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ABSTRACT

This manual was developed to help field staff members of the Peace Corps train volunteers. The manual's task descriptions, guidelines, examples, and definitions are intended to be practical and informative rather than restrictive. The manual is divided into six major sections: (1) introduction; (2) getting started; (3) assessing the country program; (4) planning and managing a project; (5) training; (6) and monitoring and evaluation. The manual also contains a glossary, a 21-item annotated bibliography, and numerous appendixes containing information about the Volunteer Assignment Description, Quarterly Trainee Request System, pretraining questionnaire, oral proficiency interview standards, training module, session plan, guidelines for professional behavior, training of trainers resources and sample report, staff training roles and responsibilities, checklists for administrative and logistical tasks, and an index to the manual. (KC)

Peace Corps
Programming and Training System Manual

United States Peace Corps

Office of Training and Program Support

October 1989

Training Manual T0054

Table of contents

Acknowledgements

This manual represents the combined efforts of many people who made important contributions of their time and energy to its content and quality. They include:

- The 1976 Programming Task Force who first saw the need for a manual for programming staff and provided a major part of the foundation for this document.
- Members of Peace Corps field staff who contributed to the cable and field survey to identify needs. Field staff also contributed to the manual content and helped assess the relevance and usefulness of the manual. A total of nineteen countries were represented by Peace Corps staff in the development of the manual.
- The Programming and Training Integration (PTI) Working Group, as well as the groups responsible for the manuals from which PATS was derived (the Peace Corps Programming Systems Manual and the Integrated Programming System manual).
- The staff of Occupational Training and Development, Inc. of Raleigh, N.C., who assisted Peace Corps in developing this manual.

Thank you for your interest in the project and your constant cooperation and assistance.

Preface

The three goals of Peace Corps: Implications for programming and training

In 1961, the goals of Peace Corps were established in the Declaration of Purpose of the Peace Corps Act. All programming and training efforts must support the three goals of Peace Corps. They are:

1. To help the people of other countries meet their needs for trained men and women.
2. To promote a better understanding of the American people on the part of the peoples served.
3. To promote a better understanding of other people on the part of the American people.

Criteria-based development projects

Most of our efforts in programming and training relate to updating, expanding, or adjusting established projects. Whether you are working on an established project or developing a new one, you have criteria to guide you. These project criteria, which are described in detail throughout this manual, fall into the two categories below.

- *Criteria reflecting Peace Corps development philosophy and host country need.* Criteria in this category describe the need for the project to increase local capabilities, benefit the needy, and seek a lasting solution. Each project, to achieve success, should include the beneficiaries in the development process, use locally available resources, and operate at the local level. Peace Corps projects must not displace qualified and available local workers. The projects should be complementary to other development activities in the host country and have the potential for replication.
- *Criteria reflecting resource availability.* The availability of resources is a reality which all of us in development activities must face constantly. Peace Corps projects deal with this reality by making sure that projects are planned and continued based on the types and numbers of potential Volunteers, local Peace Corps resources, and host agency resources.

As you participate in the evolution, expansion, and adjustment of Peace Corps projects, focus on meeting as many of the established project criteria as possible.

Section 1:
Introduction to the PATS manual

✢ Topics:	
	• Overview
	• Understanding the background and purpose
	• Reviewing the basic terms
	• Reviewing the key events and documents
	• Using the PATS format

Overview

Programming and training field staff members usually arrive on the job and find things happening in every direction. At first sight it is difficult to tell where anything has begun or will ever end. Acronyms abound and deadlines appear without warning. It seems exciting on the one hand and chaotic on the other.

This manual is a guide to bring order out of chaos and to distinguish development initiative from crisis intervention. While you, Peace Corps programming and training field personnel, will find daily emergencies and expectations to deal with, you will also want to find time to plan. Planning is a way to make sense out of programming and training so that Peace Corps field staff can go beyond sustaining operations and contribute to development.

Field staff members often find themselves bogged down in the details or consumed by Volunteer support. The various and complex issues of Volunteer support – from administrative problems to counseling techniques – are not addressed in this manual. However, it is clear that if programming and training efforts are strengthened, Volunteer performance will improve and satisfaction will increase. To decrease the time-consuming demands of Volunteer support, therefore, it is important to master the programming and training aspects of the job. This manual is a tool you can use to help yourself develop additional skills in programming and training as they are practiced in Peace Corps.

Understanding the background and purpose

With programming and training guidelines already provided in various sources, why was the PATS manual developed? The framework for PATS came from Peace Corps staff in the field during surveys conducted in 1988 and previous years. The field made requests for an expanded training system, additional information on Volunteer Recruitment Services (VRS) guidelines for obtaining Volunteers, and monitoring and evaluation strategies. PATS is an attempt to provide that additional information and to integrate the major tasks of programming and training into one main source. As programming and training efforts change and become more consistent, PATS will be updated and expanded as necessary.

While PATS contains important information, including changes in how some programming guidelines are explained, it does not depart from the process described in the IPS (Integrated Programming System) manual. The development of PATS may be viewed as a continuation of IPS – a source of greater detail and integration of programming with training.

PATS is a resource document which can be used by Peace Corps staff who are involved in programming and training. The task descriptions, guidelines, examples, and definitions used are intended to be practical and informative rather than restrictive. With the high rate of staff turnover built into Peace Corps operations, documentation of procedures is essential. PATS, along with many other sources (listed in the Bibliography) from all levels of Peace Corps, provides the programming and training documentation you will need.

Reviewing the basic terms

Over the years, Peace Corps has developed its own vocabulary to describe what we do and how we do it. Below are a few general terms which are used throughout the PATS manual. A Glossary at the end of the manual repeats the terms below (alphabetically) and includes others. Each country program, and even each project, has a few unique terms. You will want to learn those which apply to you.

Programming terms

Programming refers to all of the steps involved in developing, implementing, and managing Volunteer activities. Volunteer activities are described differently depending upon the Peace Corps level being discussed. *For example:*

- Program – refers to all Volunteer activities within one country. *Example:* The entire Peace Corps operation in Costa Rica is referred to as the Peace Corps Program in Costa Rica and includes all activities in which Volunteers are involved.

- Sector – refers to all Volunteer activities within one content area, such as health or agriculture. *Example:* All Peace Corps activities in Costa Rica which involve Volunteers working in health, usually under the direction of one Associate Peace Corps Director (APCD), make up the health sector.

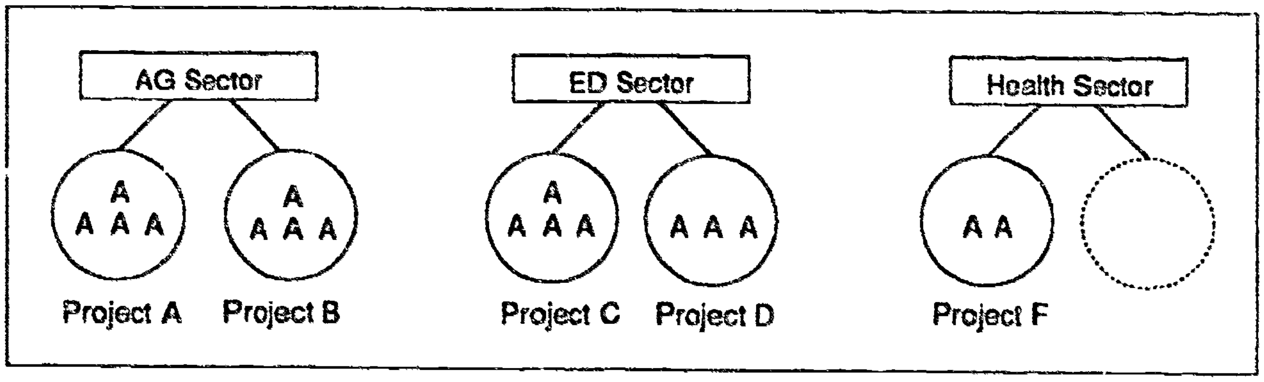
- Skill Cluster – the range of acceptable backgrounds which a Volunteer may have.

- Project – refers to all Volunteer activities related to a common purpose. *Example:* Under the health sector in Costa Rica, there are two projects – one Sanitation Project and one Nutrition Project – each with a separate set of objectives.

- AA – Assignment Area – a generic job title and code number for a Volunteer position.

- Assignment – refers to a description of an individual Volunteer's activities for the project. *Example:* In the Nutrition Project in Costa Rica, there are two Volunteer assignments: 1) an assignment which includes activities requiring the skills of a person with a degree in health and/or nutrition, and 2) an assignment which includes activities requiring the skills of a person who has a background and an expressed interest in community extension work in health and nutrition.

Country Program



A=Assignment Area

Training terms

Training refers to all of the orientation and skill/knowledge/attitude learning activities that occur over the course of a Volunteer's involvement with Peace Corps, starting with the recruitment phase and ending with a close of service conference. Most training terms refer to key events, such as PST and IST, and documents, such as DOW and SOW. These terms are defined beginning on page 6, *Reviewing the key events and documents.*

Monitoring and evaluation terms

Monitoring and Evaluation refer to gathering and analyzing information about the implementation and impact of various programming, training, and support activities. Peace Corps managers, as well as all staff, use the information to guide and improve their efforts. More specifically:

- Monitoring – is the process of gathering and analyzing information as part of a regular reporting system (standard Volunteer reports on the project, *for example).*

- Periodic Evaluation – is a special data collection and analysis, sometimes carried out by an objective outsider, to determine project or program effectiveness, to review management issues, or to reorient or revitalize an existing project.

Project criteria

Project criteria refers to the Peace Corps guidelines which should be incorporated into each project. They are:

Summary of Project Criteria

Reflecting Peace Corps Development Philosophy and Host Country Need

1. Project increases local capacities.
2. Beneficiaries are among the needy.
3. Project seeks lasting solution.
4. Beneficiaries are part of the project development process.
5. Project uses locally available resources.
6. Volunteer assignments are at local levels where needs occur.
7. Volunteers do not displace qualified and available local workers.
8. Project is complementary to other development activities.
9. Project has potential for replication.

Reflecting Resource Availability

1. Types and numbers of Volunteers required reflect available applicant pool.
2. Local Peace Corps operations have staff and resources to support project and Volunteers.
3. Host agencies have staff and resources to support project and Volunteers.
4. Volunteers are provided with the training and support necessary to complete their assignments.

Reviewing the key events and documents

Every organization has standard reports which must be completed and regular events which must be scheduled. Peace Corps is no exception. Ours, however, tend to vary in name and approach due to the numbers of people involved, vast differences in locations, and a Peace Corps tradition of individual style. You will find, though, that with all of the variances, there is an overall consistency to purpose and content of the key events scheduled and the documents produced. Those which relate to programming and training are defined below.

- CMPB – Country Management Plan and Budget – an annual document (submitted in two sections) which contains information on the program strategies, project information on each project in the country, and a description of programming and training events and budget for the country program.

- COTE – Calendar of Training Events – a session-by-session, hour-by-hour, schedule of a training event.

- COSC – Close of Service Conference – a planned event which marks the end of Volunteer service, usually held three to six months before the completion of service. Activities are planned to assist Volunteers in making the transition back to the United States and to receive Volunteer feedback on their assignments.

- Contractor Training Evaluation Report – a report written by the Peace Corps Contracting Officer's Technical Representative (COTR). The report assesses a contractor's work on a training event, such as a PST.

- Country Agreement – a legally binding document developed by Peace Corps and the overseeing host country governmental body responsible for Peace Corps concerning Peace Corps program strategies.

- DOW – Description of Work – a document written by Peace Corps staff (in-country) to describe in detail a specific training event or training cycle for a group of trainees/Volunteers. It is provided to the Training Manager at least one month prior to the start of training.

- Evaluation Work Sheet – document which describes the evaluation and monitoring plan for a project.

- IST – In-Service Training – training activities which take place in the assigned country during Volunteer service and which address their on-going training needs. IST reports are completed to evaluate the training event, the trainers, and the Volunteers.

- MSC – Mid-Service Conference – an event scheduled for Volunteers who are approximately half way through their assignments. The conference provides training and development opportunities and obtains feedback from Volunteers.

- MOU – Memorandum of Understanding – when referring to training, this document is one written by Peace Corps staff and the contractor Training Manager to clarify the agreement reached between the two parties. The agreement ensures that they have discussed how the training program will be implemented and that the contractor agrees to provide the training as described. The MOU spells out any adjustments made to the training program within the legal limits of the contract.

- PDO – Pre-Departure Orientation – a two- or three-day program held in the U.S. which gives trainees an overview of their overseas assignments.

- Project Agreement – a document developed by Peace Corps in conjunction with all collaborating parties concerning project roles and responsibilities. Also known as Memorandum of Understanding (MOU) in some countries.

- Preliminary Project Plan – a guide to pull the pieces of the initial planning steps of a project together and to summarize what has been accomplished.

- Project Plan – a document that describes a project strategy, project, and Volunteer assignments. It must be compatible with Peace Corps programming criteria and host country needs.

- PST – Pre-Service Training – a training event which takes place in the assigned country before the trainees are sworn in as Volunteers. Training activities cover knowledge, skills, and attitudes in technical, language, cross-cultural, and personal health and safety areas. PSTs prepare Volunteers for the first three to six months of service. Final PST reports are completed showing an evaluation of the training event, the trainers, and the trainees.

- QTRS – Quarterly Trainee Request System – a document submitted quarterly to Peace Corps/Washington (Office of Volunteer Recruitment and Selection) by each country program to project the numbers and types of Volunteers needed for the country projects.

- SOW – Statement of Work – Part of the contractual document which outlines the responsibilities of a person performing a Personal Services Contract (PSC) or an organization performing under a non-Personal Services Contract. The SOW is one section of the Request for Proposal for contractors who want to submit a bid for a project.

- SST – Stateside Training – a training event for technical skill building provided in the United States when the technical training is not available in-country, or when financial support is not available. SST is for trainees before they go to their assigned countries. Length of training varies depending upon project needs and trainee skills.

- TA – Task Analysis – a document which defines a Volunteer assignment by breaking each major project objective into the specific activities the Volunteer must perform.

- TCT – Third Country Training – PST training activity which takes place in a country other than the United States or the country of Volunteer service. It typically includes trainees from more than one country. TCTs are scheduled when the appropriate training is not available in stateside or in-country training.

- Training Design – provides general information, such as topic, trainers, dates, and sites on a training event that is to be presented. A training design is developed for each budgeted training event, such as the PST or the IST Language Workshop. The content of the design is determined by pre-training research.

- TOT – Training of Trainers – a program to prepare training staff which typically lasts a minimum of seven days. The program is attended by the Training Manager, Coordinators, Language Instructors and other instructors, and support staff as determined by the Training Manager.

- TOT Report – a written report which compiles the results of the TOT workshop. The report includes a general assessment of the training group as well as individual assessments of training staff.

- Training Syllabus – a detailed outline of a training event. A training syllabus is developed for each training event and includes the schedule, learning objectives, activities, and methodology for each session. The syllabus is shared with trainees, host country reps, each trainer, and interested field staff.

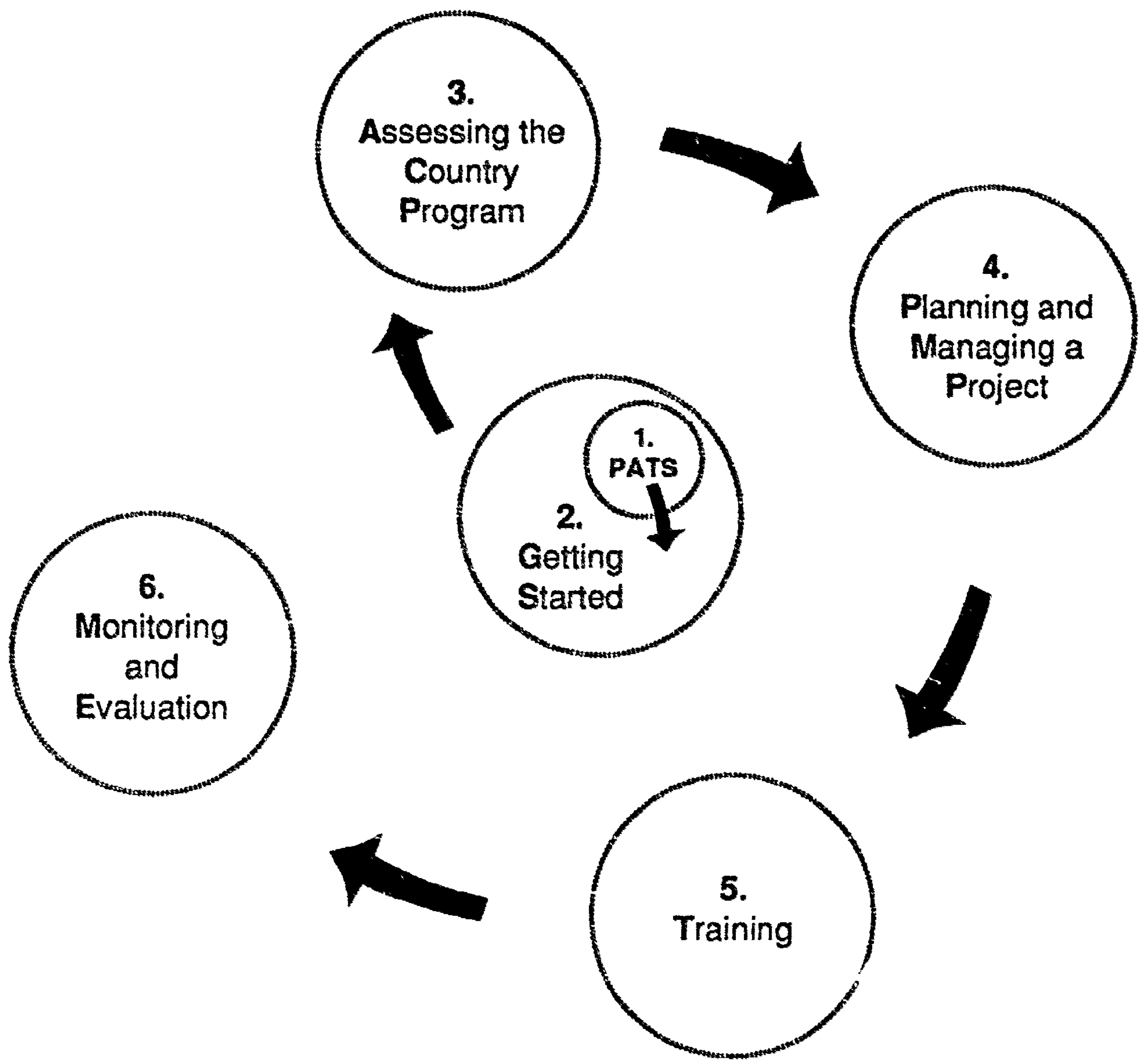
- VAD – Volunteer Assignment Description – a document sent to invitees which outlines the responsibilities, activities, work objectives, cross-cultural expectations, living conditions, entry skills and other competencies required for each Volunteer assignment. (Formerly known as the TAC sheet.) See the Appendix for further detail on the VAD, including due dates.

Using the PATS format

The PATS manual has been organized for quick access so you can approach your job in the same way! Read about the PATS menu, the basic outline of each section, the icons (symbols) and examples so you can make the best use of the information in the manual.

The PATS menu

How is the PATS manual organized? PATS is divided into the six major sections shown below in the basic PATS menu. You will find the PATS menu throughout the manual. More detail will be added to the menu as you work through the manual.



Section topics

At the beginning of each section, there is a box containing the topics covered in the section. This allows you to get a quick idea of whether or not the section contains the information you need at the time.

✢ Topics:

Section content

Information in each section is meant to apply to all Peace Corps programs and projects, even though variations naturally occur. The emphasis is placed on existing programs rather than new ones since most programming and training efforts are for existing programs. You will find guidelines, however, for new programs as well.

Specific procedures for accomplishing a programming and training task are provided where possible in each section. Guidelines, examples, forms, work sheets, and additional resources are also included. Helpful hints from field staff will provide extra insight into how a procedure or guideline can be applied.

The manual continually provides guidelines and points outs the need for integration of all major activities within programming and training. Methods and examples are included to show how one individual's actions are tied to another's, how one training event is tied to a project objective, and how planning is tied to monitoring and evaluation.

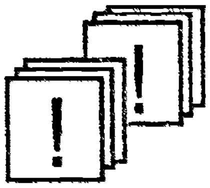
Key points

Each section ends with a list of key points from the section. If you are already familiar with a section and simply want a refresher, read the key points to save time.

Icons

PATS contains icons which help focus your attention on certain things. These shortcuts will help you to access the information you need more quickly.

Key event – so you can get it on your calendar *before* it occurs.



Key document to produce – such as the CMPB.

Helpful hints from the field – from those who have been there.

PATS relationships/integration – how what you do affects someone else.

Step-by-step procedure – with an occasional side step since things are never simple.

Other resource materials to use – reports, manuals, people, whatever.

Caution – this could be a problem area!

Ongoing examples

To help make the information in the manual more applicable to day-to-day actions, there are two examples of projects described throughout. The steps involved in programming and training are explained as they apply to these examples. The first example is an agriculture project in Country A; the second is an education project in Country B.

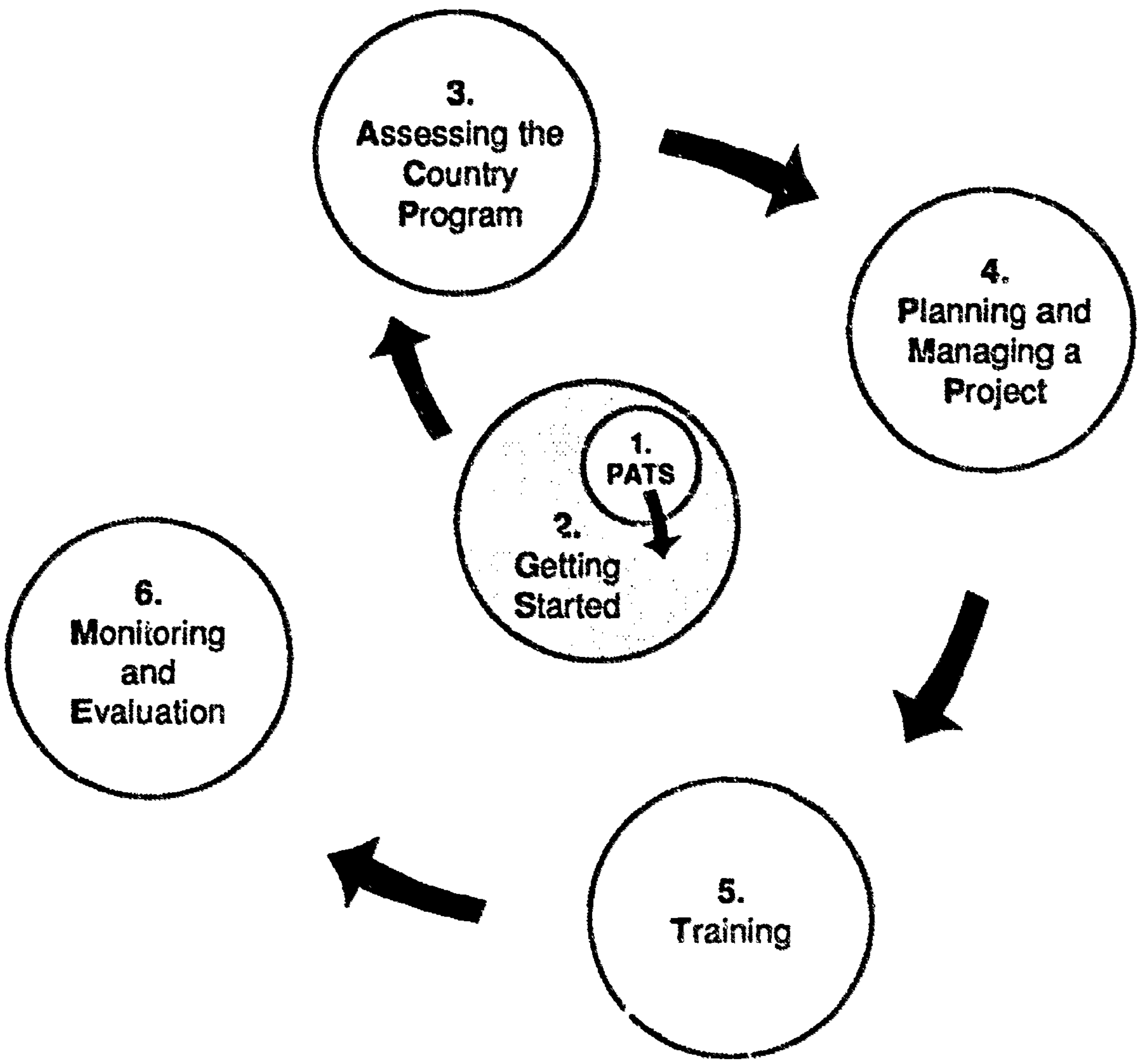
Quick access points

To provide quick access points to the manual, the typical approaches are also available: detailed table of contents, section dividers, cross-reference points, and an index. A glossary at the end helps you to quickly learn the Peace Corps definition of terms. An annotated bibliography of resources used for this manual is also included.

Appendix

The appendix contains reports/documents too lengthy to include in the main body of the manual.

Section 2:
Getting started



Topics:

- Overview
- Getting started wherever you are
- Understanding the Peace Corps time frames
- Using the PATS menu
- Key points

Overview

Whether you are just starting your responsibilities or continuing in your programming and training efforts, you can use the information in the PATS manual. As time permits, you can read and study the manual from front to back. If you have just found out that you are personally responsible for three upcoming events and one major document, you may want to try a different approach. Spend some time figuring out what PATS is all about – major sections, general content, access points. Determine which section or sections apply to you immediately and read those carefully. Go back later and read the remaining sections to get a better overall picture.

Getting started wherever you are

Below are a few helpful hints to get you started.

New field staff

To get an understanding of your responsibilities, use this manual, local staff and resources, and other programming and training documents to identify:

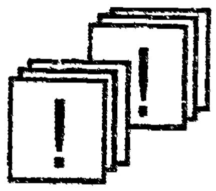
- *specific project responsibilities* such as liaison with host agency, Volunteer needs, resources, etc.
- *events* which you must plan, attend.
- *documents* which you must develop or contribute to.
- *processes*, such as monitoring, in which you must participate.
- *calendar dates* which you must be aware of and *calendars* which you must develop.

If you are new to the field, or perhaps still in training for your overseas assignment, try to find the time to read through the manual thoroughly. The "big picture" really helps.

Experienced field staff

Use the quick access points (table of contents, index, section dividers, section topics) or the PATS menu described in this section to locate the information you need. PATS, and other programming and training resources, will be useful to you when you need guidance for a specific event, explanation of a specific document, or an overview of a process.

Understanding the Peace Corps time frames

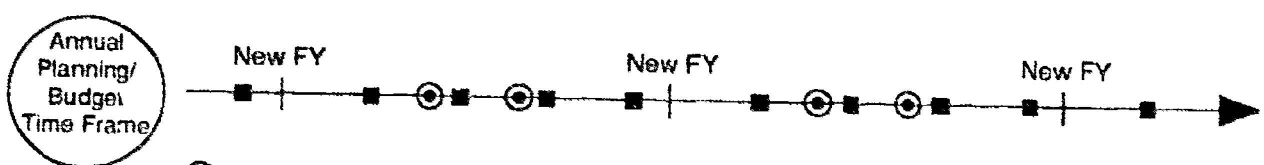


Getting started in programming and training first requires an understanding of the typical flow of Peace Corps events. When is the QTRS due? When do the VADs have to be in Washington? When are PSTs held? How often do site visits have to be done and where do they fall in the process? With all of our variations in Peace Corps programs and projects, this basic flow of time remains fairly consistent. The first section of the CMPB, *for example,* is submitted in March; QTRS and VAD reports must be submitted on a quarterly basis.

The schedule variations which occur are very often the result of host agency needs. Peace Corps schedules should *enhance* the host agency's initiative rather than block it. Scheduling must be accomplished through cooperative efforts with the host agency. There are three time frames, or cycles, which will help you to put this flow together in your mind.

The Annual Planning Budget Time Frame

Paying attention to this calendar means receiving funding and Volunteers from Washington. Regardless of when you arrive, the PC year will be underway – with reporting requirements on certain dates.



⊙ CMPB due in PC/W (Section One in March; Section Two in May)
■ QTRS/VADs due
FY Fiscal Year

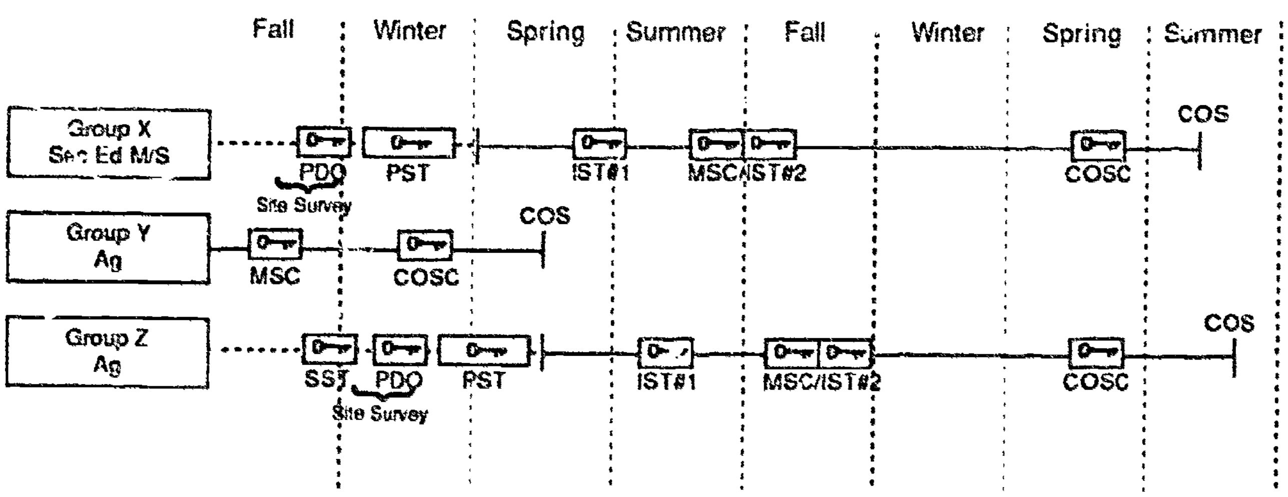
You can see that on the example above, this tour moves through four fiscal years and encompasses two Country Management Plan and Budget submissions and ten QTRS and VAD submissions.

24

The Volunteer Group Time Frame

This calendar helps you to get a fix on the cycle of Volunteer activities. When do they arrive? When are key training events scheduled? You will inherit some groups already in their jobs – one group may have six months left, another nine months. Two new groups may be coming in soon after you arrive.

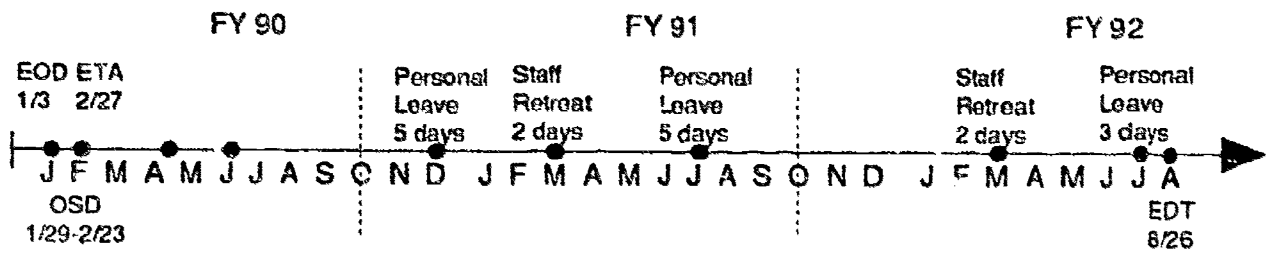
Each Volunteer group cycle is at least 24 months long. You will inherit some activities in various stages of planning for these groups. You will need to continue planning for these and plan the remaining ones as well. And, of course, there are the future Volunteer groups to consider. Sound simple? The calendar below is an example of a Volunteer group calendar for three separate groups.



COS -	Close of Service	PDO -	Pre-Departure Orientation
COSC -	Close of Service Conference	SST -	Stateside Training
MSC -	Mid-Service Conference	VAD -	Volunteer Assignment Description
IST -	In-Service Training		key event
PST -	Pre-Service Training		

Personal Time Frames

You will find it helpful to begin identifying key time frames which affect you personally. Specific dates can then be determined and coordinated with other responsibilities. *For example,* if you are scheduled to attend a staff retreat in March, you may want to complete your work on the CMPB (due in March) before the retreat.



EOD – Entry On Duty
ETA – Estimated Time of Arrival

OSD – Overseas Staff Development
EDT – Estimated Departure Time

Your calendar

Begin immediately to make a calendar for yourself using the time frames just explained. Add details to your calendar as you work through other sections of the PATS manual. *For example,* planning and managing activities by project (explained in Section Four) can be added as you determine appropriate lead times and due dates. Problem analyses, project goals and objectives, tasks analyses – add these key activities to your calendar. Once completed, you'll know which events/documents/activities you will need to plan for at any given time.

Once you develop the "big picture" calendar, you can begin to fill in specific days and times. Many people develop two calendars – the "big picture" as a quick reference over a longer period of time and a more detailed one for a shorter time frame.

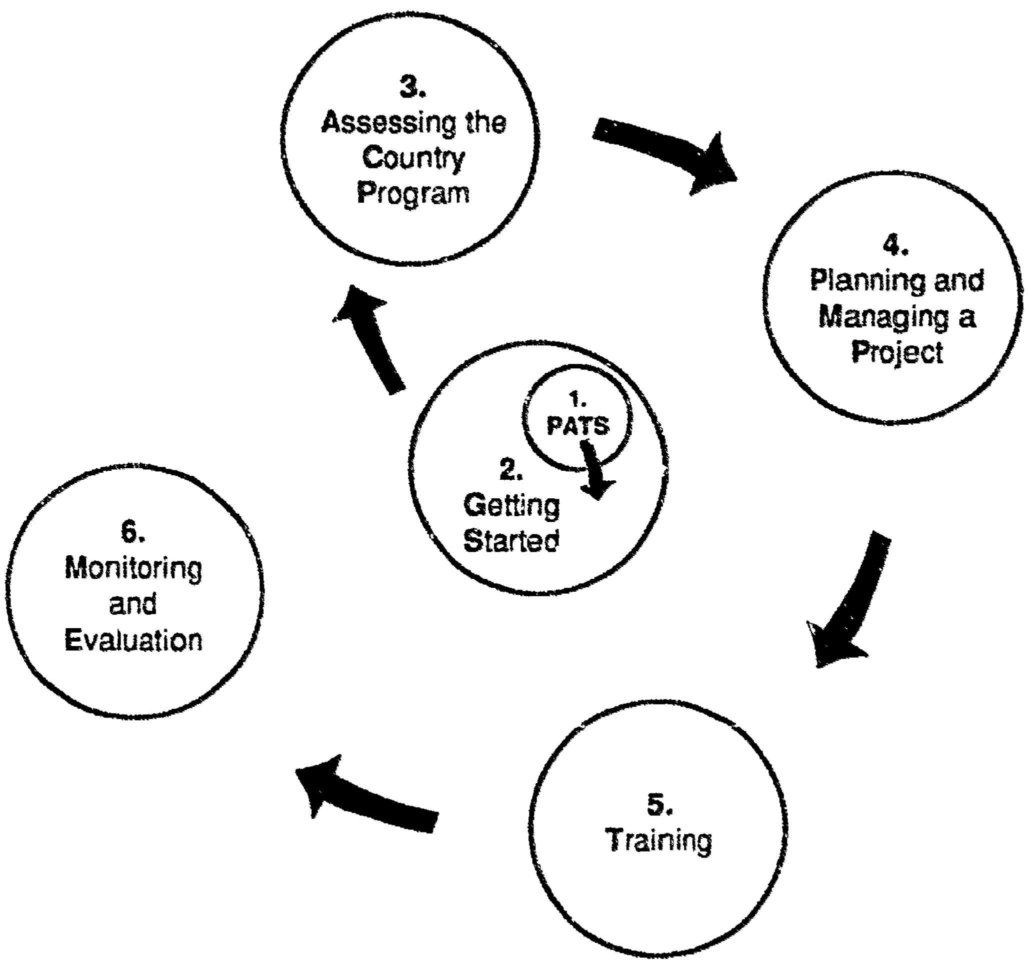
Color-coding your calendar is helpful. *For example,* document due dates could be in blue; key events could be in green; personal dates in red; planning/managing tasks in black.

Work jointly with host country counterparts to determine dates for key events. The counterparts are likely to have information which will affect planning for various activities.

Share your calendar with other Peace Corps staff members. Several activities must be coordinated among the staff.

Using the PATS menu

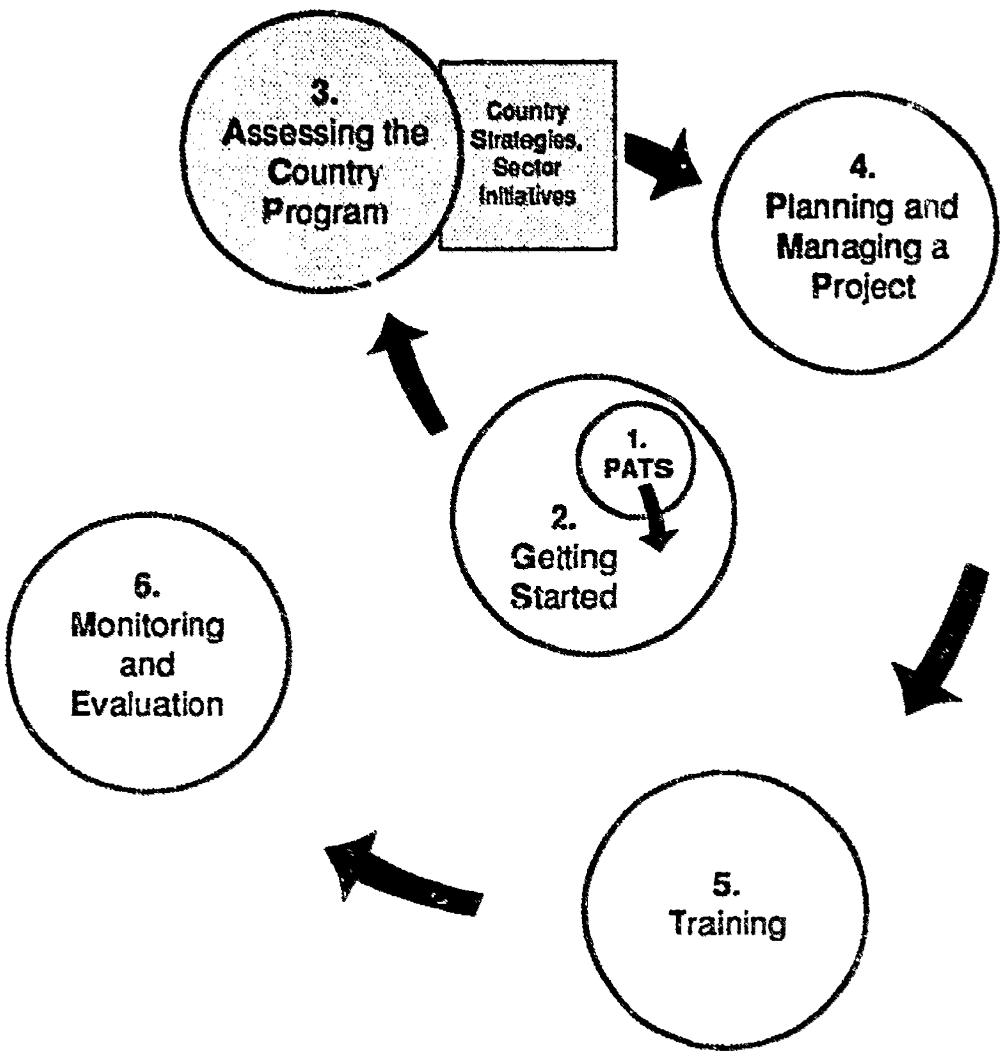
Based on what you have seen in the calendars, there is a flow of events, procedures, and documents for which you are responsible. Once you have begun your own calendar, look at the first few months of work and determine what you need to learn first. Use the PATS menu below, which is a visual table of contents for this manual, to help you quickly find the sections that can help you.



Key points

- The PATS manual is for *all* programming and training staff.
- New field staff can use the manual and other resources to get a *quick fix* on responsibilities and then read more carefully as time permits.
- Experienced field staff can use PATS as a *review* of their programming and training responsibilities and as a series of guidelines for the tasks to be undertaken.
- Understanding the typical Peace Corps *time frames* helps you get started in your job.
- Developing a *calendar of your own* which includes planning/budgeting activities, Volunteer activities, and staffing patterns will help you.
- The PATS menu is a visual *table of contents* to the manual.

Section 3: Assessing the country program



Topics:

- Overview
- Learning about the development status of the host country
- Updating yourself on the country program
- Developing or updating the country program strategy
- Key points

Overview

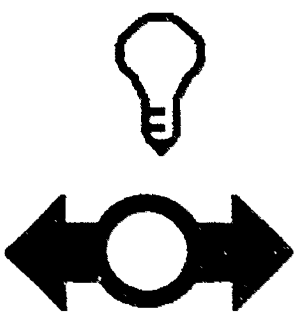
In Section Two you identified upcoming activities which you are involved in. As you begin work on these individual activities, it is also important for you to assess the overall Peace Corps program in the country. This section helps you to assess the development status of your host country and whether or not the current Peace Corps program is relevant to host country needs.

Usually, Peace Corps attempts to assess development status and Peace Corps programs annually as part of the preparation for the CMPB due in Washington in two sections (Section One in March, Section Two in May). Sometimes this is only a "cut and paste" effort of previous CMPB submissions. This is unfortunate because the development status and needs of each host country change. To be a credible development organization, Peace Corps should regularly assess each program. The assessment must be a joint effort between Peace Corps and the host country: Peace Corps staff members, Volunteers, host country counterparts/co-workers, beneficiaries, local and national leaders – all participate in the assessment process.

This section suggests ways to quickly and efficiently gather assessment information so that you, as a staff member, will know the development situation and be able to adjust your projects to stay on target with current development needs.

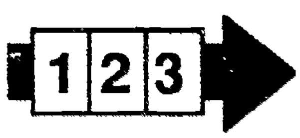
Learning about the development status of the host country

The guidelines which follow will provide a framework as you go about assessing the development status of the host country. The guidelines are based on what has worked for experienced field staff. You will be able to add your own touches to the framework as you progress through your assessment.



Remember to document and organize your sources of information, techniques, etc. This will help when assessment time returns! Also, assessment information is often linked directly to monitoring and evaluation needs of projects (see Section Six). The work you do here will help you later on.

The basic steps



No matter when the assessment takes place; no matter who is responsible for it, it must include the following basic steps:

1. Work jointly with the host country to learn about the development status of the host country.

2. Become familiar with key development documents (current and major historical ones) appropriate to your projects (such as a five-year plan for the country).

3. Interview development workers, host agency staff, and when possible, beneficiaries at the national, regional, and local levels.

4. Double-check information collected. Often, problems and needs are perceived differently by different groups – national planners versus regional administrators versus local level community people, *for example.*

Categories of information

How do you sift out the information that you need about the host country from the documents and the interviews? One way is to keep in mind certain *categories of information* so that you can organize as you go. The three categories below will guide you.

- Host country development initiatives and priorities
- Historical overview of the host country (physical description, economy, social structure, political system, culture, population trends)
- Historical update (covering the past year and emphasizing economy, social structure, political system, culture)

The categories of information listed above link directly with the content of the annual CMPB submissions. Be sure to look at the current CMPB instructions and content requests so your information gathering will serve "double duty." You will get a handle on the host country development needs *and* prepare your sections of the CMPB.

Indicators of development status

Now that you have the steps to take and the categories of information to seek, the next item is to determine the *indicators* that tell you what you need to know about the host country. An indicator is simply a sign of what is happening in the host country. Considered together, several indicators will point you in the right direction for identifying the development status of the host country. Types of indicators to consider include:

Public/private power structure

for example:

- organization of government agencies
- political system
- influential private organizations and individuals
- involvement of each in development

Economic structure

including:

- GNP (Gross National Product)
- average annual income
- number of poor majority
- major products
- natural resources/import necessities
- income sources/job structure
- demographics
- debt/foreign aid figures

Socio-cultural norms

such as:

- traditional gender roles
- values/belief systems
- religious affiliations
- class structures
- literacy rates

National development priorities

from:

- published list of priorities, initiatives, or strategies supported by power structure, such as Government Development Plan
- lists identified by other development agencies, such as U.N. or USAID, including those from the private sector, U.S. embassies, religious organizations
- needs identified by key individuals
- public health statistics (such as infant mortality rates)

Development projects underway

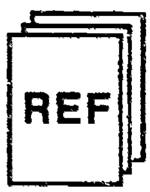
including projects by:

- the host country government
- other development agencies

Information collection: resources and techniques

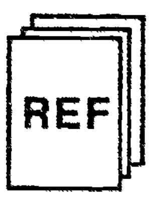
How do you get the information on the various indicators? Although sources vary from country to country, there are some resources and techniques which apply to most of the countries we serve. Cultural sensitivity is an essential part of the information collection process in all countries.

The CMPB



The CMPB submissions for the previous year is the first place to look. Reading previous CMPBs of the country program will give you a good history. If you are establishing a program for the first time in a country, read CMPBs from other countries.

Host government documents



Host government documents are a valuable source of information. Published reports from key agencies are usually available if you visit the agencies directly. Most countries have a planning document, such as the Five-Year Development Plan, that outlines the goals of the country and plans for achieving those goals. The plans also provide background information on the country's development priorities.

Other development agencies

Other development agencies, such as the United Nations, World Bank, USAID, and private volunteer organizations, often have valuable information. Contact individuals locally, nationally, or internationally and work to maintain ongoing relationships. Contact information should be on file in the Peace Corps in-country office or in the offices of the ministries. Obtain the latest information available. Find out what development projects are underway in the country; what is working, what isn't.

Typically, the ministries have a list of the other agencies and groups that are active in the country. The ministries are helpful in guiding the process of collaboration with other agencies.

Observation

Get out in the country. Meet people in villages. See what is occurring and get ideas. Talk to rural people. Observe how needs are identified and how issues are addressed. You can learn a great deal by becoming part of the day-to-day activities of a village.

Media

Local and regional newspapers, magazines, and other media sources often provide excellent current information. Read and observe media sources on a regular basis to develop an ongoing sense of what is happening in the country.

Peace Corps resources

In-country sources, such as Peace Corps Volunteers and other Peace Corps staff, are especially helpful in obtaining information on the development priorities. The Country Desk Unit (CDU), regional staff, and the OTAPS Sector Specialists are also excellent resources.

The Interview

One of the most effective ways to collect information is through personal interviews with key individuals within the host country. Ministers, legislators, mid-level government officials, and influential individuals in the private sector provide much of the information you need. Also, U.S. representatives, such as the U.S. ambassador and U.S. citizens employed in the country, can provide useful information.

This step of the assessment phase does more than just give you the information you must have to determine or update development priorities. It also helps you to open doors to host country representatives. In working with them to assess their development needs, you will get their support in the early stages of planning and maintain their support for ongoing projects. *The stronger the "buy-in" from host country representatives, the stronger the chances of success for Peace Corps in that country.*

To identify the individuals you need to interview, keep in mind that most countries have systems in place that directly relate to the development needs of that country. Typically, those systems are found in the ministries related to planning, education, health, public welfare, finance, agriculture, labor, and commerce.

Every country has its own protocol to guide you in obtaining appointments with key individuals and even in conducting the interviews. Consider all formal and informal contacts who have authority to make decisions. Senior staff and other international representatives can provide valuable information here.

Get your own copy of *The Field Director's Handbook, OXFAM Manual for Development Workers* (1985). Each Peace Corps office has copies.

Updating yourself on the country program

Now it's time to find out what and how Peace Corps is doing in the host country. There are several sources of information which will help you gain an understanding of the history of Peace Corps in the country, the current status, and resources and constraints. Your major information sources are other Peace Corps staff, Volunteers, host agency staff members, the CMPB, ministry agreements, and project plans. Below are some specific questions to ask and ideas to keep in mind.

History and current status

History of Peace Corps in the host country

- ❑ How long has Peace Corps been in the host country?
- ❑ What have been the major successes/problems?
- ❑ What have been the types of projects in previous years?
- ❑ How many Peace Corps Volunteers (PCVs) have served in the country?
- ❑ What level of support has the host country given in the past?
- ❑ What collaborative efforts have occurred with other development agencies?

Country A Example: History of Peace Corps in the Host Country – What Have Been the Major Successes/Problems?

Peace Corps entered Country A in 1965. During its long history in Country A, Peace Corps programming has undergone several transitions. In the early days, Peace Corps focused on placing a large number of U.S. trained generalists/community development Volunteers. In the early and mid-70s, severe budget constraints and a technocrat mentality among Host Country Agencies (HCAs) led to a sharp reduction of PCVs. Today Peace Corps is once again experiencing growth, but this time the various HCAs and Peace Corps have prudently increased the amount of technical training for PCV generalists and are placing more technically qualified PCVs in sites where they are accessible to generalist Volunteers.

Country A sector requests have not varied over the years. Agriculture, forestry/natural resource development, education, and health and water sanitation have always composed about 80% of the requests. However, as rampant population growth (3.8% annually) and heavy migration to the cities takes place, there is now more interest in small enterprise development and youth development.

Both the Peace Corps and the HCAs agree that PCVs have been most successful working in village settings. Improved in-service and enhanced technical training of agricultural/generalist PCVs have resulted in an increased confidence level among HCAs and PCVs. The host country also recognizes the significant contribution which PCVs have made in assisting local health technicians in relaying basic health and sanitation messages to uneducated populations.

Twenty-five years of program history has taught Peace Corps and the HCAs that PCVs are happiest and most effective when they have an opportunity to serve the neediest in a direct fashion.

Peace Corps failures over the years have been primarily due to placing young PCVs in positions that demand a high level of experience where sufficient technical training and support to generalist PCVs were not provided. Peace Corps and the host country have learned from these mistakes and are taking steps to correct these errors through improved programming and training.

Due to hyper-inflation, all HCAs are severely understaffed and have insufficient resources to adequately support local workers with per diem and travel expenses. Thus the requests for PCVs to work in villages where there are few or no social or technical extensionists are increasing. Unfortunately the HCAs have little or no support money for PCV travel. However, Peace Corps and HCAs have combined resources to provide PCVs with mountain bikes.

Country B Example: History of Peace Corps in the Host Country – What Have Been the Major Successes/Problems?

Peace Corps has been continuously in Country B for 10 years since 1979, 15 years after it won its independence from Great Britain. Initially, both Teaching English as a Foreign Language (TEFL) and health Volunteers were respectively requested in secondary school positions and in the only nursing college. Until 1983 these were very successful programs fielding a total of 50 TEFL teachers (AA 171) and 10 nurse tutors (AA 154). Due to political instability, these programs never expanded, nor were other, more village-based projects explored.

After a civilian-backed coup in 1984, Peace Corps was asked to increase its assistance in the agriculture and health extension areas as well as in various education positions other than basic TEFL. The successes, to date, in these expansions are the receptivity of the new-and continuous-civil administration to the work of Peace Corps in the rural areas. Volunteers in agriculture and health extension have been well received by their local communities and have learned the basic cultural customs and language. Both Volunteers and local citizens recognize that there is a need for assistance; therefore, the level of work and the receptivity for Volunteers keep them busy and basically satisfied.

Unfortunately, this need has its frustrating side which causes endless problems for villagers, Volunteers, and Peace Corps staff. Due to increasing inflation and plummeting trade opportunities, neither the civil government nor the local community has sufficient resources to hire or train either host country extension workers to serve as Volunteer counterparts or regional ministry representatives who could collaborate with APCDs in project planning or implementation. No housing or transportation support is provided to any project. With decreasing support from central Peace Corps funds, programming is becoming more and more difficult in Country B.

38

Current status of Peace Corps in the host country

- ❑ How is the purpose of Peace Corps perceived by the host country?
- ❑ What are the sector initiatives and priorities?
- ❑ Is Peace Corps providing the level of support identified by the host country?
- ❑ Does the host country perceive Peace Corps as being receptive and responsive to identified needs?
- ❑ What are the numbers and types of projects?
- ❑ How well does each project meet the established project criteria described in the Preface of this manual?
- ❑ What are the numbers and categories of staff and Volunteers?
- ❑ What is the level of host country support and involvement?
- ❑ How adequate is the budget?
- ❑ Is the budget flexible for developing, revising projects?
- ❑ What are the links/gaps between government development priorities and current Peace Corps priorities?

Country A Example: Current Status – What are the Sector Initiatives and Priorities?

As of FY 85, Country A has prioritized the following sectors as being essential for its development:

- health and education
- agriculture
- natural resource development
- small enterprise development

While health and agriculture are listed number one in priority, the health budget composes less than 2% of the total host country budget and the budget for education has plummeted from 30% to 16%. The host country is sincere about its interest in health and education but feels compelled to use its limited resources in the agricultural sector which produces some foreign reserves and basic food staples for its fast-growing population. At times non-formal health and education activities are being promoted in conjunction with agrarian reform and cooperative development extension.

The host country is sincere in its efforts to reduce environmental degradation and has increased its budget and activity level in this area.

There is interest in Small Enterprise Development (SED) but it is totally dependent on foreign aid. Given the host country governments monetary and personnel constraints, PCVs are critical to grass roots agriculture, health, and education programs.

In agriculture, PCV agronomists and generalists work with Host Country National (HCN) counterparts on hillside farming and irrigation projects, health child/survival and potable programs and at all levels of the formal and non-formal education system.

Peace Corps Country A currently has 150 PCVs with another 50 trainees due to arrive in the next fiscal year. PCVs will work in the following skill areas.

- AA 110 – 20 agronomists
- AA 117 – 65 hillside generalists extension
- AA 155 – 30 health educators
- AA 154 – 8 nurses
- AA 170 – 6 water maintenance trainers
- AA 120 – 6 teacher trainers
- AA 170 – 5 literacy trainers of trainers
- AA 140 – 10 SED

Country B Example: Current Status – What are the Sector Initiatives and Priorities?

As of FY 89, the sector initiatives for Country B are education, health extension, and agriculture research and extension. All are equally high priorities in terms of their respective ministries: education, health, and agriculture; but, the Ministry of Plan has indicated in its recent *5 Year Plan: 1990-1995* that agriculture research and extension, education, and health is the order of priority.

In the area of agriculture, the Ministry of Plan and the Ministry of Agriculture view "food self-sufficiency" as the top programmatic priority focusing on research for rural farmers in rice and vegetables and on extension education for the same population. In health, the survival of all children over one year of age is a primary goal linked to the Agriculture Ministry through nutrition education in primary schools. Education, therefore, is a high priority to ensure universal, basic primary education specifically to train teachers in curriculum development along the lines of agriculture and health as well as through economic development curricula aimed at small-business enterprise, math, and science competencies.

Peace Corps/B currently has 55 Volunteers with 20 trainees planned for the forthcoming fiscal year: 4 Volunteers are agricultural researchers (AA 113); 10 are agricultural generalists (AA 117); 25 are either TEFL, math, or science Volunteers focusing on curriculum development and teacher training (AA 170); and 10 are health educators (AA 155) working with 6 nurse tutors (AA 154).

Resources and constraints

Local resources

for example:

- ministries
- embassies
- host country agency staff
- local organizations (schools and religious organizations, *for example*)
- private and public funding organizations
- other development organizations
- Volunteer expertise and access to information

Local constraints

for example:

- difficulty of coordinating collaborative efforts (lack of control)
- limited local resources
- special circumstances (geography, language, security)
- priorities exceed availability of trained people
- specific skills needed sometimes difficult to find
- time lapse between need identification and project implementation

Peace Corps/Washington resources

for example:

- Volunteers
- overall strategy and development emphasis
- leadership and program guidance
- allocatior of resources and budget
- consultation
- technical information and assistance

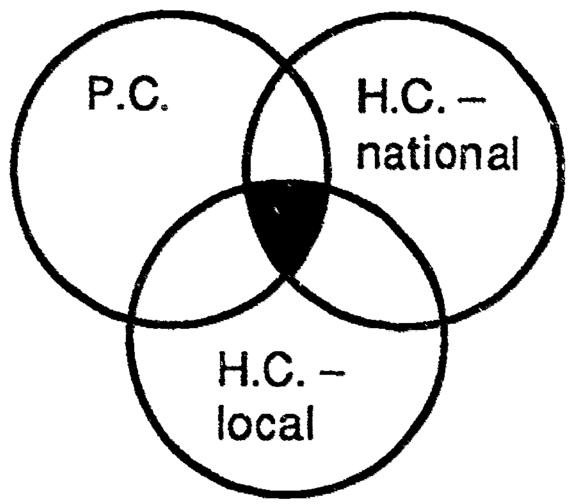
Peace Corps/Washington constraints

for example:

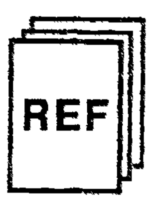
- annual funding cycle
- staffing turnover
- travel limitations
- availability of Volunteer supply
- shortage of scarce skills Volunteers

Developing or updating the country program strategy

You have by now gathered the information you need on the development status of the host country and the role of Peace Corps in the country. Use the information as you consider the following three spheres which influence the final program strategy.



Peace Corps sphere of influence



Whatever action you take, it must be based on the three goals of Peace Corps and the project criteria (see page 5, Section One or page 52, Section Four for a detailed explanation of the criteria). To check the criteria on the availability of the most valuable resource to Peace Corps – Volunteers – review the *Trends Analysis* available through VRS. You will be in a better position to gauge the future effectiveness of projects when you know the types and numbers of Volunteers being recruited.

Host country sphere of influence at the national level

From the information you have collected, develop a concise list of the development needs and priorities established by the host country at the national level (by organizations such as the ministries). Prioritize them if possible.

Host country sphere of influence at the local level

Develop the same type of list for the local level – a concise list of development needs and priorities.

Program strategy – the spheres of influence

The core of the program strategy must come from the overlap of the three spheres of influence. When the development needs of the local level are recognized and supported at the national level and are feasible for Peace Corps operation, chances for effective projects are greatly increased.

When developing program strategy, consult the requirements of CMPB submissions first. You will be able to write program strategy statements which can be included directly in the CMPB and save time!

The program strategy consists of the *needs* of the host country which are appropriate for Peace Corps involvement. The *needs* are used in the planning stage (Section Four) as *problem statements* to begin project planning.

Country A Example: Program Strategy

During the annual CMPB meeting, Peace Corps staff reassessed current projects and the overall country strategy. The staff used PCV and HCA satisfaction indicators as focal points in assessing their strategy and several sector impact evaluations recently conducted by the HCA.

Low PCV attrition and high HCA satisfaction rates were prevalent in agriculture projects which combined natural resource management with improved production technology. Health and potable water projects also showed high PCV extension rates and an increased demand by villagers for more systems. While teacher training projects are resulting in very favorable evaluations from the Ministry of Education, higher levels of attrition among PCVs were noted. COS and Early Termination (ET) evaluations indicated that some Education PCVs thought that college training could now be done by HCNs. Staff adopted the strategy of shifting projects to literacy training.

Technical training for generalist hillside extensionists has proven to be successful and the staff urged that budget resources be prioritized so such training may continue. The host country views hillside farming as their number one priority for Peace Corps. Peace Corps country staff concurs and this project will remain as the post's number one priority.

Health/nutrition and water projects have been reassessed. It was decided that agriculture and natural resource programs should continue to be the chief priorities. Cluster health/nutrition education and potable water projects, however, could easily be expanded to include hillside farmer associations, thus maximizing Peace Corps programming resources and efforts.

The SED project is new and is focusing on food processing and artisanal housing industries. Although all money for this project is from foreign sources, the rotating loan fund element of the program provides such activities with a sense of stability.

In general, Peace Corps Country A is satisfied with its overall strategy and views the post continuing on its present course of action which can be summarized as being:

- targeted to rural and agricultural populations,
- focused on basic human needs,
- and oriented toward the use of generalist PCVs placed in clusters around more technically qualified Volunteers.

Country B Example: Program Strategy

Country B's staff met in a programming retreat in the fall of 1988 to determine a programming strategy that would integrate its agriculture, health, and education sectors. Recognizing the prioritized needs of Country B as food self-sufficiency; the survival of all children over one year of age; and universal, basic primary education, the staff reviewed the kinds of host country national and local support needed as well as the types of Volunteers and projects Peace Corps could provide. The following strategy was developed.

> Due to a need for food self-sufficiency; the survival of all children over one year of age; and universal, basic primary education, Peace Corps/B has decided to focus on an integrated program linking its agriculture, health, and education projects. Volunteers and their counterparts working in agriculture research will inform agriculture extension workers and health educators of current practices in food production and storage aimed at the long-term goals of nutritious diets. Science, math, and TEFL teachers will develop case studies and practical experiences for their curricu[illegible]sed on the information from agriculture researchers, agriculture extensionists, and health educators. Field applications such as school gardens will be encouraged.
>
> Counterpart identification and training in all projects is essential to the sustainability of this integrated programming effort. Collaborative planning implementation, training and evaluation meetings must occur on a bi-monthly basis. Financial support for housing, transportation, training, and project materials will be solicited collaboratively by villagers, regional officials, and Volunteers. An effort will be made to foster the principles of self-sufficiency and sustainability after the Peace Corps presence in each project ceases.
>
> Peace Corps will attempt to provide trained generalist Volunteers in a majority of its positions but with a complement of selected skilled Volunteers in each sector.

Key points

- For Peace Corps projects to be effective, they must be based upon the history of the host country and the current development needs of the host country.

- To learn about the development status of the host country: (1) work jointly with the host country to learn about the development status of the host country, (2) become familiar with key documents, (3) interview key people, and (4) verify the information.

- Use key indicators to gather information related to the host country's development needs.

- To collect information, use CMPBs, host government documents, other development agencies, observation, Peace Corps resources, and interviews.

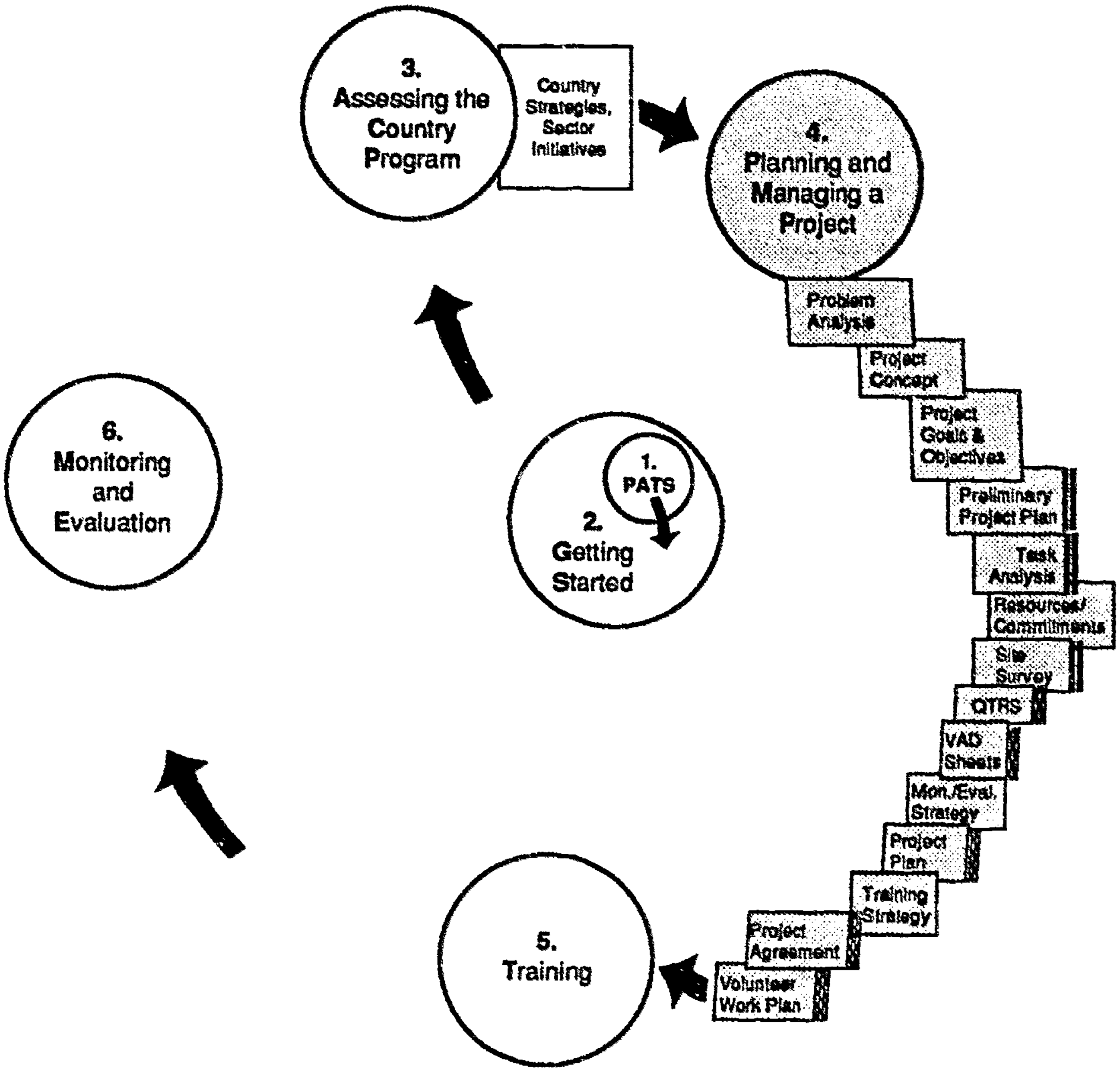
- Update yourself on the country program by determining the history and current status of Peace Corps in the host country. Consider Peace Corps resources and constraints as well.

- To update or develop the country program strategy, identify the host country's development needs at the local and national levels. Consider those needs against Peace Corps goals and project criteria.

- Link the actions you take to assess the country program to the reporting requirements of the CMPB.

- The host country needs identified during this assessment phase become the *problem statements* when more specific project planning occurs.

Section 4:
Planning and managing a project



✣ Topics:

- Overview
- Linking projects to country program strategies
- Completing problem analyses and problem statements for sectors and projects
- Using Peace Corps project criteria
- Reaffirming an existing project concept or developing a new one
- Funneling the information

(cont.)

Topics:
(cont.)

- Affirming/defining project purpose (WHY)
- Affirming/defining project goals and objectives (WHAT)
- Documenting the preliminary project plan
- Conducting a task analysis (HOW)
- Identifying and securing resources and commitments
- Determining the geographic area
- Conducting the site survey
- Determining the monitoring/evaluation strategy
- Requesting Volunteers from VRS
- Completing the final project plan
- Planning the training strategy
- Finalizing the project agreement
- Completing the Volunteer work plan
- Key points

Overview

As you can see from the long list of topics above, there is a lot of work to be done in planning and managing a project. The responsibilities are typically shared by APCDs, PTOs (Programming and Training Officers), and other field staff. In some locations, however, there is only one person who does the majority of this work for a sector. As you begin the job, you will enter this planning and managing process at various stages. The person before you will have begun several of the tasks, planned others, and completed some. You will need to jump in and get started wherever you are in the process.

Once you have gotten a sense of the host country's development priorities and the role of Peace Corps in the host country, it is time to look at existing Peace Corps projects in detail – to make sure they are in line with Peace Corps country program strategy and project criteria.

Problem analysis, usually in the sectors for which you are responsible, will help you understand how current projects fit into national development priorities. This is a critical process which new staff members must do for both on-going and new projects. The process should tell you whether the activities of on-going projects are still relevant.

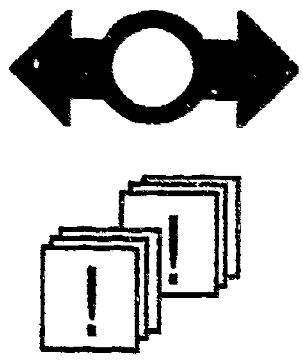
The information generated during the problem analysis will give you a solid work plan for your first three months (or so) on the job. You will be able to see the scope of problems your projects are trying to address; the assumptions made at the time the projects were designed; and whether the objectives and Volunteer activities still contribute to solving the problems.

Then, through the remaining project planning steps, you will be able to make the necessary adjustments and, if appropriate, plan ahead for new projects. Both short and long term planning will be necessary.

The project plan described in this section is a useful way to organize all of the information related to that project – objectives, resources, linkages, milestones, tasks, etc. At this time, not all field staffs develop formal documents for their project plans although the information is available in a variety of sources. The development of a document, with project information available in one organized source, is a goal worth pursuing. Guidelines are included in the section.

This section will walk you through project planning and managing step by step. Since no two people – and certainly no two Peace Corps programs – do things exactly alike, you may find some of the steps in a different order from what you are used to.

Linking projects to country program strategies



Begin by reading the CMPB submissions to make sure you have a good understanding of the country program strategy. Each project is also described briefly in the CMPB. From the CMPB, and other sources of project information (project plans, agreements, Volunteer reports, etc.), verify whether or not the projects as a whole create the program strategy desired. Make decisions on which projects may need to be modified; tag new projects which would support the overall strategy.

Continue your research by analyzing projects by sector to make sure that each sector is compatible with the overall program strategy.

During this step of linking projects to country program strategies, it is essential that you keep in mind the importance of collaborative efforts. You cannot make sound judgments on how a project links to program strategy without consulting the representatives from the collaborating agency involved. What do other Peace Corps staff members feel the approach should be? How do they feel the project addresses the development priority? What changes are they recommending?

Completing problem analyses and problem statements for sectors and projects

When a problem exists, many people tend to look immediately at what the problem is and how to solve it. Those who are experienced in development programs know that there is more to it than that.

Determining the perceived causes of the problem

Define perceived causes

What caused the problem? According to whom? The identification of causes or contributing factors will often set the stage for the type of project to be developed. *For example,* a high incidence of disease may be caused by a combination of poor seasonal nutrition, lack of knowledge of food preparation practices, and inadequate housing. A project which addresses only one of these causes may not be adequate.

Defining the causes of a problem is rarely an easy task. If you ask five different people, you may get five different answers. Usually, through discussion and research, you will be able to see a pattern emerge. Perceived causes will start to overlap; facts will back up certain causes and not others; causes stated in different words will mean the same thing.

Examine causes

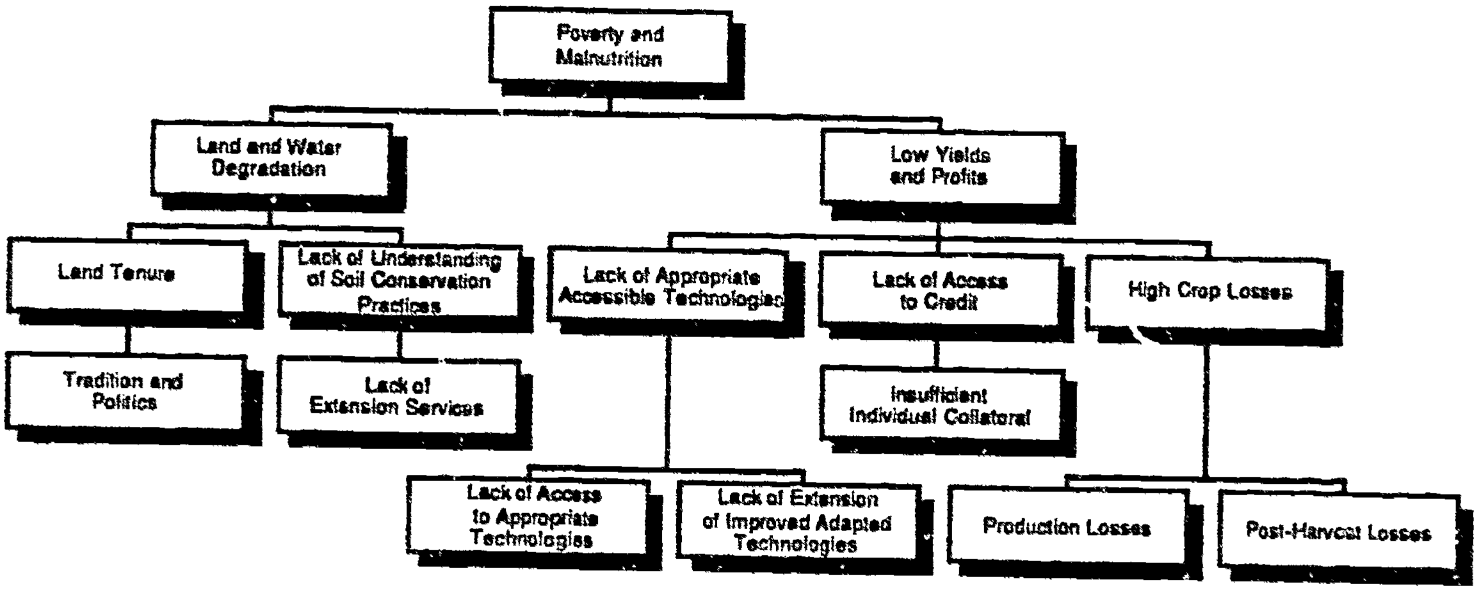
By understanding the relationships among causes, you may be able to plan a sequence of project activities for best results. *For example,* it may be necessary to improve the seasonal availability of food before nutrition education takes place.

The national level in the host country may view the causes differently than the local level. By highlighting the causes as they are viewed locally, Peace Corps maximizes the chances for Volunteer effectiveness.

Some causes of a problem may go beyond the scope of what a project can address *(for example*, pricing policies for food crops, land tenure systems, etc. are not areas of concern that Peace Corps can affect). Consider the various causes and their effects – and the likelihood for change. You may need to approach the problem in another way or to determine that Peace Corps intervention may not be appropriate.

Use tools such as a problem tree

Developing a problem tree is one way to track problems and causes visually. Consider the example below.



A line is a *problem*; any box below a line is a *cause*. This means that some causes may also be problems. To build the tree, continue asking *WHY* a problem is occurring until you have identified all causes.

By analyzing this *problem* of malnutrition, many *causes* are shown. Obviously, project activities must focus on eradicating those causes which are controllable.

If you are inheriting projects, do the problem tree exercise with the current Volunteers in the project, staff, and beneficiaries. You may be surprised to learn that the current project goals may be unattainable because the project activities do not address the appropriate causes. In this case, you may want to (1) realign the goals to be more realistic and achievable or (2) widen the range of tasks and activities to deal with more of the causes.

Analyzing the problem

Problem analysis follows the identification of the perceived causes. There are specific tools you can use during the problem analysis stage such as the ones below. However, as you work through the analysis, don't forget to talk to other field staff, Volunteers, beneficiaries, and host agency representatives for their input.

Once you have an understanding of host country development issues and how the issues relate to each other, you will find a sector by sector problem analysis useful (and required by the CMPB). A problem analysis by sector will prove to be a more valuable use of your time and will have greater effect than analyzing each problem independently.

The Problem Analysis Checklist

If you are a new field staff member, the Problem Analysis Checklist which follows will help you get a better understanding of the problems in the sectors for which you are responsible. Use the checklist to challenge, verify, or clarify the assumptions for projects. By asking the questions, you will determine if the projects are still relevant and appropriate to address the causes of the problem. The answers will help you to adjust or redirect project activities as needed. Ask the questions at national, regional, and local levels from host nationals, development workers in collaborative agencies, and Volunteers.

If you are charged with the responsibility of opening a new country or re-developing an existing Peace Corps program, this checklist can help you to determine priority needs and problems that Peace Corps might address in the future.

The Problem Analysis Checklist

- ❑ What is the scope of the problem?
  - total number of people affected
  - socio-economic indicators
  - geographic location
  - standards by which the problem is measured (*for example*, minimal acceptable crop yields, declining rates of infant mortality)
  - priority level of the problem for host country (*for example*, local, regional, or national)

- ❑ What are the consequences of the problem?
  - effect of the problem on subgroups of special concern (such as women, children, tribal groups, *for example*)
  - cultural and environmental consequences

- ❑ What are the causes of the problem?
  - perception of causes at the national and local levels
  - relationship among causes

- ❑ What is currently being done to address this problem?

- ❑ Can causes of the problem be addressed within the scope of Peace Corps goals and project criteria (such as availability of resources)?

Consider directions to address each problem

What direction should Peace Corps take to address the problem and its causes? Design a new project? Continue as is? Expand activities? Obtain more support from collaborating agencies? For each problem identified, consider various directions before narrowing to the final direction for a project. *Whatever the decision, it must be based on a collaborative approach.* Peace Corps, or any development organization, cannot operate without the support of the host country. Also, many of our projects are designed as collaborative efforts with other development organizations.

Work with other staff members to get their input on suitable directions to address the problem. Find out their experiences and opinions related to the various directions. The more input and support obtained for the directions chosen, the greater the chances of success.

If, at this stage in planning, you have been able to identify directions which are feasible for Peace Corps and the ramifications of each, it is time to narrow the process to specific problem statements.

Develop the problem statement

You will need to develop a *problem statement* for each problem which is suitable at this point for a Peace Corps response. The problem statement defines the situation that needs to be changed. It should be clear, concise, and understandable to the lay person. The problem statement directly states:

- what the problem is
- the scope of the problem
- the consequences of the problem
- the causes

Country A Example: Problem Statement

There is a rapid loss of agricultural productivity due to accelerated rates of soil loss. Current rates of soil loss average 46 tons/ha per annum over the entire district. Eight-six percent of the farm land has soil loss rates in excess of 20 tons/ha per annum (the maximum acceptable rate of erosion for this agroecological zone). The erosion is directly attributable to the traditional slash and burn and monoculture practices of local farmers. Excessive rates of soil loss have led to increased frequency of village flooding due to siltation of the river channel. This results in property loss, health hazards, diversion of village labor, disruption of social traditions, and a depletion of fertile farm land.

Farms in the area range in size from a fraction of a hectare to a maximum of 20 hectares. Sixty-five percent of the land is composed of farms which are five hectares or less. Since these lands were acquired through the agrarian reform, they are not transferable and, therefore cannot be used as collateral for loans. Only 8% of the farm units (representing 11% of the total agricultural land in the district) currently utilize any form of soil conservation practice, engage in technically sound crop production, or have access to food storage and commercialization systems.

There is a government sponsored cost-sharing program for financial assistance to farmers in implementing conservation practices. Also, the host government has made available low cost agricultural credit to farmer groups for a wide range of farm activities as an incentive for those who participate in the soil conservation program. However, many farmers are reluctant to associate with groups to acquire what they consider to be unproven means of production and unknown channels of commercialization. The local agricultural extension program is severely understaffed.

The consequences of these problems are:

- inadequate quantities and insufficient types of basic foods;
- inadequate financial means to purchase basic necessities (medicine, etc.);
- inadequate technological knowledge about farming and soil conservation; and
- the loss of the farmers most precious assets – fertile land and clean water.

58

Country B Example: Problem Statement

The primary school curriculum in Country B raises concerns both in its content and its implementation. Based on a former British model, the current curriculum presents children with vocabulary and life skills totally foreign to their everyday environment, inhibiting any logical transference of knowledge and skills learned in school from 7 am to 2 pm to their homes and communities.

As the curriculum is revised, problems with its implementation arise. Teachers often do not know how to match their teaching to the new curriculum and continue in their older more didactic methods. The Institute of Education provides training for secondary teachers on its campus but is not able to keep up with the number of primary teachers yet to be trained.

The scope of the problem is that, of the 3,450 primary school teachers nationwide, only 1,340 have been formally trained in a two-year certificate program offered by the Institute of Education at its campus, and only 500 have received the equivalent of this certificate through a four-year, in-service program. Just less than half of all primary school teachers have been certified, the consequences of which are that approximately one-half or 45,000 of all enrolled primary school students are being taught by untrained teachers. This also means that untrained teachers are responsible for over 100 students per class, times 5 classes a day, or over 500 students per year – if all who enroll attend. Being able to manage these class sizes and to develop new curricula is almost impossible.

The causes of an inappropriate curriculum and untrained teachers are complex and almost insurmountable. A lack of financial support, a governmental and local concern for other more tangible problems (such as food and malnutrition), and a brain drain of skilled teachers and planners to more wealthy countries all detract from meeting the education goals of Country B.

Using Peace Corps project criteria

Whether you are improving an existing project or developing a new one, review the Peace Corps project criteria *throughout* the planning process. The project should incorporate as many of the criteria as possible. Each country must determine which criteria are essential to projects there and which can be incorporated when circumstances permit.

In addition to the Peace Corps criteria described below, each country program may have criteria which are necessary for the effectiveness of projects there. You will need to learn those from your assigned country as well.

Peace Corps project criteria fall into two categories: (1) criteria reflecting Peace Corps philosophy/host country need, and (2) criteria reflecting resource availability. Read the summary below, then the more detailed explanations which follow.

Summary of Project Criteria

Reflecting Peace Corps Development Philosophy and Host Country Need

1. Project increases local capacities.
2. Beneficiaries are among the needy.
3. Project seeks lasting solution.
4. Beneficiaries are part of the project development process.
5. Project uses locally available resources.
6. Volunteer assignments are at local levels where needs occur.
7. Volunteers do not displace qualified and available local workers.
8. Project is complementary to other development activities.
9. Project has potential for replication.

Reflecting Resource Availability

1. Types and numbers of Volunteers required reflect available applicant pool.
2. Local Peace Corps operations have staff and resources to support project and Volunteers.
3. Host agencies have staff and resources to support project and Volunteers.
4. Volunteers are provided with the training and support necessary to complete their assignments effectively.

Reflecting Peace Corps Development Philosophy and Host Country Need

1. *Project increases local capacities.*

The most basic development need is for people to be able to meet essential survival requirements by relying on their own skills and resources. This criterion addresses how a project improves the physical quality of people's lives in ways which build their capabilities for sustaining an improved quality of life. The basic human needs to be addressed include freedom from disease; adequate quantities, qualities, and varieties of food; access to potable water supplies; adequate protection from the elements; access to knowledge and skills required for self-maintenance; and an environment that contributes to personal health and safety.

2. *Beneficiaries are among the needy.*

People from the poor majority should be incorporated as principal beneficiaries and project participants at all feasible levels.

3. *Project seeks lasting solution.*

Peace Corps projects are not intended to make poverty and deprivation more bearable. Rather, projects should focus on the alleviation or elimination of destructive conditions in the lives of beneficiaries. Our activities should be directed at helping people acquire skills, knowledge, practices and resources which will improve their living conditions. Peace Corps projects should foster the development of other community projects by those directly affected.

Projects can seek lasting solutions in different ways. *For example:*

- Local people may learn how to expand the service (extension worker trained to reach more farmers; teachers may learn new education methods).
- Local people may learn how to continue the Volunteer's functions after his or her departure (farmers taught to raise trees; teachers to teach English, etc.).
- Village-based institutions may be developed which are capable of providing ongoing services (a maternity ward built; a co-op started; a community garden begun).
- A new resource may be found (the use of bamboo vent pipes for a VIP – ventilated improved pit – latrine as opposed to plastic pipes).
- Local people may become more confident through positive accomplishments. (They have succeeded in solving problems and making changes and now feel they can continue this kind of effort.)

4. *Beneficiaries are part of the project development process.*

Our experience has shown that when local people perceive a problem and participate in the development of a project to solve it, they are more likely to stay involved and to build self-help capabilities. We have found that communities may use formal or informal channels to express their concerns. However the concerns become known to us, they must be perceived as concerns by the affected group if the development efforts are to succeed.

5. *Project uses locally available resources.*

Too frequently, development programs have been designed which depend on high technology, advanced skills, or imported, expensive, or scarce materials. These resources often cannot be obtained or maintained over the life of a development effort.

Effective solutions are those which provide improvements that the host country can sustain and replicate. These solutions should *decrease* dependence on external contributions and provide training for continuing host country roles. In general, this criterion will indicate a bias toward projects which use labor-intensive (capital-saving rather than capital-depleting) technology.

6. *Volunteer assignments are at local levels where needs occur.*

The more directly a Volunteer's effort relates to identified needs, the more that effort is likely to have the desired effects. Efforts that "trickle down" through several layers of technicians, administrators, and intermediaries tend to be diluted in both focus and impact.

When needs are visibly addressed, the value of Peace Corps cooperation becomes more important to the Volunteer, the local beneficiaries, and the host government.

This criterion is best met when Volunteer assignments:

- involve the Volunteer with local people directly and frequently in both work assignments and community activities;
- identify needed entry skills;
- integrate the work assignments of the Volunteer with local institutions and systems.

7. *Volunteers do not displace qualified and available local workers.*

It is not the intention of Peace Corps to take the place of host country nationals in development efforts. We must make every effort to work cooperatively with the host country, to assist where they need assistance without taking away from their own efforts. If a qualified host country national is available to fulfill an identified need, Peace Corps will not develop a Volunteer assignment to displace that individual.

8. *Project is complementary to other development activities.*

Peace Corps will always be limited in the role it can play toward the development of a country. Our efforts are not designed to eradicate poverty but to strengthen and supplement ongoing community efforts to do so.

In isolation, development problems cannot be treated effectively. Increases in wood production, *for example*, are of no value if controls do not exist or if consumption increases. Gains from nutrition programs may be limited if related diseases are not controlled or prevented. Unfortunately, the value of integrated development efforts, though long appreciated, is seldom realized. Peace Corps should provide leadership in identifying these integrated efforts and supporting them in every way possible.

9. *Project has potential for replication.*

For a project to have significant development impact, it must be replicable within the country. It should not be dependent upon the personality or effort of any one Volunteer, field staff, or HCN representative.

Reflecting Resource Availability

1. *Types and numbers of Volunteers required reflect available applicant pool.*

Peace Corps/Washington provides the field with information on the applicant pool (*for example*, Trainee Allocation Group Reports, *Trends Analysis*, CMPB comments, routine VAD review comments). Requests for Volunteers should be based on the realities of the numbers and types of Volunteers available.

Most trainees will require some technical skill, language, and cross-cultural training and all trainees will require at least a thorough orientation to the realities of practicing their skills in a development program.

2. *Local Peace Corps operations have staff and resources to support project and Volunteers.*

Peace Corps is a human resource development organization which is limited by the capabilities of its Volunteers and availability of funds. Each project should be designed to use the resources we have by strengthening and supplementing community development efforts.

Most communities have access to resources (human, natural, and financial) which could be applied toward improving their conditions.

However, one of the major problems faced by the poor majority is their lack of access to and information about benefits and mechanisms available to them. Peace Corps Volunteers have the ability to develop and transfer information and skills to community leadership and members. In this way, Volunteer efforts multiply and, over time, eliminate the need for Peace Corps presence.

3. *Host agencies have staff and resources to support project and Volunteers.*

In every community, there are people with leadership potential willing and able to work toward solutions to the development problems facing the community.

Those in need of assistance must be involved in the decisions which determine the most effective direction for a project.

Take care to identify host country personnel (supervisor, counterparts/co-workers, etc.) and support materials, equipment, and other resource needs of the project. Generally, the more resources the host agency or community commits to a project, the more investment the agency or community will have in its success.

4. *Volunteers are provided with the training and support necessary to complete their assignments effectively.*

For Volunteers to be effective in the performance of project tasks, they must possess the skills, knowledge, and attitudes required for those tasks. Peace Corps, with the assistance of the host agency and collaborating agencies, must be able to provide the Volunteer with the training and on-going support necessary in the major training components of technical, language, cross-cultural, and personal health and safety.

Reaffirming an existing project concept or developing a new one

When you inherit on-going projects, you have a responsibility to reaffirm that the project is still valid and appropriate. This requires a review of the *project concept* – the idea or purpose of the project. For new projects, the concept is developed at this stage of planning. Whether you are reaffirming an existing project concept or developing a new one, use the related problem statement and the information gained during the assessment phase (Section Three).

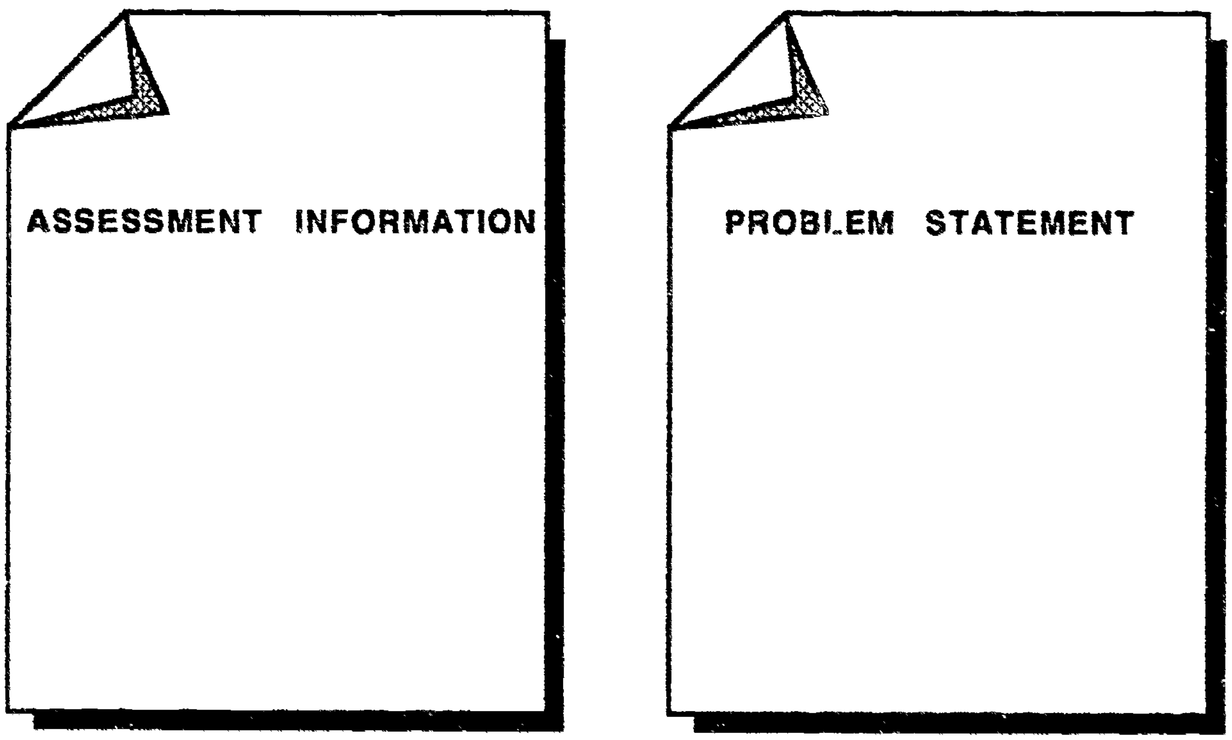
Take the following steps to reaffirm/develop the project concept.

1. Review the host country's development plans for the problem.
2. Identify collaborative potential.
3. Verify project feasibility.
4. Develop alternative approaches; determine best approach.
5. Finalize project concept.

Let's take a look at each step in more detail.

Step 1: Reviewing host country's development plans for the problem

Using the problem statement and assessment information as a knowledge base, delve deeper into existing plans for the problem. Work with the ministry and other agencies associated with the problem to find out specific plans, resources, time frames, and potential for collaborative efforts. Determine *current efforts* to deal with the problem and the *status* of those current efforts.



Determine how Peace Corps can participate most effectively in addressing the problem. To do this, keep in mind that our efforts must be compatible with the efforts of the host country agency. Get your thoughts on paper to help clarify the direction the project concept is taking. In some cases, the host country agency and Peace Corps field staff write the project concept together (in its various stages of development). These collaborative efforts lay a solid base for future collaboration.

Country A Example: Preliminary Project Concept

The local district agricultural extension district supervisor and Peace Corps agricultural APCDs have conversed about possible collaboration in the areas of soil conservation, credit, promotion, and marketing. The recent HCA program to offer local farmers credit and technical incentives to engage in environmentally sound soil conservation practices has been bogged down due to a lack of technical assistance. The project concept is to place PCV generalists at the local level to complement HCA extensionists and to provide a few more technically qualified agronomists to act as support personnel in the testing of technological production packages and solving on-going crop extension problems. It is envisioned that there will also be a role for SED Volunteers who will serve as advisors to a Farmer Association which will be formed to assist in the acquisition and management of credit and in collaborative commercialization crops. The local HCAs will provide PCVs with an office, assist in the training of generalists, and pay their travel and per diem. All project implementation will be collaborative.

Country B Example: Preliminary Project Concept

The concept for Country B's *Teacher Training and Curriculum Development Project* is based on the premise that through revising selected primary curricula, particularly in the areas of science and math, local teachers can be trained in both curriculum development and teaching methods appropriate to basic primary education.

Country B has affirmed in its *5 Year Plan: 1990-1995* that there must be food self-sufficiency; child survival for all children over the age of one; and universal, basic primary education. It is imperative that primary aged children are taught basic life skills in nutrition and agriculture. Their teachers must be exposed to teaching methods and curriculum development techniques which can bring the children's community environments into the classroom for the purpose of awareness raising and problem solving.

By collaborating with Ministry of Agriculture extension workers and with Ministry of Health health educators in the area of nutrition and food production, teachers can contribute not just to the cognitive development of their students but to the social and economic development of their local communities.

An integrated project in which Peace Corps education Volunteers can work with Country B primary teachers in developing basic primary education curriculum while increasing their teaching skills has been considered feasible by ministry officials in the Department of Curriculum Service (Ministry of Education) and in the Department of Health and Nutrition (Ministry of Health). A current project similar to this has been meeting great success in the northern region of Country B but has no funds to be replicated in the eastern regions where Peace Corps plans to focus.

Alternative programming approaches to this problem of untrained teachers and inappropriate curriculum are:

1) placing Volunteers in the Institute of Education as national teacher trainers who establish a series of in-service workshops for specified primary schools as projects over a two-year period;
2) Volunteers working solely through the Ministry of Health nutrition/health educators who work with one particular school and one particular primary teacher in a collaborative effort to effect curriculum change in that single school; or
3) education Volunteers developing centralized curriculum resource centers and launching regional workshops for local teachers in curriculum development and teacher training.

Step 2: Identifying collaborative potential

Organizations working together can often accomplish more than when they work separately. Resources, especially people and funds, can be shared so that a problem can be addressed more vigorously. Since the 1960s, Peace Corps has developed a wide variety of mutually beneficial relationships with other development organizations. *For example*, Peace Corps has a proven track record in many places at grass roots level; other development agencies may offer access to new technical assistance. Most of those relationships have been built through the local programming activities of Peace Corps staff in individual host countries. These *collaborative* efforts usually place Peace Corps Volunteers in projects which have been developed and are maintained in partnership with the collaborating agency.

Peace Corps encourages you to explore opportunities for collaboration. There are a variety of ways in which collaborative projects can occur:

- *request from the ministry* – Another development organization, such as CARE, may act as the initiator of a project under the sponsorship of a host ministry. The ministry may request Peace Corps to place Volunteers in the project.

- *Peace Corps staff requests* – Peace Corps may act as the initiator of the project. Through the host ministry, Peace Corps may request funding or other resources from another development organization.

- *input from Volunteers* – Peace Corps Volunteers may provide the key input on the feasibility of a collaborative project. Because Volunteers are closest to project activities, they often have ideas how the project can be improved with help from other agencies.

- *resource sharing* – Some organizations, under formal or informal arrangements, serve as resources to Volunteers by providing books, materials, expertise, and, in some cases, small amounts of project funding. Private voluntary organizations, such as Save the Children, are often in this category.

- *USAID resources* – There are specific USAID resources which you may need to consider. USAID mission personnel may be able to assist in identifying and securing necessary resources, including funding, for a project.

When you are exploring the opportunities for collaboration, consider the following points:

- Would working with this organization be consistent with Peace Corps goals and project criteria?
- Does the organization have experience in addressing the identified problem?
- Does the organization have the necessary resources available for the project?
- Does the organization have support from the host country?
- What is the history of the Peace Corps relationship with this organization?
- Is there an organization that could better meet the needs of this project?
- Is working with another development organization the best way to meet the identified need?

Once you have determined that a collaborative effort is the most appropriate way to approach the problem, work with the host ministry and the collaborative agency to get an agreement in writing. Develop letters of intent, with specific identification of resources, as early as possible in the planning stages.

Step 3: Verifying project feasibility

You will be able at this point to discard some ideas for project direction, modify others, and pursue information on others. As you move forward in the process and gain more understanding and information, ideas will begin to take shape. You will be *verifying the feasibility* (the possibility that the project will work) of the project through this continual process of narrowing ideas.

New projects have greater chance for success when feasibility assessments are made in the following seven areas. Look through the checklist below for the various types of information to include in a feasibility assessment.

If you are reaffirming existing projects, just read through the list beginning on the next page to check the original direction of the project against changes that may have occurred (political or organizational changes, *for example).*

Feasibility Factors

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1. Socio-cultural feasibility

- ❑ What are the basic attitudes, skills, and understanding of potential implementers and beneficiaries?
- ❑ How do target groups accept change and innovation?
- ❑ How do sex and age groups make decisions and how do they "buy-in" to an idea?
- ❑ Are there social and cultural issues that reflect who makes decisions, who does the work, who can teach, who can learn, who determines priorities and needs?
- ❑ Are there cultural assumptions, value systems, attitudes, beliefs, and ideas that may be in conflict with the project?

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2. Organizational feasibility

- ❑ What are the appropriate types and levels of organizations (formal or informal) needed to carry out the project?
- ❑ What are the collaborative agency's structure, requirements, and historical experiences in development?
- ❑ What are the target group attitudes regarding the organization?

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3. Political feasibility

- ❑ Are national and local priorities supportive of and consistent with each other?
- ❑ Is there a combination of local government support and civil service assistance?
- ❑ Is the project approach consistent with goals outlined in national development policy?
- ❑ Are political leaders concerned about the impact on people: the total number of people to be affected, their skills, and the geographic areas?
- ❑ What are the overall security factors which should be considered for Volunteer assignment?

4. Environmental feasibility

- ❑ What is the potential impact upon the environment?
- ❑ What constraints does the environment put upon the projects?
- ❑ Is there a national environmental policy in place?
- ❑ What are the environmental practices at the local level?

5. *Financial feasibility*

- ❑ What is the cost of each project approach being considered?
- ❑ Where can these funds be secured?
- ❑ What are the local and outside financial resources that are necessary for financial completion?
- ❑ What are the financial incentives, if any, to local beneficiaries?

6. *Technical feasibility*

- ❑ Are the various project approaches technically sound?
- ❑ Do the various project approaches require extensive technical resources?
- ❑ What are the estimated requirements such as personnel, material, and equipment?
- ❑ Does the project require outside and non-indigenous material and resources to be sustained?

7. Managerial feasibility	❑ What is the local managerial capability at the project implementation level?
	❑ Do various project approaches incorporate training of local staff, with additional attention given to mid-level staff orientation?

Don't forget to review the project criteria again during this feasibility step. Pay particular attention to the criteria on the realities of Volunteer supplies. The project idea may be an excellent one, but if you need a special skill group of Volunteers who probably aren't going to be available, you might be wasting your efforts.

There is a link between these project concept activities and monitoring and evaluation. As you assess current inherited projects or develop new ones, many of the information gathering procedures are described in Section Six of this manual. Actually, many activities described throughout program assessment (Section Three), project planning and managing (this section) and training (Section Five) require the use of techniques described in Section Six.

Step 4: Evaluating alternative approaches; determining the best

Continue to narrow your ideas for the project by evaluating the *alternative approaches* still under consideration and then selecting the *best approach.* Considering the complexity of most development problems, there is usually more than one approach to reach a solution. *For example*, a Problem Statement might identify inadequate grain supply as a problem for a particular area.

Alternative approaches may include education in farming practices, improved grain storage technology, or training in the use of harvesting equipment. The best approach could be some combination of the three alternatives, depending upon resources, host country support, and actual causes of the problem.

Try out the ideas for various problem approaches with current Volunteers during site visits, conferences, and training opportunities. Because they live in the villages, work with the bureaucracy, and see daily effects of the problems, they understand many of the realities of dealing with development issues.

For on-going projects, ask, "Are the approaches being used the most appropriate? If not, how should they be modified?" For new projects, ask, "What approach is most likely to succeed in addressing the problem?"

In exploring alternative approaches, consider whether each approach meets Peace Corps project criteria. *For example*, would each approach:

- reflect Peace Corps development philosophy?
- reflect host country need?
- use available in-country resources?
- use available Peace Corps Volunteer applicants, resources and expertise?

Continue exploring the approaches by considering whether each one:

- would be welcomed by 1) project beneficiaries, 2) the national and local government, 3) the private sector, and 4) other development agencies.
- has been used in the past and, if so, what the results were.

Work with the ministry, collaborating agencies, technical experts, Volunteers in similar projects, beneficiaries or potential beneficiaries and other appropriate people to weigh each alternative against the considerations listed above. Working with a group in this manner often leads to a better decision and helps to develop a unified *project team* who will help implement and nurture the project.

Identify the pros and cons of each alternative approach to the problem. It may help if you *write* the information; you will be able to see the comparisons more easily. Select the best approach for the project from one of the alternatives identified or a combination of the alternatives.

Step 5: Finalizing the project concept

With all of the above work completed, you can now determine what the project will look like. You have taken the steps necessary to reaffirm the basic concept of an on-going project or to develop a new project concept. You have:

1. Reviewed the host country's development plans for the problem.
2. Identified collaborative potential.
3. Verified project feasibility.
4. Developed alternative approaches and selected the best.

Now *finalize the project concept* by getting your thoughts on paper and sharing the ideas with the appropriate people. The final project concept is basically a summary of the problem being addressed and how Peace Corps plans to assist in approaching the problem.

Country B Example: Final Project Concept

Peace Corps recognizes the need in the Ministry of Education to revise primary school curriculum to address the goals of self-sufficiency, to nourish children over the age of one, and to provide universal, basic primary education. Peace Corps/Country B proposes a *Teacher Training and Basic Education Curriculum Development Project* as part of an Integrated Agriculture, Nutrition and Education programming strategy (IANE). Primary math and science Volunteers will work with uncertified primary education teachers in developing a local basic education curriculum. This curriculum will focus on agriculture and nutrition while training those same teachers in teaching methodologies which promote hands-on experience for students which support their knowledge and skill development. The services of Volunteers and counterparts in the *Agriculture Field Extension* project and Volunteers and their counterparts in the *Health Education* project will be solicited at all stages of this project.

The problem addressed in this project is two-fold. The drop-out rate of children in current primary schools is approximately 60%; of the 7,500 Level I primary students registered in 1982, only 4,200 completed Level VI in 1988. A National Primary School Evaluation Task Force was established in that year and determined that the main causes of this drop-out were: untrained primary school teachers and inappropriate curricula for life preparation. The task force mandated in the *5-Year Plan: 1990-1995* that primary teacher training be revised at the Institute of Education and that primary curricula focus on basic skills.

Concerning primary school training, the task force encouraged the upgrading of uncertified teachers through in-service strategies. Faculty at the Institute of Education were to collaborate with the Ministry of Education inspectorate in assessing the needs of uncertified primary teachers and developing workshop and media (paper, radio, and TV)

(cont.)

Country B Example (cont.)

in-service training initiatives. As for basic education curriculum development, the Institute and Ministry of Education decided to centralize the general topics included in the revised curriculum but decentralize the exact lesson planning and delivery so that teachers could use their own specific communities as case studies. The need arose to secure the personnel for these efforts.

Peace Corps plans to assist these efforts by providing 30 education Volunteers over a 5-year period to the *Teacher and Basic Education Curriculum Development Project*. These Volunteers will have primary responsibility for working in three to four closely located schools to which they will have been assigned by the Department of Curriculum Service. In collaboration with principals, they will identify one lead teacher in their schools and over their two-year service, train the lead teacher and all teachers in basic curriculum development and relevant training techniques. One objective is eventually to have the lead teacher co-train and, then, train and advise the local faculty in his/her school.

As a support activity for the development of a basic primary curriculum, Volunteers and lead teachers will meet with agriculture and nutrition Volunteers and their counterparts. These meetings will be to integrate into the basic primary curriculum relevant examples of agricultural and nutrition activities within the community. It is intended that a network of concerned community workers (agriculture, health, and education) will develop.

Regarding Peace Corps assistance to increase teacher teaching techniques, Volunteers shall serve as advisors to local teachers as they design and implement their basic primary curriculum. The use of experiential, hands-on activities shall be promoted as will complementary classroom management strategies.

Peace Corps will support teacher training workshops through the Office of Training and Program Support as well as through SPA Project Management workshops which can integrate the education, nutrition, and agriculture Volunteers and their counterparts in conducting needs assessments and fund-raising activities. All-terrain bikes will be provided to all education Volunteers.

There are many requests for increased numbers of Volunteers from the host ministry, from collaborating agencies, or even from Peace Corps Washington. After reading this section, you can see the importance of doing your homework before agreeing to supply Volunteers. In the past, projects have failed or have had less success when time was not taken to develop the project concept carefully and have it checked and double checked. Don't work alone and don't say "yes" to requests until you have completed the steps to reaffirm or develop the project concept.

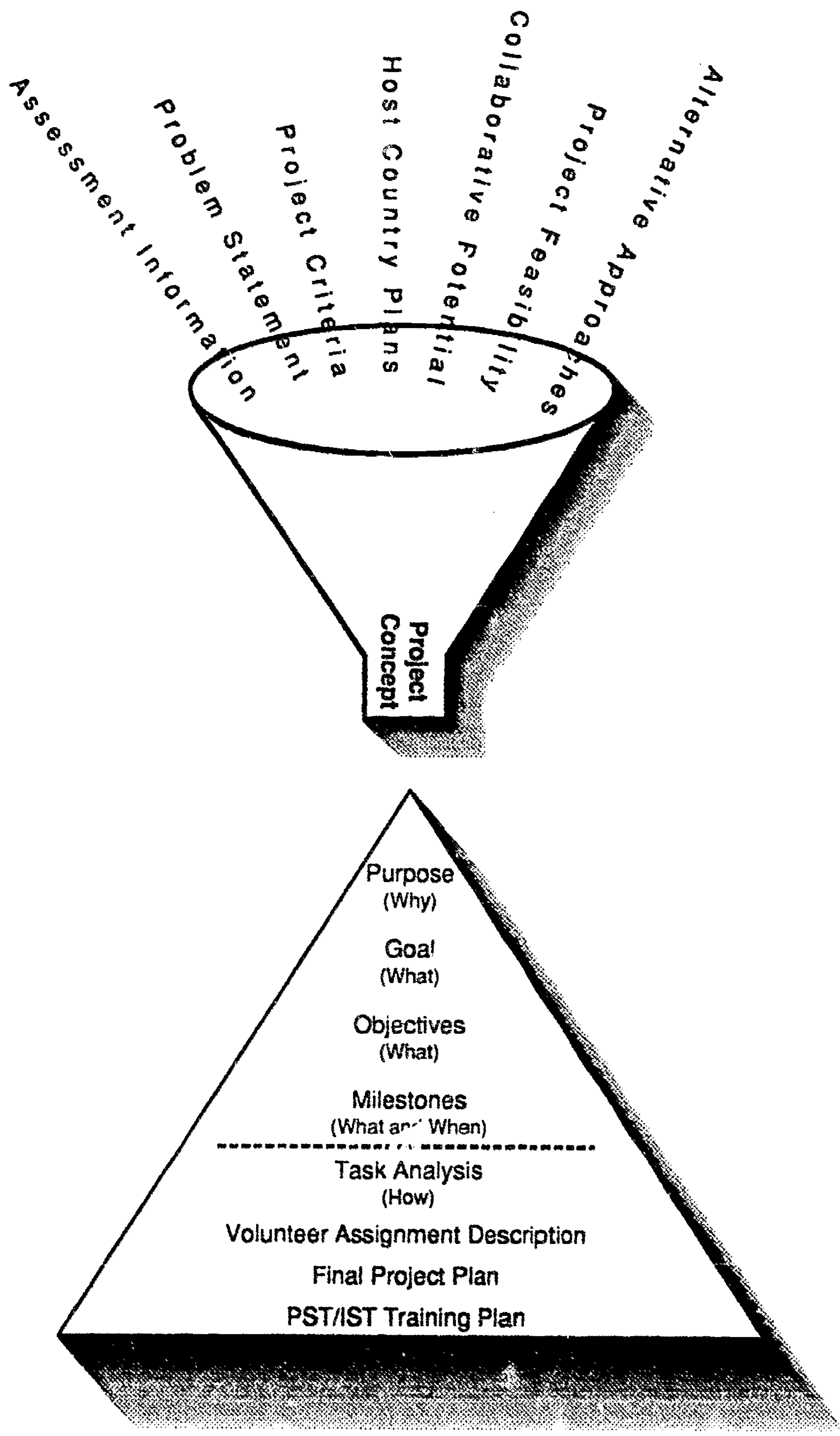
Look at how a project plan is developed, beginning on page 81 of this section. You may be able to get additional ideas on what to include in a project concept statement.

Funneling the information

The project concept and all of the information gathered to this point can now be used for more specific project planning activities. Remember that the information going in determines how effective your planning, and ultimately the project, will be. Once the major planning steps are completed and documented, you and other field staff will be ready to continue the project – or implement a new one.

The graphic which follows on the next page shows that each step of the planning process is tied to the next step. From project concept to specific work plans for Volunteers, each step is integrated with the next. The funnel represents what goes into the project concept and how the concept leads to the planning steps (shown in the triangle). Ongoing monitoring of each step is critical to achieve the goals established.

Project Planning Process



Developing a new project

The project concept and the supporting information gathered to this point are funnelled into the planning steps identified in the triangle. The steps are defined and described beginning on the next page.

If you are developing a new project, start with the project *purpose*, which is the overall reason or rationale for the project. Use the project purpose to set project *goals* and *objectives*. From these, you can determine the *milestones*, which are short term indicators of progress. The milestones help determine which *tasks* must be included in the project. A *task analysis* identifies which skills, knowledge, and attitudes are required of Volunteers. Use the task analysis to write the *VADs* (Volunteer Assignment Descriptions), which will be used to match applicants to your Trainee Request. All of the above information will be used in preparing a *final project plan*, a *training strategy*, and a *work plan* for Volunteers.

Keep in mind that to develop a new project, a minimum of one year's lead time is typically required to complete the necessary steps. Take time and work through the process.

Inheriting a project

If you are inheriting a project, the planning steps identified in the triangle may already be completed. As part of learning about the history and evolution of the project, you will need to recheck and verify each step. Just as you reaffirmed the project concept, you will need to reaffirm the specific plans for the project. Over time, the purpose of the project may have expanded; milestones may have been too ambitious; the task analysis may need to be updated and expanded; work plans may have omitted certain tasks. You must look at every aspect of the project to learn whether or not it needs to be modified – and how.

It is very important that you, as programmers, understand the relationship among the various planning steps and their importance to each other. It is your responsibility to the host country and to Peace Corps to manage each step of the process so that development has the best chance of occurring. Programming field staff must juggle the planning steps, often several at a time, *plus* work with the host agency and Volunteers to keep everyone on track toward the goal.

Affirming/defining project purpose (WHY)

Projects are composed of groups of Volunteers working for a common purpose. The project purpose is the overall reason or rationale for the project. It answers the question – *Why should this project exist?* It should include a reference to how the participants'/beneficiaries' condition will change for the better.

The project purpose should be stated in terms that reflect the full or partial reversal of the problem statement. *For example,* if the problem is "not enough food. . . ", then the purpose should be "enough food . . . ."

Examples of a project purpose are:

- To conserve fragile hillside land and water resources and increase the income and food supply of hillside farm families in Country A.
- To improve the quality of primary education in Country B.

Affirming/defining project goals and objectives (WHAT)

A project *goal* is a broad statement of *what is to be accomplished within a specific time frame.* It is expressed in terms of production improvements and/or improvements in the capability or conditions of beneficiaries.

For example:

- To improve hillside resource management and increase the crop productivity and food storage capacity in Country A within six years.
- To increase the number of certified primary school teachers in Country B within five years using a local, basic curriculum.

Objectives are the *final results* which together achieve the project goal. They should be expressed in quantifiable, qualitative, and time-framed terms and should illustrate direct linkage to project goals. *Examples* are provided later in this section.

Each project goal and objective must be verifiable at the end of the project. Project goals and objectives, and the milestones and tasks which follow them, must show distinct progressive relationships to each other.

Work jointly with the host country agency, other Peace Corps staff, project beneficiaries, and other project stakeholders to affirm/define project goals and objectives.

Determining project goals

Development projects should have goals aimed at observable improvement in the well-being of beneficiaries as well as establishing an on-going process of change. The observable improvements (providing clean water, establishing woodlots, *for example*) are often means to longer-term change in motivation or problem-solving. The goals in Peace Corps projects should be stated to encompass both observable, or *production*, goals and long-term change, or *capacity*, goals.

Production goals

Production goals are verifiable statistically – percent of increase in crop yield per hectare or number of families provided with primary health care, *for example*. These tangible goals must have current base line information so that change can be measured accurately. *For example*, if the goal is to increase crop yield by 10%, you must know current crop yield rates in order to measure the difference over the life of the project.

Capacity goals

Capacity goals may be verifiable statistically, but may require observation and interview methods as well in order to measure progress. Capacity goals reflect the Peace Corps project criteria related to lasting solutions, community participation in development, reliance on local resources (both human and material), and potential for replication. When project plans do not include capacity building goals, but rather assume that this will occur, the result is often dependence on outside assistance rather than increased self-reliance.

One problem in developing capacity goals is to be specific enough so that improvements can be identified. *For example*, "to encourage cooperation among local agencies" may be better stated as "to create the operational capacity in local cooperatives and local agriculture extension agency to expand the program." (Objectives would then clarify the specific operational capacities).

Another *example* of a capacity goal is: to provide opportunities for local people to have positive accomplishments in identification of new resources.

Formulating project goals

Keep in mind that project goals depict improvements which occur because of the combined efforts of host nationals, Peace Corps Volunteers, and collaborating agencies to address an identified development problem. Project goals must always:

- define clearly the results or changes that the project will bring about. Goals must state how much of the gap between "what is" and "what should be" will be closed at the end of the project.
- be time-specific and span several years in length.
- indicate how the project will improve the human condition of the target beneficiaries.

Linkage is crucial here. Formulating goals will be effective only if the problem statement and project concept are thorough and focused. Also, note how important it is to link project goals to evaluation methods. Refer to Section Six, Monitoring and Evaluation, before you develop goals for a project.

If you inherit an existing project, determine if the goals of the project are appropriate, achievable, and realistic. Too often, programmers find that a project has goals that are too problematic to deal with. If this is the case, modify the goals to make them achievable – keeping in mind the problem statement. Don't be content with poorly stated, vague goals. You will never be able to monitor or evaluate project progress if it is not clear what the outcomes should be.

Pitfalls in goal setting

When you are setting goals for a project, beware of pitfalls such as long, complex goal statements or ones which are too technical for lay people. Keep the following pitfalls in mind also:

- too global in scope; set at the national problem level rather than the project level

  Example: The project will meet the food supply needs of the beneficiaries.

- too vague

  Example: Cooperate with local organizations

- aimed at Volunteer activities or pro[illegible] inputs, rather than project outcomes or impacts

  Example: Assign 10 Volunteers to dig a we...

- falsely quantified

  Example: Increase wheat crop yield by 10% (when current crop yield is not established).

- lacks specific references to people and the expected benefits to them

  Example: Double the planting and production of corn.

Determining project objectives

Remember that project *objectives* are the final results which taken together achieve the project goal. They provide a more detailed picture of *what is to be accomplished.* Project objectives are similar in wording to goals, but are more specific, and more focused on time frames and measurements. Project objectives establish the framework for Peace Corps Volunteer roles and tasks as well as the responsibilities of other people involved in the project.

Objectives, just like the goals of a project, fall into the two categories of production and capacity. Production objectives are verifiable statistically, *such as* the number of workshops offered within a specific time frame on a specific topic and for a specific purpose. Capacity objectives may be verifiable statistically, but may require observation and interview methods also. *For example,* the capacity objective may be stated, "within two and a half years from the start of the project, X number of primary school teachers will be certified to teach the local basic education integrated curriculum which promotes hands-on experience." In evaluating the project objectives, it may be necessary to observe teachers in order to determine if they are actually using a "curriculum which promotes hands-on experience."

When formulating project objectives, keep in mind the points mentioned under project goals: define clearly the results or changes which will occur, be time-specific, and indicate how the project beneficiaries will be affected.

When writing project objectives, be aware of the same pitfalls that were mentioned under project goals. The objectives should not be too long or complex; too global or too vague. Objectives should be aimed at project outcomes rather than Volunteer activities; time frames and quantifiable measures must be specific and verifiable.

The *examples* on the next page will help to clarify the links between production goals and objectives and capacity goals and objectives.

Country A Example:
Linkage of Project Purpose, Goals and Objectives

The following project goals and objectives are from a country program which has as a *project purpose:* "To conserve fragile hillside land and water resources and increase the income and food supply of hillside farm families in Country A."

Project production goal:

To improve hillside resource management and increase the crop productivity and food storage for 1,000 hillside farm families in District X by a minimum of 15% over the current average production and food storage levels within six years.

Production objectives:

By the end of Year 4, 1,000 farmers in District X will use improved seed and fertilizer.

By the end of Year 5, 1,000 farmers in District X will have access to communal and/or domestic storage bins and silos.

Project capacity goal:

To improve hillside farmers skills and practices in farm trial research, soil and water conservation, credit acquisition and management, crop production, post harvesting, storage for 1,000 hillside farmers in Country A within six years.

Capacity objectives:

By the end of Year 3, 1,000 farmers in District X will be participative members of a self-sufficient Hillside Farmer Association which will conduct collaborative crop trials.

By the end of three and one-half years, the Hillside Farmer Association will be managing a production and crop storage credit program.

85

Country B Example:
Linkage of Project Purpose, Goals and Objectives

The following project goals and objectives are from a country program which has as a *project purpose:* "To improve the quality of primary education in Country B."

Project production goal:

To develop a local basic education curriculum which focuses on agriculture and nutrition within three years.

Production objectives:

Within a year (from the start of the project), half of all in-service workshops on developing a local basic education curriculum will be offered in specified primary schools by primary math and science Volunteers and their counterparts.

Within three years (from the start of the project), all in-service workshops will be offered in specified primary schools by primary math and science Volunteers and their counterparts to complete the development of a local basic education curriculum.

Project capacity goal:

X number of uncertified primary school teachers will be trained in teaching methodologies which promote hands-on experiences for students within five years.

Capacity objectives:

Within two and a half years from the start of the project, X number of primary school teachers will be certified to teach the local basic education integrated curriculum (agriculture, health, and education) which promotes hands-on experience.

Within five years of the start of the project, X number of children will have received their first year of schooling with a curriculum that promotes basic life skills in nutrition, health, and agriculture.

86

Determining project milestones (WHAT and WHEN)

Milestones are short term indicators of progress toward meeting project objectives. They help explain *what* is to be accomplished and *when*. Milestones must directly contribute to accomplishing the project goal.

For example, By year two of the project, 40% of the communities will have potable water committees and 20% will have completed systems.

When writing project milestones:

- link milestones to the tasks of the Volunteers,
- use active, verifiable verbs as in the examples below.

test	produce	teach
train	grow	distribute
build	harvest	mix
increase		

For example, a milestone may state, "At the end of year one of the project, one hundred percent of the parents attending the health educators' session will **mix** Oral Rehydration Solution (ORS) packets and homemade sugar salt solution using the correct ingredients, amounts, and procedures as demonstrated by the trainer." When stated this way, the milestone is easily measured. If the milestone reads, ". . . will **understand** how ORS packets are made . . . ", then you will have difficulty measuring whether or not the milestone is ever achieved.

Country A Example: Milestones of the Project

- By the end of year one of the project: 8 PCV agronomists and extensionists working in collaboration with 8 HCA extensionist counterparts and local farmers will plant contoured crop rotation trial plots accessible to 333 (33%) of the area farmers.
- By the end of year two of the project: 4 appropriate technology and 2 SED PCVs working in conjunction with 4 HCA extension agents will have promoted and trained 300 (30%) of the area farmers in basic Association credit and marketing and home grain bin construction.

Country B Example: Milestones of the Project

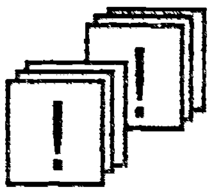
- Beginning of April 1990: the six districts in which the project will be implemented will have been chosen and approved by Peace Corps and the government of the host country.
- Mid-October 1990: site surveys completed for incoming Volunteers.
- End of 1990: the proposed design of Year I teacher training and manual workshops will be submitted for approval by the Ministry of Education and Culture (MOEC).

Determining project tasks (HOW)

Continue to narrow the focus of the project by moving to the day to day events which will occur in the project. *How* will the Volunteers accomplish the project milestones, objectives, and goals? What must they do? This level of project planning involves a thorough breakdown of the Volunteer assignment into the *tasks* necessary to accomplish the project.

This step of identifying tasks is crucial to the success of the project. It determines the types of Volunteers recruited for the project, the training planned for the Volunteers, and the work conducted once the Volunteers arrive. This stage of planning is explained in detail later in this section (refer to *Conducting a task analysis*, page 86). Before getting to this level of detail, however, you will find it helpful to organize all of the work to this point into a preliminary project plan.

Documenting the preliminary project plan



Before the details of the project are finalized, take the time to pull the pieces of the planning steps together and summarize what has been accomplished. Taking the time now to develop this *preliminary project plan* will save time later. You will be able to use the information to:

- conduct the task analysis.
- write the project information for the CMPB.
- develop VAD sheets.
- write quarterly budget reviews.
- prepare and submit QTRS reports. (See page 116.)
- monitor and evaluate the project.

As you can see from the list, the work you do in preparing the preliminary project plan links directly to other documents. See page 113 for specific linkages. The plan will also provide links to other people who have responsibilities for the project. *For example:*

- The host country agency representatives need to be involved in preparing the project plan. Project support and input will be strengthened when those involved see evidence of progress.
- The Country Director and other in-country staff will have an understanding of how the project is developing and will therefore be able to provide support and advocacy for the project.
- Regional staff will be able to use the information to plan ahead for support and consultation needs.
- Peace Corps/Washington will be able to use the information for early planning of program support requirements, changes in recruitment needs, training contracts, and arrangements.
- Collaborative agencies will be able to incorporate the information into planning and funding cycles.

Using the preliminary project plan summary sheet

The *summary sheet* on the next three pages will help you to develop the preliminary project plan. Remember, the plan is a way of putting on paper what has already been accomplished; the information you need for the plan will be available in your notes, letters of understanding, assessment documents, problem solving analyses reports, etc.

Preliminary Project Plan Summary Sheet

1. Country/Project Name ____
2. Project Problem Statement (Description/Scope/Causes/Consequences)
3. Project Purpose
4. Project Goal

Preliminary Project Plan Summary Sheet (cont.)

5. Objectives	6. Milestones

7. Project Criteria Statement (Link the project to Peace Corps project criteria.)

8. Collaborating Agencies

A. Host Country: ______________________

B. Other: ______________________

Agency(ies)	*Nature of Collaboration*	*Begin/End Dates*	*Comments on Quality of Collaboration*

92

Preliminary Project Plan Summary Sheet (cont.)

9. Critical Resource Needs/Sources

10. Volunteer/Trainee Strength

A. FY 19___: On-Board 9/30/_____ Vs _____ Ts

B. Trainee Requests: ____________________

Actual	Projected				
FY 19 ___	FY 19 ___	FY 19 ___	FY 19 ___	FY 19 ___	FY 19 ___

11. Assignment Area And Skill Clusters Proposed for Volunteers

12. Preliminary Training Needs

13. Specific Feedback Requested (include *from whom* and *by when*)

Conducting a task analysis (HOW)

Conducting a thorough *task analysis* is one of the most critical functions in project planning. It helps to answer the question, *How will the project work?* A task analysis defines the Volunteer assignments in the project by breaking each major project activity into the specific tasks which must be performed. The task analysis has serious implications for recruitment, placement, training, and the overall success of the project.

Without a thorough task analysis, the information sent to VRS on the Quarterly Trainee Request System (QTRS) and the Volunteer Assignment Descriptions (VADs) will be incomplete or even incorrect. *For example,* the information may indicate that only a person with an engineering degree could fill the need. In reality, someone with a background in drafting and construction skills may meet the needs of the project. The task analysis also links to the description of the project in the CMPB.

It is a good idea to involve training staff in conducting the task analysis. Training staff will not be able to design project-specific training programs unless the tasks for the project have been well defined. With their training background, they can often provide useful information and ideas for the task analysis. The training staff must compare the knowledge and skills required for the project with the knowledge and skills already possessed by the Volunteers. They cannot do this without a thorough task analysis.

The Volunteers themselves will not have a clear understanding of what they are expected to do without a complete listing and explanation of their tasks. The task analysis provides the structure for the Volunteer's job, especially during the first six months.

As you conduct the task analysis, link the tasks to tasks of other Volunteers and to tasks of project staff.

Work with the key participants in the project to plan and conduct the task analysis. In this group, include programming staff, training staff (if available at this stage), host country representatives, project beneficiaries, representatives from collaborative agencies, and people from similar projects (Volunteers and host country nationals).

As with all steps in planning, a task analysis is a *process* which continues as you gain information. When you are updating an existing project, the task analysis process is a review and clarification of tasks which have already been identified. You will find that the task analysis requires some updating each time you, or your successor, verifies the project plan. For new or expanding projects, the task analysis must be conducted to a level of detail required for project implementation.

Developing a task analysis plan

Conducting a task analysis requires time and the input of several people. Therefore, you will need a *plan* to coordinate the various people and activities; to get the most effective results; and, as always, to save time. Consider the following when planning how you will conduct the task analysis.

- *Use the major project activities already identified as the basis for the task analysis.* Focus on only *one* Volunteer assignment and its major activities as you work through the task analysis.
- *Determine the sources to use for collecting information.* Draw on the expertise of the project stakeholders, Volunteers in similar projects, and OTAPS Sector Specialists in Peace Corps/Washington. Use task analyses conducted for similar projects. Other documents related to similar projects, such as summaries, training plans, evaluations, or COS reports, are also helpful.
- *Determine the information collection methods.* These may include interviews, informal conversations or workshop discussions with the sources; observation of development workers on the job, research of the related documents, further research on the project's targeted problem, and review of previous training program objectives.
- *Cover the four key areas.* Identify tasks in each of the four key Volunteer task areas in the analysis – technical, language, cross-cultural, and personal health and safety.
- *Use an information collection work sheet.* The task analysis work sheet which follows will help you to organize the information as you go.

Project Task Analysis for ________ (Title of Project) ________

Project Tasks	Time Line								
	AA	Q1 O N D	Q2 Ja F M	Q3 A My Jn	Q4 Jl A S	Q5 O N D	Q6 Ja F M	Q7 A My Jn	Q8 Jl A S

Following the task analysis steps

Follow the steps below to conduct the task analysis for one Volunteer assignment. Each one is explained in more detail immediately following the list of steps.

1. Develop a list of questions.
2. Research the written documents.
3. Collect information from your people resources.
4. Prioritize each task.
5. Verify the task analysis.

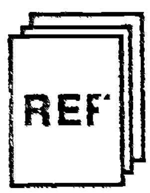
Step 1: Develop a list of questions.

What questions are you trying to answer as you read, interview, and observe? If you start by developing a *list of questions*, you will be able to collect the information in a more organized, consistent way. Each question relates to the basic one of *"What does the Volunteer have to do?"* Another basic question which can guide your task analysis is *"What are successful Volunteers doing in similar Volunteer assignments?"* The items below will help you get started on your list. Use the questions to interview a Volunteer in a similar project or a Volunteer's host country superior or counterpart/co-worker. The questions may also be used to guide your research in related documents, to observe the job being performed, and to ask for input from project participants.

- ❑ Actions taken initially to interact with people in the community?
- ❑ Actions taken initially to begin technical part of job?
- ❑ Language requirements?
- ❑ On-going contacts made with local, government, and collaborative organizations?
- ❑ Typical actions taken during one week to perform technical steps of job?
- ❑ Unexpected requirements of job?

- ☐ Actions taken related to local customs, values, beliefs?
- ☐ Most important part of job? Least important?

Step 2: Research the written documents.



Read the written documents on related projects to learn as much as you can about the assignment. Read monthly or quarterly reports from Volunteers in similar assignments. Ask OTAPS Sector Specialists for samples of task analyses on similar assignments. Study the samples with your list of questions at hand. Summarize the information directly on to the task analysis work sheet.

Use the written information – and your own common sense – to complete as much of the task analysis as possible before meeting with your people resources. This will save you time!

Step 3: Collect information from resource people.

Use the task analysis work sheets as you collect information from the resource people. There are several ways to collect the information, including:

- *Observe.* Take your list of questions with you as you make a site visit to observe Volunteers in similar assignments. Watch the person perform the daily or weekly tasks and take notes on the work sheets. You will not be able to observe all of the tasks of the assignment, but you can collect the information on missing tasks through other methods.

- *Conduct a workshop.* Bring a group of people together who can provide valuable information on the assignment. Include individuals such as Volunteers, the future supervisor of the Volunteer, the chief administrator in the area of the ministry where the Volunteer will work, the principal government administrator for the area, a beneficiary of the assignment, ministry representatives at the national level, technical experts, collaborating agency representatives, and a PC/W consultant. Workshops are effective ways to pool resources in a limited time frame to complete the task analysis.

- *Interview.* Use the list of questions to interview selected resource people. You will not need to ask each person the exact same questions, since the resource people have different perspectives on the assignment.

- *Attend an IST.* In-service training workshops may be a valuable use of your time during the task analysis. You may be able to observe and interview Volunteers and trainers who are involved in similar projects.

- *Develop a questionnaire.* Questionnaires are a way to get information from people who may not be available for interviews or workshops.

Step 4: Prioritize each task.

To prioritize each task, consider the relative *importance* of the task, *how often* the task must be performed, and *how difficult* it is to perform. Develop a priority list of the tasks for the Volunteer assignment. Before accepting the task analysis, however, complete the final – and essential – step in the process.

Step 5: Verify the task analysis.

Show the draft of the task analysis to selected resource people for verification. Clarify the information as necessary. Although you can now finalize the task analysis and continue with other planning activities, verify the task analysis once again by interviewing and observing the Volunteer after he or she has been on the assignment for a few months. Also, interview the Volunteer's supervisor or counterpart/co-worker. Priorities of tasks may change based on realities of the actual site.

Consider giving the task analysis to the Volunteer as he/she begins work. The Volunteer can revise and update the task analysis and use it to prepare the Volunteer Work Plan on page 130.

The tasks identified will be used by training staff to develop competencies which the Volunteer must possess or develop during training. Competencies are explained in Section Five, Training.

The final task analysis will look similar to the *example* which follows.

In some countries, tasks related to cross-cultural, language, and personal health and safety are developed separately. Often these types of tasks can be written generically and adjusted as necessary. The example on the next page is technically oriented.

Task Analysis for Hillside Extensionists (AA117)

Volunteer Tasks	Time Line Q1 O N D	Q2 Ja F M	Q3 A My Jn	Q4 Jl A S	Q5 O N D	Q6 Ja F M	Q7 A My Jn	Q8 Jl A S
Collect data of your work site: climate, pest technology, crops, etc.	→	→						
Draw up a map of your work site: villages, water sources, local groups, agencies . . .	→	→						
Identify at least [illegible] communities as target areas.	→							
Become familiar with your HCA and its resources.	→							
Get acquainted with hillside farming projects and human resources near your site.	→							
Attend HCA meetings.	→	→	→	→	→	→	→	→
Visit farmers on their farms and at home.	→	→	→					
Make a list of farmers' felt needs and problems in order or priority.	→	→						

Task Analysis for Hillside Extensionists (AA 117) (cont.)

Volunteer Tasks	Time Line							
	Q1 O N D	Q2 Ja F M	Q3 A My Jn	Q4 Jl A S	Q5 O N D	Q6 Ja F M	Q7 A My Jn	Q8 Jl A S
Investigate existing technology available to solve farmers' problems.	→	→	→					
Identify local leaders/collaborators in each selected community.	→	→						
Establish demonstration plots with proven ag. practices. Plots should be of about one hectare (1/16 Mz).	→	→	→	→	→	→	→	→

Identifying and securing resources and commitments

Before implementing a new project, you must first *identify* all of the needs of the project – human, financial, material, and service needs. Then, you must determine how you will fill those needs and *secure* the necessary resources and commitments for the project. You will also need to work out a schedule of when the various resources need to be in place for the project. This part of the planning process can be a very satisfying one because the project begins to take shape and have substance. As you collaborate with the host agency counterparts/co-workers, the project team develops a cohesiveness.

If you are working on an existing project, verify that the resources and commitments are filling the needs appropriately and adjust the project as necessary. The guidelines in this section will help you.

Identifying resource and commitment needs

Use the questions which follow to help identify (or verify) the project resource and commitment needs.

What are the human requirements?

- ❑ How many Volunteers are needed?
- ❑ What technical expertise is required?
- ❑ What kind of training do Volunteers need? (See Section Five, Training.)
- ❑ Are appropriate supervisors available?

105

What are the human requirements? (cont.)	❑ Are counterparts/co-workers available?
	❑ Who will serve as liaison with the host agency?
	❑ When are each of these human requirements needed?
What are the financial requirements?	❑ What operating capital is needed?
	❑ How and when will it be provided?
	❑ How will it be budgeted and tracked from planning to implementation?
What materials are required?	❑ Does the project require any tools, job-related equipment, construction materials, books, etc.? When?
	❑ What systems need to be developed to ensure that materials are in place at the correct times?
	❑ What are the "fallback" positions if materials are not in place at the correct times?
What are the service needs of the project?	❑ Does the project require transportation, housing, food, etc. for the participants? When?

What sites would be suitable for the project according to the host agency?

Are there any special support needs, such as from another country, a collaborating agency, or from a donor?

At the conclusion of this step, you will have a complete list of the resources and commitments needed for the project.

Securing the resources and commitments

Now that you have a list of project needs, tackle the job of determining who, where, and how each need will be met. Who will provide the financial resources? When will housing be available for Volunteers? Where? With whom? Although needs and resources change for each project, there are some consistencies that will help you in this process. As you answer the questions of who – what – where – when – and how, document the information. Use the Project Resource Planning Guide which follows.

Project Resource Planning Guide

Ne	Resources/ Cr nmitments (human, financial, material, service)	Schedule	Potential Sources

Host agency resources

Work with the host agency to secure as many of the resources as possible. With full support and involvement of the host agency, the project has an increased chance for success.

- *Human requirements – The host agency may provide:*
  - training for Volunteers
  - technical expertise
  - supervisors and counterparts/co-workers for Volunteers

- *Financial requirements – The host agency may provide:*
  - financial assistance
  - in-kind contributions

- *Material requirements – The host agency may provide:*
  - all or part of the material resources

- *Service requirements – The host agency may provide:*
  - all or part of the service resources (housing, transportation, etc.)

Collaborating agency resources

Refer back to the discussion on working with other development agencies on page 60. If you have been able to establish a collaborative relationship with another development agency, seek their assistance as you line up resources and commitments. They may be able to provide ones similar to those listed above for the host agency. Check with Peace Corps/Washington to find out what collaborative relationships have been established at that level which could benefit the project.

Local/community resources

Establishing local and community contacts is an essential part of the project. Local and community resources, when available, not only help to meet the practical day-to-day needs of the project but ensure linkage to the community leaders, infrastructure, and beneficiaries.

- *Human requirements – local sources may provide:*
  - support of local leaders
  - local infrastructure support
  - technical expertise

- *Financial requirements – local sources may provide:*
  - financial assistance
  - in-kind contributions

- *Material requirements – local sources may provide:*
  - land
  - use of community buildings
  - part of specific project requirements

- *Service requirements – local sources may provide:*
  - part of the service resources (housing, transportation, etc.)

Peace Corps resources

By this time in the planning process, Peace Corps/Washington will already be involved (during the problem analysis stage, *for example*). You are encouraged to use PC/W as an on-going resource during the entire process. Keep in mind the following resources available through PC/W.

- *Human requirements – PC/W can provide:*
  - technical expertise on -- overall consistency of the project plan, technical design and feasibility, site survey guidelines, monitoring and evaluation strategy, appropriateness and fill probabilities of proposed

Volunteer skills and assignment areas. Again, OTAPS Sector Specialists, regional staff, Information Collection and Exchange (ICE), and VRS are the major sources here.

- Volunteers – the key resource of a project!

- Investigate the applicant pool by reading the *Trends Analysis* provided by VRS. Refer to page 110 for further information on using the *Trends Analysis* and requesting Volunteers.

◆ *Financial requirements – PC/W can provide:*

- all or part of the operating capital of the project.

- a budgeting and tracking process which starts with the CMPB submissions.

◆ *Material requirements – PC/W may provide:*

- part of the material resources required. Contact OTAPS Sector Specialists and ICE for assistance.

◆ *Service requirements – PC/W may provide:*

- guidelines for establishing and managing service resource needs. Refer to Section Five on Training plus additional materials provided by ICE, OTAPS, and the region.

A final word

As you locate sources for the various needs of the project, it is important to get those commitments in writing. Provide a detailed listing of who, what, where, when, and how for each organization that has committed to providing assistance to the project. In this way, there will be clear understanding on your part – and theirs – of expectations.

Determining the geographic area

Determining the best site for a project occurs in two phases:

1) Narrowing the plans for the project to specific geographic areas in collaboration with the sponsoring ministry, agency, or organization.

2) Conducting a detailed site survey to match a Volunteer to a specific site.

The entire process of selecting a site occurs for each new project; established projects require updates and affirmations of the choice.

Narrowing plans

This phase of narrowing to a geographic area may have already been accomplished during the problem analysis. Depending upon the lapse of time, you may need to verify the appropriateness of that decision. To establish site selection criteria for the project, hold preliminary discussions with the sponsoring agency and make regional/provincial visits.

In some countries, the host agency provides a list of potential sites. Peace Corps narrows the list or selects sites based upon the criteria established for the project. Work closely with the host agency throughout the site selection process – from selection of the geographic area to selection of a specific site for the project.

Conducting the site survey

It is critical that all potential sites for new Volunteers are visited and *surveyed* as part of planning the project. The APCD or a designee should visit and survey each site and become personally acquainted with local and project officials. It is equally critical that the roles and mutual expectations of the new Volunteers be clarified not only with these officials, but with the villagers, traditional leaders, village councils, development workers, or other organizations when appropriate.

Site surveys should be completed well in advance before the Pre-Service Training (PST) program (3-6 months in advance). However, at times the sites may not be identified by the sponsoring ministry until the PST is underway. If this happens, you will need to complete the site surveys while working with the PST staff.

Experienced Volunteers can be used to conduct site surveys. However, they should be trained in how to conduct site surveys and supervised by the APCD. Often, Volunteers can provide a different perspective than PC staff by looking at such immediate Volunteer issues as potential support from officials, housing, transportation, etc. Also, some countries have found it useful to involve current Volunteers when working in areas that previously have had no Peace Corps contact because current Volunteers provide a very "real" illustration of the technical knowledge and language skills that may be coming. It is helpful when the experienced Volunteer clarifies expectations and needs of Volunteers prior to placement.

Caution! Many Volunteers have complained that their sites were never visited by a staff member before they were posted. Officials did not know they were coming; many officials and local people did not feel the need for the project even though they supported the idea of having a Peace Corps Volunteer. The Volunteers in these circumstances feel helpless and angry. A feeling of "They don't even want the project, why am I here?" prevails. Use the site development and site survey process to determine the appropriateness of the project and the support of the local community.

Staff should check with each other to see if more than one Volunteer will be placed in the same area. Peace Corps wants to avoid putting *too* many Volunteers in one area, but planning can occur for cluster programming purposes.

Developing a site survey outline

Site surveys focus on the five basic factors described in the outline below. As you apply the factors to a particular site, you will find it helpful to compile the information as you go. Using the factors listed (and others that you identify), develop a written *outline* which summarizes what you learn about the site.

Site Survey Factors

Project: ______________________ Potential Site: ____________________

1) *Need and receptivity of the community for the project and Peace Corps assistance*

- support of local leaders, both official and unofficial

  ____

  ____

- expectations of project beneficiaries (of Volunteer's role)

  ____

  ____

- support of project beneficiaries

  ____

  ____

- perceived need for project

  ____

  ____

- perceived opinions of Peace Corps

  ____

  ____

- additional comments

  ____

  ____

Site Survey Factors (cont.)

2) Community conditions

- socio-cultural factors – such as ethnic groups, religious groups, community attitudes toward change, diet/nutrition conditions, family life, gender roles, language spoken, educational levels and facilities.

- infrastructure – such as transportation; energy sources for people, animals, irrigation; local and national institutions affecting community life.

- physical – such as distance to urban or trade centers; topography and climate.

- economic – such as primary sources of income, seasonal variations in employment or income, trends in income, women's participation in the economy.

3) Project-related conditions

- history of similar projects in the area

- level of commitment from all levels to support the project in this area (funds, materials, services, land, etc.)

- match of project to Peace Corps project criteria

Site Survey Factors (cont.)

4) Volunteer working conditions

- sponsoring organization/work site – such as type of unit office organization; staff numbers, experience, levels of training, languages; work plan and work hours; facilities and space to be assigned to Volunteer.

- supervisor's and counterparts'/co workers' expectations of a Volunteer – such as their attitudes toward foreigners and particularly toward Peace Corps as a development partner; knowledge of Peace Corps' overall mission and role in development work.

5) Volunteer living conditions

- housing – such as available options (rental, family live-in, government facilities), distance to work site, water supply for drinking, bathing, toilet/latrine facilities, privacy.

- health and safety – such as security problems (crime, degree of political instability), medical facilities (type, distance), availability of emergency transportation, foods/diet, control over cooking.

- support services and resources – such as shopping (range of products, distance to meet personal needs), banking facilities, post office, telecommunications, places of worship, entertainment, companionship.

116

As you conduct a site survey, you may be able to identify resources and commitments for the project. Note them on the Project Resource Planning Guide (on page 97) and follow up as necessary.

Please note that major changes in subsequent QTRSs or VADs in trainee requests from those initially projected for a given fiscal year on the December 15 QTRS will decrease the ability of Peace Corps to recruit the individuals requested, thus lowering your fill, particularly in scarce skill assignment areas.

Summarizing the survey information

How do you summarize all of the information that you have gathered on an area or a site? One suggestion is to use the Site Survey Summary on page 108 to identify the key success and constraint factors of the site which would affect the project. Your brief summary plus a written recommendation to use or not use the site can serve as a quick guide to the site survey. The remaining information should be attached to the summary sheet.

What do you do with the summary and the accompanying information once it has been gathered? How will it be used? Once you have completed site surveys on *each* potential site, you (with input from other project participants) can make a final determination on the project site.

The site survey will be used throughout the remaining project planning steps to:

- Review current VAD sheets and adjust if necessary. The combination of information from the site survey and the task analysis make up the major portions of the VAD sheet.
- Plan Pre-Service Training. Trainers use the site surveys to make sure that training plans reflect the various "site realities" with which Volunteers will be working.
- Match Volunteers. Site surveys are used to match the knowledge, skills, and abilities of a particular Volunteer to the site which will best utilize that Volunteer.

- Familiarize Volunteers. Site surveys will help new Volunteers as they go to their sites for the first time.

Some Peace Corps countries have a file system in the main office with a folder on every village/community where Volunteers have worked. Each time a new Volunteer is assigned to the site, a new or revised site survey is added to the file. Volunteers include their project reports and even the COS report in the file. As new Volunteers are assigned to that site, they can read about the history of Peace Corps and other development projects within the community. Also, warnings can be heeded about particular problems which Volunteers may face. The information may become outdated quickly; caution is in order.

Sample Site Survey

Project: ____________________

Potential Site: ____________________

Success Factors	**Constraints**

Summary:

Recommen·'ation: ____________________

____

Determining the monitoring/evaluation strategy

Even though the project has not started yet, it is critical to plan the *monitoring and evaluation strategy* now. Monitoring refers to the on-going process of gathering and analyzing information throughout the life of the project. Without monitoring activities, the project may get off track completely and lose effectiveness. *For example,* Volunteers may not be properly trained to interact with community leaders – a crucial task. If field staff assumes this is being done, and the Volunteer is unaware of its importance, the project is likely to fail.

Project evaluation is equally essential. Evaluation is a special data collection and analysis used to determine project effectiveness. If a project objective is to reduce the number of cases of malnutrition among a given population, what progress has been made? What problems are occurring and interfering with project goals? An evaluation answers these crucial questions.

Details on how to plan and implement monitoring and evaluation are in Section Six. Read the section and plan how the project will be monitored and evaluated *before* it gets underway.

Before doing any detailed work on monitoring and evaluating a project, consider two things: 1) read Section Six of this manual, and 2) determine the host country's plans for monitoring and evaluating the project. Peace Corps cannot monitor and evaluate projects in isolation. Work with the host agency to utilize the system they have and modify where necessary using the information in Section Six.

Monitoring at the Volunteer assignment level is crucial. Schedule site visits to review goals and objectives, to discuss the personal welfare of the Volunteer, to provide feedback on Volunteer reports submitted, to discuss and resolve problems that occur in the Volunteer assignment. Let Volunteers know how many site visits can be expected but assure them that more can be requested. Two times a year is typical, with more scheduled as necessary or as requested. Use a site visit checklist to cover all aspects of the project; encourage Volunteers to express their concerns and to offer information.

Peace Corps projects are the delivery vehicle for Peace Corps development efforts. A well-planned and implemented project makes a tangible difference in the lives of beneficiaries. To ensure that efforts are not wasted, continually monitor the progress of the project against stated goals and objectives.

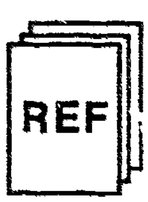
Requesting Volunteers from VRS

How do you get the Volunteers needed for the project? How are they recruited? How can you make sure that the Volunteers who arrive in-country are prepared for the project tasks or have the background necessary to complete project-related training? What forms must be completed? When? The answers to all of these questions describe the Volunteer delivery system for Peace Corps. To learn about the system, start with the basics of understanding the people who become Peace Corps Volunteers – the applicant pool. Much of this information is available in the *Trends Analysis,* described below. After that, move on to how you request Volunteers for a specific project by selecting the appropriate skill clusters and assignment areas, completing the QTRS, and developing VAD sheets.

Understanding the Volunteer delivery system

The *Volunteer delivery system* refers to the various stages of recruitment, selection, and placement which applicants follow to become Peace Corps trainees. Once you become familiar with the mechanisms you use to interact with this system, you will be better equipped to use the system to request the trainees needed for your projects. In addition, it is important to understand the profile of the applicant pool in terms of the relative availability of trainees with different types of skills and qualifications in order to take this into account in planning projects. The *Trends Analysis* is one of the principal documents which you can use to learn more about the skill profile of the applicant pool.

The Trends Analysis



The *Trends Analysis*, published and updated regularly by the Placement Office, can serve as one of your most useful program planning documents. It is sent to programmers in the field and is available to other staff members upon request. It contains the following major categories of information (from the November 1988 edition).

Skill Index The *Skill Index* provides a quick way to locate an Assignment Area (AA), which is the name and code number for a Volunteer job. The index is organized by major program sector, such as agriculture or education, and then by job title within that sector, such as Agribusiness Advisor or Business Education Teacher. One job title may include more than one Assignment Area. Agribusiness Advisor, *for example*, has three AAs. Each AA has a code number listed under *available skills* or *scarce skills.* Assignment Areas listed under scarce skills will be more difficult to fill. The *example* below is taken from the *Skill Index.*

Skill Index

1. **Agriculture**	**Assignment Area**	
Job Title	Available Skills	Scarce Skills
Agribusiness Advisor	141,140	114
Agriculture Economist		114
Agriculture Extension Agent	117	110
Agriculture Science Teacher		113
Beekeeping Extension Agent	117	119
Crop Extension Agent	117	110

To locate the appropriate Assignment Area in the *Skill Index,* find the correct program sector and look through the job titles to find the one or ones which seem appropriate at first glance. Then turn to the page in *Trends Analysis* which describes that Assignment Area. In determining the appropriate Assignment Area, keep in mind the actual tasks that a Volunteer will be asked to perform, not only the title of the assignment and the project. *For example,* a community services trainee (AA 162) with foreign language skills might be more appropriate for the community development aspects of a Primary Health Care project than a health/nutrition trainee (AA 154).

Assignment Area Each Assignment Area is described under the following categories:

- *Applicant Profile.* The Applicant Profile provides general characteristics (skills, age, language, sex, couples) for the pool of people getting nominated to that assignment area. This information indicates what type of people you might expect to receive for that AA and what percentage are available in each component of the skill cluster.

- *Programming Trends.* This part of the AA describes what various countries are doing within that AA – types of projects, variations in skill requirements, training programs, etc.

- *Factors Affecting Fill.* This section describes what you can expect if you select this particular AA – "difficult to match language requirement," "60% of non-degreed applicants have more than five-years of farming." These practical comments will be helpful as you select the Assignment Area and Skill Clusters within the AA which best suit the project needs.

- *Seasonal Information.* This section gives you information on Trainee Requests within that AA compared to the number of Trainees actually supplied. Numbers are broken down by fall/winter/spring/summer quarters.

Once you have studied the *Trends Analysis* and talked with other staff members and Volunteers, you will be familiar with the process applicants go through to become Volunteers, their typical backgrounds and characteristics, factors which affect Volunteer fill rates. To get the Volunteers needed for the project, a realistic approach is called for. You may not be able to get all the Volunteers you want for a project at the highest skill or educational levels. A creative approach in which a project utilizes a mix of scarce skill Volunteers and skill-trained generalists can be effective. Also, adjustments and trade-offs in other factors affecting fill (language, couples, *for example*) can enable you to get the trainees best qualified to implement the project.

Selecting Assignment Areas, skill clusters, and language requirements

Make sure you have the following references handy as you complete this task: *Trends Analysis*, task analysis, and the preliminary project plan. OTAPS Sector Specialists will also assist you upon request.

The staff member responsible for Pre-Service Training (PST) planning should participate in this process of selecting AAs, skill clusters, and language requirements. The programmer should consult with training resources to determine what skills and knowledge can be developed through Peace Corps training and what skills and knowledge the trainee must bring to Peace Corps. Also, it is important to begin planning for training needs *early*.

Assignment areas, skill clusters, and language requirements must reflect the skills and knowledge the trainee brings to Peace Corps, not what can be provided through additional Peace Corps training.

You have probably been able to narrow the choices of Assignment Areas to the one, or possibly two, which seem appropriate for the project. Continue learning about the AA plus the related skill clusters and language requirements before making a final decision (with input of other people, of course!).

AAs, skill clusters, and language requirements

As you know, an Assignment Area is the appropriate background qualifications and code number for the Volunteer job. The *skill clusters* within the AA represent the range of acceptable backgrounds which a Volunteer may have. *For example*, within Assignment Area 101: Freshwater Fisheries, there are two skill clusters. They are A) Bachelor of Science in Fisheries or any Biological Science area, and B) BA/BS any degree with 8 - 10 semester hours or 9 - 15 quarters hours of Biology and/or Chemistry.

If you identify both of the skill clusters as acceptable, then VRS recruiters will consider applicants in both categories. If you designate only one skill cluster as acceptable, you may note that on your request to VRS; however, *you narrow your chances of filling the requests.*

Other examples of AAs and skill clusters follow.

Examples of Assignment Areas and Clusters

134. Urban Planning

    A. BA/BS - in Urban/Regional Planning

140. Business Management

    A. Five years experience as the manager of a business, OR
    B. AA - Any business discipline with two years work experience as above, OR
    C. BA/BS - Any business discipline.

141. Cooperatives

    A. Four year work experience (Co-ops, credit unions, small business or bookkeeping) OR
    B. Two years of college with two years work experience as above, OR
    C. BA/BS - Any discipline with one year work experience as above, OR
    D. BA/BS - Any business or economics discipline.

Make sure that the AA you choose matches the task analysis completed for the project. Recruitment constraints may occur when filling a Volunteer slot based solely on credentials requested by the host country. The Volunteer must match the requirements of the job in order for the project to be effective.

Suggestions to improve fill rate

The *fill rate* is the number of trainees supplied by VRS compared to the number requested by you. Here are a few suggestions which will ensure that your fill rate is as high as possible.

The best way to assure a fill is to use the *full* skill cluster within each AA. This means that you should be willing to accept a Volunteer who possesses any one of the skills in the cluster. If you determine that the project requires one certain skill from the cluster, include a written explanation attached to your request.

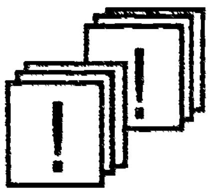
Generally, the lower the skill requirements, the easier it is to find Volunteers. When a project can use Volunteers who are less skilled than the skill cluster, note this on your request. Chances of having the request filled will be increased.

An important Volunteer supply concern is the increase from the field for special Volunteer requirements. In fiscal year '88, there was a 12% increase in special requirements (as indicated on the QTRS [language requirement] and on the VAD Cover Sheet Requirements/Restrictions). Requests such as adding two years of experience to an Assignment Area will lower the fill rate. Be sure that all special requirements are essential to the project needs.

The timing of your requests also affects the fill rate. Some AAs are consistently more available in a particular season (*for example*, those AAs using college graduates tend to be more available in late spring or summer). These trends are discussed in the *Trends Analysis*. Also, a certain AA may become "scarce" in a given season due to competition from other countries requesting in the same season. Shifting requests to a season in which there are fewer countries requesting a given AA can sometimes improve fill.

Accepting married couples can also make it significantly easier to fill requests, especially in scarce skill AAs and AAs in which experience requirements mean that larger percentage of qualified applicants will not be recent graduates.

Completing the QTRS



Once you determine what the assignment area and skill clusters are for a particular Volunteer assignment, forward this information to Washington through the *Quarterly Trainee Request System (QTRS)*, a key system in your project planning. VRS recruits from the QTRS; so you can see how important it is to complete it accurately and submit information on time.

The requests made on the QTRS are *projections* timed at fifteen months, twelve months, nine months, and six months before trainees arrive in country. Each time QTRS information is submitted, you are further along in the planning for the project. This means that you can update requests as you learn more about the project needs.

Projections are based on all projects scheduled to begin during a fiscal year quarter (which is also called a *season*):

Quarter I	Fall	October, November, December
Quarter II	Winter	January, February, March
Quarter III	Spring	April, May, June
Quarter IV	Summer	July, August, September

QTRS information is submitted four times a year: December 15, March 15, June 15 and September 15. The following calendar shows both the Volunteer Assignment Description (VAD) and the QTRS seasonal due dates.

VAD and QTRS Submission Calendar

Due to CDU

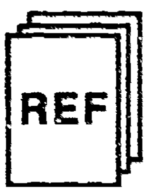
December 15 current FY	VADs:	Summer of current FY
	QTRS:	Summer of current FY Fall, Winter, Spring, Summer of next FY
March 15 current FY	VADs:	Fall of next FY
	QTRS:	Fall, Winter, Spring, Summer of next FY
June 15 current FY	VADs:	Winter of next FY
	QTRS:	Winter, Spring, Summer of next FY Fall of year after next FY
September 15 current FY	VADs:	Spring of next FY
	QTRS:	Spring, Summer of next FY Fall, Winter of year after next FY

Let's take a look at the QTRS cycle. The *first* time Trainee projections are sent in for the QTRS is fifteen months before the season of project start-up. This early QTRS gives plenty of lead time for VRS to plan and conduct their recruitment activities. The information is also used by PC/W for long-range budget and administrative planning. The *second time* projections are submitted on the QTRS is twelve months before the season. You are further along in project planning, so the QTRS can be updated and clarified at this point. The *third* submission occurs nine months prior to the season and reflects firmer request numbers for trainees on this QTRS.

The December 15 QTRS submission is an exception. Instead of showing projections for four upcoming quarters, this one shows projections for five upcoming quarters. This means the first projections are made eighteen months before the season of project start-up. The second projections are made fifteen months before the season of project start-up, and so on. The Quarterly Trainee Request System Cycle chart found in the Appendix can be used as a guide when making your submissions.

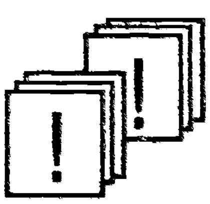
Trainee projections are made in the CMPB as well as the QTRS. It is important that the numbers in the two documents closely approximate each other. The projected numbers heavily influence recruitment efforts, administration, and budgeting.

Trainee projections must also be consistent with the Volunteer Assignment Descriptions (VADs), which are sent to PC/W six months before the season. VADs are described below. QTRS submissions for seasons six, nine, twelve, fifteen and eighteen months in the future along with VAD reports for the season six months in the future go to PC/W at the same time in the same package.



Refer to the Appendix for a copy of the QTRS submission cycle, sample QTRS reports and instructions for completing submissions.

Developing the VAD



The *Volunteer Assignment Description (VAD)* is the documentation which represents the host country request for a Peace Corps Volunteer. The VAD is used: to communicate to Placement the specific requirements/ qualifications for trainees for a specific assignment; to assist Placement Officers in matching qualified applicants to a particular country request; and to inform an applicant about the assignment for which they are being invited in a manner which will enable them to decide realistically whether or not to accept the invitation. Each Volunteer assignment requested on the last QTRS report submitted is explained in detail on the VAD.

The VAD includes information such as Assignment Area; project name, title and code; and training events. Space is provided for a narrative description of the project: objectives, duties, living conditions, medical facilities, environment, flexibility, and commitment needed.

A VAD cover sheet provides summary information on all trainees requested for one Assignment Area who are scheduled as a training group. Any requirements or restrictions (education and experience, *for example*) are written here.

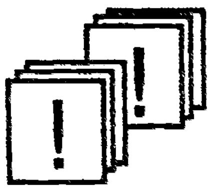
Refer to the Appendix for Elements of a Good VAD, a copy of the VAD and instructions for completing it, and examples of completed VADs for Country A and Country B.

Make sure that the information provided on the VAD links directly to the task analysis completed for the assignment.

Once you have submitted the VADs (six months in advance of the season), the CDU, Placement, and OTAPS have an opportunity to respond to the requests with suggestions. Placement Officers will suggest changes to improve the fill of requests and may make other comments regarding the VAD submission. These comments are cabled to country by the CDU and country staff respond through the CDU as to whether or not they choose to accept suggested changes. The CDU then submits the final VADs with any changes or clarifications.

Since VADs are shared with invited applicants, they can have a dramatic effect on the potential Volunteer's first impression of Peace Corps and the project. Trainee/ Volunteer attrition is often linked to unrealistic expectations about the scope of the assignment, its potential impact, and the type of support that a Volunteer can expect. Be as specific and clear as you can. The VAD is usually the only assignment-specific information provided to an applicant until he or she decides to accept the invitation.

Completing the final project plan



The *project plan* is the only detailed document that gives project planning history. This history includes the problem being addressed, mutual agency commitments, plus project goals and objectives. Since the staff of Peace Corps, the host agency, and the collaborating agency usually change during the life of the project, the plan becomes essential to the successful continuation of the project. The project plan is developed with the input of the host agency; it is essential to *integrate* Peace Corps plans with those of the host agency.

The plan is used as a guide throughout the project (as input into the CMPB, *for example*) and as a resource for future project adjustments based on monitoring and evaluation activities.

Keep the project plan a living document – create it so that sections can be added as the project evolves. Consider using a large three-ring binder. Place the original project plan and the project agreement after *tab one*. Place all data pertaining to the first group of Volunteers on the project after *tab two* (VAD sheets, task analyses, training designs, monitoring reports). Use *tab three* for the next group of Volunteers, and so on. Share the notebook with new host agency people on the project! Share it with Volunteers in PST! Share it with your successor!

At the end of a 24-month cycle for a group of Volunteers, conduct an evaluation (with Volunteer input) to determine progress toward goals. Note all major adjustments, problems, and expanded opportunities in the project plan. Refer to Section Six, Monitoring and Evaluation, for guidance.

To develop the plan, use the preliminary project plan, notes, task analysis, and any other documents you have collected to this stage. A few key points to remember about writing the plan are:

- Use clear, straightforward language.
- Include enough detail to help the reader get a complete picture of the project.
- After writing the report, read it carefully to make sure it is easily understood. Have someone else read the report.

Submit the project plan to the Country Desk Unit in Washington. Also, file it with other in-country plans to form an ongoing status report of the country program. *The outline on the next two pages will guide you as you write the plan.*

Project Plan

Project Title/Code
Sector

PART 1 - Project Background from the Host Country Perspective

A. Country assessment – historical perspective on problem

B. Problem analysis/causes

C. Problem statement

D. Past efforts to address problem

E. Current efforts to address problem (including how long these efforts have been ongoing)

PART 2 – Peace Corps Participation

A. Peace Corps programming criteria, country strategy, and feasibility which influence the type of Peace Corps' participation

B. Project purpose (why)

C. Project goals (what)

D. Objectives (what)

E. Milestones (what and when)

F. Major tasks (how)

G. Collaborating agencies – description of collaboration, including nature, responsibilities, and timing

H. Critical resource needs

I. Volunteer trainee input

1. FY 19 ___: On-Board 9/30/___ Vs ___ Ts
2. Trainee requests

Actual	Projected				
FY 19 ___	FY 19 ___	FY 19 ___	FY 19 ___	FY 19 ___	FY 19 ___

J. Assignment areas

K. Plans for monitoring and evaluation

L. Pre-service and In-service training needs

M. Project approval signature of Country Director, date

Planning the training strategy

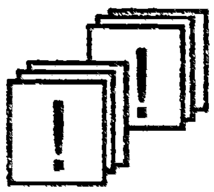
As part of project planning efforts, programming staff and training staff should work together at this point to plan the *training strategy* for the project Volunteers. The training strategy describes how Volunteers will be trained to perform the tasks of the project. You will find it helpful to read through the Training section (Section Five) before developing the strategy.

To develop the training strategy for a group of Volunteers, there are several tasks to be accomplished. Programming staff and training staff can work together to link training efforts to the project plan, prepare a training calendar, design each group event, and so on. Start by answering the basic questions:

- What training is needed according to the project plan (goals and objectives of the project, task analysis) and according to project monitoring data available?
- What are the recruitment realities? How much difference is there in the Volunteer requirements of the project and what VRS can provide?
- What links must be made between the PST and IST? How can in-country training link to Pre-Departure Orientation and training?
- How can training be provided? How much in-house expertise is available? What support is there from the host agency, other host country agencies, the collaborating agency? Is it necessary to contract the training (stateside, third country, in-country)?
- When should training be provided? It is impossible to provide all training during the PST, so you must determine what is necessary for the PST and what can be held until the IST. There should be a graduated sequence of activities tied directly to the project plan.
- Who will be responsible for the whole training cycle? Each training event?

If you are new to the job, find out if your predecessor has already developed a training strategy for a previous group of Volunteers on the project. Amend and update the strategy as necessary. If a strategy has not been developed for an existing project, check Section Two of the CMPB for a summary and begin to construct one. For new projects, refer to reports on training strategies for similar projects.

Finalizing the project agreement



The *project agreement* is one way to ensure that both Peace Corps and the host agency identify their roles and responsibilities, resources, and commitments. Although not legally binding, a project agreement is a contract that clearly defines the goals, objectives, and plans for the project.

Project agreements are the result of joint efforts between Peace Corps staff and host agency officials. This close alliance helps to eliminate misunderstandings that may hinder the project. Writing a project agreement is not required for a Peace Corps project to be initiated; however, having the document can prevent problems throughout the life of the project.

Understanding agreement responsibilities and authority

The Country Director has the authority to negotiate and sign agreements with host country agencies in accordance with the terms of the Peace Corps Country Agreement.

Project agreements do not need to be approved by Peace Corps headquarters although the agreements are forwarded to Washington. The Country Director consults with headquarters concerning an agreement which deviates substantially from the recommended format described on the next page.

In designing a project agreement, ensure that the provisions do not conflict with Peace Corps responsibilities to Volunteers, their rights under government policies and regulations, and the terms of the Peace Corps Country Agreement.

Developing the final agreement

The recommended content of a project agreement consists of clearly defined sections. These sections are listed below in the recommended order.

SECTION	WHAT IT CONTAINS
preamble	Give reason for the cooperation between Peace Corps and the host agency.
purpose	Refer to the: • country agreement • Peace Corps project criteria • host agency development needs • Peace Corps response
project development	Refer to: • key stakeholders in the project who are involved in project planning • the mutual project development process • use of the *Project Plan* • collaboration with other agencies • task analysis • entry level requirements for Volunteers
request for Volunteers	Refer to: • how agency will request Volunteers in writing • the use of the *Project Plan* and Volunteer Assignment Description Sheets Emphasize project schedule.
recruitment of Volunteers	Refer to: • Peace Corps recruitment procedures • timing • standards and qualifications for applications
training	Refer to: • Pre-Service Training concept • content in technical component • content in language component • content in cultural component • content in personal health and safety Emphasize that Volunteers will be qualified at end of training, not before. Discuss using ministry personnel for planning, implementing, and evaluating in-country training.

SECTION	WHAT IT CONTAINS
✓ *assignment of Volunteers*	Refer to: • how sites will be identified • how Volunteers will be placed • procedures for Volunteer site reassignment
✓ *supervision*	Refer to: • day-to-day host agency supervision of Volunteers • supervisor training • designation of a Peace Corps liaison officer within the host agency or at a regional or local level • designation of a Peace Corps staff member as project liaison with host country agency and as Volunteer supervisor
✓ *responsibilities of Volunteers*	Refer to role of Volunteer: • primary technical activities • secondary technical activities • secondary cultural activities • transfer of skills to host country people
✓ *responsibilities of host agency*	Refer to: • counterparts • materials • supplies
✓ *accommodations*	Refer to: • who will provide Volunteer housing • how it will be arranged
✓ *living allowance*	Refer to: • settling-in allowance • living allowance • what part of each (if any) will be provided by the agency
✓ *transport*	Refer to: • transportation provided by Peace Corps (international and to/from site) • job-related transportation provided by the agency
✓ *leave*	Refer to: • Volunteer leave • need for written authorization from host supervisor • distinction between official annual leave and Peace Corps administrative leave (for group meetings, medicals, trainings, conferences, etc.)
✓ *medical, dental, hospital care*	Refer to care covered by Peace Corps.
✓ *recall and replacement of Volunteers*	Refer to: • procedures for agency or Peace Corps recall • procedures for agency or Peace Corps reassignment • procedures for agency or Peace Corps replacement of Volunteers

SECTION	WHAT IT CONTAINS
project monitoring and evaluation	Refer to: • mutual design of monitoring activities • Peace Corps monitoring and evaluation activities (Quarterly Reports, Mid-Service Conferences, In-Service Training, evaluation instruments, etc.)
research/studies	Refer to: • ownership of data collected by Volunteers • "How-To..." manuals may be sent to Peace Corps Information Collection and Exchange (ICE)
period of assignment	Refer to: • tour of duty • transfers • resignations • extensions
extension of service	Refer to: • procedure for Volunteer extensions • criteria for extensions • timing of requests
laws and regulations	Refer to: • working in accordance to laws of the USA and host country • living in accordance to laws of the USA and host country
funding	Refer to the fact that implementation of the project is subject to the availability of funds.
other ministry responsibilities	Refer to any other agreed-upon roles and responsibilities of the host agency.
other Peace Corps responsibilities	Refer to any other agreed-upon roles and responsibilities of the Peace Corps.
amendments	Refer to procedure for amending agreement.
termination	Refer to termination of procedures (giving 30 days written notice).

Following up on the project agreement

Once Peace Corps and host country representatives sign the project agreement, make copies for the regional, provincial, and local officials of the host agency. As a result of the agreement, the host agency should create a directive to its operational staff which authorizes specific support for Volunteers.

In some countries, agreements are developed at different levels (regional, provincial, and local). The agreements may be simplified from one level to the other. The development of agreements *by level* may help gain commitment.

Forward a copy to the Peace Corps Regional Director, who reviews it and sends it on to the CDU. The CDU keeps these agreements on file.

Provide copies of the agreement to trainees in Pre-Service Training. Keep a copy with the project plan. *The project agreement should become part of the standard documentation process.*

The document often becomes a binding agreement, and therefore, should be shared with the Volunteers of the project. Expectations can be clarified and based upon realities of the project.

Using the agreement to "close the loop"

The project agreement clearly explains the role of the Volunteer in a community. The agreement can be used to help community members understand what is going to happen in the day-to-day operation of the project. *For example*, a community meeting can be held to discuss the agreement. They may have heard general comments about the project or provided input into part of it. The project agreement provides the missing details and "closes the loop" on the communication process.

Developing the Volunteer Work Plan

The *Volunteer Work Plan* is a key document which is produced, initially, during the last phase of PST. In some countries, this is called the Volunteer Action Plan, the three-month report or the six-month report. The timing and submission requirements of the work plan vary from country to country; however, all countries require the Volunteer to prepare and update work plans. The purpose of the work plan is to help the Volunteer to accomplish goals and objectives related to his or her assignment. The plan also guides the Volunteer to develop in areas of cultural integration, language proficiency, and the essential collaboration with the sponsoring agency. Both personal goals (such as language improvement for the Volunteer) and goals and objectives of the assignment are included.

The task analysis can be used as a basis for writing the work plan.

The Volunteer Work Plan is a straightforward document which guides the Volunteer as he or she begins the project tasks. It integrates the skills the Volunteer has learned in training with the needs of the project. An outline follows. The plan may be useful as a monitoring tool for the Volunteer's work over the first several months.

The Volunteer Work Plan must relate to goals, objectives, and milestones of the project.

Sample Outline for Volunteer Work Plan

Volunteer Name: ______________________

Project Name: ______________________

Project Time Frame: ______________________

Work Plan Time Frame: ______________________

- ***Goal Statements.*** Primary goal(s) which the Volunteer hopes to accomplish in his/her project during specified time. Both professional and personal goals may be discussed.

- ***Objectives.*** Describe the primary objectives (both professional and personal) which you hope to accomplish during the next work plan phase. Relate your objectives to the project task analysis when possible. Include resources necessary and availability of those resources. Identify time frames for the objectives.

  A. Technical:

  B. Cultural integration:

  C. Language proficiency:

  D. Personal health and safety:

- ***Project Recommendations.*** Describe recommendations you have for the project.

- ***Collaboration with sponsoring agency.***

- ***Support Needed.*** Describe the support you need (professional and personal).

NOTE: Add Accomplishments and Problems to each Work Plan *except* the first one.

- ***Accomplishments.*** Describe accomplishments during last work plan phase. Compare to project task analysis and your own objectives established on previous work plans. Identify progress made toward project goals, objectives, and milestones. Identify personal accomplishments as well.

- ***Problems.*** Describe problems during last time period. Discuss problems inhibiting progress toward project goals, objectives, and milestones. Discuss problems you are having in the areas of collaboration with sponsoring agency, technical skills, cultural integration, language proficiency, personal health and safety.

- ***Additional Comments:***

Key points

- Before attempting to address a problem, analyze its causes, scope, and consequences and determine if it can be addressed within the scope of Peace Corps goals, criteria, and capabilities.

- Develop a project concept or reaffirm an existing one based on research into the feasibility of the project, its potential for collaborative effort, and alternative approaches.

- Funnel all the information you have obtained to date with the remaining planning activities which define the specifics of the project.

- Develop project goals, objectives, and tasks which define and focus them to show a distinct, progressive relationship.

- Develop/affirm project goals and objectives with input from all project stakeholders.

- Take the time to get a preliminary project plan on paper; this measure will save you time on several future tasks.

- The task analysis has serious implications for recruitment, placement, training, and the overall success of the project. Therefore, work with the key participants in the project to conduct a thorough and accurate task analysis.

- Begin to give the project shape and substance by identifying all the resources needed for the project (human, financial, material, and service), obtaining a commitment from various resources to fill those needs, and working out a schedule of when the resources must be in place for the project.

- Choose a site that is most appropriate to the project and its Volunteer(s) by visiting the site and conducting a detailed survey of community conditions, project-related conditions, and Volunteer working and living conditions.

- Develop a strategy for monitoring and evaluating the project during this planning stage so that you can make sure the resources are in place as they are needed.

Key points (continued)

- Make timely projections and requests for Volunteers that are realistic and suited to the project.

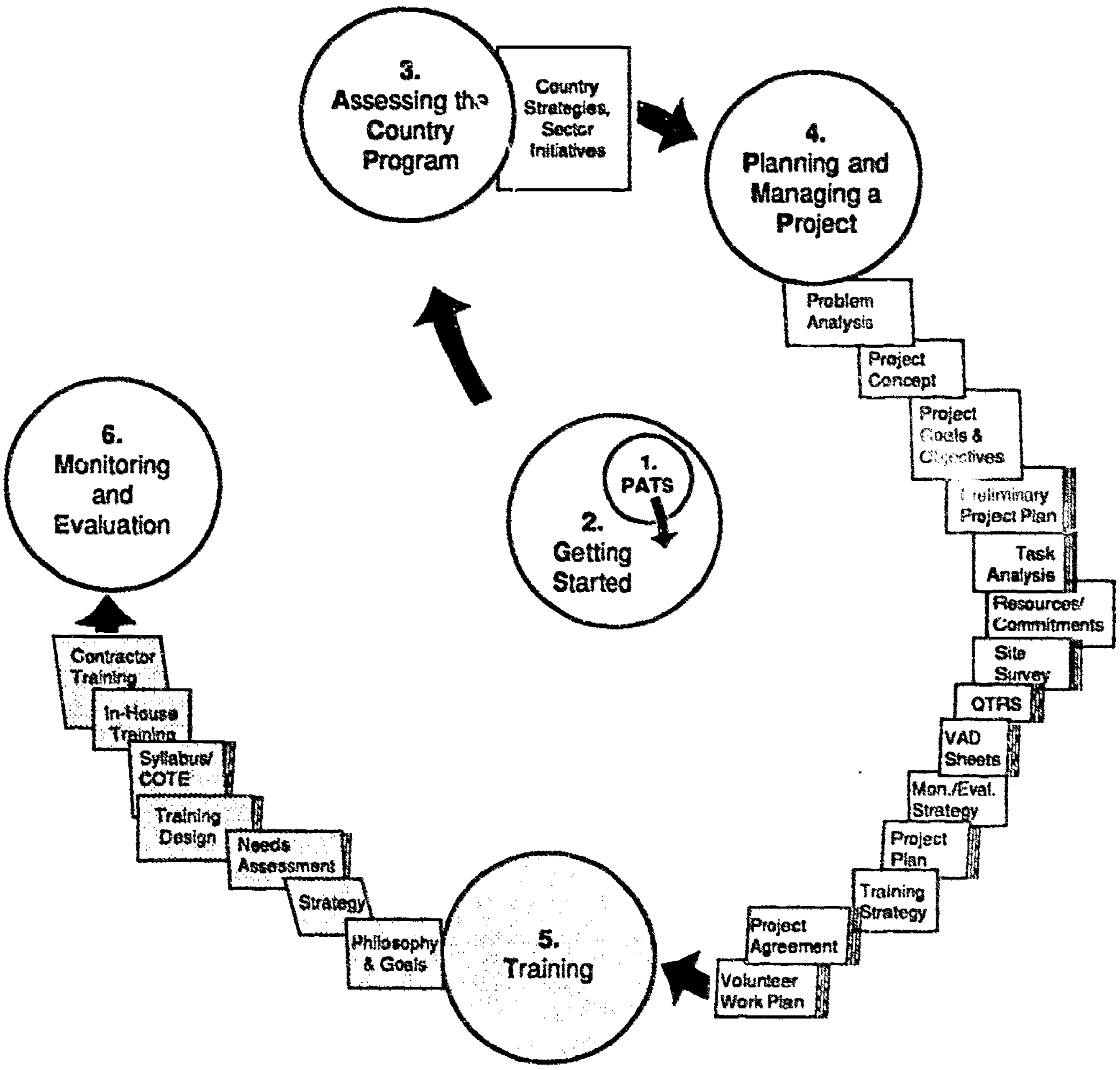
- Finalize your Project Plan: make it a detailed document of the project planning history and a living document to be updated throughout the course of the project. The Project Plan will be used as a guide throughout the life of a project and as a sample for the development of other projects.

- Plan the training strategy for the Volunteers with input from both programming staff and training staff. Link training strategy directly to the project plan.

- Finalize the Project Agreement with the host country to ensure that both Peace Corps and the host country understand their roles, responsibilities, and commitments.

- Develop a Volunteer Work Plan to guide the Volunteer on the project tasks and to provide a Volunteer monitoring tool.

Section 5: Training



✣ Topics:

- Overview
- Peace Corps training philosophy
- Peace Corps training goals
- Planning the training
- Planning and implementing in-house training
- Coordinating contractor training
- Key points

Overview

Training refers to all of the learning activities that occur over the course of a Volunteer's involvement with Peace Corps, starting with the placement phase and ending with a Close of Service Conference. Training is an important part of the Peace Corps Volunteer's experience; through training, the importance of enhancing Volunteer skills *throughout* their assignments is recognized. The quality of training provided to Volunteers has a direct bearing on the effectiveness of the project. Collaborative efforts – from Peace Corps staff, host agency, collaborating agency, training contractors, and Volunteers – are *essential* to ensure that quality.

Training is an ongoing effort beginning with pre-departure contacts and the Pre-Departure Orientation and moving through Pre-Service Training, In-Service Training, and Close of Service activities. Although training is often thought of in terms of specific events, it also involves learning through informal contacts and personal health and safety activities that make up the Volunteer's tour.

Assignment of responsibilities for training varies greatly within Peace Corps. *For example,* one country may have staff members conduct training activities under the direction of a PTO. Another country may have the PTO responsibilities assigned to various APCDs or other staff. Training may be conducted by contractors who coordinate activities under the direction of Peace Corps staff.

Before beginning this section, talk to other staff members in your assigned country. Find out who has responsibilities for training and whether training is handled in-house, through contractors, or a combination. This information will help you as you read Section Five.

This section guides you through the philosophy and goals of training and describes the major steps involved in planning training programs. The two systems for delivering training to Volunteers – in-house training and contractor training – are described with guidelines and procedures given for both.

Integration of training activities with each other and with project planning is the key to successful training.

Peace Corps training philosophy

What are the underlying philosophical assumptions to every Peace Corps training program? No matter what Peace Corps training document you refer to, you are likely to find the common assumptions which are summarized below.

- Training efforts must be *collaborative.*
- Training activities must be *integrated* with each other and with project planning efforts.
- Training is an *ongoing effort* beginning with placement and ending with close of service.
- Training consists of four major *components* – technical, cross-cultural/community, language, and personal health and safety.
- Volunteers must be trained in specific *competencies* to develop the *knowledge, skills, and attitudes* required by the project.
- Training efforts are based on the principles of *experiential, adult learning.*
- Training efforts are based on *goals* which apply to each training program and event.

The sum of these statements represents the philosophy of Peace Corps training. As you develop PSTs, conduct evaluations of training programs, or complete any training-related task, incorporate this philosophy into your work. Peace Corps Volunteers deserve our best combined efforts to prepare them for their jobs.

Peace Corps training goals

Even though training for Volunteer assignments varies greatly according to project need, there are common goals which weave through every training program and event. Those common goals, which were developed by Peace Corps trainers, are listed below.

1. To provide Volunteers and trainees with basic technical, cross-cultural/community, language, and personal health and safety skills that allow them to serve effectively as they live and work productively and positively with host country people.

2. To model an approach to development by providing training that encourages critical thinking, creative problem solving, information gathering and analysis, flexibility, patience, professionalism, and self-sufficiency.

3. To develop in Volunteers strong skills which allow them to function effectively to help others define and solve problems.

4. To help Volunteers understand the development process, including the involvement of women in this process.

5. To demonstrate the value and methods of sharing knowledge.

6. To enhance Volunteers' understanding of how to develop counterpart/co-worker relationships.

7. To increase Volunteers' knowledge and understanding of the Peace Corps Mission as well as general Peace Corps and country-specific policies.

8. To provide Volunteers with ways to manage the communication process effectively by utilizing listening skills, feedback, and non-verbal communication.

9. To provide Volunteers with effective skills for making a transition to a new culture using observation, information gathering, and validation, as well as others' assumptions as they relate to technical work.

10. To provide Volunteers with skills that enable them to manage loneliness, isolation, and stress effectively while also understanding basic nutrition, hygiene, and personal health and safety.

11. To assist Volunteers in understanding their technical assignment and in developing the skills necessary to perform their jobs.

12. To provide trainees with a clear understanding of what is expected of them as Volunteers; enabling them to set personal and professional goals and to measure their progress in achieving these goals.

13. To assist Volunteers at the close of their service by facilitating their re-entry into the United States.

14. To expose Volunteers to the realities of being a Volunteer.

15. To develop in trainees an awareness of characteristics that will help them to live and work effectively.

Planning the training

There are several considerations to be made before training is actually implemented. The strategy developed during the project planning phase, *for example*, needs to be revised and updated. The key events must be identified, the training approach selected, a needs assessment conducted, goals and objectives of the training written, and the training design and materials for each event designed. Planning for training occurs over several months and, like the project planning phase, changes as you gather more information.

Meeting the training needs of a trainee/Volunteer group cannot be accomplished in isolation. As you plan, collaborate with the Training Officer or PTO responsible for in-country training. Budgets must be interrelated, staffs coordinated, and resources pooled. The overall training strategy of the country, updated annually, requires the collaborative efforts of all staff members and host agency representatives to insure integration at all points in the process and at all levels.

Updating the training strategy

During project planning, you or someone else who is involved with the project developed a *strategy* for training the Volunteers for the project. General decisions were made regarding the types of training needed, responsible parties, budget restrictions, and timing of the training. As project start-up gets closer, it is time to update and clarify the training strategy. Refer back to page 124 in Section Four and revise the points covered there with any new information you may have.

For on-going projects, review the previous documentation (strategy, plans, goals and objectives, evaluations) to update and clarify the training strategy.

As you update the training strategy, consider the following standards established by experienced training staff members.

Standards for the training strategy

As you gain experience, you also gain confidence in planning, implementing, and evaluating a training strategy for each Volunteer group.

◆ *Take steps to link all phases of training.*

There are a number of ways you can link all types of training to each other.

- Link objectives for one type of training event to the objectives of another. PST objectives, *for example*, can be linked to the objectives of an IST; there should be a natural progression.
- Ask Volunteers about their training needs.
- Use the evaluations from a PST to help design an IST; or from previous ISTs to design a PST. Determine from the evaluations any weak areas in the training programs and build them in to the next event.

◆ *Keep the host country involved.*

- Ask the host agency representatives to review the training plan, the overall design, the calendar of events, and the final reports.
- Gain assistance from the host agency with the actual training of Peace Corps Volunteers. Host agency representatives (and other host country nationals) can provide part of the training, serve as guest speakers, or review a training session.
- Inform the host country regularly regarding ongoing training efforts. Provide copies of the training plans developed, *for example.*

◆ *Make sure that the strategy integrates the four major training components – technical, cross-cultural/community, language, and personal health and safety.*

- Teach technical skills within a cultural context, such as role plays which provide trainees the opportunity to practice technical skills – not in isolation – but in conjunction with language and social customs.

- Build on themes and learning experiences from previous sessions. Provide overviews of what comes next.
- Use host country nationals at all levels of training – as trainers, speakers, and reviewers.

◆ *Keep the project plan firmly in mind.*

- When you review the training strategy, make sure it links directly to the project plan. The stronger this linkage, the more effective the training will be.

◆ *Keep the results of the project task analyses firmly in mind.*

- An effective training strategy has a direct linkage to the results of the project task analyses. The task analyses provide a complete outline of the knowledge and skills required to fill each type of Volunteer assignment within the project. This information forms the essential foundation for an effective training plan.

◆ *Carefully define competencies.*

- A *competency* is the demonstrated, observable ability to do something. For each task, identify the individual competencies required to perform the task.

Example

Task:	Construct basic water supply systems.
Competencies:	The Volunteer must have the ability to:
	1. Construct a roof-to-barrel water catchment system which works.
	2. Construct a water purification system from local materials.

152

◆ *Use the competencies to develop behavioral objectives.*

- For each individual competency, develop behavioral objectives which provide evidence that the Volunteer has acquired the expected competency.
- Make sure behavioral objectives are worded to indicate how the observer will know that the trainee has reached a measurable or observable objective.

Example	
Competency:	Construct a roof-to-barrel water catchment system which works.
Behavioral Objectives:	The trainee demonstrates effective procedures for obtaining the necessary tools and materials to build the system.
	The trainee obtains a workable design on paper.
	The trainee builds a workable system within a two-day period.

- Consider the following points as you develop (or review) behavioral objectives.
  - Is the objective related to the performance of a task identified in the project task analysis?
  - Does the objective measure only one specific competency (or part of a competency)?
  - Is the objective stated to include *how* the observer will know when the trainee has acquired the competency?
  - If the objective contains any of the following words, it probably is *not* a behavioral objective: *know, understand, appreciate, have, comprehend, be aware of, feel, believe.* If it is stated very specifically, as the following objectives are, it probably *is* a behavioral objective:

> - "Using the following materials, the trainee will construct . . ."
> - "Under the following conditions, the trainee will demonstrate . . ."
> - "At the end of the training, the trainee will identify at least three . . ."
> - "After the training session, the trainee will accurately write the five stages of . . ."
> - "Without referring to blueprints, the trainee will draw . . ."

- Properly stated behavioral objectives are important for all of the following reasons:
  - They assure that trainees are prepared to meet all of the *specific* demands of their project tasks.
  - They clarify for the trainee the demands of their assignments and what is expected of them.
  - They help keep training logically structured from simple to complex and general to specific.
  - They give the trainee well-defined end results to achieve.
  - They make evaluation of trainee knowledge, skills, and attitudes much easier.

Caution! Not *all* Volunteer behaviors can be stated as clear behavioral objectives. Your judgment and instincts come into play.

◆ *Build your training strategy on the principles of adult learning.*

- Plan a physical environment that is conducive to learning: *for example*, arrange seating so that participants can easily communicate with each other.
- Set the climate for a training event to ensure that those attending feel comfortable participating; climate-setting is essential in any adult education setting.
- Plan a self-diagnostic exercise in which individuals identify the gaps between where they are now and where they need (and hope) to be in terms of the identified competencies.
- Incorporate input from participants into the objectives of the training event so that they are all actively involved in their learning.
- Incorporate input from participants on the sequence of learning experiences for accomplishing the objectives, with emphasis on learning-by-doing methods – simulation exercises, role playing, case problems, and other problem-solving activities.
- Include mutual evaluation by the participants and facilitator of the trainees' progress in accomplishment of the objectives.

⇨ *continued*

- Draw on the knowledge, skills, and cultural background of the participants.

◆ *Assess available resources which might be used for training.*

- Refer to Section Four, page 94, "Identifying and securing resources and commitments."
- Knowing what resources are and are not available helps you to develop a more realistic training plan and design.

Identifying key training events

The following key events are incorporated into most training strategies for a group of trainees/Volunteers. For brief explanations of each, refer back to Section One, page 6, or the Glossary (Section Seven). Add detail to the plans for each event as you gain more information.

1. Stateside Training (SST)
2. Pre-Departure Orientation (PDO)
3. Pre-Service Training (PST)
4. Third Country Training (TCT) (not offered to all groups; see definition.)
5. In-Service Training (IST)

Caution! IST resources should be equitably distributed across projects to the extent possible.

6. Mid-Service Conference (MSC)
7. Close of Service Conference (COSC)

Place training events on the annual planning calendar.

Selecting the training approach

There are two approaches to training in Peace Corps: in-house training and contractor training. In-house training is planned and implemented by Peace Corps staff. Contractor training is planned and managed by Peace Corps staff but implemented by subject-matter experts who are under contract to Peace Corps. The approach taken depends upon Peace Corps staff availability and expertise, specific needs of the project, skill level of the trainees, and budget limitations.

In some cases, contractors handle all training events for a group of Volunteers. In other cases, a combination of the two approaches is used. Contractors are brought in for a specific event (PST, *for example*) or part of an event (technical training in a PST).

There are certain responsibilities that Peace Corps staff have for both approaches to training. Those include conducting a needs assessment and identifying goals and objectives of a training event. In some countries, Peace Corps staff also develops the training design. In others, the contractor is responsible for the design. Explanations of these responsibilities follow. The remainder of the section is then divided into the two approaches: in-house training and contractor training.

Conducting needs assessments

The following activities help you to assess the training needs of the trainee Volunteer group. This process is referred to as pre-training research in many countries.

- Review the project plan, VADs, and the task analyses.
- Talk with other field staff (APCD, *for example*), host agency officials, and current Volunteers for their input.
- Visit current/potential sites.

- Review related reports.
- Review Pre-Training Questionnaires (PTQs) for PSTs. (See sample in Appendix.)
- Review suggestions from quarterly reports and site visits for ISTs.
- Document the findings of the needs assessment. Refer to the Appendix for a sample.

Developing goals, competencies and behavioral objectives

The information you obtain from the needs assessment helps in planning the training events. Each training event must have written goals, competencies, and behavioral objectives. The goals, competencies, and objectives must directly support the goals and objectives of the project and the project tasks. Write them from the viewpoint of the Volunteer. *For example:* One of the goals of the PST is for the trainees to develop oral language proficiency in Swahili at the intermediate level according to the ACTFL Oral Proficiency Interview (OPI) Scale. (Refer to the Appendix for information on the OPI.)

Refer back to pages 143-144 for guidelines on writing competencies and behavioral objectives for training.

Developing a training design for each group event

A *training design* provides general information, such as topic, trainers, dates, and sites, on the training to be presented. It also includes the goals, competencies, and behavioral objectives described above. A training design is developed for *each* budgeted training event, such as the PST or the IST Language Workshop. The design is prepared by Peace Corps staff or the contractor, depending upon in-country policy.

Usually, the director of the event, with assistance from others such as the APCD or project team members, develops the training design. Training designs are completed and approved (by the Training Manager and the APCD typically) prior to the development of individual modules and session plans. A sample training design is located in the Appendix.

One Suggestion for a Training Design Format

- ✓ Developers of training design/date
- ✓ Training program title
- ✓ Project name and number
- ✓ Training site(s) and dates
- ✓ Number of Peace Corps participants
- ✓ List of staff positions and assigned staff (if known)
- ✓ Authorized budget; cost per trainee; cost per trainee week
- ✓ Project goals
- ✓ Volunteer assignment
- ✓ Training event goals
- ✓ Training competencies
- ✓ Behavioral objectives of training
- ✓ Description of content (curriculum and modules) and time allocations
- ✓ Methodology
- ✓ Trainee assessment and qualification process
- ✓ Training assessment and evaluation

After the training design is developed, your tasks depend on whether you are arranging in-house or contractor training. The remainder of the section is separated into these two types of training.

158

Planning and implementing in-house training

In-house training requires the coordinated efforts of several Peace Corps staff members as well as host agency and collaborating agency representatives who are participating. When training programs are developed and implemented by Peace Corps staff, those staff members work closely together in the various training roles to accomplish the transfer of skills, knowledge, and attitudes to the trainees.

Host agency personnel are a key resource for training! Involve them as much as possible in all phases of training as trainers, advisors, or other resources. Their involvement in training helps Volunteers prepare for the jobs *and* continues the linkages with the host agency begun during project planning.

Developing a training syllabus and a Calendar of Training Events (COTE)

For each training event, a *training syllabus*, which is a detailed outline of the event, is developed. The schedule, learning objectives, activities, and methodology are included for each session. The syllabus should be shared with all resource people involved with training the trainees and the appropriate host agency officials.

The *Calendar of Training Events (COTE)* is another very useful guide for the training process. The COTE is a session-by-session, hour-by-hour schedule of the event. The following page shows a partial COTE.

GROUP: 520-89-03 Child and Youth Development DATE: July 24 - July 29
WEEK: Third

	Monday 24	Tuesday 25	Wednesday 26	Thursday 27	Friday 28	Saturday 29
7:30	Training Evaluation - Projection Core Feedback	Spanish	Tech - Planning a Physical Educ. Program Lesson Plans Fundraising	Tech - Introduction to School in Aldea Free Time Physical Ed. Classes	Spanish 1st Charla	
9:30	Spanish	Medical Gamma Gobulin	II-C_1; $D_{1,2}$ V-$D_{1,2}$	II-D_2 Technical Vocabulary Review #1 I-A	Spanish	
11:30	AFTERNOON					
12:30	Spanish	Spanish	Spanish	Spanish	Visit to	
2:30	Spanish	Spanish Comparative Grammar	Spanish Technical Vocabulary	Spanish	PCV	End of Report Period
4:30						

160

Developing the training curricula, modules, and session plans for each training event

Training curricula are developed for each event and summarized in writing. To develop curricula for a training event, start with the major topics or components already identified in the training design and syllabus. *For example,* a PST typically requires curricula for each major training component: technical, cross-cultural/community, language, and personal health and safety. The curriculum for each component must be designed in collaboration with curricula of other components within the training design. This collaboration is necessary to ensure integration of the components and to ensure that overall project goals and objectives are met.

As you review the materials, search for signs of *integrated* training. Identify points where one module is linked to another. Search for "bridges" between training activities. A few *examples* of integrated activities follow.

- *Language and cross-cultural/community integration* – Study and review basic greetings, dialogues, and ceremonies prior to departing for the village.

- *Technical, language, and cross-cultural integration* – Plan role play situations in which trainees practice language skills while assuming roles of community leaders, Volunteers, beneficiaries, and host agency representatives to discuss project tasks.

- *Personal development, language, and cross-cultural integration* – Have trainees practice language skills as they attend and participate in local events and activities.

Curricula for ISTs vary with the needs of the individual Volunteers and their assignments but most show linkage to the PST curricula.

Typical components of an IST include:

- Language Workshops (two to ten days)
- Cross-cultural Workshops (one to five days)
- Technical Workshops (one to ten days)
- Supervisor or Co-worker/Counterpart Training (one to three days)

Typical individual components of an IST include:

- Language tutoring
- One-on-one coaching (technical skills)
- Participation in host agency-sponsored training
- Individual research or study
- Guidance from field staff (APCD, *for example*) during site visits or correspondence

Component curriculum

To develop the curricula for the various components of a training event, prioritize the goals and objectives for each training event based upon the needs assessment and task analysis. Then prioritize the major content areas in order of importance and according to adult education principles and component integration. Once major content areas are established, begin to develop them into modules which relate similar course content. From each module, develop sessions which provide specific activities, schedule, and method for each presentation. Examples follow.

CURRICULUM		
Module A	*Module B*	*Module C*
Session 1 Session 2 Session 3	Session 1 Session 2 Session 3 Session 4 Session 5	Session 1 Session 2 Session 3 Session 4

162

Training modules

Below is an example of a module outline from Country A. Refer to the Appendix for a full example of the module.

Country A Example: Soil Conservation Sessions/Activities (146 hours)

Session Title/Length/Location	Objectives
First day hillside farming field trip experience: 6F (already included in extension hours)	II. 1, 3
Slide show on soil erosion; forces of erosion: motivating farmers: 1C	II. 1 - 4
Measuring slope: 1F	II. 7 - 8
Building, calibrating, operating an A-frame and water level: 3F	II. 9, 14
Topo surveying and designing a conservation plan: 4F	II. 10 -13
Planning and implementing conservation projects: 2C	II. 4, 16 - 17
On-farm contour ditching project with live barrier and drainage waterway: 48F	II. 5 - 6, 15
On-farm live-barrier project: 16F	II. 15
On-farm dead-barrier project: 23F	II. 15
On-farm terracing project: 48F	II. 15
Plant demo plot to green manure/cover crop for soil rejuvenation/protection: 6F	II. 20
Planting crops on the contour: Done as part of maize/bean production: 8F	II. 18
Maize/green manure systems: Done as part of maize/bean production practices: 3F	III. B. 5. p - r

From Hillside AG Training Design and Plan, Dave Leonard, PSC

Training session plans

Below is an example of a session plan from a module developed for Country B. Refer to the Appendix for a full example.

Country B Example:
Session Topic: Writing Goals and Objectives

Session Goals After this session, you will be able to:

1. Explain the purpose of goals and objectives.
2. Write complete objectives.
3. Rewrite poorly written objectives.
4. Describe how you will use objectives in your teaching.

Rationale

Though many teachers do not write objectives, all good teachers have in mind what they want their students to accomplish. Knowing specifically what you want your students to accomplish helps in planning the lesson, provides focus during the lesson, recommends types of guided practice, allows for accurate checking for understanding during the lesson, and provides for fair testing/assessment after the lesson.

A brief overview of what makes a good objective as well as an open discussion of how objectives are actually used is in order.

Participant Activities

1. Participate in small group session on objectives.
2. Rewrite poorly written objectives.
3. Discuss the practical use of objectives in your classroom.

Preparation

1. Read INSTRUCTIONAL OBJECTIVES, TECH pp. 48 - 51.
2. (Optional) Read pages 77, and 81 - 83 in the Peace Corps *Teacher Training Reference Manual.*

Note Begin to use objectives in micro-teaching.

Before developing training materials, find out what is already available. You may be able to undate or expand existing curricula, modules, and session plans. Contact ICE to find out what is available. Borrow from other Peace Corps countries. Get advice from the OTAPS Sector Specialists.

To make it easier to retrieve materials, label and file the training materials in an organized way. A well-designed, easily-found training syllabus or session plan can save time and trouble for the next Volunteer group. Share information with other field staff and other Peace Corps countries. Clean out the files periodically to get rid of outdated and unused material.

Developing the Training of Trainers (TOT) Workshop

An effective, integrated training program requires a staff that is committed to Peace Corps goals and philosophy of training. The Peace Corps *Training of Trainers (TOT) Workshop* is an excellent vehicle for achieving that commitment. The TOT, which typically lasts a minimum of seven days, is attended by the Training Manager, Coordinators, Language Instructors, and other instructors and support staff as determined by the Training Manager. If a group workshop is not possible, then individual training is arranged. Generally, a TOT is held approximately one month prior to a PST.

Standard TOT content

Peace Corps trainers bring varied experiences and skill levels to their jobs. The TOT Workshop can help a diverse group of trainers become an effective team with common goals and methodology. Standard content areas for a TOT Workshop include:

- Goals and philosophy of Peace Corps training. Minimum standards for the training program.
- Realities of Peace Corps in the country – goals, history, organizations, policy, programming and training process.
- Principles and methodologies of experiential and adult learning, including ways to adapt plans to the needs of individual trainees.
- Concepts and examples of integrated training.
- The training strategy.
- Cross-cultural similarities and differences between the U.S. and the host country.

- Interpersonal skills and counseling techniques for providing positive and negative feedback to trainees.
- Group norms.
- The trainee assessment process.
- Reporting requirements and system.
- VAD sheets, task analyses, and profile of the training group.
- Practice training and feedback sessions.
- *Guidelines for Professional Behavior.* (See the Appendix.)
- Evaluation systems.

The Training of Trainers Workshop time is limited. With all that needs to be covered, there is no time available for technical skill development for instructors and other staff. Trainers should already possess the technical skills, such as bookkeeping experience or Spanish, which they will teach the trainees.

Available TOT resources

REF

Check the ICE catalog for TOT resources. See the Appendix for suggestions.

A TOT Report must be written which compiles the results of each TOT workshop. TOT Reports are valuable resources when planning new workshops.

Developing and implementing staffing procedures

The CMPB (Section Two) is the key source of staffing patterns and budgets for a particular Volunteer training cycle. The information in the CMPB provides the basis for developing and implementing the *staffing procedures* for the training program.

Roles and responsibilities

In some countries, the key position responsible for training requires a full-time person, while in others it may require a part-time or periodic staff person. Sometimes staff workloads must be reapportioned to handle training, meaning that the person in charge of training might be an APCD or a Programming and Training Officer (PTO). This key training position is referred to as the Training Project Manager, Training Director, or Training Manager in various countries.

Regardless of who guides and manages the overall training strategy and individual training programs, he or she interacts with individuals both outside and inside the country who have training-related roles.

Following are brief descriptions of typical PST staff training *roles and responsibilities* – beginning with the Training Manager. Complete descriptions are located in the Appendix of this manual. Use the descriptions and the lists in the Appendix as guidelines when developing specific duties and tasks for the training project staff members. The roles and responsibilities for other training events (ISTs, *for example*) vary according to needs of the Volunteer group.

Caution! The individual selected for each role must have the experience and background necessary to perform the tasks identified. Having experience as a Volunteer or as a trainer in another program is valuable, but does not guarantee that the individual can perform the tasks necessary for the program you are currently planning.

Training Manager. The Training Manager is responsible and accountable for the overall leadership, management, administration, and coordination of the entire Pre-Service Training Program. He or she is the person most responsible for directing learning and monitoring the training staff performance. The Training Manager is also the liaison person for training with the Peace Corps in-country Training Officer, current staff, former Volunteers who may be assisting, and host country agencies.

Technical Coordinator. The Technical Coordinator is a member of the PST staff responsible for the detailed design, coordination, implementation, and evaluation of the technical components of PST. He or she provides the trainees with a relevant sequence of integrated learning activities to develop knowledge, skills, and attitudes to work effectively in their project assignments.

Language/Cultural Coordinator. The Language/Cultural Coordinator is a member of the PST staff responsible for the planning, implementation, and evaluation of the Language/Cultural program as an integral part of the entire training program.

Language/Cultural Instructor. The Language/Cultural Instructor is responsible for the planning, implementing, and evaluating of daily language learning activities of trainees. He or she also serves as a culture information resource for trainees.

Administrative Assistant. The Administrative Assistant is responsible for the administrative and logistical management of the Pre-Service Training. He or she works with other staff members and the Training Manager to prepare PST sites, manage allocation, maintenance, and inventory of accountable supplies and equipment, determine the PST budget, manage petty cash fund, disbursement of allowances, and other forms of payment, and implement other logistical/administrative support. In addition, the Administrative Assistant submits required documents, monitors and evaluates the Driver and Kitchen Staff, and participates in staff activities.

Support Staff. Each PST involves duties and tasks that are the responsibilities of the *support staff*. The support staff is made up of the following positions:

- The *Training Site Secretary* is responsible for the secretarial and clerical services at the training site. He or she is also responsible for certain duties of the Administrative Assistant in that person's absence.

- The *Chief Cook* is responsible for securing and preparing food and serving meals to staff and trainees in a hygienic, timely manner. He or she reports to the Administrative Assistant and supervises all Assistant Cooks and additional Kitchen Helpers to meet the food services needs of the PST staff and trainees.

- The *Driver/Clerk* provides driving services for PST staff and trainees as requested by the Administrative Assistant and approved by the Training Manager. As time allows, the driver/clerk also assists the Secretary with clerical tasks such as photocopying documents.

Implementing administrative and logistical tasks

Before training begins, there are several administrative and logistical tasks which must be completed. They can be grouped under the following categories:

- *Training site and office* – Such issues as accessibility of the site, adequate room space and supplies, security, and mail system fall into this category.
- *Training budget* – Budget allocations, staff training in budgetary matters, and a system for fiscal records are among the issues here.
- *Property management and records* – Maintenance of the property and recordkeeping of all property, supplies, and services are covered in this category.
- *Communication* – This group of responsibilities includes emergency contact information, evacuation plan, and mail system.
- *Transportation* – Transportation of trainees, staff, and supplies to the site and vehicle rules and regulations are included.
- *Housing* – The accessibility of housing to training facilities and the type of facilities provided are issues in this category.
- *Food* – Food allowances, hotel arrangements for meals, or family stay meal arrangements are in this category.

Since even the best plans can be upset by unforeseen circumstances, try to take care of as many details as possible *in advance*. This helps prevent unnecessary roadblocks which can interfere with the training program.

Checklists for completing tasks in each category are located in the Appendix.

Monitoring and evaluating in-house training

What parts of a training program should be monitored? If the trainees achieve the competencies, does that mean that all parts of the program are successful? How can you tell whether or not a trainer has done a good job of transferring knowledge? Before the training even begins, devote some time to defining these issues. This means you must plan the system for *monitoring and evaluating the training program.*

Details on how to plan and implement a monitoring and evaluation system are in Section Six. Many of the techniques described apply to training programs as well as projects. The *six steps to evaluation* described in Section Six apply directly to training programs as well as to project planning and managing. Monitoring and evaluation are essential parts of *all* programming and training activities.

Appropriate, well-documented evaluation and monitoring efforts at every level of training is essential for these reasons:

- to assess the quality and relevance of our training.
- to establish improved standards, policies, and procedures for training.
- to plan more effective training for future cycles.
- to better allocate resources.
- to provide Volunteers with the best possible preparation for their assignments.

In monitoring and evaluating training programs, there are many areas of focus to consider: integration and linkage of training at all points in the process, logistics, trainee performance, and staff/trainer performance. As you consider each, determine ways to monitor *during* the training, *at the end* of the training, and through *follow-up*. In this way, you get a complete, ongoing picture of what is happening in the training process. If problems exist, corrective action can be taken before it is too late.

Identifying key areas of focus

Let's take a closer look at the key areas of focus for monitoring and evaluating a training program.

Training integration

If you have read more than a page or two in this manual, or from any recent Peace Corps documents, the term *integration* is familiar. Peace Corps – from PC/W staff to field staff in every country – recognizes the importance of planning and implementing projects as a whole rather than as separate parts. Peace Corps plans for development must be integrated with those of the host country; a Volunteer assignment must be integrated with the goals and objectives of the project; *planning must be integrated with training.*

As you monitor PSTs and ISTs, search constantly for strong evidence of linkage between them. Do activities in the IST progress from activities discussed in the PST? Does the IST respond to suggestions that trainees and staff made during the PST? Link activities in both types of training back to the project objectives. Monitor and evaluate the program with *linkage* and *integration* in mind. Volunteers are helpful here. They should be able to identify the natural progression from a PST to an IST. They should sense an obvious relationship of the training activities to their project objectives.

Logistics and administrative factors

Refer back to page 159, *Implementing logistical and administrative tasks.* This information and the related lists in the Appendix are valuable as you plan the training program; they are also valuable for monitoring purposes. Use the checklists as you assess the facilities (sites and office space), budget, property management and records, communication, transportation, housing, and food provided for the training program. The actual workshops may be very effective in training to project tasks; however, if people are hungry or constantly waiting for a bus, they will perceive the program as a failure.

Trainee performance

The selection of Volunteers following a PST is a sensitive task. Who is sworn in? Who isn't? What process is used to qualify trainees as Volunteers? Even during ISTs, there are times when the experienced Volunteer does not meet the standards. This sensitive issue must be addressed.

The measurement of trainee (and Volunteer) performance is a subject which has received a great deal of thought in Peace Corps. The effect of early termination on a trainee's self confidence and the effect of losing a Volunteer on the project cannot be overestimated. Staff members – in the field and at PC/W – have attempted to develop guidelines which ensure fair, consistent establishment and application of trainee performance standards.

REF

Refer to the *Peace Corps Manual*, Section 284, "Early Termination of Trainee and Volunteer Services," February 7, 1984.

Trainee performance standards. When standards are: 1) well documented and 2) based on the task analysis from the project plan, then evaluating trainee performance is much easier. Training programs should be based on the skills, knowledge, and attitudes identified during the task analysis. When the training plan and training design are developed, specific behavioral objectives and competencies are identified for each task in the task analysis. *These behavioral objectives and competencies become the standards of measurement for trainee performance.*

Trainee qualification process. The *trainee qualification process* varies for each PST because the specific behavioral objectives and competencies required vary for each project. Competencies in a nursing program, *for example,* are very different from those in a forestry program.

There are some factors, however, which remain consistent. They include the need to have the specific objectives and competencies identified within each module of the program; percent of competencies which must be mastered for each module; the time frames for trainee mastery of competencies; expectations of trainee attendance and participation; role of the trainer identified; self-assessment techniques for the trainee.

It is essential that trainees receive feedback on their progress (strengths and weaknesses) throughout training. The Training Manager or Trainer should discuss with the trainee how he or she could improve. Support and encouragement must be provided frequently.

Staff/trainer performance

Ongoing feedback to trainers and staff during a training program helps them make informed decisions about how to adjust their content, style, and learning activities to teach volunteers more effectively. Guidelines to use in developing a monitoring tool for trainer performance are included in the Appendix under the title, *Guidelines for Professional Behavior.*

Reporting results

The exact number and timing of monitoring and evaluation reports for training varies from country to country. All country programs, however, have reporting systems for trainee feedback, trainer feedback, and end-of-program reports.

Refer to the Appendix for a sample of a Trainee Feedback Sheet.

The end-of-program reports typically include one *immediately* after the training program and one which *follows up* Volunteers after they have begun their assignments.

The end-of-program report, due immediately after the training program, is written by the Training Manager, with input from all staff members involved. The report should be kept brief but include the level of detail necessary to understand who, what, where, when, why, and how the evaluation was conducted. Recommendations for change should be clearly explained. Section Six contains more detail on how to write an evaluation report.

The end-of-program report and follow-up reports are reviewed by: Peace Corps staff involved in training, APCDs, the CD, host agency representatives, the Country Desk Unit, and training staff at PC/W. Keep a copy of the reports with the related project files. Make it available to future trainers, as well. Reports on PSTs are extremely valuable in determining needs and content for ISTs.

Coordinating contractor training

It is not always possible for Peace Corps staff to possess the technical skills or the time needed to train a group of Volunteers. Because of these restrictions, contractors frequently handle the training function, or parts of the function, in Peace Corps projects.

There are two basic types of contractors: Personal Services Contractors, referred to as PSCs, and organizations contracted to perform a service, referred to as *non-personal contracts*. In the field, this is often referred to as contracts or contractors. A PSC is chosen when the training is managed primarily by Peace Corps staff but there is the need to hire an individual in a specialty area, such as an expert on agricultural techniques to provide technical training. Contracts with organizations are obtained to handle a broader range of training activities, such as all PST, IST, and COS activities for incoming trainees/Volunteers.

Steps for coordinating both types of contracts are listed below.

Coordinating the PSC process

The following steps outline the basic tasks required for coordinating the PSC process.

Step 1: Prepare the Statement of Work (SOW). For PSTs, the PTO prepares a brief SOW, which is a document describing the general duties of the training position needed.

For ISTs, initial requests for PSCs are made in the CMPB (Section Two) when possible. A more detailed request, in accordance with regional procedures, follows the initial request.

The candidate for the PSC may or may not be recommended at this point.

Step 2: Forward the SOW. The SOW is sent to the regional office, along with Form 171 from the candidate if the candidate is being recommended. The regional office (or the country) includes a dollar commitment for the PSC; regional forwards the SOW and the procurement request (for allocation of funds) to PC/W.

Step 3: Negotiate the contract. The Office of Contracts in Washington negotiates the contract with the candidate.

Step 4: Begin the contract. The PSC reports to the in-country individual responsible for managing the contract and begins work.

Note: The Contracts Office gets involved during the contract if there is a dispute or problem with the terms of the contract. If the PSC is an individual from the U.S., then travel is handled through PC/W.

Locating PSCs

There are several sources for locating the names of experienced PSCs. Consider *local* resources who have the expertise to plan and implement the training. Local trainers have an understanding of the culture and language which helps ensure an integrated training approach. Additional sources include:

REF

OTAPS Talent Bank. This is a listing and description of individuals who provide training resources. The Talent Bank is managed by OTAPS.

REF

The Country Desk Unit, Regional Programming and Training, and *OTAPS Section Specialists.* These resources can provide information on PSCs who have worked in the country or in the region previously.

REF

Related Peace Corps documents. Training reports from your assigned country or other countries, project plans and training plans on file, training evaluations – all of these documents provide ideas for U.S.-based training resources.

Caution! To get U.S.-based people, plan ahead at least six months. It is difficult to locate the appropriate people and to complete the process.

Coordinating contracts

When coordinating contracts, there are several steps to consider. Ongoing themes through each step, however, are the legalities of contract work, the relationships between Peace Corps and the contractors, and the continual monitoring and evaluation of contract work. The following steps outline the basic tasks required for coordinating contracts.

Due to the *Ethics in Procurement Law*, everyone involved in the contract process must adhere to the governing regulations, such as those dealing with confidentiality, past or prospective employers, or conflicts of interest. Some of these regulations may have criminal penalties attached.

Step 1: SOW is prepared. The SOW for the contract is developed by Peace Corps in-country.

Statement of Work (SOW). The SOW for a contract is a key document which outlines the training program and the various responsibilities required for the implementation of the program. The SOW is a necessary tool for the process of *identifying, interviewing, and selecting* training contractors. The SOW includes the goals and objectives of the training program, information on the trainees/Volunteers; Peace Corps training parameters and expectations; and general time frames, modules, and methodology of the training. It becomes part of the contract once negotiated. The SOW typically includes:

- a clear description of the type of training needed, such as PST or advanced language training in an IST.
- goals and objectives of the training program.
- information on the Volunteer groups, such as Assignment Areas and numbers of Volunteers.
- curricula and modules to be included; general time frames for each.
- training parameters, such as the requirement of adult-based, experiential activities.

- what is expected of the contractor, such as deadlines required and deadlines.

Caution! As you write an SOW, keep budget restrictions firmly in mind.

Step 2: SOW is forwarded to regional office. The SOW is reviewed by the regional office to make sure it is in compliance with regional goals, policies, and budget.

Step 3: RFP is prepared. The SOW is forwarded to the Office of Contracts in Washington where it is reviewed and incorporated into a Request for Proposal (RFP).

Step 4: Proposals are reviewed. Proposals are submitted to PC/W by bidders. The technical proposals are reviewed by an Evaluation Panel and the budgets are reviewed by the Office of Contracts.

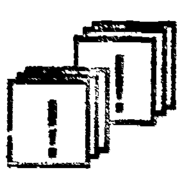
Step 5: Bidders respond to reviewer comments. The Evaluation Panel prepares its comments for the bidders. The bidders respond with their best and final offers.

Step 6: Contract is awarded. To select the contractor, the Office of Contracts combines the Evaluation Panel's ratings on the quality of the technical proposals with the best proposed cost. The contract is awarded.

Note: The Office of Contracts is available throughout the life of the contract for clarification and interpretation as necessary.

Step 7: Project work begins. The Training manager and Contracting Officer's Technical Representative (COTR) begin communication and coordination of project activities. Refer to page 170 for an explanation of the role of the COTR.

Step 8: The contractor prepares for the first cycle of training. The contractor goes to the country and begins specific preparation for the first cycle of training (such as the PST) based on the Description of Work (DOW). The DOW is prepared by Peace Corps in-country.



Description of Work (DOW). The DOW is a document written by Peace Corps staff (in-country) to describe in detail a specific training event or training cycle for a group of trainees/Volunteers. It is provided to the contractor Training Manager at least one month prior to the start of training. The DOW explains Peace Corps needs and expectations for the specific training event or the training cycle for a group of trainees/Volunteers. It typically includes:

- related information from the SOW (goals, objectives, expectations, trainee/Volunteer information).
- specific expectations of trainee skill levels.
- starting/ending dates; required hours of instruction for each module.
- required content for various modules.
- host country officials and host agency people to be utilized as resources.
- country-specific requirements of the training program.

Note: The DOW must be consistent with the contract SOW and cannot add new requirements not covered in the contract.

Step 9: The schedule of deliverables begins. The training design (if assigned to the contract), training syllabus, and the Calendar of Training Events (COTE) are developed by the contractor and submitted to the COTR according to the schedule of deliverables outlined in the contract. To develop these documents, the contractor develops the training design or works from the training design provided by the COTR. Both the syllabus and the COTE are reviewed carefully for signs of integration – with the task analysis and the project plan – before plans for training continue. Refer back to pages 149 and 150 for more information on this subject and an example of the COTE.

The contractor also has responsibility for developing the training curricula, modules, and session plans based upon guidelines set in the contract. The COTR works with the contractor to review materials already available on the various topics. The contractor can add to, update, and improve existing training materials. (Refer back to page 151 for more information on this subject.) The contractor also selects and hires the trainers.

Step 10: The Memo of Understanding (MOU) Is written.

Memorandum of Understanding (MOU). The MOU is written by Peace Corps staff and the contractor Training Manager to clarify the agreement reached between the two parties. The agreement ensures that they have discussed how the training program will be implemented. The MOU spells out any adjustments made to the training program within the legal limits of the contract.

Step 11: The COTR monitors the contract. When training is provided by contractors, the activities performed by the contractors are the same as those performed by in-house training staff. Staff members are identified and trained; budgets kept; transportation, housing, food arranged. The contractor manages the overall process; Peace Corps staff monitors it.

It is essential that Peace Corps staff, particularly the COTR, maintain close communication with the contractor throughout the contract.

The roles and responsibilities of the contractor's staff vary depending upon the type of training being provided and the needs identified in the contract. To guide the contractor, you may find it helpful to provide the lists of roles and responsibilities discussed on page 157 and located in the Appendix. The Training Manager contractor is the chief liaison with Peace Corps staff. Contracts typically require that the contractors already possess the technical skills and the training skills necessary. Orientation is often provided to contractor staff on Peace Corps training goals, philosophy and standards, specific project needs, and administrative responsibilities. A Training of Trainers (TOT) workshop may be built into the contract to meet these needs of the contractor. Refer back to page 155 for more information on a TOT workshop.

The administrative and logistical tasks for contractor training programs are the same as those referred to in the discussion on in-house training (page 159). They are budget, housing, transportation, food, communication, property management and records, and training site and office. Typically, the contract specifies that the contractor is responsible for these tasks, with Peace Corps staff responsible for monitoring activities. The lists provided in the Appendix *(Administrative and logistical tasks)* can be provided to the contractor as guidelines.

Step 12: The contract is evaluated. At the end of each training cycle, the COTR evaluates the performance of the contract.

During the training program, the contractor is required to submit reports on trainee progress; these reports serve as an excellent monitoring tool. Peace Corps staff also monitors the actual training on site, talks to Volunteers, and maintains close liaison with the contractor. An end-of-training report is also required of the contractor.

A written evaluation is required on all training contractors (U.S. and non-U.S.). Peace Corps relies heavily on training contractors and, therefore, needs a standard means by which to judge their skills and training capacities. A written evaluation, the Contractor Training Evaluation Report, completed by the COTR, provides a guide to other country staff for the implementation of future training programs.

Typically, the written evaluation report is submitted four weeks after the end of the training event. The evaluation includes information about the following items (when applicable):

- trainee assessment of trainer performance

- trainee performance, that is, how well trainees learned behavioral objectives and compe'encies
- integration of training events
- training content and materials
- stand-up skills of the trainer and training methodology used
- administrative logistics of the program
- coordination skills
- compliance with the terms of the DOW

One way to help ensure effective monitoring and evaluation of training programs is to establish *links* at all points of the program between Peace Corps staff, the COTR, and the contractor trainer. The contractors need to have a continuous flow of communication with Peace Corps leadership. Monitoring can often take the form of informal, regular discussions; suggestions; and subtle guidance.

REF

The Contractor Training Evaluation Report on a training contract is a very important Peace Corps document. It may be used by Peace Corps staff in other countries or in your own country to assist in selecting future contractors. It also may be used to verify the need to continue or terminate the contract.

Refer to page 160, Monitoring and evaluating in-house training. Also refer to Section Six, Monitoring and Evaluation, for specific guidelines.

Role of the Contracting Officer's Technical Representative (COTR)

The COTR is a Peace Corps staff member who has the authority to monitor all technical aspects of the contract. This individual maintains close contact with the contractor.

The COTR is designated in writing by the Peace Corps Contracting Officer. The COTR is frequently the PTO. Criteria for selection include the person's knowledge of and interest in training, as well as his or her ability to devote the required amount of time to the job. Management experience is also required. Under normal circumstances, the person designated as COTR needs to spend no more than 25% of his or her time on contract-related business.

The COTR's primary responsibility is to monitor the technical and programmatic performance of the contract on a day-to-day basis, primarily to fill in details, provide technical interpretation and/or clarification and guidance required to accomplish the contractual Statement of Work (SOW).

The COTR *cannot:*

- issue orders which change the work to be performed under the contract. He or she can and should exercise influence to guide the way the work is being performed, if necessary.
- change the compensation agreed to in the contract.
- change the period of performance or delivery schedule of the contract.
- delete or waive any contract requirements.

A brief outline of the COTR's normal procedures during a PST contract follows.

The COTR:

- prepares the Statement of Work (SOW) for a new contract and may sit on the technical review panel.
- establishes a line of communication with the contractor for the discussion of programmatic issues.
- reviews with the contractor the deliverables and schedule to ensure that these items are performed.
- prepares and presents on time the Description of Work (DOW) before each training cycle. This allows the contractor the maximum time to prepare and also sets a standard of performance for the contractor to follow.
- reviews the contractor's preliminary training plan and monitors the qualification and assessment process during the PST.
- evaluates the performance of the contractor during and after each training cycle to ensure that contract obligations are being met.

- works with the Contracting Officer to prepare any necessary contract amendments.

In addition, the COTR monitors the finances of the contract and administratively approves vouchers. The COTR is not required to audit individual vouchers since contracts of this type normally will be the subject of a post audit prior to final payment and close-out of the contract.

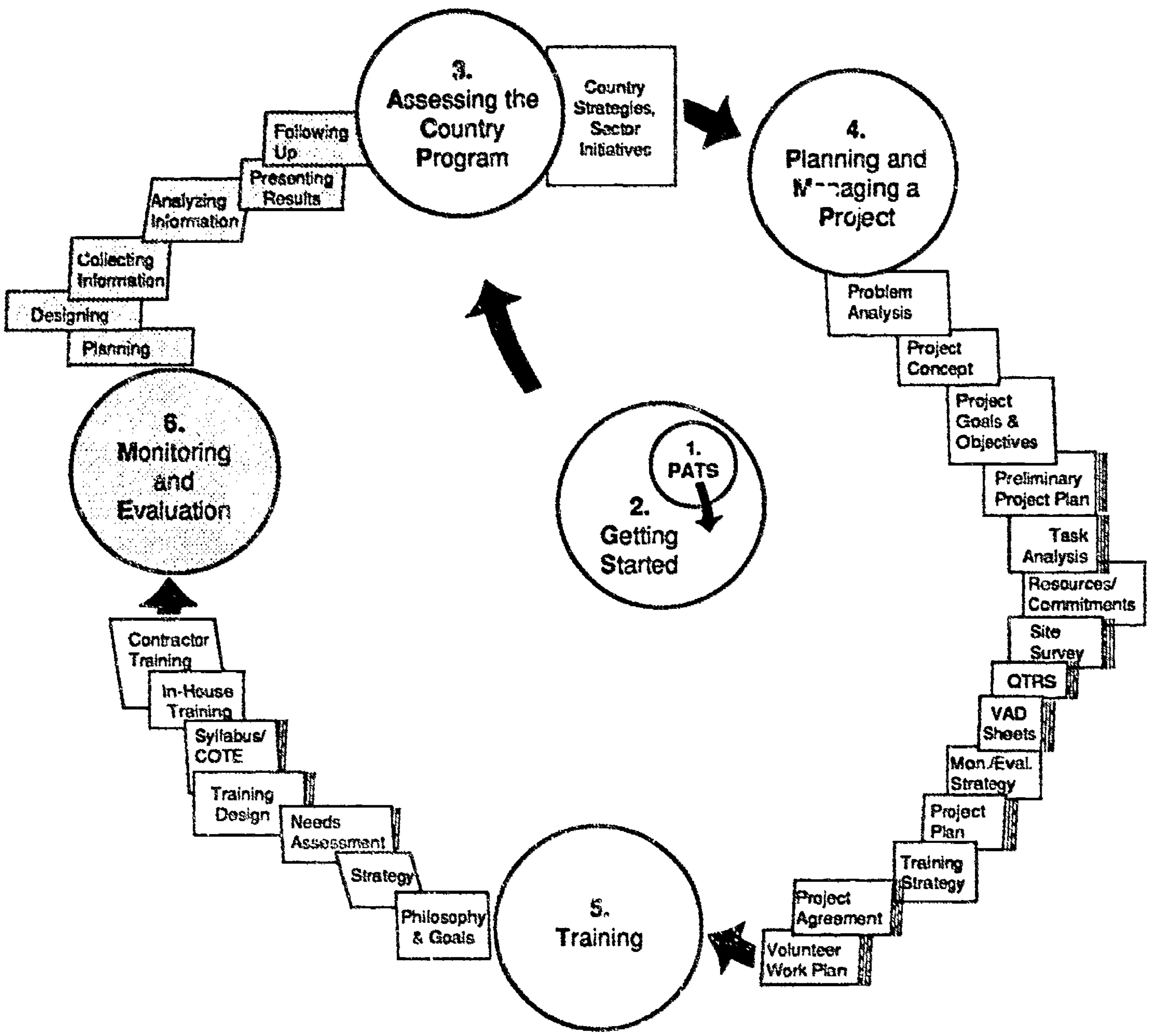
In approving vouchers, the COTR should be reasonably satisfied that:

1. the services were provided as stated in the contract;
2. the contractor's spending rate is consistent with the negotiated budget and work schedule for the contract; and
3. that vouchered costs do not exceed the total contract amount or limits placed on indirect costs and fixed fee, if applicable.

Key points

- Throughout the training process, linkage is the key. Training plans must be based on the task analysis from the Project Plan. ISTs must be based on the results of PSTs and follow-up recommendations from Volunteers. *There must be a common thread throughout the project planning and training process which weaves all activities together.*
- Training is planned around four major components: technical, language, cross-cultural/community, and personal health and safety.
- Peace Corps training is guided by established philosophy and goals of training.
- Update training strategy begun during the project planning phase. Base the strategy on the established standards.
- Select the appropriate approach for training: in-house training or contractor training.
- Conduct a needs assessment to identify training needs of the trainee/Volunteer group. Write the results of the needs assessment.
- Develop written goals, competencies, and behavioral objectives for each training event.
- Develop a written training design for each budgeted training event.
- Plan and implement in-house training programs by developing well-documented, integrated training materials; selecting and training staff/trainers in their roles and responsibilities; and effectively implementing administrative and logistical tasks.
- Develop a workshop for training the trainers; focus the workshop on helping a diverse group of individuals become an effective team with common goals and methodology.
- Coordinate the contracting process.
- Maintain communication links with contractors at all points in the training process and evaluate contractor performance.
- Monitor and evaluate all phases of both in-house and contractor training: training integration, logistics and administration, trainee performance, staff/trainer performance. Use the information to improve training efforts.

Section 6: Monitoring and evaluation



Topics:

- Overview
- Following the six steps of monitoring and evaluation
- Key points

Overview

Evaluation means judging how well we are doing in achieving program strategies or project goals and objectives. While most Peace Corps staff have an intuitive sense of which activities are going well and which have problems, they still find a monitoring system very useful. A monitoring system allows them to collect information on activities and study the consequences of these activities. This information can confirm the intuitions of the staff and help identify problems before they grow too large to tackle.

There are two ways to evaluate the effectiveness of your activities. Both ways are defined below:

- *Monitoring* – Process of gathering and analyzing information as part of a regular reporting system (standard Volunteer reports on the project, *for example*).
- *Periodic Evaluation* – Special data collection and analysis, sometimes may be carried out by an objective outsider, to determine project or program effectiveness, to review management issues, or to reorient or revitalize an existing project.

Advantages of monitoring and periodic evaluations

Monitoring offers several advantages.

Monitoring. . .

- Is not disruptive to work or staff schedules because it is built into daily and monthly reports.
- Allows problems to be identified before they become serious because the monitoring is done on a monthly basis.
- Acts as a powerful stimulus to staff by allowing them to see the results of their work and change their strategy when needed.
- Provides standard information and "facts," not "impressions," for staff to base a periodic evaluation on.
- Is cost-effective because it is built into the reporting system.

Periodic evaluations also have advantages.

Periodic evaluations. . .

- Provide an overall view of a project which is useful when staff are considering additional funding for that project.
- Help identify problems of a project in trouble when the monitoring system is not adequate.
- Provide helpful information when project management or staffing may be an issue.
- Are useful as a basis for planning the next phases of a project.
- Are often supported by collaborating agencies.

Purposes of monitoring and evaluation

Monitoring and evaluation have many useful purposes. These purposes include:

- Identifying trends (either successes or problems) early so that successes can be built upon or problems solved.
- Documenting activities for future use by Peace Corps constituents: Volunteers, staff, host country organizations and nationals, governmental collaborates in the field, as well as the U.S. Congress and the American public.
- Providing people involved in the activities with regular feedback concerning their work.
- Improving the overall effectiveness of Peace Corps' by helping staff make decisions about which programs or projects to expand, how to improve training, and how best to use human and financial resources.

Peace Corps policy on monitoring and evaluation

Peace Corps strongly encourages monitoring systems and the active participation of Peace Corps staff and Volunteers in the collection of information. Peace Corps believes a monitoring system should be built into the design of all projects, training sessions, and activities because the evaluations benefit the people who are involved in these events. These people have the most to learn and are the most apt to use the results of the evaluation to further improve Peace Corps effectiveness.

Peace Corps has other reasons for its emphasis on monitoring systems:

- they are the least costly of evaluation methods;
- they are the least disruptive to normal routines because they are part of the routines; and
- they are the most accurate way to identify problems when they occur, thus leading to a speedier resolution to the problem.

People who monitor and evaluate

The people most directly involved in projects are in the best position to observe and monitor activities. They are also the people with the most resources invested – time and hard work. Those people benefit the most by learning what is being accomplished in their projects.

Peace Corps shares the information learned through monitoring with those who support and finance activities, thus demonstrating its commitment to quality projects and training.

Everyone involved in programming and training is responsible for participating in the collection and analysis of information. However, to avoid confusion about *who* is doing *what*, each project or training event should have one person who is responsible for managing the evaluation for that project, or training event. This one person is responsible for making sure the monitoring process is in place, the information collected answers the right questions, the results are summarized and written, and the appropriate changes are made as a result of the monitoring.

An ongoing process

When should monitoring take place? The Peace Corps approach to evaluation is that it is an ongoing part of our daily work instead of a disruptive, once-a-year event. The frequency of sending forms in from the field, the types of summary forms, and the written report all depend upon the type of project and the complexity of the organizations carrying out the project.

How do we monitor and evaluate information? Peace Corps stresses the use of monitoring systems and the participation of project stakeholders (people who are affected by the outcome of a project) in the evaluation process. Because of this emphasis, Peace Corps recommends that during project planning, standard information be collected for each project. This information is then used to evaluate effectiveness over the life of the project.

Special evaluations to take an in-depth look at a particular question should be kept to a minimum. Even when special evaluations are called for, the evaluation team should be able to base their review of the project on the standard information which has been collected over the life of the project.

What Peace Corps monitors and evaluates

With Peace Corps, there are four types of activities which might be evaluated. You will find these listed in the chart on the next page. Each type may be used to view the entire country program, by sector, or by specific project.

1. Volunteer Performance and Satisfaction

Are the Volunteers performing the tasks assigned? How do Volunteers feel about their jobs? Was their training appropriate? Were counterparts/co-workers and other HCNs prepared for them? Are there indicators of widespread dissatisfaction or stress?

2. Organizational Development

How is the Peace Corps field office doing overall? Are staff skills appropriate to the situation? Are staff relatively happy with their jobs and do they find support for their ideas? Are projects managed efficiently with resources available to keep them moving?

3. Projects and Country Programs

Are the overall strategies of the country program realistic? Are Peace Corps projects consistent with the policies of the country and Peace Corps? Are project goals realistic? Are project designs likely to meet stated goals? Are projects on schedule and is there evidence that they are having the intended impacts?

4. Training

Was the PST or IST effective? Was Peace Corps participation in a workshop, fair, or conference useful and did it further Peace Corps goals?

Evaluation work sheet

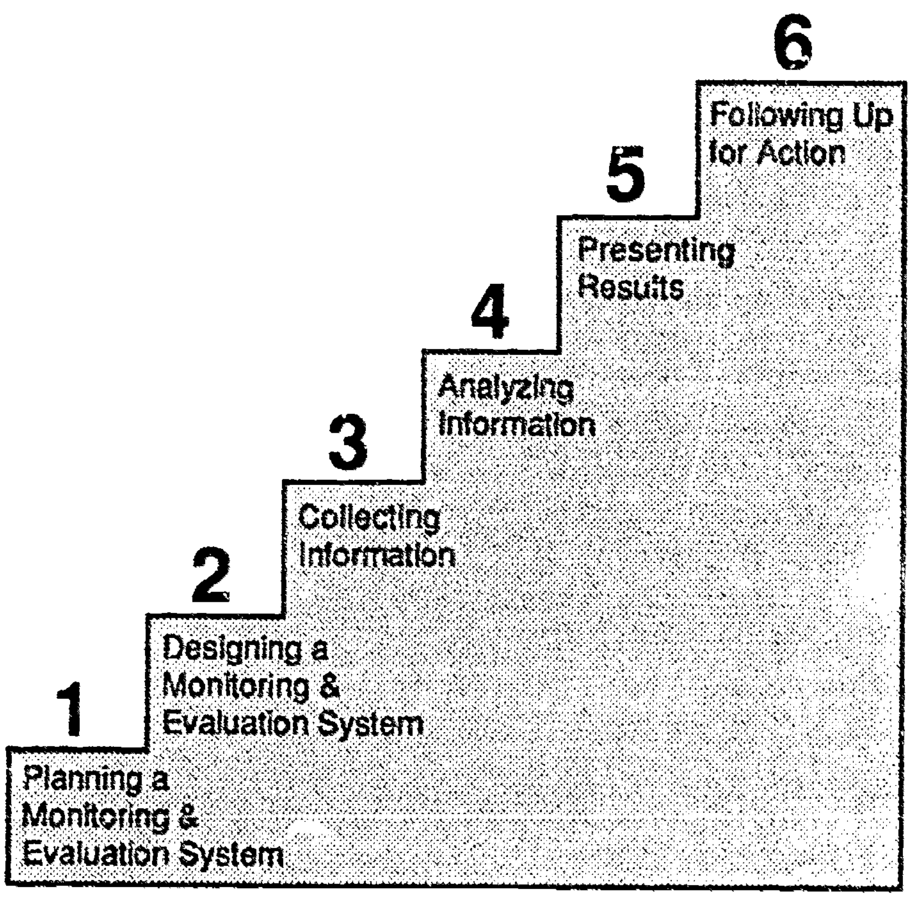
At the end of this section is a work sheet which corresponds step by step to the six steps of evaluation. As you read each of the six steps, complete the part of the evaluation work sheet that corresponds with that step. Copy the evaluation work sheet which begins on page 214 first so that you can use it again.

Following the six steps of monitoring and evaluation

As recommended by Peace Corps, every country program, every project with the program, and every training event needs a monitoring system built into it. Regular monitoring enables you to collect information to evaluate the effectiveness of a program, project, or training event. Following is a diagram showing the six steps to evaluation.

The six steps of monitoring and evaluation are:

1) Planning a Monitoring and Evaluation System
2) Designing a Monitoring and Evaluation System
3) Collecting Information
4) Analyzing Information
5) Presenting Results
6) Following up for Action



Step One: Planning a Monitoring and Evaluation System

To *plan* a monitoring system, you must begin by clarifying the background issues (questions about the project). To do this, you must:

- Define the issues.
- Identify the stakeholders.
- Identify time constraints.
- Determine the uses of evaluation.
- Work with available resources.
- Choose the best type of evaluation.

In addition, you will need to set up standards to measure your monitoring efforts against. You must:

- Identify the strategies of the country program.
- Identify the goals and objectives of the project.

Designing a good monitoring system may require that you make a certain amount of revision to your earlier steps. It is not unusual to start out with a large number of issues and problems and later realize that there are not enough resources, skills, time, or money to carry out such a complex task. The process of narrowing your system can be a useful planning device. Do not be afraid to go back and revise your answers to earlier questions as the monitoring system evolves.

Define the issues

A good monitoring system clearly addresses the central issues of a project. Defining the issues means deciding which questions about the project need to be answered. *For example*, the issues may be about project management, project goals or objectives, project methods, project impact, the role of Peace Corps in the project, or any combination of these. If you call for a special periodic evaluation, the issues may be very specific – attempting to understand particular problems or focusing on the impact, *for example*.

Write the questions that you feel must be answered by the monitoring system. Writing questions often helps you focus on the necessary issues. Typical monitoring questions include:

- Have we chosen the best methods to meet our goals?
- What impact has the project had on the community?
- Does the staff have the skills they need to carry out this project well?

Identify the stakeholders

Participatory evaluation means that those who are affected by the project have a role in the evaluation of the project. The people who are affected by the success or the failure of the project are the *stakeholders*. The primary stakeholders are those people who are directly affected by the project: the target population (beneficiaries), the community, the participating organizations, Volunteers, Peace Corps staff, and others. Secondary stakeholders are those people who are interested in the overall success of the project, but are not as concerned with the details of why it is working or not working. The secondary stakeholders include Peace Corps/Washington, the Ministries of the host country government who are directly involved, and outside donors.

The reason we make this distinction between primary and secondary stakeholders is that each set of stakeholders needs to know a different level of information about the project. Primary stakeholders want to know a lot of detail concerning the project, while the secondary stakeholders need only general information.

Identify time constraints

In planning a monitoring system, think carefully about how much time the people involved have to commit to monitoring and evaluation activities.

Because they are less time consuming than special evaluations, monitoring systems are best suited for those who are pressed for time or who have difficulty completing reports. However, it is not unreasonable to expect project staff or project participants to spend an hour or two each week reporting on their activities, sales, crop production, etc. If necessary, also ask groups of project participants to contribute a few hours a month to participatory evaluation activities, such as completing brief surveys.

As mentioned earlier, a periodic evaluation can be very disruptive because staff and vehicles are tied up while the evaluation team is collecting information. In addition, the team needs at least a week or more of planning for their work. For these reasons, determine how much time should be set aside for evaluation activities at the beginning of a project. Later, if the planned monitoring system cannot be done in the budgeted time, you can make adjustments as needed.

Determine the uses of evaluation

Why should monitoring and evaluation be done? Look at the list of reasons below. Which of these reasons applies to your project? Check those that apply and add any others that you feel should be in this list.

Why should we monitor and evaluate?

1. To monitor project impact. ☐
2. To document activities for donors. ☐
3. To track project inputs and outputs. ☐
4. To check on the efficiency of service delivery. ☐
5. To do cost-benefit analysis. ☐
6. To monitor project sustainability. ☐
7. To keep track of what we are doing. ☐

Work with available resources

We sometimes need outside consultants or technical people to help get our monitoring system working smoothly or to carry out a periodic evaluation. However, our monitoring system or evaluation should fit within our available resources if at all possible. *For example*, if you do not have computers, don't plan a major survey. If no one on your staff knows how to carry out and interpret complex statistics, keep the data analysis simple. Stay within the budget. *Work with what you have available to you.*

Choose the best type of evaluation

There are several ways monitoring and periodic evaluations may be combined. How do you know which way is best for what you want to accomplish? Make your choice based on the two things discussed above: the uses of evaluation and available resources.

- monitoring only; annual summative staff retreat
- monitoring and periodic general evaluation

- monitoring and periodic special evaluations
- periodic evaluations only

Periodic special evaluations may be very small, focusing on a specific issue or problem, or they may involve major data collection efforts.

Identify the strategies of the country program

Once you have decided upon the background issues, the time constraints, and other decisions which frame the design of your monitoring system, begin by looking at the two most basic questions:

1. Are the strategies of the country program realistic?
2. Does each project fit within the country program?

Each Peace Corps country program has a statement of the overall strategies. Sometimes these strategies are phrased in very general terms which make it difficult to evaluate them effectively. Strategies such as "increasing human understanding" and "making the world a better place" are too general. Review the strategies of Peace Corps in your country. If they are very general, spend some time explaining in more specific terms what is to be accomplished. With this done, you can compare goals and objectives of each project to the overall strategies of the Peace Corps country program.

The goals and objectives of the project

A project *goal* is a broad statement of *what is to be accomplished.* It is expressed in terms of production improvements and/or improvements in the capability or conditions of beneficiaries. *Objectives* are the *final results* which together achieve the project goal.

Normally, you state objectives in production (numerical or quantitative) terms to facilitate the measurement of your progress in a reliable, tangible method. However, even when you state most objectives in measurable terms, you may want to monitor other items about the project which cannot be stated numerically. This type of objective is a capacity objective and is measured by quality standards rather than quantity. Refer back to Section Four, page 74, for a discussion of production and capacity goals and objectives. Examples of both types of objectives are below:

- *Production objectives:*
  - to increase agriculture productivity by 10% per year (based upon established figures).
  - to decrease the incidence of malnutrition by 20% per year (based upon established figures).
  - to plant 15,000 acres in fast-growing, nitrogen-fixing trees over the three years of the project.
- *Capacity objectives:*
  - to increase the self-esteem of the poor.
  - to create and make acceptable new roles for women.
  - to help people learn to work together productively.
  - to teach people to manage their own cooperative.

Step Two: Designing a Monitoring and Evaluation System

In Step One, we clarified the background issues and goals for the monitoring system for your project. In Step Two, you will work on the actual *design* of the system. If you are planning a periodic evaluation, use this same design process. Staffing and data collection methods may vary slightly if you are doing a one-time data collection, but the basic design process remains the same. When differences occur, they are indicated in the text.

Step Two involves the following activities:

- Choosing indicators of change
- Choosing data collection methods
- Staffing
- Writing the monitoring plan

195

After writing the monitoring plan, you may realize that you have chosen too many indicators or that you do not have enough available resources to use the most appropriate data collection methods. Do not hesitate to go back over the questions in this step and simplify the plan until you have a system that you can carry out effectively.

Choosing indicators of change

Choosing the right indicators is one of the most difficult steps in designing a monitoring system. This step requires some creativity in deciding what the indicators are and how to measure them. The design of a monitoring system may require several attempts before you arrive at the best design for your needs.

An *indicator* is an observable or measurable unit of change. Indicators are similar to symptoms which indicate an illness. *For example*, if a person has a fever accompanied by aches and pains, the fever and aches and pains are symptoms, or indicators, that the person is ill.

With project monitoring, we need to find indicators of the project. In the example of a health problem, some symptoms are more obvious than others. Project indicators also vary in the degree to which they can be observed. *For example*, increased crop yields are a clear quantitative indicator of agricultural productivity and fewer children suffering from malnutrition is a clear indicator of improved nutrition. Such quantitative indicators are also more consistent from project to project.

However, what are the indicators of increased self-esteem, more successful group dynamics, or increased opportunities for women? The measures of success on such qualitative goals are difficult to identify. These measures are often specific and different for each project.

Some indicators, you will find, are very difficult to measure, whether they are quantitative (production-related) or qualitative (capacity-related). *For example*, the obvious indicator of the effectiveness of a family planning project is reduced birth rates, but measuring such rates would be difficult. To accurately measure the effectiveness of this indicator, you would need a large number of women in a project, a similar number of women who are not in the project for comparison, and data collected over several years. Such a complicated monitoring system is usually beyond the resources of Peace Corps. For this reason, it is important that you choose indicators which can be monitored through data collection methods appropriate to the resources available.

The charts on the following pages list suggested indicators for monitoring different types of projects. These charts also contain suggestions for data collection methods for each indicator. Remember that the indicators are only suggestions. You may be able to identify an indicator for your project which will be easy to measure effectively.

Suggested Indicators and How to Gather Information on Each

Sector	Indicators	Data Collection Method
Micro Enterprise Small Business Development	profitability of business improved management improved product quality improved source of credit less dependence on project	profit and loss statements interviews interviews cash flow statements business records; interviews
Community Economic Development	increased income for community increased employment availability of goods & services consumer benefits links between businesses	focus groups; survey demand analysis; interviews demand analysis; market study market study; price study focus groups; demand analysis
Social or Community Development	change in attitudes new opportunities better group cohesion poor more involved better conditions for women	interviews; observation observation; interviews observation; focus groups observation; focus groups diaries; time use studies
Project Management	effectiveness of tech. assist. cost effectiveness human qualities sustainability of project staff effectiveness	observation; impact information cost-benefit analysis interviews; group discussion financial statement; interviews interviews; focus groups
Health and Nutrition	visitors to clinic incidence of malnutrition morbidity rates awareness of prevention improved diet	clinic records weight for age charts clinic rates focus groups; interviews observation; dietary records
Agriculture	crop yields per acre number of farmers in project new crops/varieties effectiveness of education increased income	farm records; interviews project records farmer records focus groups; interviews farmer records; interviews
Forestry	acres planted/# of seedlings effectiveness of education increased income new varieties price of fuelwood	survey; project records focus groups; interviews farmer records; interviews farmer and project records market study
Education	number of students reached materials developed parent satisfaction effectiveness community interest	school records project records interviews; focus groups student records; interviews focus groups; PTA minutes

Choosing data collection methods

As discussed in Step One, the simplest way to collect information is through a routine monitoring system of weekly or monthly reports. The reporting form contains standard information that is regularly reported, analyzed, and used. (Step Three, which follows, helps with the design of such reporting forms and discusses how they may be used.)

The information which is on the forms may be readily available or may require some special effort from field staff to collect it. Four types of information found on routine report forms are project inputs, project outputs, management, impact of the project – or a combination of all four.

Examples of these types of information which may be included on weekly or monthly reports are:

INPUTS	OUTPUTS	MANAGEMENT	IMPACT
• courses held	• people attending courses	• logistics	• increased knowledge, skills, and attitudes
• seeds distributed	• acres planted	• timely arrival of improved seeds and fertilizer	• increased yields and profits
• cooperatives planned	• people who have joined the cooperative	• sustainable funding	• profitability of business
• health centers planned	• health centers built and staffed	• availability of services and supplies on time	• better health for women

Information for the weekly or monthly report can come from visits to farmers, businesses, or homes. You may collect information from the activities of a Volunteer or other community workers. Or you may collect some of the information from observation at meetings and in the community.

193

You may also find it necessary to carry out some special data collection occasionally. Special data collection may include semi-structured interviews, surveys, completion of a profit-loss statement for each business or cooperative, or some other information which you can collect specifically to monitor a trend.

Focus groups are also a method to collect special data. A focus group is typically a small group of people brought together to discuss and provide input to a specific topic. A facilitator guides the group through the discussion.

A word about special or periodic evaluations: If outside consultants or Peace Corps staff conduct a special or periodic evaluation, they must follow the same principles in the evaluation as the design of your monitoring system. This means that the objectives of the evaluation should be clear, the indicators or issues properly identified. If a special data collection is necessary, the methods used should fit the time and human resources allotted to the evaluation.

Questionnaires. Many people feel that the only way to gather information is through a questionnaire. However, a questionnaire is actually the most technically difficult, time consuming, and expensive way to gather information. Pitfalls include:

- results which are unreliable because the questionnaire was improperly designed or administered to an invalid sample of subjects;
- large amounts of time spent in analyzing the information from the questionnaire (especially when computers are not available); and
- information gathered which is difficult to interpret for improving the project.

If you are considering a questionnaire as a means of collecting information for your monitoring system, track down good technical advice on the proper design of a questionnaire and write Peace Corps/Washington for a pamphlet on how to administer a questionnaire effectively.

Look at the chart on page 188 again for some ideas about how to gather information for indicators. As in the choice of indicators, be creative in your choice of data collection tools. Get the information in the simplest, most effective way possible.

Taking notes. As you will see, many of the indicators on the chart may be monitored with interviews, observation, or focus groups. Remember that taking notes is a large part of these monitoring methods; what you take as notes becomes the actual information analyzed later. Because of this, you must make sure your notes are accurate and legible.

Taking notes is a skill. It requires writing fast and clearly. Take notes directly from what a person says; do not "put words into someone's mouth" or interpret what he or she says in *your* own words. You may even develop special forms for noting information relating to specific monitoring issues.

Staffing

No matter how simple the monitoring system, someone on the staff has the responsibility for summarizing the information, taking the lead in interpreting it, and writing periodic reports based on the information. In many cases, project records already contain much of the information needed for monitoring, but if there is no one to analyze or use it, this information goes to waste.

A simple monitoring system requires no additional staff. Each Volunteer or other field person is responsible for summarizing the information about his or her work each month (or week) and submitting that information in a standard form to the supervisor of the project. If a project is fairly large or complicated and has a substantial amount of data flowing in regularly, the project may need a full- or part-time position to handle the monitoring and evaluation responsibilities.

A periodic evaluation is often stronger if there are people on the evaluation team who have not been involved in the project. This approach lends a new perspective and helps the staff think through what they are doing and why. At the same time, an evaluation can be more accurate if staff from the project are members of the team. If an outsider is on the team, make him or her the leader of the team; this makes the evaluation more objective.

Outsiders may be Peace Corps staff who are unfamiliar with the project (perhaps a new APCD or the APCD from a nearby country, local specialists such as university faculty, consultants, or business people). Consultants from the U.S. are more costly than local consultants, but may be necessary if there is no one available locally with technical expertise. Also, it is helpful to have someone with broader experience in development to help with problem solving.

Step Three: Collecting Information

In the first two steps, you established your background issues and selected the indicators for your project. In this step, you will focus on the design of reporting forms and other data collection methods. The topics of Step Three are:

- Designing forms for routine reporting
- Designing tools for periodic evaluations or special investigations
- Combining data collection methods
- Pretesting the system
- Revising the system

Designing forms for routine reporting

Most monitoring systems have at least two types of forms. The first type of form is the *field report form*, which contains the original information collected by staff or reported by participants. The second type of form is the *summary report form*, on which the information from the field report form is summarized. Summary report forms are designed to match the field report forms so that the transfer of totals is relatively easy.

Because the report forms differ with each project or activity, it is difficult to give examples which will cover all possibilities you may encounter in your job. However, on the following pages are two examples, each describing a different reporting system. One system is for a small business project and the other is for a community health project.

Example One: Small Business Project

- *Field Reports*

  Each assisted business submits a simple, confidential financial statement showing how much the business earned, how much its costs were, and what its profits were for the month. Field staff complete the field report forms for non-literate business owners through interviews.

- *First Level Summary Reports*

  Each extension agent (Volunteer or other) completes a monthly summary form showing each business listed on one line with the total income, costs, and profit indicated along with percentages of the total. Businesses are coded by type of activity. The extension agent totals the figures for each month and determines the average profit for all the businesses he or she assisted. On second and subsequent months, the extension agent notes whether businesses have increased profits by increasing income or by decreasing costs. Businesses with decreasing or stable profits are targeted for special attention.

- *Second Level Summary Reports*

  The project director reviews all reports submitted by the extension agents and carries out summary calculations on the percentage of profits that month, along with data on the typical costs for different types of businesses. Extension agents who report the lowest increase in profits for that month are targeted for special assistance or further training. A large wall chart at the project office shows increased overall profitability for each month. Annual goals are indicated on the chart so that the staff can see its progress.

  The data collected can be summarized for the year to show overall increases in profits, increases in costs, or increases in sales. Data can be broken down by type of business to show which are most profitable and estimate how much working capital is needed to start different types of businesses.

Example Two: Community Health Project

◆ *Field Reports*

Each visitor to each community health center is logged in according to name, nature of complaint, age, sex, and a nurse's diagnosis. The complaint and diagnosis are entered in a predetermined code. Codes between 10 and 50 are for diseases or conditions targeted by the project. Codes between 50 and 99 are for other problems. This information is recorded on a line on a form kept by the health center staff. At the end of the day, the number of patients with each coded diagnosis is totaled at the bottom of the form. Each month, the total for the month is submitted on a special form which matches the daily form. In addition, clinic staff are asked to write a paragraph or two describing the health situation for that month. *For example,* perhaps the rainy season caused an increase in respiratory diseases or a contaminated well caused a cholera outbreak. The health center staff also notes any action it plans to take.

Mother's Clubs weigh all member's children and submit a monthly report on the number of children in each weight-for-age category. Children substantially below the weight for their age are reported by name so that health center staff can visit them.

Once every six months, project staff visit the community and hold informal focus groups with 1) a group of mothers and 2) a group of community leaders. The members of the groups need not be the same each time. The focus groups discuss health conditions in the community, how well the project is doing, and any complaints people from the groups may have.

◆ *Summary Report*

Project staff review monthly reports for all health centers and tabulate summary data on types of illness by age and sex of the patient. Trends from month to month are noted. Any health center reporting more than a three-month trend in increased illness of any one type is targeted for special attention. In addition, notes from focus groups are reviewed to identify overall management or health problems as well as any particular health worker or health center which seems to have special problems.

⇨ *continued*

◆ *Summary Report (continued)*

Summary information on the number of children suffering from malnutrition is tabulated. Areas with a particularly high rate of malnutrition are targeted for nutrition, home garden, income generation, and educational activities.

A large wall chart shows the trends on the targeted illnesses and percentage of children with different degrees of malnutrition charted against project goals.

◆ *Annual Retreat*

Once a year, all staff spend a day in retreat. Prior to the retreat, all participants are given a summary statement of all the facts about the project for the past year, including the amount of money spent, indicators of progress, problems, and failures. The first half of the day is devoted to analyzing the project for the past year. The second half is spent planning together how to improve the project in the coming year.

Explanation of Example One

In this example, each extension agent can determine his or her own effectiveness for the month, track the success of all the businesses enrolled in the project, and immediately identify any businesses in trouble. The supervisor can assist extension agents with specific business problems and identify those agents in need of extra training. The information collected, because it is totaled monthly, can immediately flag problems with the project. An annual report and staff retreat could look in-depth at why some businesses seem to show more profit than others and identify the lessons that have been learned which should be passed back to the business owners.

Explanation of Example Two

In the second example, staff at the field level have information on activities in their community each month (both illness and children's nutrition), so that they can identify problems immediately and note overall changes. Even small decreases in illness or malnutrition can be very motivational for staff and even for community members themselves.

At the same time, overall project managers can monitor the success of each health center and the nutritional levels of all the communities in the target areas. The annual staff retreat gives staff time away to reflect on their work and participate in planning for the upcoming year.

Both examples describe effective monitoring systems which collect information on essential impact indicators (profits for the business project, disease and malnutrition for the health project, *for example*), project management, staff effectiveness, and progress towards goals. The information collected is also fed back into the projects to improve planning for the next year or to upgrade staff skills.

Important guidelines to remember when designing field report forms and summary report forms for your monitoring system are below:

- Keep reporting requirements to a minimum. Ask only for the information that is needed. Do not clutter forms with a lot of background questions or ask for the same information each month (*for example*, the gender of the business owner, addresses, etc. are not likely to change from month to month).

- Format summary report forms in the same way as field report forms so that the first line of the summary report form corresponds to the first line on the field report form. If calculations are required, give space for the calculations. *For example:*

  a) Total number of children weighed __________.
  b) Total with grade 2 or 3 malnutrition __________.

  Percent: ____________.

- Review all forms once a year and add space for needed information and delete questions which ask for information that is no longer needed.

- Use lists which can be checked off when possible. Also use codes and actual figures. Leave space for the person completing the form to remark upon trends, issues, or problems which may not show up from the information which is checked off, coded, or represented by figures.

- Have a formal staff training session to review how to complete the forms, explain coding systems (codes for stratified income levels or age groups, *for example*), review simple math, and discuss how to spot and analyze trends. Do not assume people can add and subtract accurately. Many people may have forgotten or have never learned these skills and are embarrassed to ask for help.

- Have managers do spot checks on the field report forms to confirm that the reports are accurate. When project participants (such as the Mother's Club or business owners) are submitting information, check this information closely for accuracy and completeness.

Designing tools for periodic evaluations or special investigations

In the examples of the small business and health center, no special or periodic evaluations were included in the monitoring systems because the necessary information was collected and fed back into the projects on a monthly basis. However, even in situations which have routine monitoring, sometimes a special problem arises or a donor wants a special evaluation. In cases such as these, the special evaluation will have added depth because of the richness of the data collected over the course of the project.

Working only with the data already collected, the evaluation team may be able to carry out more complex statistical analyses of the qualitative information as well as a more systematic content analysis of the notes from focus groups.

The most common methods for gathering information for special evaluations are:

- interviews
- surveys
- focus groups

These data collection methods can be formal or informal. Interviews, *for example*, can be highly structured or very informal. Surveys may be formal questionnaires administered to a scientifically selected sample of people, casual market studies, or household health profiles.

The most difficult part of using interviews and other qualitative data collection methods effectively is the *data analysis*. Many people do not know how to analyze qualitative data. (In Step Four, principles for the analysis of data are discussed.)

In general, follow these guidelines for designing the data collection methods for your monitoring system:

- Collect only what is needed. Surveys should get to the point and not ask questions on unrelated topics.
- Take good, accurate, legible notes at the time of an activity (interviews, focus groups, observation, and process documentation). The written notes are your only source of data from these qualitative collection methods.
- Give as much thought to planning a focus group or interview as you would to a questionnaire. Be clear about the purpose, plan some leading questions, decide who will take notes, and decide how the information will be recorded.

- Give as much thought to planning a focus group or interview as you would to a questionnaire. Be clear about the purpose, plan some leading questions, decide who will take notes, and decide how the information will be recorded.

- Plan ahead for translation. You must have the notes written in the language the people in the project use. If several local languages are used, you will need to have all data translated into a common language for analysis. Interviewers cannot take notes and translate at the same time. Plan for this.

Combining data collection methods

In any data collection, the objective is to document reality. Research methods and data collection methods are always imperfect because each method only provides part of the total picture. *For example*, numbers and measurements sometimes obscure the human side of a project, including the feelings and expectations of the people involved. *In addition*, qualitative data can be misleading if the people give good reports only because they are happy to have the project despite the fact that it may be having negative side effects or no impact at all on the problem. *For example*, agriculture productivity is up, but the increase was accomplished through the use of improperly used pesticides and fertilizers, thus having negative consequences in the long run.

For these reasons, the more data collection methods used, the greater the chance that the entire picture is being documented. Ideally, a monitoring system would collect both qualitative and quantitative information on inputs, outputs, management, and impact. But, monitoring on the scale usually undertaken by Peace Corps does not have the time or resources for such a complete system. In planning a monitoring system, however, include as much variety in it as your resources allow.

Pretesting the system

Pretest and revise forms before placing them in general use, whether they are monitoring forms or survey forms. With monitoring forms, have staff at all levels review them before a first printing. Then, test them for a few months with one or two health centers or extension workers, *for example*, and see how they work in actual practice. Make suggested revisions in content and layout before putting them into general use.

With interview schedules, survey forms, and focus group guides, do a trial with a few people who are not involved in the project to be sure there are no offensive questions and that wording is clear. Those people should also make sure that the forms are formatted in such a way that they are readable, have plenty of room for written answers, and actually ask for the information needed for the study.

Revising the system

In the same way that projects are in a constant state of revision, you should revise your monitoring system to keep it pertinent, simple, and usable. When staff feel that they are burdened with reports that are not used, they become frustrated and discouraged. If the forms are difficult to complete, staff may omit information. If summary forms are not coordinated with the field report forms, both forms may be inaccurate or time consuming. Where coding systems are used for different types of disease, business type, or other component of the project, check to be sure all staff are using the codes in the same way. If too many answers are using the same code, perhaps that category needs subcategories or a general revision to describe the diversity of the category.

One person on the staff should have responsibility for an annual review of the reporting system itself and for making changes in the forms which will keep them accurate, informative, and useful to those who complete them as well as those who summarize them.

Step Four: Analyzing Information

Analyzing information gathered from your monitoring system or a periodic evaluation combines science and art. Analysis means looking for patterns, trends, and significant facts. It also means sorting the important information from information that is less important.

How will the information collected be analyzed? This decision is an important part of the planning process. One common failure in planning monitoring systems and periodic evaluations is to think about the collection but wait until the data begins to come in before working out a system to analyze the information. At that point, it becomes clear that the analysis would have been more effective or much easier had the forms been designed differently or the information presented in a different way. The more carefully you design a monitoring system – including data collection, analysis, interpretation, and use – the more effective it will be.

Plan the analysis when you design the monitoring system. As you plan this analysis, go back and consider whether you have the resources to monitor all the indicators chosen. You may have to choose fewer indicators or different data collection methods to avoid a burdensome or complex analysis.

As mentioned earlier, the information which results from a monitoring system is both quantitative and qualitative. *Quantitative* information involves numbers which may be manipulated statistically. It includes tabulations of frequency, percentages, and averages.

Qualitative information is that which tells about the quality of the project and includes opinions, feelings, observations, and changes in people. Qualitative information is more difficult to analyze than quantitative information, but adds an important dimension to our understanding of the problems and effectiveness of Peace Corps projects. The strongest evaluations are based on both quantitative facts and figures and qualitative statements of project strengths and weaknesses.

Step Four involves:

- Analyzing quantitative or statistical data
- Analyzing qualitative data
- Using wall charts and other visuals
- Interpreting data
- Making recommendations

Analyzing quantitative data

In most monitoring systems, simple, descriptive statistics are adequate for analyzing quantitative data. These statistics are called *descriptive* because they describe a situation in mathematical terms. The six most common descriptive statistics are listed and explained below:

- *frequency* — The number of times an event occurred. Frequency is calculated just by counting.
- *mean* — The arithmetical average. The average, or mean, is calculated by adding a list of numbers and dividing the total by the number of items in the list.
- *median* — The midpoint in a ranked series of numbers. It is the point above and below which half the cases fall. Median, when used with a mean, is a useful way of showing more characteristics about the data.
- *mode* — The answer or score most frequently given.
- *range* — A description of a group of numbers; tells the highest and lowest numbers.

- *percentage* — The part of a whole body. Assume a total body of information to be 100%; a percent is a part of this whole. Percentages are determined by dividing the part by the whole. Percentages are sometimes expressed in decimal points with 1.00 meaning 100%. Fifty percent is written as 0.5 or 50%. Percentages are often used to describe both quantitative and qualitative information.

- *others* — There are more advanced ways to analyze numbers. For most cases, the six ways described above are adequate. However, if you need more sophistication in your monitoring system, get a good statistics book or find someone who knows statistics to help you calculate and interpret the findings. One problem with more complicated statistics is that people who are not familiar with the statistics do not know how to interpret them. If you use complicated statistics, make sure you explain what the numbers mean in the report. Some other statistics you may want to look into include correlations, standard deviations, tests of significance, and chi-square.

Example of how descriptive statistics may be used

As part of a monitoring report, the APCD wanted to describe the women who visited a health center over the past year. The data were taken from clinic records:

- The frequency of visits was 3,567 for an average of 297 per month.
- Their ages ranged from 15 to 62.
- The average age of women patients was 24.5 years.
- The median age was 23.
- The modal age was 32.

Any one of these figures alone is not all that useful, but when taken together, the figures tell you that the clinic was very busy, women of all ages visited the clinic, and women in their late 20s or early 30s took the most advantage of the clinic's services.

Example of how frequencies and percentages may be used

Frequencies are sometimes expressed in percentages. *For example*, percentages show how many of the 3,567 people who visited the health center in the past year in the previous example had the following illnesses:

Illness		Percentage
• respiratory infections		52%
• diarrhea/vomiting		31%
• cuts, wounds		11%
• malaria		3%
• other		3%
	TOTAL	100%

Calculate these figures by counting the number of patients in each category and dividing that number by 3,567 (the total number of visits).

Analyzing qualitative data

Qualitative data is usually in the form of words such as notes from interviews, answers to semi-structured surveys, or observational data. As discussed earlier, information gathered with qualitative methods is lost if it is not written; you will find it is impossible to reconstruct accurately and completely a series of interviews. Also, during the first interviews, you may not be able to pick out what is most important until certain patterns begin to emerge in later interviews. Since you cannot know what is important at first, record everything.

Analysis is always easier if the data are in numerical form. Much qualitative data can be turned into numbers. The two main ways to do this are simply to:

- Count the occurrence of events.
- Develop a scale.

Counting means re-reading notes carefully and noting each time a particular topic or perspective is mentioned. If 35 of 50 interviewees were unaware of the services of the health center, *for example*, you could safely say that further outreach for the center is needed.

Scales are another way to turn qualitative data into numbers for quick analysis, although you cannot use these figures for most types of statistical analysis. During interviews, most responses to questions will fall into a limited number of categories. It is possible to rate these responses on a scale that you develop for those interviews.

For example, you might judge from an interview that the person you interviewed understood only half the messages intended in a particular educational project and so rate the person a "5" using a scale of 1 to 10. Each interview might result in numbers on different scales for different topics.

In most cases with qualitative data, keep the data from the interviewees in their own words. By trying to interpret what the interviewee means or summarizing the comment from an open-ended interview, you lose much of the "richness" of the original comment and contaminate the data with your own view. Sometimes a direct quote from an interview or a few sentences from the minutes of a meeting are very helpful to you in understanding cultural subtleties or misunderstandings.

The simplest way to analyze interview notes or other qualitative data is to set up a coding system for all the issues, topics, themes, and views. Coding systems usually take the form of an outline, as in the example below:

1.0 Impact of project
- 1.1 Impact on women
- 1.2 Increased productivity
- 1.3 Negative consequences

2.0 Project management
- 2.1 Staff skills
- 2.2 Availability of resources, vehicles, etc.
- 2.3 Supervision

Leave spaces in the outline to set up subcategories as they emerge. Read through the notes carefully and clearly indicate in the margin the section of the outline to which a particular comment or observation applies. Then, if time permits, type all the comments applying to Section 1.1, 1.2, etc. If there is no time, at least go back and read all the comments on one subject at one time and identify any patterns that emerge. Organize the comments into categories such as "for" and "against" and count how many comments fall into each category.

Using wall charts and other visuals

One of the most effective ways of keeping staff motivated and keeping the project priorities in mind is to use a wall chart or other visual aid. Keep the chart or other visual aid in a conspicuous place where everyone has access to it. Note monthly progress toward goals on it. *For example*, a health center might have an attractive graph showing the number of children vaccinated, a small business promotion office might show profit increases each month, or an agriculture project could show number of acres planted with improved seeds or increased yields.

Visuals not only help motivate staff, they make trends (especially downward trends) very noticeable. Visuals also present information in an easy-to-see form to visitors who are interested in a project. With some creativity and imagination, you can make your visual aids colorful, interesting, and informative.

Interpreting data

There will be two types of information in your reports: conclusions (the facts) and interpretation of the facts. If you have used a fairly careful method of collecting data, no one who reads the report should have a quarrel with the facts in your conclusion.

What about your interpretation of the facts? Interpretations are subjective; in addition, there may be more than one possible interpretation. In writing your report, be clear about what is a fact and what is your interpretation of the fact. *For example*, the fact may be that only 30% of the eligible farmers are enrolled in the improved seed project. Your interpretation could be that the percentage is low because many farmers are not aware of the project. Or your interpretation could be that the percentage is high considering this is the first year of the project. A third interpretation of this same fact could be that many farmers are hostile to the project and thus not participating. Usually, you will base your interpretations of statistical data on information gained from qualitative sources such as interviews.

To justify your interpretations, include some quotes from interviews. *For example*, include quotes from farmers to justify the first interpretation in the example above. Show that you based your interpretation on as many facts as possible. When more than one interpretation is possible, give all of them and discuss the implications of each. At times, there *is* more than one legitimate interpretation of a fact or a series of facts.

Making recommendations

After you have written your conclusions and interpretations and have justified each on the basis of facts, interviews, and other information, you are ready to suggest ways to improve the project.

State your recommendations clearly. Usually, include a time frame and, in some cases, the name of the position or person responsible for making sure the recommendation is followed.

For a health project, *for example*, you might recommend that:

1) all Volunteers and counterparts/co-workers be trained in techniques for interviewing mothers.
2) this training be organized by the APCD.
3) this training take place within the next three months.

Remember, *be clear* – "fuzzy" recommendations are less likely to be carried out.

Step Five: Presenting Results

A major problem with most monitoring systems is that no one uses the findings or follows the recommendations. In this step and Step Six, you will find ways of assuring that the results of your system are fed back into the system to improve it.

The purpose of this step is to describe ways of involving staff and participants in the process of presenting results and ways of writing a report that is both useful and interesting. The issues in this step include:

- Discussing results
- Giving feedback
- Writing a report
- Using charts and graphs effectively
- Distributing the report

Discussing results

In Step Four, you read about the use of retreats for staff and project participants. Peace Corps highly recommends such retreats or workshops. When such events are impractical, at least make sure the results of the evaluation are presented at a meeting of all interested stakeholders. When monitoring and evaluation information is fed back into the system early and frequently, the buy-in of the stakeholders is greater.

It is usually a good idea to present the preliminary findings at a meeting of the stakeholders before the report is written. Sometimes you will find that the insights and interpretations resulting from these meetings are valuable in writing the report.

Presenting findings as they emerge also prevents the tension of knowing an evaluatio report is about to come out. Stakeholders should know the results of the evaluation and be included in making recommendations. Their input ensures that the report represents the thinking, complaints, and comments of everyone involved in the project.

Giving feedback

All evaluation reports should be open to anyone interested in the project, including project participants. It is particularly important that participants be given feedback on how well they are doing, informed of any problems that have emerged, and asked about their views on changes being considered. Remember, monitoring and evaluation must be a participatory process for the collection of information, the discussion of conclusions, and the consideration of changes to the monitoring system.

Writing a report

The evaluation report, whether the annual summation of monitoring data or a special or periodic report prepared by a team, should follow the same format:

1) Keep it short. If it is necessary to include background documents or lengthy discussions of issues, place them in an appendix.

2) Include enough background information about the country, community, and project to frame the conclusions and recommendations properly. Readers such as donors and government officials need to know the context of the project. In addition, the document becomes an archival record of Peace Corps activities. But remember, keep the background as brief as possible without skimping on important information. Present only that information which is pertinent to the project. *For example*, give only information on health conditions in the target community of a health project and not a discussion of the health conditions in general.

3) Eliminate technical terms and acronyms when possible. Always define terms and acronyms (if you must use them) the first time they are used. Include a glossary of terms and acronyms if several are used.

The evaluation report should include the following sections:

◆ *Executive Summary*

The Executive Summary is a summary of the entire report, no more than three pages in length. Use one paragraph each on the background of the project and methodology. Follow these paragraphs with a list of major findings and another of the main recommendations. Write the Executive Summary last, but write it carefully – it is the part of the report people will read and refer to most.

◆ *Introduction & Background*

The Introduction and Background section of the report answers the following questions:

- Why was this project being done?
- What were its goals and methods?
- Why was the evaluation done?

This section gives an overview of the setting of the project. An overview means that you include only the information on the sector and target area, such as forestry issues in the targeted province or region. Unless there are compelling issues, you will not need to give a lot of background information on the country and general socio-economic conditions.

The Background section is also the place to discuss the reasons for the evaluation or report. Include some of the issues and questions identified in Steps One and Two. If the report is a special evaluation called to address some particular problem, describe the problem in the text and place a description of the scope of the work for the evaluation in an appendix.

◆ *Methodology*

The Methodology section answers the question: How was the information that the conclusions were based upon gathered?

Ideally, give enough information so that someone else can repeat your data collection efforts in the future. *For example*, if you interviewed people, explain how many there were and how you chose them. Place a list of the interview questions you used in an appendix.

216

◆ *Methodology (continued)*

If the data were collected through routine monitoring, describe who submitted the reports, how they got the information, how complete and accurate the information was, and how many reports make up the field data. If surveys or scales were used, place copies of the actual data collection forms in an appendix and describe them briefly in the text. Mention any linguistic issues such as translations, possible misinterpretations, use of local languages, or interpreters which may affect the data.

The Methodology section should be scrupulously honest; mention any flaws in the data collection. Everyone knows that in development work, research never goes as planned and that we often work with imperfect data. *For example,* if interviewees were not fluent in the language of the interviewer, if you could not use the sampling you decided upon, or if the information you collected is biased in some way, state this in the Methodology section and take it into consideration when you get to the Conclusions section.

◆ *Findings*

The Findings section answers the question: What are the facts about this project (as we know them from the methodology described above)?

The Findings section of the report presents the facts about the project without interpretation. It includes data on the following items:

- inputs (budgets, personnel, training, community contributions)
- outputs (people trained, crop yields, trees planted, wells dug, children vaccinated)
- impact (increased income, decreased malnutrition, reduced erosion)
- management (staffing skills, logistics, allocation of resources, sustainability)

The Findings section should be objective and include enough data so that the reader can see what information was collected and how that information is being put together to answer the evaluation questions.

◆ *Conclusions*

The Conclusions section of the report answers the question: What does all this mean?

The Conclusions section is where you interpret the facts presented in the Findings section and try to find meaning in them. Here you compare input data with original project plans to see whether the host agency has made the commitment it originally agreed to and whether the project is on time and within budget.

You also compare output data with project goals to see whether activities which were planned have been carried out and whether community members have participated in the project as planned. You compare impact data with project goals to see if the activities are having the intended effects.

Management issues often form an important part of the Conclusions section. These issues are sometimes the most sensitive area because the data may be collected by qualitative means and is the most troublesome to those who are in charge of the project. Make sure you stress positive aspects of management along with a discussion of any problems which have been identified. Keep the report impersonal and do not refer to any particular individuals unless it is completely unavoidable.

◆ *Recommendations*

The Recommendations section answers the question: What changes do we need to make to improve the project?

Keep the Recommendations section short and specific. Base each recommendation upon facts which were outlined in the Findings section and discussed in the Conclusions section. Do not write in a recommendation which has not been justified in an earlier section.

Make sure each recommendation gives clear guidance to the reader as to what should be done, by what deadline, and the staff position responsible for the action. Your recommendations may also:

- commend staff or individuals who have done well.
- suggest that a current course of action be continued because it appears to be working well.
- call for further study, special evaluations, or improvements in the monitoring system.

◆ *Follow-up Action* Refer to "Step Six: Following up for Action" (page 211) for guidance here.

Using visuals in the report

REF

An evaluation report, especially the Findings section, can be a boring listing of numbers and percentages which makes it difficult to read and interpret. Review the reports put out by large organizations such as the United Nations to get an idea of interesting and informative ways that information may be presented.

Although you are not expected to develop professional-looking graphics, you can add effective visuals to your report in several ways by using a typewriter or drawing by hand. Such simple visuals include the use of pie charts to show percentages and the use of bar and line graphs to show trends over time and progress toward goals.

Mention any charts, graphs, photographs, and diagrams used in a report directly in the text. Explain charts and graphs briefly. *For example*, "The graph on page 32 shows the percentage of women enrolled in the project who are now using different types of birth control. The graph indicates that most women prefer injections while few use condoms or diaphragms."

Distributing the report

The distribution of the report depends on the reasons for the evaluation and the number of stakeholders. A routine report on a monitoring system may be short, simple, and distributed only to the primary stakeholders. The report for a special evaluation requested by the donor or for a very large project may be distributed widely in-country as well as overseas.

When you are planning an evaluation, consider the distribution of the report so that funds can be set aside for any necessary reproduction costs, photographs, or graphics. Also, keep in mind that the more widely distributed the report is, the more detailed the Background section should be.

Make sure that copies of the report are available to the communities in which the project is being carried out. If the people in the community are not literate, have a community meeting at which the major findings can be presented in an understandable way.

Step Six: Following up for Action

The reason for most monitoring and evaluation activities is to improve the project or activity being evaluated. All too often, efforts are wasted because there is no formal plan for following up on recommendations or because there is confusion over who is responsible for the changes. This is why follow-up is an important part of your monitoring system.

To help you develop a follow-up plan for your monitoring system, Step Six includes the following topics:

- Structuring follow-up
- Developing a plan of action

Structuring follow-up

Suggestions for follow-up actions to an evaluation report should emerge from the stakeholder meetings which were held as the conclusions and recommendations were being formulated. Your next step is to identify exactly what will be changed, when it will be changed, and who will be involved in the change. Never assume that the project director or APCD will "take care of it."

Make sure all stakeholders, particularly project participants, are involved in the workshop or retreat at which plans for the future are made. These people should also have a role in planning or implementing the changes in the follow-up.

After discussing each conclusion and determining which are more important, identify those parts of the project which are working well. Next, list the problems which need attention. Review each recommendation. Ask yourself, "Will the recommended action really solve the problem? Are there other courses of action which might also work?"

Developing a plan of action

Discuss the plans for implementing each recommendation. Will the recommendation require more staff, training, money, vehicles, or other resources? Will it require some "human relations" workshops to improve collaboration between Volunteers and their counterparts/co-workers or between Peace Corps and certain government ministries? Does the project need major re-thinking of goals and methods?

Make a list of the options for making the changes in the recommendation and decide which fits best with the resources available. Make a chart showing what actions will be taken, who will be in charge, who will be affected, and what kind of time frame will be followed.

In addition, schedule a review meeting in six months to follow up on the changes made as a result of a recommendation. The purpose of this meeting is to determine how effective the changes have been and whether further changes are needed.

Summary

The checklist on the next page summarizes the information contained in this section and provides a guide to use as you design and implement your monitoring system.

Evaluation work sheet

An evaluation work sheet begins on page 214. This work sheet corresponds step by step to the six steps of monitoring and evaluation. Before writing on the work sheet, make a copy of it so that you will always have the original for future use.

Checklist for an Effective Monitoring System

- ☐ 1. The goals of the project are well-defined.
- ☐ 2. Monitoring begins with a few simple indicators; other indicators may be added later.
- ☐ 3. Stakeholders, including community members, are included in the design, collection, and interpretation of information.
- ☐ 4. Information is collected through routine reports rather than costly and disruptive "studies."
- ☐ 5. Outside evaluators and periodic evaluations are used only when special problems occur or are required by donors.
- ☐ 6. The entire monitoring system, from data collection through analysis and report writing, is planned when the project is planned.
- ☐ 7. While many people are involved, one staff person is ultimately responsible for evaluation.
- ☐ 8. The monitoring system is based both on quantitative information expressed in numbers and on qualitative information gathered from interviews or focus groups.
- ☐ 9. Any statistics used are simple and understandable to people who have little experience with statistics.
- ☐ 10. An annual evaluation report summarizes activities including project inputs, outputs, impact, and management issues.
- ☐ 11. Stakeholders participate in a retreat or workshop to discuss the findings and plan for the next year.
- ☐ 12. There is a clear plan for putting all recommendations into action.
- ☐ 13. The monitoring system is simple and all staff understand and use the information as part of their monthly plans.
- ☐ 14. The results are fed back into the country programming cycle.
- ☐ 15. All research methods require cultural and political sensitivity; care should be taken to ensure that appropriate perceptions are part of the result.

Evaluation Work Sheet

Step One: Planning the monitoring and evaluation system

A. What are the project issues which must be addressed in the monitoring and evaluation system?

B. Who are the project stakeholders?

C. How much time will the people involved need to commit to monitoring activities?

D. How will the monitoring and evaluation information be used?

E. What resources are available for monitoring and evaluation?

F. What type of evaluation will be used (monitoring only - annual summative staff retreat; monitoring and periodic general evaluation held; monitoring and periodic special evaluations held; periodic evaluations only)

G. What are the Peace Corps country program strategies to which this project applies?

Step Two: Designing the monitoring and evaluation system

A. What is the project title? ____________________

B. What are the goals and objectives of the project?

C. What are the indicators to be monitored (including project management indicators)? How will the information on indicators be collected?

D. Who has overall responsibility for the monitoring system?

FOR A PERIODIC EVALUATION, COMPLETE THE FOLLOWING INFORMATION:

E. Who will be on the evaluation team?

F. Who will help with the planning (transportation, secretarial assistance, report preparation, etc.)?

G. What are the proposed dates of evaluation? (Identify any conflicts.)

H. Are the consultants expected to write their report before they leave the country? When?

I. How much time is allowed in the contract for each activity listed below?

- ________ planning/orientation
- ________ data collection & interviews
- ________ data analysis
- ________ report preparation
- ________ debriefings (meetings to discuss results)

Step Three: Collecting Information

A. What is the "chain of command" for monitoring and evaluation activities? For each level in the chain, identify who completes reports and the type and frequency of the report required.

B. Will the field report be completed by project participants? (If yes, what training has been provided to them on completing the report?)

C. Is the field report form appropriate for the monitoring and evaluation system? Check the boxes which apply to the form you plan to use.

- ☐ 1. Is less than one page long.
- ☐ 2. Defines all technical terms.
- ☐ 3. Lists on the form any codes used.
- ☐ 4. Uses check marks and numbers rather than words where possible.
- ☐ 5. Has plenty of room for answers.
- ☐ 6. Is attractively laid out.
- ☐ 7. Has space for any calculations required.
- ☐ 8. Covers all indicators listed in Step Two.
- ☐ 9. Has no unnecessary information.
- ☐ 10. Has written instructions on who is to complete the form, how often, and to whom it is submitted.
- ☐ 11. Is appropriate to the educational level and language of those who will complete it.
- ☐ 12. Has some place for the person to write general comments or problems.

If you did not check each box above, review the form to see if you can find ways to improve it.

D. Is the summary report form appropriate for the monitoring and evaluation system? Check the boxes which apply to the form you plan to use.

- ☐ 1. Contains no calculations that staff are not trained to do.
- ☐ 2. Indicates the source of the information for each blank or section.
- ☐ 3. Follows the sequence of information on the field report form.
- ☐ 4. Indicates clearly what mathematical calculations are expected (totals, averages, percentages).
- ☐ 5. Is laid out in an attractive, easy-to-read way.
- ☐ 6. Has space for documentation of any apparent trends or patterns.
- ☐ 7. Has space for listing problems that are developing.
- ☐ 8. Has clear instructions as to who is responsible for completing the form, how often, and to whom it is to be sent.

If you did not check each box above, review the form to see if you can find ways to improve it.

E. Which data collection methods will you use for any special or periodic evaluations you are planning? Indicate who you will interview, survey, observe or include in a focus group. Indicate how the data will be analyzed.

Method?	*Who?*	*How analyzed?*

F. How will you pretest the monitoring forms or special evaluation methods?

G. How will you make an annual check of the monitoring system to be sure it is working as needed?

227

Step Four: Analyzing Information

A. What types of quantitative information will be collected? What statistics will be used for analysis?

Information	*Statistics*

B. What types of qualitative information will be collected through such activities as interviews or observation?

C. Are you using a coding system for the qualitative analysis? Describe briefly.

D. What are the plans for staff retreats (as part of the evaluation system)?

E. What are the plans for visual displays of project progress in the office or community?

F. What individuals or groups are involved in formulating evaluation conclusions?

Step Five: Presenting results

A. What are your plans for sharing the results of the monitoring system as the information is being gathered?

B. How are project participants being included in the evaluation process?

C. What will be included in the final report? Consider the following items as you complete each final report.

- ❑ Report has an Executive Summary of less than three pages.
- ❑ Introduction section is less than four pages and focuses only on the information needed to understand the report.
- ❑ Methodology section is clear about how information was collected and honest about any shortcomings.
- ❑ Findings section gives the facts without interpretation.
- ❑ Conclusions section reviews all the findings and identifies trends, inputs, outputs, impact, and management issues.
- ❑ Recommendations are clear and suggest a time and indicate who is responsible for the suggested change.
- ❑ All acronyms are written out the first time they are used; there is a list of acronyms if many are used.
- ❑ Technical terms are kept to a minimum and defined when used.
- ❑ Body of the report is less than 20 pages long.
- ❑ Appendices are mentioned in the text.
- ❑ Charts, graphs, and other visuals are mentioned in the text.
- ❑ Report is lively and interesting, uses photographs or drawings to make it more readable.
- ❑ Report includes quotes from interviews or other qualitative methods.
- ❑ Costs of reproduction are budgeted.

D. What is your plan for distributing the report? How many copies will be needed (including some for the file); to whom will they be sent; and what response, if any, do you expect from them?

Step Six: Following up for action

A. Are there any disagreements with the evaluation conclusions? Indicate who disagreed and the basis for the disagreement.

B. Who is responsible for seeing that the evaluation recommendations are followed?

Key points

- Monitoring and periodic evaluations are two ways to evaluate the effectiveness of Peace Corps activities.

- There are four types of activities which Peace Corps evaluates: organizational development, Volunteer satisfaction, projects and country programs, and training.

- The six steps to evaluation include: planning a monitoring system, designing a monitoring system, collecting information, analyzing information, presenting results, and following up for action.

- Using the Checklist for an Effective Monitoring System and the Evaluation Work Sheet are two ways to facilitate the development of your monitoring and evaluation efforts.

Section 7: Glossary

(AA) Assignment Area	A generic job title and code number for a Volunteer position.
APCD	Associate Peace Corps Director.
Beneficiaries	The recipients of project activities.
CD	Country Director.
CDU	Country Desk Unit.
(CMPB) Country Management Plan and Budget	Document which contains the program strategies and goals, project plan for each project in the country, description of training events, and budget for the program.
Collaborating Agency	A national or international institution (public, private, bilateral, or multilateral) involved in a project with Peace Corps and a sponsoring agency to provide technical or material resources.
Contractor Training Evaluation Report	A report written by the COTR which assesses the contractor's work on a training event, such as a PST.
COSC	Close of Service Conference. A planned event which marks the end of a Volunteer's assignment. Activities are planned to assist Volunteers in making the transition back to the United States and to receive Volunteer feedback on their assignments.
COTE	Calendar of Training Events. A session-by-session, hour-by-hour, schedule of a training event.

COTR	Contracting Officer's Technical Representative.
Country Agreement	A legally binding document developed by Peace Corps and the overseeing host country governmental body responsible for Peace Corps concerning Peace Corps program goals and activities.
(DOW) Description of Work	Document which defines the goals of training, general guidelines for trainer responsibilities, expected trainee competencies, number of instruction hours, course content, host country officials to be used as resources for training, and country-specific requirements particular to the training.
Evaluation Work Sheet	Document which describes the evaluation and monitoring plan for a project.
fill rate	Degree to which Volunteers are provided for a project as compared to the number requested.
focus group	A small group of people brought together to discuss and provide input to a specific topic.
HCA	Host Country Agency.
(HCN) Host Country National	A citizen of the host country who works on the Peace Corps project.
HCO	Host Country Official.
Host Country	The country which has invited Peace Corps to work within it and establish human development projects for the benefit of its citizens.
ICE	Division within OTAPS called Information Collection and Exchange.

(IST) In-Service Training	Training activities which take place in the assigned country during Volunteer assignments and which meet their ongoing training needs.
Milestones	Short term indicators of progress toward meeting project objectives. They help explain *what* is to be accomplished and *when*. Milestones must directly contribute to accomplishing the project goal. Milestones are linked to the tasks of the Volunteers.
Monitoring	Process of gathering and analyzing information as part of a regular reporting system (standard Volunteer reports on the project, *for example*).
(MOU) Memorandum of Understanding	When referring to training, an MOU is written by Peace Corps staff and the Training Manager contractor to clarify the agreement reached between the two parties. The agreement describes how the training program will be implemented and ensures the contractor agrees to provide the training. The MOU spells out any changes which the contractor and Peace Corps staff have made to the training program. (MOUs are written in other contexts as well, such as to serve as project agreements.)
(MSC) Mid-Service Conference	Event scheduled for Volunteers who are approximately halfway through their assignments. The conference provides training and development opportunities and obtains feedback from Volunteers.
Narrative Data	Information received in story form that is used to provide background or explanations.
OTAPS	Office of Training and Program Support.
PCT	Peace Corps Trainee.

PCV	Peace Corps Volunteer.
PC/W	Peace Corps Washington.
(PDO) Pre-Departure Orientation	A two- or three-day program held in the U.S. which gives trainees an overview of their overseas assignments.
Preliminary Project Plan	A guide to pull the pieces of the initial planning steps of a project together and to summarize what has been accomplished.
Problem	An existing social or economic need which in good probability can be addressed by applying host country and Peace Corps resources.
Problem Statement	A short statement that defines an undesirable situation that needs to be changed. It includes a definition of the problem, its scope, consequences, and causes. Problem statements are the basis for further analysis and investigation and lead to potential projects.
Program	Refers to all Volunteer activities within one country. *Example:* The entire Peace Corps operation in Costa Rica is referred to as the Peace Corps Program in Costa Rica and includes all activities in which Volunteers are involved.
Programming	The critical process in which Peace Corps and host country agencies work together to design, implement, and evaluate Volunteer-based projects.
Project	Refers to all Volunteer activities related to a common set of objectives. *Example:* Under the health sector in Costa Rica, there are two projects – one Sanitation Project and one Nutrition Project – each with a separate set of objectives.

Project Agreement	Document which, although not legally binding, is a contract between Peace Corps and the host country agency that clearly defines the goals, objectives, and details of the project. Also known as MOU, Memo of Understanding, in some countries.
Project Criteria	Official Peace Corps policy statement that defines the parameters that each project must meet. The project criteria provide guidelines for implementing Peace Corps philosophy, addressing host country needs, and utilizing resources.
Project Goal	A broad statement of *what is to be accomplished.* It is expressed in terms of production improvements and/or improvements in the capability or conditions of beneficiaries.
Project Objectives	The final results which together achieve the project goal. They should be expressed in quantifiable, qualitative, and time-framed terms and should illustrate direct linkage to project goals.
Project Plan	The documented agreement between Peace Corps and a host country agency to proceed with a project strategy, project, and volunteer assignments. It is compatible with Peace Corps programming criteria and host country needs.
Project Purpose	The overall reason or rationale for the project which answers the question -- *Why should this project exist?* The project purpose should include a reference to how the participants'/beneficiaries' condition will change for the better.
(PSC) Personal Services Contract	Legally-binding agreement between Peace Corps and an individual for the individual to provide a service such as training to the Peace Corps for reimbursement.

(PST) Pre-Service Training	Training events which take place in the assigned country before the trainees are sworn in as Volunteers. Training activities cover technical, social, language, and cultural knowledge, skills, and attitudes.
PTO	Programming and Training Officer.
(PVO) Private Voluntary Organization	A non-governmental agency funded by public or private sources that works for various human development projects or charitable causes.
Qualitative Data	Information that tells about the quality and capacity of the project or program and includes opinions, feelings, observations, and changes in people.
Quantitative Data	Numbers which may be manipulated statistically. Quantitative data includes tabulations of frequency, percentages, and averages.
(QTRS) Quarterly Trainee Request Summary	Document submitted four times a year to Peace Corps/Washington (Office of Volunteer Recruitment and Selection) by each country program to project the numbers and types of Volunteers needed for the country projects.
Sector Program	Refers to all Volunteer activities within one content area, such as health or agriculture. *Example:* All Peace Corps activities in Costa Rica which involve Volunteers working in health, usually under the direction of one APCD, make up the health sector.
Site Survey (or assessment)	The assessment of each potential Volunteer project site prior to placement of Volunteers. The site survey assesses community conditions, project-related conditions, and Volunteer working and living conditions.
Skill Cluster	A range of interchangeable qualifications within an assignment area which are generally considered acceptable for a specific assignment.

(SOW) Statement of Work

Part of the contractual document which outlines the responsibilities of a person performing a Personal Services Contract (PSC) or an organization performing under a non-Personal Services Contract. The SOW is one section of the Request for Proposal for contractors who want to submit a bid for a project.

Sponsoring Agency

The host country institution (public or private) at the working level which has the major project responsibility among all host country agencies involved in the project. The sponsoring agency has a member on the project team to provide input into the design, implementation, monitoring, and evaluation of the project and the supervision of the project's Peace Corps volunteers.

(SST) Stateside Training

A training event for technical skill building provided in the United States when the technical training is not available in-country or when financial support is not available. SST is for trainees before going to their assigned countries. Length of training varies depending upon project needs and trainee skills.

(TA) Task Analysis

A document which defines a Volunteer assignment by breaking each major project objective into the specific activities the Volunteer must perform.

(TCT) Third Country Training

PST training activity which takes place in a country other than the United States or the country of Volunteer service. It typically includes trainees from more than one country. TCTs are scheduled when the appropriate training is not available in stateside or in-country training.

(TOT) Training of Trainers

A program to prepare training staff which typically lasts a minimum of seven days. The program is attended by the Training Manager, Coordinators, Language Instructors and other instructors, and support staff as determined by the Training Manager.

TOT Report	A written report which compiles the results of the TOT workshop. The report includes a general assessment of the training group as well as individual assessments of training staff.
Training Design	Detailed (hour-by-hour, session-by-session) outline of the training philosophy; goals; session objectives; content, methodology, and activities to meet objectives; list of resources; and evaluation methods.
Training Syllabus	A detailed outline of a training event. A training syllabus is developed for each training event and includes the schedule, learning objectives, activities, and methodology for each session. The syllabus is shared with trainees, host country reps, each trainer, and interested field staff.
(VAD) Volunteer Assignment Description	The document outlining the responsibilities, activities, work objectives, cross-cultural expectations, living conditions, entry skills, and other competencies required for each Peace Corps Volunteer assignments.
Volunteer Assignment	A task or group of tasks needed to be performed by one volunteer to accomplish part of a project.
Volunteer Assignment Area	Groupings of similar work activities that fall under a major category, such as Nursing, Forestry, or Accounting, *for example.*
Volunteer Generations	Successive Volunteer assignments for the length of the project, using several successive Volunteers to complete the assignments.
VRS	Office of Volunteer Recruitment and Selection.

Section 8: Bibliography

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Manual which provides trainers with Peace Corps philosophy on training, a description of their roles and responsibilities, and training concepts and methodologies.

Office of Training and Program Support, *An Integrated Training System: Policy and Plans*, Information Collection and Exchange, October 1983.

Manual which contains the philosophy, goals, and policy for Peace Corps training and initial steps for implementing the policy.

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Workbook for the Close of Service Conference to assist volunteers in examining their needs and expectations about leaving the host country and returning home.

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Manual superceded by the PATS manual which contains information to help programmers plan, develop, implement, support, and evaluate projects.

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Report which gives an analysis of the programming and supply trends affecting each of the job types (Assignment Areas) for which Peace Corps programs and recruits.

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Section 9: Appendix

Volunteer Assignment Description (VAD)

Elements of a Good VAD

I. Congruency of skill requirements with job description

In reading the job duties and responsibilities, it is apparent that the skills being requested are necessary in order to do the job.

II. Important information covered

A. Project history/background

1. a clear statement of the problem in terms of "basic human needs"
2. economic, political, geographic, or cultural factors that impact on project are mentioned
3. who the project is designed to help and how
4. when project established, number of Volunteers, involvement of other organizations or agencies, if applicable

B. Goals and objectives

1. clearly defined short- and long-term goals of project

C. Job description

1. who the Volunteer will be working with (ministries, other organizations, supervisor, co-workers, clients and client groups)
2. specific job duties and tasks (with statement that job may include specified tasks, but may not be limited to those mentioned)
3. parameters of job functions are listed with specific examples
4. equipment, resources, support services available
5. location of project, if applicable
6. working hours or typical day
7. possibility of secondary projects

D. Working/living conditions

1. appropriate dress (depending upon importance of issue)
2. food available – are there any difficulties for vegetarians
3. site specifics: local, size of town, types of housing available
4. transportation, if this is an issue
5. climate
6. cultural issues – privacy, perceptions of time, attitudes toward work, attitudes toward Americans/PCVs

Elements of a Good VAD (cont.)

E. Training

1. type, length, proficiency tests, content
2. successful completion required for becoming a Volunteer

F. Other issues

1. flexibility, commitment, sense of humor, etc.
2. frustrations, rewards, possible successes

III. Readability

A. Organized by major points

B. Vocabulary appropriate: PC and development jargon avoided, technical language appropriate for who is being asked to fill position

C. Type is easy to read

D. No typographical errors

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION COVER

I. To be completed by in-country staff and submitted with VAD.

1. Country/Training Class Name: ______________________________

2. Training Class I.D. Number: ______________________ 3. Assignment Number: ____________

4. Assignment Area Number: ______________________ 5. Project Code: ____________

6. Project Name/Assignment Title: ______________________________

7. Trainees Requested: ____________

8. COS Date: ____________

9. Fill Restriction: No ______ Yes ______
(If yes, explain and list restriction in #11.)

10. Married Couples Accepted: No ______ Yes ______
(If yes, list restrictions, if no, explain in #11.)

11. Requirements/Restrictions (education and experience, list in order of preference; other skills, languages, marital restrictions, fill restrictions):

PC Form No. 1658A (Rev. 12/88)

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION COMMENTS

II. To be completed by CDU. For revised assignments, CDU lists all changes. If CDU wants Placement's comments, specify nature of comments desired.

COI Date: ______________________ Trainees Requested: ________

Program Status: Maintained ___, Revised ___, New ___ Quarter: I ___, II ___, III ___, IV ___

Comments:

IO Contact: ______________________ Date: ________

III. To be completed by Placement. Insert comments if applicable. Projection: ________

Placement Contact: ______________________ Date: ________

IV. IO response to Placement comments:

249

IO Contact: ______________________ Date: ________

PC Form No 1658B (Rev. 12 88)

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION

Country/Training Class Name: ______________________________

Training Class I.D. Number : ____________________ Assignment Number: ____________

Project Name/Assignment Title: ______________________________

Staging Event: ____________________ Dates: ____________________

Stateside Training: ____________________ Dates: ____________________

Third-country Training: ____________________ Dates: ____________________

In-country Training: ____________________ Dates: ____________________

Narrative Description — project background, objectives and duties; training, living conditions, medical facilities, cultural/economic/political environment, flexibility and commitment:

PC Form No. 1658C (Rev. 12 88)

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION CONTINUATION

Page ____ of ____

Country/Training Class Name: ____________________

Project Name/Assignment Title: ____________________

251

PC Form No. 1658D (Rev. 12/88)

Volunteer Assignment Description (VAD) INSTRUCTIONS

INSTRUCTIONS FOR COMPLETING THE VOLUNTEER ASSIGNMENT DESCRIPTION

Introduction

The program documents, the Volunteer Assignment Description (VAD) and its components, are the formal means of communicating specific information about a Volunteer assignment among PC/country staff, the Country Desk Unit (CDU), the Office of Training and Program Support (OTAPS), Travel, Office of Placement (including the Staging Division), and the Office of Medical Services. The documents serve not only to identify the assignments that will be operating in any country, but also as the critical information by which Volunteers are selected and placed.

Peace Corps Volunteer Assignment Description (VAD) Cover

The VAD cover is developed to document Volunteer requests made by a host country government. It lists the skills that candidates for the position must have. It should be completed by in-country staff and submitted with the VAD. Following the numbered boxes found on the cover, these items should be completed, and correspond to the information on the TCSS:

1. Country/Training Class Name
   The Country/Training class name is composed of the name of the country followed by a / and then the name of the training class. A training class is made up of all the assignments with the same staging and training start dates and sites. Assignments that do not share the same staging and training start dates and sites with any other assignment constitute a separate training class.

2. Training Class I.D. Number
   The TCID is assigned to the training class and added to the TCSS and VAD by the CDU. The TCID is created by combining the Country Code - Fiscal Year - Sequence Number. The sequence number is a two-digit number assigned sequentially starting with 01 for the first Training Class of the year (for the host country) and 02 for the second Training Class, etc. For example, the TCID for Kenya's first Training Class of FY '89 would be 615-89-01.

3. Assignment Number
Assignment Numbers are dictated by the order in which country or CDU lists the assignments on the TCSS. The first assignment listed is 01, the second 02, etc.

4. Assignment Area Number
This number tells Recruitment and Placement which skill clusters are required. Verify AA by using Assignment Area/Skill cluster handout from Placement. Example: AA 171, Secondary Education/TEFL.

5. Project Code
The project code number consists of the three digit country code and two digit project identifier used within country to identify the project in which this specific assignment belongs.
Example: 615-A6.

6. Project Name/Assignment Title
The project title in which the Volunteer will work, followed by the assignment title, should match the title as shown on the TCSS. It may be abbreviated where necessary, but be sure it is understandable. Example: "Non-Formal Education/Adult Educator."

7. Trainees Requested
Requests represent the number of trainees (Ts) asked for within an assignment by Peace Corps Country Staff.

8. COS Date
Projected close of service date.

9. Fill Restriction
The Office of Placement will invite at a rate of 140% for all requests of 5 and above and will invite one additional T for requests of 3 or 4. Requests of 1 or 2 will be invited at 100%.

Assuming that posts are requesting the actual number of trainees required for a project, the Office of Placement advises that an invitation rate of 140% is necessary to factor in accept/declines, medical disqualifications, no shows at stagings and ETs from PST. The 140% rate will enhance the possibility that the number f trainees requested will become actual numbers of Volunteers in service

Training classes or specific requests within a Training Class can be excepted for this policy only by the Chief of Operations for each region based on host country restrictions, or programmatic reasons. If there are restrictions, please explain and list them in item number 11.

10. Married Couples Accepted
Check "yes" or "no." If married trainees are acceptable, please indicate in item number 11 how many spouses are acceptable, parameters, restrictions and assignment possibilities for them. If couples are not acceptable, please explain why not.

11. Requirements/Restrictions
List, in descending order of preference, the education and experience qualifications desired or, preferably, copy the skill cluster if the request fits into an Assignment Area. Add other skills needed to perform the assignment; language requirements; fill restrictions and information on the number of spouses acceptable and potential assignment possibilities. Any sex or age restrictions must be cleared by Peace Corps' General Counsel in writing, and should be included in Section 11. VADs may be submitted for preliminary review while the CDU simultaneously seeks authorization from General Counsel for such a restriction. Printer-ready TACs with these restrictions may not be submitted without General Counsel concurrence, which must be documented on the VAD Cover when the final is submitted to Placement.

Peace Corps Volunteer Assignment Description Comments

II. To be completed by CDU. The CS serves as a record of the exchange of program information between the CDU/Post and the Office of Placement. For revised assignments, CDU lists all changes. If CDU wants Placement's comments, specify nature of comments desired.

COI Date

The Close of Invitation date is determined by counting back 6 calendar weeks from the start of the staging event (i.e., PDO, Interloc, Med. Admin., or Registration at SST.)

If the COI falls on a Saturday, move it to the preceding Friday; if it occurred on a Sunday, shift the date to the following Monday. COIs falling on a holiday should be moved to the next weekday.

Trainee Request
State country's trainee request.

Program Status
Check whether the assignment is maintained, revised, or new.

° *Maintained Assignment*
A Volunteer Assignment Description (VAD) depicts a "Maintained" assignment if a similar VAD or TAC has been submitted by the country for an existing assignment within the last two years and no substantial change in the job description or skill components has since occurred. The number of trainees requested may have changed.

° *Revised Assignment*
A VAD for a "Revised" assignment refers to an existing assignment for which a VAD or TAC has been submitted within the last two years and a component of the VAD, other than the number of trainees requested has been changed. If any of the following components have been changed the VAD should be labeled "Revised":

1) Skill or job requirement change;

2) Change in season (quarter) submitted;

3) Married couples are now accepted;

4) Language requirements have been changed;

5) Any other change that would have impact on Trainee Input.

° *New Assignment*
A "New" assignment is one for which the country has not submitted a VAD or TAC within the last two years. All assignments from a new country will fall into this category as will any assignments programmed and submitted for the first time.

Quarter
The Training Class Season or Quarter is determined by the Enter on Duty date (EOD) which is the same as the first day of staging or SST.

Quarters follow the fiscal year calendars.

October	- December	= Fall	= 1st Quarter
January	- March	= Winter	= 2nd Quarter
April	- June	= Spring	= 3rd Quarter
July	- September	= Summer	= 4th Quarter

Comments
For maintained program, CDU writes "not applicable." For revised programs, CDU indicates which changes have been made. For new programs, CDU may request Placement to comment on entire VAD, or indicate specific areas for comment.

III. To be completed by Placement. Insert comments if applicable.

Placement suggests any changes that may improve the VAD and/or fill, and projects the number of candidates they believe can be delivered to staging. Placement also fills in which Placement Officer(s) will be inviting to the Program.

IV. IO response to Placement comments: Here the CDU includes any comments received from country in response to Placement's comments.

Peace Corps Volunteer Assignment Description (VAD)

Country/Training Class Name, Training Class I.D., Assignment Number, Project Name/Assignment Title: State as they appear on assignment description cover.

Staging Event
Note the type of staging, i.e., PDO (Predeparture Orientation), Interloc, Med. Admin., Reg. (For Registration at SST), and the proposed dates. All stagings are coordinated with the Chief of Staging.

Check to see that the time lag between the end of staging and the start of training does not exceed the amount of time needed for in-travel status. If PC/country staff request that trainees arrive in-country on a certain date, the CDU coordinates with Travel to determine whether there are flights that will permit them to arrive on that date. If flight schedules restrict the trainees to traveling on a certain day of the week (Stagees remain at site or return home on Admin. Hold), then that becomes the last day of staging or SST.

Stateside Training
CDU should include location of stateside training if known, and dates. Dates are determined by counting back from in-country training date allowing for international travel days.

Third-Country Training
Include country and dates.

In-Country Training
Post should include location and dates of training period.

Training: Stateside (SST), Third-Country (TCT), In-Country (ICT)
The start of training date must be supplied. If the length or site of training are uncertain at the time the VAD is prepared, please include the best information available and indicate that the dates are tentative.

The start of training date is used to determine the staging date for the Office of Placement's Staging Division; in turn, the staging date determines the close of Invitation (COI) date for Placement.

Narrative Description
Use up to 4 pages (including 3 VAD continuation sheets) to provide a clear, detailed description of the assignment and lifestyle of the Volunteer. The more information provided, the better chance that Placement can provide well-informed, well-prepared, and highly motivated trainees. Applicants must base their decision to accept a Peace Corps assignment on information provided in this section, therefore the VAD should be well written and carefully typed.

A. Project Background and Objective (when started, ministry of assignment, expected results, number of Volunteers in project).

B. Job Description (includes duties, supervision, available resources, hours, dress. tools, travel required, etc.)

C. Training provided.

D. Living Conditions (includes housing, food, water quality, availability of electricity and transportation.)

E. Medical Facilities (brief description of medical facilities available to Volunteers and travel time.)

F. Cultural/Economic/Political Context

G. Other

Please refer to the Program and Training System Manual for a more comprehensive discussion of what should be contained in the narrative section of the assignment description.

<u>Peace Corps Volunteer Assignment Description Continuation</u>
Use up to 3 continuation sheets as needed to complete the assignment narrative description.

<u>Training Class Summary Sheet (TCSS)</u>
The procedures have not changed and can be found in the Peace Corps Guide to Trainee Allocation System, Program Information Exchange and Related Procedures, revised March 8, 1988.

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION COVER

I. To be completed by in-country staff and submitted with VAD.

1. Country/Training Class Name: Country A/Summer '89
2. Training Class I.D. Number: 522-89-03 3. Assignment Number: 01
4. Assignment Area Number: 110 5. Project Code: 522-A2
6. Project Name/Assignment Title: Agriculture Ext./Hillside Farming
7. Trainees Requested: 10
8. COS Date: ______
9. Fill Restriction: No ______ Yes ______
   (If yes, explain and list restriction in #11.)
10. Married Couples Accepted: No ______ Yes ______
    (If yes, list restrictions, if no, explain in #11.)
11. Requirements/Restrictions (education and experience, list in order of preference; other skills, languages, marital restrictions, fill restrictions):

    - BA/BS any discipline with a demonstrated interest in agriculture OR
    - Three years farm experience
    - 4-H, FFA, or FHA experience strongly preferred

    One unit of Spanish preferred.

    Note: Female applicants should be aware that they will work in a non-traditional role and in a male-dominated environment, which may present additional obstacles to their cultural adjustment and performance.

PC Form No. 1658A (Rev. 12/88)

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION

Country/Training Class Name: Country A/Summer '89

Training Class I.D. Number: 522-89-03 Assignment Number: 110

Project Name/Assignment Title: Agriculture Ext./Hillside Farming

Staging Event: PDO Dates:

Stateside Training: Dates:

Third-country Training: Dates:

In-country Training: Dates:

Problem: Small, traditional farmers often experience serious land productivity constraints. Corn, red beans and, in some parts of the country, sorghum and rice are their principal crops, which are usually produced on hillside land. Lack of technical know-how, inaccessibility to inputs and markets, and unfavorable weather conditions constrain efficient land use and, therefore, increased income. These impediments have locked small farmers into a subsistence situation from which they cannot escape without considerable help. As a consequence, they lack the necessary purchasing power to stimulate the development of other sectors of the economy.

Your Assignment: As a crop extensionist, you may be involved in the following extension activities: a) teaching rural farmers soil conservation practices such as contouring, terracing, and ditching to eliminate runoff water; b) training small farmers in proper identification and control of insects and disease that affect crops, such as sampling methods, pesticide selection, and methods of integrated control; c) setting up demonstration plots to show improved agricultural practices, such as minimum tillage, fertilization and planting systems; d) teaching farmers methods used to avoid post-harvest losses of grains or vegetables; e) teaching farmers to calculate production costs and keep records; f) developing educational materials for teaching general agricultural practices; g) organizing small farmer cooperatives; h) promoting the cultivation of non-traditional crops, especially vegetables; and i) promoting the cultivation of mixed gardens.

Working Conditions: Since the illiteracy rate in rural areas is as high as 80 percent, you will need a great deal of initiative and patience to develop and use appropriate methods to train people. Sometimes, the campesinos' limitations will, to a large extent, reflect your own. You must cope with scarcity of funds, as well as lack of needed materials and credit to carry out the practices you suggest. The traditions that the campesinos have known for years are also an important consideration. You will sometimes feel frustrated and believe that they do not want to change or learn. However, with hard work, time, and patience, you will see that your efforts are highly compensated and that your experience of working with them is a rewarding one. You will probably be assigned to one of the agencies of the Ministry of Agriculture, however, you may receive little support and direction from the staff, and sometimes you will feel that you a e working alone. Thus, we are looking for individuals with motivation, initiative, self-confidence, and overall enthusiasm. Peace Corps service requires a commitment that transcends the assignment described above. Even though your project addresses a specific development goal, the details fo the assignment may change before you arrive and even during your period of service. In the context of a developing society, change is inevitable and flexibility a must.

PC Form No. 1658C (Rev 12/88)

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION CONTINUATION

Country/Training Class Name: Country A/Summer '89

Project Name/Assignment Title: Agriculture Ext./Hillside Farming

Living Conditions: There will be little structured entertainment in your site. Participation in community activities such as fiestas, work projects and sports, will provide valuable social interchange. Because you will be seen as a leader in your community, your activities will be observed and evaluated according to local standards. Houses will usually have two or three rooms, a latrine, and may or may not have running water and/or electricity. You will be able to prepare your meals at home or eat with a local family. Altitude of sites ranges from sea level to 4000 feet above sea level, with a temperature of 55° F to 95° F. The rainy season lasts from May to October, and the dry season from November to April. The rainfall is heavy, so you should bring good rain gear. The distance between Tegucigalpa and your site will vary from 5 to 12 hours by bus. Although clothing in the field is casual, your appearance is important, and you should always dress conservatively when visiting agencies, (shirt, slacks, dress or skirt, clean shoes, for example).

Training: During training, you will begin the process of learning how to live and work effectively. You will study Spanish in small classes for several hours a day. Living with a family will give you a chance to practice your Spanish and become acquainted with local habits and customs. In addition, you will learn about geography, politics and history. As a generalist, your technical training will be a challenge. It covers soil conservation techniques, extension methodology, the basics of pest management, fertilization methods and other cultural practices that you need to know in order to perform well as a crop extensionist in Country A. We strongly suggest and urge that before you leave the United States, you get a head start in your study of Spanish. The more Spanish you know the easier your training and cultural adaptation will be.

Peace Corps Service: Peace Corps is not for everyone. More than a mere job, it requires greater dedication and commitment to serve than do most other assignments. It is for confident, self-starting, concerned individuals who are interested in assisting the world's poor and increasing human understanding across cultural barriers. The key to satisfying work as a Peace Corps Volunteer is the ability to establish successful human relations at all levels, which will require patience, sensitivity, and a positive attitude. The romance and excitement of working in a developing country wear off quickly. Homesickness, the need to adapt culturally, and the lack of amenities usually taken for granted in the United States, will discourage those who join without have the required commitment. If you have the personal qualities reeded to accept the challenge described above and can demonstrate them in two years of service to Country A, you will have a rewarding, enriching experience, while at the same time making a much needed contribution to rural people. For further information, please, feel free to call the Country Desk Officer for Country A. The number is 1-800-000-0000, extension 271.

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION COVER

I. To be completed by in-country staff and submitted with VAD.

1. Country/Training Class Name: Country B/Summer Omnibus
2. Training Class I.D. Number: 651-90-01
3. Assignment Number: 04
4. Assignment Area Number: AA 170
5. Project Code: 651-A5
6. Project Name/Assignment Title: Teacher Training and Curriculum Development/Science Advisor
7. Trainees Requested: 2
8. COS Date: 9-30-92
9. Fill Restriction: No ____ Yes X
   (If yes, explain and list restriction in #11.)
10. Married Couples Accepted: No ____ Yes X
    (If yes, list restrictions, if no, explain in #11.)
11. Requirements/Restrictions (education and experience, list in order of preference; other skills, languages, marital restrictions, fill restrictions):

170 Secondary Education Science Teacher

A. BA/BS Pre-School, Early Childhood, Elementary Education plus one or more years of teaching experience

or

B. BA/BS Pre-School, Early Childhood, Elementary Education

or

C. BA/BS any discipline with Elementary Education certification

or

D. BA/BS in Scence with one or more years of teaching experience

Note: Restriction on #1 - Post cannot take "any discipline".)

PC Form No. 1658A (Rev. 12 88)

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION

Country/Training Class Name: Country B/Summer Omnibus

Training Class I.D. Number: 651-90-01 Assignment Number: 04

Project Name/Assignment Title: Teacher Training and Basic Education Curriculum Development/Science Teacher Advisor

Staging Event: Interloc II Dates: July 6-8, 1990

Stateside Training: n/a Dates: n/a

Third-country Training: n/a Dates: n/a

In-country Training: Interloc III Dates: July 9 - October 9, 1990

Narrative Description — project background, objectives and duties; training, living conditions, medical facilities, cultural/economic/political environment, flexibility and commitment:

Project Background: There have been Volunteers involved in education, primarily as secondary TEFL since Peace Corps entered Country B in 1979. Approximately 50 Volunteers have served as TEFL teachers between 1979 and 1983 in rural secondary schools up to a peaceful, military coup in early 1984. Although TEFL teachers continued to serve in Country B until 1989, a growing concern on the part of the Ministry of Education for primary education has come to the forefront.

In 1988, an Education Task Force evaluated the status of primary education and found that there was a 60 percent drop-out rate between Level 1 (U.S. equivalent to 1st grade) and Level VI (U.S. equivalent to 6th grade). The Task Force determined that upgrading the skills of uncertified primary school teachers and developing a new, basic education curriculum was the key to reducing this rate. In conjunction with the Institute of Education (the national teacher training college), the Ministry of Education has stated a need for 30 Peace Corps Volunteers over a five-year period to assist in training primary teachers on-site in their schools in updated, hands-on teaching techniques and in the development of local, basic education curriculum. This curriculum would upgrade agriculture, nutrition, and education themes relevant to community development and post-primary survival skills for students who would not go on to secondary school.

Objectives and Duties: The purpose of this project is to increase the number of trained primary school teachers through in-service workshops aimed at the development of a basic education primary curriculum and the use of experiential, hands-on teaching methodologies. Your objectives will be to work with a lead teacher from each of three schools to design, implement, and evaluate in-service workshops for teachers in the areas of curriculum development and teaching methodologies. Basically, your duties will include 1) motivating local teachers and principals in revising school curriculum and upgrading teachers' skills; 2) collaborating with lead teachers in designing, implementing and evaluating teacher training and curriculum development workshops; 3)devising follow-up strategies after workshops, and 4) coordinating all activities within the Integrated Agriculture, Nutrition and Education Program (IANEP) philosophy. You probably will teach three primary grade sections for a minimum of 20 hours a week.

PC Form No. 1658C (Rev 12 88)

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION CONTINUATION

Country/Training Class Name: Country B/Summer Omnibus

Project Name/Assignment Title: Teacher Training and Basic Education Curriculum Development/Science Teacher Advisor

The IANEP program is the umbrella program for three Peace Corps projects, one of which is this TT/CD project. The goal of IANEP is to approach development through integrated communication projects whereby agriculture, health, and education workers collaborate on community problems. As a TT/CD Volunteer within the IANEP, you will be assigned to three primary schools where both Peace Corps agriculture and nutrition Volunteers have been assigned to work with their counterparts, your counterpart, and you. It is hoped that all of you together can use each other as resources. For you, the agriculture and nutrition teams can provide vital information about the content of your curriculum while assisting in hands-on experiences students can have, such as school gardens, etc. One duty you will have is to introduce this concept of integrated development and to coordinate the use of your non-education resources.

Training: You will participate in a 2-day Interloc I staging event and a 12-week Interloc II PST program. Interloc is the name given to our entire training system which begins with your Interloc I information packets and ends at the Close of Service (COS) workshop just before your 2 years of service are up. At least twice in your two years, you will participate in an in-service workshop. Briefly, your staging, which is in Philadelphia, will be an orientation to Peace Corps with country-specific information being provided, more forms to be signed, and a few shots. Your PST will be held in Country B and begin the process of cross-cultural, language, technical, and health training. There will be a practice school and training in workshop designs.

Working/Living Conditions: The teaching sites will be located in the hills, as well as in the plains. The communities are agriculturally based small villages or market towns, predominantly Moslem with various castes and ethnic groups. Living conditions are simple and primitive. The houses are generally built of mud and stone with thatched roof. There is very little privacy. You will probably be posted in a village where there is little electricity or indoor running water, and bathroom facilities are minimal. Most Volunteers have latrines built near their residence. The staple diet is rice, lentils, potatoes, green vegetables, sometimes eggs and, more rarely, meat.

Housing will be provided by your school and will often be with a family. You may live alone in a small "apartment" (one or two room) and eat with your host family. Or you may live alone and choose to shop and cook for yourself. This can be rewarding, although it also can prove to be a very time-consuming task without the benefit of refrigeration and supermarkets. To a large extent your living situation will depend on the availability of resources within your village, such as vacant housing and presence of a close-by market. You will be based in the same village for both years, although about half of your time will be spent in visiting various feeder schools for follow-up visits with the teachers who have attended trainings. In some posts this can be done by bus; in most places it will require walking.

PEACE CORPS VOLUNTEER ASSIGNMENT DESCRIPTION CONTINUATION

Country/Training Class Name: Country B/Summer Omnibus

Project Name/Assignment Title: Teacher Training and Basic Education Curriculum Development/Science Teacher Advisor

Due to the structure of the job and the remoteness of these communities, you can expect to travel in less comfort than in America. In addition, even though Peace Corps/Country B attempts to cluster Volunteers within a day's walking distance of each other for mutual support, you will be in areas isolated from other Westerners and food may not always be plentiful. However, the fact that you will probably be one of three Westerners in the village has its advantages and satisfactions in increasing your opportunity to learn the local language and to accept and be accepted into the culture. Medical facilities are within a one-day bus ride.

Your personal flexibility and creativity and your commitment to Peace Corps service will be the basis for overcoming many of the problems which accompany adaptation to a Country B way of life, and will enrich your experience here. Country B is a poor yet proud country with centuries of cultural development that still reigns regardless of its western learnings. The paradox of a TV set in a house without running water is present. Your ability to maintain a perspective on the experience will be crucial to your success as a Volunteer in Country B.

Quarterly Trainee Request System (QTRS)

SAMPLE

Quarterly Trainee Request System Cycle

Submission Date to Regions

		Dec 15 1989	Mar 15 1990	Jun 15 1990	Sep 15 1990	Dec 15 1990	Mar 15 1991	Jun 15 1991	Sep 15 1991	Dec 15 1991	Mar 15 1992	Jun 15 1992	Sep 15 1992
Current Fiscal Year 1990	Fall (Q1)												
	Winter (Q2)	S											
	Spring (Q3)	I	S										
	Summer (Q4)	U/A	I	S									
Fiscal Year 1991	Fall (Q1)	R/U	U/A	I	S								
	Winter (Q2)	R/U	R/U	U/A	I	S							
	Spring (Q3)	N	R/U	R/U	U/A	I	S						
	Summer (Q4)	N	R/U	R/U	R/U	U/A	I	S					
Fiscal Year 1992	Fall (Q1)			N	R/U	R/U	U/A	I	S				
	Winter (Q2)				N	R/U	R/U	U/A	I	S			
	Spring (Q3)					N	R/U	R/U	U/A	I	S		
	Summer (Q4)					N	R/U	R/U	R/U	U/A	I	S	

Key: S=Start of Training; I=Invitations; A=Allocations; R=Recruiting; U=Update; N=New Submission

Prepared by: IO/AD

INSTRUCTIONS FOR COMPLETING THE QTRS CABLE

The QTRS cable format has *two* sections: ***Training Class Information and Project Information.*** Since Training Class Information may apply to many projects, you should first provide the information relative to a specific Training Class and and then list all the project information within that particular Training Class. You may have several projects listed within the Project Information section. Repeat the entire cable format for *each* Training Class. The example below lists information for two Training Classes.

TRAINING INFORMATION

CNTY CODE - Assign the three digit code for your country. This code is the same code used in fiscal coding.

FISCAL YEAR - Provide the last two numbers of the fiscal year e.g., 90.

TRAINING CLASS NUMBER - Assign a two digit number based on the Training Class sequence within the *fiscal year*. You may have more than one training class within a season, as is the case in the sample cable below.

SEASON - Use a number to represent the season i.e., "1" for Fall, "2" for Winter, "3" for Spring and "4" for Summer.

STAGING EVENT - List the type of Staging Event required for the Training Class. Possible types are Pre-departure Orientations (PDO), Interloc, Med-Admin, Cast, etc Please note that training classes with SST's may or may not have Staging Event also.

STAGING START DATE - Provide the date for the start of the Staging Event.

SST (*Stateside Training*), **TCT** (*Third Country Training*), **ICT** (*In-Country Training*) **WKS** - List the number of weeks for each of these types of training events, when appropriate. In all cases, there will be In-Country training.

SST, TCT, ICT START DATES - List the start dates for the applicable types of training.

PROJECT INFORMATION

PROJECT NAME/ASSIGNMENT TITLE - Provide the name of the project. Remember to include the letters "AVP" for an Associate Volunteer Program.

AA - Provide the single assignment area which best reflects the work and skills required for the project.

COMP - List the letter of the *Components* required as specified on the VAD's. For example, the letters "AB" indicate that either the A or the B or both skill components are acceptable. If *any* of the components are acceptable use the word "ALL" to indicate a Full Skill Cluster. Projects with the Assignment Area "199" should have the word "NONE" listed for the components acceptable since they do not have standard skill levels.

LANGUAGE - List a two digit code referring to both the language and the number of college years required for a particular project. Allowable codes for the first digit are "S", "F" and "O" for Spanish, French or Other language. Allowable codes for the second digit are 1 - 9,, representing the number of college years required. For example, "F1" means one year of French language is required. If no language is required, use the word "NO". *Remember this code refers to required, not preferred language.*

LS (*LENGTH OF SERVICE*) - Provide the number of months the project requires a volunteer's services. This should *not* include training months. In most cases, the Length of Service is 24 months. For the AVP projects, the Length of Service will be 18 months or less.

TRAINEE REQUEST - Indicate the number of people needed for the work of the project.

QTRS CABLE FORMAT USING SAMPLE COUNTRY DATA

Cnty Code - 678
Fiscal Year - 90
Training Class Number - 01
Season - 1

SST WKS	SST START DATE	STAGING EVENT	STAGING START DATE	TCT WKS	TCT START DATE	ICT WKS	ICT START DATE
		Interloc	01-Nov-89			6	05-Nov-89

PROJECT NAME/ ASSIGNMENT TITLE	AA	COMP	LANG	LS	TRAINEE REQUESTS
RPSC/AVP	199	NONE	NO	11	2
RPSC	122	ALL	NO	24	4

Cnty Code - 678
Fiscal Year - 90
Training Class Number - 02
Season - 1

SST WKS	SST START DATE	STAGING EVENT	STAGING START DATE	TCT WKS	TCT START DATE	ICT WKS	ICT START DATE
		Interloc	08-Dec-89			6	13-Dec-89

PROJECT NAME/ ASSIGNMENT TITLE	AA	COMP	LANG	LS	TRAINEE REQUESTS
Maternal and Child Hth Nurse	150	ALL	NO	24	3
Maternal and Child Hth Coord	154	ALL	NO	24	2

SAMPLE QTRS REPORT FROM DATABASE

Mon Nov 13

QTRS REPORT BY COUNTRY BY YEAR

Country Name	Cnty Code	FY	Season	TC	AA	Comp	Assignment Title	LOS	TR	TA	WL	WL Rank	Lang	Pre-dept	SST Wks	ICT Wks	Start Date
Gabon	678	90	FALL	01	199	NONE	RPSC/AVP	11	2	2			NO	ILOC		6	05-DEC-89
				01	122	ALL	RPSC	24	4	4			NO	ILOC		6	05-DEC-89
									6	6							
	678	90	WINTER	02	150	ALL	Hth/Maternal & Child Hth Nurse	24	3	2			NO	ILOC		6	13-MAR-90
				02	154	ALL	Hth/Maternal & Child Hth Coord	24	2	2			NO	ILOC		6	13-MAR-90
									5	4							
	678	90	SPRING	03	101	AB	Fish	24	9				NO	SST	8	4	31-JUL-90
				04	120	ALL	RPSC	24	3				NO	ILOC		6	24-JUL-90
				04	122	ALL	RPSC	24	9				NO	ILOC		6	24-JUL-90
				04	171	ALL	TEFL	24	8				NO	ILOC		6	24-JUL-90
				04	173	ALL	Math Teachers	24	11				F1	ILOC		6	24-JUL-90
				04	175	ALL	Science Teachers	24	8				F1	ILOC		6	24-JUL-90
				04	199	NONE	TEFL/Teacher Trainer/AVP	18	1				NO	ILOC		6	24-JUL-90
									49								
									60	10							

11 records selected.

272

SAMPLE QTRS REPORT FROM DATABASE

Mon Nov 13

FY90 TRAINEE REQUESTS BY PROGRAM SECTOR BY COUNTRY

Interamerica Region

COUNTRY	AGRICULTURE	EDUCATION	ENVIRONMENT	HEALTH	SED	URBAN	UNIQUE	TOTAL
Belize	8	37	4	3	0	4	4	60
Bolivia	4	0	14	0	12	0	0	30
Costa Rica	18	26	12	17	34	12	2	121
Dominican Republic	21	8	16	28	20	38	1	132
Ecuador	30	16	14	27	4	10	6	107
Guatemala	47	0	31	29	10	9	0	126
Haiti	2	15	3	4	4	2	0	30
Honduras	45	39	20	32	16	22	4	178
Jamaica	12	26	7	17	9	17	12	100
Leeward Islands	3	13	5	6	2	2	12	43
Paraguay	14	14	12	29	16	0	2	87
Windward Islands	4	23	2	9	5	5	11	59
	208	217	140	201	132	121	54	1073
Percent	19.4	20.2	13.0	18.7	12.3	11.3	5.0	100.0

PEACE CORPS

PRE-TRAINING QUESTIONNAIRE

The Pre-Training Questionnaire (PTQ) is used by Peace Corps overseas staff to develop your individual training and to begin the process of matching trainees to specific assignment locations in country. It may also be forwarded to the government of the country to which you are assigned, and is the only document that overseas staff see prior to your arrival. (Please see the Peace Corps Invitation Booklet, page 13, for details.) Therefore, in order that we may send this form to the overseas staff, please type, if possible, or print legibly in black ink all answers carefully and return it within TEN days of accepting our invitation. Please indicate your host country on the front of the return envelope.

Program Information

(from Volunteer Assignment Description)

Country Training Class Name ______________________________

Training Class I.D.Number ______________________ Assignment Number ____________

Project Name/Assignment Title ______________________________

Personal Information

Name (Last, First, Middle)

____

Social Security No. ________________ Birthdate ____________ Marital Status ________

Spouse's Name (Last, First, Middle)

______________________________ ______________________________

Spouse's Social Security Number

______________________________ Birt ______________________

Current Mailing Address (Three weeks prior to departure):

____
(Street)

______________________________ Telephone ______________________
(City/State/Zip)

Permanent Address: ______________________________
(Street)

______________________________ Telephone ______________________
(City/State/Zip)

Education

Formal

List your formal education and training, emphasizing that which relates to your Volunteer assignment. Indicate the number of hours earned in your major and other relevant courses, and whether the hours are semester or quarter hours.

School/Location	Dates Attended	Degree	Major/Minor	Hours

Informal

List any additional courses or training that may be particularly related to your assignment, or will help match you to a specific site. Include any vocational courses you have taken, and any certificates and/or licenses you presently hold or have held.

Languages

Languages (Studied or Spoken)	Conversation/Comprehension Exc.	Good	Fair	Poor	Writing/Reading Exc.	Good	Fair	Poor

Work Experience

Include any experience that is relevant to your Volunteer Assignment Description (VAD), including any volunteer experience. Use additional sheets, if needed. You may attach a resume in addition to completing this form. If you are a Special Assignment Volunteer (SAV), ind'cate any experience which you think would be useful in developing your assignment.

Job Title ____ Dates ________________

Company/Location ____

Duties/Responsibilities ____

____

____

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____

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Job Title ____ Dates ________________

Company/Location ____

Duties/Responsibilities ____

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Job Title ____ Dates ________________

Company/Location ____

Duties/Responsibilities ____

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____

The description of your assignment contained in the VAD may indicate that you will require certain skills and abilities to successfully complete your project. Please specify which skills and abilities you already possess, and those for which you will need additional training and assistance. Also, indicate other interests and/or hobbies you may have for possible secondary projects.

Now that you have been invited to an assignment, describe your commitment to Peace Corps and to the country and project of assignment. What are your goals and expectations, including adjustments to living in another culture, for your Peace Corps service?

The agency is required, by provisions of the Privacy Act of 1974 (U.S.C.552a), to advise you of the following information regarding this questionnaire:

a) This questionnaire is authorized by the provisions of the Peace Corps Act (22 U.S.C.2501), et. seq.) which require the collection of information regarding the suitability qualifications, etc., of applicants.

b) The principal purpose for which the information provided herein will be used is to evaluate your qualifications to serve in a Peace Corps full-time volunteer program.

c) Information regarding to whom this questionnaire may be disclosed can be found on the inside front page of the Peace Corps Volunteer Application.

d) The completion of this questionnaire is voluntary; however, failure to provide information requested may result in Peace Corps' inability to assess the qualifications of an applicant and result in non-selection for the volunteer program invited to.

Signature

277

Date

ACTFL Oral Proficiency Interview

278

What is the "Oral Proficiency Interview"?

The **ACTFL Oral Proficiency Interview (OPI)** is a standardized procedure for the global assessment of functional speaking ability, or oral proficiency.

There are six factors of **assessment criteria**:

- the *functions* performed with the language;
- the social *contexts* or situations;
- the *content areas* in which the language can be used;
- the *accuracy features* which define how well the speaker performs the tasks pertinent to those contexts and content areas.
- the *quantity* - from individual words to extended messages - produced; and
- the *role* refers to how the speaker participates in the interview.

The OPI is not an achievement test assessing a speaker's acquisition of various specific aspects of course and curriculum content. The OPI assesses language performance in terms of **the ability to use the language effectively and appropriately in real-life situations.**

OPI Procedure and Rating

The OPI takes the form of a 10- to 30- minute conversation between a trained interviewer and the interviewee whose speaking proficiency is being assessed.

The OPI as Interactive, Dynamic Process

The structure of the OPI is standardized, but since the interview is based on as natural a conversation as possible between the two conversational partners, its **content is unique to each interview** and to the interviewee and his or her responses, responses **reflecting individual background, life experiences, interests and opinions.**

Reliability of the OPI

The OPI is a **criterion-referenced**, rather than a norm-referenced assessment. Each speech sample is *rated solely according to the criteria of the rating scale* rather than being compared to performances of other speakers. *Each individual performance must evidence certain required features to be rated at a given level.*

The rating is based on determining a level of performance which the speaker can consistently sustain during the interview. That sustained level of communicative ability must be demonstrated in the OPI across the level-appropriate range of assessment criteria: functions, formal and informal contexts, content areas, accuracy features, quantity of language produced and role of the speaker.

Applications of the OPI

The OPI is used to predict a speaker's performance in a situation where a particular level of functional language use is required, such as a job, a language class, or living in a country where the language is spoken. It can be used for diagnostic, placement, evaluation and research purposes.

Assessment Criteria

The Oral Proficiency Interview is an **integrative** test, i.e., it addresses a number of abilities simultaneously and looks at them from a global perspective rather than from the point of view of the presence r absence of any give linguistic feature.

In evaluating a speech sample, the following criteria are considered:

* the **functions or global tasks** the interviewee performs,
* the **social contexts and specific content areas** in which the interviewee is able to perform them,
* the **accuracy of precision** with which these tasks are accomplished,
* the **quantity of language** the interviewee is capable of producing, and
* the **role or manner** in which the interviewee participates in the interview.

<u>TERMS</u>

Global task and function: what speakers are able to do with the language.

Context: circumstances or setting in which a person uses language. Global tasks are not performed in isolation, but in a particular sociocultural context.

Content: topics or themes of conversations.

Accuracy refers to the acceptability, quality and precision of the message conveyed.

Fluency: rate of speech and the use of cohesive devises to bind discourse together.

Grammar: usage of the norms of morphology and syntax.

Pragmatic Competence: ability to use various discourse management devices to get the message across and to compensate for imperfect control of the language.

Pronunciation: ability to reproduce segmental and suprasegmental (pitch, stress, intonation) features of the language.

Sociolinguistic Competence: ability to use language appropriately indifferent registers in various situations within a particular culture, and to use cultural references and idioms.

Vocabulary: size of lexicon and adherence to norms of usage.

Text: Quantity and the organizational aspects of speech produced by the interviewee.

Test types progress from single words or phrases at the Novice Level, sentences at the Intermediate Level, and paragraphs at the Advanced Level, to organized, sequenced paragraphs at the Superior Level.

THE ORAL PROFICIENCY INTERVIEW

The oral interview is a test of a person's ability to speak a second language or a foreign language. The interview is a test of functional language ability, not of passive skills or knowledge about the language.

The interview consists of a face-to-face conversation with a trained interviewer for a period of approximately 5 minutes for very low level Peace Corps Volunteers to 20 minutes for more competent Volunteers. The speech of the Volunteer is then rated on the following scale:

Superior
Advanced-High
Advanced
Intermediate-High
Intermediate-Mid
Intermediate-Low
Novice-High
Novice-Mid
Novice-Low

Novice

The **Novice** level is characterized by the ability to communicate minimally with learned material.

Novice-Low

Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interviewer's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High

Able to partially satisfy the requirements of basic communication by relying heavily on memorized expressions but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned ma ial. Shows signs of spontaneity although this falls short of real au nomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally-adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language.

Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interviewers.

Intermediate

The **Intermediate** level is characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks; and
- ask and answer questions.

Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic listeners.

Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic listeners.

Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-

High speaker can generally by understood even by people not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced

The **Advanced** level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

Advanced

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native speakers.

Advanced-High

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-High speaker often shows a well-developed ability to compensate for an imperfect grasp of some grammatical forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-High speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level complex tasks, language may break down or prove inadequate.

Superior

The **Superior** level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior-level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

These ratings should be considered as ranges rather than points on a scale since the description of proficiency at each level includes weaker and stronger performances over a wide range.

The oral interview is a proficiency test. The purpose of the language proficiency test is to evaluate the Volunteer's language performance to determine how well he or she is able to use the language effectively and appropriately in real-life situations. The interview is a test of functional language ability, not passive skills or knowledge about the language.

A proficiency test is curriculum-free It focuses exclusively on language competence without regard to the place, length of time, or manner in which the person has learned the language.

Since a proficiency test does not cover any specified body of material, it is not possible to prepare for it. An oral proficiency interview will test everything a person knows about how to use the language by sampling his or her speech on a variety of topics at a number of levels of difficulty. A person can get a "perfect score" on an oral proficiency test only by demonstrating speech equivalent to that of a highly educated native speaker of the language.

In a proficiency test, people will always be asked questions for which they are not prepared. This is because the tester's job is to get a sample of the best language of which the person is capable. The probes into linguistic areas for which the person is not prepared find the limits past which he or she is unable to go.

Sample Module

Skill Area II
Soil Conservation Principles and Practices

Goals

- To enable you to generate an awareness among hillside farmers of erosion as a serious problem and to show them how to select and implement the most appropriate control methods.

Objectives

1. Explain the process of soil erosion by rainfall or improper irrigation, describe the damage it causes in terms of soil productivity, the environment, and socio-economic consequences.

2. Give specific guidelines and techniques for making hillside farmers aware of erosion as a problem and for motivating them to adopt conservation measures.

3. Explain the role and magnitude of each of the following factors in causing soil erosion losses: percent slope, slope length, rainfall intensity, soil permeability, and amount of ground cover.

4. For each of the following erosion control measures, describe it, and specifically explain how it works, its effectiveness, slope limits, pros and cons for small farmers, appropriate species or materials, the timing and sequence of construction steps, and general maintenance:

   - Utilizing native vegetation
   - Perennial crops
   - Live and dead mulching
   - Crop rotation
   - Contour plowing/planting
   - Contour strip cropping
   - Live contour barriers or grass, nitrogen-fixing trees, etc.
   - Dead contour barriers
   - Contour ditching/banking
   - Individual micro-terraces for tree crops
   - Discontinuous narrow terraces
   - Continuous bench terraces

5. Give specific guidelines for drainage waterways as to:

   - When needed
   - Drainageway site selection, construction, and protection
   - Use and construction of retention wells
   - Provision for disposal of waterway drainage

6. Compare the use of contour diversion ditches and check dams for gully control as to their appropriateness and construction methods, and give specific techniques for revegetating gullies.

7. Using a string level and an A-frame, measure soil slope so that your reading agrees within 5% (slope) of your instructor's.

8. Using a hand level and an Abney level, measure soil slope so that your reading agrees within 2% (slope) of your instructor's reading.

9. Construct a plumb-bob A-frame and bubble level A-frame out of materials readily available to small farmers, and demonstrate how to accurately calibrate them to both 0% and 1% slope.

10. Conduct a topo survey of an irregular hillside area. and correctly map out the slope irregularities.

11. Design an conservation plan for an actual hillside farm, and correctly map out the slope of irregularities.

12. Explain and demonstrate in the field how to locate and lay out the master line (linea madre).

13. Give specific guidelines and methods for determining the appropriate vertical and down slope distance between successive soil conservation structures (ditches, live barriers, etc., *for example*).

14. Progressing down a slope, lay out accurate contour lines at both 0% and 1% slope at the recommended intervals using an A-frame, line level, and water level.

15. Properly construct the following conservation structures (as appropriate) on a cooperating farmer's field during tech training:

   - Live contour barriers
   - Dead contour barriers
   - Contour ditches and banks
   - Continuous bench terraces

16. Give the labor costs and man hours required to build bench terraces, and give specific guidelines for size of work crews, task sequencing and distribution, and maintaining motivation.

17. Give specific guidelines and techniques for stabilizing terrace sides (taludes) as to appropriate species or materials, establishment, and maintenance.

18. Plant maize and beans on the contour on terraces and between contour ditches, using minimum tillage and appropriate plant spacings and planting techniques.

19. Explain and demonstrate the proper use of point rows to maintain contour orientation on irregular slopes.

20. Give and demonstrate specific guidelines and techniques for using dolichos, jackbean, and velvetbean as dead mulch for maize planting, as intercropped living mulch in maize, and as a rotation cover crop for rejuvenating soil; include species selection, timing, establishment, and management/utilization.

21. Explain the pros and cons of using nitrogen-fixing trees as live barrier hedgerows and access specific guidelines for their establishment and management as to: species, seed treatment and inoculation, seed spacing and depth, frequency and height of cutting, and utilization of the leaf material.

22. Give specific criteria and methods for evaluating the effectiveness of soil conservation measures adopted by your client farmers.

INSTRUCTIONAL OBJECTIVES

Peace Corps Teacher Trainer Reference Manual pp. 77-82.

The clearer a teacher can be in identifying which activities demonstrate mastery of a particular topic, the easier it is for him/her to set up learning activities, the student to carry these out, and the teacher to evaluate the student's performance.

Writing a Complete Objective

An objective is a statement which identifies exactly what the student should do, how well it should be done, and how long it should take or under what conditions the given task should be completed. The more exact the teacher is the easier it will be for him/her to evaluate the student's performance. Thus, if the teacher states an objective in terms of specific behaviors, the success or failure of a student can be easily observed. Any complete instructional objective has the following three parts:

1. Type of behavior - the specific action or performance expected of the student.
2. Condition - the circumstance(s) under which the behavior is to be demonstrated.
3. Criteria - the degree or level to which the behavior must be demonstrated to be acceptable.

Example: Given the picture of a flower (condition), the student will be able to label the different parts (behavior), with fewer than three mistakes (criteria) and complete the task in five minutes.

As you can see, an instructional objective can state each of the three parts in any order as long as they are included and a complete and accurate picture of the expected performance is drawn.

The chart following is meant to supply the teacher with a series of verbs that are both observable and measurable. Finding these verbs is often the most difficult part of writing a clear and complete objective. If the teacher can refer to these lists on a regular basis, the writing of objectives should be that much easier.

Verbs to Use in Writing Objectives (cognitive)

1. Knowledge

defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states

2. Comprehension

converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes

3. Application

changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses

4. Analysis

breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides

5. Synthesis

categorizes, combines, compiles, composes, creates, devises, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

6. Evaluation

appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports

Avoiding Errors in Stating Objectives

Considering the subject, context, aims and goals of a given unit, and the needs of the students, the teacher should be able to develop objectives which provide direction to a given unit. In doing this, however, it is important to avoid the many pitfalls that are commonly associated with objectives.

Below are listed four common errors in the stating of instructional objectives.

1. A common error in stating instructional objectives is to describe teacher activities rather than student behavior.
   wrong: The student will be exposed to the interrogative.
   better: Given three statements, the student will be able to rephrase them in question form.

2. A second common error in stating objectives is writing objectives in terms of learning process rather than learning product.
   wrong: The student will gain knowledge of the difference between triangles.
   better: The student will be able to construct three different triangles.

3. The third common error in writing objectives is to list the subject matter to be covered instead of the learning outcomes.
   wrong: The student will be able to know the human respiratory system.
   better: The student will be able to diagram and label the human respiratory system.

4. The fourth common error in writing objectives is to write with covert behaviors which are internal and difficult to observe by another person rather than with overt behaviors, which are manifesting activities that can easily be evaluated by an observer.
   wrong: The student will be concerned about the welfare of others.
   better: The student will show concern for others by volunteering to help with food distribution.

Subject-Specific Verbs

As a final reference point, here are a few subject-specific verbs that can be used in writing objectives.

Language

abbreviate, accent, alphabetize, call, capitalize, edit, hyphenate, indent, outline, print, pronounce, punctuate, read, recite, say, sign, speak, spell, state, summarize, syllabify, tell, translate, verbalize, whisper, write

Math

add, bisect, calculate, check, compute, count, derive, divide, estimate, extrapolate, extract, graph, group, integrate, interpolate, measure, multiply, number, plot, prove, reduce, solve, subtract, tabulate, tally, verify

Lab Science

Apply, calibrate, conduct, connect, convert, decrease, demonstrate, dissect, feed, grow, increase, insert, keep, lengthen, limit, manipulate, operate, plant, prepare, remove, replace, report, reset, set, specify, straighten, time, transfer, weigh

In summary, an instructional objective is a description of what the teacher wants the students to attain or achieve by the end of a given time period. Well-stated instructional objectives are not open to different interpretations. A good and useful objective uses concrete action verbs to describe what the learner will do, feel, and/or think after studying a unit or lesson. Instructional objectives are often the key to a clear and well organized lesson and a starting point for fair and accurate assessment.

Guidelines for Professional Behavior

The effective trainer:

1. Puts the need for trainees to learn above his/her own needs.
2. Is clear in making and fulfilling work commitments and is well prepared to conduct training sessions.
3. Is willing to have his/her performance evaluated by supervisors, peers, and trainees and does not respond defensively to feedback.
4. Is willing and able to give appropriate verbal and written feedback to trainees and other staff.
5. Attempts to demonstrate the personal and interpersonal skills which trainees are expected to learn.
6. Recognizes that in a new and different culture trainees may be strongly influenced by what the trainer tells them and does not use this influence to make trainees dependent on him/her.
7. Does not make verbal or physical sexual advances to trainees or other staff and rejects such advances if they are made by others. Does not subject others to any type of personal harassment.
8. Attempts to maintain open communication with all trainees and staff, avoiding cliques or favoritism so that others will feel free to approach him/her to discuss training or personal concerns.
9. Understands the limits of confidentiality with trainees and explains to them if information revealed in confidence needs to be shared with a higher authority.
10. Is willing to say "I don't know" or "I made a mistake" and to ask for assistance and support from others.
11. Does not try to have everyone like him/her or to make everyone happy at all times; is willing to deal constructively with problems and conflicts that arise during training and able to resolve differences in an adult manner.
12. Does not talk in derogatory terms about trainees or staff, but gives feedback directly to the persons involved.
13. Uses the chain of command. Informs his/her immediate supervisor before registering a complaint about him/her to a person in higher authority.
14. Supports team efforts and decisions.
15. Respects and follows the policies, procedures, and guidelines of Peace Corps.

TRAINING OF TRAINER (TOT) RESOURCES

Materials available from ICE

Standards for Peace Corps Training. Office of Training and Program Support, Peace Corps, 1983. (T2)

Personal Safety in Cross-Cultural Transition. Training Division, Office of Training and Program Support, Peace Corps, 1984. (T3)

In-Service Training Manual, by Mary Lou Shefsky and Daniel Thompson, 1985. (T4)

Close of Service Workshop: Trainer Guidelines and Workshop Materials, 1986. (T7)

Close of Service Workshop: Participant's Handbook, 1986. (T8)

A Trainer's Resource Guide, by Yvonne Rodgers and Linda Sp[illegible]k, 1983. (T12)

A Trainer's Guide to Andragogy, by John D. Ingalls, 1973. (T15)

Personal Health Training Manual, by Gregory Miles, Wilbur Hoff, et al., Office of Program Development, Peace Corps, 1982. (T23)

Peace Corps Training and Older Volunteers, Training Division, Office of Training and Program Support, Peace Corps, 1985. (T33)

Planning and Conducting All Volunteer Conference, by Sarah Hall Goodwin, 1986. (T44)

From the Field: Tested Participatory Activities for Trainers, by Catherine D. Crone and Carman St. John Hunter, 1980. (TR002)

Cross-Cultural Training for PCVs, Core Curriculum Resource Materials, by Dan Edwards and Jim McCaffery, Office of Program Development, Peace Corps, 1981. (TR007)

How to Conduct a Development Planning and Management Workshop: A Trainers Manual, by Ralph Bates, 1987. (TR028)

Staff Orientation and Training
Training of Trainers
Omnibus II Training Design

September 19 - October 4, 1988

SUMMARY REPORT

CHP International, Inc.
Peace Corps/Kenya Training Center
P.O. Box 754
Naivasha

June A. Plecan,
Training Coordinator

1. INTRODUCTION

CHP International Training Coordinator, June Plecan, organized staff orientation and training for new and current CHP/MLS personnel at the Naivasha Training Center from Monday, September 19 - Tuesday, October 4, 1988, in preparation for the 12-week Kenya Peace Corps Omnibus II Preservice Training (PST). During this training period, time was allocated for independent research and preparation time as well as for the finalization of the Omnibus II PST Training Plan.

In total, thirteen days were devoted to training, orientation and preparation. These 13 days were divided into three segments, as follows:

Segment 1: The first 4 days was an orientation for the seven new staff members who had not previously worked with CHP staff at the Center;

Segment 2: The second set of 4 days was devoted to independent research and preparation time (for technical and core trainers, and staff coordinators) which included some travel to PCV sites for new staff;

Segment 3: The final 5 days included formal training for all staff, employing the use of a video as a technique to provide trainer feedback on facilitation skills.

It is important to note that, because the two major Kenyan PSTs were scheduled back to back (two weeks between cycles), the orientation and training for new staff (segment 1) was actually conducted while the previous PST was still in session. In addition, the next 4 days (segment 2) of independent research and preparation time was concurrent with some much-needed R&R time for the staff just finishing the previous PST.

Staff must be commended on their dedication and long hours donated to working on Omnibus II Training Plan, participating in the TOT and preparing for the PST, while still conducting sessions of the previous (Omnibus I) cycle.

The remainder of this report is organized as follows:

-Staff Training Objectives
-Schedule
-Program Content and Methods
-Evaluation
-Appendices
-Handouts Used During the TOT

2. TRAINING OBJECTIVES

The objectives of the staff training was customized for each target group (new staff, technical/core trainers, all staff) and hence, for each of the above-described segments, as follows:

2.1 New Staff Orientation and Training

a. To enable new trainers to get to know one another, join the team of current training staff and to familiarize themselves with the Training Center, Center goals and training methodologies;

b. To clarify with new trainers CHP and PC/K expectations regarding outcomes of the PST, especially in the area of the Role of the Volunteer in Development.

c. To clarify roles and responsibilities of key staff at the Training Center;

d. To provide an overview of the system for evaluating the PST program (and their own performances as trainers) as well as assessing trainee behaviors during the PST programs;

e. To explain and clarify administrative rules and procedures for efficient work at the Center.

2.2 Technical Trainers, Core Trainers and Staff Coordinators

a. To meet and discuss with PC/K staff members their roles especially in the areas of technical specialties; Trainers also discusses the current programs and work of Volunteers in the field.

b. To meet with new homestay families and to help them understand their roles in the new PST as well as provide the opportunity for new staff to participate in a night at a homestay family;

c. To familiarize trainers with the Peace Corps Description of Work (DOW) for each Volunteer job for which PST is to be provided in the upcoming cycle;

d. To develop behavioral learning objectives for inclusion in the Training Plan, for each technical training program and the Core curriculum;

e. To develop the master Training Plan for the 1988 Omnibus II PST;

f. To provide the opportunity for new technical trainers to meet with and observe (on the job) Kenyan Peace Corps Volunteers, as well as provide time and opportunity to all Technical and Core trainers for resource identification and session preparation.

2.3 All Training Staff

a. To familiarize all trainers with the goals and training methods of each training component and to develop effective means to ensure optimum integration among training components;

b. To increase participants' training and facilitating skills through peer teaching, feedback and the use of video playback of individual trainer presentations;

c. To review and practice rules of giving and receiving appropriate feedback and to analyze why this is often such a difficult task;

d. To review, observe and practice the elements of adult learning and how to use these methods in a training program based on the Experiential Learning Model;

e. To build team spirit through a group exercise and a staff field trip;

f. To give new language staff the opportunity to practice teaching KiSwahili and receive constructive feedback on their performances;

g. To review and analyze some of the components of the previous training cycle (such as the Core sessions) and develop an action plan to both improve session design and familiarize all staff on Center/Peace Corps views in these areas;

h. To provide a training which had a "newness" to it for staff members who have been at the Center for many years;

i. To provide time for session design and preparation.

3. TRAINING SCHEDULE

There were two training schedules distributed to the participants on September 19th and on September 28th, as well as one schedule that was designed by the participants. These schedules appear in the Appendix.

Schedule #1 for the first stage of training (orientation) was designed for the 3 new technical and 4 new language trainers who joined the staff on September 18th.

Schedule #2, designed by the staff participants, covers the 3 days of trainings which were conducted by staff members themselves.

Schedule #3, for all training staff, covers the last two days of training and was designed by Staff Coordinators based on input from their staffs of what they felt they wanted to offer in ses ions, for the purpose of developing a cohesive training team and philosophy.

A summary of the remaining schedule appears below. Details are provided in Appendix 1.

Mon.	19 Sept.	Orientation and Training for New Staff (See Schedule #1)
Tues.	20 Sept.	Orientation and Training, continued Introduction to Behavioral Objectives
Wed.	21 Sept.	Orientation and Training, Continued Writing Behavioral Objectives Writing Sketches of Planned Sessions
Thur.	22 Sept.	Homestay Family Orientation Introduction to PC/K Staff (Swearing In of Omnibus I Group)
Fri.	23 Sept.	Meetings/Discussions with PC/K Staff
Sat. 24 Sept. through Tue. 27 Sept.		Independent Research and Site Visits (with PCVs in the field) for New Staff R&R for Previous Staff
Wed. 28 Sept. through Mon. 3 Oct.		Formal Training of Trainers for All Staff (See Schedules #2 and #3)
Tue.	4 Oct.	Staff Field Trip
Wed.	5 Oct.	Individual Preparation Time
Thur.	6 Oct.	Arrival of the New Trainees

4. CONTENT AND METHODS

Generally, the Staff Training employed a wide variety of experiential learning methods and techniques. But perhaps the most encompassing method was the design of the TOT itself, that demanded full participation among the CHP staff.

All of the sessions in the TOT were designed and conducted by the participants based on a survey of staff needs and their own ideas of what they felt was important to share or teach. Learning was greatly enhanced by the use of a video. Each trainer was filmed for approximately 10 minutes and had the opportunity to review this film with the group present (after feedback was given, or with the Training Coordinator in private).

Sessions were designed either individually or by teams of two and were conducted in 1/2 - 2 hour blocks of time. The guidelines that people used to design their sessions were: "to try to conduct a session that either demonstrates a new training technique to the staff or presents new training material to the staff."

The following sections briefly describe highlights of the activities carried out, and where pertinent, comments on the effectiveness of each staff training session.

4.1 Orientation of New Trainers

New trainers, as a group, were given a set of tasks to carry out, information to be found and materials to be read. Times were set up with various members of the training staff to help the new trainers discover the information they needed in order to function as an effective team member at the Center.

4.2 Overview of Peace Corps/ Kenya

After introductions and a brief overview by the Peace Corps Director, staff members were broken into small groups with PC/K staff, for the purpose of reviewing concerns, activities and expectations of PC/K in each technical area. Language staff were also included in this session after being assigned to a technical sector with which they would assist for the duration of the PST. The PC/K staff also provided recommendations of technical resource materials, as well as names of Volunteers who could be helpful to the training.

4.3 Homestay

The new technical staff stayed in the homes on Navasha area families for one night, in order to understand better the rigorous schedule and lifestyle that their trainees would be facing. In addition to staff orientation at the homestays, 10 new families who had never hosted trainees before were invited to the Center for a half-day orientation, to explain Peace Corps, the training program and to clarify their roles and responsibilities as homestay families. Training staff briefly participated in this orientation, to introduce themselves and hear about the families background.

4.4 Development of Training Objectives

This activity began with an introductory exercise on writing behavioral learning objectives for new staff. Following this prepa tory exercis the Technical and Core trainers developed comple sets of objectives for their respective components. The complet d, edited objectives were later included in the PST Training Plan.

4.5 Training Plan Design

Based on the developed behavioral objectives above, the training staff constructed, for each technical track/sector; (a) a calendar of training events, and; (b) brief "thumbnail" sketches of the content of each training session. The consolidated Calendar of Training Events (COTE) was particularly complicated due to an extreme number of Kenyan and American holidays over the course of the upcoming tw lve weeks, as well as a Peace Corps request that we design two calendars based on two possible times for site selection and placement. The schools and schedules for the 6-7 days of Practice Teaching were also arranged during this time.

4.6 Experiential Language Training Methods

Many of the Language staff opted to conduct their 30 minute presentations on new or different methods of teaching language. Because we have started a new program to teach trainees vernacular languages of Kenya (supplementing the required KiSwahili), many of the instructors demonstrated methods of teaching in a language other than KiSwahile. This also insured that the participants in the exercise were "really learning" the language and not just pretending to be students. Besides being able to review and g ve feedback on trainers individual styles of teaching languages, the trainers demonstrated creative ways of teaching (such as using a volley ball to teach body parts, or , modifying the game "password" to teach vocabulary). Technical and Core trainers were able to get a first hand view of the sessions in which trainees participate during the PST. The use of video equipment to record and playback participants' presentations, as well as the subsequent feedback, was particularly helpful during these language lessons.

4.7 Core Sessions

Core trainers conducted two sessions that they were planning to use during the upcoming PST, but for which they wanted input and feedback. One session, a panel discussion on American verses Kenyan values gave the trainers a chance to practice their facilitation skills -- especially when the discussion became "emotionally engaging" and involved. The second session involved a short skit "Kijibberish" which dealt with the non-verbal signals that people perceive and interpret when entering a new culture. In both cases, Core trainers received useful feedback for improving the sessions and their own performances, as well as providing participants with new insights into these issues and Training

Center/Peace Corps development philosophies.

4.8 Feedback

Because the design of the training utilized feedback as a fundamental component, the Training Coordinator designed and facilitated a session to review the principal of giving and receiving feedback. Also included in the session were discussions on the reasons why it is so difficult to give/receive feedback, fears in doing so and possible problems encountered when doing so.

4.9 Integration

The Technical Training Coordinator, Peter Grovert, and the Training Coordinator jointly conducted a two hour session on the goals and objectives of integration, problems with integration in the past PST, possible future areas of opportunities for integration, and most importantly, ways of making integration happen. This session lead to direct improvements in the current PST integration of Technical, Core and Language programs.

4.10 Role of the Volunteer in Development

Because the issue of the Role of the Volunteer in Development as a "facilitator" rather than a "doer" is such a subtle yet complex philosophy, Core trainers felt that all staff, whether they are working in language instruction, technical or Core training, should be speaking with "one voice" on this issue. Core trainers Maria Wanjiku Ndungu and Luis Espinosa lead the group in two case studies where the role of a development worker was analyzed, and in the subsequent discussion, participants came up with a description of group norms on what we perceived to be the role of a Peace Corps Volunteer in Kenya's development.

4.11 Participative Verses Directive Training Styles

One of the older and most experienced language trainers, Richard A. Rono, led the group through an experiential session where we analyzed the difference between participative verses directive training styles and the impact these styles have on adult learning. This session was a crucial and informative review for staff dedicated to this style of training and an important introduction for new staff.

4.12 Creating an Action Plan

This session, tackled by Terry Murphree, the YP technical trainer, addressed a problem area faced during the last PST, that of giving new Volunteers the assignment of creating an Action Plan to be used during their first few months of service, and which could be followed up during their IST.

4.13 Team Building/Respect

The newest member of our Core training team, Sophia Elizabeth Kibuywa, conducted a session on team building and respect. The session design was outstanding, by first building an atmosphere of trust through the use of each participant finding and learning to identify through touch, his or her own potato. From this exercise we were able to discuss the differences among individuals and the respect and care we can have for them once we get to "know" them. Also explored were ways people can work together better as a team, while accepting those individual differences.

4.14 How to Get Participation From All Group Members

Susan Lawson, the English Education technical trainer, did a one hour session on how to encourage equal participation from all members of a group, as well as explore the various roles that group members play -- for example, clarifier, peace maker, task master, etc. Although the exercise was primarily designed for teaching English the techniques were applicable to all trainers who work with groups.

4.15 The Nature of Science

Norm Thompson, the Science Education technical trainer, lead the group in a creative "Black Box" exercise that demonstrated to the participant the philosophies and techniques employed by scientists (as well as the problems they encounter), that he would be imparting to his students during his science training.

4.16 Brainstorming "Bell" Alternatives

Lead by Peter Govert, the Technical Training Coordinator, this session was an excellent demonstration of how to use "brainstorming" effectively as a trainer. It addressed an actual situation, the (sometimes annoying) practice of calling people to classes, breaks, meals, etc by ringing a bell.

4.17 Review of Training Center Policies and Regulations

The Project Director, Bruce Lundeen, introduced, clarified and answered questions concerning policies, procedures and regulations at the Training Center, for the upcoming PST.

5. EVALUATION

Due to the diversity of the TOT and the time constraints (due to the impending arrival of the trainees, the evaluation of the TOT was conducted verbally). Three questions were presented to the group. The questions and responses are presented below.

Question 1:	What were the highpoints of the training?
Responses:	"full participation of staff" "something different" "use of video" "team building" "Rono's session on participatory vs. directive training" "integration" "improving facilitation/training skills"
Question 2:	What could be improved?
Responses:	"have support staff included in some sessions" "more efficient use of video" "two people missed their presentations" "longer training" "more on counseling" "language trainers could have been coordinated better when making their schedule"
Question 3:	What follow up is needed?
Responses:	"to share information from the Language Coordinator who had just returned from a Peace Corps training in Swaziland" "counseling" "integration"

303

APPENDICES

304

Appendix 1

Schedules

1. New Staff Orientation
2. Staff Member Designed Sessions
3. All Staff Schedule (final 2 days)

PST Staff Training
Roles and Responsibilities

306

Training Manager

Reports to: Associate Peace Corps Director/Training Officer

Supervises: Language Coordinators, Technical Coordinators, Support Staff and Trainees

Coordinates with: Associate Peace Corps Director/Program Officers, Associate Peace Corps Director/Administration, Peace Corps Medical Officer.

Position Summary: Responsible and accountable for the overall leadership, management, administration, coordination of the entire Pre-Service Training Program. He or she is the person most responsible for directing learning and monitoring the training staff performance. The Training Manager is also the liaison person for the training with the Peace Corps in-country Training Officer, current staff, and former Volunteers as well as host country agencies.

Duties and Tasks – Developing and Implementing the Training Program

- Develop a PST design based on Peace Corps generic design. Monitor the development of new training material to update previous PST designs.
- Serve as a lead trainer and training resource to all staff.
- Establish operating procedures to be observed in the training.
- Make sure the training staff has a complete understanding of Peace Corps policies, performance objectives, training design, and budgetary constraints of the PST.
- Assure the integration of language, cross-cultural, technical, and health components in all segments of the training program.
- Make sure that approved session designs are implemented as planned and that session designs are written for each session using Peace Corps session plan outlines.

⇒ *continued*

Training Manager (continued)

- Design and implement staff Training of Trainees (TOT) prior to the PST; design and implement ongoing staff development during PST in coordination with the APCD/Training Officer.
- Serve as a model in giving and receiving feedback.
- Provide expertise and leadership in counseling trainees and staff.
- Provide leadership which establishes and maintains a healthy, productive team spirit among the Volunteers in training, the training staff, the Peace Corps staff and government in that country, and other resource persons for PST.
- Live at the training site.

Duties and Tasks – Monitoring and Evaluating the Training Program

- Maintain a daily training log book; make sure entries are up-to-date and accurate.
- Conduct regular core staff and total staff meetings.
- Conduct weekly or bi-weekly evaluations of training by trainees and training staff; send results of these evaluations to the Peace Corps Training Office.
- Submit concise weekly training reports stating the highlights, problems (include how problems are handled), and recommendations to the Training Office for the Peace Corps Senior Staff for that country.
- Submit a set of recommendations for future PST at the conclusion of training.
- Submit a set or recommendations for In-Service Training at the conclusion of the training.
- Clarify the roles and responsibilities of all training staff as needed and conduct ongoing role clarification during training.
- Recommend to Country Director all trainees that should or should not be sworn-in as Peace Corps Volunteers with supporting behavioral documentation.

continued

Training Manager (continued)

- Brief all persons visiting the training site on the status of the training and the training site regulations. Explain visitor's role and any other matters pertinent to the visit.
- Make sure that the trainee assessment process is understood by the trainees and effectively implemented by the training staff.
- Prepare all early trainee termination reports in coordination with the Training Officer and the Program Officer.
- Make sure the implementation of initial, mid-PST, and final performance appraisal for all staff is within guidelines set Peace Corps.

Duties and Tasks - Administering the Training Program

- Determine resource requirements of the training; establish an operational budget based on data from APCD/Administration.
- Determine accuracy of disbursements and approve disbursements at the site.
- Adhere to budget parameters; submit budget status reports as requested by the Training Officer and APCD/Administration.
- Monitor use and maintenance of equipment and supplies assigned to training.
- Monitor health and sanitary conditions at the training site.
- Manage all fiscal, cost, and budgeting controls and procedures, including monitoring the purchase of goods and services as well as accounting, cost reporting, and the vouchering system.
- Supervise the logistic preparation of training site(s).
- Make sure proper arrangements are made with villagers about where the training will be held; make sure orientation is provided for families where Volunteer trainees will live.
- Supervise the publication of the Syllabus or Welcome Packet.

309

Technical Coordinator

Reports to: Training Manager

Supervises: Technical Trainers and/or Consultants

Coordinates with: APCD Generalist, Government Officials, Language/Cultural Coordinator, Logistics Assistant

Position Summary: Is a member of the PST Senior Staff responsible for the detailed design, coordination, implementation, and evaluation of the technical components of PST.

Provides the Volunteers in training with a relevant sequence of integrated learning activities to develop knowledge, skills, and attitudes to work effectively in their project assignments.

Duties and Tasks – Before PST:

- Develop thorough knowledge of project plans as understood by Peace Corps and Associated Government of country officials.
- Develop working relationships with Peace Corps and government personnel working on the project.
- Refine technical training curriculum for both projects based on curriculum materials prepared by Peace Corps.
- Complete a technical training resource manual, including overall training design, goals, a flow of sessions with behavioral objectives, and clear methods to demonstrate tecnnical competence.
- Secures resource persons and all written and audio-visual resources.
- Prepare technical training budget.
- Work with Language Coordinator on integration of language and technical training.
- Participate in PST staff training.

⇨ *continued*

Tecl. 'al Coordinator (continued)

- Implement the technical designs for both programs.
- Participate as a full member of PST Senior Staff.
- Assist with the design and implementation of the PST supervisors' conferences.
- Give and receive appropriate feedback with trainees and staff.
- Counsel trainees.
- Conduct regular evaluation of the Technical Trainings and re-design training to make it relevant to trainees' needs.

Duties and Tasks – At the End of PST:

- Submit complete set of training designs and handouts for PST; submit suggestions for in-service training.

311

Language/Cultural Coordinator

Reports to: Training Manager

Supervises: Senior Language/Cultural Instructors, Assistant Senior Language/Cultural Instructors, and Language Cultural Instructors

Coordinates with: Technical Coordinators, Administrative Assistant

Position Summary: Is a member of the PST Core Staff responsible for the planning, implementation, and evaluation of the Language/Cultural program as an integral part of the entire training program.

Duties and Tasks:

- Develop, implement, and evaluate Language/Cultural Preparation for Language/Cultural Staff prior to PST.
- Develop language objectives and an overall design for the language/culture program.
- Determine the resource requirements of the language/culture program.
- Supervise the preparation of all relevant learning materials, charts, supplies, etc. Design more suitable language materials as necessary.
- Make sure that language/culture program is implemented as planned while making modifications necessary to meet learning needs.
- Design and implement the evaluation process of the language training, including language proficiency interviews.
- Coordinate with Technical Coordinator to make sure integration of language/cultural and technical is accomplished.
- Clarify roles and responsibilities of language/cultural staff; make sure staff understands and accepts Peace Corps policies and guidelines for the training staff.
- Conduct mid- and final PST evaluations of Senior and Assistant Senior Language/Cultural and Language/Cultural Instructors.

continued

Language/Cultural Coordinator (continued)

Duties and Tasks:

- Direct and supervise language staff in planning daily language learning activities; reviews lesson plans on a regular basis.
- Make sure that members of the language staff provide accurate written and verbal feedback to trainees on a regular basis.
- Observe language classes regularly and discuss with Language/Cultural Instructor nd trainee his or her observations regarding their performance.
- Make sure trainees with language learning problems receive the additional help they need.
- Establish and maintain a healthy, productive team spirit among language staff, between language and core staff, and language staff and trainees.
- Serve as a model in giving and receiving feedback.
- Be available as a counselor nd resource person to both staff and trainees when possible.
- Serve as a classroom instructor when needed.

313

Language/Cultural Instructor

Reports to: Language/Cultural Coordinator

Coordinates with: Other Language/CULTURAL Instructors and Senior Language/Cultural Instructors

Position Summary: Responsible for the planning, implementing, and evaluating of daily language learning activities of trainees. Serves as Cultural information resource for trainees.

Duties and Tasks:

- Write or modify daily language lesson plans using a Peace Corps lesson planning format.
- Evaluate the success of the lesson and write notes to any instructor who might later teach the lesson.
- Prepare all necessary materials, visuals, activities, and work sheets under the supervision of the Language/Cultural Coordinator.
- Submit all lesson plans and language materials to the Language/Cultural Coordinator.
- Teach language lessons and make appropriate changes based on feedback received.
- Make sure trainees complete all scheduled language learning activities.
- Encourage trainees to use the native language as much as possible.
- Give and receive appropriate feedback with trainees.
- Serve as a cultural information resource for trainees and other training staff.
- Participate in staff TOT; work as a team with all members of the training staff.
- Assist Language/Cultural Coordinator in designing and implementing integration of Language/Technical/Cultural lessons.

Administrative Assistant

Reports to:	Training Manager
Supervises:	Driver, Kitchen staff
Coordinates with:	Core Staff
Position Summary:	Responsible for the administrative and logistical management of the Pre-Service Training.

Duties and Tasks – Preparing the PST Sites

- Work together with the Training Officer and/or the Assistant Training Officer to survey possible training sites and choose three alternatives (1st priority, 2nd priority, and 3rd priority). With the Training Officer and/or Assistant Training Officer, meet with the training site owners to discuss the contract, site facilities, and system of coordination between PST staff and site owner.
- Plan with the Training Manager and other key staff the space requirements and assign areas for offices, language and technical, meeting rooms, and rest.
- Work with Kitchen Staff to assign space for food preparation, water/clean-up, kitchen waste/garbage disposal.
- Prepare room assignments for PST staff and Volunteers in training.
- Conduct regular meetings with site owners regarding Statement of Accounts and other PST needs.
- Maintain a record of participants/visitors staying at the PST site.

Duties and Tasks – Managing Allocation, Maintenance, and Inventory of Accountable Supplies and Equipment

- Take inventory of supplies and equipment received from General Services Officer of Peace Corps.
- Coordinate with the Training Manager and other Core Staff the distribution of supplies and equipment.

⇒ *continued*

Administrative Assistant (continued)

Duties and Tasks – Managing Allocation, Maintenance, and Inventory or Accountable Supplies and Equipment

- Set up control system and storage areas for supplies and equipment.
- Conduct monthly inventory of supplies/equipment.
- Maintain a log for fuel consumption.

Duties and Tasks – Determining the PST Budget

- Prepare the PST budget based upon the PST design/activities (first week of contract).
- Submit the budget to the Training Manager for approval and forward the budget to the Training Officer and Administrative Officer (first week of contract).

Duties and Tasks – Managing Petty Cash Fund, Disbursement of Allowances, and Other Forms of Payment

- Set up a system for disbursement and recording of payments.
- Submit receipts to and request reimbursement from the Budget and Fiscal Officer on a weekly basis.
- Prepare and submit requests for payment of honorarium or resource speakers and interviewers.
- Disperse PST funds, with the approval of the Training Manager, according to Peace Corps guidelines.
- Prepare and submit the budget-monitoring-availability of PST funds for each weekly report to the Training Manager in a timely manner.
- Prepare the Budget Final Expenses Record at the end of PST>

Duties and Tasks – Implementing Other Logistical/Administrative Support.

- Provide administrative briefings to staff and trainees.

⇨ *continued*

Administrative Assistant (continued)

Duties and Tasks – Implementing Other Logistical/Administrative Support.

- Prepare travel arrangements for staff, trainees, resource speakers, and resource Volunteers.
- Establish reliable communication services and alternatives to Peace Corps office.
- Deliver communication to resource speakers, Volunteers, and other guests.
- Set up schedule for vehicle utilization.
- Oversee packing and shipping of PST supplies/equipment to and from PST sites and Peace Corps office.

Duties and Tasks – Submit Required Documents

- Prepare and forward rosters of the training staff and trainees to the Peace Corps office.
- Submit requested information with the Training Manager to local authorities regarding PST.

Duties and Tasks – Monitor and Evaluate the Driver and Kitchen Staff

- Conduct regular meetings with the Driver and Kitchen Staff.
- Set up mechanism to monitor progress and give feedback to the Driver and the Kitchen Staff.
- Assess the performance of the Driver and the Kitchen Staff twice during the PST (mid and final).

Duties and Tasks – As a Member of the Core Staff

- Attend the staff TOT.
- Attend all Core Staff Meetings.
- Participate in PST activities as determined by Core Staff and approved by the Training Manager.

Training Site Secretary

Reports to:	Training Manager
Coordinates with:	Driver
Position Summary:	Responsible for the secretarial and clerical services at the training site.

Duties and Tasks:

- Type, collate, distribute, and file all needed training materials.
- Coordinate the preparation of all necessary training materials in a timely fashion.
- Coordinate with the driver materials to be reproduced.
- Maintain training files.
- Receive and distribute written communication to from PST site.
- Handle routine telephone inquiries.
- Make appointments for PST staff as requested.
- Make sure that accommodations are prepared for visitors staying at the training site.
- Oversee the reproduction of materials in the absence of the Administrative Assistant.
- Live at the training site during PST.
- Ask questions for clarification when a task or request is not clear.
- Demonstrate patience and flexibility.
- Work extra hours when necessary.
- Participate in staff TOT and PST as a member of the PST staff as much as other duties permit.
- Act as a cultural information resource for trainees, especially in informal settings.
- Carry out additional duties as assigned by the Administrative Assistant or Training Manager.

Chief Cook

Reports to:	Administrative Assistant
Supervises:	Assistant Cooks and Kitchen Helpers
Coordinates with:	Administrative Assistant
Position Summary:	Responsible for securing and preparing food and serving meals to staff and trainees in a hygienic, timely manner.

Duties and Tasks:

- Prepare daily meals on time.
- Make sure an adequate supply of boiled drinking water is available at all times.
- Make sure food at the training site is prepared and stored in a hygienic fashion.
- Prepare list of food and kitchen supplies to be purchased.
- Supervise other kitchen staff daily.
- Maintain daily inventory of all food items.
- Make sure dishes and cooking utensils are washed and cleaned in a timely manner.
- Maintain a neat, clean, and sanitary kitchen at all times.
- Pack all unused food items, equipment, and other related kitchen supplies at the end of training.
- Maintain an inventory of all equipment assigned to the training kitchen facilities.

Driver/Clerk

Reports to: Administrative Assistant

Coordinates with: Secretary

Position Summary: Provides driving services for PST staff and trainees as requested by the Administrative Assistant and approved by the Training Manager. As time allows, also assists the Secretary with clerical tasks.

Duties and Tasks:

- Provide driving services when officially requested in timely and safe manner.
- See that the training vehicle is clean and in good repair at all times.
- Make sure daily vehicle log is up-to-date and accurate.
- Maintain the security of the training vehicle at all times.
- Allow no unauthorized use of a Peace Corps training vehicle.
- Transport requested supplies, materials, and equipment in a timely manner, without damage.
- Deliver mail and other communications to and from the Peace Corps office in a timely manner.
- Allow no smoking in a Peace Corps training vehicle.
- Assist with photocopying and other clerical duties.
- Assist the Administrative Assistant with logistical tasks upon request.
- Live at training sites during PST.
- Work extra hours when necessary.
- Asks questions for clarification when a task or request is not clear.
- Demonstrate patience and flexibility.

Checklists for Administrative and Logistical Tasks

Training site and office

Ensure that:

- ☐ Written contract agreement for the training site is negotiated.
- ☐ Training site is accessible to Peace Corps. Emergency communication is also available.
- ☐ Distance and time between sites (if using more than one training site) are short enough to coordinate training without difficulty.
- ☐ There is adequate meeting room space.
- ☐ There are enough chairs.
- ☐ Supplies and materials needed for the training program are at the training site.
- ☐ Toilet facilities are available, operating, and clean.
- ☐ Recreation facilities are available at the site, or there is space available where facilities can be created for volleyball, soccer, etc.
- ☐ Room cleaning and security are available at the site.
- ☐ Office is located close enough to the housing and training center to be accessible.
- ☐ Office is large enough to accommodate basic staff and operations.
- ☐ There is an area for storing office and training supplies.
- ☐ File cabinets are available.
- ☐ A safe or file with lock is available for storing valuables, cash, trainee files, etc.
- ☐ There are enough tables, desks, and chairs in the office.
- ☐ The office can be secured and someone is responsible for the keys.
- ☐ There is a bulletin board centrally located to post announcements.
- ☐ There is a system for incoming and outgoing mail.
- ☐ A written inventory of office equipment and supplies is available.
- ☐ Facilities are available for purchase of postal supplies.

Training Budget

For PST, ensure that:

- ☐ A copy of the broad budget estimate from the training plan and the CMPB is available in the office.
- ☐ The detailed budget from the training design can be easily located in the office by anyone who needs it.
- ☐ The budget allocations across quarters and fiscal years have been established and are understood by key staff.
- ☐ Key staff can explain how to use the Imprest fund.
- ☐ A system for setting up fiscal records is in place and staff is trained in use of system.
- ☐ Regular updates on budget are provided.

For IST, ensure that:

- ☐ A copy of the broad estimate from the training plan and CMPB is available in the office.
- ☐ The detailed budget from the training design is accessible to staff.
- ☐ Staff have access to and are informed of the budgets for group training and individual Volunteer support.
- ☐ Staff understand that budgets must fall within the CMPB allocation. They are aware of the procedure they must follow to request funding changes.
- ☐ Key staff are abreast of additional IST funding resources from OTAPS and know the procedure for procuring these funds.
- ☐ Key staff are aware of local funding resources, such as funding from the host country agency for in-house courses.

For training activities in general, ensure that:

- ☐ An accounting system is established and kept current.
- ☐ A payroll system for staff and trainees is in place.
- ☐ Accounting and payroll are checked for accuracy on a periodic basis (weekly during PST, quarterly, yearly).

Property management and records

Ensure that:

- ❑ A maintenance and security system for the property is in place (someone to clean, lock up, check on, etc.).
- ❑ Records on property, supplies, and services have been set up and maintained.
- ❑ Records are reviewed and updated on a regular basis (yearly).

Training roles and responsibilities

Ensure that:

- ❑ All training staff can explain their roles and responsibilities, as well as the roles and responsibilities of others.
- ❑ All staff can demonstrate how to use the various reporting forms and systems.
- ❑ Appropriate training contracts have been reviewed and signed.
- ❑ Appropriate staff has been cleared for medical insurance, driving permits, etc.
- ❑ Appropriate staff can explain the payroll system and schedule.
- ❑ All staff can relate their accountability for supplies and materials issued.
- ❑ Time and attendance cards are prepared.
- ❑ Peace Corps policies and guidelines are explained to the staff.
- ❑ A staff performance evaluation system is developed, explained, and ready for use.

Communication

Ensure that:

- ☐ An appropriate means of communication between Peace Corps and the training site is established.
- ☐ The Peace Corps Director and/or Medical Officer can be contacted quickly in case of an emergency.
- ☐ A system for incoming and outgoing mail is established.
- ☐ A bulletin board is available for announcements.
- ☐ An emergency evacuation plan is in place.
- ☐ A list of trainees and emergency contact information for each is easily available to anyone who needs it. A list of duty officers is also available.

Transportation

Ensure that:

- ☐ Arrangements for transporting staff and supplies to the training site are made.
- ☐ Arrangements for transporting trainees from the airport to the training site are made and reconfirmed.
- ☐ A driver for training is hired and trained.
- ☐ All times when transportation will be needed during training are identified; the necessary arrangements are made.
- ☐ Any vehicles planned for transportation are in working condition with spare tires, tools, locks, etc. (If not, arrangements are made to have them in good working condition by the time they are needed.)
- ☐ A vehicle scheduling policy is established and explained to the staff.
- ☐ Someone is responsible for vehicles after hours. This person can explain his/her responsibilities and accountability.
- ☐ It is clearly defined how the maintenance and upkeep (gas, oil, etc.) of vehicles will be paid for.
- ☐ It is clearly defined who is covered by vehicle insurance.
- ☐ Rules and regulations related to vehicle use are clearly defined for trainees and staff.
- ☐ Arrangements for transporting trainees to their sites at the end of training are made. If not, someone is assigned this responsibility.

Housing

Trainees and staff are housed a variety of ways during training: hotel, dormitory, family stay, or village/community. Regardless of the type of housing arranged for staff and trainees, the following checklist can help. Checklist items specific to each *type* of housing appear at the end of the checklist.

Ensure that:

- ☐ Housing for trainees and staff is reasonably accessible to training facilities.
- ☐ All arrangements are clearly defined for all parties involved and, when possible, written contracts are agreed to and signed. Key terms which must be agreed upon by everyone include:
  - the type of space and facilities provided
  - the period of occupancy
  - how, when, and by whom providers are paid
- ☐ The following basic accommodations have been agreed upon and confirmed by personal inspection:
  - There is adequate space to house all staff and trainees.
  - Bath, shower, toilet facilities, and related supplies are adequate.
  - A supply of safe drinking water is accessible. If not, arrangements are made to obtain safe drinking water.
  - Doors and windows have screens and locks.
  - Security is available and adequate for periods of time when trainees leave the site.
  - A means of laundering clothing is available and it is clearly understood who is responsible for doing it or paying for it to be done.
- ☐ Fire escapes, fire extinguishers, water buckets, etc. are available for adequate protection and evacuation in case of fire.
  - There is a place for the safe storage of valuables.
  - Cleaning supplies are available.

Family Stay

- ☐ Each family can clearly define what is expected of them. All agreements are arranged with the appropriate village/community authorities and household heads.
- ☐ A liaison between Peace Corps and the community is established and maintained.

⇨ *continued*

Housing (continued)

Village/Community Housing
(Possible Requirements)

- ❑ An enclosed bath/shower area is available, where possible.
- ❑ Toilet facilities are available.
- ❑ A private room for the trainee is available.
- ❑ A safe supply of drinking water is made available.
- ❑ Windows and doors have screens. (Optional)
- ❑ Medical staff has checked facilities.

Food

Cooking/dining arrangements are settled through hotels, food allowances, family stay, or Peace Corps – or a combination of these – whatever is appropriate and can be worked out for the training period. Following are checklists for each type of arrangement.

Hotel

- ❑ Meal arrangements, including terms of payment, are clearly understood and have been settled in writing with the hotel.
- ❑ Rules, regulations, and guidelines (regarding how much food can be eaten and what type of cooking may be performed in rooms) are agreed upon and clearly explained to staff and trainees.

Food Allowances

- ❑ Accurate estimates are made to determine an adequate food allowance.
- ❑ Restaurants and cafes are accessible and have health clearances.

Family Stay

- ❑ Families are informed regarding expected meal times for trainees and staff.
- ❑ Water in the village/community is safe for drinking. If not, families are instructed how to properly prepare it.
- ❑ Families are informed and clearly understand how food will be provided. (Either they are expected to obtain it or it will be provided to them.)
- ❑ All members of families have received medical clearances, where possible.

⇨ *continued*

Food (continued)

Peace Corps
Menu Planning and Food Supply

Ensure that:

- ❑ Essential information for food preparation is gathered, including:
  - How many people must be fed meals and snacks.
  - How many meals and snacks will be prepared each day.
  - How many days meals will be prepared.
  - Arrangements for special diets (vegetarian, low salt) have been made.
- ❑ The necessary medical clearances have been obtained for food, facilities, and staff.
- ❑ A tentative weekly menu is planned.
- ❑ Each meal provides sufficient food from the four food groups.
- ❑ It is clearly defined who orders and shops for food supplies and how often.
- ❑ Local food supplies are identified.
- ❑ Food is reserved, ordered.
- ❑ Method and terms of payment for food is defined for all parties involved.

Kitchen Staff

- ❑ There is an adequate number of kitchen staff to prepare the meals.
- ❑ An adequate number of cooks are hired and trained.
- ❑ All cooks have adequate experience managing and preparing food for large groups.
- ❑ Cooks are informed of their roles and responsibilities, including hours and days of work.
- ❑ Cooks are informed about scheduled breaks and snacks/refreshments needed during breaks.
- ❑ Cooks are informed of the payroll schedule.
- ❑ Guidelines for professional behavior are explained.

⇒ *continued*

Food (continued)

Peace Corps
Kitchen Facilities

- ❑ A health clearance is obtained for the kitchen and dining faculties.
- ❑ Cooking facilities are adequate for the size of the group.
- ❑ An inventory of all cooking utensils has been made.
- ❑ Water is safe for drinking and cooking. If not, arrangements are been made to have safe water transported to the site.
- ❑ All essential cooking utensils are reserved, ordered, or purchased and an acceptable method of payment is agreed upon.
- ❑ Proper means for disposing of waste and garbage are identified and proven workable.
- ❑ The facility is approved (when necessary) by local health and sanitation agencies.
- ❑ The dining area is large enough for the group.
- ❑ There are enough eating utensils (spoons, cups, forks, etc.)
- ❑ There is adequate space for food storage.
- ❑ The area is secure, sanitary, and free of insects and rodents.
- ❑ Lines of authority and responsibility for food supplies and equipment are explained.
- ❑ Arrangements are made (if necessary) for the kitchen to be in operation prior to the start of training.

Section 10: Index

The page numbers which follow each entry below will guide you to key information related to the entry. For quick access to definitions of key terms, abbreviations, and acronyms, please refer to the Glossary which precedes this section.

E

G

H

I

L

M

O

331

P

Q

R

333