



**U.S. Peace Corps
and
U.S. Agency for International Development**

**Global Education Framework Assessment
of Impact and Success (2018)**



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Executive Summary

In 2010, the Peace Corps and the U.S. Agency for International Development (USAID) signed the Global Education Framework (GEF) agreement to encourage collaboration and leverage Peace Corps Volunteers' grassroots, community-level efforts to implement activities aligned with host country and U.S. Government education priorities. Centrally funded activities fell under two programming areas. Student-friendly schools focused on building a sense of agency for boys and girls, and learning environments where they feel emotionally and physically safe and are able to thrive. Literacy supported a literacy specialist, development of a comprehensive literacy strategy, community-based early-grade reading approaches, and a range of tools and materials to support those approaches.

The \$6.3 million provided to the Peace Corps supported projects in 64 countries. More than 2,000 staff, teachers, administrators, headmasters, and Peace Corps Volunteers (PCVs) were directly reached in 58 trainings – and a much larger number benefitted indirectly through a multiplier effect. In 2017 alone, PCVs reported 7,500 school-based GEF activities, including training on gender-equitable teaching practices and mentoring, reaching more than 400,000 children and youth ages 10-24 (approximately 58% females and 42% males).¹ This assessment highlights examples of impact and success over the past nine years, collated from quantitative reports, qualitative activity narratives, and interviews with PCVs, staff, and counterparts. GEF activities have shown significant success in the following areas.

Global Education Framework

- Countries with activities: 64
- Children and youth reached: 400,000
- Funding level: \$6.3 million
- Years of operation: 2010-2019

Developing capacity: The most tangible impact has been the development of staff and counterpart capacity related to promoting positive gender norms and safe, student-friendly environments. Many highlight greater comfort engaging colleagues around gender inequity and gender-based violence (GBV), and energizing around improved school cultures.

Local ownership, leadership, and adaptation: The development of capacity has galvanized local ownership and leadership. Activities have catalyzed a range of follow-on, community-level efforts, where headmasters, teachers, community members, and national ministries have added fresh energy and local resources, ensuring momentum is not lost, approaches continue to be shared, and activities are adapted to reflect community context and priorities.

Sustainability and innovation: Local leadership supports longer-term, more sustainable school and community-level outcomes. The emphasis on community partnerships that foster innovative, concrete action plans for sharing approaches, and national-level commitments enacted by ministries contributes significantly to positive impact that is sustained well beyond one-off activities.

¹ Sex-disaggregated data was available for 76% of GEF activities, indicating that of 307,000 children and youth, 179,000 females (58%) and 128,000 males (42%) ages 10-24 were reached through the GEF project.

Lessons and Recommendations

Key lessons from the GEF include:

- The success of GEF activities is the result of a partnership that built on PCVs' grassroots, community-level relationships; promoted development of local capacity, leadership, and ownership; and galvanized sustainability, adaptation, and innovation. A strong foundation has been formed that can be leveraged for continued impact if efforts are maintained.
- A focus on stepping-stone activities were critical to the GEF's success in supporting longer-term outcomes and impact in literacy and student-friendly schools. Rather than pushing solutions and trajectories that may not resonate, activities focused on promoting dialogue among school and community members and developing life skills for youth.

Emphasis should be placed on building the capacity and comfort of host country national staff to be able to share techniques and cultural perspectives.

- Community-level energy and momentum focusing on counterparts, community members and leaders, local organizations, and parents are critical to sustainability. In addition to harnessing local energy, the visible leadership and ownership of those counterparts and community members should be promoted in all activities.
- Emphasis should be placed on building the capacity and comfort of host country national staff to be able to share techniques and cultural perspectives so they are seen as valued, expert resources for PCVs. These staff are critical in facilitating local leadership and ownership.
- Girls and boys, young women and men should be engaged through positive youth development and social-emotional approaches that promote a strong sense of agency. These

approaches have been effective in supporting education, health, and other outcomes, and promoting healthy, gender-equitable, and violence-free relationships and communities.

- The GEF-supported literacy specialist was critical in spearheading development and roll-out of materials and training and supporting their widespread use in galvanizing reading efforts.
- There is a need to strengthen overall administrative processes to address barriers to processing interagency transfers of funds. Poor communication and a lack of understanding of the administrative processes necessary to facilitate funding transfers between agencies lead to some delays in processing modifications.
- “In the moment” energy cannot be sustained without the continued efforts of PCVs, counterparts, and community members. Maintaining community support and the interest of teachers, youth, and local partners in replicating and adapting activities is critical to reach a broader audience across all sectors. One-off activities do not promote sustainability.

Recommendations include:

- Support continuation of the USAID-Peace Corps partnership to leverage and strengthen Peace Corps' education-related activities so the momentum created will not be lost.
- Ensure funding is flexible enough for activities to be implemented and impact seen across a wide range of sectors beyond education.
- Identify logistical barriers to posts accessing funds and find ways to improve, streamline, and facilitate processes and improve communication between agencies at the field level.
- Support a literacy specialist who can continue building on the literacy strategy and activities.
- Provide joint, coordinated guidance with yearly dates, deadlines, etc. to Peace Corps and USAID HQ and field offices on how to collaborate under this agreement.

Background

In September 2010, the Peace Corps signed the Global Education Framework (GEF) agreement with USAID's Bureau for Economic Growth, Education, and the Environment/Gender Equality and Women's Empowerment to encourage collaboration and leverage Peace Corps Volunteers' grassroots expertise and community access to implement activities aligned with host country and U.S. Government (USAID and Peace Corps) education priorities.

Education is the Peace Corps' largest sector, with projects focusing on capacity development for counterparts and teachers, increasing student achievement, and engaging communities in school improvements and student learning. In addition to teaching or co-teaching with counterparts, Peace Corps Volunteers (PCVs) facilitate teacher communities of practice and extracurricular activities for students.

Since its inception, the GEF partnership has facilitated the provision of \$6.3 million to the Peace Corps, supporting projects in 64 countries, and greatly enhancing Peace Corps' long history of collaboration with USAID in the implementation of programs that advance host country educational goals. Four posts hosted larger regional or sub-regional trainings, 28 posts held trainings involving staff and counterparts (administrators, headmasters, and teachers), 26 held smaller trainings for staff and volunteers, and 6 posts sent at least one staff member to participate in a regional training. More than 2,000 staff, counterparts, and PCVs were directly reached through GEF-supported activities, and more than 400,000 benefitted indirectly through the multiplier effects of training on gender-equitable teaching practices and mentoring.

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GEF Centrally Funded Scopes of Work

Centrally funded activities under the GEF agreement focused on three broad programming areas:

A) The **Student-Friendly Schools (SFS)** scopes of work supported capacity development for staff, PCVs, and counterparts around addressing gender-based violence (GBV) in culturally appropriate ways, strengthening the gender and education trainings currently offered, and integrating gender considerations into sectoral programming. Activities promoted student-friendly school environments where girls and boys, young women and men feel emotionally and physically safe and are able to thrive. Beyond capacity development in the school context, complementary activities also emphasized the importance of fostering enabling environments and communities that nurture girls' (and boys') life and leadership skills and sense of agency, including camps and clubs, mentoring, and engaging boys and young men around positive masculinities.

B) The **Literacy** scopes of work supported the hiring of a literacy specialist who spearheaded both a strategy for Peace Corps to promote and strengthen literacy and early-grade reading in host countries, and the creation of training sessions, *Teaching and Promoting Literacy, Literacy Proficiency, and Community Engagement in Literacy*. These sessions are

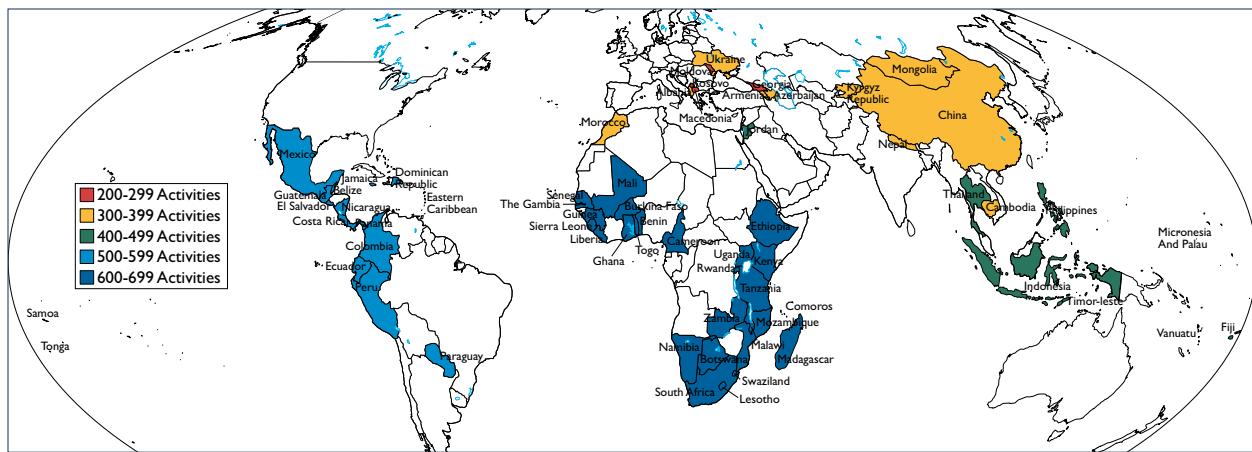


Figure 1: The Global Education Framework partnership (2010-2019) carried out more than 33,219 education activities, reaching more than 400,000 people in 64 countries.

used by Peace Corps in-country staff trainers during the Volunteer 27-month training continuum, including pre- and in-service training. Regional conferences in the Africa and Inter-America regions supported the strategic roll-out and piloting of the training packages and manuals that were developed, many of which are still in use by PCVs and counterparts, and the creation of positive classroom cultures and behavioral approaches conducive to learning.

C) The Community Data-Driven Decision Making (CD3M) in Education project strengthened the capacity of teachers, school administrators, PTA members, community leaders, and parents to use educational data to shape policies and improve the quality of education for youth in their communities. Materials and training sessions were designed to train Volunteers, counterparts, and supervisors in the collection and use of disaggregated data, and subsequently piloted in Guatemala and the Philippines.

GEF Country (Mission) Funded and Managed Activities

The GEF also supported a number of country-level initiatives. USAID Missions bought into the agreement to fund discrete activities in support of improved educational outcomes.

A) The Mobilizing Schools and Communities for Reading Initiative in Uganda supported literacy through capacity-building

to improve primary school reading instruction approaches, enhancing early-grade reading skills and building an enabling environment for literacy. Activities included pre- and in-service training for teachers, enhancement of libraries, literacy clubs, national literacy months, Drop Everything and Read (DEAR) Days, and spelling bees.

B) The Padayon Mindanao Project in the Philippines empowered local educators and community youth leaders, provided professional development training to educators, and engaged with underserved youth to build leadership and life skills. Activities included a Training of Trainers to prepare PCVs and counterparts for their roles as learning facilitators; a workshop for educators around communication skills, teaching practices, and classroom management; and a youth exchange focused on fostering life and leadership skills.

C) The Community Libraries Program (CLP) in Mozambique emphasized the importance of community engagement in support of reading practices outside of the classroom for local children. After attending CLP training, PCVs, counterparts, and community members facilitated activities for fostering reading skills in local children. These included community libraries and training for community members around the supervision and implementation of afterschool literacy coaching and reading activities.

Methodology

This assessment highlights examples of the success and impact of GEF-supported activities, outlines lessons learned, and makes recommendations for improved programming and a continuation of the GEF partnership between Peace Corps and USAID. An initial desk review was conducted between May and July 2018 of activity reports from all 64 countries that received GEF funding, including quantitative data on the reach of activities and qualitative data from success stories and activity narratives submitted by PCVs and posts. Complementary information from cross-sectoral programming in gender-related activities was also reviewed.

Follow-up interviews were conducted between June and August 2018 with staff, PCVs, and counterparts from seven posts (Dominican Republic, Indonesia, Panama, Rwanda, Tanzania, Thailand, and Uganda) to provide greater context, fill in details, and highlight voices from the community in greater depth. The seven posts were purposely selected to reflect a cross-section of posts across Peace Corps' three regions and a range and diversity of activities. Interviews were conducted with eight staff members – gender points of contact, program managers, directors of program and training, training managers, language and cross-cultural coordinators, and technical specialists identified by posts as those familiar with GEF activities. Four PCVs involved in implementing activities and

three counterparts, all teachers, were identified by staff to round out the interviews. The selection of participants in all cases was informed by availability and timing considerations.

Standard questions of interviewees included:

- 1) What were some of the major successes that came out of the GEF activities in your country? Could you share success stories or examples of the impact of (Student-Friendly Schools or Literacy) activities?
- 2) What do PCVs, counterparts, community members feel they are able to do as a result of their participation in these activities?
- 3) Are you aware of any follow-up (among teachers, in schools, in the community, at other levels) from the community regarding (Student-Friendly Schools or Literacy) activities?
- 4) Are the approaches, lessons, and materials being further shared, disseminated or put into action? If yes, how? If no, why not?
- 5) What were some of the biggest challenges in implementing the activities or in achieving outcomes?
- 6) What were some major lessons learned? How could the activities be improved?

Activity Examples

Success from Centrally Funded Student-Friendly Schools (SFS) Activities

GEF-supported SFS activities, implemented from 2011 to 2018, have affected a number of shorter as well as longer-term outcomes, including the development of staff and counterpart capacity, the fostering of local ownership and leadership, and the focus on increased sustainability of approaches and lessons, especially through institutionalization of practices. All 64 Peace Corps posts either hosted an SFS training, supported an SFS activity, or sent staff members to participate in a training hosted at another post.

Developing Capacity

The most immediate and tangible impact of GEF activities has been the development of staff and counterpart capacity in areas related to promoting positive gender norms and equity and developing enabling, student-friendly school environments and communities. Participants (PCVs, staff, and counterparts) report greater comfort engaging colleagues in challenging conversations related to the role and impact of gender norms and inequities as well as GBV in schools; greater confidence in ener-

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In **Uganda**, an SFS workshop engaged PCVs and teachers around the creation of safe, student-friendly environments, including dialogue around gender equity and gender norms that may facilitate GBV. The positive, non-judgmental approach fostered a much greater level of comfort amongst participants around the issue, with a number of teachers later describing themselves as role models and advocates for positive change in their schools. Teachers also subsequently reached out to Raising Voices, a local organization focused on GBV in schools, to support other teachers in promoting healthy environments for girls and boys and develop further capacity in this area.

A 2018 regional workshop, *Creating a Positive Classroom Culture*, held in Guatemala brought together 20 staff, PCVs, and counterparts from 15 **Inter-America and Pacific** posts to explore techniques that build teacher expertise in positive classroom management and student engagement. Participants learned about Positive Behavior Systems (PBS), an approach used to reinforce healthy behaviors and reduce negative ones in support of social and emotional learning and academic achievement. They also outlined actions plans for integrating the skills they learned. Reflections from participants highlight increased capacity and comfort after a few months. The biggest take-away for Peace Corps from this experience has been a marked change in perspectives around who has capacity related to creating positive classroom cultures – with host country staff taking on this mantle.

In **Panama**, Positive Reinforcement was the first technique taught to trainees and English teachers from Meduca during their Practicum week. Trainees and teachers designed draft community agreements to be used in their classrooms. These agreements are not only to distinguish when a good action is done in the classroom, but to understand how to succeed. One participant said that, “the approaches are so relevant and applicable to all of us.” The workshop bolstered their confidence in sharing techniques and cultural perspectives, creating a new dynamic where they were viewed and valued as critical expert resources.

A participant from **Mexico** said that, “I gained the sense that we were all working toward a larger picture and pushed each other, because through the workshop I have been able to establish relationships with and learn from colleagues from the region.” Another noted that “a variety of facilitation techniques were introduced that can be easily used. I feel like my teaching and facilitation ability will be greatly improved.”

In **Costa Rica**, Volunteers are working with counterparts on integrating approaches in classrooms and in science, technology, engineering, art, and mathematics (STEAM) camps for girls. A classroom culture boot camp is being planned to further integrate lessons. Staff have found the skills to be incredibly useful when engaging with trainees especially around sensitive topics such as gender norms and violence.

Volunteers, staff, and counterparts in **Guatemala** are collaborating with local schools to co-create an in-service training on promoting community engagement around gender equity and inclusivity, and fostering positive social-emotional learning environments.

Staff from posts including **Fiji, Tonga, Vanuatu**, and others are actively looking at ways to integrate approaches introduced during the TOT in future training opportunities at all levels.

Local Ownership, Leadership, and Adaptation
The development of staff, Volunteer, and counterpart capacity has, in turn, galvanized substantial local ownership and leadership. GEF activities have been leveraged to catalyze a range of follow-on

community-level efforts. Counterparts, headmasters, teachers, community members and leaders, and national level ministries have all built on the GEF work, adding fresh ideas, and in many cases local funding and resources, to ensure momentum is not lost, lessons continue to be shared widely, and benefits can be seen beyond the original workshop. The fostering of local energy and leadership is the most important impact of GEF activities, as it ensures that the community is invested in and able to determine the most appropriate way to move forward and adapt activities to reflect their own context and priorities.

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In **Tanzania**, PCVs worked with counterparts to create *Maua Mazuri* (Beautiful Flowers) and *Mazingira Mazuri* (Beautiful Environments), adapting the language and stories in SFS materials and integrating art components to make them more relatable to Tanzanian communities. Teachers in several schools are practicing skills and approaches learned, both in the classroom and in outside activities such as clubs and other special initiatives. Education Advisory Committees have identified creative ways to continue this momentum in schools. Teachers report feeling equipped with the skills that will enable them to support the community in fostering enabling, healthy environments.

After an SFS workshop in **Rwanda**, a teacher who had only participated in follow-up school and district-wide dialogues on gender-equitable teaching practices began working with colleagues to identify ways to address inequities faced by girls. A PCV noted, “I was struck at first because Etienne had defended traditional gender roles in the past, both during trainings and informal

discussions. This time, however, he was pointing out the inequality that he noticed. We set up a meeting to discuss how to address the problems. We talked about how chefs, who are always boys, are leaders primarily responsible for discipline, whereas girls are cheftains, leaders of female students only, primarily responsible for maintaining classroom cleanliness. We talked about what we could propose to the administration to increase gender equality in the school and empower female students. Overall, watching two male counterparts take the lead to fight for gender equality in our school was one of the most fulfilling moments of my service.”

In 2017 and 2018, Peace Corps/**Liberia** engaged PCVs, teachers, students, administrators, Parent-Teacher Association (PTA) members and librarians in regional SFS workshops. Community members had an exciting and dynamic discussion around the creation of inclusive, equitable, safe, and student-friendly spaces that support girls' and boys' ability to succeed. Schools made plans to address challenges, including promoting alternative positive discipline methods such as precise praise and reward for positive behaviors and identifying specific negative behavioral actions rather than judging the student, creating awareness around the Ministry of Education Code of Conduct, challenging gender stereotypes in textbooks, role modeling equitable behaviors, and promoting girls' agency whenever possible. As one counterpart noted, “We are beginning to see the potential long-term impact and success of these efforts specifically because of the intentional engagement and leadership of the community.”

SFS workshops held in **Thailand** in 2014-15 demonstrated how teachers can present different perspectives and draw the best out of each other. Sessions were co-facilitated by Thai staff who brought an understanding of the cultural context and social norms. The sessions emphasized a safe and friendly learning environment where teachers use positive reinforcement and positive discipline. Participants also reflected on norms and experiences that govern gender equality in schools, and approaches that could be used to promote gender equality in the Thai context.

Sustainability and Innovation

Local ownership and leadership supports longer-term, more sustainable school and community-level outcomes. PCVs have worked with counterparts to introduce innovative, creative ways of translating activities so that they resonate with communities. While sustainability may seem less tangible or easy to measure, the emphasis on community partnerships and engagement, ensuring counterparts take a visible role in planning and facilitating workshops, and developing concrete action plans for participants to share approaches, contributes significantly to an impact beyond one-off activities. This can be seen in the implementation of action plans by headmasters in schools beyond those represented in GEF workshops, and in national level commitments enacted by ministries.

The emphasis on community partnerships and engagement, ensuring counterparts take a visible role in planning and facilitating workshops, and developing concrete action plans for participants to share approaches, contributes significantly to an impact beyond one-off activities.

In **Indonesia**, SFS workshops organized and implemented over the past few years by Volunteers and counterparts from across the country have resulted in a noticeable proliferation of localized, school-based workshops and partnerships. Through these workshops, PCVs have worked with teachers and administrators to implement student and teacher codes of conduct, improve classroom management practices, and increase awareness around gender equity and GBV. There is strong support for this activity from provincial and local governments, who send representatives to speak at each workshop. Indonesia plans on implementing a third year of SFS training of trainers (TOT) workshops building on these efforts.

In **Togo**, PCVs and counterparts, including teachers, members of the PTA, and school administrators, co-facilitated five regional SFS workshops. Participants were asked to implement action plans at their respective schools. Counter-

parts noted increased discussion around positive discipline and student-friendly and gender-equitable schools following the workshop, with many conducting follow-on trainings at their respective sites. An important factor cited in their success was the emphasis on advocating for and directing SFS activities through the Ministry of Education, establishing a firm national commitment to building violence-free centers of learning.

The **Dominican Republic** held an SFS training in collaboration with the Ministry of Women to promote collaboration between staff from the ministry, Community Technology Centers, and PCVs, and amplifying GBV prevention efforts in the community. Volunteers found it very helpful to work alongside local teachers and ministry representatives to brainstorm creative, innovative activities in order to appropriately and meaningfully engaging communities. Three follow-up meetings have already been initiated, with PCVs working with provincial representatives to enact a range of action plans, including developing community radio spots and forming clubs of local volunteers to promote gender equality and violence prevention.

In 2016, Peace Corps/**Burkina Faso** carried out an SFS workshop to foster open communication between school faculty and the school community around issues related to GBV, and to build capacity around how to appropriately prevent and respond to these issues. The workshop raised awareness about GBV throughout the country. A participant noted, “We act as agents of change in our communities by advocating, preventing, and responding adequately to gender-based violence and working to ensure a safer environment for students and the whole community.”

Students at an SFS workshop in **Malawi** practiced using critical thinking skills to solve problems using locally available resources. A PCV shared that,

“We act as agents of change in our communities by advocating, preventing, and responding adequately to gender-based violence and working to ensure a safer environment for students and the whole community.”

“Yesterday, Kelvin came to participate in a problem-solving science fair event where everyone learned how to think critically about everyday life problems. One was finding a solution for girls who miss school when they’re menstruating because they don’t have hygienic ways to protect themselves. So, all the participants learned to make Reusable Menstruation Pads (RUMPS). Today we went to see his family and found him teaching his sister about menstruation and how to make a RUMP, breaking all cultural gender barriers!”

Success from Centrally Funded Literacy Activities

GEF-supported literacy-related activities have resulted in a similar impact on shorter and longer-term outcomes. Activities have led to immediate increases in measurable literacy and early-grade reading metrics, and have also galvanized school and community-wide excitement and creative ways of using materials and learning approaches well beyond any training.

In **Cameroon**, Volunteers and counterparts held intensive, half-day literacy workshops for primary school teachers, and implemented practicums through literacy camps for pupils to capitalize on down time during a teacher strike. This activity increased teaching skills in early-grade reading methods among teachers, and reached 122 girls and 85 boys under the age of 9. It also positioned teachers to provide additional literacy trainings using components from SFS and The Building Blocks of Literacy manuals. One teacher posted pictures of the training on Instagram with the following comment, “Literacy is more than just reading and writing. It is about improving lives.”

In **Jamaica**, PCVs engaged 2,113 girls and 2,272 boys under the age of 9 in school-based and after-school literacy interventions. Volunteers reported growth in word retention, letter name recognition, and decoding skills using a variety of engaging teaching techniques and hands-on, interactive learning aides. One Volunteer said, “Lots of games were played to aid in instruction, (e.g. sparkle, slap the board, spotlight, ball toss, jump n spell, etc.); some were taken directly from the sight words instruction manual, others came from outside.”

Success from Mission-Managed Activities

Mission-managed and funded activities demonstrated significant success in improving a range of education-related outcomes, including galvanizing community-level momentum for reading and literacy, enhancing teachers' capacity around literacy instruction, and strengthening a wide range of core literacy skills for the targeted youth population. All four initiatives achieved, and in many cases surpassed, their expected outcomes, based on data from participation reports, pre- and post-activity surveys, early-grade reading assessments, and interviews with PCVs, counterparts, teachers, community members, and other participants.

The **Mobilizing Schools and Communities for Reading Project in Uganda** supported the *My Language Spelling Bee* and a DEAR (Drop Everything and Read) Day. These initial one-day events, seeded by a few thousand dollars, have grown exponentially through partnerships with school districts and communities, and support from corporate sponsors. An Africa-wide spelling bee and self-sustaining DEAR Day events are now held in 14 countries, attracting 85,000 participants in 2017 – all accomplished using only local resources and energy.

These initial one-day events, seeded by a few thousand dollars, have grown exponentially through partnerships with school districts and communities, and support from corporate sponsors.

An education PCV who participated in these events noted that, "One of the great successes at Kidera Primary School happened halfway through the first term, when our school held a National DEAR Day event. At the beginning of the year, the library at Kidera Primary School in eastern Uganda was in disarray. Shelves were empty, piles of wood debris were laying everywhere and tables were strewn about. Books had been sitting in boxes. Soon after the start of my service, the need for organizing the library and books was quickly identified.

One month later, the library still had empty shelves and small piles of wood, but efforts were made to turn the space into a true library. Books began finding refuge on the shelves. Alphabet books and children's activity books were gathered together into a new childhood leisure section. On March 5, National DEAR Day, pupils and teachers dropped what they were doing and everyone at Kidera read. The day turned out to be a great success. Since that day, everyone has been excited to use the library."

The **Padayon Mindanao Project in the Philippines** used a training of trainers model, as well as Train to Teach (T2T) and Educate and Engage to Empower (E2E) camps, to improve teaching practices among and foster collaboration between 152 educators and 96 out-of-school and community youth leaders – reaching all of its targets. The training and camps highlighted critical listening and speaking, remedial reading, writing, environmental education, civics, history, math, and conflict management skills. The camps fostered learning collaboration between participants and facilitators; instilled leadership, innovation, and accountability; and promoted unity and cross-cultural understanding. T2T alumni have successfully integrated techniques learned into teaching strategies, while E2E alumni have started to replicate the camp in their communities.

A number of youth leaders shared their experiences in the camp. One said, "The E2E Camp made a huge impact on me as a youth advocate in my community. My role as learning facilitator made me more confident to transform myself to becoming a better leader and a better citizen in my place." Another said, "As a youth leader, the impact of the E2E Camp continues to encourage me to help and build more leaders in our community in Zamboanga City. The camp made me realize that I have a lot of potential, that I can be a part of the solution, and that I can make a difference in my own little way. Now, I work closely with the local governing unit (LGU) of Zamboanga City for the localization of the E2E Camp to inspire more youth to become partners in building peace and understanding."

After attending a training under the **Community Libraries Program (CLP) in Mozambique**,

“The camp made me realize that I have a lot of potential, that I can be a part of the solution, and that I can make a difference in my own little way.”

34 PCVs and 32 of their counterparts facilitated activities to foster reading skills for local children, build support for community libraries, and train community members around literacy coaching and reading activities. The project reached 1,111 students (560 males and 551 females) and 33 community stakeholders (18 males and 15 females), created 32 functional CLP libraries, and trained 86 community members (44 males and 42 females) – achieving all its targets.

An early grade reading assessment in 2017 showed that CLP participants scored highest when compared with all groups in all subtasks (oral comprehension, concepts about print, letter recognition, familiar word reading, and oral passage reading). CLP participants across all three

years of testing have consistently performed better than control and intervention groups.

The **Community Data-Driven Decision Making in Education (CD3M) Project** equipped PCVs, their counterparts, and supervisors to assist their communities in conducting data-driven decision making to improve education outcomes. Materials and training sessions were designed to train PCVs, counterparts, and supervisors in the collection, analysis, and use of disaggregated data and develop community competency in using information and communications technology. The materials were pilot tested in training workshops in Guatemala and the Philippines.

One participant in the pilot testing workshop shared that, “I have learned that data is most important in telling which direction education should be focused on. I have realized the importance of using the validated tools of data collection. I have had a clearer vision of how technology should help in educating children.”



A Peace Corps Volunteer and Padayon Alumni Volunteers participate in an activity in the Padayon Mindano Training of Trainers for the T2T and E2E camps. Photo by Peace Corps/Philippines

Multiplier Effect of GEF-Supported Activities

Because of their focus on capacity development, local ownership and leadership, and sustainability, the multiplier effect of these activities meant that a much larger number has benefitted indirectly from approaches shared. In FY17 alone, PCVs reported 7,500 school-based activities, including training around student-friendly schools and gender-equitable teaching practices, representing the largest number of gender-related activities reported to date.

Those activities reached 83,000 females ages 10-14, 83,000 females ages 15-24, 50,000 males ages 10-14, and 78,000 males ages 15-24 across all Peace Corps regions. More than 1,600 mentoring activities including an emphasis on gender were held, reaching 10,222 young women ages 15-19 and 2,827 women ages 20-24. A new Gender-Equitable Teaching Practices training session rolled out in 2017 is now in use by PCVs and counterparts. The approaches, and in many cases the materials used, were shaped and informed by lessons gleaned from GEF activities.

In an example of a local activity built on the momentum of GEF work, Peace Corps/**Samoa**

held its seventh annual Girls Leading Our World (GLOW) conference in October 2018. It featured presentations from female leaders and role models, inspiring the participants by teaching them life and leadership skills, helping to build self-esteem, and encouraging intellectual development. The 91 girls ages 10-15 and female village leaders ages 23-55 were given a “16 Ways to End Violence Against Women and Girls” handout and were then divided into six groups, facilitated by teachers and Peace Corps volunteers, to discuss and perform skits, songs, and dance about these techniques.

A Peace Corps/Samoa staff member reported “With the clubs in the schools, we saw the district school inspectors become very involved with GLOW this year. One district inspector told us that her district is going to have their own GLOW Camp next year in order to involve more girls from the village. We are also seeing a significant increase in host country contributions as more and more businesswomen become involved.”

Lessons Learned

Lessons outlined in Volunteer and post reports highlight a number of themes.

- **The GEF partnership built on PCVs' grassroots, community-level relationships; promoted development of local capacity, local leadership, and ownership; and galvanized sustainability, adaptation, and innovation.** GEF activities have formed a strong foundation that can be built upon for continued impact.
- **GEF activities lay the groundwork for literacy, gender equity, and safe learning environments.** Peace Corps has focused on the kind of foundational activities that lay the groundwork for longer-term outcomes and impact in the areas of literacy, gender equity, and the development of safe, student-friendly schools and environments. PCVs emphasize the building blocks for developing life skills among girls, boys, and community members that are so critical to building enabling environments. Rather than pushing outside solutions, activities promote dialogue among school and community members to reach local solutions.
- **Peace Corps' GEF activities have supported community-level energy and momentum focusing on counterparts, community members and leaders, local organizations, and parents.** The visible leadership and ownership of those counterparts and community members should be promoted in all activities.
- **Activities should be sustainable/of interest to local communities.** However strong the momentum and energy “in the moment,” it cannot be sustained without the continued efforts of PCVs, counterparts, and community members. Consistent themes across the reports and interviews were the difficulty in maintaining support at the community level; continuing to interest teachers, youth, and local partners in participating and taking the lead in activities; and truly building on the foundation by replicating and adapting activities to reach a broader audience across all sectors. Many PCVs and counterparts pointed to the potential “one-off” nature of activities, highlighting the need to focus on sustainability.
- **Capacity-building is essential.** Another lesson related to local leadership is the importance of building the capacity of host country national staff in being able to share techniques and cultural perspectives. Workshops have bolstered their confidence as facilitators, creating a new dynamic where they were viewed and valued as critical expert resources for PCVs. Their role is essential in facilitating local leadership and ownership.
- **Engaging a literacy specialist galvanized reading efforts.** The success of the literacy-related activities were due in large part to the initiative of the GEF-supported literacy specialist, who spearheaded the development and roll-out of materials and training and supported their widespread use in reading efforts.
- **Administrative processes need to be strengthened.** A number of management-related issues arose, including administrative and logistical barriers to processing interagency transfers of funds, which held up the overall

timeline. There is a need to strengthen and streamline overall administrative processes. Poor communication and a lack of understanding at the field level of the administrative processes necessary to facilitate funding transfers between agencies led to some delays in processing modifications.

- **Positive youth development and social-emotional learning approaches are critical in working with youth.** A final, critical lesson is the need to engage girls and

boys, young women and men through positive youth development and social-emotional learning approaches that promote their assets and a strong sense of agency. These approaches have been shown to be effective in supporting a range of education, health, and other developmental outcomes, and promoting healthy, positive, gender-equitable, and violence-free relationships and communities.



This primary school library in Guyana had been closed since 2006 before students came together to help clean, organize, sort, and create a catalogue system to establish a lending library. These girls are enjoying buddy reading time. Photo by: Peace Corps/Guyana

Recommendations

A number of recommendations have emerged from this assessment:

- The GEF partnership should be continued in order to leverage, build on, and strengthen Peace Corps' literacy and SFS-related activities and maximize long-term sustainability.
- The framework should be expanded in scope to allow activities to be implemented and impact seen across a wide range of sectors, rather than limited to education.
- A literacy specialist should be supported who can continue building on the literacy strategy and the range of foundational activities that have already been implemented.
- Funding should continue to be flexible enough for collaboration to occur at the global, regional, and local level, but follow a standard,
- mutually agreed upon timeline for negotiating funds and processing modifications.
- Concrete ways to improve, streamline, and facilitate processes for negotiating and processing interagency transfers of funds should be identified. This includes provision of coordinated guidance to Peace Corps and USAID HQ and field offices.
- Communication between USAID and Peace Corps field offices could benefit from a clearer understanding of each agency's internal processes and policies, and better coordination with HQ offices when planning activities and negotiating funding in the field. Developing and revising SOWs and modifications should follow a collaborative process between agencies at the field and HQ level to reduce redundancies and miscommunication.



A site visit in Mozambique with two World Education staff members (center), three CLP facilitators, and Moma CLP participants. Photo by: Peace Corps/Mozambique

Appendix A: Case Studies of Centrally Funded Activities

These case studies were chosen to be representative of the wide range of Peace Corps activities supported by GEF, the different regions and countries that implemented activities, and the breadth of outcomes that were envisioned.

Student-Friendly Schools

Student-friendly schools activities carried out between 2011 and 2018 focused on building a sense of agency for boys and girls, and learning environments where they feel emotionally and physically safe and are able to thrive.

Burkina Faso

In 2016, Burkina Faso carried out an SFS Workshop for 11 PCVs, 4 staff members, and 21 host country nationals foster open communication between school faculty and the school community around issues related to gender-based violence (GBV), and to build capacity around how to appropriately prevent and respond to these issues. The workshop raised awareness about GBV throughout the country. A participant noted, “We act as agents of change in our communities by advocating, preventing, and responding adequately to gender-based violence and working to ensure a safer environment for students and the whole community.”

Dominican Republic

In 2018, Peace Corps/Dominican Republic held a three-day SFS training in collaboration with the Ministry of Women to promote strong collaboration between staff from the ministry, Community Technology Centers (CTCs), and Volunteers, and amplify GBV prevention efforts in the community. The objectives of the workshop were to:

- Train 12 PCVs and 27 staff from schools, the Ministry of Women, and CTCs around

gender and power relations, GBV, responsible paternity, engaging men and boys around positive masculinity, school violence and bullying prevention, cyber bullying and online violence, and community-based strategies for addressing these issues.

- Create teams of professionals, one per PCV community, tasked with developing and implementing activities that engage community members and promote positive practices related to gender equity and violence reduction.
- Create regional six-month action plans to enable further integration of gender equality and GBV prevention practices within schools and communities.
- Create awareness of resources within the provincial offices of the Ministry of Women that PCVs, CTCs, school staff, and community members can tap.

The event included an interactive session on gender and power, integrating a “power walk” as a dynamic, participatory illustration of the role and impact of inequitable power relations. Subsequent activities included a showing of the film “Hidden Figures” and in-depth sessions focusing on intimate-partner and family violence, school bullying and cyber violence, and positive masculinity and parenting. A provincial fair showcased activities that Ministry of Women representatives were coordinating in their provinces, sparking a rich exchange between participants on what activities might be replicable and resonant for their communities.

PCVs and counterparts teamed up in seven provincial groups to develop 4-6 month provincial

action plans, mapping out specific community-level activities, and endorsing a “Commitment” to guide their work that highlighted:

- Total empowerment, including working with men and promoting positive values.
- Live by being an example. Be the change you want to see.
- Work with young girls and boys on gender knowledge so that they, too, will be the change.
- Focus on self-reflection to identify relevant messages that we can share.
- Be conscious about forming a personal position about gender.
- Work together with institutions to strengthen work in violence prevention.
- Respect each person for who they are.

PCVs found it incredibly helpful to work alongside teachers and Ministry of Women staff when thinking through the kind of creative, innovative activities that could resonate in communities – including having regular community radio spots with ministry representatives. They noted that, “Connecting the ministry, Volunteers, and local people was a great idea. Hopefully this conference will improve links with the Volunteers and communities for future projects together.”

“All the information given by these leaders was very interesting. We look forward to participating in future activities planned together.”

Three follow-up meetings have already been initiated, with Volunteers working with provincial representatives to enact a range of action plans, including developing community radio spots and forming clubs of local volunteers to promote gender equality and GBV prevention. Peace Corps/Dominican Republic signed a memorandum of understanding with the Ministry of Women on September 6, 2018 that covers support between the two organizations in implementing clubs in communities where PCVs serve.

Guinea

In 2016, Guinea held a nationwide two-phased SFS workshop for 70 PCVs and counterparts.

The workshop emphasized partnerships with the Ministry of Gender and Women’s Empowerment and gender-focused organizations. Staff, PCVs, and the counterparts who were involved in SFS activities have emphasized those partnerships as foundational to supporting long-term impact and sustainability.

Indonesia

SFS workshops organized and implemented from 2016 to 2018 by PCVs and counterparts from across the country have resulted in a noticeable proliferation of localized, school-based workshops and partnerships, building on lessons and approaches learned. Through these workshops, PCVs have worked with teachers and administrators to implement student and teacher codes of conduct, improve classroom management practices, and increase awareness around gender equity and GBV. The workshops incorporate translated materials shared during the initial SFS training, but to add local context, materials on Indonesian laws on children’s rights were included. There is strong support for this activity from provincial partners and local governments, who send representatives to speak at workshops each year and discuss national-level policies that support SFS programming.

Participants have been enthusiastic about the approaches shared. Volunteers and counterparts highlight the value of being able to share experiences and brainstorm creative ideas with colleagues from other schools. They also note the importance of creating concrete action plans and the value of hearing and learning from local guest speakers. Indonesia plans on implementing a third year of SFS TOT workshops building on these efforts, meeting an observable need in many areas where PCVs serve, and an important way to round out programming in areas of gender and youth.

Liberia

In early 2017, Peace Corps/Liberia held SFS workshops for 244 teachers, students, administrators, PCVs, librarians, and Parent-Teacher Association (PTA) members from 52 institutions across the country. The workshops addressed a range of issues that affect learning in the school environment. Community members had exciting and

dynamic discussions around the creation of safe, student-friendly spaces.

Emphasis was placed on inclusive and equitable practices and environments (in the school and in the community) that give boys and girls equal opportunity, access, and treatment. Topics also included positive discipline techniques, the impact of harmful gender norms and stereotypes, and how to promote positive, equitable images and norms. Schools made specific plans to address challenges, including promoting positive discipline approaches, creating awareness around the Ministry of Education Code of Conduct, challenging gender stereotypes in textbooks, role modeling equitable behaviors, and promoting girls' agency whenever possible. One participant noted, "We are beginning to see the potential long-term impact and success of these efforts specifically because of the intentional engagement and leadership of the community."

Malawi

In 2017, students in Malawi practiced using critical thinking skills to solve problems using locally available resources at a workshop that emphasized gender equity and inclusion. A PCV shared that, "Yesterday, Kelvin came to participate in a problem-solving science fair event where everyone learned how to think critically about everyday life problems. One was finding a solution for girls who miss school when they're menstruating because they don't have hygienic ways to protect themselves. So, all the participants learned to make Reusable Menstruation Pads (RUMPS). Today we went to see his family and found him teaching his sister about menstruation and how to make a RUMP, breaking all cultural gender barriers!"

Rwanda

After an SFS workshop in Rwanda held in 2016, a teacher who had only participated in follow-up school and district-wide dialogues on gender-equitable teaching practices began working with colleagues to identify ways to address inequities faced by girls. A Volunteer noted, "I think the greatest success of SFS was that it allowed my counterpart, Jean Marie, and I to introduce the topic of GBV and initiate productive conversations with our colleagues in the form of school and district-wide trainings. Prior to these trainings, I

felt that gender inequality in the school was rarely discussed. Now, I have noticed that teachers feel more comfortable engaging in discussions around gender in the school environment.

For example, a few weeks ago, a colleague approached me to voice his concerns regarding the distribution of student responsibilities at our school. Etienne did not attend SFS but was present at the follow-up school and district-wide trainings on gender equitable teaching practices that my counterpart and I led. I was struck at first because Etienne had defended traditional gender roles in the past, both during trainings and informal discussions. This time, however, he was coming to me, pointing out the inequality that he noticed in the school. We set up a meeting with Jean Marie to discuss how to address the problems we saw.

We talked about how chefs, who are always boys, are leaders of all students, primarily responsible for discipline, whereas girls are cheftains, leaders of female students only, and are primarily responsible for maintaining classroom cleanliness. We also discussed the fact that it is exclusively girls who clean up dishes after lunch, and that it is mostly female students who stay after school to clean the classrooms. After identifying these problems, we talked about what we could propose to school administration to increase gender equality in the school and empower female students. We proposed that leadership roles (both school-wide and classroom) be changed to gender neutral titles, and that both boys and girls should be allowed to run for all positions. We also suggested that classrooms be divided into co-ed groups assigned to fulfill classroom responsibilities on a rotating basis. Etienne proposed a gender equality week to educate students about gender stereotypes and promote female empowerment.

Once we had talking points and a plan, we arranged a meeting with our headmaster. My colleagues took the lead, and the meeting was held in Kinyarwanda, so I was unsure of how my headmaster was responding to our proposals. Finally, after about 15 minutes of conversation, they told me that my headmaster was on board and ready to set up a meeting with chefs and cheftains to initiate a system for gender neutral

distribution of classroom responsibilities. Overall, watching two male counterparts take the lead to fight for gender equality in our school was one of the most fulfilling moments of my service, and I truly believe that SFS played a crucial role in challenging and empowering them to do this.

My counterpart and I have used SFS resources to lead school-wide trainings for primary and secondary teachers focused on how gender roles and stereotypes affect students' education. My school hosted a district-wide teacher training with sessions on gender equitable teaching practices, reviewing gender roles and stereotypes, and what teachers can do to make classrooms and schools equitable for male and female learners."

Tanzania

PCVs and Tanzanian teachers who participated in SFS workshops from 2016 to 2018 have been able to implement the lessons and approaches shared in their schools and communities. Many note feeling better equipped with knowledge and skills that will enable them to support communities in addressing GBV and promoting gender equitable norms. In particular, they feel prepared to:

- Raise more awareness about the role and impact of GBV in the school community and on learning outcomes.
- Identify alternatives to corporal punishment in their classrooms that focus on social and emotional learning and positive behaviors.
- Improve the teacher-student relationship by increasing opportunities for interaction in informal settings outside the classroom, including in coaching and club activities.
- Improve the culture of reading and writing among students and other community members.

PCVs worked with teachers to strengthen existing clubs for girls and boys and establish new ones in their communities, integrating approaches learned in the workshops. This included the creation of *Maua Mazuri* (Beautiful Flowers) and *Mazingira Mazuri* (Beautiful Environments), adapting the language and stories in SFS materials and integrating art components to make them more relatable to Tanzanian communities. A number of

PCVs and their counterparts have held meetings with teaching staff to discuss alternative methods for disciplining students using positive behavioral systems. Some teachers have continued to work with PCVs to implement a Drop Everything and Read (DEAR) Day and spelling bee, and other creative, innovative literacy-focused learning events around special commemoration days, including an event to honor Nelson Mandela and another to celebrate Earth Day. Activities have been implemented with classes of around 20-40 students, up to 200 students total. PCVs and teachers have followed up through:

- Holding staff meetings with teachers and administrators at each school
- Convening Peace Corps super-regional gatherings and other opportunities for sharing best practices
- Engaging the Education Advisory Committee (EAC) in continuing momentum for activities
- Recognizing the need for support in the area of literacy, EACs have encouraged schools to implement literacy-focused initiatives and monthly reading events
- Integrating lessons and materials from Maua Mazuri and Mazingira Mazuri including in an art club, promoting creative ways of integrating art components as a learning approach
- Supporting school-based discussions and training around the importance of student-friendly and safe environments that support learning for girls and boys

Thailand

In 2013, staff from Thailand attended an SFS Training of Trainers and roll-out of the *SFS Training Package* in Rwanda. Following this, two three-day SFS workshops were offered to 30 education Volunteers and 60 of their counterparts, drawing on the SFS materials and lessons. Thailand has been particularly interested in using SFS to provide a framework for Volunteers to discuss issues related to gender fluidity, bolster PCVs' work on sex-education in clubs and camps, and provide guidance on when and how to intervene in situations when bullying or other negative behaviors threaten a student's safety.

The Thai workshops focused on making the SFS program sustainable, ensuring the quality of an event that would strengthen teaching skills, demonstrating respect for Thai teachers' expertise, and building PCVs' credibility in the eyes of their counterparts. Staff hoped to provide opportunities for conversations between PCVs and counterparts on issues related to gender equality, positive discipline, and positive reinforcement of learning in the classroom.

Staff also wanted the PCVs to focus on how key Thai cultural concepts work in schools. Second-year PCVs partnered with three Thai staff members to facilitate the workshops, which included their counterparts and school principals. In devoting the last day of the workshop to action planning, staff hoped to gain buy-in from PCVs and counterparts for a series of follow-up gender equality interventions such as school clubs, camps, and classroom activities.

Honoring the schools' mission to embody Thailand's cultural values, the workshop showcased Thai teachers' positive teaching practices. The tone was one of positive reinforcement and "strengthening what is going well," focusing on practical skills that teachers can use more effectively to provide a safe learning environment for all students. As is stated in the introduction to the *SFS Training Package*, "the post programming and training staff should review session plans and adapt them to the local context – including any language, culture, and gender issues." In the case of Thailand, the terminology "gender-based violence" and the directly stated purpose of the training to "reduce GBV in schools" sits uneasily with aspects of the Thai culture in which criticism and focus on the negative – particularly from outsiders – is seldom well-received.

The training was adapted to emphasize the strengths of the Thai value system and the ways it can be channeled to improve the learning environment, while also addressing the concern felt for students who for a variety of reasons may not feel at home in the classroom. Only one 90-minute session directly addressed the topic of GBV. Throughout the workshop, the facilitation team demonstrated how Thai and U.S. teachers can

present different perspectives and draw the best out of each other.

Togo

From 2015 to 2017, PCVs and counterparts, including teachers, members of the PTA, and school administrators, co-facilitated five regional SFS workshops. Participants were asked to implement the action plans they had developed at their respective schools. Counterparts noted increased discussion amongst colleagues around positive discipline and student-friendly and gender equitable schools following the workshop. They highlighted being able to synthesize the topics presented in the workshops and conduct trainings at their respective sites.

In implementing the workshops at their schools, PCVs and counterparts used materials such as the "Student-Friendly Schools" and "Men as Partners" manuals, which have been very effective for socializing SFS approaches and lessons. More than one-third of PCVs also incorporated self-developed materials that reflected distinctive site realities.

A strong emphasis was placed on encouraging teachers to ask themselves, before applying harsh methods of discipline, if the chosen method would encourage students to modify their behavior in the future. A major factor cited in the success of the workshops was emphasizing that SFS is not solely a Peace Corps driven initiative, but one advocated and directed through the Ministry of Education, thus establishing a firm national commitment to building violence-free centers of learning. PCVs were able to report on the progress of teachers incorporating student-centered learning techniques and alternative approaches to discipline in the classroom.

Classroom Culture Workshop (Inter-America and the Pacific Region)

In March 2018, GEF supported a regional Classroom Culture Workshop in Guatemala that brought together 20 staff and PCVs (13 females and 7 males) from 15 Inter-America and Pacific posts. The workshop covered the five aspects of classroom culture: engagement, discipline, management, influence, and control, and explored discreet techniques that build teacher/trainer expertise in these areas.

Participants also learned about Positive Behavior Systems (PBS) that reinforce healthy, positive behaviors and reduce negative ones in support of social and emotional learning and academic achievement. The techniques can be used with a variety of learning environments, inside and outside of the classroom, and can be adjusted to respond to different audiences and ages. Each post produced an action plan that included, at a minimum, a presentation to their programming and training staff, and the integration of techniques learned during the workshop.

- Participants from **Belize** highlighted the workshop's emphasis on values, empowerment, and kindness, and the focus on positive learning environments in schools as well as in the community. PCVs and teacher counterparts noted how easily the new approaches could be translated into schools, and that they felt more comfortable with techniques for managing their classes in a way that promotes positive discipline and gender equity.

Volunteers in particular highlighted their appreciation for tools that strengthen their capacity as brand new and inexperienced teachers in a completely different cultural context. The workshop also made the critical link between parents, schools, and the community, which PCVs and teachers hope will strengthen the overall approach being introduced.

- Host country national staff in **Fiji** have identified four new sessions they want to incorporate in upcoming pre-service training for Volunteers including: 1) five aspects of classroom culture; 2) positive behavior systems; 3) lesson planning; and 4) establishing classroom norms. They plan on integrating follow-up practicums in Volunteer communities to reinforce the approaches.
- Volunteers, staff, and counterparts in **Guate-mala** are collaborating with local schools to translate some of the techniques and to co-create an in-service training on using approaches for promoting community engagement around gender equity and inclusivity, and fostering positive social-emotional learning environments. The focus will be to bolster and

expand an existing classroom management session with clear approaches for working with middle schoolers, and on creating a positive, gender-equitable classroom culture.

- Participants from **Mexico** highlighted that:

"I gained the sense that we were all working toward a larger picture and pushed each other, because through the workshop I have been able to establish relationships with and learn from colleagues from the region."

"A variety of facilitation techniques were introduced that can be easily used. I feel like my teaching and facilitation ability will be greatly improved."

"I was able to connect to a good group of knowledgeable and experienced individuals. The facilitators have ensured ample opportunity for us to share and contribute our experiences with each other."

"Everybody is so open and eager to share and acknowledge ideas. We came with open minds. There were opportunities for everyone to have a chance to be heard and the space to share and learn in a very respectful and caring way."

"The techniques and approaches were all so relevant and useful for all of us, and I feel that with a little more practice, I will feel quite comfortable using them in the classroom context."

- A **Panamanian** staff member emphasized the workshop's impact on host country staff's ability to meaningfully prepare PCVs, using the approaches they learned to create an inclusive, positive learning environment during pre-service training. The workshop bolstered their confidence as facilitators who could take the lead in sharing techniques and cultural perspectives, creating a new dynamic where they were viewed and valued as critical, expert resources for PCVs.

She highlighted that, "After the workshop, I got together with my team to share some best practices examples from the *Teach Like a Champion* book. Positive reinforcement was the first technique taught to trainees and

English teachers from Meduca during their Practicum week in La Chorrera. Trainees and teachers designed draft community agreements to be used in their classrooms. These agreements are not only to distinguish when a good action is done in the classroom, but to understand how to succeed.

Celebrating the work of learning and progress play an important role in the learners' motivation, known as the joy factor approach. I found it really helpful to integrate few minutes of joy after a week of long sessions in PST. The main goal of this technique was to promote joy after learning about the Panamanian classroom culture, differences, and similarities among different sites, and language learning.

Central to our co-facilitating approach during PST is the ability to adapt and change our work. Without flexibility and adaptability, we cannot improve the sessions we have developed. This workshop helped us to clearly illustrate to our trainees the value of certain adaptations in the classroom work, and encourage them to apply this knowledge during their service. We don't want them to be overwhelmed with using all the techniques at once but show them which ones are the most adaptable and feasible for our culture."

- **Tongan** staff are looking at ways of incorporating the content shared, including positive behavior systems, into existing or new sessions. Several approaches were already shared during a recent in-service training with Volunteers, including The 5 Principles of Classroom Culture, SLANT, Right is Right, Threshold, What to Do, Precise Praise, Warm/ Strict, and No Opt Out – eliciting positive feedback from Volunteers who plan on using them in upcoming teacher training.
- **Vanuatu** staff focused on the SLANT, No Opt Out, and Wait Time sessions to share during pre-service training for Volunteers, including in a two-hour classroom management session. After receiving the materials and reviewing the approaches, Volunteers were encouraged to consider how they might be integrated in their classrooms and school environments.

Literacy

Literacy activities supported development of a comprehensive literacy strategy, community-based early-grade reading approaches, and a range of tools and materials to support those approaches. The GEF also supported a literacy specialist who was instrumental in implementing the above activities and in galvanizing continued momentum and excitement around literacy, among youth, teachers, parents, and community members.

Cameroon

In 2016 and 2017, PCVs and counterparts held a series of intensive half-day literacy workshops for primary school teachers, and implemented follow-on practicum literacy camps for students to capitalize on down time during a long teacher strike. This activity increased teaching skills in early-grade reading methods for 22 female and 9 male primary school teachers, and reached 122 girls and 85 boys under the age of 9. It also positioned these teachers to be able to provide additional literacy and gender-equitable trainings.

Components from SFS and "The Building Blocks of Literacy" manuals created by the Peace Corps under this agreement were used in the training. One inspired Cameroonian teacher posted pictures of the training on Instagram with the following comment, "Literacy is more than just reading and writing. It is about improving lives." One of the facilitators for the Bambalang literacy workshop held in May 2017 also noted, "It was fun. I wish to do more trainings so that teachers can increase their knowledge on how to integrate literacy in their various subject areas and help the young be literate people."

Guyana

In 2017, the GEF supported technical expertise in Guyana to redesign the childhood literacy project and field test new tools to strengthen reading outcomes, build staff capacity to support peers and colleagues in the literacy project review and redesign process, provide literacy-specific technical training and recommendations, and distill findings for agency-level decision making. GEF provided direct technical assistance to staff, and indirect support to other posts implementing literacy projects, by informing their strategic programming alignment.

Jamaica

In 2016 and 2017, PCVs engaged 2,113 girls and 2,272 boys under the age of 9 in school-based and after-school literacy interventions. Significant growth was seen in word retention, letter name recognition, and decoding skills using a variety of engaging teaching techniques and hands-on, interactive learning aides. One PCV said, "Lots of games were played to aid in instruction (e.g. sparkle, slap the board, spotlight, ball toss, jump n spell, etc.); some were taken directly from the sight words instruction manual, others came from outside."

Community Data-Driven Decision Making in Education (CD3M) Project

The Community Data-Driven Decision Making in Education project (from 2010 to 2011), strengthened the capacity of local educators to improve the quality of education for the youth of their communities. In nearly all countries in which Peace Corps and USAID work, a lack of reliable educational data makes decision making and policy formation a difficult task for local leaders, parents, and school officials. As countries intensify efforts to decentralize education systems, the need for increased knowledge and skills about data and decision making at the community level has also increased. CD3M materials were designed to promote this need in countries where Peace Corps and USAID work. Targeted beneficiaries were administrators, teachers, PTA members, community leaders, and parents.

The CD3M project also integrated Information and Communication Technology (ICT) into the data collection, analysis, and presentation process. The project developed community competency in using ICT tools including mobile phones, databases, and education management information systems in the collection, analysis, and presentation of data. The primary goals of the project were accomplished. Materials and training sessions were designed to train Volunteers, counterparts, and supervisors in the collection and use of disaggregated data for education decision making. This materials development process included collaboration with Peace Corps and USAID technical experts and contractors, as well as a thorough

literature review and examination of past and current projects and other activities.

There are currently 20 detailed session plans, each of which provides around 2 hours of training. The sessions focus on community mobilization, data use in education decision making, and the integration of ICT into the process of data-driven decision making. The session plans are part of a larger document, "The Facilitator's Manual," which provides explicit guidance for the planning, implementation, and follow up of future workshops using the materials. In addition, there is an annotated annex of case studies, reference material, web sites, hyperlinks, development projects, and agencies using ICTs for development activities.

The materials were pilot tested at two Peace Corps posts: Guatemala and the Philippines (May 2011). Two experienced facilitators from Peace Corps led the workshops, which were well received by the participants. Important feedback and suggestions for improvement were incorporated into the final draft of the materials. One participant in the pilot testing workshop said that, "I have learned that data is most important in telling which direction education should be focused on. I have realized the importance of using the validated tools of data collection. I have had a clearer vision of how technology should help in educating children."

There were several lessons learned from the pilot workshops that were useful in the development of the final product and should inform future workshops as well. Suggestions for future workshops included:

- Work closely with Peace Corps staff and Volunteers at post to contextualize the workshop material.
- Select participants competitively, based on knowledge of data sets at their schools and interest in specific elements of the workshop.
- Have co-facilitators and guest speakers, including Volunteers when appropriate, lead sessions or parts of sessions.
- Use a Wikispace or any collaborative online forum before, during, and after the workshop.

- Conduct a thorough analysis of participants' needs prior to the workshop.
- Follow up with the participants after the workshop to determine the actions they have taken in their communities.

In terms of challenges, the consultant had a medical emergency during the development of the materials and was unable to travel and conduct the pilot workshops in Guatemala and the Philippines. While the facilitators of the pilot workshops wrote informative reports that proved invaluable in the development of the final product, the consultant lost the opportunity to see the materials presented first-hand and get immediate feedback from workshop facilitators and participants.

A second challenge was to develop draft materials that can be replicated around the world, while at the same time design and implement a workshop within the context of a specific Peace Corps project at post. In Guatemala, many materials had to be translated well before the workshop. The consultant met with the facilitators and read their reports in order to have as clear a picture as possible of the activities of the workshops and refine the final draft materials. As a result, six new session plans were developed to improve the data analysis section of the workshop as well as augment

the ICT sessions. These new session plans will have to be piloted and refined as appropriate.

The challenge of contextualizing the materials was met by the facilitators working closely with Peace Corps and USAID staff as well as other contractors at post. Moreover, by using local guest speakers and local project plans and education issues in the country, the facilitators were able to show the relevance of the materials to activities with which the participants were already familiar. In Guatemala, the program manager provided much of the hands-on facilitating in Spanish, while in the Philippines, the facilitator arrived at post early and worked with Volunteers and Peace Corps staff to introduce locally relevant materials.

The CD3M project equipped PCVs, their counterparts, and supervisors to assist their communities in conducting data-driven decision making to improve education outcomes. The sessions are currently relevant and applicable in countries where Peace Corps and USAID work. The materials should ideally be updated regularly to remain so. The development of ICTs, changes in education and development strategies, and new demands constantly being placed on educators and policy-makers are all dynamic, and these materials will have to be so as well.

Appendix B: Case Studies of Mission-Funded Activities

These case studies were chosen to be representative of the wide range of Peace Corps activities supported by GEF, the different regions and countries that implemented activities, and the breadth of outcomes that were envisioned.

Uganda: Mobilizing Schools and Communities for Reading Project

Peace Corps/Uganda implemented the three-year “Mobilizing Schools and Communities for Reading” Project from 2012 to 2015. Activities included a regional literacy training for staff and PCVs from 14 Peace Corps countries and the strategic roll-out of literacy training packages and manuals across the region. A total of 90 education Volunteers in Uganda implemented activities that contributed to achieving the goals of 1) improving instructional practice; 2) enhancing students’ reading skills; and 3) creating an enabling environment for supporting literacy. Thirty-six teacher trainers served at primary teachers’ colleges and 54 literacy specialists served at primary schools in 11 language groups over the life of the project. Every target that was set was exceeded, in many cases by a very wide margin.

Volunteer teacher trainers offered instruction in English, reading methods, science, mathematics, early childhood development, and ICT, focusing on integrating literacy across these content areas. PCVs contributed lessons on teaching phonemes, alphabetic principles, fluency, vocabulary, and comprehension; provided in-service professional development on literacy methods and improving school culture through positive behavior systems; and led workshops on library skills, gender equitable teaching practices, and classroom management. Teacher trainings have had a significant reach and widespread attendance. More than 500 teachers traveled significant distances to attend the events and training in some districts.

A pre-service teacher professional development workshop, Teach to LEAD (Leaders in Education and African Development), provided a rigorous, literacy-focused professional development opportunity to set up high potential PTC students as future master teachers. Workshop goals were to 1) increase teaching strategies, leadership ability, and life skills among outstanding PTC students; 2) develop students’ ability to effectively teach literacy and foster a love of reading; and 3) create

Activity	Percent of Target Reached
12,499 pre-service teachers demonstrated increased knowledge of literacy instruction	166%
1,351 in-service teachers demonstrated improved skills in literacy instruction	268%
815 instructional materials were developed	331%
8,013 students attended remedial literacy interventions	162%
24,637 students received improved access to reading materials or resources	259%
130,530 community members participated in literacy activities such as National Drop Everything and Read (DEAR) Day, spelling bees, and clubs	352%

a network of professional connections to provide continued support and guidance in future careers. Teach to LEAD was conducted with support from the Teacher Instructor Education and Training Department within the Ministry of Education and Sports and in partnership with the School Health and Reading Program and four community organizations: Knowledge for Children, YEILD (Youth Empowerment in Leadership Development), CCCD (Center for Creativity and Capacity Development), and Brick by Brick. PCVs, their counterparts, and students created action plans that helped students utilize new skills learned during the workshops.

Over the life of the project, 70 “Literacy Toolkits” have been dispersed to primary schools with PCVs. Each contains evidence-based resources to support the reading interventions and staff development on literacy, classroom management, and positive behavior systems that PCVs and their counterparts received at in-service training.

PCVs serving as literacy specialists also carried out small group reading intervention programs with early and upper primary grade students. In addition, 14 libraries have been established or enhanced as a direct result of PCV and counterpart collaboration. PCVs worked with staff and students to uncover, clean, and systematize existing books and expand libraries by tapping into local resources. PCVs have also promoted enthusiasm for reading through literacy and reading clubs, school newspapers, and literature circles.

One Volunteer literacy specialist reported that, “This year, I held reading intervention sessions with two groups of eight students each. Two or three times a week, I’d take them from their classrooms and we practiced reading activities in our newly created library. Most students were eager to be included in the intervention groups, and this was apparent by the number of students asking to join our groups. I attribute their enthusiasm to many factors, including the interactive and participatory nature of our activities and the stickers I gave students to keep them motivated.

In the beginning, most students in P4 were ignorant to letter sounds in English. Even teachers didn’t comprehend the concept at first. However, with enough effort, we were able to improve this

competency throughout P4, with extra emphasis being placed on students in the reading intervention groups. On average, P4 students doubled their scores in the letter sounds and segmenting categories. Non-words and oral reading also improved, with 32 percent and 62 percent increases, respectively. These improvements can likely be attributed to our flourishing library and the greater usage of books within the classroom. Instilling a desire to read was my ultimate goal when I started this year. With our new library running and operational, I’ve found that P4 are simply more interested than other classes in picking up a book during class and free time.”

PCVs worked with counterparts on *My Language Spelling Bee* competitions, which were designed to support literacy by encouraging students to spell words in their local languages. Key stakeholders in local language literacy and the Multi-Language Education Network promoted the spelling bees, and PCVs worked with district officials to support their implementation at the school, district, and regional levels. The small amount of initial GEF funding has been leveraged through partnerships with local entities including local language boards, the Kampala City Council Authority, the National Curriculum Development Center, the Primary Working Group, MOESTS, the U.S. Mission, the local Uganda spelling bee organization, and local media to roll out similar competitions covering 15 districts, 23,600 students, 400 teachers, district education officers, Coordinating Center tutors, and principals, greatly strengthening sustainability.

PCVs and their counterparts also participated in national Drop Everything and Read (DEAR) Days, which in 2014 brought together 37,000 participants from 113 schools and community organizations across 25 districts. Activities were driven by school-based literacy committees, community libraries, and education organizations. The engagement of regional champions, local schools, and education and literacy organizations such as the Reading Association of Uganda, Summer Institute of Language, Mango Tree, SIL, KCCA, the Parent’s Brigade, and Kampala City Council Authority galvanized momentum for making DEAR Days regular activities. In 2015, 167 schools and community organizations across 44 districts in Uganda engaged more than 85,000 participants

in DEAR-related activities, including buddy reading programs and book-making workshops. PCVs coordinate and mobilize schools and communities, but otherwise remain in the background as they support Ugandans in taking the lead.

The initial *My Language Spelling Bee* and DEAR events, seeded by a little under US\$2,000, have grown exponentially through partnerships with school districts and communities and corporate sponsorships. Inspired by what took place in Uganda, an Africa-wide spelling bee and DEAR Day events are now held in 14 countries, all self-sustaining and accomplished using only local resources and energy. Students from Uganda won the Africa Spelling Bee in 2018. For the last two years, corporate sponsors such as South African Airways, Serena Hotel, and MTN have sponsored and funded the events.

An education PCV who participated in these events noted that, “One of the great successes at Kidera Primary School happened halfway through the first term, when our school held a National DEAR Day event. At the beginning of the year, the library at Kidera Primary School in eastern Uganda was in disarray. Shelves were empty, piles of wood debris were laying everywhere, and tables were strewn about. Books had been sitting in boxes. Soon after the start of my service, the need for organizing the library and books was quickly identified.

One month later, the library still had empty shelves and small piles of wood, but efforts were made to turn the space into a true library. Books began finding refuge on the shelves. Alphabet books and children’s activity books were gathered together into a new childhood leisure section. On March 5, National DEAR Day, pupils and teachers dropped what they were doing and everyone at Kidera read. The day turned out to be a great success. Since that day, everyone has been excited to use the library.”

Philippines: Padayon Mindanao Program

Padayon Mindanao was launched in 2012, building on the efforts of its predecessor, Tudlo Mindanao, to improve classroom management and teaching practices. Padayon Mindanao supported an exchange between educators and youth leaders and their counterparts from Luzon and Visayas

islands, playing a critical role in promoting peace-building, cross-cultural awareness, and understanding. Padayon Mindanao was a collaboration between multiple partners, including USAID, Peace Corps, the Departments of Education and Social Welfare and Development, the USAID Mindanao for Youth Development Program, and six local government units in Zamboanga, Isabela, General Santos City, Cotabato, Parang, and Jolo.

As of 2017, 18 PCVs and 20 Padayon alumni volunteers successfully completed a training of trainers in preparation for facilitating the Train to Teach (T2T) and Educate and Engage to Empower (E2E) Camps. The camps have in turn trained 152 teachers and 96 out-of-school youth (OSY) and community youth leaders, with assessment scores showing significant achievement of outcomes. The project’s impact extends to its localization by partners. T2T alumni have successfully integrated techniques learned into teaching strategies, while E2E alumni have started to replicate the camp in their communities.

Padayon Mindanao training and camps highlighted critical listening and speaking, remedial reading, writing, environmental education, civics, history, mathematics, and conflict management skills. The camps fostered learning collaboration between participants and facilitators; instilled leadership, innovation, and accountability; and promoted unity and cross-cultural understanding. To accomplish these goals, participants were divided into buddies and tribus (tribes) and engaged each other in fun group exercises.

One learning facilitator noted that, “I have had a great experience volunteering as a Learning Facilitator in Padayon Mindanao. Both camps made me encounter different friendly, approachable, humble, and nice people in the camp like my co-facilitators, PCVs, and the project staff who give their extra effort to make sure all of us, both facilitators and participants, are well and comfortable. As an ALS educator, it is for our benefit that we continue to develop our teaching and learning management skills.

I also learned how to approach and mingle with people coming from different cultures and understand their differences. We are not only learning facilitators; we are also learners. Throughout the

course of the camp, we gain valuable insights from the youth participants, co-facilitators, and the project staff. Whenever I attend seminars or events and whenever the organizers ask for any volunteers to do impromptu activities, I usually volunteer, confident of the bag of tools I got from Padayon Mindanao."

Another noted that, "To be a learning facilitator in the E2E Camp means taking on a lot of responsibilities, especially for an OSY like me. But my journey in the camp was smooth and meaningful, thanks to the effective and dynamic processes employed by Padayon Mindanao. The TOT helped us to get prepared and build teamwork with my buddy and co-facilitators. It also helped my transition from being a participant to becoming a learning facilitator. The TOT also made me more confident. It taught me to communicate, to bridge individual differences, and to complement."

A number of youth leaders shared their experiences in the camp. One emphasized that, "The E2E Camp made a huge impact on me as a youth advocate in my community. My role as learning facilitator made me more confident to transform myself to becoming a better leader and a better citizen in my place. Thank you, Padayon Mindanao!"

Another youth leader said, "My experience in the camp was the most amazing thing that happened to me. I got to know other people, share great things about their cultures, and meet people from other places. The way the camp is set-up is very much inspiring; it brings out the best of people around you and gives you the room you need to learn, grow, and boost your confidence. The idea of working with PCVs at first frightened me, but as the days went on, I became more and more comfortable with my buddy, PCV Kyle Neil Connelly. Learning was done both ways. We learned from each other's best and complemented on our role as learning facilitators in the break-out sessions."

Yet another noted, "As a youth leader, the impact of the E2E Camp continues to encourage me to help and build more leaders in our community in Zamboanga City. The camp made me realize that I have a lot of potential, that I can be a part of the solution and that I can make a difference in my own little way. Now, I work closely with the local

governing unit of Zamboanga City for the localization of the E2E Camp to inspire more youth to become partners in building peace and understanding."

A teacher reported from her experience that, "The T2T Camp as a whole was very helpful especially to us educators. All the strategies and techniques introduced by the facilitators were doable and applicable. They are effective in cultivating and molding our OSYs to becoming better learners. The camp also shows that the exchange of culture made us become better and effective teachers to our learners."

As part of its larger goal, innovations were introduced to Padayon Mindanao 2.0 that were mainstreamed on top of the existing components in order to establish the project's potential for impact and sustainability.

These included, for example:

- Securing an agreement of partners on the dates, schedules, and selection criteria of participants for the T2T Camp and the E2E Camp.
- Recruiting alumni of Padayon Mindanao as learning facilitators in the T2T Camp and the E2E Camp and to serve as counterparts for the PCVs. This arrangement proved to be effective in terms of developing cultural inclusivity, promoting cross-cultural understanding, and building teamwork. The group selected as the "Best Tribu" got to represent the entire group to the Project Advisory Committee (PAC). The participants of the First PAC were the Best Tribu of the T2T and E2E Camps.
- Applying the learning concepts of "learning while doing" and "learning while having fun." Plenary sessions were scrapped in favor of breakout sessions. Wrap-up activities and Tribu challenges were added to gauge participants' level of understanding and appreciation. To keep the participants engaged and grounded, solidarity dances were introduced.
- Maximizing the role of the pilot LGUs by supporting replication of the E2E Camp in their areas. Zamboanga and General Santos City successfully replicated and are planning

to do more localized versions of the E2E Camp. Parang and Cotabato City also plan on replicating the camp, with activities fully funded by the LGUs and local partners, and technical support provided by Padayon Mindanao. T2T Camp alumni have successfully replicated the techniques and strategies they have learned in mini-T2T workshops with fellow ALS educators in Cotabato City, General Santos City, Laguna, and Quezon.

Pre- and post-assessment tools for the T2T Camps gauged movement in four areas: interest level, confidence level, teaching strategies, and level of ease. In FY 2017, the T2T Camp demonstrated significant impact to the ALS educators, with shifts from 3 (moderately interested) to 5 (very interested) in all four areas. The results affirm the relevance and applicability of the camp to ALS educators.

The E2E Camp's Assessment Tool focused on abilities and a set of 20 specific skills. The assessments resulted in shifts from 3 to 5 in 21 out of the 30 skills and shifts from 4 to 5 in the remaining 9 skills. The results were validated and affirmed by the participants. Padayon Mindanao has been recognized as a gender-responsive project, meaning that it intentionally seeks to identify the role and impact of gender norms and expectations on project implementation and outcomes.

A number of challenges were identified, including delays in implementation of project activities due to logistical issues, difficulty among partner agencies with sending participants to the T2T and E2E camps due to communication and scheduling issues, PCVs feeling overstretched in their roles as facilitators – several counterparts were recruited – and some safety concerns. Despite these challenges, and as a result of the innovations and partnerships created, Padayon Mindanao reached well over 100 percent of all its targets, including number of educators completing professional development activities (105 percent, or 53 males and 99 females).

Mozambique: Community Libraries Program (CLP)

The Community Libraries Program (CLP) in Mozambique, implemented from 2013 to 2018,

emphasized the importance of widespread community engagement in support of reading practices outside of the classroom for local children. After attending a CLP training, PCVs, counterparts, and community members facilitated activities for local children that introduced effective approaches for communities, parents, and guardians for fostering improved reading skills. These included support for pilot community libraries and training for community members around the supervision and implementation of afterschool literacy coaching and reading activities.

In November 2016, the CLP PCVs that were trained in May 2015 ended their two-year Peace Corps service in Mozambique and left the country. Their CLPs were handed over to their counterparts and PCVs who had been trained in May 2016.

A four-day training of trainers was held for 66 participants (34 PCVs, 32 counterparts) to strengthen knowledge, skills, and capacity around CLP activities. World Education, Peace Corps/Mozambique, and three Peace Corps second-year regional representatives facilitated the conference. The regional representatives provided technical advice and shared their experience with new members. Topics covered during the training included:

- **Effective Literacy Activities:** Each library site received materials and activities (alphabet chart, pocket chart, conversation posters, and word cards) covering the key components of literacy instruction (phonemic awareness, phonics, fluency, vocabulary comprehension).
- **Interactive Activities and Utilizing Recycled Materials:** Demonstrations were provided on the interactive activities highlighting utilizing recycled materials, such as cardboard boxes, bottle caps, and old magazines.
- **Reading Aloud and Utilizing Decodable Books:** A well-detailed explanation on the steps that should be taken before, during, and after reading aloud was given to the participants.
- **Practical Experience:** Participants were given the opportunity to practice what they

learned by facilitating sessions at a local school. Around 120 primary school children attended, many with their parents.

- **Library Logistics:** A session on library logistics covered inventory methods, strategies for book lending, keeping the library clean, keeping a schedule, book organization and display, and promoting a positive reading environment.
- **Library Routines:** This session explained how CLP lessons could ensure that they use the five primary components of literacy instruction.
- **Community Involvement:** An open discussion was held on the importance of scheduling, recruiting, and retaining facilitators, and strategies for community involvement.

A session on the mobile data collection tool Magpi focused on streamlining monitoring and evaluation for CLP activities. PCVs and their counterparts tested and familiarized themselves with the application, which included translation from English to Portuguese and vice versa.

Best practices and lessons learned included:

- Maintaining a good relationship and collaboration between PC/Mozambique, USAID, and World Education Inc. was a key factor for the success and continuation of the program.
- The selection and identification of CLP regional representatives for the Northern, Central, and Southern Regions improved the support and quality for the program.
- The 2017 CLP TOT preparation retreat allowed Peace Corps and World Education Inc. the sharing and reviewing of training materials.
- CLP continues to be a very effective integration tool for volunteers as they are working hand-in-hand with community members.
- CLP is contributing positively to the culture of volunteerism throughout the country, as community members are involved in the implementation of the program.

Challenges, solutions, and actions included:

- CLP participant attendance was inconsistent in most of the sites due to difficulties in maintaining community volunteer facilitators. Peace Corps/Mozambique staff members encourage PCVs to plan and implement regular potential volunteer trainings. In addition, the program coordinator regularly reaches out directly to volunteer's counterparts to encourage them.
- Political instability in Mozambique created security issues that affected PCVs and staff travel and programming. Constant communication with people in affected areas was maintained.

CLPs are generally run by a combination of community volunteers, counterparts, and PCVs. High levels of involvement by all types of facilitators and volunteers ensures CLP sustainability by dividing the burden of managing, organizing, and implementing CLP activities, and increasing the community's connection to the activities held. The community facilitators are the backbone of the program, playing a crucial role in program start-up, implementation, and sustainability, but community involvement has consistently been rated as challenging by PCVs and counterparts. The majority of sites (12, or 57 percent) ranked community involvement as a high priority, while six sites ranked it as medium (29 percent). A consistent involvement by PCVs, counterparts, and community members was observed. It is encouraging to see support networks grow.

The project reached a total of 1,111 students (560 boys and 551 girls) and 33 community stakeholders (18 males and 15 females) in all sites, created 32 functional CLP libraries, trained 86 community facilitators who regularly contributed to CLP activities (44 males and 42 females), and distributed a total of 1,315 textbooks and materials.

An early grade reading assessment in 2017 showed that Grade 2 and Grade 3 CLP participants scored highest when compared with all groups in all subtasks (oral comprehension, concepts about print, letter recognition, familiar word reading, and oral passage reading). CLP participants across all three years of testing have consistently performed better than control and intervention groups.

Appendix C: GEF Countries

Albania	Macedonia
Armenia	Madagascar
Azerbaijan	Malawi
Belize	Mali
Benin	Mexico
Botswana	Micronesia and Palau
Burkina Faso	Moldova
Cambodia	Mongolia
Cameroon	Morocco
China	Mozambique
Colombia	Namibia
Comoros	Nepal
Costa Rica	Nicaragua
Dominican Republic	Panama
Eastern Caribbean	Paraguay
Ecuador	Peru
El Salvador	Philippines
Ethiopia	Rwanda
Fiji	Samoa
The Gambia	Senegal
Georgia	Sierra Leone
Ghana	South Africa
Guatemala	Swaziland
Guinea	Tanzania
Indonesia	Thailand
Jamaica	Timor-Leste
Jordan	Togo
Kenya	Tonga
Kosovo	Uganda
Kyrgyz Republic	Ukraine
Lesotho	Vanuatu
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