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EVALUATION

Performance Evaluation of the Small Project Assistance (SPA) Program, FY13 – FY17

October 2018

This publication was produced at the request of the United States Peace Corps and the United States Agency for International Development. It was prepared independently by General Dynamics Information Technology. Dr. Marta Muco led the evaluation, and the report was prepared by Dr. Karen Aschaffenburg, Elizabeth Botkin, Giovanna Monteverde, Yvette Neisser, Thompson von Agner, Dr. Joseph Wantz and Eugene Wickett. The views expressed in this report reflect those of the GDIT evaluation team.

PHOTO CAPTIONS AND CREDITS

Photo 1: Mural from the Enhancing Community Marine Protection Project, Antique, Philippines. Taken by Giovanna Monteverde.

Photo 2: Computers and desks from the English Learning Center Project, Ngoma, Rwanda. Taken by Elizabeth Botkin.

Photo 3: Students visit the library from the Elementary School Library Project, Pimentel, Peru. Taken by Karen Aschaffenburg.

Photo 4: Former participants of the Second Annual Girls Sous Massa Soccer Camp in training, Sous Massa, Morocco. Taken by Marta Muco.

Photo 5: Fruit tree nursery from the Alinafe Community Gardens Project, Nkhotakota, Malawi. Taken by Joseph Wantz.

ABSTRACT

This performance evaluation of the Peace Corps-USAID Small Project Assistance (SPA) Program focuses on the sustainability of grant activities funded under the SPA IV agreement (FY13-FY17) and the contribution of these activities to fostering ongoing community-led development. The evaluation addresses six key research questions:

1. What are the results of community-led efforts associated with SPA grant activities? To what extent are these results likely to be sustained over time?
2. How and to what extent have SPA grant activities contributed toward catalyzing communities to identify, access, and mobilize local resources to meet their needs?
3. What are the features of SPA grant activities that did and did not result in sustained local capacity to pursue community-led development?
4. What opportunities do stakeholders see to continue making progress on community development after SPA grant activities have ended, and what factors might prevent them from doing so?
5. What motivates stakeholders to engage, or not to engage, in community-led development efforts, and how can programs designed to catalyze community-led development best approach those motivations?
6. Across SPA grant activities, what have been the common challenges to communities organizing for mutual benefit, and how can programs designed to catalyze community-led development help communities to address these challenges?

The evaluation team visited 51 SPA IV projects in five countries, conducted interviews and discussions with key stakeholders, and analyzed global SPA IV data. The findings demonstrate that community leadership and engagement during grant implementation are the biggest keys for fostering long-term project sustainability and future community-led development.

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ACRONYMS

CDP	Cooperative Development Program
COS	Close of Service (for Peace Corps Volunteer)
CSO	Community Service Organization
FY	Fiscal Year
GDIT	General Dynamics Information Technology
NGO	Non-Governmental Organization
PC	Peace Corps
PCV	Peace Corps Volunteer
PDM	Project Design and Management
RPCV	Returned Peace Corps Volunteer
RQ	Research Question
SGP	Small Grants Program
SPA	Small Project Assistance
SOW	Statement of Work
USAID	U.S. Agency for International Development

DEFINITIONS

Several key terms used throughout this report are defined below. These definitions were generated by the GDIT evaluation team, in consultation with Peace Corps and USAID, and do not necessarily reflect definitions used by Peace Corps or USAID.

Grantee	Community project leader(s) identified in grant application/completion report. This does not necessarily refer to the entity that was provided with SPA grant funds.
Fieldwork	In-country data collection consisting of interviews and observations
Administrative Data	Grant application and completion reports for grants awarded under the SPA IV Agreement
Community	Locality where the grant project was planned and/or implemented
Program Elements	Different operational spheres of aligned activities and indicators from the U.S. Foreign Assistance Framework; the availability of program elements differs by country.
Community-led	Community grantees and/or project participants self-reported that the community either took the full lead in implementation or co-led the project with the PCV.
Co-led	Community grantees and/or project participants self-reported that the project was conceived and primarily led by the PCV.
Sustained Project/ Sustainability	Projects with on-going activities at the time of the evaluation as reported by the community and observed by the evaluation team.
New Development Activities	New initiatives and activities that were inspired by the SPA grant (but not follow-on activities from the actual SPA grant project).

EXECUTIVE SUMMARY

SPA PROGRAM OVERVIEW

The Peace Corps Small Project Assistance (SPA) Program—a joint initiative of Peace Corps and USAID—has supported more than 25,000 grants for small-scale community-initiated development projects, as well as 1,000 training activities around the world over the past three decades. This performance evaluation is focused on the FY13-FY17 grants portion of the \$18M SPA IV Program (Award Number: AID-PPL-T-12-00002). SPA grant projects are funded by a combination of grant project funding, local community contributions, and, in certain cases, third party contributions. These grant projects typically are implemented collaboratively between a Peace Corps Volunteer (PCV) and a sponsoring community-based grantee. Three of the main policy requirements are that the grants must:

- Be community-initiated and directed;
- Meet a determined community need; and
- Promote sustainability and capacity building.

SPA activities take place globally, spanning more than 50 developing countries. Sectors range from health to education to agriculture to civic participation. All activities are designed to meet a specific community need and must conform to or fit within the Peace Corps/USAID priorities set in each country and fit under available funding types.

EVALUATION METHODOLOGY

The evaluation entailed conducting fieldwork interviews in selected SPA project communities in Malawi, Morocco, Peru, the Philippines and Rwanda. The fieldwork was conducted from January through April 2018. Global administrative data for 2,560 SPA IV grant activities were also analyzed.

Project sites were selected so that the fieldwork sample was as representative as possible of the respective country project portfolio in terms of program year, total funding, geographic representation, and program element, while taking into account travel logistics, security concerns, and even natural disasters.

Overall, GDIT spoke with 664 individuals across 51 fieldwork projects. This included interviews with PCVs, grantees, project participants, beneficiaries, and community leaders. The interviews were then coded and analyzed and, where appropriate, the findings were quantified in order to explore emergent themes. GDIT also assigned projects “sustainability ratings,” which included:

- Project sustained, completed, and expanded (28 percent of fieldwork projects)
- Project completed and sustained by the community (39 percent)
- Project completed, but not ongoing (29 percent)
- Project not completed (4 percent)

These ratings were used throughout the report, in multiple data points, to analyze the factors that promote sustainability.

FINDINGS

The evaluation found that the fieldwork projects were remarkably successful in implementation and positively affecting communities. On average, the fieldwork projects directly engaged 33 participants, increased capacity for 338 beneficiaries, and reached 734 indirect beneficiaries. Benefits ranged from improving access to clean water and latrines, to empowering women and girls through sports and education, to providing resources for disabled people to live healthy lives. The projects resonated with the community years after the grant ended, and have led to increased development activities in communities in each fieldwork country. The global data also show that over 900,000 people worldwide have directly benefitted from SPA IV projects and over 380,000 have participated in project implementation. Community engagement and leadership are pivotal components of sustainability.

The key findings are organized by the research questions developed by Peace Corps and USAID, which served as the basis of the evaluation.

RQ1. *What are the results of community-led efforts associated with SPA grant activities? To what extent are these results likely to be sustained over time?*

Community stakeholders reported that SPA grant activities have had meaningful effects in their communities across the different program elements. The SPA grants have addressed real community needs and provided skills and materials that have allowed the communities to sustain and build upon project momentum after the departure of the PCV.

- Forty-nine of the 51 fieldwork communities successfully implemented their projects.
- Thirty-four communities (67 percent) sustained the projects.
- Of those 34, 14 communities continued to expand the project to include other activities or initiatives.

RQ2. *How and to what extent have SPA grant activities contributed toward catalyzing communities to identify, access, and mobilize local resources to meet their needs?*

SPA grant projects and activities have helped catalyze communities to take control of their development needs. Not only have communities been able to sustain the projects begun under the SPA grants (34 or 67 percent of the communities), their experiences have allowed them to both initiate new development activities and identify new resources and local groups to contribute to these efforts.

- Thirteen communities initiated 20 new development activities.
- Seventeen of these 20 activities have been community-led, with the other three primarily led by outside groups or government agencies.
- Ten communities reported identifying new local (internal) resources or groups to support further development.

RQ3. *What are the features of SPA grant activities that did and did not result in sustained local capacity to pursue community-led development?*

Project sustainability has deep roots in community involvement. It is the relationship between the PCV and the community, as well as the strength of community leadership, which appears to contribute to sustainable outcomes. High community engagement in planning, implementing, and contributing resources to the SPA project was observed to be a

key factor in those projects being locally owned and their benefits sustained by the communities.

- Twenty-nine of 51 fieldwork projects were community-led, with 24 (80 percent) resulting in further development efforts, defined as either sustaining the existing activities/project or expanding the project to include new activities and initiatives.
- There was no statistically significant evidence to suggest that project sustainability is primarily driven by specific requirements of the PC Small Grants Framework (funding level, duration, community contribution).
- It is the synergy between the Peace Corps small grants requirements, project goals, community needs, and the PCV's ability to identify a strong partner and catalyze community buy-in that makes projects sustainable over time.

RQ4. *What opportunities do stakeholders see to continue making progress on community development after SPA grant activities have ended, and what factors might prevent them from doing so?*

Stakeholders highlighted changes in their communities and themselves as a result of the SPA projects. Project involvement in various capacities (as leaders, participants, or beneficiaries) fostered self-confidence and a sense of empowerment. In addition, the projects helped communities feel united around a common purpose. These positive effects are independent of current project status – that is, whether or not the project has been become sustainable.

- For fifty-nine percent of the fieldwork projects (30 of the 51), participants and beneficiaries said the project brought people together.
- For fifty-three percent (27 of the 51), participants and beneficiaries said they were empowered by their involvement.
- Forty-five percent (23 of the 51) were specifically designed to benefit women, youth, and children. Women who participated in the SPA projects have gained skills that helped them improve the well-being of their families and enabled them to take on more active roles in their communities.

RQ5. *What motivates stakeholders to engage, or not to engage, in community-led development efforts, and how can programs designed to catalyze community-led development best approach those motivations?*

SPA project stakeholders are motivated to engage in community-led development efforts in multiple ways, though the source of the idea is not the driving force in motivating community engagement. Attendance at Project Design and Management (PDM) trainings, conducted by the Peace Corps, and the use of a variety of engagement methods to encourage community buy-in, appear to be key factors in driving project sustainability.

- Project sustainability is independent of the individual or entity that originally generated the idea: 21 of 30 (70 percent) projects identified by the PCV were sustained, while four of seven (58 percent) projects identified by a local organization were sustained.
- More than half of projects used two or more tactics to encourage community buy-in.
- In every country studied, a sustainability gap exists between projects where implementers received PDM training and projects where implementers did not receive that training. Of 28 projects where implementers received PDM training, 21

were sustained (75 percent); of 23 projects where implementers did not receive PDM training, 13 were sustained (58 percent)

- Only 16 of the 31 projects (52 percent) with no connections to government or NGOs were sustained, in contrast with 18 of the 20 projects (90 percent) that did have these connections.

RQ6. *Across SPA grant activities, what have been the common challenges to communities organizing for mutual benefit, and how can programs designed to catalyze community-led development help communities to address these challenges?*

While 49 of the 51 fieldwork projects were successfully completed, the projects faced some common challenges during the planning and implementation phases. These challenges inspired communities and the PCV to devise innovative and creative solutions.

- The most common challenges encountered during SPA grant activities, as reported during fieldwork interviews, are budget issues (29 percent), lack of community engagement (49 percent), environmental issues (18 percent), and lack of material resources (18 percent).
- The most important lessons learned for catalyzing community development activities such as SPA projects, according to interviewed stakeholders, are: (1) obtain support from community leaders and other key community stakeholders early on; (2) plan the project scope and timeline carefully to ensure the project can feasibly be completed within the projected time frame; and (3) include training of community members.

RECOMMENDATIONS

Based on the results of the evaluation, Peace Corps and USAID, in collaboration with GDIT, developed four main recommendations to ensure community engagement, leadership, and a focus on project sustainability are at the forefront of all SPA grant activities in the future.

Application Documents and Review Process: Refocus the application around community leadership and stakeholder engagement to promote project sustainability.

- **Training.** PCVs and grantees should receive training prior to beginning project design on the importance of community participation for long-term sustainability. They should also receive instruction on how to identify community resources, partners, and strategies to encourage buy-in.
- **Application Form.** The Peace Corps should revisit the SPA application form to encourage PCVs to strategically plan for project sustainability, not just project completion.
- **Review.** The Peace Corps should pay increased attention during the application review process to ensure the PCV has partnered with the appropriate community leaders, developed strategic partnerships, planned for community buy in, identified local resources and designed a project that can be sustained by the community.
- **Verification.** Prior to award, the Peace Corps grants coordinator should verify the community commitment and project understanding by asking for a local language project summary, speaking with the community grantee by phone, submitting a mini-application or requiring a letter of support by the community project leader and/or local leader.

Project Design and Implementation: Restructure project design process to better incorporate community input, needs and strengths.

- **Tools.** Make use of existing tools (such as Peace Corps' Participatory Analysis for Community Action) to help identify and prioritize community needs that could be addressed by a SPA grant.
- **Training Content.** PDM and Small Grants training should include topics such as establishing and cultivating community relationships early, incorporating knowledge and skill transfer between project participants, beneficiaries and their communities (multiplier effect), and involving community members in project planning (ideas, resources, activities, buy-in) and sustainability.
- **Training Structure.** PDM trainings should not be limited to a single counterpart. Having multiple community stakeholders attend will build greater capacity for the community and will ensure that multiple perspectives and ideas are incorporated into initial planning. It also will contribute to project continuity in implementation.
- **Community Involvement.** PCVs should encourage community ownership, empower local leadership, and promote community agency.

Sustainability: Provide communities with the tools to identify, create, and mobilize new resources and stakeholders to sustain and expand community-led development activities.

- **Community Resources.** Community-led activities should consider, and be designed around, locally available resources to facilitate project expansion. The availability of financial resources to maintain, sustain, and expand project objectives should also be of great concern. If communities do not have access to sufficient financial resources, initial development activities should be intentionally designed to help identify, create, and mobilize new resources.
- **Community-based Committees.** Where possible, activities should incorporate community-based committees that can take the lead on developing follow-on activities and guide the community through any expansion and scaling up processes.

Monitoring, Evaluation & Learning: Continue to invest in monitoring SPA projects during project implementation, and use that learning to promote best practices.

- **Field Visits.** Peace Corps should continue to encourage Posts to conduct periodic field visits to small grants field-level projects, using existing SPA funds where possible.
- **Measures of Success.** Peace Corps should reconsider measures of project success and sustainability, especially as it relates to completion report data. Current completion reports ask PCVs to assess total numbers of beneficiaries and project participants, but it may be more useful to assess the percentage of the intended population that benefitted from a project.
- **Sustainability Assessments.** Future evaluations of field-level programs—whether conducted by a field office or a headquarters office—should include visits to local leaders, partner organizations and stakeholder communities to fully assess sustainability, in terms of community relations, availability of resources and the ability to mobilize those resources, community empowerment and motivation to take action, and existing project status. This requires the provision of adequate staff time and other resources.
- **Future Evaluations.** Follow-up evaluations should consider assessing the extent to which project leadership affects sustainability. Additionally, it may be worthwhile for Peace Corps to test whether having multiple community members attend PDM training (as opposed to only the grantee) makes a difference for sustainability.

INTRODUCTION

A. SPA PROGRAM BACKGROUND

The Peace Corps Small Project Assistance (SPA) Program—a joint initiative of Peace Corps and USAID—has supported more than 25,000 grants for small-scale community-initiated development projects, as well as 1,000 training activities, around the world over the past three decades. SPA grant projects are funded by a combination of grant project funding (which is ultimately derived from the respective USAID Missions and linked to the US Foreign Assistance Framework program elements), local community contributions, and in rare cases, third party contributions. These grant projects typically are implemented collaboratively between a Peace Corps Volunteer (PCV) and a sponsoring community individual(s) and/or organization(s). The SPA Program is one of five Peace Corps Small Grants Programs managed by the agency, all of which are held to the same policy, procedures, and standards, but which also have individual grant program requirements. Three of the main policy requirements are that the grants must

- Be community-initiated and directed;
- Meet a determined community need; and
- Promote sustainability and capacity-building.

This evaluation focuses on the effects of the 2,560 SPA grant activities under the SPA IV agreement (Award Number: AID-PPL-T-12-00002), funded and completed as of October 10, 2017.¹ Grants varied from as little as \$50 up to \$13,000 depending on the scope of the activity and the percentage of community contribution (ranging from 0 to more than 90 percent). The total value of the SPA IV agreement is more than \$18 million.

SPA activities take place in multiple geographic regions within the developing world, spanning more than 50 countries. Activity sectors range from health to education to agriculture to civic participation.

In keeping with the Small Grants policy requirements listed above, all activities are designed to meet a specific community need. In addition, the grant activities must conform to or fit within the Peace Corps/USAID priorities set in each country and fit under available funding types (i.e. Foreign Assistance Framework program elements). For example, in Morocco the majority of SPA-funded activities focused on civic participation, and in Malawi, about half of the activities focused on health issues. In Rwanda, several grant activities were designed to coordinate with a nationwide effort to decrease malnutrition. Within this countrywide framework, PCVs work closely with community grantees to identify what type of activity would help meet the needs of the specific community. As a result, activities range from more concrete projects, such as building latrines, to less tangible projects, such as trainings or behavior change activities.

Regardless of the need addressed and the type of activity, all SPA projects are grounded in the same theory of change.² As illustrated in Table 1, the first stage is a community-driven project design, where community grantees work with the PCV to identify a need and to design and implement the activity. The activity results in outputs including increased capacity, new practices, and/or tangible products. These outputs are expected to lead to

¹ This evaluation covers grants funded FY2013 – FY2017. However, it does not include the subset of grants funded in FY2017, but which were not completed as of October 17, 2017 (the start of FY2018).

² The theory of change presented here was specifically developed by GDIT for the purposes of this evaluation.

several planned (short-term) outcomes, including new skills and well-being gained by community members. Ideally, successful projects should then lead to a series of longer-term outcomes, such as continued use of skills and tangible products, strengthened networks, and sustained capacity for initiating other community-led development activities. (The complete SPA Program Logic Model can be found in Annex B.)

Table 1. SPA Program Theory of Change

Community-Driven Design	
• Community grantees identify development priority • PCV and community grantees design activity and apply for grant • PCV and community grantees implement activity with other community participants	
Outputs	
• Organizations gain increased capacity • Individuals apply new technologies/practices • Production or creation of infrastructure improvement or other tangible product	
Outcomes	
Planned Outcomes	• Ability of partner organization to prioritize, design, plan, finance, and manage similar activities improved • Skills, attitudes, knowledge gained by partners/participants and community beneficiaries • Project participant and community well-being improved in area of program theme/focus
Outcomes Sustained	• Community members (project participants and beneficiaries) continue to use acquired skills • Partner organization has used new skills/attitudes/knowledge/equipment to successfully implement other community projects • Project output (e.g. latrines, water source, classroom equipment) continues to be used and maintained by community
Networks Strengthened	• Existing community groups have increased levels of trust and are more confident in leading local development • New community groups have been established to further local development • Community members have established relationships with CSOs, government agencies, or other institutions, and have led engagement on community development needs
Sustained Capacity for Community-Led Development	• Community has used improved skills, knowledge, and capacities to initiate other local development activities

B. EVALUATION PURPOSE AND QUESTIONS

The purpose of the evaluation is to:

- Understand the effects of the SPA Program and the effectiveness of SPA-funded grant activities in contributing to community-led collective actions beyond the immediate scope of grant activities; and
- Identify common actions and approaches across all types of SPA grant activities that led to or did not lead to effective and ongoing community collective action.

The findings from this evaluation are intended to inform the Peace Corps Small Grants Program policy, procedures, training, and resources, as well as USAID's Cooperative

Development Program (CDP) and, where relevant, its Local Works program implementation and broader learning related to locally-led development. As such, the primary audiences for this report are Peace Corps and USAID leadership in Washington, D.C., as well as Peace Corps Posts and USAID Missions around the world.

The following key objectives and research questions (RQs), developed collaboratively by Peace Corps and USAID, served as the basis for the evaluation and the structure for this report.

Objective 1: Understand whether and how SPA-funded grant activities support ownership of development in the communities served.

RQ1. What are the results of community-led efforts associated with SPA grant activities? To what extent are these results likely to be sustained over time?

- A. What is the current status of projects? Are there still aspects of the project that are identifiable in the communities?
- B. What role did the PCV, as an external actor, have in the implementation of the project? What steps did they take to develop collective action in the community?

RQ2. How and to what extent have SPA grant activities contributed toward catalyzing communities to identify, access, and mobilize local resources to meet their needs?

- A. What local-led development activities have taken place since the SPA activity? How were they funded? Who was the driving force (i.e. community members, local organization, outside organization)?
- B. Have there been any new community groups or resources identified since the SPA activity that have aided in further development?

RQ3. What are the features of SPA grant activities that did and did not result in sustained local capacity to pursue community-led development?

- A. How and to what extent did the SPA planning and implementation process empower communities to take on a leadership role and exercise decision-making authority in identifying and pursuing their own development priorities during the SPA grant activity?
- B. When and how did this experience of leadership and decision-making power in the context of the SPA grant activity contribute to enhanced local capacity for, or increased frequency of, community-led action after the activity ended?
- C. Did any other specific features of grant activities—such as grant amount, percentage of community contribution, duration of activity, significant behavior change/education components, level of intentional capacity building, number of direct project participants, or gender/age of direct project participants—contribute to making project outcomes more or less sustainable?
- D. To what extent did the implementation of the SPA activity fulfill the intent of the qualifications of the small grant framework as laid out by the PC Small Grants Program Volunteer Handbook? Was conforming to, or deviating from, specific elements of those qualifications important to realizing (or not realizing) their intent?

Objective 2: Identify lessons learned and good practices for locally owned, community-driven development (applicable to SPA, CDP, Local Works, etc.).

RQ4. What opportunities do stakeholders see to continue making progress on community development after SPA grant activities have ended, and what factors might prevent them from doing so?

- A. Do community members cite any differences in their community as a result of the SPA activity that allowed them to better identify and make progress on their development priorities?
- B. Do women identify as many opportunities for community development as their male counterparts? Are there any differences in the perceived opportunities based on age?

RQ5. What motivates stakeholders to engage, or not to engage, in community-led development efforts, and how can programs designed to catalyze community-led development best approach those motivations?

- A. How was the SPA project identified and prioritized: by the PCV, community members, local organization?
- B. How was buy-in developed in the community for the project?
- C. Is there evidence to suggest a relationship between communities receiving any Small Grants Program trainings or guidance in addition to the SPA project, and better outcomes from the SPA project?
- D. To what extent are local processes of engagement and linkages with CSOs, government agencies, and other institutions led by the community? Why or why not?

RQ6. Across SPA grant activities, what have been the common challenges to communities organizing for mutual benefit, and how can programs designed to catalyze community-led development help communities to address these challenges?

- A. What are the most common challenges that communities encounter while planning and implementing a SPA grant activity, and how were these addressed? What factors influenced whether these challenges were successfully overcome (or not)?
- B. What engagement strategies—in areas including but not limited to establishing and cultivating relationships, fostering linkages among local actors and resources, program management, sustainable skills transfer, and mobilization of local resources—have been successful and unsuccessful across SPA activities?
- C. What lessons can be drawn from these experiences about how programs can most effectively catalyze and empower communities to lead their own development?

EVALUATION METHODOLOGY

This chapter presents the evaluation methodology, starting with the overall evaluation design, followed by a discussion of country and project selection, data collection, data analysis, and overall study limitations.

A. EVALUATION DESIGN

The evaluation design is based on a mixed methods approach that combines analysis of the administrative data for all SPA IV projects with primary data collection in five fieldwork countries. Since the administrative data consists of applications (written before the projects) and completion reports (written immediately afterwards), they cannot be used to provide accurate data on sustainability multiple years following a project's completion. Interviews with community members are vital, therefore, in order to understand community perspectives on project development, community engagement and ownership, and long-term sustainability. The synergy between the broad scope of the administrative data and the post-project perspectives derived from data collected in the field provide a unique opportunity to understand the lifecycle of a SPA project from the full constellation of project stakeholders.

B. FIELDWORK PLANNING

COUNTRY SELECTION

Peace Corps and USAID selected the five fieldwork countries – Morocco, Philippines, Rwanda, Peru, and Malawi – based on four key criteria:

1. **Current Programming.** To maximize relevance, countries had to have a current SPA IV Program (grant projects from 2013 to the present) and current or anticipated programming by Local Works or CDP.
2. **Regional Diversity.** As a global evaluation, it was necessary to ensure the countries selected were diverse, with representation in each of the Peace Corps' three geographic regions: Africa (AFR), InterAmerica and the Pacific (IAP), and Europe, Mediterranean, and Asia (EMA).
3. **Representative Program Elements.** Each fieldwork country needed to have a range of program elements that are frequently used by other field-level SPA programs, with the goal being comparable learning to other countries and contexts. Ideally, Posts would engage with multiple SPA program elements, but this was not required for selection.
4. **Regional Leadership Approval.** Security issues and the ability for Posts to host the evaluation team were key criteria for selection. Given Peace Corps' interest in having Post staff accompany the field team, as well as staff knowledge of the projects, it was vital that Posts had sufficient bandwidth to support the evaluation.

Fieldwork began in January 2018 and was completed by the end of April, as illustrated in Table 2.

Table 2. SPA Evaluation Fieldwork (2018)

Country	Dates
Morocco	January 15-February 1
Rwanda	March 4-16
Philippines	March 4-22
Malawi	April 9-20
Peru	April 16-27

PROJECT SELECTION

GDIT worked in conjunction with the Peace Corps to identify 10 to 12 project sites in each fieldwork country. Project sites were selected so the fieldwork sample was as representative as possible of the respective country project portfolio in terms of program year, total funding, geographic representation, and program element. GDIT initially selected an oversample of projects. The proposed project lists were then adjusted to take into consideration logistical constraints (travel distances between locations), natural disasters and security concerns likely to inhibit the fieldwork.

The full list of projects can be found in Annex B. Table 3 below shows the distribution of the final 51 projects by country and program element.

Table 3. Distribution of SPA Fieldwork Projects by Country and Program Element

	Civic Participation	Nutrition	Agricultural Sector	Maternal and Child Health	Water and Sanitation	Basic Education	Malaria	Natural Resources and Biodiversity	Clean Productive Environment	Total
Morocco	8	0	0	0	0	1	0	1	0	10
Philippines	0	0	0	0	0	4	0	1	5	10
Rwanda	0	1	2	1	2	3	1	0	0	10
Malawi	0	0	2	3	0	1	2	1	0	9
Peru	0	0	0	0	0	3		1	8	12
Total	8	1	4	4	2	12	3	4	13	51

*Note: 2 additional projects were selected (1 in Morocco and 1 in Philippines), but were not visited during the fieldwork. In Morocco, the community grantee point of contact had passed away, and in the Philippines, the point of contact was no longer in the community.

C. DATA COLLECTION

METHODOLOGICAL APPROACH AND INSTRUMENTS

GDIT developed interview protocols for each of the following groups: grantee organizations, participants in the SPA grant activities, beneficiaries of those activities, community leaders, current and Returned PCVs (RPCV), and Post staff. Each protocol was tailored to capture the unique experience the various groups had with each project. The questions on the protocols were all open-ended, with follow-up probes to delve deeper where appropriate. For example, the PCV protocol probed how well the project implementation went, project implementation successes and challenges, and lessons learned about the projects as a whole. The grantee organization protocol explored if the project helped the organization build capacity in the community, if any new contacts or resources were discovered because of the project, how well the community received the effort, and whether the project has affected the future work of the organization. All instruments were vetted and approved by Peace Corps and USAID staff.

IMPLEMENTATION

GDIT's implementation model was to identify and work closely with fieldwork partners on all aspects of fieldwork. These fieldwork partners—established full-scale local research organizations with research capacity and the cultural and linguistic expertise necessary to gain access and build trust with local communities—provided logistical support and planning services, assisted with or carried out data collection by conducting interviews and moderating community discussions, and were responsible for developing summaries of all interviews and discussions with community members. For each country, the fieldwork team consisted of two GDIT staff and at least one staff member from the local partner, with representatives from Peace Corps Post and Peace Corps Washington accompanying the team on many of the fieldwork visits. Where possible, GDIT staff members conducted the interviews and discussion groups themselves in the local language or English, with the local partner conducting interviews that needed translation. Prior to commencing the fieldwork, GDIT staff delivered detailed training to the local fieldwork partner, covering the content of the interview questions and sub-questions, proper interview methodology and the use of probes to solicit additional information, note-taking expectations, and ongoing logistical requirements (i.e. confirming appointments a day or two before, and again on the day of the planned meetings).

Data collection strategies were tailored to fit the community for each project. To the extent possible, the local research partner accounted for potential contingencies – taking available meeting space, work and school obligations of interviewees, travel conditions, gender sensitivities, and political allegiances into account in developing the daily agenda. In all instances, the interviewer began the sessions by informing attendees that participation was completely voluntary and that all responses would be kept confidential in the final report.

Interviews with Key Informants

In each of the study countries, GDIT conducted face-to-face semi-structured interviews with representatives from the following stakeholder groups: current and former PCVs and Peace Corps in-country staff. The RPCVs were interviewed prior to the start of fieldwork, and those interviews provided much-needed information about the projects that supplemented information found in the completion reports. Peace Corps staff were interviewed for their insights into the administrative aspects of the SPA Program, and national and local Peace Corps staff accompanied the GDIT team on the fieldwork visits.

Interviews with Grantees, Participants, and Indirect Beneficiaries

For each of the project communities, the fieldwork team facilitated a community discussion about the SPA project. The local partner coordinated with local Peace Corps staff as well as community leaders and grantee (which may or may not be a PCV's official grantee) to recruit for the community discussions. The local fieldwork partner, if not carrying out the recruitment themselves, worked with the community leaders and grantee to use a snowballing technique—asking the local community to recruit their friends and acquaintances as appropriate—to identify the full number of participants at each project site. Although the schedule was set before the fieldwork began, local partners and, as needed, Peace Corps staff, contacted the communities several days prior to the visit, and on the day before the visit, to reconfirm the time and locations of the meetings, and to ensure that relevant community members would be available to meet with the team.

The conversations with each respondent category were either completed one-on-one, most often with the grantee, or in groups. Interviewers followed the approved protocols, but also

probed based on answers given by interviewees during the course of the conversation. Interviews and group discussions lasted between 30 and 90 minutes.³

Interview Notes

All interviews and discussions were recorded (with permission of the participants). Local partners used the recordings to produce detailed notes in English from the community interviews.⁴ In order to ensure consistency and the highest quality of data for the qualitative analysis, GDIT provided local partners with a notes template organized by the key themes/research questions of the evaluation. For each country, the GDIT country lead reviewed the notes provided by the local partner and incorporated any of his/her own notes and observations from the fieldwork. For Post staff, RPCV, and current PCV interviews, GDIT staff conducted the interviews and wrote the notes.

Observation Checklists

GDIT developed observation checklists to be completed by the fieldwork team on site. The checklist included the number and age of interview participants, observable community characteristics, and the condition of tangible project outputs. The checklists were supplemented by photos.

FINAL SAMPLE SIZE

Table 4 shows the final sample sizes in each fieldwork country, broken down by stakeholder type. In total, 664 individuals participated in interviews and group discussions.

Table 4. Data Collection by Country and Stakeholder Type

	Grantee	Project Participants	Indirect Beneficiaries	Community Leaders	RPCVs*	Current PCVs	Peace Corps Staff	Total
Morocco	13	34	36	0	8	0	5	96
Philippines	26	69	14	8	6	1	5	129
Rwanda	23	65	75	6	8	3	6	186
Peru	13	39	20	20	10	1	5	108
Malawi	10	37	63	21	7	2	5	145
Total	85	244	208	55	39	7	26	664

**These 39 RPCVs represented 41 projects, as a few of them had implemented two visited projects, and for a few projects we interviewed two PCVs who had been involved.*

D. DATA ANALYSIS

GDIT employed a variety of analytical tools and methods to develop the evaluation findings.

Analysis of Administrative Data for Project Selection. As noted above, at the outset of the evaluation GDIT used the administrative data for the five fieldwork countries to inform project site selection. The administrative data were subsequently utilized in preparing for the fieldwork trips, with GDIT and local staff reviewing application and completion reports for each SPA project to develop a detailed project summary. These summaries were used in the field to review context and key actors prior to the visit.

³ Interview and discussion group length varied widely, and was not a direct function of the number of interviewees; sometimes individuals spoke for over an hour, while some larger groups had little to say.

⁴ Given the evaluation budget parameters, production of full English transcripts for each interview was cost-prohibitive. The analysis relied on notes. This approach was approved by Peace Corps and USAID.

Qualitative Data Analysis. Analysis of the interview and discussion data were conducted using NVivo, a software package that facilitates coding of qualitative data.

First, all interview and discussion notes were imported into NVivo as Word files. Each file was classified by respondent type (community leader, grantee, project participants, indirect beneficiaries, RPCV, or PC Post) and linked to the specific fieldwork project with which they were associated.

Once imported, the notes were coded using both deductive and inductive methods. Initially, the responses were coded to the key research questions, such as community involvement or sustainability (deductive). Then, within each key research question or sub-question, the evaluation team manually coded the responses to identify emergent sub-themes, such as specific project results or specific community efforts (inductive).

As requested by Peace Corps and USAID, the thematic coding was then quantified by project. For each theme or question, GDIT ran a query in NVivo to identify which themes were identified by stakeholders from each project. These results were then exported to Excel, where the number of projects was calculated for each theme or sub-theme. For most questions/themes, the codes for various stakeholders from the same project were aggregated, so that the total number of projects reporting, for example, that community engagement was a challenge, reflects the number of projects for which *any* stakeholder reported this as an issue. (An exception was the data regarding project leadership. As discussed in Chapter I.B and III.A, there were some discrepancies among stakeholder responses, and the fieldwork teams for the respective countries adjudicated the final coding.)⁵

Once the fieldwork was complete, GDIT (in consultation with Peace Corps and USAID) devised a strategy to bridge the qualitative data from the fieldwork and the administrative data from the completion reports. GDIT fieldwork team members assigned each project they visited during fieldwork a sustainability “rating” based on the observations and interviews; these ratings were then correlated with key metrics in the administrative data to try to identify predictors of sustainability for SPA projects. These metrics included amount of funding, duration of project, time between the end of the project and the PCV Close of Service (COS), community contributions, program year, fiscal year, and program element. The ratings are referred to throughout the report, and helped form the basis for any discussion of sustainability.

The definitions of sustainability and categories of project leadership used throughout the report were developed by GDIT. They do not necessarily reflect the definitions used by either Peace Corps or USAID.

Quantitative Analysis of Global Administrative Data. GDIT conducted a similar exploratory analysis of the relationships between key metrics in global administrative data, including all SPA IV projects completed before October 10, 2017. These data are used throughout to situate the fieldwork findings in the larger SPA program context.

⁵ It is important to note an inherent analytic drawback associated with “quantifying qualitative data”. In doing so, we count the number of respondents/projects whose responses fall into emergent categories or themes; this will not yield the same results as asking a closed ended question and then counting the number of responses to that question. In the first instance, we only have the responses for those who deemed the theme worthy of specific mention, while in the latter instance, we have an answer for all cases or respondents.

E. LIMITATIONS

As with any program evaluation, the design was constrained by time and budget. In addition, there are other specific data-related limitations that should be taken into account.

- **Illustrative, not definitive.** The most obvious limitation of any qualitative study with a small sample size is that the results are necessarily illustrative and not definitive. Though GDIT applied the highest level of rigor to the fieldwork, the sample projects themselves were unique and had their own sets of circumstances. While every attempt was made to ensure the sample projects were representative of the population of projects within each country, logistically it was not feasible (or safe) to select projects for inclusion in the sample randomly.
- **Unique country priorities.** Each fieldwork country's Peace Corps office has different priorities; and further, within each country, the USAID Mission makes particular types of funds available for SPA projects. For example, in Morocco, all SPA grants were focused on either women or youth. In Malawi, education funds were dedicated only to primary schools, while PCVs worked exclusively in secondary schools. Unique country contexts, community needs, and funding streams mean that the portfolios of projects across countries are, in fact, quite different. While the fieldwork countries were selected to be as representative as possible, specific fieldwork findings cannot always (or easily) be extrapolated to the global context.
- **Administrative data.** One of the most important aspects of the evaluation was to determine the extent to which projects are sustainable. While this was evident during fieldwork, this level of robust and longitudinal information is not available for countries that GDIT did not visit. While PCVs reported the extent to which they tried to make projects sustainable at the end of projects, PCVs grant reports do not reflect the multi-year outcomes related to realized sustainability. Additionally, the administrative data is typically written in the voice of the PCV; the extent to which independent community perspectives are incorporated (either at the time of application or at the time of project completion) is difficult to ascertain.
- **Positivity bias due to the presence of Peace Corps staff during fieldwork visits.** Representatives from local PC Posts and PC/Washington were present during most of the site visits for data collection. While their presence greatly facilitated entry into the communities, it may also have introduced some positive bias into the interview responses, especially with respect to project success/sustainability, long-term effect, and community engagement, as community stakeholders—particularly grantee organizations—were eager to get additional PC funding or new PCVs at their site.
- **Quantification of qualitative data.** At the request of Peace Corps and USAID, the results of the qualitative analysis have been quantified throughout the report. However, these quantifications are potentially misleading and may underrepresent the true occurrence or frequency of findings. This was a deviation from the approved evaluation plan and was requested after the fieldwork had been completed. The approved interview guides were comprised of questions that were open-ended *by design*, to allow respondents to provide the details of their experiences that they believed were the most relevant, and then to allow the evaluation team, on the back end, to identify emergent themes. Interviewers probed for additional details where needed, but not all respondents across all projects volunteered the same type of information. The counts therefore represent the instances where interviewees provided information touching on particular themes, but do not necessarily reflect anything about the cases where these themes were not mentioned.

- **Interview notes rather than transcripts.** The analysis of the qualitative data was based on translated notes from the fieldwork interviews, rather than on full transcripts. While the team made every effort to ensure these notes were as comprehensive as possible—and to include direct quotes where meaningful—the inputs for the analysis are dependent on the discretion of the local fieldwork partner. The potential issues with using notes are compounded by then attempting to quantify summaries.

F. ORGANIZATION OF THE REPORT

The remainder of the report is organized according to the six major research questions. Each chapter begins with a summary of key findings, and is then divided into sections to address each of the sub research questions separately. It is important to keep in mind that the chapters are consciously designed to be stand-alone. This means that in reading the report from start to finish, there is some built-in redundancy, since content that is relevant to more than one research question appears each time it is appropriate. The report offers conclusions and then offers programmatic recommendations, which were developed jointly with Peace Corps and USAID.

I. WHAT ARE THE RESULTS OF COMMUNITY-LED EFFORTS ASSOCIATED WITH SPA GRANT ACTIVITIES? TO WHAT EXTENT ARE THESE RESULTS LIKELY TO BE SUSTAINED OVER TIME?

Community stakeholders reported that SPA grant activities have had meaningful effects in their communities across the different program elements. The SPA grants have addressed real community needs and provided skills and materials that have allowed the communities to sustain and build upon project momentum after the departure of the PCV.

- Forty-nine of the 51 fieldwork communities successfully implemented their projects.
- Thirty-four communities (67 percent) sustained the projects.
- Of those 34, 14 communities continued to expand the project to include other activities or initiatives.

A. WHAT IS THE CURRENT STATUS OF PROJECTS? ARE THERE STILL ASPECTS OF THE PROJECT THAT ARE IDENTIFIABLE IN THE COMMUNITIES?

Through the fieldwork and analysis of multiple data points, it is clear that most of the SPA projects observed during fieldwork have left an imprint on their communities beyond the initial project dates. Identifiable aspects include skills/knowledge retained by individuals and/or shared with others; new skills, techniques, or methods still in use; continuation of activities initiated by projects; tangible outputs still in use and/or being replicated; and skills or capacity-building maintained and utilized by grantee organizations.

CURRENT STATUS OF PROJECTS

Of the 51 SPA projects visited during this study, nearly all were completed as planned, and 34 (67 percent) are still sustained by the community. In all five countries, at least half of the visited projects have been sustained, according to the 4-point scale developed for this evaluation. Furthermore, as shown in Table 5, 14 of these were not only sustained but have been expanded, enhanced, or built on in some way by their respective communities. (For a discussion of factors that influence sustainability, see [Chapter III.](#))

Table 5. Current Status of SPA Projects Visited (Fieldwork Sample)*

	Project completed, sustained, and expanded	Project completed and sustained by community	Project completed, but not ongoing	Project not completed	Total per country
Morocco	0	5	5	0	10
Philippines	5	3	2	0	10
Rwanda	3	5	2	0	10
Peru	6	2	4	0	12
Malawi	0	5	2	2	9
Total by status	14	20	15	2	51

**The four categories in this table represent those developed for this evaluation.*

Project completed, sustained, and expanded. Many SPA-funded activities initiated multi-year follow-on/scale-up programs. In these cases, the PCV and grantee(s) launched the project and provided initial training to participants, who then successfully carried on the work or continued to maintain the equipment or facilities after the PCV left. Projects in this category were not only sustained by the community but also were expanded in some way and/or led to additional development activities. (See [Chapter II.A](#) for new development activities spurred by SPA projects.)

- ➔ A SPA project involved building two hand washing stations at a school using completely locally sourced materials. In addition to maintaining and continuing to use

the hand washing stations at the school, many students and teachers reported that they had built similar hand washing stations at their own homes and for others in their community. (Rwanda, Water and Sanitation)

Project completed and sustained by the community. These projects were completed and were still ongoing during the fieldwork, as observed by the evaluation team. Interviewed community stakeholders expressed ownership of the project and considered it beneficial but did not identify any scale-up or new development activities as a result.

- A SPA project initiated a recycling program at a school. After the PCV left, the students and staff continued the recycling program. (Peru, Clean Productive Environment)

Project completed, but not ongoing. Fifteen of the visited projects accomplished the immediate objectives but the community did not continue with the work after the PCV left. In some cases, short-term activities, such as camps, were not designed to be continued long-term, and in other cases communities were unable to sustain the project or lacked interest in doing so. (See [Chapter II.A](#) for projects that were not sustained but which generated new development activities.)

- A SPA grant funded a trip for a group of students to a national park where they learned about natural resources. Although the participants retained the knowledge gained and were interested in repeating the activity with other students, they were unable to do so due to lack of funds. (Malawi, Natural Resources and Biodiversity)

Project not completed. For projects that were not completed, there was little or no community buy-in or participation in the grant process in general. Additionally, there were concerns with the PCV's relationships with the community and the extent to which there was a significant need for the project within the community. Only two of the project sites visited fell into this category.

Project Outcomes

As illustrated in the SPA Program Theory of Change (Table 1), SPA projects are designed to generate several types of outcomes:

- Ability of partner organization to prioritize, design, plan, finance, and manage similar activities improved (organizational capacity-building)
- Skills, attitudes, knowledge gained by partners/participants and community beneficiaries
- Project participant and community well-being improved in area of program theme/focus

This section examines the results of SPA IV projects in terms of achieving these three planned outcomes, as well as the sustainability of tangible outputs:

- Tangible project outputs (e.g. latrines, water source, classroom equipment) continue to be used and maintained by community

This section incorporates findings from both the global SPA IV data and the fieldwork sample.

Organizational capacity-building for partner organizations

As shown in Table 6, 86 percent of SPA IV grants involved capacity-building of community organizations. Furthermore, nearly eight in 10 grants resulted in the adoption of at least one new practice, while approximately half of the grants resulted in the adoption of at least one new technology. These figures were similar across all fiscal years (FY 2013-FY 2017).

Table 6. Organizational Capacity and New Practices Resulting from SPA Activities (Global Data)

Capacity-Building Indicator	Percentage of SPA IV Grants (n=2,560)
Increased organizational capacity	86%
New technologies adopted	49%
New practices adopted	78%

**As reported by PCVs in Project Completion Reports*

Among the 51 projects visited, 28 grantees reported gaining organizational capacity and/or project management skills as a result of their involvement in SPA projects. Most commonly, grantees mentioned gaining skills in how to manage, sustain and expand projects (11 grantees); increased ability to make an impact on their community with limited resources (eight grantees); and presentation and communication skills (six grantees). In addition, four grantees reported gaining skills in proposal writing. As shown in Table 7, capacity-building was most commonly mentioned by grantees in the Philippines (nine of 10 projects) and Morocco (seven of 10 projects).

Table 7. Organizational Capacity Building (Fieldwork Sample)

	# of Grantees reporting Capacity-Building	Total projects visited
Morocco	7	10
Philippines	9	10
Rwanda	4	10
Peru	3	12
Malawi	5	9
Total	28	51

Following are examples of grantees who reported capacity building:

- A grantee (a women's soccer team) reported that the SPA experience helped them to become ambitious and to look for collaborations with other foreign teams so that local soccer players could play abroad. (Morocco, Civic Participation)
- A teacher who served as the PCV's grantee at a school reported he was trained on different methods of proposal writing and the necessary documentation required when applying for a grant. With the skills gained, he said, the school had applied for a grant from the national government after the PCV left. (Rwanda, Basic Education)

New technologies and new practices adopted. As shown in Table 5 above, the majority of SPA IV projects resulted in the adoption of at least one new practice (78 percent) and/or new technology (49 percent). During the fieldwork, new technologies were most commonly mentioned in reference to computer equipment and software purchased for libraries or educational facilities, which enabled community members, such as teachers and students, to access the Internet and computer-based educational programs.

- Computers bought for a classroom for special needs students in FY14 allowed teachers to incorporate interactive educational games into their teaching. They are still using this technology as of January 2018. (Morocco, Civic Participation)

- An FY14 project that trained fishermen to monitor illegal fishing and protect the environmental resources in their community's waters involved the distribution of cameras and megaphones to help with monitoring. Several years later, the participants reported they still use the cameras for patrolling and still employ new practices developed during the training, including pursuing cases against illegal fishers and conducting coastal clean-ups. (Philippines, Clean Productive Environment)

Skills, attitudes, and knowledge gained by community members⁶

As shown in Table 8, the global administrative data indicate that more than 900,000 individuals across the world have benefited from SPA IV projects. Beneficiaries were more likely to be skew younger and female.

Table 8. Total SPA IV Beneficiaries with Increased Capacity by Gender and Age (Global Data)

	# of Beneficiaries*					
	All Projects					
Age	Male		Female		Total	
<15	165,182	37%	170,500	35%	335,682	36%
15-24	157,805	36%	176,240	36%	334,045	36%
>24	118,860	27%	141,531	29%	260,391	28%
Total	441,847	100%	488,271	100%	930,118	100%

During the fieldwork, project participants, indirect beneficiaries, community leaders, and grantee reported learning and applying useful skills and knowledge from the projects, often remembering details from trainings or activities they had participated in as many as four years ago. Interview respondents most commonly mentioned gaining and continuing to utilize skills or knowledge related to the following areas:

- **Health and hygiene** (15 projects)
 - Importance of hand washing
 - Importance of boiling water before drinking to eliminate potential contamination
- **Environmental protection and disaster preparedness** (13 projects)
 - Recycling/importance of solid waste management
 - How to prepare for a natural disaster
 - Tree planting and maintenance
 - Marine protection and law enforcement skills
- **Professional skills and income-generating activities** (12 projects)
 - How to sew and sell reusable menstrual pads
 - Teaching methods (e.g., interactive classrooms, using technology)
- **Culinary/nutritional best practices** (10 projects)
 - Nutritional value of soymilk and how to produce it
 - How to cook healthy foods
- **Agricultural techniques** (7 projects)
 - How to make compost
 - Permagardening techniques

⁶ For the purpose of this report, "community members" is used as a catchall phrase to include all project stakeholders/beneficiaries within communities, such as direct project participants and indirect beneficiaries, as well as grantees/grantee organization staff and community leaders who reported benefitting personally from project activities.

In interviews, community members described how they have continued to apply and utilize what they learned, as in the following examples:

- ➔ Girls who participated in an FY15 math/science camp reported integrating their interest in these academic fields into their university studies. (Morocco, Natural Resources and Biodiversity)
- ➔ Participants in an FY13 project who were taught the importance of hygiene for cooking and health reported that they still wash their hands before cooking and use the techniques learned to purify water. (Peru, Clean Productive Environment)

Continued Use of Learning from SPA Project

We learned how to add value [to the foods we produce]. Nowadays we preserve our harvest for longer and prepare our foods the right way.

-Indirect Beneficiary, Malawi, Maternal and Child Health

Furthermore, project participants and beneficiaries from 11 projects have shared their knowledge and skills with others, thus multiplying the effect of the SPA activity.

Most commonly, community members shared knowledge/skills related to health and hygiene or agricultural techniques.

- ➔ Students who were able to visit a local game preserve reported sharing what they learned about protecting the environment, conservation and protecting wildlife with their siblings, cousins, parents, friends and neighbors. (Malawi, Natural Resources and Biodiversity)

Multiplier Effect: Sharing Knowledge with Others

I am a member of the community drama club that goes around the neighboring communities performing plays to sensitize people about malaria.

-Participant (student), Malawi, Malaria

After being trained by [the PCV], I went down to the village and trained the expectant mothers on how to calculate their weeks, how to feed their children, and to wash hands after using the toilet.

-Participant, Rwanda, Maternal and Child Health

Similarly, project participants often train other community members to use the skills or techniques they have learned.

- ➔ Fishermen who participated in coastal law enforcement training subsequently trained colleagues so they could help protect their waters. (Philippines, Clean Productive Environment)

Improved community well-being

In the vast majority of visited projects (44 of 51, or 86 percent) community stakeholders reported that the SPA projects had resulted in improved community well-being in at least one area, most often education/learning or health, in some cases helping to prevent life-threatening diseases.

- **Improved health outcomes** (18 projects)
 - ➔ Reduction in malaria cases, thanks to increased awareness of signs and prevention methods. (Malawi, Malaria)
 - ➔ Decreased malnutrition and child stunting in communities served in Rwanda and Malawi, thanks to training in production of new foods, maternal/child health training, and other nutritional and agricultural programs.

- **Improved education** (17 projects)

- Girls attend school more regularly in communities served in Rwanda and Malawi, thanks to improved latrines, reusable menstrual pads, and establishment of girls' washrooms at schools. (Malawi, Rwanda, Maternal and Child Health)
- Students have improved their academic performance in English thanks to resources provided by a community library and an English language resource center at secondary schools. (Rwanda, Basic Education)

SPA Activities Lead to Community Development

The program has had immense benefits to the community, especially mothers who are now able to maintain high health starting at conception. The number of malnourished children has drastically reduced due to these trainings.

-Grantee (Health Center staff), Rwanda

We missed school many times because we couldn't afford the pads and the latrines we used before weren't hygienic, so we just opted to stay at home.

-Indirect beneficiary (girl), Malawi, Maternal and Child Health

- **Environmental protection** (11 projects)

- SPA projects with an environmental focus have resulted in increased protection of fish and coastal areas. For example, adult participants in a marine education project reported the beach was cleaner than it had been because children shared the lessons they had learned about the importance of proper waste disposal with their parents and siblings. (Philippines, Clean Productive Environment)

- **Change in social situation for afflicted social groups** (11 projects)

- Children with special needs have better education in communities served in Morocco and Peru, where SPA projects have provided new classrooms, equipment and teacher training. (Morocco, Civic Participation; Peru, Basic Education)
- Homeless children served by a SPA-funded urban learning center have received more attention and help with meeting their basic needs from community members, and some have started attending school, according to a community leader. (Philippines, Basic Education)
- Community members have shown greater acceptance of gender equality as a result of girls' leadership camps and gender advocate training. (Morocco, Civic Participation, Natural Resources)
- Disabled and elderly people have gained more "dignity and privacy" because they are now able to use latrines built through a SPA project, according to community members and the RPCV. (Malawi, Maternal and Child Health)

- **Increased sources of income for community members** (11 projects)

- A FY15 tree nursery project involved distributing seeds for Moringa trees to community members and teaching them about the benefits of the tree. Farmers who received the seeds and now have their own trees said they have been able to sell the seeds to get extra income. (Peru, Natural Resources and Biodiversity)
- Teachers and students who participated in a school recycling program reported that they continue to collect plastic bottles and sell them at the end of the month. With the extra money, they have been able to buy items such as trash cans, school supplies, and soccer balls. (Peru, Clean Productive Environment)

Continued use of tangible outputs

SPA projects result in a wide variety of tangible outputs, ranging from materials/equipment purchased through the grant, to facilities built (libraries, latrines, etc.), to gardens and trees planted, to the creation of recycling bins or hand washing stations. For 29 of the 34 projects visited that had tangible outputs, these outputs were still in use during the fieldwork. This was a part of the evaluators' observational checklist, in which researchers took note of the condition and use of tangible project outputs:⁷

- ➔ A learning center for education of street children (Philippines, Basic Education)
- ➔ Mosquito nets for malaria prevention (Malawi, Malaria)
- ➔ A sensory stimulation classroom (Peru, Basic Education)
- ➔ A potable water tank providing clean drinking water at a secondary school (Rwanda, Basic Education)

Tangibles no longer in use. Five of the visited projects that produced tangible outputs were not sustained: three environmental projects, one agricultural (a gardening project), and one educational project (a library). The reasons for the outputs no longer being used varied. In a couple of cases, new community leaders decided the project was no longer a priority, and in other cases, the output could not be sustained due to natural causes. (For analysis of the factors that contributed to project sustainability, see [Chapter III.C](#). For common challenges to project implementation, see [Chapter VI.A](#).)

B. WHAT ROLE DID THE PCV, AS AN EXTERNAL ACTOR, HAVE IN THE IMPLEMENTATION OF THE PROJECT? WHAT STEPS DID THE PCV TAKE TO DEVELOP COLLECTIVE ACTION IN THE COMMUNITY?

ROLE OF PCV IN PROJECT IMPLEMENTATION

As conceptualized, SPA projects are collaborations between PCVs and community grantees. Indeed, a key requirement for SPA grants is that funded projects be “community initiated and directed.”⁸ **Of the 51 projects visited, more than half (29) were led or co-led by community grantees, while the other 22, according to interviewed stakeholders, were led primarily by the PCV, with community support.**⁹

To determine the leadership role designations, the evaluation team coded the interview responses from all stakeholders for each project as “community-led” or “PCV-led.”¹⁰

- **Community-led:** community grantees and/or project participants self-reported that the community either took the full lead in implementation or co-led the project with the PCV.¹¹
- **PCV-led:** community grantees and/or project participants self-reported that the project was conceived of and led primarily by the PCV.

In cases where the interviewed stakeholders for a particular project had differing perceptions of how the project was led—e.g., two stakeholders described the project as PCV-led while

⁷ For 24 projects, community stakeholders reported that all tangible outputs were still in use; for an additional five projects, stakeholders reported that some of the outputs were still in use.

⁸ Peace Corps Small Grants Policy and Handbook, 2015.

⁹ See Annex B-1 for breakdown by project.

¹⁰ As noted in the Data Analysis section, these definitions were developed by GDIT.

¹¹ Only one project was identified by all stakeholders as being fully community-led.

two others described it as community leadership—the fieldwork team provided the deciding vote on the leadership role designation based on their observations. (See [Chapter III.A](#) for a full discussion of community leadership roles.) This was done as many as six years after the project was completed, and the final decision was based on opinions expressed by the community and the overall impression of the evaluators who were on-site.

During the fieldwork, the community feedback reflected that the reported nature of the PCV's role in project implementation tended to be specific to the individual project circumstances, including the country and community context, the grantee's availability and interest, and the PCV's relationship with the community and grantees.

For all but one community-led project (28 of 29), interviewed RPCVs¹² and grantees typically described either (1) a collaborative approach where the PCV and grantees worked hand in hand through every stage of project implementation or (2) a division of labor.

1. Collaborative approach: PCV and grantees work hand in hand. In cases where the PCV and grantee had a close working relationship and the grantee had time available to participate fully in project implementation, they reported working together in all stages of the project, from the grant application to the project design and timeline, to the implementation of the activity and follow-up. One common way this manifested was for the PCV and grantee to make visits together to the community members or sites involved in a project.

- ➔ Some PCVs who were embedded at health centers in Rwanda worked on SPA activities used a train-the-trainers model, which involved training community health workers in a new procedure, who were in turn expected to provide trainings in their villages. One RPCV explained that she and her grantee went together to each village to provide a soymilk demonstration, along with the local community health workers. (Rwanda, Agricultural)
- ➔ For a tree nursery project, participants reported that the PCV and grantee visited the school at least once per month to conduct sessions with teachers and parents, and oversee the various stages of the project. (Peru, Natural Resources and Biodiversity)

2. Division of Labor. A reported division of labor often involved the PCV handling the grant application and completion report, budget, logistics, and/or administrative issues, while the grantees handled the contacting of community members and organizations, identifying and mobilizing local resources, and/or assigning tasks to project participants. The acquisition of materials was sometimes handled by the PCV, by the grantees, or a combination.

- ➔ An RPCV who co-led a school library project with her grantee reported “the roles were divided.” The volunteer was responsible for purchasing and transporting the books and managing the construction of bookshelves, while the grantee was responsible for selecting the books, managing the library, and developing a class rotation program. (Peru, Basic Education)

Regardless of the project's reported leadership arrangement as defined by the evaluation team (co-led or PCV-led), 24 of 29 RPCVs who commented on the application process indicated they took the lead on writing and completing the application, typically due to the grantees' lack of English skills or lack of experience in doing such applications. Nonetheless, five RPCVs reported completing the applications together with their grantee, especially when

¹² The evaluation team interviewed a total of 38 RPCVs who were involved in implementing 39 of the 51 projects. In a few cases, the same RPCV implemented two different SPA projects; and in a few other cases, two different RPCVs who had worked on the same project were interviewed. For the remaining 12 projects, RPCVs did not respond to GDIT's request for an interview. The interviewees were primarily RPCVs, but a few were still serving in their communities at the time of fieldwork. In this section, “RPCVs” refers to all PCVs who implemented the SPA projects visited, regardless of whether they are returned or current volunteers.

the grantee had attended the Peace Corps' Project Design and Management (PDM) training with them. (See [Chapter V.C](#) for discussion of the effect of Peace Corps training on project outcomes.)

Some of this division of labor is the result of requirements and common procedures. Per Peace Corps policy, SPA grant applications have to be submitted by PCVs. Because SPA funds are disbursed directly to the PCV, who is liable for funds and thus has a personal interest, as well as a professional obligation, PCVs appear to commonly handle fund management and expense tracking. Additionally, it appears from the fieldwork that most Peace Corps Posts provide grantees with training on SPA grant requirements and/or proposal writing. Thus, when it comes to division of labor, PCVs typically handle grant administrative tasks.

STEPS TAKEN BY PCVs TO DEVELOP COLLECTIVE ACTION

As discussed above, SPA projects are expected to be developed collaboratively by the PCV and local grantees. As with project implementation generally, developing collective action or community buy-in for projects is not typically an effort that a PCV would take on individually, but rather is, in the ideal scenario, a joint effort by all those involved in initiating the project, including the PCV.

The extent of reported PCV involvement in developing collective action depended largely on the PCV's role in the project and on who initiated it – the PCV, the grantee, or other community members. In cases where the project idea reportedly came from the community, there generally was little or no need for the PCV to help develop buy-in, whereas when the idea reportedly came from the PCV, they had to take more initiative. (See [Chapter V.A](#) for a breakdown of the driving force for SPA projects.)

Based on the interview responses from all stakeholders for each project, the evaluation team identified the most common strategies for developing community buy-in.

- **Establishing and cultivating relationships** (26 projects): Community leaders and members were directly solicited by the PCV and/or grantee in order to promote community buy-in.
- **Mobilizing local actors and resources** (26 projects): The resources (financial or asset) of local organizations, individuals or the grantee organization were mobilized to promote community buy-in, giving communities a bigger stake in the project's sustainability.
- **Promoting sustainable skills transfer** (14 projects): The transfer of particular skills was key to the project design and/or implementation.
- **Building on existing grantee relationship with the community** (12 projects): Grantee used existing community relationships, either with service providers or other communities, to promote project buy-in.
- **Utilizing existing community buy-in** (9 projects): Communities either played a large part in initiating the project or were sufficiently enthusiastic before the project began.

(See [Chapter V](#) for a full discussion of strategies for developing community buy-in.)

Most of these strategies could be—and were—reportedly applied by any of three different groups of actors: (1) PCV/grantee collaboration, (2) community stakeholders only, or (3) PCVs only. For the first strategy, establishing and cultivating relationships, following are examples of how this was applied by each of the three types of actors:

- **Relationships cultivated by PCV/grantee collaboration:** According to the grantee for a girls' leadership camp (a youth center), the PCVs and local educators affiliated with the youth center "entered every house in the region" to convince parents to allow their daughters to participate in the camp. This project was perceived by stakeholders as collaboratively led. (Morocco, Civic Participation)
- **Relationships cultivated by PCV:** According to the grantee, the PCV was able to generate support among the health workers on the importance of nutrition for women and children in their communities. The health workers shared that it was not until after their training with the PCV that they felt like they were truly health advisors, and could make a difference in their communities. (Rwanda, Maternal/Child Health)
- **Relationships cultivated by community stakeholders:** According to the grantee for a community garden project, community buy-in was developed by community leaders, who helped form a committee to spearhead the activities of each community kitchen. This project was perceived by stakeholders as collaboratively led. (Malawi, Maternal and Child Health)

The reported specific steps taken by PCVs to contribute to developing collective action varied widely depending on the local cultural and political context. For example, in some countries, local government approval is required to implement a project, so a key step was for the PCV to go to the relevant government office for project approval. In terms of cultural context, the following example illustrates how a PCV used a local custom and cultural integration to develop collective action:

- A volunteer in Morocco said that she spent the first several months of her service visiting community members in their homes, drinking tea, and talking to them to get an understanding of the community's needs. Based on this input, she developed a project idea. By the time she initiated the project, community buy-in already had been established. The community perceived this project as collaboratively led. (Morocco, Natural Resources and Biodiversity)

II. HOW AND TO WHAT EXTENT HAVE SPA GRANT ACTIVITIES CONTRIBUTED TOWARD CATALYZING COMMUNITIES TO IDENTIFY, ACCESS, AND MOBILIZE LOCAL RESOURCES TO MEET THEIR NEEDS?

SPA grant projects and activities have helped catalyze communities to take control of their development needs. Communities have been able to sustain the projects begun under the SPA grants (34 or 67 percent of the communities), and their experiences have allowed them to initiate new development activities and identify new resources and local groups to contribute to these efforts.

- Thirteen communities initiated 20 *new* development activities.
- Seventeen of these 20 activities have been community-led.
- Ten communities reported identifying new local community (internal) resources or groups to support further development.

A. WHAT LOCAL-LED DEVELOPMENT ACTIVITIES HAVE TAKEN PLACE SINCE THE SPA ACTIVITY? HOW WERE THEY FUNDED? WHO WAS THE DRIVING FORCE?

Of the 51 communities visited, 13 reported a total of 20 new development activities since the SPA activity, most commonly in the Philippines and Morocco.¹³ For the purpose of this report, “new development activities” have been defined as new initiatives rather than follow-on activities that continued the initiative started by the SPA grant (which were discussed in [Chapter I](#)). New initiatives, of which half related to the same topic as the original grant, were not direct continuations of grant activities. For example, a Gender Advocate Training in Morocco spurred further work on gender, but the workshops used different materials and approaches than the original grant. The workshop itself was not replicated and did not occur after the initial activity, but it inspired similar activities.

As shown in Table 9, five of these 13 communities reported more than one new activity. **Seventeen of these 20 activities have been community-led**, while two were initiated by international NGOs, and one was a collaboration between the SPA grantee and a PCV.

¹³ This number is approximate because it was not always clear in interviews whether activities were new or had been initiated prior to the SPA grant.

Table 9. New Local Development Activities (Post-SPA Grant)

SPA Activity	Country	Program Element	Funding Year	New Activity	Initiated By	Funded by	Development Need
Stomping Out Malaria	Malawi	Malaria	FY14	Cholera prevention campaign	Participants	Data Not Available	Same (health)
Gender Advocate Training Workshop	Morocco	Civic Participation	FY15	Annual gender equality trainings for 5,000 youth	Grantee	Data Not Available	Same
				Gender equality workshops	Individual Participant	Data Not Available	Same
GAMES Camp (Girls in Math, Science, Engineering)	Morocco	Natural Resources and Biodiversity	FY15	1) U.S.-themed camp 2) Soccer matches	Individual Participant	1) PC 2) Soccer players	Different
English Education Conference	Morocco	Civic Participation	FY14	English club	Individual Participant	American Language Center	Same
Improved Cookstoves (Catcaos)	Peru	Clean Productive Environment	FY15	Early childhood learning center	Data Not Available	Local gov.	Different
Reforestation in Reque	Peru	Natural Resources and Biodiversity	FY15	Community bank	Grantee	Data Not Available	Different
				Shed for school playground	Grantee	Local NGO	Different
Bantay Dagat capacity strengthening	Philippines	Clean Productive Environment	FY14	Income-generating activities, e.g. raising pigs	Local Gov.	Mayor's office	Different
				Website to attract tourists (in planning stage)	Participants	Data Not Available	Different
Coastal Law Enforcement	Philippines	Clean Productive Environment	FY16	Marker buoys	Grantee	FAO and DENR	Same
Sustainable San Jose (Trash management & Environmental Awareness)	Philippines	Clean Productive Environment	FY15	New dump trucks for garbage collection	Local Gov.	Local Gov.	Same
				Anti-smoking campaign in high schools	Grantee	Data Not Available	Same
				Eco Warriors at elementary school	Grantee/PCV	Data Not Available	Same
Early Warning Device & Disaster Preparedness Training	Philippines	Clean Productive Environment	FY15	-Training with NGO -Purchase new siren	Disaster Mgmt. Office	Disaster Mgmt. Office	Same
San Carlos City Learning Center	Philippines	Basic Education	FY15	Education to prevent child labor	World Vision	World Vision	Same
Health Worker Training (kitchen gardens)	Rwanda	Agriculture	FY17	Income-generating activities, e.g. raising rabbits	Concern (NGO)	Concern	Different
Water Purification Tank	Rwanda	Basic Education	FY13	Applied for National Employment Program grant (not started)	Grantee	National gov.	Different

In three cases (all in Morocco), projects where the grant activities were not sustained still catalyzed new development activities.¹⁴ For example, one new activity that has the potential to make a significant change in the community is a series of annual gender equality trainings organized by the grantee organization for a SPA-funded gender training workshop in

¹⁴ Thus, some of the projects listed in Table 9 were identified as “project completed but not sustained” in Table 5 of Chapter I.

Morocco. According to the grantee representative, these annual trainings reach about 5,000 youth each year.

The other three new development activities in Morocco were initiated by individual participants, who reported that they gained new capacity or ideas or were motivated by the SPA project to start the activity on their own:

- A participant in the Gender Advocate Training workshop reported he has subsequently conducted several other gender equality workshops (but did not provide details). (Morocco, Civic Participation)
- A participant who helped organize a girls' math and science camp subsequently organized another camp focused on U.S. culture and society, as well as soccer matches. (Morocco, Natural Resources and Biodiversity)
- A participant in an English Language Education Conference later created an English club at the English language institute where he teaches. (Morocco, Civic Participation)

It is also worth noting that more than half of the projects that spurred new development activities (seven of 13) had an environmental focus: either Clean Productive Environment or Natural Resources and Biodiversity. This proportion is much higher than among the total fieldwork sample, of which one-third of projects (17 of 51) had an environmental focus. Four of these seven environmental projects spurred new development activities with a different focus, so it is not clear if the environmental focus is a factor in spurring new activities.

In terms of funding, as illustrated in Table 9, in six of the new activities, the funding source was not specifically mentioned by the interviewee. These projects, however, were implemented by grantee organizations using existing human resources and/or other community assets. In the Philippines, some new activities have been funded by local governments, which have budgets for development projects. However, municipal government funding was not a potential funding source in Rwanda, Malawi, and Peru, where the communities are extremely cash-poor and typically require external resources in order to do any project that involves making purchases. In Rwanda, for example, the two new development activities mentioned relied on outside funding—in one case from an international NGO, and in the other case from the national government.

A few project participants in Morocco expressed that they would like to pursue further development activities, but have not initiated any due to reported lack of funding sources as well as government regulations (but did not specify what type of activities).

B. HAVE THERE BEEN ANY NEW COMMUNITY GROUPS OR RESOURCES IDENTIFIED SINCE THE SPA ACTIVITY THAT HAVE AIDED IN FURTHER DEVELOPMENT?

One of the desired longer-term outcomes for SPA projects is for local partners to strengthen their networks, both establishing new community groups that can further local development and developing new or stronger relationships with existing local groups. (See [SPA Program Theory of Change](#).) This section relates specifically to internal resource mobilization (See [Chapter V.D](#) for information on external resources).

In the fieldwork interviews, very few communities reported identifying new community groups or internal community resources as a result of the SPA activity. Community stakeholders for

only five projects, in Morocco and the Philippines, mentioned establishing new community groups with people they met during the SPA activity.

- Teachers who attended a SPA-funded English education conference and a child development workshop subsequently established Facebook groups with fellow participants. According to a participant in the child development workshop, the Facebook group allows them to share new skills and to exchange their ideas and practices for teaching methods, thus improving their teaching abilities. (Morocco, Civic Participation and Basic Education)
- An FY14 SPA grant helped the grantee, an association supporting disabled people, to purchase tables and chairs (among other equipment) for a special needs classroom. Since they have this room available, other local associations from the region began holding their meetings at the grantee's facility. According to grantee representatives, these interactions resulted in creating a committee of all associations for the disabled in their region, and they now are thinking about collaborating. (Morocco, Civic Participation)
- Participants in an FY14 eco-park project reported they invited representatives from other nearby communities, and they are still holding monthly meetings and continue working together. (Philippines, Clean Productive Environment)

In addition, an RPCV who served in Morocco reported that as a result of the successful girls' math and science camp, she and her grantees were able to tap several other community groups for subsequent camp activities: "Other organizations were more interested in working with us—we didn't need to apply for another grant because other community groups contributed with giving space and resources."¹⁵

In terms of new resources, participants from three projects in Malawi and Rwanda reported that the SPA activities specifically helped community members recognize new ways of using locally available raw materials to help with development needs:

- In Rwanda, schoolteachers learned how to build "tippy tap" hand-washing stations using wood gathered in the neighborhood and empty milk cartons. The teachers reported that the materials were reusable and very cheap: "This was a new way that we did not know before," one of them said. Some teachers and students at the school have replicated these hand-washing stations at their homes. (Rwanda, Water and Sanitation)
- In both Malawi and Rwanda, participants in gardening projects learned of new raw materials they could use to improve their crop production, e.g. compost and charcoal as fertilizers (Malawi) and eggshells (Rwanda).

¹⁵ These new relationships were not verified by community stakeholders, as the evaluation team was only able to interview one grantee, and he did not mention the follow-on activities with other groups.

III. WHAT ARE THE FEATURES OF SPA GRANT ACTIVITIES THAT DID AND DID NOT RESULT IN SUSTAINED LOCAL CAPACITY TO PURSUE COMMUNITY-LED DEVELOPMENT?

Project sustainability has deep roots in community involvement. It is the relationship between the PCV and the community, as well as the strength of community leadership, which appears to contribute to sustainable outcomes. High community engagement in planning, implementing, and contributing resources to the SPA project was observed to be a key factor in those projects being locally owned and their benefits sustained by the communities.

- Twenty-nine of 51 fieldwork projects were community-led, with 24 (80 percent) resulting in further development efforts, defined as either sustaining the existing activities/project or expanding the project to include new activities and initiatives.
- There was no statistically significant evidence to suggest that project sustainability is primarily driven by specific requirements of the PC Small Grants Framework (funding level, duration, community contribution).
- It is the synergy between the Peace Corps small grants requirements, project goals, community needs, and the PCV's ability to identify a strong partner and catalyze community buy-in that makes projects sustainable over time.

A. HOW AND TO WHAT EXTENT DID THE SPA PLANNING AND IMPLEMENTATION PROCESS EMPOWER COMMUNITIES TO TAKE ON A LEADERSHIP ROLE AND EXERCISE DECISION-MAKING AUTHORITY IN IDENTIFYING AND PURSUING THEIR OWN DEVELOPMENT PRIORITIES DURING THE SPA GRANT ACTIVITY?

Community stakeholders were actively involved in the SPA grant process in the five fieldwork countries. Grantees and community leaders were particularly influential during the planning phase of SPA projects, and were instrumental in generating community support for the projects.

Of the 51 projects visited, more than half (29) featured clear community leadership, while the other 22, according to interviewed stakeholders, were led primarily by the PCV, with community support.

To determine the leadership role designations, the evaluation team coded the interview responses from all stakeholders for each project as “community-led” or “PCV-led.”¹⁶

- **Community-led:** community grantees and/or project participants self-reported that the community either took the full lead in implementation or co-led the project with the PCV.¹⁷
- **PCV-led:** community grantees and/or project participants self-reported that the project was conceived of and led primarily by the PCV.

In cases where the interviewed stakeholders for a particular project had differing perceptions of how the project was led—e.g., two stakeholders described the project as PCV-led while two others described it as community leadership—the fieldwork team provided the deciding vote on the leadership role designation based on their observations. (See [Ch. I.B](#) for the initial discussion of the role of the PCV in implementation.) This, of course, was done as many as six years after the project was completed, and the final decision was based on

¹⁶ As noted in the Data Analysis section, these definitions were developed by GDIT.

¹⁷ Only one project was identified by all stakeholders as being fully community-led.

opinions expressed by the community and the overall impression of the evaluators who were on-site.

In the interviews, five themes from the 51 fieldwork projects were identified as the most common ways in which communities exercised a leadership role during project planning and implementation. Although 29 of the 51 projects were designated as being “community-led”, communities were able to exercise leadership in various domains across all project types.

- **Participation in planning and preparation.** Stakeholders mentioned the importance of community involvement in planning in 26 projects. This was the most cited role for community leadership in the interviews. The community role ranged from identifying key beneficiaries to providing data and knowledge about the community to pinpointing potential project locations. In Rwanda, for example, workers at a health center provided the PCV data on malnutrition, which helped provide a basis for the overall grant application.
- **Engendering Community Buy-In.** Creating a sense of project ownership in communities was mentioned in 12 projects as an important way for communities to exercise leadership during the implementation phase. One of the most striking examples of engendering community buy-in came from a clean environment project in Peru, in which the mayor of the city gave households on the cleanest streets a 10 percent tax break. Households that attended environmental workshops were given a tree and taught how to plant it. This kind of incentive cannot come directly from the PCV, of course, and the fact that community leaders are able to rally support often leads to greater project sustainability.
- **Contributing Key Resources.** The importance of community contributions is a common thread throughout every project, and providing in-kind resources is often the easiest way for communities with finite cash reserves to participate in leadership and increase community involvement in SPA projects. Communities are required to provide at least 25 percent of the total project cost – through either in-kind donations or in cash. In-kind community contributions were cited as important in 12 projects. One illustrative example is a latrine project in Malawi, where members of the community dug the latrines, supplied sand, and provided food for the workers. In this case, while the community could not afford a significant cash outlay, it did have skills and materials that could be utilized.
- **Supervising Implementation.** Eleven projects cited community supervision as important during project implementation, which could include monitoring the project’s progress or managing it in the PCV’s absence. In Morocco, community leaders worked directly with local authorities during project implementation at a school for special needs students, including taking care of paperwork and administrative issues as they arose. This long-term support is important for increasing the likelihood of the project and its outcomes being sustained, as community involvement during the project’s implementation can provide a greater sense of ownership.
- **Supporting the Grant-Writing Process.** Communities also played an important role in the grant-writing process. While many grantees were not as heavily involved in this area, given that English and/or literacy rates are low in many communities served by SPA projects, it is clear that working directly with the PCV on the grant application is an important way for communities to help lead the projects. This was cited as important in six projects, with a typical example from the Philippines stating that a librarian served not only as a source of knowledge for the PCV in a library project, but also helped the PCV put the grant application together.

The qualitative data show that community involvement is essential, even in projects that are reportedly primarily led by the PCV. These projects often included training elements that the community itself was unable to provide. Once the training occurred, however, it was incumbent upon the community to use the skills they had learned.

- ➔ In an anti-malaria project in Malawi, even though the PCV trained the community on how to use and repair mosquito nets, the community itself needed to continue this work when the PCV was not around, especially since there were issues with nets being used incorrectly or not for the intended purpose.
- ➔ In Peru, the PCV spearheaded the acquisition of cook stoves, which many in the community had never had and did not know how to use, and trained community members on their use. The community health center pitched in once the grant was under way to encourage healthy cooking and to ensure people were using the cook stoves correctly, and in this way supported the PCV-led project.

More than half the project sites visited were community-driven projects, indicating a high level of interest in the communities in addressing their own development needs. This chapter also will discuss how communities were able to continue and expand their SPA projects. This ability cannot be separated from the notion of ownership over projects. In each of the 14 highly sustainable projects visited, the reported level of community ownership was high, and encouraged by the PCV.

B. WHEN AND HOW DID THIS EXPERIENCE OF LEADERSHIP AND DECISION-MAKING POWER IN THE CONTEXT OF THE SPA GRANT ACTIVITY CONTRIBUTE TO ENHANCED LOCAL CAPACITY FOR, OR INCREASED FREQUENCY OF, COMMUNITY-LED ACTION AFTER THE ACTIVITY ENDED?

To address this research question, the evaluation team examined the extent to which a community leadership role during the SPA project contributed to three expressions of enhanced local capacity: (1) sustainability of SPA activities, (2) grantee capacity building, and (3) new community-led development activities after the SPA project.

1. Contribution of Community Leadership to Sustainability of SPA Grant Activities.

The evaluation demonstrated the essential contribution of community involvement and leadership in creating sustainable SPA projects. All projects that were considered sustainable had high levels of community engagement and leadership, and both the community members and PCVs with whom we spoke continually referenced the cooperative nature of the projects. For projects that were reportedly community-led, 83 percent were sustained by the community, a higher proportion than the 67 percent of total projects that were considered sustainable. It makes intuitive sense that community-led projects would naturally lead to greater local ownership and thus greater sustainability, and reinforces the general observation of sustainability relating to community buy-in.

2. Contribution of Community Leadership to Grantee Capacity Building. One of the most important ways that SPA grants can benefit communities is to strengthen capacity among community members and organizations that can then be leveraged into new development activities. Overall, 17 of 29 grantees in community-led projects (or 59 percent) said they or their organization strengthened their skills or capacity necessary for sustaining development in their communities in community-led projects. The focus on grantees is important, here, as grantees were usually the PCVs' grantees, and as such had the most in-depth knowledge of the grant process and outcomes.

3. Contribution of Community Leadership to New Development Activities. Through interviews with grantees, beneficiaries, participants, and community leaders, we determined

that seven community-led projects resulted in new development activity being conducted in communities affected by the grant¹⁸. There was not a statistical correlation between community leadership new development activity, and only 21 percent of community-led projects spawned new development. That said, the lift for developing new projects is quite large, and the fact that community-led grants did lead to some future development is encouraging overall.

C. DID ANY OTHER SPECIFIC FEATURES OF GRANT ACTIVITY – SUCH AS GRANT AMOUNT, PERCENTAGE OF COMMUNITY CONTRIBUTION, DURATION OF ACTIVITY, SIGNIFICANT BEHAVIOR CHANGE/EDUCATION COMPONENTS, OR GENDER/AGE OF DIRECT PROJECT PARTICIPANTS – CONTRIBUTE TO MAKING PROJECT OUTCOMES MORE OR LESS SUSTAINABLE?

PROJECT STATUS AND CORRELATION WITH PROJECT SUSTAINABILITY

As noted in [Chapter I](#), GDIT made determinations as to the overall sustainability of each of the 51 fieldwork projects. In addition to describing these projects, a goal of the overall analysis is to determine which, if any, characteristics of the projects were strongly correlated with sustainability.

Project not completed. For projects that were not completed, there was little or no community buy-in or participation in the grant process in general. Additionally, there were concerns with the PCV's relationships with the community and the extent to which there was a significant need for the project within the community. A very small proportion of the total projects visited, just two projects, fell into this category.

Project completed, but not ongoing. GDIT visited 15 projects (29 percent of all fieldwork projects) that were implemented and completed as planned, but that were no longer in existence when the fieldwork took place. Interviews from these projects generally showed that community members and project participants remembered the project, but that they had stopped participating for a variety of reasons including lack of funds, waning community interest and/or engagement, and lack of necessary skill to continue.

Project completed and sustained by the community. These projects made up a plurality of the total fieldwork projects (39 percent), with the project still ongoing or tangible outputs still in use when the fieldwork occurred. The community knowledge of and participation in the project was high, and the community utilized existing internal resources or generated new ones to continue the project.

Project completed, sustained, and expanded. By far the biggest lift for any community is not only to continue the SPA project but also to expand upon it. Despite this challenge, 27 percent of the projects we saw were ongoing and flourishing. Grantee organizations were able to utilize knowledge or skills gained during the SPA grant process to gain additional funds, and the communities identified new areas of need as well. In the interviews, participants, beneficiaries, and community leaders were still excited and knowledgeable about the project.

Using these ratings as a foundation, we conducted analyses to determine the extent to which project characteristics were correlated with sustainability. These included:

- Funding amount
- Project duration
- Participant characteristics, such as age and gender
- Time between the end of the project and the PCV close of service

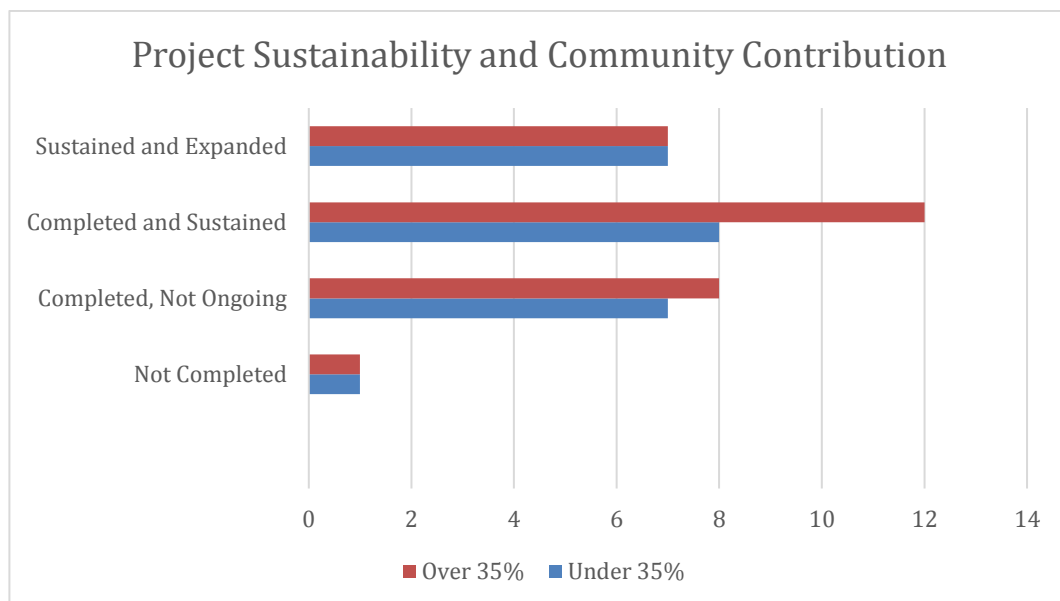
¹⁸ The concept of community is somewhat fluid, as grants may affect more than just the physical community or village in which they are located.

- Community contribution percentage
- Program element
- Fiscal year
- Existence of training elements

Surprisingly, there was no statistical evidence that these individual metrics are instrumental in determining whether a project is sustainable. (The full analysis is presented in Annex A). It is likely that these factors working together, combined with the underlying framework of the existing Peace Corps small grants requirements, were important for increasing project sustainability. For example, the analysis showed that just over half of projects visited had community contributions above 35 percent. Of all the fieldwork projects evaluated, 14 were completed, sustained, and expanded. Seven of these projects had less than 35 percent community contribution, and seven had more than 35 percent community contribution, as illustrated in Figure 1.

For projects that were completed and sustained, 12 out of 20 had a community contribution over 35 percent. This suggests that greater community contribution levels may have a positive effect on project sustainability. However, this potential effect does not reach an acceptable level of statistical significance: this may be due to the relatively small sample size of sustainable projects.

Figure 1. Project Sustainability and Community Contribution



This serves to show the extent to which projects are distributed throughout various levels of not only project status, meaning the extent to which the projects were sustained over time, but also of project characteristics. While Figure 1 is just one example, this type of distribution is repeated for each of the elements identified as potentially explanatory for project sustainability.

Another potentially important factor for sustainability is the duration of the project. Although there was no statistically significant correlation between our sustainability ratings and project length, it is worth noting that over 71 percent of fieldwork projects that were sustained and led to new development activities had a project duration of more than three months. It may be the case that, overall, project duration is not a determining factor, but from the limited fieldwork evidence, duration could possibly contribute to sustainability over time. Twelve of

the 17 projects that were completed but not sustained also were in progress for more than three months.

That few correlations were found for the individual requirements is not an indictment of the SPA program, particularly given the small sample size of the fieldwork projects. That the vast majority of projects evaluators visited during the fieldwork can be considered successes despite not sharing easily quantifiable characteristics speaks the ability of PCVs and communities to work together on a wide range of projects and make them highly sustainable. The small grant requirements – community contribution, community leadership, and meeting community needs – create a framework that contributes to project success, while also remaining flexible to meet the unique circumstances of each community the grants serve.

EXAMPLES OF SUSTAINABLE PROJECTS

Sustainable fieldwork projects included grant funding ranging from \$500 to \$10,000,, low to high levels of community contribution, and project durations from three-day workshops to long-term projects. The overall success of the SPA program, then, does not seem to be related to easily quantified individual metrics.

In Morocco, there were multiple projects with high levels of sustainability.

- ➔ One project involved youth center participants creating and maintaining a ping-pong club, as well as participating in regional tournaments, with the total funding for the project at just over \$800. (Morocco, Civic Participation)
- ➔ At the other end of the spectrum, a project aimed at assisting special needs students, through buying equipment like computers, cost about \$3,800. (Morocco, Civic Participation). A similar project in Peru that built a sensory stimulation classroom, which was then greatly expanded once the project ended, cost \$1,400. (Peru, Basic Education)

Even within similar project areas, budgets varied widely, yet the projects themselves were sustained by the community.

- ➔ In Rwanda, a project that focused on providing educational toolkits that educated women about menstruation and pregnancy cost \$6,600. (Rwanda, Maternal and Child Health)
- ➔ A project that aimed at improving sanitation at a school, including refurbishing latrines and building two hand-washing stations, cost about \$1,200. (Rwanda, Water and Sanitation)

Both of these projects were sustained and also expanded. These are clear examples that sustainability and project scale-up are not specifically tied to funding amount.

Many projects involve a formal capacity-building training activity element, with the PCV training community members, but the fieldwork teams saw sustainable projects that relied on training participants and sustainable projects that did not have a formal capacity-building training activity component.

- ➔ In Malawi, a school latrine project, still in use and thriving at the time of the fieldwork, was paid for with the grant, but a contractor was hired to construct the latrines. There also was another project that was still in effect, in which members of the community were trained on planting and maintaining fruit trees, and then disseminated that knowledge to the community as a whole.

- ➔ There were similar projects in the Philippines, in which fishermen attended a formal training on preventing illegal fishing and then shared their knowledge with the community.

As was seen in the quantitative analysis of the fieldwork data, projects can be sustainable at any funding or community contribution level, with any program element, and regardless of time factors. The external factors of the projects are, based on this analysis, not predictive of long-term sustainability. Rather, it is the synergy between the Peace Corps small grants requirements, project goals, community needs and the PCV's ability to catalyze community buy-in that makes projects sustainable over time.

FACTORS PROMOTING SUSTAINABILITY

Despite the lack of statistically significant correlations linking specific project elements to sustainability, the qualitative findings suggest that projects can become sustainable with enough community engagement.

This synergy was expressed by both RPCVs and Post staff, with 23 interviews citing four important factors for sustainability. Three of these factors are the previously identified small grants requirements – community-led, serving a community need, and community contributions of at least 25 percent – with the fourth being a strong grantee for the PCV. While PCVs have official counterparts assigned to them by the Peace Corps when their service begins, they can work with other community members (often members of grantee organizations) on grant activities. Thus, PCVs can identify strong partners when the official counterpart either cannot or does not want to be involved in a project.

Eighteen interview participants argued that community involvement and having a strong grantee were vitally important for project sustainability.

- **Community Involvement.** In Malawi, a SPA program coordinator argued that community involvement leads to greater “ownership and sustainability” for projects. Similarly, a returned PCV from Morocco considered project ownership essential to providing opportunities for communities that may have few opportunities to advance or succeed.
- **Strong Grantee.** In the Philippines, a SPA coordinator said the chances for project success are much higher when there is a strong relationship with a grantee, and that Post discourages PCVs from developing projects with grantees when the relationship is lacking. An SPA coordinator in Rwanda also echoed this sentiment.

This dovetails with our overall perception of sustainability, and shows that both Posts and PCVs are cognizant of how important it is to build relationships with the community and to cultivate relationships with strong grantees that are invested in their communities and have the skill and desire to continue to pursue development projects.

One factor that also may have led to sustainability was the Project Design and Management (PDM) Training described by the fieldwork countries. [Chapter V](#) gives more detail on how the PDM training was reportedly utilized in the fieldwork countries, but it is worth noting that

Sustaining Projects

After the training [on fishing], the Local Government Unit paused and asked, “What should we do after the training? Something should be done. Here was our supervisor who appreciated and recognized the needs. He made sure that these were part of the annual investment plan. Starting with his leadership as the head of the office, we established the incentive system.”

-Grantee, Philippines, Clean Productive Environment

there was a positive correlation between PCV and grantee attendance at PDM trainings and project sustainability.

D. TO WHAT EXTENT DID THE IMPLEMENTATION OF THE SPA ACTIVITY FULFILL THE INTENT OF THE QUALIFICATIONS OF THE SMALL GRANT FRAMEWORK AS LAID OUT BY THE PC SMALL GRANTS PROGRAM VOLUNTEER HANDBOOK? WAS CONFORMING TO, OR DEVIATING FROM, SPECIFIC ELEMENTS OF THOSE QUALIFICATIONS IMPORTANT TO REALIZING (OR NOT REALIZING) THEIR INTENT?

The SPA program's primary intent is to meet community needs through community-led grant activities that promote capacity building. As such, grants must meet pre-defined criteria in order to be approved, including requiring a community contribution of at least 25 percent of the project's total budget, and PCVs must record this data in both the grant application and the project completion report.

In interviews with Post staff, all eight interviewees confirmed that projects that are selected for funding meet all of these requirements. Posts form small grant committees that meet to discuss grant applications, and feedback is delivered to PCVs. Interviews with Post staff portray the SPA grant process as iterative, with comments and suggestions from Post incorporated into final grant applications. Posts also take grant project alignment with development goals into account. In Malawi, for example, all education PCVs are assigned to primary schools, but mission funding for the SPA program is exclusively for secondary schools. As such, PCVs need to construct their grant applications to comply with this goal.

Given that the fieldwork projects GDIT saw conformed to the grant requirements, and the strong insistence on the part of Post staff that projects must conform to those standards, it seems clear that conforming to the mandatory small grants framework is crucial for project success.

The global completion reports provide a wealth of data on overall project design and outcomes, including community contribution levels, PCV assessments of the total number of beneficiaries and project participants, and whether the projects built capacity within the community. These categories serve as proxies for the overall intent of the grants: community need, community leadership, and increased capacity building.

Table 10 provides an overview of these averages in the global project data and the fieldwork data subset.

Table 10. Project Reach and Intent

	Global Projects	Fieldwork Projects
Community Contribution	37%	38%
Participant Involvement	150	134
Indirect Beneficiaries	2,375	735
Beneficiaries with Increased Capacity	363	339
Service Providers with Increased Capacity	18	16

The completion report data indicate that projects, on average, have at least some effect on thousands of beneficiaries, and they increase capacity for hundreds of those individuals. It is

important to note, of course, that the completion reports are written as the grant is ending, and thus cannot reasonably assess sustainability.

The global data vary widely depending on program element. For example, civic participation projects saw, on average, less than half as many directly involved participants than did health-related projects. Health sector projects had, on average, the highest number of participants and beneficiaries, but this may well be a function of the overall design of health projects and not necessarily a measurement that reflects the efficacy of health-related projects relative to other sectors.

The fieldwork projects listed in Table 10 include projects that were sustained and those that were not. Within these groups, there are three main differences of note:

- Community contribution levels for sustained projects averaged almost 40 percent, compared to 34 percent average community contributions for projects that were not sustained.
- Similarly, sustainable projects averaged 171 direct participants, with un-sustained projects averaging 58 direct participants.
- Projects that were not sustained averaged more indirect beneficiaries (783) than sustainable projects (710)

While it is tempting to conclude that more community involvement leads to more sustainable projects, causality is difficult to establish and, as noted in Section III C, no statistical correlations were found between these elements and project sustainability. That said, these data do suggest that increasing community involvement has at least the potential to increase the odds that a project will become sustainable over time, although projects that were not sustainable reached more beneficiaries on average.

It is important to note that these data come with caveats. First, the fieldwork projects were not representative of the entire SPA IV Program in terms of program element, funding levels, or community contribution. This was done out of necessity, as the fieldwork countries themselves had unique programmatic features, and the projects were chosen with particular attention paid to the feasibility of travel and with safety concerns in mind. Thus, direct comparisons between the global data and the fieldwork projects are not advisable.

Second, it is important to note that these averages are largely devoid of project context. While a Clean Productive Environment project in Peru reached 5,000 indirect beneficiaries, it is not necessarily the case that it was more effective than a Maternal and Child Health project in Malawi that reached 140 beneficiaries. Project success and overall benefits to the community are difficult concepts to define, particularly when projects are unique and attempt to achieve different outcomes. Comparing a health project in a small village in Rwanda to a larger town in the Philippines may not be particularly useful, given the potential asymmetry in community needs and the total number of potential project beneficiaries.

Comparing the outcomes of the fieldwork projects to the global data, then, requires a good deal of caution. Future projects may benefit from focusing not on the absolute number of beneficiaries, but rather the percentage of the community a project reaches.

IV. WHAT OPPORTUNITIES DO STAKEHOLDERS SEE TO CONTINUE MAKING PROGRESS ON COMMUNITY DEVELOPMENT AFTER SPA GRANT ACTIVITIES HAVE ENDED, AND WHAT FACTORS MIGHT PREVENT THEM FROM DOING SO?

Stakeholders highlighted changes in their communities and themselves as a result of the SPA projects. Project involvement in various capacities (as leaders, participants, or beneficiaries) fostered self-confidence and a sense of empowerment. In addition, the projects helped communities feel united around a common purpose. These positive effects are independent of current project status – that is, whether or not the project has been become sustainable. Factors preventing implementation are covered in [Chapter VI.A.](#)

- For 59 percent of the fieldwork projects (30 of the 51), participants and beneficiaries said the project brought people together.
- For 53 percent (27 of the 51), participants and beneficiaries said that they were empowered by their involvement.
- Forty-five percent (23 of the 51) were specifically designed to benefit women, youth and children. Women who participated in the SPA projects have gained skills that allow them to improve the wellbeing of their families and have taken on more active roles in their communities.

A. DO COMMUNITIES CITE ANY DIFFERENCE IN THEIR COMMUNITY AS A RESULT OF THE SPA ACTIVITY THAT ALLOWED THEM TO BETTER IDENTIFY AND MAKE PROGRESS ON THEIR DEVELOPMENT PRIORITIES?

Interviews with community members – community leaders, project participants, and project beneficiaries – underscore the effects of participating in the SPA grants on their communities well beyond the tangible outputs and outcomes of the projects. Community members identify two main ways in which the SPA grants have changed the community and their view and understanding of community agency: bringing the community together and engendering feelings of empowerment. As a result of these changes, communities are better poised to see opportunities to develop their communities as they arise.

Bringing the community together. In 59 percent (30 out of 51) of fieldwork projects visited, participants, beneficiaries, and community leaders most frequently discussed and provided examples of how participation in SPA projects has brought communities together around common purposes:

- ➔ In Malawi, for example, the community came together to fight malaria; families learned to share scarce resources (mosquito nets) with families that did not have any (Malawi, Malaria).
- ➔ At a school in Peru, teachers and students came together to secure school supplies; they now collect the plastic bottles to recycle and then sell them at the end of the month to generate income. (Peru, Clean Productive Environment)
- ➔ In Malawi, parents united to provide labor and materials to help build a school library. They also worked together and helped mobilize students to attend the reading groups after school. (Malawi, Basic Education)

Community Mobilization

Even though it is expensive for homes to get a tank like the one we have, we can mobilize the community to always boil the water they drink

-Participant interview, Malawi

We have formed a group of about thirty people to build latrines for the less fortunate in the society

-Indirect Beneficiary interview, Rwanda

Feeling of empowerment. Self-confidence, new knowledge, and skills garnered through participation in SPA projects have resulted in communities feeling more empowered. In over half of the fieldwork projects (27 or 53 percent), participants and beneficiaries felt empowered to share with the wider community and act as agents of change. The interviewees explained how their newly developed sense of empowerment led to concrete changes for the community:

- ➔ In Morocco, community attitudes changed as a result of participation of girls in the soccer camp. These changes were reported by the grantee, participants, and the girls themselves. Community members became more open minded about girls' participation in sports, in academia and in the public domain (work). (Morocco, Civic Participation)
- ➔ A small community in Peru attributed its confidence in approaching the local government and asking for support to the SPA project. The experience also inspired them to look for other sources of support and to work together to improve the community's basic services. (Peru, Clean Productive Environment)
- ➔ In Rwanda, community members saw themselves as role models. They participated in *Umuganda*, a monthly community service day, to educate their neighbors about nutrition, cleanliness, and child health. (Rwanda, Agriculture).
- ➔ In Peru, the success of the library (from the SPA project) inspired the school to embark on a beautification initiative. The parents association and the municipality joined forces to implement a Green Areas project in the school. (Peru, Basic Education)

Sense of Empowerment

Health workers are now more empowered and equipped with the relevant skill to prevent Malaria and use that to train the community members

-Community Leader, Malawi

It boosted our confidence how to handle the situation in case of emergencies. The concept shared during the training was very important. You can apply it in your life especially during times of disaster.

-Participant, Philippines

B. DO WOMEN IDENTIFY AS MANY OPPORTUNITIES FOR COMMUNITY DEVELOPMENT AS THEIR MALE GRANTEES? ARE THERE DIFFERENCES IN THE PERCEIVED OPPORTUNITIES BASED ON AGE?

SPA projects appear to be successful in trying to adjudicate gaps in access to development opportunities for traditionally vulnerable groups; women, youth, children. Table 11 provides a side-by-side comparison of the gender and age distribution of the project beneficiaries for the global data and the fieldwork projects. Both sets are skewed slightly towards women, and heavily towards children and youth.¹⁹

¹⁹ Compared to the census of projects, the fieldwork projects appear to have a slightly higher representation of women (1%) and higher (8%) representation of beneficiaries over the age of 24.

Table 11. Gender and Age Distribution of Project Beneficiaries

	# of Beneficiaries*											
	All Projects						Fieldwork Projects					
Age	Male		Female		Total		Male		Female		Total	
<15	165,182	37%	170,500	35%	335,682	36%	3,112	38%	3,140	36%	6,252	36%
15-24	157,805	36%	176,240	36%	334,045	36%	2,261	28%	2,449	27%	4,710	27%
>24	118,860	27%	141,531	29%	260,391	28%	2,821	34%	3,471	36%	6,292	36%
Total	441,847	100%	488,271	100%	930,118	100%	8,194	100%	9,060	100%	17,254	100%

*As reported by PCVs in Project Completion Reports

Of the 51 projects in the fieldwork sample, 23 projects (45 percent) were specifically designed to benefit children, youth, and women. (The other projects also may have benefitted them, but they were not the exclusive targets). Most of these projects were related to civic participation, basic education, and maternal and child health.²⁰

Table 12. SPA Projects with Focus on Women/Girls, Youth, and Children (Fieldwork Sample)

Country	Project Name	Beneficiaries	Program Element
Morocco	Girls Adventures in Mathematics, Engineering and Science (GAMES) Camp	Girls	Natural Resources and Biodiversity
Morocco	Ain Chegag Student Run Ping-Pong Club	Youth	Civic Participation
Morocco	Second Annual Souss Girls Soccer Camp	Girls	Civic Participation
Morocco	2nd Annual Sous Massa Regional GLOW Camp	Youth	Civic Participation
Morocco	Explorer's Club Correspondence and Visit	Youth	Civic Participation
Morocco	Skill Development Program for Special Need Students	Children	Civic Participation
Rwanda	The Female Health and Childcare Project	Women	Maternal and Child Health
Rwanda	Water Sanitation and Hygiene Campus Improvements	Girls	Water and Sanitation
Rwanda	English Language Resource Center	Youth	Basic Education
Rwanda	Water Purification and Potable Water for Mpanda VTC	Children	Basic Education
Rwanda	Construction of the CDV Community Library	Children	Basic Education
Philippines	Disaster Risk Reduction Management and Theater Workshop	Youth	Basic Education
Philippines	I Read: I Imagine Workshop and Victorian Reading Space Project	Children	Basic Education
Philippines	Library Development	Youth	Basic Education
Philippines	San Carlos City Learning Center	Youth	Basic Education
Philippines	Enhancing San Jose's Marine Education Center	Youth	Natural Resources and Biodiversity
Malawi	Tsogolo Magazine -Malawi Youth Magazine Project	Youth	Basic Education
Malawi	Nkhorongo CDSS Girls' Latrine and Washroom	Girls/women	Maternal and Child Health
Peru	Sensory Stimulation Classroom of Disabled Youth	Youth	Basic Education
Peru	Ecological School	Children	Clean Productive Environment
Peru	Elementary School Library	Children	Basic Education
Peru	Promoting Proper Waste Management in School Systems	Children	Clean Productive Environment
Peru	Healthy Environment - Improved Cookstoves in San Pedro	Women	Clean Productive Environment

During the interviews, beneficiaries of these targeted SPA projects shared ways in which they had specifically benefited (as opposed to benefits to the entire community). Selected examples from the fieldwork visits are provided for each target audience to show the range

²⁰ The target audience is associated with the program element, and driven by country priorities. At the country level, when the focus is on civic participation and the implementation is through youth centers as in the case of Morocco, it is no surprise that youth should be highly represented among the project beneficiaries.

of impacts, including changes in skill and knowledge, improved self-confidence and self-efficacy and agency (activity in the community).

WOMEN

- Women gained concrete knowledge and learned new skills that helped them to improve the quality of life for their families.
 - ➔ In Rwanda, women learned how to prevent malaria by correctly using the mosquito nets and learning to repair them. (Rwanda, Malaria)
 - ➔ In Peru, Rwanda and Morocco, women learned how to cook healthier food to combat malnutrition and illness. (Peru, Clean Productive Environment; Rwanda, Nutrition; Morocco, Civic Participation)
 - ➔ Women learned about the importance of proper hygiene to prevent illness, including hand washing and boiling water. (Peru, Clean Productive Environment; Rwanda, Nutrition; Morocco, Civic Participation, Malawi, Agriculture)

New Skills

Mothers were taught how to prepare food and therefore less children visit the hospital due to malnutrition
-Community Leader interview, Malawi

- Women assumed a more active role in their community/school. As a result of what they have learned, women felt more prepared to take an active role in their families and communities.
 - ➔ In Peru, as a result of the SPA project, mothers now take the lead in organizing a moringa food festival where they prepare food with moringa and share it with the community. (Peru, Natural Resources and Biodiversity)
 - ➔ In Rwanda, women are participating more in community meetings to discuss community affairs such as the nutritional challenges that the families face. (Rwanda, Nutrition)
 - ➔ In both Rwanda and Peru, women in some of the project communities have gotten together to form an investing and savings club (called a Sacco in Rwanda) or a community bank (Peru) to save money to invest in a project that benefits the community. (Peru, Natural Resources and Biodiversity; Rwanda, Maternal and Child Health)

Active Role

Mothers have come together to form a Sacco where they contribute some money which will be later be invested in a common project
-Grantee interview, Rwanda

GIRLS

- Girls increased their self-esteem, developed social and professional skills, and had opportunities to take better care of their health.
 - ➔ In the soccer camps for girls in Morocco, girls not only learned to play soccer but also acquired critical life skills such as learning the value of discipline, dedication, and commitment. The camp gave them the opportunity to meet with new girls from other cities, and open up to the country's other subcultures, which are sometimes less conservative than the culture of the region. (Morocco, Civic Participation)

Girls' Activities

Girls benefit from the latrines, they no longer miss school due to poor sanitation
Community Leader interview, Malawi

- ➔ In Malawi and Rwanda, girls benefitted in different ways from latrines and sanitary pad workshops, with improved hygiene and an enhanced sense of security leading to reduced absenteeism from school. (Rwanda, Water and Sanitation; Malawi, Maternal and Child Health)

YOUTH

- Young people had increased access to dedicated spaces (youth centers, libraries) designed specifically to help them develop in diverse ways as a result of the grant projects.
 - ➔ One of the SPA projects in Morocco improved a youth center by buying ping-pong equipment and encouraging youth to play ping-pong. Parents who saw their children participating in ping-pong felt that participating in the ping-pong club helped their children focus to achieve something; a skill that is applicable to their lives outside of the center as well. (Morocco, Civic Participation)
 - ➔ In Peru and Malawi, youth benefitted from libraries that became a safe space for them to read and study. (Peru, Basic Education; Malawi, Basic Education)
- Youth gained agency to protect themselves, their communities and the environment.
 - ➔ In Rwanda, youth received training from health center staff and community health workers on disease prevention. They shared this knowledge, in turn, with their communities, and trained community members on how to prevent malaria and the transmission of HIV. (Rwanda, Maternal and Child Health)
 - ➔ In the Philippines, youth learned how to protect their environment through a marine protection center and murals in the schools (pictorial representations of what to do to protect the environment). (Philippines, Natural Resources and Biodiversity)

DISABLED CHILDREN AND YOUTH

- Disabled children and youth learned real-life skills in spaces tailored to their disabilities, and were less isolated from community life.
 - ➔ In Peru, a SPA project created a sensory stimulation classroom at school for severely disabled children. Time in the sensory stimulation classroom has been integrated into the daily schedule for these children; as a result of their activities there, they are better able to pay attention, be tolerant of different textures, and focus on activities, thereby improving their basic quality of life. (Peru, Basic Education)
 - ➔ In Morocco, a youth association for disabled children has enabled children to have a community space to gather. They are no longer isolated in their homes, and have access to skilled instructors and equipment. (Morocco, Civic Participation)

V. WHAT MOTIVATES STAKEHOLDERS TO ENGAGE, OR NOT TO ENGAGE, IN COMMUNITY-LED DEVELOPMENT EFFORTS, AND HOW CAN PROGRAMS DESIGNED TO CATALYZE COMMUNITY-LED DEVELOPMENT BEST APPROACH THOSE MOTIVATIONS?

SPA project stakeholders are motivated to engage in community-led development efforts in multiple ways, though the source of the idea is not the driving force in motivating community engagement. Attendance at Project Design and Management (PDM) trainings, conducted by the Peace Corps, and the use of a variety of engagement methods to encourage community buy-in, appear to be key factors in driving project sustainability.

- Project sustainability is independent of the original generator of the idea: 21 of 30 (70 percent) projects identified by the PCV were sustained, while four of seven (58 percent) projects identified by a local organization were sustained.
- More than half of projects used two or more tactics in encouraging community buy-in.
- In every country studied, a sustainability gap exists between projects where implementers received PDM training and projects where implementers did not receive that training. Of 28 projects where implementers received PDM training, 21 were sustained (75 percent); of 23 projects where implementers did not receive PDM training, 13 were sustained (58 percent)
- Only 16 of the 31 projects (52 percent) with no connections to government or NGOs were sustained in themselves, while 18 of the 20 projects (90 percent) that did have these connections were sustained

A. HOW WAS THE SPA PROJECT IDENTIFIED AND PRIORITIZED: BY THE PCV, COMMUNITY MEMBERS, LOCAL ORGANIZATION?

In evaluating how projects were identified and prioritized, interview responses revealed four categories of sources of primary project ideation: PCV, local organization, non-organization community element, or joint PCV/grantee effort. These categorical distinctions are summarized in Table 13 below.

Table 13. Project identification and prioritization

Project identification category	Number of projects	Number of sustained projects	Average community contribution percentage
PCV	30	21 (70%)	37%
Local organization	7	4 (58%)	39%
Non-organization community element	4	1 (25%)	33%
Joint PCV/grantee	10	8 (80%)	41%
<i>Total</i>	51	34 (67%)	37.8%

Project ideas germinating from the PCV constituted the majority of project inspirations—30 of 51 projects (or 59 percent). Notably, the inspiration for a project does not appear to have much effect on the ultimate sustainability of the project, or even of the ultimate community financial contribution. **These data suggest that ideas succeed or fail independently of who originally came up with the idea, and that other project aspects may be better determinants of project sustainability.**

B. HOW WAS BUY-IN DEVELOPED IN THE COMMUNITY FOR THE PROJECT?

Engendering community buy-in is crucial in ensuring that projects are sustainable and carry a lasting effect on community development. This insight is particularly evident to Peace Corps post leadership: in interviews with post leadership in all five of the fieldwork countries, community buy-in and participation were directly cited as critical factors in ensuring project sustainability.

In understanding actions that stimulated community buy-in, project buy-in activities and scenarios fall into five distinct categories, summarized as follows:

- A. **Establishing and cultivating relationships (26 projects):** Community leaders and members were directly solicited by the grantee and/or PCV in order to promote community buy-in.
 - A PCV visited various community and health centers to facilitate trainings on purified water. (Rwanda, Basic Education)
- B. **Mobilizing local actors and resources (26 projects):** The resources (financial or asset) of local organizations, individuals or the grantee organization were mobilized to promote community buy-in, giving communities a bigger stake in the project's sustainability.
 - A local professional women's soccer club assisted a girls' soccer camp project by leading outreach and recruitment of girls to the camp. (Morocco, Civic Participation)
- C. **Promoting sustainable skills transfer (14 projects):** The transfer of particular skills was key to the project design and/or implementation.
 - A PCV invited the parents of schoolchildren to participate in one of the sensory stimulation sessions so that they could repeat the exercises in their homes. (Peru, Basic Education)
- D. **Building on existing grantee relationship with the community (12 projects):** Grantee used standing community relationships to promote project buy-in.
 - A grantee for a Bantay Dagat capacity building project was highly connected with other marine organizations; and the fishermen's organization was well-connected with other fishing groups. (Philippines, Clean Productive Environment)
- E. **Utilizing existing community buy-in (9 projects):** Communities either played a large part in initiating the project or were sufficiently enthusiastic before the project began.
 - A PCV described the villages affected by a fruit and tree nursery training as so excited to participate that no buy-in activities or additional approvals were really required. (Malawi, Agricultural Sector)

Twenty-nine projects—more than half—used two or more of these approaches to stimulate community buy-in.

C. IS THERE EVIDENCE TO SUGGEST A RELATIONSHIP BETWEEN COMMUNITIES RECEIVING ANY SMALL GRANTS PROGRAM TRAININGS OR GUIDANCE IN ADDITION TO THE SPA PROJECT, AND BETTER OUTCOMES FROM THE SPA PROJECT?

Small Grants Program (SGP) trainings are trainings given to PCVs, grantees, or grantee organizations in order to assist them with the SPA application and implementation processes. For the SPA projects in this evaluation, the specific SGP training was the PDM training.

Respondents familiar with the PDM trainings generally spoke of them as having a positive effect on project implementation, except for a few interviewees who felt that a correlation would be difficult to discern between PDM training and positive project outcomes. For RPCVs, nine of 12 who described a PDM effect thought it was positive, six of nine post interviewees saw a positive result from PDM training, and all nine grantees who mentioned a PDM influence described the training as a positive influence. Most respondents mentioned developing grant-writing skills, learning how to ascertain community needs, and understanding resources available to them throughout the grant process as the elements of the PDM trainings that provided the most help.

The PDM trainings were analyzed on a per-project basis to determine if any relationship could be established between these trainings and project sustainability. These were classified as having a positive effect on sustainability, no effect, or the effect could not be established by the interview notes. For 23 of the projects, PDM training was either not mentioned or not attended.

Table 14. Relation between Small Grants Program training and project outcomes

SGP training status	Malawi	Morocco	Peru	Philippines	Rwanda	Percent of projects that were sustained
Not applicable (n=23)	3	4	6	3	7	57%
Positive effect (n=16)	1	3	6	4	2	75%
No effect (n=2)	2	0	0	0	0	50%
Effect not established (n=10)	3	3	0	3	1	80%

These data suggest a positive relationship between PDM trainings and project sustainability. Taking advantage of the fact that each country has a fairly even split between projects whose implementers participated in an PDM training and projects whose implementers did not participate in such a training, these data can be parsed further to illustrate this seeming relationship, as is conveyed in Table 15.

Table 15. Project Design and Management Trainings and project outcomes, by country

Country	Percent of Projects Sustained	No PDM Training (Percent of Projects Sustained)	PDM Training (Percent of Projects Sustained)
Malawi	56%	33%	67%
Morocco	50%	25%	67%
Peru	67%	67%	67%
Philippines	80%	67%	86%
Rwanda	80%	71%	100%
Total	67%	57%	75%

In all countries except Peru, projects where implementers received PDM training were more likely to be sustained than when they did not.

D. TO WHAT EXTENT ARE LOCAL PROCESSES OF ENGAGEMENT AND LINKAGES WITH COMMUNITY SERVICE ORGANIZATIONS, GOVERNMENT AGENCIES, AND OTHER INSTITUTIONS LED BY THE COMMUNITY? WHY OR WHY NOT?

At the time of the evaluation visits, different communities had variable degrees of contact with government agencies, NGOs and other organizations. This section specifically references external resources outside of the community. (For information on internal community resources that were activated as a result of a SPA grant, see [Ch. II-B.](#))

In answering questions about these external relationships, responses from participants, community leaders, grantees, and RPCVs revealed 20 projects that engaged with these types of outside organizations, and 31 projects that did not connect with other groups. Reasons for associating with other groups fell into two categories²¹:

- **Securing material resources or funding (13 projects):** Organizations provided resources that supplemented grantee activities.
 - ➔ A Bantay Dagat group linked with the Bureau of Fisheries, which provided a budget for heavy-duty aquatic markers with solar lights in order to delineate prohibited areas. (Philippines, Clean Productive Environment)
 - ➔ A school library partnered with the British Council, which supplied the library with newspapers and magazines. (Rwanda, Basic Education)
- **Obtaining technical support (12 projects):** Organizations furnished trainings or skills development to grantees.
 - ➔ A women's soccer club that conducted a camp for girls received help conducting educational activities and workshops from a group called "Popular Childhood." (Morocco, Civic Participation)
 - ➔ After a successful permagardening project, an NGO called "Go Malawi" entered the community to encourage additional gardening techniques. (Malawi, Agricultural Sector Capacity)

Four projects secured government support, and 17 projects were able to secured continued funding from NGOs. The Bantay Dagat project described above received support from a government bureau in addition to a university in India.

Activating external resources seemed to have a positive effect on sustainability. Of the 20 projects in which external resources were leveraged, 18 (90 percent) were rated as sustainable. On the other hand, only 16 of 31 projects (52 percent) that did not utilize external resources were sustained.

²¹ Five projects fit into both of these categories.

VI. ACROSS SPA GRANT ACTIVITIES, WHAT HAVE BEEN THE COMMON CHALLENGES TO COMMUNITIES ORGANIZING FOR MUTUAL BENEFIT, AND HOW CAN PROGRAMS DESIGNED TO CATALYZE COMMUNITY-LED DEVELOPMENT HELP COMMUNITIES TO ADDRESS THESE CHALLENGES?

While 49 of the 51 fieldwork projects were successfully completed, the projects faced several common challenges during the planning and implementation phases. These challenges inspired communities and the PCV to devise innovative and clever solutions.

- The most common challenges encountered during SPA grant activities, as reported during fieldwork interviews, are budget issues (29 percent), lack of community engagement (49 percent), environmental issues (18 percent), and lack of material resources (18 percent).
- The most important lessons learned for catalyzing community development activities like SPA projects, according to interviewed stakeholders, are: (1) obtain support from community leaders and other key community stakeholders early on; (2) plan the project scope and timeline carefully to ensure the project can feasibly be completed within the projected time frame; and (3) include training of community members.

A. WHAT ARE THE MOST COMMON CHALLENGES THAT COMMUNITIES ENCOUNTER WHILE PLANNING AND IMPLEMENTING A SPA GRANT ACTIVITY, AND HOW WERE THESE ADDRESSED? WHAT FACTORS INFLUENCED WHETHER THESE CHALLENGES WERE SUCCESSFULLY OVERCOME (OR NOT)?

COMMON CHALLENGES AND SOLUTIONS

Communities inevitably encountered challenges while planning and implementing SPA grant activities. Nonetheless, the PCVs and the communities were able to overcome many of the challenges and achieve positive outcomes for the community. Only in extreme situations, as with natural disasters, did challenges disrupt the progress of the activity. The most common challenges across projects in all five countries visited are discussed below.²²

Challenge: Budgeting and funding issues. In 15 of 51 projects (29 percent), RPCVs, grantees, and/or participants reported some type of budgeting or financing challenge. For example, the fluctuation in prices of raw materials—such as cement in Malawi and bricks in Peru—was not foreseen by the PCV during the preparation of the grant application and it is unclear if the grantee had been initially consulted.

- **Solutions.** To overcome the budgeting and financing issue, several solutions were implemented successfully by the grantee and the PCV, most notably: (1) grantees were able to redirect funds from other activities to the SPA project; (2) grantees assisted the PCV in procuring the raw materials and were able to buy them at a discounted price; and (3) selecting less expensive resources for project materials.
- ➔ According to community leaders, a latrine project faced budget issues because the allocated funds were not sufficient to complete the activity, due to an underestimation of costs during the grant application process. They believe that the advice of a community member with greater budgeting experience could have prevented this from happening. The school's administration allocated funds from other activities and solved the budget issue, however, which enabled them to complete the project. (Malawi, Maternal and Child Health)

²² Other challenges included long travel distances, lack of sufficient time, language skills, and difficult relationships between PCV and the community. These were mentioned in four or fewer projects.

- According to the grantee for an environmental training program, the project experienced a variety of additional expenses not anticipated in the grant application. To solve the issue, the PCV and the grantee paid for the additional expenses with their own resources, and the project was completed as expected. However, it is unclear if the additional funds were reimbursed. (Philippines, Clean Productive Environment)

Challenge: Lack of community engagement. As noted in [Chapter III](#), community engagement is a key element in project sustainability. Similarly, the lack of community engagement—on the part of community leaders, organizations, local government, or other community members—was identified as a common challenge in 24 of the 51 projects (nearly 50 percent). This issue was raised mainly by grantees (for 16 projects).

In seven projects, interview respondents said that community members did not see, at least initially, how the project would benefit their lives or thought that the new ideas would impact them negatively, and it was difficult to change their mindset. In nine projects, the loss of engagement occurred at the outset of the project and in eight projects, it was lost during the implementation phase of the project. Causes ranged from the lack of project ownership by the community to lack of motivation on the part of participants. Local government leaders, in seven projects, were opposed to the project because of political rivalry or because they did not see any benefits to them personally.

- **Solutions.** PCVs and grantees most commonly addressed this issue either by (1) communicating with the community to explain the benefits of the project or (2) to start the project activities with a smaller group to illustrate the benefits and eventually develop buy-in as the community saw the initial positive results.
 - According to the grantee in a gardening project, creating the garden beds required moving a significant amount of earth, and the community members were not keen on doing such intense labor. However, once the PCV started shoveling and removing the dirt and rocks, others felt compelled to help. (Peru, Clean Productive Environment)
 - In the case of a soccer camp aimed at empowering young girls in Morocco, there was good deal of resistance by members of the community, as the community as a whole was very conservative. The PCV and the grantee spoke directly to parents to alleviate their concerns, and put procedures in place to ensure the girl's safety and privacy. In the end, the parents authorized the girls to participate and the activity was considered successful. Even now, the grantee still receives requests to conduct the activity again. (Morocco, Civic Participation)
 - During implementation of a library project in Peru, the project leader from the community unexpectedly died. Although the project was completed, it has not been utilized by the community. The library board is trying to reengage the community and garner support from local officials to reopen the library. (Peru, Basic Participation)

Challenge: Environmental issues. In nine projects, grantees and participants mentioned challenges related to natural disasters or difficult environmental conditions. The region that was most affected by this issue was Peru, where projects suffered from excessive rains *and* from droughts.

- **Solutions.** For projects affected by heavy rains, such as those in the path of El Niño in Peru, little could be done to prevent damage to tangible assets, according to

grantees. However, for projects affected by drought, such as the ones in Peru and Malawi, the issue was mitigated by the beneficiaries and grantees.

- ➔ According to participants in a nutrition training project, weather represents an important factor for the kitchen gardens. Prior to the project, the gardens died as a result of lack of water and heat. The grant, however, taught the community how to water their kitchen gardens to ensure better yields. Additionally, communities located in the valleys receive pumps that supply them with water during the dry season. (Rwanda, Nutrition)
- ➔ According to the grantee for a school environmental project, prior to the grant activity, the school director was hesitant to proceed with the garden component of the activity. He believed that it would not grow because of the severe drought the region was facing. To mitigate this situation, the school committee and the director established an informal policy where students, school staff, and teachers would bring water jugs each day and fill a large water tank. The water was used for the school's daily needs and the remaining water was used to irrigate the garden. (Peru, Clean Productive Environment)

Challenge: Lack of material resources. According to interview respondents for nine of the 51 projects, problems such as the lack of planting materials, books or computers affected the outcomes of an activity.

- **Solutions.** For situations where a lack of material resources was an issue, communities came up with innovative solutions:
 - ➔ A malaria prevention project entailed the distribution of mosquito nets to the participating households. However, according to participants, each household received only two nets. This was insufficient as the households in the community are very large and sometimes have up to six children. These households have financial difficulties and cannot afford to buy more nets. They are dependent on the nets distributed by the government. However, the government distributed nets once and promised to continue, but that has not happened since. In spite of this, the community continues to receive orientation and conduct malaria awareness trainings on malaria prevention and mosquito net maintenance. Malaria cases within the community were diminishing as of April 2018. (Malawi, Malaria)
 - ➔ According to the grantee and participants in a tree nursery project, after the project was implemented, the farmers wanted to continue to plant more trees. However, they ran out of the polythene bags needed for the seedlings in the nurseries. Farmers were able to overcome this issue by using old sugar packets to plant the seedlings. According to the grantee, this capability of developing new solutions is a result of the training they received from the PCV. Farmers are now capable of improvising and developing alternative solutions and they continue to expand the plantations and reduce malnutrition in their communities. (Malawi, Agricultural Sector)

In two cases, communities were not able to overcome the lack of material resources. This is true in the case of books for a library project as well as a project distributing mosquito nets. The projects suffered because of the lack of financial resources and/or the fact that the central government had not provided additional materials at the time of the evaluation visit.

FACTORS THAT INFLUENCED ABILITY TO OVERCOME CHALLENGES

Four key factors emerged from the interviews as influencing the ability to overcome challenges, across all the types of challenges discussed above: community

engagement, persuasion, resourcefulness, and empowerment.²³ Often—in seven of the 18 projects for which influencing factors were identified—two of these factors in combination helped to overcome challenges, as shown in Table 16. Most commonly, community engagement (eight projects) and/or persuasion (10 projects) were the factors that made the difference.

Table 16. Factors Influencing Ability to Overcome Challenges

Project	Challenge(s)	Community Engagement	Persuasion	Resourcefulness	Empowerment	Total Factors
MLW-3: Fruit and Tree Nursery Training	Lack of material resources		x	x		2
MLW-5: Girls' Latrine and Washroom	Budget issues / Natural Causes	x		x		2
MLW-8: Stomping out Malaria	Lack of community engagement / Material resources		x			1
MLW-9: Tsogolo Magazine	Lack of community engagement / Material resources		x	x		2
MOR-2: Ping-Pong Club	Not identified				x	1
MOR-5: English Education Conference	Budget issues	x		x		2
PER-3: Ecological School	Lack of community engagement / Natural Causes	x				1
PER-7: Improved Cookstoves	Lack of community engagement		x			1
PER-10: Waste Management in School	Lack of community engagement		x			1
PH-1: Bantay Dagat Capacity Strengthening	Lack of community engagement / Budget issues	x	x			2
PH-4: Community Marine Protection	Not identified				x	1
PH-5: Marine Education Center	Budget issues	x	x			2
PH-7: Mangrove Eco-Park	Lack of community engagement / Budget issues		x			1
PH-10: Sustainable San Jose	Budget issues	x	x			2
RW-2: English Language Resource Center	Lack of community engagement / Budget issues	x				1
RW-7: Soy Milk Village Project	Lack of community engagement / Materials / Budget issues				x	1
RW-8: Female Health and Childcare	Lack of community engagement		x			1
RW-10: Water/Hygiene Campus Improvements	Budget issues	x				1
Total Projects: 18*		8	10	4	3	

*Includes only those projects for which facilitating factors were clearly identifiable from interviews.

Community engagement. As noted earlier, lack of community engagement is one of the most significant challenges to SPA projects, whereas the presence of community engagement is key to project sustainability. Along the same lines, the interviews confirmed that projects that have strong community engagement are more likely to overcome any challenges encountered, because community members are invested in seeing the project through and thus are willing to make the effort needed to achieve the planned outcomes.

➔ For a project that developed an English language resource center at a secondary school, the students at first did not appreciate the importance of the English language. Nonetheless, according to the grantee, the school management was fully on board and supported the resource center. The students now visit the center regularly and try to improve their skills in English. (Rwanda, Basic Education)

²³ These factors represent the evaluation team's interpretation of the most common themes mentioned during interviews. However, interview respondents were not asked directly to identify factors influencing their ability to overcome challenges, so not all respondents addressed this. Furthermore, not all respondents reported challenges.

Persuasion. Particularly when a project challenge was lack of community engagement, persuasion was used effectively to bring the community on board. In these cases, the PCV and grantees provided the needed push through persistent explanations, conversations, and guidance to convince the stakeholders to see the long-term benefits of the project for the community. In some cases, as mentioned earlier, community members were convinced of the benefits of the project over time when they saw successful results. (In this sense, project success itself can be considered a factor that influences the ability to overcome this challenge.)

- ➔ For a school waste management project, the main challenge was the lack of support from the mayor, but the participants moved forward with the initial stages of the project anyway. According to participants, once the municipality saw the success of the fashion show and the career fair, they started to provide the resources needed to complete the project. (Peru, Clean Productive Environment)

Factors that Help to Overcome Challenges

Persuasion: *We did not allow these resistant individuals to have their way. We called an assembly meeting in our barangay [coastal community] so we could explain to them what needs to be done for the good of all.*

Resourcefulness: *Since there were not enough grafting bags, we now use used sugar bags to plant the seedlings.*

Resourcefulness. When grantees or other community members apply creative approaches to project challenges, this helps them to overcome difficulties. For example, interviewed stakeholders mentioned reallocating or creatively managing funds to overcome budget challenges, or coming up with alternative ideas to overcome lack of material resources.

- ➔ A project that supported an English education conference ran into budget issues when organizers realized the grant funds were insufficient. They applied both resourcefulness and community engagement to solve this problem. According to one project participant, they were able to redistribute the funds and also solicit participating teachers to each make a small contribution. (Morocco, Civic Participation)

Empowerment. Community members and grantees who feel empowered have the skills and confidence to be able to overcome challenges. In particular, stakeholders in Morocco, the Philippines, and Rwanda mentioned that the training they received during the project—either the PDM or direct training from the PCV—helped them to feel empowered. For example, a PC Post representative in Rwanda noted that when grantees attend PDM training with PCVs, their projects are more likely to succeed. (See [Chapter V.C](#) for the importance of training.)

- ➔ A major challenge for a project that introduced soymilk to combat malnutrition was changing the mindset of community members, who were not accustomed to drinking soymilk. The grantee said that training community members in the nutritional benefits was critical to bringing them on board. (Rwanda, Agricultural Sector)

B. WHAT ENGAGEMENT STRATEGIES—IN AREAS INCLUDING BUT NOT LIMITED TO ESTABLISHING AND CULTIVATING RELATIONSHIPS, FOSTERING LINKAGES AMONG LOCAL ACTORS AND RESOURCES, PROGRAM MANAGEMENT, SUSTAINABLE SKILLS TRANSFER, AND MOBILIZATION OF LOCAL RESOURCES—HAVE BEEN SUCCESSFUL AND UNSUCCESSFUL ACROSS SPA ACTIVITIES (IN HELPING TO CATALYZE COMMUNITY-LED DEVELOPMENT)?

In [Chapter V.B](#), five community buy-in strategies were discussed: establishing and cultivating relationships; mobilizing local actors and resources; promoting sustainable skills transfer; building on existing grantee relationships with the community; and utilizing existing community buy-in.

As shown in Table 17, directly establishing and cultivating community relationships and mobilizing local actors and resources were the two most frequently cited approaches to fostering community buy-in. While both non-sustained and sustained projects established relationships at a nearly equal level, there is a wide gap between sustained and non-sustained projects with respect to mobilizing local actors and resources. Fifty-nine percent of the sustained projects utilized this method compared to only 35 percent of non-sustained projects. (Please refer back to [Chapter 1](#) for a discussion of sustainability).

Table 17. Percent of Fieldwork Projects Utilizing Different Community Buy-in Approaches

Project sustainability	Establishing and cultivating relationships	Mobilizing local actors and resources	Promoting sustainable skills transfers	Build on existing grantee relationships with community	Utilizing existing community buy-in	Average number of cited approaches
Non-sustained	53%	35%	12%	29%	6%	1.0
Sustained	50%	59%	35%	21%	24%	2.0

Note: Four projects—three non-sustained and one sustained—did not present information on community buy-in approaches.

Similarly, relying on existing grantee relationships does not seem to promote long-term sustainability: we note this reliance decreasing in the transition from non-sustained to sustained projects, with 29 percent of non-sustained projects utilizing existing grantee relationships, and only 21 percent of sustained projects doing the same.

- ➔ Conducting separate, focused trainings for teachers who could reinforce key principles in addition to generalized trainings for the school community with regards to female hygiene and menstrual pads for the Water Sanitation and Hygiene project. (Rwanda, Water and Sanitation)
- ➔ Inviting parents of students to partake in sensory stimulation sessions in order to encourage parents to conduct the same activities at home, in addition to guiding other teachers towards leading most of the exercises, for the Sensory Stimulation Classroom project. (Peru, Basic Education)
- ➔ Illustrating to community leaders and school staff that a lot of the resources required for a potable water tank project were already on hand, and that a similar school had already successfully installed the same system. (Rwanda, Basic Education)

Employing multiple approaches to increase community buy-in generally resulted in greater project sustainability, with 65 percent of all sustainable projects utilizing multiple approaches.

C. WHAT LESSONS CAN BE DRAWN FROM THESE EXPERIENCES ABOUT HOW PROGRAMS CAN MOST EFFECTIVELY CATALYZE AND EMPOWER COMMUNITIES TO LEAD THEIR OWN DEVELOPMENT?

This section reports on the feedback given by interview respondents when directly asked what lessons they had learned from their SPA project experience, what they would do differently if they were to start over, and what advice they would give to others implementing a similar project. Three lessons were most commonly mentioned by community stakeholders, RPCVs, and Peace Corps post staff: (1) community support of projects is crucial for community empowerment; (2) a realistic project scope and timeline is important for achieving project objectives; and (3) training of community members empowers them to lead further development.

1) Projects that have strong support from the community, community leaders, and/or local government are likely to be successful and empower the community to be self-driven (37 of 51 projects). The following examples are illustrative:

- ➔ According to the PCV for a waste management project, to ensure a project's sustainability, the PCV must know the community well, have a good grantee, and if possible have the support of the local government. During the project implementation, the PCV did not receive support from the local government. However, once the local government saw the success of the project and its positive effect on neighboring communities, it started supporting the project and currently the community still holds the activities. (Peru, Clean Productive Environment)
- ➔ According to a participant in a community garden project, the community leaders helped the PCV to identify and elect a committee to spearhead the activities of each community kitchen, hence promoting community participation. The support from the community leaders facilitated the sustainability of the project, as the community is well engaged and active and the fruit and sweet potato farming still continues, reducing cases of malnutrition in the region. (Malawi, Maternal and Child Health)

2) The project scope and timeline should be planned carefully to ensure that the project can feasibly be completed within the projected time frame (36 of 51 projects). According to interviewed RPCVs, proper project planning, scope, and time management are major factors influencing a successful outcome and therefore improve the project's sustainability. RPCVs stated that good organization, advance planning, clarity, and accurate budgeting are key to completing projects.

3) Training by the PCV during the grant can have an important effect on empowering communities to lead their own development.

Of the 51 projects evaluated, participants, RPCVs, and grantees in 19 projects reported the importance of training. They emphasized that training provides beneficiaries with the necessary knowledge that enables them to progress and feel confident in their future.

Furthermore, they pointed out that training helps communities shift their mindset about their current living conditions and gives them an understanding of their potential.

Importance of Training

The transfer of skills is the most important part of the process so that they can continue the work even after they leave.

Grantee, Philippines, Clean Productive Environment

Beneficiaries from 11 projects that included training reported sharing and transferring that knowledge to other community members, creating a multiplier effect (see [Chapter I.A](#)). This knowledge transfer is illustrated in the following examples:

- Community members who participated in the a tree nursery program reported that thanks to the training received, they are now planting different varieties of trees and are able to understand and replicate the grafting technique as well as pass it on to other community members. (Malawi, Agricultural Sector Capacity)
- The grantee for an eco-park project stated that the training they received was fundamental, because participants can continue to use what they learned. (Philippines, Clean Productive Environment)

CONCLUSIONS

Throughout the evaluation process, the GDIT team was consistently struck by the strong positive feelings that the vast majority of the fieldwork projects engendered among stakeholders. This was illustrated during the fieldwork planning process, when it became clear there was a great deal of interest in speaking with the evaluation teams. GDIT spoke with 664 individuals across the five fieldwork countries, an average of 13 individuals per fieldwork project. In certain cases, primarily in Rwanda, fieldwork staff had to ask that *fewer* interviewees participate to ensure that conversations remained focused. This, however, is clear evidence that these projects had the ability to mobilize communities even after the projects themselves had ended.

The average fieldwork project had a final budget of \$3,216, a community contribution of 38 percent, and:

- Directly engaged 33 direct project participants
- Increased the capacity of 338 beneficiaries
- Reached 734 indirect beneficiaries

These statistics are impressive, but they speak to a larger theme: regardless of varying levels of community contribution, leadership, and budget, SPA IV projects left a mark on the communities that they served. While not every project completed all initial goals or met every community expectation, the fact is that the projects were remembered fondly and contributed to communities in ways that go beyond statistics.

The project statistics from the fieldwork corroborate this story. Twenty-nine of the 51 fieldwork projects were primarily led by the community itself. Thirty-four projects were sustained, with 14 expanding on the initial concept. Further, multiple projects that were not directly sustained resulted in further community-based work. According to the global administrative data, over 930,000 people worldwide directly benefitted from SPA IV projects, and over 380,000 directly participated in SPA project implementation, all with an average final budget of just over \$2,000.

SPA IV projects faced many constraints: a lack of time and money, communities that are remote, poverty-stricken, or both, and reliance on PCVs who also have multiple other responsibilities in addition to grant projects. The fact that PCVs and communities were able to come together, in spite of constraints and difficulties, and plan and implement ambitious projects that affected the lives of community members is worthy of continued investment. In short, the evaluation team believes that the SPA IV Program is a major success for the Peace Corps and USAID.

RECOMMENDATIONS

The main recommendation of the evaluation is that a focus on community leadership, and in particular strong grantee relationships with the community, is vital for project sustainability. To that end, Peace Corps and USAID, in collaboration with GDIT, developed four main recommendations, all of which place the community at the center of the SPA grant process.

APPLICATION DOCUMENTS AND REVIEW PROCESS: REFOCUS THE APPLICATION AROUND COMMUNITY LEADERSHIP AND STAKEHOLDER ENGAGEMENT TO PROMOTE PROJECT SUSTAINABILITY.

- **Training.** PCVs and grantees should receive training prior to beginning project design on the importance of community participation for long-term sustainability. They should also receive instruction on how to identify community resources, partners, and strategies to encourage buy-in.
- **Application Form.** The Peace Corps should revisit the SPA application form to encourage PCVs to strategically plan for project sustainability, not just project completion. The new form should require PCVs to:
 - Identify strategies for developing and maintaining community buy-in
 - Articulate how the project will develop local capacity
 - Specify potential follow-on activities;
 - Propose community partners and resources for follow-on activities;
- **Review.** The Peace Corps should pay increased attention during the application review process to ensure that the PCV has partnered with the appropriate community leaders, developed strategic partnerships, planned for community buy in, identified local resources and designed a project that can be sustained by the community.
- **Verification.** Prior to award, the Peace Corps grants coordinator should verify the community commitment and project understanding by asking for a local language project summary, speaking with the community grantee by phone, submitting a mini-application or requiring a letter of support by the community project leader and/or local leader.

PROJECT DESIGN AND IMPLEMENTATION: RESTRUCTURE PROJECT DESIGN PROCESS TO BETTER INCORPORATE COMMUNITY INPUT, NEEDS AND STRENGTHS,

- **Tools.** Make use of existing tools (such as Peace Corps' Participatory Analysis for Community Action) to help identify and prioritize community needs that could be addressed by a SPA grant
- **Training Content.** PDM and Small Grants training should cover the following project design components:
 - Establishing and cultivating community relationships early
 - Incorporating knowledge and skill transfer between project participants, beneficiaries and their communities (multiplier effect)

- Involving community members in project planning (ideas, resources, activities, buy-in) and sustainability
- **Training Structure.** PDM trainings should not be limited to a single counterpart. Having multiple community stakeholders attend will build greater capacity for the community and will ensure that multiple perspectives and ideas are incorporated into initial planning. It also will contribute to project continuity in implementation.
- **Community Involvement.** PCVs should encourage community ownership, empower local leadership, and promote community agency by:
 - Mobilizing members early and engaging them throughout project design and implementation;
 - Co-planning the project scope and timeline carefully to ensure that the project can feasibly be completed within the projected time frame;
 - Co-writing and co-developing the budget narrative for the grant application
 - Working with the community to identify local actors and resources;
 - Including training as a component of the project (for multiplier effect/sustainability);
 - Ensuring project content and goals are driven by community need and local context.

SUSTAINABILITY: PROVIDE COMMUNITIES WITH THE TOOLS TO IDENTIFY, CREATE, AND MOBILIZE NEW RESOURCES AND STAKEHOLDERS TO SUSTAIN AND EXPAND COMMUNITY-LED DEVELOPMENT ACTIVITIES.

- **Community Resources.** Community-led activities should consider, and be designed around, locally available resources to facilitate project expansion. The availability of financial resources to maintain, sustain, and expand project objectives should also be of great concern. If communities do not have access to sufficient financial resources, initial development activities should be intentionally designed to help identify, create, and mobilize new resources.
- **Community-based Committees.** Where possible, activities should incorporate community-based committees that can take the lead on developing follow-on activities and guide the community through any expansion and scaling up processes.

MONITORING, EVALUATION & LEARNING: CONTINUE TO INVEST IN MONITORING SPA PROJECTS DURING PROJECT IMPLEMENTATION, AND USE THAT LEARNING TO PROMOTE BEST PRACTICES.

- **Field Visits.** Peace Corps should continue to encourage Posts to conduct periodic field visits to small grants field-level projects, using existing SPA funds where possible.
- **Programmatic Evaluation.** Peace Corps posts should be encouraged to negotiate additional SPA funding from USAID missions for broader programmatic evaluations at the field level. Ideally, this will result in clearer and more effective guidelines based on observations at the community level.
- **Data Tracking.** Peace Corps should consider tracking the field visit data in the grants database to systematically capture information from the field visits.

- **Measures of Success.** Peace Corps should reconsider measures of project success and sustainability, especially as it relates to completion report data. Current completion reports ask PCVs to assess total numbers of beneficiaries and project participants, but it may be more useful to assess the percentage of the intended population that benefitted from a project.
- **Sustainability Assessments.** Future evaluations of field-level programs—whether conducted by a field office or a headquarters office—should include visits to local leaders, partner organizations and stakeholder communities to fully assess sustainability, in terms of community relations, availability of resources and the ability to mobilize those resources, community empowerment and motivation to take action, and existing project status. This requires the provision of adequate staff time and other resources.
- **Future Evaluations.** Follow-up evaluations should consider assessing the extent to which project leadership affects sustainability. Additionally, it may be worthwhile for Peace Corps to test whether having multiple community members attend PDM training (as opposed to only the grantee) makes a difference for sustainability.

ANNEX A: RESULTS OF QUANTITATIVE ANALYSIS OF GLOBAL ADMINISTRATIVE DATA

The Peace Corps provided GDIT with global administrative data for the SPA IV program, which consisted primarily of data drawn from grant applications and completion reports from PCVs who received SPA grants. These data were used to conduct rigorous quantitative analysis to determine the extent to which the administrative data can shed light on the success of the SPA program.

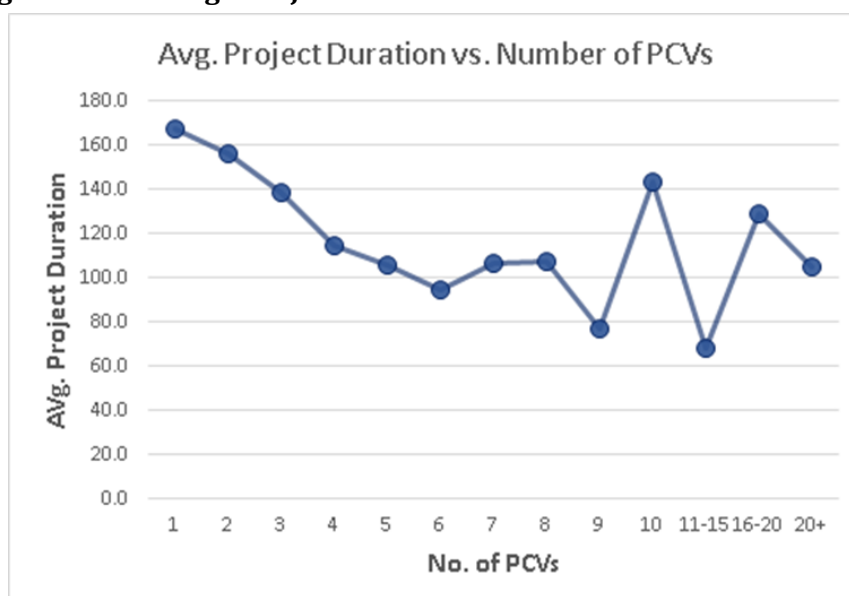
GDIT found, however, that there was little in the administrative data that related to project sustainability or overall success. The reason for this is that, given that the data is based on PCV completion reports and applications, it cannot reasonably assess project sustainability. PCVs write completion reports before their close of service (COS) date and thus cannot provide any data on whether the project is sustained over time.

As a result, the focus for the administrative data was to determine whether there were correlations between project elements themselves. There were few such clear correlations, but several were of interest.

Project duration and PCV close of service. The qualitative data, particularly interviews with returned PCVs, indicated that one of the main challenges in completing a project was time, both in terms of how long the project lasted and how close it was to the end of their service, already a stressful and hectic time. The data was heavily skewed (greater than 50 percent of all projects) towards projects ending fewer than three months before the PCV left, and indicates an important, if intuitive, point: PCVs generally do not feel confident or secure enough in their communities to undertake SPA projects early in service.

Project duration and number of PCVs. Figure A-1 shows the relationship between average project duration (number of days) and the number of PCVs involved in the project from the global administrative data.

Figure A-1. Average Project Duration and Total Number of PCVs Involved



The trend is clear: More PCVs involved in the project leads to shorter project duration. This makes intuitive sense, as having more PCVs involved would allow project roles to be more evenly distributed. This does seem to be asymmetrical: project duration begins to rise once 10 or more PCVs are involved.

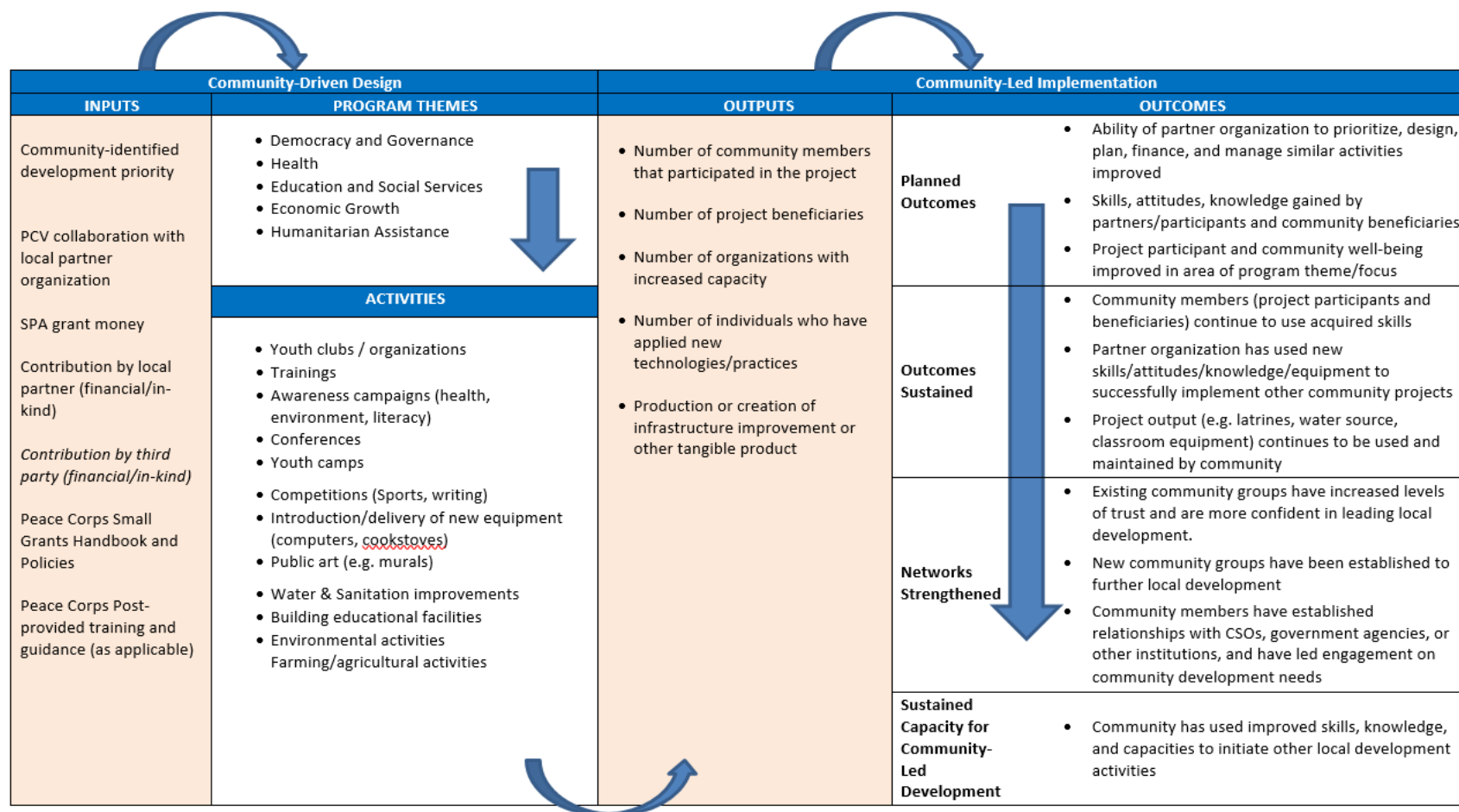
Project duration and total project cost. There was a slight, but statistically significant, positive correlation between project duration and project budget. This is also intuitive, as longer projects are likely to have more components and thus a higher associated cost.

Total project cost and community contribution percentage. The final statistically significant correlation found in the global data shows that communities contributed more to expensive projects. This, again, makes sense, as projects that are more expensive may require higher levels of community funding in order to meet the SPA grant requirements.

That relatively few correlations were found does not indicate issues with the SPA program, but it illustrates the limits of administrative data for the purposes of the evaluation.

ANNEX B: ADDITIONAL CHARTS AND TABLES

B.1. SPA Program Logic Model



B.2. SPA Projects Visited during Fieldwork

SPA Projects Visited during Fieldwork									
Country	Project #	Title	Grant Number	Region	FY	Program Element	SPA Grant	Grantee Type	Sustainability Rating
Malawi	MLW-1	Alinafe Community Gardens	SP-16-614-013	Central region	2016	3.1.6, Maternal and Child Health	\$826.91	Health Center	Completed and sustained
Malawi	MLW-2	Digital Malaria Assessment	SP-16-614-021	Northern	2016	3.1.3, Malaria	\$2,962.46	Health Center	Not completed
Malawi	MLW-3	Fruit and Tree Nursery Training	SP-15-614-007	Central	2015	4.5.2, Agricultural Sector	\$559.00	Informal Community group	Completed and sustained
Malawi	MLW-4	Improved Pit Latrines	SP-14-614-003	Central North Nkhotakota	2015	3.1.6, Maternal and Child Health	\$7,096.94	Informal Community Group	Completed and sustained
Malawi	MLW-5	Nkhorongo CDSS Girls' Latrine and Washroom	SP-17-614-001	Northern	2017	3.1.6, Maternal and Child Health	\$2,362.12	School	Completed and sustained
Malawi	MLW-6	Permagardening and Monitoring Training	SP-16-614-010	Southern	2016	4.5.2, Agricultural Sector	\$573.00	Informal Community group	Not completed
Malawi	MLW-7	St. Teresa Zone Wildlife Club Education Program	SP-13-614-006	Southern	2013	4.8.1, Natural Resources and Biodiversity	\$2,546.00	School	Completed but not ongoing
Malawi	MLW-8	Stomping out Malaria in Malawi's Southern Region	SP-14-614-001	Southern	2014	3.1.3, Malaria	\$333.07	Health Center	Completed and sustained
Malawi	MLW-9	Tsogolo Magazine -Malawi Youth Magazine Project	SP-16-614-020	Central region	2016	3.2.1, Basic Education	\$10,898.93	Individual/School	Completed but not ongoing
Morocco	MOR-1	2nd Annual Sous Massa Regional GLOW Camp	SP-15-378-025	Sous Massa	2015	2.4.1, Civic Participation	\$2,767.55	Youth center	Completed but not ongoing
Morocco	MOR-2	Ain Chegag Student Run Ping-Pong Club	SP-14-378-016	Fès-Meknès	2014	2.4.1, Civic Participation	\$812.96	Youth Center	Completed and sustained
Morocco	MOR-3	Child Development Workshop	SP-15-378-019	Marrakesh-Safi	2015	3.2.1, Basic Education	\$257.36	School	Completed and sustained
Morocco	MOR-4	Explorer's Club Correspondence and Visit	SP-14-378-004	Fès-Meknès	2014	2.4.1, Civic Participation	\$715.00	Youth Center	Completed but not ongoing
Morocco	MOR-5	Fall 2014 Errachidia International English Education Conference	SP-14-378-021	Drâa-Tafilalet	2014	2.4.1, Civic Participation	\$1,760.63	School	Completed but not ongoing
Morocco	MOR-6	Gender Advocate Training	SP-15-	Meknes	2015	2.4.1, Civic	\$3,074.33	Individual	Completed but not

SPA Projects Visited during Fieldwork									
Country	Project #	Title	Grant Number	Region	FY	Program Element	SPA Grant	Grantee Type	Sustainability Rating
		Meknes	378-006			Participation			ongoing
Morocco	MOR-7	Girls Adventures in Mathematics, Engineering and Science (GAMES) Camp	SP-15-378-022	Drâa-Tafilalet	2015	4.8.1, Natural Resources and Biodiversity	\$3,689.46	Individual	Completed but not ongoing
Morocco	MOR-8	Let's Cook: Moroccan/American Cultural and Health Exchange	SP-14-378-006	Casablanca-Settat	2014	2.4.1, Civic Participation	\$696.80	Youth center	Completed and sustained
Morocco	MOR-9	Second Annual Souss Girls Soccer Camp	SP-14-378-010	Sous Massa	2014	2.4.1, Civic Participation	\$3,743.38	Youth center	Completed and sustained
Morocco	MOR-10	Skill Development Program for Special Needs Students	SP-14-378-019	Beni Mellal	2014	2.4.1, Civic Participation	\$3,748.57	School	Completed and sustained
Peru	PER-1	Areas Verdes I.N.E. Jose Olaya Balandra	SP-15-527-003	Lambayeque	2015	4.8.2, Clean Productive Environment	\$3,245.26	School	Completed but not ongoing
Peru	PER-2	Bernal Public Library	SP-16-527-005	Piura	2016	3.2.1, Basic Education	\$3,921.00	Informal community group	Completed but not ongoing
Peru	PER-3	Ecological School	SP-14-527-003	Piura	2014	4.8.2, Clean Productive Environment	\$3,995.00	School	Completed, sustained, and expanded
Peru	PER-4	Elementary School Library	SP-16-527-003	Lambayeque	2016	3.2.1, Basic Education	\$9,621.45	School	Completed, sustained, and expanded
Peru	PER-5	Environmental Health Education Project in El Tallan	SP-14-527-011	Piura	2014	4.8.2, Clean Productive Environment	\$3,055.00	Health Center	Completed, sustained, and expanded
Peru	PER-6	Garbage Education and Tree Nursery Project for Cerro Alegre	SP-14-527-019	Cañete	2014	4.8.2, Clean Productive Environment	\$1,943.00	Individual	Completed but not ongoing
Peru	PER-7	Healthy Environment - Improved Cookstoves in San Pedro	SP-13-527-26	Ica	2013	4.8.2, Clean Productive Environment	\$1,484.00	Individual	Completed but not ongoing
Peru	PER-8	Healthy Homes Project- Promoting a Healthier Environment	SP-15-527-004	Piura	2015	4.8.2, Clean Productive Environment	\$6,968	Informal community group	Completed, sustained, and expanded
Peru	PER-9	Healthy Homes, Improved Cookstoves and Dry	SP-13-527-5	Ica	2013	4.8.2, Clean Productive	\$1,363.00	Informal community group	Completed and sustained

SPA Projects Visited during Fieldwork									
Country	Project #	Title	Grant Number	Region	FY	Program Element	SPA Grant	Grantee Type	Sustainability Rating
		Bathrooms for Los Molinos				Environment			
Peru	PER-10	Promoting Proper Waste Management in School Systems	SP-13-527-10	Lambayeque	2013	4.8.2, Clean Productive Environment	\$1,324.00	School	Completed and sustained
Peru	PER-11	Reforestación en Reque	SP-15-527-011	Lambayeque	2015	4.8.1, Natural Resources and Biodiversity	\$492.01	Individual	Completed, sustained, and expanded
Peru	PER-12	Sensory Stimulation Classroom of Developmentally Disabled Youth	SP-13-527-2	Ica	2013	3.2.1, Basic Education	\$1,412.00	School	Completed, sustained, and expanded
Philippines	PHL-1	Bantay Dagat Capacity Strengthening	SP-14-492-028	Antique	2014	4.8.2, Clean Productive Environment	\$3,499.88	Local government/Individual	Completed, sustained, and expanded
Philippines	PHL-2	Disaster Risk Reduction Management and Theater Workshop	SP-15-492-031	Capiz	2014	3.2.1, Basic Education	\$9,033	School	Completed and sustained
Philippines	PHL-3	Early Warning Device and Training for Disaster Preparedness	SP-15-492-029	Capiz	2015	4.8.2, Clean Productive Environment	\$8,930.75	School	Completed and sustained
Philippines	PHL-4	Enhancing Community Marine Protection	SP-16-492-002	Antique	2016	4.8.2, Clean Productive Environment	\$498.89	Local government unit	Completed, sustained, and expanded
Philippines	PHL-5	Enhancing San Jose's Marine Education Center	SP-14-492-010	Antique	2014	4.8.1, Natural Resources and Biodiversity	\$2,309.52	Local government unit	Completed, sustained, and expanded
Philippines	PHL-6	I Read: I Imagine Workshop and Victorian Reading Space Project	SP-17-492-003	Bacolod	2017	3.2.1, Basic Education	\$504.87	School	Completed but not ongoing
Philippines	PHL-7	Jawili Mangrove Eco-Park	SP-14-492-026	Aklan	2014	4.8.2, Clean Productive Environment	\$3,078.52	Local government unit	Completed but not ongoing
Philippines	PHL-8	Library Development	SP-15-492-026	Capiz	2015	3.2.1, Basic Education	\$4,111.11	University	Completed and sustained
Philippines	PHL-9	San Carlos City Learning Center	SP-15-492-010	Bacolod	2015	3.2.1, Basic Education	\$1,865.64	Local government unit	Completed, sustained, and

SPA Projects Visited during Fieldwork									
Country	Project #	Title	Grant Number	Region	FY	Program Element	SPA Grant	Grantee Type	Sustainability Rating
									expanded
Philippines	PHL-10	Sustainable San Jose!	SP-15-492-032	Antique	2015	4.8.2, Clean Productive Environment	\$2,409.09	Local government unit	Completed, sustained, and expanded
Rwanda	RWN-1	Construction of the CDV Community Library	SP-13-696-3	Kigali	2013	3.2.1, Basic Education	\$4,940.00	School	Completed and sustained
Rwanda	RWN-2	English Language Resource Center	SP-16-696-032	Ngoma	2016	3.2.1, Basic Education	\$9,519.00	School	Completed and sustained
Rwanda	RWN-3	Kayenzi Community Health Worker Training	SP-17-696-005	Southern Province	2017	4.5.2, Agricultural Sector	\$3,149.00	Health Center	Completed and sustained
Rwanda	RWN-4	Nutrition Training and Community Empowerment	SP-14-696-008	Southern Province	2014	3.1.9, Nutrition	\$1,255.42	Health Center	Completed, sustained, and expanded
Rwanda	RWN-5	PLWH Cooperative and Malaria Prevention Project	SP-14-696-007	Eastern Provinces	2014	3.1.8, Water and Sanitation	\$4,734.00	Health Center	Completed but not ongoing
Rwanda	RWN-6	Shooting for Malaria Elimination	SP-14-696-004	Kigali	2014	3.1.3, Malaria	\$4,683.00	School	Completed but not ongoing
Rwanda	RWN-7	Soy Milk Village Project	SP-13-696-9	Eastern Province	2013	4.5.2, Agricultural Sector	\$1,044.00	Health Center	Completed and sustained
Rwanda	RWN-8	The Female Health and Childcare Project	SP-17-696-010	Eastern Province	2017	3.1.6, Maternal and Child Health	\$6,601.97	Health Center	Completed, sustained, and expanded
Rwanda	RWN-9	Water Purification and Potable Water for Mpanda VTC	SP-13-696-4	Ruhango	2013	3.2.1, Basic Education	\$2,531.00	School	Completed and sustained
Rwanda	RWN-10	Water Sanitation and Hygiene Campus Improvements	SP-17-696-015	Eastern Province	2017	3.1.8, Water and Sanitation	\$1,108.85	School	Completed, sustained, and expanded

ANNEX C: STATEMENT OF WORK

1. **Purpose** The Peace Corps, in collaboration with USAID's Office of Local Sustainability in the Bureau for Economic Growth, Education and Environment, requires professional services to design and administer a multi-country program performance evaluation of the Peace Corps Small Project Assistance (SPA) Program.

Scope or Mission

The scope of this work encompasses all services required to design and administer a multi-country program evaluation. The purpose of this evaluation will be to understand the effects of the SPA Program, which supports Peace Corps Volunteers implementing community-led development activities, partly through small grants. SPA grant activities are meant to build the capacity of host country individuals, organizations, and communities to meet their own development needs and priorities. The evaluation will focus on the effectiveness of SPA-funded grant activities in contributing to community-led collective actions beyond the immediate scope of the grant activities themselves. The evaluation shall also identify common actions and approaches across all types of SPA grant activities that led to or did not lead to effective and ongoing community collective action. The findings from this evaluation will be used to inform the Peace Corps Small Grants Program policy, procedures, training, and resources, as well as both USAID Cooperative Development Program (CDP) and *localworks* program implementation where applicable.

Evaluation and conclusions will be developed using global SPA data analyzed through desk research and in-country fieldwork in five countries—Philippines, Malawi, Rwanda, Morocco, and Peru—selected based on SPA, CDP, and *localworks* programmatic overlap, diversity of program elements, and geographic diversity. Evaluation data collected must be comparable across all countries.

The Peace Corps will engage the Contractor's expertise in identifying specific SPA-funded grant activities to be evaluated. Field work in each country will include site visits to completed SPA IV (FY13-present) grant project locations for purposes including collection of community stakeholder perspectives, with consideration of in-country geographic and programmatic diversity. Peace Corps will provide contractor with electronic project information for all SPA-funded grant activities that took place within each selected country from 2013 to the present. The final exact number and sampling procedure for site visits will be detailed in the draft evaluation plan and design (section 6.1 and 6.2) and agreed upon during an internal stakeholder meeting (section 6.3).

Evaluation Objectives

The Peace Corps' and USAID's objectives for this evaluation are:

1. Understand whether and how SPA-funded grant activities, as currently designed and implemented, support broader local ownership of development in the communities served.
2. Identify lessons learned and good practices for locally owned, community-driven development which have applicability for the SPA Program and other programs with similar goals, including the CDP and *localworks*.

In order to achieve these objectives, the evaluation will identify common actions, approaches, and conditions across all types of SPA-funded grant activities that contributed to effective and ongoing community collective action, lessons learned from communities organizing for mutual benefit, and community-perceived outcomes achieved through community-led development approaches. Fieldwork will consider the processes, context, and systems surrounding individual SPA-funded grant activities, encompassing but not limited to the Peace Corps Volunteer's years at the site.

The findings from this evaluation will inform the Peace Corps Small Grants Program policy, procedures, training, and resources, as well as USAID's CDP and, where relevant, its *localworks* program implementation. These will be captured through the perceptions of community members and through other data sources and analytical approaches, prioritizing participatory and community-led approaches, which the evaluator may propose. The evaluator shall anticipate incorporating gender-sensitive data collection methods and analysis of differential effects by gender where appropriate.

The illustrative questions below serve as a starting point for drafting the initial evaluation plan and design (section 6.1 and 6.2). The final evaluation questions will be shaped collaboratively with the selected evaluator, Peace Corps, and USAID. Following submission of the draft evaluation plan and design, the contractor will meet with Peace Corps and USAID representatives to discuss feedback and updates to the drafts.

Objective 1: Understand whether and how SPA grant activities, as currently designed and implemented, support broader local ownership of development in the communities served.

Question 1: What are the results of community-led efforts associated with SPA grant activities? To what extent are these results likely to be sustained over time?

Question 2: How and to what extent have SPA grant activities contributed toward catalyzing communities to identify, access, and mobilize local resources to meet their needs?

Question 3: What are the common features of SPA grant activities that did and did not result in sustained local capacity to pursue community-led development?

Objective 2: Identify lessons learned and good practices for locally owned, community-driven development which have applicability for the SPA Program and other programs with similar goals, including the CDP and localworks.

Question 1: What opportunities do stakeholders see to continue making progress on community development priorities after SPA grant activities have ended, and what factors might prevent them from doing so?

Question 2: What motivates stakeholders to engage, or not to engage, in community-led development efforts, and how can programs designed to catalyze community-led development best approach those motivations?

Question 3: Across SPA grant activities, what have been the common challenges to communities organizing for mutual benefit, and how can programs designed to catalyze community-led development help communities to address these challenges?

Period and Place of Performance

The period of performance is 12 months from date of award. The place of performance shall be at the contractor's site and various overseas locations within the selected field work countries (Philippines, Malawi, Rwanda, Morocco, and Peru).

Background

5.1 Peace Corps SPA Program Peace Corps' SPA program is implemented through the SPA IV Participating Agency Partnership Agreement (PAPA) between USAID and Peace Corps. USAID's Bureau for Economic Growth, Education, and Environment (E3)/Office of Local Sustainability (LS) oversees the SPA Program, in addition to managing the CDP and *localworks* Program.

The SPA IV Agreement has three primary components: small grants, training activities and program support. The SPA evaluation will focus on the implementation of the small grants portion of the Agreement, which supports small-scale community-initiated development projects. SPA grant projects are designed and implemented by community organizations working with Peace Corps Volunteers; funding is awarded via Peace Corps Post processes after development of competitive grant applications. SPA grant projects transfer skills and/or strengthen the community's ability to carry out activities that will improve their quality of life by increasing economic and educational opportunities, improving local health conditions, or otherwise meeting locally defined needs. Projects also build the capacity of community members to plan and implement projects in the future, independent of SPA support.

The SPA Program is one of six Peace Corps Small Grants Programs managed by the agency. All Peace Corps small grants are held to the same policy, procedures, and standards. Three of the main policy requirements state that Peace Corps Small Grants must:

- Be community initiated and directed
- Meet a determined community need
- Promote sustainability and capacity building

The SPA Program represents 34 years of partnership between USAID and Peace Corps, focused on small, community-led development initiatives in sectors ranging from health to agriculture to small enterprise development. Over the past three decades, the SPA Program has funded more than 25,000 community initiated small grants and 1,000 training activities, benefiting more than four million individuals in communities worldwide.

The most recent SPA Agreement (AID-PPL-T-12-00002) was signed on September, 28 2012 covering fiscal years (FY) 2013- 2017. The Agreement is modified every fiscal year to add additional amounts from USAID. SPA funding is allocated through USAID Mission buy-in for specific program elements that fall within the Foreign Assistance Framework. In FY2016, the SPA Program supported local capacity development and skills transfer through small grants and trainings in 52 Peace Corps countries with the support of 42 USAID Missions. The \$2.5 million SPA Program funds supported 539 small grants (an average of \$4,400 per project), 86 training activities, and 31 program support costs. This funding provided skills and training to 65,768 direct participants and 2,148,231 community stakeholders. Additionally, each project required a minimum of 25 percent community contribution; the total community investment in the FY 2016 SPA grant program was \$1,121,525, or 38 percent of total project costs. Including the community

contribution, the SPA grant program had a total value of \$3.9 million. To date, Missions have allocated \$13,626,808 towards the Agreement. The most recent SPA IV Modification #10 is currently in the clearance process and totals \$4,261,834. If approved, the SPA IV Agreement will total \$17,888,642.

5.2 USAID Cooperative Development and *localworks* Programs

As noted above, recommendations from the SPA evaluation are expected to have utility for the CDP and, where relevant, to the *localworks* Program managed by USAID's E3/LS. Through the CDP, USAID partners with US cooperatives and cooperative development organizations to promote, support and expand cooperative enterprise. The CDP focuses on developing, testing, implementing and disseminating workable solutions to key cooperative development challenges.

Collective action is central to cooperatives and is generally either promoted by external agents or arises for mutual interest within an economic sector or community. In a similar fashion, the SPA program entails a relationship between an external agent (a Peace Corps Volunteer) and a community to promote collective action. In both cases, the role played by that agent may be linked to the quality and durability of collective action. It is anticipated that the SPA evaluation will suggest ways in which the role of the external agent/promoter is correlated with the quality and durability of the collective action.

Current programs under CDP include 10 partner Cooperative Development organizations and focus on savings and credit, health, housing, agribusiness, technology transfer, democratic institutions, rural telecommunications and electrification and private enterprise development. The program also raises U.S. cooperative member awareness of international development efforts, the results of which have led to US cooperatives and credit unions staunchly supporting foreign assistance. See the CDP website at: <https://www.usaid.gov/partnership-opportunities/ngo/cooperative-development-program> for more information.

The *localworks* Program was launched in 2015 by the USAID E3/LS. *localworks* partners with selected USAID Missions to invest in the creativity and resourcefulness of local communities, enabling them to drive their own development.

Currently funded at \$45 million a year, *localworks* seeks to support local resource organizations that can provide a broad range of expertise and support for other local organizations. In turn, these local organizations will empower and support communities to mobilize resources and work together to achieve their goals. This is the core of *localworks*: encouraging partner organizations to support communities in creating their own solutions. The envisioned result of *localworks* is local actors and communities identifying, creating, and implementing constituent-responsive development programs with local resources. For more information, see the *localworks* website at: <https://www.usaid.gov/partnershipopportunities/ngo/localworks>.

Performance Objectives (required results)

This multi-country program evaluation must fulfill the following requirements in order to be considered acceptable to the government.

6.1 Submission of an evaluation plan that:

- 6.1.1 Describes the program, process, or product to be evaluated
- 6.1.2 Identifies stakeholders
- 6.1.3 Identifies Evaluation team/personnel with attached resumes
- 6.1.4 Identifies the evaluation focus and key questions to be answered
- 6.1.5 Uses best practices or relevant literature to guide the evaluation plan
- 6.1.6 Describes the evaluation strategy
- 6.1.7 Identifies models, methods or designs to support the evaluation
- 6.1.8 Incorporates USAID and Peace Corps feedback regarding the selected approach to evaluation design
- 6.1.9 Identifies evaluation timeline, taking into consideration field office (Peace Corps post) staff availability
- 6.1.10 Describes in detail all final report deliverables
- 6.1.11 Includes dissemination plan with input from Peace Corps and USAID
- 6.1.12 Meets mutually agreed acceptance criteria between the Contractor, Peace Corps, and USAID representatives

6.2 Submission of an evaluation design that:

- 6.2.1 Identifies potential data sources
- 6.2.2 Draws on a variety of evaluation instruments and procedures
- 6.2.3 Evaluates the appropriateness of existing instruments and tools
- 6.2.4 Constructs reliable and valid instruments, including where appropriate tools to collect sex-disaggregated data
- 6.2.5 Develops a data collection plan, including protocols and procedures
 - 6.2.5.1 Collection of data will include variables corresponding to inputs, outputs, and outcomes, as well as financial data that permits computation of unit costs and analysis of cost structure, as needed to answer the evaluation questions.
 - 6.2.5.2 To the maximum extent possible, social science methods and tools will be used that reduce the need for evaluator-specific judgements.
- 6.2.6 Designs appropriate sampling procedures
- 6.2.7 Addresses threats to trustworthiness and validity of data
- 6.2.8 Develops a plan for data analysis and interpretation
- 6.2.9 Documents a system for recording and maintenance of records from the evaluation
- 6.2.10 Ensures use of local in-country enumerator and support teams in all selected countries
- 6.2.11 Ensures local in-country teams have access to local indigenous language translation services
- 6.2.12 Meets mutually agreed acceptance criteria between the Contractor, Peace Corps, and USAID representatives

6.3 Conduct meetings and presentations with selected Peace Corps and USAID representatives

- 6.3.1 Kickoff meeting with Peace Corps and USAID to discuss objectives, roles and responsibilities, and contract administration.
- 6.3.2 Working Session/Evaluation Plan and Design Meeting will take place following submission of draft evaluation plan and design to Contract Officer Representative (COR), who will distribute to Peace Corps and USAID representatives. All parties will meet to discuss feedback and suggested changes to Evaluation Plan and Design. Following meeting,

contractor shall incorporate feedback and submit final Evaluation Plan and Design to COR.

- 6.3.3 Presentation of Evaluation Plan and Design to selected Peace Corps and USAID representatives prior to evaluation implementation.
- 6.3.4 Following submission of draft evaluation report, contractor will meet with Peace Corps and USAID representatives to discuss conclusions and co-create recommendations.
- 6.3.5 Presentation of final report to selected Peace Corps and USAID representatives.

6.4 Implementation of the accepted evaluation plan and design according to timeline and that meet the acceptance criteria as agreed between the Contractor, Peace Corps and USAID representatives.

6.5 Submission of final report that meets acceptance criteria and includes at a minimum:

- 6.5.1 The evaluation report shall follow co-branding requirements, detailed in the SPA IV Inception Agreement, Annex C, Section H.
- 6.5.2 The full report and data must comply with section 508 of the Rehabilitation Act.
- 6.5.3 The evaluation report shall represent a thoughtful, well-researched, and well-organized effort to objectively evaluate the strategy, project, or activity.
- 6.5.4 The evaluation report shall be readily understood and shall identify key points clearly, distinctly, and succinctly.
- 6.5.5 The cover of the evaluation report shall include enough information that it can immediately identify it as an evaluation report and what was evaluated. This includes:
 - 6.5.5.1 Include the word “Evaluation” at the top of the title block and center the report title, which shall also include the words “performance evaluation,” underneath that.
 - 6.5.5.2 Include the following statement across the bottom of the cover page, “This publication was produced at the request of the United States Peace Corps and the United States Agency for International Development. It was prepared independently by [list authors and organizations involved in the report preparation].”
 - 6.5.5.3 Feature at least one (1) high-quality photograph representative of the project(s) being evaluated and include a brief caption on the inside front cover describing the image with photographer credit.
 - 6.5.5.4 State the month and year of report publication (e.g. when final and approved by Peace Corps COR).
 - 6.5.5.5 State the individual authors of the report and identify the evaluation team leader.
- 6.5.6 Include an abstract of not more than 250 words briefly describing what was evaluated, evaluation questions, methods, and key findings or conclusions. It shall appear on its own page immediate after the evaluation report cover.
- 6.5.7 The Executive Summary shall present a concise and accurate statement of the most critical elements of the report (purpose and background, evaluation questions, methods, findings, and conclusions) in 2-5 pages.
- 6.5.8 Table of contents

- 6.5.9 The evaluation report shall state the purpose of, audience for, and anticipated use(s) of the evaluation.
- 6.5.10 The evaluation report shall describe the SPA Program, including award numbers, award dates, funding levels, and implementing partners.
- 6.5.11 The evaluation report shall provide brief background information, include country and/or sector context; specific problem(s) or opportunities the SPA Program grant activities address; and the development hypothesis, theory of change or how the SPA Program grant activities address the problem.
- 6.5.12 The evaluation report shall adequately state and address all evaluation questions included in the statement of work, or the evaluation questions subsequently revised and documented in consultation and agreement with Peace Corps and USAID during working sessions.
- 6.5.13 Evaluation methodology shall be fully explained in detail and all sources of information properly identified.
- 6.5.14 Limitations to the evaluation shall be adequately disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc).
- 6.5.15 Evaluation findings shall be presented as analyzed facts, evidence, and data and not solely based on anecdotes, hearsay, or simply the compilation of people's opinions.
- 6.5.16 Findings and conclusions (including data analysis and evaluation of results) shall be specific, concise, and supported by strong quantitative or qualitative evidence.
- 6.5.17 If evaluation findings assess person-level outcomes or impact, they shall also be separately assessed for both males and females.
- 6.5.18 Recommendations (to be developed jointly with Peace Corps and USAID/E3/LS at a working session) shall be supported by a specific set of findings and shall be action oriented, practical and specific. Recommendations shall be separate from findings and conclusions.
- 6.5.19 Annexes
 - 6.5.19.1 Graphs or Charts not included in report
 - 6.5.19.2 Original Statement of Work and any revised Statement of Work.
 - 6.5.19.3 Evaluation design
 - 6.5.19.4 All data collection and analysis tools used, such as questionnaires, checklists, survey instruments, and discussion guides. Country-Specific evaluation instruments will be provided both in English and in languages delivered.
 - 6.5.19.5 All sources of information—properly identified and listed.
 - 6.5.19.6 If applicable, any written statement of difference from Peace Corps and/or USAID staff regarding any significant unresolved differences of opinion.
 - 6.5.19.7 Signed disclosures of conflicts of interest from the evaluation team members
 - 6.5.19.8 Summary information about evaluation team members, including qualifications, experience, and role on the team.

6.6 Submission of evaluation data including country-specific instruments in languages delivered, in-country evaluation responses, which shall be translated to English, and other data collected. Datasets and supporting documentation such as code books, data

dictionaries, scope, and methodology used to collect and analyze the data must be submitted in unprotected, machine-readable digital format to the Development Data Library at <https://www.usaid.gov/data> and submitted separately to the Peace Corps COR in word and/or excel format.

Qualifications of Key Personnel

The evaluation service provider must have experience serving as a prime contractor, with capability of reasonably meeting all requirements. The evaluation service provider shall include key team members as part of their evaluation plan, including:

7.1 At least one senior level individual that has

- 7.1.1 A minimum of 10 years' experience of demonstrated social research experience, research team management skills (including multiple in-country enumerator teams), and the academic preparation to carry out the project field work in a timely, efficient and quality manner.
- 7.1.2 A Master's Degree or comparable experience in Sociology, Psychology, International Development, Anthropology or other related fields

7.2 Key team members shall collectively have

- 7.2.1 Experience in implementing social research projects
- 7.2.2 Experience evaluating small grants programs, including those with a capacity-building component
- 7.2.3 Experience conducting field interviews and using survey instruments in evaluative studies
- 7.2.4 Experience analyzing data using standard statistical software
- 7.2.5 Experience training and managing field staff
- 7.2.6 Ability to be flexible and work/travel under a range of field and/or rural conditions
- 7.2.7 Experience in writing research/evaluation reports
- 7.2.8 Must be able to travel to and throughout selected countries (Philippines, Malawi, Rwanda, Morocco, and Peru) on multiple overnight trips.
- 7.2.9 Proficient computer skills, including use of statistical software and databases, to include (but not limited to) Microsoft Suite.

Reporting Deliverables

Deliverables	Description	Due Date/Frequency
Kickoff Meeting	The Kickoff meeting shall be held at Peace Corps' location or via teleconference and shall discuss: - objectives, roles, and responsibilities - contract administration The Peace Corps COR will prepare the agenda and all meeting logistics.	Within 2 weeks of contract award

Weekly Updates	At a minimum, the contractor shall submit a weekly email update to COR, which shall discuss: milestones achieved, problems or unforeseen issues occurring, and mitigation plans for these problems. COR will update Peace Corps and USAID representatives. This will be supplemented with bi-weekly calls. On the weeks of the calls, the contractor may submit more streamlined email updates. The COR will provide the two templates for a call and non-call week.	Weekly on the first day of the week
Submission of Draft Evaluation Plan and Design	The contractor shall submit the draft evaluation plan and design to the COR in accordance with sections 6.1 and 6.2. COR will disseminate and collect feedback from Peace Corps and USAID representatives. The COR will provide Peace Corps and USAID feedback to the contractor within 2 weeks of this submission.	1 month after kickoff meeting
Working Session/ Evaluation Plan and Design Feedback Meeting	The meeting shall be held at Peace Corps' or USAID/E3's location. This meeting/working session will include contractor, USAID and Peace Corps representatives to refine and finalize evaluation questions and give feedback on draft evaluation plan and design.	2 weeks after COR submits feedback to contractor
Submission of Final Evaluation Plan and Design	The contractor shall submit the final evaluation plan and design to COR incorporating Peace Corps/USAID feedback within 1 week of receiving feedback.	1 week after Working Session/Evaluation Plan and Design Feedback Meeting.
Presentation of Evaluation Plan and Design to USAID and Peace Corps Representatives	One hour presentation of evaluation plan and design to selected Peace Corps and USAID representatives.	2 weeks after acceptance of evaluation plan and design (sections 6.1 and 6.2)
Submission of Draft Report	The contractor shall submit a draft outline of the Report to the COR 2 weeks after data collection is finished. The COR will provide feedback 1 week after submission. The contractor shall submit a draft report with preliminary analysis and findings to the COR 4 weeks after receiving the feedback on the outline. COR will disseminate and collect feedback from Peace Corps and USAID representatives. The COR will provide Peace Corps and USAID feedback to the contractor within 1 month of this submission.	2-6 weeks after data collection, or as agreed to by COR.

Draft Report Debrief	The contractor shall lead a draft report debrief to collect feedback and answer questions from Peace Corps and USAID representatives. Debrief meeting will also discuss co-created recommendations based on contractor findings/conclusions. Information from this session will be incorporated into final report.	1 month following submission of draft report.
Submission of Final Report	The contractor shall submit the final report (including annexes) and evaluation data to the COR in accordance with sections 6.5 and 6.6. Peace Corps and USAID representatives will review final report and, if acceptable, Peace Corps COR will provide Final Report acceptance within two weeks of final report submission.	2 weeks after draft report debrief, or as agreed to by the COR.
Upload of Final Report	Within one week of Peace Corps COR acceptance of Final Report deliverable, the contractor will submit the report to the Development Experience Clearing to be publicly available.	1 week after PC COR Final Report acceptance.
Stakeholder presentation(s) of Final Report	One hour in-person presentation(s) of final report to selected Peace Corps and USAID representatives. Presentation may be given to USAID and Peace Corps together or separately depending on scheduling.	2 weeks after acceptance of final report (section 6.3 and 6.5)

Government Furnished Resources

The following documentation will be provided in digital format upon contract award.

- 9.1 SPA IV Management Survey Excel data and results:** USAID and Peace Corps developed and disseminated a 25-substantive question online management survey of overseas USAID Missions and Peace Corps Posts staff involved in regular SPA Program actions. The survey focused on how Peace Corps Posts and USAID Missions cooperate to implement the SPA Program in-country and ensure that future SPA Agreements meet critical priorities of both agencies. The draft report contains a preliminary analysis of results. Contractor will be provided Excel survey data and draft report.
- 9.2 SPA IV Inception Agreement and Amendments:** All SPA activities are subject to the terms and conditioned described in the SPA IV **Inception** Agreement and subsequent modifications.
- 9.3 SPA IV Annual Reports:** The Peace Corps SPA team is required to submit annual reports to the USAID Office of Local Sustainability. **Reports** will be made available for fiscal years 2013-2016.
- 9.4 Peace Corps Small Grants Policy, and Staff and Volunteer Handbooks:** All Peace Corps Small grants must follow the Peace Corps Small Grants policy. The implementing procedures of the small grants policy are distributed through the Staff and Volunteer Handbooks.
- 9.5 Post-Specific SPA Materials (for selected Posts):** If applicable, Peace Corps will supply Post-specific guidance to communities and Volunteers. Peace Corps will also supply profiles of each SPA Post, including, but not limited to, the funded program

elements for activities from 2012-2017 and the total number of completed SPA grants by funding year.

- 9.6 SPA Grant Project Documentation, as applicable:** All SPA-funded grant activities go through a full application process and once funded and implemented, require a final report. Any applicable SPA project application and report will be made available to evaluation services team. This includes but is not limited to, narratives, budget, Foreign Assistance Framework indicators, standard Peace Corps Small Grants indicators, and grant project-specific goals and objectives. Application narratives include responses to question prompts related to community prioritization of projects and plans for community involvement in project design, implementation, and sustainability; project budgets also detail existing community resources needed for project contribution and investment. These files will be provided in two formats: (1) Excel spreadsheet of all project data, and (2) Individual grant files in Word²⁴.

10. Evaluation Definitions

- 10.1 Capacity:** OECD, which USAID references, uses this definition: "Capacity" is the ability of people, organizations and society as a whole to manage their affairs successfully.
- 10.2 Capacity building (or capacity development):** The process by which individual and organizations obtain, improve, and retain the skills and knowledge needed to manage their affairs successfully. SPA grants are designed to help counterparts and community members develop the capacity to use their own resources and skills to resolve their needs and improve their own lives.
- 10.3 Catalyze:** To accelerate pace or energy, either physically or mentally, for change and/or collaboration.
- 10.4 Community:** A group of people, not necessarily bound by geography, who come together around common ideas, goals, or interests.
- 10.5 Community-led/community initiated/community-driven:** Local community members exercise local ownership and decision-making authority throughout the project lifecycle.
- 10.6 Constituent:** Member of a community. This term is used instead of "beneficiary," which connotes a lack of agency, whereas "constituent" implies participation and individual agency.
- 10.7 Determined community need:** A need identified by the community as a priority intervention that will have either immediate or long-term benefits that are measureable quantitatively and/or qualitatively. Project determination is dependent upon a project adhering to Agreement requirements, and demonstrated community involvement and resource investment.
- 10.8 Local:** Rooted in or indigenous to the host community, rather than internationally or U.S. based.
- 10.9 Local actors:** Individuals or organizations that are part of a local system. These actors may include government entities, civil society organizations, private firms, faith-based organizations, and academic institutions
- 10.10 Local Ownership:** Local actors set priorities, access local resources, and are responsible for overcoming their own challenges. In this context, donor support focuses on supporting the local agenda.

²⁴ Global grant data will be provided only in Excel. Data for the five focus countries (Philippines, Malawi, Rwanda, Morocco, and Peru) may be provided in both Excel and/or Word.

- 10.11 Mobilize:** to organize and/or adapt existing resources for a purpose or action.
- 10.12 Sustainability:** The ability of a local system to meet the needs of constituents over time. Programs contribute to sustainability when they strengthen the system's ability to produce valued results and to be both resilient and adaptive in the face of changing circumstances.
- 10.13 Resources:** Resources include human, social, financial, intellectual, and physical capital.
- 10.14 Resource organization:** A local organization that can provide resources and services to other organizations. These may include, but is not limited to, civil society organizations, academic institutions, private firms, professional associations, NGOs, philanthropies, and faith-based organizations.

ANNEX D: FINAL MODIFIED STATEMENT OF WORK

1. **Purpose**

The Peace Corps, in collaboration with USAID's Office of Local Sustainability in the Bureau for Economic Growth, Education and Environment, requires professional services to design and administer a multi-country program performance evaluation of the Peace Corps Small Project Assistance (SPA) Program.

2. **Scope or Mission**

The scope of this work encompasses all services required to design and administer a multi-country program evaluation. The purpose of this evaluation will be to understand the effects of the SPA Program, which supports Peace Corps Volunteers implementing community-led development activities, partly through small grants. SPA grant activities are meant to build the capacity of host country individuals, organizations, and communities to meet their own development needs and priorities. The evaluation will focus on the effectiveness of SPA-funded grant activities in contributing to community-led collective actions beyond the immediate scope of the grant activities themselves. The evaluation shall also identify common actions and approaches across all types of SPA grant activities that led to or did not lead to effective and ongoing community collective action. The findings from this evaluation will be used to inform the Peace Corps Small Grants Program policy, procedures, training, and resources, as well as both USAID Cooperative Development Program (CDP) and *localworks* program implementation where applicable.

Evaluation and conclusions will be developed using global SPA data analyzed through desk research and in-country fieldwork in five countries—Philippines, Malawi, Rwanda, Morocco, and Peru—selected based on SPA, CDP, and *localworks* programmatic overlap, diversity of program elements, and geographic diversity. Evaluation data collected must be comparable across all countries.

The Peace Corps will engage the Contractor's expertise in identifying specific SPA-funded grant activities to be evaluated. Field work in each country will include site visits to completed SPA IV (FY13-present) grant project locations for purposes including collection of community stakeholder perspectives, with consideration of in-country geographic and programmatic diversity. Peace Corps will provide contractor with electronic project information for all SPA-funded grant activities that took place within each selected country from 2013 to the present. The final exact number and sampling procedure for site visits will be detailed in the draft evaluation plan and design (section 6.1 and 6.2) and agreed upon during an internal stakeholder meeting (section 6.3).

The Peace Corps anticipates that the Contractor will incur \$408,000 in other direct costs throughout the performance of this requirement.

3. **Evaluation Objectives**

The Peace Corps' and USAID's objectives for this evaluation are:

1. Understand whether and how SPA-funded grant activities, as currently designed and implemented, support broader local ownership of development in the communities served.
2. Identify lessons learned and good practices for locally owned, community-driven development which have applicability for the SPA Program and other programs with similar goals, including the CDP and *localworks*.

In order to achieve these objectives, the evaluation will identify common actions, approaches, and conditions across all types of SPA-funded grant activities that contributed to effective and ongoing community collective action, lessons learned from communities organizing for mutual benefit, and community-perceived outcomes achieved through community-led development approaches. Fieldwork will consider the processes, context, and systems surrounding individual SPA-funded grant activities, encompassing but not limited to the Peace Corps Volunteer's years at the site.

The findings from this evaluation will inform the Peace Corps Small Grants Program policy, procedures, training, and resources, as well as USAID's CDP and, where relevant, its *localworks* program implementation. These will be captured through the perceptions of community members and through other data sources and analytical approaches, prioritizing participatory and community-led approaches, which the evaluator may propose. The evaluator shall anticipate incorporating gender-sensitive data collection methods and analysis of differential impacts by gender where appropriate.

The illustrative questions below serve as a starting point for drafting the initial evaluation plan and design (section 6.1 and 6.2). The final evaluation questions will be shaped collaboratively with the selected evaluator, Peace Corps, and USAID. Following submission of the draft evaluation plan and design, the contractor will meet with Peace Corps and USAID representatives to discuss feedback and updates to the drafts.

Objective 1: Understand whether and how SPA grant activities, as currently designed and implemented, support broader local ownership of development in the communities served.

Question 1: What are the results of community-led efforts associated with SPA grant activities? To what extent are these results likely to be sustained over time?

Question 2: How and to what extent have SPA grant activities contributed toward catalyzing communities to identify, access, and mobilize local resources to meet their needs?

Question 3: What are the common features of SPA grant activities that did and did not result in sustained local capacity to pursue community-led development?

Objective 2: Identify lessons learned and good practices for locally owned, community-driven development which have applicability for the SPA Program and other programs with similar goals, including the CDP and *localworks*.

Question 1: What opportunities do stakeholders see to continue making progress on community development priorities after SPA grant activities have ended, and what factors might prevent them from doing so?

Question 2: What motivates stakeholders to engage, or not to engage, in community-led development efforts, and how can programs designed to catalyze community-led development best approach those motivations?

Question 3: Across SPA grant activities, what have been the common challenges to communities organizing for mutual benefit, and how can programs designed to catalyze community-led development help communities to address these challenges?

4. Period and place of performance

The period of performance is 13 months, one week, and three working days from date of award. The place of performance shall be at the contractor's site and various overseas locations within the selected field work countries (Philippines, Malawi, Rwanda, Morocco, and Peru).

5. Background

5.1 Peace Corps SPA Program

Peace Corps' SPA program is implemented through the SPA IV Participating Agency Partnership Agreement (PAPA) between USAID and Peace Corps. USAID's Bureau for Economic Growth, Education, and Environment (E3)/Office of Local Sustainability (LS) oversees the SPA Program, in addition to managing the CDP and *localworks* Program.

The SPA IV Agreement has three primary components: small grants, training activities and program support. The SPA evaluation will focus on the implementation of the small grants portion of the Agreement, which supports small-scale community-initiated development projects. SPA grant projects are designed and implemented by community organizations working with Peace Corps Volunteers; funding is

awarded via Peace Corps Post processes after development of competitive grant applications. SPA grant projects transfer skills and/or strengthen the community's ability to carry out activities that will improve their quality of life by increasing economic and educational opportunities, improving local health conditions, or otherwise meeting locally defined needs. Projects also build the capacity of community members to plan and implement projects in the future, independent of SPA support.

The SPA Program is one of six Peace Corps Small Grants Programs managed by the agency. All Peace Corps small grants are held to the same policy, procedures, and standards. Three of the main policy requirements state that Peace Corps Small Grants must:

- Be community initiated and directed
- Meet a determined community need
- Promote sustainability and capacity building

The SPA Program represents 34 years of partnership between USAID and Peace Corps, focused on small, community-led development initiatives in sectors ranging from health to agriculture to small enterprise development. Over the past three decades, the SPA Program has funded more than 25,000 community-initiated small grants and 1,000 training activities, benefiting more than four million individuals in communities worldwide.

The most recent SPA Agreement (AID-PPL-T-12-00002) was signed on September, 28 2012 covering fiscal years (FY) 2013- 2017. The Agreement is modified every fiscal year to add additional amounts from USAID. SPA funding is allocated through USAID Mission buy- in for specific program elements that fall within the Foreign Assistance Framework. In FY2016, the SPA Program supported local capacity development and skills transfer through small grants and trainings in 52 Peace Corps countries with the support of 42 USAID Missions. The \$2.5 million SPA Program funds supported 539 small grants (an average of \$4,400 per project), 86 training activities, and 31 program support costs. This funding provided skills and training to 65,768 direct participants and 2,148,231 community stakeholders. Additionally, each project required a minimum of 25 percent community contribution; the total community investment in the FY 2016 SPA grant program was \$1,121,525, or 38 percent of total project costs. Including the community contribution, the SPA grant program had a total value of \$3.9 million. To date, Missions have allocated \$13,626,808 towards the Agreement. The most recent SPA IV Modification #10 is currently in the clearance process and totals \$4,261,834. If approved, the SPA IV Agreement will total \$17,888,642.

5.2 USAID Cooperative Development and *localworks* Programs

As noted above, recommendations from the SPA evaluation are expected to have utility for the CDP and, where relevant, to the *localworks* Program managed by USAID's E3/LS. Through the CDP, USAID partners with US cooperatives and cooperative development organizations to promote, support and expand cooperative enterprise. The CDP focuses on developing, testing, implementing and disseminating workable

solutions to key cooperative development challenges.

Collective action is central to cooperatives and is generally either promoted by external agents or arises for mutual interest within an economic sector or community. In a similar fashion, the SPA program entails a relationship between an external agent (a Peace Corps Volunteer) and a community to promote collective action. In both cases, the role played by that agent may be linked to the quality and durability of collective action. It is anticipated that the SPA evaluation will suggest ways in which the role of the external agent/promoter is correlated with the quality and durability of the collective action.

Current programs under CDP include 10 partner Cooperative Development organizations and focus on savings and credit, health, housing, agribusiness, technology transfer, democratic institutions, rural telecommunications and electrification and private enterprise development. The program also raises U.S. cooperative member awareness of international development efforts, the results of which have led to US cooperatives and credit unions staunchly supporting foreign assistance. See the CDP website at: <https://www.usaid.gov/partnership-opportunities/ngo/cooperative-development-program> for more information.

The *localworks* Program was launched in 2015 by the USAID E3/LS. *localworks* partners with selected USAID Missions to invest in the creativity and resourcefulness of local communities, enabling them to drive their own development.

Currently funded at \$45 million a year, *localworks* seeks to support local resource organizations that can provide a broad range of expertise and support for other local organizations. In turn, these local organizations will empower and support communities to mobilize resources and work together to achieve their goals. This is the core of *localworks*: encouraging partner organizations to support communities in creating their own solutions. The envisioned result of *localworks* is local actors and communities identifying, creating, and implementing constituent-responsive development programs with local resources. For more information, see the *localworks* website at: <https://www.usaid.gov/partnership-opportunities/ngo/localworks>.

6. Performance objectives (required results)

This multi-country program evaluation must fulfill the following requirements in order to be considered acceptable to the government.

6.1 Submission of an evaluation plan that:

- 6.1.1 Describes the program, process, or product to be evaluated
- 6.1.2 Identifies stakeholders

- 6.1.3 Identifies Evaluation team/personnel with attached resumes
- 6.1.4 Identifies the evaluation focus and key questions to be answered
- 6.1.5 Uses best practices or relevant literature to guide the evaluation plan
- 6.1.6 Describes the evaluation strategy
- 6.1.7 Identifies models, methods or designs to support the evaluation
- 6.1.8 Incorporates USAID and Peace Corps feedback regarding the selected approach to evaluation design
- 6.1.9 Identifies evaluation timeline, taking into consideration field office (Peace Corps post) staff availability
- 6.1.10 Describes in detail all final report deliverables
- 6.1.11 Includes dissemination plan with input from Peace Corps and USAID
- 6.1.12 Meets mutually agreed acceptance criteria between the Contractor, Peace Corps, and USAID representatives

6.2 Submission of an evaluation design that:

- 6.2.1 Identifies potential data sources
- 6.2.2 Draws on a variety of evaluation instruments and procedures
- 6.2.3 Evaluates the appropriateness of existing instruments and tools
- 6.2.4 Constructs reliable and valid instruments, including where appropriate tools to collect sex-disaggregated data
- 6.2.5 Develops a data collection plan, including protocols and procedures
 - 6.2.5.1 Collection of data will include variables corresponding to inputs, outputs, and outcomes, as well as financial data that permits computation of unit costs and analysis of cost structure, as needed to answer the evaluation questions.
 - 6.2.5.2 To the maximum extent possible, social science methods and tools will be used that reduce the need for evaluator- specific judgements.
- 6.2.6 Designs appropriate sampling procedures
- 6.2.7 Addresses threats to trustworthiness and validity of data
- 6.2.8 Develops a plan for data analysis and interpretation
- 6.2.9 Documents a system for recording and maintenance of records from the evaluation
- 6.2.10 Ensures use of local in-country enumerator and support teams in all selected countries
- 6.2.11 Ensures local in-country teams have access to local indigenous language translation services
- 6.2.12 Meets mutually agreed acceptance criteria between the Contractor, Peace Corps, and USAID representatives

6.3 Conduct meetings and presentations with selected Peace Corps and USAID representatives

- 6.3.1 Kickoff meeting with Peace Corps and USAID to discuss objectives, roles and responsibilities, and contract administration.
- 6.3.2 Working Session/Evaluation Plan and Design Meeting will take place following submission of draft evaluation plan and design to Contract Officer Representative (COR), who will distribute to Peace Corps and USAID representatives. All parties will meet to discuss feedback and suggested changes to Evaluation Plan and Design. Following meeting, contractor shall incorporate feedback and submit final Evaluation Plan and Design to COR.
- 6.3.3 Presentation of Evaluation Plan and Design to selected Peace Corps and USAID representatives prior to evaluation implementation.
- 6.3.4 Following submission of draft evaluation report, contractor will meet with Peace Corps and USAID representatives to discuss conclusions and co-create recommendations.
- 6.3.5 Presentation of final report to selected Peace Corps and USAID representatives.

6.4 Implementation of the accepted evaluation plan and design according to timeline and that meet the acceptance criteria as agreed between the Contractor, Peace Corps and USAID representatives.

6.5 Submission of final report that meets acceptance criteria and includes at a minimum:

- 6.5.1 The evaluation report shall follow co-branding requirements, detailed in the SPA IV Inception Agreement, Annex C, Section H.
- 6.5.2 The full report and data must comply with section 508 of the Rehabilitation Act.
- 6.5.3 The evaluation report shall represent a thoughtful, well-researched, and well-organized effort to objectively evaluate the strategy, project, or activity.
- 6.5.4 The evaluation report shall be readily understood and shall identify key points clearly, distinctly, and succinctly.
- 6.5.5 The cover of the evaluation report shall include enough information that it can immediately identify it as an evaluation report and what was evaluated. This includes:
 - 6.5.5.1 Include the word “Evaluation” at the top of the title block and center the report title, which shall also include the words “performance evaluation”, underneath that.
 - 6.5.5.2 Include the following statement across the bottom of the cover page, “This publication was produced at the request of the United States Peace Corps and the United States Agency for International Development. It was prepared independently

- by [list authors and organizations involved in the report preparation].”
- 6.5.5.3 Feature at least one (1) high-quality photograph representative of the project(s) being evaluated and include a brief caption on the inside front cover describing the image with photographer credit.
 - 6.5.5.4 State the month and year of report publication (e.g. when final and approved by Peace Corps COR).
 - 6.5.5.5 State the individual authors of the report and identify the evaluation team leader.
 - 6.5.6 Include an abstract of not more than 250 words briefly describing what was evaluated, evaluation questions, methods, and key findings or conclusions. It shall appear on its own page immediate after the evaluation report cover.
 - 6.5.7 The Executive Summary shall present a concise and accurate statement of the most critical elements of the report (purpose and background, evaluation questions, methods, findings, and conclusions) in 2-5 pages.
 - 6.5.8 Table of contents
 - 6.5.9 The evaluation report shall state the purpose of, audience for, and anticipated use(s) of the evaluation.
 - 6.5.10 The evaluation report shall describe the SPA Program, including award numbers, award dates, funding levels, and implementing partners.
 - 6.5.11 The evaluation report shall provide brief background information, include country and/or sector context; specific problem(s) or opportunities the SPA Program grant activities address; and the development hypothesis, theory of change or how the SPA Program grant activities address the problem.
 - 6.5.12 The evaluation report shall adequately state and address all evaluation questions included in the statement of work, or the evaluation questions subsequently revised and documented in consultation and agreement with Peace Corps and USAID during working sessions.
 - 6.5.13 Evaluation methodology shall be fully explained in detail and all sources of information properly identified.
 - 6.5.14 Limitations to the evaluation shall be adequately disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc).
 - 6.5.15 Evaluation findings shall be presented as analyzed facts, evidence, and data and not solely based on anecdotes, hearsay, or simply the compilation of people’s opinions.
 - 6.5.16 Findings and conclusions (including data analysis and evaluation of results) shall be specific, concise, and supported by strong quantitative or qualitative evidence.
 - 6.5.17 If evaluation findings assess person-level outcomes or impact, they

shall also be separately assessed for both males and females.

- 6.5.18 Recommendations (to be developed jointly with Peace Corps and USAID/E3/LS at a working session) shall be supported by a specific set of findings and shall be action-oriented, practical and specific. Recommendations shall be separate from findings and conclusions.
- 6.5.19 Annexes
 - 6.5.19.1 Graphs or Charts not included in report
 - 6.5.19.2 Original Statement of Work and any revised Statement of Work.
 - 6.5.19.3 Evaluation design
 - 6.5.19.4 All data collection and analysis tools used, such as questionnaires, checklists, survey instruments, and discussion guides. Country-Specific evaluation instruments will be provided both in English and in languages delivered.
 - 6.5.19.5 All sources of information—properly identified and listed.
 - 6.5.19.6 If applicable, any written statement of difference from Peace Corps and/or USAID staff regarding any significant unresolved differences of opinion.
 - 6.5.19.7 Signed disclosures of conflicts of interest from the evaluation team members
 - 6.5.19.8 Summary information about evaluation team members, including qualifications, experience, and role on the team.

6.6 Submission of evaluation data including country-specific instruments in languages delivered, in-country evaluation responses, which shall be translated to English, and other data collected. Datasets and supporting documentation such as code books, data dictionaries, scope, and methodology used to collect and analyze the data must be submitted in unprotected, machine-readable digital format to the Development Data Library at <https://www.usaid.gov/data> and submitted separately to the Peace Corps COR in word and/or excel format.

7.

8. Qualifications of Key Personnel

The evaluation service provider must have experience serving as a prime contractor, with capability of reasonably meeting all requirements. The evaluation service provider shall include key team members as part of their evaluation plan, including:

7.1 At least one senior level individual that has

- 7.1.1 A minimum of 10 years' experience of demonstrated social research experience, research team management skills (including multiple in-country enumerator teams), and the academic preparation to carry out the project field work in a timely, efficient and quality manner.
- 7.1.2 A Master's Degree or comparable experience in Sociology,

Psychology, International Development, Anthropology or other related fields

7.2 Key team members shall collectively have

- 7.2.1 Experience in implementing social research projects
- 7.2.2 Experience evaluating small grants programs, including those with a capacity-building component
- 7.2.3 Experience conducting field interviews and using survey instruments in evaluative studies
- 7.2.4 Experience analyzing data using standard statistical software
- 7.2.5 Experience training and managing field staff
- 7.2.6 Ability to be flexible and work/travel under a range of field and/or rural conditions
- 7.2.7 Experience in writing research/evaluation reports
- 7.2.8 Must be able to travel to and throughout selected countries (Philippines, Malawi, Rwanda, Morocco, and Peru) on multiple overnight trips.
- 7.2.9 Proficient computer skills, including use of statistical software and databases, to include (but not limited to) Microsoft Suite.

9. Reporting Deliverables

Deliverables	Description	Due Date/Frequency
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	Peace Corps and USAID representatives. This will be supplemented with bi-weekly calls. On the weeks of the calls, the contractor may submit more streamlined email updates. The COR will provide the two templates for a call and non-call week.	
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	submission.	
Upload of Final Report	Within one week of Peace Corps COR acceptance of Final Report deliverable, the contractor will submit the report to the Development Experience Clearing to be publicly available.	1 week after PC COR Final Report acceptance.
Stakeholder presentation(s) of Final Report	One hour in-person presentation(s) of final report to selected Peace Corps and USAID representatives. Presentation may be given to USAID and Peace Corps together or separately depending on scheduling.	No later than 4 weeks and three working days after acceptance of final report (section 6.3 and 6.5)

10. Operating constraints, if any

[Reserved]

11. Government furnished resources

The following documentation will be provided in digital format upon contract award.

- 10.1 SPA IV Management Survey Excel data and results:** USAID and Peace Corps developed and disseminated a 25-substantive question online management survey of overseas USAID Missions and Peace Corps Posts staff involved in regular SPA Program actions. The survey focused on how Peace Corps Posts and USAID Missions cooperate to implement the SPA Program in-country and ensure that future SPA Agreements meet critical priorities of both agencies. The draft report contains a preliminary analysis of results. Contractor will be provided Excel survey data and draft report.
- 10.2 SPA IV Inception Agreement and Amendments:** All SPA activities are subject to the terms and conditioned described in the SPA IV Inception Agreement and subsequent modifications.
- 10.3 SPA IV Annual Reports:** The Peace Corps SPA team is required to submit annual reports to the USAID Office of Local Sustainability. Reports will be made available for fiscal years 2013-2016.
- 10.4 Peace Corps Small Grants Policy, and Staff and Volunteer Handbooks:** All Peace Corps Small grants must follow the Peace Corps Small Grants policy. The implementing procedures of the small grants policy are distributed through the Staff and Volunteer Handbooks.
- 10.5 Post-Specific SPA Materials (for selected Posts):** If applicable, Peace Corps will supply Post-specific guidance to communities and Volunteers. Peace Corps will also supply profiles of each SPA Post, including, but not limited to, the funded program elements for activities from 2012-2017 and the total number of completed SPA grants by funding year.

- 10.6 SPA Grant Project Documentation, as applicable:** All SPA-funded grant activities go through a full application process and once funded and implemented, require a final report. Any applicable SPA project application and report will be made available to evaluation services team. This includes but is not limited to, narratives, budget, Foreign Assistance Framework indicators, standard Peace Corps Small Grants indicators, and grant project-specific goals and objectives. Application narratives include responses to question prompts related to community prioritization of projects and plans for community involvement in project design, implementation, and sustainability; project budgets also detail existing community resources needed for project contribution and investment. These files will be provided in two formats: (1) Excel spreadsheet of all project data, and (2) Individual grant files in Word¹.

12. Evaluation Definitions

- 11.1 Capacity:** OECD, which USAID references, uses this definition: "Capacity" is the ability of people, organizations and society as a whole to manage their affairs successfully.
- 11.2 Capacity building (or capacity development):** The process by which individual and organizations obtain, improve, and retain the skills and knowledge needed to manage their affairs successfully. SPA grants are designed to help counterparts and community members develop the capacity to use their own resources and skills to resolve their needs and improve their own lives.
- 11.3 Catalyze:** To accelerate pace or energy, either physically or mentally, for change and/or collaboration.
- 11.4 Community:** A group of people, not necessarily bound by geography, who come together around common ideas, goals, or interests.
- 11.5 Community-led/community initiated/community-driven:** Local community members exercise local ownership and decision- making authority throughout the project lifecycle.
- 11.6 Constituent:** Member of a community. This term is used instead of "beneficiary," which connotes a lack of agency, whereas "constituent" implies participation and individual agency.
- 11.7 Determined community need:** A need identified by the community as a priority intervention that will have either immediate or long-

¹ Global grant data will be provided only in Excel. Data for the five focus countries (Philippines, Malawi, Rwanda, Morocco, and Peru) may be provided in both Excel and/or Word.

term benefits that are measureable quantitatively and/or qualitatively. Project determination is dependent upon a project adhering to Agreement requirements, and demonstrated community involvement and resource investment.

- 11.8 **Local:** Rooted in or indigenous to the host community, rather than internationally or U.S. based.
- 11.9 **Local actors:** Individuals or organizations that are part of a local system. These actors may include government entities, civil society organizations, private firms, faith-based organizations, and academic institutions
- 11.10 **Local Ownership:** Local actors set priorities, access local resources, and are responsible for overcoming their own challenges. In this context, donor support focuses on supporting the local agenda.
- 11.11 **Mobilize:** to organize and/or adapt existing resources for a purpose or action.
- 11.12 **Sustainability:** The ability of a local system to meet the needs of constituents over time. Programs contribute to sustainability when they strengthen the system's ability to produce valued results and to be both resilient and adaptive in the face of changing circumstances.
- 11.13 **Resources:** Resources include human, social, financial, intellectual, and physical capital.
- 11.14 **Resource organization:** A local organization that can provide resources and services to other organizations. These may include, but is not limited to, civil society organizations, academic institutions, private firms, professional associations, NGOs, philanthropies, and faith-based organizations.

ANNEX E: EVALUATION PLAN AND DESIGN

Small Project Assistance (SPA) Program Evaluation Plan and Design

I. Program Description

The Peace Corps Small Project Assistance (SPA) Program—a joint initiative of Peace Corps (PC) and USAID—has supported more than 25,000 grants for small-scale community-initiated development projects, as well as 1,000 training activities, around the world over the past three decades. These projects are typically implemented collaboratively between a Peace Corps Volunteer (PCV) and a sponsoring community organization. All funded projects are community-led, community-driven and designed to meet development needs identified by the community.

This evaluation will focus on the effects of the 2,560 SPA grant activities funded and completed under the SPA IV agreement, covering the period from FY 2013 to FY 2017, with a focus on Malawi, Morocco, Peru, the Philippines, and Rwanda as an illustrative representation of the global span of projects. Specifically, the evaluation will help the PC and USAID:

1. Understand whether and how SPA-funded grant activities support broader local ownership of development in the communities serviced; and
2. Identify lessons learned and good practices for locally owned, community-driven development that will be applicable to the SPA Program and other USAID programs with similar goals, including the Cooperative Development Program (CDP) and *localworks*.

The SPA Program—and the set of activities covered by this evaluation—encompasses a wide range of projects that vary in multiple ways:

- **Diversity of geographic environment:** SPA activities take place in multiple geographic regions within the developing world, spanning more than 50 countries. Within each country, there is a wide range of cultures, languages (in some countries) and environments ranging from rural to urban.
- **Diversity of sector and project focus:** Projects under evaluation range from health-related programs to education to agriculture to civic participation. Activities may include discrete projects, such as building latrines, or less tangible projects such as behavior change activities. In some cases, the project focus area varies according to the needs of the country: for example, in Morocco the majority of funded activities focused on civic participation; in Malawi, about half of the activities focused on health issues; and in Rwanda, a significant number of activities focused on basic education.
- **Diversity of project stakeholders:** Each project includes various stakeholders and levels of involvement, including the PCV(s) who worked on the activity, the sponsoring community organization, community participants in the project, and other community members benefitting from the project, as well as others such as local leaders or government officials, PC Posts, and external funders.
- **Diversity of funding amounts.** Grants vary from as little as 50 dollars up to \$10,000, depending on the scope of the activity and the percentage of community contribution (ranging from 0 to more than 90 percent).

2. Evaluation Design

In order to collect comprehensive data, GDIT proposes a mixed-methods approach that will combine analysis of the global administrative data and the data collected in the five fieldwork countries: **Morocco, Philippines, Rwanda, Peru, and Malawi**.²⁵ This design will allow us to use existing data to select a meaningful fieldwork sample, to develop data collection instruments, to conduct informed interviews with key informants, and to conduct primary data collection with community members.

The emphasis of the data collection effort will be to seek the perspectives of communities. Therefore, the site visits in the fieldwork countries will be centered around group discussions and interviews with community project participants and beneficiaries. In order to place the community input in context, we will supplement the community interviews/discussions with interviews with other key informants, including PC Post staff (in-country), current PCVs in the project communities (in-country), and returned PCVs who were involved in the sampled SPA projects (remote), as illustrated in Table 1.

The evaluation team will consult with PC Posts, local PCVs, and grantee organizations—as well as community organization contacts included in the administrative data files—to identify and recruit evaluation participants.

Table 1. Data Collection Methods and Stakeholder Groups

Evaluation Component	Location	Stakeholders
Administrative Data Analysis	Global	PCVs who worked on SPA projects
In-Person Community Discussions / Interviews	Morocco, Philippines, Rwanda, Peru, Malawi	Community Members Local grantee organizations Local government or community leaders
In-Person Key Informant Interviews	Morocco, Philippines, Rwanda, Peru, Malawi	PC Post staff Current PCVs in local communities
Remote Interviews with Returned PCVs	U.S. / Global	PCVs involved in sampled projects visited in fieldwork countries

2.1. Primary Data Collection

For each SPA grant project included in the fieldwork plan, we will do our best to collect data from the full range of stakeholders, with the emphasis on community members. We realize that more effort will be required to identify and recruit local stakeholders and community members touched by earlier projects, and that our ability to reach a variety of stakeholders is in itself an indirect indicator of project success and sustainability. (We will keep track of unsuccessful outreach attempts and include this in the final reporting.)

We believe that participatory data collection methods are not feasible for the scope of the proposed fieldwork given the number of communities to be visited and the limited amount of time we will have in each community. We will primarily ensure community participation through: (1) involving grantee organizations and community members in recruitment as well as best strategies for organizing discussions, and (2) using open-ended questions in the discussions to allow community members to bring up the issues that are of importance to them and to allow for the discussions to flow in a way that is culturally comfortable for the participants.

²⁵ Based on conversations with PC in November 2017, we understand that the civil unrest in Malawi may make conducting fieldwork there difficult. If PC/USAID deems it necessary, Malawi may be replaced with another country to be selected by PC/USAID.

In-Country Interviews with Community Members

Face-to-face interviews (individual or group) will be conducted with local grantee organizations and with local government or community leaders, where possible. These interviews will help to inform the discussions to be held with the larger community.

In-Country Community Discussions

For each grant project selected for a site visit, a key element of the fieldwork will be a facilitated community discussion about the SPA project. (These discussions will be specific to one project.) The fieldwork team for each country (two GDIT staff and local partner) will coordinate with the current local PCV (if present at site), grantee organizations, and community leaders on recruitment for the community discussion. We will also ask local community members, families, and women to recruit their friends and acquaintances as appropriate, in order to identify discussion group participants. (For more about fieldwork teams and planning, see Sec. 0.)

Furthermore, for each specific community—in consultation with key stakeholders—we will determine whether it will be best to hold a ***mixed-gender discussion or separate women-only and men-only discussions***. When youth are among the program participants or beneficiaries, we will also carefully consider the best strategy for soliciting their input.

In-Country Interviews with Key Informants

As shown in Table 1, in each of the study countries, GDIT will conduct face-to-face **semi-structured interviews** with key informants who were involved in or knowledgeable of the sample projects visited, in addition to staff at the PC Post. The specific stakeholders interviewed will vary by project, but will likely include current PCVs (where present).

Remote Interviews with Returned PCVs

For each of the visited projects, we also plan to interview the PCV who applied for the grant and helped implement the project. (For projects that involved multiple PCVs, we will aim to interview at least one PCV per project.) Given that all of the projects under evaluation have been completed, we anticipate that most of the PCVs involved have now returned to the United States. We will make our best attempt to obtain contact information for these returned PCVs and conduct individual interviews remotely, via telephone or Skype, whichever is most convenient for the interviewee.

Data Collection Instruments

GDIT will develop interview protocols and discussion guides for the various target groups grounded in a ***mixed-methods approach***. Specifically, portions of the interview protocols will use closed-ended questions to collect basic socio-demographic information. In addition, a semi-structured portion of the protocols will gather open-ended, descriptively rich information on selected topics. For example, the ***PCV protocol*** will probe how well the project implementation went, what lasting impacts there were on the community, and any further development projects that can be linked to the SPA project. The ***grantee organization protocol*** will explore if the project helped the organization build development capacity in the community, if any new contacts or resources were discovered as a result of the project, how well the community received the effort, and if the project has affected the future work of the organization.

The instruments for ***community discussions and interviews with community stakeholders*** will have primarily open-ended questions to allow for the greatest amount of community input. All questions will be phrased so that they are easily comprehensible for the target audience. The same instruments will be used for all projects and will not include details of the specific project under discussion. Nonetheless, we understand the importance of ensuring that community members are fully aware of the project being

evaluated. They will be informed of the specific project during recruitment (see Sec. 0). In addition, each discussion will begin with a recap of the project details to refresh the participants' memories, especially for projects that were completed more than a year ago.

The complete list of data collection instruments is presented in Table 2. (See Sec. 0 for details on Instrument Development.)

Table 2. Data Collection Instruments

Stakeholder Type	Instruments
Key Informants	Interview protocol for PC Post staff Interview protocol for current PCVs Interview protocol for returned PCVs
Community Members	Interview protocol for grantee organizations Interview protocol for local government or community leaders Interview/discussion guide for community constituents (project participants) Interview/discussion guide for greater community members (project beneficiaries)

2.2. Analysis of Secondary Data

The Government has furnished complete administrative data for all SPA grants funded and completed between FY 2013 and FY 2017. This data will be used for three purposes:

1. Fieldwork planning and sample selection;
2. Development of measures to address the research questions and the eventual development of data collection instruments; and
3. Identification of factors that correlate to successful community engagement, capacity building, and sustainability through statistical analysis. For example, we will analyze the data to determine whether project success—from the PCV perspective—is clearly correlated to the funding amount, the program theme, or the duration of the funded project. The community inputs collected during the fieldwork will help to shed light on any correlations that emerge from the administrative data.

These elements are elaborated in more detail in Section 0, Implementation Plan.

2.3. SPA Grant Sample Selection for Fieldwork

The proposed sampling of projects for fieldwork site visits was selected based on the following criteria: geographic region, program theme, year of SPA funding, and grant amount. In each country, the sample is designed to maximize the diversity of projects clustered within a few different geographic regions, to ensure feasibility of travel and data collection during a 2- to 3-week fieldwork trip. We have included approximately 10-12 grant projects per country.

These selections were made from the completion reports provided to GDIT by the PC in October 2017. Any FY 2017 SPA projects that were not included in the global administrative data (because completion reports had not yet been generated) will not be considered in the evaluation.

The site selection tables are presented in the preliminary order in which we expect fieldwork to occur: Morocco (January), Philippines (March), Rwanda (March), Peru (April), and Malawi (to be determined). See Sec. 0 for the proposed Evaluation Timeline.

Table 3. Proposed Projects, Morocco

Grant Number	Title	Region	Location	FY	Program Element	SPA Grant
SP-14-378-019	Skill Development Program for Special Needs Students	Beni Mellal	Demnate	2014	2.4.1, Civic Participation	\$3,748.57
SP-14-378-006	Let's Cook: Moroccan/American Cultural and Health Exchange	Casablanca-Settat	Berrechid	2014	2.4.1, Civic Participation	\$696.80
SP-14-378-021	Fall 2014 Errachidia International English Education Conference	Drâa-Tafilalet	Errachidia	2014	2.4.1, Civic Participation	\$1,760.63
SP-15-378-022	Girls Adventures in Mathematics, Engineering and Science (GAMES) Camp	Drâa-Tafilalet	Goulmima	2015	4.8.1, Natural Resources and Biodiversity	\$ 3,689.46
SP-13-378-22	Heifer's International model with rural women and goats	Fès-Meknès	Mghila	2013	4.8.1, Natural Resources and Biodiversity	\$1,401.00
SP-14-378-004	Explorer's Club Correspondence and Visit	Fès-Meknès	Ain Chegag	2014	2.4.1, Civic Participation	\$715.00
SP-14-378-016	Ain Chegag Student Run Ping Pong Club	Fès-Meknès	Ain Chegag	2014	2.4.1, Civic Participation	\$812.96
SP-15-378-019	Child Development Workshop	Marrakesh-Safi	El Kelaa des Sraghna	2015	3.2.1, Basic Education	\$257.36
SP-15-378-006	Gender Advocate Training Meknes	Meknes	Meknes	2015	2.4.1, Civic Participation	\$3,074.33
SP-14-378-010	Second Annual Souss Girls Soccer Camp	Sous Massa	Taroudant	2014	2.4.1, Civic Participation	\$ 3,743.38
SP-15-378-025	2nd Annual Sous Massa Regional GLOW Camp	Sous Massa	Ouled Teima	2015	2.4.1, Civic Participation	\$2,767.55

Table 4. Proposed Projects, Rwanda

Grant Number	Title	Region	Location	FY	Program Element	SPA Grant
SP-13-696-9	Soy Milk Village Project	Eastern Province	Gashongora	2013	4.5.2, Agricultural Sector Productivity	\$1,044.00
SP-17-696-010	The Female Health and Childcare Project	Eastern Province	Gakirage	2017	3.1.6, Maternal and Child Health	\$6,601.97
SP-17-696-015	Water Sanitation and Hygiene Campus Improvements	Eastern Province	Kaduha Cell/Munyaga Sector/Rwamagana District	2017	3.1.8, Water and Sanitation	\$1,108.85
SP-15-696-025	Community Librarian Training	Kigali	Kigali	2015	3.2.1, Basic Education	\$2,704.29
SP-15-696-028	School-Based Financial Education Clubs	Kigali	Kigali	2015	3.2.1, Basic Education	\$1,598.63
SP-16-696-014	STOMP Rwanda Malaria prevention Activities	Kigali	Kigali	2016	3.1.3, Malaria	\$6,096
SP-13-696-4	Water Purification and Potable Water for Mpanda VTC	Southern Province	Byimana, Ruhango District	2013	3.2.1, Basic Education	\$2,531.00
SP-14-696-005	2014 Malaria Expo	Southern Province	Byimana, Ruhango District	2014	3.1.3, Malaria	\$8,934.66
SP-14-696-008	Nutrition Training and Community Empowerment	Southern Province	Gakoma	2014	3.1.9, Nutrition	\$1,255.42
SP-17-696-005	Kayenzi Community Health Worker Training	Southern Province	Kayenzi	2017	4.5.2, Agricultural Sector Capacity	\$3,149.00

Table 5. Proposed Projects, Philippines

Grant Number	Title	Region	Location	FY	Program Element	SPA Grant
SP-14-492-005	GLOW Camp	Bicol	Malabog, Albay	2014	3.1.6, Maternal and Child Health	\$162.94
SP-14-492-006	Community Health and Hygiene in Cabangan	Bicol	Cabangan, Albay	2014	3.1.6, Maternal and Child Health	\$933.24
SP-14-492-009	Cabangan Elementary School Library and Media	Bicol	Cabangan, Albay	2014	3.2.1, Basic Education	\$20,483.33
SP-14-492-015	Youth Publisher's Group	Bicol	Magarao, Camarines Sur	2014	3.2.1, Basic Education	\$315.56
SP-14-492-006	IEC on Biodiversity	Bicol	Partido District	2014	4.8.1, Natural Resources and Biodiversity	\$1,837.21
SP-15-492-011	Environmental Education	Bicol	Partido	2015	4.8.2, Clean Productive Environment	\$7,020.14
SP-16-492-012	Environmental Camp	Camarines Norte	San Isidro, Talisay	2016	4.8.2, Clean Productive Environment	\$568.83

SP-14-492-023	Healthy Lifestyles	National Capital Region	Manila	2014	3.1.6, Maternal and Child Health	\$930.00
SP-14-492-008	MCH Youth Peer Leadership and "Healthy Relationships Camp"	Negros Occidental	Bacolod City	2014	3.1.6, Maternal and Child Health	\$884.81
SP-15-492-010	San Carlos City Learning Center	Negros Occidental	San Carlos	2015	3.2.1, Basic Education	\$1,865.64
SP-17-492-003	I Read: I Imagine Workshop and Victorian Reading Space Project	Negros Occidental	Victorias City	2017	3.2.1, Basic Education	\$504.87

Table 6. Proposed Projects, Peru

Grant Number	Title	Region	Location	FY	Program Element	SPA Grant
SP-13-527-2	Sensory Stimulation Classroom of Developmentally Disabled Youth	Ica	Ica	2013	3.2.1, Basic Education	\$1,412.00
SP-13-527-26	Healthy Environment - Improved Cookstoves in San Pedro	Ica	San Pedro, Santiago	2013	4.8.2, Clean Productive Environment	\$1,484.00
SP-13-527-5	Healthy Homes, Improved Cookstoves and Dry Bathrooms for Los Molinos	Ica	Rio Grande	2013	4.8.2, Clean Productive Environment	\$1,363.00
SP-15-527-003	Areas Verdes I.N.E. Jose Olaya Balandra	Lambayeque	Santa Rosa, Chiclayo	2015	4.8.2, Clean Productive Environment	\$3,245.26
SP-13-527-10	Promoting Proper Waste Management in School Systems	Lambayeque	Olmos	2013	4.8.2, Clean Productive Environment	\$1,324.00
SP-15-527-011	Reforestación en Reque	Lambayeque	Reque	2015	4.8.1, Natural Resources and Biodiversity	\$492.01
SP-16-527-003	Elementary School Library	Lambayeque	Pimentel	2016	3.2.1, Basic Education	\$9,621.45
SP-14-527-008	Literacy Promotion	Cajamarca	Cajabamba	2014	3.2.1, Basic Education	\$1,998.57
SP-15-527-002	Helping with the future of the children of Chuyabamba	Cajamarca	Chuyabamba, Chota	2015	3.2.1, Basic Education	\$2,648.55
SP-15-527-009	Healthy Homes and Environment	Cajamarca	Chuyabamba, Chota	2015	4.8.2, Clean Productive Environment	\$4,034.50
SP-14-527-009	Sensory Stimulation and occupational therapy Classroom for Youth with disabilities	Amazonas	Chachapoyas	2014	3.2.1, Basic Education	\$1,698.32
SP-13-527-14	GLOBE Program Network in Amazonas	Amazonas	Chachapoyas	2013	4.8.2, Clean Productive Environment	\$1,025.00

Table 7. Proposed Projects, Malawi*

Grant Number	Title	Region	Location	FY	Program Element	SPA Grant
SP-13-614-9	The Ching'amba Under Five Shelter	Central region	Ching'amba Village	2013	3.1.6, Maternal and Child Health	\$5,595.00
SP-13-614-1	Chamwabvi CDSS Library	Central region	Chilowa	2013	3.2.1, Basic Education	\$4,495.00
SP-15-614-002	Chilengedwe (Natural Resources) Project	Central region	Kasankha	2015	4.5.2, Agricultural Sector Capacity	\$866.18
SP-16-614-020	Tsogolo Magazine -Malawi Youth Magazine Project	Central region	Nathenje, Lilongwe	2016	3.2.1, Basic Education	\$10,898.93
SP-16-614-013	Alinafe Community Gardens	Central region	Nkhotakota/Njewa Village/Alinafe	2016	3.1.6, Maternal and Child Health	\$826.91
SP-13-614-10	Training to Improve the Environment and Community Health	Northern region	Nyika National Park	2013	4.8.1, Natural Resources and Biodiversity	\$4,754.00
SP-17-614-002	Nutrition and Hand Washing With MCH	Northern region	Mhuju	2017	3.1.6, Maternal and Child Health	\$264.66
SP-13-614-11	Fresh Spring Water Dam Construction	Southern region	Mfera Health Center, Mfera Catchment Area, Chikhwawa District	2013	3.1.1, HIV/AIDS	\$1,517.00
SP-13-614-13	Women for a Better Future	Southern region	Mulanje District, Bangu Catchment Area	2013	4.8.1, Natural Resources and Biodiversity	\$1,419.00
SP-15-614-006	Mwayiwathu (Budala Integrated Farming)	Southern region	Budala, Machinga District	2015	4.5.2, Agricultural Sector Capacity	\$403.70
SP-16-614-004	Malaria Mural	Southern region	Namadzi	2016	3.1.3, Malaria	\$127.99

**This proposed sample selection is preliminary depending upon the feasibility of conducting fieldwork in Malawi given the present unrest in the country. If needed, Malawi will be replaced with another fieldwork country, as determined by PC/USAID.*

3. Evaluation Plan

This evaluation plan includes the key questions to be answered by the evaluation; an implementation plan; a timeline; a complete list of deliverables; and a dissemination plan for the final report.

3.1. Evaluation Questions

The evaluation is designed to address the key evaluation objectives and research questions included in the SOW. Table 8 presents both the key research questions (RQs) and a selection of illustrative lower-level questions, grouped under the two evaluation objectives: (1) understanding the broader ownership of development in the communities served and (2) developing lessons learned and good practices.

In Table 8, the bulleted lower-level questions (sub-questions) represent questions that the evaluation will attempt to answer in order to address each RQ. These questions will be used to create a data map that will serve as a guide in the development of interview/discussion questions for the data collection instruments. (See Sec. 0 below.)

Table 8. Key Research Questions and Lower-Level Questions

1. BROADER OWNERSHIP OF DEVELOPMENT IN THE COMMUNITIES SERVED
RQ1. What are the results of community-led efforts associated with SPA grant activities? To what extent are these results likely to be sustained over time?
• What is the current status of projects? Are there still aspects of the project that are identifiable in the communities? • What role did the PCV, as an external actor, have in the implementation of the project? What steps did they take to develop collective action in the community?
RQ2. How and to what extent have SPA grant activities contributed toward catalyzing communities to identify, access, and mobilize local resources to meet their needs?
• What local-led development activities have taken place since the SPA activity? How were they funded? Who was the driving force (i.e. community members, local organization, outside organization)? • Have there been any new community groups or resources identified since the SPA activity that have aided in further development?
RQ3. What are the common features of SPA grant activities that did and did not result in sustained local capacity to pursue community-led development?
• How and to what extent did the SPA planning and implementation process empower communities to take on a leadership role and exercise decision-making authority in identifying and pursuing their own development priorities during the SPA grant activity? • When and how did this experience of leadership and decision-making power in the context of the SPA grant activity contribute to enhanced local capacity for, or increased frequency of, community-led action after the activity ended? • Did any other specific features of grant activities—such as grant amount, percentage of community contribution, duration of activity, significant behavior change/education components, level of intentional capacity building, number of direct project participants, or gender/age of direct project participants—contribute to making project outcomes more or less sustainable? • To what extent did the implementation of the SPA activity fulfill the intent of the qualifications of the small grant framework as laid out by the PC Small Grants Program Volunteer Handbook? Was conforming to, or deviating from, specific elements of those qualifications important to realizing (or not realizing) their intent?
2. LESSONS LEARNED AND GOOD PRACTICES
RQ1. What opportunities do stakeholders see to continue making progress on community development priorities after SPA grant activities have ended, and what factors might prevent them from doing so?
• Do community members cite any differences in their community as a result of the SPA activity that allowed them to better identify and make progress on their development priorities? • Do women identify as many opportunities for community development as their male counterparts? Are there any differences in the perceived opportunities based on age?
RQ2. What motivates stakeholders to engage, or not to engage, in community-led development efforts, and how can programs designed to catalyze community-led development best approach those motivations?
• How was the SPA project identified and prioritized: by the PCV, community members, local organization? • How was buy-in developed in the community for the project? • Is there evidence to suggest a relationship between communities receiving any Small Grants Program trainings or guidance in addition to the SPA project, and better outcomes from the SPA project? • To what extent are local processes of engagement and linkages with CSOs, government agencies, and other institutions led by

the community? Why or why not?

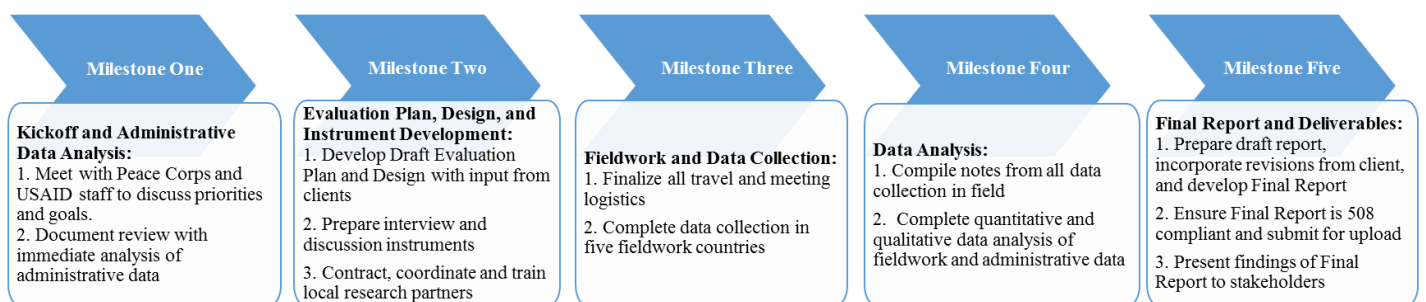
RQ3. Across SPA grant activities, what have been the common challenges to communities organizing for mutual benefit, and how can programs designed to catalyze community-led development help communities to address these challenges?

- What are the most common challenges that communities encounter while planning and implementing a SPA grant activity, and how were these addressed? What factors influenced whether these challenges were successfully overcome (or not)?
- What engagement strategies—in areas including but not limited to establishing and cultivating relationships, fostering linkages among local actors and resources, program management, sustainable skills transfer, and mobilization of local resources—have been successful and unsuccessful across SPA activities?
- What lessons can be drawn from these experiences about how programs can most effectively catalyze and empower communities to lead their own development?

3.2. Implementation Plan

As illustrated in Figure 1, our implementation plan includes five key stages: (1) document review and initial administrative data analysis; (2) evaluation design and instrument development; (3) fieldwork and data collection; (4) data analysis; and (5) final report and deliverables. This section details the steps and procedures involved in each stage.

Figure 1. Overview of Implementation Plan



3.2.1. Document Review and Initial Administrative Data Analysis

GDIT will conduct a thorough document review and a preliminary analysis of the projects in the five fieldwork countries, which will inform the selection of SPA projects for site visits and the fieldwork planning. We will also review the contact information provided for the selected sample of grants to develop a strategy for updating contact information.

3.2.2. Evaluation Plan/Design and Instrument Development

- **Evaluation Plan and Design.** Based on the document review, preliminary global data analysis, and input received from PC and USAID representatives at the Kickoff Meeting, GDIT will prepare a draft evaluation plan and design. A working session with PC and USAID representatives will be held to review the draft, after which we will revise the plan and design incorporating client feedback. GDIT will give a presentation of the final plan and design to select PC/USAID upper management representatives in mid-December.
- **Development of Logic Model.** GDIT will produce a logic model illustrating program inputs, outputs, and desired short- and long-term outcomes. We will seek the PC's agreement (with USAID's input) on the logic model, which will inform the development of instruments. (The final approved logic model has been included as Appendix B.)
- **Development of Measures, Data Map, and Instruments.** A critical element of any successful evaluation is the development of instruments that ask answerable questions that elicit the information

needed to address the evaluation questions and objectives. In order to ensure that the instruments will produce the data needed for this evaluation, we will build the instruments in several stages:

- We will refine and finalize the **research questions** (in Table 8 above) in consultation with PC/USAID.
- We will **review all relevant program documentation**, including existing SPA grant indicators for SPA IV, grant completion reports, project-specific goals and objectives, as well as measures/questions used in previous SPA Program evaluations.
- We will **identify or develop specific measures to address the objectives of the current evaluation**: to determine community ownership of projects, capacity-building of community members, and sustainability of both specific grant activities and community capacity to implement other local development projects.
- Once the research questions and measures have been finalized, we will **develop instruments for each stakeholder group**.
 - Each instrument will include questions that align with specific research questions.
 - We will produce a **data map** in which all instrument questions (interviews, discussions) are aligned with research questions. For example, for the research question regarding outcomes of community-led efforts, the data map would map relevant questions from the PCV interview guide, the community constituent discussion guide, the local leader interview guide, and the grantee organization interview guide, as well as relevant data points from the global data. The data map will help us to ensure that all research questions will be addressed by the instruments and/or global data analysis. If there are any gaps in the data map, we will revise the instruments accordingly.
 - Instruments for community discussions and interviews with community stakeholders will incorporate **gender sensitivity** or gender-specific questions where necessary.
- **Approval of Instruments.** We will seek PC/USAID approval of all instruments prior to translation and data collection.
- **Translation of Instruments.** We will consult with PC representatives and local partners to determine which languages the instruments need to be translated into. For example, in Morocco, we anticipate that the instruments may need to be translated into French, Arabic, and/or Berber depending on the communities selected. Upon approval of all instruments, GDIT will ensure accurate and efficient translation using GDIT's in-house language services department, which manages an average annual volume of approximately 20 million words. All the translators in our extensive network are rigorously tested for the subject matter which they will be translating, and many are certified in language pairs where certification is available. Every translation is verified by a second translator, then the final copy is reviewed by our Linguistic Services Manager.
- **Review of Instruments.** GDIT's approach to reviewing instruments is intended to ensure the collection of valid, reliable, and consistent data as well as to maximize the efficiency of the fieldwork process and adhere to the overall project schedule. Each instrument will first go through our standard internal testing process for protocol/questionnaire flow, accuracy, comprehensibility, and any technical issues. Then instruments will be reviewed by the in-country research partners (in English and local languages) to ensure comprehensibility and applicability in the local context. If needed, the instrumentation will be adjusted after the first fieldwork trip based on community input.

3.2.3. Fieldwork and Data Collection

- **Contract local research partners.** Local partners will be recruited using our extensive network of vetted research firms and consultants around the world. Where possible, we will hire proven partners with whom we have worked previously.
- **Fieldwork Planning.** Once the timing for the fieldwork visits has been confirmed by the PC, we will begin planning the fieldwork in coordination with the PC Post and local research partner in each country. Initially we will verify and update all contact information for PCVs who were involved in the selected SPA activities; current PCVs in the local communities (where present); and grantee organizations. We will consult with Posts, PCVs, and grantee organizations to determine the best approach for each local community site visit, including the timing and best strategies for recruitment of evaluation participants, as well as any issues regarding gender sensitivity in data collection. We will also seek local PCVs' and grantee organizations' assistance with recruitment.

Prior to each fieldwork trip, we will develop a **detailed itinerary of activities**, including a map of the locations for site visits. Our fieldwork team and local partner will coordinate the logistics prior to the trip, and will make adjustments on the ground as needed.

- **Fieldwork / Data Collection in Five Countries.** We plan to conduct the fieldwork between January and April of 2018. The preliminary schedule presented in Table 9 is based on the availability and preferences of PC Posts, as of November 2017. The exact dates will be finalized in consultation with Posts.

Table 9. Proposed Fieldwork Schedule

Country	Dates
Morocco	Jan. 15-Feb. 2
Philippines*	March 5-23
Rwanda*	March 5-16
Malawi**	TBD
Peru	April 16-27

**We will send different fieldwork teams to the Philippines and Rwanda since the timing overlaps.*

***Fieldwork in Malawi is dependent on the resolution of civil unrest in the Southern region of the country. TBD whether we will be able to conduct fieldwork there in March or April, or whether it will need to be replaced with a different country.*

In each country, the fieldwork team will include at least two members of GDIT's evaluation team and a local research partner. Each trip will last between 10 to 15 business days. For PCVs involved in grant activities under evaluation who are no longer in the country, the evaluation team will coordinate with PC Posts to contact them and to arrange interviews via telephone or Skype prior to the fieldwork.

- **Interview/Discussion Notes.** All interviews and discussions will be recorded (with permission of the participants). Local partners will use the recordings to produce detailed notes in English. In order to ensure consistency and the highest quality of data for the qualitative analysis, GDIT will provide local partners with a notes template organized by the key themes/research questions of the evaluation. For each country, the GDIT country lead will review the notes provided by the local partner and incorporate any of his/her own notes and observations from the fieldwork. Any questions regarding the notes will be cross-checked using the audio recordings and/or discussed with the local partner to

ensure the data is as accurate and useful as possible. These notes will form the basis of the qualitative analysis.

3.2.4. Data Analysis

As both qualitative and quantitative data will be collected, GDIT will use a variety of analytical tools and methods to develop the evaluation findings.

- **Quantitative Analysis of Global Administrative Data.** GDIT will analyze quantitative data using a standard statistical software package (such as SPSS or STATA) offering numerous statistical methods and suited to large complex data sets. GDIT will establish data cleaning and coding conventions and employ logic checks (e.g., examining frequency distributions and descriptive data) to ensure consistent analysis. Analyses that draw upon the administrative data files will begin immediately upon their receipt and will include data cleaning followed by analyses to identify trends across projects, underlying factors that could impact project success, and any variance of potential interest.
- **Qualitative Data Analysis.** Analysis of the interview and discussion data will be conducted using NVivo, a software package that facilitates coding of qualitative data. We will also code and review the qualitative data from the completion reports for the specific SPA grants visited during the fieldwork (e.g., project narratives, objectives, and goals).

GDIT's approach to qualitative analysis typically involves both **deductive and inductive** methods. Analysis will involve importing the interview and discussion notes into NVivo and coding them (manually and/or with NVivo's auto-coding) to correlate the respondents' responses broadly to the predetermined key research areas, such as community involvement or sustainability (deductive); manually coding for emergent sub-themes, such as specific project results or specific community efforts (inductive); cross-checking the analysts' coding with NVivo's analysis of frequently used words/phrases; and cross-checking of coding by at least two analysts.

- **Integration and Triangulation of Quantitative and Qualitative Data.** Finally, we will integrate and contrast the qualitative and quantitative data findings and determine how the different data sources can be best utilized to address specific research questions.

3.2.5. Final Report and Deliverables

GDIT's approach to report writing is to seek input from the client on the preferred content and structure for the report prior to beginning writing.

- **Report Outline.** As a first step, we will develop a report outline based on the data analysis, which we will submit to the PC (with input from USAID) for feedback and approval.
- **Draft Report.** We will then draft the report based on the approved outline. The report will include all the elements listed in the SOW, including a cover page that clearly identifies the report, subject of evaluation, authors, and co-branding; a table of contents; a description of the SPA Program; background information and context pertaining to the SPA activities under evaluation; the evaluation questions; an explanation of the methodology; identification of data sources; limitations of the evaluation; findings based on data and evidence; and gender-differentiated findings where relevant. The Draft Report will be reviewed internally by the entire GDIT evaluation team to ensure the accuracy and completeness of the analysis and information presented. After internal

GDIT Approach to Report Writing: An Iterative Process

GDIT's report writing process typically involves several stages with input from the client:

- Report outline
- Draft report
- Draft recommendations in consultation with client

Client input at these early stages is critical to producing a final product that meets or exceeds expectations.

review, GDIT will submit the draft report to the COR.

- **Draft Report Debrief.** GDIT will lead a draft report debrief following submission to collect feedback and answer questions from PC/USAID representatives, as well as to discuss draft recommendations to be included in final report. Following the debrief, GDIT will revise the report incorporating client feedback. We will write the final Recommendations (incorporating PC/USAID feedback), the abstract and Executive Summary. The final, complete report will be edited by our in-house professional editor for clarity, consistency, and accuracy of all data. We will ensure that the report meets the formatting requirements of the SPA IV Agreement and is 508 compliant.
- **Submission of Final Report and Deliverables.** GDIT will submit the revised Final Report and all other final required deliverables to the COR. As per the SOW, the Final Report will include the following Annexes: Original SOW and revised SOW; evaluation design; data collection instruments in English and other languages as administered; all sources of information properly identified and listed; any written statement of difference from PC and/or USAID staff regarding any significant unresolved differences of opinion (if applicable); signed disclosures of conflicts of interest from evaluation team members; and summary of information about evaluation team members, including qualifications, experience, and role on the team.

Other final deliverables, as per the SOW, shall include: notes and/or transcripts from in-country interviews and discussions; data sets and supporting documentation, such as code books.

Once the Final Report has been approved, the evaluation team will upload the report in a 508 compliant format to the Development Experience Clearinghouse.

- **Final Presentation.** The evaluation team also will provide a final presentation to selected PC/USAID representatives on the date set by the COR.

3.3 Timeline

Following is a timeline for the 12-month period of performance (POP), October 2017 through September 2018, which includes all tasks and deliverables identified in the SOW. This timeline is a working document that will be updated throughout the POP as needed to reflect any changes necessitated by in-country fieldwork logistics, coordination, and any other unexpected circumstances. In all cases, updates to the timeline will be discussed with the COR during our weekly email updates and/or biweekly phone calls.

Table 10. Evaluation Timeline

Deliverables and tasks #	Months	Oct-17				Nov-17				Dec-17				Jan-18				Feb-18				Mar-18				Apr-18				May-18				Jun-18				Jul-18				Aug-18				Sep-18																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
		Weeks				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
		Days (starting Monday)				2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3	10	17	24																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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3.4. Deliverables

Table 11 presents the complete list of required deliverables and their expected delivery date or status.

Table 11. Timeline of Deliverables

Deliverables	Timing
Kickoff meeting / Transfer of files	Completed
Weekly email update	Ongoing
Submission of Draft Evaluation Plan and Design	2 November 2017
Working Session/ Evaluation Plan and Design Feedback Meeting	30 November 2017
Presentation of Evaluation Plan and Design to USAID and PC Representatives	6 December 2017
Submission of Final Evaluation Plan and Design	7 December 2017
Submission of Report Outline	Mid May 2018 (exact date TBD)
Submission of Draft Report	End June 2018 (exact date TBD)
Draft Report Debrief	End July 2018 (exact date TBD)
Submission of Final Report and Deliverables	End August 2018 (exact date TBD)
Upload of Final Report (508 compliant)	Mid September 2018 (exact date TBD)
Stakeholder presentation(s) of Final Report	End September 2018 (exact date TBD)

3.5. Dissemination Plan

The evaluation findings will be distributed through various channels to ensure that the evaluation results can have a broad impact. A 1-hour presentation to stakeholders and leadership of both PC and USAID will be provided by GDIT. The final fieldwork results and tools will be shared with the respective fieldwork PC Posts by the PC SPA Program Manager. The final report will be shared with all SPA PC Posts and USAID Missions, via mass distribution by PC and USAID SPA Program Managers. The report—with particular attention to findings and recommendations for programming—will also be shared by the respective SPA Program Managers to other offices within the respective agencies to inform programming.

ANNEX F: DATA COLLECTION INSTRUMENTS

SPA SITE VISIT CHECKLIST

Date of Site Visit: _____

[PROJECT TITLE]		
[To be completed prior to fieldwork]		
Location (Community):	Region:	Funding Year:
Grantee Org:	POC:	RPCV:
Program Element:	Grant amount:	% Comm. Contribution:
Project Start Date:	Project End Date:	
Project Summary (based on Completion Report):		

Summary of Data Collection: Number of Informants Recruited	
Current PCV	
Grantee Org Representatives	
Local Community Leaders	
Project Participants	
Indirect Beneficiaries	

COMMUNITY CHECKLIST

1. Size of the community: ____ (from Community Leader Interview)
2. Remoteness: near to population center, near to other villages, very remote (Site Visit Team Observation)
3. Poverty Index [Ask Grantee, Community Leader, PCV]:
 - a. Electricity

- b. Running Water
- c. Internet
- d. Type of materials used in the houses
- e. Appliances in the houses, etc.

PROJECT CHECKLIST (PLEASE TAKE PICTURES)

[Only for projects with tangible products or equipment]

Location of project equipment/products/artifacts: _____

Condition of equipment/product:

- 1. In excellent condition
- 2. Fair condition
- 3. Disrepair
- 4. Other (specify):
- 5. N/A

Usage of equipment/product:

- 1. In use regularly
- 2. Used at least occasionally
- 3. No longer used
- 4. Other (specify):
- 5. N/A

Notes: _____

GRANTEE DISCUSSION (IF NOT INDIVIDUAL INTERVIEW)

Location (type):

- 1. Grantee Office
- 2. School
- 3. Religious building
- 4. Community Center
- 5. Other (specify: _____)

Number of people in attendance:

- Number of women (25 or older): _____
- Number of men (25 or older): _____
- Number of youth 15-24 (male): _____
- Number of youth 15-24 (female): _____
- Number of girls under 15: _____
- Number of boys under 15: _____

Length of discussion: _____

Interpretation? (Y/N). If yes, specify language(s):

Notes: _____

COMMUNITY DISCUSSION 1

Location (type):

6. School
7. Religious building
8. Community Center
9. Other (specify: _____)

Type of participants (select):

- Direct project participants only
- Indirect beneficiaries only
- Mixed: Participants and beneficiaries

Number of people in attendance:

- Number of women (25 or older): _____
- Number of men (25 or older): _____
- Number of youth 15-24 (male): _____
- Number of youth 15-24 (female): _____
- Number of girls under 15: _____
- Number of boys under 15: _____

Length of discussion: _____

Interpretation? (Y/N). If yes, specify language(s):

Notes: _____

Location (type):

- Type of participants:

- Number of people in attendance:

- Length of discussion: _____

Interpretation? (Y/N). If yes, specify language(s):

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PEACE CORPS POST INTERVIEW GUIDE

BACKGROUND AND PROGRAM EXPERIENCE

We would like to start by learning a bit about your role here at the Post and your involvement with the SPA Program.

1. How long have you been involved in the SPA Program, and what are your responsibilities?
Approximately how many SPA grants have you overseen? (*Probes: review/approve grant applications, maintain contact with grant recipients--PCVs and local orgs, monitor projects, review completion reports*)

SPA PROGRAM OUTCOMES

Now we would like to discuss the outcomes of the SPA-funded projects here in [COUNTRY].

2. In your experience, what makes projects successful or unsuccessful? (*Probes: project type [event, tangible product, ongoing clubs] grant amount, % of community contribution, program theme, duration of activity, number of project participants, gender/age of project participants*) (3C)
3. Have there been activities funded that were not completed? If so, how often does this happen, and what are the most common reasons? (3C)
4. In your experience, do most SPA grant activities fulfill the intent of the qualifications of the PC small grants framework? Are there any specific qualifications (i.e., community leadership, promoting capacity building, concrete goals and objectives) that are important to the success of project outcomes? (3D)
5. Have you seen any relationship between communities receiving Small Grants Program trainings—including Project Design and Management (PDM)—and better outcomes from SPA projects? (5B) If so, can you give a few examples? (*Probes: What type of training? How and why did it enhance project implementation/outcomes?*)
6. To what extent do the local partner organizations take a leadership role in designing and implementing grant activities? Does this affect the success of project outcomes? (3A)
7. In your experience, does local partner leadership during project design and implementation affect the project's impact on local capacity for community-led development after the SPA activity is completed and the PCV has left the community? (3B) Can you give an example?

LESSONS LEARNED

We would like to talk a bit about lessons you have learned from working on the SPA Program.

8. In your experience, what are the most common challenges encountered during SPA project design and implementation? How does your Post try to mitigate these challenges? What have been the most successful methods for addressing these common challenges? (6A)
9. What strategies for engaging community members in SPA grant activities have been most and least successful? (e.g. relationship-building, co-training, careful community selection and preparation, fostering linkages between communities and resources, sustainable skills transfer, mobilization of local resources) (6B)
10. Can you give us one or two examples? (6B)
11. Are there any lessons learned from your experience of SPA grant activity design and implementation in [COUNTRY] that you think would be applicable to other countries? (6C)

CONCLUSION

12. Is there anything we should know about [COUNTRY], the SPA Program, or the communities that would help us better understand the context of the SPA projects? Is there anything else you would like to share?

Thank you for taking the time to talk with us today. We really appreciate your time.

RETURNED PCV INTERVIEW GUIDE

INTRODUCTION

Good morning/afternoon! We are reaching out to you as part of a global evaluation of the impacts of the Peace Corps Small Project Assistance (SPA) Program on community development and capacity-building. As you know, SPA is a USAID-funded grant program that Peace Corps implements; it is different from other grant programs that you may have been involved in that required crowd-source fundraising from the US. Today we are here to learn about the SPA-funded project [NAME AND DATE OF PROJECT], implemented with [COMMUNITY PARTNER] that you worked on and its impact on the community.

BACKGROUND

1. What were you doing before joining the Peace Corps? Did you have prior work experience?
2. How did you decide to serve in the Peace Corps, and when did you serve?
3. Did you receive any training from the Peace Corps or support from Peace Corps staff that helped you in developing and implementing your SPA project? Did you have any other previous experience that helped you?

PROJECT EXPERIENCE AND OUTCOMES

SPA project overview

We would like to start by discussing the background behind the SPA project and the process of applying for the grant.

4. Can you please tell us how this project came about? Whose idea was it? Who was the main driver behind the idea? (5A)
5. Who were your counterparts during the grant application process, and did they participate in preparing the application? If so, who was involved, and what were their roles? (1B/3A)
6. Did you and your counterparts need to get community leaders or other community members on board before applying for the grant? If so, how did you get them interested? (4A)

Implementation

Now we would like to learn more about your experience implementing the project.

7. Can you please describe the collaboration between you and your counterparts during the implementation of the project? Who else participated in the project and what were their roles? (project participants, other PCVs)? (1B/3A)
8. What strategies did you and your counterparts use to engage the community and build their trust in the project? What worked? What didn't work? (6B)
9. Was [NAME OF PROJECT] completed as expected? (1A)
10. What challenges did you experience during project implementation? How did you and your counterparts overcome these obstacles? (5A)

Outcomes and impacts of the project for the community

11. In your opinion, what was the most important outcome from the project for the community? Do you know if people in the community are still using what they [LEARNED/BUILT]? (1A)
And if so, how do you know?
12. If so, what do you think helped to make these results [SKILLS/EQUIPMENT/FACILITIES] sustainable over time? (*Probes: grant amount, % of community contribution, program theme, duration of activity, number of project participants, gender/age of project participants*) (3B)
13. After [PROJECT NAME] was implemented, do you know if the community pursued other local development activities? If so, do you know how were they funded? Who initiated them? (*e.g., community members, local organization, outside organization*) (2A)

14. Do you know if any new community groups or resources have been identified to help the community pursue further development? (2B)
15. Did the local counterpart or the wider community make connections with new organizations (for example, local or international organizations or government agencies) because of [NAME OF PROJECT]? Tell us about it. (*Probes: Have these new connections been productive in some way? Are they informal or formalized, e.g. partnerships, agreements?*) (5C)

Lessons Learned

16. Besides the SPA grant, did the community receive any other assistance from the Peace Corps, such as Small Grants Program trainings, Project Design and Management (PDM) trainings, or additional Peace Corps grants (maybe grants that aren't SPA)? Did they receive assistance from any other organization? If so, do you think this had any impact on the project's success? (5B)
17. If you had the chance to do a project like this again, what do you think you would do differently? (*e.g., grant amount, duration of project, design, implementation, stakeholders*) What advice would you give to PCVs applying for SPA grants? (6C)

INSIGHTS AND CONTACTS FOR SITE VISIT

18. Whom would you suggest we contact in the community for this evaluation? (*Grantee organization, local leaders, project participants and beneficiaries*)
19. What do you feel would be the best approach to recruiting and seeking input from community stakeholders, e.g. interviews, group discussions? (*Probe for gender issues*)
20. Are there any other cultural sensitivities or specific issues we should be aware of regarding this project or this community?
21. Did you have a name in the local language that the community called you?
22. Is there anything else you would like to share?

CURRENT PCV INTERVIEW GUIDE

INTRODUCTION

Good morning/afternoon! We are visiting your community as part of a global evaluation of the impacts of the Peace Corps Small Project Assistance (SPA) Program on community development and capacity-building. As you know, SPA is a USAID-funded grant program that Peace Corps implements; it is different from other grant programs that you may have been involved in that required crowd-source fundraising from the US. Today we are here to learn about a specific SPA-funded project [NAME AND DATE OF PROJECT], implemented by [RPCV] with [COMMUNITY PARTNER] and its impact on the community.

Please know that your participation in this interview is completely voluntary, and we value your honest opinion. Your comments will be anonymous and your identity will remain confidential. We will never use your name in any written reports or give out any of your personal identification to anyone, including the Peace Corps. The final report will be available to the public and you will be able to read it online when it is released.

BACKGROUND

1. How long have you been serving in this community?
2. Are you familiar with the SPA Program? Please tell us what you know about it. Have you ever applied for or worked on a SPA grant activity yourself? *(If respondent is unfamiliar, explain what the SPA program is.)*
3. Are you familiar with any other grant activities implemented by fellow PCVs in this community? Do you know if these activities were SPA grant activities or if they were funded by other grant programs?

PROJECT EXPERIENCE AND OUTCOMES

SPA Project Overview

4. Do you know about the [NAME OF PROJECT]? If so, how did you learn about it? Do you know community members who were involved? What did they tell you about it?

Outcomes and Impacts of the Project for the Community

5. Are people in the community still using what they [LEARNED/BUILT]? Please tell us about it—who is using [THE SKILLS/PRODUCT/EQUIPMENT], and for what purposes? (1A)
6. Have any of the outputs of that project been useful to your current work in the community? (1A)
7. Do you know if the community has pursued other local development activities since the project? If so, how were they funded? Who initiated them? *(e.g., community members, local organization, outside organization)* (2A)
8. Do you know if any new community groups or resources have been identified to help the community pursue further local development activities since the [PROJECT NAME]? (2B)
9. Have community members mentioned any differences or changes in the community as a result of the project? (4A)
10. Do you know if the community has relationships with government agencies or civil society organizations? If so, who in the community serves as the point of contact? Can you give an example of how the community engages with these organizations when they need assistance? (5C)

CONCLUSION

11. Is there anything you would like to tell us about this community that would help us better understand the context of the [PROJECT NAME]? Is there anything else you would like to share?

GRANTEE INTERVIEW GUIDE

INTRODUCTION

Good morning! Good afternoon! Thank you so much for taking the time to speak with us. We are here to learn more about the [NAME OF PROJECT] and its impact in your community. [NAME OF PROJECT] was implemented between [START DATE] AND [END DATE] by [PCV NAME (Ideally the local name, if known)] and [COMMUNITY PARTNER]. We are interested in knowing what went well and what could be improved for future work in communities around the world.

Please know that your participation in this interview is completely voluntary, and we value your honest opinion. Your comments will be anonymous and your identity will remain confidential. We will never use your name in any written reports or give out any of your personal identification to anyone, including the Peace Corps. The final report will be available to the public and you will be able to read it online when it is released.

Before we get started, please tell us your name, something about yourself, and how old you are.

BACKGROUND

1. What type of work does your organization do?
2. Before participating in the SPA grant program, did your organization work with Peace Corps or USAID? Can you describe how you worked together?
3. Was this the first time your organization ever received a grant from an international organization? If not, from what other international organizations have you received funding?

PROGRAM EXPERIENCE AND OUTCOMES

SPA project overview

We would like to start by discussing the background behind the SPA project and the process of applying for the grant.

4. Can you please tell us how this project came about? Whose idea was it? (*PROBE: Your organization, people from the community, the PCV, or someone from another organization.*) (5A)
5. Can you describe the project briefly? What did people build, what did they learn, etc.? (1A)
6. What role did your organization have in designing and implementing the project? What role did the PCV have? (3A)
7. Did your organization get any training from the Peace Corps in addition to the SPA grant award? (5B)
8. Was [NAME OF PROJECT] completed as expected? If no, please explain. (1A)
9. What challenges did your organization encounter in implementing the project? How did you overcome these obstacles? (6A)

Implementation and Outcomes for the Community

We would like to know about the implementation of the project.

10. What strategies did your organization use to engage the community in the project? What worked? What didn't work? (6B)
11. Are they still using what they built or learned? Please give examples. (1A)

12. What have been the most important benefits of the project for the community? (1A)
13. Do you think the project has helped the community members to take a more active role in improving the well-being of their community? (3A and 4A) Please explain.
14. Do you think the project helped bring the community together? Have they learned skills as a result that they can use to change their lives? Can you give some examples? (4B)

Outcomes and impact of the project for your organization

15. How has having the grant helped your organization?
 - a. Did you learn new skills (project planning, design, implementation, getting funding, get new equipment, etc.) (1A)
 - b. Has your organization made new connections with other organizations (including, local or international organizations or government agencies) because of [NAME OF PROJECT]? Tell us about it. (5C) (*PROBE: have these new connections been productive in some way; are they informal or formalized (partnerships, agreements, etc.)*)
16. Have you continued with these activities after the grant ended? What have you done? (3B)
17. Have you been able to use what you learned to develop new projects (or get new funding)? (3B)
18. If yes, where did the idea(s) for the project(s) come from, who is leading it, and who is providing the funding? (2A)

Lessons Learned

19. Thinking back, what was the most important thing you learned from implementing this project? If you had to do it again, what would you do differently? What could the PCV or Peace Corps do differently to make future projects more successful? (6C)

CONCLUSION

Lastly, is there anything else you would like to share? Thank you very much for taking the time to talk with me today. We appreciate your time.

COMMUNITY LEADER INTERVIEW GUIDE

INTRODUCTION

Good morning! Good afternoon! Thank you so much for taking the time to speak with us. We are here to learn more about the [NAME OF PROJECT] and its impact in your community. [NAME OF PROJECT] was implemented between [START DATE] AND [END DATE] by [PCV NAME (Ideally the local name, if known)] and [COMMUNITY PARTNER]. We are interested in knowing what went well and what could be improved for future work in communities around the world.

Please know that your participation in this interview is completely voluntary, and we value your honest opinion. Your comments will be anonymous and your identity will remain confidential. We will never use your name in any written reports or give out any of your personal identification to anyone, including the Peace Corps. The final report will be available to the public and you will be able to read it online when it is released.

BACKGROUND

1. What is your role in the community? What are your responsibilities in this role?

PROGRAM EXPERIENCE AND OUTCOMES

SPA project overview and Implementation

We would like to know about the implementation of the project. Please feel free to speak openly about any challenges so that the Peace Corps can learn how to better support other communities in their projects.

2. Were you consulted in the planning and implementation of [NAME OF PROJECT]?
3. Can you describe the project briefly? What did people build, what did they learn, etc.? (1A)
4. What were some of the challenges encountered by the community or the grantee organization in implementing the project? Do you know how these challenges were overcome? (6A)

Outcomes and impacts of the project for the community.

5. Is the community still using what they built or learned? (1A)
6. In your opinion, what have been the most important benefits of the project for the community? (1A)
7. Who has benefitted most from this project? (*PROBE: community in general/men/women/children*) (4B)
8. Do you see any difference in the community after the project? (4A)
9. Do you think the project has helped the community members to take a more active role in improving the well-being of their community? (3A and 4A)
10. Has the community made connections with new organizations (for example, local or international organizations or government agencies) because of [NAME OF PROJECT]? Tell us about it. (5C)
11. Have other activities led by the community taken place after the project? How they were funded? Who (individuals or organizations) led the activities? (2A)

Lessons Learned

12. What would you recommend to better engage the community in this type of project? (6B)
13. Do you have other suggestions for how projects like this could be done better in the future? (6C)

CONCLUSION

Lastly, is there anything else you would like to share? Thank you very much for your time.

PROJECT PARTICIPANTS DISCUSSION GUIDE

INTRODUCTION

Good morning! Good afternoon! Thank you so much for taking the time to speak with us. We are here to learn more about the [NAME OF PROJECT] and its impact in your community. [NAME OF PROJECT] was implemented between [START DATE] and [END DATE] by [PCV NAME (Ideally the local name, if known)] and [COMMUNITY PARTNER]. We are interested in knowing what went well and what could be improved for future work in communities around the world.

Please know that your participation in this interview is completely voluntary, and we value your honest opinion. Your comments will be anonymous and your identity will remain confidential. We will never use your name in any written reports or give out any of your personal identification to anyone, including the Peace Corps. The final report will be available to the public and you will be able to read it online when it is released.

Before we get started, please tell us your name, something about yourself and how old you are.

PROGRAM EXPERIENCE, OUTCOMES, and IMPACTS

Thinking about your experience with [NAME OF PROJECT]:

1. Tell us about your experience with the [PROJECT]. (What did you do, what did you build, what did you learn, etc.?) How did the project come together? (1A)
2. How did you get involved in [NAME OF PROJECT]? Had you participated in any activities with [GRANTEE ORGANIZATION] before? (5A, 6B)
3. How was your interaction with the PCV(s) before, during, and after the activity? And with the [GRANTEE ORG/COUNTERPART/PROJECT PARTICIPANTS] before, during, and after the activity? (*PROBE: quality of interaction, not frequency or means of interaction*) (1B)
4. Did you meet new people from other communities or organizations (local or international, government) during [NAME OF PROJECT]? Are you still connected to them? If so, how? (5C)
5. Did you learn something or get new skills that have improved your personal life or your family life? (e.g., Health, Nutrition, Education, Livelihood, Environment, Self-confidence) (1A, 4A)
6. Are you still using what you learned? Please give examples. (1A)
7. What was the most important benefit of [PROJECT] for your community? (4A)
8. [*For projects with tangible outputs only*] Is the [MATERIAL, OUTPUT] still being used and maintained? Is it still being used the way it was planned? (1A)
9. It's not uncommon for projects to have challenges and having problems does not necessarily affect the impact of the project. Were there any problems with [NAME OF PROJECT]? What were they? Were they solved? (6A)
10. Did your involvement in [NAME OF PROJECT] make you think differently about how you can help your community? (3A)
11. Have you continued with these activities after the [Project Name] ended? What have you done? (3B)

12. Has your involvement with [NAME OF PROJECT] helped you to plan or implement new activities to improve your community? What kind of activities? (2A)

- a. [If yes] Where did the idea(s) for the project(s) come from, who is leading it, is it using resources external to the community (if so, who is providing the funding)?

LESSONS LEARNED

13. Do you have any suggestions for how activities like this could be done better in the future? (6C)

14. Thinking back, what was the most important thing you learned from your participation in this project?
If you had to do it again, what would you do differently? (6C)

CONCLUSION

Lastly, is there anything else you would like to share? Thank you very much for taking the time to talk with me today. We appreciate your time.

INDIRECT BENEFICIARIES DISCUSSION GUIDE

INTRODUCTION

Good morning! Good afternoon! Thank you so much for taking the time to speak with us. We are here to learn more about the [NAME OF PROJECT] and its impact in your community. [NAME OF PROJECT] was implemented between [START DATE] AND [END DATE] by [PCV NAME (Ideally the local name, if known)] and [COMMUNITY PARTNER]. We are interested in knowing what went well and what could be improved for future work in communities around the world.

Please know that your participation in this interview is completely voluntary, and we value your honest opinion. Your comments will be anonymous and your identity will remain confidential. We will never use your name in any written reports or give out any of your personal identification to anyone, including the Peace Corps. The final report will be available to the public and you will be able to read it online when it is released.

Before we get started, please tell us your name, something about yourself, and how old you are.

PROGRAM EXPERIENCE, OUTCOMES, and IMPACTS

1. How did you hear about [NAME OF PROJECT]? (*PROBE: how are you connected to the project?*)
2. Can you please describe what you know about [NAME OF PROJECT]?
3. How was your interaction with the PCV(s) before, during, and after the activity? And with the [GRANTEE ORG/COUNTERPART/PROJECT PARTICIPANTS] before, during, and after the activity? (*PROBE: quality of interaction, not frequency or means of interaction*)
4. How did you benefit from [PROJECT]? (learn new skills/knowledge from participants, use equipment/output/new connections/benefits to a family/benefits to a community actor)
 - a. [If new skills]: Do you still use the skills that you learned? How has this helped you in your life?
5. What were the benefits of [NAME OF PROJECT] for your community?
6. Did [NAME OF PROJECT] make you think differently about how you can help your community?
7. Has your community continued with these activities since the [NAME OF PROJECT] ended? If so, how have you been involved?

CONCLUSION

Is there anything else you would like to share that we didn't discuss?

Thank you very much for taking the time to talk with us today. We appreciate your time.

ANNEX G: INFORMATION SOURCES

F.I. DATA COLLECTION TABLES BY FIELDWORK COUNTRY

Data Collection, Morocco, January-February 2018

Region	Casablanca		Marrakesh				Agadir				Fes - Meknes				Errachidia						Sub-Total by Gender			Total
City	Berrechid		Beni Melal		El Kelaa des Sraghna		Ouled Teima		Taroudant		Ain Chegag				Errachidia		Goulmima		Drâa-Tafilalet					
Program Title	Let's Cook: Moroccan/ American Cultural and Health Exchange		Skill Development Program for Special Needs Students		Child Development Workshop		SECOND ANNUAL SOUS MASSA REGIONAL GLOW CAMP		SECOND ANNUAL SOUS MASSA GIRLS SOCCER CAMP		Explorer's Club Correspondence and Visit		Ain Chegag Student Run Ping Pong Club		Gender Advocate Training Meknes		Fall 2014 Errachidia International English Education Conference		Girls Adventures in Mathematics, Engineering and Science (GAMES) Camp					
Program Element	Civic Participation		Civic Participation		Basic Education		Civic Participation		Civic Participation		Civic Participation		Civic Participation		Civic Participation		Civic Participation		Natural Resources and Biodiversity					
Type of Respondents	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
Grantee Org Representatives	1		1	1		1	1	1	2	1	1	1	1		1				8	5				
Community Leaders																								
Project Participants																			19	16				
<i>Adult (25 or older)</i>		3	8			3			1	4			1		1		1		13	10				
<i>Youth (15-24)</i>		2									2	1							2	3				
<i>Child (under 15)</i>				2							4	1							4	3				
Indirect Beneficiaries																								
<i>Adult (25 or older)</i>	3	7			1	4	1	1											5	12				
<i>Youth (15-24)</i>									18										0	18				
<i>Child (under 15)</i>	1																		1	1				
Former PCV		1		1		1		1		1	1				1	1		1	3	6				
Current PCV																								
Sub-Totals by Age Group																								
<i>Adult (25 or older)</i>	4	10	9	1	1	7	2	1	3	1	1	1	2		2		1		1	29				
<i>Youth (15-24)</i>		2								18	2	1							2	21				
<i>Child (under 15)</i>	1			2						18	4	1							5	3				
Total Respondents	5	12	9	3	1	7	2	1	3	37	7	3	2		2		1	1	36	57				

Data Collection, Philippines, March 2018

Province	Negros Occidental						Antique						Aklan		Capiz				Sub-Total by Gender		Total	
City / Municipality	San Carlos City		Victorias City		Cadiz		San Jose de Buenavista		Tobias Fornier		Culasi		Tangalan		Pres. Roxas		Pontevedra					
Program Name	San Carlos City Learning Center		I Read: I Imagine Workshop and Victorian Reading Space Project		Empowered Youth of Cadiz (EYC)		Enhancing San Jose's Marine Education Center	Sustainable San Jose	Bantay Dagat Capacity Strengthening		Enhancing Community Marine Protection		Jawili Mangrove Eco-Park		Early Warning Device and Training for Disaster Preparedness		Library Development	Disaster Risk Reduction Management and Theater Workshop				
Program Element	Basic Education		Basic Education		NOT VISITED		Natural Resources and Biodiversity	Clean Productive Environment	Clean Productive Environment		Clean Productive Environment		Clean Productive Environment		Clean Productive Environment		Basic Education	Basic Education				
Type of Respondents	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Grantee Org Representatives	1	2		2		1	2	2	1	3	3	1		1	4		1	2	12	14	26	
Community Leaders	1	2					1	1	1		1		1						5	3	8	
Project Participants		4	1	5			6	10	11	1	5		11	4	5		2	4	41	28	69	
Adult (25 or older)				1			3	5	11	1	5		11	4	5		1	1	36	12	48	
Youth (15-24)		4	1	4													1	3	2	11	13	
Child (under 15)							3	5											3	5	8	
Indirect Beneficiaries	6	3															3	2	9	5	14	
Adult (25 or older)																						
Youth (15-24)																	3	2	3	2	5	
Child (under 15)	6	3																	6	3	9	
Former PCV		1						1		1	1		1					1	2	4	6	
Current PCV															1					1	1	
Sub-Totals by Age Group																						
Adult (25 or older)	2	5		3		1	6	9	13	5	10	1	13	5	9	1	2	4	55	34	89	
Youth (15-24)	0	4	1	4													4	5	5	13	18	
Child (under 15)	6	3					3	5											9	8	17	
Total Respondents	8	12	1	7	0	1	9	14	13	5	10	1	13	5	9	1	6	9	69	55	124	

Data Collection, Rwanda, March 2018

Region	Kigali				Eastern Province								Southern Province						SUBTOTAL BY GENDER		TOTAL
Location	Masaka		Ndera		Ngoma District		Gashongora		Gakirage		Rwamagana District		Kayenzi		Gakoma		Byimana				
Program Title	1. Shooting for Malaria Elimination		2. CDV Community Library		3. IPRC English Center		4. Soy Milk and 5. PLWH Coop		6. Female Health & Childcare		7. Aurora Giovanini: Water Sanitation & Hygiene		8. CHW Training		9. Nutrition Training		10. Water Purification for Mpanda VTC				
Program Element	Malaria		Basic Education		Basic Education		Agriculture		Maternal/Child Health		Water/Sanitation		Agriculture		Nutrition		Basic Education				
Type of Respondents	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Grantee Org Representative	3		4		2		2			3	1		2	2	2		1	1	17	6	23
Community Leaders							2				2		1	1					5	1	6
Project Participants																					
Adult (25 or older)	1		1		5		15	12	2	9	4	2	3	3	2	3			33	29	62
Youth (15-24)				1						2										3	3
Child (under 15)																					
Indirect Beneficiaries																					
Adult (25 or older)			1							8			2	3	1	4		4	4	19	23
Youth (15-24)	7	2	11		10	2			3	4	3	3					2	2	36	13	49
Child (under 15)				1		1				1										3	3
Former PCV					1	1		1		1				1		1	1		2	5	7
Current PCV						1				1		1								3	3
Sub-Totals by Age Group																					
Adult (25 or older)	1		2		5		15	12	2	17	4	2	5	6	3	7		4	61	63	124
Youth (15-24)	7	2	11	1	10	2			3	6	3	3					2	2	36	16	52
Child (under 15)				1		1				1										3	3
Total Respondents	11	2	17	2	18	5	19	13	5	29	10	6	8	10	5	8	4	7	97	82	179

Data Collection, Malawi, April 2018

Region	Northern								Southern						Central				SUBTOTAL BY GENDER		TOTAL
Location	Nkhorongo		Chikwina		Dwambazi		Njewa		Chamba		Chikwawa		Liwonde National Park		Lilongwe		Nathenje				
Program Title	1. CDSS Girls' Latrine and Washroom		2. Digital Malaria Assessment		3. Improved Pit Latrines		4. Alinafe Community Gardens		5. Stomping Out Malaria		6. Permagardening and Monitoring Training		7. St. Teresa Zone Wildlife Club Education Program		8. Fruit and Tree Nursery		9. Tsogolo Magazine- Youth Magazine Project				
Program Element	Maternal and Child Health		Malaria		Maternal and Child Health		Maternal and Child Health		Malaria		Agricultural Sector Capacity		Natural Resources and Biodiversity		Agricultural Sector Capacity		Basic Education				
Type of Respondents	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Grantee Org Representatives	1			1	1		1		1		2				2		1		9	1	10
Community Leaders	3				6	1			2		2		2		5				18	3	21
Project Participants																					
Adult (25 or older)							3	7	1	4	4	2					1	2	9	15	24
Youth (15-24)			4	2					1				1	5					6	7	13
Child (under 15)																					
Indirect Beneficiaries																					
Adult (25 or older)	1	2	3	4	4	6	2	4	1	4	1	5	3	5	6				21	30	51
Youth (15-24)		6															3	1	3	7	10
Child (under 15)																		2		2	2
Former PCV	1					1					1	1				1		1	2	4	6
Current PCV				1				1												2	2
Sub-Totals by Age Group																					
Adult (25 or older)	6	2	3	6	11	8	6	12	5	8	7	10	6	5	13	1	2	3	59	55	114
Youth (15-24)		6	4	2					1				1	5			3	1	9	14	23
Child (under 15)																		2		2	2
Total Respondents	6	8	7	8	11	8	6	12	6	8	7	10	7	10	13	1	5	6	68	71	139

Data Collection, Peru, April 2018

																							SUB-TOTAL BY GENDER			TOTAL		
Region	Ica								Chiclayo								Piura											
City	Cañete		Ica		Rio Grande		San Pedro		Pimentel		Santa Rosa		Reque		Olmos		Morropon		El Tallan		Catacaos						Bernal	
Program Name	Garbage Education and Tree Nursery Project for Cerro Alegre		Sensory Stimulation Classroom for Developmentally Disabled Youth		Healthy Homes, Improved Cookstoves and Dry Bathrooms for Los Molinos		Healthy Environment - Improved Cookstoves in San Pedro		Elementary School Library		Areas Verdes I.N.E. Jose Olaya Balandra		Reforestación en Reque		Promoting Proper Waste Management in School Systems		Ecological School		Environmental Health Education Project in El Tallan		Healthy Homes Project- Promoting a Healthier Environment (Cookstoves)						Bernal Public Library	
Program Element	Clean Productive Environment		Basic Education		Clean Productive Environment		Clean Productive Environment		Basic Education		Clean Productive Environment		Natural Resources and Biodiversity		Clean Productive Environment		Clean Productive Environment		Clean Productive Environment		Clean Productive Environment		Basic Education					
Type of Respondents	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Grantee Org Representatives		1		1	1			1		2	1		1		1		1		1		1		1		6	7	13	
Community Leaders	3				2						1	4	2				1				3	3	1		13	7	20	
Project Participants																								0	0	0		
Adult (25 or older)	5			3		8		4		2			1	2	1	3	2		3	5				14	25	39		
Youth (15-24)																								0	0	0		
Child (under 15)																								0	0	0		
Indirect Beneficiaries																								0	0	0		
Adult (25 or older)												1		3										0	4	4		
Youth (15-24)											1													0	1	1		
Child (under 15)									3	4*			4	4										7	8	15		
Former PCV		1	1						1		1		1		1		1		1		1		1	2	8	10		
Current PCV																					1			0	1	1		
Sub-Totals by Age Group																												
Adult (25 or older)	8	2	1	4	3	9		6		5	2	6	4	6	1	5	5		5	10	6	2	1	36	55	91		
Youth (15-24)												1												0	1	1		
Child (under 15)									3	4			4	4										7	8	15		
Total Respondents	8	2	1	4	3	9	0	6	3	9	2	7	8	10	1	5	5	0	0	5	10	6	2	1	43	64	107	

F.2. LIST OF DOCUMENTS REVIEWED

SPA and Peace Corps Documents (Global)

- SPA IV Inception Agreement
- SPA IV Management Survey Report
- SPA Annual Reports, FY13 – FY16
- SPA Grant Application Guidelines (2016, 2018)
- Peace Corps Small Grants Policy
- Peace Corps Small Grants Staff Handbook
- Peace Corps Small Grants Volunteer Handbook
- Grant Completion Report Template
- SPA III Evaluation Report and Generic Evaluation Model
- SPA Impact Evaluation Report, 2003
- Completion Report data and Grant Application data for all 2,560 SPA IV projects (Excel workbooks)
- SPA V Indicators by Post

Country-Level Documents for Fieldwork Countries

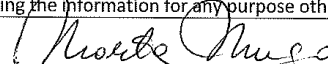
- Completion Reports for 51 projects visited, and 20-30 additional projects that were not selected for fieldwork
- Peace Corps Post guidance for grant applications
- Country reports to USAID
- Peace Corps Project Design and Management (PDM) Training PowerPoints, as provided by Posts

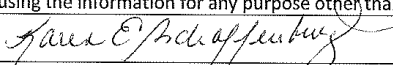
Other

- USAID/Department of State Foreign Assistance Framework (October 2006)

**ANNEX H: STATEMENT OF DIFFERENCE FROM PEACE CORPS AND
USAID**
IF REQUESTED

ANNEX I: DISCLOSURES OF CONFLICT OF INTEREST FROM EVALUATION TEAM MEMBERS

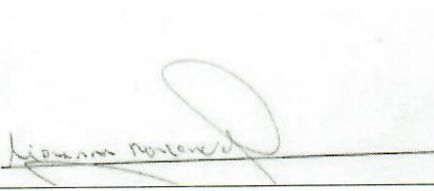
Name	Marta Muco
Title	Director
Organization	GDIT
Evaluation Position?	X Team Leader ☐ Team member
Evaluation Award Number (contract or other instrument)	PC-17-7-049
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Small Project Assistance (SPA) Program
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.	
Signature	
Date	8/16/2018

Name	Karen Aschaffenburg
Title	Sr. Principal Researcher
Organization	GDIT
Evaluation Position?	☐ Team Leader ☒ X Team member
Evaluation Award Number (contract or other instrument)	PC-17-7-049
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Small Project Assistance (SPA) Program
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ X No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.	
Signature	
Date	August 15, 2018

Name	Elizabeth Botkin
Title	Research Analyst
Organization	GDIT
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	PC-17-7-049
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Small Project Assistance (SPA) Program
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.	
Signature	
Date	8/15/18

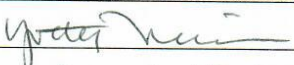
Name	Giovanna Monteverde
Title	
Organization	GDIT
Evaluation Position?	☐ Team Leader X Team member
Evaluation Award Number (contract or other instrument)	PC-17-7-049
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Small Project Assistance (SPA) Program
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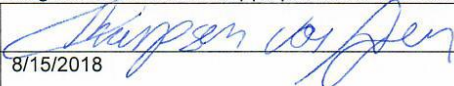
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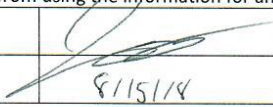
Signature	
Date	08/15/2018

Name	Yvette Neisser
Title	Senior Research Analyst
Organization	GDIT
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	PC-17-7-049
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Small Project Assistance (SPA) Program
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
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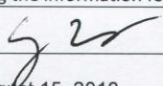
Signature	
Date	August 15, 2018

Name	Thompson Copperfield Ribas von Agner
Title	Research Analyst
Organization	GDIT
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	PC-17-7-049
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Small Project Assistance (SPA) Program
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
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Signature	
Date	8/15/2018

Name	Joseph Wantz
Title	Senior Research Analyst
Organization	GDIT
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	PC-17-7-049
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Small Project Assistance (SPA) Program
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
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Signature	
Date	8/15/14

Name	Eugene O. Wickett
Title	Graduate Student Intern
Organization	GDIT
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	PC-17-7-049
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Small Project Assistance (SPA) Program
I have real or potential conflicts of interest to disclose.	☒ Yes ☐ No
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Signature	
Date	August 15, 2018

ANNEX J: EVALUATION TEAM MEMBERS

Dr. Marta Muco, Program Manager, is a subject matter expert in foreign affairs and international development with more than 20 years of experience leading research in monitoring and evaluation, media and communications and economic development. Presently she runs several monitoring and evaluation programs for the U.S. Department of State (DOS), the U.S. Trade and Development Agency (USTDA), and other clients. Dr. Muco has traveled extensively in more than 50 countries and has personally collected data in the field in 17 countries, including Morocco and Peru. She has led the teams through design, evaluation plans, instrument development, fieldwork, and report writing, and has managed hundreds of international staff partnering with home-office researchers and content editors in many countries in the world. Earlier in her career, Dr. Muco served as a development consultant for such agencies as the World Bank, the European Commission, ILO, USAID Tirana, and UNDP Tirana. She has also had a research career working with NGOs in the Balkans, where she has been a board member of Western donors' initiatives to distribute small grants with capacity-building goals to vulnerable communities. Dr. Muco has an Executive Leadership Certificate from Cornell University and holds a PMP as a certified manager. She has a long career of teaching, researching and publishing at universities in Europe and the U.S. Dr. Muco holds a professorship and a PhD in Economics from the University of Tirana in Albania and speaks French, Albanian, and Italian.

Dr. Karen Aschaffenburg, Technical Lead, has over 20 years of experience evaluating public diplomacy and educational and cultural exchange programs. She was a former Contracting Officer's Representative (COR) in the DOS Bureau of Educational and Cultural Affairs, overseeing a portfolio of evaluations including the Fulbright Visiting Scholar and Visiting Student programs, among others. She has worked with local vendors and overseen fieldwork in more than 55 countries, including the Philippines, Morocco, Vietnam, Cambodia, Indonesia, and Malaysia. She also has experience designing and managing innovative evaluation and performance monitoring projects for a number of other U.S. government agencies, including the Department of Health and Human Services and the Department of Education. Her experience in the health field includes carrying out statistical analysis for the New Hampshire Children with Special Health Care Needs Unmet Dental Needs Project, an evaluation of Maternal and Child Health Training Centers, and the OTP Methadone Clinic Evaluation. She is an expert in quantitative methods and has vast experience analyzing extremely large data sets. Dr. Aschaffenburg holds a PhD in Sociology from Stanford University. She is also fluent in Spanish and German.

Ms. Elizabeth Botkin, Researcher and Data Analyst, has research experience in Asia, Africa and Europe in the areas of development, civil society organizations, politics, health and education. She has worked on evaluation projects with DOS, the Global Alliance for Vaccines and Immunizations, USTDA, and the Department of Housing and Urban Development. She has extensive experience managing local data collection, developing and implementing performance targets for projects, and analyzing data to present to key stakeholders and policy makers. She has developed survey instruments and trained field staff for data collection.

Ms. Giovanna Monteverde, Senior Researcher and Data Analyst, is a Peruvian research manager and monitoring and evaluation specialist with more than 10 years of experience evaluating development programs and conducting quantitative and qualitative research in more than 25 countries around the world, especially in Latin America. In 2017, she coordinated the

Peru data collection for a performance evaluation of USAID's Cooperative Development Program (CDP). She is a native Spanish speaker.

Ms. Yvette Neisser, Senior Researcher and Data Analyst, has more than 10 years of experience conducting research and evaluations of international development and capacity-building programs around the world, with a specialization in Latin America and the Middle East. She is an expert in writing evaluation reports for U.S. Government agencies, including USAID, DOS, and USTDA. Ms. Neisser has in-country fieldwork experience in Bolivia, Israel, the West Bank, France, and the Netherlands, and has conducted research and analysis of programs in Peru, Morocco, the Philippines, and many countries in sub-Saharan Africa. Her experience has spanned a wide range of sectors, including public health, education, women's issues, environmental programs, and civic engagement programs. Formerly a professional translator, she is fluent in Spanish and proficient in Arabic.

Mr. Thompson von Agner, Researcher and Data Analyst, has experience monitoring and evaluating international development and local capacity-building programs, including infrastructure development, environmental management, waste management, health, agriculture, and workplace safety in Latin America, Asia, Africa, Europe, and the Middle East. He has researched, analyzed, and reported on several programs in Peru and the Philippines in the past 2 years and a total of 170 programs worldwide. He has also coordinated efforts to provide assistance to local community development in South America. He is fluent in Spanish and Portuguese.

Dr. Joseph Wantz, Senior Researcher and Data Analyst, is a data analytics specialist, with over 10 years of data analysis on a variety of academic and professional projects, including administering and analyzing large-scale surveys, building complex analytic models, and conducting qualitative analysis. He has research experience in Africa and South America, as well as extensive domestic research experience, and has led fieldwork team logistics and training. He holds a PhD in Government and Politics from the University of Maryland, College Park.

Mr. Eugene Wickett, Data Analyst, has research experience in West Africa in the areas of education and public health. He was the Monitoring and Evaluation Director for Partners in Health, Liberia, during the Ebola crisis, and spent two years as a Peace Corps Volunteer teacher and volunteer coordinator. He has extensive experience establishing data collection and analysis systems, as well as regulating performance frameworks and strategic planning.

Team Member / Role	Responsibilities	
Dr. Marta Muco Program Manager Ph.D. - Economics 20+ years of experience	- Kick off and discussion - Weekly e-mail and communication with PC - Evaluation design - Presentation of Evaluation Plan and Design	- Fieldwork lead in Morocco and Philippines - RPCV interviews - Local partners and translation management lead - Final presentations
Dr. Karen Aschaffenburg Technical Lead Ph.D. - Sociology 20+ years of experience	- Kick off and discussion - Weekly e-mail and communication with PC - Document review - Evaluation design - Presentation of Evaluation Plan and Design	- Instrument and indicators development - RPCV interviews - Fieldwork in Peru - Qualitative and quantitative data analysis lead - Report writing - Final Report presentations
Giovanna Monteverde Senior Researcher and Data Analyst M.A.- International Affairs, Communication and Development 15+ years of experience	- Document review - Evaluation design - Instrument and indicators development - RPCV interviews	- Fieldwork in Peru and Philippines - Local partners management - Notes from fieldwork interviews - Qualitative analysis - Report writing
Yvette Neisser Senior Researcher and Data Analyst M.F.A., Creative Writing 10+ years of experience	- Document review - Weekly e-mail and communication with PC - Evaluation design - Instrument and indicators development	- RPCV interviews - Fieldwork in Rwanda - Qualitative analysis - Report writing
Dr. Joseph Wantz Senior Researcher and Data Analyst Ph.D., Government and Politics 10 years of experience	- Document review - Admin data analysis - Fieldwork in Morocco and Malawi	- RPCV interviews - Quantitative analysis - Report writing
Thompson von Agner Researcher and Data Analyst M.S., Production Engineering 10+ years of experience	- Fieldwork in Peru - RPCV interviews - Qualitative analysis	- Notes from fieldwork interviews - Report writing
Elizabeth Botkin Researcher and Data Analyst M.P.P., International Development 5+ years of experience	- Document review - Administrative data analysis	- RPCV interviews - Fieldwork in Rwanda and Malawi
Eugene Wickett Data Analyst M.S.E., Applied Mathematics and Statistics 5+ years of experience	Qualitative and Quantitative analysis	Report writing