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PEACE CORPS PROGRAMMING
AND EVALUATION WORKSHOP

ACCRA, GHANA

MARCH 7 - 11, 1988

WASH FIELD REPORT NO. 236

APRIL 1988



WATER AND SANITATION
FOR HEALTH PROJECT

Operated by
CDM and Associates

Sponsored by the U.S. Agency
for International Development

1611 N. Kent Street, Room 1062
Arlington, VA 22209-2111 USA

Telephone: (703) 243-8206
Telex No. WUI 64552
Cable Address WASHAID

The WASH Project is managed
by Camp Dresser & McKee
International, Inc. Principal
cooperating institutions and
subcontractors are Associates
in Rural Development, Inc.,
International Science and
Technology Institute, Inc.,
Research Triangle Institute,
Training Resource Group,
University of South Carolina
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Prepared for
the Peace Corps Africa Region
and the Office of Training and Program Support
WASH Activity No. 343

WASH Field Report No. 236

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Prepared by

R.A. Gearheart, Ph.D.
and
Louise McCoy, M.A.

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ACRONYMS

AF/CHPT	Africa Bureau/Chief of Program and Training
APCD	Associate Peace Corps Director
CD	Community Development
CHPT	Chief of Program and Training
CMPB	Country Management Plan and Budget
INTERLOC	A system for integrating training functions from invitation to close of service (COS)
IPS	Integrated Programming System
IST	In-Service Training
ME	Monitoring and Evaluation
OTAPS	Office of Training and Program Support
PC	Peace Corps
PCD	Peace Corps Director
PCV	Peace Corps Volunteer
PSC	Personal Services Contractor
PST	Pre-Service Training
PTO	Program and Training Officer
RD	Rural Development
SOW	Statement of Work
SPA	Small Projects Assistance
USAID	U.S. Agency for International Development
WASH	Water and Sanitation for Health Project

EXECUTIVE SUMMARY

Peace Corps requested the Water and Sanitation for Health (WASH) Project (funded by AID's Office of Health) to assist the Office of Training and Program Support (OTAPS) Water/Sanitation Sector and Africa Region to implement a programming and evaluation workshop for Africa Region Associate Peace Corps Directors (APCDs) and Program and Training Officers (PTOs). A workshop was held in Accra, Ghana, March 7-11, 1988 with participants from 8 countries. The workshop addressed development of measurable goals and objectives which can be effectively monitored and an appropriate evaluation approach for Peace Corps projects.

Through the process of analyzing projects to develop evaluation plans, weaknesses in programming and problems in application of the Integrated Programming System (IPS) became apparent. The workshop identified policy and training needs of field staff which are necessary to implement a monitoring and evaluation system for the region. Detailed recommendations to address these needs were drafted for presentation to the Peace Corps/Africa Region leadership.

The recommendations propose a review of programming guidelines and strategies for improving project design, monitoring and evaluation in the field. Africa Region field staff appear to be willing to make the effort to design projects which can be evaluated if Peace Corps/Washington can effect the change, monitor, and support the process. The participants left the workshop with a positive feeling for the need for monitoring and evaluation and the techniques and methodologies which are appropriate for Peace Corps. The recommendations developed by 10 participants were presented to Ed Butler, Peace Corps Director, Ghana at the end of the workshop. He responded favorably to the recommendations and suggested ways to crystallize the wording and reorder the recommendations in a more logical framework.

Recommendations are as follows:

- Evaluate/analyze the status of all Peace Corps projects within each Peace Corps post in terms of whether they are either designed and/or documented in accordance with Integrated Programming Service (IPS) guidelines. Determine guidelines for documenting Peace Corps undertakings which do not lend themselves to the IPS Implement the guidelines.
- Establish a system to insure that goals/objectives are agreed upon by all participating agencies involved in a project.

- Develop and implement a "site information survey" which will document Peace Corps volunteer, community, host country, and other agencies' interaction on a more or less continuous basis. This "site information survey" will be the principal monitoring tool used by Programing and Training Officers, Peace Corps Volunteers, and the host country to manage and evaluate Peace Corps projects.
- Incorporate in the "site information survey" monitoring components which measure the effectiveness of training on the performance of trainees. Use the information generated from the INTERLOC system. Use pre-service training staff on the site surveys to measure volunteers' progress in language proficiency, cross-cultural assimilation, and skill transfer. Standardize needs assessment formats for developing objectives for in-service trainers and pre-service trainers in specific sector areas. Integrate a community development module into training.

Chapter 1

INTRODUCTION

1.1 Purpose of the Activity

USAID and Peace Corps requested the WASH Project to assist the Peace Corps Office of Training and Program Support (OTAPS) in improving Peace Corps programming, project design, and project evaluation in water supply and sanitation. The objective of the effort is to increase the number of Peace Corps volunteers (PCVs) in the sector and the effectiveness of these efforts. Specifically, the purpose of this activity was to help PC/Africa Region field staff develop the skills and tools to gather and assimilate project evaluation information. This information would be used to evaluate current projects and expand or develop new projects. The emphasis was placed on water and sanitation projects and on monitoring and evaluation methods appropriate for Peace Corps.

1.2 Background of the Activity

The WASH Project has supported Peace Corps activities in this sector in the past. In 1983, Dr. John D. Tomaro worked with OTAPS on sectoral planning (WASH Field Report No. 86, May 1983). WASH has also trained Peace Corps Volunteers (PCVs) in a variety of technical areas related to water supply and sanitation in two-week skill-training workshops in Zaire, Sierra Leone, Togo, Ecuador, and the Dominican Republic. The current WASH activity is assisting Peace Corps in strengthening its water supply and sanitation programming.

1.3 Approach to the Activity

The approach used throughout this activity has been collaborative. The WASH consultants worked closely with the OTAPS Water Supply/Sanitation Specialist and the Africa Region Chief of Program and Training (CHPT). The activity started with discussions in November 1987 between Craig Hafner, Deputy Director of WASH and activity manager for this effort, and Jaime Henriquez, OTAPS water supply and sanitation specialist. Initial cables to participants were sent in December 1987 to focus on workshop goals and objectives and to alert Program and Training Officers (PTOs) and Associate Peace Corps Directors (APCDs) of the workshop timing. The approach to the workshop and its goals and objectives were finalized in Washington D.C. in January 1988. David Yohalem took the results of the January meeting and developed the full workshop design.

Peace Corps/Ghana had the prime responsibility for on-site workshop logistics. OTAPS water supply and sanitation specialist coordinated the logistics activities as participants were identified.

The WASH consultants, OTAPS water supply and sanitation specialist, and Peace Corps/Ghana met the week prior to the workshop to finalize the workshop and make any necessary changes.

Chapter 2

PLANNING

2.1 Initial Planning

Initial planning for the workshop occurred in January at the Peace Corps Washington office. WASH consultants David Yohalem and Robert Gearheart collaborated with OTAPS water supply and sanitation training specialist Jaime Henriquez and Africa Region CHPT Margaret McLaughlin in reviewing previous monitoring and evaluation workshop evaluations, participants' needs assessment cables, and Peace Corps/Washington's needs assessment. This initial plan and design of the workshop was then presented to Peace Corps/Washington staff members from Africa Region for comments and suggestions. A work plan was developed by the WASH consultants for work to be accomplished prior to the implementation of the workshop. This included the detailed workshop design, identification of a second trainer (Louise McCoy), and identification of water supply and sanitation case studies.

2.2 Materials Preparation

The major work to be completed prior to the workshop was the preparation of the detailed design. WASH consultant David Yohalem prepared the detailed workshop design for OTAPS and WASH review and comment.

The case studies to be used in the workshop were chosen to emphasize community participation strategies and monitoring and evaluation indicators and methodologies. The World Neighbors pamphlet on guinea worm in Togo and the newly produced film, "Water for Ayole," were adapted as case studies to emphasize monitoring and evaluation requirements for water supply and sanitation projects.

2.3 WASH Trainer Preparation

The WASH consultants prepared for the assignment by discussions with WASH activity managers and by a team planning meeting before the workshop. The team planning meeting allowed the trainers to acquaint themselves with the workshop design, the expectations of Peace Corps/Washington, and each other's working styles. The team planning meeting identified the activities to be accomplished before and after the workshop.

2.4 Workshop Site

Participants and workshop staff were housed at the Ambassador Hotel in Accra. Conference facilities at the Ambassador Hotel were poorly lighted and air conditioning was not dependable, so the excellent workshop facilities offered gratis by the staff at the American Club were used.

2.5 In-country Preparations and Issues

Conference arrangements and resources were reviewed with local Peace Corps staff. Secretarial support, supplies, equipment and transport were arranged. Workshop premises and planning were reviewed and the design was modified to account for 1) participant group size, 2) field trip opportunity to a village where guinea worm is endemic, and 3) availability of "Water for Ayole," a film made in Togo about guinea worm, safe water supply, and community development issues. The film was reviewed and arrangements made with Global 2000 personnel for the field trip.

2.6 Participants

All PTOs from Peace Corps countries in Africa were invited to attend the workshop.

A combination of in-country activities, emergency leaves, and other training sessions reduced the initial list of 15 participants to 10. Eight countries were represented by the participants. Four of the eight countries have water supply and sanitation programs or are in the process of designing projects.

Participants:	Turket Akter	- PC/Swaziland
	Kodzo Ameseffe	- PC/Togo
	Mike Cote	- PC/Benin
	Ann Dodge	- PC/Niger
	John Eklund	- Programming Officer, PC/Africa Region
	Jaime Henriquez	- Sector Specialist, PC/OTAPS
	Wayne Judkins	- PC/Liberia
	Kader Russoul	- PC/Gabon
	Dr. Joseph Toufour	- Cape University, Ghana
	Kim Ward	- PC/Botswana

Trainers:	Robert Gearheart	- WASH consultant
	Louise McCoy	- WASH consultant

Chapter 3

WORKSHOP IMPLEMENTATION

3.1 Workshop Goals and Methodology

The purpose of the workshop was to help PC Africa field staff develop skills and tools for gathering and assimilating the information they need to improve current projects and to develop new projects. The specific goals of the workshop are listed below:

1. Determine the benefit of being able to assess the efficiency, effectiveness, and impact of PC projects.
2. Demonstrate the interrelationship between programming and evaluation.
3. Arrive at a common understanding of appropriate approaches, methods, techniques, tools, and terminology for gathering and assimilating the information needed to better manage PC projects.
4. Provide input to the Africa Region on appropriate approaches for evaluating projects.
5. Develop a plan for evaluating a specific project and a strategy for evaluating projects.
6. Develop a strategy for participants to share/transfer workshop learnings with PC staff in their countries and neighboring countries.

Both didactic and experiential models for learning were used in the presentation of workshop materials and development of workshop products. The design was modified for the size of the participant group, the depth of experience in the group (a majority had more than 10 years' experience with Peace Corps), and the status of project designs participants brought to the workshop. The schedule of the workshop can be found in Figure 1 at the end of the chapter.

3.2 Session-by-Session Content, Activities, and Reactions

Day 1. Introduction

Introductions were made and the background, goals, and premises of the workshop were presented. Participants shared their expectations and personal attitudes and resources for the workshop in small groups, summarizing their discussions for the larger group. The

schedule was reviewed in detail and a variety of logistical issues addressed. Working agreements or "norms" were listed. Participants also asked that resources be listed as they were mentioned throughout the week (see Appendix C).

Reaction:

The goals and schedule of the workshop were discussed in detail. The schedule was viewed as "ambitious" by some. Concerns were expressed about the pressures on PTOs and their opportunity to follow through with training, monitoring, and evaluation assignments implied in the workshop goals. Programming issues were raised regarding anticipated life of projects and the constraints of the Country Management Planning and Budget (CMPB) process.

Day 1. Project Successes and Problems

In groups of four, participants identified successes and failures from their own experience. These lists were reported to the full group. Participants were asked to categorize these items into three levels: operational (efficiency of resource delivery), process (utilization by beneficiaries), and impact (long-term results and changes). After a review of the group's work in allocating successes and failures to these three levels, a brainstorming session was held to develop a list of methods currently used to acquire information (see Appendix B).

Reaction:

Comments were positive (see Appendix B) when solicited at the end of the day: "Learned a lot," "I know more about evaluation than I thought I did," "Have confidence in the quality and attitude of the WASH people." In addition this session was seen as one that would be beneficial for other Africa Region APCDs.

Day 2. The Programming Cycle and Project Design

The session opened with a review of the programming and evaluation cycle. The group then discussed the relationship between statements of measurable goals and objectives and issues in evaluation. Questions about the definition of a goal or objective revealed a lack of awareness of the Integrated Programming System (IPS) material. Relevant passages were photocopied during the break and reviewed by the participants.

Guinea Worm, a World Neighbors publication, was the case study tool for practice in identifying evaluation levels and constructing related goals and objectives. Working in pairs, the group applied the same techniques to the project plans they brought with them. Objectives for the projects were identified and re-written in

measurable terms. In the closing session of Day 2, the group reflected on the exercises and discussed issues of program design and project implementation encountered in the field. Several possible recommendations to the Africa Region were listed for later review. In addition, Dr. David Newberry of Global 2000 spoke to the group about the life cycle of the guinea worm and alternatives in project design for eradicating the disease.

Reaction:

There was a growing awareness of design problems in programming in the field; this issue was "an eye-opener," said one participant. Another conclusion was that the project report forms of the Country Management Plan and Budget (CMPB) as currently written do not generally address the issue of development, but are written to meet the needs or perceived needs of funding sources (CMPB, collaborating agencies, etc.). Participants and trainers were somewhat discouraged by the confrontation with these realities. Difficulties in the dynamics of the participant group became apparent as well.

Day 3. Evaluation Concepts and Application to Peace Corps Projects

A survey was conducted of participant' opinions of project evaluation priorities and information needs (see Appendix B, page 41). The survey was based on the list of evaluation issues in the IPS guide. The results of the survey were presented, using a lecture and discussion format, a series of charts on evaluation methodologies and the Integrated Programming System were reviewed (see Appendix A).

The list addressed project evaluation issues as follows:

1. What is a project evaluation?
2. Why do it?
3. Who should evaluate?
4. How is it done?
5. When should it be done?
6. Steps in the evaluation process.
7. Techniques for evaluating PC programs.
8. Methods and data collection.
9. Elements of project program.

In small groups, participants determined those specific elements of a project/program that should be monitored and/or evaluated. As the groups reported their work, the facilitator related each item to a chart of steps in programming (ref. IPS). Following a discussion of methods appropriate to Peace Corps Volunteer activities and community involvement in project evaluation, the group focused on the site

visit as a tool for monitoring and evaluating the relationship of the Peace Corps Volunteer (PCV) and his/her community (a "community" could include several groups: supervisors, co-workers, neighbors, secondary project beneficiaries, service recipients, community leaders), the efficiency of the PCV in terms of effect on the groups, and the impact of the community on the PCV. The variety of approaches appropriate to the site visit was discussed.

Other concerns identified were grouped together and assigned to one of the small groups for discussion of appropriate methods for monitoring and evaluation. The day closed with the film, "Water for Ayole," a water supply project in Togo that illustrates the efficacy of community involvement in development programming and indicators of successful projects.

Reaction:

Conceptual material presented at the beginning of the day was appreciated. Participants expressed a sense of achievement and satisfaction with the small group tasks. Anxiety about evaluation was greatly reduced.

Day 4. Developing Recommendations

The day began with presentation of a suggested format for the recommendations to be sent to the Africa Region staff in Washington. One concept was roughly developed according to the format in the larger group for illustrative purposes. Specific problem statements and recommendations were worked on in the small groups from Day 3 and presented to the full group for review, modification, and approval. Action steps were identified for each recommendation, drawing on various participants' experience and knowledge of procedures in Washington.

Participants divided into task groups toward the end of the day. Those that had brought specific project plans with them worked on the application of workshop learnings to the evaluation of those projects. Others refined the rough draft of one of the group recommendations that had been developed earlier.

Reaction:

Hammering out specific language and achieving agreement on steps to be taken to implement recommendations was tiring. The scope, quality, and specificity of the final product was felt to be valuable, realistic, and reflective of the needs in the field. Some concern about whether or not headquarters could be persuaded to follow through was expressed.

Day 5. Evaluation Planning, Workshop Evaluation, and Closure

In two groups, those who had developed specific evaluation plans for projects presented their plans for review and consultation with other participants.

Recommendations were finalized and reviewed for Ed Butler, Country Director for Ghana, for his reactions. (Mr. Butler attended the last two workshop sessions.) This process provided an opportunity to solicit the perspective of another level of the Peace Corps organization in monitoring and evaluating issues in the field.

Evaluations of the workshop were solicited and the workshop was formally closed with a discussion of learnings and statements of appreciation. Several participants joined staff for a field trip in the afternoon to a village in which guinea worm is endemic.

Reaction:

Participants found the interaction with Ed Butler valuable. Additionally, a formal presentation of the recommendations provided a sense of closure to the week's work. Those who went on the field trip felt the experience was instructive and worthwhile.

3.3 Workshop Products

The designers of the workshop anticipated two major products: 1) a set of recommendations to the Africa Region headquarters staff, and 2) specific project evaluation plans for participants to put into action on their return home.

Evaluation plans for specific projects were not developed to the level expected. Project materials brought to the workshop were extremely varied. Design elements such as performance standards, criteria of success, or measurable objectives were missing. The workshop time allotted was insufficient. Some participants worked nights on an analysis of their projects and development of evaluation plans. During workshop sessions, they reviewed these plans for the others' comments and reaction. Time did not permit preparation of a written document with these plans for inclusion in this report. (See Trainer Observations, Section 5.2.)

Detailed recommendations to the Africa Region are presented in Chapter Four.

Figure 1

WORKSHOP SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> ● Introduction 	<ul style="list-style-type: none"> ● Programming Cycle and Project Design <p>Project Assessments</p>	<ul style="list-style-type: none"> ● Appropriate PC Project Evaluation Methods 	<ul style="list-style-type: none"> ● Developing Recommendations 	<ul style="list-style-type: none"> ● Evaluation Plans for 2 Countries Developed ● Recommendations Finalized ● Recommendations Made to Ed Butler ● Evaluation of Workshop
<ul style="list-style-type: none"> ● Project Successes and Problems 	<p style="text-align: center;">↓</p> <ul style="list-style-type: none"> ● Guinea Worm Case Study I 	<ul style="list-style-type: none"> ● Guinea Worm Case Study II 	<p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> ● Closure ● Field Trip to Guinea Worm Infested Village
			<ul style="list-style-type: none"> ● Evaluation Plans for Countries Developed 	

Chapter 4

PARTICIPANT RECOMMENDATIONS TO AFRICA REGION AND OTAPS

Recommendations of the workshop participants were developed in workshop sessions on Days 3 and 4. The recommendations evolved from the monitoring and evaluation needs of the participating PTOs and APCDs. Considerable time and effort were spent by work groups analyzing the problems to arrive at appropriate monitoring and evaluation recommendations and a plan of action. Each recommendation begins with the problem statement and is followed by the specific tasks necessary for implementation. Complete Plans of Action are also detailed with time frames and allocation of responsibilities.

The four recommendations developed by the participants are comprehensive in coverage and appropriate to Peace Corps programs. The first recommendation deals with the need to place Peace Corps projects into a systematic design process. This recommendation would become operational through the use of the Integrated Planning System or IPS. With a project documented in this system, clear goals and objectives can be identified and negotiated between Peace Corps and sponsoring agencies. The second recommendation focuses on reaching agreement with all involved parties, so that goals and objectives reflect field reality and agencies' expectations. Once clear goals and objectives are stated, an appropriate monitoring tool should be designed to assist Peace Corps staff in managing and evaluating projects. The third recommendation is to develop and implement a "site information survey" which can be implemented by staff on an ongoing basis. This survey could meet the immediate need for managing resources and could also be used to evaluate the effectiveness, efficiency, and the impact of PCV activities. Within this framework the workshop participants specifically targeted the appropriateness and effectiveness of the PCV. The PCV is the resource input which Peace Corps staff manage; therefore, information is needed about the effectiveness and efficiency of PCVs' interaction and activity in a community. In the fourth recommendation, evaluation and monitoring of PCV training is highlighted as central information for Peace Corps staff to have on an ongoing basis.

These recommendations are intentionally prioritized from the initial design and definition phase (goal-setting) to monitoring, evaluation, and assessment of preparatory training at a particular project site. The focus is on the performance of the PCV, and how effectively that performance furthers development goals of the community and the sponsoring agency.

4.1 Recommendations from Work Group #1

Problem Statement #1:

- Many (most) PC projects are neither designed nor documented in accordance with the IPS guidelines. Some PC undertakings ("individual slottings") do not lend themselves to the IPS guidelines format for design and documentation.

Recommendation #1:

- Evaluate/analyze the status of all PC projects within each PC post in terms of whether they are either designed and/or documented in accordance with IPS guidelines. Determine guidelines for documenting PC undertakings which do not lend themselves to the IPS system. Implement the guidelines.

Tasks to Implement Recommendation #1:

- A directive needs to be sent to PCD in each country in the Africa Region which requests a status report on the use of the IPS guidelines in their respective programming activities.
- Design a workshop for PTOs and APCDs in implementing the IPS guidelines.
- Identify Africa Region personnel who are familiar with and have used the IPS guidelines in designing projects and who are willing to participate in training other staff members.
- Identify and provide the funds necessary to implement workshops for PTOs to develop standardized projects for their APCDs.
- Determine human resources and funds necessary to accomplish the goal.
- Provide funds for PTOs to implement training in those countries currently without PTOs, to assist in standardizing programming activities in the IPS guidelines.
- Develop an IPS equivalent for those programs which are strictly "individual slotting."

PLAN OF ACTION
(Recommendation #1)

Task	Responsible	Product	Due
Workshop recommendations communicated to PC/Africa	OTAPS consultant	Report	March 11
Workshop recommendations communicated to the field	CHPT	Cable	May 1
Field Reports back to PC/Africa	PTO or CD	Feedback Cable	June 15
PC/Africa finalize its approach	CHPT	Feedback Cable	July 11
Preparatory training for overseas staff CIPs and funding is secured for IPS	PC/Africa OTAPS	Design	Sept. 30
Task is accomplished			

4.2 Recommendations from Work Group #2

Problem Statement #2:

- Effective PC assistance and programming is often impeded by the lack of clear and consistent project goals and objectives between PC and the sponsoring agency/agencies.

Recommendation #2:

- Establish a system to insure that goals/objectives are agreed upon by all participating agencies involved in a project.

Tasks to Implement Recommendation #2:

- Verify validity of project's goals and objectives with the field personnel in each project.
- Rewrite goals and objectives to reflect field reality.
- Submit rewritten goals and objectives to all sponsoring agencies.

- Meet with agencies to negotiate new goals and objectives.
- Inform the field and all persons involved in the project of the agreed-upon goals and objectives.
- Maintain contact with the agencies and field on all aspects of projects, specifically as it applies to the goals and objectives of the project.
- The goals and objectives are re-evaluated and resubmitted on a performance basis annually when sponsoring agencies are making requests for PCVs.

PLAN OF ACTION
Recommendation #2

Tasks	Responsible	Product	Due
Set policy and guidelines on goals and objectives	Reg. Dir./CHPT	Written Policy Step-by-Step	June '88
Tell Countries to hold workshop	CHPT	Memo/cable	April 15
Training development for APCDs on Obj.	AF/CHPT	Workbook with training sessions	May '88
1 day workshop for APCDs APCD	RD instructions PTOs/Skilled	1 day workshop	April 15
Rewrite of all project obj.	Program APCDs	Goals & Obj. rewritten	July '88
Countries identify projects for rewrite	CD & PTO & APCD	List of projects for FY 89 review	Sept. 88

4.3 Recommendation From Work Group #3

Problem Statement #3:

- Peace Corps managers presently are not in a position to make objective decisions regarding optimum use of PC assistance due partly to the lack of a system to monitor and evaluate PCV and community performance and their impact on each other as they affect community development and PC programming.

Recommendation #3:

- Develop and implement a "site information survey"* which will document PCV, community, host country, and other agencies' interaction on a more or less continuous basis. This "site information survey" will be the principal monitoring tool used by PTOs, PCV and the host country to manage and evaluate Peace Corps projects.

Tasks to Implement Recommendation #3:

- Request input from the field as to their needs and suggestions for the "site information survey."
- Develop and finalize the survey form and its accompanying information system.
- Develop guidelines and instructional support material for the field staff on how to administer the survey and modify it for local circumstances.
- Develop an analysis paper and instruction manual for interpreting the data and incorporating the monitoring/evaluation information in the project management and design process.
- Use the "site information survey" to instruct and train APCDs in an annual workshop.

* "Site information survey" refers to a monitoring form which collects data (i.e., various parties involved in development at the community level).

It was suggested that a form like the one found in Project Evaluation Handbook, pp. 109-125, includes some, but not all, of the information required (see Appendix D).

PLAN OF ACTION
Recommendation #3

Tasks	Responsible	Product	Due
Request from the field, their input into site-information survey Receive input	CHPT	A Cable	NIT June 15
Develop/finalize "site information survey" +/- or system	CHPT	Survey	Sept. 1
Receive.../feedback from the field finalize system memo Nov. 1	CHPT/Field	Analysis/Recommendation	
Develop guidelines/instructions for the field staff in how to administer the survey	CHPT	Instructions Memo/Cable	Dec. 15
Develop an analysis paper & instructions for interpreting the data and incorporating it into the project management process	CHPT	Paper	Dec. 1
Use this item to instruct/train PTOs in their annual workshop	CHPT	Through Design	Dec 15 Jan. 1

4.4 Recommendation From Work Group #4

Problem Statement #4:

- There is no system presently available to evaluate the impact of training on the performance of the volunteer at the site. Most training programs do not have a community development component.

Recommendation #4:

- Incorporate in the "site information survey" monitoring components which measure the effectiveness of training on the performance of trainees. Use the information generated from the INTERLOC system. Use PST training staff on the site surveys to measure volunteers' progress in language proficiency, cross-cultural assimilation, and skill transfer. Standardize needs assessment formats for developing objectives for ISTs and PSTs in specific sector areas. Integrate a community development module into training.

Tasks to Accomplish Recommendation #4:

- To involve training staff in site visits (hire Personal Services Contractors if needed for site visits) revise Statement of Work for contract training.
- Implement needs assessment form which has been integrated into INTERLOC. Forms to be designed by OTAPS in coordination with field and Africa Region within 6 months.
- Train staff to become a part of INTERLOC which includes a revised SOW and a revised job description to include these on-site monitoring and evaluation activities.
- Design and distribute a community development manual. This will include the preparation of training modules to be available for PST and IST.

PLAN OF ACTION
Recommendation #4

Tasks	Responsible	Product	Due
Participation of trg. staff in site visits (hire PSCs if needed for site visits revise SOW for contract training)	RD & Adm. AF. PCD	\$ (unfunded FY 88) for FY 89	July 88
Needs assessment form designed	OTAPS to AF overseas staff	Standardized needs assessment	Oct. '88
Training staff becoming part of INTERLOC PSCs - PTO Permanent staff Community Development Description	Contract training COTR/Contracts	Revised SOW Revised Job Description	July '88
Design of Community Development Manual (Distribution of Community Development Manual)	OTAPS	Manual	Oct. 88

At the close of the workshop there was general agreement that a recommendation should be made to bring a workshop participant to present the group's work to the Washington staff. Four participants followed through with suggested names on their evaluation forms. No one participant was clearly the chosen spokesperson in this regard.

Chapter 5

OUTCOMES AND EVALUATION

5.1 Summary of Workshop Participant Evaluations

One hundred percent of the workshop participants responded to the evaluation instrument. This standard form requested an assessment of how well workshop goals were met on a 1-5 scale and provided an opportunity to comment on the design and delivery of the workshop and to make statements regarding the most and least useful aspects of the workshop.

The majority of the participants felt that all goals were met either "very well" or "completely." Three members felt that goals 5 and 6 (listed on page 5) were not addressed adequately (see Trainer Observations below).

Three themes emerged in the written comments:

- 1) Participants found the conceptual material on evaluation approaches, methods, etc. and its application to Peace Corps projects served their individual needs.
- 2) Facilitators were seen as strong, well-organized, supportive, skillful in adaptation and responsive to participant needs, but not "hard enough" on participants with "strong personalities" who digressed in discussions.
- 3) While participants personally valued workshop learnings, the workshop value can actually be assessed only when action is or is not taken on the recommendations to the Africa Region on program design and evaluation.

No themes emerged on the issue of what participants found least useful or ideas for improvement.

5.2 Trainer Observations and Conclusions

5.2.1 Design Issues

The original design was adjusted at several points to meet the needs of the participants. Several adjustments were made by the trainers to take advantage of resource people in Ghana who contributed to meeting the objectives of the workshop.

The participants were interested in learning as much as possible about monitoring and evaluation methodologies. Based upon this need more time was added to that particular session to increase the group's understanding of the different approaches and methodologies.

The workshop session which was designed to have the participants develop evaluation plans based upon their own projects was modified. The wide range of types and level of documentation of projects and the range of experience of the participants indicated a need to modify this session. Two groups were asked to develop an evaluation plan for a particular group member's project. Sufficient information existed on the two projects selected to allow for an analysis of the monitoring and evaluation requirements. Neither of these evaluation plans was completed during the workshop session. Considerably more time would have been necessary to prepare a first draft of an evaluation plan based upon the experience of this workshop. Discussion time was spent in working through the more difficult parts of the evaluation plan and this session was considered useful by the two who presented their project plans and the participating group members.

To reinforce the water supply and sanitation sector, Dr. David Newberry from the Global 2000 Guinea Worm project was asked to make a presentation on the Global 2000 project design and its monitoring and evaluation methodologies. This proved to be an effective component of the workshop in bringing the real world into the workshop environment. This, combined with the film and the World Neighbors case study, gave a strong water supply and sanitation sector emphasis to the workshop. Several of the workshop participants also went on a field trip to a guinea worm infested village after the workshop was over on Friday afternoon.

The final session of the workshop was modified to include a presentation of the workshop recommendations to the Peace Corps Director in Ghana, Ed Butler. The participants and the trainers felt that this activity strengthened their understanding of their product by forcing them to organize and state their recommendations to a PCD.

It became apparent that the workshop session on sharing workshop learnings could only be a meaningful activity if the participant felt that PC/Washington was committed to following through with the plans of action. The full results of all proposed activities identified in the workshop will not be available until next December at the earliest. It was somewhat unrealistic for the designers of the workshop to expect the participants to make a commitment to sharing and transferring workshop learnings to PC staff in other countries without a firm PC/Washington buy-in. It is safe to say though that these particular participants could serve as the nucleus for other workshops when all tasks in the plans of action are completed. Sufficient information was made available in the workshop for use by the participants in possible future training sessions of PTOs and APCDs in countries not represented at the workshop.

5.2.2 Implementation Issues

The trainers felt that the workshop participants represented the wide range of backgrounds and experiences found among PTOs and APCDs. This is important in validating the recommendations as representative of Africa Region field staff. The workshop activities were demanding both in terms of time and level of analysis. The participants met the challenge and produced, from the trainers' point of view, a high level analysis of their problems and a realistic set of recommendations.

The need for the workshop was substantiated early in the process as issues concerning goals/objectives and monitoring/evaluation surfaced. The demands on the PTOs and APCDs appear to be a significant factor in the implementation of any proposed monitoring and evaluation plan. This fact was observed both directly and indirectly by the workshop trainers. Several of the participants were quite adamant about not adding any more administrative duties on top of the already heavy requirements. Indirectly it was observed that much of the work could be made more efficient and effective through the implementation of a meaningful monitoring and evaluation system.

In the participants' experience, evaluations are often directed toward the question of determining volunteer satisfaction, either with training or in the field situation. Training evaluations, which are extensive and firmly in place in most countries, are oriented toward the volunteer's own assessment of his/her preparedness and opinions on training activities. Trainer assessments of PCV readiness for service and performance expectations are less well documented.

For evaluation in the field, there are volunteer surveys available which apparently address primarily the questions of PCV satisfaction with health, work supervision, PC support, and living conditions and do not ask PCVs to assess against any standard their performance, effectiveness, community relationships, or project progress. The effect of this somewhat skewed evaluation direction is to turn APCDs towards the goal of providing circumstances that satisfy PCV needs.

Community needs, project goals, and actual PCV contributions may not get the attention and resources necessary to support the notion that Peace Corps is a development organization. Certainly a case can be made for viewing Peace Corps as a supplier of volunteer person-power with an interest in reducing barriers to friendship between the United States and other countries. At one time in its history (early to mid-70s) the organization was oriented toward a job placement function. Procedures focused on the efficiency of the system in providing skilled manpower in response to the requests of others. In this case, evaluations would address questions related to the achievement of these goals, such as training effectiveness and PCV longevity. Yet the Integrated Programming System guidelines are clearly based on the premise that Peace Corps is engaged in designing and implementing development projects to assist people in developing or emerging countries in their quest for a better life.

The actions proposed by the participants to the region address this dilemma:

1. There is a request for clarification and recognition of the differences in the two types of programs (individual placement and project-based). The Integrated Programming System provides guidelines for design and evaluation of community development projects, yet routine accountability (CMPB, OTRS, current evaluation systems, etc.) is oriented toward those programs that primarily provide person power to other organizations (the Ministry of Education, CARE, AID, etc.). Some conflict and vulnerability is experienced by field staff as they try to confront this variety of expectations and prioritize their time.

2. The second recommendation proposes a strategy for securing the agreement of collaborating agencies and organizations to a statement of goals and objectives. This would bring those programs in line with the principles outlined in the IPS guidelines.
3. The third recommendation proposes a collection of tools to aid the APCD in gathering information at volunteer sites, both to provide more information for monitoring purposes and to broaden the scope of these visits to document the mutual impact of PCV and community on each other and the effectiveness of the PCV's work. This is a step toward involving the community in an assessment of the PCV's work and relationships*, while preserving a concern for the volunteer's needs and experience.
4. The fourth recommendation speaks to the issue of assessing the effectiveness of the training program on the PCV's performance, providing an opportunity for the trainer to compare results in the field with intentions or objectives in training, thus extending the perspective of the trainer to actual project effects.

The participants supported a structural overhaul of the programming process which would allow them to be more effective decision-makers in programming, project design, and project implementation. Without a comprehensive and consistent programming and design approach, a monitoring and evaluation component of PC projects is of limited value.

When the Integrated Programming System was introduced as a guideline, it became a tool for documenting projects. The recommendations of the participants are in part a response to that change...a statement about other adjustments that must be made to make a new policy fit in the existing pattern of procedures and expectations. There are other shifts required in "the way things are done" if Peace Corps/Africa is committed to development programming.

- Are CMPBs reviewed and presented by Country Desk Officers with a critical eye on measurable objectives or evidence of beneficiary utilization?
- Are product design and evaluation accomplishments part of the APCD's performance review?
- Is training for overseas staff in design and evaluation for community development adequate?

* The Project Evaluation Handbook, published by the Peace Corps Office of Personnel and Management in September of 1981, was brought to our attention by Kader Roussoul, APCD/Gabon. There are materials there which could be developed or field-tested as is in following through in this recommendation.

- Are development principles integrated into INTERLOC and statements of work for training contractors?
- What support and assistance can sector specialists in OTAPS provide to make IPS principles and guidelines a reality in their sector in the field?

Others closer to these issues could make longer lists, no doubt, but the point is that change in one area has implications for the entire system that must be addressed. Expectations that the burden of leadership in implementation of new project design guidelines and monitoring and evaluation systems should fall on the APCD/PTO level alone is unrealistic and perhaps unfair as well. No change occurs in isolation. It can only be manifested when a system provides support for the change.

The workshop uncovered some of the needs of the field and implications in implementing the Integrated Programming System guidelines.

The APCDs and PTOs who were workshop participants saw the needs from their perspective: they identified, for example, some of the changes that would be necessary in the work of the trainers that they supervise and changes required in the substance of their negotiations with collaborating agencies.

Leadership in the Africa Region and OTAPS must seize the initiative not only in moving swiftly to further the momentum engendered by the workshop in taking action on the recommendations, but in identifying and implementing other supports to these changes at the headquarters and PCD level. Progress in these efforts should be shared with the other regions. A common systematic program planning and monitoring and evaluation procedure may be desirable on a world-wide basis.

The strength of the Peace Corps has always been in the interrelationship of the PCV with his/her community. That strength needs to be reinforced and built upon with appropriate programming, monitoring, and evaluation methodologies. The needs of the villagers in communities all over the world will be better served.

APPENDIX A

Basic Concepts in Project Evaluation

APPENDIX A

Basic Concepts in Project Evaluation

1. What Is Project Evaluation?

Project evaluation means learning as much as possible from the operations and sharing with others involved. It means learning how to improve ways of PC business, of which they have direct control (staff, PCV selected, trained and support) and that which they have little/no control (cultural constraints and expectations in developing world).

2. Why Do It?

Its primary benefit is providing information for improving overall program effectiveness.

- Programming and training decisions
- Indicate changes in implementation
- Assist in overall resource management
- Provide a constructive dialogue among project participants
- Suggest areas of intervention/refinement/enhancement in developing programs.

3. Who Does It?

Evaluation should be done by the people most directly involved in the project. They have the best seats and most invested. Project evaluation should allow those closest to project (PCV, communities, counterpart, etc.). Evaluation information that assists the project participants to achieve their goals is potentially the most useful to in-country staff.

4. How To Do It?

Key words are ease of application and use.

- Easy and quick
- Make inherent sense to all involved
- Generate information that genuinely help guide project participants
- Provide reinforcement/support PCV

- Clearly be useful and understandable to staff who make decision
- Be culturally appropriate

Evaluation instruments are the tools.

5. When Do You Do It?

IPS calls for an evaluation every 2 to 3 years; new project managers early in tour of duty, when project has undergone major change, as part of regular country review and monitoring donor evaluation.

6. The Evaluation Process

- Specify the subject for evaluation
- Insure information support
- Verify relevance
- Assess adequacy
- Review progress
- Assess efficiency
- Assess effectiveness
- Assess impact
- Draw conclusions and formulate report/proposals for future action

7. Techniques for Evaluating PC Programs/Projects

- Key informant
- Community focus
- Social indicators
- Survey
- Focus group discussion
- Mind mapping
- Cost benefit
- Cost effectiveness
- Force - field analysis
- Impact analysis

8. Elements of Project/Program

- Identification of programming opportunities
- Feasibility assessment
- Establishing a relationship Host country, other agencies
- Setting project goals
- Setting project objectives
- Determine volunteer assignments
- Conducting task analysis
- Determine volunteer skill levels
- Estimate project and volunteer support needs
- Develop the project plan/agreements donor/host country conducting site survey
- Develop training
- Managing projects
 - beneficiaries
 - host country
 - Peace Corps Volunteers
 - collaborating agencies
- Evaluation

9. Methods and Data Collection

- Census and sample surveys
 - targets/frequency
 - sample size
- Participant Observation
 - time of observation
 - frequency
 - sample size
- Case Studies/Qualitative and Quantitative-Process/
Setting

- Rapid Low Cost

Anthropological methods

- formal interviews
- informal interviews
- conversations
- observations
- participant observation
- special data collection survey, focused groups, school, age, child

10. Criteria for Selecting the Methods

- High degree of precision is relatively unimportant (this not include)
- Adequacy of financial resources - low cost
- Time requirement of local staff (PCV, counterpart)
- Short/concise information report
- Method that can be replicated by counterparts
- Low skills associated with methods

APPENDIX B

Participant-Generated Materials - Days 1 and 2

BEGINNING SESSION - DAY I

Premises of the Workshop (presented by trainers)

1. The Peace Corps is a community development organization.
 2. The increased capability of the host country and community to assess their needs, set goals and objectives, and to monitor and evaluate their development is the ultimate goal of Peace Corps.
 3. The process above must be reflected in the PC organization from the PCV and counterpart through all administrative levels.
- Premise No. 1 was amended by the workshop participants to read:
"Peace Corps is a friendship and volunteer organization with community development as its focus."
 - A parenthetical note was added by participants to Premise No. 2
"(training modules for PST and IST on this goal are required)."

REVIEW OF WORKSHOP BEGINNING - DAY I

- I wish I had more sleep
- Wish we had more time for reflection to process each item
- It wasn't so cold in here
- Agenda
- Learned a lot from OPI exercise
- To go to field
- Good group dynamics
- A follow-up use planned
- Small group
- Feel comfortable
- Allowed to get stuff done (logistics, etc.)
- Know more about evaluation than I thought
- Good place here
- Cinnamon rolls great
- Quality & attitude of consultants
- Jaime's laid-back attitude and input
- Exercise was interesting
- Confidence in WASH people.

GROUP I LIST OF PEACE CORPS PROJECT SUCCESSES - DAY I

- Organizational structure within ministry was established
- Institutional support received both from ministry and PC
- Beneficiaries were satisfied with services to the village level
- Voluntary counterpart participation was high
- Training materials were produced
- Project received good publicity
- Both PCV's and ministry want to continue project
- Tangible and measurable results
- Skills and resources were transferred to village members
- After a period of time PCV's weren't needed
- Project had multiplier effect
- HC participants were able to move to other areas -- acquired skills were transferable to other projects
- Beneficiaries identified project needs
- Project utilized local resources
- Project was replicable

GROUP II LIST OF PEACE CORPS PROJECT SUCCESS - DAY I

- P. Enthusiasm of students
- P. Manuals are being used in schools
- I. Gardens present
- I. Ministry of Education has included agricultural education as exam subject/willingness of Ministry to work with Peace Corps in agriculture.
- P. Training of Togolese teachers.
- O. High support from ministry trust PCV (asking for more Volunteers)/very low ET rate
- O. Ministry of Education challenging to PCV - must do in French
- P. Schools positive about projects (money, time, labor)
- P. CARE
- O. School, Ministry, PCV's liked projects
- P. Students got hands-on experience - seen as most successful Volunteer content
- P. Application of project
- O. High quality professional training
- O. Excellent PCV/HC team
- O. Team leader/community development rate

NOTE: "O," "P," and "I" indicate the categorization of the item into the three levels of evaluation: Operational, Performance or Process, and Impact. Categorization not recorded by typist for Group I.

GROUP I LIST OF PEACE CORPS PROJECT FAILURES - DAY I

- Not enough counterparts trained to carry out job
- Ministry not able to recruit or train personnel to replace PCV's
- Ministry unable to fund at necessary level
- Overwhelming needs and raised expectations were not met, thus creating problems in community
- Success of project depended on personality or professional biases of PCV
- Lack of professional competency of PCV
- Lack of professional/technical support for PCV (Also administrative support, managerial support)
- Clientele were not educated about necessity and importance of the problem
- Lack of coordination/jealousy among donors/agencies
- Limited financial resources to expand project meant limited beneficiaries
- Project was not a priority of Ministry
- PCV needs to see tangible results
- PCV doesn't see how project reflects goals of PC

GROUP II LIST OF PEACE CORPS FAILURES - DAY I

- O. Lack of technical materials for PCV's
 - O. Lack of administrative structure
 - O. Lack of professionally trained teachers
 - P. Lack of motivation from some directors and teachers
 - P. Lack of supervision time allotted to ag. education
 - O. Hasn't been PC Ministry linkage till now
 - O. Lack of skills of some PCV's communities not involved (no replication of project)
 - O. APCD didn't understand how to work with PVO.
 - O. Conflict between non-governmental organization (NGO)/PC approach
 - P. PCV's and discipline problem; differences of systems (breaks down education process)
 - O. PCV's not clear on Educational Administration
 - P. No/little tangible result
 - P. PCV's did too much themselves - Pilot project did not carry over
 - P. Was done in isolation (not transferred to HCN's)
 - O. Expectations of PCV's too high and counterparts too low
 - O. No common objective between PC/Ministry
 - O. Program design run only by PC
 - O. Little PC analysis as root cause of situation
 - O. PC lack of monitoring and evaluation system
 - O. Slotting Volunteers because there are spaces
 - P. Training done in isolation from counterpart context
- Deny painful realities

METHODS FOR ACQUIRING INFORMATION AND DATA - DAY I

Verbal/Informal/Individual:

- PCV feedback
- Host country national
- Private Voluntary Organization, Embassy personnel/USAID

Verbal/Formal Group:

- Close of service conference
- PVO - HCN - PC meetings

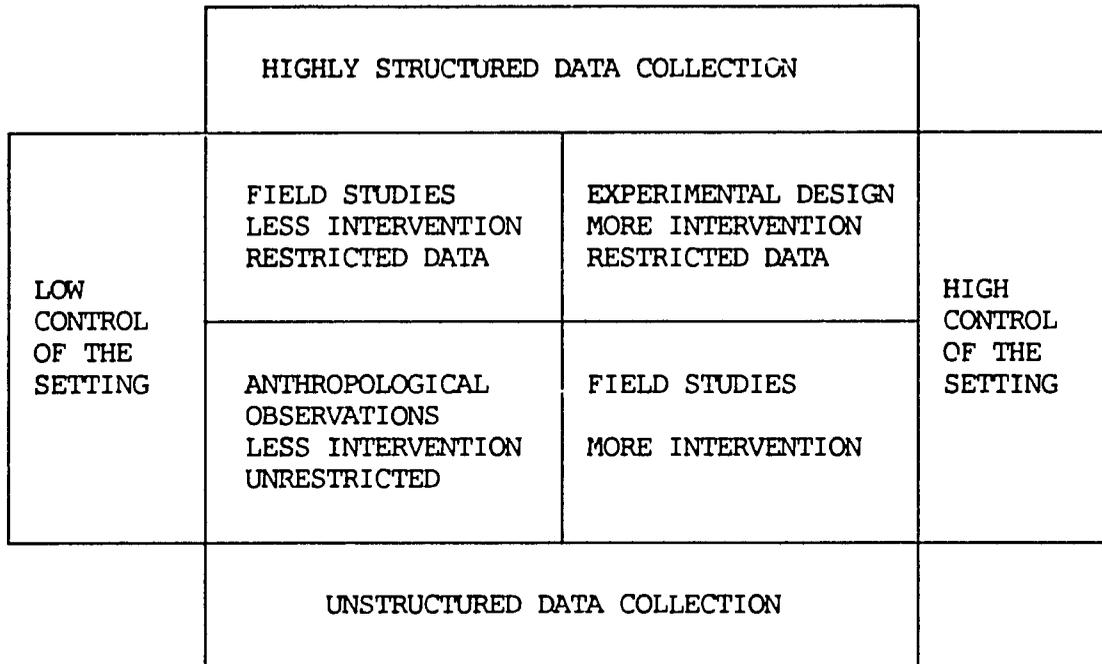
Site/Visits:

- Interviews: PCV, beneficiaries, counterparts, funding agencies
- Observations
- Monthly/Quarterly Reports from PCV's
- Written reports from counterparts
- Need assessments for placement by APCD, counterpart, or consultant

Other:

- Component of a formal evaluation
- Evaluation requirements by PC/Washington
- Final PCV interview and report
- Volunteers input into PST & IST
- Exit interviews with early terminating volunteer
- Intervention of PCMO
- Secondary project: SPA

INFORMATION COLLECTION SYSTEMS



Documents:

- Media: Sector-related
- Leave forms
- Inventory
- PCV supply
- CMPB
- PST planning meetings
- Volunteer magazine and/or newsletter
- Volunteer journals
- Sector analysis meeting
- Photograph/record of SPA
- PC/ICE Publication
- Ministerial Liaison committee
- formal reports of donors (USAID, etc.)

IDEAS FOR DRAFTING RECOMMENDATIONS - DAY II

(as charted during discussion of Day II)

- Stringent language requirement/Francophone which allows OJT to meet standard - then must be follow-up
- Look at beneficiaries
- Measurement oriented (project plan, etc.)
- Five year planning horizon
- Need to know where we are
- Today: design training content materials or first 2-4 months of PCV service
- OTAPS use
- Structure: analysis of status
- 5-8 month evaluation of PST
- Differentiate between Washington needs and country needs in term of planning
- Opportunities explored when external factors affect planning
- PTO's should receive specialized training so as to be effective as country staff training resource
- Cost effectiveness evaluation of PC projects
- Staff training on programming in the field
- Differentiate between slot replacement and project. Should they both follow IPS?

APPENDIX C

List of Resources

APPENDIX C

List of Resources

- Guidelines for Data Collection, Monitoring, and Evaluation Plans for A.I.D. - Assisted Projects - AID Program Design and Evaluation Methodology Report 9, Washington DC, April 1987.
- Rapid, Low-Cost Data Collection Methods for A.I.D - AID Program Design and Evaluation Methodology Report 10, Washington, DC, December 1987.
- A.I.D. Evaluation Handbook - AID Program Design and Evaluation Methodology Report 7, Washington, DC, April 1987.
- Evaluator's Handbook - Lynn Lyons Morris and Carol Taylor Fitz-Gibbons, Sage Publications, Beverly Hills/London - 1986.
- Case Study: Guinea Worm - World Neighbors Development Communications, 5116 North Portland Avenue - Oklahoma City, OK - 1986.
- Social Science Research Methods in Development Programming and Systems Perspective for Planning and Evaluation - O'Reilly - Human Resources Development Research Laboratory, Technical Report 87-01 Univ. of Hawaii Monograph.
- Rapid Rural Appraisal: The Critical First Step in Farming Systems Research, James Beebe, Networking Paper - 5 Int. Programs IFAS Univ. of Florida.
- Assessing Performance: A Reference Series in the Field of Project Evaluation Handbook, Peace Corps Evaluation Office of Personnel and Management - September 1981.

Participant-Suggested Resources:

- Anne Dodge: Teacher Training Manual, ICE Publication.
- Michael Quinn Patton: Quantitative Evaluation
Qualitative Evaluation
- Bill Millsaps' home/village surveys

APPENDIX D

Assessing Performance

ASSESSING PERFORMANCE:
A REFERENCE SERIES FOR THE FIELD

VOLUME 1

PROJECT EVALUATION HANDBOOK

Peace Corps Evaluation
Office of Personnel and
Management
September 1981

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Appendix IV:
Sample Questionnaires

- Purpose: To provide examples of the types of questionnaires appropriate for PCVs and Host Country supervisors.
- Use: Examine the questionnaires for format and question content. Note which questions elicit information that could answer your evaluative questions. Delete those questions which are inappropriate and add others in areas of specific evaluative interest.
- Consideration: These questionnaires were developed to answer specific programmatic questions and may need modification before use in a project evaluation.

Sample Peace Corps Volunteer Questionnaire

Your PROJECT: _____

YOUR Health & Safety:

1) Below, please list: A) the separate illnesses and accidents that you have had during the last six months (or since you came to this country if less than six months ago), [B] indicate the number of days of work lost due to that illness/accident, [C] how that illness/accident was treated (use codes A through E below), and [D] whether you reported it to Peace Corps and/or the Medical Officer (PCMO).

[A]	[B]	[C]					[D]	
ILLNESS/ACCIDENT (5 most serious)	# work days LOST	TYPE TREATMENT (Use CODES below)					REPORTED to PCMO?	
		A	B	C	D	E	Yes	No
_____	_____							
_____	_____							
_____	_____							
_____	_____							
_____	_____							

CODES FOR COLUMN C

A - I had no treatment; just recovered
 B - I took medicine which I provided myself/treated myself
 C - I saw a local doctor/care giver
 D - The PCMO/other PC medical staff visited my site and treated me
 E - I went to PC headquarters and saw the PCMO

2) If you have had more than 5 illnesses and accidents during the last six months, how many illnesses or accidents not listed above have you had that you did not report to the PCMO?

Number of illnesses: _____
 Number of accidents: _____

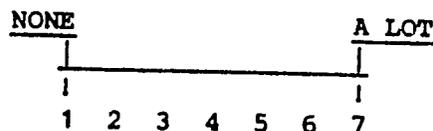
3) In the last six months, have you been hospitalized?

YES _____ NO _____

IF YES: For what condition? Condition: _____

For how many days? Number of Days _____

4) During the last six months how much have health problems interfered with your ability to do your job well?

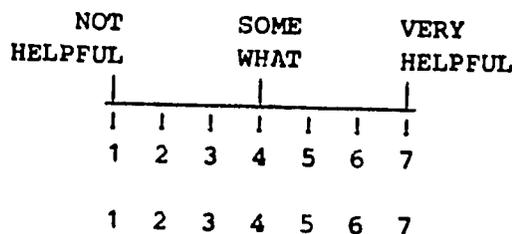


5) Have you received any preventive health care training from Peace Corps?

Yes _____ No _____

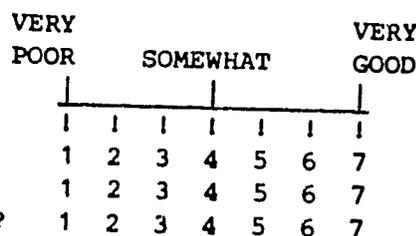
If YES: How helpful do you think this training has been?

If NO: How helpful do you think such training could be?

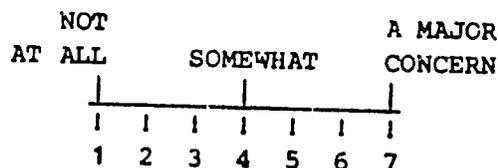


6) How adequate do you think the PC medical care that is offered in this country is in terms of:

- A) Accessibility (i.e., ease of getting care)?
- B) Quality of care?
- C) Availability of needed medicines/procedures?



7) To what extent does the potential for violence cause you to worry about your own safety?

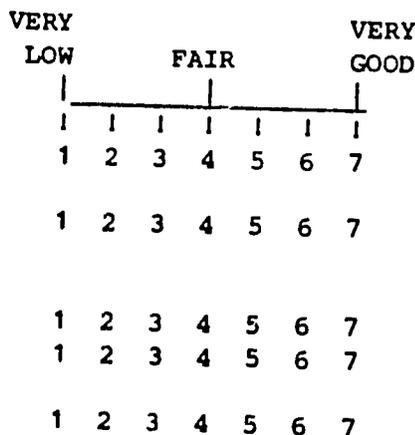


HOST ATTITUDES about PEACE CORPS

These next questions are about how you believe host people feel about the particular work assignment in which you are involved:

8) To the best of your knowledge, how do you feel host people would rate these aspects of your particular assignment:

- A) Volunteer(s) skill levels
- B) Priority of assignment (i.e., the need for this type of work over some other)
- C) Ability of volunteer(s) to communicate with host people
- D) Volunteer(s) lifestyles
- E) Overall performance of volunteer(s)



9) How well do you think American culture is understood by:

- A) the host professional/officials with whom you work
- B) other host people with whom you work and live

VERY POORLY	SOME WHAT					VERY WELL
1	2	3	4	5	6	7

10) Do you believe your specific work assignment is a controversial issue in this country?

YES _____ NO _____

11) To what extent have public statements about Peace Corps either helped or hindered your work?

HINDERED	NEITHER					HELPED
1	2	3	4	5	6	7

PROGRAMMING QUALITY:

Please answer the following questions for the work in which you are now assigned:

12) What percentage of the host people you serve are from the POOREST 40% of the population?

_____ %

13) What percentage of the host people you serve are from an in-country MINORITY (e.g., youth, elderly, handicapped, indigenous peoples, etc.)?

_____ %

14) To what extent have HOST WOMEN been involved in planning and implementation of your work assignment?

NOT AT ALL	SOME WHAT					A GREAT DEAL
1	2	3	4	5	6	7

15) To what extent have the following RESOURCES been used in your work assignment:

Local PHYSICAL Resources?	1	2	3	4	5	6	7
Local HUMAN Resources?	1	2	3	4	5	6	7

16) To what extent has your work used APPROPRIATE TECHNOLOGIES?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

17) To what degree has DISPLACEMENT of EMPLOYABLE HOST PEOPLE been a problem as a result of your work assignment?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

18) To what extent does your work COMPLEMENT other DEVELOPMENT EFFORTS in-country?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

19) To what extent do host people view your work as RELEVANT for helping meet COMMUNITY NEEDS?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

20) To what extent is it LIKELY that the INTENDED EFFORTS of your work will LAST once PEACE CORPS is no longer involved in your type of assignment?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

- | | NOT AT ALL | | SOME WHAT | | A GREAT DEAL | |
|--|---------------------|-----------------|------------|-------------------------|------------------|------------|
| | | | | | | |
| 21) To what extent has your work assignment been DISRUPTIVE to LOCAL CUSTOMS? | | | | | | |
| | 1 | 2 | 3 | 4 | 5 6 7 | |
| 22) How USEFUL do host people affected by your work think it is to them? | 1 | 2 | 3 | 4 | 5 6 7 | |
| 23) Considering your needs --- and the needs of other Volunteers--- how adequate is this country's PEACE CORPS staff in terms of: | NOT AT ALL ADEQUATE | | SOME WHAT | | TOTALLY ADEQUATE | |
| | | | | | | |
| A) Number of staff members? | 1 | 2 | 3 | 4 | 5 6 7 | |
| B) Qualifications of staff members? | 1 | 2 | 3 | 4 | 5 6 7 | |
| 24) How often do you request help on a particular problem which PEACE CORPS staff is unable to resolve in a reasonable period of time: | ALMOST NEVER | | SOME-TIMES | | ALL THE TIME | |
| | | | | | | |
| A) Technical problems? | 1 | 2 | 3 | 4 | 5 6 7 | |
| B) Administrative problems? | 1 | 2 | 3 | 4 | 5 6 7 | |
| C) Personal problems? | 1 | 2 | 3 | 4 | 5 6 7 | |
| 25) Thinking of: 1) <u>yourself</u> and 2) <u>other PCVs</u> you work with, how adequately were you trained in: | | <u>YOURSELF</u> | | <u>OTHER VOLUNTEERS</u> | | |
| | INADE- QUATE | FAIR | ADE- QUATE | INADE- QUATE | FAIR | ADE- QUATE |
| | | | | | | |
| A) Host Country Language(s)? | | | | | | |
| | 1 | 2 3 4 5 6 7 | | 1 | 2 3 4 5 6 7 | |
| B) Technical Skills? | 1 | 2 3 4 5 6 7 | | 1 | 2 3 4 5 6 7 | |
| C) Knowledge of Host Culture? | 1 | 2 3 4 5 6 7 | | 1 | 2 3 4 5 6 7 | |
| D) Ability to Live Host Life Style? | 1 | 2 3 4 5 6 7 | | 1 | 2 3 4 5 6 7 | |

ADMINISTRATIVE SUPPORT for VOLUNTEERS:

26) Please check in Column A below the items Peace Corps provides you; in Column B below please check those which are not provided but which you feel you need to perform your job well.

[Column A]	[Column B]
<u>PEACE CORPS PROVIDES</u>	<u>NOT PROVIDED BUT NEEDED</u>
<input type="checkbox"/> TRANSPORT: Car/truck:	_____
Motor bike/cycle	_____
Bikes	_____
OTHER (_____)	_____
<input type="checkbox"/> HOUSING: Apartment/house	_____
Room	_____
OTHER (_____)	_____
<input type="checkbox"/> EQUIPMENT/ MATERIAL: Audio visual equipment	_____
Tools	_____
OTHER (_____)	_____

27) If PEACE CORPS provides you with work supplies, how adequate are they?
(If NOT applicable, SKIP to item 29)

INADEQUATE	FAIR	ADEQUATE
1	2 3 4	5 6 7

OTHER U.S. CITIZENS & AGENCIES IN-COUNTRY:

28) Does the presence of other U.S. citizens and agencies cause you any of the following problems?

	NOT AT ALL	SOME WHAT	A MAJOR PROBLEM
A) Having to clear planning and decisions about your project with other agencies?			
	1	2 3 4	5 6 7
B) Spending too much time hosting U.S. agencies/visitors?	1	2 3 4	5 6 7
C) Counteracting a poor U.S. image put forth by other agencies/citizens	1	2 3 4	5 6 7
D) PC staff not available because of involvement with other U.S. agencies/ citizens?	1	2 3 4	5 6 7

29) How much time do you spend with U.S. citizens/agency personnel:

PROFESSIONALLY
SOCIALLY

ALMOST NEVER	SOME TIMES				ALMOST ALWAYS	
1	2	3	4	5	6	7
1	2	3	4	5	6	7

30) In terms of your daily responsibilities, to what extent are other U.S. citizens/agencies helpful to you:

PROFESSIONALLY
SOCIALLY

NOT AT ALL	SOME WHAT				A GREAT DEAL	
1	2	3	4	5	6	7
1	2	3	4	5	6	7

YOUR ASSIGNMENT:

COMPARED to all other Peace Corps assignments you have seen in this country, how would you rate your assignment on:

31) The amount of CLEARLY ASSIGNED work available for you to do.

WORST OF ALL ASSIGNMENTS	AVERAGE						BEST OF ALL ASSIGNMENTS	
1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9

32) MATCH between the technical skills needed for your job and your skills.

WORST MATCH	AVERAGE						BEST MATCH	
1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9

33) Number of cultural, social, economic, or political CONSTRAINTS which prevent you from achieving.

MOST CONSTRAINTS	AVERAGE						LEAST CONSTRAINTS	
1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9

YOUR PERFORMANCE:

COMPARED to all other PCVs you have known in this country, how would you rate YOURSELF for:

	WORST			AVERAGE				BEST		
	1	2	3	4	5	6	7	8	9	10
34) ACHIEVEMENT of WORK GOALS	1	2	3	4	5	6	7	8	9	10
35) INITIATIVE in EXPANDING SCOPE of WORK	1	2	3	4	5	6	7	8	9	10
36) PARTICIPATION in COMMUNITY LIFE	1	2	3	4	5	6	7	8	9	10
37) SENSITIVITY to NORMS & STANDARDS of CULTURE	1	2	3	4	5	6	7	8	9	10
38) OVERALL:	1	2	3	4	5	6	7	8	9	10

39) In your Peace Corps experience, to what extent do you feel that you have been successful in:

	NOT AT ALL SUCCESSFUL			SOME WHAT				VERY SUCCESSFUL	DON'T KNOW
	1	2	3	4	5	6	7	8	
A) Raising the consciousness of host people to solve their own problems	1	2	3	4	5	6	7	8	
B) Motivating host people to use local resources to meet their basic needs	1	2	3	4	5	6	7	8	
C) Stimulating ideas and the exchange of information	1	2	3	4	5	6	7	8	
D) Providing direct personal assistance to individuals and families	1	2	3	4	5	6	7	8	
E) Setting examples of work competence and ethics	1	2	3	4	5	6	7	8	

Sample Host Counterpart or Supervisor Questionnaire*

[PART 1: WHAT IS YOUR RELATIONSHIP WITH THE PEACE CORPS?]

On the AVERAGE, how OFTEN DO YOU:

	At least:				
	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY	NEVER
1).. WORK DIRECTLY with the volunteer?	W	M	Q	A	N
2).. provide DIRECT SUPERVISION to the volunteer?	W	M	Q	A	N
3).. meet with the volunteer and COMMUNITY to discuss work related matters?	W	M	Q	A	N
4).. meet with PEACE CORPS PROGRAM SUPERVISORS?	W	M	Q	A	N
5).. discuss Peace Corps or volunteer matters with YOUR SUPERVISORS or other OFFICIALS in your Ministry or organization?	W	M	Q	A	N

HISTORY of PEACE CORPS in your COMMUNITY

6) Have there been volunteers working previously:

A) in your COMMUNITY? _____ NO
 _____ YES (If "YES", how many? _____)
 _____ DO NOT KNOW

B) in the SAME TYPE OF WORK as the current volunteer?

_____ YES
 _____ NO (If "NO", in what other TYPE? _____)
 _____ DO NOT KNOW

7) How many of these volunteers have you known PERSONALLY (include the current volunteer)?

_____ Volunteers

* NOTE: Complete instructions and procedures for administering this questionnaire are provided in detail in the "Program Effectiveness Review Handbook". This handbook should be consulted before attempting to use this questionnaire.

[PART 2: WHAT ARE YOUR IMPRESSIONS OF THE VOLUNTEERS?]

HOW WELL DOES the:

	VERY POORLY	POORLY	FAIR	WELL	VERY WELL	DON'T KNOW
8) Volunteer KNOW the CUSTOMS & TRADI- TIONS of your country & community?	1	2	3	4	5	6
9) Volunteer SPEAK with community people in:						
SPANISH	1	2	3	4	5	6
GUARANI	1	2	3	4	5	6
10) Volunteer's LIFESTYLE agree from those of community people?	1	2	3	4	5	6
11) Volunteer PARTICIPATE in COMMUNITY ACTIVITIES?	1	2	3	4	5	6
12) Volunteer seem QUALIFIED to do the work?						
13) Volunteer's HEALTH affect his/her work PRODUCTIVITY?	1	2	3	4	5	6

[PART 3: WHAT ARE YOUR IMPRESSIONS OF THE VOLUNTEER'S WORK?]

Volunteer WORK ACTIVITIES

	NONE	A LITTLE	SOME	A LOT	TOTALLY	DON'T KNOW
14) To what extent does the program in which the volunteer is involved in your area have clearly DEFINED GOALS and OBJECTIVES?	1	2	3	4	5	6
15) How REALISTIC are these work goals, given existing conditions here?	1	2	3	4	5	6
16) How much does the volunteer appear to have a clear set of his/her OWN WORK GOALS?	1	2	3	4	5	6
17) To what degree does the volunteer's work DIRECTLY CONTRIBUTE to the realization of overall goals?	1	2	3	4	5	6
18) To what extent are there concrete OBJECTIVE INDICATORS for periodically measuring the volunteer's work progress?	1	2	3	4	5	6
19) To what extent is it APPROPRIATE to have volunteers INVOLVED in this work, given your COMMUNITY'S NEEDS?	1	2	3	4	5	6
20) How WORTHWHILE is it to your community to have Peace Corps CONTINUE its involvement?	1	2	3	4	5	6
21) When the volunteer terminates his/her service and is not replaced, how much could the activities in which he/she works CONTINUE WITHOUT MAJOR PROBLEMS brought about by <u>not</u> having a volunteer?	1	2	3	4	5	6
22) How well do you think the volunteer has INVOLVED COMMUNITY PEOPLE in planning and implementing his/her work?	1	2	3	4	5	6
23) How much do volunteer work activities COMPLEMENT other developmental efforts in the community?	1	2	3	4	5	6

WHO BENEFITS from the VOLUNTEER'S WORK?

24) Who most benefits from the work activities of the volunteer in your community? Check all the boxes below that apply.

- | | |
|---|---|
| <input type="checkbox"/> Pregnant/Lactating Mothers & Infants | <input type="checkbox"/> Small farmers |
| <input type="checkbox"/> Children (up to 12) | <input type="checkbox"/> Small businesses |
| <input type="checkbox"/> Youth (13 to 18) | <input type="checkbox"/> Small industry (e.g., cottage industry) |
| <input type="checkbox"/> Adults (19 to 60) | <input type="checkbox"/> Other community people (e.g., housewives, teachers, employees) |
| <input type="checkbox"/> Elderly (over 60) | |
| <input type="checkbox"/> Handicapped | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Men | _____ |
| <input type="checkbox"/> Women | _____ |

25) A) Do the majority of the people the volunteer works with live in the same area as the volunteer?

- _____ YES
- _____ NO (If "NO", how far does the volunteer travel on a routine basis daily?)
- _____ 1 to 10 kilometers
- _____ 11 to 20 kilometers
- _____ over 20 kilometers
- _____ DO NOT KNOW

B) What means of transportation does the volunteer use most frequently?

- | | | | |
|----------------------------------|--|------------------------------------|---------------------------------------|
| <input type="checkbox"/> on foot | <input type="checkbox"/> bicycle | <input type="checkbox"/> bus | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> horse | <input type="checkbox"/> motorbike/cycle | <input type="checkbox"/> car/truck | |

26) How much do you feel the volunteer's different activities CONTRIBUTE to the COMMUNITY? Specifically, to what degree, if any, has the PARTICIPATION of the volunteer contributed to:

	NOT AT	ONLY			A GREAT	DON'T
	ALL	A LITTLE	SOME WHAT	A LOT	DEAL	KNOW
	1	2	3	4	5	6
• Improving BASIC EDUCATION?	1	2	3	4	5	6
• Diffusing TECHNICAL VOCATIONAL SKILLS?	1	2	3	4	5	6
• Increasing FAMILY INCOME?	1	2	3	4	5	6
• Improving BASIC HEALTH?	1	2	3	4	5	6
• Improving BASIC SANITATION (e.g., potable water, latrines, etc.)?	1	2	3	4	5	6
• Improving BASIC NUTRITION (e.g., family gardens, stoves, food preparation and storage)?	1	2	3	4	5	6
• Improving AGRICULTURAL PRODUCTION PRACTICES?	1	2	3	4	5	6
• Improving AGRICULTURAL MARKETING PRACTICES?	1	2	3	4	5	6
• Forming of COOPERATIVES (& PRE-COOPERATIVES)?	1	2	3	4	5	6
• IMPROVING the COMMUNITY'S CAPACITY to ORGANIZE?	1	2	3	4	5	6
• Improving CONSERVATION PRACTICES (e.g., soil, forest, wildlife, etc.)?	1	2	3	4	5	6

27) Are their DIFFERENT TYPES of volunteer work assignments which would be more USEFUL for your country than the current ones?

___ NO

___ YES (If "YES", which types would you suggest?)

[PART 4: HOW DOES THE COMMUNITY VIEW THE PEACE CORPS?]

PROBLEMS Associated With PEACE CORPS

How much of a problem do you think people in your community would feel any of the following have been?

<u>PEACE CORPS HAS:</u>	NOT A PROBLEM	MINOR PROBLEM	SOME WHAT	LARGE PROBLEM	SERIOUS PROBLEM	DON'T KNOW
28) ...Required EXCESSIVE TIME from community people and others.	1	2	3	4	5	6
29) ...Required EXCESSIVE MATERIALS & HUMAN RESOURCE from community.	1	2	3	4	5	6
30) ...Promised to do things and has NOT followed through.	1	2	3	4	5	6
31) ...Had TOO LOW or TOO HIGH a LIFESTYLE which has caused community dissatisfaction.	1	2	3	4	5	6
32) ...Introduced new ideas TOO DISRUPTIVE to the community.	1	2	3	4	5	6
33) ...Caused EXCESSIVE VOLUNTEER ABSENCES from their work to attend meetings, conferences, etc.	1	2	3	4	5	6
34) ...FILLED jobs that local people could have had.	1	2	3	4	5	6
35) ...ASSUMED COMMUNITY LEADERSHIP positions and displaced local leaders from their traditional roles.	1	2	3	4	5	6

BENEFITS Associated With PEACE CORPS

How do most people in your community feel about the following?

	NOT AT ALL	A LITTLE	SOME WHAT	A LOT	TOTALLY	DON'T KNOW
36) Do they feel that the volunteer's work has been USEFUL?	1	2	3	4	5	6
37) Do they RESPECT the SKILLS and ABILITIES of the volunteer?	1	2	3	4	5	6
38) Overall, do they feel that Peace Corps has had a BENEFICIAL effect on people's lives?	1	2	3	4	5	6

Observation Guide on Volunteer Style

A. LANGUAGE ABILITIES:

1. In social situations with host country people, what percentage of the time does the volunteer speak:

English: _____%

National language (if not English): _____%

Another Local Language: _____%

100 %

2. What would you estimate the volunteer's FSI score to be for the most used host country language?

_____ FSI

B. FOOD & DRINK:

1. Who usually prepares the volunteer's food? _____ the volunteer/spouse
 _____ a host country person
 _____ some other person
 _____ (specify _____)

2. With whom does the PCV eat? _____ Alone
 _____ With other PCVs/US citizens
 _____ With host country people

3. Does the volunteer eat food which is primarily:
 _____ Traditionally prepared and of local origin?
 _____ Of local origin but prepared in a Western style?
 _____ Imported?

C. GREETINGS:

1. When walking around the PCV's community is the volunteer greeted in a pleasant way according to local custom by:

	NEVER	SOMETIMES	ALWAYS
a. community leaders	0	1	4
b. teachers & professionals	0	1	4
c. merchants	0	1	4
d. general public	0	1	4

2. Does the volunteer initiate and return pleasant greetings according to local custom:

NEVER	SOMETIMES			ALWAYS
0	1	2	3	4

D. KNOWLEDGE OF COMMUNITY:

1. Can the PCV name and identify:

	NONE	SOME			MANY	DON'T KNOW
	1	1	1	1	1	1
a. Community leaders	0	1	2	3	4	DK
b. Important local buildings	0	1	2	3	4	DK
c. Local crops	0	1	2	3	4	DK
d. Local agricultural techniques	0	1	2	3	4	DK
e. Local taboos	0	1	2	3	4	DK
f. Major holidays	0	1	2	3	4	DK
g. Major local health problems	0	1	2	3	4	DK
h. Traditional family structure	0	1	2	3	4	DK
i. Birth/wedding/funeral customs	0	1	2	3	4	DK
j. Local music	0	1	2	3	4	DK

E. THE VOLUNTEER'S HOUSEHOLD:

1. Does the PCV live physically in the same community as the people with whom he/she works?

TOTALLY REMOVED	SOMEWHAT			LIVES TOTALLY AMONG PEOPLE	DON'T KNOW
0	1	2	3	4	DK

2. Does the PCV's household contain things which are not common among the majority of the people with whom he/she works?

NOTE: Check only those things which the PCVs has and which the majority of the people with whom the PCV works does not have.

<input type="checkbox"/> ELECTRICITY	<input type="checkbox"/> FURNITURE
<input type="checkbox"/> COLD RUNNING WATER	<input type="checkbox"/> BARS ON DOORS/WINDOWS
<input type="checkbox"/> HOT RUNNING WATER	<input type="checkbox"/> RUGS
<input type="checkbox"/> FLUSH TOILET	<input type="checkbox"/> ELECTRICAL APPLIANCES
<input type="checkbox"/> VEHICLE	<input type="checkbox"/> TV
<input type="checkbox"/> COOK/SERVANT	<input type="checkbox"/> GLASS WINDOWS
<input type="checkbox"/> UNCOMMON HOUSE CONSTRUCTION	<input type="checkbox"/> NON-DIRT FLOOR
<input type="checkbox"/> FENCES	<input type="checkbox"/> GUARDS

APPENDIX E

Workshop Evaluation Form

APPENDIX E

WORKSHOP EVALUATION FORM

I. Goal Attainment

Rate how well each of the overall goals of the workshop was attained on a 1-5 scale as follows:

1	2	3	4	5
Not at all	A little	Adequately	Very Well	Completely
			(4)	

1. Determine benefits of assessment of efficiency, effectiveness, and impact of PC projects;

1	2	3	4	5
Not at all	A little	Adequately	Very Well	Completely
		(2)	(6)	(2)

2. Demonstrate interrelationship between programming and evaluation;

1	2	3	4	5
Not at all	A little	Adequately	Very Well	Completely
		(4)	(2)	(4)

3. Create a shared understanding of approaches, methods, techniques, tools, terminology etc. for getting and using information to better manage projects;

1	2	3	4	5
Not at all	A little	Adequately	Very Well	Completely
		(2)	(7)	(1)

4. Construct a recommended evaluation approach for the Africa region;

1	2	3	4	5
Not at all	A little	Adequately	Very Well	Completely
			(5)	(5)

5. Develop a plan for evaluation of a specific project and strategy for implementation;

1	2	3	4	5
Not at all	A little	Adequately	Very Well	Completely
(1)	(2)	(2)	(2)	(3)

6. Develop a strategy for sharing and transferring workshop learnings with other PC staff.

1	2	3	4	5
Not at all	A little (3)	Adequately (2)	Very Well (3)	Completely (2)

TOTALS

1	2	3	4	5
Not at all (1)	A little (5)	Adequately (12)	Very Well (25)	Completely (17)

II. PARTICIPANT COMMENTS

- A. What aspects of the workshop most met your needs?**

Small group work.

Handouts on evaluation process, conceptual aspects, small groups helpful.

Working through an individual project evaluation was very useful, detailed information on approaches, methods, techniques, terminology, etc. very helpful, coming up with specific recommendations for monitoring/evaluating systems can be very helpful for me and PC as an agency.

The discussions and the way the workshop was organized.

Interrelationship between programming and evaluation.

Discussion of techniques, methods, models of evaluation and monitoring.

The task orientation of the workshop.

The task of development of recommendations for the Africa Region and supporting action plans.

- B. What aspects of the workshop least met your needs?**

Disappointed we didn't do more with case studies.

Taking home an actual written tool to use.

A couple of participants strayed way off the topic with no productive results--e.g., complaints about what PC/Washington does or doesn't do had no relevancy to developing monitoring and evaluation systems or products.

Strategy for transferring learnings to other PC staff.

The lengthy discussions consecrated to defining goals and objectives. These are fundamental concepts in programming and it was my assessment of the group that they already understood it well.

When we became process-oriented.

Discussions that digressed into complaints about PC/Washington and excuses about not having the time to do evaluation.

C. How was the facilitation of the workshop?

Good, could have been less tied to original schedule and let us by mid-week decide more of what we wanted.

Excellent in being flexible in redesigning workshop as participants felt needed. Could have been more in control of discussions, some off issue - not brought back to the issue until much later.

Fair.

Good.

TOUGH - but well done.

Well-organized. Facilitators were supportive.

Excellent, strong ability to respond to emerging issues and modification of workshop design.

Strong leadership made the workshop.

Facilitators were flexible and open on negotiating design to meet participant needs.

A few of the participants took discussion way off track with no productive results.

Facilitator kept the group on course most of the time.

Well organized. Facilitators supportive.

D. How could the design or delivery of the workshop have been improved?

Some free time, even if workshop has to be longer.

More break time, i.e., 2 hour lunch and session to six - or with such a small group make 7 hours, not 8. Fewer products or deliverables required.

Having better information on skill level of individual participants could cause less problems in design-Washington.

Should brief them on participants more thoroughly.

Under "the givens" - not much.

Overall, there was a good mix of small group/large group sessions. Work sessions where groups worked through problem statements/recommendations/action plans were most beneficial. These types of sessions could be expanded.

NIL.

Better hotel.

Too little time given to actual presentation and application of tools and instruments used in evaluation. Too few technical materials as handouts, ICE manuals, in-house publications provided to the participants. Too many small group task assignments, and not enough actual skill instruction.

A clear and concise direction on the first day.

E. Other comments.

This was a difficult group to work with. My impressions of who PTOs are and how well they work with others was not so good. Mention was made during the workshop that PTOs need more training in programming skills in order to better serve as regional and in-country resources. I would also propose that training in how to be a trainer (TOT) include exercises in group dynamics, group cooperation, and task-sharing.

We had some strong personalities that nearly "collided." Facilitators should have been hard on them--e.g. canceling field trip and task refused on Thursday p.m. OVERALL TRAINING WAS GREAT.

Having Ed come was a good idea. Bob's Calif. style was helpful. Very good to have 2 OTAPS people here.

Overall I was very pleased with the workshop and felt that it was worthwhile. I have learned skills that I will definitely transfer to my APCDs.

Now the task is over, the most important next items are; how well the report is written and how well the report is presented to and sold in Washington.

Thanks to Bob, Louise, Jaime and John for each of your efforts and contributions.

Being outside P.C. it was not possible to contribute on a number of issues and problems because of the lack of adequate information. However, I got a lot of ideas on using the information and experience on training plans - especially in their design and delivery.

Workshop should act on the PTOs' recommendations.