



Office of Strategic Information, Research, and Planning

Host Country Impact Study Cape Verde



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

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

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The interest and support from the Peace Corps staff in Cape Verde where the research was conducted were critical to this endeavor. Our sincere appreciation is extended to the former Country Director Valerie Staats, Training Manager Neusa Araujo, Program Manager Celestino Dias, and Director of Management and Operations Luis Goncalves.

The success of this study is due ultimately to the work of senior researcher Carl DeFaria and his research team. This research team skillfully encouraged the partners of Peace Corps Volunteers to share their experiences and perspectives.²

While Peace Corps/Cape Verde closed in FY 2013, the findings from this study provide evidence of the impact of Volunteers who served in Cape Verde and will be used to inform Peace Corps operations at other posts.

¹ Although this study was a team effort involving all members of the OSIRP staff, Kelly Feltault was the study lead and completed the initial draft of this report. Janet Kerley initiated the study with the post and served as the senior advisor to the project. Leah Ermarth, OSIRP's Chief of Evaluation and Research, finalized the report, Laurel Howard and Danielle Porreca did the final copy-editing, and OSIRP Director Dr. Cathryn L. Thorup reviewed the study and made the final substantive edits.

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

ACRONYMS AND DEFINITIONS

Acronyms

CVE Project	Cape Verde Education Project
GoCV	Government of Cape Verde
HCN	Host Country National
MoE	Ministry of Education
OMB	Office of Management and Budget
OSIRP	Office of Strategic Information, Research, and Planning
PCV	Peace Corps Volunteer

Definitions

Beneficiaries	Individuals who receive assistance and help from the project; the people who the project is primarily designed to benefit.
Counterparts	Individuals who work with Peace Corps Volunteers; Volunteers may work with multiple counterparts during their service. Project partners also benefit from the projects, but when they are paired with Volunteers in a professional relationship or when they occupy a particular position in an organization or community (e.g., community leader), they are considered counterparts.
Host family members	Families with whom a Volunteer lived during all or part of his/her training and/or service.
Project stakeholders	Host country agency sponsors and partners. ³ These include host-country ministries and local non-government agencies that are sponsoring and collaborating on a Peace Corps project. There may be a single agency or several agencies involved in a project in some role.

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

EXECUTIVE SUMMARY

Introduction

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

This report presents the findings from a study conducted in Cape Verde from April to June 2011, approximately one year before the Peace Corps closed its post in the country. The focus of the research was the Cape Verde Education (CVE) Project. The results of the findings from the local research team were shared with the post immediately upon completion of the fieldwork. This OSIRP report is based upon the data collected by the local team and contains a thorough review of the quantitative and qualitative data, supported by respondents' quotes, and some analysis of the data, presented in a format that is standard across all the country reports.

Project Design and Purpose

Cape Verde's Education Project Host Country Impact Study assesses the degree to which the Peace Corps was able to support the Cape Verdean Ministry of Education in encouraging students to integrate academic and life skills through English education, and teachers' capacity to implement the Ministry's national curriculum. The study provides Peace Corps/Cape Verde with a better understanding of the CVE Project and the impact it had on schools, students, teachers, and community members. In addition, the evaluation provides insight into what host country nationals learned about Americans and how their opinions about Americans changed after working with a Volunteer.

The major research questions addressed in the study are:

- Did skills transfer and capacity building occur?
- What skills were transferred to organizations/communities and individuals as a result of Volunteers' work?
- Were the skills and capacities sustained past the end of the project?

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

- 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 in order to assess the agency's broader impact on local partners and participants across a variety of posts around the world.

Evaluation Methodology

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

- 21 Counterparts
- 37 Beneficiaries
- 20 High school students
- 13 Host family respondents
- 2 Stakeholders

The study reached 93 respondents in 10 communities. All interviews were conducted from May 2011 to June 2011.⁵

Project Design

The purpose of the CVE Project was to assist Cape Verdean schools and the Government of Cape Verde in developing the capacity of Cape Verdean teachers and school directors in teaching methods and teacher training, while developing student capacity and strengthening the relationships between schools and communities.⁶

The challenges facing schools and the government were:

1. A growing youth population that exceeds school capacity in Cape Verde
2. An insufficient number of teachers in Cape Verde
3. Student-teachers who do not complete their coursework due to a lack of reference materials and a lack of qualified supervisors to oversee their final research papers

⁵ See Appendix 1 for a full description of the methodology. Please contact OSIRP for a copy of the interview questionnaire.

⁶ Information on the CVE Project is taken from, *Cape Verde Education Project Framework*, Peace Corps, December 2009.

The CVE Project was designed to support specific educational needs in Cape Verde. The project placed Volunteers in secondary schools, teacher-training colleges, and in vocational education schools. The project had four goals:

1. *Teaching English as a Foreign Language (TEFL)*: students and teachers will improve their English communication skills and develop/strengthen critical thinking skills through formal and informal education
2. *Teacher training at the University of Cape Verde*: student-teachers in the English Education Program will improve their English communication skills and implement more effective TEFL teaching methodologies
3. *Materials Development*: students and teachers will develop relevant HIV/AIDS and gender equity teaching guides and resource materials
4. *Vocational Education*: students and teachers in vocational education schools will improve their skills in renewable energies, civil construction, mechanics, and electricity through formal and informal education

Evaluation Findings

The evaluation findings for the CVE Project indicate that in junior and senior high schools, project Goals 1 and 2 were clearly met; Project Goal 3 was partially met in that counterparts reported that the HIV/AIDS and gender sensitivity training met their needs.

The findings are less clear about the achievement of the outcomes related to the vocational education schools. This portion of the project was relatively new and only a few respondents in these schools were interviewed.

As a result of working and living with the Peace Corps Volunteers, the respondents changed the way they perceived people from the United States, developing a more positive opinion of Americans. While the report provides a detailed analysis of all the study findings, the key findings with regards to Peace Corps Core Goals are:⁷

Goal One Findings

Intended Outcomes

- Although the number of partners receiving formal training was low, overall, capacity building was achieved
 - 90 percent of counterparts stated the activities were very effective in building personal capacity
 - 90 percent of the students interacted with the Volunteer daily (30%) or two to five times a week (60%), indicating that Volunteers were completing their primary assignment—working with students in the classrooms

⁷ Peace Corps' three Core Goals are listed on pg. 13.

- Students and teachers improved their English communication skills
 - 89 percent of the beneficiaries (including teachers and student-teachers) improved their English skills
 - 70 percent of the students reported improved English language skills
- Critical thinking skills were strengthened somewhat
 - 20 percent of the high school students improved their critical thinking skills
 - Teachers reported they had improved their critical thinking skills, library and research skills, and their ability to help students in these areas
 - Approximately one-third of student teachers improved their research skills
- Teachers implemented more effective TEFL teaching methodologies
 - More than half reported adopting community content and student-based teaching methods in their work
 - One fifth reported improving their critical thinking skills

Sustainability and Needs Met

- Counterparts to some degree, and beneficiaries to a stronger degree, felt that most of the changes had been sustained at the individual level
- 81 percent of counterparts and 54 percent of beneficiaries claimed to use the skills they learned during the project on a daily basis
- The most frequently used skills were new work practices, including teaching methods, after school activities, and group work in class
- Counterparts (100%) believed learning to use libraries best met their needs, followed by improved English language skills (95%) and students' improved critical thinking skills (90%)
- Beneficiaries believed the training in increasing sensitivity around HIV/AIDS and gender issues best met their needs (93%) along with improved English language skills and using libraries (88% each)

Unintended Outcomes

- The CVE Project produced two unintended outcomes:
 - The teaching methods used by the Volunteer fostered a better student-teacher relationship. Counterparts and beneficiaries said Volunteers' teaching methods were "dynamic" and Volunteers cared not only about the content of the classes that they taught but also cared about the students themselves
 - Students and teachers gained an increased sense of civic responsibility

Satisfaction with the Project Was High

- 90 percent of counterparts and 81 percent of beneficiaries were very satisfied with the outcomes
- 100 percent of counterparts and 95 percent of beneficiaries want to work with another Volunteer

Barriers and Pathways to Success

- Factors contributing to success
 - Volunteer’s flexibility and commitment to the project and students
 - Flexibility of the post staff in working with communities
 - Warm welcome given to Volunteers by schools and communities
- Factors hindering success
 - Lack of resources for supplies, including materials for the construction of a sufficient number of classrooms
 - Schools lacked libraries, computers, and internet connections so Volunteers were unable to conduct internet training and develop library and research skills
 - Volunteers were fluent in Creolo but not Portuguese, the official language of Cape Verde
 - Volunteers lacked teaching experience

Goal Two Findings

Changes in Opinions of Americans

- Prior to meeting a Volunteer
 - Only 5 percent of respondents had no previous knowledge about Americans
 - Counterparts learned about Americans from television and movies (86%) and newspapers (62%), as well as through interaction with relatives in the US (62%)
 - 5 percent of counterparts, 11 percent of beneficiaries, 5 percent of students, and 23 percent of host family members had a very positive opinion of Americans
 - 38 percent of counterparts, 35 percent of beneficiaries, and 38 percent of host family members had neither a positive nor negative opinion of Americans
 - Few Cape Verdeans had a negative opinion of Americans: 11 percent of beneficiaries, 25 percent of students, and no counterparts or host family members had a somewhat or very negative opinion of Americans
- After interacting with a Volunteer
 - 86 percent of counterparts indicated they had a much more positive opinion (62%) of Americans or a more positive opinion of Americans (24%)
 - 89 percent of beneficiaries had a much more positive opinion of Americans (43%) or a more positive opinion (46%) of Americans
 - 85 percent of the students had a much more positive opinion (35%) of Americans or a more positive opinion (50%) of Americans
 - Host families showed the least amount of change in opinion from before and after interacting with Volunteers: 38 percent of host family members had a

much more positive opinion of Americans and 31 percent had a more positive opinion of Americans

- Causes of Change in Opinions of Americans
 - All of the counterparts and beneficiaries who reported a more positive or somewhat more positive opinion of Americans said the Volunteer's personal conduct had caused the change
 - The Volunteers were described as competent, realistic, friendly, and helpful

Changes in Behaviors and Outlook on Life

- Counterparts and beneficiaries who reported a more positive or somewhat more positive opinion of Americans stated they themselves became:
 - Better organized
 - More responsible
 - More passionate about their work
 - More motivated

CHAPTER 1: INTRODUCTION

Background

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

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

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

Peace Corps' Core Goals

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

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

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

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

The Peace Corps conducts an annual survey of currently serving Volunteers; however, it tells only one side of the Peace Corps' story.⁸ In 2008, the Peace Corps launched a series of studies

⁸Peace Corps surveyed Volunteers periodically from 1975 to 2002, when a biennial survey was instituted. The survey became an annual survey in 2009 to meet agency reporting requirements.

to better assess the impact of its Volunteers. The studies are unique for their focus on learning about Peace Corps' impact directly from the HCNs who lived and worked with Volunteers.

Purpose

This report presents the findings from the impact evaluation conducted in Cape Verde from May 2011 to July 2011. Impact evaluations describe "...long-term economic, sociocultural, institutional, environmental, technological, or other effects on identifiable populations or groups produced by a project, directly or indirectly, intended or unintended."⁹ The project studied was the Cape Verde Education Project (CVE). The study documents host country nationals' perspectives on the impact of Peace Corps Volunteers on skills development and capacity building among 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 helps to inform Peace Corps staff 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 and a forthcoming Counterpart Survey, this information will allow the Peace Corps to better understand its impact and address areas for performance improvement, even after a post has closed. For example, the information may be useful for Volunteer training and for outreach to host families and project partners at other posts facing similar challenges.

This feedback 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."¹⁰

⁹ Bamberger, M., Rugh, J. and Mabry, L. (2006). *Real World Evaluation*. Thousand Oaks, CA: Sage Publications, p.39.

¹⁰ Office of Management and Budget. *Program Assessment: Peace Corps. International Volunteerism, 2005. Improvement Plan.*

Feedback from the three 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.

Cape Verde Education Project

The Peace Corps/Cape Verde Education (CVE) Project began in 1988 as part of a joint program between the government of Cape Verde (GoCV) and PC/Guinea Bissau. Since 1996, the program had been administered through Peace Corps/Cape Verde, the British Council, and the Ministry of Education (MoE). Prior to Peace Corps' involvement, the Ministry met the demand for TEFL teachers by contracting recent high school graduates who did not have any teaching experience, English-speaking Africans from other countries, and teachers from Portugal. This system led to unqualified teachers, high costs, contract disputes, and constant turnover in teaching staff at schools.¹¹

The broader purpose of the CVE Project was to assist Cape Verdean schools and the Government of Cape Verde develop the capacity of Cape Verdean teachers and school directors in teaching methods and teacher training, while developing student capacity and strengthening the relationships between schools and communities.¹²

Project Goals

The CVE Project placed Volunteers in senior high schools, teacher training colleges, and vocational education schools. Volunteers worked towards the following specific project goals and objectives:

1. *Teaching English as a Foreign Language (TEFL)*: students and teachers will improve their English communication skills and develop/strengthen critical thinking skills through formal and informal education
2. *Teacher training at the University of Cape Verde*: student-teachers in the English Education Program will improve their English communication skills and implement more effective TEFL teaching methodologies

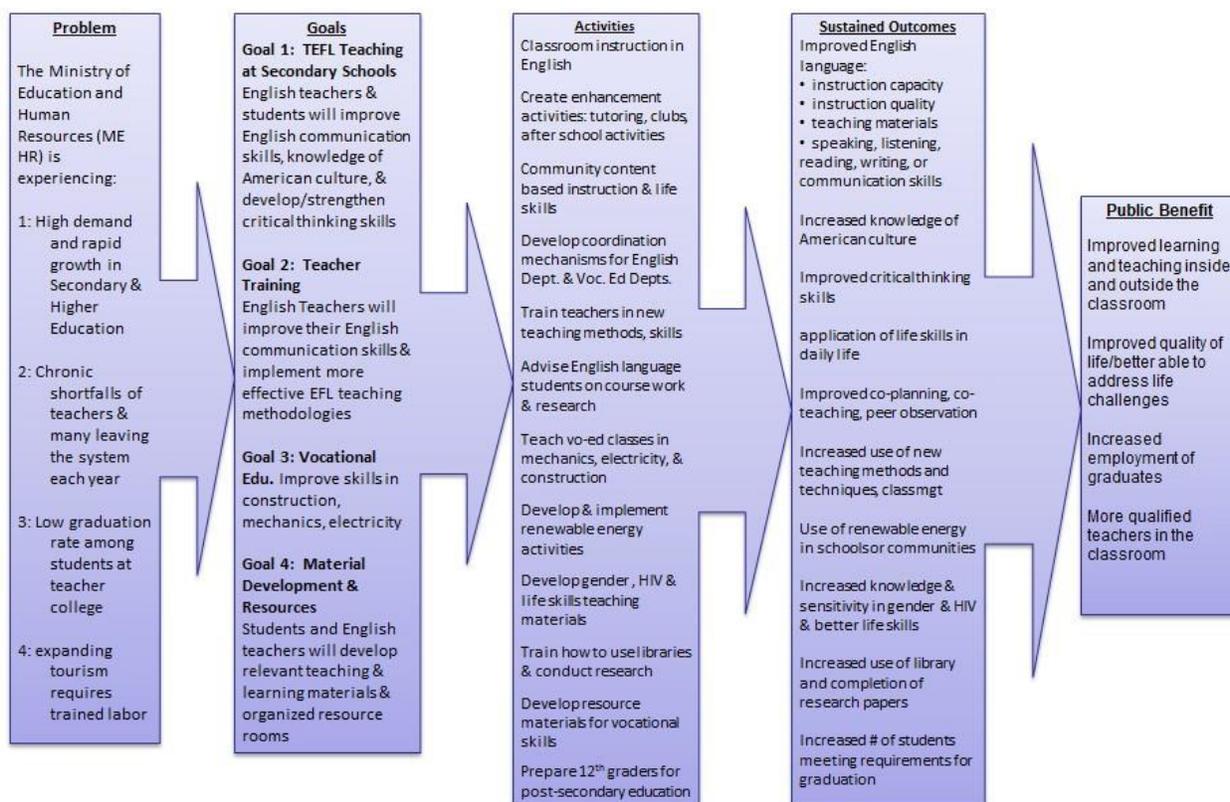
¹¹ Information on Cape Verde education system from DeFaria. *Final Report on Cape Verde Education Project Impact Study*. July 2011.

¹² Information on the GEP Project cited in, *Cape Verde Education Project Framework*, Peace Corps, December 2009.

3. *Materials Development*: students and teachers will develop relevant HIV/AIDS and gender equity teaching guides and resource materials
4. *Vocational Education*: students and teachers in vocational education schools will improve their skills in renewable energies, civil construction, mechanics, and electricity through formal and informal education

A model of the theory of change¹³ underlying this project approach is presented in Figure 1 below and provided the foundation for the impact evaluation:

Figure 1: Theory of Change for the CVE Project: Cape Verde



Source: Extracted from *The Peace Corps Cape Verde Education Project Framework*, Peace Corps, 2009.

¹³ A theory of change is a conceptual model used to understand the relationships between the problems a program is designed to alleviate, and the assumptions made regarding how program activities will address those problems.

Evaluation Methodology

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

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

The research study was designed by OSIRP social scientists and implemented in country by senior researcher Carl DeFaria and a team of local interviewers under the supervision of the Peace Corps country staff. The OSIRP team provided technical direction. A web-based database was used to manage the questionnaire data and subsequent analysis. To ensure comparability across countries, the study used a standard interview protocol that also incorporated individual project goals.

In Cape Verde, Mr. Defaria led the research team of three interviewers, including himself. The team conducted 93 semi-structured interviews in 10 communities across Cape Verde. OSIRP identified Volunteer placements between 2003 and 2011 for possible participation in the study. A representative, rather than a random, sample was drawn from this list of Volunteer assignment sites. The local research team conducted the interviews between May and June 2011.¹⁴

Respondents

The interviewees were selected from the following groups (Table 1):

- **Counterparts:** teachers, department coordinators, community leaders, youth center coordinators (21)
- **Beneficiaries:** teachers, adult vocational education students, student-teachers, community members, parents (37)
- **Students:** high school students, young people under the age of 20 (20)
- **Host family members:** families the Volunteer lived with or lived next door to for all or part of their service (13)
- **Stakeholders:** ministry officials, superintendents, vice-rectors, school directors, supervisors (2)

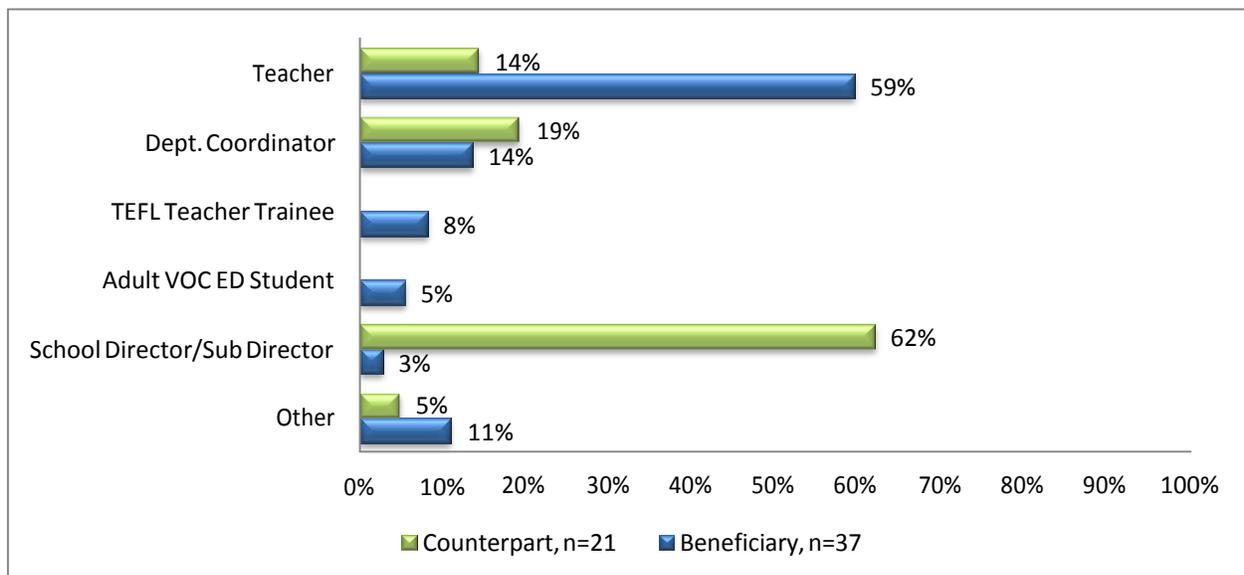
¹⁴ The interview schedule is available upon request from OSIRP. Appendix 1 contains a full description of the research methodology.

Table 1: Number and Type of Respondents: Cape Verde

Interview Type	Number of People	Number of Sites
Counterparts	21	10
Beneficiaries	37	10
Students	20	10
Host Family respondents	13	10
Stakeholders	2	n/a
Total	93	10

Teachers comprised the majority of the beneficiary respondents (59%). The remaining beneficiaries were department coordinators (14%), TEFL teacher trainees (8%), vocational education students (5%), school administrators (3%), or other (11%). Counterparts were primarily school directors or sub directors (62%) (Figure 2). The remaining counterparts included department coordinators (19%) and teachers (14%).

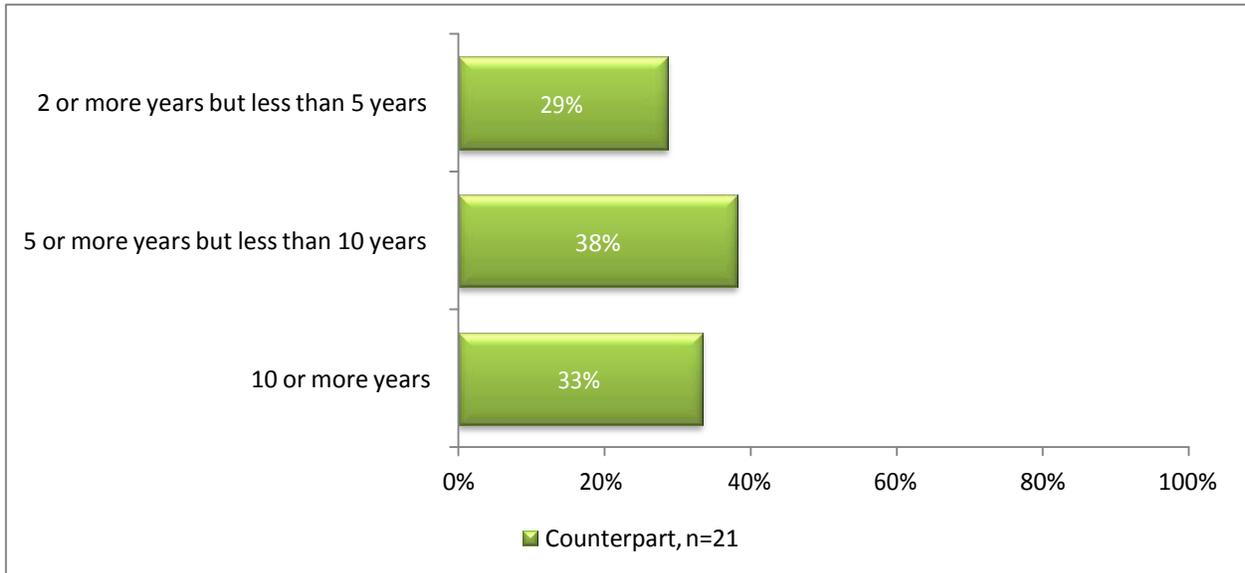
Figure 2: Background of Counterparts and Beneficiaries



Forty-six percent of the host family members were neighbors or family-like friends; thirty-eight percent were landlords renting to Volunteers. The remaining 15 percent were host mothers. Twenty former students were interviewed, 18 of whom had been secondary TEFL students.

The counterparts were nearly equally distributed in terms of their experience in the education field. Thirty-three percent of counterparts had ten or more years of experience in their field; 38 percent had five to ten years of experience and 29 percent had from two to less than five years of experience (Figure 3). Both stakeholders had five or more years of experience.

Figure 3: Years of Experience of Counterparts



CHAPTER 2: GOAL ONE FINDINGS

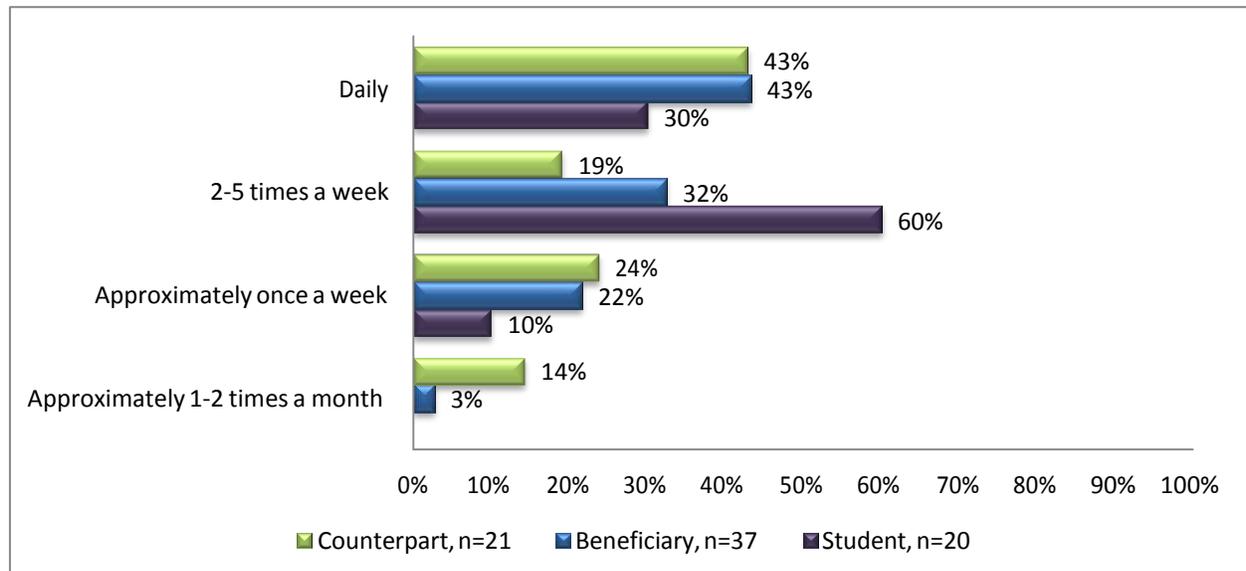
All Peace Corps projects support the agency’s primary goal of building the technical capacity of local men and women to improve their own lives and conditions within their communities. The primary goal of the Cape Verde Education project was to improve the quality of education by supplying qualified English instructors and developing the capacity of existing teachers through multiple means, including TEFL instruction, teacher training at the university level, instructional materials development, and vocational education.

Frequency of Interaction with Volunteers

The CVE Project assigned Volunteers to work in a high school, a teacher’s college, or in a vocational education school. Ninety percent of the students interacted with the Volunteer daily (30%) or two to five times a week (60%), indicating that Volunteers were completing their primary assignment: working with students in the classrooms (Figure 4).

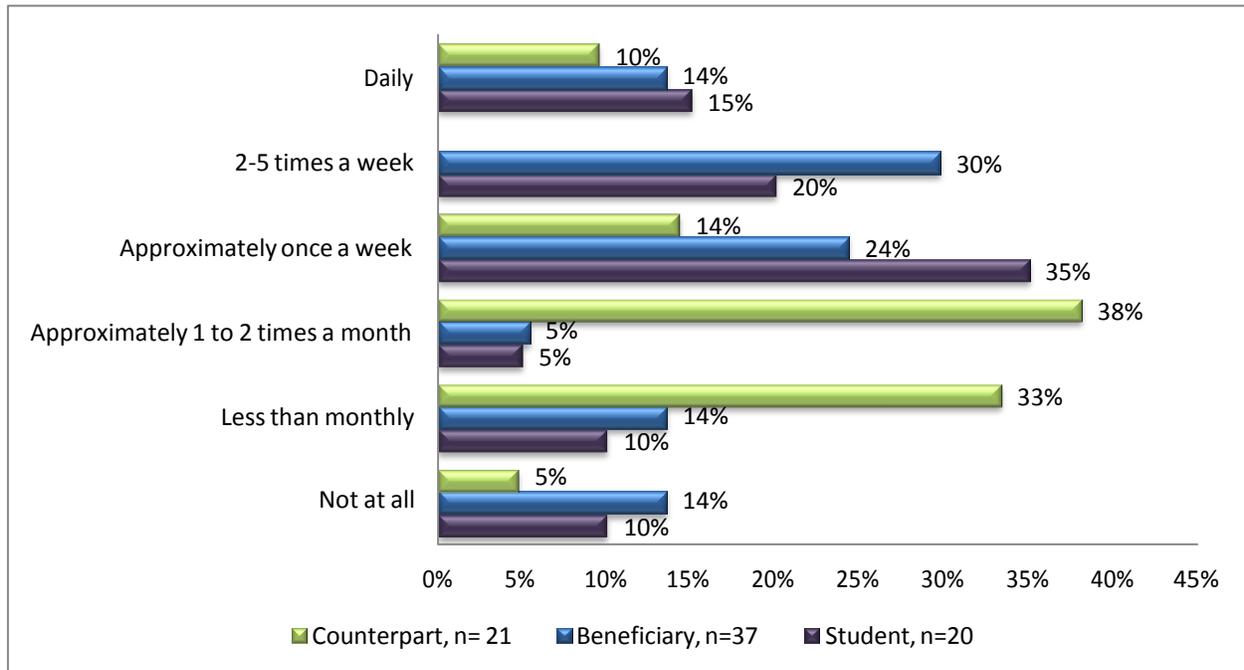
Ninety-seven percent of the beneficiaries reported that they interacted with Volunteers at work weekly, either on a daily basis (43%), two to five times a week (32%), or once a week (22%) (Figure 4). As the majority of the beneficiaries were teachers, the frequency of interaction indicates Volunteers were also completing their responsibilities to work with teachers. Counterparts, who were primarily school directors or sub-directors, also interacted daily (43%), two to five times a week (19%), and weekly (24%). A small group (14%), however, worked with the Volunteer only occasionally (1-2 times a month) (Figure 4).

Figure 4: Frequency of Interaction with Volunteer during Work



Outside of work, nearly a third of beneficiaries (30%) interacted with the Volunteer several times a week, and slightly more than two thirds of counterparts interacted with Volunteers one to two times a month, or less than monthly (Figure 5).

Figure 5: Frequency of Interaction with Volunteer Outside of Work



Volunteer Activities

Volunteers conducted most of the activities in the project plan, based on the responses to the interviews.

Senior High Schools: According to *counterparts* and *beneficiaries* from the senior high schools, Volunteers primarily taught English and developed after school activities such as clubs, American Independence Day celebrations, or reading groups.

Teacher Training Colleges: Volunteers working in the teacher training colleges primarily taught English. The Volunteers also worked with teachers and student-trainees on lesson planning.

Vocational Education Schools: Volunteers working in vocational education schools focused on teaching mechanics, electricity, and construction, as well as creating renewable energy projects with students. Most respondents in these schools reported that Volunteers also taught English and developed resource materials for vocational education schools.

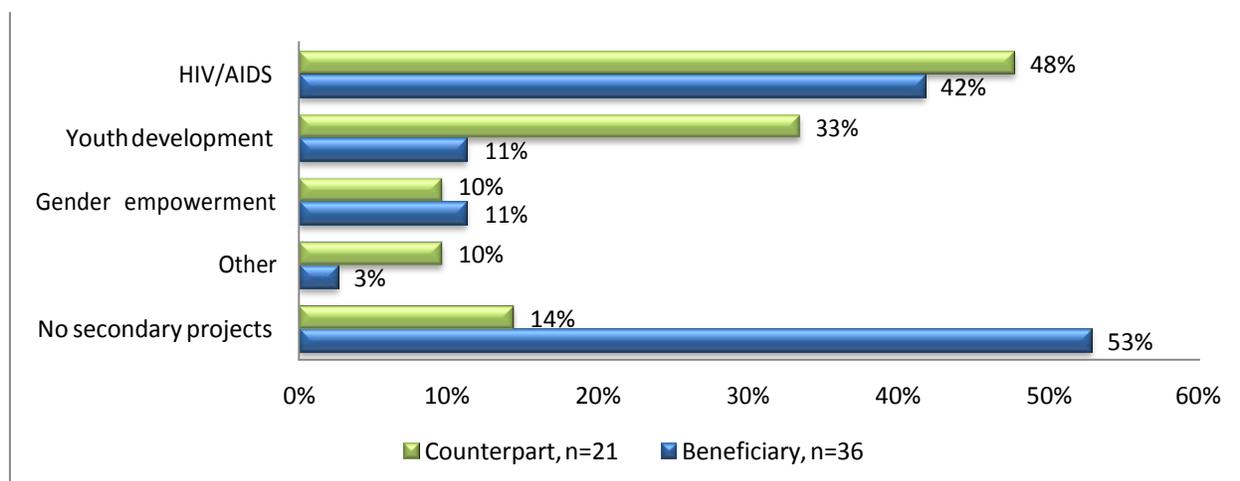
Other activities: Volunteers conducted other activities, some of which were not included in the project plan.¹⁵ According to beneficiaries, counterparts, and students, Volunteers developed new curriculum in solar energy and film studies, and held English language classes for teachers outside of school. Several Volunteers raised funds for schools to purchase computers, coached sports teams, built labs at the vocational schools, and helped community members create businesses. A few Volunteers helped students pay their tuition. Volunteers also developed clubs to address the water and sanitation needs of schools.

Students observed that Volunteers primarily taught English and created clubs. Students were the only respondents who described Volunteers creating HIV/AIDS clubs, conducting workshops to raise awareness and prevent HIV/AIDS, or teaching gender equity and life skills. None of the respondents (students, counterparts, or beneficiaries) reported Volunteers creating career development activities for students.

Volunteers in Cape Verde were also asked to work on *secondary projects* in the specific areas of HIV/AIDS prevention, gender empowerment, and youth development (compared with other posts where Volunteers select their own secondary project areas based on observed community needs). Almost an equal percentage of counterparts (48%) and beneficiaries (42%) reported that Volunteers worked on HIV/AIDS prevention (Figure 6).

Although Peace Corps/Cape Verde prescribed the secondary activities, several Volunteers worked with communities on food and water security issues, as well as waste and sanitation. While more than half of the beneficiaries reported Volunteers did not work on any secondary activities (Figure 6), it is possible that beneficiaries were not aware of all of the Volunteer’s activities outside of the classroom.

Figure 6: Secondary Activities Conducted by Volunteers



¹⁵ Some activities, such as coaching sports teams, raising funds to purchase computers, and developing clubs to address student-generated needs may have been Volunteers’ secondary projects and hence not a part of the primary assignments defined in the project plan.

Intended Outcomes

Project activities were intended to achieve specific outcomes that met project goals, and in doing so highlight the extent to which the Peace Corps met its primary goal of transferring technical skills and building local capacity.

Performance under Peace Corps' Goal One was examined in three ways:

1. The extent to which local participants reported that they had observed community and personal changes and gained new technical skills
2. The extent to which capacity was developed for maintaining the changes once the project ended
3. The extent to which the project met the community and personal needs of local participants

Formal training provided by Volunteers was one method for increasing the technical capacity of project participants. In Cape Verde, Volunteers also provided informal training through mentoring or demonstrated skills.

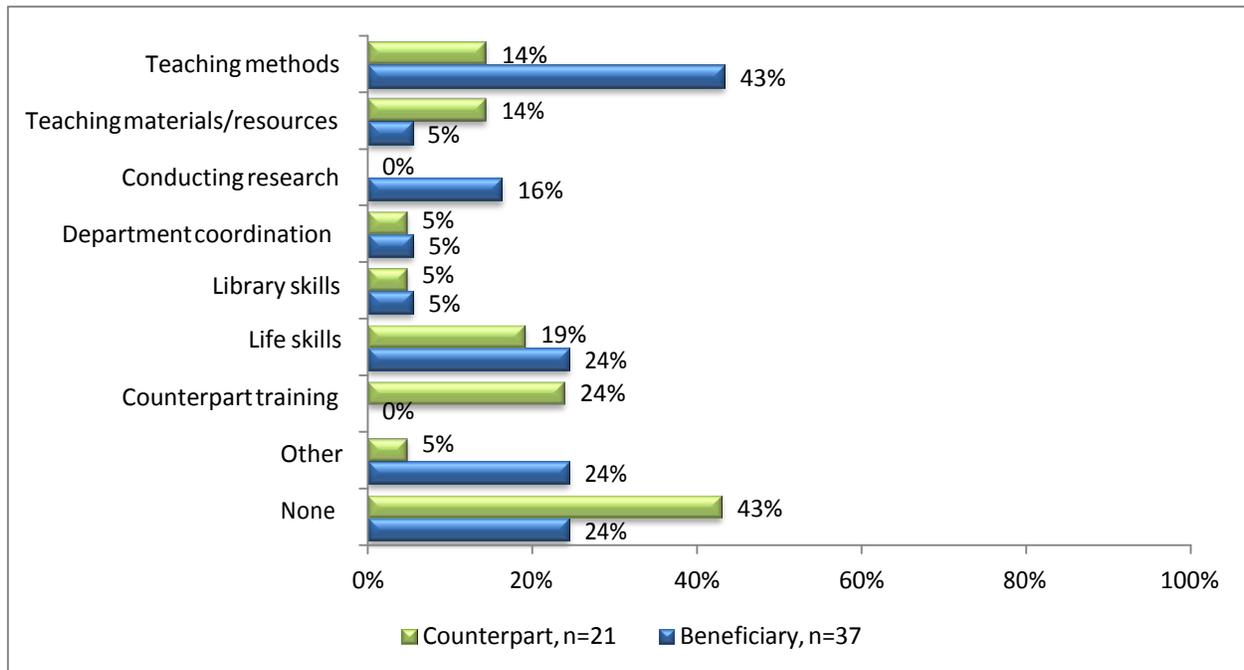
The training received by counterparts and beneficiaries—and the extent to which that training enhanced their skills—is presented in the next section. Intended outcomes observed by the project partners at the community-level are presented second, followed by the individual-level changes respondents reported.

Training Received

According to the CVE project plan, training for counterparts and beneficiaries was to include instruction on teaching methods, developing classroom resources, and department coordination. Teachers and students were to be trained in the use of the library and methods to conduct internet research and life skills. The Peace Corps was also to conduct training for counterparts to prepare them to work with a Volunteer.

Overall, the percentage of project partners reporting that they received formal training from the Volunteers was low. The most frequently mentioned training by *beneficiaries* was teaching methods (43%) followed by classes in life skills (24%). *Beneficiaries* also described other types of training they received, such as basic computer skills and classes other than English (24%) (Figure 7).

Figure 7: Training Received by Counterparts and Beneficiaries¹⁶



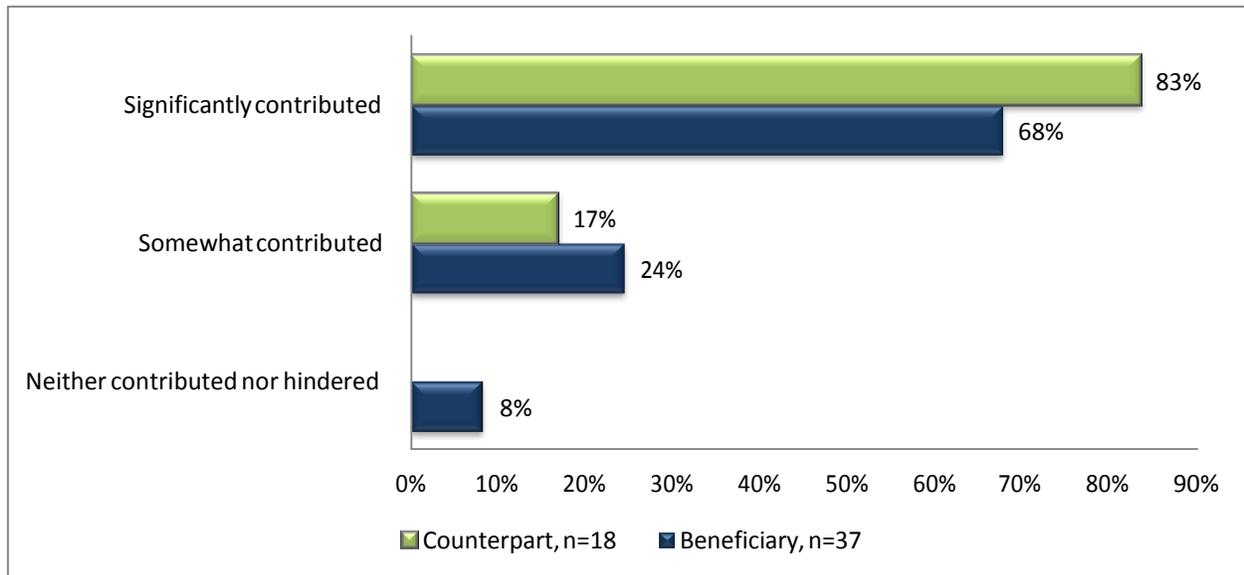
Counterparts, who were often school directors, did not frequently participate directly in the training provided by Volunteers and therefore 43 percent reported they did not receive any training. Twenty-four percent of the counterparts reported receiving the counterpart training provided by the Peace Corps (Figure 7).

Respondents commented that Volunteers could not train teachers and students how to use libraries because the schools did not have libraries. Similarly, respondents noted that schools did not have internet connections or computers and therefore Volunteers could not teach internet research skills.

Counterparts (83%) and beneficiaries (68%) felt the training they did receive significantly contributed to their skills (Figure 8). A small percentage of beneficiaries (8%) reported the training did not change their skills. These three respondents said the Volunteer taught classes, but did not train teachers in methods and often worked more on community, or secondary, projects due to poor behavior on the part of the students.

¹⁶ Percentages in this graph do not total 100 percent because respondents were allowed to mark “all that apply.”

Figure 8: Extent Training Enhanced Skills of Counterparts and Beneficiaries



Community-Level Change

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

1. Improved English skills
2. Use of critical thinking skills
3. Use of local content-based teaching
4. Increased sensitivity to gender equity practices, HIV/AIDS and health issues
5. Use of libraries
6. Use of research skills/completing research papers
7. Higher graduation rates

Counterparts and beneficiaries were asked about the following outcomes for vocational education schools:

1. Improved student skills in vocational education subjects
2. Developing renewable energy projects

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

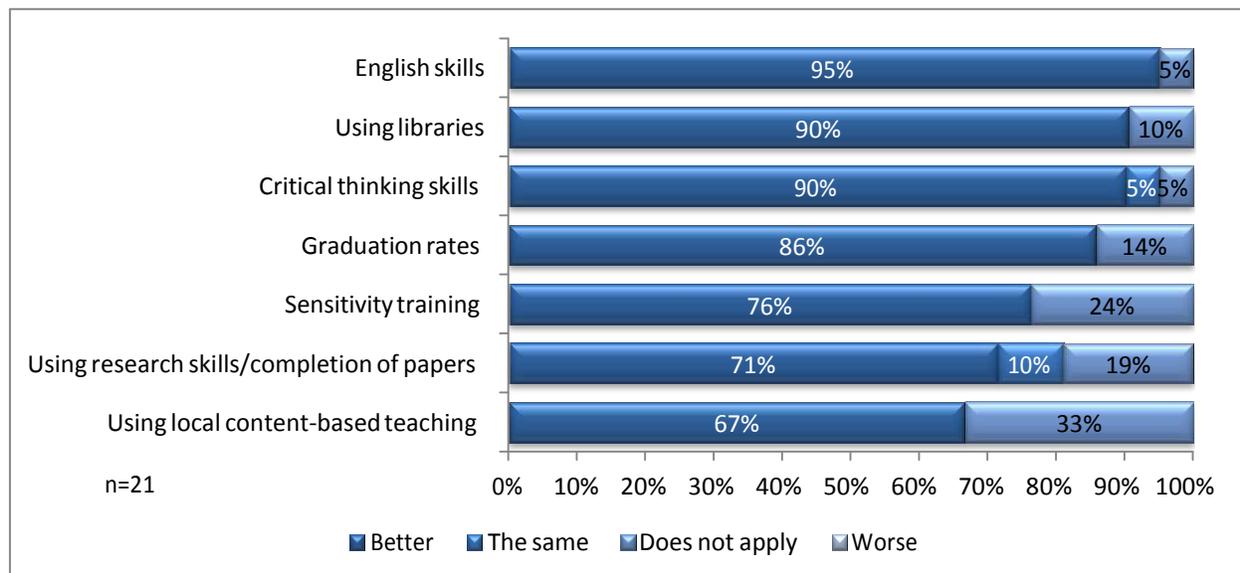
Stakeholders were provided with a list of the planned outcomes of the project and asked which of the outcomes they believed were most and least critical to Cape Verdean students or schools. Stakeholders also ranked the outcomes in terms of satisfaction.

Changes Resulting from the Project

In the high schools under study, seven project outcomes for the high schools showed some level of change, with variations in ranking by counterparts and beneficiaries.

Both *counterparts* (95%) and *beneficiaries* (89%) ranked “improved English language skills” as the outcome showing the highest rate of change (Figures 9 and 10).¹⁷ On the remaining seven outcomes, *beneficiaries* generally reported lower rates of change than did counterparts on all indicators. Further, the importance of the outcomes, based on their rankings, was slightly different for each group.

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



At least ninety percent of the counterparts rated two outcomes equally highly: improved critical thinking skills among students and using libraries. Beneficiaries ranked the use of libraries lower (Figure 10). Indeed, respondents in most schools reported their school did not have a library.

¹⁷ Respondents were asked about the extent to which they saw changes related to each outcome in their community, business, or government office on the following scale: much better; somewhat better; the same; somewhat worse; and much worse. OSIRP grouped the “much better” and “somewhat better” responses into one category called “better.” The categories of “somewhat worse” and “worse” were grouped into a single category called “worse.” This resulted in the following scale: better, the same, and worse.

The beneficiaries' next top outcomes were increased sensitivity to gender equity practices and HIV/AIDS (73%) and critical thinking (65%) (Figure 10).

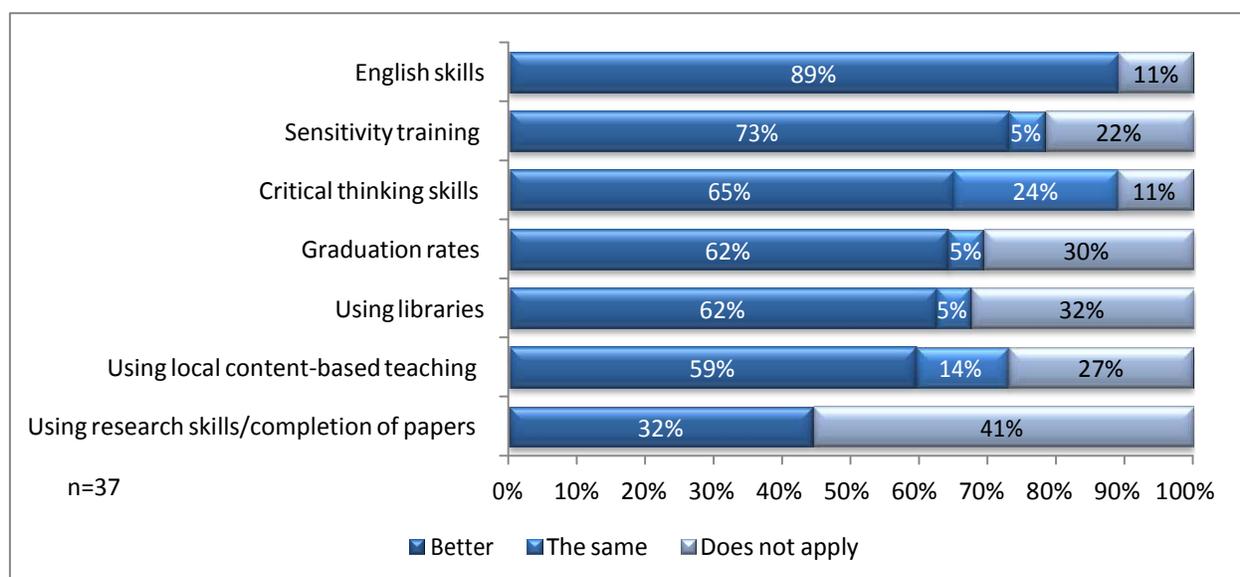
Seventy-one percent of the counterparts reported an improvement in using research skills and completing research papers, compared with thirty-two percent of the beneficiaries. The majority of the beneficiaries reported that this outcome did not apply to them.

Students noted and described the difference in teaching methods between the Volunteer and Host Country teacher:

[The Volunteer] gives us lots of homework. She makes us capable, a priori you think you can't do it, but you end up always succeeding thanks to her motivation.

With her we speak only English, which is not possible with other professors. She motivated us in addition to teaching us with love. She does an incredible [job].

Figure 10: Beneficiary Assessment of Organizational Changes Related to Project Outcomes



Sustainability of Organizational Change

Respondents were then asked to assess the extent to which the changes had been maintained by the schools, on the following scale: yes, to some extent, and not at all.¹⁸ Since many teachers who worked with the Volunteers had been transferred or left teaching, the scale also included “unsure.”

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

Counterparts and beneficiaries felt all of the changes had been maintained to some extent once the Volunteer left (Figure 12). The most sustained changes, according to the counterparts, were use of local content-based teaching methods (92%), use of libraries (76%), and sensitivity training (85%).

The establishment of the program against HIV/AIDS on the International Day Against HIV/AIDS was done by PCVs. Now, the school has been able to continue the program with the support of the local city council (municipal council/city hall). –Beneficiary

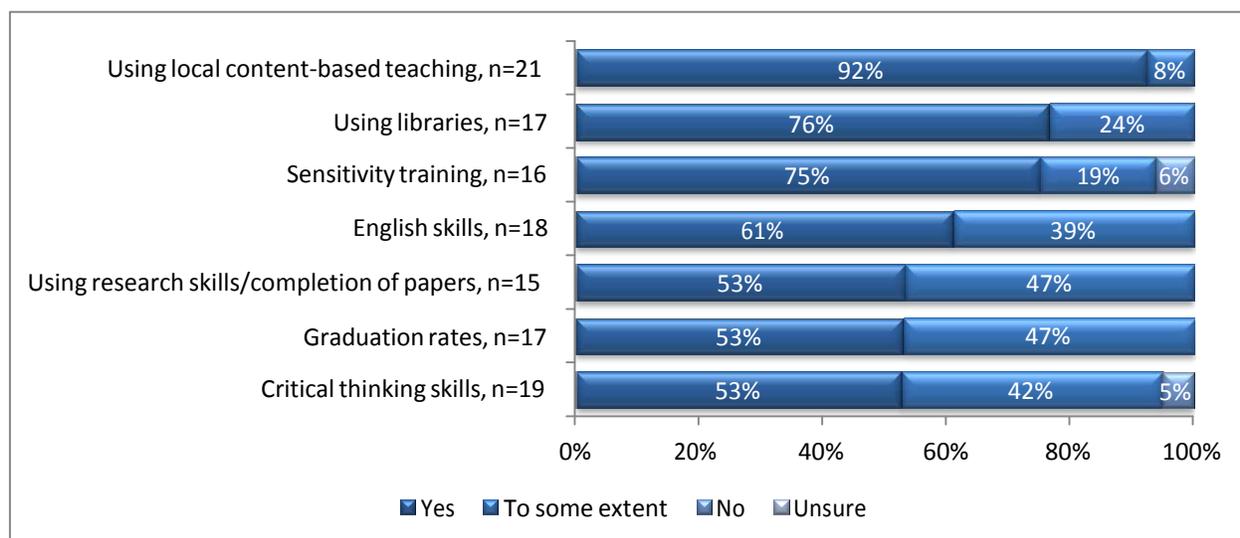
(The) collection of teaching materials left by them that we continue using ... - Beneficiary

Although beneficiaries did not report high rates of change for using research skills, the majority (89%) did report sustaining these changes. Sustainable research skills and the reported value of using libraries appear to belie the fact that most schools did not have libraries, though these data likely reflect the high degree of need for libraries. While most respondents appreciated Volunteer efforts to start libraries and impart library skills, some expressed a greater need than Volunteers could meet.

It is difficult ... because if he brought a project we don't have materials, we don't have audio-visual materials. We don't have dictionaries for the school library. As a result, it can hurt more than help. –Beneficiary

Beneficiaries reported the ways in which they worked on sustaining students' critical thinking skills and using local content-based research methods (Figure 11). For instance, one teacher explained that “we continue using and adding more to the collection of teaching materials left by the [Volunteer].”

Figure 11: Counterpart Assessment of Sustainability at the Organizational Level



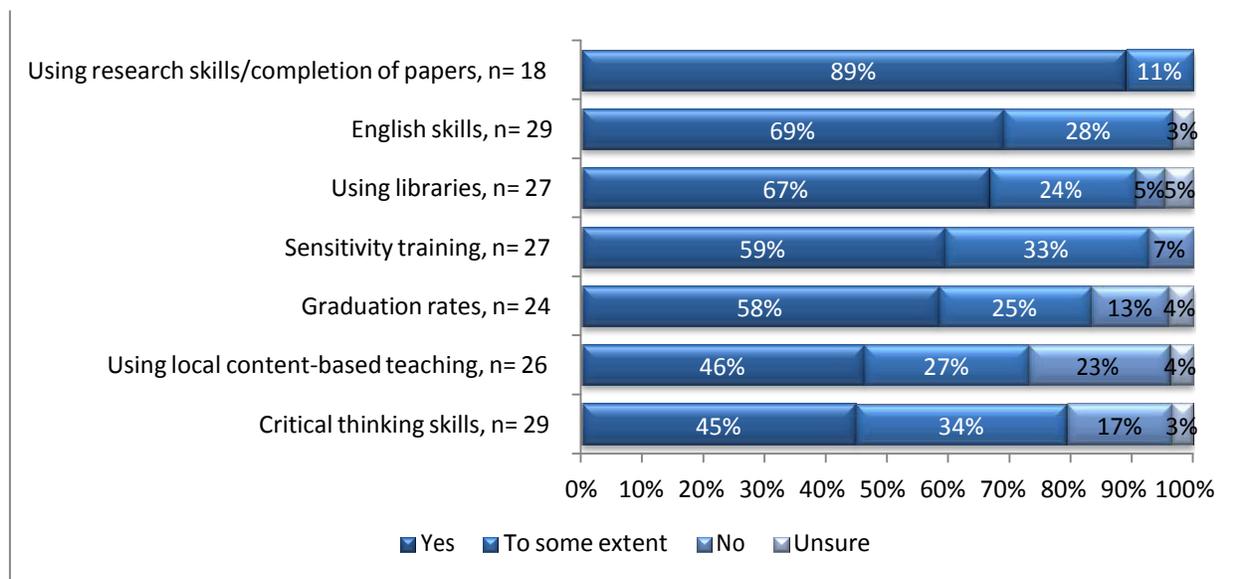
Despite these reported rates of sustainability, respondents also often described challenges in sustaining activities.

Many times my colleagues and I don't make efforts to continue projects [the Volunteer] started. We could have done better because if we had continued the contact with the schools, that interaction could have continued, but we didn't, which blocked the project for lack of an intermediary/facilitator. –Counterpart

[We sustained the activities] a lot, but because of lack of continuity when there is a change of PCVs, not all [were sustained]. Maybe there should be debriefing between the PCVs. –Beneficiary

Other respondents noted that the university policies at the teacher colleges did not support the changes the Volunteer advocated. In other cases, respondents commented the schools did not have the funds to continue renewable energy or engineering projects.

Figure 12: Beneficiary Assessment of Sustainability at the Organizational Level



Extent to which Changes Met Organization’s Needs

Finally, respondents were asked to assess how well the changes met the community’s needs. Counterparts (100%) stated using libraries best met their needs followed by improved English language skills (95%) and students’ improved critical thinking skills (90%) (Figure 14).

The majority of Beneficiaries stated that sensitivity training best met their needs (93%), along with improved English language skills and using libraries (88%, each) (Figure 15).

Figure 13: Counterpart Assessment of How Well Changes Met Organizational Needs

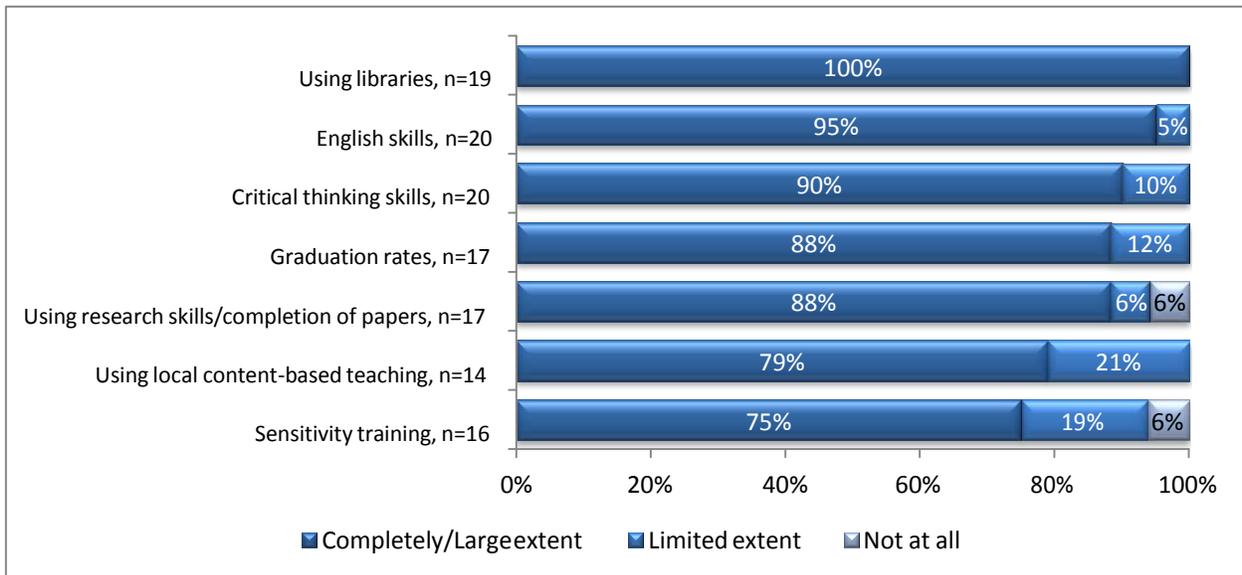
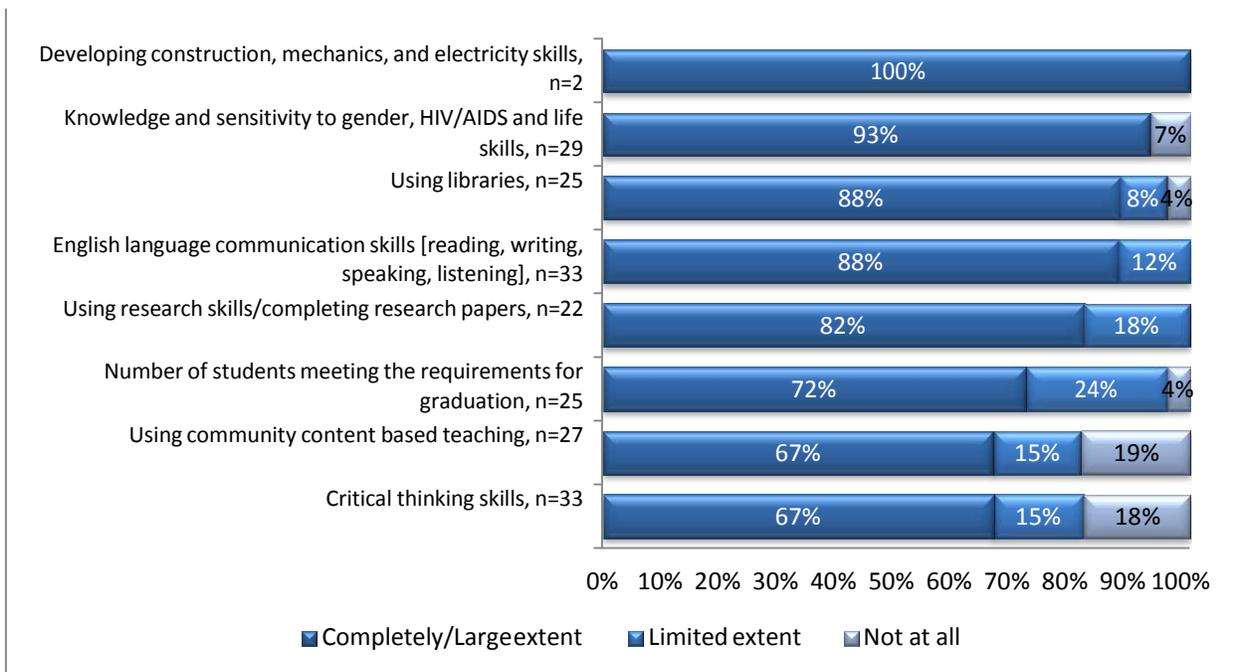


Figure 14: Beneficiary Assessment of How Well Changes Met Organizational Needs



Changes at the Individual Level

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

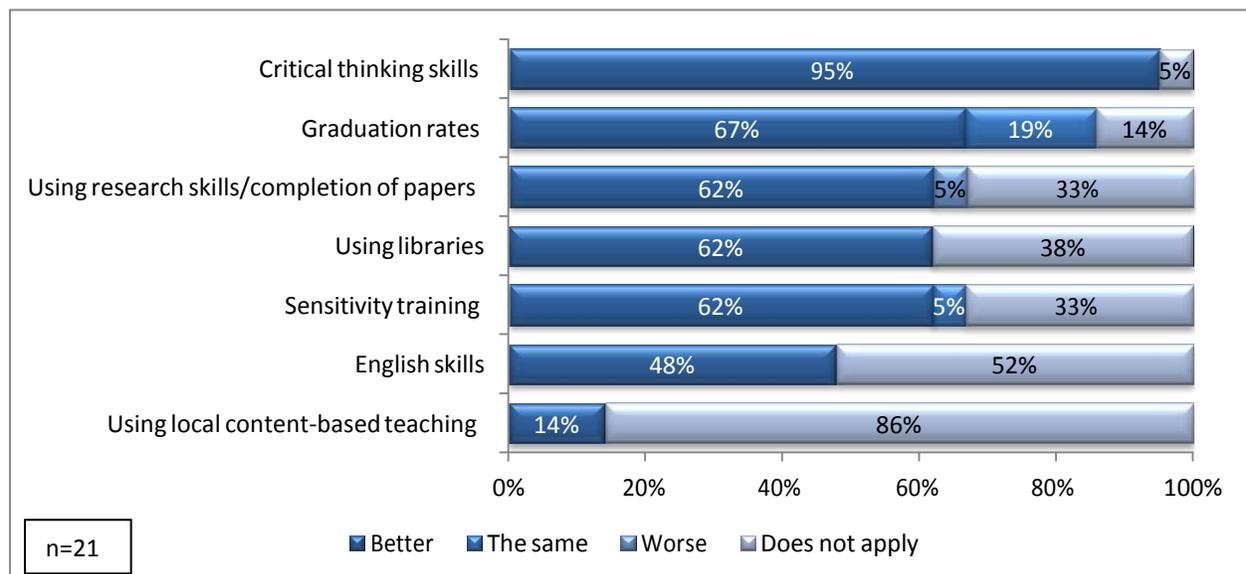
1. Your English language skills
2. Your ability to use critical thinking skills
3. Your ability to use local content-based teaching methods
4. Your changed behavior regarding HIV/AIDS and gender equity
5. Your ability to use libraries
6. Your ability to ability to use research skills/complete research papers

For each individual outcome derived from the project plan, respondents were asked if changes had occurred and about the direction of those changes, whether their needs had been met, and, where applicable, whether they had maintained the change after the Volunteer departed. Stakeholders were not asked about individual level changes since they did not work with the Volunteer on a daily basis, and were more involved in the design and implementation of the project.

Individual Changes Resulting from the Project

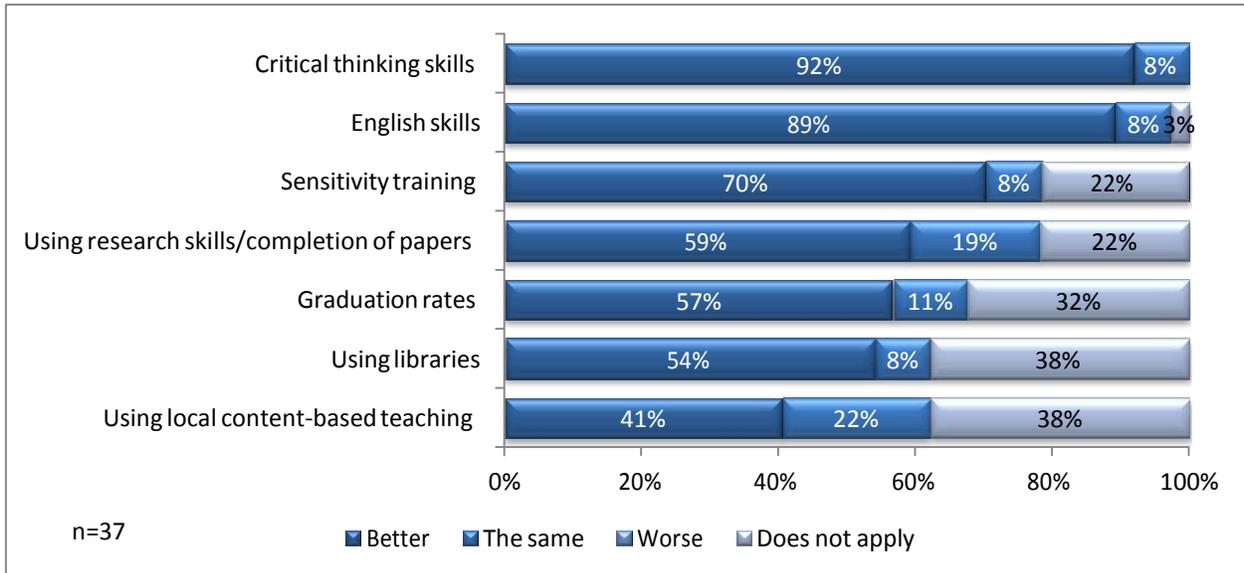
According to counterparts (95%) and beneficiaries (92%), their critical thinking skills improved to a great extent (Figures 15 and 16). The *counterparts'* rating of other outcomes were substantially lower, with four outcomes clustering in the 60 percent range. Finally, a significant percentage of the counterparts (86%)—who are department or school heads and no longer directly involved in classroom teaching—reported that learning how to use local content-based teaching did not apply to them.

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



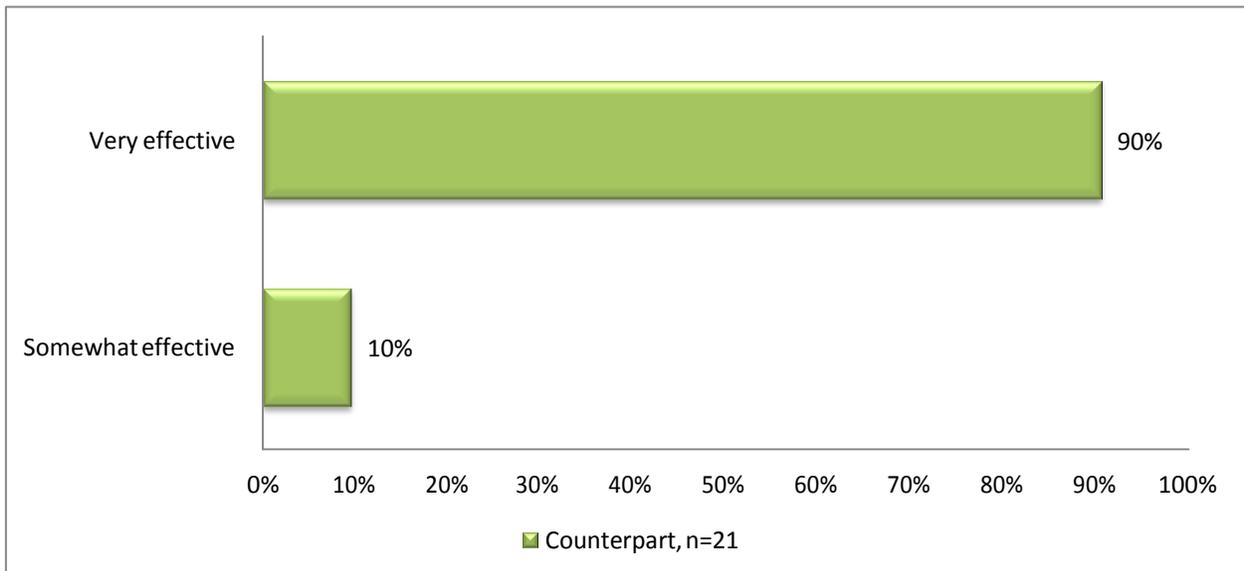
Eighty-nine percent of the beneficiaries said their English language skills improved (Figure 16). Sensitivity training on HIV/AIDS and gender equity, which beneficiaries reported as a large school-level change, also was a frequently stated change for them as individuals.

Figure 16: Beneficiary Assessment of Individual Changes Related to Project Outcomes



In a separate question, counterparts were asked how effective Volunteers' work was overall in building their individual capacity (Figure 17). Ninety percent of counterparts stated the activities were very effective in building personal capacity. Almost half of the respondents who reported the Volunteers' work as effective attributed that effectiveness to learning new skills in teaching methods and improving the student-teacher relationship.

Figure 17: Effectiveness of Volunteers' Work in Building Counterparts' Individual Capacity



Sustainability of Individual Changes

Counterparts and *beneficiaries* felt strongly that most of the changes had been sustained to some extent at the individual level (Figures 18 and 19). All *counterparts* reported they had sustained six of the seven outcomes at the personal level to at least some extent. Beneficiaries most frequently reported they had sustained their improved English skills (94%), sensitivity training (92%), and critical thinking skills (90%).

Figure 18: Counterpart Assessment of Sustainability at the Individual Level

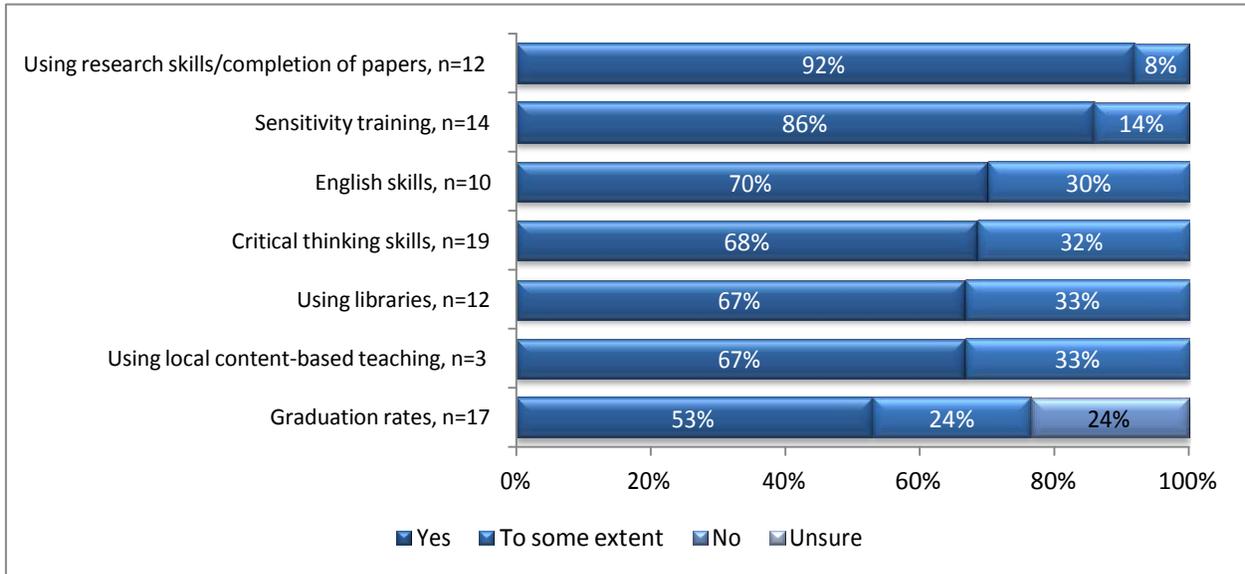
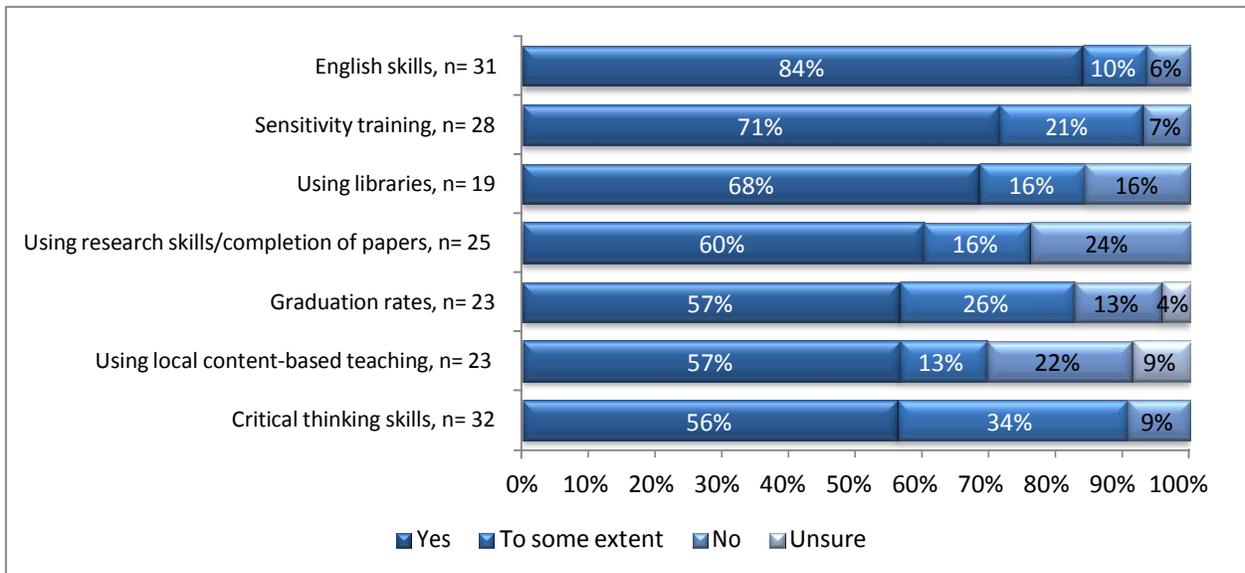


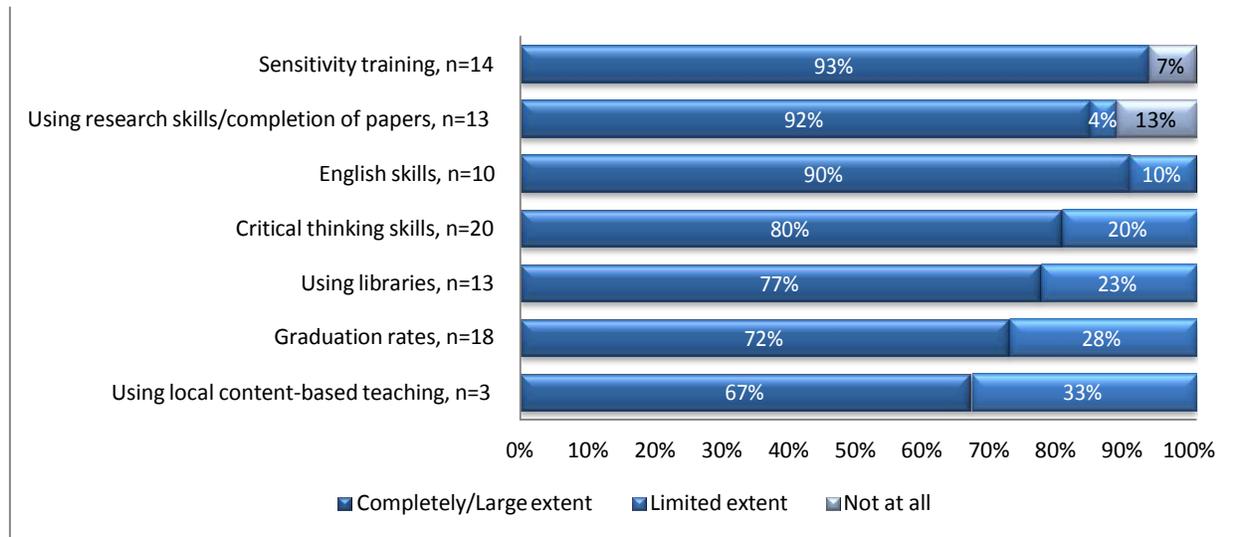
Figure 19: Beneficiary Assessment of Sustainability at the Individual Level



Extent to which Changes Met Individual Needs

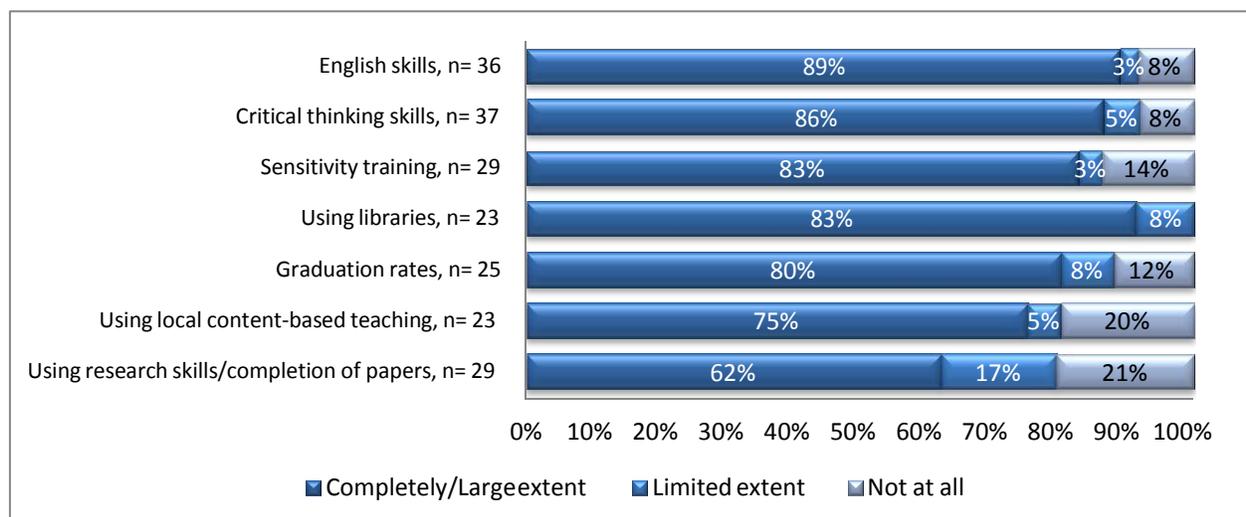
Counterparts were more likely to report all of the outcomes met their needs completely or to a large extent than did the *beneficiaries* (Figures 20 and 21). Counterparts reported skills gained from the sensitivity training best met their needs (93%) closely followed by learning how to use new research skills (92%) and improving their English skills (90%).

Figure 20: Counterpart Assessment of how the Project Met their Individual Needs



Beneficiaries (89%) said improving their English skills best met their needs, followed by learning critical thinking skills (86%), sensitivity training (83%), and using libraries (83%), as did improved graduation rates (80%). Seventy five percent of the beneficiaries reported learning how to incorporate community content into their lessons met their needs and 62 percent of the beneficiaries reported learning research skills met their needs.

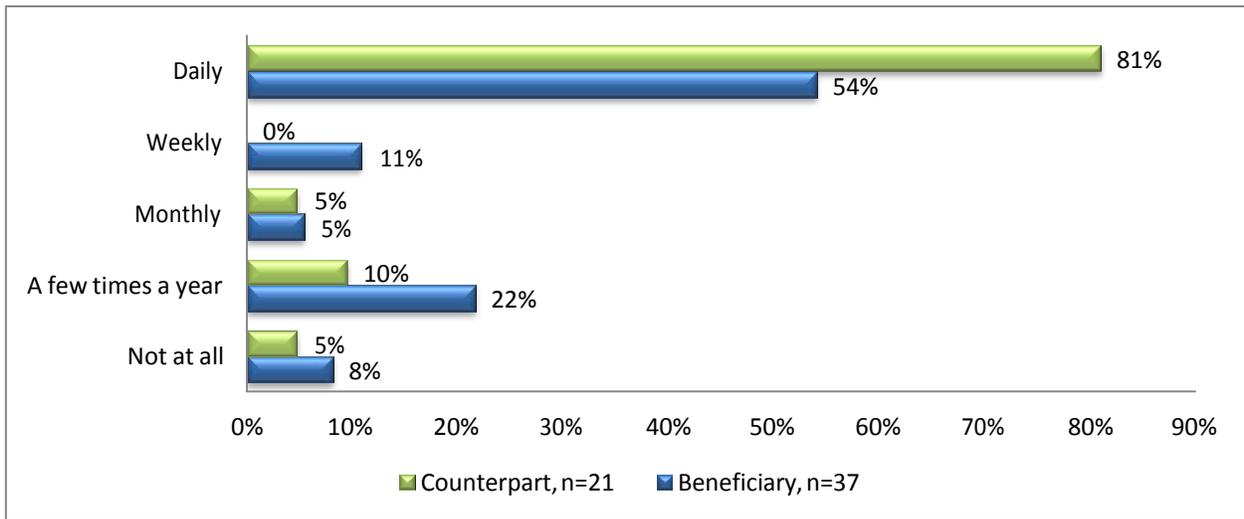
Figure 21: Beneficiary Assessment of how Outcomes Met their Individual Needs



How Skills are Used Personally and Professionally

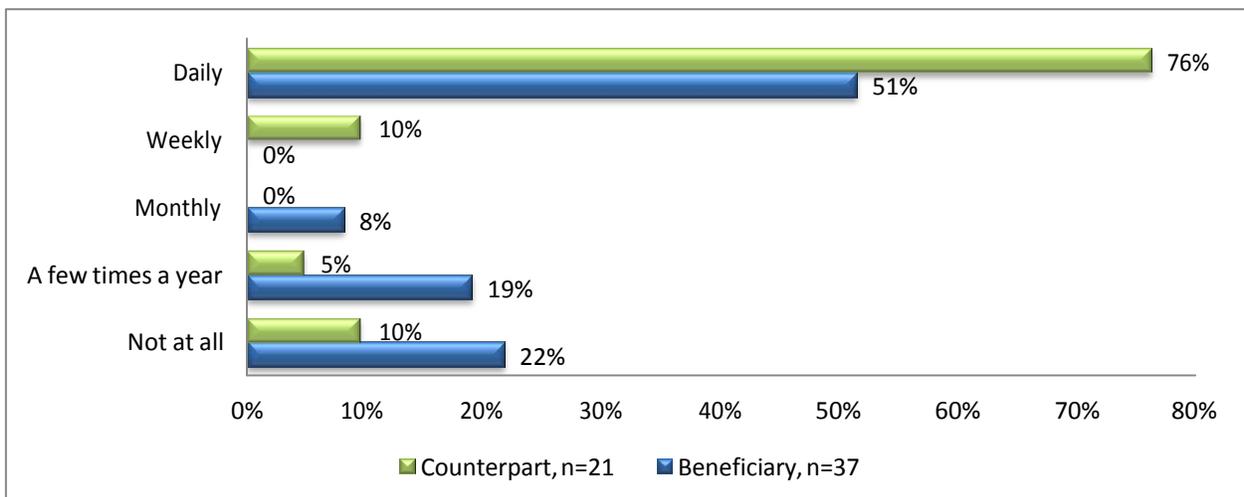
Respondents were asked how often they used the skills gained from the project in their professional and personal lives, and which skills they used most frequently. Counterparts and beneficiaries more often reported using the skills gained during their professional lives. Eighty-one percent of *counterparts* used the skills they learned during the project on a daily basis in their professional lives, while fifty-four percent of beneficiaries reported using their new skills daily (Figure 22). Respondents most often reported using new work practices, including teaching methods, during after school activities and in group work in class.

Figure 22: Frequency of Skills Used in Professional Life



In their personal lives, 76 percent of counterparts and 51 percent of beneficiaries stated they used new skills learned from the Volunteer on a daily basis (Figure 23). Most respondents reported they spoke English more frequently and used their new people skills.

Figure 23: Frequency of Skills Used in Personal Life



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 CVE Project produced two unintended outcomes. First, the teaching methods used by the Volunteer fostered a better student-teacher relationship. Counterparts and beneficiaries noted that the teaching methods used by the Volunteers were “dynamic,” explaining that Volunteers cared not only about the content of the classes they taught, but they also cared about the students themselves.

The way teachers relat[ed] to students. Teachers now talk more with students individually. Even when a student misbehaves, teachers now wait until the end of the class to point this out and have a talk with the students, instead of doing it in the presence of the whole class. –Counterpart

The second unintended outcome was an increase in civic responsibility. Counterparts, beneficiaries, and students commented that Volunteer’s willingness to travel so far to volunteer and their willingness to raise funds from family and friends back in the United States awakened a sense of civic duty among the participants. For example, one beneficiary reported:

The greater contribution was [that of] of civic responsibility, raising funds from friends and relatives in America to help others [with] tuition, showed students the idea of a community minded person. –Beneficiary

Factors Affecting Project Performance

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

Factors Contributing to the Project’s Success

Counterparts and beneficiaries (62%) reported the Volunteer’s demeanor was the primary factor in the success of the program. Respondents most often described Volunteers who were “humane” and created a good rapport with students and teachers. They also considered the Volunteer’s willingness to help, as well as their ability to integrate, as success factors.

He was humane, friendly, always available/willing to help, extremely supportive/solidarity. He paid tuition of a student that couldn't afford to pay. – Counterpart

Another factor in the success of the project, according to counterparts and beneficiaries, was the Volunteer’s ability to procure resources for the schools, such as books and teaching aids.

Factors that Hindered and Limited Project Outcomes

Counterparts and beneficiaries were asked to describe any factors limiting project outcomes, as well as any difficulties that were faced in implementing the project. The primary challenge, according to respondents, was the lack of funding (Figure 24). Counterparts and beneficiaries noted that the schools did not have the financial resources to obtain classroom resources such as the internet, computers, books, lab equipment, and other materials. One school noted they did not have enough classrooms. Respondents cited human resource issues as the next biggest challenge, specifically, lacking people with proper skills or training and high staff turnover (Figure 24).

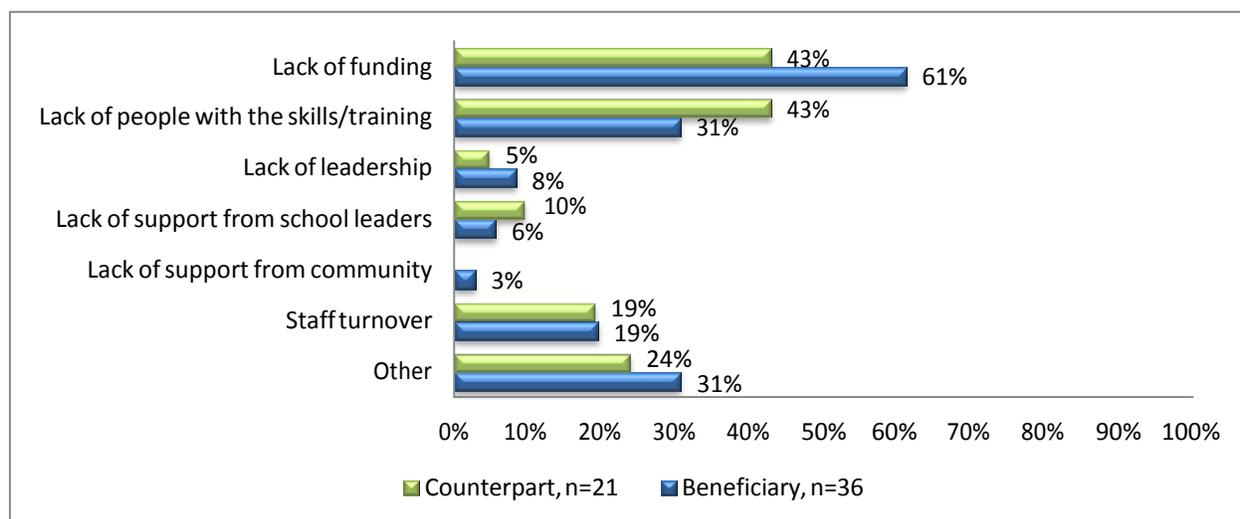
Respondents also commented that poor student behavior was a barrier to the project and made teaching difficult for Volunteers. Conversely, students and beneficiaries noted that many teachers were jealous of the Volunteers and made work and life difficult for them.

They give attention to the community, they help the community. At school they have more difficulties because students don't behave or don't respect them. – Counterpart

The arrogance of other professors who criticize her good work out of jealousy. – Beneficiary

Finally, eighteen respondents commented that the Volunteers did not speak Portuguese, which is the official language of instruction in Cape Verde. All respondents noted the Volunteers spoke Crioulo, the local Creole language used outside of schools, and Volunteers tended to speak to students in this language and English. Three respondents commented that the training Volunteers received did not match the local conditions in rural schools.

Figure 24 Counterparts and Beneficiaries: Factors Limiting the Project Outcomes



Degree to which Daily Interaction with Volunteers Caused the Change

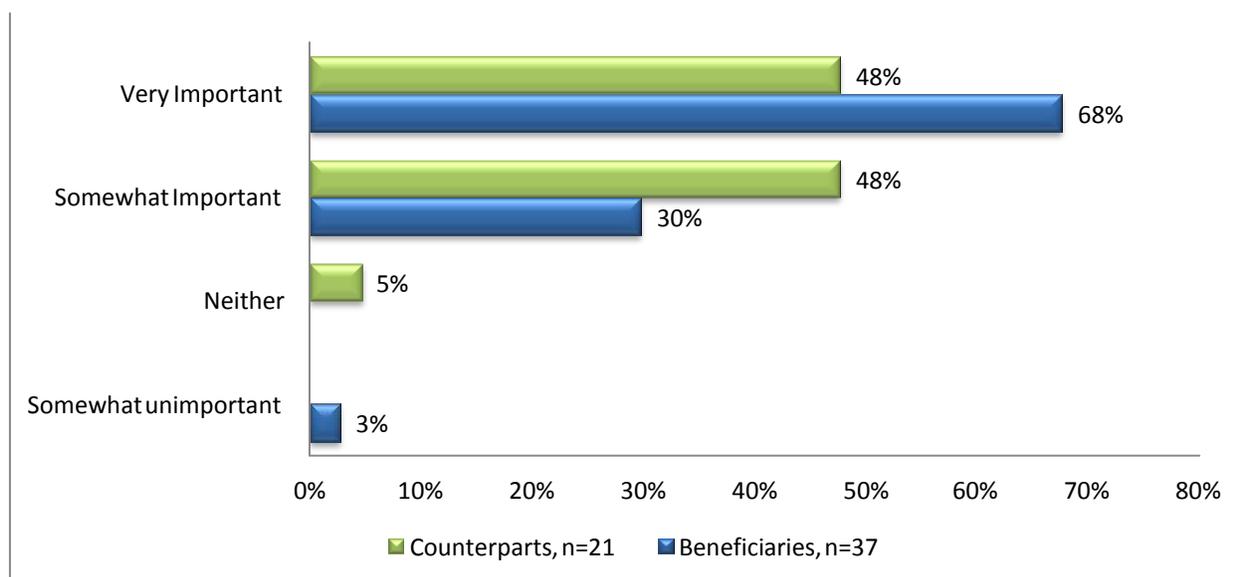
Respondents were asked how important their daily interactions with the Volunteer were in facilitating or causing the changes they had described. Almost half of the counterparts and 68 percent of the beneficiaries reported the daily interaction was very important for creating change (Figure 25). For *counterparts and beneficiaries*, the primary factor facilitating change was the relationship they created with the Volunteer and their ability to speak English on a daily basis. Language improvements led to greater confidence among the teachers.

For a project to succeed, there has to be interaction, and there was, which made the projects really successful –Beneficiary

A negative comment underscores the importance of this interaction:

(Change) was limited because he was too reserved. He interacted with students and other PCVs. He did not make contacts within the department ... [with] other professors in the department. –Beneficiary

Figure 25: Importance of Daily Interaction in Causing Change



Satisfaction with Outcomes

Researchers asked counterparts, beneficiaries, and stakeholders about their satisfaction with the project through several questions. One question directly asked about the satisfaction level and reasons for satisfaction, another asked if respondents would host another Volunteer, and several asked about challenges at the project level that may have hindered or limited outcomes.

Overall Satisfaction

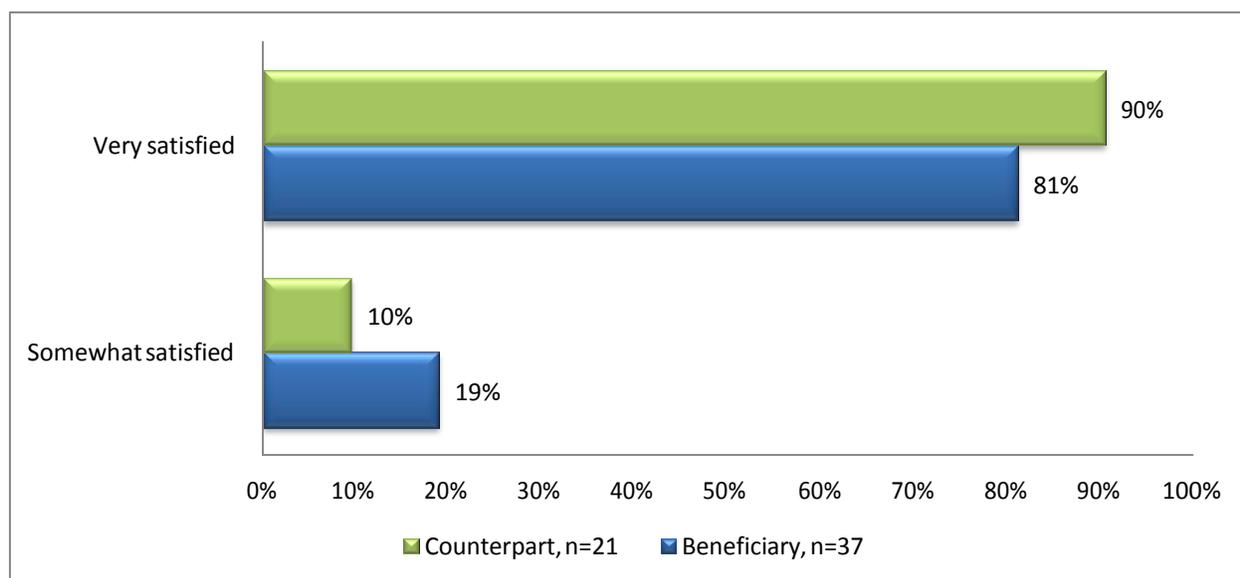
Almost all of the counterparts and beneficiaries reported they were very satisfied overall with the changes resulting from the project and with the work of the Volunteer (Figure 26). Most counterparts and beneficiaries were satisfied with the outcomes of the Volunteer’s specific activities, especially in terms of improvements in student performance.

Limiting Factors

Most responses about factors that hindered or limited project outcomes came in two categories: systemic factors or factors internal to the school or organization, such as a lack of resources or poor student behavior, and Volunteer language capability. Though not saying one caused the other, several respondents correlated language capability and taking initiative in communication in their responses.

In the beginning, the communication (was a limiting factor), as he didn’t speak Portuguese very well. But after, the students were able to follow his teaching. He was a bit reserved also. –Beneficiary

Figure 26: Counterpart and Beneficiary Satisfaction



Desire to Work with Peace Corps Again

Another measure of satisfaction is whether counterparts and beneficiaries would want to work with another Volunteer. When asked, 100 percent of counterparts and 95 percent of beneficiaries reported that they would want to work with another Volunteer.

Respondents stated that they wanted to work with another Volunteer in order to sustain the changes, suggesting that efforts to build sustainability into the project need continual

reinforcement. Two beneficiaries were unsure they wanted another Volunteer. One teacher commented that the Volunteers were not well trained or prepared to teach; the other believed Volunteers took away jobs from local teachers.

Summary Goal One

The Cape Verde education project clearly achieved two of its four main goals: to improve English language skills and other skills, such as critical thinking and the research skills of teachers, student-teachers and students; and, to improve the capacity of teachers by teaching new TEFL methods. The activities of the Volunteers—primarily teaching English in high schools—led to this success in improving English language skills. As a result, respondents noted that the biggest change was in their English language skills, as well as critical thinking.

The goal of materials development around HIV/AIDS and gender was partially achieved in that counterparts reported sensitivity training met their needs, though the degree to which schools increased their material resources through these activities was less clear.

One project goal and one larger project purpose fell short: improving the vocational educational institutions through training in renewable energy and other industries, and strengthening the relationship between schools and communities. Fewer Volunteers worked in the teacher training colleges and vocational education schools. While these respondents noted improvements in their English, progress was not achieved in other specialized areas.

Also, Volunteers faced challenges in training student-teachers and students in conducting internet and library research because schools lacked these resources. Many schools did not have any libraries or computers.

Beneficiaries reported they had sustained the life skills they learned through sensitivity training in HIV/AIDS prevention and gender equity. A majority of counterparts and slightly more than half of the beneficiaries used the skills they learned on a daily basis in their professional lives. One beneficiary suggested that project achievements would be better sustained if there could be more knowledge shared between Volunteers.

The project produced beneficial unintended outcomes in the form of improved student teacher relations and the sense of a greater civic responsibility among participants. Respondents cited the Volunteers' demeanor and their regular interaction as the most important sources of project success and the lack of resources and funding as the main challenge of the project.

Overall, satisfaction with the work of the Volunteer was high, as nearly all respondents expressed an interest in working with another Volunteer in the future.

CHAPTER 3: GOAL TWO FINDINGS

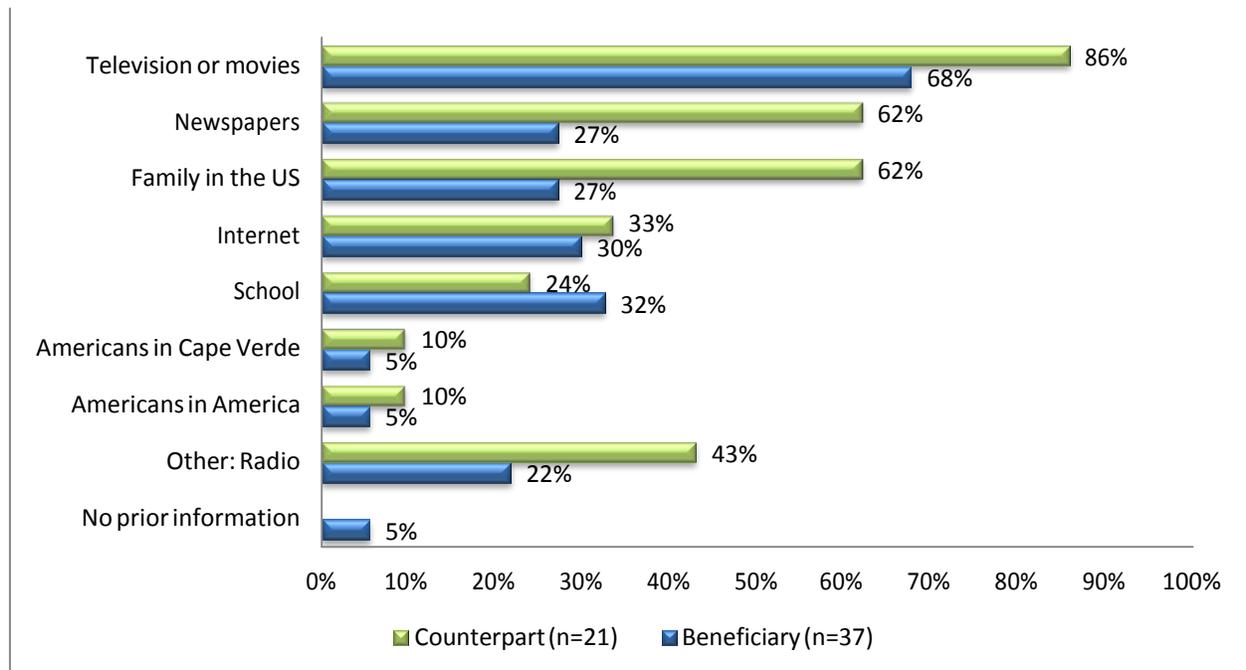
This section addresses how and to what extent Volunteers promoted a better understanding of Americans among the Cape Verdean community members with whom they worked and lived. The section begins with a description of project participants' sources of information about Americans, followed by what counterparts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

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

Sources of Information about Americans

Prior to the arrival of a Peace Corps Volunteer, the primary source of information about Americans for counterparts and beneficiaries was television and movies closely followed by newspapers or magazines, and family in the United States (Figure 27). Only five percent of beneficiaries reported not having any prior information about Americans.

Figure 27: Sources of Information about Americans

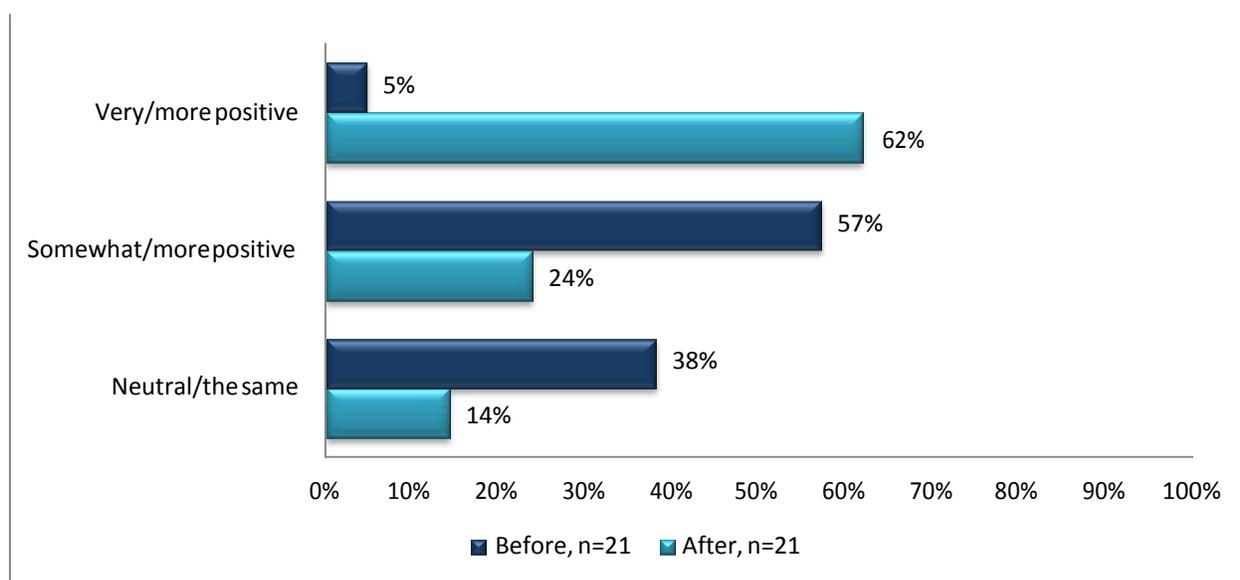


Changes in Understanding and Opinions about Americans

Counterparts and beneficiaries reported improved opinions of Americans after interacting with a Volunteer. When asked what their opinion was about Americans prior to working with a Volunteer, 38 percent of counterparts stated they had a neutral opinion of Americans (Figure 28). Five percent of the counterparts had a very positive opinion of Americans and none had a negative opinion of Americans.

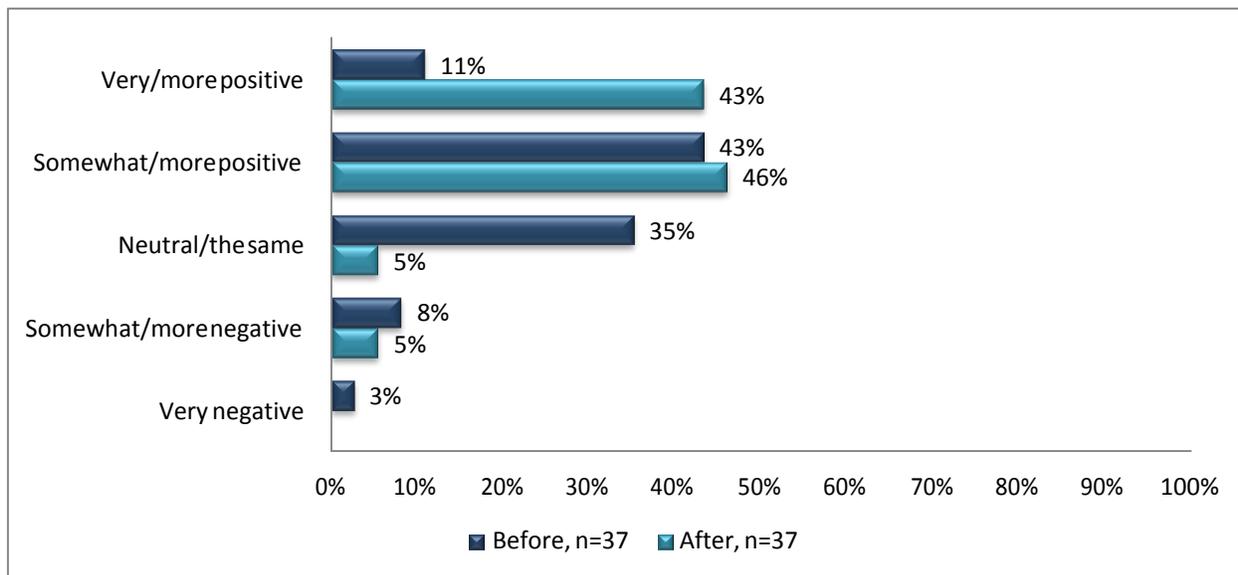
After interacting with a Volunteer, 86 percent of counterparts reported they had a very positive opinion (62%) or a somewhat positive opinion (24%). None reported having a negative opinion after interacting with a Volunteer.

Figure 28: Counterpart Opinions of Americans Before and After Interacting with a Volunteer



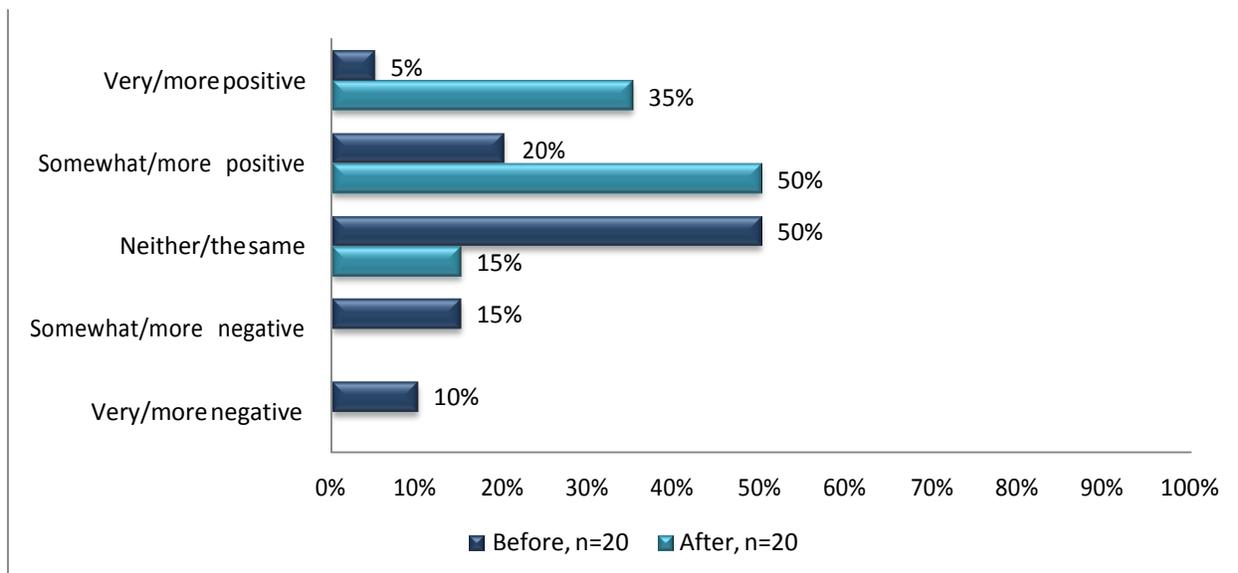
Prior to working with a Volunteer, 11 percent of the beneficiaries reported a very positive opinion of Americans and 43 percent had a somewhat positive opinion of Americans. Slightly more than a third said they were neutral about Americans and eleven percent held a somewhat negative opinion (8%) or very negative opinion (3%) of Americans (Figure 29). After interacting with a Volunteer, 89 percent reported a very positive opinion (43%) or a somewhat more positive opinion (46%). None held a very negative opinion (Figure 29).

Figure 29: Beneficiary Opinions of Americans Before and After Interacting with a Volunteer



Prior to working with a Volunteer, 25 percent of students reported a very to somewhat positive opinion of Americans and 25 percent held a somewhat or very negative opinion of Americans (Figure 30). After interacting with a Volunteer, 85 percent reported a very positive (35%) or somewhat positive opinion (50%) (Figure 30). None held a negative opinion after interacting with the Volunteers.

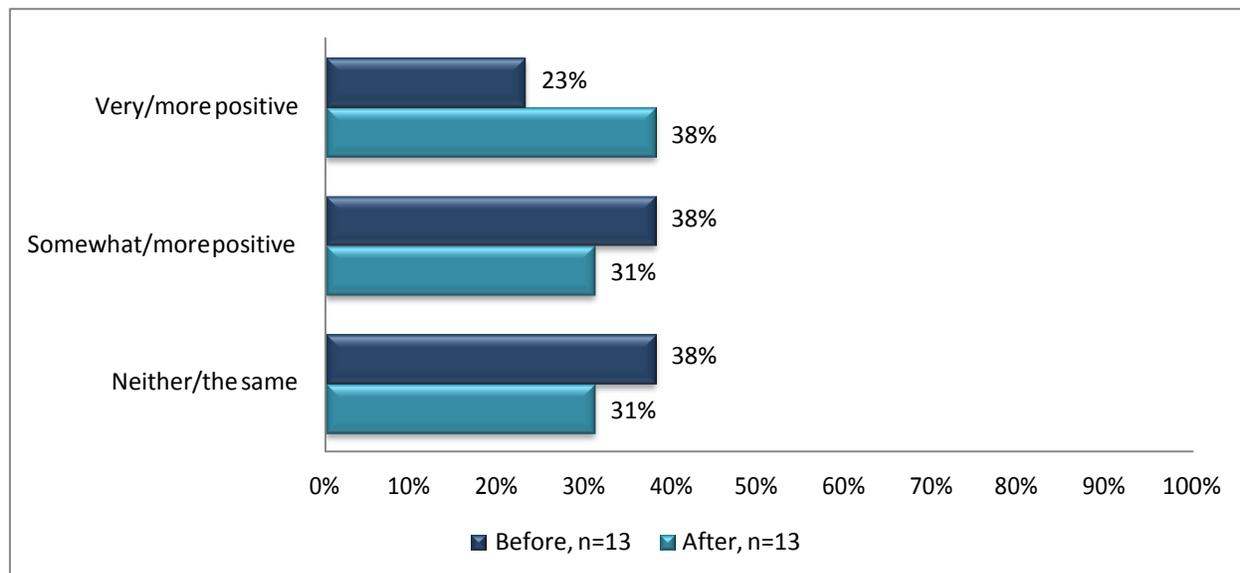
Figure 30: Student Opinions of Americans Before and After Interacting with a Volunteer



Though less dramatic, host family opinions of Americans before and after working with a Volunteer also showed change in the percentage who viewed Americans very positively: 23 percent held very positive opinions prior to working with an American while 38 percent viewed

Americans very positively after they worked with the Volunteer (Figure 31). The remaining categories showed little change before and after.

Figure 31: Host Family Opinions of Americans Before and After Interacting with a Volunteer



Counterparts and beneficiaries (n=58) provided both positive and negative descriptions of Americans when asked about their opinions of Americans prior to working with a Volunteer. Positive descriptions of Americans given by respondents included characteristics such as smart, responsible, and capable people who work hard. The negative descriptions of Americans centered on characteristics such as authoritarian, strict, nationalistic, and racist. They also described America as a global power.

After interacting with a Volunteer, respondents whose opinion of Americans had changed from somewhat or very negative to positive subsequently described Americans as hard-working, helpful, and friendly individuals with good people skills.

Some beneficiaries (6) described Americans negatively after working with a Volunteer. In these cases, the beneficiary did not change his or her opinion of Americans and described them as domineering, arrogant, or superior.

Causes for Changes in Opinion

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

Most Frequent Activities

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

Counterparts and beneficiaries (74%) reported they most often engaged in project activities with Volunteers. These activities consisted of coordinating class lessons, attending meetings, and organizing workshops. Counterparts and beneficiaries also described socializing with Volunteers (45%) as a frequent activity. Most respondents described going to parties at the Volunteer's house, going for walks, and talking about politics.

Most Memorable Activities

The most memorable activities for respondents were not actually activities but related instead to either a personality trait of the Volunteer or a specific event. In some cases respondents recalled how poor the Volunteer was during their service, which contradicted their image of Americans as rich. One beneficiary described how Volunteers lived:

Their way of living—not having furniture, and using cement blocks as a chair, and cans as utensils. –Beneficiary

They also recalled playing jokes on the Volunteers and the “funny” way they spoke Crioulo. Some of the teachers remembered special teacher dinners that they all attended.

Many counterparts and beneficiaries (40%) also described personality traits of the Volunteer as memorable. Respondents most often remembered the good people skills of the Volunteers, specifically, how they respected others and how helpful they were.

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

All of the counterparts and beneficiaries who reported a more positive or somewhat more positive opinion of Americans stated that the Volunteer's personal conduct had caused the change. These respondents described Volunteers as competent, realistic, friendly, and helpful. They also noted that the Volunteer's conduct brought about changes in the school such as better student-teacher relationships and new resources.

The Youth Club and the donation of books to the library ... (showed) me that Americans are people who help their neighbors and organize activities outside their work hours, that they are community-minded people. –Counterpart

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

As the final question of the interview, respondents were asked how they had changed their behavior or outlook on life as a result of interacting with the Volunteer. Counterparts and beneficiaries who reported a more positive or somewhat more positive opinion of Americans stated that they themselves were:

- Better organized
- More responsible
- More passionate about their work
- More motivated

Summary Goal Two

Prior to working with a Volunteer, respondents in Cape Verde learned about Americans from television and movies, as well as newspapers and magazines. These sources led them to imagine Americans as nationalistic, authoritarian, and racist, as well as smart, responsible, and hard-working. After working with a Volunteer, respondents had more positive views of Americans and described them as hard-working, friendly, and helpful. According to respondents, Volunteers' conduct was the primary reason they changed their opinion about Americans. Respondents learned about Americans through their social and work activities, as well as how the Volunteer lived while in Cape Verde. After working with a Volunteer, respondents reported they had better work habits, better organizational skills, and were more responsible and passionate about their work.

CHAPTER 4: CONCLUSION

Peace Corps meets its goals of building local capacity (Goal One) and promoting a better understanding of Americans among host country nationals (Goal Two) primarily through the service of its Volunteers. A key element of this approach is that Peace Corps Volunteers live in the communities where they work and deliver technical interventions directly to beneficiaries living in areas that lack local professionals. This was shown through this study to be an effective approach in Cape Verde. Both the broader purpose and the specific project goals were largely met.

The Cape Verde Education Project achieved two of its specific capacity development goals: improving English language, critical thinking and research skills of students, teachers, and student-teachers, despite the dearth of library facilities; and improving the capacity of teachers to incorporate new TEFL methods in the classroom. One project goal and one larger project purpose fell short: improving the vocational educational institutions through training in renewable energy and other industries, and strengthening the relationship between schools and communities. Although respondents from vocational schools did report improved English, there was little reported progress in the specialized areas outlined by the project plan.

The Peace Corps program in Cape Verde closed in July 2012. As a result of this study, the education project made some changes in rural schools, but faced issues with regard to the sustainability of those changes. Nevertheless, the findings from this evaluation of the Cape Verde TEFL education project provide useful lessons to existing or future project development at other country posts within the Peace Corps.

APPENDIX 1: OSIRP METHODOLOGY

Site Selection

In Cape Verde, the team conducted interviews in 10 communities where Volunteers worked. The sample sites were a representative sample rather than a random sample and were generated from the list of Volunteer assignments in the CVE Project since 2005. Sites at 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 four 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, Director of Programming and Training, and the Program Manager in Cape Verde.

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

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

Ninety-three people were interviewed in Cape Verde (Table 2).

Table 2: Number and Type of Respondents: Cape Verde

Interview Type	Number of People	Number of Sites
Counterparts	21	10
Beneficiaries	37	10
Students	20	10
Host Family respondents	13	10
Stakeholders	2	n/a
Total	93	10

What Data Were Collected?

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

Summary of Interview Questions by Respondent Type

Respondent Type	Question Categories	Approximate Length of interview
Counterpart	<p>Goal One</p> <ol style="list-style-type: none"> 1. Clarification of the project purpose 2. Respondent’s work history in the field and with the Peace Corps 3. Frequency of contact with the Volunteer 4. Project orientation 5. Project outcomes and satisfaction with the project 6. Organizational and individual-level changes 7. Maintenance of project outcomes <p>Goal Two</p> <ol style="list-style-type: none"> 1. Source of information and opinion about Americans prior to the Peace Corps work 2. Type of information learned about Americans from interaction with the Volunteer 3. Opinion of Americans after interaction with the Volunteer 4. Particular behaviors/attitudes that Volunteers exhibited that helped improve respondents’ understanding of Americans 	60-90 minutes
Beneficiary	<p>Goal One</p> <ol style="list-style-type: none"> 1. Clarification of the project purpose 	60-90 minutes

Respondent Type	Question Categories	Approximate Length of interview
	<ul style="list-style-type: none"> 2. Frequency of contact with the Volunteer 3. Project outcomes and satisfaction with the project 4. Organizational and individual-level changes 5. Maintenance of project outcomes <p>Goal Two</p> <ul style="list-style-type: none"> 1. Source of information and opinion of Americans prior to the Peace Corps work 2. Type of information learned about Americans from interaction with the Volunteer 3. Opinion of Americans after interaction with the Volunteer 4. Particular behaviors/attitudes that Volunteers exhibited that helped improve respondents' understanding of Americans 	
Host Family Member	<p>Goal Two</p> <ul style="list-style-type: none"> 1. Source of information and opinion of Americans prior to the Peace Corps work 2. Type of information learned about Americans from interaction with the Volunteer 3. Opinion of Americans after interaction with the Volunteer 4. Particular behaviors/attitudes that Volunteers exhibited that helped improve respondents' understanding of Americans 5. Behavioral changes based on knowing the Volunteer 	30 minutes

APPENDIX 2: HOST COUNTRY RESEARCH TEAM METHODOLOGY¹⁹

Field Methods & Analysis

The research involved in-depth, face-to-face interviews with individuals who worked with a Peace Corps Volunteer, using a structured interview guide and questionnaire specific to each category of host country respondent. The logistics of the field research were challenging in that the research sites were located on five different islands of the Cape Verde archipelago, some of them in remote volcanic mountain villages. Every method of transportation was made use of, from airplanes to the new “FastFerry” boats, and from rented cars to “Yaces”²⁰.

A collaborative team approach was used in each site throughout all the islands, whereby the Senior Researcher would interview the counterpart, while the field researchers would interview the beneficiaries, students, and host family members. This collaborative approach worked very well in that it created a team spirit and also provided some consistency in the method of collecting data from each category of respondents. In general, the interviews for the counterparts, beneficiaries, and students were conducted at schools, while the interviews for host family members were conducted at their homes.

Analysis

In order to be able to understand the nature and extent of the changes that occurred in communities, it was important to capture not only quantitative but also qualitative data. OSIRP requested that field researchers (interviewers) record full answers written down in the language used during the interview and that answers should not be summarized. The responses to the interview questions were later recorded by the research team in Peace Corps’ web-based database, DatStat, in the same language used during the interview. The Senior Researcher then proceeded to translate all data entered into English.

The Senior Researcher, at the end of the data entry process, was able to access both quantitative and qualitative data from all interview questions entered into DatStat, and proceed with content analysis and report writing.

Questionnaires provided for pre-coded selections. Open-ended questions were posed and full answers recorded. The answer box included a pre-set scale of responses—choices which were not provided to the respondent [except in the matrix set of questions]—and it was the interviewer’s role to select the scale answer to which the response belonged . This method

¹⁹ This section was excerpted (with minor editing) from the research report developed by the in-country research team. As a result, the formatting and style vary from those used in the body of the report. Carl DeFaria. *Peace Corps Host Country Impact Assessment, Cape Verde Report*,” pg.10-13, 2011.

²⁰ A collective public transportation minivan popular in the islands.

allowed for quantitative data analysis, while preserving the ability to back up the raw quantitative data with qualitative data available from the answers to the questions.

There are some limitations to any research, and this [study] is no exception. Some limitations included:

- Bias due to memory or willingness to report
- Measuring broad concepts
- Measuring short-term outcomes
- Exclusion of some sites because of logistics
- Limited availability of interviewees

Due to the fact that most of the sites have had different Peace Corps Volunteers (PCVs) serving at the site over a number of years and still have PCVs serving at the site, some specific limitations to this research were:

- 1) Often the same counterpart and/or beneficiary had to be interviewed in relation to more than one of the sample PCVs
- 2) Interviewees often had to be asked to base their answers on the sample PCV and not on a prior or on the present serving PCV
- 3) Interviewees may have factored in their assessment of the degree they were able to sustain changes the fact that they have a PCV presently serving at the school

Interviewing

Interviews were conducted at ten sites selected by Peace Corps. Approximately 5-7 people were interviewed per site. Each interview was expected to last 40 to 60 minutes, but some in fact lasted much longer depending on the story-telling culture of the island. These sites were geographically spread throughout five of the islands of the Cape Verde archipelago.