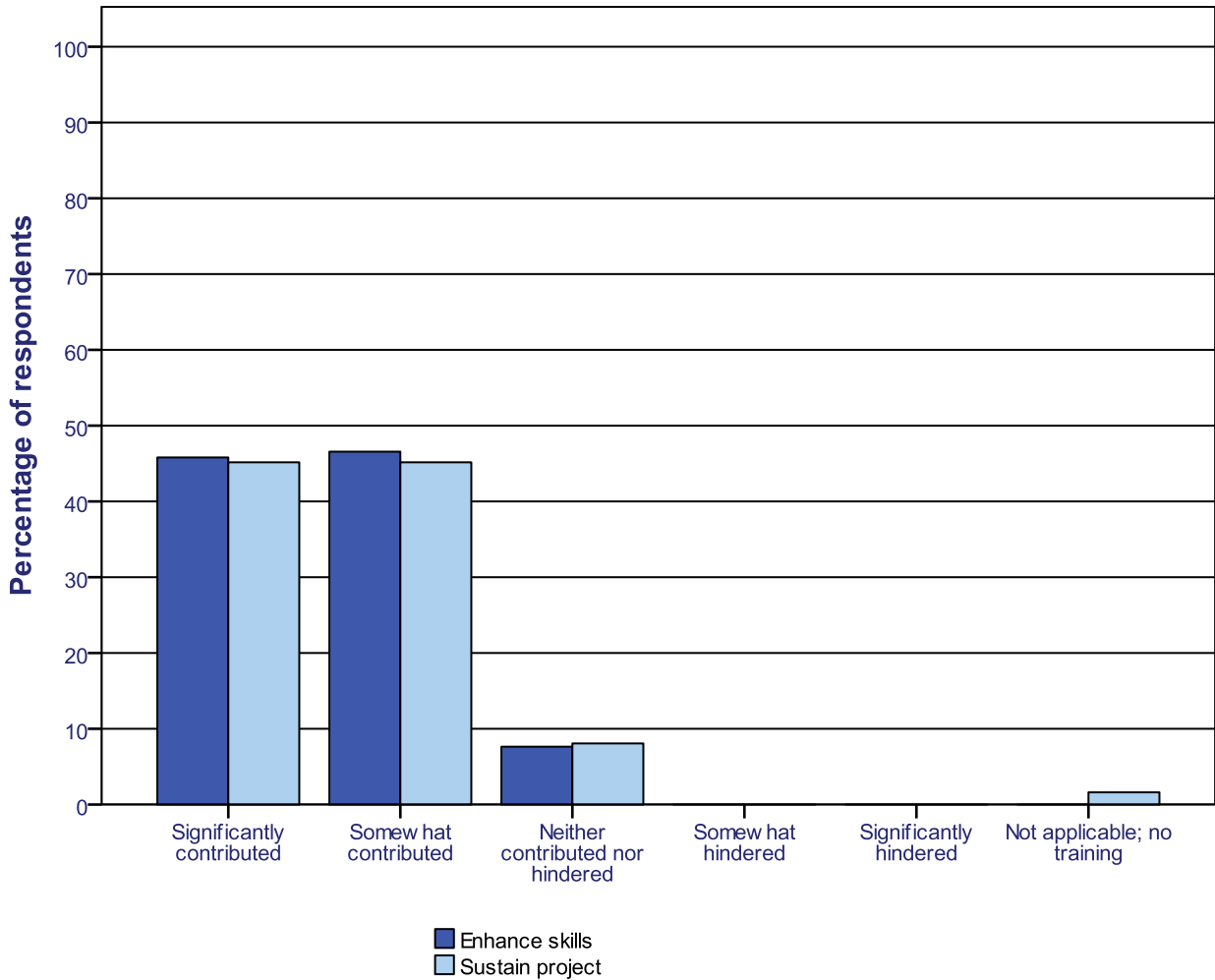
Figure 14: Technical Skills Developed by TEFL Beneficiaries: Ukraine (n=76)



CHAPTER 3: GOAL ONE FINDINGS

When asked about the value of the training, counterparts and beneficiaries were largely positive, with most respondents saying that the training contributed to their technical skills and to project sustainability (Figure 15). In addition, all four stakeholders indicated that the training provided through the project contributed to both the technical skills of counterparts and beneficiaries and to project sustainability.

Figure 15: Usefulness of Training for TEFL Project Technical Skill Development and Sustainability: Ukraine



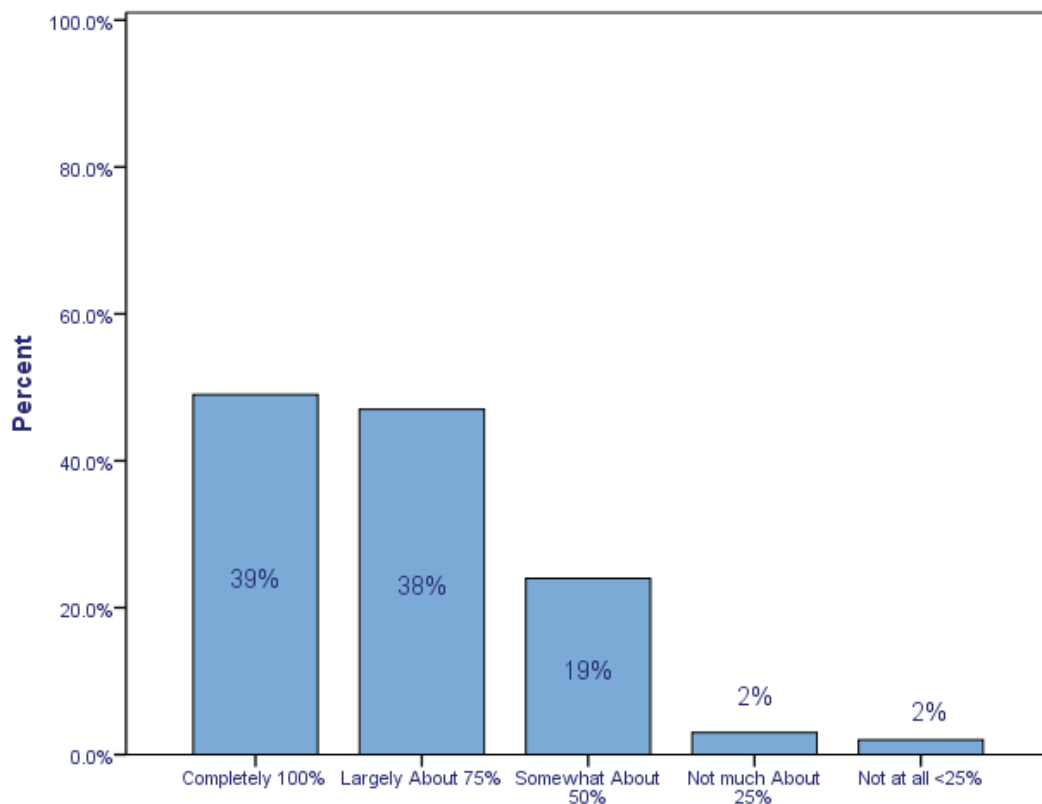
* Success and sustainability were asked only of Counterparts, n=62, response rate for Individuals' Skills was 131.

Did Skills Transfer Lead to Sustainable Changes?

According to the local research team, “Peace Corps Volunteers succeeded in...involving many Ukrainians in the study of English and American literature, traditions, and lifestyle in formal, as well as, informal settings,” the Ukrainian researcher observed. “Peace Corps Volunteers improved, among Ukrainian people, [their] understanding of civic initiatives and the importance of participating in community life and highlighted for local people the necessity of not being indifferent to environmental and community problems. They have encouraged pupils and teachers to take [the] initiative, be leaders, and explore the world.”¹⁰

Further, 96 percent of TEFL Project counterparts and beneficiaries reported that the changes realized in their communities and schools were sustained to at least the fifty percent level after the end of the project (Figure 16), with 77 percent of that total stating they were sustained to at least the 75 percent level.

Figure 16: Extent to Which TEFL Projects Were Sustained After Volunteer Departure: Ukraine (n=125)



Comments provided by counterparts show they learned more than just the skills related to TEFL projects. As one person explained, “*we learned many new things from the Volunteer, especially about history, views on leadership, values, and stereotypes. My previous opinion about these things has been radically changed.*”

¹⁰ *Final Report: Peace Corps Ukraine Impact Study Results*. CCC Creative Center. September 2010. p.17.

CHAPTER 3: GOAL ONE FINDINGS

Furthermore, the local senior researcher stated, “Ukrainians are convinced that they can continue the work after the Volunteers leave, as *‘the work is not solely conducted by the Volunteer. It is done together with other teachers; therefore, I think that the initiatives of the Volunteer will be continued after he/she leaves.’* In short, Ukrainians conveyed they were prepared for the departure of the Volunteer, although some counterparts, *“constantly ask the representatives of the Peace Corps to send new Volunteers so they can continue the work.”*¹¹

Overall HCN Satisfaction

The overall rate of satisfaction with the changes brought about by the work of Peace Corps Volunteers was very high among the majority of those interviewed. Seventy-nine percent of TEFL Project respondents reported being “very satisfied” with the results of the project (Figure 17).

As the senior researcher pointed out, her analysis of the interviews indicates that other factors contribute to Peace Corps being able to accomplish its work, some internal, such as varying levels of Volunteers’ language and communication skills, the ability to obtain grants for the implementation of projects, differing “levels of understanding of American and Ukrainian cultures, participation in conferences, literature, equipment, the human factor, and media coverage of TEFL projects.”

External factors helped the¹²Peace Corps’ project succeed, including community support, equipment, personal interaction, cooperation between the Ministry of Education and Science and the Peace Corps, and the relevance of the project. Among outside factors that might hinder what the Volunteers were able to accomplish were pupils’ behavior, the teaching process, financial problems, technical problems, Volunteers’ level of education, a lack of specific information about Ukrainians, adaptation, and personal problems of Volunteers.

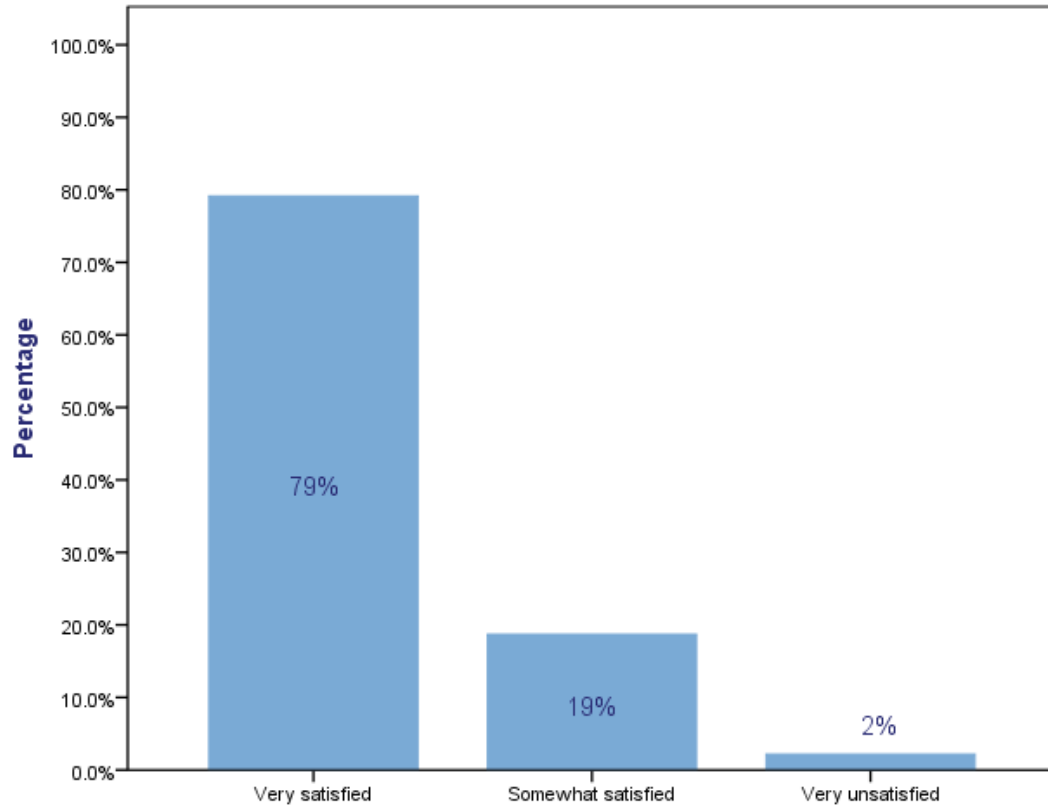
Three of the four stakeholders indicated that they were very satisfied with the English language skills transfer, and two of the four indicated that they were at least somewhat satisfied with the changes they had seen in the activities/behaviors of community members.

¹¹ CCC Creative Center. *Final Report: Peace Corps Ukraine Impact Study Results*. September 2010. p. 42-43

¹² CCC Creative Center. *Final Report: Peace Corps Ukraine Impact Study Results*. September 2010. p. 16-17

CHAPTER 3: GOAL ONE FINDINGS

Figure 17: Counterpart and Beneficiary Satisfaction with the TEFL Project Outcomes: Ukraine (n=139)



HCNs' Comments About Overall Satisfaction With the Project Work

Counterparts

I like the changes that are taking place in our school, namely development of a team of active teachers and students able to initiate innovations and implement them.

I like different projects and competitions. The Peace Corps' project is very useful for the advancement of one's English skills.

[I am] very satisfied. His work was important and useful. Students know how to communicate in real life situations. [He had a] large influence on students.

Yes, I am satisfied but some projects were not completed.

Beneficiaries

Students' knowledge of English improved, new teaching methods were demonstrated, and confidence and problem resolution skills were shown.

I am satisfied as I had an opportunity to learn more about the USA and advance my language skills.

Volunteer's activities helped me to increase my vocabulary, improve communication skills, and enrich my library.

Stakeholders

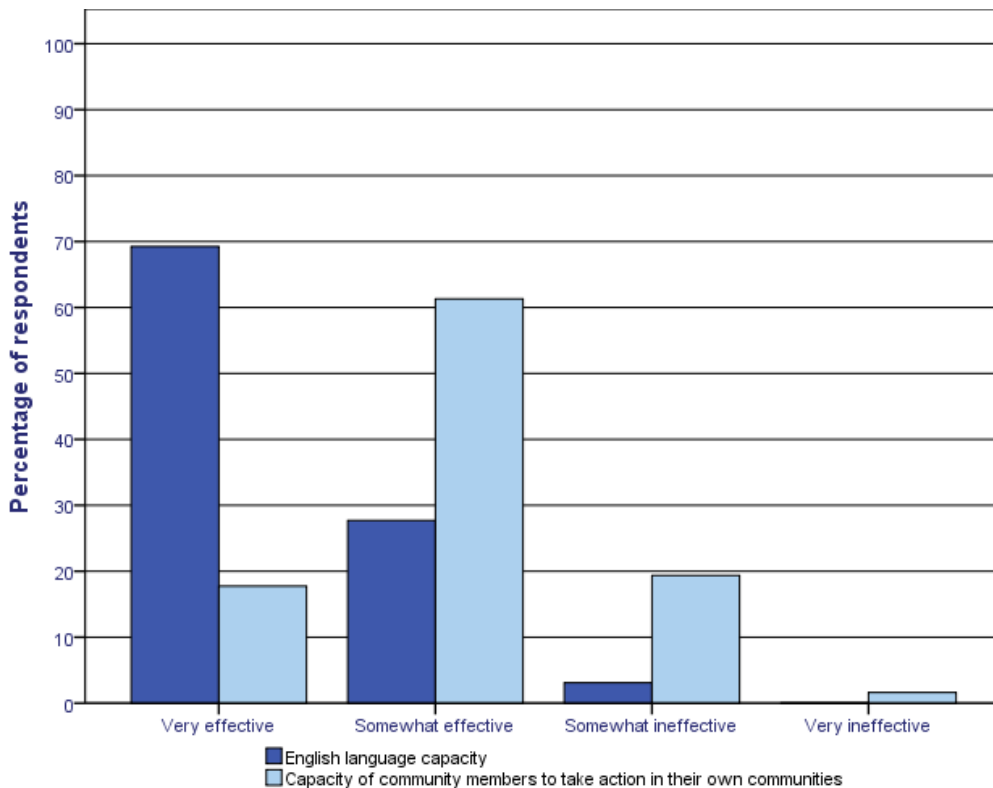
I think English language speaking skills were undoubtedly improved.

The professional skills of teachers were advanced.

Did HCNs Think Their Needs Were Met?

Most respondents indicated that the project built skills among the individuals who worked with the PCVs (Figure 18). Close to 70 percent of counterparts indicated that the project had been very effective in building English language skills. In addition, close to 80 percent stated that the project had been somewhat to very effective in increasing the capacity of community members to take action in their community.

Figure 18: TEFL Project Counterparts' Rating of Local Capacity Building: Ukraine (n=62-65)



Would HCNs Want to Work with the Peace Corps Again?

Another measure of overall satisfaction is whether counterparts and beneficiaries would want to work with another Volunteer. Ninety-six percent of the TEFL Project respondents reported that they would want to work with another Peace Corps Volunteer (Figure 19). The in-country research team developed the following analysis of the ways in which PCVs benefit Ukrainian communities.¹³ According to respondents, Volunteers bring:

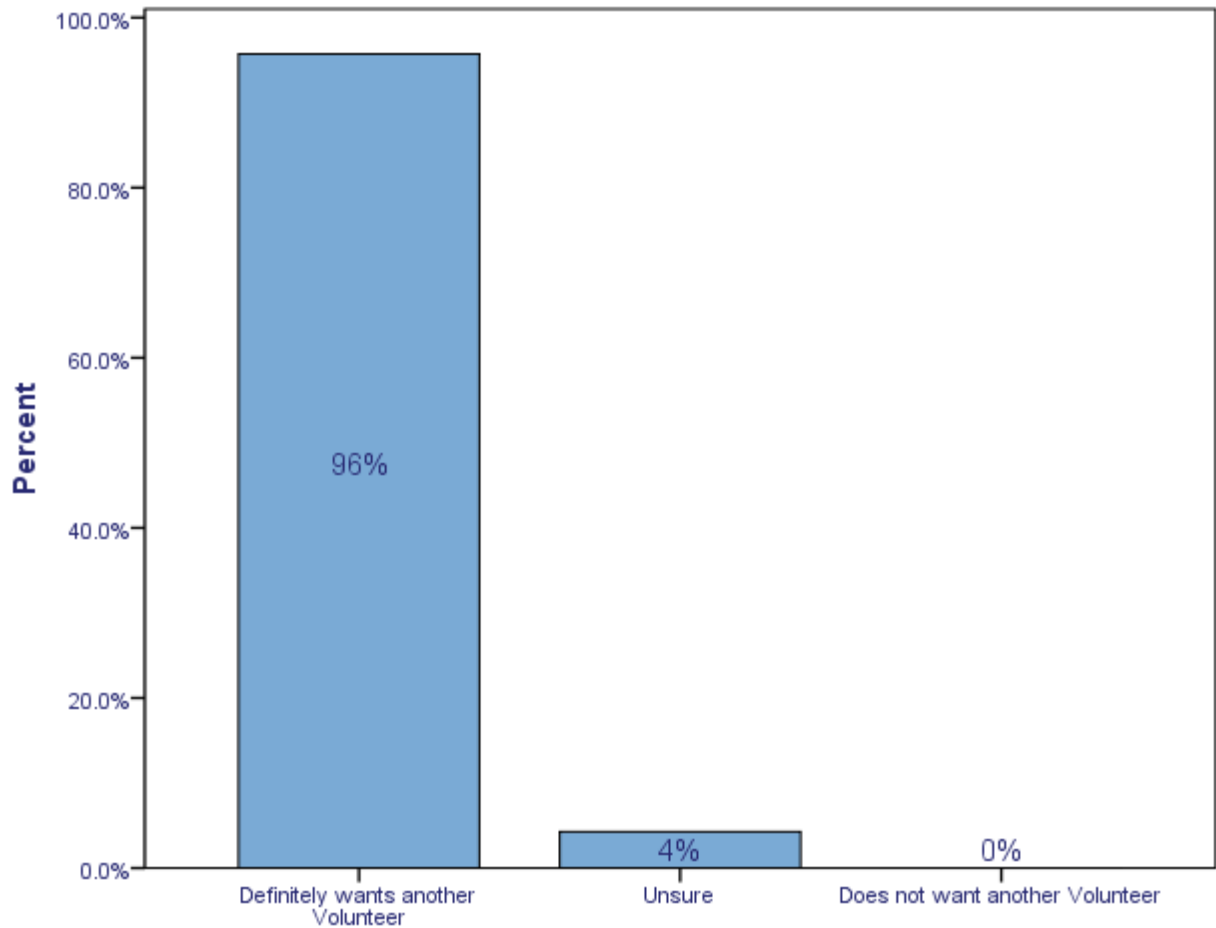
- New knowledge that helps students and teachers to learn English, as well as to improve the professionalism of teachers
- A global outlook

¹³ *Final Report: Peace Corps Ukraine Impact Study Results*. CCC Creative Center. September 2010. p.72

CHAPTER 3: GOAL ONE FINDINGS

- The opportunity for children to socialize with people from different countries
- The opportunity to converse in English with a native speaker
- Improvements in communication skills
- Added excitement to English lessons
- New knowledge about another culture and country
- New interest in local participation in civic activities

Figure 19: Percentage of TEFL Project Counterparts and Beneficiaries Who Would Like to Have Another Volunteer at Their Site: Ukraine (n=140)



HCNs' Reasons for Welcoming Another Volunteer

Counterparts

Our school is very interested in cooperation with the Peace Corps because we receive free assistance and support, in particular, volunteers, information materials and experience sharing.

It is important to have a native speaker and a representative of a different culture.

Yes, we would like to cooperate with Peace Corps in the future. We would like to have a specialist in teaching English with experience working in a university.

Beneficiaries

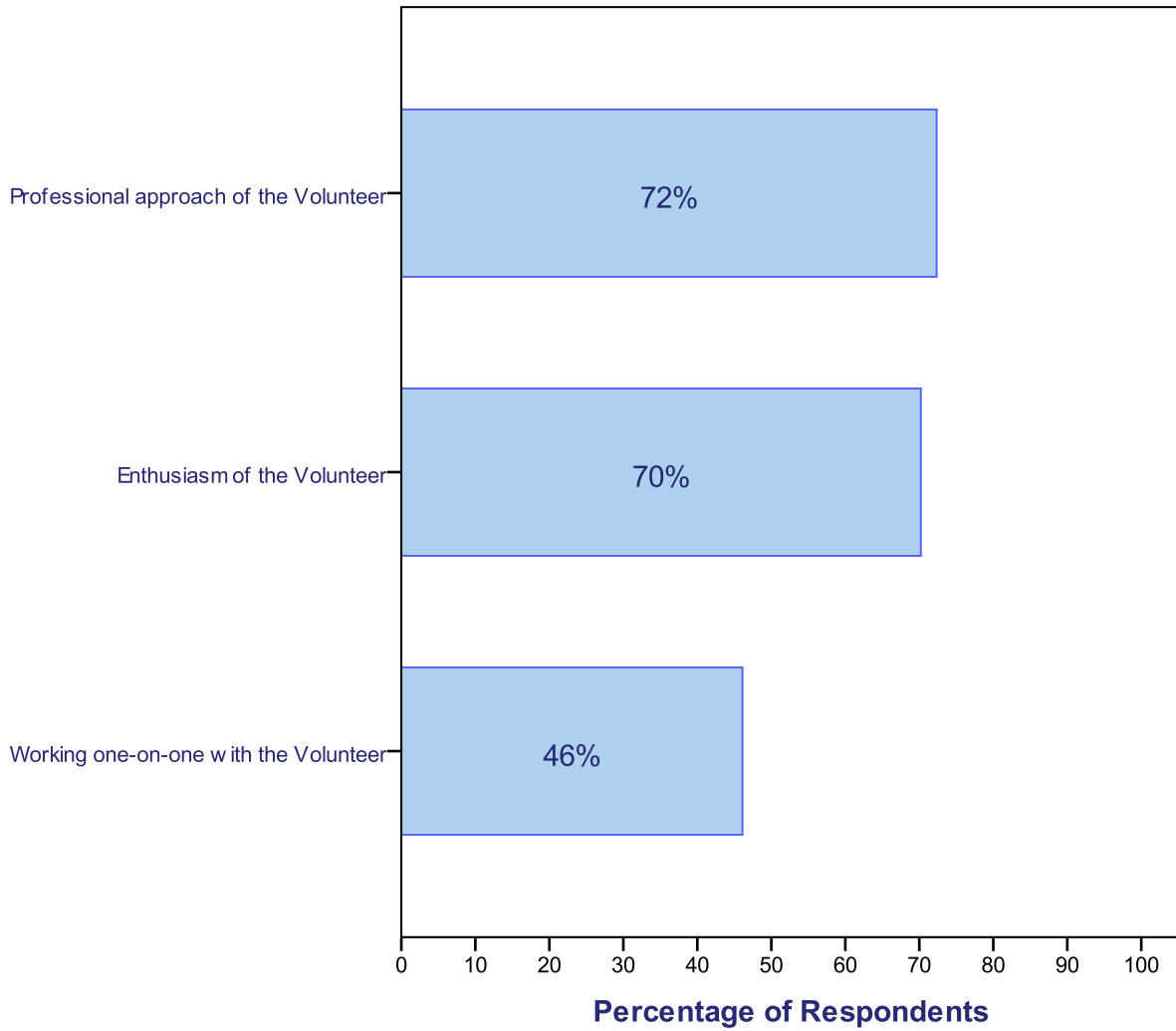
It is interesting for students to work with a volunteer. Not all students are able to go abroad, and it is impossible to learn a language without contact with a native speaker.

I would like it very much especially in view of the fact that the next year is my [last year in] school and language practice would be very useful before the entrance exams to a university.

Support and Barriers to Project Performance

Beneficiaries and counterparts observed that the main factor contributing to the success of the projects was the professionalism of the Volunteer (Figure 20).

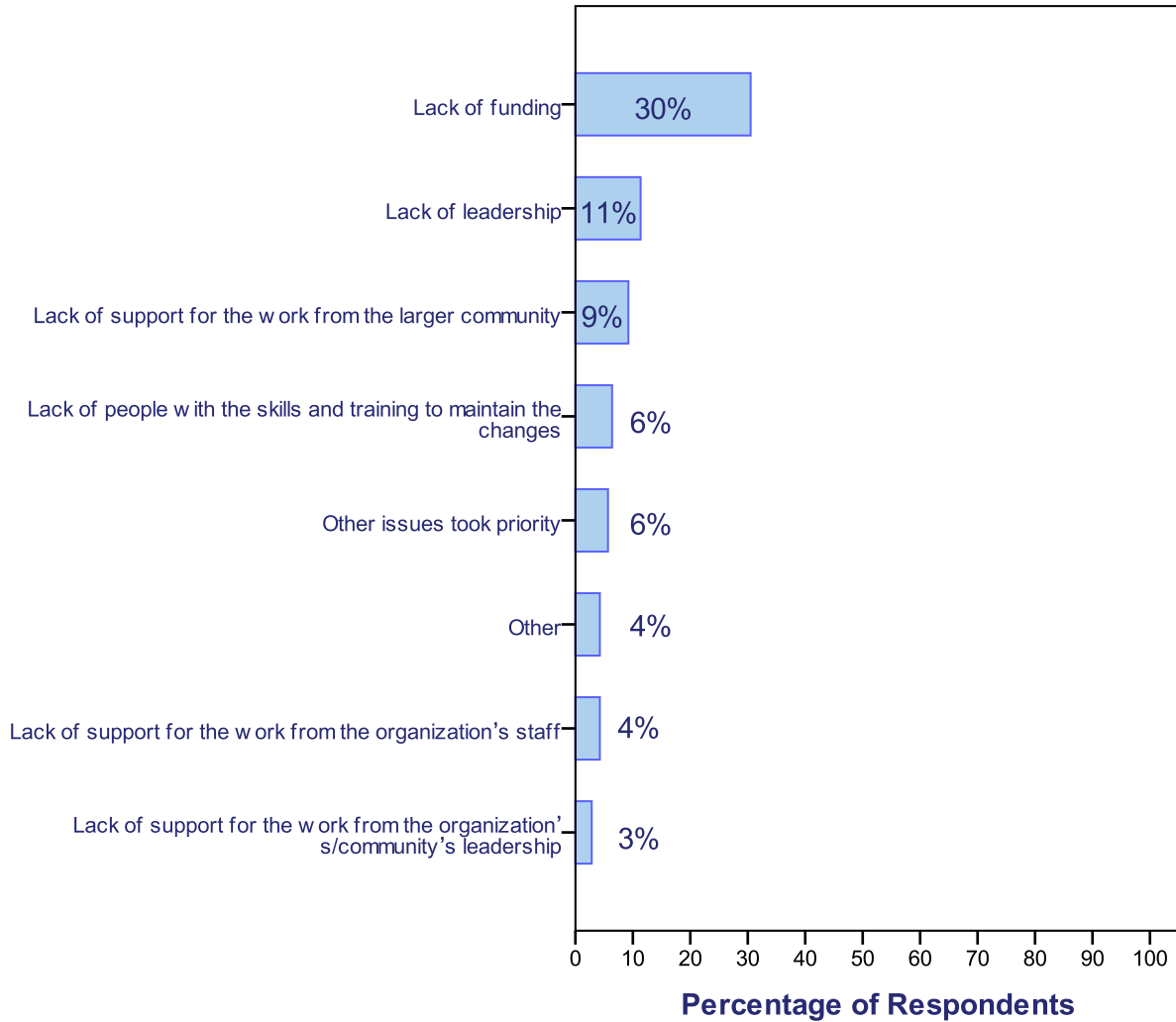
Figure 20: Factors TEFL Project Counterparts and Beneficiaries Credited with Project Success: Ukraine (n=59)



CHAPTER 3: GOAL ONE FINDINGS

While less than one third of respondents selected any of the barriers to project success, 30 percent of those who did pointed to a lack of funding (Figure 21).

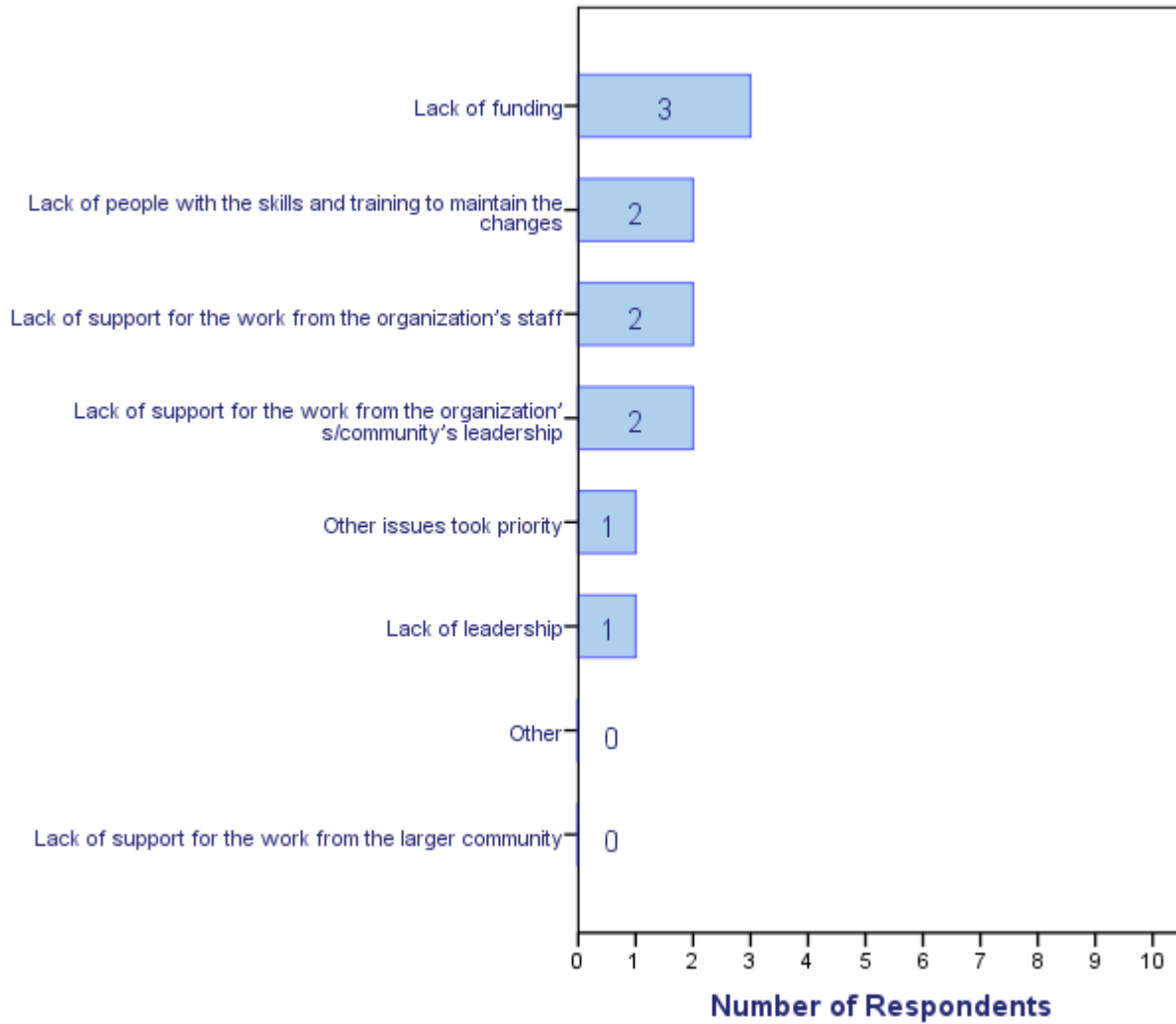
Figure 21: Barriers to Project Sustainability among TEFL Project Counterparts and Beneficiaries: Ukraine (n= 141)



CHAPTER 3: GOAL ONE FINDINGS

Three of the four TEFL stakeholders mentioned a lack of funding as a barrier to sustaining the project (Figure 22).

Figure 22: Barriers to Project Sustainability among TEFL Project Stakeholders: Ukraine (n=4)



HCNs' Comments On Barriers to Project Success

The volunteer had to adhere to the school program/curriculum. She was not in [a] position to freely choose what to do.

Perhaps, the majority of schools were not interested in volunteers' assistance. In many cases, the school administration was uncooperative.

I think we still do not have [a] full understanding of why the American Volunteers work here; the majority of the community does not trust them. The people of my age think they are spies and, therefore, they are reluctant to continue working with them.

Lessons Learned Regarding Goal 1 Performance

Two themes for additional investigation emerged from the research:

Increasing civic engagement. Three of the four project outcomes were successfully achieved. The project outcome related to civic engagement was less frequently reported as being met. Fewer than 50 percent of respondents said the organization-level changes in civic activities met their needs (Figure 4) and fewer than half of all respondents indicated that any of the individual-level outcomes met their needs (Figure 10). The development of civic engagement and individual-level skills seems to be problematic. Figure 14 shows that in 7 of the 10 skill areas asked about, fewer than half of respondents indicated that their capacity had increased. Figure 18 shows that approximately 20 percent of respondents indicated that training in capacity-building related to helping community members take action in their own communities was ineffective.

Sustaining Changes. Just over half of the respondents indicated that the school-level changes were not maintained after the departure of the Volunteers (Figure 3). The major exception was the English language skills of students, which 54 percent of respondents reported had been maintained. The results for individual-level changes were similar (Figure 9). These data, in combination with comments regarding the difficulty of motivating schools and school staff to support project-related changes, suggest that the project needs to examine ways to address structural barriers—such as staff resistance to change and national educational policies—to the achievement of changes and their maintenance.

CHAPTER 4: GOAL TWO FINDINGS

This section addresses how and to what extent Volunteers promoted a better understanding of Americans among HCNs with whom they worked and lived. The section begins with a description of what Ukrainians thought about Americans prior to interacting with a Volunteer and how they acquired that information. The section continues with a description of how much and in what ways Ukrainians interacted with Volunteers and concludes with their opinions of Americans after interacting with Volunteers.

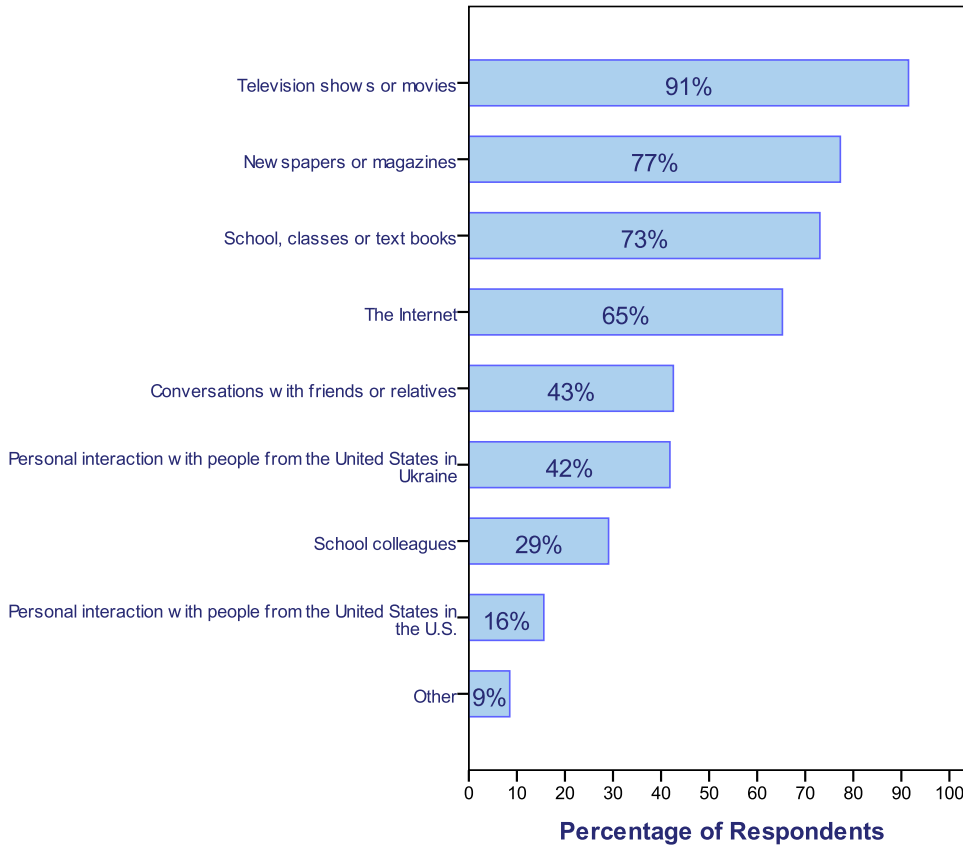
In Ukraine, Volunteers live with a Ukrainian host family during their initial pre-service training. Following successful completion of that three-month training program, Volunteers move to their assigned community and during their first month Volunteers again live with a Ukrainian host family. This arrangement facilitates continued language learning and community integration. After the initial month in their assigned town or community, Volunteers and their host families may elect to continue the host family living arrangement or Volunteers may decide to move to an apartment, house, or dormitory. Within the group of host family members interviewed, only six percent were people who rented their houses to Peace Corps Volunteers.

How Did Ukrainians Get Information about Americans Prior to Interacting with a Volunteer?

The respondents were asked to describe the ways they had learned about Americans, prior to interacting with a Volunteer. Counterparts and beneficiaries referred to *television shows and/or movies* (95% and 88% respectively) as their main sources of information about American people. At the same time, counterparts used *newspapers and magazines* to learn about the *country* (Figure 23). All three groups of respondents listed *school, classes, or textbooks* as an important source of information. The least used source of information by all three groups was *personal interaction with American people in the US*, meaning that few had traveled to the United States or interacted with American visitors to Ukraine.

CHAPTER 4: GOAL TWO FINDINGS

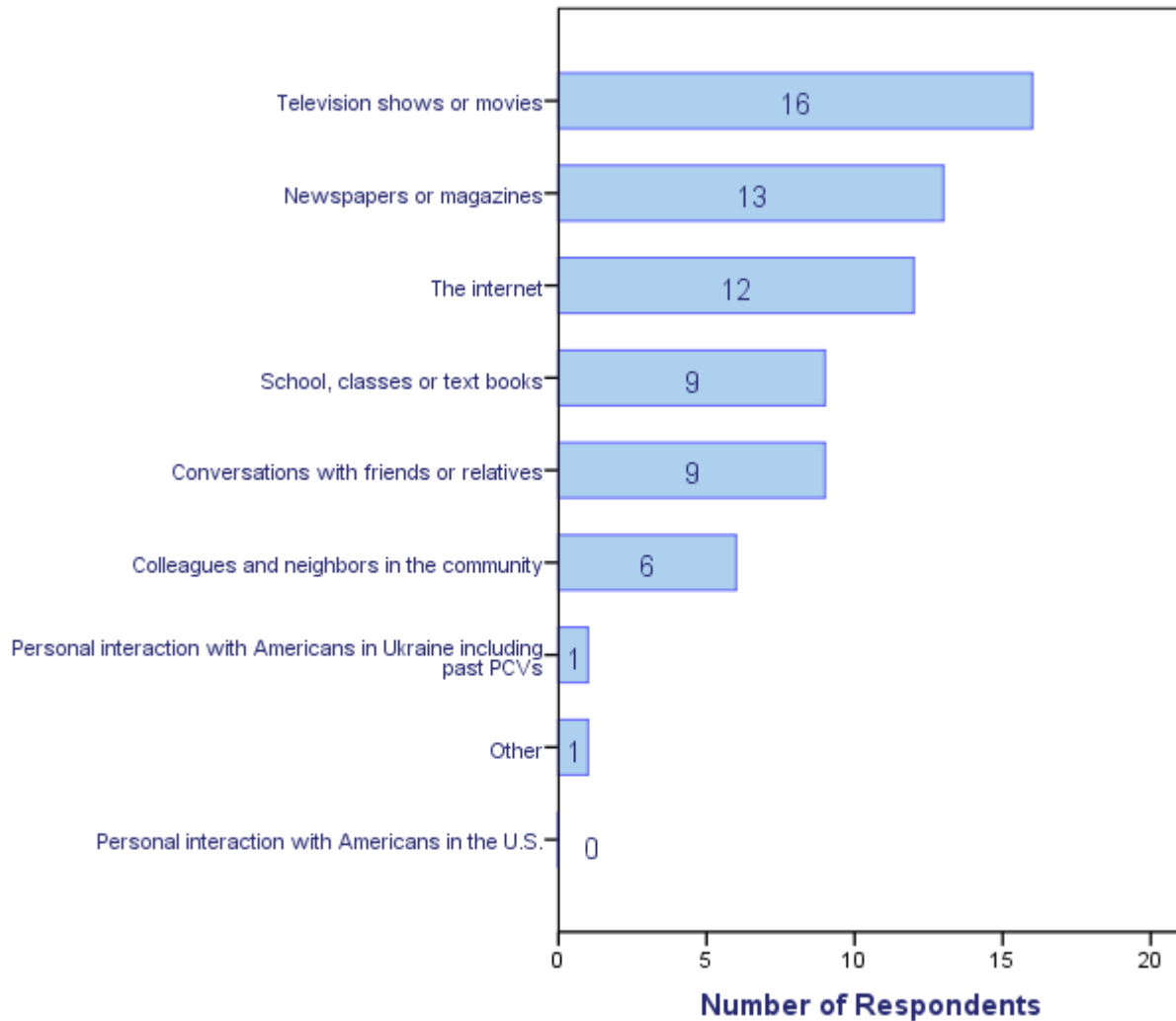
Figure 23: Counterpart and Beneficiary Sources of Information about Americans Prior to Interacting with a Volunteer: Ukraine (n=141)



CHAPTER 4: GOAL TWO FINDINGS

The host family members reported that their main sources of information about Americans were *newspapers/magazines* (81%) and the *Internet* (75%). Surprisingly, *television shows and/or movies* were not listed as a source of information by host family members (Figure 24).

Figure 24: Host Family Sources of Information about Americans Prior to Interacting with a Volunteer: Ukraine (n=16)



What Were Respondents' Opinions about Americans Prior to Interacting with the Volunteer?

Before interacting with Volunteers, most counterparts and beneficiaries reported at least a moderate understanding of Americans (Figure 25). The majority of host families members (13 of 16), two-thirds of counterparts (66%), and over half of the beneficiaries (51%) reported a *moderate* understanding of Americans.

Many more beneficiaries reported having *limited* knowledge about Americans (26%) than did counterparts (9%) and host families (6%). A quarter of counterparts (25%), one fifth of beneficiaries (21%), and 12.5 percent of host families reported a *thorough* understanding of Americans (Figures 25 and 26).

The respondents who said they had a *thorough* understanding of Americans included people with related occupations (e.g. historians, English teachers), as well as those who either have relatives in the United States and travel there or people who work with Americans in Ukraine and interact with them often. They explained:

- *Due to the nature of my occupation, I have very good knowledge about American people.*
- *I have distant relatives in the US. I have been in contact with them since independence times and I know quite well what kind of life they have and what problems they face.*
- *I lived in the US for one year and I have good knowledge about the people and their traditions.*
- *I received information during my study in the university. I learnt more about them when my daughter returned from the US. But I cannot say that my knowledge was good and profound.*
- *It was very thorough. My son has been living in the US for eight years now.*

Those who reported a *moderate* knowledge of Americans based their observations on information received from the news, magazines, and textbooks, but lacked any practical experience in communication with the people from the United States.

- *All I knew about the country was taken from the news/textbooks. I knew nothing about the way of life, mentality, and customs.*

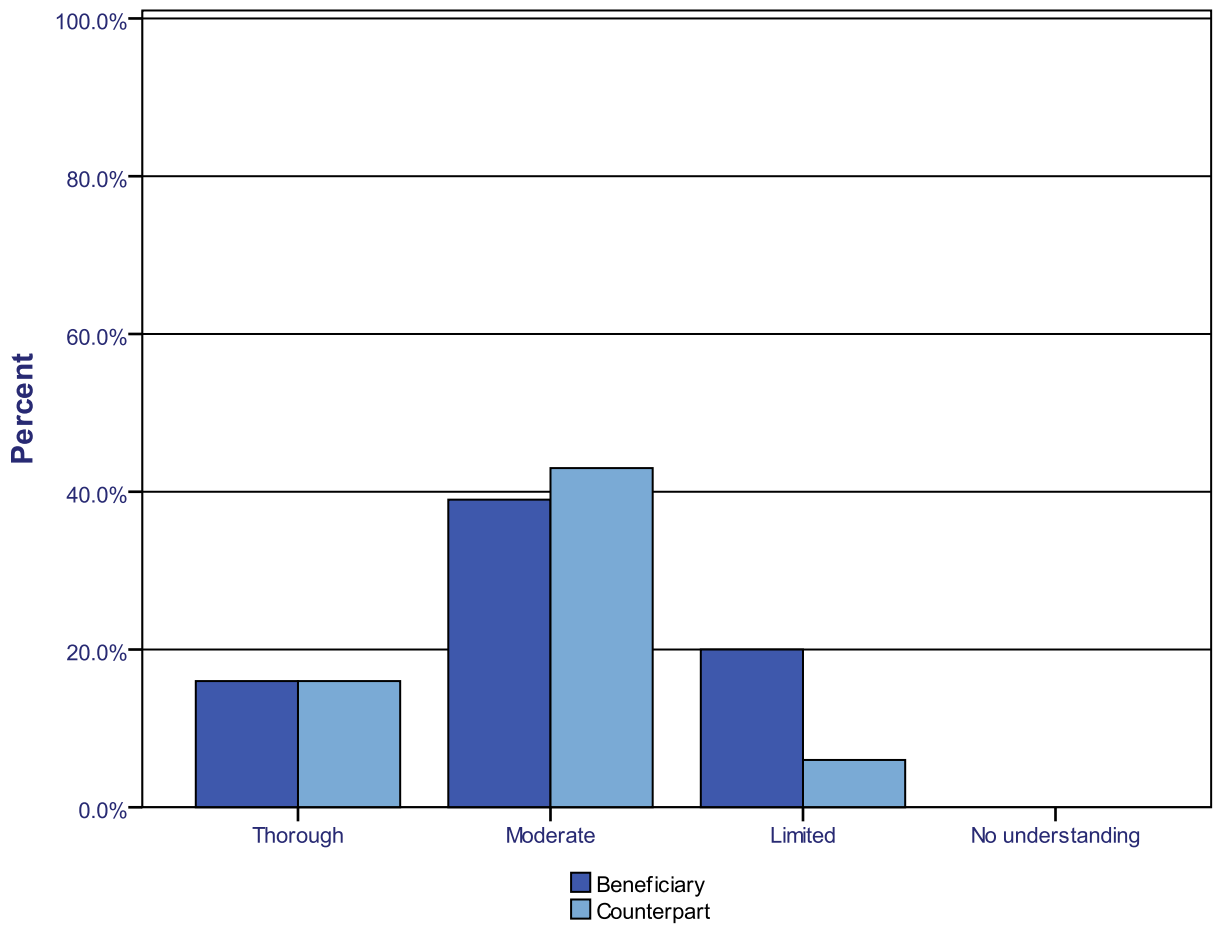
The majority of respondents with *limited* understanding of Americans had a positive perception of them, in general, as *educated*, *polite*, and *social* people. Some respondents mentioned their *biased* opinions of Americans. For example:

- *I had just a rough, biased perception.*
- *I had some picture of the US in my head from an opportunity I had to interact with Americans during Soviet times. But I can say that I had many stereotypes about them.*
- *I knew that there were people who lived in America and that they were rich.*
- *During the Soviet times, Americans were presented as enemies. Later I understood that they are like us. There are good people among them and not so good as well.*

CHAPTER 4: GOAL TWO FINDINGS

- *I was never interested in that. But for some reason I thought that they were always smiling and happy.*¹⁴

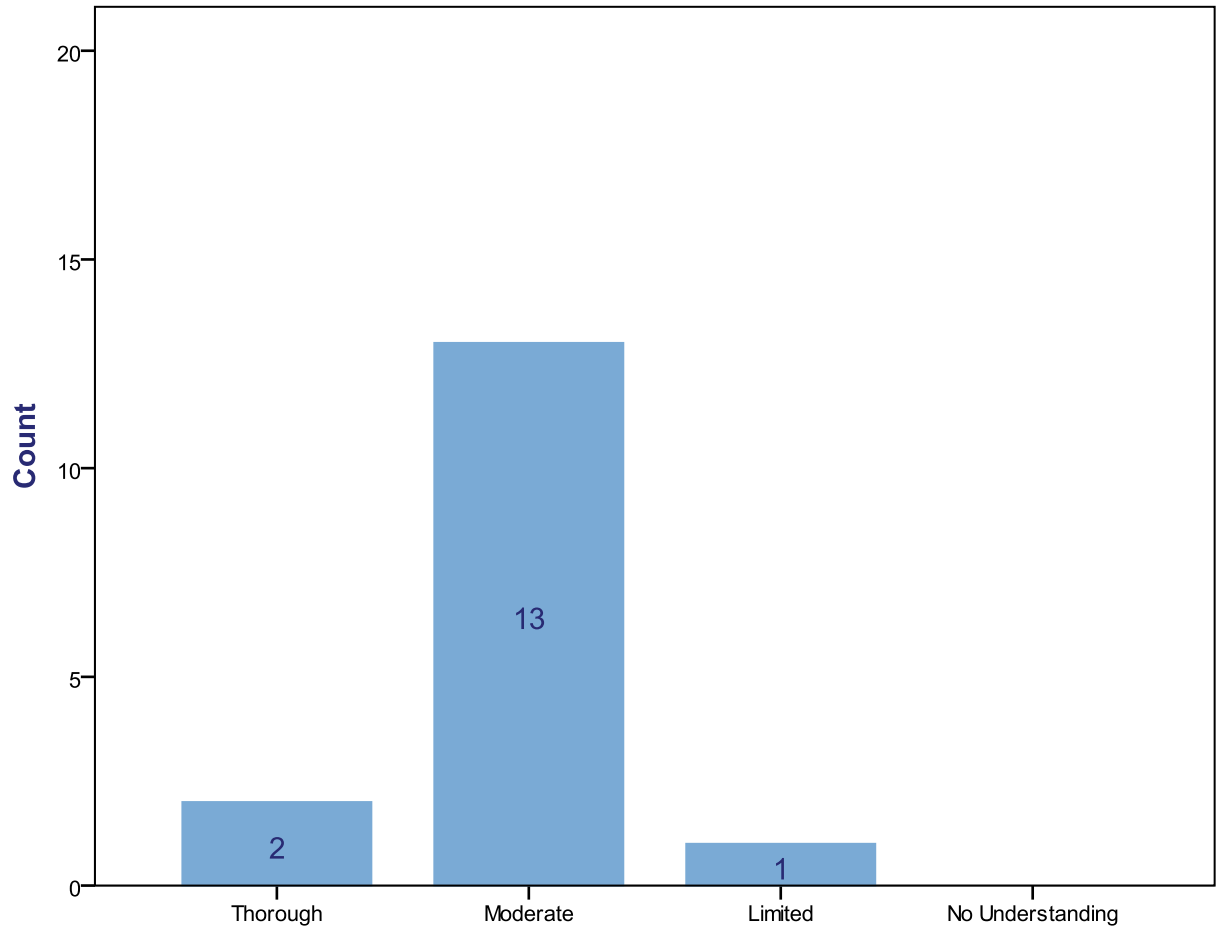
Figure 25: Level of Understanding of Americans Before Interaction Among Counterparts and Beneficiaries: Ukraine (n=141)



¹⁴ *Final Report: Peace Corps Ukraine Impact Study Results*. CCC Creative Center. September 2010. p.75-76.

CHAPTER 4: GOAL TWO FINDINGS

Figure 26: Level of Understanding of Americans Before Interacting With Host Family Members: Ukraine (n=16)



The majority of the respondents from all three groups (except stakeholders) reported either a positive or a neutral opinion of Americans before working or interacting with any Peace Corps Volunteers (Figures 27 and 28). Specifically, 72 percent of counterparts, 75 percent of beneficiaries, and 63 percent of host family members had a somewhat positive or very positive opinion. One quarter of counterparts, one fifth of beneficiaries, and more than one-third of family members had a neutral opinion.

Only a few counterparts (1.5%) and beneficiaries (4%) and none of the host family members held a somewhat negative opinion.

The senior researcher added details from the comments offered by the each group. The counterparts described Americans as “open, kind, cheerful, friendly, communicative, simple, hard-working, proud, loud, aware of their rights, ready to help, and tolerant.” Their most interesting opinions are presented below:

CHAPTER 4: GOAL TWO FINDINGS

- *Americans are more polite, it is easier to start a conversation with them. They are open for communication and straightforward. They do not have deep knowledge. Untidy.*
- *They are business-oriented people, who have their own peculiarities and problems. They are very wise when it comes to spending money.*
- *I was under the impression that they were rich, always smiled and did not have any problems. And, that it was their country that decided for them and all they had to do was simply to live well.*
- *I thought they were interesting people; somewhat haughty and proud-hearted, very confident and true patriots of their country.*
- *In general I had a very good opinion about the Americans. Our mass media tell us that the Americans have the latest technologies be it in science, medicine. The laws are laws for everyone there.*
- *No complexes. They know how to enjoy life. They have different values, not like ours. They do not care about their appearance, not like the Ukrainians. They care more about everyday comfort. They know how to rest.*
- *No snobbiness. They are simple, practical and very busy-like people. They are striving to achieve an ideal. Slightly coarse.*
- *People with clearly-defined goals. Often achieve it through hard work. Practical people. People who can organize leisure time activities.*
- *They are just like us. They have goals, they work hard. But the difference is that they have more opportunities to study and they know how to protect their rights. They are not so concerned about the material values and what other people might say.*
- *They are ordinary people with a good sense of optimism and leadership skills. They know how to earn money. They know how to make contacts with people.*
- *They are very intelligent, prepared and eager to share knowledge and video materials and methodological materials. They are professional.*

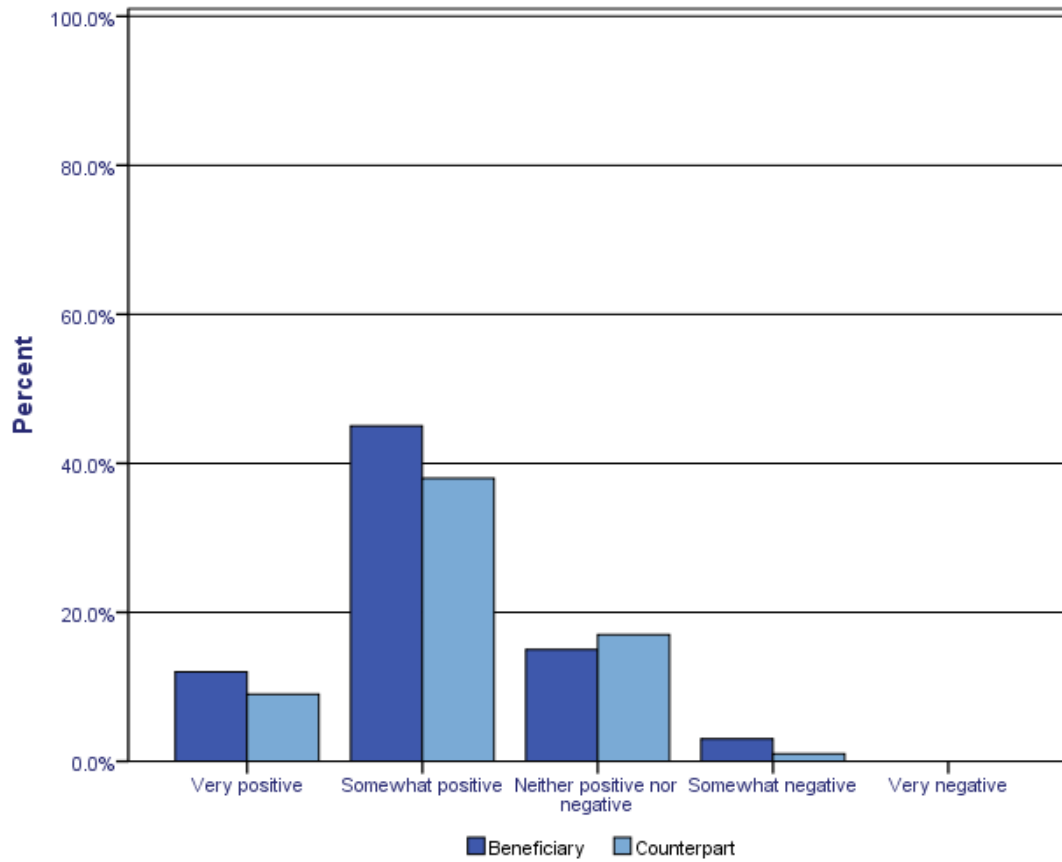
However, some counterparts did not have very positive opinion of Americans before they worked with them. They characterized Americans as, “*not very clever, irresponsible, disorderly, think one thing and do another, distanced, without sense of humor, not flexible, greedy people, having a ‘time-is-money’ attitude, lazy, aggressive, tough.*” Some respondents viewed Americans as “*arrogant people and people who loved their motherland that would try to impose their views and customs on us.*”¹⁵

“The opinions of beneficiaries about Americans before they work[ed] with them were positive and people from the US were seen as, “*People like us; confident; goal-oriented; rational; smiling; having positive emotions; frank; kind; hard-working; sincere; ready to help; motivated; open; communicative; self-confident; free; responsible; not caring about clothes; sociable; approachable; know what they want; naïve; and cheerful.*”

¹⁵ *Final Report: Peace Corps Ukraine Impact Study Results.* CCC Creative Center. September 2010. p.79.

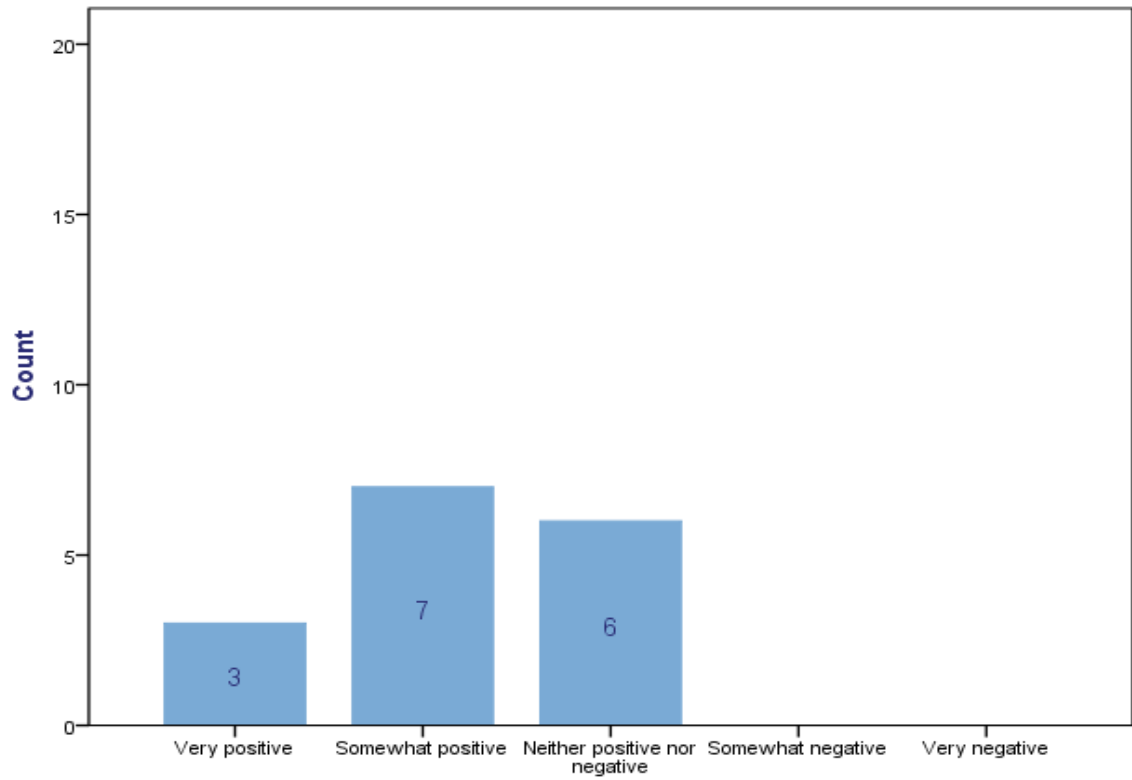
CHAPTER 4: GOAL TWO FINDINGS

Figure 27: Opinion of Americans Before Interacting with Counterparts and Beneficiaries: Ukraine (n=141)



CHAPTER 4: GOAL TWO FINDINGS

Figure 28: Opinion of Americans Before Interacting with Host Family Members: Ukraine (n=16)



HCNs' Opinions of Americans Prior to Interacting with Volunteers:

Counterparts and Beneficiaries

[I thought of Americans as] *people who identify their goal [and] achieve it, despite the possible obstacles, reserved people, not always sincere (real feelings may be hidden behind their smile). They have a very narrow professional specialization.*

[I thought that Americans were] *very confident people who have a somewhat arrogant attitude towards other people.*

[I thought that Americans were] *open, communicative, self-confident, target-oriented, a little bit opinionated, often smiling (but not always frank)*

They are cheerful, optimistic, generous, and kind.

My impression was that they were sincere, ready to help, hard-working, very professional in what they do, kind-hearted, and motivated.

Host Family Members

People who can earn money, they live very pragmatic lives, wear casual and simple/comfortable clothes, and have somewhat superior attitude towards other people.

[I thought that Americans were] *people who earn good money. Education and medicine are well developed in the United States. They are very pragmatic when it comes to money.*

In my mind a typical American would be rich, happy, very smart, would always have a smile, and one more thing, he/she would know his/her rights well.

In the senior researcher's report, respondents, when describing their opinions of Americans before interacting with a Volunteer, often said that Americans were "ordinary people just like any others but with their own traditions and customs. They noted that respondents also described Americans as open, kind, cheerful, friendly, communicative, simple, hard-working, smiling, and proud.

"Host family members opinions [before hosting a Volunteer] were divided into two groups. One group of host families spoke about their opinions on the personal behavior of Americans, while the other group of hosts family members' opinions related to the wealth and money of Americans." Overall, the majority of the host families expressed positive opinions of the Volunteers. As one host family mother said, "*We did nearly all household chores together. He*

CHAPTER 4: GOAL TWO FINDINGS

was a full member of our family. Furthermore, he [the Volunteer] was very willing to learn Ukrainian and I talked to him very much when we were doing something together. We engaged in double translation.”¹⁶

To What Extent Did Respondents Have Experience with the Peace Corps and Volunteers?

Counterparts reported having known an average of two Volunteers over a period of three years. Beneficiaries reported having known an average of three Volunteers over a period of 32 months. Host family members reported hosting an average of one Volunteer and having hosted the most recent Volunteer for approximately five months.

How Much and What Kinds of Contact Did HCNs Have with Volunteers?

Goal 2 of the Peace Corps is based on the belief that through frequent and varied interaction with Volunteers, HCNs will develop a better understanding of Americans. This section describes the nature and the number of interactions that HCNs had with Volunteers.

Counterparts had experience working and socializing with no more than 10 volunteers, but the majority reported they had previously communicated with one, two, or three Peace Corps Volunteers. The majority of beneficiaries had known and interacted with Volunteers for 2 or 3 years.

Eighty-seven percent of host families had hosted only one volunteer; 13 percent had hosted two Volunteers. The length of the home-stay ranged from two to 15 months, while the majority of the families (66%) hosted volunteers for two to three months.

When host families were asked why they had been interested in hosting a Peace Corps Volunteer, most of them indicated they were “interested in improving their English or getting language practice for their children.” As noted in the senior researcher’s report, “Some Ukrainians were interested ‘to try how it would be’ or ‘to get to know and communicate with a person from a different culture and learn more about America’ or ‘in socializing with the American.’”

“Several family members were asked by educational institutions to provide space to live for a volunteer that coincided with [the] family’s capability and interest. For example, ‘I love to communicate with new people, interesting people from the USA. My son lives in the US and I wanted to see whether I would be able to host an American citizen. It was also a request from the school authorities.’ Also, ‘my daughter lived in the US and I received [a] very hospitable welcome. So when I learned about the volunteer’s visit, I decided to say thank-you in this way. Second, it was language practice for my daughter.’¹⁷

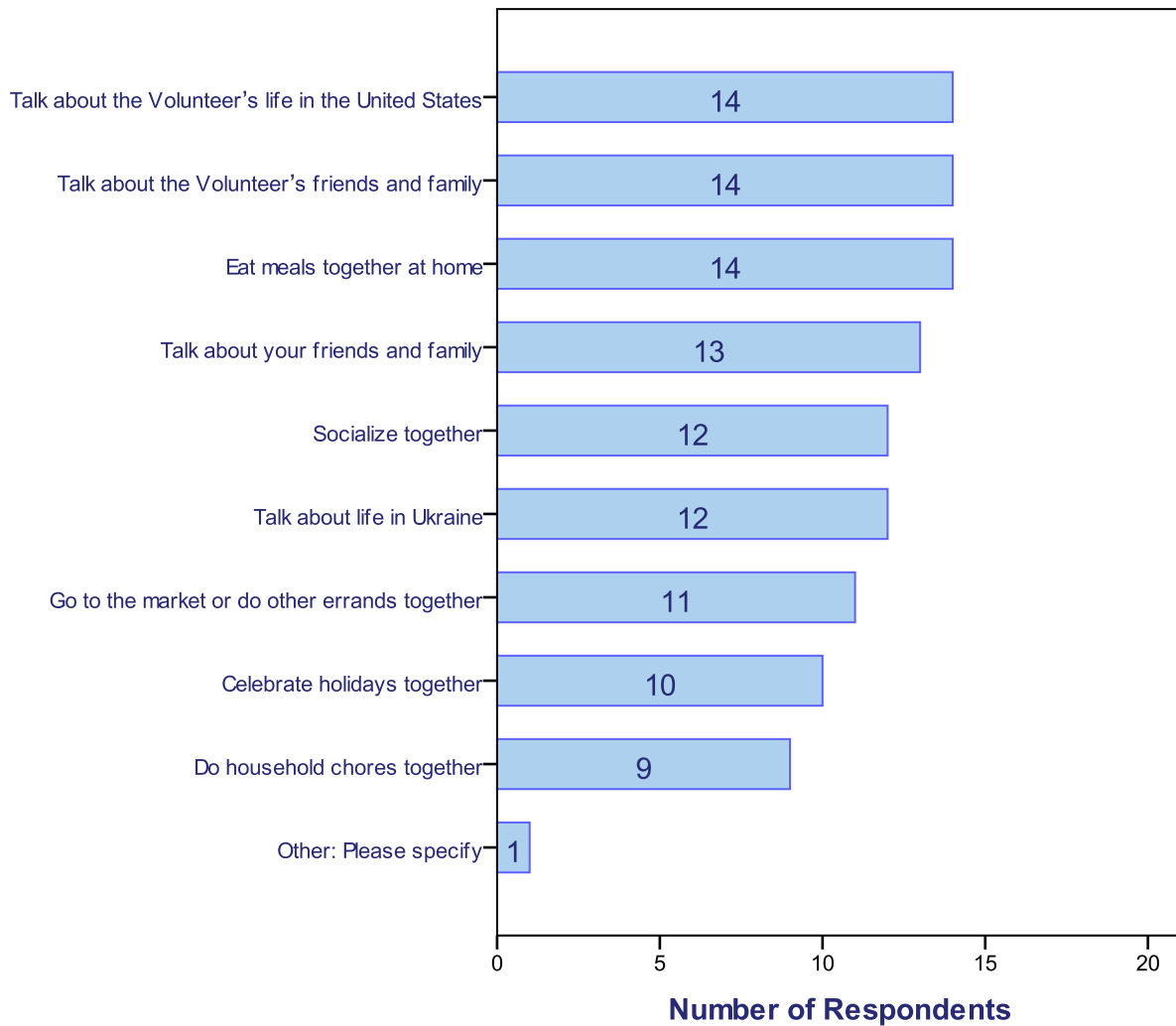
¹⁶ *Final Report: Peace Corps Ukraine Impact Study Results*. CCC Creative Center. September 2010. p.81

¹⁷ *Final Report: Peace Corps Ukraine Impact Study Results*. CCC Creative Center. September 2010. p.38

CHAPTER 4: GOAL TWO FINDINGS

The activities most frequently mentioned by the host family member as being shared with the Volunteers included talking about the Volunteer's life in the United States (14 of 16) and talking about the Volunteer's friends and family (14 of 16) (Figure 29).

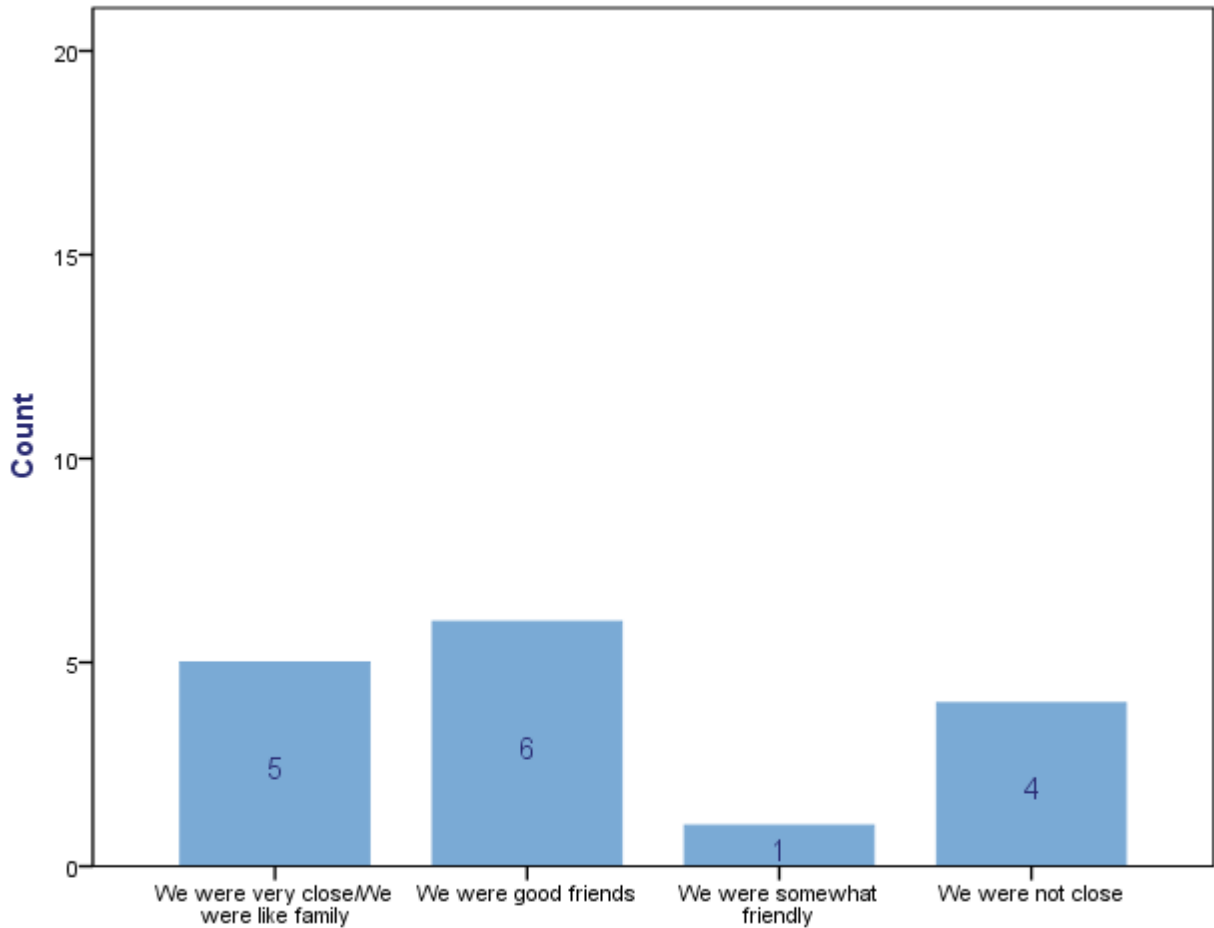
Figure 29: Activities that Host Family Members Shared with Volunteers: Ukraine (n=16)



CHAPTER 4: GOAL TWO FINDINGS

Host families rated their relationships with the Volunteers they hosted positively, with 11 out of 16 reporting that they were either good friends with or very close to the Volunteers and thought of them as family (Figure 30).

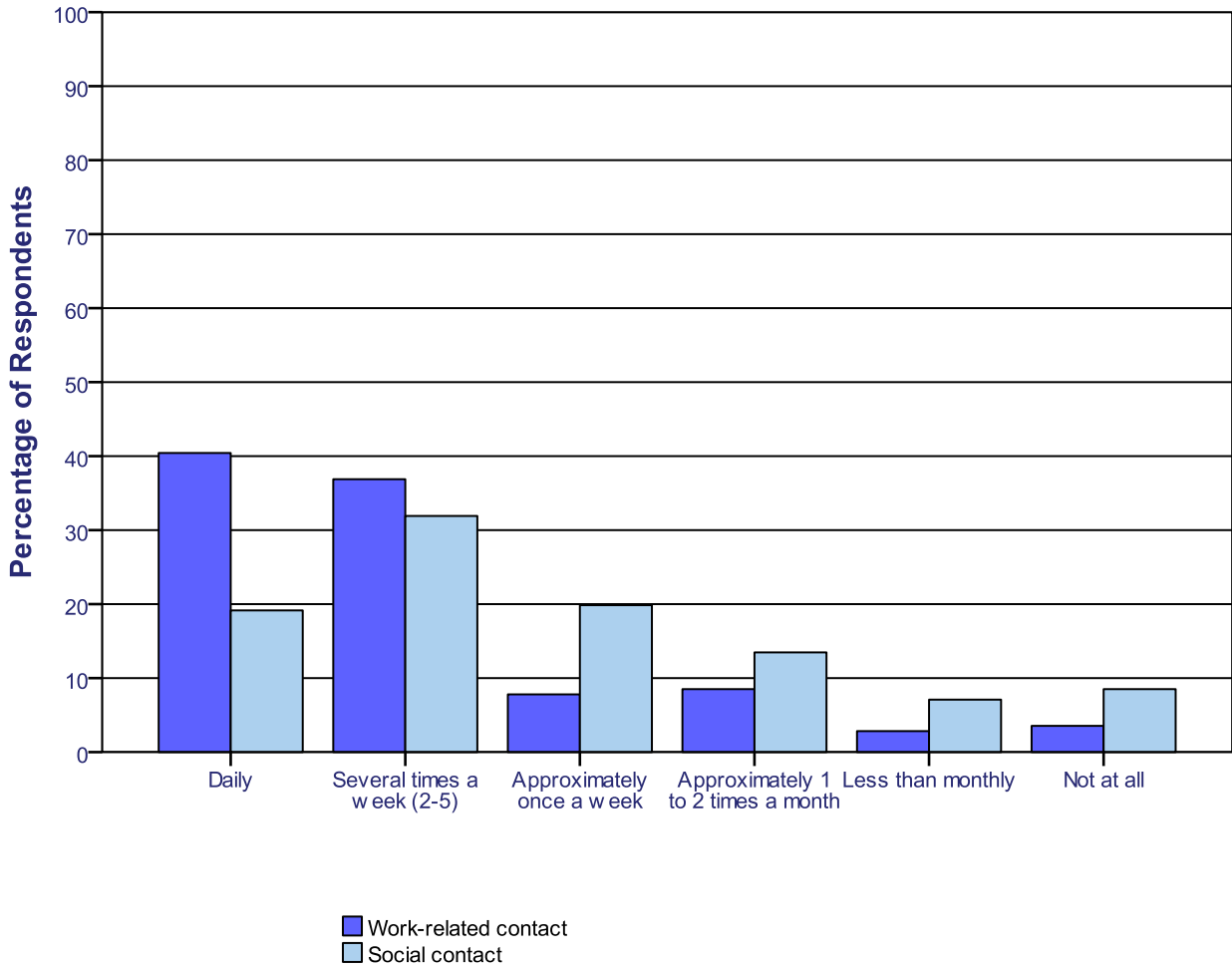
Figure 30: Host Families' Rating of Their Relationship with the Volunteer: Ukraine (n=16)



CHAPTER 4: GOAL TWO FINDINGS

Host country counterparts and beneficiaries: When contacts were work-related, well over 80 percent of the beneficiaries and counterparts saw the Volunteer at least weekly. When the contacts were social (defined as outside of work), well over 70 percent reported contact at least weekly (Figure 31).

Figure 31: Frequency of Volunteers' Interaction with Counterparts and Beneficiaries: Ukraine (n=141)



Changes in HCNs' Understanding of Americans After Knowing a Volunteer

This section provides information about changes in HCNs' opinions of Americans as well as some detail about the types of things they learned about Americans from interacting with Volunteers.

CHAPTER 4: GOAL TWO FINDINGS

Were Respondents' Opinions of Americans Better or Worse After Interacting with Volunteers?

After interacting with Volunteers, all of the respondents—counterparts, beneficiaries, and host family members—gained a better understanding of Americans (Figures 32 and 33). Forty-nine percent of the counterparts, 38 percent of the beneficiaries, and 38 percent of the host family members gained a more thorough understanding of Americans. Seventeen percent of the counterparts, 38 percent of beneficiaries and 63 percent of the host family members had a moderate understanding of Americans following the Volunteers' stay.

The senior researcher reported that “all respondents from all three groups who had limited understanding of Americans before working or interacting with [Volunteers] had changed their opinion about people from the USA.”

A detailed analysis of each group reveals the reasons behind these changes. Counterparts' changes in attitude are to be [attributed] to Americans' *behavior and an attitude of a readiness to help... as well as a willingness to share experience and knowledge.*

The counterparts mentioned the following changes (some of which are contradictory to one another).

- *It [my opinion] turned from neutral to positive. It is difficult to say what in particular since his image and behavior were so indivisible that I cannot think of something separate.*
- *She is well-meaning and smiling, and everything goes from her soul and heart She is straightforward and talented – something to learn from her.*
- *Sometimes the perception does not coincide with the reality. But in our cases they did. The volunteers were very easy to communicate with. I liked their outlook on life. They like to make money.*
- *System of values and views that change opinion of Americans.*
- *The ability of the volunteer to separate his work and private life.*¹⁸

Beneficiaries noticed the Volunteers' healthy lifestyles, politeness, competence, and professionalism. It was a combination of different characteristics that led to the change in attitudes toward Americans.

At the same time, Ukrainian beneficiaries also made some interesting observations.

- *Absolutely everything, starting from riding a bicycle to methods of teaching English, -he did everything differently and it was so interesting. For instance, riding a bicycle for me is a necessity and for Peace Corps Volunteer it was great fun; he had a creative approach.*

¹⁸ *Final Report: Peace Corps Ukraine Impact Study Results.* CCC Creative Center. September 2010. p. 87

CHAPTER 4: GOAL TWO FINDINGS

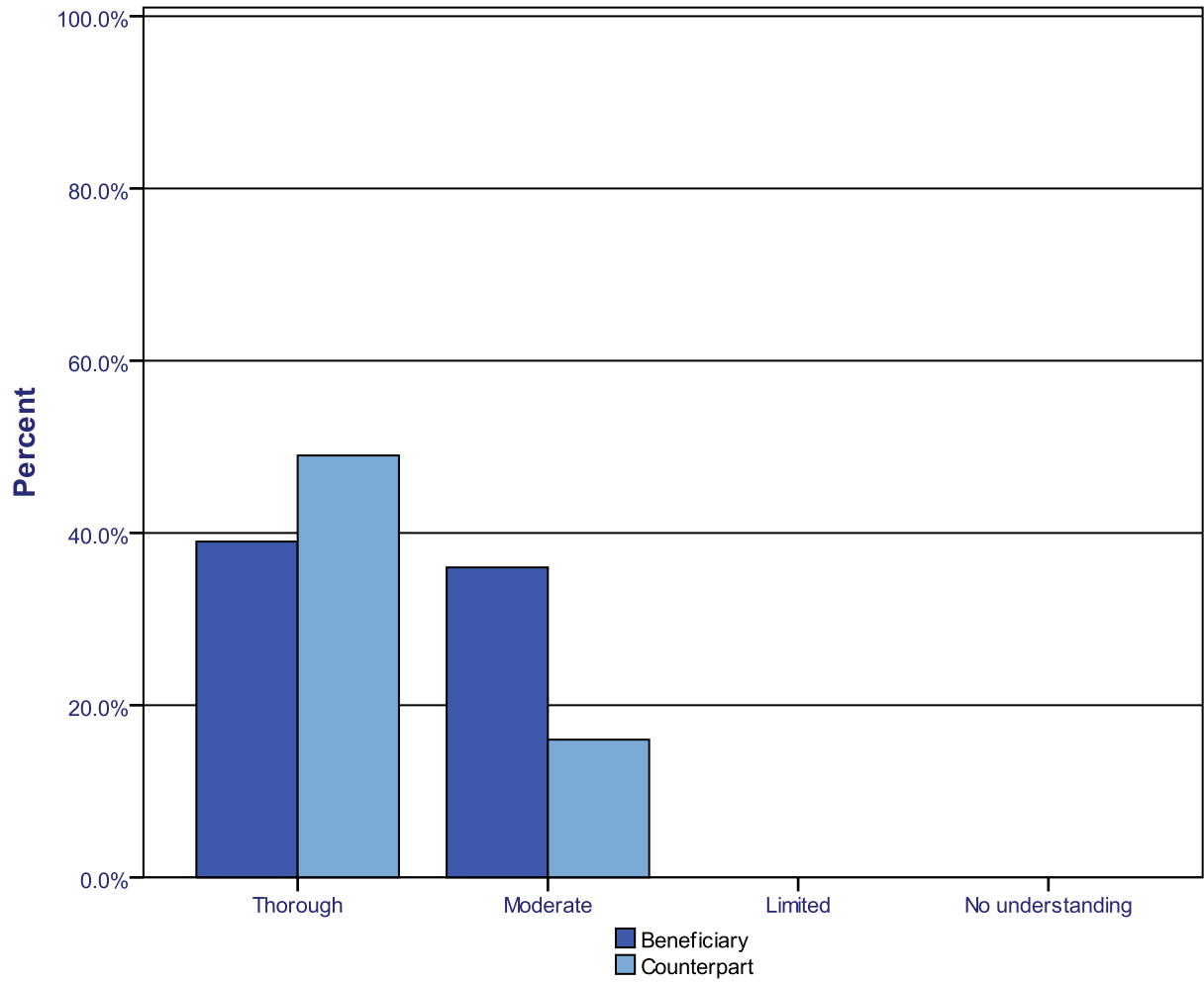
- *Communicativeness, willingness to listen and help. Openness for communication but a clear boundary concerning personal things.*
- *Everything that he presented was packed in a package paper. Very open and sincere.*
- *I do not know what it is. But I have different attitude now to everything: family, myself, pupils, and friends. My general outlook on life has changed.*
- *I realized it was important to study English in order to communicate with different interesting people. My dream is to go to the United States and to see how people live there.*
- *Indeed my understanding was changed. Americans are very polite and tolerant people. They differ from the Americans with hamburgers I had pictured in my head before.[He] respected our country. I was touched by his patriotism and love to his motherland.*
- *It was her ability to get adjusted and to keep her feelings under control.*
- *My opinion of Americans improved. They are open to other people. They are oriented to spiritual value. I learnt more about the US.*
- *My perception was changed after my one-on-one communication with the volunteer. I understood that they were kind people, not aggressive. It was possible to find a common language with them.*
- *Perhaps it was her own example, honesty and sincerity when communicating with people and hard working attitude. The Americans can say no and you do not feel offended by a rejection. That was very important to me.*
- *She was more approachable than we had imagined. When her relatives came to visit her she invited her grandma to school. She was very kind, simple woman. It was interesting to socialize with her.*
- *The opportunity to see a true example, in other words to communicate with a person of a different culture. I understood that the Americans were not like Ukrainians. They are more active and enthusiastic.*
- *The way they treated pupils – like someone equal.*
- *Their lifestyle – open, willing to share a lot Respect for the Ukrainian traditions.*

As for host families members they appreciated “*deeper and more detailed information received first hand.*” Also they “*realized that the Americans do not have much time to communicate in their day-to-day life.*” But most important was to receive specific and detailed information “*from a native speaker.*”¹⁹

¹⁹ *Final Report: Peace Corps Ukraine Impact Study Results.* CCC Creative Center. September 2010. p. 88

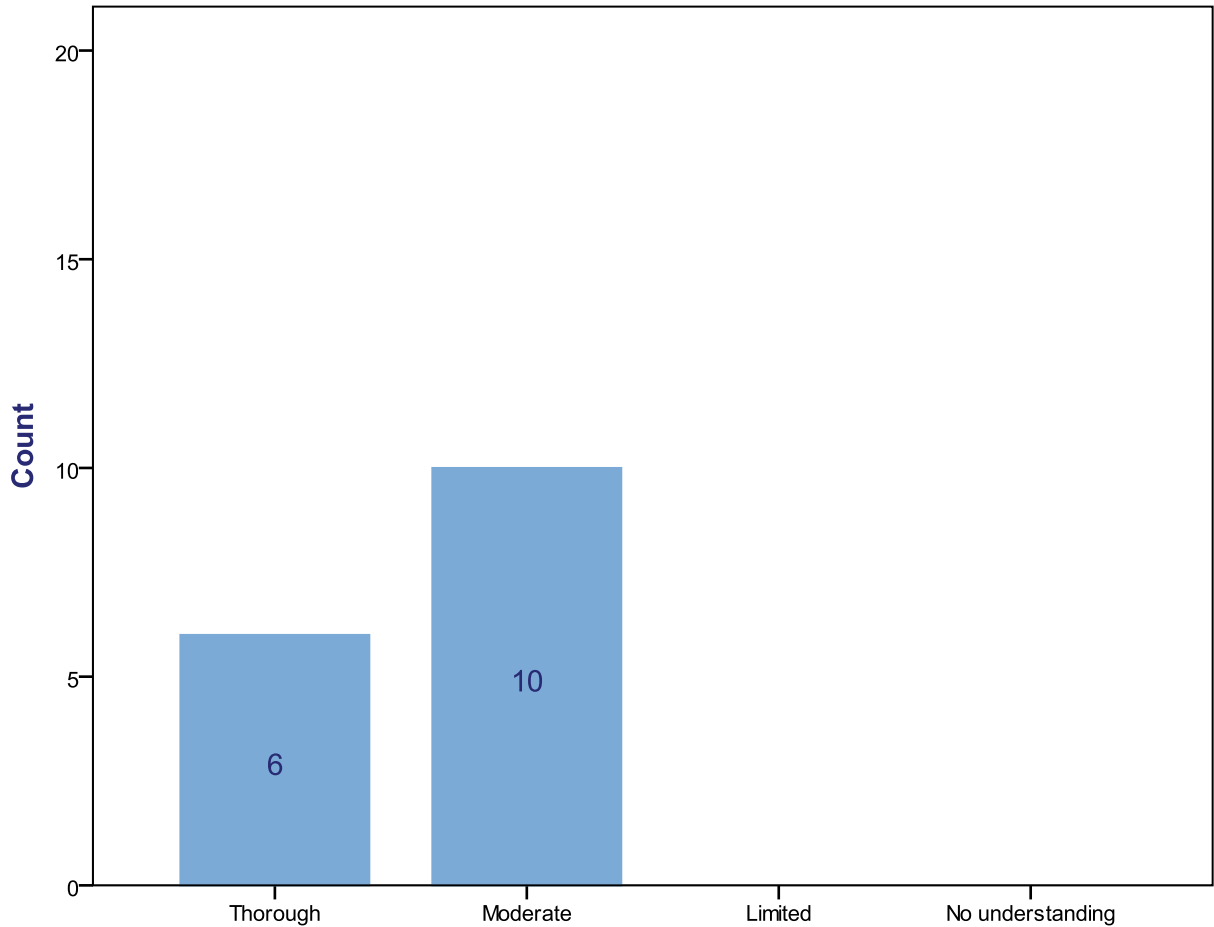
CHAPTER 4: GOAL TWO FINDINGS

Figure 32: Change in Level of Understanding of Americans after Contact with Volunteers Among Counterparts and Beneficiaries: Ukraine (n=141)



CHAPTER 4: GOAL TWO FINDINGS

Figure 33: Change in Level of Understanding of Americans after Contact with Volunteers Among Host Family Members: Ukraine (n=16)



As explained by the senior researcher, “the changes in attitude and opinions may be attributed to Americans, [particularly in terms of], their behavior; readiness to help; attitudes towards life and problem-solving solutions; hard work; communication; cooperation; responsibility; loyalty; tolerant behavior; openness; willingness to share experience and knowledge; kindness; sincerity; frankness; interest in helping; honesty; sociability; healthy lifestyles; politeness; competence; professionalism; and further features of Americans that made [respondents] change their attitudes towards people from the U.S.”²⁰

The researcher noted, however, that, “Although Volunteers proposed a variety of information and training on the diversity of the US in terms of racial/ethnic/religious groups, the majority of respondents did not or have not taken full advantage of [that] learning opportunity.” This comment may be linked to a lack of interest in this subject, as well as a noted preference for

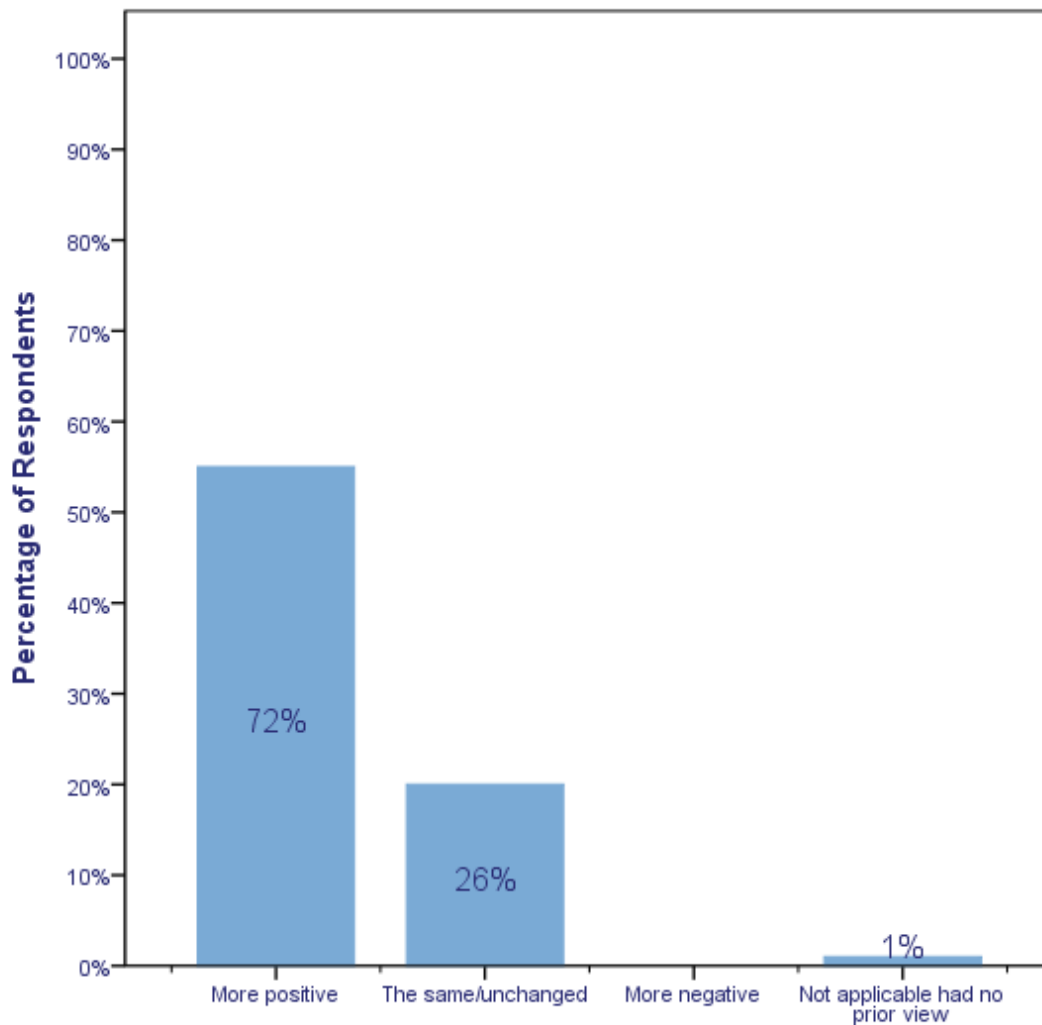
²⁰ *Final Report: Peace Corps Ukraine Impact Study Results*. CCC Creative Center. September 2010. p.16.

CHAPTER 4: GOAL TWO FINDINGS

respondents to speak highly of the professional skills they learned, while expressing somewhat less interest in the personal changes that they experienced.

After interacting with Peace Corps Volunteers, most beneficiaries and host family members rated their opinions as more positive (Figures 34²¹ and 35). Working with PCVs, noted the researchers, resulted in changes in opinions about Americans. They added that the respondents found people from the USA are: “law-abiding, disciplined, responsible, open, positive, nice, friendly, tolerant, ordinary people with ordinary needs, very responsible and hard-working. They do not have as easy a life as many of us think they have; simple and undemanding in their living conditions; love their country; and like to spend their time on something useful.”

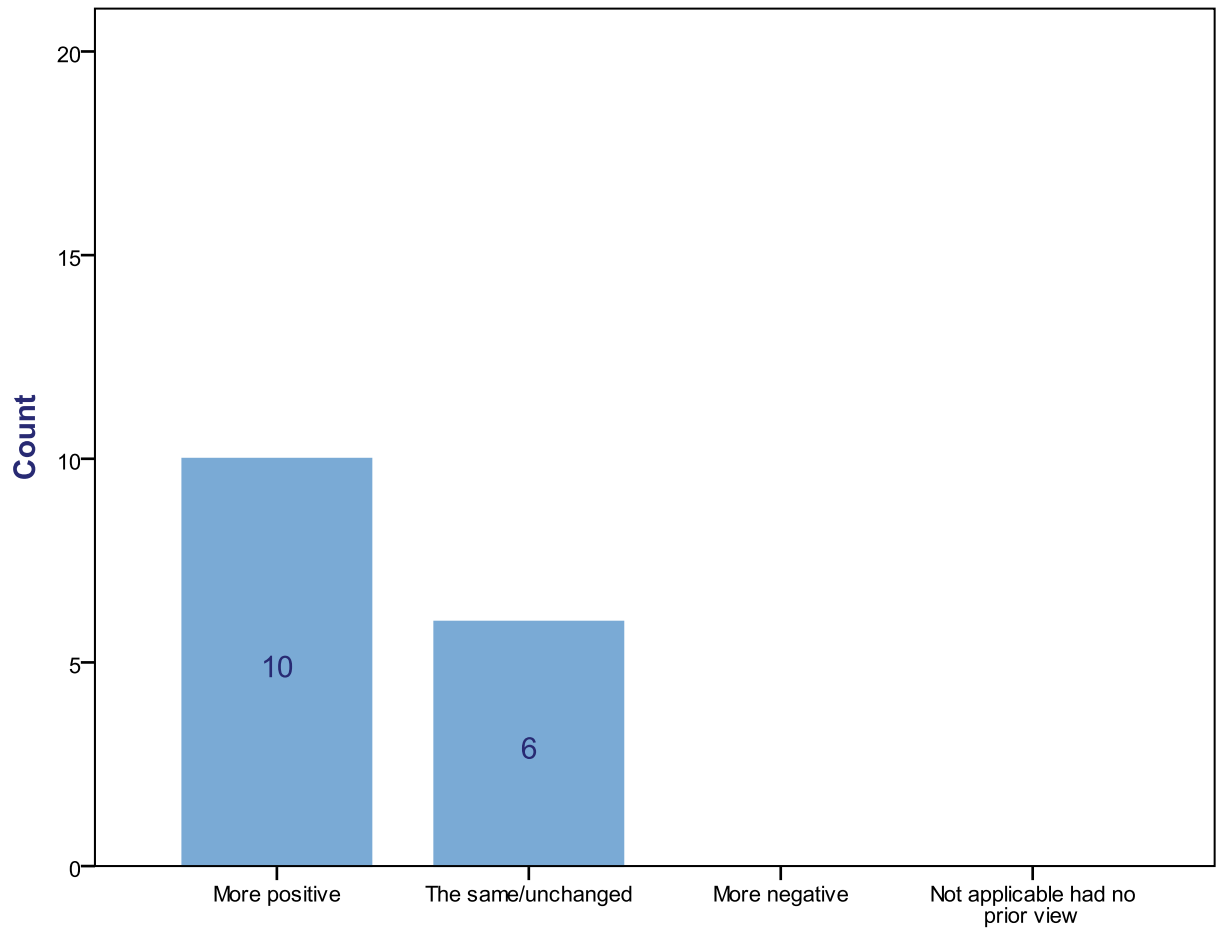
Figure 34: Change in Opinions of Americans After Contact with Volunteers Among Beneficiaries: Ukraine (n=76)



²¹ Due to an error in the development of the interview questions, this question was not asked of counterparts

CHAPTER 4: GOAL TWO FINDINGS

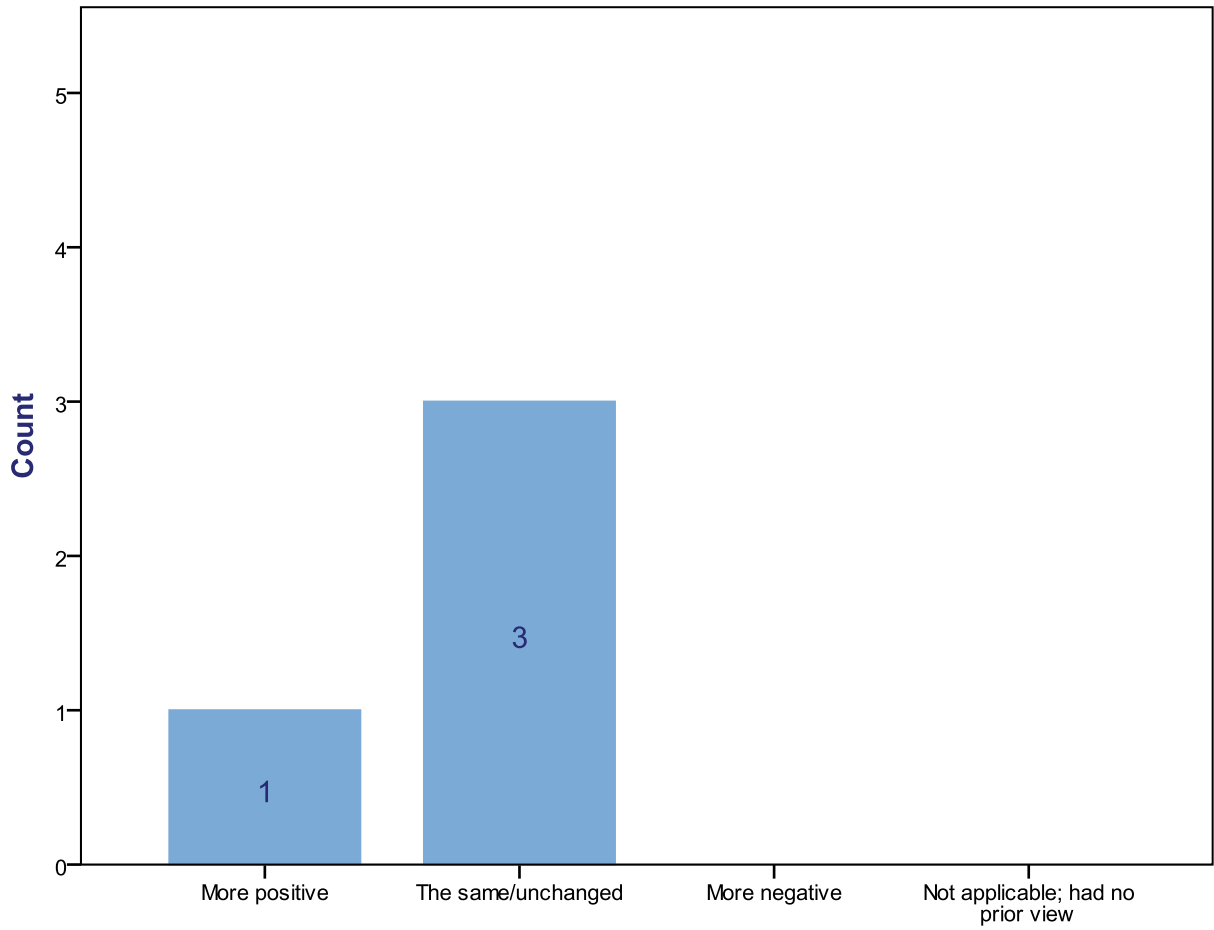
Figure 35: Change in Opinions of Americans After Contact with Volunteers Among Host Family Members: Ukraine (n=16)



CHAPTER 4: GOAL TWO FINDINGS

Three of the four stakeholders indicated that their opinions had not changed (Figure 36).

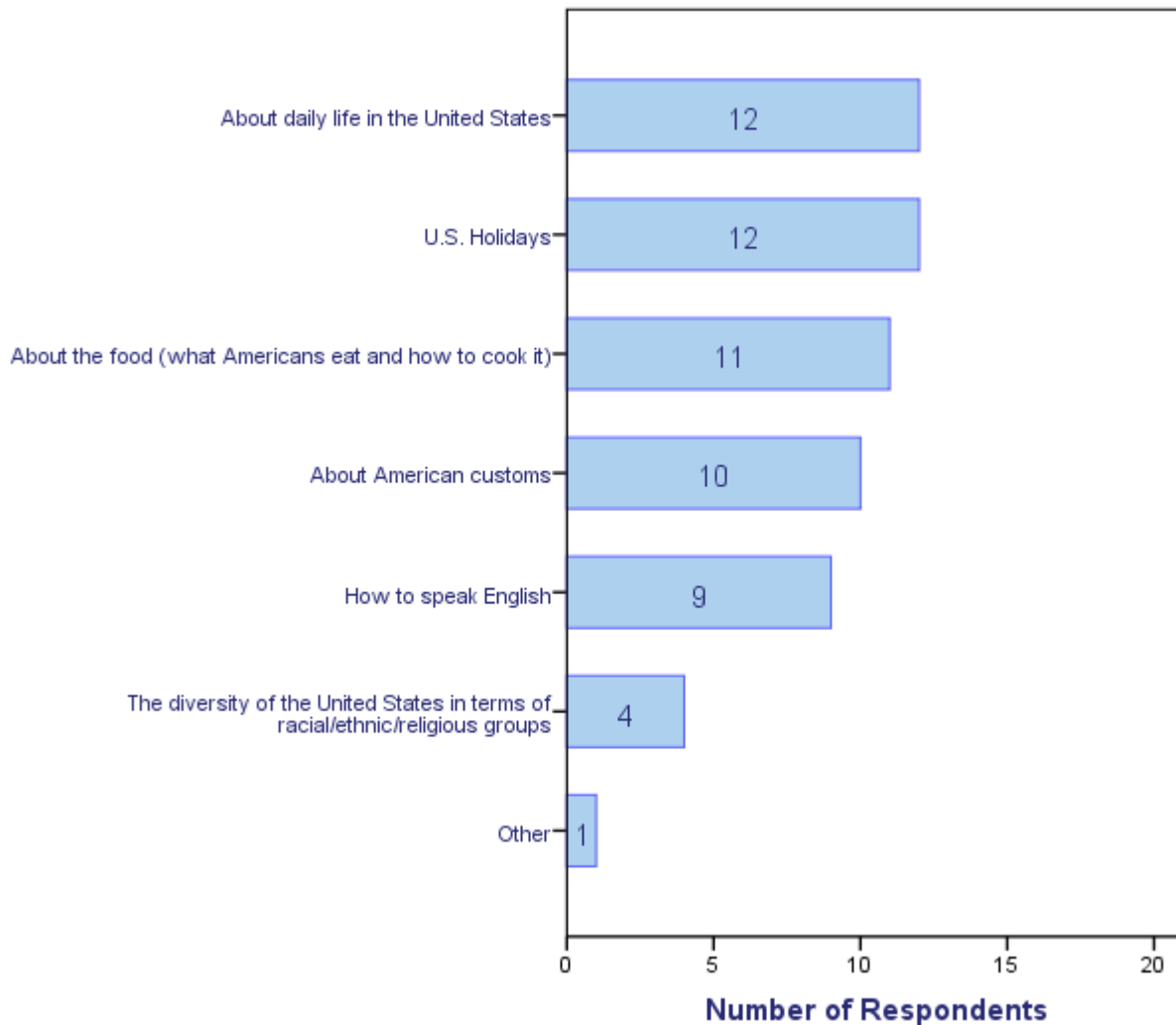
Figure 36: Change in Opinions of Americans After Contact with Volunteers Among Stakeholders: Ukraine (n=4)



Findings on What Ukrainians Learned About Americans from Volunteers

The topics that host family members most frequently reported learning about were daily life in the United States (12 of 16) and U.S. holidays (12 of 16) (Figure 37).

Figure 37: What Host Country Nationals Reported Learning from Volunteers: Ukraine (n=16)



When asked about their opinions of Volunteers after interaction, most respondents provided general responses suggesting that they had enhanced their understanding and developed more realistic views of Americans. This theme emerged in responses from counterparts and beneficiaries, as well as host family members. As summarized by the in-country research team, Peace Corps Volunteers succeeded in changing behaviors, outlook on life, and the general attitude of all respondents groups. According to the team, Ukrainians who worked, interacted,

CHAPTER 4: GOAL TWO FINDINGS

and lived with Volunteers began to smile more often and have more positive attitudes towards other people and life in general. Their confidence increased and they began to demand more of themselves. These individuals started to read more, became friendlier and tolerant, increased their awareness of healthy lifestyles, developed greater punctuality and accuracy, started to work on self- and professional development, became more task-oriented, and acquired the skills necessary for teamwork. Their opinions changed about the role of women in the family and they developed a better understanding of the importance of learning languages other than their own.²²

Ukrainian respondents shared their best memories of working with PCVs, which included: job activities; personal interactions; holidays; leisure time; and the PCV's personality. There were only a few negative memories associated with working with PCVs and they were mostly connected to misunderstandings in language and cultural traditions. As the researcher reported, "They have brought joy to host family members by doing household chores, going to the markets, socializing, and celebrating holidays together."

²² *Final Report: Peace Corps Ukraine Impact Study Results*. CCC Creative Center. September 2010. p. 93

HCNs' Opinions About Americans After Interacting with Volunteers

Counterparts

I have not changed my opinion much. I think of Americans the same way I think about other people. They are very hard-working, sincere, and extremely busy people. There are good, kind, honest, and open people among the Americans (just like among other people).

[In my opinion] Americans became closer and more understandable [to me]. They are like us with similar interests and values. [They are] clever and ready to help. [My opinion] became more positive.

Americans are pragmatic, they make their life smooth and comfortable. They talk less and do more. They are more adaptable to life than Ukrainians.

Beneficiaries

They are interesting people. [They] like traveling, like their country and are proud of being Americans.

The Americans are sociable, open, happy and, active (especially women). They are not indifferent/they care.

Americans work hard on self-development and on their careers. I have changed my opinion about the life in the USA and the Americans in general.

Host family members

I realized that they also have problems at times; they do not smile all the time. People do get sick there and not all diseases can be cured. If you do not have money or insurance, you can die there as you will not get medical treatment.

They are nice people. They are simpler than the Ukrainian (more for themselves). [They are] ready to help.

[My] outlook on Americans broadened. They do not have as easy a life as many of us might think. They have to work hard and study a lot in order to be successful.

CHAPTER 4: GOAL TWO FINDINGS

What HCNs Found Most Memorable About Interacting with Volunteers

Counterparts

The interaction within my family, invitations for coffee, communication of the Volunteer with my son.

She visited me when I was sick. She is balanced, honest, and reliable.

Beneficiaries

My best memory is the preparation for the teachers' workshop. We spent a lot of time together, argued a lot about the learning approaches, about the methods, and some assignments (e.g. whether they would be accepted by the students or not) .

The assistance of the volunteer when there was an emergency with the district heating network pipe in the school.

Host family members

Celebrations of birthdays, presents (not expensive presents, but it was very interesting).

He was very interested in the Holy Evening. [I remember] how he helped to work in the field, how he visited us after he moved out, pictures of his family, and a present from his mother (embroidery). [I remember his] interest in Ukraine and he told us about his family.

Lessons Learned Regarding Goal 2 Performance

One area for additional research is described below:

Increasing social contact: Social contact is one of the best ways that Volunteers learn about other cultures and teach HCNs about people from the United States. Yet almost 30 percent of respondents reported having social contact only once or twice a month or less. If possible, PCVs and HCNs should be encouraged to find a greater number and array of opportunities for social contact.

CONCLUSIONS

Peace Corps meets its goals of building local capacity (Goal 1) and promoting a better understanding of Americans among host country nationals (Goal 2) primarily through the service of its Volunteers. A key element of this service is that Peace Corps Volunteers live in the communities where they work and deliver technical interventions directly to beneficiaries living in rural and urban areas that lack sufficient local professionals. The Host Country Impact Studies are one way the Peace Corps measures the impact of its Volunteers. Specifically, these studies document the HCN perspective on the work of Peace Corps Volunteers.

The conclusions of the study were very well articulated in the senior researcher's report and are adapted and interwoven throughout the report.

The senior researcher's report notes that, "Peace Corps, as an organization and through the use of Volunteers, has greatly improved the professional knowledge and skills, as well as, the personal lives of many people with whom PC Volunteers work, interact, and live."

The study findings indicate that the TEFL outcomes were achieved. English language skills among students and teachers improved and the teachers' abilities to reach their professional goals were enhanced. On the individual level, respondents reported improvements in their own language and communication skills. The majority of respondents reported that they were satisfied with the project work and credited the professionalism of the Volunteers with the success of the project.

The project outcome in Civic Engagement was partially achieved. The project achieved skills transfer for individual community members, as close to 80 percent stated that the project had been somewhat to very effective in increasing the capacity of community members to take action in their community. Nevertheless, less than half of the respondents noted that the organization-level changes in civic activities met their needs and skills.

The researchers concluded that the "study shows the effects of the Volunteers are felt by respondents for a long time after Volunteers leave their communities. Respondents could not remember many details of the Volunteers' work, but they still remember and use English, approaches to problem solution [demonstrated by the Volunteer], behavior/manners, activism, and [the] lifestyle taught by Peace Corps Volunteers. The majority of positive outcomes of the Volunteers' work in institutions and communities were often maintained by the respondents after the Volunteers' departure.

"All respondents are interested in having another Peace Corps Volunteer work in their institutions again, a significant [compliment] to Peace Corps/Ukraine and a real [validation] of Volunteers' work."

The overall rate of satisfaction and the overall change brought on as a result of the work of the Peace Corps Volunteers was very high among the majority of those interviewed. However, a few respondents were *dissatisfied* with the absence of such changes. The limited number of classes a

CONCLUSIONS

Volunteer was allowed to teach per week and the lack of initiative on the part of some Volunteers were indicated as drawbacks.

For both the Counterpart and Beneficiary groups of respondents *the enthusiasm of the Volunteer* and the *professional approach of the Volunteer* were very important to bringing about and supporting changes in Ukrainians, though slightly more important for the counterparts.

The majority of respondents from all respondent groups felt that the positive outcomes from the Volunteers' work in their institutions and communities will be sustained. Stakeholders indicated that Peace Corps' work and training contributed to the Ukrainian organizations' ability to sustain the TEFL project work after the Volunteer leaves.

A small portion of respondents was less optimistic that the achieved results could be fully maintained after the Volunteers' departure. They felt the lack of funds would be an obstacle. For example, while a community may have received teaching or classroom materials during the project, there were frequently no funds to update or maintain those items after the departure of the Volunteer.

In addition to a lack of funding, some said a lack of local leadership strongly reduced the sustainability of the achieved results. It is also important to understand that respondents recognized that often other priorities and a lack of people to maintain the changes significantly reduced continuity in the work initiated by Volunteers.

There are no lasting negative effects of the Peace Corps work mentioned by any respondents. In contrast, one comment provided during an interview pointed out "the lasting effects and difficulty of overcoming the 'Soviet mentality and stereotypes' on sustaining positive change in Ukraine."

Goal 2 was effectively achieved in Ukraine, as HCNs who interacted with Volunteers reported more positive opinions of Americans. The Volunteers were credited with having made significant contributions to increasing Ukrainians' understanding of Americans due to their daily exposure to American lifestyle, values and traditions.

As observed by the senior researcher, "*The changes in attitude may be attributed to Americans, in particular, their behavior and overall attitude.*"

The Peace Corps will continue its efforts to assess its impact and to use the findings to improve operations and programming.

APPENDIX 1: METHODOLOGY

How Were the Community Sites and Interview Respondents Selected?

In Ukraine, the team conducted interviews at 20 TEFL Project placements. At each post a representative, rather than a random, sample was drawn from the list of Volunteer assignments since 2003. Sites that were extremely remote were excluded. Study sites were randomly selected from the remaining list. 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 member—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 asked for an interview.
3. In cases where there were still multiple possible respondents, the research team randomly selected the respondents.

How Were Data Collected?

The research questions and interview protocols were designed by OSIRP staff and refined through consultations with the country director, post staff and regional staff at Peace Corps/headquarters.

A team of local interviewers, trained and supervised by a host country senior researcher contracted in-country, conducted all the interviews. The interviewers conducted face-to-face structured interviews with the following categories of Ukrainian nationals:

- **Project partners/counterparts:** English teachers, department directors
- **Project beneficiaries:** English teachers, teachers of other subjects, English club members, students
- **Host family members:** families that hosted or served as landlords to Volunteers during all or part of their service
- **Project stakeholders:** representatives of the Ministry of Education and Science, editor of an English language newspaper

Interviewers used written protocols specific to each category of respondents.

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

APPENDIX 1: METHODOLOGY

One hundred sixty-one individuals were interviewed in Ukraine (Table 2) for this study.

Table 2: Number and Type of Host Country Nationals Interviewed: Ukraine

Interview Type	Number of People	Number of Sites
Project counterparts	65	20
<ul style="list-style-type: none"> • Language teachers • Directors • Linguists • Staff at training institutions 	44 9 6 6	
Project beneficiaries	76	20
Host family members	16	10 in-service families 6 PST families
Project stakeholders	4	-
Total	161	-

What Data Were Collected?

Interviewers used written protocols specific to each category of respondents. The counterparts and beneficiaries were asked questions related to both Goal 1 and Goal 2. Host family members were asked only questions related to Goal 2. The categories covered for each of the three groups are shown below (Table 3).

Table 3: Summary of Interview Questions by Respondent Type

Respondent Type	Question Categories	Approximate Length of interview
Counterpart	Goal 1	45 minutes
<i>Stakeholder questions were adapted from the counterpart questions.</i>	<ol style="list-style-type: none"> 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 2	
	<ol style="list-style-type: none"> 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 	

APPENDIX 1: METHODOLOGY

Respondent Type	Question Categories	Approximate Length of interview
	<ol style="list-style-type: none"> 3. Opinion of Americans after interaction with the Volunteer 4. Particular things that Volunteers did that helped improve respondent's understanding of Americans 	
Beneficiary	<p>Goal 1</p> <ol style="list-style-type: none"> 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 <p>Goal 2</p> <ol style="list-style-type: none"> 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 things that Volunteers did that helped improve respondent's understanding of Americans 	30 minutes
Host Family Member	<p>Goal 2</p> <ol style="list-style-type: none"> 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 things that Volunteers did that helped improve respondent's understanding of Americans 5. Behavioral changes based on knowing the Volunteer 	30 minutes

APPENDIX 2: METHODOLOGY FROM THE HOST COUNTRY RESEARCH TEAM²³

Purpose of the Study

The purpose of the study [was] to determine the extent to which host country individuals think that PCVs and the community projects are meeting their locally defined needs for trained men and women and increasing community members' understanding of Americans. In order to achieve its purpose, the study focused on the assessment of the impact of two of Peace Corps (PC) goals, specifically through the Volunteers' activities associated with the TEFL Project:

Goal 1: Helping the people of interested countries in meeting their need for trained men and women.

Goal 2: Helping promote Ukrainians better understanding of Americans.

This study is important to the Peace Corps in order to answer questions about the degree to which the Peace Corps is able to both meet the needs of the host country and support increased understanding of Americans among host country nationals. Moreover, this study will allow Peace Corps to have a better picture of how its project works and address areas where it could be improved. This study is unique because it focuses on learning about the Peace Corps' impact directly from host country individuals, in their own words.

CCC Creative Center (Ukraine-based NGO) was contracted by Peace Corps/Ukraine to implement the evaluation study. A CCC study team was responsible for implementation of the following tasks:

- i. Review the existing research plan and identify refinements to be discussed with Peace Corps/Ukraine.
- ii. Review Peace Corps/Ukraine TEFL Project documents.
- iii. Review and translate the interview questions and training materials provided by Peace Corps/Ukraine and Peace Corps/headquarters from English to Ukrainian.
- iv. Select host country national interviewers to conduct interviews at Peace Corps project sites.
- v. Train and supervise host country national interviewers such that the interviewers are able to conduct study interviews in a confident and friendly manner.
- vi. Conduct interviews at approximately 25 to 30 distinct Peace Corps/Ukraine sites selected by Peace Corps/Ukraine.
- vii. Develop a detailed logistics plan for all field work, including lodging, transportation, and travel to various sites.

²³ This section was pulled 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.

APPENDIX 2: METHODOLOGY FROM THE HOST COUNTRY RESEARCH TEAM

- viii. Communicate the status of the project to the Program and Training Officer on a regular basis.
- ix. Conduct key informant interviews with Ukrainian government and key NGO officials as identified by the Peace Corps/Ukraine staff.
 - x. Enter all interview data into a web-based data entry system to be provided by Peace Corps/Ukraine. Data will be entered in both the language of the interview (Ukrainian) and translated into English.
 - xi. Produce a project report in both English and Ukrainian.

The methodological approach for the survey was primarily provided by the Peace Corps and was detailed during the initial stage of the study implementation and training of host country national interviewers. The information on the impact of Peace Corps was gathered by the contractor, primarily through interviews with people who have lived and worked with Peace Corps Volunteers. Particularly, the following groups have been interviewed:

1. Host County National school/university-based counterparts (team teachers, school administrators, teacher supervisors, etc.)
2. HCN beneficiaries of Peace Corps projects (students of classes taught or team taught by PCV, as well as attendees at camps or events)
3. Host family members
4. Stakeholders

Site Selection and Sampling

The study centered on the Peace Corps/Ukraine TEFL Project. Since the study focused on the impact of PCVs on skills transfer to and capacity building of host country counterparts and community members (Goal 1) and on changes in host country nationals' understanding of Americans (Goal 2), the host country individuals who interact with PCVs were selected for interviews. The headquarters and post staff made the initial selection of study sites. Peace Corps/headquarters staff created a data file containing all PCV assignments for the post since 2004. After a random sample, approximately 20 percent of the sites were chosen for the study. The 20 sites were geographically spread throughout Ukraine. Approximately three to six people were interviewed per site. The research team and host country national interviewers contacted specific individuals provided by Peace Corps/Ukraine and identified more individuals to be interviewed when needed.

Data Collection Methods, Sources, and Instruments

Methods of data collection included a review of documents and individual interviews with representatives of four target groups. The study relied primarily on in-depth, face-to-face interviews with individuals who had worked or lived with a PCV. Interviews were selected as the primary method to collect the data because they are well suited to gathering information about attitudes, awareness, and perceptions. Interviews are also excellent tools for gathering information about general knowledge and behaviors.

APPENDIX 2: METHODOLOGY FROM THE HOST COUNTRY RESEARCH TEAM

In addition to the information gathered through the interviews, the following secondary data was provided by Peace Corps and reviewed during data analysis:

- Peace Corps documents
- TEFL Project documents
- Host Country Impact study reports from other countries
- Report entitled, “Assessing the Impact of Peace Corps: A Case Study in Ukraine (2008).”

Peace Corps provided CCC with draft questionnaires for each target group, which were tested and updated after consultation with the research team and the host country national interviewers during training. The interviewer had an opportunity to tailor his or her follow-up questions and probes to the specific respondent and gather information in more depth than would be the case with a standard questionnaire.

Host country individuals were interviewed using the interview guide specific to each category of respondent. The interview guide consisted of several parts that included interview introduction, confirmatory and exploratory questions, questions about the project work and about respondents’ understanding of Americans, and thanking participants. In general, each interview lasted 30-90 minutes.

Data Analysis

The survey data were translated into English and entered into the *DatStat* online system provided by Peace Corps. Later the entered data were converted to an Excel file that was sent to the CCC. Data analyses were conducted according to the respondent group findings and then grouped according to each evaluation question. The respondents were segregated into four groups: counterparts, beneficiaries, host family members, and stakeholders. The analysis was focused on combining similar findings and presenting those in accordance with the evaluation questions.

Study Team

The evaluation team consisted of a senior researcher and a research manager. Ten local interviewers were responsible for conducting interviews with the main beneficiary groups. Four people were hired to enter data into the online *DatStat* system. The senior researcher and research manager supervised the field interviews and conducted interviews with key stakeholders. All data analysis and development of the survey reports were facilitated by the senior researcher.

Study Limitations

The following evaluation limitations were generated by Peace Corps, and were considered when interpreting the study results:

*APPENDIX 2: METHODOLOGY FROM THE HOST
COUNTRY RESEARCH TEAM*

Bias due to respondent memory or willingness to report: To the extent possible, the interview data gathered was compared to PCVs' responses regarding the extent to which Volunteers thought they helped HCNs to gain a better understanding of Americans. Where possible, respondent information about how and whether they thought that the PCV affected their understanding of Americans and others was compared within subgroups of related respondents and examined for trends.

Measurement of broad concepts: The concepts of meeting host country needs and promoting a better understanding of Americans are so broad that they do not have standard definitions. Further, there are no universally accepted valid and reliable measures of these concepts. As a result, the data gathered through these interviews is exploratory rather than confirmatory.

Measuring short-term outcomes: Changes in attitudes, knowledge, and awareness are typically short-term project outcomes. Changes in behaviors and practices may be intermediate outcomes. These interviews made it possible to gather information about attitude, awareness, and knowledge changes (i.e., short-term outcomes) related to both strategic goals.

Limited availability of counterparts, beneficiaries, or host family members. There were some difficulties in finding host family members as some PCVs lived in rented domiciles. In such cases, landlords were interviewed.

In addition to the aforementioned, the following technical limitations were also revealed during the preparation, field work, and data analysis stages and considered accordingly.

Objectivity of respondents' judgment: The interview guides for all the respondent groups contains comparative questions, as well as, questions about the respondents' understanding of Americans before working/living with PCVs. The interview process showed that respondents faced difficulties answering this kind of question, since in most cases the experience of working with a PCV has had a significant influence on the host country individuals' mindsets. While interpreting the data, the evaluation team took this bias under consideration when providing an evaluation of the findings.