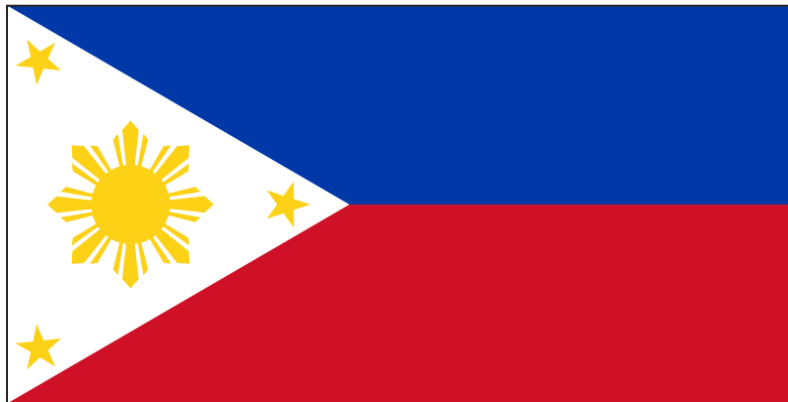




*Office of Strategic Information,
Research and Planning*

Host Country Impact Study The Philippines



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

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The interest and support from the Peace Corps staff in the Philippines were critical to this endeavor. Our sincere appreciation is extended to Country Director Sonia Derenoncourt; Director of Programming and Training Charles Enciso; and Program Assistant Anya Mayor, who earned a Meritorious Award from the Embassy of the United States, Manila, Philippines, for her work on this study.

The success of this study is due ultimately to the work of Senior Researcher Dr. Teresa de Guzman and her research team from De La Salle University, Manila, who skillfully encouraged the partners of Peace Corps Volunteers to share their experiences and perspectives.

¹ Although this study was a team effort involving all members of the OSIRP staff, Kelly Feltault deserves special recognition as the study lead and primary author of this report. Janet Kerley, OSIRP's Chief of Evaluation, initiated the study with the post and served as the senior advisor to the project. Jessica Hwang provided data support, John Bryan copy-edited the report, and OSIRP Director Cathryn L. Thorup reviewed and made substantive edits to the study.

ACRONYMS AND DEFINITIONS

Acronyms

BEC	Basic Education Curriculum
BETA	Basic Education and Technical Assistance Project
DepED	The Philippine Department of Education
ELA	English Language Assistance Project
HCN	Host Country National
ICT	Information Communication Technology
NGO	Non-governmental Organization
OMB	Office of Management and Budget
OSIRP	Office of Strategic Information, Research and Planning
PC/P	Peace Corps/Philippines
PCV	Peace Corps Volunteer
PNVSCA	The Philippines National Volunteer Services Coordinating Agency
PST	Pre-Service Training
PTCA	Parent, Teacher, Community Association
UBD	Understanding by Doing
USAID	United States Agency for International Development

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 when they occupy a particular 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 partners² and include host-country ministries and local non-government agencies that are sponsoring and collaborating on a Peace Corps project. There may be a single agency or several agencies involved in a project in some role.

² This definition, while narrower than the one commonly used in the development field, is the definition provided in the Peace Corps *Programming and Training Booklet I*.

EXECUTIVE SUMMARY

Introduction

In 2008, the Peace Corps launched a series of studies to determine the impact of its Volunteers on two of the agency's three goals: building local capacity and promoting a better understanding of Americans among host country nationals (HCNs). The Peace Corps conducts an annual survey that captures the perspective of currently serving Volunteers.³ 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, on the other hand, 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 a study conducted in the Philippines in the fall of 2010. The focus of the research was the Philippine Basic Education and Technical Assistance Project (BETA).

Purpose of the Host Country Impact Studies

The Philippines's Host Country Impact Study assesses the degree to which the Peace Corps project meets the basic education needs of the host country, especially in terms of English language education. The study provides Peace Corps with a better understanding of the Basic Education and Technical Assistance Project and the impact it has had on local participants. In addition, the evaluation provides insight into what host country nationals (HCNs) learned about Americans and how their opinions about Americans changed after working with a Volunteer and identifies 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)?

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

³The Peace 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

Evaluation Methodology

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

- 27 Counterparts
- 28 Beneficiaries
- 45 Students
- 24 Host Family members
- 23 Stakeholders

In addition to interviewing local participants who worked with Volunteers, the research team also interviewed teachers, principals and students in sites that had applied for, but had not been assigned a Volunteer. The comparison groups included:

- 50 comparison group beneficiaries
- 48 comparison group students

In total, the study reached 245 respondents in 26 communities.

Interviews were conducted from November to December 2010. (See Appendix 1 for a full description of the methodology. Please contact OSIRP for a copy of the interview questionnaire.)

Project Design and Purpose

The purpose of the BETA Project is to build the capacity of teachers, students and community members to address their educational needs and implement sustainable school and community-based educational change.⁴ The project was designed to respond to curriculum changes mandated by the Philippines Department of Education (DepEd), and is implemented by the Philippines Department of Education, the Peace Corps/Philippines (PC/P) and the Philippine National Volunteer Services Coordinating Agency (PNVSCA).

The Peace Corps Philippines BETA Project addresses needs in the following areas:

- Improve the teaching and communication skills of teachers in English
- Improve the English skills of students
- Increase teacher access to books, instructional resources and English teaching materials
- Strengthen the linkages between schools and communities to integrate community issues into education

⁴ Information on the BETA Project cited in *The Basic Education and Technical Assistance Project Plan*, Peace Corps, September, 2004.

EXECUTIVE SUMMARY

Evaluation Findings

The evaluation findings for the BETA Project indicate that the intended goals of the project were met, although sustaining the outcomes after the Volunteers leave is a challenge. One key result was unplanned, but highly positive: students and teachers both reported a better student-teacher relationship after working with a Volunteer.

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

Goal One Findings

Most Project Activities Were Consistently Implemented

- Volunteers implemented nine of the twelve intended project activities.
- Volunteers had difficulty implementing activities designed to strengthen the linkages between schools and communities and integrate community issues into education
- Volunteers implemented three activities outside the project plan that met specific local needs

Intended Outcomes

Training Focused Primarily on Interactive Teaching Methods

- 56% of counterparts and 32% of beneficiaries received training in teaching methods
- 41% of counterparts received training in developing classroom resource materials
- 36% of beneficiaries received training not specified in the project plan (i.e. library cataloging or computers)

School Capacity Building Was Largely Achieved

- Most outcomes showed high rates of change
 - 96% of counterparts and 92% of beneficiaries stated that student confidence and competence in English improved
 - 93% of counterparts, 96% of beneficiaries, and 51% of students stated the schools had increased access to classroom resources and books
 - 92% of counterparts stated student reading comprehension improved
 - 87% of beneficiaries stated teachers improved their use of interactive teaching methods
 - 54% of students stated the new teaching methods were more fun and more effective in helping them to learn
- Linkages between schools and communities were not strengthened
 - Although 92% of counterparts reported they had increased their skills in working with communities to improve education, few respondents reported conducting any activities related to this outcome
- Changes were somewhat sustained
 - 15% of beneficiaries and 30% of counterparts stated student confidence and competence in speaking English were fully sustained⁵

⁵Responses marked as “completely” were considered fully sustained.

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- 47% of beneficiaries and 28% of counterparts felt access to classroom resources had been fully sustained
- 35% of beneficiaries and 29% of counterparts reported improvements in student reading comprehension were fully sustained
- 73% of students reported changes in teaching methods and improved access to classroom resources were sustained to some extent
- Schools' needs were largely met
 - 84% of counterparts reported new teaching methods largely met their needs
 - 81% of counterparts and 65% of beneficiaries reported greater access to classroom resources largely met their needs
 - 75% of beneficiaries and 73% of counterparts reported students' improved competence and confidence in English largely met their needs

Individual Capacity Building was Largely Achieved

- Most outcomes showed high levels of change
 - 92% of counterparts and 88% of beneficiaries reported their individual English skills improved
 - 85% of counterparts and 82% of beneficiaries reported their access to classroom resources increased
 - 84% of counterparts and 84% of beneficiaries reported using interactive teaching methods
- Respondents reported the changes were somewhat sustained
 - 57% of counterparts and 47% of beneficiaries reported they had fully sustained their access to educational resources
 - 53% of beneficiaries reported they fully sustained their involvement in the Parent, Teacher, Community Association
 - More than half of the students reported using their improved English skills in their personal life, by taking jobs requiring them to speak English or studying English in college
 - 33% of counterparts and 39% of beneficiaries reported sustained English language skills
 - 69% of counterparts and 48% of beneficiaries reported using the skills they learned from the Volunteer on a daily basis in their professional life, especially the new teaching methods and classroom resources
 - 46% of counterparts reported using new skills gained from the Volunteer in their personal life, especially new values such as better time management and direct communication practices
- The outcomes largely met individuals' needs
 - 85% of counterparts and 78% of beneficiaries stated the improved English skills largely met their needs
 - 84% of counterparts and 78% of beneficiaries felt that the new interactive teaching methods largely met their needs

EXECUTIVE SUMMARY

Unintended Outcomes

Student-teacher Relations Improved

- The majority of students explained that teachers are friendlier and more approachable after working with the Volunteer. The result has been, according to students, a better student-teacher relationship.

Student Self-confidence Increased

- The majority of counterparts and beneficiaries reported that students had significantly increased their self-confidence in general, not just in speaking English.
- Increased self- confidence and self worth led students to take on new challenges

Study Habits Improved and Student Motivation Increased

- 50% of students stated they study more and speak English more often after working with the Volunteer

Pathways and Barriers to Success

Factors Contributing to Success

- School and Community: cooperation between school administrators and teachers
- Volunteers: personal characteristics of the Volunteers (personality) and their work habits

Factors Hindering Success

- School and Community: lack of cooperation from older teachers and new principals
- Volunteers:
 - Perceived short length of the project cycle (two years)
 - Heavy workload of Volunteers who were often too busy with secondary activities
 - Volunteer's lack of preparation for their work assignment: weak language skills and lack of teaching experience
 - Volunteer's behavior and inability to adjust to the local Filipino and school culture

Satisfaction with the Project Was Moderate

- 56% of counterparts and beneficiaries reported they were very satisfied with the changes; 41% were somewhat satisfied

Desire to Work with Another Volunteer

- 96% of counterparts and 93% of beneficiaries reported they want to work with another Volunteer
- 98% of students indicated they want to work with another Volunteer

Factors Limiting Sustainability

- 41% of counterparts and 50% of beneficiaries noted lack of funding as a major factor limiting sustainability because schools did not have the money to maintain their teaching resources in good condition

EXECUTIVE SUMMARY

- 35% of the beneficiaries cited a lack of school personnel with the skills and training to maintain the changes because personnel trained by the Volunteers left the school
- Lack of community leadership prevented sustainability (27% of the beneficiaries), especially when elections brought in new school administrations and/or municipal leaders who did not support the project

Comparison Group Findings

- 83% of comparison students stated they wanted their English classes to change, especially in the areas of new teaching methods and the student-teacher relationship
- BETA project participants reported higher rates of change than the comparison group in two project goals: improved student confidence and competence in speaking English, and improved student reading comprehension
 - The majority of students who worked with a Volunteer improved their English skills and confidence in using English
 - Few comparison group (17%) respondents described improvements in student or teacher capacity over the five years under study
- 60% of comparison group respondents' needs for more classroom teaching materials and resources were not met; 75% of students in the comparison group said their schools needed more books in the library
- 20% of the comparison group beneficiaries described interactive English programs in their schools that included drama, choirs, clubs and other after school activities, as well as peer tutoring, resource centers, poetry contests and English festivals
- BETA Project participants described a shift from text-based teaching to student-centered learning
 - Most comparison group respondents noted students skipped school, dropped out and/or had poor study habits
 - Students who had worked with a Volunteer reported more motivation to attend class and study harder
 - BETA project counterparts and beneficiaries described overall improved student performance and an increased sense of self-worth

Goal Two Findings

Project Participants Developed More Positive Opinions of Americans

- *Before* interacting with Volunteers, 41% of counterparts, 29% of beneficiaries and 21% of host family members reported a very positive opinion of Americans
- *After* interacting with the Volunteers,
 - 48% of *counterparts* reported a more positive opinion or a somewhat more positive opinion (30%) of Americans
 - 56% of *beneficiaries* reported a more positive opinion or somewhat more positive opinion (40%) of Americans
 - 46% of *host families* had a more positive opinion or a somewhat more positive opinion (33%) of Americans
 - 48% of *students* had a more positive opinion or a somewhat more positive opinion (50%) of Americans

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Volunteers' Demeanor and Personality Facilitated Change in Opinions of Americans

- *Counterparts* and *beneficiaries* reporting a more positive or somewhat more positive opinion of Americans said the Volunteer's demeanor and personality accounted for the change
- *Students'* opinions about Americans changed because Volunteers treated them in an egalitarian manner
- *Host families* said the Volunteer's behavior and demeanor were the reasons their opinion about Americans changed
 - Some (13%) host families reported more negative opinions of Americans after interacting with Volunteers and many cited the Volunteers' behavior (poor hygiene, stubbornness, independence) that did not fit with Filipino social norms

Interaction with Volunteers Led to Behavior Change and a Changed Outlook on Life

- Counterparts and beneficiaries reporting a more positive opinion of Americans had become:
 - More punctual at work
 - More patient with students
 - More fair in their grading
 - More results oriented, confident and organized
- Students wanted to "become somebody" and were more motivated to study

Comparison Group Findings

Descriptions of Americans Prior to Working with Volunteers were Very Similar

- The comparison group beneficiaries had more positive opinions about Americans while BETA Project participants had more negative and neutral opinions about Americans prior to interacting with a Volunteers
- No comparison data about opinions of Americans after working with a Volunteer could be collected from the comparison group

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 education to work in the areas of health and HIV/AIDS to business development. Peace Corps Volunteers continue to help countless individuals who want to build a better life for themselves, their children, and their communities.

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

Peace Corps' Core Goals

Goal 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.

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

The Peace Corps conducts an annual survey of currently serving Volunteers⁶; however, it tells only one side of the Peace Corps' story. In 2008, the Peace Corps' launched a series of studies to better assess the impact of its Volunteers. The studies are unique for their focus on learning about the Peace Corps' impact directly from the HCNs who lived and worked with Volunteers.

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.

CHAPTER 1: INTRODUCTION

The Philippines Basic Education and Technical Assistance Project

The Peace Corps has worked in the education field in the Philippines for more than forty years. In 2002, the Philippine government implemented several education reforms, including a new Basic Education Curriculum (BEC) which had an impact on Peace Corps' project goals. The new curriculum focused heavily on English, math, science and information and computer technology (ICT). The new curriculum also advocated new teaching approaches such as integrative teaching, cooperative learning, and content-based instruction, collectively known as Understanding by Doing (UBD). These reforms are intended to address several concerns of the Philippine government, including:

- Deteriorating English skills of Filipino students and the future workforce make the country less competitive globally
- Declining English language skills of teachers and English language instruction quality
- The need for more textbooks

In response to these challenges, Peace Corps/Philippines (PC/P), the Philippine Department of Education (DepED), and the Philippine National Volunteer Services Coordinating Agency (PNVSCA) signed a Memorandum of Agreement to implement the Basic Education and Technical Assistance Project (BETA). The purpose of the project is to build the capacity of teachers, students and community members to address their educational needs and implement sustainable school and community-based educational change.⁷ Volunteers work in schools ranging from elementary to university levels and co-teach with local Filipino teachers.

Project Goals

The BETA Project has four goals that support capacity building for teachers and students.⁸ The goals are:

Goal 1: Primary and secondary school teachers improve their communication and teaching skills in English and in subjects taught in English (math, science, and ICT), while enhancing teaching approaches and methods. The two objectives for this goal are:

1. Assess the local assets and challenges in implementing the BEC and exchange teaching methods
2. Filipino teachers adopt two or more new teaching methods in English and content-based subjects taught in English

Goal 2: Students in primary, secondary and tertiary schools in the Philippines will develop and improve their skills in basic education, including their English

⁷ Information about the BETA Project is cited in *The Basic Education and Technical Assistance Project Plan*. Peace Corps. September 2004.

⁸ Ibid.

CHAPTER 1: INTRODUCTION

communication and written skills in content-based subjects taught in English (math, science, and ICT). The two objectives for this goal are:

1. Filipino students demonstrate a significant improvement in English and in content-based subjects taught in English
2. Filipino students develop decision-making, problem-solving, and critical thinking skills to meet the basic education competencies in English and subjects taught in English

Goal 3: Teachers will have greater access to books, instructional resources and supplementary English teaching materials to aid them in their teaching. The two objectives for this goal are:

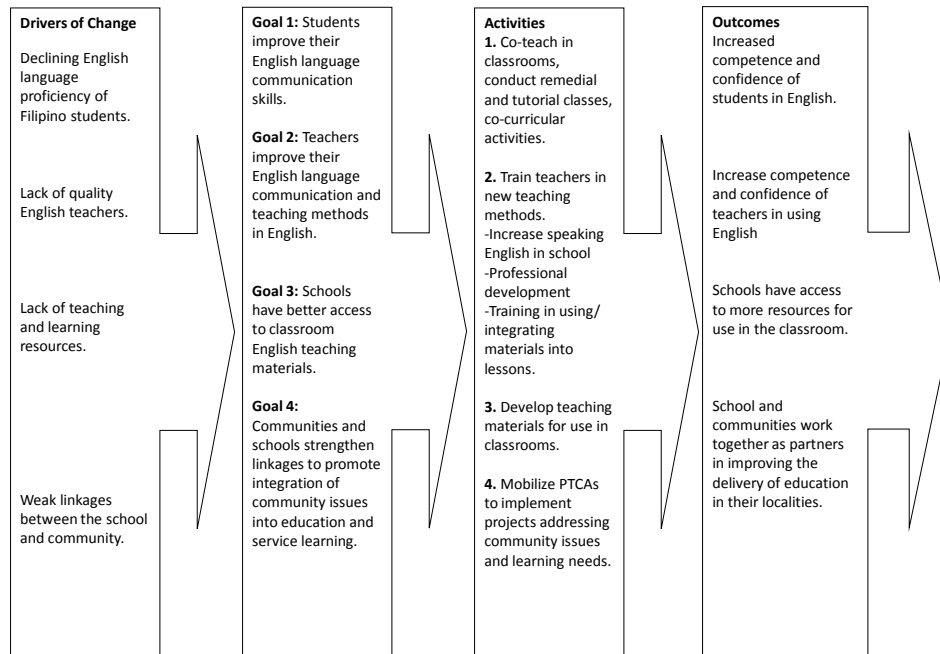
1. Teachers will access, procure and develop English language teaching materials, resources, lesson guides, books, and related materials
2. Promote the development of local school or community libraries

Goal 4: Schools and communities will strengthen linkages to promote the integration of relevant community issues into education and service learning activities. The objective for this goal is:

1. Schools and communities expand educational and social program opportunities through community development projects and service learning, especially solid waste management and environmental awareness

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Figure 1: Theory of Change for the BETA Project: The Philippines



Source: Extracted from *the Basic Education and Technical Assistance Project Plan*, September 2004.

CHAPTER 1: INTRODUCTION

Purpose of the Host Country Impact Studies

This report presents the findings from the host country impact study conducted in the Philippines during October and November 2010. The project studied was the Basic Education and Technical Assistance Project. The study documents host country nationals' perspectives on the impact of Peace Corps Volunteers on skills transfer to and capacity building of host country counterparts, beneficiaries, students, and stakeholders, and changes in their understanding of Americans.

The major research questions addressed in the study are:

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

The information gathered will inform Peace Corps staff at post and headquarters about host country nationals' perceptions of the projects, the Volunteers and the impact of the work that was undertaken. 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 for outreach to host families and project partners.

This information is also needed to provide performance information to the Office of Management and Budget (OMB) and the United States Congress. As part of the Peace Corps Improvement Plan, drafted in response to its 2005 Program Assessment Rating Tool review, the Peace Corps proposed the creation of "baselines to measure results including survey data in countries with Peace Corps presence to measure the promotion of a better understanding of Americans on the part of the peoples served."⁹

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

⁹ Office of Management and Budget. *Program Assessment: Peace Corps. International Volunteerism, 2005. Improvement Plan.*

CHAPTER 1: INTRODUCTION

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) to evaluate the impact of 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 lived and worked. In collaboration with the Peace Corps' country director at each post, OSIRP piloted a methodology to collect information *directly from host country nationals* about skills transfer and capacity building, as well as changes in their understanding of Americans.

The research was designed by OSIRP social scientists and is implemented in-country by a local Senior Researcher and a team of local interviewers under the supervision of the Peace Corps country staff. OSIRP staff provides technical direction. To ensure comparability across countries, the research uses a standard interview protocol that also incorporates individual country project goals. Once the data is collected, researchers use an OSIRP web-based database to manage the questionnaire data. OSIRP provides the data to the team for analysis.¹⁰ OSIRP also prepares a final standard report on the findings.

In the Philippines, Dr. Teresa de Guzman led the research team of graduate students and researchers from the Social Development Research Center at De La Salle University in Manila. OSIRP identified 102 Volunteer placements between 2004 and 2010 for possible participation in the study. A representative, rather than a random, sample was drawn from this list of Volunteer assignment sites. In addition, two comparison groups were selected representing beneficiaries and students. The groups were from sites that potentially could host a Volunteer, but had not worked with a Volunteer at the start of the study.

In total, the team conducted 245 semi-structured interviews in 26 communities in Luzon and Central Philippines. The Philippines research team conducted the interviews in eight different local languages between November 1 and December, 30, 2010.

¹⁰ The Philippine team transcribed all interviews and analyzed the data, using statistical and content analysis. While the team used these data in their analysis, they did not enter the full transcriptions into the OSIRP database. As a result, slight differences exist between the content analysis conducted by Dr. de Guzman's team and OSIRP's analyst. To account for these differences, the findings and analysis of Dr. de Guzman's team have been incorporated into this report and variances noted.

CHAPTER 1: INTRODUCTION

Respondents

Five groups of Filipinos who worked with a Volunteer were interviewed. The researchers also interviewed two groups of Filipinos who did not work with a Volunteer (comparison groups) (Table 1).

Respondents who worked with a Volunteer

- **Counterparts:** Head teachers, school administrators, co-teachers, guidance counselor, school paper advisor (27)
- **Beneficiaries:** School teachers, student parents, school administrators, librarians, and Parent Teacher Community Association (PTCA) members (28)
- **Students:** Students (average age 16) who had participated in the Volunteer's class or in after school activities (45)
- **Host family members:** Families with whom the Volunteer lived or landlords of the Volunteers during all or part of their service (24)
- **Stakeholders:** Principals, school administrators, ministry officials, NGO partners, department heads, district supervisors (23)

Respondents who did not work with a Volunteer (Comparison Groups)

- **Comparison Group Beneficiaries:** Teachers, principal, PTCA members, community leaders (50)
- **Comparison Group Students:** Elementary and secondary school students (average age 15) (48)

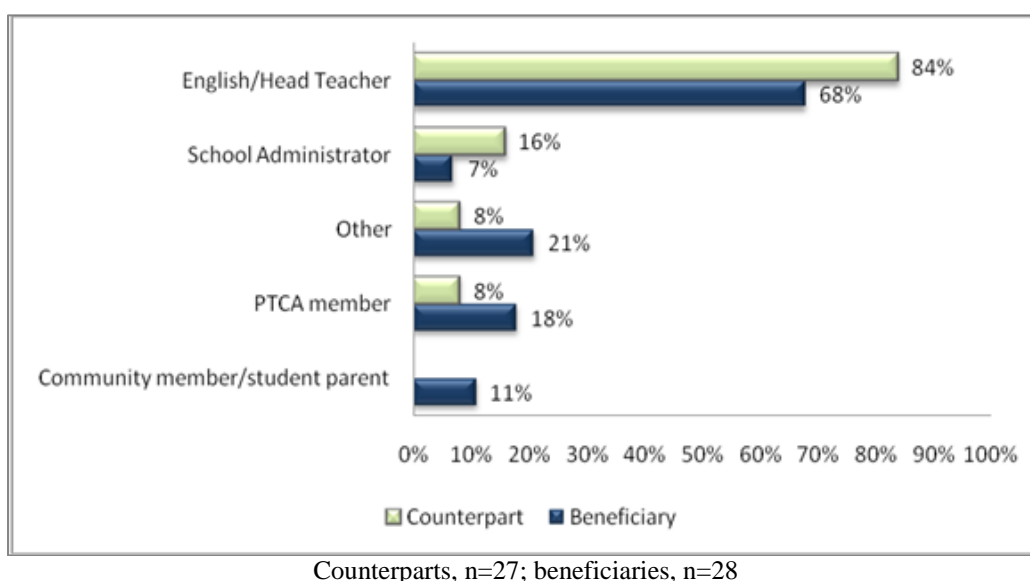
Table 1: Number and Type of Respondents: The Philippines BETA Project

Interview Type	Number of People	Number of Sites
Counterparts	27	20
Beneficiaries	28	20
Students	45	20
Host family members	24	20
Stakeholders	23	17
Comparison Group Beneficiaries	50	6
Comparison Group Students	48	6
Total	245	27

CHAPTER 1: INTRODUCTION

The majority of *counterparts* (84%) and *beneficiaries* (68%) (Figure 2) were English teachers. Six counterpart respondents were also school personnel (four school administrators one school guidance counselor and the school paper administrator) and two were PTCA members. The remaining beneficiaries were predominantly community members (five PTCA members, three community members or student parents); two were school administrators. Other beneficiaries included librarians and school clerks.

Figure 2: Background of Counterparts and Beneficiaries



Among *students*, 73 percent were junior high and 22 percent were senior high school students at the time of the interview. Host mothers comprised the majority of host family respondents (50%) followed by host sisters (13%). Each of the following groups represented 8 percent of the respondents: host fathers, host brothers, landlords, and pre-service training families. One host family member was a house maid; however she had the most interaction with the Volunteer because the host family was often abroad working.¹¹

Stakeholders were employees and representatives of the Department of Education (DepEd), the Philippine National Volunteer Service Coordinating Agency (PNVSCA), the U.S. Agency for International Development (USAID), and principals or school administrators from state universities, and public and private elementary and high schools.

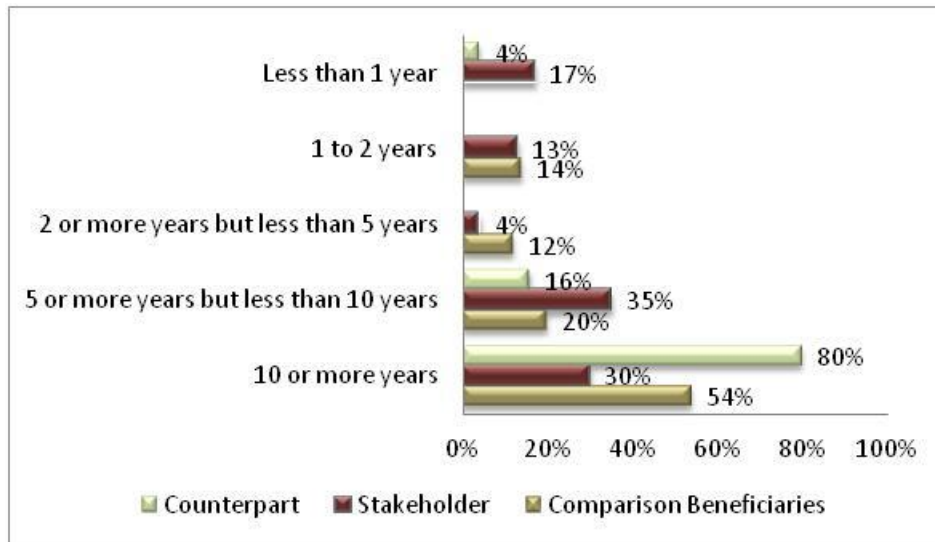
The majority of *comparison beneficiaries* were school personnel: 78 percent were teachers and 18 percent were principals. A smaller group was PTCA members (8%) and community leaders (2%). Ninety-four percent of the *students* were in secondary school; the remaining students were in elementary school.

¹¹ Teresa DeGuzman. *Impact Study on the Education Project of the Peace Corps/Philippines*. p.137, 2011.

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Eighty percent of counterparts had ten or more years of experience in their field, as did seven of the twenty-three stakeholders. Fifty-four percent of the comparison beneficiaries had worked ten or more years in their field (Figure 3).

Figure 3: Experience Levels of Counterparts, Stakeholders, and Comparison Beneficiaries



For counterpart, n=25; Stakeholder, n=23; Comparison Beneficiaries, n=50

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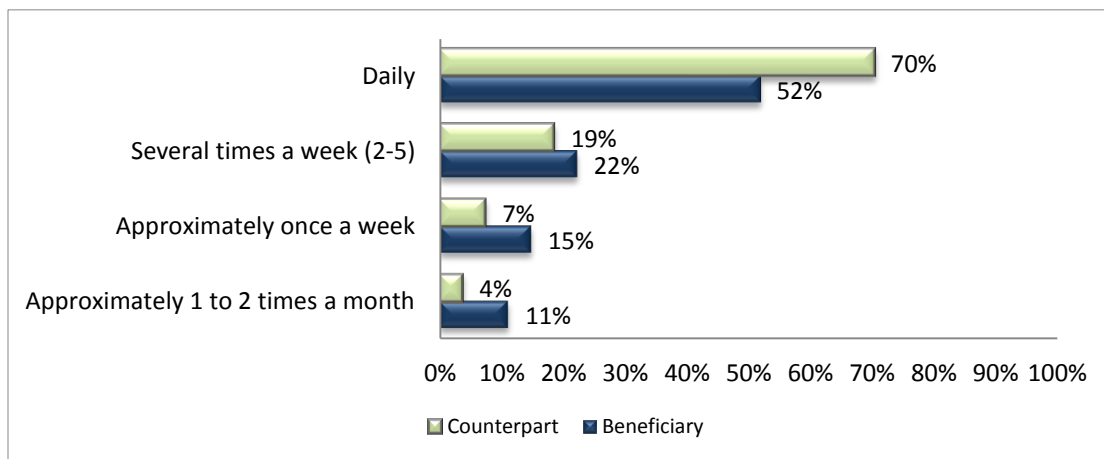
All Peace Corps projects support the agency's primary goal of building the technical capacity of local men and women to make it possible for communities to improve their own lives. The primary goals of the BETA Project are to improve the English language capacity of both teachers and students while improving school curriculum and teaching quality through new, interactive methods that meet the Department of Education BEC program. In addition, the BETA Project seeks to build education resources, such as books and libraries, and strengthen linkages between the schools and local communities in order to integrate community issues into education and service learning.

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

Frequency of Interaction with Volunteers

The majority of counterparts, beneficiaries, and students worked with the Volunteer on a daily basis. Seventy percent of counterparts worked and talked with Volunteers during school hours on a daily basis and a further nineteen percent worked with the Volunteer two to five times a week (Figure 4). Fifty-two percent of beneficiaries interacted with Volunteers at work on a daily basis and twenty-two percent interacted with the Volunteer two to five times a week (Figure 4). Fifty-one percent of students reported working with the Volunteer on a daily basis with a further twenty-nine stating they interacted with the Volunteer two to three times a week.

Figure 4: Frequency of Interaction with Volunteer during Work



Counterparts, n=27; beneficiaries n=27

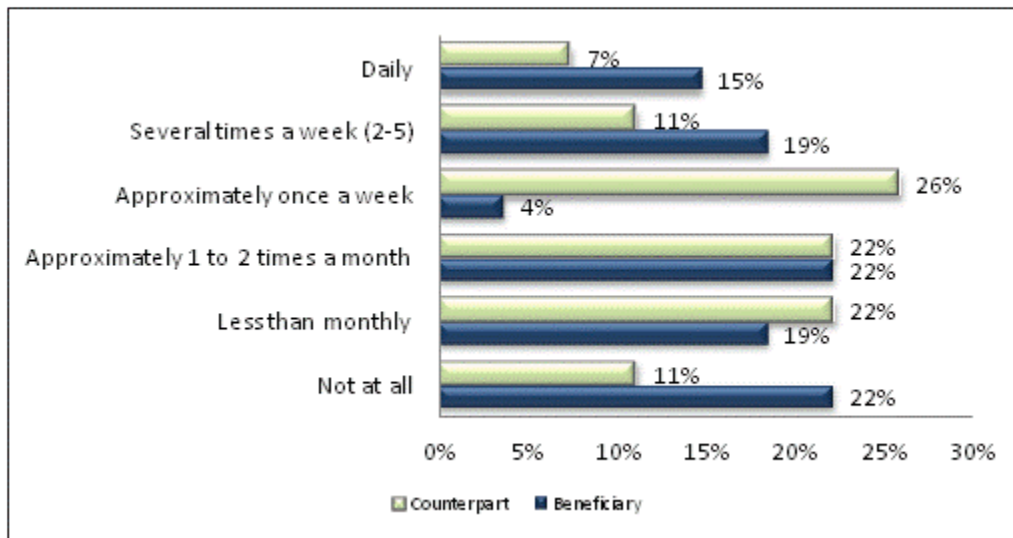
Twelve of twenty-three stakeholders had known about Peace Corps projects and activities for ten or more years, indicating some level of familiarity with the agency's mission and

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methods. Seven stakeholders had not interacted with a Volunteer and only received reports about the Volunteers' work at the different sites. As a result, according to the Filipino research team, these stakeholders could not speak directly to the outcomes of the project during the interviews.

Outside of work, 26 percent of counterparts interacted with the Volunteer approximately once a week, while the majority of beneficiaries interacted with Volunteers once a month or not at all (Figure 5).

Figure 5: Frequency of Interaction with Volunteer outside Work



Counterparts n=27; beneficiaries n=27

Project Activities

The project plan outlines thirteen activities to support the project goals, including training teachers in new methods, co-teaching using new methods, conducting remedial and tutorial classes, implementing after school activities, developing networks to establish libraries, and organizing fieldtrips and service learning. According to HCNs, Volunteers implemented nine out of the twelve intended project activities while initiating three additional activities.

When asked what activities Volunteers undertook, *counterparts and beneficiaries* most often described Volunteer's activities in establishing or improving libraries. These respondents noted that Volunteers obtained book donations through their family and friends, non-governmental organizations (NGOs), local government offices, and even the Asia Development Bank.¹² A few schools continue to receive book donations even though the Volunteer completed his/her service. Other Volunteers started Reading Corners or developed library tours for students to familiarize them with how libraries

¹² Descriptions of the sources of book donations can be found in the senior researcher's report.

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work and increase library usage. Three counterparts and beneficiaries describe the importance given to the library:

His major assignment was the Municipal Library; even when he left, there are still book deliveries for the library.

The Volunteer put up a library. I do not know how she was able to acquire all the books, but she got many books for our library. Most of the books were English books, story books, and pop-up books. There were around 5,000 books in our library.

We owe the Volunteer a lot; she spear-headed the enhancement of our library. Now you can see many students flock to the library because there are a lot of reading materials. And it is because of the Volunteer and the Peace Corps.

Counterparts and beneficiaries described four other activities equally:

- Teaching remedial classes
- Co-teaching
- Conducting after-school activities
- Providing tutorial classes

Schools frequently had Volunteers teach remedial reading classes to bring students up to grade level. Respondents described these students as “non-readers” and, in some cases, characterized these students as “uneducable.” In addition, several respondents made reference to the “Stop and Read” program in which all students read on their own for one hour at a designated time every day. After school activities developed by Volunteers included English clubs, coaching academic and sports teams, producing theatrical productions, and implementing Mr. Green and Mrs. Clean projects (environment, water, and sanitation). Counterparts and beneficiaries felt the theatrical productions of *Romeo and Juliet* and *Beauty and the Beast* were extremely successful because the plays built student self-confidence and were also used as fund raisers for the schools. Sports activities were considered successful when the team went to the regional championship.

Students most often (87%) described co-teaching and new teaching methods as the primary activity of Volunteers. The students provided more detailed descriptions of Volunteers inside the classroom than other respondents:

Every day [the Volunteer] bases the teaching on our curriculum, but adds other information based on our school also. He enriches our vocabulary and every day we read newspapers and we use our logical skills. He makes us recite so we are forced to study harder because he [calls on us to] answer instead of just volunteering. He uses games so that our class is enjoyable; games that he made for us and if he has time he also helps us improve our reading and speech skills. Sometimes, he reads us stories and he really goes into the character with his voice when he reads.

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The second most frequently (42%) described activity by students was after school activities. Volunteers developed theatrical productions, art classes, a variety of clubs, and environmental and water/sanitation projects. Ten students recalled the Volunteers developing libraries while nine remembered fieldtrips, such as going to see a play at a nearby university.

Stakeholders recalled three primary activities of Volunteers:

- Co-teaching (12)
- Improved student performance (8)
- Training teachers in new methods (6)

Only one stakeholder noted that Volunteers were expected to conduct remedial classes as part of their project. Stakeholders were not able to comment on any after-school activities or fieldtrips initiated by the Volunteers. Several stakeholders expressed expectations and outcomes that were not part of the project plan. For example, four stakeholders believed the Volunteer would provide physical improvements to the schools, such as new classrooms.

None of the respondents described Volunteers implementing professional development opportunities for teachers, persuading teachers to speak more English outside the classroom, or mobilizing PTCAs and schools to address community education needs. A few counterparts and beneficiaries noted that Volunteers had attempted to work with the PTCAs and schools, but they became very frustrated when projects did not materialize. Only two students commented that Volunteers had developed new teaching materials and resources, but none of the counterparts and beneficiaries described these activities in their responses to this question.

Counterparts and beneficiaries, however, described improved English language capacity and the development of resource and teaching materials later in their interviews (see *Intended Outcomes*). These respondents may not have recalled these activities at the start of the interview. However, the local research team and the OSIRP study lead recalled that teachers during the test pilot commented that these were not considered formal activities of the project. Finally, four teachers stated that the Volunteer “did not teach,” but “only played games,” implying that the interactive teaching methods and project goals are not fully understood by all teachers.

All of the respondents commented on activities implemented by Volunteers that were not part of the project plan. A few students described school lunch programs initiated by the Volunteer and eleven students noted that the Volunteer’s primary “activity” was the Volunteer’s personal character. For example, students stated Volunteers were more approachable and helpful than their regular teachers which made them want to study harder. The report from the research team noted that a Volunteer taught a sex education course after a student became pregnant, and counterparts and beneficiaries recalled that Volunteers taught classes in journalism and science. Finally, some students noted that

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Volunteers worked as substitute teachers in a variety of classes rather than as co-teachers or teachers, and three counterparts made the same observation.¹³

Intended Outcomes

Project activities seek to produce specific outcomes that meet project goals, and in so doing highlight the extent to which Peace Corps meets its primary goal of transferring technical skills and building local capacity. Performance under the Peace Corps' first goal was examined in three ways:

1. The extent to which local participants observed community and personal changes, and reported gaining new technical skills.
2. The extent to which the capacity for maintaining the changes was built once the project ended.
3. The extent to which the project met the community and personal needs of local participants.

Training provided by Volunteers is one method for increasing the technical capacity of local teachers and one of the immediate outputs of any Peace Corps project. The training received by counterparts and beneficiaries, and the extent to which training enhanced their skills, is presented first. Intended outcomes observed by the project partners at the community-level are presented second, followed by the individual-level changes respondents reported.

Training Received

Training for counterparts and beneficiaries in the BETA Project includes classroom resource development, English tutorials, mentoring, mobilizing resources, professional development, project design and implementation, and teaching methods.

Counterparts most frequently stated they received training in teaching methods (56%), followed by developing classroom resource materials (41%) even though counterparts did not list this training as a project activity (Figure 6). Thirty-seven percent of counterparts acknowledged that the Volunteer had mentored them and a further thirty-seven percent described formal training in other categories, especially computer usage and maintenance, and setting up libraries. Counterparts also received training in project planning and implementation (33%) and in professional development (33%) despite not stating this as an activity implemented by Volunteers. Only one counterpart stated they received counterpart training from Peace Corps.

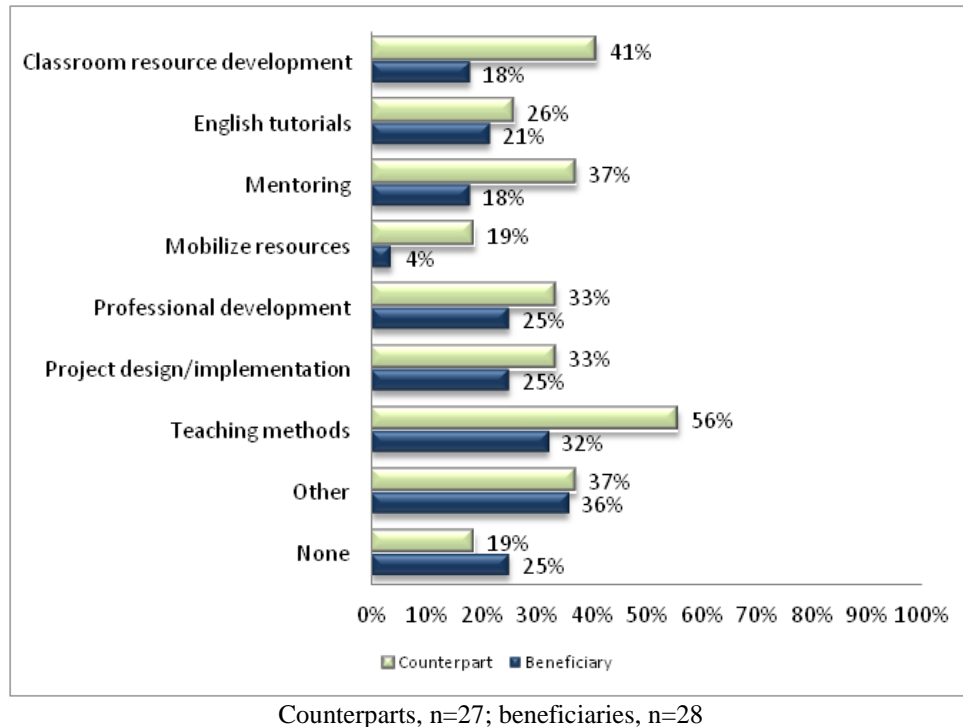
Beneficiaries most often received training not specified in the project plan (36% Other, Figure 6). This included computer training, library cataloging, and counterpart training. In fact, more beneficiaries stated they received counterpart training than did actual

¹³ In the Annual Volunteer Survey, Volunteers complain about substitute teaching assignments because they do not allow Volunteers to accomplish project goals. See responses from Volunteers serving in the Philippines in the *Annual Volunteer Survey 2009* and *Annual Volunteer Survey 2010*.

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counterparts.¹⁴ Thirty-two percent of beneficiaries stated they received training in teaching methods while twenty-five percent stated they received training in professional development and a further twenty-five percent in project design and implementation.

Figure 6: Training Received by Counterparts and Beneficiaries



Nearly the same percentage of both counterparts (19%) and beneficiaries (25%) said they did not receive any training at all. The reasons offered by both types of respondents for not receiving training were similar: the Volunteer did not conduct any training, they were unaware of the training taking place, or they were unable to attend the training due to scheduling.¹⁵ One beneficiary explained that, “[The Volunteer] did not give any training; she was always inside the classroom team teaching,” suggesting that some Volunteers did not have time to conduct training or that counterparts and beneficiaries did not view team-teaching as a form of training. During the test pilot interviews, the research team learned that training, as understood by Filipino teachers, is more formal than what Volunteers provide. For example, training requires certificates and credit with the DepEd. Volunteers do not provide certificates, supporting the idea that respondents did not view the Volunteers’ activities as training.

Overall, *both respondent groups* stated they received training in computer usage and technology, and library cataloguing. Although not part of the project plan, these trainings were very appreciated by the trainees. However, smaller percentages of counterparts and

¹⁴ OSIRP is unable to determine if these responses represent a validity issue or instances in which schools sent representatives to the counterpart training who were not the assigned counterpart.

¹⁵ Teresa DeGuzman, *Impact Study on the Education Project of the Peace Corps/Philippines*, pg. 95, 2011.

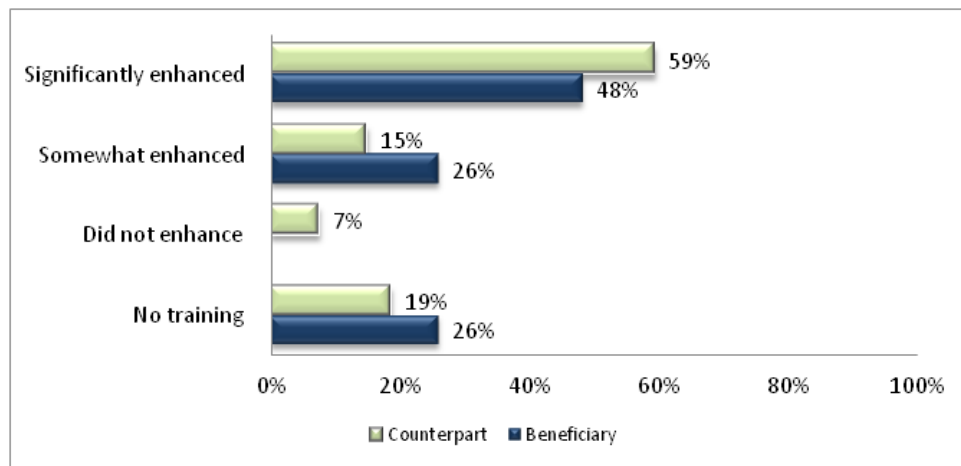
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beneficiaries acknowledged training in some of the project's core areas: mobilizing resources and English tutorials.

Both groups felt the training had enhanced their skills (Figure 7). Fifty-nine percent of counterparts and forty-eight percent of beneficiaries believed their skills were significantly enhanced. An additional 26 percent of beneficiaries stated the training enhanced their skills somewhat. The skill most often cited as improving for both respondent groups was teaching methods.

Students confirmed the enhanced skills of their teachers. Students reported that teaching styles in their schools were significantly different (36%) or somewhat different (44%) as a result of working with the Volunteer. Only nine students said that teaching styles in their schools had not changed.

Figure 7: Extent Training Enhanced Skills of Counterparts and Beneficiaries



Counterparts n=27; beneficiaries n=27

School-Level Change

The project theory of change (Figure 1) generated a list of project outcomes. Counterparts, beneficiaries, and stakeholders were asked about changes in the following school-level outcomes:

1. Student confidence and competence in using English
2. Student reading comprehension
3. Teacher competence and confidence in using English
4. Teaching methods to use more interactive approaches and activities
5. Teacher access to resources for classroom teaching
6. Communities and schools working together to improve education
7. PTCA activity in addressing school and education needs

Counterparts, beneficiaries, and stakeholders were asked a series of questions about the project outcomes. For each project outcome, respondents were asked if changes had

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occurred and the direction of the changes, whether the school's needs had been met, and, where applicable, whether the change had been maintained after the Volunteer departed. Students also were asked open-ended questions about how their classes had changed and whether those changes had been maintained by their teachers.

Stakeholders were asked about the first six outcomes; outcome seven was changed to ask them about broader concerns and interaction with the project. Outcome seven for stakeholders was:

7. A change in partnerships between host country agencies and other organizations

Changes Resulting from the Project

Among *counterparts*, 96 percent stated student confidence and competence in using English was better (Figure 8).¹⁶ Counterparts often explained the change in student performance as a result of new teaching methods introduced by the Volunteer:

We used to concentrate on grammar while she taught us to focus on comprehension and speaking skills. The reading and comprehension skills of the students are better now.

The switch from grammar and vocabulary—or text-based—teaching to comprehension and language usage through interactive methods improved student performance, according to counterparts. Teacher access to resources was the second most frequently mentioned change by counterparts (93%) followed by student reading comprehension (92%) and teacher competence and confidence in speaking English (92%).

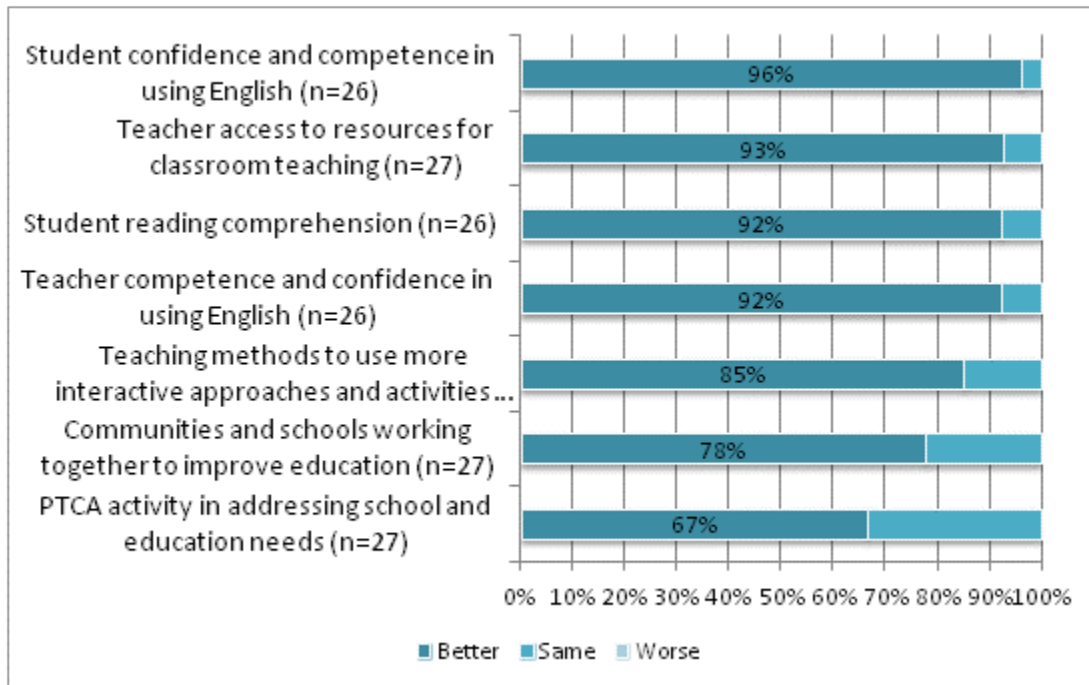
In a separate question, counterparts were asked how effective the Volunteers' work was in building student and teacher capacity in learning and teaching English. Fifty-six percent of counterparts stated the Volunteer's work was very effective in building student and teacher capacity.

These responses indicate that Volunteers' work improved the teaching and learning capacity of participants and challenges the comments by a few counterparts and beneficiaries that the Volunteers "only played games" and did not teach.

¹⁶ Respondents were asked about the extent to which they saw changes related to each outcome in their schools on the following scale: much better; somewhat better; the same; somewhat worse; and much worse. OSIRP grouped the "much better" and "somewhat better" responses into one category called "better." The categories of "somewhat worse" and "worse" were grouped into a single category called "worse." This resulted in the following scale: better, the same, and worse.

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Figure 8: Counterpart Assessment of School Changes Related to Project Outcomes



Among *beneficiaries*, the change most often cited was teacher access to resources (96%), closely followed by improved student confidence and competence in using English (92%) (Figure 9). Interactive teaching methods was the third most cited improvement for this respondent group (87%). When combined with the counterparts (Figure 8), the data suggests that teacher access to resources and improved student performance were the most significant changes resulting from the project.

Students affirmed these changes in teaching methods and student performance with 54 percent stating they felt the new methods were more fun and did a better job of helping them to learn English. Fifty-one percent of students also felt their teachers had greater access to classroom resources. They also noted that they spoke more English in class with the Volunteer. Interestingly, students reported that students taking classes with the Volunteer were better behaved and more attentive in class than with their other teachers. Overall, 91 percent of students described these changes as significant.

Working with the PTCAs was the least frequently mentioned change by both counterparts and beneficiaries with almost half of the beneficiaries reporting this outcome as remaining the same (Figure 9). This supports respondents' comments that Volunteers did not focus on this project outcome in their activities or training. According to the Filipino research team, most of the activities with the PTCA were school beautification projects.¹⁷

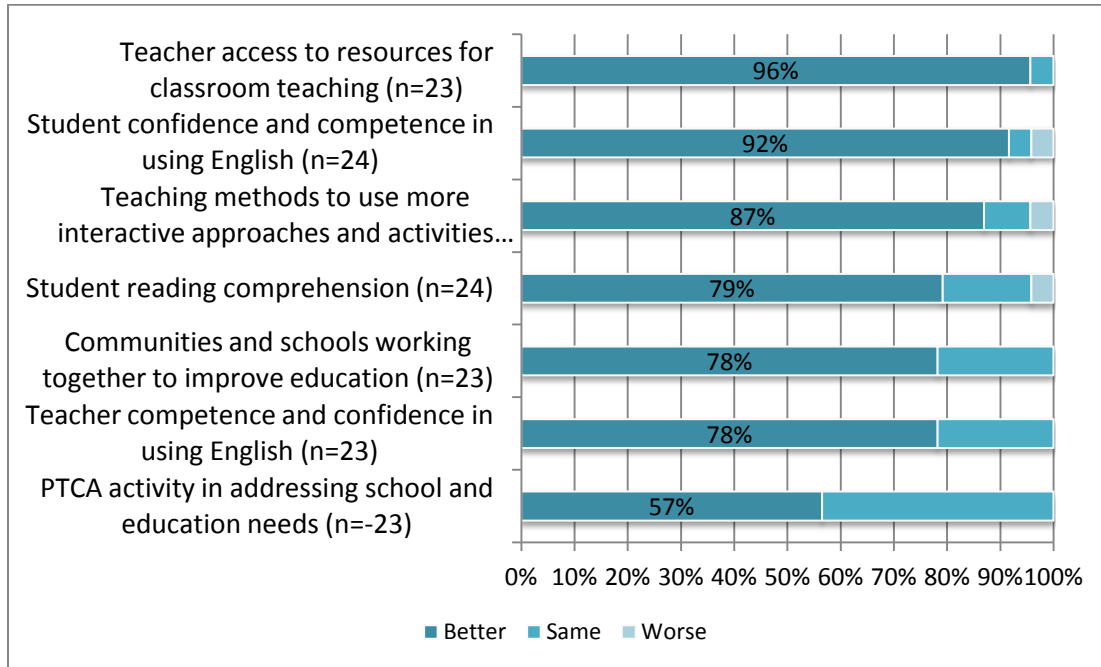
Respondents reported other networks and linkages that were established that did not include the PTCAs. For example, one Volunteer formed a technical exchange with a local

¹⁷ Teresa DeGuzman. *Impact Study on the Education Project of the Peace Corps/Philippines*. p.57, 2011

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computer college in which the computer technology students gained on-the-job experience by maintaining and repairing the middle school's computers. Participants may have not viewed these changes as educationally significant or felt that the changes did not address educational needs.

Figure 9: Beneficiary Assessment of School Changes Related to Project Outcomes



Stakeholders most frequently reported student achievement and competence and confidence in speaking English by teachers and students as improved (95%, n=22). According to stakeholders, this change was closely followed by improvements in teaching methods through interactive approaches (90%, n=22). Stakeholders' assessments reflect the statements of counterparts and beneficiaries, however, because the schools submitted reports on the activities to project stakeholders.

Sustainability of School Change

Respondents were then asked to assess the extent to which the changes had been sustained by the school using the following scale: yes, to some extent, and no.¹⁸ *Respondents* did not feel strongly that any of the changes had been fully maintained once the Volunteer left (Figures 10 and 11). However, at least 75 percent of counterparts and beneficiaries felt that the project outcomes had been sustained to some extent.

Forty-three percent of *counterparts* cited interactive teaching methods as fully sustained, while another fifty-two percent reported the new teaching methods had been sustained to some extent. The majority of teachers reported using the new methods "as the need arises" or "now and then." Their answers indicate that they do not view interactive

¹⁸ Respondents were also given a choice of "unsure" but these responses were not included in this analysis.

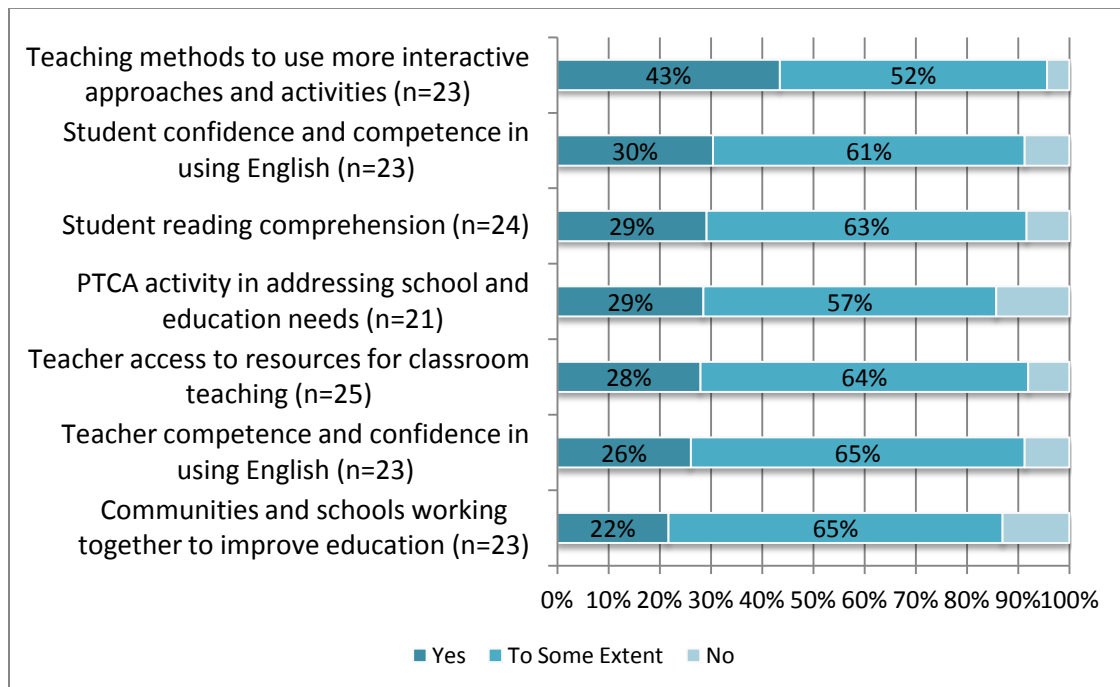
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teaching as a method to be used on a daily basis to facilitate learning. This suggests that teachers have not embraced the principles of the method, nor possibly the reforms instituted by the DepEd.

The second most sustained change according to 30 percent of the counterparts was improved student performance, while 61 percent of counterparts reported that this change was sustained to some extent. Improved student performance was the most frequently cited change, but according to many respondents, improvements in student performance were limited to those students who took classes with the Volunteer or participated in after-school activities and thus did not impact the entire student body. Similarly, counterparts ranked highly the changes in their own confidence in using English; however only 26 percent felt this change was fully sustained.

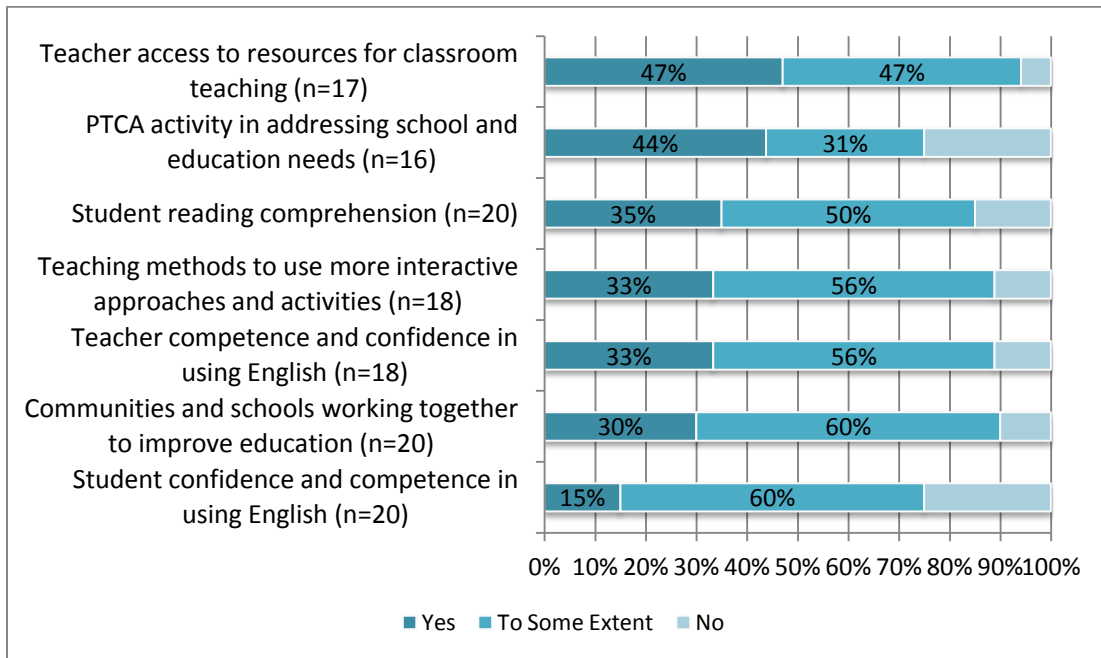
In response to an open-ended question, the majority of counterparts said improved student performance was the most significant positive outcome. The second most cited positive change was improved teacher performance and the use of new methods. These responses reinforce each other and suggest that educational quality has improved along with student performance.

Figure 10: Counterpart Assessment of Sustainability at the School Level



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Figure 11: Beneficiary Assessment of Sustainability at the School Level



In contrast, the *beneficiaries* most often reported access to resources as a fully sustained change (47%) and or sustained to some extent (47%). Beneficiaries reported increased access as the top reported change resulting from the project, suggesting that classroom resources continue to be used after the Volunteer completes their service. The continued use of resources, however, seems to be at the discretion of the individual, as this and other teachers' comments suggest:

When she left us, I personally promised myself that all the materials she gave me, I will use them to make English a more enriching subject. And then whatever she had started will be accomplished hand-in-hand with other teachers, especially in our department. She really had a big impact, and her presence really made a big difference in our school. Things will never be the same again.

The second most frequently sustained change mentioned was working with PTCAs to address school needs (44%). However, beneficiaries rated this outcome last in terms of observed change and did not mention this when describing the activities of Volunteers. In addition, when asked about the lasting positive effects of the project later in the interview, beneficiaries did not mention this outcome as a lasting effect. As a result, the sustainability of this outcome should be understood in the context of the minimal changes reported by respondents. Student reading comprehension was the third most cited sustained change with 35 percent of beneficiaries stating this had been fully sustained. However, 60 percent of beneficiaries considered this outcome sustained to some extent and six beneficiaries named improved student performance as the most lasting positive effect of the project. These responses suggest student performance, including reading, had a higher level of importance than working with the PTCAs.

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Few beneficiaries reported that student confidence and competence in speaking English had been sustained (15%), even though 92 percent of beneficiaries acknowledged this change. Similar to counterparts, beneficiaries believed that improvements in student performance were limited to those students who worked with the Volunteer and therefore may not view this change as sustainable as students matriculate.

When asked about the lasting positive effects of the project later in the interview, the majority of beneficiaries named improved teacher performance or new teaching methods as the most lasting outcome. This contrasts with their answers above in which teacher performance was not considered fully sustained. However, 56 percent of beneficiaries felt this outcome had been sustained to some extent. Although not fully sustained, beneficiaries seem to consider this a more significant change.

Students reported that changes in teaching methods and improved access to classroom resources had been sustained to some extent (73%). Overall, students reported more on their individual or personal changes, which will be discussed later.

Stakeholders most frequently reported that improvements in communities and schools working together had been fully sustained (12 of 19). Similar to counterparts and beneficiaries, this was not the most frequently reported change and stakeholders did not report this as an activity accomplished by Volunteers. The second most frequently reported sustained changes were improved access to resources, and increased competence and confidence in speaking English for teachers and students (10 of 22).

Extent to which Changes Met School Needs

Finally, respondents were asked to assess how well the changes met the school's needs. *Counterparts* believed that new interactive teaching methods best met their needs (84%, Figure 12) and they also rated this as the most sustained change. However, counterparts ranked this outcome fifth among all of the outcomes in terms of observed changes (85%), suggesting that a limited number of teachers had adopted the new methods.

Access to teaching resources also met the majority of counterparts' needs (81%) and 93 percent rated this outcome highly in terms of improved changes (Figure 8). Only 28 percent of counterparts felt this change was fully sustained (Figure 10). This indicates a high need for the resources but possible problems in maintaining them.

Seventy-seven percent of counterparts believed that improved student reading comprehension met their needs, and this outcome also ranked third for change and sustainability. Overall, improved student reading comprehension shows a high level of change, sustainability, and meeting participants' needs. Seventy-three percent of counterparts stated improved student confidence and competence met their needs, and this was the highest rated change by this group.

The outcome that *beneficiaries* most often stated met their needs was when communities and schools worked together (80%) (Figure 13). Interestingly, beneficiaries rated this outcome rather low in terms of observed change and only 30 percent considered it fully

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sustained (Figure 11). Furthermore, none of the beneficiaries or counterparts mentioned working with PTCAs or conducting community projects as activities undertaken by the Volunteer, suggesting that this remains an unmet need.

Figure 12: Counterpart Assessment of How Well Changes Met School Needs

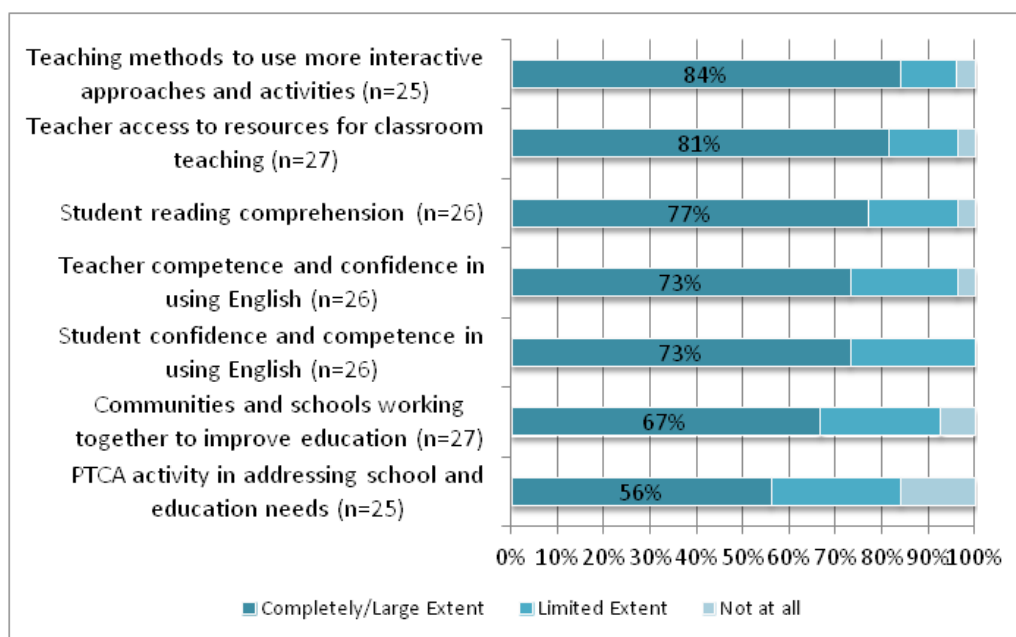
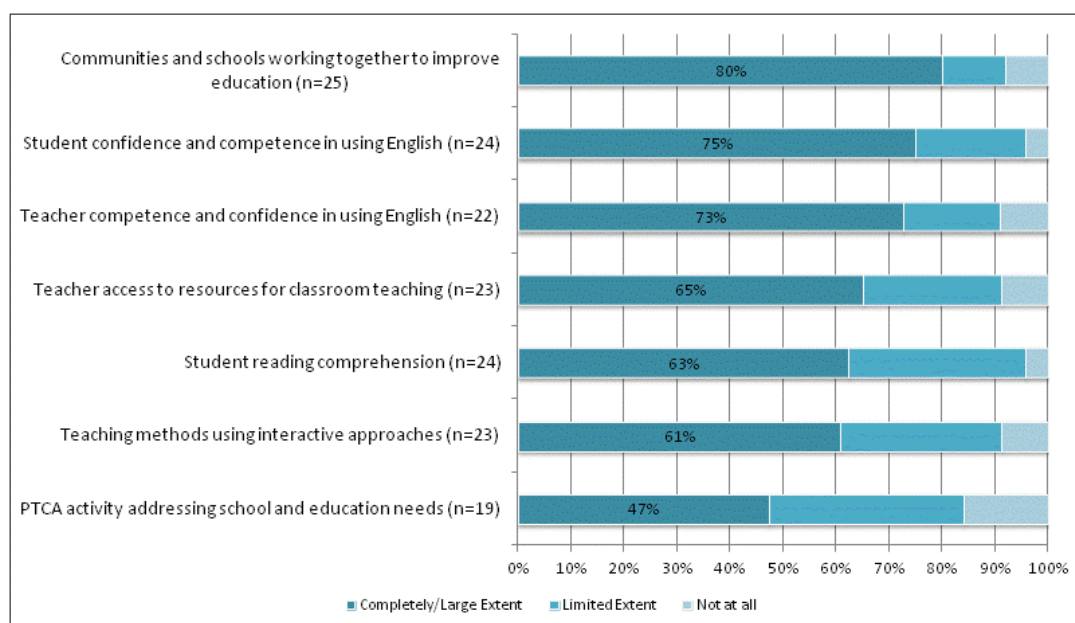


Figure 13: Beneficiary Assessment of How Well Changes Met School Needs



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In contrast to counterparts, beneficiaries rated increased student competence and confidence in English as the second highest outcome for meeting their needs (75%) and, it was also the second most frequently described change (92%) (Figure 9). However, as stated earlier, beneficiaries rated this outcome as the least sustained (15%) (Figure 11) because not all students worked with Volunteers and many had matriculated by the time of the study. Both counterparts and beneficiaries rated improved student performance high in terms of change and meeting their needs. However, the low sustainability reported by respondents for this outcome and their comments that only students who worked with a Volunteer benefitted from the project suggests that not all teachers adopted the methods or are working with students in the same manner.

Among *stakeholders* (n=22), 86 percent reported that the improved competence and confidence of teachers and students met their needs completely or to large extent. Teaching methods (77%) and partnerships with host country organizations (77%) were the second most frequently cited outcomes that met stakeholders' needs completely or to a large extent. Stakeholders reported the outcome on creating strong partnerships with organizations least often in terms of change and sustainability. While this finding may indicate that stakeholders would like to see increased emphasis on this outcome, four stakeholders stated this outcome did not meet their needs at all. Another four reported that communities and schools working together also did not meet their needs.

Changes at the Individual Level

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

1. Your confidence and competence in using English
2. Your ability to access educational resources
3. Your ability to use new, more interactive teaching methods
4. Your taking responsibility for your professional development
5. Your ability to work with communities or teachers to improve education services
6. Your involvement in the PTCAs and identifying and addressing community needs
7. Your ability to design and implement projects that address community needs

Counterparts and beneficiaries were asked about individual-level project outcomes through a series of questions. For each individual outcome derived from the project plan, respondents were asked if changes had occurred and about the direction of those changes, whether their needs had been met, and, where applicable, whether they had maintained the change after the Volunteer departed. Only teachers were asked about outcomes two through four. Students were asked an open-ended question about how they had changed personally after working with the Volunteer.

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Stakeholders were not asked about individual level changes since they did not work with the Volunteer on a daily basis and were not the target for capacity building.

Individual Changes Resulting from the Project

Overall, a majority of both *counterparts* and *beneficiaries* felt their technical skills had improved as a result of working with the Volunteer. *Counterparts* felt they had experienced two significant changes as a result of working with the Volunteer. First, counterparts believed they had increased their ability to work with communities or teachers to improve education (92%) (Figure 14). However, they did not feel this was a significant change at the school level. This may indicate that participants individually built their skills in this area, but have not applied them in an organized fashion through the school.

Second, nearly all counterparts believed they had increased their confidence and competence in using English (92%). Improved English language skills mirrors their response to the community level change in which they stated student performance in English was the most prominent change. In addition, *students* were very vocal that their increased confidence and competence in speaking English was the greatest change for them as well. One student, now in college, explained,

*I live inside the University of the Philippines campus. We have foreigner neighbors and exchange students and I can talk to them without exerting too much effort.*¹⁹

Beneficiaries also rated this as the most frequent personal change (88%) (Figure 15), and rated it the second most frequent change at the community level. Taken together, participants overwhelmingly felt the biggest change at the community and personal level for all participants was an increased confidence and competence in speaking English.

Individually, the second most stated change by counterparts was their personal ability to create and access classroom resources (85%), as they did when assessing the community level change. This individual outcome was closely followed by designing and implementing projects addressing community needs (84%) and using interactive teaching methods (84%). These results differ from the community-level changes in that working with communities was not observed to be a significant change by the majority of counterparts.

Beneficiaries reported using new interactive teaching methods as the second most frequent individual change (84%) (Figure 15). This outcome was closely followed by improved access to educational resources (82%). In comparison with the community-level changes noted by beneficiaries, both of these outcomes rated very highly.

For counterparts, the outcome with the smallest observed personal change was working with the PTCAs (67%), as it was for community level changes. Beneficiaries also rated

¹⁹ Teresa de Guzman, *Impact Study of the Education Project of Peace Corps/Philippines*, p128, 2011.

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working with PTCAs low in terms of personal change (72%) and believed professional development skills had changed the least (71%).

Figure 14: Counterpart Assessment of Individual Changes Related to Project Outcomes

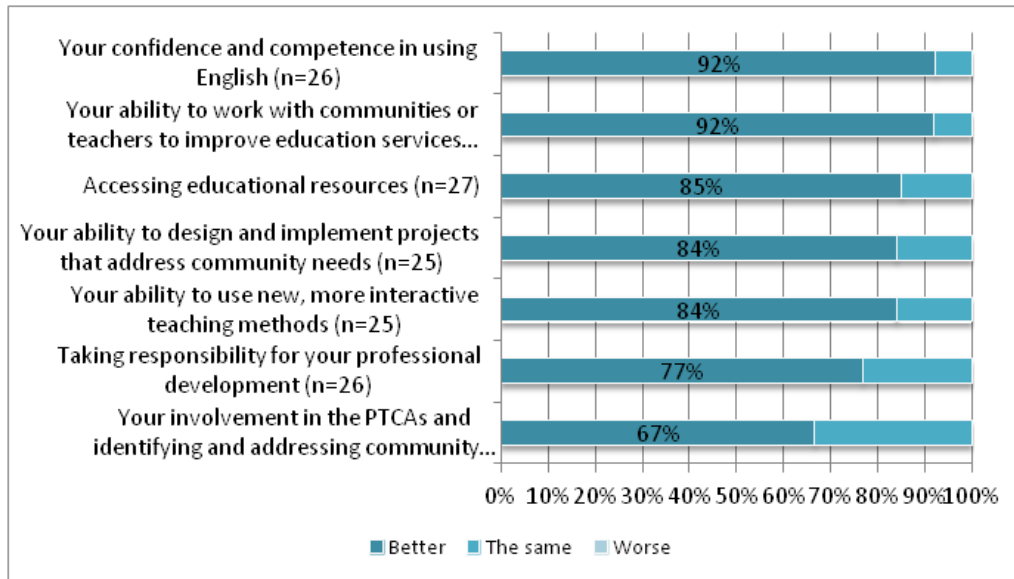
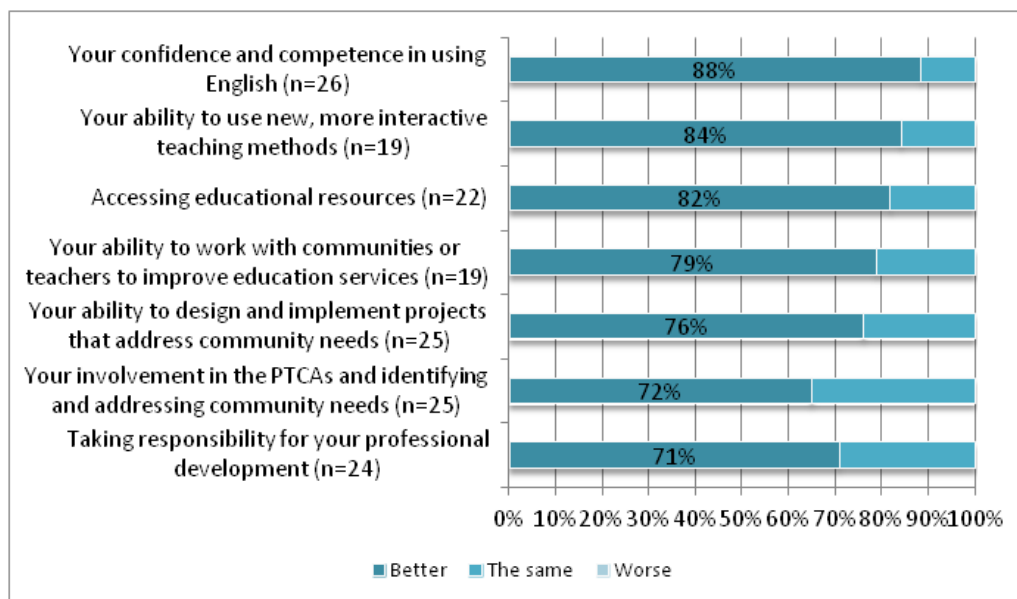


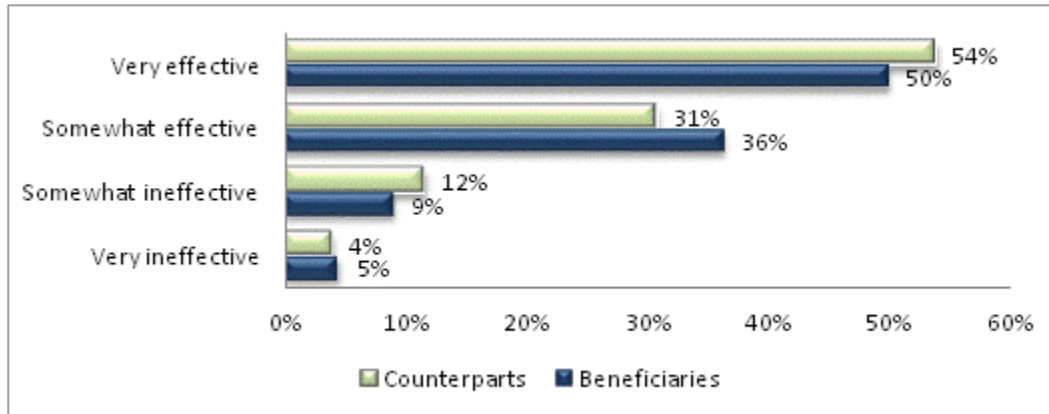
Figure 15: Beneficiary Assessment of Individual Changes Related to Project Outcomes



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In a separate question, *counterparts and beneficiaries* were asked how effective Volunteers' work was overall in building their capacity or that of other teachers (Figure 16). Fifty-four percent of counterparts and fifty percent of beneficiaries stated the activities were very effective in building their capacity. A further 31 percent of counterparts and 36 percent of beneficiaries stated that the activities had been somewhat effective. A very small percentage of each group stated that the activities were very ineffective in building capacity (Figure 16).

Figure 16: Effectiveness of Volunteers' Work in Building Individual Capacity



Counterparts, n=26; beneficiaries, n=22

Students reported improved English speaking and comprehension skills (22 of 44) and more self-confidence (19 of 44) after working with the Volunteer. These students explained they study more, and speak and read English more often after working with the Volunteer. Teachers noted that students who had worked with a Volunteer were now up to grade level, exhibited better vocabulary and grammar skills, and were able to overcome their shyness.

Sustainability of Individual Changes

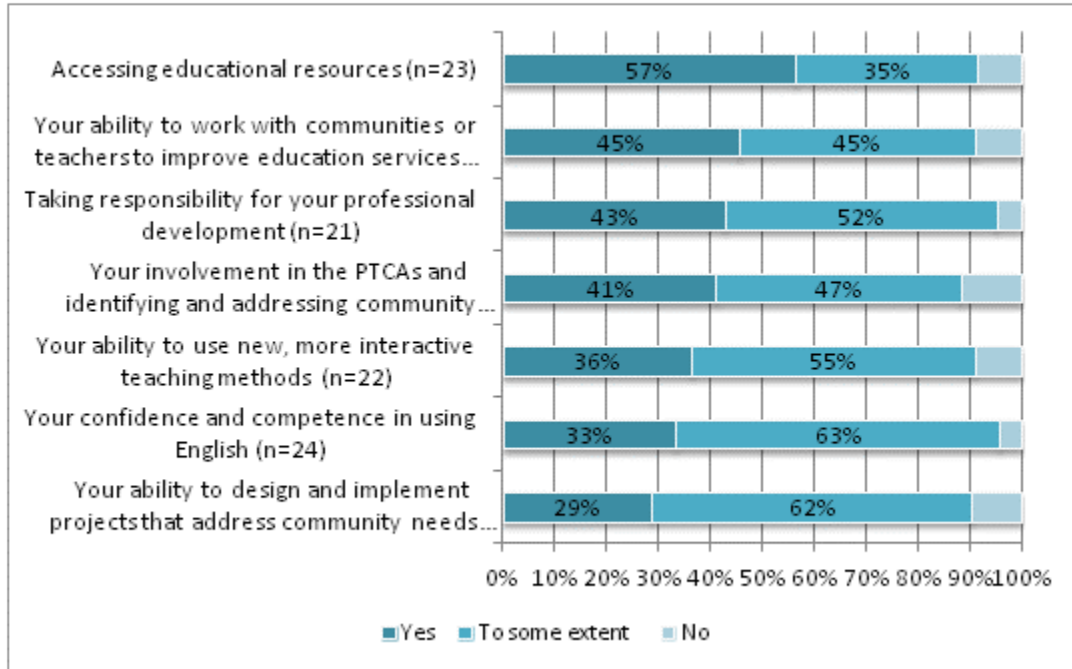
Counterparts most often reported their ability to access educational resources as fully sustained (57%) (Figure 17), and this outcome also rated highly for the level of individual change (Figure 14). The second most cited sustained change at the individual-level was counterparts' ability to work with communities or teachers to improve education (45%). This was also one of the two most frequently cited individual changes, although it was not frequently cited as a school change (Figure 8). This suggests that teachers are working individually on this rather cooperatively. Forty-three percent of counterparts reported they continued to take personal responsibility for their professional development.

According to counterparts, improved English language skills and confidence was not one of the most sustained personal outcomes despite being one of the most frequently cited personal changes. Only 33 percent of counterparts felt they had fully sustained their language skills once the Volunteer left, but a further 63 percent felt they had sustained these skills to some extent. The least reported sustained outcome was designing and

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implementing projects (29%). For all outcomes, at least 88 percent of counterparts felt they had sustained their skills and knowledge to some extent or greater.

Figure 17: Counterpart Assessment of Sustainability at the Individual Level

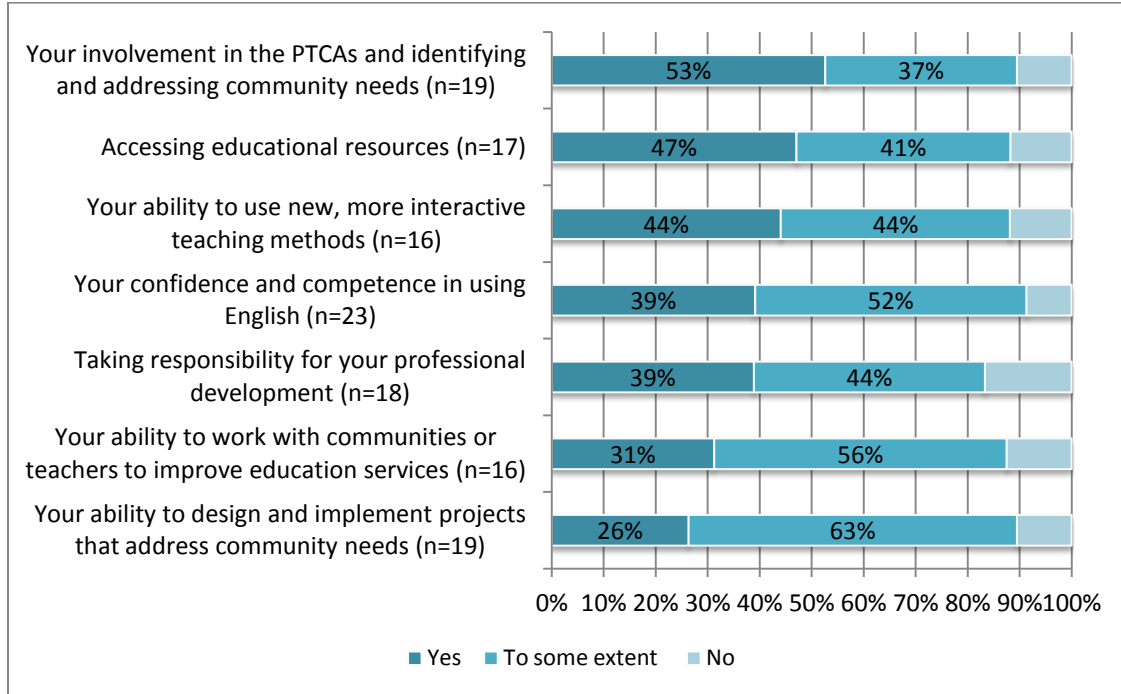


Among *beneficiaries*, 53 percent named working with the PTCAs as a fully sustained individual change (Figure 18). This mirrors previous results at the community level in which 44 percent of beneficiaries reported this outcome had been fully sustained. However, as stated before, beneficiaries did not name this as an activity of the project nor did they state they received training in this area. As a result, PCTA was not highly rated for individual changes and the sustainability of this outcome is related to fewer activities being implemented around this topic.

Forty-seven percent of beneficiaries reported they had fully sustained their access to educational resources and forty-four percent stated they had continued to use the new interactive teaching methods. Beneficiaries stated their ability to design and implement projects as the least sustained outcome (26%).

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Figure 18: Beneficiary Assessment of Sustainability at the Individual Level

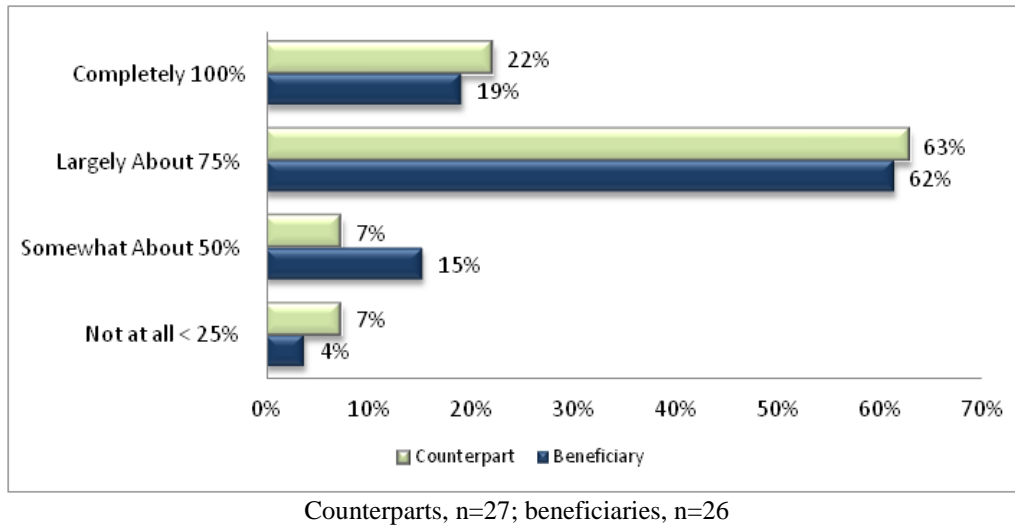


Students were asked if the school had maintained the improvements in their academic performance. Instead, the majority of students described how they had personally maintained these changes. Students (26 of 48) commented that they personally maintained these change by improving their study habits and getting better grades, taking jobs that required them to speak English, or studying English in college. Several of the students commented that they now worked on the school newspaper or in the school office where they regularly used English.

When respondents were asked about the overall sustainability of the program, the majority of counterparts and beneficiaries felt they had completely or to a large extent maintained the changes from the project (Figure 19). Twenty-two percent of *counterparts* reported they had completely maintained the changes and another sixty-three percent reported maintaining the changes to a large extent. Most respondents commented that they had maintained some of the methods and the teaching resources. A few explained that they had created systems to maintain the changes by institutionalizing the activities and training. Counterparts noted that they were unable to maintain changes because of changes to the DepEd curriculum and that they did not have any method for monitoring the changes.

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Figure 19: Extent to which Counterparts and Beneficiaries Maintained Changes



Nineteen percent of *beneficiaries* stated they had completely maintained the changes and another sixty-two percent stated they had maintained the changes to a large extent (Figure 19). Beneficiaries had also maintained some of the methods and classroom resources, but unlike counterparts, had not institutionalized these activities. Beneficiaries cited student behavior and social issues, and difficulties in maintaining the computers and libraries as reasons for not sustaining all of the changes.

Many of the counterparts and beneficiaries believed that improved student achievement was limited to those students who worked with a Volunteer. This limitation could be due to uneven adoption of the interactive teaching methods by teachers, and a few teachers noted that they were too busy to implement these methods.

However, several teachers noted that they did not have as good a relationship with students as the Volunteer and therefore could not maintain the changes introduced. Their comments suggest that stronger student-teacher relationships would contribute to the project outcomes, especially the sustainability of improved student performance. Student responses support this idea. For example, students reported that they continued to study hard, and attend and participate in classes for those teachers who adopted the Volunteer's more egalitarian demeanor with students, which the students called "more approachable." This behavior included speaking to students outside of class, speaking to students before class begins, helping students prepare for competitions, and taking a general interest in the welfare of the student. The low sustainability of students' increased competence and confidence in speaking English could be due to the differing quality of the student-teacher relationships, as well as.

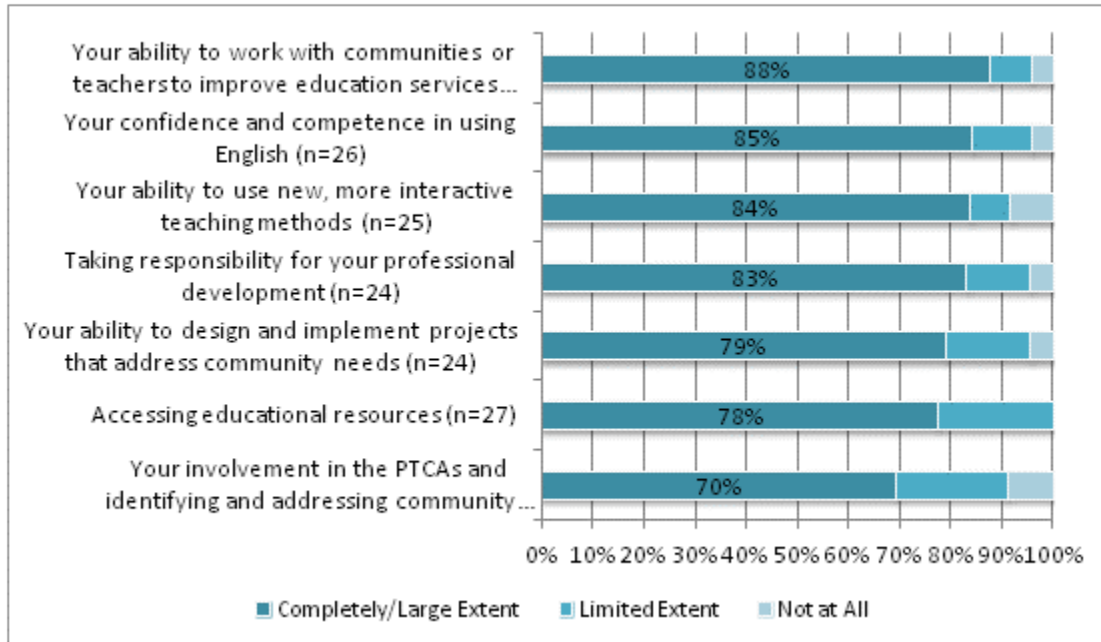
Extent to which Changes Met Individual Needs

Counterparts reported that the project outcomes largely met their needs (Figure 20). Counterparts most often reported that their improved ability to work with communities and teachers on educational issues met their needs completely or to a large extent (88%). This outcome was the second most frequently cited change and the second most

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frequently cited sustained change. In sum, counterparts consider this outcome to have had the most impact on their individual capacity building. The second most reported outcome to fully meet counterpart's needs was an increased confidence and competence in using English (85%) followed closely by using new interactive teaching methods (84%). Both of these outcomes rated highly in terms of individual change and low in terms of full sustainability. This suggests that barriers are preventing these changes from continuing (discussed in the next section).

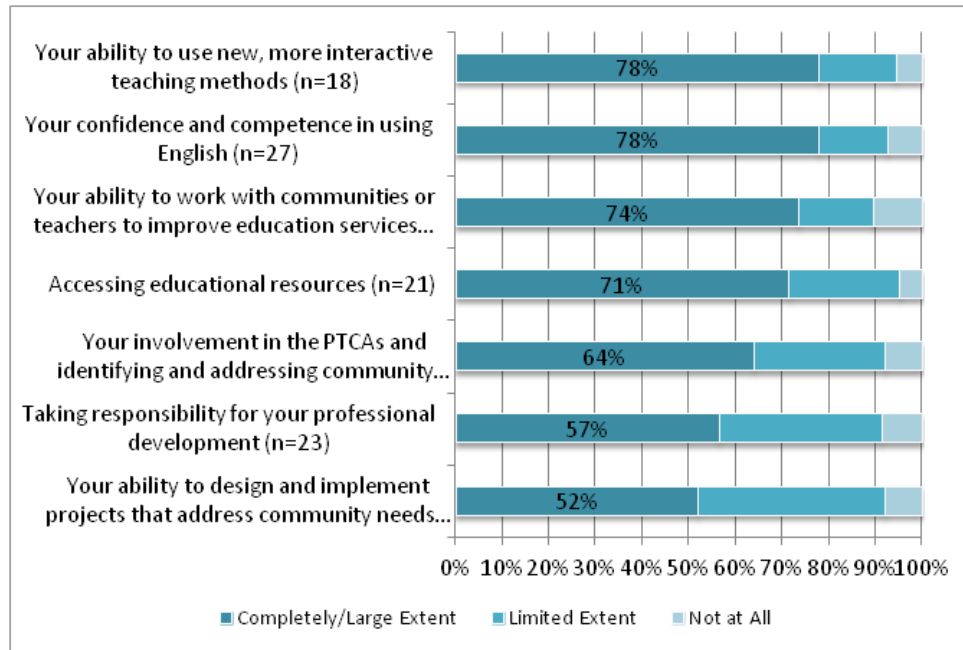
Figure 20: Counterpart Assessment of how Outcomes Met their Individual Needs



Beneficiaries also felt that the outcomes had generally met their needs completely or to a large extent (Figure 21). Two outcomes were reported most often as completely meeting beneficiary's needs. First, 78 percent of beneficiaries (especially teachers) stated that using more interactive teaching methods met their needs. Second, 78 percent of beneficiaries reported that their needs were met by an increased confidence and competence in speaking English. These outcomes were closely followed by beneficiary's ability to work with communities or teachers (74%).

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Figure 21: Beneficiary Assessment of how Outcomes Met their Individual Needs



How Skills are Used Personally and Professionally

Respondents were asked how often they used the skills gained from the project in their professional and personal lives, and which skills they most frequently used. Sixty-nine percent of *counterparts* used the skills they learned during the project on a daily basis in their professional life (Figure 22). Forty-eight percent of beneficiaries reported using their new skills professionally on a daily basis (Figure 22). Counterparts (19%) and beneficiaries (16%) also reported using their new skills on a weekly basis.

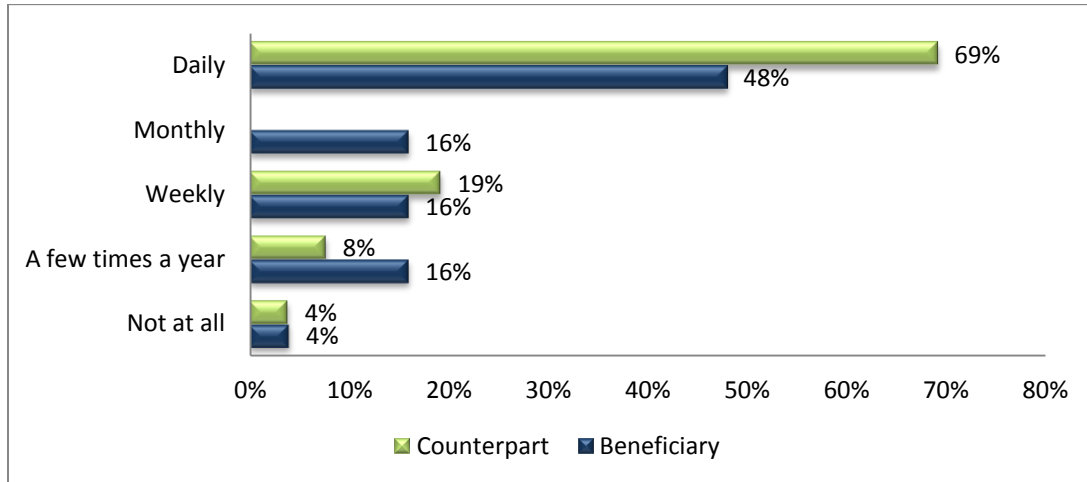
Eighteen out of twenty-two counterparts and ten out of seventeen beneficiaries stated they most often used the new teaching methods in their professional life. This indicates that most of the teachers who worked with a Volunteer have selectively adopted the new methods, and may not be using them on a daily basis. This could account for the low sustainability of student performance as reported by respondents at the community level. Both groups also stated they frequently used the new teaching resources at work. One counterpart noted that they use the training materials left by the Volunteer to train other teachers.

In their personal lives, 46 percent of counterparts stated they used new skills from the project on a daily basis. Counterparts most often stated they used a new set of values and behavior in their personal life. For example, many adopted the time management and punctuality of the Volunteer along with a more frank or direct communication strategy. They also described a shift in communication strategies toward less gossiping, which is a Filipino cultural norm related to social control. They explained that Volunteers did not take part in gossiping and were offended when they were the subject of gossip. Two counterparts stated they used their new computer skills to start their own small business

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fixing computers outside of their teaching duties. *Beneficiaries* did not comment on their personal use of skills and behaviors.

Figure 22: Frequency of Skills Used in Professional Life



Counterparts, n=26; beneficiaries, n=25

Unintended Outcomes

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

Other Changes and Accomplishments

The majority of counterparts and beneficiaries reported that students had significantly increased their self-confidence in general, not just in speaking English. They attributed this increased confidence to the Volunteers' ability to build students' self-esteem, as this teacher described:

[The Volunteer] wanted the children to have self-esteem and make the kids happy by displaying his or her work. Even though the art looks ugly, [the Volunteer] still displayed it.

As this teacher indicates, “ugly” artwork would not normally be displayed. Students reaffirmed this increase in self-confidence, stating that working with the Volunteer had increased their sense of self-worth. This led many students to try new activities and to take on new challenges in life because they discovered talents they did not know they had. These students' comments illustrate the nature of the changes:

[The Volunteer] became my trainer for public speaking competitions and really spent time teaching me, perfecting every sentence, perfecting every enunciation until I reached the regional. I can say that [the Volunteer] gave me the best

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experience of my high school years and [I] was able to compete to at the regional. I am very thankful that he was there to help and encourage me that I can do it.

[The Volunteer] helped me to develop and gain self-confidence not because we are poor but because we have the capacity to improve and become better. He's different compared with my other teachers, maybe because of his culture. He handles us in different ways compared with our teachers.

In college, I became one of the officers [and] was on the Dean's list. Now, I am emceeing programs because of my ability to speak proper English. It makes you feel better that other people believe you can do it.

Their comments highlight a new ability to re-imagine the possibilities for their lives and futures.

The majority of students also remarked that teachers are friendlier, nicer, and more approachable after working with the Volunteer. The result has been, according to students, *a better student-teacher relationship*. Throughout their interviews, students described the Volunteer as “approachable” explaining that they spoke to students outside of class more than local teachers, and helped them after class. Students explained that they felt “equal” to the Volunteer and this inspired them to study harder and “become something.” Comments from these students detail the differences between local teachers and Volunteers:

He is different from our teachers here because when we see him, he smiles and greets us and then we speak in English.

Every time you greet [the Volunteer, they] always start a conversation with you, while the other teachers when you say good morning or good afternoon, they only reply but don't talk to you and they don't make conversation.

[The Volunteer] does not get mad and has very long patience.

Students continued to improve their study habits for those teachers who had adopted the Volunteers' approach to student-teacher relationships. Two counterparts also noted this unintended outcome in their answers. For example, this teacher commented:

I give praises and compliments to students and try not to see always the negative side. I can say that now I handle my students well so that they would be interested to show up for class.

As a result, students felt the Volunteers had helped their schools not only academically but also emotionally.

A few counterparts, beneficiaries, and students recalled that working with the Volunteer had *improved their cross-cultural communication skills*. Students expressed a decreased

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apprehension about working with foreigners. Two counterparts commented that they had adopted a more positive approach to both work and life as a result of working with the Volunteer. Stakeholders noted changes in attitude at schools and that staff at some schools were more punctual.

Not all of the unintended changes and outcomes were positive. A group of beneficiaries and counterparts at three sites remarked that the project and Volunteer had not produced any outcomes or accomplishments, even the intended project outcomes. One noted that the Volunteer did not leave any “legacy” behind and several others explained that they did not learn anything and did not believe the Volunteer’s work was useful. A few stakeholders described the Volunteers at these three sites as frequently absent from work.

In these cases, stakeholders noted that Volunteers did not inform schools of their whereabouts and commented that Peace Corps should recruit more mature Volunteers. These respondents attributed this lack of work ethic and impact to the Volunteer’s lack of experience and unprofessional behavior. The outcome, in this case, was reflected in their changes in opinions of Americans.

Factors Affecting Project Performance

Respondents were asked a series of questions to ascertain what factors contributed to the success of the project, what factors hindered the project outcomes, the reasons why change was not sustained, and the degree to which the daily interaction with the Volunteer caused the change. This section outlines these findings.

Factors Contributing to Project Success

Counterparts and beneficiaries both reported that school administrators and teachers were the primary factors in the success of the BETA Project. They specifically emphasized the cooperation between teachers and students or teachers and principals. Several noted the need for this increased level of cooperation because the Volunteer arrived with so little funding. Other respondents believed the cooperation was needed to overcome local anxieties related to working with a foreigner. One respondent commented,

The factors are the acceptance of the teachers working with a foreigner and then the excitement shown by the students. The students were really excited when they heard that we will have a Peace Corps Volunteer and they all wanted to be [in] the Volunteer’s class.

Another respondent noted that the Volunteer’s problems were their problems, and the community and school had to work together to make the Volunteer’s stay successful. Counterparts and beneficiaries answers suggest that communities should be well-prepared to host a Volunteer, including having a thorough knowledge of roles and responsibilities, as well as the project plan.

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The secondary factor in the success of the project for counterparts and beneficiaries was the work habits and personality of the Volunteers. Specific work habits included dedication, hard work, and professionalism. According to the respondents, the personal characteristics of Volunteers that contributed to project success included resourcefulness, friendliness, patience, and a positive attitude. Comments from the counterparts and beneficiaries detail the kind of work they appreciated:

She was very time conscious, never late and very professional She is very sociable and flexible, kind to the kids, can understand individual differences. She is very resourceful; very good in using the available materials around her.

She is a very hard-working person, stays late at night just to finish something, she finished everything.

The Peace Corps Volunteers themselves are hard working [and] committed, so I think they are the key to its success. Because everything just follows. If the Volunteers themselves are into it; if they really mean business [like] “I came here to teach English.”

Patience. The [Volunteer] was very patient with those slow learners. Enthusiastic—always wants to be the one to teach and is not lazy to go to class. I can also say accommodating. [The Volunteer] is more than willing to accommodate if there is a problem.

A few counterparts and beneficiaries remarked that teamwork and good relationships between Volunteers and school personnel were the source of the project’s success.

Stakeholders reported that Volunteer work habits and personality were the primary factors in project success. The most often cited characteristics were teaching skills and qualifications, willingness to work, and consistently showing up for work. They also included in these characteristics the Volunteer’s ability to integrate well into Filipino culture. Stakeholders also stated that school administrators and teachers contributed significantly to the success of the project along with community support.

Students reported that the Volunteer’s personality and willingness to communicate with students outside of class led to a significant unintended outcome: improved student-teacher relationships at schools.

Factors Hindering Project Success

Counterparts, beneficiaries, and stakeholders were also asked what factors hindered the project’s success. The factors they provided can be categorized as either related to the project or to the personalities of Volunteers and participants. The majority of *counterparts and beneficiaries* stated that different elements of the project design hindered the project’s success. Specifically, they noted that the cycle of when Volunteers

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are deployed, the short length of the project cycle (two years), and the workload of Volunteers—who are often too busy with secondary activities—hindered the success of the project.

Peace Corps training was the second most frequently stated hindrance to project outcomes by counterparts and beneficiaries. A key issue was language. Respondents described Volunteers who did not have enough local language training or who did not have any technical language training. For example,

Well, not all of us can speak English, and I know [the Volunteer] found it difficult to jive with us especially that Hiligaynon is our dialect, but Filipino is our national language. Although English is the medium of instruction in our school, in our homes it's still Hiligaynon.

Stakeholders also cited language as the second biggest hindrance in the success of the project based on the reports they received from schools. In other cases, respondents expressed their surprise that the Volunteer spoke or learned the local language. The diversity of languages in the Philippines presents a challenge to posts and Volunteers.

Another training issue cited by *counterparts and beneficiaries* was Volunteers who did not have any teaching skills or experience. This critique included Volunteers who had college degrees in history or computers but not English, and Volunteers who did not have any classroom teaching experience. Counterparts and beneficiaries had expectations that Volunteers would be teachers with experiences similar to their own. *Stakeholders* also noted that some Volunteers were not qualified to teach. This comment by a counterpart illustrates the problem:

She was useless as a teacher because she did not teach. She was just a foreigner, white skinned and nothing. She did not know how to teach!

Finally, several counterparts and beneficiaries noted that a lack of cooperation from teachers and principals hindered the project's success. In one case, the school hired a new principal who did not support the work of the Volunteer. In several other cases, respondents commented that not all of the teachers wanted change and some were unwilling to work with the Volunteer. These teachers may be the reason why respondents reported many changes were not fully sustained at the school level. In one extreme case, the Volunteer and teachers had obtained many new books for the school library, but the school librarian did not want the students to ruin the new books and therefore kept the library locked. Students who reported improved reading comprehension and confidence in speaking English all described using the libraries developed by the Volunteer, indicating that restricted access to libraries impeded change.

Volunteer personality was also viewed as a limiting factor. According to *counterparts*, the primary issue was impatient and insistent Volunteers who wanted to get activities done according to a schedule. Several *counterparts and beneficiaries* commented that Volunteers had “superior” attitudes, explaining that Volunteers constantly compared

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Americans to Filipinos or “looked down on us.” A few stakeholders commented that some Volunteers had poor communication skills. Other issues included Volunteers who did not understand Filipino social obligations, such as sharing food or bringing back small gifts when you go out of town. Several counterparts and beneficiaries noted that Volunteers did not take part in the Filipino cultural practice of gossiping and were offended when they were the subject of gossip. In contrast, the majority of stakeholders stated that the adjustment period at the beginning of a Volunteer’s service was the primary hindrance because the project started slowly, but many felt Volunteers had adjusted well after a while. In sum, a few respondents did not feel that Volunteers adjusted to the local Filipino and school culture well, which can also be viewed as a training issue.

Counterparts and beneficiaries were also asked to describe any factors that limited the school or community’s ability to sustain the changes instituted as a result of the project (Figure 23). Both counterparts (41%) and beneficiaries (50%) named a lack of funding as the primary obstacle to maintaining change. Thirty-five percent of beneficiaries stated school personnel lacked the requisite skills and training to maintain the changes. This included several instances where Volunteers had established libraries and provided training to librarians in cataloguing and managing the library collections and these librarians had since left the school. Stakeholders also cited the retirement of teachers and principals who had been trained by Volunteers as a barrier to change, which may have contributed to 3 of 23 stakeholders stating the school lacked the skills and training to maintain the changes. The departure of teachers and principals who were trained by the Volunteer or supported the Volunteer should also be viewed as a limiting factor to the sustainability of the project. This barrier to change suggests that more institutionalized forms of sustainability should be developed and implemented at schools.

Among *counterparts*, 30 percent stated that “other” reasons had limited changes resulting from the project. For example, many counterparts noted they were unable to maintain the teaching resources in good condition after several years. A few commented that the librarian had left and no one was maintaining the books any more, and, in one case a typhoon had destroyed the library.

A few counterparts noted that recent changes in the DepEd curriculum conflicted with the teaching strategy of the project. However, several stakeholders, counterparts and beneficiaries noted that the teaching methods and other activities supported the DepEd UBD curriculum. The reasons for this discrepancy could be a lack of communication about the project’s relationship to the UBD curriculum and a lack of understanding about the UBD curriculum itself on the part of local teachers. Several counterparts and beneficiaries noted that many teachers did not want to change their teaching styles and thus did not make an effort to work with the Volunteer.

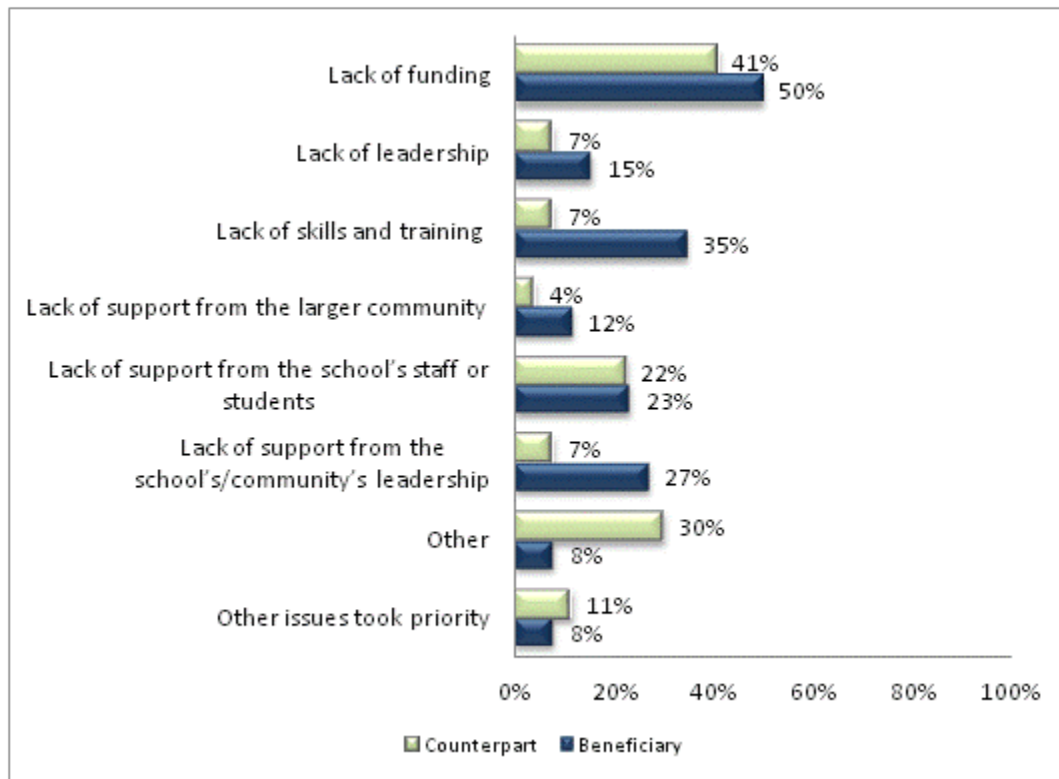
Some *beneficiaries* also felt that the school and community leadership did not give enough support to the project (27%), particularly if there had been a change in leadership at the school. Similarly, some of these respondents also noted that elections affected the implementation of the BETA Project,

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*The school might be affected by another transition in the next election, because this is a government owned school. We are affected by political factors during election time. We should come up with a policy that can stand an election, or transition in leadership.*²⁰

Issues of politics and changes in school leadership impact the sustainability of the Peace Corps project as well. As this respondent suggests, schools need to institutionalize the changes created by a Volunteer and develop policies that ensure sustainability. The Peace Corps post might want to contribute to these efforts and consider making these changes as conditions for working with a Volunteer. Finally, several beneficiaries commented that communities thought the Volunteer was a burden due to costs and the responsibility of keeping them safe. Some counterparts (22%) and beneficiaries (23%) did not feel the project received enough support from school staff or students.

Figure 23: Counterparts and Beneficiaries: Factors Limiting the Project Outcomes



Counterparts, n=27; beneficiaries, n=26

Seventy-eight percent of *stakeholders* named “Other” reasons for the school or community’s inability to maintain changes resulting from the project. An equal number of stakeholders felt the recent curriculum changes introduced by the DepEd and the poverty level of students together with absentee parents who work abroad were the

²⁰ Teresa de Guzman, *Impact Study of the Education Project of Peace Corps/Philippines*, p. 72, 2011.

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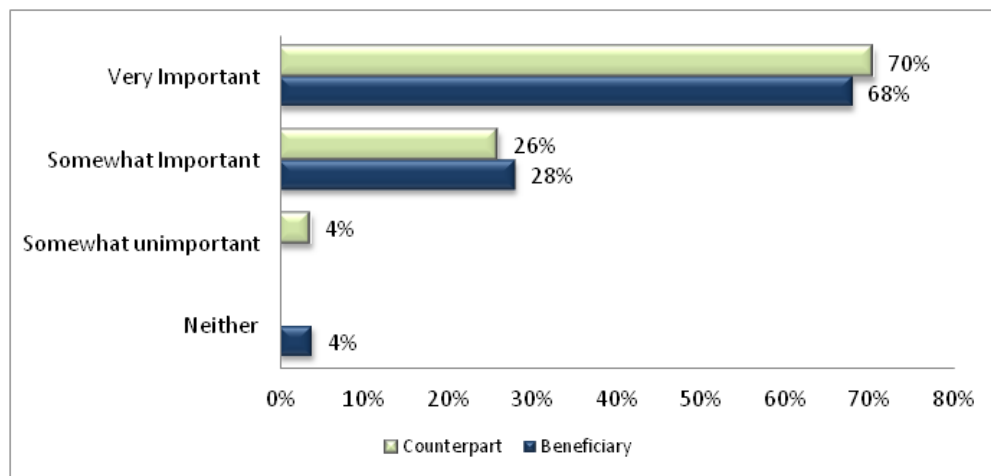
primary reasons project outcomes were not sustained. In the first case, the curriculum changes occurred in 2010, just prior to the study and therefore respondents were not able to compare these changes to the Volunteer's work. In the second case, Volunteers may implement secondary activities that address poverty; however, the Philippine government has made working abroad a national development strategy.

Degree to which Daily Interaction with Volunteers Caused the Change

Seventy percent of counterparts and fifty-two percent of beneficiaries interacted with the Volunteer on a daily basis. Respondents were asked how important the daily interaction with the Volunteer was in terms of causing the changes they had described.

The daily interaction was very important in facilitating change for 70 percent of counterparts and 68 percent of beneficiaries (Figure 24). Over a quarter of beneficiaries (28%) and counterparts (26%) stated that the daily interaction was somewhat important for facilitating change. As one teacher commented, "[The PCV] was really hands-on. [They] did a one-on-one tutorial on using the computer."²¹

Figure 24: Importance of Daily Interaction in Causing Change



Counterparts, n=27; beneficiaries, n=25

More specifically, most counterparts felt the strong relationships Volunteers built with students each day were the primary source of change. Many counterparts and beneficiaries suggested that the strong student interest in the Volunteer's classes and their methods caused the change. Another reason stated by respondents was the personality of the Volunteer, especially their professionalism.

Several counterparts and beneficiaries also commented on how the daily interaction with Volunteers impeded change. These respondents stated that the Volunteer was not sociable, was too demanding, and did not respect authority which discouraged teachers

²¹ Teresa de Guzman, *The Impact Study of the Education Project of Peace Corps/Philippines*, p. 95, 2011.

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and staff from interacting, and thus learning, from the Volunteer. Others described Volunteers who did not attend work every day or who worked mostly in the school office. This type of interaction did not support the project outcomes, according to respondents.

Satisfaction with Outcomes

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

Overall Satisfaction

Counterparts and beneficiaries overwhelmingly reported they were somewhat to very satisfied with the changes resulting from the project and the work of the Volunteer (Figure 25). Fifty-six percent of both counterparts and beneficiaries reported they were very satisfied with the changes. Slightly more beneficiaries were somewhat satisfied (41%) than counterparts (37%). These respondents were primarily satisfied because teachers and students had gained new skills and continued to apply what they learned after the Volunteer departed. The Filipino research team cited the development of libraries and the introduction of reading hours as the areas generating the greatest satisfaction. This could be because the acquisition of large numbers of books and seeing students read are readily visible changes.²² A large number of counterparts and beneficiaries were also satisfied because of the Volunteer's work habits and personality. They described the Volunteer as adaptable, helpful, willing to share, and able to create good relationships while working hard.

Only 4 percent of beneficiaries were very unsatisfied with the project and 7 percent of counterparts were somewhat unsatisfied (Figure 25). One counterpart cited the lack of teaching experience by the Volunteer and a few felt that the Volunteer's work did not relate to project outcomes. In this case, the majority of changes were related to computer upgrades, which was the Volunteer's background. According to the Filipino research team, a few counterparts and beneficiaries commented about the lack of professionalism, including personal grooming, shown by the Volunteers. For example, one teacher commented,

Most of the time the PCV would come to school with [their] clothes creased or crumpled. I told [them] that the male teachers wore polo barong while the female teachers wore their proper uniforms all the time. I also [said] that Filipinos are particular with their clothes and that it is important that your clothes for the school must be ironed and we do not wear shorts and t-shirts to work. [The PCV] would not listen or adjust to our culture.

²² Teresa DeGuzman, *The Impact Study of the Education Project of Peace Corps, Philippines*, p.64, 2011.

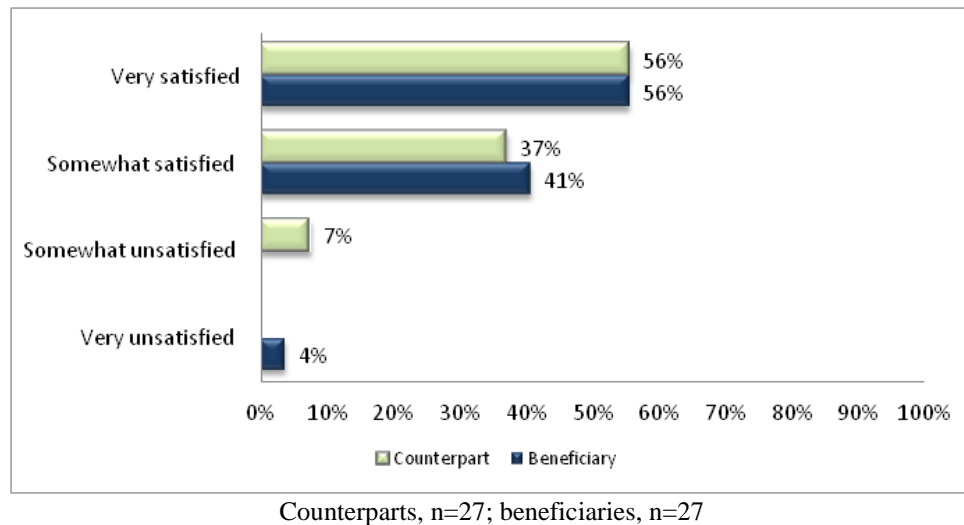
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One stakeholder made similar comments based on the reports from teachers:

*I am not satisfied because the PCV lacks [cultural] orientation. What is expected from a PCV was not manifested at all in terms of personality like being formal in dressing up as it reflects professionalism. It also seems that [the PCV] is not taking a bath so a lot of things are being said about [them] from the students.*²³

These findings indicate that Volunteers should be trained in cultural expectations of professionalism, especially for a school setting, and need to be able to manage such expectations. In one case, the school provided uniforms to the Volunteer allowing them to better conform to the dress code and easily manage these expectations. Interestingly, some students described the Volunteer's casual dress in positive ways, linking it to the Volunteer's more friendly and less formal interaction with students.

Figure 25: Counterpart and Beneficiary Satisfaction



However, the primary reason for dissatisfaction given by both respondent groups was that the Volunteer did not spend enough time in the classroom teaching or spent too much time conducting other activities outside the school. For example, one teacher commented,

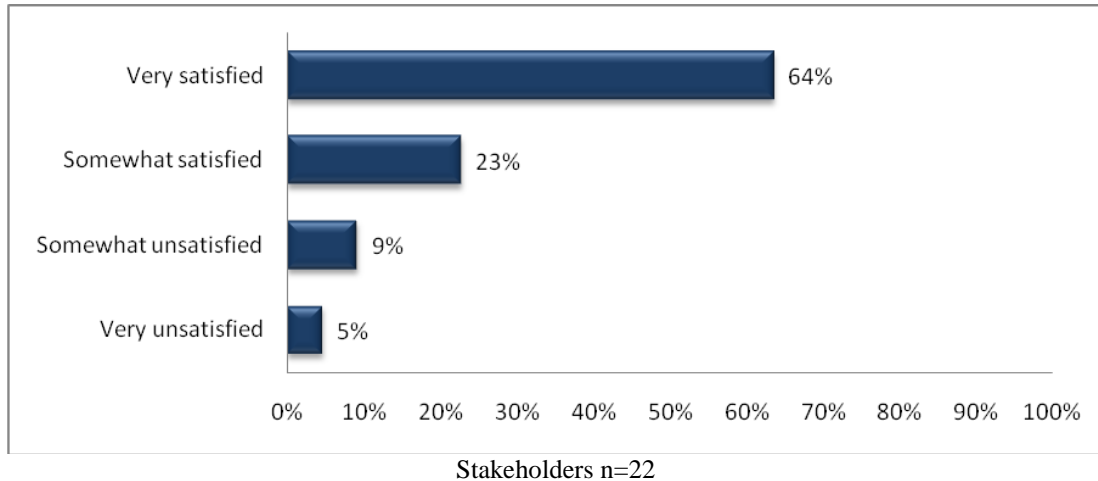
Not satisfied. I was hearing that PCVs in other places were teaching children how to sing to become proficient in English but I did not see it [here]. I even asked what is [the PCVs] importance in our school? I do not see [any] importance. [The PCV] is just a stranger in our school.

²³ Teresa DeGuzman, *The Impact Study of the Education Project of Peace Corps, Philippines*, p.65, 2011. The Filipino research team presented this issue of personal grooming as a major problem of the majority of the sites. However, when OSIRP examined the data, this issue applied to only three Volunteers in three sites.

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Stakeholders also overwhelmingly reported they were very satisfied with the project outcomes (64%) (Figure 26). Stakeholders were satisfied for three reasons: improved student performance, improved teacher performance, and the Volunteer's work ethic.

Figure 26: Stakeholder Satisfaction with Project Outcomes



Only 5 percent of stakeholders were very unsatisfied and a further 9 percent were somewhat unsatisfied with the changes resulting from the project (Figure 26). The majority of these respondents were not satisfied with Volunteers who did not work hard or lacked teaching experience. For example, one stakeholder and several teachers reported dissatisfaction with Volunteers who refused to work outside their scope of work. In another case, a stakeholder commented,

We requested a PCV with an ICT background, then someone with a journalism background, and then an English teacher. But eventually no one was available for us. Instead we were given a PCV with a theater background. I honestly feel disgusted with her performance. The PCV was very young and she lacked experience. She hardly got along with the other teachers. I actually had to fake my report on her, maybe our expectations were simply too high. I had a previous experience with a PCV when I worked in another school. That PCV was very active in the community and environmental projects. The PCV then and the PCV now were completely different. Our PCV even keeps talking about her boyfriend in the workplace.

Although most of the project participants, especially the students, reported that the theater projects greatly increased the students' English capacity and self-worth, one stakeholder did not think the Volunteers meet their needs, citing their lack of experience in the classroom as the barrier to the project's success.

The other reasons for stakeholder dissatisfaction were "moody" Volunteers who could not adapt to the Filipino expectations of social relations and Volunteers who did not dress

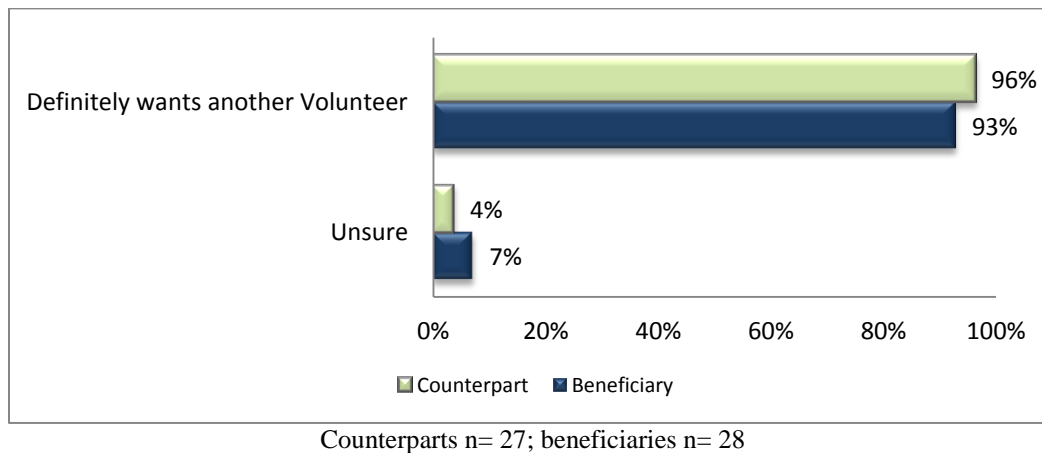
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appropriately to work in a school or who did not bathe on a regular basis. Several counterparts and beneficiaries also describe Volunteers who did not bathe regularly, wore shorts to work, or did not iron their clothes.

Desire to Work with Peace Corps Again

Another measure of satisfaction is whether counterparts, beneficiaries, and students would want to work with another Volunteer. Among *counterparts*, 96 percent stated they definitely wanted another Volunteer and 93 percent of *beneficiaries* reported that they would want to work with another Volunteer (Figure 27). Ninety-eight percent of *students* indicated they would want to work with another Volunteer.

Figure 27: Counterpart and Beneficiary: Want Another Volunteer



Students stated they wanted another Volunteer because they brought new experiences and ideas, and gave students an advantage or chance that other students did not have. Counterparts and beneficiaries did not provide reasons why they wanted to work with another Volunteer.

The few respondents unsure about working with another Volunteer reported being apprehensive because the next Volunteer may not be as highly skilled, hard working, or friendly as the one with which they had already worked.

Comparison Groups

To better assess the impact of Peace Corps in meeting Goals One and Two, the Philippine impact study included interviews with beneficiaries and students who had applied for but had not been assigned a Volunteer. Fifty beneficiaries and forty-eight students were asked similar questions as those respondents who had worked with a Volunteer. This section analyzes their answers in comparison with the responses from project participants for Goal One.

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The following analysis should be understood in the context of the reforms undertaken by the DepEd in 2002. The BETA Project specifically sets out to accomplish goals related to the revitalization and reforms instituted by the DepEd under the UBD curriculum. Schools not participating in the BETA Project, however, still had to adapt to the new curriculum and received training from other sources in the new interactive methods. As a result, the comparison focuses on the ability of the Volunteers to not only facilitate change, but to accelerate that change.

Comparison Group: Beneficiary

Fifty individuals were interviewed as comparison group beneficiaries:

- Teachers (78%)
- School Administrators/Principals (18%)
- PTCA members (8%)
- Other: Department heads or head teachers (4%)
- Community leaders (2%)

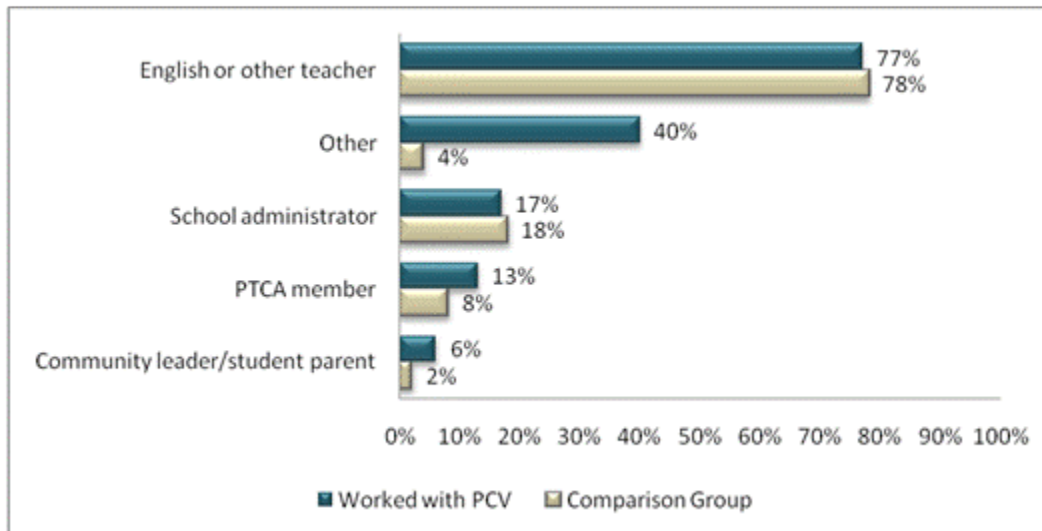
In general, the backgrounds of the comparison group resembled the backgrounds of the counterparts and beneficiaries who worked with a Volunteer and were interviewed for this study (Figure 28).²⁴ In the comparison group, the category of “Other” included head teachers and department heads while the “other” category from those who worked with Volunteers included librarians, school clerks, and administrative aides. Fifty-four percent of teachers and principals in the comparison group had been in their field ten or more years, a percentage similar to counterparts and beneficiaries who worked with Volunteers.

Comparison group beneficiaries reported receiving more training than those counterparts and beneficiaries who worked with a Volunteer (Figure 29). In the control group, 60 percent stated they received training in teaching methods, including the DepEd UBD curriculum. Fifty-two percent received professional development training and fifty percent were mentored. A smaller percentage reported training in classroom resource development (34%), project design (22%), mobilizing resources (20%), and English tutorials (16%). Only 2 percent of the control group did not receive any training, while 22 percent of those respondents who worked with a Volunteer reported not receiving any training from the Volunteer.

²⁴ Respondents were allowed to mark all categories that applied to their situation. For example, a teacher who is also a member of the PTCA could mark both categories.

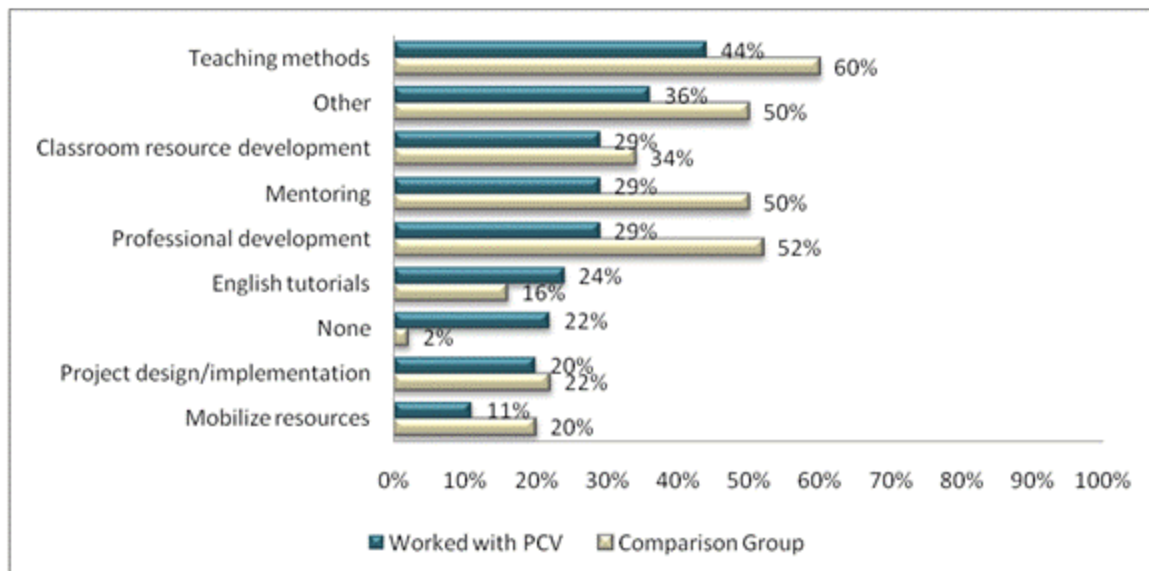
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Figure 28: Comparison of Respondent Backgrounds



Comparison group n=50; worked with PCV n=25

Figure 29: Comparison of Training Received



Control group n=50; work with PCV n=55

Comparison of English Program Characteristics

When asked to describe their English program, 30 percent of comparison beneficiaries (15 people) described programs that did not use interactive methods, had teachers who were not qualified, or did not have an English program. Another 28 percent stated they were using the revised national UBD curriculum, but their descriptions showed a wide diversity of implementation levels. Many respondents stated students studied English for only one hour a day while a few described a dedicated English program.

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Within these two groups of respondents, most noted that students often did not attend these classes or did not work very hard, and those using the UBD curriculum remarked they did not have the resources to implement the curriculum. A smaller portion, 20 percent described interactive English programs with drama, choirs, clubs, and other after school activities, as well as peer tutoring, resource centers, poetry contests, and English festivals. These respondents have created well-developed, student-centered English programs.

English programs in the comparison group show that most have been slow to adopt the UBD curriculum and many programs are not functioning. In comparison, students and teachers in the BETA Project report classes that are interactive, include drama, peer tutoring and after school activities. More importantly, students who worked with a Volunteer reported that they are more motivated to attend class and study hard, and many reported using their English skills in college or at work.

Comparison of Changes in Schools and English Programs

Comparison group beneficiaries were asked to reflect on changes in their schools over the last five years and to describe these changes. The 50 beneficiaries provided 127 responses. Physical improvements to the school was the most frequent change mentioned, with 31 percent describing new classrooms, gyms, restrooms, water tanks and access to clean water, improved landscaping and new libraries. Improved student performance was the second most frequent response (17%) and only 4 percent named declining student behavior as a noticeable change. Interactive, or student-centered, teaching methods was the third most cited change (12%) and respondents consistently named this as a large change for their school.²⁵ They often described how this change affected students and student-teacher relations:

Before the English teachers here, they are so serious. They are the ones who do the talking and everything. Now, it's more student centered.

Two responses were each mentioned by 11% of the respondents: increased access to classroom resources and improved teacher performance. Respondents most often described new books and computers as improved classroom resources. Explanations of improved teacher performance ranged from less absenteeism to more qualified teachers. Only a few of these respondents noted teachers had increased their competence and confidence in speaking English.

In comparison, Peace Corps Volunteers generally do not engage in physical construction of buildings, but did support their assigned schools through improvements to libraries and project participants frequently cited this as a major change. Peace Corps Volunteers did work directly on the remaining changes described by the comparison group: improved student performance, interactive teaching methods, and increased access to teaching

²⁵ Comparison group beneficiaries were also asked to assess how big the change was for the school. However, their responses on the size of the change did not show any pattern related to the types of changes described, except for this response.

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resources. In all cases, higher percentages of project participants reported improvements in these areas. Furthermore, Volunteers improved the competence and confidence of teachers in speaking English whereas the improvements in the comparison group focused on improved professional behavior and qualifications.

In order to directly measure impact, the comparison beneficiaries were also asked to describe changes related directly to the outcomes from the BETA project:

1. Student confidence and competence in using English
2. Student reading comprehension
3. Teacher competence and confidence in using English
4. Teaching methods to use more interactive approaches and activities
5. Teacher access to resources for classroom teaching
6. Communities and schools working together to improve education
7. PTCA activity in addressing school and education needs

These respondents described the change as better, the same, or worse. They were then asked to describe the extent to which these changes met their needs. Overall, comparison group respondents reported a significant number of these changes as better (Figure 28). The top four changes reported by comparison group respondents were:

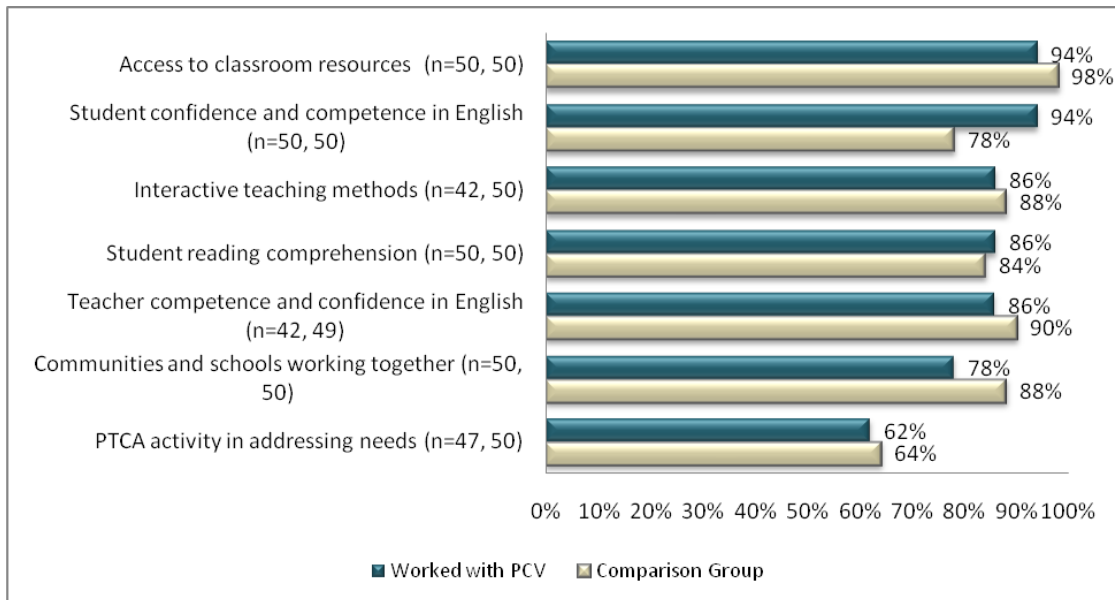
- Improved access to classroom resources (98%)
- Teacher competence and confidence in speaking English (90%)
- Interactive teaching methods (88%)
- Communities and schools working together (88%)

While these numbers are higher than project participants' responses, it should be noted that comparison group respondents did not describe these changes as frequently during the open ended question discussed above, and only 12 percent named improved teaching methods as the biggest change. Instead, the comparison group most often cited physical improvements to schools.

When compared with responses from counterparts and beneficiaries who worked with a Volunteer, the primary impact from the BETA Project was an improved student confidence and competence in speaking English and improved student reading comprehension (Figure 28). Both of these BETA Project outcomes showed higher rates of change among project participants than the comparison group. The analysis of the causes of change in these areas showed that the student-teacher relationship had changed as a result of working with the Volunteer, leading students to study harder and participate more in class. This change was not described by any of the comparison group beneficiaries.

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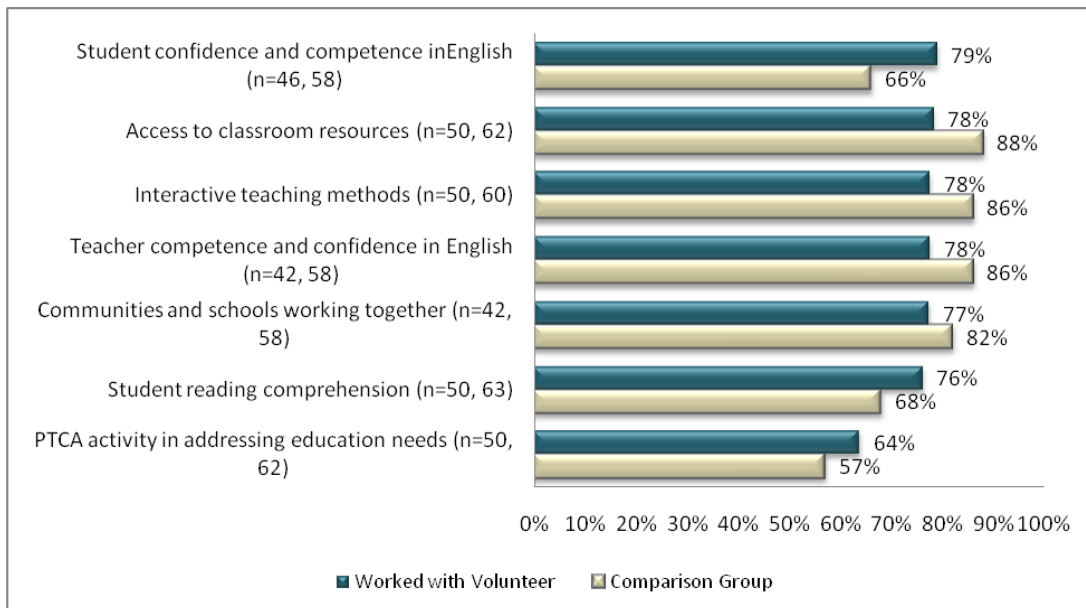
Figure 30: Comparison of Changes Related to the BETA Project



Comparison group n reported first

When asked if these changes met their needs, 88 percent of comparison group respondents reported that improved access to classroom resources met their needs completely or to a large extent (Figure 31). The comparison group also reported that interactive teaching methods (86%) and teacher competence and confidence in English (86%) met their needs completely or to a large extent. These were also the top three changes reported by this group.

Figure 31: Comparison of How BETA Project Changes Met Respondent Needs



Comparison group n reported first

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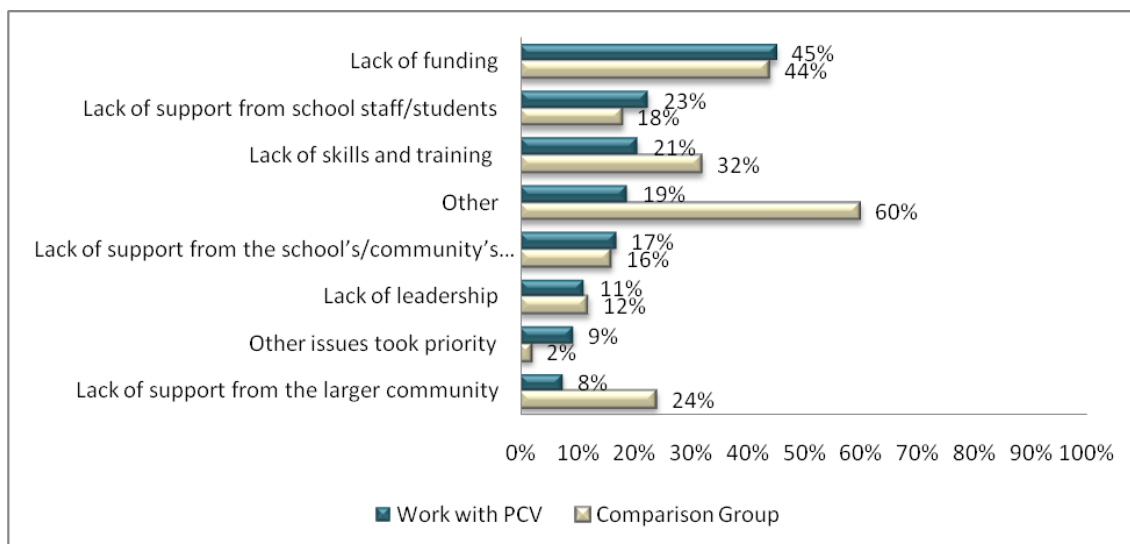
Slightly more comparison group respondents felt the changes met their needs than counterparts and beneficiaries who worked with a Volunteer (Figure 31). However, the comparison group did not report that improved student performance was a large change or one that met their needs. In contrast, participants in the BETA Project reported that improved student performance in reading and English met their needs to a greater extent than the comparison group, and was a significant change.

Factors Affecting Change in Comparison Schools and Communities

The comparison group was asked to reflect on what factors prevented changes from taking place in the school and the community. For each question, they were given the same choices as those interviewees who worked with Volunteers. While 45 percent of interviewees who worked with Volunteers cited lack of funding as the primary barrier to change in schools, 60 percent of the comparison group stated “Other” as the primary obstacle (Figure 32). Similarly, when asked about barriers to change in the communities, 56 percent of the comparison group cited “Other” as the reason. Across responses for both questions, respondents defined “Other” factors primarily as student behavior and social issues:

- Students skipping school to play pool and gamble, or gamble online
- High dropout rates
- Poor study habits by students
- Students texting and reading comic books in the local language
- Food insecurity
- Poverty
- Poor parenting skills at home
- Discrimination against students
- Increased gang activity

Figure 32: Comparison of Factors Affecting Change in the School



For those working with PCV n=53; comparison group n=50

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A few teachers connected these behaviors and “out of control students” to a decree from the DepEd forbidding corporal punishment. For example, one teacher commented,

You cannot implement the rules because of the DepEd memo that you cannot reprimand students by pinching or saying bad words toward them.

Other teachers commented that parents did not have time to work with their children on school subjects because they were busy making a living and teachers were too burdened with classes to teach remedial courses. One teacher explained,

One factor is poverty. The parents have no time in educating their children or in attending meetings because they are prioritizing their livelihood. Another is the lack of teachers to conduct remedial classes. We teachers have limited time and we need remedial classes in school. Instead of the parents doing this, we can volunteer ourselves only if we have free time.

The comparison group respondents discussed student poverty levels often throughout their interviews as a barrier to change. In fact, a few comparison group respondents described an “Adopt a Child” program in which students from poor families who are very good students were adopted by teachers and upper class community members, ensuring that they remained in school.

In contrast, counterparts and beneficiaries who worked with Volunteers do not describe these issues as obstacles to change in schools, and instead talk about an overall improved student performance and increased sense of self-worth among students. Since one of the unintended outcomes in the BETA Project was a change in the teacher-student relationship that inspired learning and self-confidence among students, the lack of such behavior in the comparison group suggests that this might be the biggest impact of the BETA project. For example, when describing their English program, five comparison group beneficiaries mentioned their schools had “speak English only” policies that included fines for students who spoke the local language in school. While incentives that encourage English speaking are a good idea, most respondents stated that poverty was the primary barrier to change in the school. In this context, policies that fine students for speaking the local language may not be the appropriate method to incentivize speaking English. Evidence from students, counterparts, and beneficiaries who worked with Volunteers suggests that a change in student-teacher relationships toward friendlier, more approachable teachers and the shift to interactive methods were greater incentives for students to learn and speak English because it improved their self-confidence. In addition, students reported an increased desire to study harder after working with the Volunteer. BETA Project participants also do not describe “out of control students” and 26 percent of students who worked with a Volunteer stated that better student behavior was an outcome of working with the Volunteer.

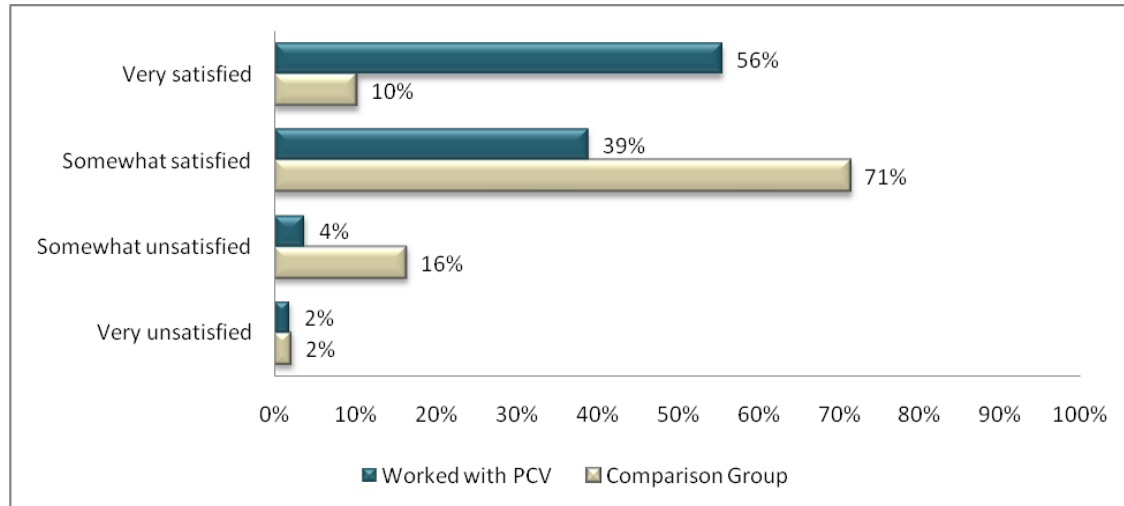
Satisfaction with English Programs and Unmet Needs

Seventy-one percent of comparison group respondents reported being somewhat satisfied with the changes in the school and community (Figure 33). A small percentage (10%)

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reported they were very satisfied with the changes. Significantly more counterparts and beneficiaries who worked with Volunteers reported being very satisfied (56%) or somewhat satisfied (39%) (Figure 33). Only 4 percent of project participants were somewhat unsatisfied compared to 16 percent of the comparison group.

Figure 33: Comparison of Satisfaction Levels



For worked with PCV, n=54; for comparison group, n=49

The comparison group respondents most frequently stated their needs had not been met for more classroom teaching materials and resources (60%). The majority of respondents who did not work with a Volunteer specifically cited a need for books in English to improve student reading comprehension.

When specifically asked about BETA Project outcomes, these respondents most often named this as a change and also stated it most met their needs. However, when asked to describe the biggest changes that took place in their school, access to teaching resources was not frequently mentioned. The most frequently cited change by the comparison group was improved physical facilities, suggesting that the change in materials and resources had been minimal.

In contrast, counterparts, beneficiaries and students who worked with a Volunteer discussed at length the amount of books and library training they received. They describe reading programs and an increased interest in reading and improved reading comprehension. All of these changes suggest an accelerated change toward the goals of the UBD curriculum.

Construction or improvement of school physical facilities was the second most often stated unmet need by comparison group respondents (36%). These teachers and principals want more classrooms, labs, and lab equipment. The remainder of the unmet needs included: more qualified teachers, more training in interactive methods, better reading comprehension by students, and ways to address social issues students face. The social issues included food insecurity, lack of access to clean water, and poor parenting

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skills. Based on the responses from BETA Project participants, Volunteers have addressed these needs except for the expanded facilities. A few Volunteers have addressed social issues in their activities, such as creating a school lunch program.

Comparison Group: Students

The research team also interviewed 48 students (average age 15) about their English programs and confidence in speaking English. Ninety-four percent were secondary school students and the remaining students were in elementary school.

Characteristics of the English Program

Ninety-two percent of the comparison students (n=48) stated they had English class every day; however this included students who had class for one hour or less a day. The remainder of the students (8%) had English class two to five times a week. Ninety-four percent of comparison students stated English class was very important because as the universal language of economic development speaking English meant better overseas job opportunities.

Half of the comparison students described their English class as interactive and 48 percent of these students said they participate in these classes. Interactive classes included interpreting poems, doing group activities, role playing, broadcasting or journalism activities, games, poster making contests, and writing stories. A number of students described their classes as fun, for example:

It is wholesome, fun and cool. The lessons are exciting because the teachers are very good. They ask us to do activities so we will not get bored. We have games in vocabulary.

In our English class, I can say that it is fun and many are participating. And also there is cooperation in order to form new ideas or opinions like when we have groupings. You can share your ideas and opinions on the certain topics given to your group like when we are discussing our political views or views on certain issues like the Reproductive Health Bill. In our English subject, students are really trying to learn how to speak English and communicating to other students using the English language.

However, another 48 percent of students described lecture and text-based classes. In these classes, students primarily listen to teachers lecture, but also recite from text books, look up words in the dictionary, take quizzes and exams, or do writing exercises. For example, these students described what many called “boring” classes:

Our teacher gives activities which help improve our grammar, reading skills and literary skills. Such activities include quizzes, finding the hard to define words in the dictionary. Students participate in class by recitation.

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Our teacher conducts lectures. Then she gives a test after the class. We don't have many activities.

Some students noted that they are not learning how to speak English in these classes,

Our English class is the same as a regular class. The lessons taught are from the lesson plan supplied by the BEC. We learn a lot from this kind of class but we cannot speak English fluently.

These students also described being punished for speaking the local language in English class, and some noted that this makes them not participate in class.

Only 10 percent of comparison students stated they have enough classroom resources. The remaining students described classrooms without text books or teaching resources, including students who described interactive classes. For example,

Our teacher has a textbook, but not many copies. So we get one copy and photocopy it. She reads the book then discusses it with us.

A smaller percentage (2%), stated they had after school activities, suggesting that even those students who described interactive classes do not have after school activities. Only 1 percent described schools with peer tutoring or remedial courses. In sum, comparison schools with interactive English programs still need support.

In contrast, 51 percent of students who worked with a Volunteer stated their teachers had increased access to teaching resources, including libraries and more books. In addition, 40 percent of students in the project reported more participation in class and 37 percent stated the classes were more interactive. This indicates that possibly the classes had been somewhat interactive prior to the Volunteer's arrival as described by the comparison group, but working with the volunteer increased the level of interaction and changed the nature of interaction. Students who worked with a Volunteer also described an increase in after school activities (35%), such as plays, clubs, and art. Ten of forty-three students described remedial and peer tutoring, while counterparts and beneficiaries more often described peer tutoring and remedial classes. As a result, schools and student that worked with a Volunteer were able to jump-start these elements of the UBD curriculum.

Changes in English Programs

Eight-three percent of students who did not work with a Volunteer stated they wanted their English classes to change (n=36). Of these respondents, 77 percent desired a change in either teaching methods or the teacher-student relationship. Specifically, comparison group students stated they wanted more fun and competent teachers and 50 percent wanted more resources, especially computers.

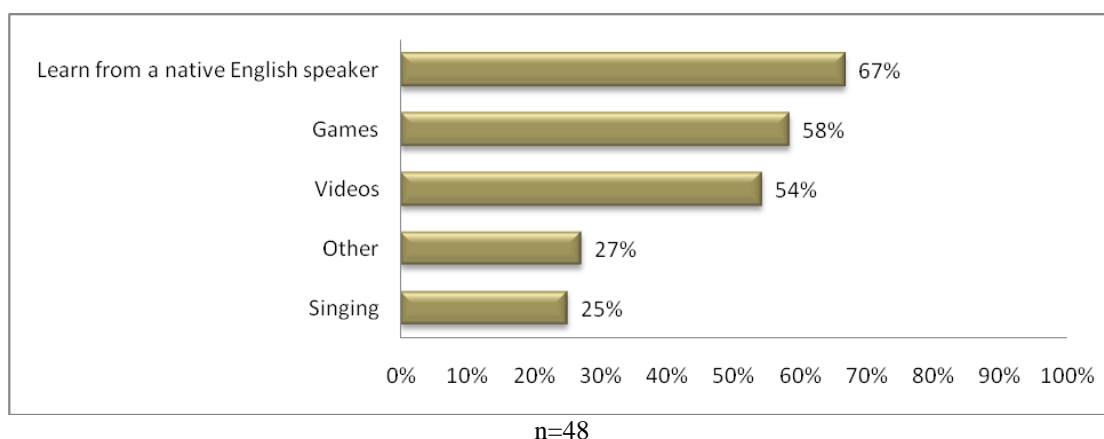
In contrast, 54 percent of students who worked with a Volunteer described their classes as fun, and reported that they learned more. More importantly, these students described a change in the student-teacher relationship that led to continued learning and achievement

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after the Volunteer departed. This suggests that changing the method of teaching will not be sufficient to improve student competence and confidence in English and that a change also needs to occur in the school culture and in the hierarchical relationships between students and teachers. As evidence, the comparison group students' desire for more fun and competent teachers contradicts the comparison group teachers' description of their own improved competence in teaching and their adoption of interactive methods. The students' response suggests that the changes described by the comparison beneficiaries are not significant enough to engender change in student performance or need to be combined with a change in the student-teacher relationship.

Students in the comparison group were also asked what would make learning English easier. Sixty-seven percent stated that learning from a Native English speaker would make learning English easier (Figure 34). The other responses all indicated that more interactive teaching methods would make learning English easier.

Figure 34: Factors that Make Learning English Easier for Students



Sixty-nine percent of students (n=48) in the comparison group also reported that they were somewhat confident in speaking English. Most stated they lacked confidence in their speaking skills, but also that they were too shy to speak English. Additionally, comments from comparison group students who stated they were self-confident indicated that their confidence came from passing exams or reciting written texts, not conversational English.

Among the students who worked with Volunteers, 43 percent said they were more confident in their English skills while 50 percent stated they had improved their English skills, spoke English more and read more often. Their teachers also reported improved student performance and confidence as one of the biggest impacts of the project, noting that students were no longer shy about using English.

Unmet Student Needs

Students in the comparison group most frequently said their schools needed more books in the library, or in some cases needed libraries (75%). When asked what would most improve their English skills, 50 percent of students in the comparison group answered

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tutoring in reading or remedial reading courses. Based on answers from other questions, comparison group students also need more competent teachers who are fun and use interactive methods.

Counterparts and beneficiaries from the BETA Project reported that improved reading comprehension was a significant outcome after working with the Volunteers. All participants discussed at length the addition of new books, libraries and library catalogues in their schools as a result of collaborating with the Volunteer. Furthermore, respondents also described new reading programs, such as *Stop and Read*, in which schools stop activities and read in English for about thirty minutes a day. These changes and new practices suggest that Volunteers accelerated the UBD curriculum outcomes and made positive strides toward changing the education culture of local schools.

Summary Goal One

Overall, the BETA Project increased the capacity of schools and individuals, and had the most impact in terms of change, sustainability, and meeting their needs among the following intended outcomes:

- Improvement in student reading comprehension (especially counterparts)
- Improved teacher access to resources (counterparts and beneficiaries)
- Adoption of new interactive teaching methods
- Increased student confidence and competence in English

The respondents attributed the improvement in student performance to the shift from text-based teaching to language comprehension and interactive teaching methods. This attribution is supported by the findings from the comparison group beneficiaries and students who continued to describe text-based teaching methods after receiving training on interactive teaching and other UBD methods. Based on this comparison, Volunteers facilitated a faster change to interactive methods as compared with schools that only received training from the DepEd. As a result, the BETA Project improved the DepEd's ability to implement the UBD curriculum.

Counterparts, beneficiaries and stakeholders reported that outcomes requiring Volunteers to work with community members and PTCAs outside the school environment had little impact. Counterparts and beneficiaries reported they did not receive training in this area and that Volunteers were frustrated in their efforts to work with communities and PTCAs. Although beneficiaries often reported this outcome most met their needs (80%) (Figure 13), they described very little change related to this outcome and little sustainability related to this outcome. In contrast, stakeholders reported that this outcome did not meet their needs. The comparison group beneficiaries described two primary areas in which teachers and the PTCAs could work together, but currently do not: food security and safe water supply. Based on this data, the outcome of working collaboratively with teachers and PTCAs remains an unmet need.

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Volunteers facilitated several important, but unintended, outcomes. First, according to students, there has been a shift in the student-teacher relationship at schools as some teachers were more friendly and approachable after working with the Volunteer. Students described studying harder and participating more in class for teachers who were more approachable. This contrasts with the comparison group students who still describe boring classes, not participating in class, and not studying despite shifts to interactive teaching. This suggests that adopting new methods will not alone improve student performance. Second, Volunteers built the self-confidence of students beyond their English abilities, and inspired students to try new things and discover hidden talents.

Peace Corps/Philippines built capacity among teachers, school staff, and students. However, respondents note that these changes were difficult to sustain. The issue facing schools and Volunteers is how to institutionalize the changes, including how to monitor and evaluate the changes. For example, respondents noted that support, technical skill, and knowledge remained with the individuals trained by the Volunteer. Turnover in political appointees, school administrators, teachers, and librarians made capacity highly mobile and unstable.

In another example, respondents also believed that student performance was not sustainable because only a limited number of students worked with the Volunteer and the change was no longer evident once students matriculated. This indicates that a limited number of teachers may have adopted the methods and supports the idea that student-teacher relationships play a factor in continued and expanded improvements in student performance. Finally, stakeholders and teachers commented that the Volunteer's work was incompatible with recent changes in the DepEd curriculum. This belief suggests that fewer teachers will continue to use the teaching methods and tutorials developed by Volunteers.

According to respondents, several factors affected the project outcomes. The cooperation of school staff, students, and principals allowed Volunteer's to easily transition into Filipino and school culture, but this hinged on the participants' ability to accept a foreigner in the community. This implies that a wider spectrum of school personnel may need training in cross-cultural sensitivity prior to receiving a Volunteer. Another factor in the success of the project was Volunteers' work ethic and high levels of professionalism, including personal traits such as patience, friendliness, and a positive attitude. Volunteers should be made aware of school staff's expectations, including dress and behavior.

Several project design elements hindered the project's implementation, including the deployment cycle and Volunteer's busy schedules. The Volunteer's lack of language training and teaching skills and experience also hindered project implementation and sustainability. This included Volunteers who did not learn the correct language for their site. Teachers with ten or more years of experience are less willing to work with a Volunteer who does not have any teaching experience. Teachers and principals who did not want to change methods or practices, and Volunteers who could not adjust to Filipino culture were other barriers to change and sustainability. This included Volunteers who were demanding, dressed improperly, and became upset by the Filipino custom of

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gossiping. Less than a third of respondents noted they did not have enough funding to maintain the teaching resources.

Based on the data, capacity building for this project not only depends on the willingness of local school staff to support a Volunteer, but to change their own methods of teaching and interacting with students, as well. Capacity building also depends on the personality and technical skills of the Volunteers themselves, including their ability to integrate as a colleague into the school culture. Technical capacity includes teaching and language skills, but also the right aspects of cross-cultural competency. Sustaining new capacities depends on the ability of schools to maintain the changes and institutionalize them. In order to maintain teaching resources and libraries, schools need to be able to replace or repair materials within their resource constraints. In addition, sustainability requires that schools establish a training manual or other mechanism to overcome the loss of teachers and librarians trained by the Volunteer.

CHAPTER 3: GOAL TWO FINDINGS

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

The next section discusses the causes of changes according to the respondents, including descriptions of how much and in what ways Filipinos interacted with Volunteers. The section continues with a description of the impact on respondents' behaviors and outlook on life. These findings are then compared to the findings from the comparison groups. The section concludes with a summary of the findings of Goal Two.

All of the impact studies have asked respondents about changes in their opinion of Americans after working with a Volunteer. However, the Philippines represent a unique situation as a former colony of the United States and a place where the U.S. maintains a strong military presence. As such, the country and its citizens have a long and complex history with the United States that influences how Filipinos perceive Americans. This history is reflected in the responses to the questions in this section.

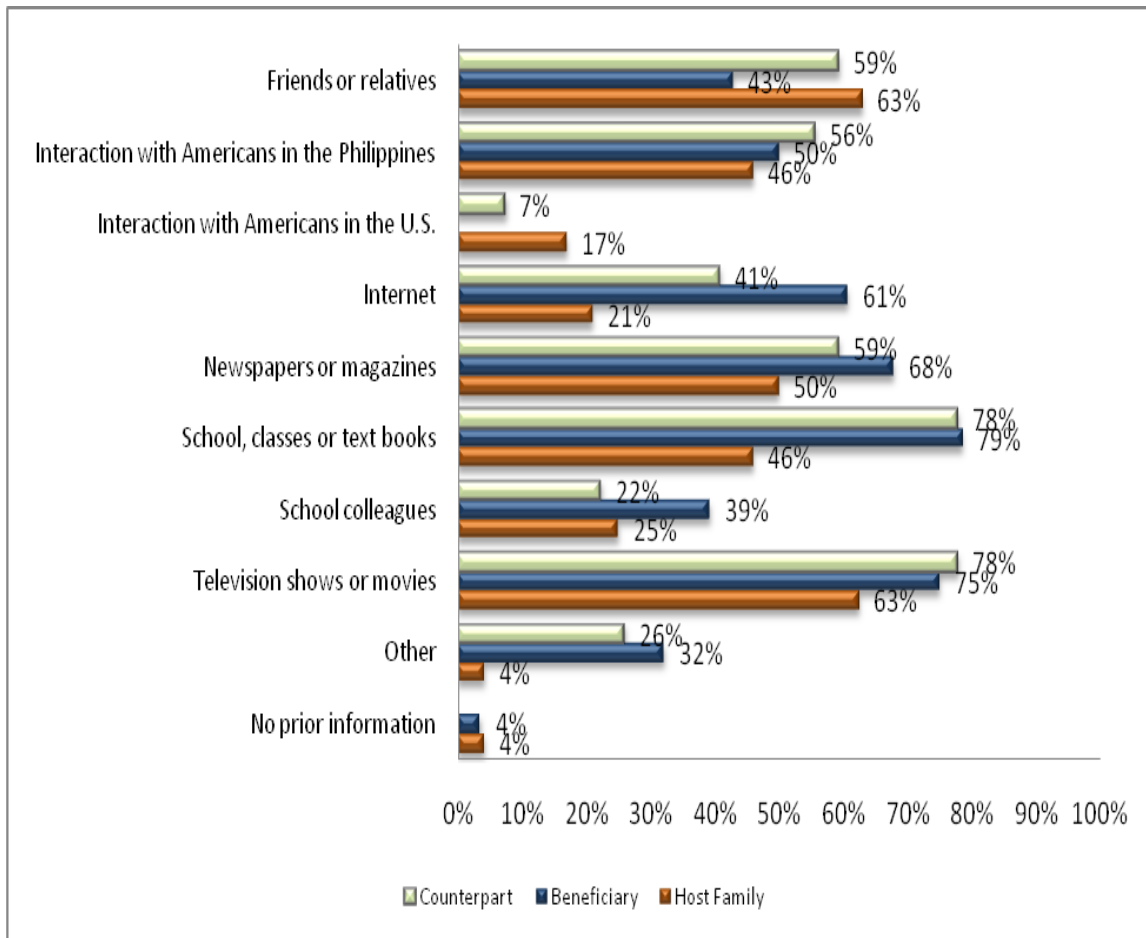
Sources of Information about Americans

Filipino counterparts, beneficiaries, and students learned about Americans from two primary sources prior to the arrival of a Peace Corps Volunteer: television and text books. Among *counterparts*, 78 percent learned about Americans from school or text books, and another 78 percent from television shows or movies (Figure 35). *Beneficiaries* reported learning about Americans from the same sources: 79 percent from school and text-books, and 75 percent from television and movies (Figure 35). Eighty-nine percent of *students* reported learning about Americans from television and movies, and sixty-four percent from school or text books.

The *host family* members were more likely to have learned about Americans from friends or relatives (63%). They also cited television or movies as a source of information (63%) (Figure 35). Host families commented that friends and relatives had either married an American or moved to America.

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Figure 35: Counterpart and Beneficiary Sources of Information about Americans



Counterparts, n=27; beneficiaries, n=28; host families, n=24

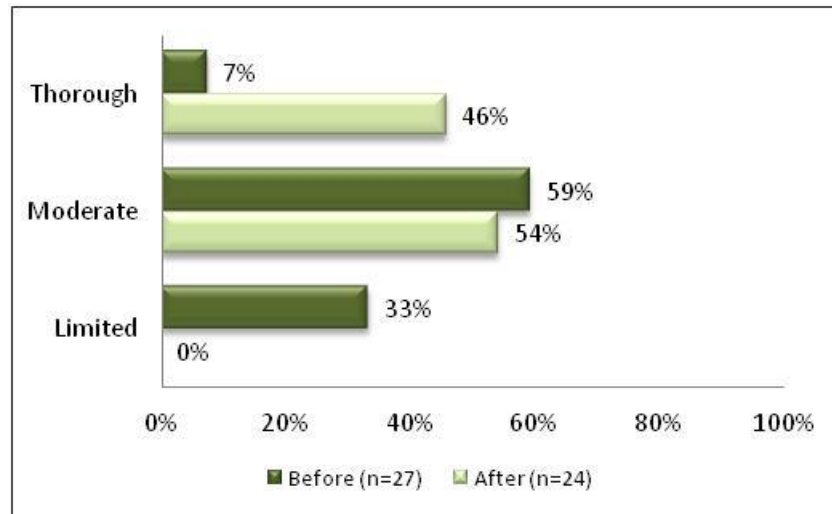
Changes in Understanding and Opinions about Americans

Counterparts, beneficiaries, and host families were asked about changes in their understanding and opinion of Americans.²⁶ Respondents showed increased understanding of Americans after interacting with a Volunteer. Before interacting with a Volunteer, only seven percent of *counterparts* reported a thorough knowledge of Americans (Figure 36). After interacting with a Volunteer, 46 percent of counterparts reported a thorough understanding of Americans, 54 percent reported a moderate understanding and none reported a limited understanding (Figure 36).

²⁶ Understanding is defined as the level of knowledge about Americans and the culture and thus differentiated from opinion.

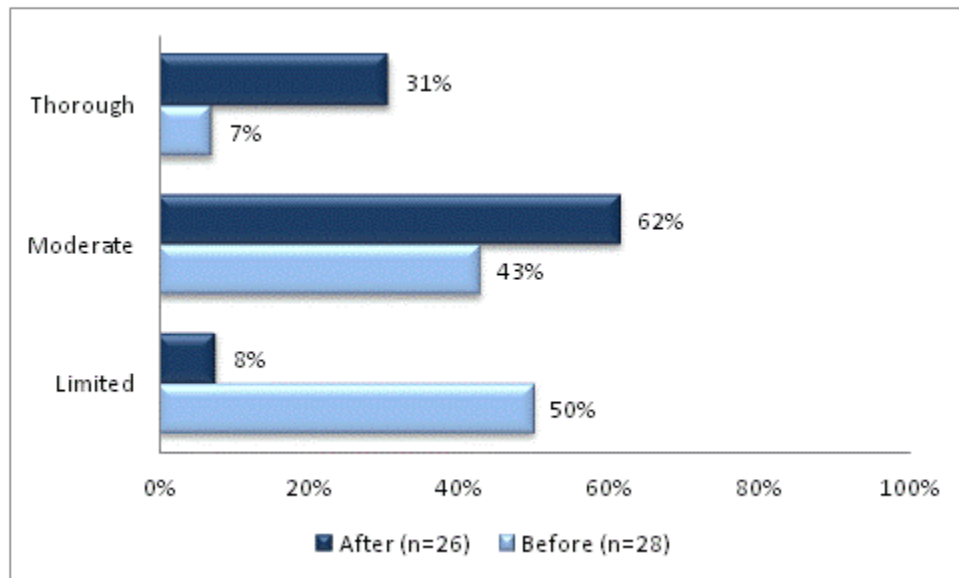
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Figure 36: Counterpart Understanding of Americans Before and After Interacting with a Volunteer



Before working with a Volunteer, seven percent of *beneficiaries* reported a thorough understanding of Americans (Figure 37). After interacting with a Volunteer, 31 percent of beneficiaries stated they had a thorough understanding of Americans, 62 percent stated they had a moderate understanding, and 8 percent stated they had a limited understanding (Figure 37).

Figure 37: Beneficiary Understanding of Americans Before and After Interacting with a Volunteer



Only eight percent of *host families* reported a thorough understanding of Americans before interacting with a Volunteer (Figure 38). Host families (4%) were the only

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respondents to report having no understanding of Americans before interacting with a Volunteer. After interacting with a Volunteer, 29 percent of host families had a thorough understanding of Americans, 58 percent had a moderate understanding, and 13 percent had a limited understanding (Figure 36).

Figure 38: Host Family Understanding of Americans Before and After Interacting with a Volunteer

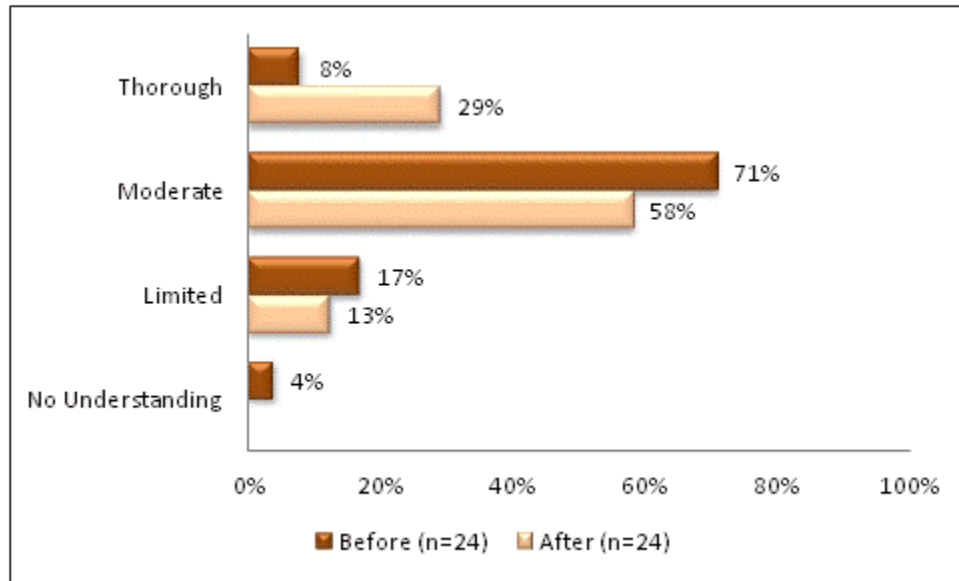
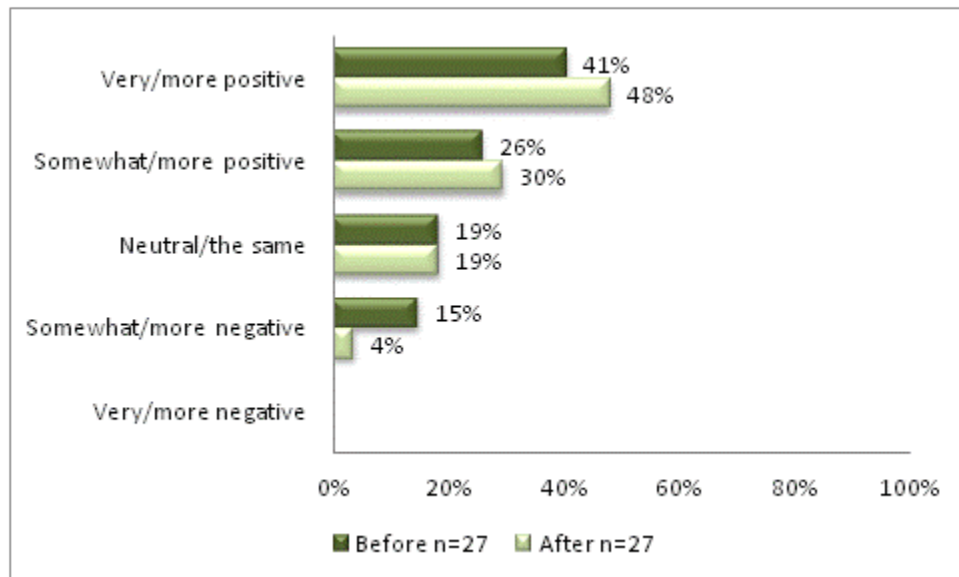


Figure 39: Counterpart Opinions of Americans Before and After Interacting with a Volunteer

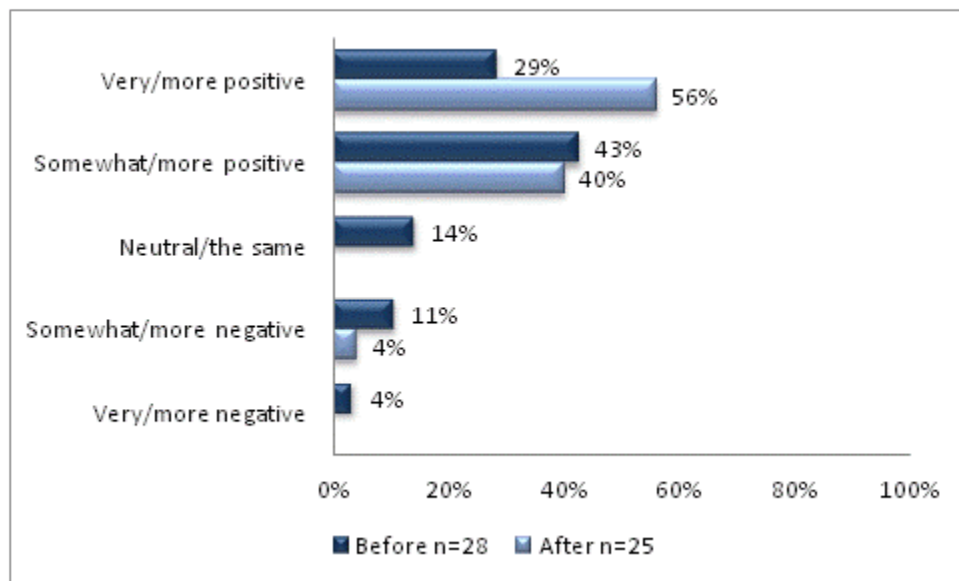


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When asked what their opinion was about Americans prior to working with a Volunteer, 41 percent of *counterparts* stated they had a very positive opinion of Americans, while 15 percent reported a somewhat negative opinion. None reported a very negative opinion (Figure 39). After interacting with a Volunteer, 48 percent of counterparts reported they had a more positive opinion and only 4 percent reported a more negative opinion (Figure 39).

Prior to working with a Volunteer, 29 percent of *beneficiaries* reported a very positive opinion of Americans and 4 percent reported a very negative opinion (Figure 40). Opinions in this group improved after interacting with a Volunteer, 56 percent of beneficiaries reported a more positive opinion and 40 percent reported a somewhat more positive opinion. Four percent reported a somewhat more negative opinion (Figure 40).

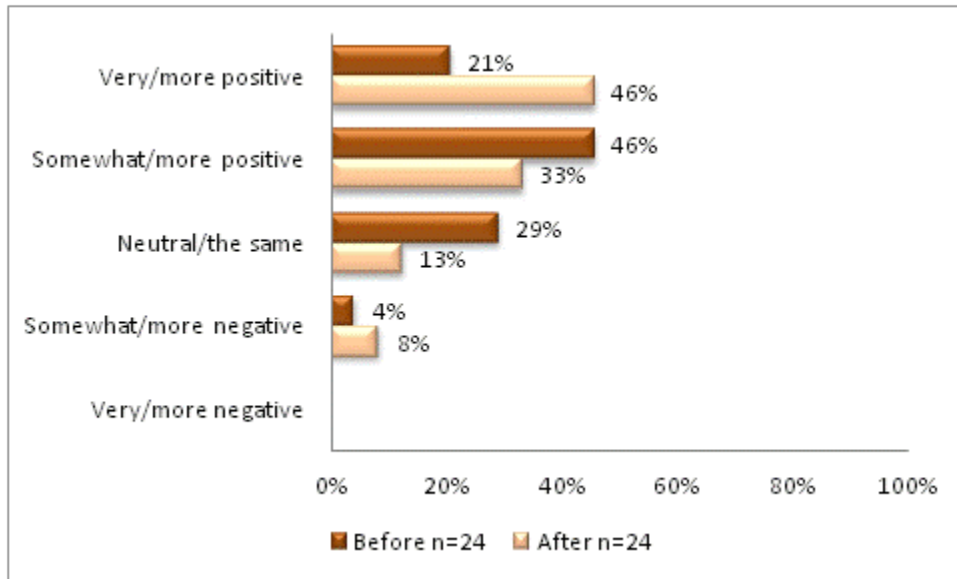
Figure 40: Beneficiary Opinions of Americans Before and After Interacting with a Volunteer



Among *host families*, 21 percent had a very positive opinion of Americans prior to interacting with a Volunteer and 4 percent had a somewhat negative opinion of Americans (Figure 41). After hosting a Volunteer, host family opinions generally improved with 46 percent reporting a more positive opinion and 33 percent a somewhat more positive opinion. However, host family respondents (8%) were the only group to show an increase in negative opinions of Americans (Figure 41).

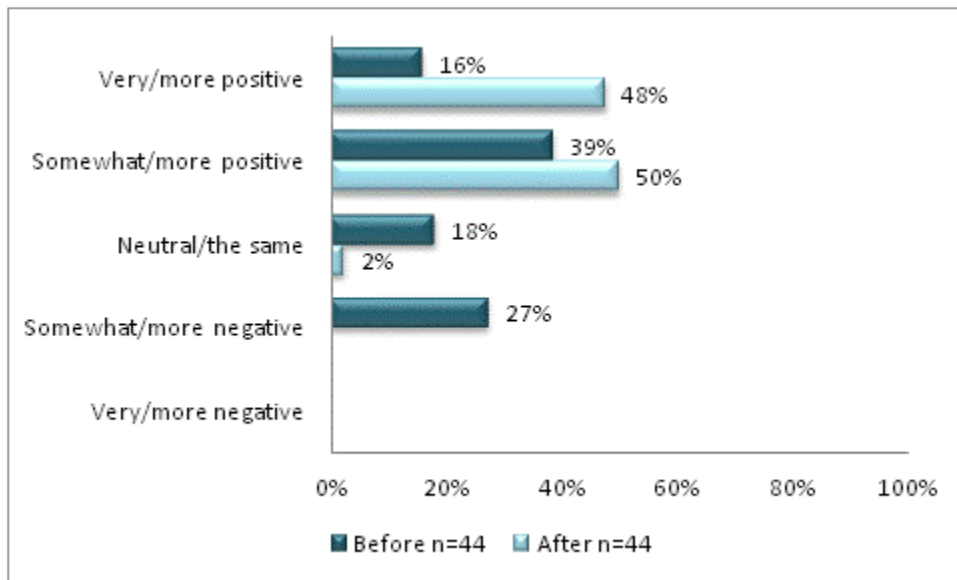
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Figure 41: Host Family Opinions of Americans Before and After Interacting with a Volunteer



Students reported the lowest levels of positive opinions and the highest levels of negative opinions of any respondent group before interacting with a Volunteer (Figure 42). After interacting with a Volunteer, 48 percent of students had a more positive opinion and 50 percent had a somewhat more positive opinion. No students reported a more negative opinion (Figure 42).

Figure 42: Student Opinions of Americans After Interacting with a Volunteer



Counterparts and beneficiaries gave three general descriptions of Americans when asked what their opinion was about Americans prior to working with a Volunteer. One group (11 of 48) described Americans as friendly and helpful, especially because they give aid

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to the Philippines. A second group (11 of 48) described Americans as powerful military or colonial rulers who were superior to Filipinos and often cheated local people. These opinions may reflect the United State's long military and colonial history in the Philippines. The third recurring description of Americans was as independent and liberated adventurers who travel frequently (10 of 48). It should be noted, however, that this group often equated independence and liberated behavior with a lack of family values and low morals.

After interacting with a Volunteer, counterpart and beneficiary descriptions of Americans became more positive with 31 percent describing Americans as helpful, friendly and kind. Fifteen percent described Americans as hard-working, results-oriented and disciplined. Relatively few counterparts and beneficiaries described Americans as liberated (2) and five stated they now believed Americans have morals, values and are not materialistic and self-centered. One respondent stated their opinion had not changed because the Volunteer was Korean-American and therefore not "really American."

The following description from one teacher of their views of Americans before and after working with a Volunteer illustrates the kind of changes taking place:

[Before I thought] they were liberated. They were not family-oriented and they have forgotten the basic Christian values. They are very worldly, they love the world more. They are materialistic instead of spending time with God and their family. They are lovers of themselves.

[But the Volunteer] is the exact opposite of the American persona I conceived in my mind, because she is simple, very conservative, a lover of God and people instead of herself only—and is very close to her family. And I think she is a one-man-woman unlike the rest of the Americans. So she changed radically my negative perception of American people.

Before interacting with an American, *students* most often described Americans through their perceived racial characteristics and eating habits: Americans are white, tall, and blonde and eat only hamburgers. According to students, Americans have a superior attitude toward Filipinos because they are darker than Americans. After interacting with a Volunteer, 54 percent of students described Americans as kind, caring and friendly. In fact, none of the students described Americans negatively.

Prior to hosting a Volunteer, *host families* most often described Americans as helpful, friendly, and respectful or as demanding, frank, and superior. After interacting with a Volunteer, host families most often described Americans in two ways. First, they noted that Americans are "like us," meaning Volunteers were willing to integrate, be sociable, and eat anything. Second, they described Americans as helpful, kind, industrious and thoughtful.

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Causes for Changes in Opinion

Respondents were asked to discuss what caused the changes in opinions referencing specific activities, memories, and learning experiences. These narratives were correlated against the level of interaction respondents had with the Volunteer who served in their school.

Level of Interaction with Volunteers

Counterparts and beneficiaries primarily interacted with Volunteers at school, with 70 percent of counterparts and 52 percent of beneficiaries stating they worked daily with the Volunteer (Figure 5). Outside of school, 26 percent of counterparts interacted with the Volunteer once a week, while 22 percent of beneficiaries interacted with the Volunteer one to two times a month or not at all. Among students, 51 percent interacted with the Volunteer on a daily basis at school. Another 29 percent stated they interacted with the Volunteer several times a week.

Host family respondents primarily interacted with Volunteers outside the school in a home setting. Most host family respondents described daily interaction with the Volunteer, and in one case the Volunteer even accompanied their host mother to visit relatives every weekend. Several host family members, however, noted that the Volunteer was always very busy with school activities or secondary projects and they saw them infrequently in the evenings.

When asked why they wanted to host a Volunteer, over half (14 of 24) of the host family respondents stated they had no interest in hosting a Volunteer. Eight had been asked by a local or school authority to take a Volunteer because no other community members would take them; six took the Volunteer because they had a spare room or regularly rented to borders. Only three described applying to be a host family and being reviewed by the post or school authority.

Based on their answers, some host families have not been prepared to host a Volunteer and do not seem to be included in the site preparation conducted by post staff. According to the local research team, host families in three sites experienced difficulties with Volunteers that affected the Volunteer's work. These difficulties included Volunteers not adapting to the local culture, spending a great deal of time alone, not bathing and showering regularly, and being messy and unappreciative of host family efforts.

Most Frequent Activities

The activities *counterparts and beneficiaries* engaged in most often with Volunteers fell into two categories: those related to work (42) and those outside of work or more personal in nature (24).

At work, 57 percent of counterparts and beneficiaries reported collaborating on teaching and lesson planning, or engaging in consultations with the Volunteer. The next most

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frequently mentioned interaction was after school activities, such as theater productions and boy scouts, and “other” projects such as creating the world map mural, developing libraries, and performing English and Filipino karaoke with the students. Outside of work, 50 percent of beneficiaries and counterparts reported talking and sharing personal experiences as friends, and 33 percent reported going to fiestas and other social events with the Volunteer.

Not surprisingly, 50 percent of *host families* mentioned cooking and sharing meals as the most frequent activity they did with Volunteers. Eating together was followed by talking and attending social events, fiestas, church, and holiday parties. Only three host families stated they did engage in any activities with the Volunteer because either the Volunteer or the host family was too busy or the Volunteer spent their evenings in their rooms reading or on their laptop.

When asked about the nature of their relationship, 16 of 20 host families commented that the Volunteer was like a son or daughter to them, was helpful and thoughtful, followed the rules and was not a picky eater. Three host families characterized their relationship with the Volunteer as poor, explaining that they treated the Volunteer like family but the Volunteer was unappreciative or described the Volunteer as “just a tenant.”

Overall, project participants and host family members improved their understanding and opinion of Americans by interacting with Volunteers. As stated earlier, the hypothesis of the Host Country Impact Studies is that day-to-day interaction not only builds capacity and technical skills, but also deepens participants’ understanding and knowledge of Americans. It is considered a key component of Peace Corps’ development approach.

In chapter two, counterparts, beneficiaries, and students all cited the Volunteer’s personality and behavior as the reason for the changes in their skills and technical capacity. The findings are the same for changes in opinions about Americans.

Most Memorable Activities

The most memorable activities for *counterparts and beneficiaries* were primarily classroom related (13 of 26) followed by after school activities. For example, teachers recalled Volunteers helping them in the classroom and building student confidence through after school activities:

When I was discussing the “perfect tense” and I could hardly explain it, he stepped in to help me.

Everything is memorable because of what he did for the students, the teachers and even me. He was very supportive of our endeavors, he taught the students English, he encouraged them to do well in the “Romeo and Juliet” play and [led] our trip to University of the Philippines Los Banos.

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Social events were the most memorable activities for counterparts and beneficiaries outside of work (11 of 24). These included attending church camps or fiestas, going hiking and getting lost, and eating Filipino BBQ together. One Volunteer became the godfather to a counterpart's child. In another case, a Volunteer introduced a beneficiary to the man she would eventually marry,

She introduced me to my husband. She has another Peace Corp Volunteer who was assigned with the agriculture sector. She brought them to the school with my husband to be. She then introduced the two of us and from that day on we had constant communication with my husband. When we got married she was our bridesmaid. I told her that once we will have a child it would be her namesake.

The second most memorable type of event related to the Volunteer's personality. Respondents recalled the enthusiasm, patience, resourcefulness, and kindness of the Volunteer—stating this made a lasting impression on them.

Students recalled events related to class as the most memorable (22 of 48). Students described their excitement at being able to read and how quiet classes would be for the Volunteer compared to other teachers. After school activities and fieldtrips were the second most frequently mentioned memorable activity. Specifically, students recalled with fondness the environmental projects and leaving school to attend plays, go on hikes, or Boy Scout fieldtrips. A few students recalled unusual or funny situations. The memories of these students show how every day, mundane activities provide cross-cultural exchange, but also modeled a different type of student-teacher relationship:

Maybe it was the time when we help build our library. We help one another in painting, in wrapping books and putting them on shelves. The most memorable time was when he read us a story, Harry Potter, using different voices.

I still remember when we went to his house to show our article for our school program. His pet monkey chased us then he went outside to check our work.

It was during the UP Diliman field trip. We saw and met other PCVs. We ate together. Americans are friendly. They treat us as brothers.

She invited us to her house she prepared spaghetti, but the spaghetti is not al dente, it is like a soup like a baby food. To replace the spaghetti she gave us chocolates instead.

The most memorable activities for *host family* respondents were specific events during the Volunteer's service (13 of 24). For example, a host mother described taking care of the Volunteer when they contracted Dengue fever. In other instances, host mothers recalled being invited to the Volunteer's birthday party, the Volunteer's parents visiting, or that the Volunteer served the host mother's guests during a party. In another case, the host father expressed his surprise that the Volunteer was voting for Barak Obama for president since the Volunteer was white. These cases made host families rethink their

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ideas of Americans as superior, distant, and lacking family values because of how the Volunteers behaved:

When he had dengue, I was frantic that he get medical help. I was afraid that something bad might happen to him and he is my responsibility. Good, nothing untoward happened to him.

During our fiesta December 8, she helped us entertain our visitors by serving them food. She mingled with our guests and befriended them.

The most memorable is when he is cooking. We talk of so many topics. Even the election. I liked it when he defended Obama. I asked him, "You are white, why do you like Obama?" "He's a very intelligent man," he said.

Not all of these memories were positive. One host mother recalled the day the Volunteer moved out because of a peeping tom and another commented that the most memorable event was how angry the Volunteer became after the host mother told her she needed to iron her clothes and look more professional.

A smaller number of host family members (6) commented that the Volunteer's positive behavior was the most memorable activity, especially their humbleness, their ability to integrate and follow house rules, and to share. Gender roles and food choices were additional sources of memorable activities. Host families were surprised to learn that Americans did not eat sugar, ate a lot of bread and popcorn, and that male Volunteers would cook and clean.

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

Counterparts and beneficiaries who reported a more positive or somewhat more positive opinion of Americans stated that the Volunteer's demeanor and personality had caused the change. These respondents described hardworking, friendly, sociable, and adaptable Volunteers. As a result, these respondents learned that Americans are helpful, friendly, open minded, and adaptable. They also learned that Americans have to work for things because many of the Volunteers had paid their own way through college.

Students' responses indicate that their opinions about Americans changed not so much by what Volunteers did but through their attitudes. According to students, Volunteers were more approachable, friendly and kind during and outside of class than their regular teachers. They also reported that Americans are not judgmental. As stated earlier, students reported that these characteristics were integral to increasing their competence and confidence in speaking English (Chapter 2).

Host families most often cited the Volunteer's behavior and demeanor as the reason they changed their opinion about Americans. These respondents described Volunteers as patient, dedicated, respectful, and helpful and that they integrated well into Filipino

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culture. As an example of good integration, they often described Volunteers who were not “picky eaters” and ate “like Filipinos,” including local dishes like *balot* (cooked chicken embryos). Not surprisingly, host family members most often stated that they learned Americans are helpful, industrious, thoughtful, respectful, flexible, and able to get along in different situations. Four host family members said that Volunteers changed their opinions of Americans because they contradicted the stereotypes they held of Americans. These respondents were surprised that Americans would do “this type of work here” and that they had not come to the Philippines to marry Filipinas. They were also surprised Volunteers did not want “pampering” and not all American families were divorced.

Host families (8%) reported a higher increase in more negative opinions of Americans after interacting with Volunteers (Figure 37) than other groups. A small portion of host families stated the Volunteer’s poor hygiene, selfishness, stubbornness, and independence had negatively changed their opinion of Americans. For example, this host mother exclaimed,

HE IS VERY MESSY! When he brushes his teeth at the kitchen sink, toothpaste and water are all over. He could have cleaned the sink before leaving. Even his room, it's a total mess -- shoes, socks, dirty clothes are all over. My husband gathers all the dirty clothes for the weekly laundry. I reminded [the Volunteer] not to be messy; he gets mad. He does not like to be taught how to behave.

As a result, some host families also stated they learned Americans do not like being told what to do, are moody, messy, unclean, and frank.

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

As the final question of the interview, respondents were asked how they had changed their behavior or outlook on life as a result of interacting with the Volunteer.

Counterparts and beneficiaries who reported a more positive or somewhat more positive opinion of Americans (Figure 39) stated they had become:

- More punctual at work
- More patient with students
- More fair in their grading,
- Better about completing their work on time
- More results oriented, and confident and organized

In their personal lives, this same group commented they had become less selfish and more humble, improved their cross-cultural skills, exercised more and rediscovered their religious faith.

Throughout their interviews, *students* stated they were more inspired to learn and many had continued their education and studied English in college.

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The majority of *host families*, regardless of their changes in opinion about Americans, commented that they had not changed their behavior. They explained that despite hosting a Volunteer, they were still poor and a few said the untidiness and poor hygiene of the Volunteer was not something to emulate. One of these respondents stated they would not host another Volunteer.

A smaller number of host families said they are more punctual, do not gossip as much and socialize more. A few host families stated they ate more healthy food, exercised, and kept their kitchen cleaner after interacting with a Volunteer. One host family explained,

I wish other people would get to experience interacting with a PCV. Living with him made eating as a family more important; this made us have a more intimate family relationship. Having a PCV live with you also seemed to elevate your status in the community.

Another host mother commented about the change they saw in their children,

The Peace Corps Volunteers have been a big help to me and my family. My children have improved their personality. They no longer feel intimidated with other races because of their experience living with a different nationality.

According to the local research team, one host family learned how volunteering should be part of civic activities and being part of a community.²⁷

Comparison Groups: Understanding of Americans

Comparison Group beneficiaries and students were also asked about their understanding and opinions about Americans, as well as their sources of information about Americans. This section presents the findings from questions regarding Peace Corps Goal Two and compares them with the responses from project participants.

Comparison Groups: Sources of Information about Americans

Comparison group *beneficiaries* (teachers, principals, department heads) and *students* learned about Americans primarily from television and movies. Among comparison group beneficiaries, 90 percent learned about Americans from school, television shows or movies, and another 76 percent from newspapers or magazines (Figure 43). This shows some variation with those counterparts and beneficiaries who worked with a Volunteer in that their primary source of information about Americas was school and textbooks.

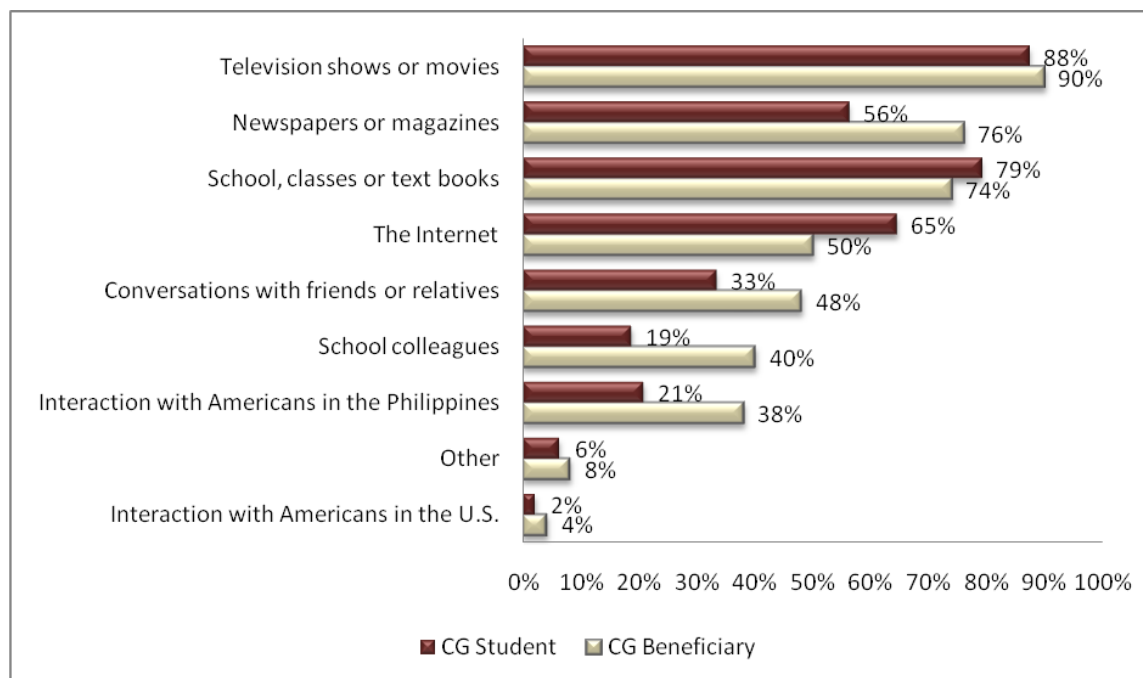
Students in the comparison group primarily learned about Americans from television and movies (88%) followed by school and text books (79%). The students showed little

²⁷ Teresa de Guzman, p. 148.

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variation in their sources of information about Americans from students who worked with a Volunteer.

Figure 43: Comparison Group Sources of Information about Americans



Comparison Group students n=48; Comparison Group beneficiaries n=50

Comparison Groups: Understanding and Opinions about Americans

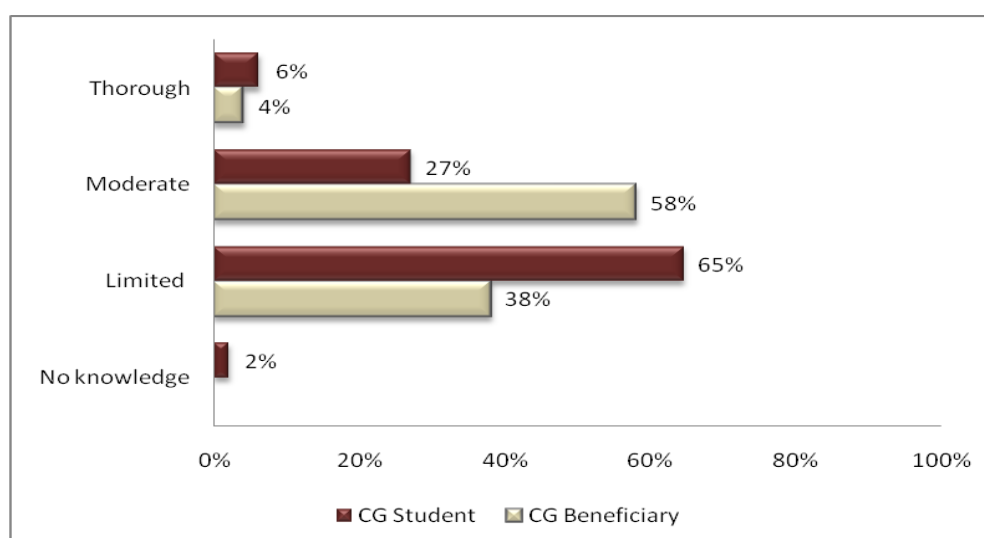
A small number of *comparison group beneficiaries* (4%) reported a thorough knowledge of Americans while over half (58%) reported a moderate understanding, and 38 percent reported a limited understanding (Figure 44). The comparison group answers are very similar to the answers of the counterparts before they began working with a Volunteer (Figure 34). Consequently, the changes reported by counterparts in their level of understanding of Americans *after* they worked with a Volunteer can be attributed to working with a Volunteer.

Only 6 percent of *students who had not worked with a Volunteer* reported a thorough understanding of Americans, while 27 percent reported a moderate understanding and 65 percent stated they had a limited understanding. Two percent of the comparison group students reported they had no understanding of Americans (Figure 44).²⁸

²⁸ Students who worked with a Volunteer were not asked this question because it did not test well during the pilot tests. The local research team did not delete the question from the Comparison Group protocol.

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Figure 44: Comparison Group Understanding of Americans

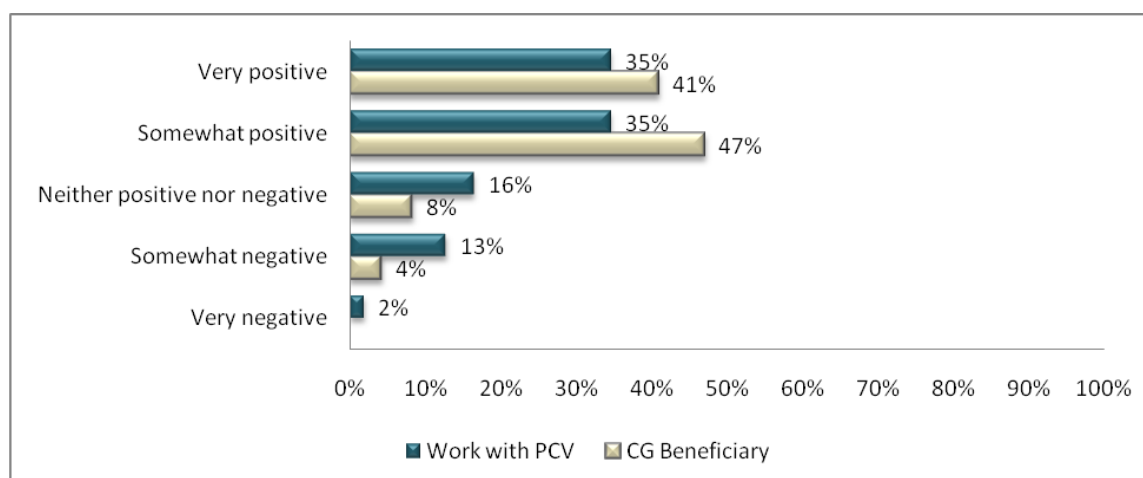


Comparison Group students n=48; Comparison Group beneficiaries n=50

When asked their opinion of Americans, 41 percent of the beneficiaries in the comparison group stated they had a very positive opinion of Americans, 47 percent stated they had a somewhat positive opinion, 8 percent reported a neutral opinion, and 4 percent reported a somewhat negative opinion. None reported a very negative opinion (Figure 45).

In contrast, project beneficiaries and counterparts had more negative and neutral opinions about Americans prior to working with a Volunteer than the comparison group. They also had fewer positive opinions than the comparison group (Figure 45).

Figure 45: Comparison of Opinions about Americans



For those who worked with a PCV n=55; Comparison Group Beneficiary n=49

However, after working with the Volunteer, 51 percent of counterparts and beneficiaries reported a more positive opinion of Americans and 36 percent reported a somewhat more positive opinion. An additional 5 percent of respondents whose opinion was somewhat

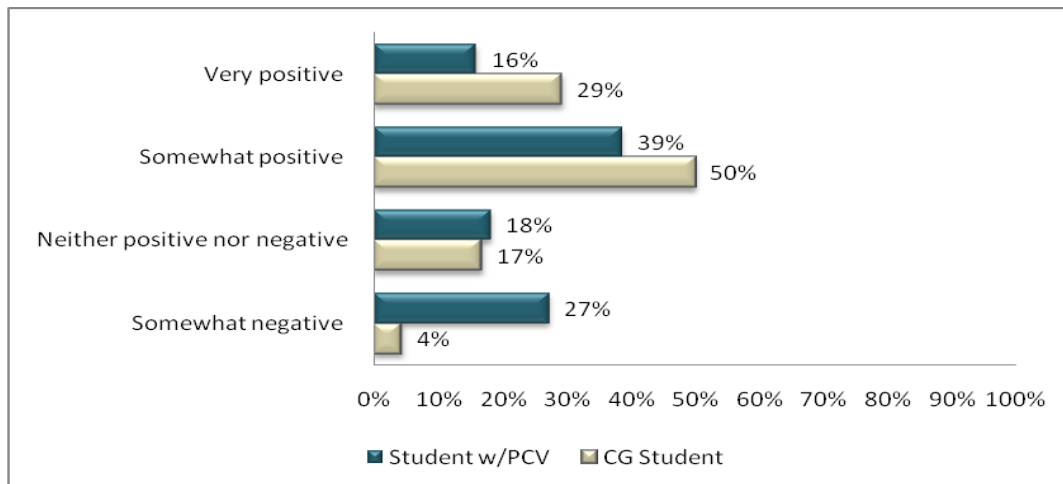
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positive before working with the Volunteer reported that their opinion had not changed after interacting with the Volunteer. Finally, all of the respondents who reported a very or somewhat negative opinion of Americans prior to working with a Volunteer (8) changed their opinion to a more or somewhat more positive opinion. Based on these data, Volunteers made a positive change in the opinions of project participants.

Among *students* who had never worked with a Volunteer, 29 percent reported a very positive opinion of Americans, and 50 percent had a somewhat positive opinion. Seventeen percent had a neutral opinion and four percent had a somewhat negative opinion of Americans (Figure 46).

In contrast, students who worked with a Volunteer had more negative and neutral opinions of Americans *prior to the BETA project* (Figure 41). However, after the BETA Project, 98 percent of students had a somewhat more positive or more positive opinion of Americans. Ten students who had a somewhat negative opinion of Americans changed their opinion to a more positive or somewhat more positive opinion. For students, the daily interaction with Volunteers dramatically changed their opinion about Americans.

Figure 46: Student Comparison of Opinions About Americans



For students who worked with PCV n=44; Comparison Group Student n=48

Comparison group beneficiaries who stated they had a very or somewhat positive opinion of Americans described them as workaholics who were educated, liberated, helpful, friendly and had advanced technology or were developed. Respondents who said they had a neutral opinion of Americans commented that they could not generalize about an entire group of people. Those respondents who stated they had a negative opinion of Americans described them as liberated and self-centered. Comparison group respondents often equated “liberated” with low morals or a lack of family values. Counterparts and beneficiaries who participated in the BETA Project also equated “liberated” with a lack of morals. However, the majority of the counterparts and beneficiaries believed that Americans had good morals after working with the Volunteer.

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Regardless of their opinion, comparison group beneficiaries most frequently described Americans as helpful (11 of 47), similar to those counterparts and beneficiaries who had worked with a Volunteer (11 of 48). Unlike the counterparts and beneficiaries who participated in the BETA Project, the comparison group beneficiaries did not describe Americans as powerful military or colonial rulers who were superior to Filipinos and often cheated local people.

Students who had not interacted with Volunteers, most often described them as friendly and helpful (11 of 45) followed by statements that Americans were fluent in English (8 of 45). The third most frequent description of Americans was as colonizers who were superior racially and in terms of class to Filipinos. These descriptions were similar to those made by students in the BETA Project prior to working with a Volunteer, who most often described Americans through their perceived racial characteristics and a superior attitude toward Filipinos. After interacting with the Volunteer, students did not describe Americans by their racial characteristics and no students described Americans negatively.

Summary Goal Two

Respondents showed an increased understanding of Americans after interacting with a Volunteer. Opinions about Americans also improved after working with a Volunteer. The opinions of Americans as powerful military or colonial rulers, or as liberated and lacking in family values changed to descriptions of Americans as helpful, friendly and kind. Students who had described Americans as white, tall, and blonde changed their opinion to kind, caring and friendly. Respondents also described Americans as hard-working, results-oriented and disciplined after working with a Volunteer. When asked about how they had changed personally after working with a Volunteer, counterparts and beneficiaries described change related to work, such as punctuality, patience with students, being more results-oriented and more fair in their grading.

Host families reported an increase in more negative opinions of Americans after interacting with a Volunteer due to the Volunteer's personal hygiene and ungrateful behavior. Most host families also reported they had not changed their behavior after living with a Volunteer, and in some cases this was due to the Volunteer's inappropriate behavior. Based on the interviews conducted, most host families were not selected through a systematic process or criteria by the post, but instead were assigned to host the Volunteer because no other community member would take them. In light of this selection process, host families may not have received any cross-cultural training or information from the post. In addition, some might have been resentful of having to assume this responsibility.

These changes toward the positive and the negative speak to the power of daily interaction in changing opinions. But they also suggest that a Volunteer's personality and professionalism changes opinions. This mirrors the factors contributing to and hindering project success from the findings in Goal One, suggesting that personal relationships play a major role in skill transfer and building technical capacity. As a result, Volunteers

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needs to clearly understand what local participants expect of them and how to manage these expectations. These changes in opinion also suggest that posts need to manage expectations during the site selection and preparation process.

CHAPTER 4: CONCLUSIONS and RECOMMENDATIONS

In the Philippines, Peace Corps largely met its goal of building local capacity (Goal 1) and promoting a better understanding of Americans among host country participants (Goal 2). These goals were met primarily through the service of the Volunteers and their daily interaction with community members. The Host Country Impact Studies are one way the Peace Corps measures the impact of its Volunteers, specifically by documenting the perspectives of local participants and partners who worked with Volunteers.

Goal 1: Conclusions and Recommendations

Three of the four goals of the BETA Project were met:

- Improve the teaching and communication skills of teachers in English
- Improve the English skills of students
- Increase teacher access to books, instructional resources and English teaching materials

In meeting these three goals, the BETA Project increased local capacity and contributed to Peace Corps' Goal 1.

Students and teachers improved their English language skills. Teachers' access to books, instructional resources and English teaching materials increased. The project also changed the opinions of Filipino students, teachers, and other school staff regarding Americans. A majority now believe Americans are friendly and committed to helping others.

One of the most significant outcomes of the project was unintended. Students and teachers reported a better student-teacher relationship after working with a Volunteer. Students reported that their Filipino teachers were friendlier, nicer, and more approachable, and, as a result, they felt Volunteers had helped the school emotionally, as well as academically. This finding suggests that changing the teaching methods may be one critical element for change, but transformation of the student-teacher relationships may also be necessary to guarantee sustained change.

Findings from the comparison group show that teachers who worked with a Volunteer made the shift from text-based teaching to interactive methods required by the UBD curriculum, and project partners linked this to improved student performance. In addition, Volunteers built the self-confidence of students and modeled a new student-teacher relationship.

The last goal of the BETA Project, to build linkages between the communities and schools, was only partially met. Respondents reported that Volunteers and project partners had difficulties achieving this outcome. Based on the analysis of the comparison

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group, opportunities exist for Peace Corps/Philippines to meet the last goal of the BETA project while still meeting community needs and operating within the scope of Peace Corps. For example, the comparison group respondents reported that schools in many communities need safe water systems and students need food security programs. Indeed, one Volunteer began a student lunch program to address the food security issues facing students at their school. Outcomes for the last goal of the BETA Project could be focused on these needs for safe water and improved food security.

Recommendations to improve the goal on building linkages between the communities and schools are:

- Focus Volunteer activities on developing safe water systems and food security programs at schools to improve the outcomes for the fourth goal of the BETA Project
- Volunteers could bring teachers and PTCA members together to establish these projects, and could include students

Respondents believed that successful project implementation hinged on two broad elements. First, successful implementation depended on the cooperation and preparation of the school and teachers, including the school's readiness to work with and anxiety over a "foreigner," and changes to school and community leadership during the Volunteer's service.

Second, successful implementation depended on the Volunteer's ability to integrate into the professional community of teachers and contribute to their community of practice. A few staff and Volunteers had difficulty integrating. This included school staff who felt Volunteers with little experience were not able to contribute to the school's community of practice, and Volunteers who could not adapt to the school and Filipino culture.

Recommendations to address the barriers to success described by respondents:

- Volunteers and posts should understand what a school's anxieties may be and Volunteers should develop strategies to diminish these anxieties
- Changes in political and school leadership are beyond the control of Peace Corps. However, posts should prepare an information packet to send out with Volunteers should such changes occur
- Volunteers should be trained in technical language related to teaching and the UBD curriculum, as well as the local dialect of the community where they will serve
- Volunteers should be trained in cultural expectations of Filipino professionalism and school culture in order to manage expectations and speed integration.
- Volunteers should be evaluated by supervisors on the characteristics that Filipino teachers most often cited as leading to success in the project: dedication, hard work, friendliness, patience and a positive attitude.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

- If schools have uniforms or dress codes for teachers, then those requirements need to be communicated to post during site selection and preparation. Post should communicate these requirements to Volunteers as soon as possible

Most respondents noted that sustainability for many of the outcomes was an issue and the findings show this as a major challenge of the BETA Project. Although most of the intended outcomes were sustained to some extent, schools and teachers faced numerous challenges in maintaining these changes. In some cases the schools lose the teachers and librarians trained by Volunteers; the resources are not maintained; the teaching methods are only selectively applied; and, after school activities are not continued because of heavy teacher workloads.

In the case of improved student performance, many teachers and stakeholders believe that only those students who worked with a Volunteer showed improvement and once this cohort matriculated, student performance returned to previous levels. In theory, teachers who continue using the same methods as the Volunteer should see sustained increases in student performance in each cohort of students. Teachers described only selectively using these methods, suggesting that this contributes to the leveling off of student performance once the cohort matriculates.

However, students attributed their improved performance to both the new methods *and* the way the Volunteer treated them—starting conversations outside of class, building student self-esteem, and generally breaking down the established hierarchy between teachers and students. Only a few teachers acknowledged they were able to create similar relationships with students. This suggests that changes in teaching methods alone will not bring about sustained increases in student confidence and competence in speaking English. As a result, the selective use of interactive teaching methods could also mean that teachers have not been prepared for the cultural change inherent in the UBD curriculum. Adopting interactive teaching methods necessitates a different form of communication and relationship with students in the classroom, as well as outside the classroom.

Recommendations to strengthen the adoption of new teaching methods and create a student-centered learning environment:

- Volunteers should train not only librarians, but also at least one community member from the PTCA in library management
 - These community members may be more stable and less mobile than teachers
- Maintaining books, teaching materials, computers, and other resources may require funding to replace or repair items. However, other possibilities are:
 - Linking local community college students with schools to maintain resources while providing on-the-job training, as one Volunteer did with the school computers
 - Involving the PTCA in maintaining and generating new resources

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

- Teachers need to be prepared and trained for the cultural and social changes brought about by the new teaching methods and schools need to institutionalize this new school culture
- Increasing student self-esteem should be part of BETA Project Goal 2, and the methods for achieving this should be part of the training delivered to teachers.
 - In this way, teachers receive training not only in new interactive methods but also in how to build student self-esteem.
- Expand Project Goal 1 to include teachers increasing their communication with students inside and outside the classroom.

The selective use of methods by teachers could also be attributed to the belief that the methods do not comply with the DepEd curriculum. A large proportion of counterparts and beneficiaries stated they did not receive any training from the Volunteer. The lack of training was due to teacher workloads and schedules, but also because teachers did not recognize the methods as part of the DepEd curriculum.

Recommendations to ensure participants recognize training provided by Volunteers and clearly see the links between the project outcomes and the DepEd curriculum changes:

- Training provided by the Volunteer on student-centered teaching methods could be repeated at different times to accommodate the schedules of teachers
- Volunteers should conduct a training of trainers among the teachers and prepare a training manual that will stay with the school
- Post and Volunteers should communicate to schools and staff how the project goals, activities, and outcomes support the DepEd curriculum and requirements
- Volunteers should be well-versed in the UBD curriculum and other DepEd requirements, and be able to describe how the training supports specific goals or outcomes of the curriculum.

Goal Two Conclusion and Recommendations

The BETA Project effectively met Goal 2 by increasing the understanding of Americans and creating more positive opinions about Americans among project participants. According to these participants, the changes in opinion are due to their daily interaction with Volunteers either at work or during social events. Most respondents noted that they had become quite close to the Volunteer, including some host families who said the Volunteer was like a son or daughter to them.

The most memorable activities for respondents tended to be specific events in which the Volunteer displayed behavior that contradicted the stereotypes of Americans. Similarly, respondents reported that Volunteer's demeanor and behavior were the primary reason they changed their opinion.

Only a few host families had negative experiences with Volunteers, but this led them to have more negative views of Americans. These experiences centered on the Volunteer's

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lack of cultural knowledge, poor hygiene, introverted behavior, and sloppiness. Based on the responses from most of the host families regarding how they were selected to host a Volunteer, schools and post may not be vetting host families thoroughly enough.

- Posts should use the responses from host families in this study to:
 - Train Volunteers on the cultural and social expectations host families might have, as well as to train Volunteers in culturally appropriate behavior when living with a Filipino family
 - Train host families on their role and responsibility, as well as preparing them for the cross-cultural experience
- Post should have criteria for selecting host families [in addition to any safety and security criteria] that is conveyed to school officials and host families
- Follow-up should be done to ensure that host families meet those criteria

APPENDIX 1: OSIRP METHODOLOGY

Site Selection

In the Philippines, the team conducted interviews in 26 communities where Volunteers worked in secondary schools and universities. A representative, rather than a random, sample was selected from the list of Volunteer assignments in the BETA project since 2004. Sites in which the Volunteer had served less than 12 months, had married someone at site, had remained at site after the close of their service, or sites that were extremely remote were excluded. Individual respondents were then selected in one of three ways:

1. At many sites, only one counterpart had worked with a Volunteer. In those cases, once the site was selected, so was the counterpart.
2. With regard to the selection of beneficiaries and host family members, and in cases where more than one possible counterpart was available, post staff and /or the Volunteer proposed individuals known to have had significant involvement in the project or with the Volunteer. Within a host family, the person with the most experience with the Volunteer was interviewed.
3. In cases where there were still multiple possible respondents, the research team randomly selected the respondents.
4. In cases where respondents had moved or were no longer at site, researchers either located their current contact information or conducted snowball sampling to locate other respondents who had worked with the Volunteer.

Data Collection

The research questions and interview protocols were designed by OSIRP staff and refined through consultations with the country director, program assistant and director of programming and training in the Philippines. The student interview was adapted from the beneficiary interview, but written to be age-appropriate.

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

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

APPENDIX 1

Two hundred and forty-five individuals were interviewed in the Philippines for the study (Table 1).

Types of Data Collected

The counterparts, beneficiaries, students and stakeholders 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 groups are shown below (Table 2).

Table 2: Summary of Interview Questions by Respondent Type

Respondent Type	Question Categories	Approximate Length of interview
Counterpart <i>Stakeholder and comparison group questions were adapted from the counterpart questions.</i>	Goal 1 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 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	60-90 minutes
Beneficiary	Goal 1 1. Clarification of the project purpose 2. Frequency of contact with the Volunteer 3. Project outcomes and satisfaction with the project 4. Community and individual-level changes 5. Maintenance of project outcomes Goal 2 1. Source of information and opinion of Americans prior to the Peace Corps work	60-90 minutes

APPENDIX 1

Respondent Type	Question Categories	Approximate Length of interview
	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	
Students	Goal 1 6. Clarification of the project purpose 7. Frequency of contact with the Volunteer 8. Project outcomes and satisfaction with the project 9. Community and individual-level changes 10. Maintenance of project outcomes Goal 2 5. Source of information and opinion of Americans prior to the Peace Corps work 6. Type of information learned about Americans from interaction with the Volunteer 7. Opinion of Americans after interaction with the Volunteer 8. Particular things that Volunteers did that helped improve respondent's understanding of Americans	30 minutes
Host Family Member	Goal 2 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: RESEARCH TEAM METHODOLOGY²⁹

The research used in-depth, face-to-face interviews, predetermined individuals who had worked or lived with PCVs. Each researcher/interviewer used a structured interview guide for each interview that lasted from 30 to 120 minutes. A total of 26 research sites were chosen for this study and from this, 45 departments/schools/colleges and universities were covered. The 26 research sites were located within the islands of Luzon and in Central Philippines (Visayas Region).

A two-day seminar-workshop was conducted at the Peace Corps/Philippines office that included pre-testing of the questionnaires that were prepared by Peace Corps Philippines and headquarters. After the pre-test, the questionnaires were refined by the team, especially on the translation, the use of appropriate words to drive the point, definition of activities, training, etc. One-on-one interviews were used as the primary method for collecting the data on the respondent's experiences, attitude, awareness, and perception about the Peace Corps Volunteers and their work as well as that of the United States and Americans.

The actual fieldwork was carried out during the months of November and December. Researchers were deployed in the 26 sites to interview the respondents from the different departments, schools, colleges and universities. Depending on the number of respondents to be interviewed and the distance between sites, the fieldwork of each researcher lasted between 5 days to 2 weeks.

Towards the latter part of data gathering, the team deemed it necessary to shift its methodology and conduct [open-ended] qualitative interviewing particularly with the Manila Stakeholders instead of using the survey questionnaire prepared by Peace Corps. With the exception of some representatives of the Department of Education (DepEd) who have been at one point in time a guardian of a PCV, seven (7 or 23%) of the stakeholders interviewed for this study have not really interacted closely with any of the PCVs. But as it is, four (4) of the stakeholders from the DepEd were not too certain about their answers. Most of them had to rely on their perception or on feedback received from teacher-counterparts/head of the department and other community members who really have interacted with the PCVs. In fact, in some of these interviews, teachers or subject coordinators who were present during the interview were asked to join the stakeholder-interviewees just so to provide inputs to some of the questions they seemed not too confident in answering. From this experience, we believe that this is partly the reason why two (2) of the stakeholders from the Philippine National Volunteer Service Coordinating Agency (PNVSCA) were initially reluctant to grant the researchers the interview.

²⁹ This section was excerpted from the research report developed by the in-country research team. As a result the formatting, language, and style vary slightly from those used in the body of the report. Teresa DeGuzman, *Impact Study on the Education Project of Peace Corps/Philippines*, " pg.45-60, 2011.

APPENDIX 2

Towards the last batch of interviews, specifically the Manila stakeholders in the DepEd National, the PNVSCA and USAID, the researcher(s) opted to shift methodology by conducting instead a qualitative interviewing in order to clarify some gaps that surfaced during the early stages of data collection. To speak of qualitative interviewing technique, we refer to an open-ended interviewing that allows the interviewee or the participants to talk about a specific topic at their own pace, in their own words and according to their own order or logical arrangements (Fernandez, 2001:15). The objective of employing this approach is mainly to allow people to process and interpret their own views and/or experiences that would shed light to the subject matter being studied. Ultimately the role of the interviewer is merely to listen in order to capture and understand what the participants have to relay. In doing so, the interviewer will be able to supply the necessary interpretation to justify and reconcile the possible gaps emerging from the interpretation of the participants. Questions and interruptions are also minimal and are only raised for the sake of either clarification or elaboration.

Given this overview, the significance of this group and their answers should be perhaps not so much on assessing the impact of individual projects or activities of the PCVs, but rather in terms of 1) assessing how the collaboration between the agencies actually contributes to the success of the program, 2) identify gaps and constraints that seem to impede the proper implementation of the program, and 3) provide recommendations to address issues raised by this report.³⁰

³⁰ The research team attributed the difficulties in interviewing stakeholders to the interview protocol. OSIRP has since revised this protocol based on the recommendations of the Philippines research team.